

*Strategic Plan for School Improvement
2015-2018*

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.

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:

- 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*

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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- ***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:

- 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.
- Teachers, support staff, and administrators have time designated for ongoing professional knowledge and growth to implement the CCS.
- 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.
- Intervention strategies are included in curriculum planning and delivered to ensure students with differentiated learning needs are appropriately served.
- Students are prepared to be college, career, and citizenship ready, based upon student achievement data and survey data.

Goal	Action Steps	Timeline	Resources Needed	Expected Results
A. Develop and foster District School Improvement Plans that align with the mission and goals of the Region 1 School Improvement/ Strategic Plan.	1) District Leadership Teams will establish a School Improvement plan for their district. 2) The plan will be reviewed with the Assistant Superintendent. 3) Final plan will be shared with the district's Board of Education.	1) By December 15, 2015 2) By January 15, 2016 3) By March 1, 2016	Time for Lead Team to meet Asst. Supt. and Principal assist with plan development Template for the plan Student and School data	Each district will operate from a School Improvement Plan that is aligned to the Regional School District #1 School Improvement Plan. <i>Evidence: Aligned plans with clear and rigorous goals that reflect expectations.</i>

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<p>B. 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.</p>	<p>1) Determine, in collaboration with administrators and the District Lead Team members, individuals to help assist with curriculum development and curriculum mapping.</p> <p>2) Discuss with the administrative team the current schedules to ensure that sufficient time is allotted to meet the expected outcomes of the standards.</p> <p>3) Curriculum groups will meet by grade level spans (K-1, 2-3, etc.- then K-3, 4-8, 9-12, and then 3-4, 8-9, etc.) to ensure articulation of content and skills.</p> <p>4) Curriculum mapping tools and processes will be discussed with 1- Administration 2- Lead Team Members 3- All Teachers</p> <p>5) Plan and timeline for curriculum mapping implementation will be determined.</p> <p>6) Ongoing refinement of curriculum maps occurs with curriculum departments and identified representatives (Asst. Supt, Principals, Department Chairs)</p> <p>7) Administrators and Lead Team members will discuss with staff the timeline for maps to be shared on the district's school website.</p>	<p>1) By January 15, 2016</p> <p>2) By February 15, 2016</p> <p>3) Ongoing</p> <p>4) Beginning in August/September 2015 with 1) Administration, 2) by December 2015 with Lead Team Members, and 3) By February 2016 with all teachers</p> <p>5) By April 1, 2015</p> <p>6) Ongoing</p> <p>7) As maps are developed, discussions for public communication occur</p>	<p>Scheduling consultants</p> <p>Journals, books, articles</p> <p>Curriculum mapping consultants and companies</p> <p>Time for groups to meet, discuss and plan</p> <p>Content area representatives for each district determined by principals. Scheduled times arranged with Asst. Supt.</p> <p>Curriculum Mapping Consultants, Meeting Time, Curriculum Mapping examples</p> <p>Meeting times for all district representatives for mapping and all school administrators</p> <p>Curriculum cycle established for each content area</p> <p>Content area teacher representatives, curriculum maps, Asst. Supt., Department Chairs</p>	<p>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.</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>C. Instructional methods used in the classroom will include inquiry and project/ problem based learning, and are engaging and challenging to learners.</p>	<p>1) Professional Development on Higher Order Thinking Skills (HOTS), the 4 C's, student engagement, Inquiry Based Learning, and Project/Problem Based Learning, Differentiation, Personalized Learning</p> <p>2) Curriculum maps and classroom teaching will provide evidence of instructional methods that address the 4 C's, student engagement, Inquiry Based Learning and Project/Problem Based Learning, Differentiation, Personalized Learning</p>	<p>1) Discussions with all subject area departments will begin in fall of 2015. PD will be planned in each of the districts and will begin during the 2016-2017 school year.</p> <p>2) Beginning in March 2016 and ongoing, as maps are developed and as teacher PD advances these instructional methods</p>	<p>1) Professional Development time, Lead Team planning time, consultants, text and online resources for teachers</p> <p>2) Professional development time to develop the curriculum maps, observation of classroom teaching</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 application to life.</p> <p><i>Evidence:</i> <i>Students demonstrate the ability to develop rubrics, are consistently engaged in the inquiry process, critical thinking, and real-world problem solving while analyzing, synthesizing, and constructing new knowledge and understanding.</i></p>
