

## STRATEGIC PLAN Old Saybrook Public Schools 2016-2021

### INTRODUCTION

The Old Saybrook School District utilizes a strategic planning process as a preparation and decision-making strategy to ensure that our students are ready to meet the diverse demands of a changing world. The development and implementation of a Strategic Plan serves as a primary guide for determining which programs and services will be retained, added or revised. The Old Saybrook School District Strategic Plan was last revised in 2010.

### **Development of 2016-2021 Plan**

The development of the 2016-21 plan commenced in February 2016. The first phase of work consisted of stakeholder input. Stakeholders included students, parents, community leaders and citizens, faculty and staff, administrators and the Board of Education. Stakeholders were invited to participate in focus groups and in an on-line survey. Approximately 140 people participated in the focus groups and over 500 stakeholders responded to the on-line survey.

Following the input phase, the District Leadership Team analyzed the input data and identified the suggested priorities. These priorities were then framed into three goals, which were presented to and approved by the Board of Education. The Board approved the goals in June 2016.

The development of plan detail was a major unit of work for the District Leadership Team (DLT) during the summer of 2016. Their work consisted of exploring the goals in depth, developing action plans, setting criteria for evaluating the goals, reviewing the language from the last strategic planning process and making recommendations for language revisions. The DLT's work was informed by literature on current and future trends.<sup>1</sup>

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<sup>1</sup> Marx, Gary. *Twenty One Trends for the 21st Century* (Bethesda, MD: Education Week Press, 2014)

The resulting work was presented for approval to the Board of Education in August 2016.

### **THE MISSION**

The mission of the Old Saybrook Public Schools is to educate and prepare students to achieve their highest aspirations, care for others and the environment, and contribute to a global society by working in partnership with families and the community, and by engaging each learner in a personalized, meaningful, and rigorous educational program.

### **Action Plan #1-Old Saybrook Public Schools Strategic Plan 2016-2021**

<b>Goal: Consistent implementation of a well-developed, state-of-the-art and fully articulated series of standards and outcomes for learning.</b>
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**DLT Captains: Sheila, Joe, Amity**

#### Importance of the Goal

*The last decade has produced an avalanche of work on national, international and state standards. These standards are not necessarily evenly developed or shelf-ready for use, thus leaving districts with the daunting task of selecting, prioritizing, organizing and implementing standards that will prepare students for the future they will live in. State-of-the art standards do not abandon the traditional foundations of reading, writing and math but rather extend the definition of “basics” to include decision-making, collaboration, creativity, critical thinking and other essential skills for success in the twenty-first century. They also usher in content that will connect students with understandings necessary to engage in and contribute to global relationships, technology advances, environmental stewardship, and scientific discoveries. This goal is closely aligned with the district’s mission.*

### Current Status

- Available sets of standards exist in all subject areas (state and/or national and/or international).
- Knowledge and understanding of the standards across and among disciplines varies.
- Different disciplines and levels are at different stages of implementation of standards and common assessments.
- Curricula are partially completed and published.
- In light of the new standards, the curriculum revision process is currently undefined
- Implementation of standards in instruction is varied.

### Envisioned Future Status

Standards, outcomes and instructional practices will be developed on a PK-12 continuum, documented, clearly communicated and published. They will be relevant, personalized, future-focused and integrated through various embedded performance tasks that are measured with consistent, calibrated rubrics.

The processes for developing the standards, outcomes and instructional components will be collaborative. Roles and responsibilities for the Curriculum, Assessment, and Instruction Team (CIAT) will be appropriately cast so as to provide teacher leadership opportunities.

Professional development will support common understandings among all instructional staff. These common understandings will be defined by the strategic plan. Both vertical and horizontal articulation will be central to the curriculum creation process.

Implementation of the standards and outcomes for learning will be consistent across courses and grade levels. A monitoring and feedback system will be an inherent part of the process.

Prevailing practice will recognize the value of ongoing review and revision based on implementation experiences, developments in the field and new insights. Therefore, there will be a defined process for creating, revising and removing resources, performance tasks and rubrics as necessary and appropriate. There will also be an ongoing curriculum revision process that will ensure all disciplines are updated on an ongoing basis.

All curricula, assessments and instruction resources and products will be on-line, thus making them fully accessible and flexible for ongoing updates. The organization into an electronic notebook will enable educators to record changes in resources, performance tasks, rubrics and other implementation tools.

