



Suffield Public Schools

“Lighting The Way”



District Goals and Advancement Plans 2020-2021



2020-2021 Board of Education Goals

Board Goal 1

Establish healthy channels of outreach, communication, engagement, and collaboration with town government and the community.

Board Goal 2

Systematically use meaningful data to drive, improve and track student success and instructional practices.

Board Goal 3

Continue to design and implement an integrated plan for professional learning aligned with district needs.

Board Goal 4

Revise curriculum and programming with an emphasis on alignment and fidelity of implementation.

Board Goal 5

Engage in a process to develop a five-year Strategic Plan.

Board Goal 6

Promote diversity, equity and inclusion for students, faculty and staff by fostering acceptance, mutual respect, civility and non-discrimination, per BOE Policies 4118.11 and 5145.4, across all areas of our District including employment, policy, curriculum and instruction, professional development, and the working and learning environment.

A silhouette of a lighthouse on a rocky island, with a bright beam of light shining from the top. The background is a warm, golden-yellow gradient.

2020-2021 District Priorities

Focus on Curriculum and Programming

- Social Emotional Learning/Responsive Classroom (AWS, MIS, SMS, SHS)
- Distance Learning Fidelity of Implementation (AWS, MIS, SMS, SHS)
 - Scope and Sequence
 - Compacting
 - Horizontal and Vertical Alignment
- Multi-tiered System of Supports (AWS, MIS, SMS, SHS)
- Teachers College Readers and Writers Workshop (AWS, MIS, SMS)
- Curriculum Renewal & Adaptation (AWS, MIS, SMS, SHS)
- Elementary STEM/Gifted and Talented/Enrichment (AWS, MIS)
- Career Pathways and Capstone (SHS)
- Co-teaching (AWS, MIS, SMS, SHS)

A lighthouse beam of light shining across a sunset sky.

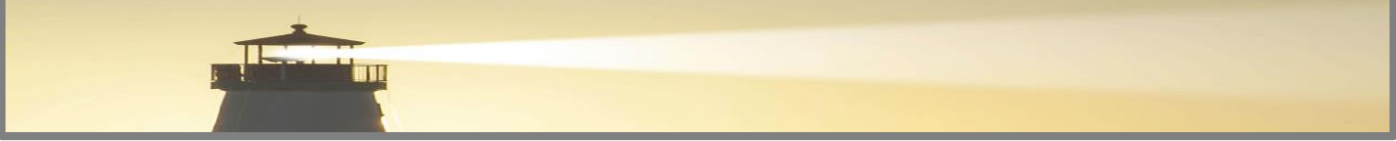
2020-2021 District Priorities

Focus on Academic Achievement

- Assessment Practices & Progress Monitoring (AWS, MIS, SMS, SHS)
 - Adapting to Distance Learning
- Intervention Programming (AWS, MIS, SMS, SHS)
- Student Achievement Meetings (AWS, MIS, SMS, SHS)
- Data Dashboard (AWS, MIS, SMS, SHS)

Focus on Professional Learning

- Diversity, Equity & Inclusion (AWS, MIS, SMS, SHS)
- PD-EC Planning (AWS, MIS, SMS, SHS)
- Teachers College Reading and Writing Project (AWS, MIS, SMS)
- Social/Emotional Learning (AWS, MIS, SMS, SHS)
- Administrator Calibration (AWS, MIS, SMS, SHS)



BOE Goal 1

| Strategy | Indicator of Success |
|---|--|
| Ongoing and Consistent Family Communication | Seesaw, Google Classroom, Virtual Open House, Parent Conferences |
| | Updates/Newsletters |
| | School web pages |
| Strategy | Indicator of Success |
| Enhance Staff Communication | Faculty/Staff Meetings |
| | Weekly Leadership Team Meetings |
| | Weekly Staff Updates |
| Strategy | Indicator of Success |
| Develop Community Partnerships | Suffield Observer, Parks and Rec, Library |
| | PTO/PTAC |
| | Youth Services |



BOE Goal 2

| Strategy | Indicator of Success |
|--|--|
| Increase reliability of assessments (BAS/Curriculum-based) | Ongoing review of school-wide assessment and data |
| | Decrease in scoring discrepancies |
| | Common grading criteria |
| Calibrate scoring and analysis of assessments | |
| Strategy | Indicator of Success |
| Increase the Effective Use of Data | Increase number of students meeting expectations |
| | Up to date Data Analytics Dashboard |
| | Revision of planning and instructional practices |
| Strategy | Indicator of Success |
| Refine SRBI handbook & broaden programming (push-in & pull-out services) | Support staff scheduled into classes |
| | Increase number of students approaching and meeting grade level expectations |
| | Co-teaching model |