<p>D. Assessment practices will be directly aligned to the Connecticut Core standards and reflect a variety of means for students to demonstrate learning.</p>	<p>1) Continued PD for teachers on formative and summative assessment and training on the appropriate ways to use these will take place.</p> <p>2) As curriculum maps are developed, Lead Team 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 are conducted and grading practices are discussed, to increase the quality and rigor of assessment.</p>	<p>1) Each district will establish timelines for PD- all will have finalized this by Dec. 2016</p> <p>2) Beginning in January 2017 and ongoing schedule determined by Asst. Supt. and Building Team representatives</p> <p>3) Observations are ongoing. Discussion of assessment practices occurs during PD and staff meetings</p>	<p>Professional Development time, Lead Team planning time, consultants, text and online resources</p> <p>Meeting times</p> <p>Curriculum Mapping PD for all certified staff</p> <p>Assessment PD for all certified staff</p>	<p><i>Classroom assessments (formative) are differentiated and aligned to the CCS standards and learning targets. Summative assessments are aligned to the CCS standards and learning targets.</i></p> <p>Assessment methods used throughout all districts show a variety of quality, rigorous, and 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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<p>E. Consistent grading practices across all districts will be in place and will reflect actual student learning, based on acquired knowledge and skills, and is specific in order for students to demonstrate understanding of the guaranteed and viable curriculum and achieve mastery.</p>	<p>1) Staff will discuss the current grading practices in the district and any needed changes.</p> <p>2) District Leadership Teams will discuss grading practices and timelines to determine needed changes.</p> <p>3) Parent involvement will take place as any changes for grading practices are considered.</p> <p>4) Implementation and ongoing communication with staff and all stakeholders (parents, community, Boards) regarding these areas: - No Zero Grades - Rubrics vs. letter grades - Standards Based Grading - Supports needed to ensure mastery -Mastery-Based Learning (new to CT) -Student Led/ Student Involved Conferences</p>	<p>1) Fall 2016</p> <p>2) By Dec. 1 2016</p> <p>3) By May 1 2017</p> <p>4) Each district will determine the time frame for this communication.</p> <p>Completed by January 2018</p>	<p>Time for all certified staff to learn and understand grading practices</p> <p>Communication to students, parents, Boards, community</p> <p>Articles/Books based on Best Practice and Research</p> <p>Workshops, conferences</p>	<p>Grading practices reflect actual learning and are consistent among all districts. Grading practices are reflective of best practice.</p> <p><i>Evidence: Survey data indicate that an increased number of students are demonstrating learning. Students and parents have been 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>
<p>F. Interventions, strategies, and differentiated instruction and personalized learning are included in curriculum planning and delivered to ensure all students are appropriately served.</p>	<p>1) Intervention strategies are researched, discussed, and planned in each district to ensure all staff members have clear understanding of what works best for our students. These could include: - Mastery Based Learning - Acceleration - RtI</p> <p>2) Implementation of strategies occurs.</p>	<p>1) Beginning discussions to occur in Fall of 2015</p> <p>2) Implementation of all of strategies will occur by fall of 2017</p>	<p>Time for all administrators and certified staff to learn and understand appropriate intervention strategies</p> <p>Time for stakeholder (parents/ caregivers and Board) involvement to be informed of these strategies</p> <p>Time for teachers to include differentiated learning methods in curriculum maps</p> <p>Instruments and processes to collect data regarding the use and outcomes of strategies, interventions, and differentiation.</p>	<p>Students will report having necessary supports and access to create their own learning pathways to graduation.</p> <p><i>Evidence: Inclusion of these strategies in curriculum maps. 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>G. Students own their learning, understand, can explain their learning growth, and demonstrate this in a variety of ways.</p>	<p>1) Staff will discuss and learn <i>Gradual Release of Responsibility (GRR)</i> and Personalized Learning</p> <p>2) GRR and Personalized Learning will be implemented in classrooms.</p> <p>3) Staff will learn and plan for ways students demonstrate ownership of their learning (Student Led Conferences, Student Involved Conferences, Senior Projects, Mastery-Based Learning, etc.)</p>	<p>1) Continue learning throughout the 2015-2017 school years</p> <p>2) By Fall of 2017</p> <p>3) In 2017-2018, this will be conducted in all districts</p>	<p>GRR Professional Development</p> <p>Student Portfolios</p> <p>Student Conferences</p> <p>Articles, Books, Conferences, Workshops</p>	<p>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: 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>H. Academic programs are monitored, in order to ensure ongoing improvement and excellence for students.</p>	<p>1) Teachers and administration will collect and analyze 1) student achievement data (classroom and standardized) and 2) teacher growth data.</p> <p>2) Board will review student achievement data and hear program reports on a regular basis and will be encouraged to ask questions about data and programs.</p> <p>3) Students/Parents/Guardians will remain informed of student data and programs through student information system, student led/student involved conferences, any available form of communication that enables students/parents/caregivers to be provided information regarding their student's progress.</p>	<p>1) Ongoing, as data are collected</p> <p>2) As staff has reviewed results, these will be shared with Board(s)</p> <p>3) At scheduled Parent-Student-Teacher conferences</p>	<p>Data results</p> <p>Data analysis training for all teachers</p>	<p>Student data results will be reviewed on a regular basis at the meetings, as documented in the board minutes.</p> <p>Parents will report an understanding of the student data and satisfaction of academic programs and student data.</p> <p><i>Evidence: The data connected to 1) student learning, 2) student proficiency rates will reflect ever increasing results. All students develop the knowledge and skills to enroll in post-secondary opportunities and/or job opportunities.</i></p>