\*Target dates may be adjusted based on progress in prior years

Action Steps	Responsible Party	Target Date	Resources	Potential Barriers
1. Define attributes of an OSPS graduate.	A: Super R: DLT, Teachers C, I: All Stakeholders	2016-2017	Human Resources  Instructional Technology	Time  Finances
2. Inventory all disciplines and confirm the status of standards, assessments, resources and documentation.	A: D/CIA R: CIAT C, I: Teachers, DLT	2016-2018	Community Resources  Model/Exemplar Schools	Human Resources  Declining Enrollment  Stakeholder Readiness
3. Create an initial schedule for addressing all disciplines as well as a proposed process for continuing renewal.	A: D/CIA R: CIAT C, I: Teachers, DLT	2016-2017	Community Engagement  <b>Financial Resources</b>	State/Federal Mandates
4. Provide training on the use of the curriculum notebook in 365.	A: D/CIA R: D/CIA, DLT C, I: CIAT, Teachers	2016-2018	3. 2016-2021- Curriculum Development- \$10,000  4. 2016-2017 In house professional development	
5. Identify a process that will guide leadership in a systematic development and review of standards,	A: DLT R: CIAT,	2016-2021		

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R = Responsible (report to accountable)  
C = Consulted  
I = Informed

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D/PPS = Director of Pupil and Professional Services  
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resources, including technology, that will support implementation	R: D/OFF C: IT, DLT, CIAT, Teachers			
6a. Identify monitoring mechanisms that will support consistent implementation of the standards and assessments and  (b.)provide formative feedback.	A: D/CIA R: CIAT C, I: Teachers, DLT  A: D/CIA R: DLT, CIAT C, I: CIAT, Teachers, Students	2019-2021		
7. Establish a process for ongoing renewal and revision that is informed by student work, experience, new developments and insights and accommodates ongoing additions, subtractions, and changes to the standards, performance tasks, rubrics, resources and other tools.	A: D/CIA R: CIAT C, I: Teachers, DLT	2018-2021		
8. Review and revise roles and responsibilities for CIAT so as to maximize their leadership in advancing this goal.	A: Super R: D/CIA; CIAT C, I: Teachers;	2016-2018		

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<p>9. Advise Board on the need for policy revisions as necessary and appropriate.</p>	<p>DLT A/R: Super R: D/CIA; CIAT C, I: Teachers, DLT</p>	<p>2016-2021</p>		
<p>10. Implement the processes as defined and scheduled.</p>	<p>A: D/CIA R: CIAT; Teachers I: Super, BOE; DLT</p>	<p>2017-2021</p>		

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**Evaluation of Goal:**

Evidence that goal is in progress:	Evidence that goal outcome has been achieved:
<ol style="list-style-type: none"> <li>1. A process and cycle for ongoing renewal of standards, outcomes, and resources will be documented and activated.</li> <li>2. Educate all stakeholders about the balance of both traditional and progressive knowledge and skills within the standards</li> <li>3. Committee, department, team and leadership structures and processes will be aligned to the work of this goal.</li> <li>4. Professional development will focus on the work of this goal.</li> <li>5. Develop standards based reporting system for habits, attributes and content standards</li> </ol>	<ol style="list-style-type: none"> <li>1. Documentation of standards and outcomes, aligned vertically and horizontally, for all curriculum areas will be available in an on-line notebook.</li> <li>2. Analysis of the content of the standards and performance tasks will reflect both traditional and new “basics”.</li> <li>3. All instructional staff will have a shared and working understanding of what the standards and outcomes mean. This will be evident in discussions among professionals and in educator led discussions with stakeholders.</li> <li>4. Decisions on resource allocation and professional development will be aligned with the standards and outcomes.</li> <li>5. And 4. Formal and informal observations will note evidence of standards-based instruction in all classrooms.</li> <li>6. and 4. Student work samples will show evidence of teacher and student knowledge and application of standards.</li> <li>5. Standards-based records and reporting will become practice at all levels and disciplines.</li> </ol>

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## Action Plan #2-Old Saybrook Public Schools Strategic Plan 2016-2021

**2. Innovative and highly focused instructional design and practices that maximize student engagement while streamlining student work to that which is meaningful and essential.**

