

Strategic Plan for School Improvement 2017-2020

Regional School District #1

The mission of Central Office is to provide leadership and support to administrators, teachers, board members, and the community, in order to inspire a passion for teaching and learning and to ensure all children are challenged and expected to learn. This can be achieved when we establish high expectations, enrich curricula, and form mutual partnerships in respectful, caring environments.

The vision for our regional schools is to be strong learning communities. We must focus on continuous improvement and creativity throughout our organization and resist the temptation to accept the status quo.

Region 1 Board of Education Mission:

In order for us to prepare each child for what comes next, we must align vision, expectation, and practice among all stakeholders.

To demonstrate how we will accomplish the Region 1 Board of Education Mission and the 4 Regional Goals, each school district will develop and foster a District School Improvement Plan, aligned with the Region 1 School Improvement/ Strategic Plan. Updated School Improvement Plans for each district were developed in 2015 and will be updated for 2017-2020. District Leadership Teams will establish a first draft of their School Improvement plan for their school and share this with staff. The plan is then reviewed by the Assistant Superintendent and Superintendent. Final plans will be shared with all staff, Board of Education, and stakeholders.

To accomplish this, we have four focused goal areas:

Goal/Initiative 1. To implement a guaranteed and viable curriculum tied to comprehensive formative and summative assessments utilizing the Connecticut Core Standards, National Content Standards, and the Instructional Core (student, teacher, content). This includes:

- o Alignment of Curriculum to Instruction and Assessment*
- o Formative and Summative Assessments Aligned to the Connecticut Core Standards*
- o Curriculum and Instruction that engages and challenges students to construct new knowledge and skills*
- o Strategies for Intervention*
- o Regional Continuum of Professional Practice*

Goal/Initiative 2. To improve student achievement, as evidenced by multiple data sources such as local, regional, state, and national assessments.

Goal/Initiative 3. To continue to implement the regional teacher and school leader evaluation plans, with precision, fidelity, and purpose, and aligned to the district's school improvement goals.

Goal/Initiative 4. To promote positive social and emotional health and well-being for all students.

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Goal 1. To implement a guaranteed and viable curriculum tied to comprehensive formative and summative assessments utilizing the Connecticut Core Standards, National Content Standards, and the Instructional Core (student, teacher, content). This includes:

- *Alignment of Curriculum to Instruction and Assessment*
- *Formative and Summative Assessments Aligned to the Connecticut Core Standards*
- *Curriculum and Instruction that engages and challenges students to construct new knowledge and skills*
- *Strategies for Intervention*
- *Regional Continuum of Professional Practice*

Theory of Action: If we provide a guaranteed and viable curriculum for all students, directly aligned with the state and national standards, then students will be assured of receiving high level and engaging instruction, in order to prepare them for global citizenship in the 21st Century.

Measurable Progress Indicators:

- Goals are established for all staff and departments that are well implemented and support the mission of the school district.
- All content areas have aligned and articulated curriculum, instructional methods, and assessment aligned to the Connecticut Core State Standards.
- District Leadership Teams ensure that management tools and systems are in place and structured to assist district staff with the knowledge and understanding of CCS implementation and effective instructional practices.
- Intervention strategies are included in curriculum planning and delivered to ensure students with differentiated learning needs are appropriately served.
- Teachers, support staff, and administrators have time designated for ongoing professional knowledge and growth to implement the CCS.
- Students are prepared to be college, career, and citizenship ready, based upon student achievement data and survey data.

Objective	Action Steps	Timeline	Who is Responsible / Resources Needed	Expected Results
A. Align curriculum/ instruction/ assessment with the Connecticut Core Standards and other national content area standards district-wide for grades EK-12 in all content areas.	1) Complete EK-12 consensus maps for math and ELA 2) Complete K-8 consensus maps for science and social studies 3) Complete K-12 consensus maps for special education 4) Complete K-12 consensus maps for	1) By December 31, 2017 2) By June 30, 2018 3) By December 31, 2017 4) By December 31,	1-6) Assigned administrators lead sessions with teachers. Report progress for each group to Assistant Superintendent Content area teacher representatives for each district determined by principals . Scheduled times arranged with Asst. Supt.	Teachers and Administrators will express knowledge and significance of a guaranteed and viable curriculum, the Instructional Core, and the connection to aligned/articulated curriculum, instructional methods, and assessment. CCS and national standards will be in place for all content areas. Observation of use of curriculum

