

Strategic Plan Progress

October 2018

Goal #1: Consistent implementation of a well-developed, state-of-the-art and fully articulated series of standards and outcomes for learning.

Action Steps	Target Date	Progress to Date
1. Define attributes of an OSPS graduate.	2016-2017	<ul style="list-style-type: none"> • Standards-Based Practices Committee identified the 21st Century Skills rubric as a tool for measuring the desired attributes of an OSPS graduate. • Teams are compiling lists of Observable Behaviors, by grade level band, to support assessment of the traits. • Data Specialist is investigating reporting in PowerSchool using the current report cards and version of PS. • HS Graduation Committee, a subcommittee of the Policy Committee, will make recommendations to the Policy Committee this month • Observable behaviors lists are complete at all levels; discussion about creation of rubrics is ongoing • Team identified a need to go and see SBG in other schools, especially high school • Strategic Plan Series (1/18 – 3/18) will provide a platform from which further exploration of PoG (Profile of a Graduate) can be launched, inviting all stakeholders • ILT/DLT created a guiding document for curriculum writing that links the Transfer Skills that all graduates will exhibit to each unit of study PK-12 • April 25th Strategic Plan Series focused on examining Ideal Conditions for Learning, Grad Policy, SP and receive input from community about out Profile of a Graduate. Next steps: Speak to recent graduates • Goodwin's goal for 2018-2019 is focused on building students' independence and collaboration skills. • Members of the community, DLT, ILT and BOE created, reviewed and/or edited the "Profiles of a Graduate" statement. • The O.S. Board of Education approved the statement on September 11, 2018

<p>2. Inventory all disciplines and confirm the status of standards, assessments, resources and documentation.</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> • Current standards have been identified in all areas. • Departments have gathered existing curricular documents and identified gaps. • Faculty demonstrate increased knowledge of the standards in daily planning and instruction, as evidenced by standards-based rubrics, goal-setting, and collegial conversation • Some departments are revisiting priority standards work in light of the emphasis on use of standards in the evolving curriculum and reporting systems • OSMS- departments began discussions about critical content skills students should learn while at the MS to support growth toward the 21st century skills. -departments continue to refine standards and assessments. • GS Update regarding the future of reporting 21st century skills at all three levels. • OSHS- departments continue work on aligning assessments to standards and developing rubrics • Online curriculum notebook has documentation of curriculum in virtually every class at every level – refinement needed with respect to personalization and instructional model (ongoing) • ILT and teachers have begun refining existing curriculum to embed 21st century skills, Learner Outcomes and long- and short-term learner outcomes
<p>3. Create an initial schedule for addressing all disciplines as well as a proposed cycle for continuing renewal.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Initial cycle for addressing all disciplines has been determined. • Cycle for renewal has been proposed, but will not be enacted until initial cycle is complete. • It has been determined that all curriculum will be renewed on an ongoing basis, with each ILT rep reviewing the writing and posting of curriculum annually with a department team • ILT is in agreement that curricular revision will not happen on a cycle, but on an ongoing basis. Curriculum is constantly refined in real time.
<p>4. Identify a process that will guide leadership in a systematic development and review of standards, outcomes, products and tools necessary to ensure their</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Habits/attributes have been defined. • Standards have been defined. • Priority standards have been (re)identified and are being refined on an ongoing basis – Standards-Based Grading has helped clarify the need for

successful implementation. The process should include steps that

- Identify habits/attributes and content/knowledge standards separately
- Select and cluster power standards by grades and courses
- Ensure vertical alignment
- Ensure horizontal alignment
- Create performance tasks and rubrics for assessing content/knowledge standards
- Create rubrics for assessing habits/attributes
- Verify that both traditional and progressive knowledge and skills are included
- Identify connections between the discipline under renewal and other disciplines
- Develop standards based reporting system for habits, attributes and content standards
- Identify and plan for the acquisition of resources, including technology, that will support implementation
- Outline and recommend ongoing professional development that will ensure common understandings and shared growth and development among all teachers
- Document all standards, outcomes, performance tasks, rubrics, resources and other tools in an on-line notebook that is available to all

priority standards and most departments have refined their priority standards further.

- Priority standards have been mapped and aligned vertically and horizontally and will be reviewed for alignment on an ongoing basis – Teachers brought this forward after refining priority standards and are addressing it collaboratively
- Rubric for assessing habits/attributes has been chosen; skills progression is being written; reporting logistics are being worked out/ This initial system didn't work, as it required additional tracking and reporting; 21st Century Skills are now being embedded into curricular units to allow for seamless tracking and reporting; many departments need to make philosophy shifts from content coverage to essential skills-focused instruction – This system is working, but teachers have expressed a need to more deeply understand 21st century skills. Next steps: Professional Development in this area.
- Online notebook has been created and shared use has begun; several departments have a significant amount of their written curriculum posted and shared – A majority of curriculum is now present in the online notebook, Next steps: Identify gaps and close them.
- Some content integration has begun in each school:
 - ELA/SS, ELA/Math and ELA/Science at OSMS
 - ELA/SS at Goodwin
 - ELA/SS and internships/civics at OSHS
 - connections between math and science have begun at OSHS
 - ILT reps in Math, Science, ELA have been working to create integrated units for Goodwin to ensure that all content areas are addressed in ways that support skills application
 - Teachers in all grade levels are more readily creating cross-curricular partnerships; Spanish and Tech Ed made Spanish/English signs for the HS, Science and ELA partnered to provide sustainability activities for 9th and 10th graders on SAT day, GS has a growing number of interdisciplinary, inquiry-focused units, MS Integrationists are working with all teachers at their grade levels

