

Strategic Planning Chart - 2015-2020

CURRICULUM & INSTRUCTION

Guiding Belief: The Learning Community will provide the personal and academic challenges and learning necessary to prepare students to perform their personal best in the real world in the future

Goal # 1: Students will master foundational skills and knowledge at every level of their education

Objective: Increase achievement *for all students* through a standards-driven, rigorous curriculum with supports and differentiation for diverse learners

Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
<p>CURRICULUM Examine, review and revise district homework policy including purpose and consistency of use to deliver the curriculum</p>	<ul style="list-style-type: none"> ● Asst. Supt. of Curriculum ● Curriculum Resource Teachers ● Curriculum Coordinators ● Dept. Chairs ● Teachers ● Administrators 	<ul style="list-style-type: none"> ● Reviewed and/or revised policy ● Administrative regulation on use and implementation of the reviewed and/or revised policy 	<ul style="list-style-type: none"> ● Work time for ad hoc committee ● Examples and references from other districts utilizing a proficiency based/standards based learning model ● CABE examples 	<ul style="list-style-type: none"> ● Begin in Spring of 2016 and ongoing as needed <p>Fall 2015 Update: Has not yet started; date will be changed to being in Spring 2016</p>
<p>CURRICULUM Develop revised curricular scope and sequence and curricular <i>units</i> aligned to Common Core Standards using UbD model for LA and Mathematics K-12</p>	<ul style="list-style-type: none"> ● Asst Superintendent of Curriculum ● Curriculum Resource Teachers ● Curriculum Coordinators ● Dept. Chairs ● English, LA and Math Teacher workgroups ● Information Technology and Library Media Specialists 	<ul style="list-style-type: none"> ● Curricular Units aligned to Common Core Standards ● Use of Curricular units used and observed regularly ● Increased student achievement as measured by internal and external assessments 	<ul style="list-style-type: none"> ● PD in Common Core Standards ● Release time for work groups ● Planning time for Central Office staff ● Copying costs 	<ul style="list-style-type: none"> ● Ongoing development and revision <p>Fall 2015 Update: Units K-11 has been updated; currently working on changes to HS ELA & Mathematics</p>
<p>CURRICULUM Develop revised curricular scope and sequence and distinct curricular <i>units</i> an "Understanding by Design" (UbD) model for World Language</p>	<ul style="list-style-type: none"> ● Asst Superintendent of Curriculum ● Curriculum Resource Teachers ● World Language Management Team ● Outside Consultants ● Information Technology and Library Media Specialists 	<ul style="list-style-type: none"> ● Paced Curricular World Language Units at the elementary, middle and high school levels ● Curricular units used and observed regularly ● Increased achievement as measured by district assessments 	<ul style="list-style-type: none"> ● Release time for work groups ● Planning time for Central Office staff ● 1.0 World Language Curr. Coordinator ● 1.0 K-2 World Language teacher ● Purchase of Curricular Materials ● Outside Consultants ● Staff training in implementation of Curriculum 	<ul style="list-style-type: none"> ● Ongoing.... ● Implemented Gr. 3-5 Fall 2013 ● Develop Grade 1-2 2015-2016; implement Fall 2016 <p>Fall 2015 Update: Updated for Grades 3-5; will begin work on</p>

				Grades 1-2 for implementation in Fall 2016
Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
<p>CURRICULUM Develop revised curricular scope and sequence and curricular units aligned to C3 National Social Studies Framework, CT State Social Studies Frameworks and Next Gen Science Standards embedding reading strategies objectives related to redesigned SAT using UbD model for Social Studies and Science</p>	<ul style="list-style-type: none"> ● Assistant Superintendent for Curriculum and Instruction ● Curriculum Resource Teachers ● Department Chairs ● Curriculum Coordinators ● Subject Area Coordinators ● Teacher Workgroups ● Science Management Team ● Social Studies Management Team 	<ul style="list-style-type: none"> ● Curricular Units aligned to adopted Social Studies and Science standards ● Use of curricular units used and observed regularly ● Increased student achievement as measured by internal and external assessments ● Increase time for science instruction at the elementary level ● Lab rotation at the elementary level 	<ul style="list-style-type: none"> ● 1.0 STEM Curr. Coordinator ● Professional Development in Social Studies or Science Standards ● Professional Development in alignment to CT Core Standards ● Release time for work groups ● Utilization of newly designed SAT science and social studies subscores ● Planning time for Central Office staff ● Establish a Science Lab in each of the 3-5 schools ● 4 1.0 Science Teachers at the 3-5 schools 	<ul style="list-style-type: none"> ● Spring 2015 begin work ● Begin implementation Fall 2015 and ongoing <p>Fall 2015 Update: Work started and ongoing</p>
<p>CURRICULUM Implement a yearly curriculum review revision model for all subject and courses</p>	<ul style="list-style-type: none"> ● Asst Superintendent of Curriculum Management Teams ● Consultation with Management Teams ● Curric. Resource Teachers ● Curriculum Coordinators ● Subject Area Coordinators ● Dept. Chairs ● Principals ● Teacher representatives 	<ul style="list-style-type: none"> ● Finalized pacing calendars and curriculum units for each subject/course by the deadline set by the revision cycle ● Technology resources and 21st century skills articulated in every unit ● Observation of common pacing and common units across classrooms 	<ul style="list-style-type: none"> ● Release time for work groups 	<ul style="list-style-type: none"> ● Develop during 2014-2015 with implementation 2015-2020 ● Encore Classes started in 2014-2015 <p>Fall 2015 Update: In process</p>

Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
<p>INSTRUCTION Create a plan for Professional Development in the use of instructional best practices to teach diverse learners through district professional development days, building days and self-directed opportunities</p>	<ul style="list-style-type: none"> ● Asst Superintendent of Curriculum ● District PD Committee ● PPS director ● Curriculum Resource Teachers ● Classroom Teachers ● Bilingual and ELL Teachers ● PPS staff ● PDEC Committee 	<ul style="list-style-type: none"> ● Observable use of differentiated instruction and small group instruction in all subject areas ● In-district expertise in research based effective teaching strategies (ETS) ● Embed CT Core Standards Professional Learning modules into all content areas with District CT Learning Module team members 	<ul style="list-style-type: none"> ● Staff PD in numeracy and literacy best practices ● District funded resources, materials, training and release time ● Increase Math Coaches to one per school ● Increase Literacy Coaches to one per school 	<ul style="list-style-type: none"> ● Ongoing each year in alignment with district calendar of Professional Development Fall 2015 Update: Professional Growth Committee develops PD for district, building and self-directed days; implemented 2.0 literacy coaches at the elementary level; professional development ongoing on Mastery-Based Learning and Personalized Learning; identifying district pioneers to be utilized as resources
<p>INSTRUCTION Develop innovative plan for district instructional coaches in literacy and numeracy at all levels</p>	<ul style="list-style-type: none"> ● Asst Supt of Curriculum ● Curriculum Resource Teachers ● Curriculum Coordinators ● Repurpose of MS Subject Area Coordinators & HS Department 	<ul style="list-style-type: none"> ● One instructional coach per building 	<ul style="list-style-type: none"> ● 8.0 additional coaches 	<ul style="list-style-type: none"> ● 2 coaches in place for 2014-2015 (mathematics) ● 2 coaches 2015-2016 (literacy)

	Chairs			Fall 2015 Update: 2.0 math coaches and 2.0 literacy coaches in place at the elementary level; consider removal of sub for this position and make it a permanent position (budgetary change needed)
Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
INTERVENTION Review and revise Tier 2 & 3 intervention protocols in literacy and numeracy for use in regular education prior to referral for special education	<ul style="list-style-type: none"> Asst Superintendent of Curriculum and PPS Director Intervention Management Team Curriculum Resource Teachers Principals Intervention Workgroups PPS Staff Intervention Facilitators Intervention Management Team 	<ul style="list-style-type: none"> Well developed, research based protocols codified and used consistently across schools Consistent Progress monitoring procedures and schedules Consistency in the use of Early Intervention Process (EIP) Appropriate special education identification of Learning Disability Equitable use of interventions based on student needs at each school 	<ul style="list-style-type: none"> Funds for program purchases Release time for work groups Writing time for central office staff Interventionists Training Collaboration time for regular education staff with special education staff Outside consultants if necessary 	<ul style="list-style-type: none"> Started August 2014; ongoing during 2014-2015 Yearly review of protocols 2015 and beyond <p>Fall 2015 Update: Yearly monitoring occurring in collaboration with the Intervention Management Team</p>

