

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
CURRICULUM Examine, review and revise district homework policy including purpose and consistency of use to deliver the curriculum	Asst. Supt. of Curriculum Curriculum Resource Teachers Curriculum Coordinators Dept. Chairs Teachers Administrators	Reviewed and/or revised policy Administrative regulation on use and implementation of the reviewed and/or revised policy	Work time for ad hoc committee Examples and references from other districts utilizing a proficiency based/standards based learning model CABE examples	Begin in Spring of 2016 and ongoing as needed Fall 2015 Update: Has not yet started; date will be changed to being in Spring 2016 Spring 2016 Update: Separation of homework from academic grading memo will go to all staff June 1st with implementation for Fall 2016; policy will be reviewed in Fall with administrators and Board of Ed. Policy Committee Spring 2017 Update: HOW implemented in Fall of 2016. Staff has worked with this all year and provided feedback to MBL committee in the Spring of 2017
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	Asst. Supt. of Curriculum Curriculum Resource Teachers Curriculum Coordinators Dept. Chairs ELA and Math Management Teams Information Technology and Library Media Specialists	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	PD in Common Core Standards Release time for work groups Planning time for Central Office staff Copying costs	Ongoing development and revision Fall 2015 Update: Units K-11 has been updated; currently working on changes to HS ELA & Mathematics Spring 2016 Update: Work completed and now in progress for Grade 12 electives Spring 2017 Update: Work continues in both areas for refinement of units and elective work. Units are brought to the BOE upon completion for approval
CURRICULUM Develop revised curricular scope and sequence and district curricular <i>units</i> using an "Understanding by Design" (UbD) model for World Language	Asst Supt of Curriculum Curriculum Resource Teachers WL Management Team Outside Consultants	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	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	Ongoing.... Implemented Gr. 3-5 Fall 2013 Develop Grade 1-2 2015-2016; implement Fall 2016 Fall 2015 Update: Updated for Grades 3-5; will begin work on Grades 1-2 for implementation in Fall 2016

	Information Technology and Library Media Specialists		Outside Consultants Staff training in implementation of Curriculum	Spring 2016 Update: Year 3 Upper Elementary completed and scheduled for board approval on June 6, 2016. On hold due to budgetary constraints Spring 2017 Update: K-2 WL position and curriculum not funded through the budget. HS curriculum units in French, Spanish complete and HS Italian beginning
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	Assist Supt for Curriculum Curriculum Resource Teachers Department Chairs Curriculum Coordinators Subject Area Coordinators Teacher Workgroups Science Management Team Social Studies Management Team	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	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	Spring 2015 begin work Begin implementation Fall 2015 and ongoing Fall 2015 Update: Work started and ongoing Spring 2016 Update: Transition plan to NGSS has been reviewed with administrators and science staff; curriculum writing to begin in Fall 2016 Spring 2017 Update: Science rooms/makerspaces implemented in 3-5 schools. Pilot teachers for NGSS elementary units identified and trained in spring
CURRICULUM Implement a yearly curriculum review revision model for all subject and courses	Asst Supt of Curriculum Management Teams Curric. Resource Teachers Curriculum Coordinators Subject Area Coordinators Dept. Chairs Principals Teacher representatives	Finalized pacing calendars and curriculum units for each subject/course by the deadline set by the revision cycle Technology resources and 21 st century skills articulated in every unit Observation of common pacing and common units across classrooms	Release time for work groups	Develop during 2014-2015 with implementation 2015-2020 Encore Classes started in 2014-2015 Fall 2015 Update: In process Spring 2016 Update: In process and reviewed yearly with the curriculum office staff Spring 2017 Update: In process and reviewed yearly. Discussion to extend units longer than a year to reduce the amount of change and see unit efficacy

