

**SUFFIELD PUBLIC SCHOOLS
A. WARD SPAULDING SCHOOL ADVANCEMENT PLAN
2020-2021**

School Name: A Ward Spaulding School

Current School Year: 2020-2021

Name of Principal: Gina D. Olearczyk

Assistant Principal: Jack Ferraro





SUFFIELD PUBLIC SCHOOLS ADVANCEMENT PLAN 2020-2021

Mission

The Mission of the Suffield Public Schools is to prepare all students with the knowledge, skills and attributes required for success in a rapidly changing world.

District Beliefs

In pursuit of this mission, we believe that:

- When we address students' diverse academic, social, emotional and physical needs, all will learn;
- All students need equitable access to appropriate resources and opportunities to excel;
- Multiple measures of student learning are required to drive continuous improvement;
- Students and adults thrive in a safe and secure learning environment characterized by responsibility, fairness, respect, and civility;
- Highly effective teachers and instructional leaders who engage students in rigorous and challenging experiences are the keys to student success;
- An excellent district staff supports success in every classroom, facility and setting; and
- Partnerships, collaboration and communication with families and the community are vital to our mission.

Board Goals

Goal 1

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

Goal 2

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

Goal 3

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

Goal 4

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

Goal 5

Develop a five-year Strategic Plan.

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.

**SUFFIELD PUBLIC SCHOOLS
ADVANCEMENT PLAN
2020-2021**

THEORIES OF ACTION

BOE GOAL 1:

If we foster a positive district culture with a high level of outreach, communication, engagement, and collaboration with town government and the community, then we will be more effective in mobilizing students, faculty, staff, parents, and community members around continuous improvement and high levels of student achievement.

BOE GOAL 2:

If we establish a system of monitoring through the use of student assessment data, curriculum review, and evaluation, then will be more effective in adjusting our curriculum, programming, and instructional pedagogy to insure a high level of student achievement.

BOE GOAL 3:

If we assure that all staff are provided meaningful professional development opportunities that are current in theory, practical, and align directly with their responsibilities, then staff will be able to apply their learning and enhance their effectiveness in meeting the needs of our students.

BOE GOAL 4:

If we continue the implementation of revised curriculum with an emphasis on alignment and consistency between documented curriculum and delivered curriculum, then we will be able to ensure that fidelity of implementation exists, resource allocation occurs, and the proper instructional supports are in place for both students and teachers.

BOE GOAL 5:

If we establish a multi-year Strategic Plan for the Suffield Public Schools, then we will be able to more clearly set forth our vision for the future with both short-term and long-term goals.

BOE GOAL 6:

If we cultivate an environment that fosters acceptance, mutual respect, civility, and non-discrimination, then we will establish a school district culture that is welcoming, supportive, and fulfills our district's mission and goals.

	<p>A2. Enhance school’s digital presence to support and encourage parent involvement and increase frequency of use</p> <ul style="list-style-type: none"> ● Suffield Public Schools Website ● Virtual Backpack ● School Messenger ● Family Updates <p>A3. Enhance communication within our school.</p>	<ul style="list-style-type: none"> ● Local Civic Organizations and Businesses ● Parks and Recreation ● Various charities <p>A2. Increase/refine web presence--examples of items to include:</p> <ul style="list-style-type: none"> ● Events and Activities ● Student Work ● Policies & Procedures ● Family Resources <p>A3. Increase/refine systems of staff communication</p> <ul style="list-style-type: none"> ● Monday Morning Messages with timely information through email ● Hold biweekly school leader meetings to ensure ongoing lines of open communication 	<p>A2.Spring feedback survey results</p> <p>A2.Updates to School Website</p> <p>A2. Monthly Newsletter</p> <p>A3. District and School Advancement Plans disseminated to all staff members</p> <p>A3.Weekly Updates to staff</p> <p>A3. Published Team Leader agendas and meeting notes</p>
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**SUFFIELD PUBLIC SCHOOLS
AWS ADVANCEMENT PLAN
2019-2020**

GOAL 2: Systematically use meaningful data to drive, improve, and track student success.

