

Wallingford Public Schools Strategic Planning Chart - 2010 – 2015

CURRICULUM & INSTRUCTION

Guiding Belief: The WPS 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	Progress and Status as of June 2013
CURRICULUM 1. Develop year-long/ full course “Curriculum Pacing Calendars” in LA and Mathematics K-12	<ul style="list-style-type: none"> Asst Superintendent of Curriculum Curriculum Resource Teachers Dept. Chairs Teacher workgroups 	<ul style="list-style-type: none"> Developed and utilized pacing calendars Increased student achievement as measured by internal and external assessments 	<ul style="list-style-type: none"> Release time for work groups Planning time for Central Office staff Purchase of Curricular Materials 	<ul style="list-style-type: none"> Math & Reading due Dec 2010 Writing due Jan 2012 9-12 LA & Math June 2011 	✓ COMPLETED 2011 prior to CCSS implementation
CURRICULUM 2. 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	<ul style="list-style-type: none"> Asst Superintendent of Curriculum Curriculum Resource Teachers 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"> 1.0 FTE Mathematics Curriculum Teacher 1.0 FTE LA Curriculum Teacher PD in Common Core Standards Release time for work groups Planning time for Central Office staff Copying costs 	June 2012	✓ In Progress K-5 ELA –9/2011;K-5 Math 9/2012 6-8 ELA - 3/ 2013; 6-8 Math 3/2012 Adv. Gr. 7 - 9/2013 Algebra 1 - 9/2012; Alg. 1-G 9/2013 Gr. 9 ELA – 9/2013 Geometry -9/2012
CURRICULUM 3. Develop revised curricular scope and sequence and distinct curricular <i>units</i> an “Understanding by Design” (UbD) model for World Language	<ul style="list-style-type: none"> Asst Superintendent of Curriculum Curriculum Resource Teachers World Language Management Teams 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"> 2.0 World Lang Chairs (each HS) Release time for work groups Planning time for Central Office staff Purchase of Curricular Materials Outside Consultants Staff training in implementation of Curriculum 	December 2012	✓ In Progress Spanish and French 1 – 9/ 2011 Spanish and French 2 – 9/2012 Spanish and French 3 – 9/2013 Gr. 3-5 Introductory Spanish – 9/2013 Planning - Italian, German, Latin for 2014

<p>NEW ACTION - Spring 2013</p> <p>3A. Develop placement guidelines with identified criteria (and data points) for grade 8 Spanish and French students to be placed in HS Spanish and French levels entering grade 9</p>	<ul style="list-style-type: none"> Curriculum Resource Teacher Grade 8 & HS Spanish & French teachers World Language Management Team 	<ul style="list-style-type: none"> Guideline document created with criteria BOE adoption October 2013 Guidelines communicated to all stakeholders in writing - students, parents, teachers, admin, guidance Advertise guidelines 	<ul style="list-style-type: none"> Planning time Meeting time Printing or website resources 	<p>November 2013</p>	<p>N/A</p>
<p>NEW ACTION- Spring 2013</p> <p>3b. Revise curricula- Italian, German, Latin</p> <p>3c. Explore online/other course options for the highest levels of World Language (Level 4,5,6)</p> <p>3d. Explore Heritage Language Program</p>	<ul style="list-style-type: none"> Curriculum Resource Teacher World Language Teachers World Language Management Team 	<ul style="list-style-type: none"> Revised curricula New higher level courses offered Report on Heritage Language Program Possibilities 	<ul style="list-style-type: none"> Planning and release time New curricular materials Budget for purchase of seats in online or other rigorous courses 	<ul style="list-style-type: none"> Fall 2014- completed curriculum Fall 2015- higher level courses offered Fall 2014 – report on heritage language program 	<p>N/A</p>
<p>CURRICULUM</p> <p>4. Develop common curricular end-of-unit (summative) assessments that are aligned with the Nat'l Common Core Standards in K-12 LA, Math and World Language</p>	<ul style="list-style-type: none"> Asst Superintendent of Curriculum World Language Management Teams Curriculum Resource Teachers Dept. Chairs LA and Math Curriculum Management Teams 	<ul style="list-style-type: none"> Curricular Unit assessments aligned to Common Core Standards Curricular units used and observed regularly Increased achievement as measured by district assessments 	<ul style="list-style-type: none"> 1.0 FTE Math & ELA Curriculum Teacher 2.0 World Lang Chairs (each HS) PD in CCSS and Assessment of Writing Release time for work groups Outside Consultants Staff training in admin & scoring of assessments 	<p>June 2013</p>	<p>✓ Completed- June 2013- Unit Performance Tasks K-5 ELA and Math; 6-8 Math and Alg. 1</p> <ul style="list-style-type: none"> Begin units gr. 6-8 ELA –March 2013 Begin units gr. 9 ELA – Sept. 2013
<p>CURRICULUM</p> <p>5. Establish a curriculum revision model and a schedule for 5 year curriculum revision cycles 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 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"> 1.0 FTE Mathematics Curriculum Teacher 1.0 FTE LA Curriculum Teacher 2.0 World Lang Chairs Info tech and Library support Release time for work groups 	<p>Model developed by August 2011</p> <p>Revisions ongoing</p>	<p>✓ Completed</p> <ul style="list-style-type: none"> Transition plans for CCSS ELA K-12 drafted in Spring 2011 Transition plans for CCSS ELA K-12 drafted in Spring 2011 Drafted Plan for all other subjects 9-12 in April 2013