**DLT Captains: Heston, Mandy, Kathy**

### Importance of the Goal

*The District's mission is also a powerful driver for this goal on instructional design and practice. Personalization and meaningfulness require that instruction be student- centered. Interests and choice enable students to own decisions, maximize their engagement in learning, link to future careers and promote emotional and intellectual growth. When teachers shift their roles to facilitation and coaching, students are empowered. Learning opportunities must break barriers of time and space that often confine students.*

### Current Status

- Connecticut's Common Core of Teaching (CCT) is used in Old Saybrook and sets the exemplary bar for teaching at student- centered instruction.
- Some innovative practice can be found in the district.
- Some innovators are willing to lead/share experiences.
- Partial implementation of student goal setting has been accomplished.
- Rigor is defined as workload by many.
- Current practices include teacher directed instruction which may or may not be aligned to current research-based pedagogy
- Many teachers are more secure teaching content and less secure teaching process and application.

- Instructional design & practices based on standards and outcomes vary.
- Student choice/voice is present in instruction.
- Inflexibility in class sequencing, time and place of instruction creates limits on learning.

#### Envisioned Future Status

Students will be highly engaged in challenging work that is personalized and meaningful. Rigor will not be defined by volume of work but rather by the challenge of tasks.

Teachers will serve as facilitators and coaches and ensure that instructional design is based on standards and outcomes. Students will set goals, define plans, and implement them. Students will be adept at reflecting on their learning and in articulating their accomplishments. Their reflections will help them to update personal plans and connect to future careers.

Barriers of time and place will be broken. Technology will expand the frontier of blended learning. Flexing the day for students and staff, allowing alternate sequences of courses, and recognizing the richness of learning beyond the school walls will all contribute to personalized instruction.

\*Target dates may be adjusted based on progress in prior years

Action Steps	Responsible Party	Target Date	Resources	Potential Barriers
1. Engage stakeholders in contributing to a progressive vision of instruction that is aligned with exemplary standards of instruction on Connecticut’s Common Core of Teaching.	A: Super R: D/CIA; Principals C: Teachers I: All	2016-2019	Human Resources  Instructional Technology	Time  Finances  Human Resources
2. Create and implement a communication plan for sharing the vision of instruction and the journey toward it.	A: Super R: Principals C: D/CIA, D/PPS, Teachers, I: All	2017-2021	Community Resources  Model/Exemplar Schools	Declining Enrollment  Stakeholder Readiness  State/Federal Mandates
3. Inventory present innovative and engaging instructional practices that exist at all levels.	A: D/CIA R: Principals; Teachers C: Students; Parents I: All	2016-2019	Community Engagement  <b>Financial Resources</b> 1.2017-2018 Professional Development \$3,000	
4. Research and develop other innovative and engaging practices that may contribute to actualization of the instructional vision.	A: D/CIA, CIAT, PD, Building Specialists; Principals R: Teachers	2016-2019	5. 2017-2018 Staff \$25,000	

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	C,I: All		8. 2018-2021 Staffing \$15,000	
5. Establish a cadre of teaching practitioners, representing various grade levels and subject areas, who will pioneer and coach innovative instructional practices that support personalized learning and the vision of instruction.	A: D/CIA; Principals R: Principals, CIAT, PD C: Teachers; Students I: All	2017-2019		
6. Develop implementation tools (exemplars, protocols, self-assessment guides, feedback devices, planning tools, rigor gauges etc.) that will assist in the implementation of personalized learning and the vision of instruction.	A: D/CIA; Principals R: Teachers C, I: All	2016-2021		
7. Design professional development plans that introduce innovative instructional practices and tools and continue to provide opportunities for support, collaboration and refinement at the grade level, department, team, building and district level.	A: PD R: Teachers C: D/CIA, Principals I: All Staff	2016-2021		
8. Explore and pilot multiple strategies for expanding learning opportunities and choice beyond the school day and building (including technology use and new community connections).	A: Super R: D/CIA; Principals, OSEA C: IT Staff; Teachers I: All	2018-2021		