BOE Goal 3

| Strategy | Indicator of Success |
|--|---|
| Collaborate with PDEC, and district administration to create professional development based on current needs | Maintain a 95% or higher favorable rating on PD surveys |
| | Improvement on interim and standards based assessments from Oct - June assessments |
| | Strategies introduced in the Art of Teaching the Whole Child in a Pandemic will be utilized by classroom teachers |
| Strategy | Indicator of Success |
| Utilize Instructional Coaches to provide support to staff for distance and in-person learning | Consistent formatting of lesson plans |
| | Consistent usage of Google Classroom and Seesaw |
| | Assessment Data |
| Strategy | Indicator of Success |
| PD for staff on instructional technologies, social emotional learning, and trauma-based instruction | Comprehensive program of professional development opportunities for faculty aligned to District Goals |
| | Stakeholder goal attainment by teachers |
| | Survey Data from teacher feedback |



BOE Goal 4

| Strategy | Indicator of Success |
|---|--|
| Continue to review and revise grade-level units of study | Updated ATLAS Rubicon database |
| | Development and implementation of "Launch Units" at start of 2020-21 SY |
| | Observational feedback of teachers' implementation of developed units of study |
| Strategy | Indicator of Success |
| Enhance pedagogical practices to best support both in-person and distant learners | Parental and student survey feedback |
| | Student Achievement Data of developed internal and standardized assessments |
| | Observational feedback of teachers' implementation of developed units of study |
| Strategy | Indicator of Success |
| Successful engagement of certified staff in the district teacher support and evaluation program | Adoption and implementation of state approved "flexibilities" to TEVAL |
| | Completion of TEAM modules by SPS teachers |
| | Administrative calibration of feedback to teachers (Tepper/Flynn) |



BOE Goal 5

| Strategy | Indicator of Success |
|---|---|
| <p>Suffield Board of Education will engage with the Connecticut Center for School Change to develop a Strategic Plan and Portrait of a Graduate</p> | Development of Strategic Planning calendar |
| | Develop and utilize survey to inform strategic plan and solicit volunteers to serve on the Strategic Planning Committee |
| | Development of Portrait of a Graduate Committee including K-12, Faculty and Staff, Parents, and Community |



BOE Goal 6

| Strategy | Indicator of Success |
|---|---|
| Develop Diversity, Equity and Inclusion Council composed of teachers, parents, administrators, and students | Maintain membership and purpose of the Council as measured by meeting attendance |
| | Professional development for the Council by inviting members from other councils and towns to share experiences |
| | Grants to support professional learning for DEI Council, school and community |
| Strategy | Indicator of Success |
| Review Diversity, Equity, and Inclusion programs, practices, curriculum | Engage staff members in Diversity, Equity, and Inclusion Professional Learning |
| | Increase the diversity of personnel |
| | Survey the schools, faculty and parents and analyze the data to determine the climate. |
| Strategy | Indicator of Success |
| Audit of Curriculum and Report of Findings | Curriculum Revisions |
| | Increased the number of books including leveled texts, authors, subjects relative to diversity |
| | Increased access points in curricular materials |