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

Theory of Action: If we focus on student achievement data and understand the effects of research based programs and strategies that support student learning, then all students will learn at higher levels, progress, and can reach the grade level expectations they set for themselves.

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.

Goal	Action Steps	Timeline	Resources Needed	Expected Results
A. Staff will understand and use data sources (classroom, regional, state, national).	<p>1) Training on implementation and interpretation and use of data will be conducted. All assessment data will be shared and discussed with and among teachers.</p> <p>2) Teachers will know and interpret and use individual student data (classroom and standardized), as they develop IAGD's and SLO's.</p> <p>3) Teachers will use student data regularly when planning lessons.</p>	<p>1) Beginning in 2015-16. Repeated annually and on a regular basis for all new staff.</p> <p>2) Beginning in fall 2016 and refresher trainings conducted as needed</p> <p>3) Beginning in fall 2016 and is ongoing</p>	<p>Time for teachers to review and analyze student data</p> <p>Clearly articulated annual district progress goals</p> <p>STAR Assessment and Trainer, Training time</p> <p>SBAC Assessment and data, K-8 spelling and reading fluency assessments</p> <p>Student work, IEP's, 504 Plans, etc.</p> <p>SLO's, IAGD's</p> <p>Student work exemplars</p> <p>District Lead Teams</p>	<p>Staff will demonstrate an understanding of student achievement data, as demonstrated through discussions in collaboration/departmental groups and with the building principal.</p> <p>Staff will use multiple sources of data, as instruction planning is conducted.</p> <p><i>Evidence: Teacher and Administrator reports</i></p>

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<p>B. Teachers and administrators will collaborate, for the purpose of planning and delivering student-focused instruction and data review and analysis.</p>	<p>1) Each district will form a District Leadership Team and will develop protocols and understand the purpose of the team.</p> <p>2) The District Leadership Team will review student achievement data to determine the content of professional learning.</p> <p>3) District Leadership Teams will determine the needed meeting times/ PD sessions and content for teachers to plan for quality instruction that is aligned and articulated.</p>	<p>1) Beginning in September 2016. Teams and protocols in place by November 2016</p> <p>2) Team will review data on ongoing basis within one month after the data are shared with the team</p> <p>3) Occurs throughout each school year, beginning in January 2016</p>	<p>Asst. Supt. and Principals to support development of teams</p> <p>Meeting times for teachers and administrators to discuss data</p> <p>Members of the District Lead Team who are prepared to support staff and carry out the professional responsibilities</p> <p>Scheduled time for professional learning</p> <p>Minutes of meetings (shared on Google Docs)</p>	<p>Teachers and administrators will report they have been provided the appropriate amount of professional development time to acquire the needed content and skills, in order to continually improve instruction and increase student learning</p> <p><i>Evidence: Minutes of District Lead Meetings demonstrate focus on student learning and teacher/staff professional growth. Staff reports that professional learning opportunities are meaningful and enable professional growth.</i></p>
<p>C. Teachers will plan instruction based on each student's learning needs, using the data as indicators.</p>	<p>1) Using students' classroom, regional and state data, instruction and needed interventions will be planned and followed.</p> <p>2) Lesson plans and units of instruction will be developed and will be aligned to both the CCS and students' learning needs, based upon student learning data.</p>	<p>1) Ongoing throughout the school year</p> <p>2) Individual teacher lesson plans in each district will be followed during each school day. Aligned lesson plans among all districts begin in the fall of 2016 and will continue, as all content areas are described in greater detail through curriculum maps.</p>	<p>Formative student data</p> <p>Summative (annual) student data</p> <p>Lesson plans and curriculum maps</p> <p>Learning targets in student friendly language that is aligned to CCS</p> <p>Targeted professional development focused on instruction to improve student learning</p> <p>Teacher/classroom observations and established goals for teacher growth in areas of lesson planning and lesson delivery</p>	<p>Lesson plans and curriculum maps clearly articulate rigorous learning goals. Learning targets are clear to students. Guaranteed and viable curriculum is aligned to the Connecticut Core Standards.</p> <p>Instructional interventions are connected to standards and students' learning needs.</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</i></p>