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	<p>counseling and technology</p> <p>5) Complete template for K-8 Student Success Plans and incorporate these at all middle grades</p> <p>6) Complete 9-12 consensus maps for science and social studies, agricultural education, applied arts, visual arts, music, physical education</p> <p>7) Grades 4/5/6 and 7/8/9 meet to assess articulation and gap analysis of content, skills, and assessment in maps</p> <p>8) Revisions made based on feedback #7</p> <p>9) Curriculum Council meets to review progress and quality of curriculum maps</p> <p>10) Consensus maps for all PK-12 courses completed</p> <p>11) All local maps completed, including personalized activities and assessments</p> <p>12) Ongoing refinement of curriculum maps</p> <p>13) Administrators and Lead Team members will discuss with staff the timeline for maps to be shared on the district's school website.</p>	<p>2017</p> <p>5) By May 1, 2017</p> <p>6) By December 31, 2017</p> <p>7) January 2017</p> <p>8) Spring 2018</p> <p>9) Spring/Summer 2017-Spring 2018</p> <p>10) Spring 2018</p> <p>11) Begin in September 2016. Completed by October 2018</p> <p>12) Ongoing</p> <p>13) Fall 2017</p>	<p>7) Assistant Superintendent and grade level teachers representing ELA, math, social studies, and science content levels</p> <p>8) Teachers for identified courses</p> <p>9) Curriculum Council and Asst. Supt.</p> <p>10) Teachers and Assistant Supt.</p> <p>11) Assigned administrators and Asst. Supt. lead discussions on content of maps. Teachers to incorporate these into maps.</p> <p>12) Teachers in each building will refine maps and notify department chairs (for HS) or building principal/administrator of changes.</p> <p>13) Administrators and Curriculum Council</p> <p><i>Resources: Time for groups to meet, discuss and plan</i></p>	<p>maps provides evidence that we are instructing based on the Connecticut Core Standards and/or National Standards.</p> <p><i>Evidence: Quality of curriculum maps show clear alignment to the CCS and national standards. All districts have agreed upon, guaranteed and viable curriculum. Instruction in the classrooms reflects actual curriculum maps.</i></p>
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<p>B. Instructional strategies are included in curriculum planning and delivery of instruction to ensure all students are appropriately served</p>	<p>1) Teachers will engage in professional learning focused on student engagement and learning, including</p> <ul style="list-style-type: none"> ● Inquiry-based/project-based learning ● Mastery-based/Personalized learning ● Habits of mind and Habits of Work ● Student-involved/led conferences <p>Note: Teachers will participate in professional learning in all early release sessions, on full days designated for learning, and other sessions selected by individual Lead Teams and Principal for the purpose of teacher learning, to target needed content and skills. Professional learning will consist of 1) teacher led workshops, 2) collaborative group (PLC) sessions, and/or 3) book study discussions. Lead Teams and Principals to evaluate each session to assist in planning subsequent sessions.</p> <p>2) Instructional strategies are implemented that are consistent with the school’s goals These include (but not limited to):</p> <ul style="list-style-type: none"> - Gradual Release of Responsibility - Personalized Learning - Differentiation - Mastery Based Learning - Acceleration - RtI <p>3) Learning targets will be posted, discussed with students regularly throughout the school day, and used when planning instruction and assessment.</p>	<p>1) Discussions with each staff will be conducted by February 1, 2017, to determine areas of need for additional PD for 2017-18. Each spring/summer, PD will be planned that is to occur for the following school year during early dismissals/late starts, staff meetings, and full day PD sessions for the region.</p> <p>2) Ongoing, as teachers’ professional learning advances instructional methods</p> <p>3) Beginning in fall 2017</p>	<p>1) Asst. Supt. will work with principals and lead teams to ensure high quality content and effective delivery of professional learning</p> <p>Principals and Lead Team members will assist teachers, by recommending resources to advance their staff’s learning. PD is planned by Lead Team and Principal, in communication with Assistant Superintendent. Each school year, all teachers will demonstrate understanding of programs the district is studying and/or implementing. PDTE Team will meet with the Asst. Supt and have input on content for regional PD</p> <p>2) Administrators will provide time for teachers to discuss instructional strategies, ensure these are included in curriculum maps, and implemented in the classroom</p> <p>Instructional Coaches will provide support to teachers who either request and/or need support. Begin coaching support in fall 2017.</p> <p>3) Teachers responsible for posting and instruction, Building Principal responsible for observations/evaluations</p> <p><i>Resources: Time for administrators</i></p>	<p>Teachers demonstrate their understanding of quality instructional methods that focus on inclusion of the 4 C’s: (critical thinking, communication, collaboration, and creativity). Classroom instructional activities engage the learner, through inquiry, problem-solving, and real world application. Lesson plans and curriculum maps clearly articulate rigorous learning goals. Learning targets are clear and communicated to students.</p> <p><i>Evidence: Inclusion of these strategies in curriculum maps and in classroom instruction. Each student is provided the type of program and/or intervention he/she needs to achieve mastery in the content areas.</i></p>
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			<p><i>and certified staff to learn and understand instructional strategies- i.e., Scheduled Professional Development time, Lead Team planning time, Common Planning time External support from consultants, text and online resources for teachers</i></p> <p><i>Time for teachers to develop curriculum maps, to include instructional strategies in curriculum maps</i></p> <p><i>Agreed upon instruments and processes to collect data regarding the use and outcomes of instructional programs and strategies.</i></p>	
<p>C. Assessment practices will be directly aligned to the Connecticut Core Standards (CCS) as well as expected learning outcomes as expressed in written curriculum and include a variety of options for students to demonstrate learning.</p>	<p>1) Continued Professional Learning on formative and summative assessment and training on the appropriate ways to use these will be scheduled.</p> <p>2) As curriculum maps are completed, Curriculum Council members responsible for review of maps will check for a use of a variety of assessments and alignment with the CCS.</p> <p>3) Classroom observations and discussions with teachers will occur, in order to help ensure that assessment is fair, rigorous, and of high quality.</p> <p>4) Region-wide assessments will be reviewed to determine rigor and alignment with the CCS. Teachers and administrators will determine if any</p>	<p>1) Each district will establish timelines for assessment PD- all will have finalized this by June 30, 2017. Report PD plans to Asst. Supt.</p> <p>2) Ongoing schedule determined by Asst. Supt., Principals, and Curriculum Council</p> <p>3) Observations are ongoing. Discussion of observed assessment practices occurs during conference times, common planning time, PD, and staff meetings</p> <p>4) Each region-wide assessment will be</p>	<p>1) Principals and Lead Team will plan and schedule PD. All teachers to participate. Principals will report results of PD to Asst. Superintendent</p> <p>2) Asst. Superintendent will establish meeting times for Curriculum Council members</p> <p>3) Principals will create time for observations and feedback discussions</p> <p>4) Discussion with Principals led by Asst. Superintendent</p>	<p>Classroom activities and other formative assessments are differentiated and aligned to the CCS standards and learning targets. Summative assessments are aligned to the CCS standards and learning targets.</p> <p>Assessment methods used throughout all districts show a variety of assessment types and are rigorous and provide an engaging means for students to demonstrate their learning.</p> <p><i>Evidence: Formative assessments are used as a measure of growth rather than a final determiner of learning. Summative assessments are utilized as summation of formative learning.</i></p>

