Glastonbury Public Schools

Fourth Generation

STRATEGIC PLAN

2012-2017

Glastonbury, Connecticut
Approved: May 14, 2012
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Fourth Generation

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The Glastonbury Public Schools, in partnership with the entire community, prepares and challenges every student to become a successful and productive member of our diverse and evolving global society.

To fulfill this Mission, we believe we must:

- Set high expectations for all students.
- Ensure the acquisition of 21st century knowledge and skills.
- Promote personal, civic, and social responsibility.
- Provide a safe and supportive learning environment.
- Support and encourage professional learning for all staff.
- Foster parental and community-wide collaboration and communication.
- Make prudent decisions regarding financial resources.
The strategic planning process is vital to the district’s ongoing assessment and revision of current educational practices. The mission, goals, and indicators of success are revised every five years to ensure that the school system is responsive to changes in expected learning outcomes for our students. The planning process sets the course for action planning, allocation of resources, and shared understanding of expectations.

In February 2012, Glastonbury Public Schools completed the fourth generation strategic planning process for the 2012-2017 school years. Staff and community members were involved in goal setting through surveys, focus groups or through committee involvement. The formal planning committee consisted of all members of the Board of Education, membership from the Board of Finance and Town Council, representatives from the district and building level administration, teachers, parents, and community members. Jonathan Costa, Educational Consultant, served as the group facilitator for the fourth time in generation planning.

The planning process was completed in two phases. Phase One included an orientation, revision of the district mission statement, goal analysis, and goal prioritization. Phase Two involved the creation of planning frameworks to achieve the set goals.

The 2012-2017 plan includes major revisions that reflect changing expectations in learning, instruction, technology integration, 21st century skills, and post-secondary readiness. At the forefront of the plan, high expectation for student achievement continues as the primary district goal. As with previous generations, the new plan will drive all district and school initiatives over the next five years. The plan will serve to refine and extend the direction of our school system to guarantee our ongoing responsiveness and success in meeting the needs of all students.
Components:

A. Align content, instruction, and assessment with the Common Core State Standards and other appropriate standards.

B. Integrate 21st century skills needed for high achievement across all subjects:
   - Adaptability and flexibility
   - Communication
   - Independent and collaborative work
   - Critical and creative thinking for inquiry and problem solving
   - Evolving skills, knowledge, and literacies that support global citizenship.

C. Support the academic, social, emotional, and behavioral development of all students through appropriate instructional interventions.

D. Provide learning conditions that develop social responsibility, ethical behavior, and a safe school climate.

E. Strengthen family involvement and engagement to support student learning.
**Present State**

- Some curricula are mapped in each grade level and aligned with existing state and national standards.
- Some curricular assessments are used to evaluate the performance of students on specific standards.
- Data is used to guide instructional decisions in some subjects.

**Beginning**

- Many curricula are mapped in each grade level and discipline, and are aligned with existing state and national standards.
- Many curricular assessments are used to evaluate the performance of students on specific standards.
- Data is used to guide instructional decisions in all subjects.

**Progressing**

- Most curricula are mapped in each grade level and discipline, and are aligned with existing state and national standards.
- Numerous curricular assessments are used to evaluate the performance of students on specific standards.
- Data is used to guide instructional decisions and adaptations in all subjects.

**ACCOMPLISHING**

- All curricula is mapped electronically and tied to Common Core State Standards and other appropriate standards.
- Assessment data is used to evaluate the performance of all students on each standard and guides improvement.
- Data is used to guide differentiated instruction and shows steady student achievement growth across all age and demographic groups.
Present State

- No agreement exists on the identification of 21st century skills within or across disciplines.
- Measures to assess 21st century skill development are not developed.
- Assessment data is not used to determine 21st century skill development in most disciplines.

Beginning

- Consensus exists on 21st century skills.
- Common definitions of 21st century skill indicators are identified.
- Alignment of 21st century skill expectations within existing curricula is completed.

Progressing

- 21st century skills are integrated throughout many key areas of the K-12 curriculum.
- Student progress in 21st century skills development is measured through a variety of assessments at the middle and high school levels.
- Assessment data is collected to guide instructional improvements across disciplines.

ACCOMPLISHING

- 21st century skills are integrated throughout the curriculum.
- Student progress is measured through a variety of assessments across all subjects and grade levels.
- Assessment data is used to guide improvement in 21st century skill development and indicates progress across all student reference groups.

Component B:

Integrate 21st century skills needed for high achievement across all subjects.
Some differentiated instruction strategies are deployed. Some are discipline specific and some are process based. Few are identified in mapped curriculum.

SRBI tiered interventions exist for some disciplines to varying degrees.

While multiple systems now exist to develop and evaluate academic and behavioral data, they are not compatible. Not all required data is identified.

