



## STRATEGIC AND FACILITIES PLANNING COMMITTEE MEETING

Friday, July 7, 2023 8:00 AM

COMMITTEE MEETING ONLINE-ZOOM Please use the link below to join the webinar:

<https://us02web.zoom.us/j/89611568616?pwd=MUdxeWlOdy8rbENKaHpkT0g0cnZPUT09> Passcode: 383124 Or Telephone: US: +1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099 or +1 253 215 8782 or +1 346 248 7799 or +1 669 900 6833 Webinar ID: 896 1156 8616 International numbers available:

<https://us02web.zoom.us/j/89611568616?pwd=MUdxeWlOdy8rbENKaHpkT0g0cnZPUT09>

1. Review of Proposed Glastonbury Public Schools 6th Generation Strategic Plan 2023-2028



GLASTONBURY PUBLIC SCHOOLS  
**6th Generation Strategic Plan**  
**2023-2028**

**Be Kind** ❤️ **Be Curious** ☁️ **Be Well** ✨



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## INTRODUCTION



*Be Kind. Be Curious. Be Well.* Our district tagline captures the focus and direction of the Glastonbury Public Schools Sixth Generation Strategic Plan. The plan voices the district mission, core values, beliefs about learning, and vision of the graduate (the “why”), our strategic goals (the “what”), and our action plan (the “how”).

Student success is the essence of our work. As a preK-12 learning community, our goal is for every graduate to develop important skills that will help them to be successful now and in the future. We will empower students to be active learners, curious thinkers, resilient individuals, and compassionate citizens.

The Board of Education lists our specific powers and duties in our bylaws. First on that list is the responsibility to set goals and objectives for the district and to annually review progress toward meeting those goals and objectives. In addition, the Board is responsible for adopting revisions in the curriculum upon the recommendation of the superintendent of schools. Thus, over the next five years, many of the actions and strategies identified herein will come to the Board for review and approval. We will see program and school reports, curricular and policy changes, new course proposals, and budget requests.

The strategic plan sets forth a shared understanding for our community to support the educational practices of Glastonbury Public Schools. We offer sincere thanks to the educators who worked passionately to develop this plan.

*The Glastonbury Board of Education*

*July 10, 2023*

# THE WHY

## MISSION

**Glastonbury Public Schools empowers all students to be active learners and compassionate individuals who thrive in our global community.**

## CORE VALUES

**Be Kind.** *We value and develop respectful, caring relationships within an inclusive school environment. We are committed to ensuring that every student feels that they belong, are understood, and are valued.*

**Be Curious.** *Curiosity is at the heart of learning. By nurturing students to be curious about others and the world around them, we lay the foundation for students to be active learners who pursue their individual goals, passions, and interests.*

**Be Well.** *We support our school community by being role models of healthy behavior and good decision-making. Social, emotional, and physical well-being are all important components of educating the whole child.*

## BELIEFS ABOUT LEARNING

### **We believe that:**

- All students learn when they feel safe, included, respected, and valued by their community.
- All students need to feel challenged and supported to learn at high levels.
- Successful educators cultivate curiosity and joy in learning.
- Learning takes place in a cycle that includes goal setting, assessment, reflection, and feedback.
- Learning is most effective when there are multiple access points and opportunities for students to be advocates of their own learning.
- Students are engaged and empowered by choice and authentic learning experiences.

# VISION OF THE GRADUATE

As a learning community, our goal is for every graduate to develop important transferable skills that will help them to be successful now and in the future. Through implementation of our curriculum and other learning experiences, we will ensure that:

## **Glastonbury students are ACTIVE LEARNERS who...**

- a. Seek innovative solutions to problems through critical and creative thinking.
- b. Collaborate towards a common goal.
- c. Communicate with diverse audiences.
- d. Monitor their progress and growth towards personal goals and achievement.

## **Glastonbury students are CURIOUS THINKERS who...**

- a. Ask questions and take risks in pursuit of knowledge and new ideas.
- b. Learn through inquiry, discovery, and practice.
- c. Apply logic and critical thinking skills to learning.
- d. Broaden and challenge their understanding using a variety of credible resources.