<p>INSTRUCTION Develop a yearly personalized teacher/parental support plan providing resources to address individual student needs (for all students tied to their personalized learning pathway)</p>	<ul style="list-style-type: none"> ● Asst. Superintendent of Curriculum ● Teachers ● Curr. Coordinators ● Curr. Resource Teachers ● Principals ● All Staff ● IT Staff ● Parent volunteers (PTAC) 	<ul style="list-style-type: none"> ● Bank of personalized resources to support learners based on need ● Website for use by parents and students to partner with school on Units of Study PreK-12 ● Increase in # of students making progress in intervention 	<ul style="list-style-type: none"> ● Work time/release time for group to develop bank/marketplace of resources ● Assist with IT in creation of a database of resources ● Website creation and promoting to parents and families 	<ul style="list-style-type: none"> ● Begin to develop in Fall 2015 for pilot implementation during 2015-2016 <p>Fall 2015 Update: Google Parental Site has been started and will be going live by December 1, 2015 with updates to occur regularly throughout the remainder of the 2015-2016 school year</p>
<p>CURRICULUM Develop/Revise year long curriculum that provides personalization for all students in all content areas</p>	<ul style="list-style-type: none"> ● Asst Superintendent of Curriculum ● Curriculum Resource Teachers ● Curriculum Coordinators ● Dept. Chairs ● Teacher workgroups 	<ul style="list-style-type: none"> ● Increased student achievement as measured by internal and external assessments ● Student engagement increased as evidenced through iWalkthrough data and analysis 	<ul style="list-style-type: none"> ● Work time for curriculum writing groups ● Coaches to support personalization at the classroom level in implementation of the curriculum ● Repurposing of staff to meet personalized learning of our students (i.e. STEP) 	<ul style="list-style-type: none"> ● Begin to develop in Fall 2015 and review and revisit in alignment with curriculum revision cycle <p>Fall 2015 Update: Personalized Units of Study stated in collaboration with other districts; district work achieved on K-12 graduation standards, specific content performance indicators and beginning to work on scoring criteria to align to the performance indicators</p>

Wallingford Public Schools Strategic Planning Chart - 2015-2020

CURRICULUM & INSTRUCTION

Goal # 2: Students will be excellent communicators

Objective: Students will demonstrate excellence in 21st century skills

Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
<p>WRITING/DISOURSE Create a comprehensive writing curriculum aligned with the National Common Core Standards with year-long pacing and align to Writing Centers in High School or Writing Internship program</p>	<p>K-12 Writing and Discourse Curriculum Team:</p> <ul style="list-style-type: none"> Asst Superintendent of Curriculum Curriculum Resource Teachers Dept. Chairs Teacher workgroups PPS staff STEP and INFOTECH support Community Partners 	<ul style="list-style-type: none"> Students will be actively engaged in writing across the curriculum Students will demonstrate excellence in multiple modes of writing across the curriculum Improved as measured by internal and external assessments Observable use of pacing and units of curriculum Benchmark on demand writing scores will demonstrate growth over time 	<ul style="list-style-type: none"> Release time for work groups Planning time for Central Office staff Copying costs Units of Study and ongoing professional development with Teachers College and the Writing Workshop model 	<ul style="list-style-type: none"> Fall 2015 and ongoing <p>Fall 2015 Update: Benchmark On Demand Writing Assessments created and administered; Units of Study embedding the work of Teacher's College and Writer's Workshop approach</p>
<p>Create an Action Team to develop a comprehensive and robust K-12 philosophy, approach and vertical articulation to Writing and Discourse</p>	<ul style="list-style-type: none"> Asst Supt for Curriculum Humanities Curriculum Coordinator(s) ELA Management Team 	<ul style="list-style-type: none"> Writing philosophy and approach identified Training of teachers completed Staff articulates a K-12 understanding of excellence in writing and discourse Authentic writing opportunities seized upon and lively discourse evident in all schools 	<ul style="list-style-type: none"> Planning and Release time Technical Assistance from Writing experts Training professionals PD time Instructional materials 	<ul style="list-style-type: none"> June 2016 <p>Fall 2015 Update: Not yet started; slated for June 2016</p>

