

## **Long Range Planning Committee**

Monday, May 8, 2017 6:30 PM

Long Range Planning Committee, L.P. Wilson Community Center, Room 17, 601  
Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Audience to Visitors**
3. **Continue Discussion on Goal Monitoring**
4. **Adjournment**



### **Mission Statement**

**To develop the genius in every child and create life-long learners.**

### **Goals**

**To accomplish this mission, the Windsor Public Schools, in cooperation with families and the greater Windsor community, will ensure that all students acquire the following skills and behaviors:**

- 1. All students will demonstrate a strong work ethic, exemplary academic skills, effective oral and written communications, technological aptitude, and necessary skills to work collaboratively with others.**
- 2. All students will demonstrate the ability to think critically and to solve complex problems utilizing analytical ability, creativity, research skills, logical reasoning, innovation, integrative understanding and resilience.**
- 3. All students will demonstrate a knowledge and understanding of the increasingly global nature of society and behaviors associated with good citizenship.**
- 4. All students will graduate from Windsor Public Schools with a clear achievable post-secondary plan.**
- 5. All students will demonstrate an understanding of the importance of health and wellness.**
- 6. All students will gain an appreciation for the visual and performing arts.**

**Approved by the Board of Education: December 20, 2016**

# District Data Team

Creating a System for Continuous Improvement



Presented By:  
Santosh Oliver, Ph.D.  
Matt Dadona  
Bonnie Fineman  
Noha Abdel-Hady

## District System of Accountability

The holistic accountability system must include:

- District Data Team;
- School Data Teams; and
- **Professional Learning Communities**

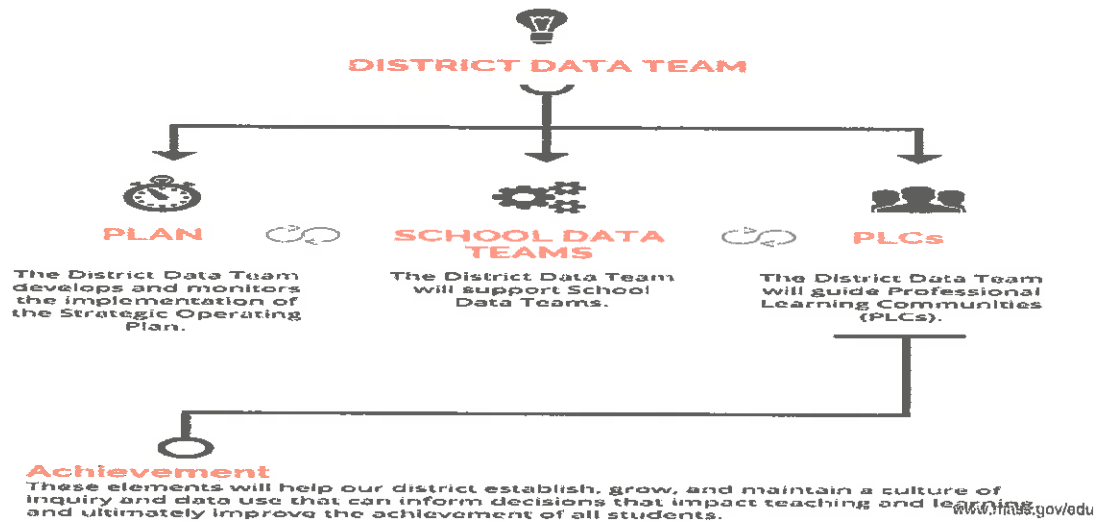


# Connections

## Windsor Public Schools

District Improvement Plan

### DATA TEAM NETWORK



# Vision

The Windsor Public Schools provides equitable access to high quality, personalized learning experiences for all children. Exemplary educators collectively prepare our students to make intellectual and civic contributions to Windsor and the global community.

## Theory of Action

If Windsor Public Schools partners with students and families to build **positive relationships**, comprehensively address **equity**, and align organizational systems to analyze **academic and social-emotional data**, then student performance will continuously improve and be sustained over time.



## Core Beliefs

- We are committed to setting **high expectations** for all students.
- We value **collaboration**.
- We are committed to **family** and **community** partnerships.



# Strategic Operating Plan

## Priority Areas:

- Academics
- Climate
- Talent
- Systems



## Academics

1

All students will demonstrate the competencies necessary to achieve mastery in literacy, numeracy and science through teachers' implementation of effective research-based instructional practices.

### Priority Areas

#### Curriculum

#### Instruction

#### Assessment

#### Key Strategies

- Develop & Implement Curriculum
- Align Curriculum to CCSS, NJSLS, CT Standards and Instructional Framework
- Support Curriculum Implementation

- Develop & Implement PBL Instructional Framework
- Develop & Implement Coaching Framework
- Provide Professional Development on Research Based Instructional Practices

- Develop District Assessment Plan
- Align Curriculum, Instruction & Assessment Practices

### Expected Measurable Outcomes



#### Reading

Increased % of students scoring at competitive levels on the SBAC



#### Mathematics

Increased % of students scoring at competitive levels on the SBAC



#### Science

Increased % of students scoring at proficient or above on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT)



## Climate

2

All students and adults will value and demonstrate personal responsibility, character, cultural understanding, and professional behavior.

### Priority Areas

Positive School Climate

Growth Mindset

Family & Community Partnerships

### Key Strategies

- Increase student agency district wide
- Provide professional development and resources for teachers to build classrooms that empower students to demonstrate agency
- Foster a positive learning environment that supports high quality teaching and learning, and engages families and the community as partners in the educational process

### Expected Measurable Outcomes



#### Chronic Absenteeism

Reduce the % of all students and high-needs students who are chronically absent.