## **Glastonbury students are RESILIENT INDIVIDUALS who...**

- a. Exhibit academic responsibility through perseverance in learning.
- b. Demonstrate flexibility in thoughts and actions when faced with change and challenge.
- c. Demonstrate commitment to well-being through responsible decision-making and social and self-awareness.

## **Glastonbury students are COMPASSIONATE CITIZENS who...**

- a. Demonstrate empathetic and ethical behaviors and choices.
- b. Contribute to a safe, supportive, and inclusive environment.
- c. **Serve the community through active participation and civic engagement.**
- d. ~~Exhibit citizenship, integrity, and respect for others.~~
- e. Value differences.

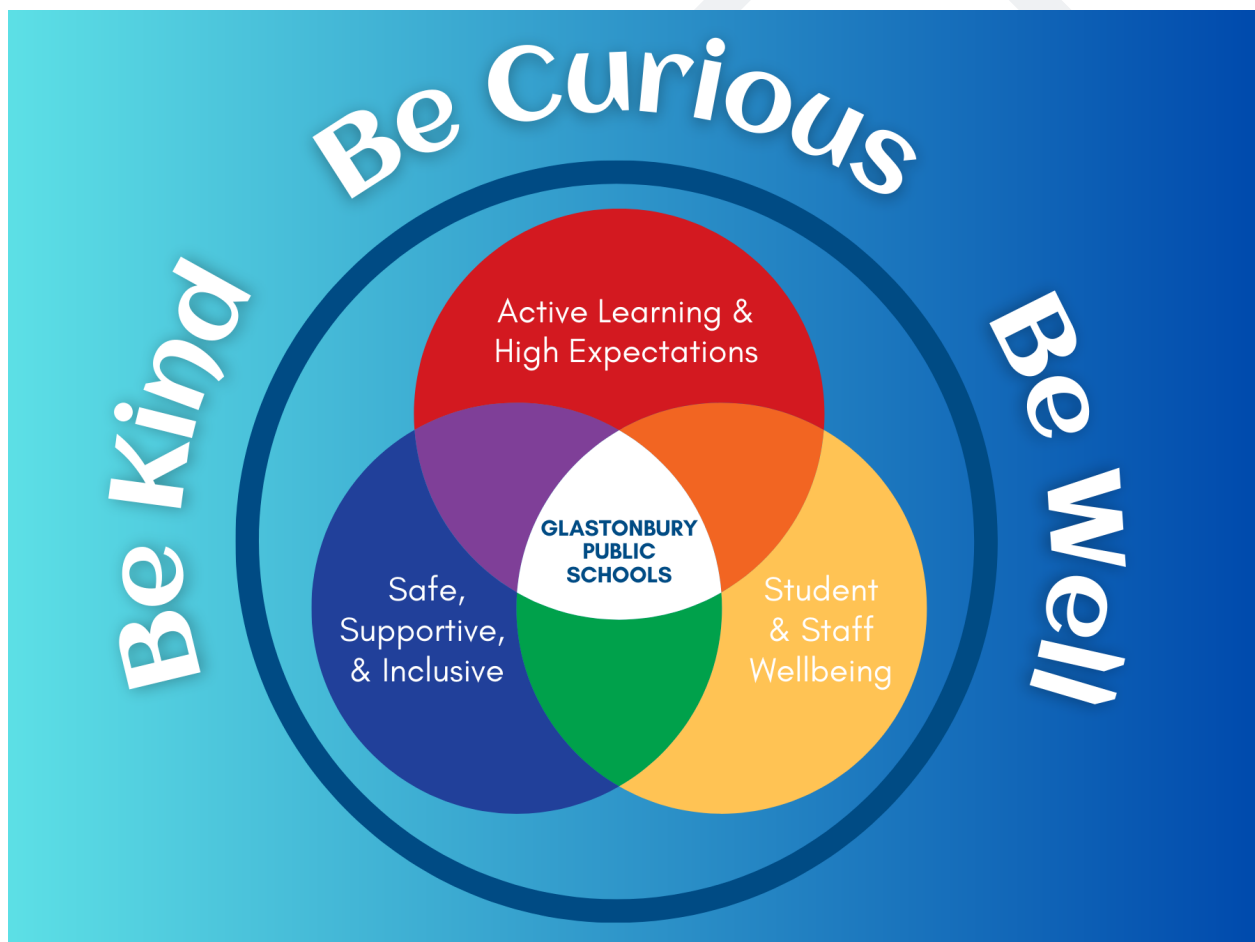
## THE WHAT

### STRATEGIC GOALS

**Goal 1:** Promote active learning and high expectations for all students.

**Goal 2:** Provide safe, supportive, and inclusive learning environments.

**Goal 3:** Prioritize the health and well-being of students and staff.



# THE HOW

## Goal 1: Promote active learning and high expectations for all students.

**Theory of Action:** If we thoughtfully design instruction that is responsive and student-centered, all students will be active participants who own their learning and are able to achieve their personal goals.

Actions/Strategies	Results Indicators (Timeline)	Implementers
1. Create and communicate a shared vision of high-quality, student-centered instruction.	<input type="checkbox"/> Published high-quality instructional “look-fors” (Fall 2023) <input type="checkbox"/> Published vision shared across school community (Jan 2024)	★ All Administrators
2. Collect, analyze, and reflect on student data to drive revisions to curriculum and instructional practices.	<input type="checkbox"/> Published protocols for data review (Fall 2024) <input type="checkbox"/> Revised curriculum documents (Ongoing) <input type="checkbox"/> Revised templates for educator reflections and classroom observations (Spring 2024)	★ All Administrators
3. Align educator evaluation process and expectations to shared vision of high-quality instruction.	<input type="checkbox"/> Implementation of revised evaluation plan (Fall 2024)	★ Assistant Superintendent of Administration and Personnel ★ Teacher Evaluation Committee
4. Implement an updated process for district curriculum development and revision.	<input type="checkbox"/> Creation of new curriculum documents with curriculum templates, including the At-a-Glance documents and the vertical alignment K-12 documents (Spring 2024) <input type="checkbox"/> Development of internal curriculum website (Spring 2024)	★ Curriculum Directors ★ Director of Communications