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<p>D. Students and parents/caregivers will understand the student achievement data (classroom, regional, state, national).</p>	<p>1) Time will be scheduled for teachers to discuss the data with students.</p> <p>2) Students will establish annual target goals for themselves.</p> <p>3) Students and teachers will share data with parents/caregivers at conferences and various other means of communication.</p>	<p>1) Prior to fall parent-teacher conferences</p> <p>2) Beginning in fall 2016 and ongoing annually</p> <p>3) Beginning with fall 2016 parent-teacher conferences</p>	<p>Training for staff on Student Led and Student Involved Conferences</p> <p>Communication to Parents (i.e., conference times, phone and email, notes home, student portfolios)</p> <p>Time for teachers to meet with students to discuss data</p> <p>Established times for students to share data with parents/caregivers</p>	<p>Students will report that they know and understand their student achievement data</p> <p>Parents/Caregivers report that they know and understand their student’s achievement data</p> <p><i>Evidence: Survey data from parents/caregivers and students</i></p>
<p>E. All 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>Information will be shared in a timely manner. When possible, information will be shared in the spring for the following school year.</p>	<p>Time allotted to communicate information to staff</p> <p>Principals and Central Office Administrators</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>
<p>F. Improve professional development opportunities for non-certified staff.</p>	<p>1) Mandatory and High Quality Instructional Practices information will be shared with staff as time is allotted for professional learning.</p>	<p>Regulations and information on “high quality instructional practices” will be shared when information is received by the district</p>	<p>Time allotted for face to face information</p> <p>Written and electronic communication/information sharing</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>

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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 teachers and administrators, 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.

Goal	Action Steps	Timeline	Resources Needed	Expected Results
A. Administrators will understand and use Collegial Calibration and how it provides evidence based data and high quality and constructive feedback.	1) Representative district administrators will be trained to help lead professional learning for all administrators. 2) Training dates will be established and communicated. 3) Administrators will attend scheduled rounds and times for learning, supported by ReVision trainer and trained administrators. 4) Teacher observations and feedback will be primarily based on the goal areas for each teacher that, together, the teacher and administrator have identified for growth. 5) Continuous, ongoing learning by all administrators occurs, so that consistency and inter-rater reliability exists within Region One using the Collegial	1) Beginning in summer 2015 and continuing through 2015-2016 2) At August 2015 administrative meeting 3) Beginning in the 2015-2016 school, continuing through 2017 and 2018, until all administrators fully understand and demonstrate the process 4) By January 2016, each principal will have been using the Continuum of Professional Practice for teacher evaluations 5) Ongoing learning will continue throughout the 2015-2017 school years. More time beyond this may be needed. Any new administrators will follow the	Scheduled time for learning and classroom observations Technical Assistance and Support from ReVision Learning Portable Devices CC Protocols	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. <i>Evidence: Agreed upon “levers” are consistently examined in the CC process and teacher growth plans are linked to these levers.</i>