<p>Create opportunities for students to write for authentic purposes across the curriculum and to showcase their work locally and beyond</p>	<p>K-12 Writing and Discourse Management Team:</p> <ul style="list-style-type: none"> Principals Curriculum Resource Teachers Humanities Curriculum Coordinator(s) Dept. Chairs Classroom teachers STEP and INFOTECH support Community Partners Innovation Team 	<ul style="list-style-type: none"> Students will be actively engaged in writing across the curriculum Students will demonstrate excellence in multiple modes of writing across the curriculum Improved as measured by internal and external assessments Observable interest and engagement in writing among students Increased visibility of student work and exemplars Collaboration with authentic audiences locally and beyond (school, district, community and globally in web venues) Use of technology to improve writing instruction Creation of a culture of revision 	<ul style="list-style-type: none"> Release time for work groups Planning time for Central Office staff Technology resources Time for school wide performance and showcase 	<ul style="list-style-type: none"> Fall 2015 <p>Fall 2015 Update: Embedded into the writing workshop model being implemented throughout the district, continued work and ongoing staff professional development needed</p>
Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
<p>WORLD LANGUAGE Develop a state of the art content –based World Language Model elementary, middle and high school students</p>	<ul style="list-style-type: none"> World Language Management Team World Language Curriculum Resource Teacher Assistant Superintendent Principals World Lang teachers Info tech and community support 	<ul style="list-style-type: none"> Enthusiastic elementary World Language students Increased numbers of multilingual students Increased enrollment and successful completion and HS credit for World Language courses in middle schools Increased enrollment and successful completion of world language courses in High Schools Implementation of K-2 World Language 	<ul style="list-style-type: none"> 1.0 FTE Elem WL Teachers at K-2 1.0 World Language Curriculum Coordinator Curriculum Materials and Supplies Technology resources Time in school schedules 	<ul style="list-style-type: none"> Fall 2016 <p>Fall 2015 Update: change the resource need to 1.0 FTE due to staffing changes; world language now in core schedule for all middle school students</p>
<p>FINE and UNIFIED ARTS Develop a state of the art model for Arts Education</p>	<ul style="list-style-type: none"> FINE ARTS Management Team Asst Superintendent of Curriculum Principals Arts & Music teachers Info tech and community support 	<ul style="list-style-type: none"> Innovative Model for ARTS Education is adopted Identified opportunities for ARTS infusion identified Opportunities for students to communicate through the ARTs and to showcase their work locally and beyond 	<ul style="list-style-type: none"> Technology resources Time in school schedules Art Audit by an outside consultant 1.0 Fine Arts/Performing Arts Curriculum Coordinator or Curriculum Resource Teacher 	<ul style="list-style-type: none"> Audit in 2016-2017 with action teams thereafter to plan the work ahead <p>Fall 2015 Update: More work needed in this area; audit to occur in 16-17</p>

Wallingford Public Schools Strategic Planning Chart - 2015-2020

CURRICULUM & INSTRUCTION

Goal #3: Students will learn and develop their competencies for working independently and with others

Objective: Establish a Model of Student Work Habits that promote success

Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
<p>WORK HABITS For SUCCESS Development of a District Rubric for work habits, embed social curriculum and competencies into all schools</p>	<ul style="list-style-type: none"> ● Asst Superintendent of Curriculum ● School Counseling Coordinator ● Guidance Management Team <ul style="list-style-type: none"> ○ Principals ○ School Counselors ○ PPS Staff ○ Gr. 6-12 Teachers ○ Info tech support 	<ul style="list-style-type: none"> ● Use of District Rubric to assess developmentally appropriate work habits ● Consistent use of Responsive Classroom throughout our schools 	<ul style="list-style-type: none"> ● Management Team time ● School Counseling Coordinator Strategic Plan alignment with action teams ● Planning time as needed ● Staff PD in use of rubric ● Staff training in Responsive Classroom 	<ul style="list-style-type: none"> ● Spring 2016 creation (alignment with revised competency based reporting) <p>Fall 2015 Update: Not completed by the dates listed above; cross curriculum standards outlined Fall 2015; team to reconvene and develop scoring criteria in Spring 2016</p>
<p>WORK HABITS For SUCCESS Develop a continuum of student reinforcements and recognition for work habits</p>	<ul style="list-style-type: none"> ● Asst Superintendent of Curriculum ● School Counseling Coordinator ● Business Think Tank Representatives ● Guidance Management Team <ul style="list-style-type: none"> ○ Principals ○ School Counselors ○ PPS Staff ○ Gr. 6-12 Teachers ○ Info tech support 	<ul style="list-style-type: none"> ● Established reinforcements, and recognitions for positive work habits in each school aligned to Responsive Classroom, Responsive Advisory and Positive Behavior Intervention Supports (PBIS) 	<ul style="list-style-type: none"> ● Management Team time ● Planning time as needed ● Staff PD in use of reinforcements and recognitions ● Ongoing staff training and professional development 	<ul style="list-style-type: none"> ● June 2016 following PBIS schedule <p>Fall 2015 Update: Responsive Classroom in place in all elementary schools; beginning work on RC at the Middle School Level; High School in Year 3 training of PBIS; training in consistency of approaches needed moving forward</p>