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<p>9. Connect the work to that of the grading, walkthrough and assessment committees.</p>	<p>A: D/CIA R: Principals; Committee Members C, I: Teachers</p>	<p>2016-2017</p>		
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Evidence that goal is in progress:	Evidence that goal outcome has been achieved:
<ol style="list-style-type: none"> <li>1. A process is designed and launched to finalize the vision of innovative instruction</li> <li>2. Teachers are engaged in ongoing professional development about innovative practice.</li> <li>3. Meeting agendas for departments, teams, grade levels, whole school faculties and the DLT include standard agenda items for collaboration around innovative instruction, standards based instruction and examination of student work.</li> <li>4. Establish a cadre of teaching practitioners, representing various grade levels and subject areas, who will pioneer and coach innovative instructional practices that support personalized learning and the vision of instruction.</li> <li>5. Information about innovative instruction is an ongoing part of communications to stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>1. A vision of instruction is developed, published and articulated by stakeholders.</li> <li>2. Teacher leaders can be observed sharing and coaching colleagues on innovative practices.</li> <li>5. A toolbox that includes protocols, guides, exemplars, feedback tools etc. has been created and made available to teachers.</li> <li>4. All students have and use personalized learning plans.</li> <li>4. Observable evidence of standards based instruction, personalized learning and innovative instruction is present in all classrooms (walkthrough observations and teacher evaluation based on CCT).</li> <li>4. Samples of student work confirm rigor, standards alignment, and high levels of performance.</li> <li>5. Student reflection and feedback includes confirmation of increased engagement, ownership of learning and personal learning plans, relevant and transferable learning, and connections between learning and career planning.</li> </ol> <p>ALL: Additional opportunities for learning beyond the school day and school building are available to students.</p>

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### Action Plan #3-Old Saybrook Public Schools Strategic Plan 2016-2021

#### 3. Proactive and flexible plans that respond to changing demographics including

- declining enrollment,
- increasing numbers of students who speak English as a second language
- increasing social and emotional needs of students
- Increasing expense of education in a setting where the number of households with school-age children is declining

**DLT Captains: Julie, Matt, Jan**

#### Importance of the Goal

*Stakeholders are keenly and correctly aware that the demographics in Connecticut, including Old Saybrook, are changing. They recognize that enrollment decline goes hand- in- hand with the decreasing number of households that have school-aged children. The implications for program sustainability and support are profound. In addition to the changing numbers of children to be educated are the changing needs of these children. The increasing numbers of students with social and emotional needs and of students whose dominant language is not English are adding new challenges to schools. Proactive planning for demographic challenges makes sense for students and the community. Old Saybrook must plan to serve its changing demographics.*

#### Current Status

- Annual decisions about reductions in or reallocation of staff and resources are made based on enrollment projections, student needs and the strategic plan.
- A public relations committee exists and has done some marketing to retain and attract students and families.
- Exit interviews have been done to analyze program strengths and weaknesses as well as reasons for leaving the district.
- The budget is supported but by a decreasing margin.
- Some good community service and community outreach, including internships, exist.

- Some outreach being has been done towards non-school population.
- Some discussions about regionalized efforts have occurred.
- Strong relationships exist with students, educators, and community members.
- Good relationships with and support from community agencies.
- The Strategic Planning Survey confirmed that programs and services for student social and emotional needs are a district strength.
- Stakeholder surveys show improving school climate data in all schools.
- School anxiety is rising.
- The numbers of ELL(English Language Learners) and transient students are ever increasing.
- ELL students speak a growing number of different languages.
- Communication with ELL families new to the district is spotty.
- ELL programs are inconsistent throughout the district.
- Teacher training in TESOL (Teachers of English to Students of Other Languages) is underway but in general teachers have not been trained sufficiently to work with this population.
- Focused, sophisticated and robust curriculum in global awareness, cultural sensitivity and world language acquisition is yet to be achieved.
- Most students have performed well on the LAS (Language Assessment Skills) and exit the ELL program within a few year period.

### Envisioned Future Status

A well-established, known and regarded brand will position Old Saybrook well to maintain a relative advantage in weathering the statewide population decline. Marketing of the District and engaging the community will empower a growing portion of the population with knowledge, pride and drive to champion the educational system as a valuable and magnetic asset.

The District's efforts to forge collaborative partnerships with the town, agencies, businesses, and other school systems will not only preserve and expand valuable and robust programs and services but will do so in a sustainable manner. Efficient use of resources will benefit students as well as citizens. Attempts to influence state and federal decisions will be made. Response to state and federal mandates will be measured against this plan and implemented accordingly.

Learners who are challenged with language barriers or social/emotional needs will be engaged in ever strengthening programs. A well-designed English Language Learner (ELL) program will employ research and best practice in ensuring that these students succeed. The highly regarded services for social and emotional wellness that currently exist in the schools and community will grow in flexibility and adaptability. Well-trained staff, effective identification tools and personalized learning plans will be key in ensuring that all students meet success.