	<ul style="list-style-type: none"> • Budget includes funding for ongoing programs and support for technology and professional development • CIAT and Professional Learning Committee are defining guaranteed PD for each department with ongoing coaching components and opportunities to collaborate across departments and grade levels.; ELA is receiving ongoing, job-embedded reading and writing coaching; every math teacher has a monthly half day release for grade level team coaching by the Math Coach/Coordinator to support application of evidence-based practices and implementation of Bridges and Eureka Math programs in K-8; literacy workshop coaching will be added in K-2 and 9-12 and continue in 3-8, math coaching will continue districtwide, science has budgeted for and connected with an NGSS coach • All ILT reps are investigating content-specific coaching training as their personal professional development in 18-19 • Rubrics incorporating the standards language in all content areas of OSMS classes • newly created performance tasks with rubrics in OSMS ELA, Social Studies, Science, and World Language • OSMS is working to define 2 common standards-based practices for reporting - Started with homework and retakes • OSMS is implementing standards-based comments on report cards • CIAT is working to increase teachers' confidence and ability to write curriculum, maintaining a focus on essential questions and flexible sets of resources that meet a variety of learners' needs. • DLT and CIAT have been working with a draft of a new Curriculum Leader role. In March, OSEA members said their membership was concerned about the current structure; D/CIA was equally concerned. New role is being collaboratively designed, but will focus on instructional leadership and include some release time to work in all three schools. • GS principal has created a month by month curriculum guide in order to supervise the implementation of the ELA and Mathematics (Bridges) curriculum.
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	<ul style="list-style-type: none"> • GS teachers analyzed the exemplary standards of instruction on the Common Core of Teaching and their relationship to personalization. • Technology purchases have been made to support the implementation of this strategy including multiple portable devices and increased wireless access in all buildings. 16/17 and ongoing. • PPS staff continue to develop rubrics to standardize and align expectations for executive functioning, language skills, social/emotional functioning • DLT/ILT created a framework for curriculum writing that connects priority standards and 21st century skills, anchored in performance tasks that measure attainment of transfer goals • OSMS participated in PD about creating task neutral rubrics to measure skills. • GS conversations are underway with ELA and Science ILT leaders regarding integration of content standards. • OSHS- gathered data on current practice and guidelines for purpose of homework, re-do and re-take practices, • OSHS- SLT is conducting a crosswalk of DOD 21st century skills rubrics and current learning expectation rubrics employed by teachers • OSHS- school-based standards committee considering the logistics of measuring and reporting 21st century skills at the secondary level. Investigating other schools engaging in the process • OSHS- some teachers piloting assessment and feedback of student growth relating to habits of mind • OSMS-Some teachers are piloting a paper, based-standards report card for trimester 3 to use as a learning tool. • PPS-Preschool teachers will pilot Bridges program for math and review preschool curriculums for all subject matter • SRBI reading and math have research-based curricula in place and training for LLI and Bridges Intervention occurred in 17-18; looking to expand code-based Tier 2 reading options and strengthen connections to classroom instruction for Tier 2 math in 18-19
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		<ul style="list-style-type: none"> • LLI literacy Intervention Program implementation has paid dividends as a large percentage of students have "graduated" from intervention groups. • Teachers at OSMS are starting to use learning targets to communicate with students about what content and skills they should be learning in each lesson. • ILT reps attended coaching training and will deliver that training to DLT on October 25th • ILT/DLT will define their roles and responsibilities in creating schools that grow students in the image of our Profile of a Graduate • Multiple pathways for completion of the personal finance requirement at OSHS are in development • An OSHS Capstone Handbook has been drafted • The Seal of Biliteracy will be awarded to qualified students beginning in June of 2019
<p>5. Identify monitoring mechanisms that will support consistent implementation of the standards and assessments and provide formative feedback.</p>	<p>2019-2021</p>	<ul style="list-style-type: none"> • Not yet addressed • structures for professional coaching in every department by a curricular specialist are being created, which will allow for monitoring of consistent implementation and provide feedback for growth • newly defined Curriculum Leader role will include this work, with a focus on coaching for instructional excellence and PK-12 alignment • ILT is engaging in this work; mid-year conferences will address use of time to shift to emphasis on coaching during the spring semester (orders are completed, budget is submitted – paperwork should decrease and coaching should take precedence) • Coaching training has been self-identified as a need by ILT; all are seeking content-specific coaching training for 18-19 • Members of ILT are spending time on a regular basis at each school to provide drop in assistance and coaching to teachers • ILT has developed a shared vision of coaching and acts as a network of coach colleagues for one another

<p>6. Establish a process for ongoing renewal and revision that is informed by experience, new developments and insights and accommodates additions, subtractions, and changes to the standards, performance tasks, rubrics, resources and other tools.</p>	<p>2018-2021</p>	<ul style="list-style-type: none"> • Process has been proposed, but will not be implemented until initial cycle has been completed. • CIAT has agreed to the proposed process and is examining pilot implementation this summer • GS is looking at the possibility of implementing a math program in the Early Childhood Program. Bridges is a strong consideration. • Regular, job-embedded curriculum writing and revision are included in district professional development and meeting time, a practice which began this year and resulted in an unprecedented amount of collaborative curriculum development • Curriculum development happens regularly as part of professional learning and collaboration across the district
<p>7. Review and revise roles and responsibilities for CIAT so as to maximize their leadership in advancing this goal.</p>	<p>2016-2018</p>	<ul style="list-style-type: none"> • roles reviewed with CIAT • gathered input about CIAT leaders' needs to maximize effectiveness (opportunity to lead and tech tools) • shared with DLT • expanded opportunities to lead by including more decision-making • expanded modeling of department leadership tasks among CIAT colleagues • provided laptops to support data teams, coaching and curriculum work • initial revisions to the CIAT team and process did not yield enough change to attain goals; CIAT structure and roles will be completely overhauled with input from the teachers' union, current CIAT reps, and D/CIA • Curriculum Leader draft <u>job description</u> and revised <u>curriculum structure</u> have been presented for feedback to DLT and CIAT Completed • The Instructional Leadership Team has had a successful first year; self- and stakeholder evaluations will inform small changes in the upcoming year with possible larger changes in the more distant future (need more time to test this model fully before significant changes would be appropriate)