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	Asst Supt of Curriculum District PD Committee PPS director Curriculum Resource Teachers Classroom Teachers Bilingual and ELL Teachers PPS staff PDEC Committee	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	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	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 Spring 2016 Update: Work continuing to be developed by the PD committee; movement to create reading and math tracks that teachers follow throughout the year with ongoing professional development Spring 2017 Update: PD plan was reflective of district's continued progression with Mastery Based Learning
INSTRUCTION Develop innovative plan for district instructional coaches in literacy and numeracy at all levels	Asst Supt of Curriculum Curriculum Resource Teachers Curriculum Coordinators Repurpose of MS Subject Area Coordinators & HS Department Chairs	One instructional coach per building	8.0 additional coaches	2 coaches in place for 2014-2015 (mathematics) 2 coaches 2015-2016 (literacy) 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) Spring 2016 Update: Budget for 2016-2017 supports making these positions permanent. Spring 2017 Update: Two math and two ELA coaches in place permanently in the budget. Budgetary constraints did not allow for expansion for 17-18
INTERVENTION Review and revise Tier 2 & 3 intervention protocols in literacy and numeracy for use in regular education prior to referral for special education	Asst Supt of Curriculum PPS Director Intervention Management Team Curriculum Resource Teachers Principals PPS Staff	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	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	Started August 2014; ongoing during 2014-2015 Yearly review of protocols 2015 and beyond Fall 2015 Update: Yearly monitoring occurring in collaboration with the Intervention Management Team Spring 2016 Update: Management Team has developed flowchart that will be implemented consistently district wide in the fall; intervention framework being developed for implementation in Fall 2016 Spring 2017 Update: Intervention Management Team will be reestablished to provide opportunities for professional discourse, problems of practice, and review of resources and instruction

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)	Asst. Superintendent of Curriculum Teachers Curr. Coordinators Curr. Resource Teachers Principals All Staff IT Staff Parent volunteers (PTAC)	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	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	Begin to develop in Fall 2015 for pilot implementation during 2015-2016 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 Spring 2016 Update: Site up and running; - completed!
CURRICULUM Develop/Revise year long curriculum that provides personalization for all students in all content areas	Asst Supt of Curriculum Curriculum Resource Teachers Curriculum Coordinators Dept. Chairs Teacher workgroups	Increased student achievement as measured by internal and external assessments Student engagement increased as evidenced through iWalkthrough data and analysis	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)	Begin to develop in Fall 2015 and review and revisit in alignment with curriculum revision cycle 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 Spring 2016 Update: Scoring criteria slated for development Summer 2016 Spring 2017 Update: Graduation Standards and Performance Indicators finalized and awaiting BOE approval in ELA, Math, Health/PE

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
WRITING/DISCOURSE 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	K-12 Writing and Discourse Curriculum Team: Asst Supt of Curriculum Curriculum Resource Teachers Dept. Chairs Teacher workgroups PPS staff STEP and INFOTECH support Community Partners	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	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	Fall 2015 and ongoing 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 Spring 2016 Update: Review of curriculum continuing with revisions as needed Spring 2017 Update: Review of curriculum continuing with revision as needed
Create an Action Team to develop a comprehensive and robust K-12 philosophy, approach and vertical articulation to Writing and Discourse	Asst Supt for Curriculum Humanities Curriculum Coordinator(s) ELA Management Team	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	Planning and Release time Technical Assistance from Writing experts Training professionals PD time Instructional materials	June 2016 Fall 2015 Update: Not yet started; slated for June 2016 Spring 2016 Update: Philosophy statement drafted and in review phase currently and being shifted to mission and vision statement around literacy