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	necessary changes are needed.	discussed by October of each year, to establish testing dates and specific grade levels for all testing. Any modifications to regional assessments will be completed prior to the next assessment administration.	Certain region-wide assessment discussions will include teachers , to be decided by administration <i>Resources:</i> <i>Professional Development time, Common Planning time, Lead Team time, Curriculum Council planning time, text and online resources on topic of assessment</i>	
D. Consistent grading practices across all districts will be in place and will reflect student learning, based on evidence of acquired knowledge and skills, consistent with expected student outcomes that indicate mastery.	<p>1) Districts will discuss specific changes in grading practices and timelines to implement these</p> <p>2) Parent/board member communication will take place as changes for grading practices are considered.</p> <p>3) All districts will agree upon region-wide grading practices to be implemented in the 2017-2018 school year</p> <p>4) Implementation and ongoing communication with staff and all stakeholders (parents, community, Boards) regarding these areas: <ul style="list-style-type: none"> - No Zero Grades - Rubrics vs. letter grades - Standards Based Grading - Supports needed to ensure mastery -Mastery-Based/Personalized Learning (new to CT) -Student Led/ Student Involved Conferences </p> <p>5) All districts will review the agreed upon implemented region-wide grading practices to</p>	<p>1) By Dec. 1 2016</p> <p>2) Spring 2017</p> <p>3) By June 1, 2017</p> <p>4) Each district will determine the time frame for this communication. Communication timeframe determined by September 15, 2017</p> <p>5) By May 1, 2018</p>	<p>1) Assistant Superintendent to schedule regional PD. Principals and Lead Teams to continue discussions in the district</p> <p>2) Lead Team Members and Principals lead teachers' discussions at staff meetings and district PD sessions</p> <p>3) Lead Team Members and Principals establish format/timeline</p> <p>4) Teachers and Principal in each district report their plans to the Asst. Superintendent</p> <p>5) Lead Team Members and Principals make recommendations to the. Assistant Superintendent and</p>	<p>Grading practices reflect actual learning and are consistent among all districts. Grading practices are reflective of best practice. District policies will communicate current grading practices.</p> <p><i>Evidence: Survey and assessment data indicates that an increased number of students demonstrate learning. Students and parents are involved in a discussion of any changes and share an understanding of the rationale and can explain it to others. Standards Based Grading is in place and used correctly.</i></p>

