

Amity Regional School District Strategic Action Plan 2023-2026



Amity Regional School District No. 5

Our Mission – To enable every Amity student to become a lifelong learner and a literate, caring, creative, and effective world citizen.

Board of Education Goals

1

Continuously improve instruction, cultivate creativity, and enhance student engagement and performance.

2

Enhance the efficient and effective use of resources.

3

Foster a supportive climate for students and adults.

AMITY REGIONAL SCHOOL DISTRICT NO. 5
BOARD OF EDUCATION
Bethany Orange Woodbridge



CORE VALUES

We, the members of the Amity Board of Education believe the following values for our students, staff, and ourselves are critical to building a learning community:

Integrity/Ethics

WE BELIEVE an effective school system requires the highest levels of integrity and ethics, open and honest communication, dependable and trustworthy effort, and accountability to learners and the community.

Relationships

WE BELIEVE that learning is a social endeavor and thrives in healthy relationships at all levels. Open, strong relations, between and among students, staff, the Board, and families, rooted in common purpose and sense of direction, enhance trust and motivation and promote learning.

Respect/Empathy

WE BELIEVE a healthy learning environment stems from a foundation of respect that supports expression of human dignity. Learners value different voices and perspectives and grow as kind, humble, compassionate, and open listeners, communicators, and colleagues.

Diversity, Equity, and Inclusion

WE BELIEVE the district should nurture a community of learners who embrace individual and cultural differences, valuing how differences enrich society. WE BELIEVE that all learners should have access to the resources necessary to achieve their fullest educational potential with the full support of a community of leaders. WE BELIEVE that learners must belong to and feel supported in their learning environment for them to thrive socially, emotionally, and academically.

Resilience

WE BELIEVE in the importance of generating learners who are resilient and adaptable, engaged, curious, and eager, who embody growth mindsets and are highly motivated to persevere to achieve mastery/excellence in academics, sports, the arts, and extracurricular performance. Further, we value a system that nimbly responds to unexpected challenges, has a process in place to learn from them, and uses this learning to improve future responses.

Commitment to a caring community

WE BELIEVE learners who establish meaningful, healthy connections will become effective stewards of their broader communities and recognize the importance of their contributions to society.

PORTRAIT OF THE GRADUATE

The BOWA Portrait of the Graduate illustrates a respectful, self aware citizen who, through a determined course of scholastic experiences, displays the following characteristics...



COLLABORATOR	EMPATHIZER	PROBLEM SOLVER	PLANNER	COMMUNICATOR
<ul style="list-style-type: none"> •Recognizes themselves as a steward of a greater community •Listens openly to various perspectives •Advocates respectfully for one's own ideas •Establishes meaningful connections with others •Takes responsibility for authentic contributions 	<ul style="list-style-type: none"> •Acknowledges and affirms the feelings of self and others •Connects and understands their own thoughts, needs, and perspectives as well as those of others •Respects differences and demonstrates humility •Demonstrates compassion through helping and supporting others 	<ul style="list-style-type: none"> •Observes and asks questions willingly •Analyzes and synthesizes information from multiple sources •Perseveres through adversity •Acknowledges limitations and seeks helpful resources •Views challenges as opportunities for growth 	<ul style="list-style-type: none"> •Manages time •Engages in reflection for individual improvement •Prepares for responsible personal financial decision making •Makes choices that promote personal wellness, joy, and contentment 	<ul style="list-style-type: none"> •Takes an active role when listening and in expressing thoughts and opinions •Takes risks to have difficult and courageous conversations to communicate divergent perspectives •Engages and empowers others •Understands their audience and adjusts the message