# Goal 1: Promote active learning and high expectations for all students.

**Theory of Action:** If we thoughtfully design instruction that is responsive and student-centered, all students will be active participants who own their learning and are able to achieve their personal goals.

Actions/Strategies	Results Indicators (Timeline)	Implementers
<p>5. Review and revise curriculum documents to ensure opportunities for active learning across all subject areas and grade levels.</p>	<p><input type="checkbox"/> Inclusion of strategies to promote student voice and choice in all curriculum documents (Ongoing)</p>	<p>★ Curriculum Directors ★ Director of EDI</p>
<p>6. Provide opportunities across preK-12 for students to learn, practice, and get feedback on the transferable skills in the Vision of the Graduate.</p>	<p><input type="checkbox"/> Published preK-12 continuum of expectations to support Vision of the Graduate expectations (June 2024) <input type="checkbox"/> Integration of skills with curriculum and learning experiences (June 2025) <input type="checkbox"/> Include skill-development in rubrics for evaluation (June 2026)</p>	<p>★ All Administrators ★ All Certified Staff</p>
<p>7. Guarantee high-quality, personalized professional learning opportunities tailored to meet the specific needs of staff.</p>	<p><input type="checkbox"/> Feedback from staff (Ongoing) <input type="checkbox"/> Calendar reflective of professional learning topics across buildings and departments (Annually) <input type="checkbox"/> Inclusion of non-certified staff/classified staff in professional learning opportunities (Ongoing)</p>	<p>★ All Administrators ★ All Certified Staff ★ All Classified Staff</p>
<p>8. Ensure teachers and students have resources to support high-quality instruction, including tools, technology, equipment, and materials.</p>	<p><input type="checkbox"/> Supplies orders/inventory (Ongoing) <input type="checkbox"/> Annual technology report (Ongoing)</p>	<p>★ All Administrators ★ Chief Technology Officer</p>

## Goal 2: Provide safe, supportive, and inclusive learning environments.

**Theory of Action:** If we create and maintain learning environments in which each member of the community is safe, supported, and included, all students and staff will be able to achieve at high levels.