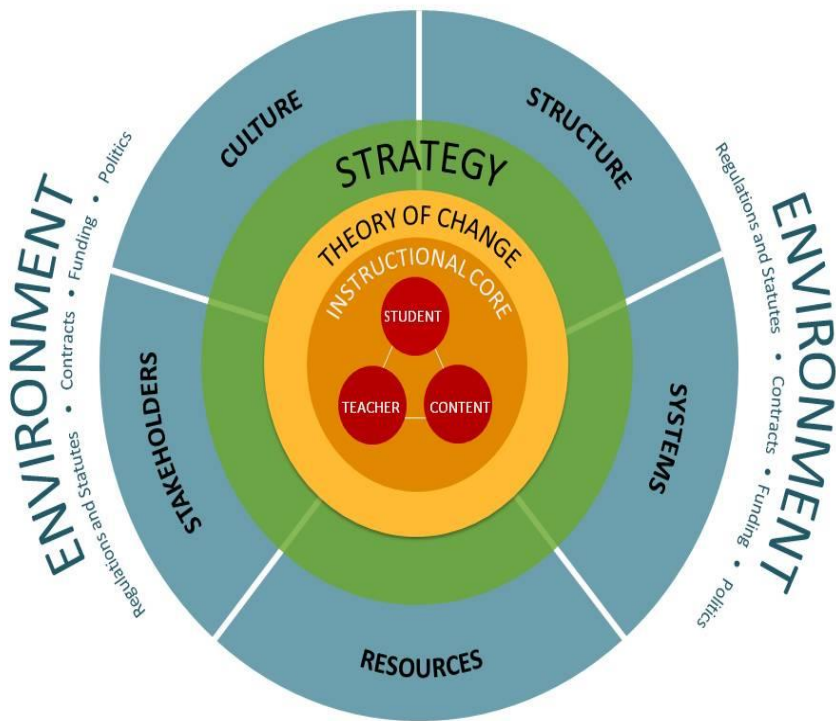


Suffield Public Schools

“Lighting The Way”



**Enhancing Teaching and Learning
During COVID-19**



Focusing on the Instructional Core

- How will this affect the role of the student in the instructional process?
- How will this affect teachers' knowledge and skills?
- How will this affect the level of content in the classroom?
- How will this affect the relationship between the teacher, the student, and content?

Childress, Stacey, Richard F. Elmore, and Allen Grossman (2004) "Note on the PELP Coherence Framework." Harvard Business School Publishing Case, 2004.

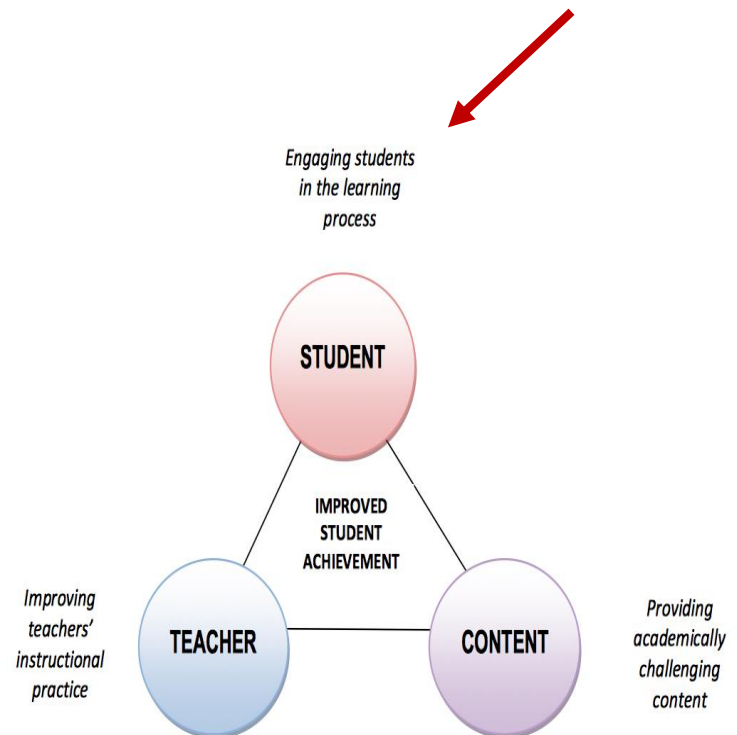
Engaging Students in the Learning Process

Adversities

- Technology Access
- Developmentally Appropriate Platforms
- Student Participation
- Social Emotional Supports
- Direct Instruction during Remote Learning

Achievements

- 1:1 Device
- Google Enterprise and SeeSaw
- Engagement Interventions
- Technology Support
- Consistent Lesson Planning
- Livestream Interactive Instruction for Remote Learners



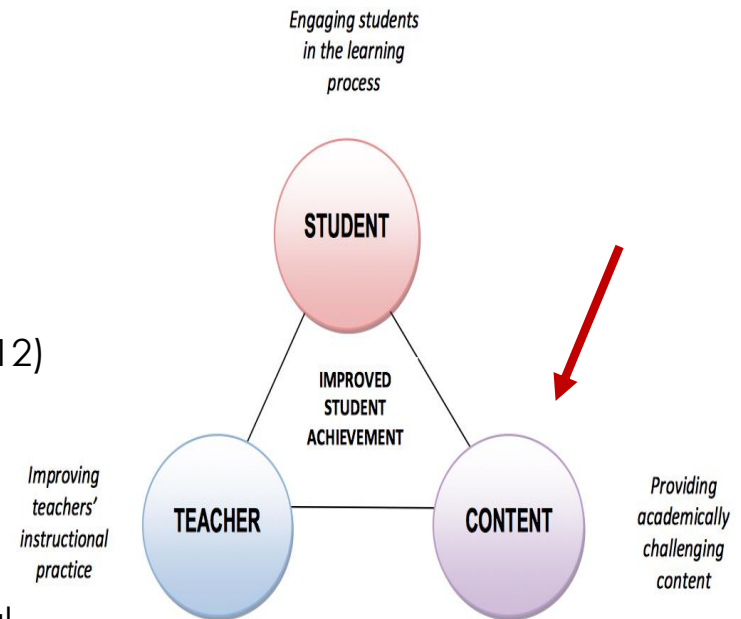
Providing Academically Challenging Content