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	<p>determine any recommendations of additions or changes beginning in the fall of 2018</p> <p>6) Standards Based Grading (SBG) and reporting will be progressively implemented at the PK-12 grade levels.</p>	<p>6) Discussion regarding SBG to begin in January 2018. Decisions made regarding processes to be followed to plan for learning and implementation.</p>	<p>Superintendent and establish plan for region-wide discussion and communication</p> <p>6) Assistant Superintendent will convene meetings in the 2017-2018 school year with Principals and representative PC team members will research and develop a proposal for implementation of SBG in Region One.</p> <p><i>Resources:</i> <i>Region-wide and District time for certified staff to learn and understand grading practices and Standards Based Grading</i> <i>Communication Plans to students, parents, Boards, community</i> <i>Articles/Books based on Best Practice and Research</i> <i>Workshops, conferences</i></p>	
<p>E. School schedules will be reviewed and analyzed to ensure that optimal time is provided for student learning in the academic areas.</p>	<p>1) Each school will review the instructional minute allocation for each subject area to ensure 1) mastery of the Connecticut Core at each grade level and 2) Connecticut State requirements are met.</p> <p>2) Schools will review and adjust district schedules annually in accordance with curriculum and instructional needs</p> <p>3) Changes to the schedule will be communicated to staff, board, and parents</p>	<p>1) By December 15 each year</p> <p>2) By May 1 of each year</p> <p>3) By June 1 of each year</p>	<p>1) Principals and Lead Team Members</p> <p>2) Principal will plan and discuss ideas and proposed changes with Central Office Administrators</p> <p>3) Principal</p> <p><i>Resources: Time for meetings and discussions, parent communication, Minutes of meetings (shared on Google Docs)</i></p>	<p>Student data (RTI, classroom observations, etc.) indicates an appropriate amount of time in the school day for students to learn and master standards in each content area.</p> <p><i>Evidence:</i> <i>Student data show a high percentage of students are engaged in learning and master standards at their grade level or above.</i></p>

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Goal/Initiative 2. To demonstrate improved student achievement, as evidenced by through multiple data sources, including local, regional, state, and national assessments.

Theory of Action: If we better understand student achievement data from multiple sources and use it to make instructional decisions, then all students will learn at higher levels, progress, and reach the grade level expectations established by the region.

Measurable Progress Indicators:

- Student achievement data is used to drive students toward the mastery of grade level and content area learning targets.
- Data sources on regional assessments will show an increase in the number (percentage) of students who demonstrate proficiency.
- Data sources on state assessments will show an increase in the percentage of students who demonstrate proficiency.
- Data sources on national assessments will show an increase in the percentage of students who demonstrate proficiency.

Objective	Action Steps	Timeline	Who is Responsible / Resources Needed	Expected Results
<p>A. Staff will understand the classroom, regional, state, and national assessments as well as data sources, and establish student learning goals based on data.</p>	<p>1) Relevant assessments and data sources at each grade level and subject area will be identified and studied.</p> <p>2) Information will be shared regarding how assessments are to be administered, as well as how data will be used</p> <p>3) Data discussions will be scheduled and results recorded in Power School and shared with appropriate stakeholders</p>	<p>1) Annually, at the beginning of school year</p> <p>2) Times scheduled for discussions at each district prior to test administration</p> <p>3) Following receipt of data</p>	<p>1) Assistant Superintendent will review with Principals.</p> <p>2) Principal and Lead Teams (or Data Teams) will communicate with all teachers.</p> <p>3) Principal works with Data Team or Lead Team to discuss data. Principal assigns staff to record data.</p> <p><i>Resources: District Lead Teams (or Data Teams), time for teachers to review and analyze student data, clearly articulated SLO's and district</i></p>	<p>Teachers and administrators will report they have been provided the appropriate amount of professional learning, to acquire an understanding of data, in order to continually use multiple sources of data to improve instruction and increase student learning</p> <p><i>Evidence: Data discussions, On-time assessments, effective communication to staff, scheduled times for data discussions, teacher's goals,</i></p>

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			<i>student learning goals, PK-12 Regional Assessment data list, all district, regional, and statewide assessments, students' data, student classroom work, IEP's, 504 Plans, etc.</i>	
B. Teachers and administrators will collaborate to review and analyze student data	<p>1) The District Leadership Team or Data Team will review and analyze achievement data</p> <p>2) Analysis of achievement data will be shared and discussed with teachers</p> <p>3) Teachers will interpret and use individual student data (classroom and standardized), and develop IAGD's and SLO's.</p>	<p>1) Data are reviewed on regular and ongoing basis, as established by Data Team or Leadership Team and Principal</p> <p>2) Occurs throughout each school year</p> <p>3) Ongoing</p>	<p>1) Principal and Lead Team. Information communicated with Assistant Superintendent.</p> <p>2) Principal and Lead Team share results with teachers. Information communicated with Assistant Superintendent.</p> <p>3) Principals and Teachers meet in fall of each year</p> <p><i>Resources: Meeting times for teachers and administrators to discuss data, members of the District Lead Team who are prepared to support staff and carry out the professional responsibilities, scheduled time for professional learning, Minutes of meetings (shared on Google Docs)</i></p>	<p>School goals, SLO's, and IAGD's all reflect the use of current student achievement data. Student ownership of learning will be evident through their products (i.e., students' records of growth (class work examples), portfolios, and performance-based evidence (music, agriculture, theater, academic core areas, etc.)</p> <p><i>Evidence: Minutes of District Lead and/or Data Team Meetings demonstrate focus on student learning. Data-driven SLOs and IAGDs for teachers and administrators.</i></p>
C. Teachers will plan instruction based on each student's	1) Using students' classroom, regional and state data, instruction and needed interventions will be	1) Ongoing throughout the school year	1) Teachers provide instruction, Building Principal responsible for	Instructional interventions are connected to standards and students' learning needs. Students will report having necessary