Actions/Strategies	Results Indicators (Timeline)	Implementers
1. Maintain physical environments that are physically safe and accessible.	<input type="checkbox"/> Facilities plan (Annually) <input type="checkbox"/> Examples of adaptive learning spaces, including flexible seating options (Ongoing) <input type="checkbox"/> Equipment purchases (Ongoing)	★ All Administration ★ All Certified Staff ★ All Classified Staff
2. Provide professional learning opportunities around inclusive practices, including Universal Design for Learning, differentiated instruction, and other strategies to accommodate diverse learning needs.	<input type="checkbox"/> Professional learning agendas (Ongoing) <input type="checkbox"/> Feedback from staff (Ongoing) <input type="checkbox"/> Inclusion of non-certified staff/classified staff in professional learning opportunities (Ongoing)	★ All Administration ★ Director of EDI
3. Establish essential committees and councils at each building and increase collaboration across schools.	<input type="checkbox"/> Calendar of committee meeting schedules (Annually) <input type="checkbox"/> District Administrative meetings (Ongoing)	★ All Administrators ★ All Certified Staff
4. Ensure that all students have access to multi-tiered systems of support (MTSS) for academic and social-emotional growth.	<input type="checkbox"/> Develop districtwide MTSS committee (Fall 2023) <input type="checkbox"/> Establish structure to document MTSS (June 2024) <input type="checkbox"/> Create a universal MTSS to reflect SRBI and PBIS practices (June 2025)	★ All Administrators ★ All Certified Staff ★ All Classified Staff
5. Revise curricula to reflect the diverse needs and interests of students and their changing world.	<input type="checkbox"/> Curriculum template (June 2024) <input type="checkbox"/> Curriculum review documents (June 2025)	★ Curriculum Directors ★ Director of EDI

## Goal 2: Provide safe, supportive, and inclusive learning environments.

**Theory of Action:** If we create and maintain learning environments in which each member of the community is safe, supported, and included, all students and staff will be able to achieve at high levels.

Actions/Strategies	Results Indicators (Timeline)	Implementers
6. Grow partnerships with families to support student learning.	<input type="checkbox"/> Feedback from students and families (Ongoing) <input type="checkbox"/> Materials are available in multiple languages (Ongoing) <input type="checkbox"/> Parent communication system (Fall 2023)	★ All Administrators ★ All Certified Staff ★ All Classified Staff
7. Engage all staff in professional learning opportunities around collaborative problem solving and restorative practices.	<input type="checkbox"/> Professional learning agendas (Ongoing) <input type="checkbox"/> Staff Survey results/feedback (Ongoing)	★ All Administrators ★ All Certified Staff ★ All Classified Staff

## Goal 3: Prioritize the health and well-being of students and staff.

**Theory of Action:** If we provide robust opportunities to develop the health and well-being of each individual, all members of the school community will thrive.

Actions/Strategies	Results Indicators (Timeline)	Implementers
<p>1. Provide appropriate resources and support for learners who require additional opportunities for social emotional learning and mental health support.</p>	<p><input type="checkbox"/> Analysis of student data to identify needs and impact of supports and resources provided (e.g. attendance, behavior referrals, Student Support Center use, etc.) (Ongoing)</p>	<ul style="list-style-type: none"> <li>★ Administrator for Pupil Services</li> <li>★ Building Administrators</li> <li>★ Director of School Counseling</li> <li>★ Mental Health Professionals</li> <li>★ Nurses</li> </ul>
<p>2. Implement consistent, equitable wellness initiatives for staff across buildings.</p>	<p><input type="checkbox"/> Establish building-based wellness committees (June 2024)</p> <p><input type="checkbox"/> Incorporate choice and self-guided wellness opportunities through professional learning offerings (Ongoing)</p>	<ul style="list-style-type: none"> <li>★ All Administrators</li> <li>★ All Certified Staff</li> <li>★ All Classified Staff</li> </ul>
<p>3. Build capacity of students and staff to develop and practice skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p>	<p><input type="checkbox"/> Incorporate Collaborative for Academic Social and Emotional Learning (CASEL) standards in curriculum documents, advisory agendas, and professional learning opportunities (Ongoing)</p>	<ul style="list-style-type: none"> <li>★ All Administrators</li> <li>★ All Certified Staff</li> <li>★ All Classified Staff</li> </ul>

## Goal 3: Prioritize the health and well-being of students and staff.

**Theory of Action:** If we provide robust opportunities to develop the health and well-being of each individual, all members of the school community will thrive.