Adversities

- Loss of In-person Instruction
- Distance Learning Resources
- Student Assessment
- Interventions and Supports
- Social Emotional Learning

Achievements

- Hybrid Learning Model
- Universal and Standardized Assessments (K-12)
- Progress Monitoring (K-8)
 - Lexia
 - Dreambox
 - Running Records
- DESSA Screening
- Micro-model of Comprehensive Educational Program



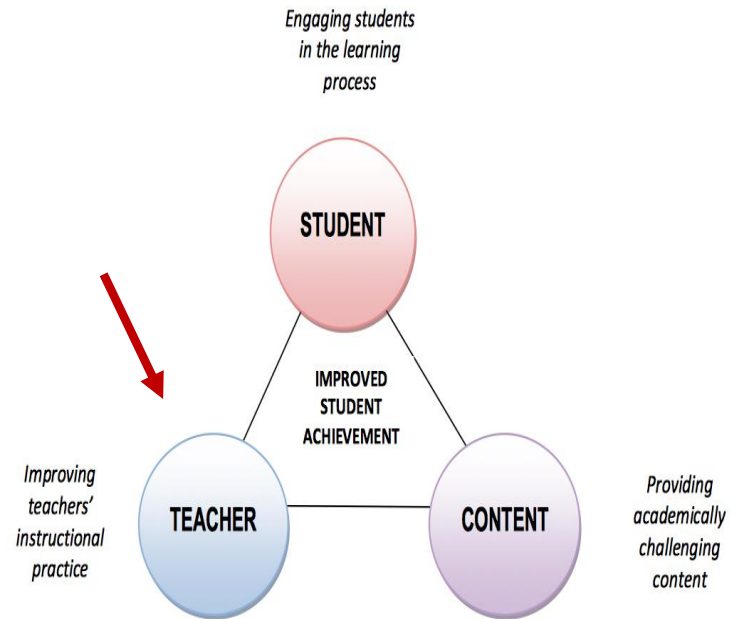
Advancing Teachers Instructional Practice

Adversities

- Simultaneously teaching remote and in-school learners
- Student contact
- Lesson planning
- Group /lab work
- Assessment: formative/summative