		<ul style="list-style-type: none"> • Current ILT members and aspirants are enrolled in CCSU 092 cohort (9 to 10) to build leadership skills • The SILT Team has built strong communication throughout the building. They now see themselves as a decision-making body. They are making decisions aligned with best practice and the strategic plan. All have applied to return to this position. Three of them have decided to pursue their administrative certification. • ILT developed a shared vision for their coaching work, which includes increased focus on supporting instruction
8. Advise Board on the need for policy revisions as necessary and appropriate.	2016-2021	<ul style="list-style-type: none"> • Graduation Requirements Committee is meeting now and will make recommendations to the Policy Committee; Graduation Policy is in place, but needs to be refined based on PA 17-42, which made further changes to state mandates. Implementation for graduating class of 2022 • Restorative practice and wellness policies in draft form reflect strategic plan initiatives • Wellness policy updated and Completed Revisions necessary in 2018-19 • Further Alignment of Town and BoE business policy
9. Implement the processes as defined and scheduled.	2017-2021	<ul style="list-style-type: none"> • implementation has begun, though there are many more processes left to implement • Most processes have been implemented at least once and are revised and refined on an ongoing basis
Additional:		<ul style="list-style-type: none"> • budget planning for upcoming year identified resources needed for initiatives, including technology that supports the implementation of state-of-the-art curriculum and standards for learning • New technology purchases including portable devices and improved wireless access has been made. Improvements to learning environments such as new classroom configurations of furniture for state-of-the-art learning to take place • Middle school piloted a standards-based report card in multiple subject areas and different grade levels and collected feedback from parents

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

Action Steps	Target Date	Progress to Date
<p>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.</p>	<p>2016-2019</p>	<ul style="list-style-type: none"> • DLT calibration work focused on the CCT rubric; this work was recorded and shared with all faculty • Evidence Guides examination and discussion activity was completed by DLT in August and shared with faculties at meetings • Reading Foundations Survey to be given again this spring; examining results from past survey and designing the appropriate professional learning plans • Rambling On, the weekly OSHS staff memo, includes a variety of videos and articles that provide professional growth opportunities and share a vision for high-quality instructional practices. • OSMS faculty attended another Wormeli workshop and shared out the new learning about best practices. • GS leadership team defined personalization, using Learning Personalized, and aligned to the CCT. • GS utilizes the personalized learning definition as part of every pre- and post-observation conversation, further connecting the definition to the CCT. • K-8 math teachers participated in a math pilot and chose a new program; professional development to guide their instruction is part of that adoption • PK- 5 literacy teachers collaborated to define a vision for elementary literacy instruction • High School teachers, across disciplines, revisited course offerings to collaboratively create more personalized choices • Middle and High School science teachers proposed offering summer science courses to expand student science options; this pilot is going to the Board for approval in April • HS – Engaged BLT in initial exam data review process • HS – BLT completed a jigsaw read of Carol Dweck’s Mindset. • HS – Students and teachers participated in PD at Morgan on Mindset and presented to faculty to introduce concept of growth vs. fixed mindsets in learning

		<p>June 15th PD included:</p> <ul style="list-style-type: none"> • Eureka Math for 6-8 math teachers • Bridges Math for K-5 math teachers • Kristina Doubet, author/educator, will conduct a workshop on Differentiation in the Secondary Classroom (full day) • Mathematical Models workshop for paraeducators by Math Coach <p>Summer 2017 PD included:</p> <ul style="list-style-type: none"> • Readers' Workshop – Maggie Roberts (at LEARN) • Writers' Workshop- Kate Roberts (at LEARN) • Readers'/Writers' Institute – TCRWP in Groton • AP/ECE coursework • Literacy for All conference <ul style="list-style-type: none"> • Dyslexia training for special educators and SRBI teachers, 5-5-17 • GS teachers defined personalization with alignment to OSPS and the Connecticut Common Core of Teaching • GS teachers identified lessons/units that lacked personalization and revised to increase student engagement, problem solving, collaboration • GS teachers presented their personalized lessons at staff meetings • GS established a STEM committee of stakeholders including teachers, parents and the principal • STEM committee has developed a themed set of activities (The Connecticut River). Students will engage in STEM activities related to the river. Fall 2017. • PK need identified: research-based numeracy practices need to be embedded into PK practices; team is examining options using the Program Planning Flowchart • Title IV Grant written to provide PD in use of Office 365 for blended learning opportunities; meets teacher-identified need for relevant tech training and support in using 365 for instructional purposes
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		<p>special education teachers are taking the online semester long course in Bridges Intervention</p> <ul style="list-style-type: none"> • Special Education and SRBI Teachers are continuing their studies on instruction for students with dyslexia. Two staff members will achieve Level 1 Certification in the Wilson Reading System this year. Five staff members participated in a 3-day Wilson Reading System workshop.
<p>2. Create and implement a communication plan for sharing the vision of instruction and the journey toward it.</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> • High School Convocation 2016 • Re-envisioned professional learning opportunities, including EdCamp, structured collaboration time, sharing of books, articles and videos, growing Twitter professional learning network • In December 2016 alone, five different teachers, representing all schools, requested the purchase of books for professional book clubs; all book choices are SP-aligned and focused on instructional improvement • A second Community Conversation about Standards-Based Practices occurred in November 2016 • With community and educator input, new science pathways were created and a letter and visual representation were created. • GS has created a STEM committee, including parents, teachers, scientists, and DLT members to create at least one STEM experience for students each week. • GS STEM committee conducting visits to other schools with STEM programs. • Summer Reading for all educators – Educational Leadership, 4-17, Differences Not Disabilities – magazine to be distributed to all educational staff • Focus on Learning: Students at the Center, an educational blog will debut on the OSPS website shortly; administrators and curriculum leaders will be invited to participate; blog will be publicly available and involve an active comment section • Strategic Plan Series – five evening sessions with pre-post digital communications that further examine and explain each of the major initiatives of the Plan • OSMS-held coffee and conversations to discuss the middle schools progress with the strategic plan.

		<ul style="list-style-type: none"> • OSMS Principals Advisory Council discussed what they feel students need to know and be able to do by the time they leave OSMS. • OSHS – Agenda Topic for Parents' Advisory Council in November; reviewed videos: Sal Khan and Dweck "Growth Mindset" - discussed in open forum • OSMS-In May, the MS will be hosting a coffee and conversation with families focused on promoting a growth mindset. Teachers have done additional PD on promoting growth mindsets. • The Strategic Plan Series, with summary videos for each of the five events, was held from January to April. <ul style="list-style-type: none"> ○ Learners to Leaders ○ Personalized Learning ○ Customized Classrooms ○ Maps to Success: Goal-Setting ○ Profile of a Graduate (video coming soon) • Based on parent and community member feedback, we are piloting a system of asking families what they want to know about specific topics and creating timely FAQ sheets with bulleted points • Goodwin teacher participated in a phenomenon-based lesson, where the focus is on problem solving, communication and collaboration. This models the direction instruction is moving. • Middle School Newsletters inform parents of ways students and teachers use standards in the classroom to improve learning • Initial course proposals for 19-20 have been focused on project-based, personalized, and community-focused opportunities for learning
<p>3. Inventory present innovative and engaging instructional practices that exist at all levels.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Student Work Weekly, a visual record of the work in OSPS PK-12 classrooms, provides a window into classrooms across the district; teachers report professional learning conversations based on student work featured • CIAT engages in gallery walks of student work from all departments at each meeting • DLT has begun to look together at student assignments, starting with a focus on rubrics • Teacher/student spotlight at OSHS faculty meetings

