

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

District Name: Suffield Public Schools

Name of Superintendent: Timothy M. Van Tassel

Current School Year: 2020-2021





SUFFIELD PUBLIC SCHOOLS DISTRICT 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

Engage in a process to 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.

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THEORIES OF ACTION

BOE GOAL 1 Theory of Action:

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 Theory of Action:

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 Theory of Action:

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 Theory of Action:

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 Theory of Action:

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 Theory of Action:

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.

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GOAL 1: Establish healthy channels of outreach, communication, engagement, and collaboration with town government and the community.

NAME OF PERSON RESPONSIBLE: 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 of Success
<p>Continue to expand open dialogue, communication, and sharing of practices to improve school climate and morale</p> <p>Further enhance our capacity to share information with parents and community members</p> <p>Continue to foster a sense of trust and understanding across the district</p> <p>Foster leadership opportunities for staff</p>	<p>Foster communications both student-based and school-based to families in an ongoing and consistent manner</p> <p>Implement district online presence to support and encourage parent involvement and to increase frequency of use</p> <ul style="list-style-type: none"> • Suffield Public Schools App • Suffield Public Schools Website • Facebook • Twitter (administration) <p>Implement the use of Social Media to provide timely communication with families</p> <p>To foster a sense of student, staff, parent and community involvement, Administration will utilize:</p> <ul style="list-style-type: none"> • Suffield Public Schools App • SchoolMessenger • Suffield Public Schools Website • Staff Meetings 	<p>Research student-based communications strategies to fully inform parents and guardians of progress:</p> <ul style="list-style-type: none"> • Student-based Goal Setting • Students-led Conferences • Digital Portfolios • Google Apps for Education • Seesaw Communications • Student created weekly reflections <p>Enhance web presence to include:</p> <ul style="list-style-type: none"> • Events and Activities • Student Work • Policies • Procedures • Resources <p>Review and update Parent/Staff Feedback Survey for school and district alignment and usefulness</p>	<p>Spring feedback survey results</p> <p>Review survey results and devise strategies during:</p> <ul style="list-style-type: none"> • Leadership Council Meetings • Student Achievement Meetings • SAP Meetings • Central Office Meetings • Staff Meetings • PDEC Meetings