INSTRUCTION 6. Create a plan for PD in the use of instructional best practices to teach diverse learners	<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 	<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) Electronically library of exemplary lessons utilizing ETS in a variety of subject areas and grades 	<ul style="list-style-type: none"> Staff PD in differentiated instruction TOT in ETS and Data Teams District funded resources, materials, training and release time 4 contracted Instructional Coaches for 16 days each for 2 MS & 2 HS In-district Elem Instructional Coaches with 20 release days per year and assigned substitutes 30 days per year 	Initiated by September 2013 Round 1 completed by December 2011	✓ <u>Process begun, more action required</u> <ul style="list-style-type: none"> 2011-13 -ELL Training for selected teachers -K-8 and LHHS 2012-13 – ELL training all staff – MTSHS 2011-13 CCSS PD <ul style="list-style-type: none"> K-5 Literacy & math coach K-8 Math Practices 6-12 Argument Writing 6-8 Literary Inquiry
NEW ACTION - Spring 2013 6a. Develop innovative plan for district K-5 instructional coaches using perm subs paired with teacher coaches	<ul style="list-style-type: none"> Asst Supt of Curriculum 	<ul style="list-style-type: none"> One instructional coach at each K-2 and 3-5 school 	<ul style="list-style-type: none"> Use existing strategic plan budget funds for permanent substitute salary 	Fall 2014	N/A
NEW ACTION – Spring 2013 6b. Initiate progress monitoring of all K-12 special education students using AIMSweb progress monitoring measures	<ul style="list-style-type: none"> Asst Supt of Curriculum PPS Coordinators & Dept Chairs Intervention Trainers 	<ul style="list-style-type: none"> All K-12 students monitored using AIMSweb measures 2-4x per month 	<ul style="list-style-type: none"> PD time Training- admin and teachers AimsWeb seats –spec ed. Students 	Spring 2014	N/A
EARLY INTERVENTION 7. Develop 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 	<ul style="list-style-type: none"> Well developed, research based protocols codified and used consistently across schools Consistent Progress monitoring procedures and schedules Decreased special education identification as Learning Disability 	<ul style="list-style-type: none"> Admin Planning Group- 2 release days (Spring 2011) Funds for program purchases Release time for work groups Writing time for central office staff Interventionists Training Outside consultants 	December 2012	✓ <u>Completed 2011-12 -on-going challenges</u> <ul style="list-style-type: none"> Job embedded coaching for gr. 6-8 interventionists and principals in 2011-12 Job embedded coaching for gr. 3-5 interventionists and principals in 2012-13
EARLY INTERVENTION 8. Develop Early Intervention Process Teams	<ul style="list-style-type: none"> Asst Superintendent and PPS Director Director of Special Education EIP Management Team Principals School EIP Teams 	<ul style="list-style-type: none"> Research based procedures codified within a district EIP Team Plan and used consistently in all schools Reduced referral rates to EIP as systems of best practice and intervention 	<ul style="list-style-type: none"> 4 day Release for training for 12 school EIP Teams (Elem, Secondary Training) Planning time 	December 2012	✓ <u>Implemented with challenges</u> <ul style="list-style-type: none"> SERC Training & protocols -2011-12 Scheduling conflicts and admin turn over slowed progress