		<ul style="list-style-type: none"> • SLOs and professional goals include observing other teachers at OSHS and OSMS • Parent Perspective Survey was offered to all families; 167 responded and provided another data point to allow us to refine our action steps and serve as baseline data • HS - Teachers have reported a variety of innovative instructional practices that were shared via BOE Reports • HS - Spanish 5 Honors developing and presenting to the whole school on Immigration • HS - chicken hatching – one student taking on hatching outside of the egg (true story)! • HS – students worked with Sound Engineering on developing a marketing video for them and earned "Best Narration" recognition for their work. • HS – some teachers' SLO's include redo's, self-assessments and goal setting for students • teachers have become regular contributors to Student Work Weekly; SWW now goes out to all staff, not just faculty (by request of some staff members); under consideration for push out to families next year • SWW (Student Work Weekly) continues, as do gallery walks during professional time • Science department is looking to create a Shoreline Science Summit this spring to bring together science teachers from all over the region • WL department recently sought professional time to work to calibrate their expectations on performance tasks and share teaching methods for producing exemplary student outcomes • ILT members regularly collaborate and share promising practices in their departments • OSMS teachers have been re-writing lessons to make them more engaging. They will share their ideas at the next PD day.
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<p>4. Research and develop other innovative and engaging practices that may contribute to actualization of the instructional vision.</p>	<p>2016-2019</p>	<ul style="list-style-type: none"> • Math pilot teachers have received professional development and coaching to support their implementation of the math pilot • Math Coach has been actively involved in instructional planning and redesigning systems to improve math instruction at all levels

	<ul style="list-style-type: none"> • OSMS teachers have engaged in TCRWP workshops on middle level writing and SS/ELA integration • Goodwin ELA building specialist will attend TCRWP Coaching Institutes, enabling her to champion writing unit implementation • Goodwin School has been engaging in a book study about Guided Reading as they refine their practices • OSHS is engaging in a book study focused on Restorative Practices • The Math Coach is running a book study focused on Jo Boaler's <u>Mathematical Mindset</u> • A group at Goodwin are sharing a book about Project-Based Learning • An OSMS teacher recently offered to share her learning from <u>Learning to Choose and Choosing to Learn</u> at an upcoming EdCamp • This is just a sampling of recent professional learning that is reshaping instruction in OSPS • Redo and retakes have become standards practice in many classes at OSMS and OSHS • teachers have traveled to other schools to observe and collaborate in areas from remedial reading and writers' workshop to culinary arts • CTE teachers visited Lee Company to expand their understanding of how their students can be better prepared for the workforce • HS - Course pilots for 2017-18: English in Action, Global Citizenship, Digital Media Productions • 8th grade science teacher and students presented standards-based instruction and personalized learning at NELMS conference • HS - Combining upper level health curriculum within junior p.e. classes in 17-18 – will include ability for students to earn CPR cert. • revised <u>math</u>, <u>science</u> and social studies secondary course sequences include greater opportunity to access advanced level classes • summer <u>earth science course</u> opportunity established form 8-12th graders - <u>FAQs</u>
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	<ul style="list-style-type: none">• Teachers from local school district came to see our implementation of readers'/writers' workshop, based on the recommendation of Kate Roberts, international literacy coach• OSHS – English in Action Course modeled after post-secondary community-based action research• OSHS- Creation of new courses Exploramos! and Advanced Research Methods to further offer students authentic and personalized learning experiences• OSMS-Teachers continue to offer students more choice, more authentic learning opportunities and more opportunities to share their work with a real audience• English in Action teachers were selected (in a very competitive process) to share their instructional model at the National Council of Teachers of English conference in November 2018• ILT leaders in math, science, and ELA were chosen (in a competitive process) to present SLAM!, their process for integrating ELA, math, and science content into inquiry-driven units at the elementary level, to the Association of Teachers of Mathematics in New England in November of 2018• HS math teachers visited Cromwell to study their unlevelled Algebra I classes• MS teachers plan to visit STEAM classes in Madison to learn about that model• The Goodwin School Specials Team is currently collaborating with the third grade team to implement a STEM related integrated weather unit. Students were given the choice to engage in four areas relating to weather, problem solving, collaboration. Teachers are utilizing science and art standards to create these activities.• Goodwin School has partnered with General Electric on the Addictive Education Program. This program utilizes a 3D Printer and fosters opportunities for student creations.
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<p>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.</p>	<p>2016-2019</p>	<ul style="list-style-type: none"> • This work is naturally occurring as part of the work above. • CIAT is taking a strong leadership role in this work • Natural leaders are emerging out of professional dialogue • Teacher collaboration is expanding, allowing all to lead from within the group • Part of the redefined CIAT role will be to serve in this capacity; CIAT reps will be chosen for their ability to do this work and to write and support the writing of curriculum • Consideration being given to School Improvement Leader roles to supplement pared down Curriculum Leader roles – focus on choosing the right leaders for the job, regardless of departmental affiliations • PPS staff trained in different methodologies for dyslexia to address specific needs of students. Staff certified in 3 different evidenced-based practices. • The establishment of the concession stand to support personalized learning in a variety of areas including culinary and business.