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<p>learning needs, using the data as indicators.</p>	<p>planned and followed.</p> <p>2) Lesson plans and units of instruction will be developed and implemented according to students' learning needs, based upon these data.</p>	<p>2) Individual teacher lesson plans in each district will be followed during each school day. All districts will align their lesson plans to meet students' learning needs, beginning in the fall of 2017 and will continue, as all content areas are described in greater detail through curriculum maps.</p>	<p>observations/ evaluations and review of practice</p> <p>2) Teachers</p> <p><i>Resources: Formative student data, Summative student data, Lesson plans and curriculum maps that align to the CCS and student data. Learning targets in student friendly language aligned to CCS, time for teachers to plan, collaborate, and lessons</i></p> <p><i>Teacher/classroom observations and established goals for teacher growth in areas of lesson planning and lesson delivery</i></p>	<p>supports and access to create their own learning pathways to graduation.</p> <p>Principal and teacher individual discussions focus on the instruction provided to the students, based on student data.</p> <p>Individual teacher professional growth plans are focused on continuous improvement of practice.</p> <p><i>Evidence: Quality Professional Growth Plans, quality of lesson planning (daily plans, curriculum maps), Teacher observation, Improved student achievement</i></p> <p><i>Students will achieve mastery in the content area and report their own learning. Through correct use of assessment, students demonstrate the ability to analyze, synthesize and construct new knowledge while completing a task, to collaborate to solve problems, and to identify and celebrate the creation of new knowledge.</i></p>
<p>D. Data will be shared with district stakeholders (parents, board, community)</p>	<p>1) Board will review student achievement data, hear program reports on a regular basis, and are encouraged to ask questions about data and programs.</p> <p>2) Staff will keep students/parents/guardians informed of student data and programs.</p>	<p>1) At least monthly</p> <p>2) All communication (emails, notes, phone calls) ongoing on a regular basis, conferences twice each year (fall, spring).</p>	<p>1) Principal and/or Lead Team or Data Team(s) share with staff and board</p> <p>2) Principal establishes dates/times for formal communication to public. All teachers responsible for additional communication to students and parents. Principals will report their</p>	<p>Shareholders report they have an understanding of their students' data and programs. Shareholders report that the school has appropriate and regular communication.</p> <p><i>Evidence: Newsletters, Documentation of phone call logs, Meetings with parents, Emails, Conferences, Communication through media</i></p>

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			<p>communication plans to the Assistant Superintendent.</p> <p><i>Resources: Meeting time, PowerSchool, student led/student involved conferences, all other available communication formats</i></p>	
<p>E. Continuously monitor and improve Student Led/Student Involved Conferences</p>	<p>1) Students will establish and record annual target goals.</p> <p>2) Time will be scheduled for teachers to discuss student achievement data individually with students.</p> <p>3) Students and teachers will share data with parents/ caregivers at conferences and through various other means of communication.</p> <p>4) Develop and conduct survey of parents/caregivers to assess conferences</p> <p>5) Make improvements to the process, based on student, teacher, and parent feedback</p>	<p>1) 2) Annually, beginning in fall 2016 and ongoing</p> <p>2) Weeks prior to student conferences</p> <p>3) Beginning with fall 2016 parent-teacher conferences. All schools will have implemented conferences at all grades by Fall 2018.</p> <p>4) Annually</p> <p>5) Ongoing</p>	<p>1) Principal responsible for seeing classroom time is allocated</p> <p>2) Students, with teacher guidance</p> <p>3) Teachers</p> <p>4) Principals and Assistant Superintendent develop common format and content for survey. Principals oversee survey administration and collection of data, shared with the Assistant Superintendent.</p> <p>5) Data provided to Assistant Superintendent. Assistant Superintendent determines necessary changes based on feedback from surveys.</p>	<p>Students will articulate their goals and progress towards the goals.</p> <p>Parents will report knowledge and an understanding of their student's goals and progress towards the goals.</p> <p><i>Evidence: Survey data from parents/caregivers and students</i></p>

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			<p><i>Resources: Training and meeting time for staff to plan Student Led and Student Involved Conferences, Communication to Parents (i.e., conference times, phone and email, notes home, student portfolios)</i></p> <p><i>Time for students to discuss data and collect progress artifacts</i></p> <p><i>Established times for students to share data with parents/caregivers</i></p>	
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Goal/Initiative 3. To continue to implement the regional teacher and school leader evaluation plans, with precision, fidelity, and purpose, and aligned to the district’s school improvement goals.

