

Wallingford Public Schools Strategic Plan Update for 2015-2020

Area	District Climate
Goal #1	All staff will feel respected and included in the school community.
Objective	Staff will know and have resources available to work through issues with colleagues for both professional and personal issues and concerns including health

Actions	Person(s) Responsible	Indicator of Success	Resources	Due Date
Re-administer staff climate survey to identify areas of concern and appropriateness of existing resources	District Climate Management Team	completion of staff survey and analysis of results	online survey	<p>Completed Spring 2017</p> <p>May 2017: Results of District staff climate survey data was presented to Board Of Education</p> <p>Fall 2017: Building climate goals will be revised as necessary</p> <p>Spring 2018: Surveys will be re-administered for all staff and annually thereafter</p>

Review existing resources available to staff to address personal, professional and health concerns.	Assistant Supt. of Personnel	staff recognition of available resource	available resources to support professional and personal health	ongoing
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Focus Area	District Climate
Goal #2	All staff will feel connected to the professional learning community.
Objective	Staff (certified and non-certified) will be offered training as needed for specific educational opportunities. All staff will participate in meaningful and ongoing professional development

Actions	Person(s) Responsible	Indicator of Success	Resources	Due Date
Provide annual meaningful PD	Central Office & Building Administration	Participation in regularly scheduled PD	Building level funding for additional PD	ongoing
Obtain consensus at the building level of educational/training needs which includes certified and non-certified staff ensuring alignment with the professional learning community standards and district and strategic plan	Central Office & Building Administration	Consensus on building concerns identified and listed	NA	Ongoing
PDEC Committee will incorporate building needs and will include building liaison from each school	Central Office & Building Administration	Established PD calendar	NA	ongoing
District & building PD committees will meet a minimum of four times per year and communicate information that includes an agenda and minutes. A calendar of upcoming events will be available to all staff on a regular basis.	Central Office & Building Administration and PD committee members	Post agenda and minutes on website.	NA	ongoing

Staff/district wide newsletter will be developed on a monthly basis highlighting curriculum and instruction.	Central Office Administration	Newsletter distributed monthly.	NA	ongoing
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Focus Area	District Climate
Goal #3	District employees will model understanding of the code of professional responsibility.
Objective	Teachers and administrators will model the code of professional responsibility. All staff will have a code of professionalism.

Actions	Person(s) Responsible	Indicator of Success	Resources	Due Date
Continued professional development and in-service opportunities for certified and non-certified staff on developing and maintaining professional relationships	Administrative staff District PD Committee	staff participation in professional development and in-service activities	GCN & other appropriate resources	ongoing
Continued professional development and in-service opportunities for certified and non-certified staff on developing and maintaining professional relationships	Administrative staff District PD Committee	Assistant Superintendent for Curriculum and Instruction, Director of PPS and para-professional leadership team will meet each summer to plan para-professional PD schedule for upcoming school year	GCN & other appropriate resources	ongoing 2016-17: PPS administration and Central Office Administration continue to consult on implementing meaningful PD for certified and non-certified staff to support student growth

Develop District Employee Handbook related to District Policies and Practices	Central Office administration District administrators	Completion of District Employee Handbook	CAS model student handbook	Revised: 2017-18
All certified and non-certified staff will receive annual DCF mandatory reporter training	Central office & Building administration	Documented completion of training	DCF website	By November 1 annually 2016-17; completed
All certified and non-certified staff will review bullying procedures annually	Central Office and Building Administration	Documented completion of training	GCN	By November 1 annually 2016-17: completed
Certified staff will engage in opportunities that will allow staff to demonstrate professional responsibility and teacher leadership.	Central Office and Building Administration	Demonstration of Proficient or Exemplary Rating on CCT	CCT Rubric	ongoing

Focus Area	District Climate
Goal #4	All students will be educated in effective problem solving skills so that they experience fairness in their interactions with all members of the school community. <i>*All students will be provided social, emotional learning opportunities so that they will be productive and engaged, yielding a positive school climate.</i>
Objective	PD will be uniformly provided at all levels to develop proficiency and positive behavioral support and problem solving strategies. Standards that are set will be applied and communicated uniformly.