		<ul style="list-style-type: none"> • ILT serves as a conduit between teachers to share practices across classrooms and levels • ILT facilitates conversations about best practice, frequently sharing articles and ideas with departments • Teachers will share innovative instructional practices with the community at each of the 5 Strategic Plan Series events this spring • OSHS – planning to have a group of teachers fully pilot a standards-based approach at the secondary level in 2018-19 (18 teachers interested in piloting SBP for 2018-19 school year) • OSHS- Teachers visiting SBP schools in early May to learn more about implementation and practice • OSHS- Teachers involved in piloting SBP for the 2018-19 school year will develop a common philosophy of grading (May 2018) • OSMS-Teachers have had opportunities to share their lessons/ units and give/receive feedback • ILT continues to coach and lead collaboration • Administrators across the district have led professional learning sessions to coach teams of faculty in innovative instructional practices • Teachers from other districts have come to see world language and English language arts classes as a result of recommendations by other educators (in one case by Kate Roberts, author/consultant, recommended a visit to learn from our ELA teachers to another CT district) • Teachers have identified the attributes of the "Best Learning Experiences". These attributes will drive future lesson and units. • Teacher leaders have created a sample grade 2 integrated unit that incorporates science, English language arts, and math standards. • ILT continues to share and showcase exemplary practices across the district • GS teachers continue to be engaged in Bridges Math Professional Development. Teachers continue to refine and implement new instructional strategies. • PK-12 teachers are supported with instructional coaching on an ongoing basis
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		<ul style="list-style-type: none"> • PK-12 teachers are in participating in literacy workshop training to improve delivery of the writing curriculum.
<p>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.</p>	<p>2016-2019</p>	<ul style="list-style-type: none"> • CIAT will officially begin the resource-creation part of the curriculum cycle this summer • many teams of teachers have been implementing strategies from their recent professional learning and are sharing these tools with colleagues • EdCamp is supporting the dissemination of professional learning; Application Days support the creation of tools and resources from the new learning of EdCamp • Several PPS staff have developed rubrics and self-assessment tools to measure their progress to individualized goals. • Teachers College rubrics that include self-assessment used in all classrooms • In content areas, all rubrics use a 4-point scale and aligned to standards • ILT/DLT created a foundational curriculum document that shows how 21st Century Skills and content standards come together to create Transfer Goals (our goals for all graduates), which are measured by common performance tasks at each level • OSMS-Teachers developed a list of "look fors" that support engaged learning • Administrators and ILT science leader modeled an inquiry-based lesson for full ILT and the group discussed the ways in which that instructional model could be applied to every content area; this was replicated at each school during faculty meetings • Middle school teachers developed grade 6-8 rubrics to measure 21st century skills • ILT and teacher volunteers will collaboratively create grade-band specific 21st century skills rubrics to support curriculum development and student assessment • Following last year's guided reading training at GS, teachers are focusing on running record assessments. These assessments are one to one in which the teacher evaluates the types of mistakes students

		<p>make while reading a passage. This allows them to create flexible groups and address the needs of each student.</p>
<p>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.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Based on feedback from faculty, the professional learning committee created multiple pathways for learning at EdCamp; Ts may choose to do research, participate in webinars, meet collaboratively, participate or provide a workshop, or engage in shared learning in open sessions • the professional learning committee is seeking innovative teachers from the area to support ongoing learning during the March PD sessions; we would like to open our EdCamps up to the region to provide exchanges of ideas and practices • practice use of protocols in morning BLT meetings at OSHS • utilized building PD meetings for intra- and interdepartmental protocol activity looking at student work • job-embedded professional learning will occur in English Language Arts and Math next year with the support of our Math Coach and external experts who will assist in the initial implementation of our math program, guided reading and writers’ workshop • representatives from each department at the High School attended a Differentiated Instruction workshop and suggested bringing the speaker in to work with faculty; those who attended will share out their learning to prepare others for the speaker • HS – Presented • Embedded PD through integration model in all 6-8 ELA/SS and some science classes • Each school has engaged in significant professional conversation about instructional practice; all building PD days have been dedicated to school-specific PD that refines instructional practice • Ongoing coaching PD has been provided for all ELA and math teachers throughout the year • NGSX Inquiry Based PD Modeled at ILT/DLT Meeting – Shared with Staff

		<ul style="list-style-type: none"> • OSHS PD for teachers focused on sharing student work and practice in the classroom • OSMS PD has focused on engaging instructional practices which include autonomy, purpose, mastery, and authentic audience • Many middle and school teachers are collaborating to assess and track students' 21st century skills across content areas • Math, ELA and science consultants are working with ILT and teachers to expand and modernize professional practices and rewrite updated curriculum; professional learning is embedded in this work
<p>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).</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> • Internships and workplace experiences have been broadened to include a civic focus with the co-taught class • new science pathways have been opened up by a redesign of the course sequence from grades 8-12 • expansion of learning opportunities through choice beyond the school day by establishing authentic learning experiences with the creation of a concession stand • PPS staff have expanded opportunities for all seniors with IEPs to job shadow or participate in an internship so as to increase employability both while in high school and beyond • math course sequence is being explored, with a focus on flexibility of pathways • expansion of integration of content areas, particularly in English and social studies continues and has expanded to the High School • Integration at OSMS has expanded beyond LA/SS to science and in some cases math • revised <u>math, science</u> and social studies secondary course sequences include greater opportunity to access advanced level classes • summer earth science course opportunity established for 8-12th graders - <u>FAQs</u> • PPS staff expanded the number and type of internships for seniors. Goal is to expand this to juniors next year • DOFF: Ideas shared with the art department and technology education for authentic learning

		<ul style="list-style-type: none"> • Several alternate summer school options are being considered • Science is examining a science club for Goodwin School to better utilize their STEM room • Art department and technology department to develop student projects using on-site technology and student work • OSHS – several students earning credit through special, post-secondary programming, e.g., Wesleyan University, Lyme Art Academy • OSHS – Expansion of College and Career Readiness Programming through professional visits to classrooms, students involved in community action research projects (English in Action), Civics Seminar Class • Summer enrichment program expanded to four offerings in 2018 • MS math pathway allows for students leaving seventh grade to move to Geometry, Algebra I, or 8th Grade Math, based on individual student mastery of standards; Algebra I is being offered as an optional summer enrichment course, as well • High School and Middle School students have made use of the new graduation requirement policy by earning credits for work completed outside of seat time. • Expansion of tools and resources in technology have been purchased • New learning environments have been created with new classroom furniture, library -redesign and café update. • The 18 to 21 year old program now offers a social day once a week with neighboring districts that incorporates life skills lessons within the community while building social relationships outside of OSHS.
<p>9. Connect the work to that of the grading, walkthrough and assessment committees.</p>	<p>2016-2017</p>	<ul style="list-style-type: none"> • Grading and Assessment Committee has become the Standards-Based Practices Committee; their name change is indicative of a commitment to change their focus • this committee is seeking exemplar districts for visits to observe and learn how these practices are working on other schools • current work is focused on designing implementation of the 21st Century Skills rubric and piloting standards-based grading in PowerSchool Pro, possibly in the 2017-18 school year

