

9/15/14

Wallingford Public Schools Strategic Planning Chart - 2015-2020

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
CURRICULUM 1. Examine, review and revise district homework policy including purpose and consistency of use to deliver the curriculum	<ul style="list-style-type: none"> ● Asst. Supt. of Curriculum ● Curriculum Resource Teachers ● Curriculum Coordinators ● Dept. Chairs ● Teachers ● Administrators 	<ul style="list-style-type: none"> ● Reviewed and/or revised policy ● Administrative regulation on use and implementation of the reviewed and/or revised policy 	<ul style="list-style-type: none"> ● Work time for ad hoc committee ● Examples and references from other districts utilizing a proficiency based/standards based learning model ● CABE examples 	<ul style="list-style-type: none"> ● Begin in Spring of 2015 and ongoing as needed
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 ● Curriculum Coordinators ● Dept. Chairs ● English, LA and Math Teacher workgroups ● Information Technology and Library Media Specialists 	<ul style="list-style-type: none"> ● Curricular Units aligned to Common Core Standards ● Use of Curricular units used and observed regularly ● Increased student achievement as measured by internal and external assessments 	<ul style="list-style-type: none"> ● PD in Common Core Standards ● Release time for work groups ● Planning time for Central Office staff ● Copying costs 	<ul style="list-style-type: none"> ● Ongoing development and revision
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 Team ● Outside Consultants ● Information Technology and Library Media Specialists 	<ul style="list-style-type: none"> ● Paced Curricular World Language Units at the elementary, middle and high school levels ● Curricular units used and observed regularly ● Increased achievement as measured by district assessments 	<ul style="list-style-type: none"> ● Release time for work groups ● Planning time for Central Office staff ● 1.0 Subject Area Coordinator at MS ● 1.0 Dept. Chair at HS ● Purchase of Curricular Materials ● Outside Consultants ● Staff training in implementation of Curriculum 	<ul style="list-style-type: none"> ● Ongoing... ● Implemented Gr. 3-5 Fall 2013 ● Develop Grade 1-2 2015-2016; implement Fall 2016
CURRICULUM 4. Explore Heritage Language Program	<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"> ● Spring 2015 – report on heritage language program

<p>CURRICULUM</p> <p>5. Develop revised curricular scope and sequence and curricular units aligned to 4C Framework and Next Gen Science Standards using UbD model for Social Studies and Science</p>	<ul style="list-style-type: none"> Assistant Superintendent for Curriculum and Instruction Curriculum Resource Teachers Department Chairs Subject Area Coordinators Teacher Workgroups Science Management Team Social Studies Management Team 	<ul style="list-style-type: none"> Curricular Units aligned to adopted Social Studies and Science standards Use of curricular units used and observed regularly Increased student achievement as measured by Internal and external assessments Increase time for science instruction at the elementary level Lab rotation at the elementary level 	<ul style="list-style-type: none"> 1.0 FTE Humanities Curriculum Teacher 1.0 FTE Science Curriculum Teacher Professional Development in Social Studies or Science Standards Professional Development in alignment to CT Core Standards Release time for work groups Planning time for Central Office staff 	<ul style="list-style-type: none"> Spring 2015 begin work Begin implementation Fall 2015 and ongoing
<p>CURRICULUM</p> <p>6. Establish a curriculum revision model and a schedule for 3 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 Curriculum Coordinators Subject Area Coordinators Dept. Chairs Principals Teacher representatives 	<ul style="list-style-type: none"> Finalized pacing calendars and curriculum units for each subject/course by the deadline set by the revision cycle Technology resources and 21st century skills articulated in every unit Observation of common pacing and common units across classrooms 	<ul style="list-style-type: none"> Release time for work groups 	<ul style="list-style-type: none"> Develop during 2014-2015 with implementation 2015-2020 Encore Classes started in 2014-2015
<p>INSTRUCTION</p> <p>7. Create a plan for Professional Development in the use of instructional best practices to teach diverse learners through district professional development days, building days and self-directed opportunities</p>	<ul style="list-style-type: none"> Asst Superintendent of Curriculum District PD Committee PPS director Curriculum Resource Teachers Classroom Teachers Bilingual and ELL Teachers PPS staff PDEC Committee 	<ul style="list-style-type: none"> Observable use of differentiated instruction and small group instruction in all subject areas In-district expertise in research based effective teaching strategies (ETS) Embed CT Core Standards Professional Learning modules into all content areas with District CT Learning Module team members 	<ul style="list-style-type: none"> Staff PD in differentiated instruction District funded resources, materials, training and release time Increase Math Coaches to one per school Institute Literacy Coaches at each school 	<ul style="list-style-type: none"> Ongoing each year in alignment with district calendar of Professional Development
<p>INSTRUCTION</p> <p>8. Develop innovative plan for district instructional coaches using permanent subs paired with teacher coaches</p>	<ul style="list-style-type: none"> Asst Supt of Curriculum Curriculum Resource Teachers Curriculum Coordinators 	<ul style="list-style-type: none"> One math coach per each sister school and one for the middle schools One literacy coach per each sister school 	<ul style="list-style-type: none"> 5.0 math coaches 4.0 literacy coaches 	<ul style="list-style-type: none"> 2 coaches in place for 2014-2015 (mathematics) 2 coaches 2015-2016 (literacy) 3 coaches 2016-2017 (mathematics) 2 coaches 2017-2018 (literacy)
<p>EARLY INTERVENTION</p> <p>9. Review and revise Tier 2 & 3 Intervention protocols in literacy and numeracy for use in regular education prior to referral for special education</p>	<ul style="list-style-type: none"> Asst Superintendent of Curriculum and PPS Director Intervention Management Team Curriculum Resource Teachers Principals Intervention Workgroups PPS Staff Intervention Facilitators 	<ul style="list-style-type: none"> Well developed, research based protocols codified and used consistently across schools Consistent Progress monitoring procedures and schedules Appropriate special education identification of Learning Disability 	<ul style="list-style-type: none"> Funds for program purchases Release time for work groups Writing time for central office staff Interventionists Training Outside consultants 	<ul style="list-style-type: none"> Started August 2014; ongoing during 2014-2015 Yearly review of protocols 2015 and beyond