Actions/Strategies	Results Indicators (Timeline)	Implementers
4. Maintain relationships with community partners such as Youth and Family Services and Parks and Recreation.	<input type="checkbox"/> Resource guide of community partnerships (June 2025)	★ All Administrators ★ All Certified Staff ★ All Classified Staff
5. Support physical well-being of all students and staff.	<input type="checkbox"/> Wellness clinics for staff (Annually) <input type="checkbox"/> School/classroom schedules reflect movement breaks and brain breaks for students (Ongoing) <input type="checkbox"/> As appropriate use of outdoor learning spaces <input type="checkbox"/> Regular PE and Health experiences for all students	★ All Administrators ★ All Certified Staff ★ All Classified Staff ★ Nurses
6. Create guidelines for the safe, effective use of technology by students and staff.	<input type="checkbox"/> Published recommendations for best practice in the use of technology (Spring 2024) <input type="checkbox"/> Cybersecurity measures in place (Ongoing) <input type="checkbox"/> Integrated digital citizenship and information literacy lessons K-12 (2024-2025)	★ Assistant Superintendent of Curriculum & Instruction ★ Chief Technology Officer ★ Library Media Specialists
7. Work with the community to ensure continuation/expansion of resource assistance programs for students and families in need.	<input type="checkbox"/> Gather information to identify family resources needed <input type="checkbox"/> Documentation of students/families served through resource assistance programs (Ongoing) <input type="checkbox"/> Partnership with Parks and Rec and Youth Services	★ Administrator for Pupil Services ★ Building Administrators ★ Director of School Counseling ★ Mental Health Professionals ★ Nurses



The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its education programs or activities because of race, creed, color, national origin, gender, sexual orientation, gender identity or expression, marital status, veteran status, civil air patrol status, age, or disability, subject to the conditions and limitations established by law.

Compliance Officers for the Glastonbury Board of Education have the responsibility to monitor the compliance of these policies. The names and locations are provided to staff annually and are also included on the district website and in the school calendar.

<b>School</b>	<b>Response Rate</b>
Buttonball Lane	41%
Hebron Avenue	39%
Hopewell	36%
Naubuc	31%
Nayaug	53%
Gideon Welles	39%
Smith Middle	34%
Glastonbury High	28%

1. My child's teachers(s) have high expectations for my child.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	51%	38%	9%	1%	0%
Gideon Welles	56%	38%	5%	1%	0%
Smith Middle	35%	49%	12%	3%	1%
Glastonbury High	34%	52%	12%	2%	0%
District-wide Percentage	45%	43%	10%	2%	0%

2. My child's teachers are knowledgeable about the subjects they teach.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	65%	31%	3%	0%	0%
Gideon Welles	65%	31%	4%	0%	0%
Smith Middle	39%	52%	9%	1%	0%
Glastonbury High	31%	56%	11%	2%	0%
District-wide Percentage	52%	40%	6%	1%	0%

3. Administrators at this school have high expectations for all children.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	48%	38%	12%	2%	0%
Gideon Welles	55%	39%	6%	1%	0%
Smith Middle	33%	45%	18%	3%	2%
Glastonbury High	29%	46%	19%	5%	1%
District-wide Percentage	41%	41%	15%	3%	1%

4. The school helps me understand what my child needs to be successful.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	44%	41%	11%	4%	0%
Gideon Welles	43%	40%	14%	3%	1%
Smith Middle	20%	38%	24%	14%	5%
Glastonbury High	15%	37%	30%	14%	4%
District-wide Percentage	34%	39%	18%	8%	2%