		<ul style="list-style-type: none"> Standards Based Practices Committee, Professional Development and Evaluation Committee and ILT have taken on and embedded the work of the Grading, Walkthrough and Assessment Committees Building level SBP committees and ILT have moved this work forward and will continue to do so in the coming year Priority standards for each department have been uploaded to PowerSchool for use in teacher gradebooks
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Goal #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

Action Steps	Target Date	Progress to Date
1. Further refine the Old Saybrook brand, including strong messages on the district’s focus on state-of-the-art curriculum and personalized learning.	2016-2021	<ul style="list-style-type: none"> Provide resources for extending public relations reach out by including allocation for a public relations person cards to community featured student work year-end/holiday video celebrated the work of OSPS students and teachers an expanded effort to collect information from families has illuminated a need for widely varied communication efforts; families expressed a disinterest in meetings and written communications, favoring anytime, anywhere access to information and more opportunities for input in educational systems Focus on Learning: Students at the Center, a blog in its infancy, seeks to meet this need and will be a supplement to more traditional means of communication OSMS standards/integration video- Presentations to BoE and parents at report card night

		<ul style="list-style-type: none"> • All year-long communication from OSMS have been archived on website for parent access • 6 teachers held a Math Program Information Night offered K-8 look at math instruction and how families can partner with math teachers • HS- Seniors shared senior projects with faculty, parents and members of the public during a gallery walk • Strategic Plan Series – five nights open to all community members followed by emails and videos with key points • All messages districtwide have been archived on the website. • The Strategic Plan Series, with summary videos for each of the five events, was held from January to April. <ul style="list-style-type: none"> ○ Learners to Leaders ○ Personalized Learning ○ Customized Classrooms ○ Maps to Success: Goal-Setting ○ Profile of a Graduate (video coming soon) • Based on parent and community member feedback, we are piloting a system of asking families what they want to know about specific topics and creating timely FAQ sheets with bulleted points • The Public Relations Committee is finalizing selection of a marketing/advertising firm to create product(s) to market to our community and prospective employees and residents Goal: What makes OSPS unique and special?
<p>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.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Demographic information has been updated through the budget process; will provide updates to enrollment projections • School psychologists are piloting a new tool to screen for anxiety with students in 3, 4, 6, 9 and 11 in order to identify and address issues with anxiety • Studying fluctuation in enrollment at each school • Preparing exit interviews of students • Exit interviews conducted annually – seniors and students who leave the district • EL population is now consistently over 50 students, the majority of whom are Spanish-speaking

		<ul style="list-style-type: none"> • More than 20 Spanish speakers at Goodwin led to hiring of shared (with Westbrook) bilingual teacher who is delivering services directly and coaching colleagues • Provide data to demographic committee regarding our student population to begin to formulate long term plans • Demographic Sub-Committee of the BOE has reviewed research, discussed short-, mid- and long-term goals and is currently determining appropriate action steps. A presentation of preliminary findings will occur at a BOE meeting in June. • Demographic Sub-Committee meetings resume in October of 2018 • Enrollment data has been updated
<p>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.</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> • PR hours are included in the 17-18 budget to address this goal • year-end/holiday video celebrated the work of OSPS students and teachers and was distributed in the community • consideration is being given to pushing Student Work Weekly out to families to raise awareness of goings-on in our schools • A plan has been created to send all PRIDE lesson topics to parents • Subcommittee of Parent Council is reviewing OSMS website to increase clarity of communication • Student-created artwork was the centerpiece of a holiday card sent to local leaders and community members by the Superintendent of Schools • Strategic Plan Series targets community and families with opportunities for two-way conversation about the direction of our schools • Public Relations Committee is preparing to interview Public Relations/Marketing Firms about specific project ideas • The Strategic Plan Series, with summary videos for each of the five events, was held from January to April. <ul style="list-style-type: none"> ○ <u>Learners to Leaders</u> ○ <u>Personalized Learning</u> ○ <u>Customized Classrooms</u> ○ <u>Maps to Success: Goal-Setting</u> ○ <u>Profile of a Graduate (video coming soon)</u>

		<ul style="list-style-type: none">• Based on parent and community member feedback, we are piloting a system of asking families what they want to know about specific topics and creating timely FAQ sheets with bulleted points• The Public Relations Committee is finalizing selection of a marketing/advertising firm to create product(s) to market to our community and prospective employees and residents Goal: What makes OSPS special?• New website: Vendor to be recommended by May 15. Th field has been narrowed to two. The goal is to achieve a more user friendly and comprehensive site.• Public Relations Video Series (Ram, Class of...) were created and launched. The PR Committee met and determined next steps in the process.
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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

2016-2021

- continued work on building other collaboratives for transportation, contracted services and other insurance opportunities
- met with PPS Director and Superintendent in neighboring district to explore sharing services such as Board-Certified Behavior Analyst (BCBA) consultation, social skills programming, and programs for students with behavioral difficulties.
- Shared bilingual teacher position in the budget to be split between neighboring district and OSPS
- Formed a group with 3 neighboring districts to increase social opportunities for students in our life skills and transition programs. Students have met monthly to participate in social activities.
- Business Managers/Directors of Finance meeting at LEARN to explore operational opportunities to combine resources: transportation, HVAC, trash removal, insurance stop/loss
- PPS department initiated a collaborative with 3 neighboring districts whereby students in the life skills and 18 to 21 programs meet monthly for activities to build social skills and meet peers beyond their district.
- 6 local districts met at OSHS for a speaker on Disabilities Benefits for families. Plan is to offer a series of these speakers in 2017-2018
- summer school enrichment course was offered to area districts in 2017 and will be again in 2018 - Possible additional courses are being considered
- ILT leaders seek shared professional learning opportunities including the Shoreline Science Summit and an ongoing conversation about learning walks shared between two communities
- Continue to work with area towns to share resources and innovative ideas
- Have held 3 parent nights for families of our regional group which is comprised of Westbrook, Region 4, Old Lyme, Clinton, and East Lyme. Topics have been preparing for college, financial planning for life and advocating for adult services.
- Shared (with Westbrook) bilingual teacher and BCBA will continue in 18-19