Wallingford Public Schools Strategic Planning Chart - 2010 – 2015

CURRICULUM & INSTRUCTION

Goal # 4: Students will be highly prepared for their next challenge in school and in life

Objective: Develop a culture that promotes excellence, innovation, and continuous improvement

Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
<p>MODELS OF EXCELLENCE Explore and select school models that promote excellence e.g.</p> <ul style="list-style-type: none"> Graduation Requirements - shifting to competency based diploma Assessment & Grading aligned to competency based diploma with multiple assessment pathways Anytime Anyplace Learning for Credit/Competency attainment 	<p>Innovative School Models Committee</p> <ul style="list-style-type: none"> Central Office and School Administrators Teachers and staff Info Tech expertise Students Innovation Team Management Teams Parents College, business and community partners 	<ul style="list-style-type: none"> Selected models Implementation plan Finance Plan Professional Development plan 	<ul style="list-style-type: none"> Outside Consultants Community and Business Partnerships Innovative funding sources Grants College or University partnerships Technology resources Funding 	<ul style="list-style-type: none"> Progress started (Innovation Team 1 and Innovation Team 2 Ongoing.....Report on progress June 2015 Development of competencies by June 2015 <p>Fall 2015 Update: Middle School Innovation Team in place; developing learning modules/units to be implemented in Fall 2016 to grades 6, 7, 8 students</p>
<p>MODELS OF EXCELLENCE Increase District Early Childhood Center/PreK Programming & Implement Full Day Kindergarten based on recommendations from Early Childhood Management Team,; expansion of PreK opportunities</p>	<ul style="list-style-type: none"> Early Childhood Management Team Teachers/staff Parents Board of Education Administrators Director of PPS 	<ul style="list-style-type: none"> % of students reading on grade level by the end of grade 3 will increase % of students in need of intervention services (academically and socially) will decrease at the K-2 level PreK programs will become NAEYC accredited 	<ul style="list-style-type: none"> Funding for Early Childhood Management Team recommendation (i.e. PreK expansion, etc.) Space for full-day PreK classrooms Redesigned space for Integrated Preschool Time for curriculum review and refinement Materials (consumables and furniture) Technology needs Designated Integrated Preschool Administrator 2.0 full time PreK paras 	<ul style="list-style-type: none"> Report in November 2014 with implementation in Fall 2015 <p>Fall 2015 Update: Full Day Kindergarten Accomplished and Implemented; PreK in all of our K-2 schools; 2 full time PreK classrooms as part of Smart Start Grant; applying to CSDE for additional 2 Smart Start classrooms; Early Childhood Management Team started chaired by Principal at Highland; PreK Teachers beginning self-look at NAEYC standards</p>

			for additional Smart Start classrooms in 2016-2017	
Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
MODELS OF EXCELLENCE Investigate use of maker spaces to promote personalized learning in a mastery based-learning environment	<ul style="list-style-type: none"> Asst. Supt. for Curriculum & Instruction CTE Curriculum Resource Teacher CTE Management Team Teachers MS and HS Innovation Team Administrators 	<ul style="list-style-type: none"> Infusion of maker spaces provided throughout all of our schools # of maker spaces will increase at each school Curriculum Units of Study will embed the design thinking process for utilizing the Maker Space(s) 	<ul style="list-style-type: none"> Funding for equipment to support maker space concept (theory to practice) Competency development professional development in various curricular areas Curriculum development Continued funding of HS and MS Innovation Team 	<ul style="list-style-type: none"> Investigate Spring 2015 through Fall of 2016 Implementation Spring 2017 and beyond <p>Fall 2015 Update: Maker Space being created in each of our Middle Schools in collaboration and partnership with Office Depot; Innovation Team developing modules and units to be taught to utilize the maker space; continued exploration of additional maker spaces required in other schools</p>
NEW MODELS OF EXCELLENCE Expand the rigor of the Adult High School Credit Diploma; adherence with WPS graduation requirement	<ul style="list-style-type: none"> Director of Adult Education Assistant Superintendent for Curriculum & 	<ul style="list-style-type: none"> Increased number of credits earned to be granted an Adult High School Credit Diploma to 23 credits Adult Education students completing .5 credits in civics, 9.0 in electives; 4.0 in 	<ul style="list-style-type: none"> 3 part-time teachers Increased text and supplies 	<ul style="list-style-type: none"> Plan in 2015-2016 Implementation 2016-2017