<p>Increase Parental Engagement in district, school, and classroom initiatives</p> <p>Foster community partnerships</p>	<ul style="list-style-type: none"> • School Advancement Planning meetings • After-school Meetings • Other committee meetings to engage in discussions and communicate out to parents regarding school and instructional practices • Administrative Office Hours • Superintendent Coffee Hours • Senior Center Events • Board Meeting Presentations • PTO Involvement • Special Education Parent Groups Involvement • Education Foundation Involvement <p>To foster staff leadership, Administration will provide leadership opportunities through:</p> <ul style="list-style-type: none"> • PDEC Committee • Instructional Coaching • Interventionists • K-12 Curriculum Writing Committees • School Assemblies • Informal Mentors • TEAM Coordinating Committee • TEAM Mentors • Team Leaders • Staff Meeting Presentations • Tuesday Meetings • Professional Development Facilitators • Professional Development Workshops • BOE Meeting Presentations 	<p>Utilize Website, Suffield Public Schools App, and School Messenger for:</p> <ul style="list-style-type: none"> • Electronic notifications • Live Feeds • Staff and Student Recognitions • Surveys <p>Twitter, Google and Seesaw to be used at both the school and district level</p> <p>Develop Superintendent and Administrator Office Hours</p> <p>Listen and Learn Events for each school</p> <ul style="list-style-type: none"> • Teacher and Staff • Parents and Community <p>Monthly Coffee Hours with Superintendent & Administration</p> <p>Continue community conversations surrounding district initiatives</p> <p>Implement School Based Parent Involvement</p> <ul style="list-style-type: none"> • Orientations • Parent Informational Meetings • Traditions • Open Houses • Parent/Teacher Conferences • School Concerts • Field Days 	<p>Responses to exit interview questions</p> <p>Social Media Analytics</p> <p>Accumulation of Updates to District Website</p> <p>Office Hour dates and times scheduled and shared with staff</p> <p>Superintendent's Coffee Hours (1x per month – 9:00 am)</p> <p>Posted meeting minutes for the Communication Committee.</p> <p>Forum dates</p> <p>Agenda topics for each forum</p> <p>Increased parent attendance at evening events</p>
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	<p>The BOE Communications Committee will collaboratively work to further promote community sharing of district information</p> <p>The BOE Communications Committee will develop a quarterly newsletter</p> <p>Utilize forums and communication tools to communicate with parents and stakeholders important information as it relates to district initiatives</p> <ul style="list-style-type: none"> • Smarter Balanced State Assessments • Standards Based Report Cards (K-5) • STAR Assessments (K-2) • Lexia, Dreambox, Interim Assessment Bank Progress Monitoring • District Programming (Bridges, Investigations, Illustrative, Foundations, TCRWP, AP, ECE, ASTE AgriScience, Career Internship Program, SEL, NGSS) <p>Develop initiatives that aimed at increasing parental participation and community support for the schools</p> <p>High School Student Representation at BOE Meetings</p>	<ul style="list-style-type: none"> • Art Shows • PE Nights • Athletics <p>Continue to support partnerships with community programs</p> <ul style="list-style-type: none"> • Suffield Community Aid • Suffield Library • Suffield Rotary Club • School Resource Officers • Youth and Family Services • Suffield Foundation for Excellent Schools • Suffield PTO • Suffield PTAC • Local Civic Organizations • Parks and Recreation <p>Provide opportunities for teacher leadership to work in partnership with district administration</p> <ul style="list-style-type: none"> • PDEC Committee (4x per year) • Instructional Coaching (Monthly) • Interventionist Meetings (Monthly) • K-12 Curriculum Committees (As Needed) • Mentors (3x per year and as needed) • TEAM Mentors/Cooperating Teachers (as per TEAM or Student Teaching Requirements) 	<p>Increased parent attendance during school time activities</p> <p>Leadership meetings held with committees at noted frequencies</p>
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GOAL 2: Systematically use meaningful data to drive, improve and track student success and instructional practices.

NAME OF PERSON RESPONSIBLE: 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>Improve and streamline our assessment practices to effectively measure student growth and inform classroom instruction</p> <p>Administer, analyze and inform instruction based on Universal Screen and Progress Monitoring Data of Dreambox, Lexia and SBIAB</p> <p>Implement SRBI Plan to support social, emotional, and academic needs of all learners</p> <p>Develop Innovation Team Programming:</p> <ul style="list-style-type: none"> • Districtwide Technology Review • Learning Commons/Makerspaces 	<p>Exploring current Universal Screens to assess student proficiency for academic and social emotional well-being, and to advise the district on whether to continue our current assessments or make adjustments</p> <p>Review STAR, Dreambox, Lexia, and Interim Assessment Bank data to ensure effectiveness and alignment to district need</p> <p>Implement Performance Assessment in Mathematics</p> <p>Utilize revised handbook of protocols for Special Education Identification and Services in alignment with IDEA</p> <p>Innovation Team will collaborate and create inquiry based programming that aligns with 21st Century learning expectations</p>	<p>Administration and staff will collectively determine district assessments required for continual monitoring of student progress across all grades and establish school and teacher goals as they relate to student progress</p> <p>Review and redefine threshold score and corresponding assessments for reading and math interventions</p> <p>Grade levels align classroom assessments with standards and performance indicators (meets, exceeds standards) using student work as benchmarks</p> <p>Establish administrative student achievement meetings</p>	<p>Ongoing review of Suffield assessments K – 12 with a focus on Literacy and Mathematics</p> <p>Implement rubrics and identified assessments per standards reflected in standards based grading</p> <p>Completion of timeline and PD activities</p> <p>Numbers of students receiving Tier I, Tier II, and Tier III will align with “publisher</p>