\*Target dates may be adjusted based on progress in prior years

Action Steps	Responsible Party	Target Date	Resources	Potential Barriers
1. Further refine the Old Saybrook brand, including strong messages on the district's focus on state of the art curriculum and personalized learning.	A: Superintendent R: PR Committee C, I: Admin C, I: Staff I: All Stakeholders	2016-2021	Human Resources  Instructional Technology  Community Resources	Time  Financial Resources  Human Resources  Declining Enrollment  Stakeholder Readiness
2. Access, analyze and make available multiple sources of demographic data, including but not limited to: school enrollment projections; trend history on the increases in ELL students and students with social and emotional needs; population changes (numbers, age brackets, employment, etc.) in Old Saybrook and Connecticut; real estate data in Old Saybrook and the general region.	A: Super R: D/OFF R: Town/State agencies and other districts C: D/CIA C: D/PPS C, I: Teachers, DLT	2016-2021	Model/Exemplar Schools  Community Engagement  <b>Financial Resources</b>  1. 2016-2021	State/Federal Mandates
3. Continue successful PR efforts and stimulate new and innovative PR strategies that target portions of the population that are hard to reach as well as prospective Old Saybrook residents.	A: Super R: D/OFF R; PR Comm. C,I: Teachers, Parents, Students, DLT,	2017-2021	Resources \$5,000 2018-2019 Staff \$50,000	

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	BOE, Local agencies and businesses		2. 2017-2018 Contracted Services \$5,000
4. Seek or initiate opportunities for discussion with other agencies, school districts, and institutions of higher education for the purpose of exploring collaborative programs and sharing resources (academic, extracurricular and operational) that will benefit students and the district in a highly effective and efficient manner.	A,R: Super R:D/CIA R: D/OFF R: D/PPS C: BOE, Teachers, Town officials, Parents, Students, Other districts I: All Stakeholders	2016-2021	6. 2018-2019 Staff \$ 10,000  8. 2018-2019 Staff Development \$5,000  10. 2020-2021 Staffing \$ 60,000
5. Create systems that allow for adaptability, flexibility and sustainability of programs to meet student needs as enrollments change.	A: Super R: Central Office Admin. R: Principals R,C,I: Teachers C,I: Students and other stakeholders	2017-2021	11. 2018-2019 Contracted Services \$5,000  14. 2017-2021 Professional Development \$3,000
6. Attract and retain talented, growth minded, future thinking, flexible, versatile, and creative staff through careful hiring, attractive and competitive professional environment and opportunities to grow within the organization.	A: Super R: DLT R: Teachers (leaders and mentors) R: Staff	2016-2021	15. 2018-2019 Staffing \$60,000

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	C: BOE I: All other stakeholders		16. 2017-2021 Professional Development \$3,000	
7. Create a system that quickly identifies ELL student needs and creates personalized programs to address their needs.	A: D/CIA A: D/PPS R,C: Counselors R,C: Principals R,C: Teachers C,I: Parents, Students	2016-2018	17. 2017-2021 Professional Development \$3,000	
8. Expand staff development on language acquisition and other ELL strategies so as to provide a consistent and high level of instruction to all ELL students regardless of dominant language, level of language proficiency, grade or subject.	A: D/CIA R: Principals R: Teacher-Leaders, Teachers, ELL I: Teachers	2017-2019		
9. Utilize the cultural backgrounds of ELL students and families to enrich global, cultural and language programs.	A: DLT A: Principals R: Certified and Non-Certified Staff C: Students/Families	2018-2021		
10. Increase World Language and World Culture programs to ensure all graduates have an	A: D/CIA R: Principals	2019-2021		

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understanding of cultural diversity and have communication skills that enable them to live and work in a global society.	R: Teacher-Leaders C, I: Teachers, Other districts			
11. Provide clear communication to families of ELL students in native/dominant languages to ensure consistent, clear and complete understanding of goals and opportunities.	A: DLT R: Counselors R: Teacher-Leaders, Staff C,I: Students, Families	2016-2021		
12. Identify/develop resources in the community/schools to support the socio-economic concerns of many immigrant/non-English speaking families.	A: Super R: D/PPS R: D/OFF C,I: Principals, Teachers	2016-2021		
13. Create and implement shared beliefs and systems that support students' social and emotional well-being, improve school climates and support ongoing growth in relationships.	A: D/PPS R: Principals R: PPS Staff C,I: Teachers	2016-2021		
14. Review and identify educational practices that contribute to student mental health concerns; change adverse practices so as to minimize mental health issues.	A: D/PPS R: DLT R: Teachers	2016-2021		
15. Identify current status of services addressed by the current PPS staffing configuration; recommend changes and reconfigure as necessary and	A: D/PPS R: PPS Staff C,I: Principals	2016-2021		