Create opportunities for students to write for authentic purposes across the curriculum and to showcase their work locally and beyond	<p>K-12 Writing and Discourse Management Team:</p> <p>Principals</p> <p>Curriculum Resource Teachers</p> <p>Humanities Curriculum Coordinator(s)</p> <p>Dept. Chairs</p> <p>Classroom teachers</p> <p>STEP and INFOTECH support</p> <p>Community Partners</p> <p>Innovation Team</p>	<p>Students will be actively engaged in writing across the curriculum</p> <p>Students will demonstrate excellence in multiple modes of writing across the curriculum</p> <p>Improved as measured by internal and external assessments</p> <p>Observable interest and engagement in writing among students</p> <p>Increased visibility of student work and exemplars</p> <p>Collaboration with authentic audiences locally and beyond (school , district, community and globally in web venues</p> <p>Use of technology to improve writing instruction</p>	<p>Release time for work groups</p> <p>Planning time for Central Office staff</p> <p>Technology resources</p> <p>Time for school wide performance and showcase</p>	<p>Fall 2015</p> <p>Fall 2015 Update: Embedded into the writing workshop model being implemented throughout the district, continued work and ongoing staff professional development needed</p> <p>Spring 2016 Update: Work continuing through curriculum development and instructional coaching support in the classroom</p> <p>Spring 2017 Update: Work continuing through curriculum development and instructional coaching support in the classroom</p>
<p>WORLD LANGUAGE</p> <p>Develop a state of the art content –based World Language Model elementary, middle and high school students</p>	<p>World Language Management Team</p> <p>World Language Curriculum Resource Teacher</p> <p>Assistant Supt for Curriculum</p> <p>Principals</p> <p>World Language teachers</p> <p>Info tech and community support</p>	<p>Enthusiastic elementary World Language students</p> <p>Increased numbers of multilingual students</p> <p>Increased enrollment and successful completion and HS credit for</p> <p>World Language courses in middle schools</p> <p>Increased enrollment and successful completion of world language courses in High Schools</p> <p>Implementation of K-2 World Language</p>	<p>1.0 FTE Elem WL Teachers at K-2</p> <p>1.0 World Language Curriculum Coordinator</p> <p>Curriculum Materials and Supplies</p> <p>Technology resources</p> <p>Time in school schedules</p>	<p>Fall 2016</p> <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>Spring 2016 Update: Status quo; continued need for expansion at the K-2 level</p> <p>Spring 2017 Update: K-2 expansion continues to be impacted by budget.</p>
<p>FINE and UNIFIED ARTS</p> <p>Develop a state of the art model for Arts Education</p>	<p>FINE ARTS Management Team</p> <p>Asst Supt of Curriculum</p> <p>Principals</p> <p>Arts & Music teachers</p> <p>Info tech and community support</p>	<p>Innovative Model for ARTS Education is adopted</p> <p>Identified opportunities for ARTS infusion identified</p> <p>Opportunities for students to communicate through the ARTs and to showcase their work locally and beyond</p>	<p>Technology resources</p> <p>Time in school schedules</p> <p>Art Audit by an outside consultant</p> <p>1.0 Fine Arts/Performing Arts Curriculum Coordinator or Curriculum Resource Teacher</p>	<p>Audit in 2016-2017 with action teams thereafter to plan the work ahead</p> <p>Fall 2015 Update: More work needed in this area; audit to occur in 16-17</p> <p>Spring 2016 Update: Art graduation standards and indicators developed</p> <p>Spring 2017 update: Art and Music graduation standards and performance indicators are in process.</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
HABITS OF WORK Development of a District Rubric for work habits, embed social curriculum and competencies into all schools	Asst Supt of Curriculum School Counseling Coordinator Guidance Management Team Principals School Counselors PPS Staff Gr. 6-12 Teachers Info tech support	Use of District Rubric to assess developmentally appropriate work habits Consistent use of Responsive Classroom throughout our schools	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	Spring 2016 creation (alignment with revised competency based reporting) 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 Spring 2016 Update: Drafted by levels; reviewed by District Leadership Team in May 2016; implementation Fall 2016 Spring 2017: HOW implemented successfully. MBL committees provided feedback after first year of use. Any revisions will be brought to DLT and BOE.
HABITS OF WORK Develop a continuum of student reinforcements and recognition for work habits	Asst Supt of Curriculum School Counseling Coordinator Business Think Tank Representatives Guidance Management Team Principals School Counselors PPS Staff Gr. 6-12 Teachers Info tech support	Established reinforcements, and recognitions for positive work habits in each school aligned to Responsive Classroom, Responsive Advisory and Positive Behavior Intervention Supports (PBIS)	Management Team time Planning time as needed Staff PD in use of reinforcements and recognitions Ongoing staff training and professional development	June 2016 following PBIS schedule 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 Spring 2016 Update: Middle School expanded through Advisory Responsive Classroom; hosting week-long conference Summer 2016 Spring 2017: Continued PD provided in Responsive Classroom approach.