		<ul style="list-style-type: none"> • Sharing specialized reading training with Westbrook and surrounding towns in 18-19 • Sharing training for PPS staff with Clinton and other towns • Looking to share EL training with Westbrook • Regional group has been formed to brainstorm ideas for savings and resource sharing among local communities including food service ideas. • Added another staff member to the list of those we are sharing with other districts. OSPS and Region 4 are now sharing a full-time social worker/school-family clinician.
<p>5. Create systems that allow for adaptability, flexibility and sustainability of programs to meet student needs as enrollments change.</p>	<p>2017-2021</p>	<ul style="list-style-type: none"> • Teachers' contract negotiations yielded a flexible schedule for morning classes, 6-12 • flexible stipend language was also included in the contract • Graduation Policy Committee is likely to recommend flexibility in the area of credit for college classes, community service and HS courses taken at the MS

		<ul style="list-style-type: none"> • Work with Budget and Fiscal for future planning and resource allocation. Capital Planning account. • Significant examination of schedules and student needs to look for efficiencies not before considered as part of the 18-19 budget process • OSMS is in the process of revising its schedule to be more flexible and allow for better use of resources • Summer programming offered to students • Students may opt to receive credit (high school) for work planned for an international field trip in 2018
6. Attract and retain talented, growth minded, future thinking, flexible, versatile, and creative staff.	2016-2021	<ul style="list-style-type: none"> • Teachers' salary schedule has been realigned to be competitive with local districts • teacher leadership roles have been expanded across the district • shared leadership is growing, especially through ILT and SLT (School Leadership Team) • multiple shared DLT/ILT meetings have occurred so far this year, giving voice and input to faculty in significant decisions • Superintendent worked with CCSU to create an Educational Leadership (092) certificate program cohort that will meet primarily in Old Saybrook • Continued expansion of job-embedded professional learning opportunities • Continued efforts to personalize professional learning plans through the Professional Development and Evaluation Committee's (PDEC) work and that of ILT; excellent professional learning is likely to retain excellent staff • Paraeducators' contract includes professional development days which were well-received this year
7. Create a system that quickly identifies ELL student needs and creates personalized programs to address their needs.	2016-2018	<ul style="list-style-type: none"> • This work is complete and aligned with the CSDE requirements. • As ESSA requires the CSDE guidelines to be revised, this process will be revisited and revised accordingly. • System was recently revised to capture information about PK students moving to K • State now requires LAS Links testing of all entering students whose dominant language form includes any language other than English

		<ul style="list-style-type: none"> • All K-12 ELs must now take the LAS Links online between January and March of each year. Completed
<p>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.</p>	<p>2016-2018</p>	<ul style="list-style-type: none"> • An educator from each school has been trained as a trainer of the Sheltered Immersion Observation Protocol (SIOP). • Trainers have shared best practice at EdCamp sessions and in grade level and team meetings. • Trainers support individual teachers, as needs arise, to support individual students • EdCamp continues to offer a venue for this training • new bilingual position will include teacher training in the job description • HS and MS each hosted professional learning sessions that took teachers through the process of using the LAS Links level to determine the expectations and supports appropriate for any English Learner. Completed, though ongoing • Small group of teachers attended a seminar about how to determine if a student's learning needs are to acquire English language or has a language impairment; will share out at EdCamp • Teachers were encouraged to attend a state-sponsored, free workshop series at LEARN focused on daily instructional practices that support ELs – several attended • EL workshops continue and teachers continue to attend • Online EL workshops (free through Title III) made available to teachers • Bilingual teacher, shared with Westbrook, sends regular links to articles and videos to support teachers learning to support ELs in regular classroom settings
<p>9. Utilize the cultural backgrounds of ELL students and families to enrich global, cultural and language programs.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Spanish 5H and EL students work together on immigration project and presentation about Enrique's Journey • Culture days in grade 6 held throughout the year • OSHS – AP Spanish is working with Tech Ed to create translations of all the signage at the HS into Spanish • ¡Exploramos!, a new Spanish course, will provide students opportunities to connect with the Spanish-speaking community to engage in action projects that will improve Old Saybrook

<p>10. Increase World Language and World Culture programs to ensure all graduates have an understanding of cultural diversity and have communication skills that enable them to live and work in a global society.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Social Studies and World Language departments have increased their focus on culture and global perspectives; new curriculum work will reflect these changes • Global Citizenship course is being examined at the High School • Global Citizenship course was approved and will be offered in 17-18 • Global Citizenship is nearly fully enrolled and actively helping students understand themselves as learners and as members of a global community; students are being formally taught how to work collaboratively, with agency and to pursue inquiry investigations • Seal of Biliteracy will be available to qualified graduates in 2019
<p>11. Provide clear communication to families of ELL students in native/dominant languages to ensure consistent, clear and complete understanding of goals and opportunities.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • We have begun translating family communications, using tech tools like Google Translate. • Registration documents and some other communications still need to be translated. • further efforts have yielded several communication tools, via translation services; these are often cost-prohibitive for public schools and further research is required • Google translate is being used regularly to provide multilingual communications, but more work in this area needs to be done • Translation work is being done by teachers and paras, especially our bilingual teacher; students at advanced levels of language study are beginning to be approached for further assistance in non-confidential document translation • All educators are responsible to send translations of their communications in all appropriate languages • Principals' newsletters are going home in Spanish and English
<p>12. Identify/develop resources in the community/schools to support the socio-economic concerns of many immigrant/non-English speaking families.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Significant efforts are underway to translate school district documents • further efforts have yielded several communication tools, via translation services; these are often cost-prohibitive for public schools and further research is required • Google translate is being used regularly to provide multilingual communications, but more work in this area needs to be done • Translation work is being done by teachers and paras, especially our bilingual teacher; students at advanced levels of language study are