Connecticut Next Generation Accountability Report Regional School District 05					
		2021-2022			
Indicator	Target	Index/Rate	Points Earned	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	75	75	50	100	85.6
1b. ELA Performance Index - High Needs Students	75	62.8	41.9	83.8	72.3
1c. Math Performance Index - All Students	75	71.1	47.4	94.8	78.2
1d. Math Performance Index - High Needs Students	75	56.8	37.9	75.7	63.6
1e. Science Performance Index - All Students	75	70.3	46.8	93.7	81.9
1f. Science Performance Index - High Needs Students	75	56.7	37.8	75.5	63.6
2a. ELA Academic Growth - All Students	100%	59.30%	59.3	59.3	60.4
2b. ELA Academic Growth - High Needs Students	100%	57.00%	57	57	56.2
2c. Math Academic Growth - All Students	100%	71.00%	71	71	65.2
2d. Math Academic Growth - High Needs Students	100%	58.40%	58.4	58.4	59.1
2e. Progress Toward English Proficiency - Literacy	100%	.	.	.	64.9
2f. Progress Toward English Proficiency - Oral	100%	.	.	.	57.4
4a. Chronic Absenteeism - All Students	<=5%	14.20%	31.7	63.3	25.1
4b. Chronic Absenteeism - High Needs Students	<=5%	25.40%	9.1	18.3	0.0
5. Preparation for CCR - Percent Taking Courses	75%	83.90%	50	100	100
6. Preparation for CCR - Percent Passing Exams	75%	61.80%	41.2	82.4	55.3
7. On-track to High School Graduation	94%	94.50%	50	100	87.9
8. 4-year Graduation: All Students (2021 Cohort)	94%	96.10%	100	100	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)	94%	90.60%	96.4	96.4	90.6
10. Postsecondary Entrance (Graduating Class 2021)	75%	85.80%	100	100	88.2
11. Physical Fitness (estimated participation rate = 96.0%)	75%	67.90%	45.2	90.5	61
12. Arts Access	60%	59.30%	49.5	98.9	87.4
Accountability Index			1080.5	80	69.6

Gap Indicators					
2021-2022					
Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	62.8	12.2	16.6	N
Math Performance Index Gap	75.0	56.8	18.2	18.2	Y
Science Performance Index Gap	73.9	56.7	17.2	17.4	N
Graduation Rate Gap	94.0	90.6	3.4	10.2	N

Assessment Participation Rate Indicator	
2021-2022	
ELA - All Students	97.9
ELA - High Needs Students	94.4
Math - All Students	97.4
Math - High Needs Students	92.9
Science - All Students	98.2
Science - High Needs Students	96.0

For more information on Connecticut's Next Generation Accountability System, please see –

[2-page FAQ](#)

[2-minute Video Introduction](#)

[Guide to Using Accountability Results](#)

Next Generation Accountability Report District Level Priorities

Indicators	Current Index Rate	State Targets	SMART GOAL - By 2025...
1a & 1b - ELA Performance Index (All Students and High Needs)	75 - AS 62.8 - HN	75	By June of 2025, all students will have an index rate of at least 78%, with high needs students having performance gaps of less than 10%.
1c & 1d - Math Performance Index (All Students and High Needs)	71.1 - AS 56.8 - HN	75	By June of 2025, all students will have an index rate of at least 78%, with high needs students having performance gaps of less than 10%.
1e & 1f - Science Performance Index (All Students and High Needs)	70.3 - AS 56.7 - HN	75	By June of 2025, all students will have an index rate of at least 78%, with high needs students having performance gaps of less than 10%.
2a and 2b - ELA Academic Growth (All Students and High Needs)	59.3% - AS 57% - HN	100%	By June 2025, all students will have an index rate of at least 66.3%, with high needs students having performance gaps of less than 10%.
2c and 2d - Math Academic Growth (All Students and High Needs)	71% - AS 58.4% - HN	100%	By June of 2025, all students will have an index rate of at least 78%, with high needs students having performance gaps of less than 10%.
4a - Chronic Absenteeism - All Students	14.2%	<=5%	By June 2025, both chronic absenteeism for all students and high needs students will be less than or equal to 5%, with benchmark targets of a 3.5% reduction rate each year for all students and a 6.5% reduction rate each year for high needs students.
4b - Chronic Absenteeism - High Needs	24.4%	<=5%	

GOAL 1 - Continuously improve instruction, cultivate creativity, and enhance student engagement and performance.

Strategy 1 - The district will develop Learning Progressions for the Characteristics and Attributes of the BOWA Portrait of the Graduate (POG) and ensure through curriculum, instruction, and assessment that every Amity student has opportunity to develop into our community's vision of a successful graduate.

Strategic Action	2023-2024	2024-2025	2025-2026
POG Learning Walks	<p>Implement regular school-based POG learning walks with members of the BLT</p> <p>Implement cross-grade POG learning walks with administrative teams from the middle & high school</p> <p>Include members of the POG Learning Progressions committee on POG learning walks</p>	<p>Revise POG learning walks data collection sheet/process for alignment with the POG Learning Progressions</p> <p>Continue BLT & cross-grade POG learning walks</p> <p>Include PLC/Team leaders on learning walks – prepare & train them to lead teacher-facilitated POG learning walks</p>	<p>Implement teacher-facilitated POG learning walks using POG collection process aligned to Learning Progressions (PLCs or Teams)</p> <p>Continue BLT & cross-grade POG learning walks using POG collection process aligned to Learning Progressions</p>
Incorporation of POG attributes and learning progressions in classroom instructional and assessment practices	<p>Training for faculty on the contents of the POG and how to incorporate them in instruction and assessment.</p> <p>Initial incorporation of POG attributes and learning progressions in selected assessments.</p> <p>Identification of which POG attributes are currently taught and assessed by grade and course and which attributes are not adequately addressed yet</p> <p>Education of students about the POG contents and purpose.</p>	<p>Alignment of when and where each POG attribute is taught and addressed to ensure complete coverage of the POG</p>	
The district will develop and implement a mastery-based portfolio based on the POG as a graduation requirement	<p>Development of specific requirements and process for using the POG to assess a mastery portfolio.</p> <p>Education of students and faculty about the portfolio requirement.</p>	<p>Full implementation of the POG mastery portfolio for all students in the Class of 2026 and later</p> <p>Middle schools and high schools plan vertically to include middle school checkpoint portfolios and reflections that support the mastery portfolio</p>	<p>POG mastery portfolio to be used as a graduation requirement beginning with the Class of 2026 (replacing the previous Met/Progressing graduation requirement)</p>