	<ul style="list-style-type: none"> ● Intervention Management Team 			
INSTRUCTION 10. Develop a yearly personalized teacher/parental support plan providing resources to address individual student needs	<ul style="list-style-type: none"> ● Asst. Superintendent of Curriculum ● Teachers ● Curr. Coordinators ● Curr. Resource Teachers ● Principals ● All Staff ● IT Staff 	<ul style="list-style-type: none"> ● Bank of personalized resources to support learners based on need ● Increase in # of students making progress in intervention 	<ul style="list-style-type: none"> ● Work time/release time for group to develop bank/marketplace of resources ● Assist with IT in creation of a database of resources 	<ul style="list-style-type: none"> ● Begin to develop in Fall 2015 for pilot implementation during 2015-2016
CURRICULUM 11. Develop/Revise year long curriculum that provides personalization for all students in all content areas	<ul style="list-style-type: none"> ● Asst Superintendent of Curriculum ● Curriculum Resource Teachers ● Curriculum Coordinators ● Dept. Chairs ● Teacher workgroups 	<ul style="list-style-type: none"> ● Increased student achievement as measured by internal and external assessments 	<ul style="list-style-type: none"> ● Work time for curriculum writing groups ● Coaches to support personalization at the classroom level in implementation of the curriculum 	<ul style="list-style-type: none"> ● Begin to develop in Fall 2015 and review and revisit in alignment with curriculum revision cycle

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/DISOURSE 1. Create a comprehensive writing curriculum aligned with the National Common Core Standards with yearlong pacing	K-12 Writing and Discourse Curriculum Team: <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"> ● Release time for work groups ● Planning time for Central Office staff ● Copying costs 	<ul style="list-style-type: none"> ● Fall 2015 and ongoing
2. Create an Action Team to develop a comprehensive and robust K-12 philosophy, approach and vertical articulation to Writing and Discourse	<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 	<ul style="list-style-type: none"> ● June 2016
3. Create opportunities for students to write for authentic purposes across the curriculum and to showcase their work locally and beyond	K-12 Writing and Discourse Management Team: <ul style="list-style-type: none"> ● Principals ● Curriculum Resource Teachers ● Dept. Chairs ● Classroom teachers ● STEP and INFOTECH support ● Community Partners ● Innovation Team 	<ul style="list-style-type: none"> ● Students will be actively engaged in writing across the curriculum ● Students will demonstrate excellence in multiple modes of writing across the curriculum ● Improved as measured by internal and external assessments ● Observable Interest and engagement in writing among students ● Increased visibility of student work and exemplars ● Collaboration with authentic audiences locally and beyond (school, district, 	<ul style="list-style-type: none"> ● Release time for work groups ● Planning time for Central Office staff ● Technology resources ● Time for school wide performance and showcase 	<ul style="list-style-type: none"> ● Fall 2015