NAME OF PERSON RESPONSIBLE: Principals, Assistant Principals, Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A. Improve our assessment practices to effectively measure student growth and inform classroom instruction</p>	<p>A1. Continue to increase the reliability of BAS and <i>Investigations</i> Math Performance Assessments (end of unit/curriculum-based assessments) administration and resulting data</p> <p>A2. Continue to increase the effective use of data.</p>	<p>A1. Continue to calibrate the administration and scoring of BAS within and between schools</p> <ul style="list-style-type: none"> ● Partner scoring of BAS throughout the year ● PD for new teachers <p>A1. Calibrate the scoring of <i>Investigations</i> Math Performance Assessments</p> <ul style="list-style-type: none"> ● Scoring and discussing results <p>A1. Explore web based assessments for literacy and numeracy</p> <p>A2. Utilization of professional time for admin/coaches/interventionists to work with faculty to increase understanding of and use of student assessment data to inform instruction.</p>	<p>A1. Ongoing review of school-wide assessment and data</p> <p>A1. Decrease in scoring discrepancies in reading and math</p> <p>A2. Increase in number of students meeting expectations</p> <p>A2. Up to date Data Analytics Dashboard</p>

<p>B. Improve SRBI procedures and processes to support student learning needs through a continuum of services</p>	<p>B1. Refine SRBI handbook to include an articulated plan to support social, emotional, and academic needs of all learners</p> <p>B2. Broaden the continuum of SRBI programming including both push-in and pull-out services</p>	<p>A2. Timely administration of assessments and entry of data into the Data Analytics dashboard.</p> <p>B1. Create/update protocols for SRBI identification and programming including:</p> <ul style="list-style-type: none"> ● Review and redefine threshold score and corresponding assessments for reading and math interventions ● Communicate the SRBI process and expectations to staff ● Refine parent communication protocols. ● Provide time in weekly schedule for collaboration between classroom teachers, academic support, special education, and interventionists ● Administration and teachers will continue to monitor student interventions and plans throughout the year ● Participate in SRBI Meetings <p>B2. Increase amount of push-in intervention services</p> <ul style="list-style-type: none"> ● Create a schedule that allows for push-in support ● Create and communicate expectations for effective use of push-in support staff. 	<p>A2. Refined format for effective use of Data Analytics Dashboard</p> <p>B1. Refine SRBI handbook</p> <p>B1. Review Handbook with staff</p> <p>B1. Increase in number of students meeting expectations</p> <p>B1. Documentation from SRBI Meetings</p> <p>B2. Interventionist scheduled to be in all classrooms.</p>
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			B2. Increase in number of students meeting grade-level expectations
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**SUFFIELD PUBLIC SCHOOLS
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GOAL 3: Continue to design and implement an integrated plan for professional learning aligned with school/district needs in order to improve student learning.

NAME OF PERSON RESPONSIBLE: Principals, Assistant Principals, Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A. Engage staff members in high-quality professional learning that is on-going and based on instructional programming</p>	<p>A1. Implement quality Tier I instruction of the intended curriculum</p>	<p>A.1 PDEC committee, curriculum coaches, special ed supervisor, in collaboration with building administration, will plan/facilitate high quality professional learning opportunities and gather teacher feedback throughout the year</p> <ul style="list-style-type: none"> ● Building representatives (teachers and administrators) will participate in 4 meetings with PDEC <p>A1. Professional Development for Reading and Writing Units of Study through partnership with TCRWP staff (five days)</p> <ul style="list-style-type: none"> ● Utilization of virtual writing units <p>Ongoing focus/growth maintained by utilizing PLC meetings and other available meeting times</p>	<p>A1. Increase in number of students meeting grade-level expectations</p> <p>A1. PDEC meetings utilized for identifying/planning needed PD</p> <p>A1. Online surveys from current PD will be utilized by PDEC and non-certified staff in future planning for PD</p> <p>A1. Observation of teachers</p>