	Implementation of the initial steps in portfolio development for the Classes of 2026 and 2027	required for all students in the Class of 2026 and later	Middle school and early high school check point portfolio assessments implemented
Strategy 2 – The district will collaboratively develop a curriculum timeline with short- and long-term goals for review, revision, alignment, professional learning, and implementation.			
Strategic Action	2023-2024	2024-2025	2025-2026
Professional Learning for Teachers	<p>Training provided for staff in curriculum writing prior to beginning curriculum writing and revision</p> <p>Training for staff in using the Curriculum Equity Audit Tool</p>	<p>Training provided for staff in curriculum writing prior to beginning curriculum writing and revision</p> <p>Training for staff in using the Curriculum Equity Audit Tool</p> <p>Transition leadership of curriculum equity audit from CES Consultant to DEI Instructional Coach</p> <p>Provide professional learning on using completed curriculum units to develop high quality lesson plans & common assessments</p>	<p>Training provided for staff in curriculum writing prior to beginning curriculum writing and revision</p> <p>Training for staff in using the Curriculum Equity Audit Tool</p> <p>Provide professional learning on using completed curriculum units to develop high quality lesson plans & common assessments</p>
Implementation of Curriculum Council	<p>Initiate Curriculum Council Review Process for New and Revised Curriculum</p> <p>Identification of Department/Content Areas who will engage in curriculum writing/revision</p> <p>Implement the revised UbD Template for curriculum writing</p>	<p>Use Curriculum Council Review Process for New and Revised Curriculum</p> <p>Transition leadership of Curriculum Council from ACES Consultant to ARSD Teachers</p> <p>Identification of Department/Content Areas who will engage in curriculum writing/revision</p> <p>Use the revised UbD Template for curriculum writing</p>	<p>Use Curriculum Council Review Process for New and Revised Curriculum</p> <p>Identification of Department/Content Areas who will engage in curriculum writing/revision</p> <p>Use the revised UbD Template for curriculum writing</p>
Provide Varied Curriculum Writing Sessions for Teachers	Identify schoolyear and summer curriculum writing opportunities for teachers	Identify schoolyear and summer curriculum writing opportunities for teachers	<p>Identify schoolyear and summer curriculum writing opportunities for teachers</p> <p>First year implementation of Intensive Summer Curriculum Writing Institute</p>
Strategy 3 – The district will provide equitable access for students to educational programs across grades 7-12.			

Strategic Action	2023-2024	2024-2025	2025-2026
Implement Heterogenous Grouping in middle school core classes and high school classes	<p>Implement heterogenous Spanish for grade 7</p> <p>Study the impact of reducing the number of levels in high school courses on the high school schedule</p>	<p>Implement heterogenous Spanish for grade 8</p> <p>Implement heterogeneous English for grade 7 & 8</p> <p>Provide professional learning on Tier 1 instructional strategies in spring 2024</p> <p>Identify the high school courses in which the number of levels can be reduced</p>	<p>Implement heterogeneous Social Studies & Science for grade 7 & 8</p> <p>Continue professional learning on Tier 1 instructional strategies</p> <p>Implement a reduced number of levels in identified high school courses</p>
Revise middle school and high school schedules to support increased heterogenous classes	<p>Identify members of a district self-study committee</p> <p>Complete self-study</p> <p>Update Amity Middle School Philosophy & Mission Statement</p> <p>Visit other CT middle schools & collect sample schedules</p> <p>Develop and administer stakeholder surveys seeking input on schedule improvements</p> <p>Analyze and adjust the high school schedule to reduce the constraints that prevent heterogeneous classes</p>	<p>Identify members of a district middle school scheduling committee</p> <p>Visit other CT middle schools & collect sample schedules</p> <p>Begin development of new middle school schedule</p> <p>Analyze and adjust the high school schedule to reduce the constraints that prevent heterogeneous classes</p>	<p>Complete development of new middle school schedule based on revised middle school philosophy and mission statement</p> <p>Roll-out new middle school schedule to stakeholders</p> <p>*Implement new middle school schedule in 2026-2027</p> <p>Analyze and adjust the high school schedule to reduce the constraints that prevent heterogeneous classes</p>
Increase opportunities for Dual Enrollment classes	<p>Evaluation of possible dual-enrollment course options from the UCONN ECE program and other regional colleges and dual enrollment programs</p> <p>Identification of courses and instructors for addition to the Program of Studies</p> <p>Provide necessary training, curriculum writing time, and resources to develop additional dual-enrollment courses</p>	<p>Implement identified dual-enrollment courses in the school schedule</p> <p>Incorporate professional certification training and testing into existing courses</p> <p>Continue to provide necessary training, curriculum writing time, and resources to develop additional dual-enrollment</p>	