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	Calibrations.	same learning process.		
B. Teachers will demonstrate an understanding of the Continuum of Professional Practice (CPP) and the connection to their classroom instruction and student learning.	<p>1) Administrators will review TEPP with all teachers in their district and will discuss the Continuum of Professional Practice (CPP).</p> <p>2) Teachers will be allotted time to learn and discuss their practice and their received feedback with their administrator.</p> <p>3) Classroom observations are scheduled and conducted.</p> <p>4) Appropriate amounts of time are scheduled for administrator feedback and discussions with teacher for areas of growth.</p>	<p>1-2) Administrators will have initial discussion with all teachers in their district in September 2015 and will discuss CC in greater detail with staff beginning by November 2015</p> <p>3) Observations will begin in September 2015 and will continue throughout the school year</p> <p>4) Scheduled times for administrator feedback and learning will be included in monthly administrative team meetings</p>	<p>Time to discuss with teachers</p> <p>Teacher observations</p> <p>Time for teachers to work with the CPP</p> <p>Time for principals and administrators to provide feedback to individual teachers</p> <p>Feedback focused on high leverage actions</p>	<p>Teachers will report a clear understanding of the CPP and how it connects to their professional growth and their classroom instruction and student learning.</p> <p><i>Evidence: Teacher survey feedback demonstrates understanding of the process.</i></p> <p><i>Quality of feedback to teachers and degree of individual professional growth</i></p>
C. To improve leadership in each district, through supervision and support throughout the evaluation process.	<p>1) Superintendent and assistant superintendent will meet with principals to discuss building and program goals and areas for growth.</p> <p>2) Each administrator will annually establish areas of professional growth.</p> <p>3) In collaboration with the superintendent and/or assistant superintendent, all administrators will develop professional growth plans.</p>	<p>1) Beginning in February 2016</p> <p>2) Established areas of growth determined by November 15, annually.</p> <p>3) Final detailed plans developed by June 1, annually</p>	<p>Individual Meetings to discuss professional growth</p> <p>Individual professional growth plans developed by principals and in collaboration with superintendent and/or assistant superintendent</p> <p>Targeted feedback</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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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.

Goal	Action Steps	Timeline	Resources Needed	Expected Results
A. Determine programs that need to be in place to ensure the presence of a safe and nurturing environment.	1) Analyze student, staff and family data to assess our mental health services needs. 2) Collect and review data regarding current mental health resources. 3) Develop a draft plan for ways the district will bridge the gap between mental health supports, student needs, 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. 5) Determine the school based programs and services to support the social and emotional health of students and how these pertain to school engagement and learning.	1) Analysis conducted by December 2015 2) Analysis conducted by December 2015 3) Draft plan developed by March 1, 2016. 4) Final plan presented by September 1, 2016 5) Implementation to begin by October 1, 2016	Student survey data Family survey data Staff survey data Designated Administrative Team members, including representatives from Social Services and Pupil Services support Time for analysis of current programs, services, and future programs	After a thorough review of needs and resources, there will be a plan developed and implemented that reflects provisions to support good mental 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) Data regarding current active and responsible citizenship opportunities and involvement will be determined and analyzed.</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) Analysis conducted by December 2015</p> <p>2) Analysis conducted by December 2015</p> <p>3) Recommendations made by March 1, 2016</p> <p>4) Final plan presented by May 1, 2016</p> <p>5) Data collection to begin in fall of 2016 and to continue annually</p>	<p>Designated Administrative and Staff Team members. Include community agency/organizational representatives</p> <p>Time for analysis of current programs</p> <p>Communication to all stakeholders (email, newspaper, newsletters, Board meetings, etc.)</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 are implemented with fidelity.</p>	<p>1) Each district will develop their Plan to be presented to the Board and State for approval.</p> <p>2) Review the plan at least annually with staff.</p> <p>3) Communicate to parents and community the existence and adherence to the Safe School Climate Plan.</p>	<p>1) By fall of 2015</p> <p>2) In fall of each year</p> <p>3) In fall of 2015</p>	<p>Written (email, letter, etc.) and verbal communication in various venues (conferences, Open House, etc.)</p> <p>Communication with the Board and with the State Department of Education</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.</p> <p><i>Evidence: Administrator observation of safety/disaster drills, feedback from staff at meetings</i></p>

***Strategic Plan for School Improvement
2015-2018***

<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.</p> <p>2) Review the plan at least annually with staff.</p> <p>3) Communicate to parents and community the existence and adherence to the Safe School Climate Plan.</p>	<p>1) By July 2015</p> <p>2) In fall of each year</p> <p>3) In fall of 2015 and each year following</p>	<p>Written (email, letter, etc.) and verbal communication in various venues (conferences, Open House, etc.)</p> <p>Communication with the Board and with the State Department of Education</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.</p> <p><i>Evidence: Administrator observation of safety/disaster drills, feedback from staff at meetings</i></p>
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On October 15, 2015, the Region 1 Administrative Council endorsed the Regional District #1 Strategic Plan for School Improvement.

- _____ Superintendent, Patricia Chamberlain
- _____ Assistant Superintendent, Pam Vogel
- _____ Business Manager, Sam Herrick
- _____ Canaan/Falls Village (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, Lisa Carter
- _____ Sharon Center School Principal, Karen Manning
- _____ Director of Pupil Services, Carl Gross
- _____ Supervisor of Special Education, Martha Schwaikert