Actions	Person(s) Responsible	Indicator of Success	Resources	Due Date
Re-administer Student Climate Surveys	District Climate Management Team	Completed Climate surveys & revised school climate plans	online survey	<p>Spring 2017: student survey completed for all students in grades 3-12</p> <p>Fall 2017: Building climate goals will be revised as necessary</p> <p>Fall 2017: District climate plan will be revised as necessary</p> <p>Surveys will be re-administered Spring 2018 for all students in grades 3-12 and annually thereafter</p>

				May 2017: Results of District student climate survey data was presented to Board Of Education
<p>Implement year 2 PBIS at Lyman Hall HS & Sheehan HS:</p> <p>2015-16: Each HS currently implementing year 3, of three year cycle, of PBIS training through SERC</p>	<p>High School core PBIS teams</p> <p>High School core PBIS teams</p>	<p>Implementation of PBIS in each school & completion of all SERC year 2 training requirements</p> <p>2015-16: Completion of year 3 implementation training through SERC</p>	<p>release time / substitute coverage for PBIS Core team members to attend SERC training sessions</p> <p>release time / substitute coverage for PBIS Core team members to attend SERC training sessions</p>	<p>June 2015:Completed</p> <p>Spring 2016: Completed LHHS and Sheehan HS completed 3-year training cycle on PBIS through SERC</p> <p>2016-17: LHHS and Sheehan HS implementing PBIS program in each building</p>

<p>Administer social / emotional / behavioral universal screening to all grade 1-5 students</p> <p>Nov. 2015: <u>Currently screening is not universal but implemented through school based EIP teams.</u> Completed pilot social, emotional, behavioral intervention program in grades 1-5 with selected group of students utilizing the DESSA-Mini and DESSA as the screening instruments</p> <p>2015-16: continue social, emotional, behavioral program with kindergarten - grade 5 students utilizing the DESSA-Mini and DESSA. This intervention program will be overseen by school based early intervention teams.</p> <p>School psychologists and school social workers completed a half-day PD on revisions to social, emotional, behavioral intervention process</p> <p>Investigate additional social, emotional and behavioral screening instruments</p>	<p>School psychologists, school social workers and Elementary Principals</p> <p>School psychologists, school social workers and Elementary Principals</p> <p>School psychologists, school social workers and Elementary Principals</p> <p>PPS Department</p> <p>PPS Department, school psychologists and school social workers</p>	<p>Completion of universal screening, identify students in need of tier 2 and tier 3 interventions, PM data</p> <p>Referrals for screening and interventions will be monitored through school based early intervention teams. (written consent from parent required to participate in screening and intervention program)</p> <p>Continued implementation of social, emotional, behavioral intervention program</p> <p>Revised implementation plan</p> <p>Continued implementation of social, emotional, and behavioral intervention</p>	<p>Universal screening and PM instrument</p> <p>Currently utilizing DESSA-Mini and DESSA as screening and progress monitoring instrument</p> <p>DESSA-Mini and DESSA or other social, emotional, screening instrument</p> <p>professional development / release time</p> <p>professional development / release time</p> <p>professional development/release time</p>	<p>September 2015 and ongoing</p> <p>2014-15 school year and ongoing</p> <p>2015-16 and ongoing: social / emotional / behavioral screening will be monitored through school based Early Intervention teams</p> <p>ongoing</p> <p>2016-17: Implemented use of second social-emotional-be</p>
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		program and progress monitoring		<p>havioral screening through grade 8</p> <p>June 2017: will complete revisions to district Risk Assessment based on input from school social workers and school psychologists</p> <p>Fall 2017: PPS Department PD to review revised Risk Assessment</p> <p>Ongoing</p>
<p>Administer social / emotional / behavioral universal screening to all MS students</p> <p>Nov. 2015: <u>Currently screening is not universal but implemented through school based EIP teams.</u> October 2015: school psychologists and school social workers completed a half-day PD</p>	<p>School psychologists, school social workers and MS Staff</p> <p>PPS Department</p>	<p>Completion of universal screening, identify students in need of tier 2 and tier 3 interventions, PM data</p> <p>Referrals for screening and interventions will be monitored through school based early intervention teams. (written consent from parent required to</p>	<p>Universal screening and PM instrument</p> <p>DESSA-Mini and DESSA will be used as screening and progress monitoring instrument</p>	<p>Fall 2016: Revised implementation plan for social-emotional-behavioral screening in grade 6-8 to be monitored through school EIP teams</p> <p>December 2015</p> <p>October 2015</p>

