
Woodbridge School District Woodbridge, CT

**Strategic Development Plan
2017-2020**

*High Level Summary Update
Conceptual-Initiated-Developing-Sustained
November 20, 2018 WBOE Meeting*

Woodbridge School District

Strategic Development Plan 2017-2020

MISSION - Beecher Road School is a caring, creative community that models and inspires the joy of life-long learning, embraces diversity and celebrates the unique qualities of each person.

VISION - To provide a dynamic education environment that challenges and empowers students to persevere as innovators and collaborators in preparation for their role as responsible global citizens.



WE BELIEVE THAT:

- ❖ All students can learn and it is the responsibility of our school system to provide the supports needed to reach high standards and success.
- ❖ Academic skills must meet the expectations of the CT Core Standards. The skills and attributes needed for success in the 21st century include critical thinking, collaboration, creativity, curiosity, problem solving and citizenship.
- ❖ Meeting academic, artistic, behavioral, social, emotional and physical needs is essential in educating the whole child.
- ❖ We have a responsibility to prepare our students for a rapidly changing world that includes the integration and use of technology.
- ❖ Our educational community will continue to grow and improve when all our staff members are expected and supported to learn.
- ❖ Our district has a responsibility to inform and engage the community as partners in education.
- ❖ Fiscal responsibility is a foundational tenet of our school system .

Strategic Development Plan

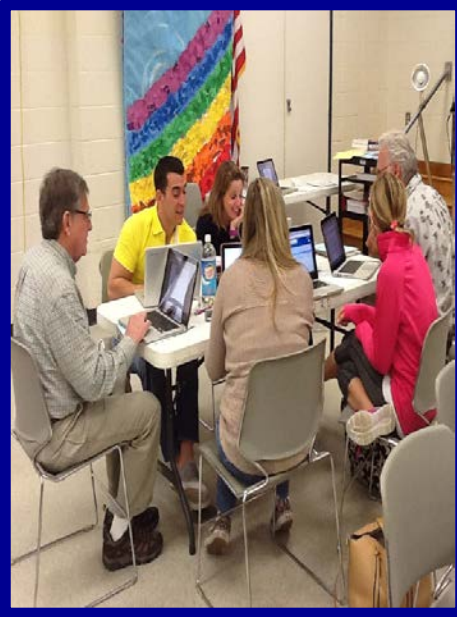
Goals for Continuous Improvement



1. The District will ***promote rigorous 21st century academic and social skill standards/expectations*** that will enable students to be successful collaborators, critical and creative thinkers, contributing citizens and life- long learners.
2. The District will ***provide a student centered and personalized learning environment*** that promotes innovation, creativity, choice, independence, growth and student ownership.
3. The District will ***provide professional learning to all faculty and staff*** as it relates to and supports student learning, development and continuous improvement.
4. The District will ***build partnerships, promote and celebrate the diversity and multi-dimensional aspects of school, local, regional and global community.***
5. The District will ***maximize the efficiencies of systems and resources*** that support students in reaching high levels of learning and growth.



Goal 1: The District will promote rigorous 21st century academic and social skill standards/expectations that will enable students to be successful collaborators, critical and creative thinkers, contributing citizens and life-long learners.



Priorities:

- Develop a district Vision and Mission that supports 21st century learning
- Develop a shared vision/expectation of high quality student work through curriculum development process
- Develop a strategy and structure for curriculum review/revision

Goal 1: Standards/Expectations

Vision/Mission - SUSTAINED/COMPLETED

High Quality Student Work (via Curriculum/PLC/PD) – DEVELOPING

Curriculum Review/Revision – DEVELOPING

2018-19 Work and Goals:

- Vision/Mission – expand visibility and use
- Vision/Mission – embed in BOE policies
- Student Work – PLC Team reflections on units/assessments/work
- Curriculum Development Progress – see following slides for detail
- Administrative Model for Curriculum Leadership

Math Curriculum Development

Accomplishments

Grade 1: All units except 1 are completed

Grade 2: All units are completed

Grade 3: All units are completed

Grade 4: All units are completed

2018-2019 Work

Kindergarten: Currently in process working with ACES to complete curriculum templates - 5 days

Grade 1: Complete remaining unit with ACES Consultant – 1 day

Grade 5: Currently in process working with ACES to complete curriculum templates with ACES Consultant- 5 days

Summer/Fall 2019

Complete Grade 6 Math Curriculum Templates with ACES Consultant

Science Curriculum Development

Accomplishments:

Grades: Storyline templates completed
3, 4, 6 Assessment and rubric completion

Grade 5: Storyline templates completed
Assessments available

2018-2019 Work

Grades K-2 NGSS training

Summer 2019 Work: (carry over to 19-20 school year and summer 2020)

Fifth grade assessment and rubric completion

Initiate K-2 storyline template work

Assessment and rubric refinement

Additional Curriculum Development

Library Media

Accomplished:

Created template for articulating Library Units of Study

Grade 1

- Drafts for 4 units containing: Overview of Unit, Rationale/Key Learning, Essential Questions/Big Ideas
- Correlated relevant AASL Standards to each unit

Grade 3

- Drafts for 3 units containing: Overview of Unit, Rationale/Key Learning, Essential Questions/Big Ideas
- Correlated relevant AASL Standards to each unit

Anticipated 2018-2019 Continued Work: Based on AASL standards

Identify learning benchmarks for Grades 1 and 3

Develop assessments/rubrics for Grades 1 and 3

Begin initial pacing draft for Grades 1 and 3 units

Additional Curriculum Development (Cont.)