5. Overall, I am satisfied with my child's academic progress.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	53%	38%	6%	2%	0%
Gideon Welles	47%	43%	6%	4%	0%
Smith Middle	30%	42%	15%	8%	5%
Glastonbury High	25%	53%	13%	7%	2%
District-wide Percentage	42%	43%	9%	4%	2%

6. I receive timely communication from this school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	50%	41%	5%	3%	1%
Gideon Welles	53%	37%	10%	1%	1%
Smith Middle	29%	47%	13%	9%	2%
Glastonbury High	28%	47%	16%	7%	1%
District-wide Percentage	42%	42%	10%	5%	1%

7. The district and school website are current and informative.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	43%	47%	9%	1%	0%
Gideon Welles	47%	39%	12%	3%	0%
Smith Middle	28%	55%	15%	3%	0%
Glastonbury High	30%	52%	14%	3%	1%
District-wide Percentage	37%	48%	12%	3%	0%

8. I am a partner with the school in decisions about my child.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	43%	40%	13%	3%	0%
Gideon Welles	42%	36%	16%	6%	1%
Smith Middle	22%	40%	23%	12%	3%
Glastonbury High	21%	37%	26%	13%	3%
District-wide Percentage	35%	38%	18%	7%	2%

9. I feel welcome at this school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	60%	32%	5%	2%	0%
Gideon Welles	53%	42%	4%	1%	1%
Smith Middle	33%	41%	18%	6%	2%
Glastonbury High	26%	40%	26%	7%	2%
District-wide Percentage	47%	36%	12%	4%	1%

10. The school is a caring and nurturing place.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	62%	33%	4%	1%	0%
Gideon Welles	53%	36%	8%	3%	1%
Smith Middle	24%	41%	22%	9%	3%
Glastonbury High	19%	41%	29%	10%	2%
District-wide Percentage	44%	36%	14%	5%	1%

11. Students treat each other with respect at this school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	35%	45%	17%	4%	1%
Gideon Welles	26%	41%	24%	8%	2%
Smith Middle	14%	34%	33%	12%	6%
Glastonbury High	12%	39%	34%	12%	4%
District-wide Percentage	25%	40%	24%	7%	3%

12. Staff members treat children with respect at this school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	58%	36%	5%	1%	0%
Gideon Welles	48%	42%	8%	1%	0%
Smith Middle	27%	45%	18%	6%	4%
Glastonbury High	20%	52%	22%	5%	1%
District-wide Percentage	43%	41%	12%	3%	1%

13. At least one staff member knows my child well at this school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	70%	27%	2%	1%	0%
Gideon Welles	55%	33%	10%	3%	0%
Smith Middle	39%	43%	9%	7%	2%
Glastonbury High	40%	43%	13%	4%	1%
District-wide Percentage	56%	34%	7%	3%	1%

14. People at this school care about my child's health and wellbeing.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	62%	33%	4%	1%	0%
Gideon Welles	52%	38%	9%	2%	0%
Smith Middle	30%	44%	21%	3%	2%
Glastonbury High	26%	49%	18%	6%	1%
District-wide Percentage	48%	38%	11%	3%	1%

15. The school is a safe place for my child.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	57%	37%	5%	1%	0%
Gideon Welles	49%	41%	8%	2%	0%
Smith Middle	27%	50%	15%	7%	1%
Glastonbury High	24%	52%	19%	3%	1%
District-wide Percentage	44%	42%	11%	3%	1%

16. The school respects individuals and values their differences.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	54%	38%	7%	1%	0%
Gideon Welles	49%	43%	6%	2%	0%
Smith Middle	27%	45%	19%	6%	3%
Glastonbury High	22%	51%	21%	4%	2%
District-wide Percentage	42%	42%	12%	3%	1%

17. I'm happy and proud my child attends this school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Elementary K-5	63%	30%	5%	1%	0%
Gideon Welles	58%	35%	6%	1%	0%
Smith Middle	34%	37%	23%	4%	3%
Glastonbury High	29%	47%	18%	5%	1%
District-wide Percentage	50%	36%	12%	2%	1%