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
MODELS OF EXCELLENCE Explore and select school models that promote excellence e.g. 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	Innovative School Models Committee Central Office and School Administrators Teachers and staff Info Tech expertise Students Innovation Team Management Teams Parents College, business and community partners	Selected models Implementation plan Finance Plan Professional Development plan	Outside Consultants Community and Business Partnerships Innovative funding sources Grants College or University partnerships Technology resources Funding	Progress started (Innovation Team 1 and Innovation Team 2 Ongoing.....Report on progress June 2015 Development of competencies by June 2015 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 Spring 2016 Update: Curriculum developed and expanded down to Grade 3; MakerSpaces in place/progress at 3-5 and middle school Assessment & Reporting guidelines in place for 16-17 and will be reviewed with separation of habits of work; full implementation 17-18 District Leadership Team reviewing graduation policies for further review in Fall 2016 Spring 2017: Continued progress and reflection in this area.
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	Early Childhood Management Team Teachers/staff Parents Board of Education Administrators Director of PPS	% 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	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 for additional Smart Start classrooms in 2016-2017	Report in November 2014 with implementation in Fall 2015 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 Spring 2016 Update: 4 Smart Start classrooms slated for 2016-2017; NAEYC accreditation process underway through self-study to occur during 2016-2017 Spring 2017 Update: 4 successful Smart Start classrooms. NAEYC submittal in September 2017; Early Childhood Coordinator unable to be funded through budget

<p>MODELS OF EXCELLENCE Investigate use of maker spaces to promote personalized learning in a mastery based-learning environment</p>	<p>Asst. Supt. for Curriculum CTE Curriculum Resource Teacher CTE Management Team Teachers MS and HS Innovation Team Administrators</p>	<p>Infusion of maker spaces provided throughout all of our schools</p> <p># of maker spaces will increase at each school</p> <p>Curriculum Units of Study will embed the design thinking process for utilizing the Maker Space(s)</p>	<p>Funding for equipment to support Makerspace concept (theory to practice)</p> <p>Competency development professional development in various curricular areas</p> <p>Curriculum development</p> <p>Continued funding of HS and MS Innovation Team</p>	<p>Investigate Spring 2015 through Fall of 2016 Implementation Spring 2017 and beyond</p> <p>Fall 2015 Update: Makerspace 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 Makerspace; continued exploration of additional Makerspaces required in other schools</p> <p>Spring 2016 Update: Middle School in place, 3-5 in process for Fall 2016 implementation</p> <p>Spring 2017: 3-5 Makerspace implemented; PD provided to all schools in design thinking; Science NGSS units embed design thinking philosophy within units.</p>
<p>NEW MODELS OF EXCELLENCE Expand the rigor of the Adult High School Credit Diploma; adherence with WPS graduation requirement</p>	<p>Director of Adult Education Asst. Supt for Curriculum</p>	<p>Increase number of credits earned to be granted an Adult High School Credit Diploma to 23 credits</p> <p>Adult Education students completing .5 credits in civics, 9.0 in electives; 4.0 in 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</p>	<p>3 part-time teachers</p> <p>Increased text and supplies</p>	<p>Plan in 2015-2016 Implementation 2016-2017</p> <p>Spring 2016 Update: Currently on hold due to budgetary constraints</p> <p>Spring 2017 Update: Currently on hold</p>
<p>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</p>	<p>Director of Adult Education Adult Education ESL instructors</p>	<p>Student hours increased in ESL</p>	<p>2 Instructors for 3 hours per day for 34 weeks</p> <p>Instructional Supplies</p>	<p>Plan 2015-2016 Implement 2016-2017</p> <p>Spring 2016 Update: Currently on hold due to budgetary constraints</p> <p>Spring 2017 Update: Currently on hold</p>
<p>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</p>	<p>Technology Director Technology Management Team C.O and school administrators Teachers Technology Management Team Business and Community partners</p>	<p>Identify skills and knowledge needed in the area of technology</p> <p>Adopt district technology standards</p> <p>Identify points where skills should be embedded across the curriculum</p> <p>PD in critical technology skills</p> <p>Curriculum documents embed the critical technology skills throughout the grade levels and subject areas</p>	<p>Planning time</p> <p>Outside consultants if needed</p> <p>Community and Business Partnerships</p> <p>Funding for Technology resources and ongoing Professional Development</p>	<p>June 2015 with professional development and curriculum integration 2015 and ongoing; Embed into other curriculum areas 2015-2016</p> <p>Fall 2015 Update: Not yet started; will begin to gather this through the Technology Management team in the Spring of 2016</p> <p>Spring 2016 Update: Integrated into the Technology Strategic Plan; in place to be discussed in 16-17 with an adoption by Fall of 2017</p> <p>Spring 2017 Update: K-12 Technology and Library Media curriculum adopted by BOE. Google Apps was a part of PD at the beginning of the school year. Building based PD plans for 17-18 will incorporate the technology needs for each building.</p>