		<p>beginning to be approached for further assistance in non-confidential document translation</p> <ul style="list-style-type: none"> All educators are responsible to send translations of their communications in all appropriate languages
<p>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.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> The SRBI team has begun conversations about providing supports embedded in classroom routines, rather than by pulling students into resource rooms, to clearly convey our belief in growth mindset. CIAT is working hard to ensure that all new curriculum is written in a way that ensures valuing all students’ abilities and personalizing learning experiences to meet each student’s needs. this work is ongoing and embedded in every student-focused conversation; efforts are being made to ask <i>Is this meaningful and essential?</i> about all student (and teacher) work beliefs about the role and purpose of homework will be surveyed before the close of the year – teachers, students, families PPS staff meet monthly with Youth and Family Services to discuss current social emotional needs of students, trends, etc. Most recent collaborative result is a Can We Talk to be held May 15th to address the Netflix Series 13 Reasons Why which depicts teen suicide in a graphic manner. HS- Implemented and rolled out SIT referral process to faculty and students Further exploration of Universal Design for Learning (UDL) is ongoing, as UDL is a founding principle of both readers’ and writers’ workshop; this curriculum writing practice needs to be continually embedded in our work Staff and administrators attended a two-day workshop on restorative practices which focuses on building relationships and a discipline system that focuses on repairing those relationships. Reviewed and calibrated processes for consult model in order to increase supports and interventions for students who are struggling. Developed next steps for increasing communication regarding supports for students as they transition from school to school.

		<ul style="list-style-type: none"> • OSHS- Planned PD to bridge the mindset gap between teachers and students fostering better relationships and understanding of teaching and learning • Wellness Activities at OSMS and OSHS support students' social/emotional well-being • On-boarding of substitute paras and teachers includes expectations for appropriate interactions with students • Four OSHS teachers have participated in Link Crew training, designed to help welcome ninth grade students to the OSHS community in a positive way; ninth graders report that it's an effective approach
<p>14. Review and identify educational practices that contribute to student mental health concerns; change adverse practices so as to minimize mental health issues.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Integration of content areas to reduce student workloads and maintain accomplishment of standards has begun in all three schools • teachers at the High School are ready to offer several integrated content courses; the State stands in the way with certification and course coding requirements that have impact on accountability measures and teachers' retirement • more work needed to make this work for teachers • Weekly CONSULT days to address social and emotion needs and identify interventions to aid students • Wellness day held annually at OSMS • HS- Wellness Week held at OSHS • HS- SIT continues to meet once every four-day cycle to discuss social, emotional and academic needs of at-risk students • Integrated curricular projects minimize numbers of assignments and deepen learning; several integrated projects have been recently added to the curriculum, especially at Goodwin • OSHS- Exploration of alternative programming to meet the social, emotional and academic needs of students (site visit planned to high school with three programs in use) • Districtwide emphasis on increasing student self-efficacy to decrease anxiety and stress • Hiring of part time school-family therapist, shared with Region 4
<p>15. Identify current status of services addressed by the current PPS staffing configuration; recommend changes and reconfigure as necessary and appropriate.</p>	<p>2016-2017</p>	<ul style="list-style-type: none"> • changes have been made to the reading instructional model at Goodwin to better address the needs of students with IEPs

		<ul style="list-style-type: none"> • .5 social worker in the proposed 2017-2018 budget to address a gap in services • .5 social worker hired to address the needs of our students in terms of connecting with outside agencies, attendance issues • PPS staff being shared between buildings to maximize use of staff who have been highly trained in various areas such as specific programs for dyslexia • SRBI staff and other general educators are participating in training to increase Tier 1 support for students with dyslexia • SRBI model has shifted to support inclusive practices for all students at all levels
<p>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.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • <u>EdCamp sessions</u> about: <ul style="list-style-type: none"> - Restorative Practice - Standards-Based Instructional Practices - Sheltered Immersion Observation Protocol (for ELs) - Guided Reading - Project-Based Learning - streamlining student work to meaningful and essential - Wired Differently (social-emotional needs) • professional development is being overhauled to focus solely on the goals of the Strategic Plan and to be aligned with research about adult learners • more coaching, fewer one-and-done sessions; more emphasis on process and less on content – modeling current best practice for teachers • Weekly CONSULT days to address social and emotion needs and identify interventions to aid students • PDEC (both halves) has worked to come together and focus professional learning around improved student outcomes; professional learning plan is embedded in proposed evaluation document for next year • HS- PD focused on diffusing potentially disruptive situations and dispelling assumptions we sometimes make about our students

		<ul style="list-style-type: none"> • Universal screening is regularly used to identify students for intervention in and out of the classroom at all levels (more data is being used to support these decisions at all schools) • OSHS- SIT (Consult) meeting documentation process aligned with OSMS with access to OSMS consult notes • Student need to feel safe at school in light of national events has led to staff training and School Security and Student Well-Being presentation and follow up communique. • Tiered intervention programs continue to be refined; identification systems now utilize multiple measures, all instructional tiers employ research-based methods and programs, teacher training is ongoing and inclusive of SRBI and special education staff
<p>17. Build acceptance and support amongst parties for opportunities for children to develop conflict resolution, resiliency, coping and independence skills.</p>	<p>2016-2021</p>	<ul style="list-style-type: none"> • Goodwin has added Buddy Benches to their playground to increase feelings of inclusion by all students at Goodwin • Goodwin students are actively taught resiliency and conflict resolution skills when social interactions warrant them, especially on the playground • Middle School students are reflecting on their performance in relation to academic standards, then setting learning goals; ownership of learning increases independence and resiliency • 7 PRIDE lessons that have been identified by students as needs specific to each grade level. • 7th grade attending PSA play at Ivoryton Playhouse on bullying in May • YFS Allies program at OSMS • HS- Incorporating more use of restorative practice (mediation and conflict resolution) where applicable • HS- Continued "where do you stand" discussion centering on classroom management and attitudes toward discipline and consequences • Conversations about student independence are among the top priorities of ILT leaders' coaching agendas • PPS continues to work to help faculty, staff, and parents understand that sometimes too much support undermines student growth, rather than supporting it

		<ul style="list-style-type: none">• OSHS- Plan to re-establish advisory program for the 2018-19 school year• Several OSMS staff were trained in Restorative Practices and these practices have been utilized to resolve student conflicts• Goodwin's School Counselor continues to teach social skills lessons to targeted audiences. Topics of reflective of school climate data collection.• Several additional middle school teachers will be attending Restorative Practices training• Several OSMS teachers are piloting lessons from Choose Love• In collaboration with the middle school PTO, GoEnnounce was shared with parents to help them improve digital citizenship and safety among their students
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