	Instruction	English, 1.0 in Fine Arts/Voc Ed; 3.0 in Math with one being Algebra, 3.0 in Science, 1.5 in Social Studies and 1.0 in US History		
NEW MODELS OF EXCELLENCE Expand available instructional hours by 68 hours annually for adult students in the English as a Second Language (ESL) program component	<ul style="list-style-type: none"> Director of Adult Education Adult Education ESL instructors 	<ul style="list-style-type: none"> Student hours increased in ESL 	<ul style="list-style-type: none"> 2 Instructors for 3 hours per day for 34 weeks Instructional Supplies 	<ul style="list-style-type: none"> Plan 2015-2016 Implement 2016-2017
MODELS OF EXCELLENCE Identify critical technology skills needed by students at the elementary, middle and high school levels and create a scope and sequence of skills explicitly taught and practiced	Technology Director Technology Management Team <ul style="list-style-type: none"> C.O and school administrators Teachers Technology Management Team Business and Community partners 	<ul style="list-style-type: none"> Identified skills and knowledge needed in the area of technology Adopt district technology standards Identify points where skills should be embedded across the curriculum PD in critical technology skills Curriculum documents embed the critical technology skills throughout the grade levels and subject areas 	<ul style="list-style-type: none"> Planning time Outside consultants if needed Community and Business Partnerships Funding for Technology resources and ongoing Professional Development 	<ul style="list-style-type: none"> June 2015 with professional development and curriculum integration 2015 and ongoing; Embed into other curriculum areas 2015-2016 <p>Fall 2015 Update: Not yet started; will begin to gather this through the Technology Management team in the Spring of 2016</p>
MODELS OF EXCELLENCE Develop Endorsements and certification areas for students (i.e. expand medical, hospitality, audio/visual/technology media) Revise and redesign HS Pathways for students (i.e. Advance Manufacturing, CTE, Business, Foods)	All Management Teams <ul style="list-style-type: none"> CTE Curriculum Coordinator Teachers Administrators at HS Board of Education (curriculum approval and internship policy adoption) 	<ul style="list-style-type: none"> Report to Superintendent on Management Team with recommendations, requirements and resources needed Developed program of studies that outlines the pathways for students Increase in student internships as part of Career Pathways explored by students 	<ul style="list-style-type: none"> Planning time Post-secondary Partnerships and internships Business Partnerships Internship Policy development 	<ul style="list-style-type: none"> Ongoing....Report out on status June 2015 Expand Medical 2016 Hospitality - not yet started Audio/Visual/Technology - not yet started <p>Fall 2015 Update: Advance Manufacturing in Process with course development aligned with internships (pathway), increasing Foods pathway to include Foods 3, expansion of CNA program accomplished</p>

Wallingford Public Schools Strategic Planning Chart - 2015-2020

CURRICULUM & INSTRUCTION

Goal # 5: Students will explore and understand their own strengths, challenges, and interests and make connections between them and the real world of learning, work, and life

Objective: Develop state of the art support services and curriculum for self-awareness, problem solving, decision-making, and planning

Actions	Person Responsible	Indication of Success	Resources	Due Date
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS Develop Individual Success Plans for all students in grade 6 and Grade 9</p>	<ul style="list-style-type: none"> ● Asst Superintendent for HR ● Guidance and PPS Chairs ● CTE Resource Teacher ● School Counseling Coordinator ● School Counseling Management <ul style="list-style-type: none"> ○ Principals ○ School Counselors ○ PPS Staff ○ Gr. 6-12 Teachers ○ Info tech support 	<ul style="list-style-type: none"> ● Success plans established for all grade 6 and 9 students ● Observable student and parent involvement in Success Plans ● Increased student achievement as measured by internal and external assessments 	<ul style="list-style-type: none"> ● Purchase of technology resources ● PD in student plans and other components of Secondary School Reform ● Work Group release and planning time ● Staff training ● Parent and student training in Success Plans ● School Counseling Strategic Plan with action teams 	<ul style="list-style-type: none"> ● Fall 2015 <p>Fall 2015 Update: In process and partly accomplished; being coordinated by newly hired School Counseling Coordinator with the building level staff</p>
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS Create CAPSTONE project guidelines aligned with graduation requirements for academic, civic, and social expectations</p>	<ul style="list-style-type: none"> ● Asst. Superintendent -HR ● CTE Resource Teacher ● Career Center Coordinator ● School Counseling Coordinator ● School Counseling Management Team <ul style="list-style-type: none"> ○ Principals ○ School Counselors ○ PPS Staff & Gr. 6-12 Teachers ○ Innovation Team 	<ul style="list-style-type: none"> ● CAPSTONE Guidelines Document ● Implementation of Capstone at the HS level will increase each year leading up to it becoming a graduation requirement for all students 	<ul style="list-style-type: none"> ● Purchase of technology resources ● Work Group release and planning time ● Staff training ● Parent and student training ● Continued funding for MS and HS Innovation Team 	<ul style="list-style-type: none"> ● Started..... ● Spring 2015 Pilot ● Fall 2015 <p>Fall 2015 Update: HS increase in Capstone (double the size from the pilot in 2014-2015)</p>