Theory of Action: If evaluation and growth plans are consistently monitored and clear and targeted high leverage goals are established, then we will see increased professional growth for all staff, which will result in improved delivery of instruction and greater learning for students.

Measurable Progress Indicator:

- Administrators will learn how to use Collegial Calibrations to support educators in their professional growth.
- Teachers will describe a clear understanding of the indicators of the Continuum of Professional Practice.
- Teachers and administrators will follow a timeline for classroom observations and teacher evaluation that is conducive to productive follow-up discussions and planning.
- Processes used for certified staff evaluations will foster and support continuous teacher growth through collaboration between teacher and administrator, as described in the *Region One Teacher Effectiveness and Professional Practice (TEPP)* process.

Objective	Action Steps	Timeline	Who is Responsible / Resources Needed	Expected Results
<p>A. Administrators will understand and use Collegial Calibration to achieve a common understanding of evidence- based data and high quality and constructive feedback.</p>	<p>1) District administrators/lead teachers will be trained in Collegial Calibrations as needed.</p> <p>2) Training dates will be established and communicated.</p> <p>3) Region One administrators will use the Collegial Calibrations in observations to ensure that observation feedback will be based on the goal areas for each teacher that both the teacher and administrator have identified for growth.</p> <p>4) Continuous, ongoing learning by all administrators occurs, so that consistency and inter-rater reliability exists.</p>	<p>1) Continues each year as needed</p> <p>2) At fall administrative meeting</p> <p>3) Continuing until all administrators fully understand and demonstrate the process</p> <p>4) Ongoing learning will continue. Any new administrators will follow the same learning process. By</p>	<p>1) Administrators will allow scheduled time for learning and classroom observations</p> <p>2) Central Office Administration and School Administrators Technical Assistance and Support from ReVision Learning</p> <p>3) Administrators</p> <p>4) Administrators to submit observation samples. Assistant Superintendent to provide</p>	<p>All district administrators will demonstrate consistency in assessment of classroom and teacher observations. Targeted areas for teacher growth will be in areas that the districts determine to be the “levers” of greatest impact for increasing student learning.</p> <p><i>Evidence: Agreed upon “levers” are consistently examined in the CC process and teacher growth plans are linked to these levers.</i></p>

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		December 1 and June 1 of each year, principals submit samples of teacher observations with Asst. Supt.. Asst. Supt. will review and provide feedback to the administrator.	follow-up and any needed ongoing training for administrators. <i>Resources: Training resources, ReVision Learning consultants, Portable Devices, CC Protocols, Time for learning</i>	
B. Collegial Calibrations training offered to additional staff, in order to provide more opportunities for feedback to teachers.	<p>1) Principals will determine their district's need for additional support</p> <p>2) ReVision learning will provide initial training.</p> <p>3) Continued training/support to staff conducting observations/input into evaluations</p>	<p>1) By June 15, 2017</p> <p>2) Summer/Fall 2017</p> <p>3) Ongoing, meeting dates/times arranged</p>	<p>1) Teachers recommended by Building Principals/ Administrators</p> <p>2) Assistant Superintendent to contact ReVision Learning for initial training</p> <p>3) Assistant Superintendent to provide follow-up and any needed ongoing training to teachers and new administrators.</p> <p><i>Calibration learning resources, Time to discuss with teachers, Teacher observations, Time for teachers to discuss the CPP, Time for principals and administrators to provide feedback to individual teachers, Feedback focused on high leverage actions</i></p>	Principals will report additional feedback from those trained in
C. Teachers will demonstrate an understanding of the	1) Administrators will review and discuss the CPP with all teachers in their district.	1-2) Administrators will have discussion with all teachers in their district annually at the beginning of	1) Administrators	Teachers will report a clear understanding of the CPP and how it connects to their