	<p>A2. Professional learning and training opportunities for all non-certified staff</p>	<ul style="list-style-type: none"> ● Providing staff with opportunity to attend TC virtual trainings <p>A1. Weekly PLC for all grade levels (PreK, K, 1, 2, SPED, Specials areas) focused on improved teaching and learning</p> <p>A1. Use of PLC and Tuesday after school meeting time, including faculty meetings for ongoing professional learning</p> <p>A1. Weekly meetings with curriculum coaches to discuss ongoing PD needs of all staff</p> <p>A1. Administrators will participate in all relevant PD with certified and non certified staff</p> <p>A1. Feedback surveys utilized at the conclusion of each PD to inform next steps</p> <p>A1. Ongoing training to support the full implementation of Responsive Classroom school</p> <p>A2. Academic support staff and paraprofessionals will participate in all relevant PD</p>	<p>implementing strategies aligned to professional learning</p> <p>A1. Meeting Minutes from PLC and PDEC</p> <p>A2. Online surveys from current PD will be utilized by non-certified</p>
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<p>B. Administrators will engage in professional learning for continued growth as school leaders</p>	<p>A3. Effective support of new and non-tenured teachers</p> <p>B.1 Administrators will refine their skills in providing meaningful feedback to teachers aligned to both the 2017 CCT and reflective of the intended curriculum</p>	<p>A2. Responsive Classroom PD with Duty Clerks as it relates to the playground</p> <ul style="list-style-type: none"> ● Check-ins meetings with duty clerks to focus on recess/lunch procedures and behaviors <p>A3.Beginning teachers with initial certification will be provided with a TEAM mentor and will be supported by Instructional Coaches, interventionists, administrators, and their grade level or special areas colleagues.</p> <p>A3.Provide TEAM support to all beginning teachers</p> <ul style="list-style-type: none"> ● Reviewer Update Training ● Lead mentor to provide Initial Support Teacher (IST) training ● Mentor Update Training ● Peer Observations ● 3 Team Coordinating Committee (TCC) Meetings per year <p>B1. ReVISION/Tepper Consulting Partnership will support leadership development over the course of this school year</p> <p>B1. Calibration walk-throughs and informal observations as a building administrator team.</p>	<p>staff in future planning for PD</p> <p>A3.Completion of Team Modules</p> <p>A3. Documentation of Coaching Cycles and Team Meeting notes.</p> <p>A3. Increased number of trained mentors and reviewers</p> <p>B1. Providing effective and actionable feedback (TalentEd, Walkthrough Glows and Grows End of Year Staff Climate Survey)</p>
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<p>C. STEM and Humanities Coaches will have a positive impact on instruction and student outcomes</p>	<p>C1. Effective utilization and professional growth of our STEM and Humanities Coaches</p>	<p>B1. Weekly building administrators meetings</p> <p>B1. Monthly district leadership meetings</p> <p>B1. Professional Learning for Administrators through CAS</p> <p>B1. Monthly Learning Walks with Coaches, Superintendent, and Assistant Superintendent.</p> <p>B1. Administrators will conduct monthly walkthroughs in all classrooms and provide teachers with feedback that is aligned to the curriculum expectations</p> <p>C1. Professional Growth of Instructional Coaches</p> <ul style="list-style-type: none"> ● Coaches engage in Tepper Consulting professional development on providing feedback ● Walkthroughs with administration to calibrate feedback 	<p>B1. Completion of PD sessions</p> <p>B1. Increased calibration of feedback</p> <p>B1. Completion of walkthroughs and sharing of feedback data with both Curriculum Coaches and teachers</p> <p>B1. Provide teachers with Glows and Grows relative to walkthrough feedback</p> <p>C1. Participation in professional growth opportunities</p> <p>C1. Increase in number of students meeting</p>
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<p>D. Foster leadership opportunities for staff</p>	<p>D1. Promote and expand opportunities for staff to develop leadership skills and move into leadership roles.</p>	<ul style="list-style-type: none"> ● Professional Learning for Coaches <p>C1. Weekly meetings between coaches and administration</p> <p>C1. Coaches provide ongoing Tier 1 support to teachers to improve/refine instruction</p> <ul style="list-style-type: none"> ● Coaching cycles ● Team or small group targeted PD <p>C1. Curriculum Coaches to review curriculum implementation and curriculum pacing guides and provide teachers with guidance and feedback relative to curriculum alignment and implementation.</p> <p>C1 Meet with district and school-based PDEC 4 times per year to address professional learning needs of the district</p> <p>C1. Provide professional development on early release days and Tuesday Extended Days meetings.</p> <p>D1. To foster staff leadership, Administration will provide leadership opportunities for staff through participation in, opportunities to present at and opportunities to lead:</p> <ul style="list-style-type: none"> ● PDEC Committee Membership 	<p>grade-level expectations</p> <p>C1. Increase in Staff receiving Coaching Training</p> <p>C1. Reviewed/ revised curriculum documents</p> <p>D1. Staff members taking on new responsibilities and new leadership roles.</p>
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<p>E. To develop a long range plan for improvements to our integrated Preschool program</p>	<p>E1. Identify best pre-k practices and resources</p>	<ul style="list-style-type: none"> ● Instructional Peer Coaching and Observation ● Staff Meetings Presentations ● K-12 Curriculum Writing Committees ● Planning and Implementing School Events ● Informal Mentors ● TEAM Mentors ● Team Leaders ● Leading/Presenting at Tuesday After School Meetings ● Professional Development Facilitation ● PLCs Leadership ● BOE Meeting Presentations ● Additional school-wide committees (ie., CPS Core Team, Responsive Classroom, Safe School Climate) ● Leading Book Studies <p>E1. Gather information</p> <ul style="list-style-type: none"> ● Begin working with EASTCONN Consultant ● Develop a program of study for the continuum of services for all preschool students ● Continue to investigate/pilot curriculum resources dedicated for preschool ● Continue to implement CT DOTS framework to monitor student progress. ● Research NAEYC accreditation for future 	<p>E1. DOTS data</p> <p>E1. Identification of 2020-2021 continuum of services</p> <p>E1. Budget allotment for curriculum resources</p>
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**SUFFIELD PUBLIC SCHOOLS
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GOAL 4: Continue to refine and advance curricular practices to meet the needs of all students.