<p>Create a "Mini-Capstone" menu for Grade 8 students and a plan for full implementation to all MS students over a 3 year period</p>	<ul style="list-style-type: none"> Asst. Superintendent -HR CTE Resource Teacher Career Center Coordinator School Counseling Coordinator MS Innovation Team Guidance Management Team <ul style="list-style-type: none"> MS Principals MS School Counselors MS PPS Staff & Teachers Innovation Team 	<ul style="list-style-type: none"> Mini-Capstone Menu and Plans for Implementation Modules for curriculum on design thinking embedded into Units of Study Expansion plan of Capstone over 3 years to become fully implemented at the MS level 	<ul style="list-style-type: none"> Work Group release and planning time Staff training Parent and student training Advisory Schedule Continued MS Innovation Team funding 	<ul style="list-style-type: none"> Fall 2015 Fall 2015 Update: Middle School Capstone started through the work of the MS Innovation Team
<p>Create specialized college or career transition plans for ELL Students who have arrived in U.S. during High Schools</p> <ul style="list-style-type: none"> Provide supports for navigating institutional processes and work expectations in U.S. Adult Education connections 	<ul style="list-style-type: none"> Adult Education Director Adult Ed Guidance Counselor ELL-Bilingual Intervention Facilitator HS ELL and Content Teachers HS Administrators Career Ctr. Coordinator 	<ul style="list-style-type: none"> Specialized college or career transition plans for ELL students ELL Audit Results and action steps as outlined in the audit report 	<ul style="list-style-type: none"> Work Group release and planning time Staff training Parent and student training Increase Bilingual staff as necessary due to enrollment 1.0 EL/Bilingual Coordinator 	<ul style="list-style-type: none"> ELL Audit 2014-2015 Review and action planning based on audit 2015-2016; steps toward implementation of audit recommendations in Fall 2016 Fall 2015 Update: Bilingual department meetings reviewing and planning based on audit recommendations
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS Research and select a state of the art guidance model and perform a gap analysis between existing guidance and PPS services and those of a state of the art guidance model</p>	<ul style="list-style-type: none"> Asst. Superintendent- HR Director of PPS CTE Resource Teacher School Counseling Coordinator School Counseling Management Team <ul style="list-style-type: none"> Principals School Counselors PPS Staff & Teachers 	<ul style="list-style-type: none"> Gap analysis between existing guidance and PPS services and those of a state of the art guidance model School Counseling Strategic Plan with action steps 	<ul style="list-style-type: none"> Work Group release and planning time School Counseling Strategic Plan 	<ul style="list-style-type: none"> Started... Action Plan 2014 Implementation of Action Plan Fall 2015 Fall 2015 Update: Review of audit in place; newly developed School Counseling Strategic Plan being created facilitated by the School Counseling Coordinator (new hire)
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS Continue PreK-5 development of</p>	<ul style="list-style-type: none"> Asst. Superintendent for Curriculum K-5 Administrators Teachers 	<ul style="list-style-type: none"> Results of students in need of social/emotional intervention will decrease from benchmark 	<ul style="list-style-type: none"> Responsive Classroom consultant Funding for staff 	<ul style="list-style-type: none"> Started in 2014 and will be ongoing Fall 2015 Update: In place