		community and globally in web venues		
WORLD LANGUAGE 4. Develop a state of the art content –based World Language Model elementary, middle and high school students	<ul style="list-style-type: none"> World Language Management Team Assistant Superintendent Principals World Lang teachers info tech and community support 	<ul style="list-style-type: none"> Enthusiastic elementary World Language students Increased numbers of multilingual students Increased enrollment and successful completion and HS credit for World Language courses in middle schools Increased enrollment and successful completion of world language courses in High Schools 	<ul style="list-style-type: none"> 2.0 FTE Elem WL Teachers at K-2 4.0 FTE M.S. WL Teachers Curriculum Materials and Supplies Technology resources Time in school schedules 	<ul style="list-style-type: none"> Fall 2016
FINE and UNIFIED ARTS 5. Develop a state of the art model for Arts Education	<ul style="list-style-type: none"> FINE ARTS Management Team Asst Superintendent of Curriculum Principals Arts & Music teachers Info tech and community support 	<ul style="list-style-type: none"> Innovative Model for ARTS Education is adopted Identified opportunities for ARTS infusion identified Opportunities for students to communicate through the ARTs and to showcase their work locally and beyond 	<ul style="list-style-type: none"> Technology resources Time in school schedules 	<ul style="list-style-type: none"> Work time in 2014-2015; Implement 2016 and ongoing review

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
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 	<ul style="list-style-type: none"> ● June 2015 developed; implement Fall 2015 (alignment with revised competency based reporting)
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 ● Business Think Tank Representatives ● Guidance Management Team <ul style="list-style-type: none"> ○ Principals ○ School Counselors ○ PPS Staff ○ Gr. 6-12 Teachers ○ Info tech support 	<ul style="list-style-type: none"> ● Established reinforcements, and recognitions for positive work habits in each school 	<ul style="list-style-type: none"> ● Management Team time ● Planning time as needed ● Staff PD in use of reinforcements and recognitions 	<ul style="list-style-type: none"> ● June 2016 following PBIS schedule

Wallingford Public Schools Strategic Planning Chart - 2010 – 2015

CURRICULUM & INSTRUCTION

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

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

Actions	Person(s) Responsible	Indication of Success	Resources	Due Date
<p>MODELS OF EXCELLENCE</p> <p>1. Explore and select school models that promote excellence e.g.</p> <ul style="list-style-type: none"> ✓ District Early Childhood Center/PreK Programming ✓ Full Day Kindergarten ✓ K-2 Learning Academies ✓ 3-5 Performance Academies ✓ Middle School Project Based Learning Academies ✓ High School Applied Learning Academies ✓ Graduation Requirements ✓ Competency Based Assessment & Grading ✓ Exploration of High School Reform/Structure (i.e. Consolidation to improve programming, High School with a Magnet Focus) ✓ Maker Spaces ✓ Intervention ✓ Anytime Anyplace Learning for Credit/Competency attainment 	<p>Innovative School Models Committee</p> <ul style="list-style-type: none"> ● Central Office and School Administrators ● Teachers and staff ● Info Tech expertise ● Students ● Early Childhood Committee ● Innovation Team ● Management Teams ● Parents ● College, business and community partners 	<ul style="list-style-type: none"> ● Selected models ● Implementation plan ● Finance Plan ● Professional Development plan 	<ul style="list-style-type: none"> ● Outside Consultants ● Community and Business Partnerships ● Innovative funding sources ● Grants ● College or University partnerships ● Technology resources ● Funding 	<ul style="list-style-type: none"> ● Progress started (Innovation Team 1 and Innovation Team 2) ● Ongoing.....Report on progress June 2015
<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</p>	<p>Technology Director Technology Management Team</p> <ul style="list-style-type: none"> ● C.O and school administrators ● Teachers ● Business and Community 	<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 	<ul style="list-style-type: none"> ● June 2015 with professional development and curriculum integration 2015 and ongoing

sequence of skills explicitly taught and practiced	partners			
MODELS OF EXCELLENCE 3. Develop Endorsements and certification areas for students (i.e. expand medical, hospitality, audio/visual/technology media)	All Management Teams	<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 	<ul style="list-style-type: none"> Ongoing....Report out on status June 2015