NAME OF PERSON RESPONSIBLE: All school staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A. Develop an understanding of curriculum, programming and effective teaching strategies.</p>	<p>A1. Develop a STEM curriculum that integrates with other curricula.</p> <p>A2. Create a five year curriculum revision timeline</p>	<p>A1. Collaboration between STEM coach and STEM teacher</p> <p>A2. Articulation of curriculum development needs in the areas of:</p> <ul style="list-style-type: none"> ● Social Emotional Learning (SEL) ● Collaborative and Proactive Solutions ● Restorative Practices ● Responsive Classroom ● English Language Arts (ELA) ● Mathematics (MATH) ● Social Studies ● Science ● STEAM Opportunities ● Unified Arts ● Special Education ● Intervention ● Preschool 	<p>A1. STEM curriculum documents</p> <p>A2. 5-year curriculum revision document</p>
<p>B. Promote a positive</p>	<p>B1. Build a positive school community</p>	<p>B1. Provide teachers with professional</p>	<p>B1. Create and</p>

<p>school climate to meet the social emotional learning needs of all students.</p>	<p>throughout the school.</p> <p>B2. Provide professional learning on relevant SEL topics</p>	<p>learning time to review student files and get to know their students before the start of school.</p> <p>B1. Update, create, and implement weekly SEL curriculum.</p> <p>B1. Continue to purchase children’s literature to align with SEL lessons.</p> <p>B2. Maintain continued SEL focus by utilizing in-house Certified Responsive Classroom Teachers to provide ongoing PD and support.</p> <p>B2. Professional Development and Implement <i>Responsive Classroom Look For</i> Document to set expectations of implementation</p> <p>B2. Facilitate opportunities for staff book studies on SEL topics</p>	<p>implementation of weekly SEL lessons</p> <p>B1. SEL newsletters</p> <p>B2. PD offerings and teacher feedback</p> <p>B2. Implementation of Responsive Classroom Strategies</p> <p>B2. Reduction of office referrals and ISS</p> <p>B2. Increased favorable responses from students and staff on school climate survey</p>
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GOAL 5: Develop a five-year Strategic Plan.