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appropriate.				
16. Provide ongoing responsive training for all staff to address current student needs, ensuring that responsiveness is driven by observation and knowledge of students by trained staff so that early interventions can be accomplished.	A: D/CIA A: D/PPS R: Principals R: PPS Staff C, I: Teacher-Leaders I: Cert and Non-cert. staff	2016-2021		
17. Build acceptance and support amongst parties for opportunities for children to develop conflict resolution, resiliency, coping and independence skills.	A: D/PPS R: Principals and teachers C,I: Parents, Town agencies R: Teachers	2016-2021		

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Evidence that goal is in progress:	Evidence that goal outcome has been achieved:
<ol style="list-style-type: none"> <li>1. PR committee works to focus on evolving brand and strategies to reach more stakeholders and potential residents.</li> <li>2. Additional demographic data sources are identified and tapped.</li> <li>3. District leaders are participating in discussions and meetings that explore possibilities for shared programs and services.</li> <li>4. Professional development plans show training for more staff in ELL instruction.</li> <li>5. The development of a set of procedures used to systematize the assessment and programming for ELL students is in progress.</li> <li>6. Efforts to connect with non-English speaking families and support them with links to community services are underway</li> <li>7. Program revisions in world language and culture are underway.</li> <li>8. Systems for positive school climates and relationships are being developed.</li> <li>9. Discussions about student anxiety and its relationship to grading, assessments and work loads are being</li> </ol>	<ol style="list-style-type: none"> <li>1. PR products and marketing reflect strong and memorable messages related to the updated brand of the district.</li> <li>1. Varied PR products and marketing extend to a greater proportion of stakeholders, especially hard to reach audiences.</li> <li>2. Expanded access and use of demographic data is used in multi-year planning and decision-making.</li> <li>3. One or more successful attempts have resulted from efforts to collaborate on and share programs or operations with other agencies, districts, institutions, etc.</li> <li>4. Well-trained staff and efficient procedures result in quick and accurate assessments and personalized learning plans for all ELL students at all levels.</li> <li>5. More communication in more languages is available to non-English speaking families.</li> <li>6. Immigrant and non-English speaking families are connected to more community resources.</li> <li>7. World language and culture programs are expanded and enriched.</li> <li>8. Systems have been implemented to support positive school climates and relationships.</li> <li>9. Student anxiety is reduced through shared beliefs and</li> </ol>

Key: A = Accountable  
 R = Responsible (report to accountable)  
 C = Consulted  
 I = Informed

Super = Superintendent  
 D/CIA = Director of Curriculum, Instruction and Assessment  
 D/PPS = Director of Pupil and Professional Services  
 D/OFF = Director of Operations, Facilities, and Finance

CIAT= Curriculum, Instruction, Assessment Team  
 OSEA = Teachers' Union Representatives  
 IT = Information Technology  
 BOE = Board of Education

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 PR Committee = Public Relations Committee  
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<p>facilitated.</p> <ol style="list-style-type: none"> <li>10. Appropriate and timely professional development creates confidence in all staff to identify and address student mental health issues.</li> <li>11. Training for adults (educators and parents) creates shared understandings and strategies for the development of student skills in conflict resolution, coping and resiliency.</li> <li>12. An analysis of the alignments and misalignments of PPS staff configurations is underway.</li> <li>13. PR Efforts target through varied methods that harder to reach and the community at large</li> </ol>	<p>practices regarding grading, assessment, and the focus on meaningful and essential work.</p> <ol style="list-style-type: none"> <li>10. Earlier identification and intervention of social, emotional and mental health concerns contributes to a reduction in student anxiety.</li> <li>11. Students exhibit stronger conflict resolution, coping, resiliency and independence skills.</li> <li>12. PPS staff configurations are aligned with current program and student needs.</li> <li>12. Greater community support is evident in higher levels of community involvement and stable/improving margins of budget support.</li> <li>12. District maintains a relatively favorable status in regional enrollment retention.</li> </ol>
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