<p>MODELS OF EXCELLENCE Develop Endorsements and certification areas for students (i.e. expand medical, hospitality, audio/visual/technology media)</p> <p>Revise and redesign HS Pathways for students (i.e. Advance Manufacturing, CTE, Business, Foods)</p>	<p>All Management Teams</p> <p>CTE Curriculum Coordinator</p> <p>Teachers</p> <p>Administrators at HS</p> <p>Board of Education (curriculum approval and internship policy adoption)</p>	<p>Report to Superintendent on Management Team with recommendations, requirements and resources needed</p> <p>Develop program of studies that outlines the pathways for students</p> <p>Increase in student internships as part of Career Pathways explored by students</p>	<p>Planning time</p> <p>Post-secondary Partnerships and internships</p> <p>Business Partnerships</p> <p>Internship Policy development</p>	<p>Ongoing....Report out on status June 2015</p> <p>Expand Medical 2016</p> <p>Hospitality - not yet started</p> <p>Audio/Visual/Technology - not yet started</p> <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> <p>Spring 2016 Update: Pre-Engineering and Advanced Manufacturing implementation Fall 2016; CNA expansion completed, Foods 3 curriculum written for implementation Fall 2016 - COMPLETED!</p>
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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
PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS Develop Individual Success Plans for all students in grade 6 and Grade 9	Asst Superintendent for HR Guidance and PPS Chairs CTE Resource Teacher School Counseling Coordinator School Counseling Management Principals School Counselors PPS Staff Gr. 6-12 Teachers	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	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	Fall 2015 Fall 2015 Update: In process and partly accomplished; being coordinated by newly hired School Counseling Coordinator with the building level staff Spring 2016 Update: All students have a Student Success Plan in place; not yet collaborated with staff; that will occur in 16-17 as part of the Counseling Strategic Plan Spring 2017 Update: All students now have SSP in their Naviance account . Currently revising tasks in Naviance .
PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS Create CAPSTONE project guidelines aligned with graduation requirements for academic, civic, and social expectations	Asst. Superintendent -HR CTE Resource Teacher Career Center Coordinator School Counseling Coordinator School Counseling Management Principals School Counselors PPS Staff & Gr. 6-12 Teachers Innovation Team	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	Purchase of technology resources Work Group release and planning time Staff training Parent and student training Continued funding for MS and HS Innovation Team	Spring 2015 Pilot Fall 2015 Update: HS increase in Capstone (double the size from the pilot in 2014-2015) Spring 2016 Update: 2 sections being offered in Fall 2016 at both high schools Spring 2017 Update: Student continue being offered CAPSTONE Project and sections are being offered

<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS 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>	<p>Asst. Superintendent -HR CTE Resource Teacher Career Center Coordinator School Counseling Coordinator MS Innovation Team Guidance Management Team MS Principals MS School Counselors MS PPS Staff & Teachers Innovation Team</p>	<p>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</p>	<p>Work Group release and planning time Staff training Parent and student training Advisory Schedule Continued MS Innovation Team funding</p>	<p>Fall 2015 Fall 2015 Update: Middle School Capstone started through the work of the MS Innovation Team Spring 2016 Update: Completed, plans for all middle school students through <i>Dream, Design, Do</i> curriculum in 2016-2017 Spring 2017 Update: All middle school students are enrolled in the Mini-Capstone" in the 2016-2017 school year.</p>
<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>	<p>Asst. Superintendent- HR Director of PPS CTE Resource Teacher School Counseling Coordinator School Counseling Management Team Principals School Counselors PPS Staff & Teachers</p>	<p>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</p>	<p>Work Group release and planning time School Counseling Strategic Plan</p>	<p>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) Spring 2016 Update: Attendance at Monthly Wallingford District Health Management meetings by School Counseling Coordinator Attendance at Coalition Meetings Suicide prevention training to all staff members during the 15-16 school year Student at the middle and high school both had a presentation on Internet Safety. Spring 2017 Update: Next year School Counseling Coordinator will work with PPS Director to research a type of Gap analysis between PPS services and the school counseling department.</p>
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS Continue PreK-5 development of best practices to promote social/emotional development of students through the use of Responsive Classroom approach</p>	<p>Asst. Supt for Curriculum K-5 Administrators Teachers Director of PPS</p>	<p>Results of students in need of social/emotional intervention will decrease from benchmark assessment measures each year as evidenced by DESSA screening tool Consistent implementation of Responsive Classroom in place in all PreK-2 and 3-5 schools</p>	<p>Responsive Classroom consultant Funding for staff training in Responsive Classroom Release time for teachers and teams DESSA screening tools</p>	<p>Started in 2014 and will be ongoing Fall 2015 Update: In place 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>