Differentiated instructional strategies are identified; current resources are identified and catalogued.

Individual and discipline-specific SRBI tiered interventions carry beyond core subject areas at every school.

Systems analysis is used to identify strengths and weaknesses; key data points, used to monitor student progress, are identified for all subject areas and grade levels.

Differentiated instructional strategies are gathered and shared.

SRBI tiered intervention strategies are in place at every school.

Systems are built to allow for the sharing and exchange of key academic and behavioral data sets.

Differentiated instruction strategies are clearly delineated throughout the curriculum.

A comprehensive system to implement appropriate academic and behavioral tiered interventions exists at every school.

Academic and behavioral data are used to develop, implement, and evaluate effective interventions.
**Present State**

- A variety of activities that promote social responsibility exist for student participation at all schools.
- Most adults and students support and respect each other and follow established codes of conduct.
- All school facilities are generally safe, pleasant and well maintained.

**Beginning**

- A coordinated system of social skill lessons that support Tier 1 SRBI/PBIS are taught explicitly to all students and are modeled by all adults.
- Nearly all adults and students support and respect each other and follow established codes of conduct.
- All areas of school facilities are safe, pleasant, and well maintained.

**Progressing**

- SRBI/PBIS Tier 2 & 3 instruction meets individualized student needs.
- All adults and students support and respect each other, and follow established codes of conduct.
- All areas of school facilities are safe, pleasant, welcoming, and well maintained.

**ACCOMPLISHING**

- All students participate in a variety of activities that promote social responsibility.
- All adults and students actively support and respect each other, and follow established codes of conduct.
- School facilities are safe, pleasant, welcoming, and well maintained.
**Present State**
- The extent of family involvement is not evaluated formally.
- Some parents access and respond to communication from the school.
- Parental support for student ownership of the learning process is not defined nor measured.

**Beginning**
- Parameters of family involvement are defined and data collection is planned.
- Many parents access and respond to communication from the school.
- Parental support for student ownership of the learning process is defined, and data collection is planned.

**Progressing**
- Parameters of family involvement are measured and patterns/improvements are identified.
- Most parents access and respond to communication from the school.
- Parental support for student ownership of learning is measured and patterns/improvements are identified.

**ACCOMPLISHING**
- Families feel welcomed and actively attend school functions.
- Parents actively communicate with the school using a variety of media.
- Parents support student ownership of the learning process.

**COMPONENT E:** Strengthen family involvement and engagement to support student learning.
ENSURE SUPPORT, GROWTH AND ACCOUNTABILITY OF ALL STAFF

Components:

A. Provide rigorous and systematic learning opportunities consistent with the district’s Mission and Beliefs.

B. Support staff in the development and implementation of standards-based curriculum in all disciplines.

C. Use data to guide instructional decision-making at the classroom, school, and district levels.

D. Explore, discuss, refine, and implement evaluation processes for all staff linked to student performance data and aligned with state guidelines.
Present State

- Overall purpose of adult learning plans is not uniformly clear.
- Limited external and internal opportunities for professional collaboration and staff training exist.
- Minimal opportunities beyond mandated training exist for non-certified staff professional development.
- The Professional Development and Teacher Evaluation Plans support self-directed and district-sponsored professional growth for certified staff.

Beginning

- Overall purpose of adult learning plans is articulated.
- Planning of external and internal opportunities for professional collaboration and staff training exists.
- Limited opportunities beyond mandated training exist for non-certified staff professional development.
- The Professional Development and Teacher Evaluation Plans continue to support self-directed and district-sponsored professional growth for certified staff.

Progressing

- Overall purpose of adult learning plans is articulated and known.
- Evidence of increased external and internal opportunities for professional collaboration exists.
- Expanding opportunities beyond mandated training exist for non-certified staff professional development.
- The Professional Development and Teacher Evaluation Plans continue to support self-directed and district-sponsored professional growth for certified staff.

ACCOMPLISHING

- Purpose and goals of adult learning are clearly articulated and aligned with the priorities, Mission and Beliefs of the district.
- Internal and external expertise is utilized to support staff collaboration and professional growth.
- Resources are reallocated to increase opportunities, time, professional collaboration, and training for all staff.
- The Professional Development and Teacher Evaluation Plans are grounded in adult theories of learning and aligned with district Mission and Beliefs for all staff.
Present State

- The electronic curriculum repository (Atlas Rubicon) purposes/goals are unclear to some.
- Inconsistent use of the electronic curriculum repository is evident.
- Curricula are being developed through the Understanding by Design standards-based framework.
- Assessments to measure standards-based learning outcomes are limited.
- Standards-based reports of student progress are initiated at the elementary and high school levels.
- Some professional development days are used to develop standards-based curricula; funding is available for summer curriculum development projects.