<p>EARLY INTERVENTION</p> <p>9. Literacy and Numeracy Targeted Intervention Programs for High School Students</p>	<ul style="list-style-type: none"> • Asst Superintendent and PPS Director • Intervention Management Team • Principals • High school Teachers and tutors • PPS Staff 	<ul style="list-style-type: none"> • Well developed, research based protocols for adolescent struggling learners • Matching progress monitoring procedures and schedules 	<ul style="list-style-type: none"> • 2.0 FTE Reading Interventionists at the 2 HS • 2.0 FTE Math Interventionists at the 2 HS • Info Tech Support • PD –intervention protocols and AIMSWEB 	<p>June 2012</p>	<p>✓ <u>Completed 2011-12 gr. 9 & 10 Reading & Math</u></p> <ul style="list-style-type: none"> • Interv. Course = ¼; ½ or 1/0 credit • HS Intervention Summit after CAPT • 2012-13 paired Intervention and Special Ed • Retired all grade 9 pre-algebra courses in district in spring 2013 • Fall 2013- New Algebra 1 –G course with Intervention built in (2.0 credit-daily instruction)
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Wallingford Public Schools Strategic Planning Chart - 2010 – 2015

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	Progress and Status as of June 2013
<p>WRITING/ DISCOURSE</p> <p>1. Create a comprehensive writing curriculum aligned with the National Common Core standards with yearlong pacing</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 	<ul style="list-style-type: none"> • 1.0 FTE Reading Curriculum Teacher • Release time for work groups • Planning time for Central Office staff • Copying costs 	<p>June 2012</p>	<p>✓ <u>Writing incorporated in all CCSS ELA and SS curriculum</u></p> <ul style="list-style-type: none"> • Need a comprehensive district philosophy and approach to writing • Need more varied, authentic and purposeful writing for 21C
<p><u>NEW ACTION - Spring 2013</u></p> <p>1a. 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 Resource Teachers • 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 	<p>June 2016</p>	<p>N/A</p>
<p>WRITING/ DISCOURSE</p> <p>2. 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 • Dept. Chairs • Classroom teachers • 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 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) 	<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 	<p>Sept 2012</p>	<p><u>Not Achieved on time</u></p> <ul style="list-style-type: none"> • Authentic opportunities just be identified in spring 2013 in MS and HS ELA Units

<p>WORLD LANGUAGE</p> <p>3. Develop a state of the art content –based World Language Model elementary, middle and high school students</p>	<ul style="list-style-type: none"> • Superintendent <p>World Language Management</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 2.0 FTE Elem WL Teachers • 4.0 FTE M.S. WL Teachers • Curriculum Materials and Supplies • Technology resources • Time in school schedules 	<p>June 2012</p>	<p>✓ Grade 3-5 World Language Program budget approved May 2013</p> <ul style="list-style-type: none"> • May 2013- developing Gr. 3-5 Spanish curriculum • Hire 2.0 FTE Elem Spanish teachers
<p>FINE and UNIFIED ARTS</p> <p>4. Develop a state of the art model for ARTs Education</p>	<ul style="list-style-type: none"> • Asst Superintendent of Curriculum <p>FINE ARTS Management Team</p> <ul style="list-style-type: none"> • 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 		<p><u>Not Achieved on time</u></p> <ul style="list-style-type: none"> • Arts and Music Management Team meet regularly