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<p>Continuum of Professional Practice (CPP) and the connection to their classroom instruction and student learning.</p>	<p>2) New Teachers will be allotted time to learn and discuss the CPP, as well as their practice and goals, with their administrator.</p> <p>3) Administrators regularly collect individual teacher observation data and student learning data to assess teacher performance and share observation data with Central Office.</p> <p>4) Appropriate amounts of time are scheduled for administrator feedback to the teacher and discussions with teacher for areas of growth.</p>	<p>the school year, prior to pre-conferences and observations</p> <p>2) Annually, beginning in fall</p> <p>3) Annually, beginning in fall and then at regular intermittent times throughout the school year</p> <p>4) Scheduled times for administrator to meet with the teacher(s)</p>	<p>2) Administrators provide time for selected teachers</p> <p>3) Administrators</p> <p>4) Administrators</p> <p><i>Resources: CPP, Collegial Calibration learning resources, Time to discuss with teachers, Teacher observations, Time for teachers to discuss the CPP, Time for principals and administrators to provide feedback to individual teachers, Feedback focused on high leverage actions</i></p>	<p>professional growth and their classroom instruction and student learning, as evidenced by progress and achievement with instructional goals and proficient performance in the four domains of the Continuum of Professional Practice</p> <p><i>Evidence: Progress towards meeting goals on the CPP and IAGD's Quality of feedback to teachers and degree of individual professional growth</i></p>
<p>D. Improve leadership in each district, through supervision and support throughout the evaluation process.</p>	<p>1) Superintendent will meet with principals/administrators to discuss building and program goals and areas for growth.</p> <p>2) In collaboration with the Superintendent and Assistant Superintendent, all administrators will have carried out and documented professional growth plans.</p> <p>3) Each principal/administrator will annually establish areas of individual professional growth with the Superintendent.</p>	<p>1) Annually, between June and September</p> <p>2) Meetings completed by June 30.</p> <p>3) Annually established areas of growth determined by June 30th.</p>	<p>1) Superintendent and Building/District Administrators</p> <p>2) All Administrators</p> <p>3) Administrators and Superintendent</p>	<p>Administrators will demonstrate ongoing professional growth through annual evaluations, based on the Standards for School Leaders, and using Collegial Calibrations aligned to these standards.</p> <p><i>Evidence: Quality of evaluations, Quality of feedback to administrators, Degree of individual professional growth</i></p>

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			<p><i>Resources: CT Administrator Evaluation Instrument</i> <i>Individual Meetings, Individual professional growth plans developed by principals and in collaboration with superintendent and assistant superintendent, Targeted feedback</i></p>	
<p>E. Region One’s Teacher Evaluation process and evaluation instrument will be one that is highly effective and aligned with the school improvement goals of Region 1.</p>	<p>1) Review the evaluation process and the Continuum of Professional Practice (CPP) as needed.</p> <p>2) Any needed changes to CPP will be agreed upon and communicated with the PDTE, Boards of Education, and the Connecticut Department of Education.</p>	<p>1) Classroom observations and administrative meetings/discussions have occurred throughout the 2015-2016 school year and will occur for subsequent school years</p> <p>2) As changes are identified</p>	<p>1) Administrators and Professional Development Teacher Evaluation Committee (PDTEC)</p> <p>2) Central Office Administrators</p> <p><i>Resources: Scheduled time for administrative discussions, CPP Instrument, PDTE Committee</i></p>	<p>Region One’s CPP instrument will reflect a clearly defined process and “look fors” which are understood by all participants.</p> <p><i>Evidence: Teacher and Administrative feedback</i></p>
<p>F. All certified and non-certified staff members remain informed of relevant professional information necessary for delivery of high quality services.</p>	<p>1) Mandatory and High Quality Instructional Practices information will be shared with staff at least annually.</p> <p>2) All certified staff will be responsible to participate in trainings necessary for teaching or job assignment.</p>	<p>1) Information/resources will be shared in a timely manner. Regulations and information on “high quality instructional practices” will be shared when information is received by the district</p> <p>2) At beginning of school year, mandatory training timelines are to be established. Participation reports due to Central Office by November 1 annually.</p>	<p>1) Principals and Central Office Administrators share information which Principals disseminate to staff</p> <p>2) Certified staff participate and Principals track participation and submit reports to central office</p> <p><i>Resources: Online resources, print resources, professional Time allotted for participation.</i></p>	<p>Non-certified staff will report an awareness and understanding of both relevant and essential information that enables them to perform their jobs successfully.</p> <p><i>Evidence: Staff surveys, staff interviews, staff evaluations</i></p> <p>Certified staff will report an awareness and understanding of both relevant and essential information to enable them to perform their jobs successfully.</p> <p><i>Evidence: Staff surveys, Staff interviews, staff evaluations. SLO’s and growth plans</i></p>

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Goal/Initiative 4. To promote positive social and emotional health and well being for all students.

Theory of Action: If we attend to programs that promote social and emotional health, then students will have a safe and secure environment that promotes optimal student engagement, learning, and success.

Measurable Progress Indicators:

- Student data that indicate social/ emotional health shows continuous improvement.
- Results from Family Survey data will show continuous improvement.
- Teacher survey data regarding their perceptions of students’ social/emotional/healthy indicators will show continuous improvement.
- Student data for disciplinary infractions will continue to decrease.
- A variety of opportunities for students and staff to have involvement in activities that promote social and emotional well-being.