Beginning

- The electronic curriculum repository purposes/goals are articulated for all staff.
- Schedule for use and adoption of the electronic curriculum repository exists.
- Criteria and schedule for developing standards-based curricula exist in all subject areas.
- Criteria and schedule for developing standards-based assessments exist in all disciplines.
- Standards-based reports of student progress are explored at middle school levels and are refined at both elementary and high school levels.
- Increased time and resources are available for curriculum writing and related professional development.

Progressing

- All curricula are increasingly aligned with standards and planned for distribution with a common tool.
- Most curricula are entered into the electronic repository.
- Curricula across all disciplines and grade levels are developed through the Understanding by Design framework.
- Standards-based common assessments are developed across disciplines.
- Standards-based reports of student progress are used effectively at all levels.
- Sufficient time and resources are available for curriculum writing and related professional development.

ACCOMPLISHING

- All curricula are aligned with standards and uniformly accessed with a common tool.
- All curricula are entered into the electronic repository.
- Refinements and interdisciplinary connections are made across curricula.
- Common assessments are agreed upon and applied consistently.
- Standards-based reports of student progress are used at all levels and apply results of related common assessments.
- Ongoing availability of time and resources allows for continual curricula renewal.
Present State

- No universal system for storage and retrieval of student performance data exists.
- Inconsistent use of universal assessments is evidenced for analysis and decision-making.
- Individual departments and teachers use data to guide instructional practices.
- Use of data in SRBI and PBIS is inconsistent.

Beginning

- Data storage options are investigated.
- Universal data needs within and beyond SRBI/PBIS are identified; use of universal assessments increases.
- Staff works to build consensus on ratings and measurement of student learning outcomes.
- Practice includes expanded use of SRBI/PBIS data to guide instructional practices.

Progressing

- Data storage options are identified, explored and tested.
- Uses of universal assessments are consistent and expanding.
- Evidence of increasing consensus on ratings and measurements is shown.
- Improved alignment between instructional strategies and SRBI/PBIS data-based decision making is evident.

ACCOMPLISHING

- A data warehouse is used to easily access timely student performance data.
- Systemic uses of data from universal assessments across the schools/district inform instructional decisions.
- Consensus on ratings and measurements is shown.
- Increased evidence of flexible, individualized instruction and assessment exists.
Present State

- Relevant and appropriate student performance data points are not identified nor agreed upon.
- All professional development and evaluation plans are based on the Common Core of Learning or other appropriate documents; objectives are linked to student performance.
- Non-certified staff evaluations are not linked or explicitly supportive of student performance.

Beginning

- Broad outlines of the usefulness and appropriateness of student performance data, and the role data plays in professional evaluation, are discussed and identified.
- Explorations are underway of various professional development and evaluation models that align with new state guidelines.
- Non-certified staff evaluation processes are examined for areas where they may support student performance.

Progressing

- Relevant student performance data points are identified and agreed upon.
- Professional evaluation plans are collaboratively generated and describe a workable process to accomplish goals and to meet new state guidelines.
- Non-certified staff evaluation processes are adjusted to integrate the Mission and Beliefs.

ACCOMPLISHING

- Relevant and appropriate student performance data points are identified and agreed upon.
- Administrator, teacher, and staff evaluation processes, which include relationships between student performance data and evaluation outcomes, are in place and enacted.
- Non-certified staff evaluation processes, which include relationships between student performance data and evaluation outcomes, are in place and enacted.
Components:

A. Integrate a comprehensive digital system of instruction, assessment, communication, and management.

B. Create instructional conditions that foster greater teamwork, collaboration, and extended learning opportunities.

C. Support the academic, physical, social, emotional, and creative growth of every child in collaboration with the community.

D. Review policies and regulations to ensure consistency and applicability with digital systems.
Present State

- Use of digital resources is limited and inconsistent.
- Online assessments are rarely utilized.
- Limited use of virtual environments is evidenced.
- Print and digital system duplication is evident.

Beginning

- Device acquisition strategies are explored for feasibility and affordability.
- Plans for 2014-2015 online assessments are completed (systems support and capacity).
- Use of virtual environments is piloted in small scale.
- Print and digital system duplication is identified.

Progressing

- Device acquisition strategies are implemented with a 1:1 goal.
- Plans for 2014-2015 online assessments are implemented (systems support and capacity).
- Use of virtual environments is expanding.
- Print and digital system duplication reduction plan is developed and implemented.

ACCOMPLISHING

☑ Every student has an appropriate digital learning device, and when appropriate, uses digital resources.
☑ Some local and state assessments are completed online.
☑ Students communicate and learn within virtual environments.
☑ Electronic systems are used to increase operational efficiencies whenever practical.
**Present State**

- Students occasionally work on projects that allow them to apply learned skills/content in every subject.
- Students occasionally learn from peers and experts outside the classroom.
- Students rarely use public and private organizations to enhance learning.