<p>on development of a pilot social, emotional, behavioral intervention program at the middle schools for the 2015-16 school year</p> <p>Review pilot social, emotional, behavioral intervention implementation procedure with middle school administrators</p> <p>Investigating additional social, emotional and behavioral screening instruments</p>	<p>Middle School administrators and PPS Department</p> <p>PPS Department, school psychologists and school social workers</p>	<p>participate in screening and intervention program)</p> <p>Development of pilot implementation plan for social, emotional, behavioral intervention program</p> <p>Selection of additional screening measures if deemed necessary</p>	<p>Professional development / release time</p> <p>Departmental time / additional release time</p>	<p>Winter 2016: Developed Pilot social / emotional / behavioral middle school implementation protocol</p> <p>Fall 2016: Implement middle school social/emotional/behavioral intervention program</p> <p>June 2016: Completed</p> <p>The BASC-3 BESS has been chosen as an additional screening measure in addition to the DESSA-Mini / DESSA</p>
<p>Inventory and communicate current SEL practices used districtwide</p>	<p>Climate Management Team School Climate Reps</p>	<p>Central document of current best practices in place</p>	<p>Survey tool</p>	<p>2016-17: ongoing</p> <p>January 2017:</p>

				<p>Began implementation of behavior coaching program in all pre-K - grade 5 schools with volunteer teachers in an effort increase internal staff capacity to foster pro-social skills in all students at the tier 1 level</p> <p>Revised: Fall 2016</p>
<p>Expand Responsive Classroom practices in the PK-5 schools</p> <p>2015-16: Investigate adoption of Responsive Classroom practices at the Middle Schools:</p> <p>One administrator and two teachers from each middle school as well as two central office staff attended the National Responsive Classroom conference</p>	<p>Central Office Elementary School Staff</p> <p>Central Office Middle School Staff</p> <p>Central Office Middle School Staff</p>	<p>PD offerings</p> <p>PD offerings / attendance at Responsive Classroom conferences</p> <p>PD offerings / attendance at Responsive Classroom conferences</p>	<p>Funding for Consultant and Staff PD</p> <p>Funding to attend appropriate conferences and in-services</p> <p>Funding to attend appropriate conferences and in-services</p>	<p>Ongoing</p> <p>2015-16 school year and ongoing : completed</p> <p>October 2015: completed</p> <p>2016-17: Begin implementation of Responsive Advisory at each middle school based on Responsive Classroom practices</p>

Focus Area	District Climate
Goal #5	Students will feel they are safe, healthy environment that respects individual differences (social, emotional, cultural.)
Objective	Students will be able to self-advocate

Actions	Person(s) Responsible	Indicator of Success	Resources	Due Date
Re-administer Student Climate Surveys	Climate Management Team	Completed Climate surveys & revised school climate plans	online survey	<p>Spring 2017: student survey completed for all students in grades 3-12</p> <p>May 2017: Results of District student climate survey data was presented to Board Of Education</p> <p>Fall 2017: Building climate goals will be revised as necessary</p> <p>Fall 2017: District climate plan revised as necessary</p> <p>Surveys will be re-administered Spring 2018 and</p>

				annually thereafter
Develop timeline for implementation of middle school advisory program	middle school administration and staff	successful implementation of advisory schedule	existing advisory curriculum	Completed and ongoing 2016-17: Began implementation of Responsive Advisory at each middle school *Revised to Winter/Spring 2016: Completed September 2015
Expand connectedness initiatives throughout District (check and connect, attendance committee, student success plans)	trained staff in each building	responses through student survey questions - improved attendance	survey tool	Fall 2015 and ongoing
Develop District Student Handbook related to District Policies and Practices	Central Office administration District administrators	Completion of District handbook	CAS model student handbook	2015 - 2016 school year Revised: 2016-17 school year