		Decrease in referrals for behavior across all schools		<p>Spring 2016 Update: In place and completed; reviewed and revised yearly through the building based Climate Committee</p> <p>Spring 2017 Update: Continued resources dedicated to Responsive Classroom approach; review of Second Step Curriculum</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>	<p>Superintendent</p> <p>School Counseling Coordinator</p> <p>Principals</p> <p>Teachers</p>	<p>Health survey results will indicate a decrease in cohort data related to risky behaviors in our students</p>	<p>1.0 Wellness Coordinator</p>	<p>Fall 2016</p> <p>Spring 2016 Update: Attendance at Monthly Wallingford District Health Management meetings by School Counseling Coordinator</p> <p>Attendance at Coalition Meetings</p> <p>Suicide prevention training to all staff members during the 15-16 school year</p> <p>Student at the middle and high school both had a presentation on Internet Safety.</p> <p>Spring 2017 Update: The 2016-2017 school year hired a full time Health and Wellness Resource Teacher; Suicide prevention session for parents in 2016-2017 school year</p>

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
PROACTIVE STUDENT SUPPORTS Review and redesign supports to students in the following areas: Bridge Academy (HS) Summer School (all) Extended School Year (special education) Credit Recovery (HS)	Asst. Superintendent Management Teams School Counseling Coordinator Administrators Innovation Team Curr. Coordinators Director of PPS	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	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	Planning in late Fall, early winter 2015-2016 for implementation in Summer 2016 Spring 2016 Update: Bridge Academy expansion for Summer 2016; Summer School revised to a mastery-based approach through community partnerships Spring 2017 Update: Jr Bridge Academy planned for summer
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	Asst. Superintendent WECARE partnership and board of directors Early Childhood Management Team Principals Partnership with school PTAC and SWPTAC	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	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	Implementation in Fall 2016 Spring 2016 Update: Due to budgetary constraints on hold at the current time Spring 2017 Update: Due to budgetary constraints there will only be two family resource centers funded through donations.
PROACTIVE STUDENT SUPPORTS Create supports for our students that require an alternative learning environment	Asst. Superintendent Director of PPS Curr. Coordinators Principals ARTS & EEP Staff	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	Reallocation of space for MS/HS ARTS programming Curriculum revisions to include a MS component to programming	Spring 2016 and ongoing thereafter Spring 2016 Update: Expansion in place for implementation in Fall 2016 Spring 2017 Update: At this time the team has put this on hold based on the lack of student needs
CURRICULUM Develop revised leveling system for our students at the High School level	Asst. Superintendent Board of Education Curr. Coordinators	# of levels will be redefined to meet the needs of our students in a personalized learning system approach	Formation of a leveling committee Time to review and plan	Formation of committee in Fall 2016; implementation to be determined based on work of the committee Spring 2016 Update: Committee being formed and work to begin in Fall 2016

	Principals Curr. Resource Teachers Management Teams Newly formed Leveling Committee			Spring 2017 Update: Professional conversations have started during PD early release days; Continued work in the 17-18 school year
CURRICULUM Expand the grant writing department to increase the resources provided to students and staff	Superintendent Asst. Superintendent	# of competitive grant applications and attainment will increase	1.0 Grant Writer	Fall 2016 Spring 2016 Update: Grants continuing to be obtained by existing staff Spring 2017 Update: Grants continuing to be obtained by existing staff
CURRICULUM Establish professional development that will lead to a culture of learning for all staff	Asst. Superintendent Curr. Coordinators/Resource Teachers PDEC Building PD Committee	Feedback from staff with regards to professional development will indicate at least 80% success Indication of application of learned skills and strategies in classrooms	Allocation of professional development money both at the district and building level	Spring 2016 Update: New action step Spring 2017 Update: Building based PD committees continue to work within budgetary allocation; National presenters scheduled to discuss best instructional practices with teaching staff