<ul style="list-style-type: none"> • STEM • Library Media Sciences • Enrichment <p>Develop opportunities for student leadership</p> <p>Develop opportunities for student leadership</p>	<p>The administration will develop a sustainable student leadership programs to foster pride and ownership within the school</p> <ul style="list-style-type: none"> • Wildcat Advisory Group • High School Reimagined • Future Farmers of America • Focus Groups • Class Council • Student Council (Elementary/Middle) • National Honor Society • World Language Honor Society <p>Review high school student assessment trends in PSAT, SAT, ACT, ECE, and AP</p> <p>Review and Train with the DOTS Preschool Standards (Crosswalk Conversations)</p>	<p>Administration and Interventionists will share out the revised plan, thresholds, and forms</p> <p>Administration and teachers will continue to monitor student interventions and plans throughout the year</p> <p>Innovation Team program planning will define units of study, pacing guides, supporting classroom instruction in literacy, mathematics, science and technology. Develop student progress expectations. Provide leadership to the district related to inquiry-based learning.</p>	<p>thresholds” Or standardized norms</p> <p>Creation of pacing guides, units of study, and inquiry-based learning activities</p> <p>Implementation of a Balanced Literacy instructional programming and assessment</p>
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GOAL 3: Continue to design and implement an integrated plan for professional learning aligned with district needs.

NAME OF PERSON RESPONSIBLE: 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 staff members in Diversity, Equity, and Inclusion Professional Learning</p> <p>Engage staff members in high-quality professional learning that is on-going and based on instructional programming</p> <p>Maintain a high level of clear and consistent professional development for all staff in district</p> <p>Administration will participate in leadership training on Leadership Profiles, Visible Learning, Providing Actionable Feedback to Teaching, Safety and Security</p>	<p>Developing of districtwide Diversity, Equity, an Inclusion Council</p> <p>PDEC committee, in collaboration with administration, will plan high quality professional learning opportunities and gather teacher feedback through the year</p> <p>Outline professional learning and training opportunities for all Paraeducators and Academic Support through a collaborative inquiry on needs and interest</p> <p>Involve administration and staff to promote future trainings and professional development to continue new learning, understanding, and effective implementation of standards based curriculum practices</p> <ul style="list-style-type: none"> • District PDEC • School PDEC 	<p>Conduct 4 meetings with PDEC</p> <p>Curriculum Committees to review curriculum implementation and curriculum pacing guides</p> <p>Meet with district and school-based PDEC 4 times per year to address professional learning needs of the district</p> <p>Offer multiple professional development trainings on early release days for Paraeducators and Academic Support</p> <p>Support teachers to design personal professional learning opportunities that</p>	<p>Online surveys from current PD will be utilized by PDEC and non-certified staff in future planning for PD</p> <p>Curriculum Committees will review curriculum guides</p> <p>Professional Learning Plan disseminated to all staff at beginning of school year</p>