#### Academic Performance Indicator

Increase the % of 9th Graders on track for graduation.



#### Graduation Rate

Increase the % of all students and high needs students that graduate in 4-years and 6-years, respectively.



## Talent

3

We will employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.

### Priority Areas

Recruiting & Hiring

Professional Development

Retention

Orienting New Staff

Mentorship

### Key Strategies

- Grow Access to All Voices Staff
- Provide High Quality Professional Development
- Enhance Teacher Leadership
- Build Welcoming, Inclusive and Professional Climate
- Enhance Teacher Leadership Effectiveness

### Expected Measurable Outcomes



Increase the % of certified staff retention and decrease the % of certified staff turnover.



Increase the professional knowledge and skills of teachers.



Increase the % of highly qualified minority staff members to mirror district demographics.



## Systems

4

We will create systems and processes that promote organizational efficiency and effectiveness to support student success.

### Priority Areas

**Multi-Tiered System of Support**

**Professional Learning Communities**

**District Data Team**

**School Data Teams**

### Key Strategies

- Implement Multi-Tiered System of Support district wide
- Strengthen Professional Learning Communities across schools and departments, within and across buildings to promote professional conversations regarding student performance and instructional practice
- Align Professional Learning Communities with the school and district data teams
- Develop a comprehensive and consistent district-wide approach to provide all staff with

### Expected Measurable Outcomes



Differentiated technical support will improve MTSS implementation as measured by the average Tier 1, Tier 2, and Tier 3 scores on the Tiered Fidelity Indicator (TFI) Tool.



The District Data Team will operate at a high level of efficiency as measured by the Standards for Data Teams.



## Board of Education Goals

To accomplish this mission, the Windsor Public Schools, in cooperation with families and the greater Windsor community, will ensure that all students acquire the following skills and behaviors:

1. All students will demonstrate a strong work ethic, exemplary academic skills, effective oral and written communications, technological aptitude, and necessary skills to work collaboratively with others.
2. All students will demonstrate the ability to think critically and to solve complex problems utilizing analytical ability, creativity, research skills, logical reasoning, innovation, integrative understanding and resilience.
3. All students will demonstrate a knowledge and understanding of the increasingly global nature of society and behaviors associated with good citizenship.
4. All students will graduate from Windsor Public Schools with a clear achievable post-secondary plan.
5. All students will demonstrate an understanding of the importance of health and wellness.
6. All students will gain an appreciation for the visual and performing arts.



Approved by the Board of Education: December 20, 2016



# District Data Team Members

Noha Abdel-Hady  
Paul Cavaliere  
Ann Clark  
Craig Cooke, Ph.D.  
Matthew Dadona  
Bonnie Fineman  
Dalia Ghanesh-May  
Terrell Hill  
Virginia Hoerle  
Latesha Jones  
Liana Jorgensen  
Dr. Miriam Klein

Ronda Lezberg  
Stacey Michalic  
Santosha Oliver, Ph.D.  
Tracie Peterson  
Kathryn Post  
Marjorie Renno  
Russell Sills  
Sindhu Thomas  
Christopher Todd  
Kristina Wallace  
Katrina Palazzolo Wicks  
Kristina Wieckoski  
Michelle Williams





Relationship Between Windsor Board of Education Goals and State Mandated Performance Indicators	
Windsor BOE Goal	SDE Mandated Performance Indicators (All students and High Needs Subgroup)
<p>1. All students will demonstrate exemplary academic skills throughout their careers in the Windsor Public Schools.</p> <p>All students will demonstrate effective oral and written communications.</p> <p>All students will demonstrate the necessary skills to work collaboratively with others.</p>	SBAC ELA Grades 3-8 ; SAT ELA Grade 11
	SBAC Math Grades 3-8 ; SAT Math Grade 11
	CMT Science Grades 5 and 8 ; CAPT Science Grade 10
	SBAC Growth Targets Grades 4-8 ELA/Math
	% of 9 <sup>th</sup> grade students on track to graduate
	4 year graduation rate for all students; 6 year for high needs subgroup
2. All students will demonstrate the ability to think critically and to solve complex problems utilizing analytical ability, creativity, research skills, logical reasoning, innovation, integrative understanding and resilience.	SBAC and SAT
<p>3. All students will demonstrate a knowledge and understanding of the increasingly global nature of society.</p> <p>All students will demonstrate the behaviors associated with good citizenship.</p>	Percentage of students chronically absent. (All students and High needs subgroup)
	20 hours of community service
	4-year graduation rate

<p>4. All students will graduate from the Windsor Public Schools with a clear, achievable post-secondary plan.</p> <p>All students will demonstrate exemplary skills in utilizing technology to maximize their educational experience.</p>	% of graduating class enrolled in 2 or 4 year postsecondary institution within one year of graduation
	% of students in grades 11 and 12 achieving college and career readiness benchmark
	% of students in grades 11 and 12 participating in at least one of the following – AP, IB, Dual enrollment
	% of students in grades 11 and 12 participating in at least one of the following – two courses in CTE category or two workplace experience courses
<p>5. All students will demonstrate an understanding of the importance of health and wellness.</p>	Percentage of students meeting the State Mandated Physical Education Standard at grades 4, 6, 8 and 10
<p>6. All students will gain an appreciation for the visual and performing arts.</p>	<p>Percentage of students in grades 9-12 participating in at least one dance, music, or visual arts course in the school year.</p> <p>Percentage of students taking 2 or more art classes during their high school career.</p>
<p>State indicators that are in bold represent the only areas that were included in state mandated indicators prior to 2016.</p>	