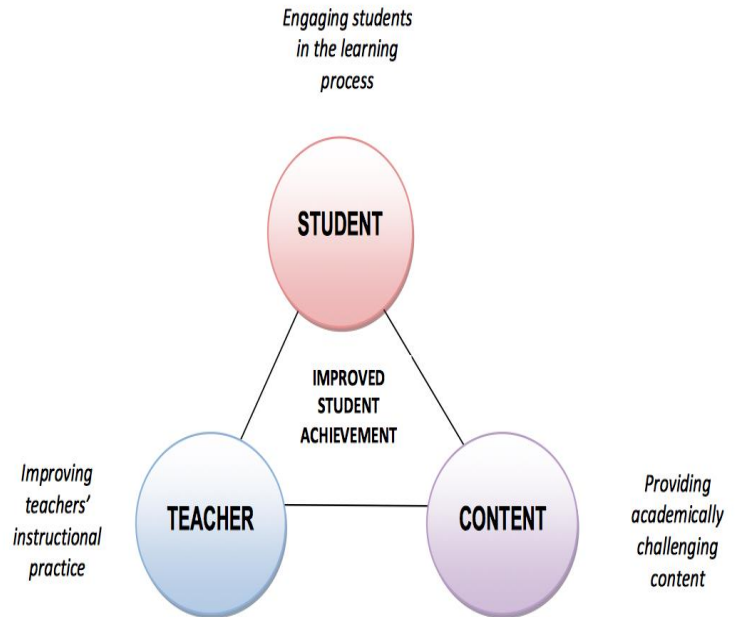
Achievements

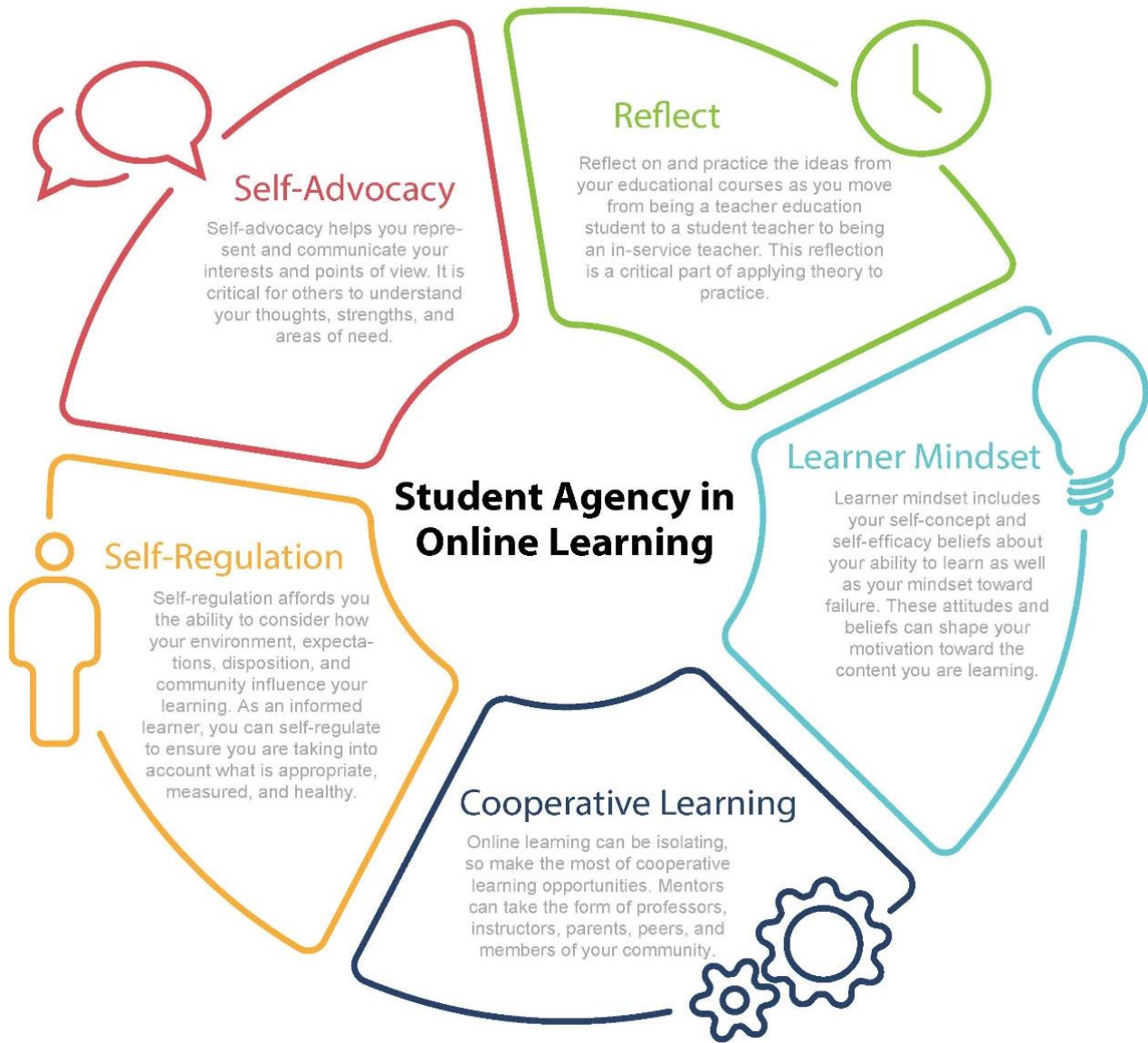
- Synchronous and Asynchronous Teaching
- Lesson Planning
- Teaching to Multiple Modalities
- Livestream Interactive Lessons
- Grading and Assessment
- Universal Screening/Standardized Assessment
- Feedback



Next Steps

- Accountability
- Assessment
- Data Analysis
- Progress Monitor
- Curriculum Revision and Integration
- Acceleration
- Intervention
- Monitor Student Engagement
- Support for students and teachers
- Home-School Communication
- Professional Development





TEN STRATEGIES FOR ONLINE LEARNING SUCCESS