<p>Supporting an Instructional Coaching Model</p> <p>Institute training to support the rollout of Responsive Classroom</p>	<ul style="list-style-type: none"> • Paraprofessional Meetings <p>Mandated Trainings:</p> <ul style="list-style-type: none"> • COVID-19 Health and Safety Trainings • Mandated Reporter Training (2-year update for 2020-2021) • Bloodborne Pathogens • Safe School Climate • Title IX • Epi-Pen Administration <p>ReVision/Tepper Consulting Partnership will support leadership development over the course of this school year</p> <p>Professional Growth of Instruction Coaches</p> <p>Collaborate with literacy and math coaches and interventionists to purposefully plan workshop model and classroom teaching expectations</p> <p>Monthly Learning Walks</p>	<p>are relevant to teacher and student needs</p> <p>Provide TEAM support to all beginning teachers</p> <ul style="list-style-type: none"> • TEAM Dashboard • Reviewer Update Training • Mentor Update Training • Peer Observations • 3 TCC Meetings per year <p>Disseminate the developed professional learning plan and schedule based on input from members of the PDEC Committee</p> <p>Meet with non-certified leadership to provide support and determine professional development needs for the 2020-2021 school year</p> <p>Paraeducator training schedule implemented for the 2020-2021 school year</p> <p>School-wide Positive Culture and Climate and Social Emotional Learning professional learning opportunities through participation in various workshops</p>	<p>Professional learning schedule is established and shared with all staff</p> <p>Consultation/training dates are established, shared, and implemented</p> <p>Teachers attending TCRWP Workshops with Staff Developers</p> <p>Teachers attending TC Reunion and other TC workshops</p> <p>TEAM participation among staff as mentors and mentees (trainings and modules)</p> <p>Continued development of Instructional Coaching will occur during the 2020-2021 school year</p>
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		<p>Additional Teachers' College training opportunities in our balanced literacy programming</p> <p>Professional Learning Schedule created through the efforts of the PDEC Committee</p> <p>Participate in leadership professional growth opportunities at CAS and CAPSS for school and district leadership</p> <p>Administrators participate in regular book study to further professional growth</p> <p>Administrators meet with Interventionists monthly to define Literacy and Math Workshop practices in the Suffield Public Schools</p> <p>Responsive Classroom Training for Certified and Non-Certified</p>	<p>Implementation of a schoolwide evaluation of implementation process for School Climate Efforts (Social Emotional Learning and Responsive Classroom)</p> <p>Professional Learning Plan disseminated to all staff members at August PD District and School Advancement Plans disseminated to all staff members</p>
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GOAL 4: Revise curriculum and programming with an emphasis on alignment and fidelity of implementation.

NAME OF PERSON RESPONSIBLE: Superintendent, Financial Assistant, Director of Educational Services, Clerk of Payables and District Data Management, Principals, Technology Coordinator, District Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>Maintain a sustainable system of high achievement and student success through the development of our understanding of curriculum, programming, and effective teaching strategies</p> <p>Identify a plan for curriculum development, curriculum renewal, and program improvement</p> <p>Implement rigorous programming and fidelity of implementation while providing necessary training, support, and guidance for staff</p>	<p>Staff will provide students with continued high quality learning, while engaging them in rigorous instruction through implemented curricular practices</p> <p>Review existing scope and sequence documents to inform the development of curriculum that aligns with the Connecticut Core Standards (CCS), Connecticut Social Studies Frameworks, and Next Generation Science Standards (NGSS)</p> <p>Develop and revise curriculum in the following areas:</p> <ul style="list-style-type: none"> • Social Emotional Learning (SEL) • Collaborative and Proactive Solutions • Restorative Practices • Responsive Classroom • Preschool • English Language Arts (ELA) • Mathematics (Math) • Social Studies 	<p>Administration and staff will further engage in collaborative conversation on curriculum implementation, lesson development, and discussions around effective instructional implementation through:</p> <ul style="list-style-type: none"> • Collaborative Planning Times • Student Achievement Meetings (school and district) • Grade level meetings • SAP (School Advancement Plan) meetings • Tuesday Meetings • Professional learning offerings, and other identified contractual meeting times • Intervention Meetings • Instructional Coach Meetings • Developing School Leadership Teams 	<p>Updated Curriculum on Rubicon</p> <p>Curriculum committees meeting to review, revise, and update curriculum</p> <p>Schedules created to foster collaborative planning and programming discussions</p> <p>Approval and acceptance of NEASC special approval</p>

	<ul style="list-style-type: none"> • Science • STEAM Opportunities • Unified Arts • Special Education • Advanced Placement • Early College Experience 		<p>Implementation of the TCRWP Workshop Model</p> <p>Increase in Staff receiving Coaching Training</p> <p>Proactive Approaches to address student emotional needs and crisis</p> <p>Decline in Student Disciplinary Referrals</p> <p>Feedback survey will include questions regarding growth in responding to classroom behaviors</p> <p>Providing resources to support the delivery of program and service expectations (regular education and special education)</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, emotional and physical needs, all will learn;</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>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>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>Host a Strategic Planning Committee orientation</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>

<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>Identify strategic plan initiatives based on current district priorities and future objectives</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 districtwide 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>	