**Beginning**

- Students frequently work on projects that allow them to apply learned skills/content in every subject.
- Students frequently learn from peers and experts outside the classroom.
- Students occasionally use public and private organizations to enhance learning.

**Progressing**

- Students consistently work on projects that allow them to apply learned skills/content in every subject.
- Students consistently learn from peers and experts outside the classroom.
- Students frequently use public and private organizations to enhance learning.

**ACCOMPLISHING**

- Students work together on assured experiences and practical projects that require them to apply learned skills/content in every subject.
- Students learn from peers and experts outside the classroom.
- Students use public and private organizations to enhance learning regularly.

**COMPONENT B:**

Create instructional conditions that foster greater teamwork, collaboration, and extended learning opportunities.
**Present State**

- Parent communication is frequent and comprehensive, but engagement and satisfaction are unknown.
- Communications with the broader community are limited.
- Limited structured opportunities encourage individual and group involvement.

**Beginning**

- Parent communication remains frequent and comprehensive with engagement and satisfaction data collection underway.
- Communications with broader community are planned for expansion.
- Planning is completed for structured opportunities that encourage individual and group involvement.

**Progressing**

- Parent communication remains frequent and comprehensive; engagement and satisfaction data has been collected and analyzed.
- Communications with broader community are expanding.
- Piloting structured opportunities encourage individual and group involvement.

**ACCOMPLISHING**

- Strategies for improving engagement and satisfaction are tested.
- Electronic communications with entire Glastonbury community are used on a regular basis.
- Structured opportunities encourage individual and group involvement.
**PRESENT STATE**

- Policies are reviewed annually or as needed.

**BEGINNING**

- Policy review is initiated for the sole purpose of determining print vs. digital perspective.

**PROGRESSING**

- Policy revisions are identified and acted upon.

**ACCOMPLISHING**

- Policies/regulations reflect current and responsible use of digital systems.
<p>| <strong>Glossary</strong> |
|-----------------|--------------------------------------------------------------------------------------------------|
| <strong>21st Century Skills:</strong> | The skills needed to work and live productively in a global 21st century society, including: adaptability and flexibility; communication; independent and collaborative work; critical and creative thinking for inquiry and problem solving; and evolving skills, knowledge, and literacies that support global citizenship |
| <strong>Adult Learning Theories:</strong> | A set of principles about adult learning that are applied to support sound and respectful professional development |
| <strong>Atlas Rubicon:</strong> | A web-based program used to develop, organize, communicate, and disseminate information about the district curriculum |
| <strong>Common Assessments:</strong> | Uniform measures of student learning that are administered by teachers responsible for the same grade level, course, or content area |
| <strong>Common Core of Learning:</strong> | A set of achievement expectations for all students across Connecticut |
| <strong>Common Core State Standards:</strong> | National standards that define the knowledge and skills students should acquire during their K-12 education so they will graduate able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs |
| <strong>Curriculum:</strong> | The combined content, instructional strategies, assessments, literacies and learning rituals that are identified in developing lessons, units and courses |
| <strong>Curriculum Mapping:</strong> | A process for identifying and recording the content and skills taught in a classroom, school, or district over time |
| <strong>Data Warehouse:</strong> | A database used for reporting, storing and analyzing of data |</p>
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<tr>
<th>Term</th>
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<tr>
<td>Differentiated Instruction</td>
<td>Teaching methods that identify and use students’ background knowledge, readiness, language, preferences in learning, and interests</td>
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<td>PBIS</td>
<td>Positive Behavioral Interventions and Supports (PBIS): a trademarked system used to develop safe school climates and positive learning environments</td>
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<td>School Climate</td>
<td>The qualities and character of a school that reflect its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures</td>
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<td>SRBI</td>
<td>Scientific Research-Based Interventions (SRBI): an organizational framework used to ensure that all students have appropriate learning opportunities based on their needs</td>
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<td>SRBI Tiers</td>
<td>Levels of intervention/support that intensify according to individual student needs</td>
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<td>Standards-based Curriculum</td>
<td>The use of content and performance standards as the foundation for designing content, instructional strategies, and assessments of learning in lessons, units, and courses</td>
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<td>Strategic Planning</td>
<td>An organization's process for defining its mission, vision, and goals; and its decisions on allocation of resources to achieve outcomes</td>
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<td>Student Ownership</td>
<td>A student’s ability to take responsibility for the learning process and learning outcomes</td>
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<td>Understanding by Design</td>
<td>A trademarked curriculum development tool that supports the integration of standards-based courses, units, and lessons</td>
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<td>Virtual Environments</td>
<td>An online/digital milieu through which users interact with one another</td>
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