Wallingford Public Schools Strategic Planning Chart - 2010 – 2015

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	Progress and Status as of June 2013
WORK HABITS For SUCCESS 1. Development of a District Rubric for work habits	<ul style="list-style-type: none"> • Asst Superintendent of Curriculum • 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 	<ul style="list-style-type: none"> • Management Team time • Planning time as needed • Staff PD in use of rubric 	January 2012 New deadline June 2014	<u>Not Achieved on time</u> <ul style="list-style-type: none"> • Guidance Dept involved in Student Success Plans and Naviance • 2012-13 Innovation Team created with focus on student engagement and 100% graduation • Focus on “Soft Skills” and “21C Skills” • <u>In Progress- Independence Rubric for all common performance tasks</u> • Need to create an Action Team from the Guidance Management Team to develop a district wide K-12 Rubric for Work Habits. <ul style="list-style-type: none"> ○ Rubric must be aligned with or incorporate the HS School-wide Rubrics for Social Expectations
WORK HABITS For SUCCESS 2. Develop a continuum of student reinforcements and recognition for work habits	<ul style="list-style-type: none"> • Asst Superintendent of Curriculum • 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 	<ul style="list-style-type: none"> • Management Team time • Planning time as needed • Staff PD in use of reinforcements and recognitions 	June 2013 New deadline June 2016 following PBIS	<u>Not Achieved on time</u> <ul style="list-style-type: none"> • District Climate committees focusing on staff behaviors and surveys • PBIS will be implemented in 2013-14 by some schools and will incorporate explicit instruction in pro-social and productive student behavior
WORK HABITS For SUCCESS 3. Create independent learning stations for LA and Mathematics K-5	<ul style="list-style-type: none"> • Asst Superintendent of Curriculum • Elem LA Management Teams <ul style="list-style-type: none"> ○ Principals ○ K-8 Teachers Info tech support 	<ul style="list-style-type: none"> • Use of K-5 Grade Level Literacy stations in all elementary classrooms • Observable student engagement and work habit assessment using district rubric • Increased student achievement as measured by internal and external assessments 	<ul style="list-style-type: none"> • 1.0 FTE LA Curriculum Teacher • PD in literacy and numeracy stations • Work groups complete the development of learning stations K-5 • Assessment of students work habits using the district rubric 	Pilot Gr. 1 at Cook Hill by June 2011 District wide by June 2012	✓ <u>Implemented in 2011-12 in grades K-5</u> <ul style="list-style-type: none"> • Training and release time for teachers in June 2011 • Math is a work in progress

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	Progress and Status as of June 2013
<p>MODELS OF EXCELLENCE</p> <p>1. Explore and select school models that promote excellence e.g.</p> <ul style="list-style-type: none"> ✓ District Early Childhood Center ✓ Dual Language Immersion Programs ✓ K-2 Learning Academies ✓ 3-5 Performance Academies ✓ Middle School Project Based Learning Academies ✓ High School Applied Learning Academies 	<p>Innovative School Models Committee</p> <ul style="list-style-type: none"> • Central Office and School Administrators • Teachers and staff • Info Tech expertise • Students • 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 	June 2014	<p>✓ <u>In Progress</u></p> <ul style="list-style-type: none"> • Implementation of the first district Innovation Team in 2012-13 • Created the Wallingford 100 Initiative • Developed HS Reform Proposals (HS Principals) which include action steps to develop: <ol style="list-style-type: none"> 1. Graduation Requirements 2. Standards-Based Assessment and Grading 3. Heritage Language Program: Curriculum writing 2013-2014, Implementation 2014-2015 (Will reach out to Center for Latino Studies at UConn for assistance.)
<p>MODELS OF EXCELLENCE</p> <p>2. 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</p>	<p>Technology Director Technology Management Team</p> <ul style="list-style-type: none"> • C.O and school administrators • Teachers • Business and Community partners 	<ul style="list-style-type: none"> • Identified skills and knowledge • Adopt district technology standards • Identify points where skills should be embedded across the curriculum • PD in critical technology skills 	<ul style="list-style-type: none"> • Planning time • Outside consultants • Community and Business Partnerships • Funding for Technology 	June 2014	<p>✓ <u>In Progress</u></p> <ul style="list-style-type: none"> • Technology Action Team Created <ul style="list-style-type: none"> ○ Technology Skills Identified
<p>MODELS OF EXCELLENCE</p> <p>3. Develop a Financial Literacy Model and Curriculum for grades 6-12</p>	<p>Financial Literacy Management Team</p> <ul style="list-style-type: none"> • C.O and school admin • Teachers • Business Community partners 	<ul style="list-style-type: none"> • Identified skills and knowledge • Adopt district financial literacy standards • Identify points where skills should be embedded • PD in critical financial skills 	<ul style="list-style-type: none"> • Planning time • Professional development • Outside consultants • Community and Business Partnerships 	June 2013	<p>✓ <u>In Progress</u></p> <ul style="list-style-type: none"> • Donation from community member to purchase financial literacy curriculum • Developing Financial Literacy Curriculum in 2012-13 and 2014-15