<p>best practices to promote social/emotional development of students through the use of Responsive Classroom approach</p>	<ul style="list-style-type: none"> • Director of PPS 	<p>assessment measures each year as evidenced by DESSA screening tool</p> <ul style="list-style-type: none"> • Consistent implementation of Responsive Classroom in place in all PreK-2 and 3-5 schools • Decrease in referrals for behavior across all schools 	<p>training in Responsive Classroom</p> <ul style="list-style-type: none"> • Release time for teachers and teams • DESSA screening tools 	<p>in all elementary schools; support and ongoing professional development provided; analyzing alignment between MBL and RC; outlining a current state and desired state to redefine necessary actions</p>
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS Continue to coordinate Health Curriculum programming to our students in collaboration with the Wallingford Health Improvement Plan (WHIP)</p>	<ul style="list-style-type: none"> • Superintendent • School Counseling Coordinator • Principals • Teachers 	<ul style="list-style-type: none"> • Health survey results will indicate a decrease in cohort data related to risky behaviors in our students 	<ul style="list-style-type: none"> • 1.0 Wellness Coordinator 	<ul style="list-style-type: none"> • Fall 2016

Wallingford Public Schools Strategic Planning Chart - 2015-2020

CURRICULUM & INSTRUCTION

Goal # 6: All Students, All Staff, All Successful; students and staff will feel successful in their work.

Objective: Develop programs, training and professional development to ensure that all students and all staff are successful in their work.

Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
<p>PROACTIVE STUDENT SUPPORTS Review and redesign supports to students in the following areas:</p> <ul style="list-style-type: none"> • Bridge Academy (HS) • Summer School (all) • Extended School Year (special education) • Credit Recovery (HS) 	<ul style="list-style-type: none"> • Asst. Superintendent • Management Teams • School Counseling Coordinator • Administrators • Innovation Team • Curr. Coordinators • Director of PPS 	<ul style="list-style-type: none"> • increase in the # of students in Bridge Academy will increase bridging the transition from Grade 8 to High School • Students success rate in Summer School, ESY and Credit Recovery will increase 	<ul style="list-style-type: none"> • Continued time for Innovation Team and HS administrators to work on Bridge Academy • Funding for Bridge Academy • Staff funding for operating Summer School, ESY, Bridge Academy and Credit Recovery 	<ul style="list-style-type: none"> • Planning in late Fall, early winter 2015-2016 for implementation in Summer 2016
<p>MODELS OF EXCELLENCE Provide support to parents and families in all aspects of our school to ensure success of our students through the establishment of Family Resource Centers in each of our PreK-5 and 6-8 schools</p>	<ul style="list-style-type: none"> • Asst. Superintendent • WECARE partnership and board of directors • Early Childhood Management Team • Principals • Partnership with school PTAC and SWPTAC 	<ul style="list-style-type: none"> • Family Resource Center staffed with volunteers and resources for parents will be in each of our schools PreK-2, 3-5 and 6-8 • # of parents and families using the Family Resource Center will increase over time 	<ul style="list-style-type: none"> • Funds for development of family resource centers • Materials to be provided in the family resource centers • Access to technology in the Family Resource Center • Volunteer(s) to staff the family resource center 	<ul style="list-style-type: none"> • Implementation in Fall 2016
<p>PROACTIVE STUDENT SUPPORTS Create supports to our students that require an alternative learning environment</p>	<ul style="list-style-type: none"> • Asst. Superintendent • Director of PPS • Curr. Coordinators • Principals • ARTS & EEP Staff 	<ul style="list-style-type: none"> • Implementation of a MS/HS combined ARTS program at Lyman Hall High School • Implementation of a MS/HS Educational Enhancement Program for students at Mark T. Sheehan High School 	<ul style="list-style-type: none"> • Reallocation of space for MS/HS ARTS programming • Curriculum revisions to include a MS component to programming 	<ul style="list-style-type: none"> • Spring 2016 and ongoing thereafter
<p>CURRICULUM Develop revised leveling system for our students at the High School level</p>	<ul style="list-style-type: none"> • Asst. Superintendent • Board of Education • Curr. Coordinators • Principals • Curr. Resource Teachers • Management Teams 	<ul style="list-style-type: none"> • # of levels will be redefined to meet the needs of our students in a personalized learning system approach 	<ul style="list-style-type: none"> • Formation of a leveling committee • Time to review and plan 	<ul style="list-style-type: none"> • Formation of committee in Fall 2016; implementation to be determined based on work of the committee

	<ul style="list-style-type: none"> Newly formed Leveling Committee 			
CURRICULUM Expand the grant writing department to increase the resources provided to students and staff	<ul style="list-style-type: none"> Superintendent Asst. Superintendent 	<ul style="list-style-type: none"> # of competitive grant applications and attainment will increase 	<ul style="list-style-type: none"> 1.0 Grant Writer 	<ul style="list-style-type: none"> Fall 2016