Objective	Action Steps	Timeline	Who is Responsible / Resources Needed	Expected Results
A. Determine programs that need to be in place to ensure the presence of a safe and nurturing environment.	1) Collect and analyze student survey and other survey data regarding student social/emotional needs 2) Collect and review information regarding current social service resources. 3) Develop a draft plan for ways the district will bridge the gap between social/emotional supports, student needs (including school engagement and learning), and available resources. 4) With designated administrative team members and stakeholders, a final plan will be shared and communicated with staff, students, parents/caregivers, and Boards.	1) Analysis conducted by October 1 2) Services identified by October 1 3) Draft plan developed by November 1 4) Final plans to be presented before December 15	1) Administration or assignee collect data, assisted by Assistant Superintendent 2) Principals , assisted by Assistant Superintendent 3) Administration or assignee 4) Principals <i>Resources: Designated Team members, including representatives from Social Services and Pupil Services support and Housatonic Youth Services Bureau Time for analysis of current programs, services, and future programs Classroom data, Staff survey data</i>	After a thorough review of needs and resources, there will be a plan developed and implemented that reflects provisions to support good emotional/social health. <i>Evidence: Plans are discussed and agreed upon by students and involved stakeholders. Programs are implemented according to highest need and available resources.</i>

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<p>B. Enact additional programs and opportunities for students that promote student and staff involvement and a positive school culture.</p>	<p>1) Gather and analyze data regarding current opportunities for students that promote student and staff involvement and a positive school culture.</p> <p>2) Communicate opportunities the district currently provides.</p> <p>3) Additional needed opportunities will be discussed and considered.</p> <p>4) Additional opportunities will be offered and clearly communicated, as resources are available.</p> <p>5) Data will be kept that will allow the district to know the involvement by staff and students.</p>	<p>1) Annually, by November 1</p> <p>2) Analysis conducted by December</p> <p>3) Recommendations made by March 1</p> <p>4) Final plan presented by May 1,</p> <p>5) Data collection to begin in following fall and to continue annually</p>	<p>1) Principals will assign team to gather and analyze data</p> <p>2) Administrators</p> <p>3) District Lead Teams, led by Principals</p> <p>4) Designated Administrative and Staff Team members, arranged by Principal</p> <p>5) Designated Administrative and Staff Team members, assigned by Principal</p> <p><i>Resources: Surveys, Data from meetings, Community agencies/organizational representatives, Time for analysis of current programs, Communication to all stakeholders (email, newspaper, newsletters, Board meetings, etc.)</i></p>	<p>Citizenship opportunities are available and clearly communicated.</p> <p>Increase annually the number of students who report they are involved in some form of service learning or citizenship opportunity.</p> <p>All teachers and administrators are involved in at least one academic, extra-curricular, or community program (outside of regular classroom activities) that supports a positive culture for youth in Region 1.</p> <p><i>Evidence: Quality of programs, Programs are implemented, Degree of student participation</i></p>
<p>C. Ensure Safe School Climate Plans</p>	<p>1) Each district will develop their Plan to be presented to the Board and State for approval.</p>	<p>1) According to State regulation</p>	<p>1) Principal</p>	<p>Staff and Families report an understanding of the plan’s content. Staff has access to the plan and knows the steps to follow in</p>

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<p>are implemented with fidelity.</p>	<p>2) Review the plan at least annually with staff. 3) Communicate to parents and community the existence and adherence to the Safe School Climate Plan.</p>	<p>2) Ongoing 3) Annually</p>	<p>2) Principal and Lead Team 3) Principal <i>Resources:</i> <i>Written (email, letter, etc.) and verbal communication in various venues (conferences, Open House, etc.)</i> <i>Communication with the Board and with the State Department of Education</i></p>	<p>any emergency situation. <i>Evidence: Administrator observation of safety/disaster drills, feedback from staff at meetings</i></p>
<p>D. Ensure the All Hazards/Schools Safety and Security Plan is implemented with fidelity.</p>	<p>1) Each district will develop their <i>All Hazards/Schools Safety and Security Plan</i> and present the Plan to the Board and State for approval. 2) Review the plan at least annually with staff. 3) Communicate to parents and community the existence and adherence to the <i>All Hazards/Schools Safety and Security Plan</i></p>	<p>1) By July of each year 2) In fall of each year 3) In fall of each year</p>	<p>1) Principal 2) Principal 3) Principal <i>Resources: Written (email, letter, etc.) and verbal communication in various venues (conferences, Open House, etc.) Communication with the Board and with the State Department of Education</i></p>	<p>Staff and Families report an understanding of the plan’s content. Staff has access to the plan and knows the steps to follow in any emergency situation. <i>Evidence: Administrator observation of safety/disaster drills, feedback from staff at meetings</i></p>

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On May 18, 2017, the Region 1 Administrative Council endorsed the Regional District #1 Strategic Plan for School Improvement.

- _____ Superintendent, Pam Vogel
- _____ Assistant Superintendent, Lisa Carter
- _____ Business Manager, Sam Herrick
- _____ Lee Kellogg School Principal, Jennifer Law
- _____ Cornwall Consolidated School Principal, Michael Croft
- _____ HVRHS School Principal, Jose Martinez
- _____ Kent Center School Principal, Florence Budge
- _____ North Canaan School Principal, Rosemary Keilty
- _____ Salisbury Central School Principal, Stephanie Magyar
- _____ Sharon Center School Principal, Karen Manning
- _____ Director of Pupil Services, Carl Gross
- _____ Supervisor of Special Education, Martha Schwaikert