<p>MODELS OF EXCELLENCE 4. Develop a Health and Wellness Literacy Model and Curriculum</p>	<p>Health and Wellness Management Team</p> <ul style="list-style-type: none"> • C.O and school administrators • Health and Nursing Staff • Medical director • Teachers • Community & University partners 	<ul style="list-style-type: none"> • School structures are assessed for health and wellness factors • Identified critical skills • Identify points where skills should be embedded across the curriculum • Professional development in critical financial skills 	<ul style="list-style-type: none"> • Planning time • Outside consultants • Community and Business Partnerships 	<p>June 2013</p>	<p>✓ Completed</p> <ul style="list-style-type: none"> • 2012-13 Revise Health Curriculum K-12 to be presented to BOE in Sept 2013 <ul style="list-style-type: none"> ○ K-5 Coordinated Health Education Model ○ Revised K-5 Units ○ Revised 6-8 Units ○ Revised Gr. 10 Units ○ Align content to critical prevention/education health topics found in State Frameworks and of importance locally • Work with Wallingford YMCA and Social Services on critical prevention/education health topics • Plan participation in CT Public Health Dept. Teen Health Surveys to be administered in 2014-15 or later. <ul style="list-style-type: none"> ○ BOE approves participation in surveys
<p>MODELS OF EXCELLENCE 5. Create programs for school to career learning opportunities in the community</p>	<p>School to Career Management Team</p> <ul style="list-style-type: none"> • C.O and school administrators • Teachers • Community and University partners 	<ul style="list-style-type: none"> • Credit bearing Internship and Externship opportunities are created 	<ul style="list-style-type: none"> • Planning time • Outside consultants • Community and Business Partnerships 	<p>June 2012</p>	<p>✓ Funded</p> <ul style="list-style-type: none"> • Plan opening of Career Centers in 2013-14 to be staffed by PT Career Coordinator and clerk
<p>NEW ACTION - SPRING 2013 6. MODELS OF EXCELLENCE Plan and Implement an array of rigorous course offerings at the secondary level</p>	<ul style="list-style-type: none"> • Math Management Team • ELA Management Team • World Language Management Teams 	<ul style="list-style-type: none"> • Study staffing patterns and if possible: <ul style="list-style-type: none"> ○ Develop 2 options for AP Calculus ○ Offer AP Statistics for gr. 11 ○ Develop other 4th year math courses ○ Offer AP Language(ELA) in grade 12 with UConn ECE Credit ○ Offer more AP World Language 	<ul style="list-style-type: none"> • Planning time • Post-secondary Partnerships 	<p>June 2015</p>	<p>N/A</p>
<p>NEW ACTION - SPRING 2013 7. MODELS OF EXCELLENCE Develop Endorsements and certification areas for students</p>	<p>All Management Teams</p>	<ul style="list-style-type: none"> • Report to Superintendent on Management Team with recommendations, requirements and resources needed 	<ul style="list-style-type: none"> • Planning time • Post-secondary Partnerships • Business Partnerships 	<p>Report due June 2014</p>	<p>N/A</p>

Wallingford Public Schools Strategic Planning Chart - 2010 – 2015

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	Progress and Status as of June 2013
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</p> <ol style="list-style-type: none"> Develop plan for helping students identify learning strengths and challenges and how to adapt Develop Individual Success Plans for all students in grade 6 and Grade 9 Develop and implement town hall meetings to showcase student success 	<ul style="list-style-type: none"> Asst Superintendent for HR Guidance and PPS Chairs CTE Resource Teacher Guidance 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 	Fall 2013	<p>✓ <u>In Progress</u></p> <ul style="list-style-type: none"> Student Success Plans in year 2 of implementation <ul style="list-style-type: none"> Per state mandate, all grade 6-12 students have an SSP using Naviance Advisory and SSP training – 3 days
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</p> <ol style="list-style-type: none"> Provide access to explore career choices through on-line resources and other surveys Provide opportunities for resume building in areas of interest Provide opportunities to meet with colleges, universities, possible employers, military personnel Develop interview skills and interpersonal skills 	<ul style="list-style-type: none"> Asst Superintendent for HR Guidance and PPS Chairs CTE Resource Teacher Guidance 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"> Technology Software acquired Career building model developed Students scheduled for school to career learning opportunities 	<ul style="list-style-type: none"> Purchase of technology resources PD in career planning and resume building and other components of Secondary School Reform Work Group release and planning time Staff training Parent and student training 	Fall 2013	<p>✓ <u>In Progress</u></p> <ul style="list-style-type: none"> Naviance acquired in spring 2011 Grade 6-12 Guidance curriculum completed summer 2012 and includes career exploration Grade 9-12 Guidance programs include career exploration Post-Secondary Fairs offered spotlighting college and career opportunities