NAME OF PERSON RESPONSIBLE: Connecticut Center for School Change, Superintendent, Assistant Superintendent, Director of Special Services, Business Manager, Special Education Supervisors, Principals, Assistant Principals, District Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>Develop a five-year Strategic Plan that aligns with the current mission and beliefs of the Suffield Public Schools:</p> <p><i>The mission of the Suffield Public Schools is to prepare all students with the knowledge, skills and attributes required for success in a rapidly changing world.</i></p> <p><i>In pursuit of this mission, we believe that:</i></p> <ul style="list-style-type: none"> ● <i>When we address students' diverse academic, social,</i> 	<p>Establish a set of 4-5 Board of Education District Goals to be utilized in the framing of the Strategic Plan and Portrait of a Graduate</p> <p>Establish a Strategic Planning Committee of Suffield Public Schools stakeholders representing the following groups:</p> <ul style="list-style-type: none"> ● Board Members ● Administration ● Faculty and Staff ● Parents ● Students ● Elected Officials ● Community Members 	<p>Board of Education will meet in Retreat to reflect on the current status of the school district and create a new set of district goals for the future</p> <p>Develop and utilize survey to inform strategic plan and solicit volunteers to serve on the Strategic Planning Committee</p> <p>Work with Strategic Planning Committee to develop a meeting schedules (SPC and subgroups) and timeline for completion of strategic plan</p>	<p>Adoption of Strategic Plan BOE Goal</p> <p>Development of Strategic Plan Survey</p> <p>Development of Strategic Plan Committee and subgroups</p> <p>Development of Strategic Planning Schedule</p> <p>Strategic Plan Orientation</p> <p>Strategic Plan Updates to BOE</p>

<p><i>emotional and physical needs, all will learn;</i></p> <ul style="list-style-type: none"> ● <i>All students need equitable access to appropriate resources and opportunities to excel;</i> ● <i>Multiple measures of student learning are required to drive continuous improvement;</i> ● <i>Students and adults thrive in a safe and secure learning environment characterized by responsibility, fairness, respect, and civility;</i> ● <i>Highly effective teachers and instructional leaders who engage students in rigorous and challenging experiences are the keys to student success;</i> ● <i>An excellent district staff supports success in every classroom, facility and setting; and</i> ● <i>Partnerships, collaboration and communication with families and the community are vital to our mission.</i> 	<p>Develop calendar of Strategic Planning sessions</p> <p>Develop an awareness around the purpose of the strategic plan and timeline for its completion</p> <p>Identify strategic plan initiatives based on current district priorities and future objectives</p>	<p>Host a Strategic Planning Committee orientation</p> <p>Divide Strategic Planning Committee into subgroups based on long-range goals</p> <p>Appoint subgroup leads to facilitate subgroup sessions</p> <p>Provide strategic planning updates to BOE</p> <p>Synthesize strategic plan subgroup efforts into full plan</p> <p>BOE adoption of strategic plan</p>	<p>Development of Strategic Plan proposal for BOE</p> <p>BOE Adoption of 5 Year Strategic Plan</p>
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**SUFFIELD PUBLIC SCHOOLS
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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.

NAME OF PERSON RESPONSIBLE: Diversity, Equity, and Inclusion Council, Superintendent, Assistant Superintendent, Director of Special Services, Special Education Supervisors, Principals, Assistant Principals, District Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>Engage BOE in the establishment of a Diversity, Equity, and Inclusion Goal</p> <p>Engage administration and staff in:</p> <ul style="list-style-type: none"> ● DEI Goal Setting ● DEI Professional Learning ● DEI Program Implementation <p>Engage staff members in Diversity, Equity, and Inclusion Professional Learning</p>	<p>Developing of district wide Diversity, Equity, and Inclusion Council</p> <p>Meet with PDEC to plan Diversity, Equity, and Inclusion professional learning opportunities</p>	<p>Conduct quarterly Diversity, Equity and Inclusion Council meetings</p> <p>Review Diversity, Equity, and Inclusion programs and Practices</p> <p>Increase in classroom libraries to include more diversity in titles, themes, genre</p> <p>Create school wide lessons related to diversity, equity, and inclusion</p>	<p>Staff members participating in DEI Committee meetings</p> <p>Implicit bias training</p> <p>Counter stereotype images used throughout the curriculum and displays</p> <p>Classroom libraries will have more robust titles celebrating diverse individuals</p>