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 1. Develop Individual Success Plans for all students in grade 6 and Grade 9	<ul style="list-style-type: none"> Asst Superintendent for HR Guidance and PPS Chairs CTE Resource Teacher School Counseling Management <ul style="list-style-type: none"> Principals School Counselors PPS Staff Gr. 6-12 Teachers Info tech support 	<ul style="list-style-type: none"> Success plans established for all grade 6 and 9 students Observable student and parent involvement in Success Plans Increased student achievement as measured by internal and external assessments 	<ul style="list-style-type: none"> Purchase of technology resources PD in student plans and other components of Secondary School Reform Work Group release and planning time Staff training Parent and student training in Success Plans 	<ul style="list-style-type: none"> Fall 2015
PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS 2. Create CAPSTONE project guidelines aligned with graduation requirements for academic, civic, and social expectations	<ul style="list-style-type: none"> Asst. Superintendent -HR CTE Resource Teacher Career Center Coordinator School Counseling Management Team <ul style="list-style-type: none"> Principals School Counselors PPS Staff & Gr. 6-12 Teachers Innovation Team 	<ul style="list-style-type: none"> CAPSTONE Guidelines Document 	<ul style="list-style-type: none"> Purchase of technology resources Work Group release and planning time Staff training Parent and student training 	<ul style="list-style-type: none"> Started..... Spring 2015 Pilot Fall 2015

<p>3. Create a 'Mini-Capstone' menu for Grade 8 students.</p>	<ul style="list-style-type: none"> ● Asst. Superintendent -HR ● CTE Resource Teacher ● Career Center Coordinator ● Guidance Management Team <ul style="list-style-type: none"> ○ MS Principals ○ MS School Counselors ○ MS PPS Staff & Teachers ○ Innovation Team 	<ul style="list-style-type: none"> ● Mini-Capstone Menu and Plans for Implementation 	<ul style="list-style-type: none"> ● Work Group release and planning time ● Staff training ● Parent and student training ● Advisory Schedule 	<ul style="list-style-type: none"> ● Fall 2015
<p>4. Create specialized college or career transition plans for ELL Students who have arrived in U.S. during High Schools</p> <ul style="list-style-type: none"> ○ Provide supports for navigating institutional processes and work expectations in U.S. ○ Adult Education connections 	<ul style="list-style-type: none"> ● Adult Education Director ● Adult Ed Guidance Counselor ● ELL-Bilingual Intervention Facilitator ● HS ELL and Content Teachers ● HS Administrators ● Career Ctr. Coordinator 	<ul style="list-style-type: none"> ● Specialized college or career transition plans for ELL students ● ELL Audit Results 	<ul style="list-style-type: none"> ● Work Group release and planning time ● Staff training ● Parent and student training 	<ul style="list-style-type: none"> ● ELL Audit 2014-2015 ● Development of Plan during 2014-2015 for Implementation Fall 2015
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</p> <p>5. 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 ● School Counseling Management Team <ul style="list-style-type: none"> ○ Principals ○ School Counselors ○ PPS Staff & Teachers 	<ul style="list-style-type: none"> ● Gap analysis between existing guidance and PPS services and those of a state of the art guidance model 	<ul style="list-style-type: none"> ● Work Group release and planning time 	<ul style="list-style-type: none"> ● Started... Action Plan 2014 ● Implementation of Action Plan Fall 2015
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</p> <p>6. 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 	<ul style="list-style-type: none"> ● Started... Action Plan 2014 ● Implementation of Action Plan Fall 2015
<p>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</p> <p>7. Continue PreK-5</p>	<ul style="list-style-type: none"> ● Asst. Superintendent for Curriculum ● K-5 Administrators ● Teachers 	<ul style="list-style-type: none"> ● Results of students in need of social/emotional intervention will decrease from benchmark assessment measures each year 	<ul style="list-style-type: none"> ● Responsive Classroom consultant ● Release time for teachers and teams 	<ul style="list-style-type: none"> ● Started in 2014 and will be ongoing

<p>development of best practices to promote social/emotional development of students through the use of Responsive Classroom approach</p>	<ul style="list-style-type: none"> • Director of PPS 	<p>as evidenced by DESSA screening tool</p> <ul style="list-style-type: none"> • Decrease in referrals for behavior across all schools 	<ul style="list-style-type: none"> • DESSA screening tools 	
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