<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</p> <p>8. 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 Guidance Management Team <ul style="list-style-type: none"> Principals School Counselors PPS Staff & Gr. 6-12 Teachers 	<ul style="list-style-type: none"> CAPSTONE Guidelines Document 	<ul style="list-style-type: none"> Purchase of technology resources Work Group release and planning time Staff training Parent and student training 	<p>Fall 2013</p>	<p>✓ In Progress</p> <ul style="list-style-type: none"> Definition for Capstone Experience: The Capstone Experience is a culminating experience that provides a way for students to demonstrate knowledge and skills they have acquired during their educational experiences by creating a project in an area of personal interest. The exact details of the experience will be determined locally, but will include several choices for completing this experience, all of which would include research, written, and presentation components. The work would be aligned with the students' SSP.
<p>NEW ACTION - SPRING 2013</p> <p>9. Create a 'Mini-Capstone' menu for Grade 8 students.</p>	<ul style="list-style-type: none"> Asst. Superintendent -HR CTE Resource Teacher Guidance Management Team <ul style="list-style-type: none"> MS Principals MS School Counselors MS PPS Staff & Teachers 	<ul style="list-style-type: none"> Mini-Capstone Menu and Plans for Implementation 	<ul style="list-style-type: none"> Work Group release and planning time Staff training Parent and student training Advisory Schedule 	<p>Fall 2015</p>	<p>N/A</p>
<p>NEW ACTION - SPRING 2013</p> <p>10. 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 	<ul style="list-style-type: none"> Work Group release and planning time Staff training Parent and student training 		<p>N/A</p>
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</p> <p>11. Research 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 Guidance Management Team <ul style="list-style-type: none"> Principals School Counselors PPS Staff & Teachers 	<p>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"> Work Group release and planning time 	<p>Fall 2013</p>	<p>✓ In Progress</p> <ul style="list-style-type: none"> Guidance review conducted fall 2012 and reviewed by BOE in winter 2013. Guidance Department Action Plan developed and presented to BOE in May 2013
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</p> <p>12. Select a state of the art Guidance and Counseling Model for all students in Grades 6-12</p>	<ul style="list-style-type: none"> Asst. Superintendent -HR Director of PPS CTE Resource Teacher Guidance Management Team <ul style="list-style-type: none"> Principals 	<ul style="list-style-type: none"> Selected model Implementation Plan 	<ul style="list-style-type: none"> Planning and Professional Development for Guidance and PPS staff 	<p>Jan 2014</p>	<p>✓ In Progress</p> <ul style="list-style-type: none"> Guidance review conducted fall 2012 and reviewed by BOE in winter 2013. Guidance Department Action Plan developed

<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</p> <p>13. Research, select, or develop a state of the art developmental guidance curriculum</p>	<ul style="list-style-type: none"> • Asst. Superintendent-HR • Director of PPS • Guidance and PPS Chairs • School-to-Career Resource Teacher • Guidance Management <ul style="list-style-type: none"> ○ Principals ○ School Counselors ○ PPS Staff ○ Principals ○ Gr. 6-12Teachers 	<ul style="list-style-type: none"> • Established Curriculum • Implementation Plan 	<ul style="list-style-type: none"> • Planning and Professional Development for Guidance and PPS staff • Funding, structures, scheduling and staffing to support plan • Technology Resources • PD for school staff 	<p>Fall 2014</p>	<p>✓ <u>In Progress</u></p> <ul style="list-style-type: none"> • Guidance review conducted fall 2012 and reviewed by BOE in winter 2013. • Guidance Department Action Plan developed and presented to BOE in May 2013
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