Spanish

Accomplished

Completed curriculum

Social Studies

Accomplished/Initial Plans:

Engaged ACES Consultant to guide work

Held three (3) “think tank” meetings (administration, team leaders, key staff)

Determined Entry Point: Grades 2 and 3 in conjunction with Language Arts and Library

March PD Day initial work with Grades 2 and 3

Complete Grades 2 and 3 in summer 2019/2019-2020 school year

Future Areas for Full Curriculum Review

Art, EL (English Learner), Library Media, Music, PE/Health, Technology

Goal 2: The District will provide a student centered and personalized learning environment that promotes innovation, creativity, choice, independence, growth and student ownership.



Priorities:

- Establish a *School-Wide Enrichment Model (SEM)* that focuses on enrichment for all students and curriculum compacting for early mastery students
- Build a common understanding of and implementation plan for Project Based Learning (PBL)
- Establish a *Sixth Grade Capstone Project* that provides a K-6 culminating learning experience

Goal 2: Personalized Learning

Establish School-Wide Enrichment Model - DEVELOPING

Enrichment Clusters Grade 3 - SUSTAINED/COMPLETED

Grade 4 - INITIATED

Curriculum Compacting Grade 4 – SUSTAINED/COMPLETED

Other Grades - DEVELOPING

TAG Identification Process - INITIATED

Fifth Grade Project Based Learning (PBL)/Genius Hour – DEVELOPING

Sixth Grade Capstone Project (PBL) – DEVELOPING

2018-19 Work and Goals:

- Grade 4 - Initiate cluster model
- Grade 5 PBL/Genius Hour (What do you want to be an expert in?)
- Improved schedule – Embedded in LA/Non-Fiction focus; required written portion
- Grade 6 - Expansion of Hero project; connection to community through service
- Curriculum Compacting in Math – Expansion across grade levels
- Initiate New TAG Identification Process
- Ad Hoc Enrichment Committee

Goal 3: The District will provide professional learning to all faculty and staff as it relates to and supports student learning, development and continuous improvement.



Priorities:

- Build an understanding and implementation of the Professional Learning Community (PLC) model
- Place a priority on the systematic and consistent use of embedded professional learning experiences
- Develop a differentiated professional learning plan that advances teaching, learning and the goals of the district

Goal 3: Professional Learning

Implement Professional Learning Community (PLC) Model – DEVELOPING

Embedded Prof. Learning Experiences – SUSTAINED/COMPLETED

Differentiated Learning Plan

Certified Staff – SUSTAINED/COMPLETED

Non-Certified – CONCEPTUAL

2018-19 Work and Goals:

- PLC – Training new team leaders, Use of Data
- Embedded – PD in Workshop, Math, Science, RC
- Certified Learning Plan – Continue differentiated learning
- Non-Certified Learning Plan – Need for PD time
- FY 20 Calendar: Creating new PD time

Goal 4: The District will build partnerships, promote and celebrate the diversity and multi-dimensional aspects of school, local, regional, and global community.



Priorities:

- Enhance sense of community within the school
- Form partnerships and service opportunities within the local community
- Build partnerships with educators regionally and globally
- Promote social emotional support through safe school climate plan and other methods

Goal 4: Community/Diversity

Enhance/Embrace Community/Diversity Within School – DEVELOPING

Community/Diversity Committee

School Community Events

Partnerships/service in community – SUSTAINED/COMPLETED

Build partnerships with educators regionally/globally – CONCEPTUAL

Promote Social Emotional Support – DEVELOPING

2018-19 Work and Goals:

- Community/Diversity Committee – Coordination with Town Event; Develop Parent Resource Bank
- Community Within school – Continue/expand events (Field Day, Veteran's day, PE events, PTO)
- Continue Service Partnerships – Band, Student Council, Massaro Farm, Charitable endeavors
- Social/Emotional Support – RC training, CARES; Social group support (lunch, skills, yoga)

Goal 5: The District will maximize the efficiencies of systems and resources that support students in reaching high levels of learning and growth.



Priorities:

- Restructure SRBI model and refine special education service delivery to maximize efficiency and ensure comprehensiveness/coherence
- Create a plan to enhance building aesthetics with a student centered focus
- Review and revise roles, responsibilities, processes and structures to best support student learning and needs

Goal 5: System Efficiencies/Resources

Restructure/Refine SRBI and Special Education Models – DEVELOPING

Building Aesthetics – DEVELOPING

Roles, Responsibilities, Processes, Structures – DEVELOPING

Fiscal – DEVELOPING

2018-19 Work and Goals:

- SRBI – Two teams: Primary/Intermediate revised model; data team development.
- Special Education – Expansion of staffing and resource rooms.
- Beautification Committee – South Gym; North Entrance; names plates to identify murals.
- Roles – Technology, Business, Facilities
- Structure: Communication – Initiate Social Media (Instagram); initiate report card via Powerschool.
- Fiscal – Continue/expand new revenue streams and shared services.

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Questions