	Research professional certification programs that can be incorporated into existing courses	courses and professional certification programs Review the qualification of current faculty members and incorporate an understanding of the criteria for teaching dual-enrollment courses in hiring practices	
Increase and update elective offerings grades 7-12	Review of the Program of Studies to determine potential areas for updating or additions to elective offerings Gather information on student interest and need for new elective courses based on post-secondary plans Identification of additional elective courses and instructors for addition to the Program of Studies Provide necessary training, curriculum writing time, and resources to develop additional elective courses	Implement additional elective courses in the school schedule Continue to provide necessary training, curriculum writing time, and resources to develop additional elective courses	
Improve grading practices 7-12	Develop and approve new Board of Education policies to address consistent grading practices and expectations Identify and provide professional learning on grading practices to BLTs and administrators Develop and implement grading non-negotiables while Board policies and administrative regulations are developed	Provide professional learning on grading practices to BLTs, administrators, and faculty Develop administrative regulations to provide consistent grading practices and expectations	Provide district-wide professional learning on grading practices and expectations of administrative regulations
Strategy 4 – The district will develop and implement consistent and uniform processes for data analysis.			
Strategic Actions	2023-2024	2024-2025	2025-2026
Implement Connecticut Special Education Data System Components	Collaboration and calibration of staff practices in CT-SEDS	Provide Professional Learning for Administrators and General Education teachers on the new IEP/504 Plans in CT-SEDS	

	<p>Voluntary pilot MTSS modular in CT-SEDS with CSDE and PCG support</p> <p>Participate in CSDE training to develop in-district staff trainers on new MTSS system</p>	Build internal capacity and understanding on MTSS system	
Conduct School and District Data Team Meetings	<p>Set goals and action steps for 3-year improvement on Next Generation Accountability Report</p> <p>Review state and district wide assessments to identify strengths and opportunities for improvement</p> <p>Monitor district progress over 3-year period</p> <p>Implement qualitative data collections and review based on goals and action steps</p> <p>School data teams replicate district-wide work at school and student level</p>	<p>Review state and district wide assessments to identify strengths and opportunities for improvement</p> <p>Monitor district progress over 3-year period</p> <p>Implement qualitative data collections and review based on goals and action steps</p> <p>School data teams replicate district-wide work at school and student level</p>	<p>Revised and reset goals and action steps for 3-year improvement on Next Generation Accountability Report</p> <p>Review state and district wide assessments to identify strengths and opportunities for improvement</p> <p>Monitor district progress over 3-year period</p> <p>Implement qualitative data collections and review based on goals and action steps</p> <p>School data teams replicate district-wide work at school and student level</p>
Improve Efficiency and Efficacy of MTSS	<p>Refine the process of student identification for MTSS and interventions provided in ELA/English, Math, and behavioral supports</p> <p>District MTSS Committee provide guidance to school-based MTSS committee</p> <p>School MTSS committee replicate district-wide work at school and student level</p>	<p>Refine the process of student identification for MTSS and interventions provided in ELA/English, Math, and behavioral supports</p> <p>District MTSS Committee provide guidance to school-based MTSS committee</p> <p>School MTSS committee replicate district-wide work at school and student level</p>	<p>Implement the process of student identification for MTSS and interventions provided in ELA/English, Math, and behavioral supports</p> <p>District MTSS Committee provide guidance to school-based MTSS committee</p> <p>School MTSS committee replicate district-wide work at school and student level</p>
Improve Student Attendance and Reduce Chronic Absenteeism	<p>Implement quarterly incentives for students</p> <p>Implement school attendance committees to review student attendance</p>	<p>Develop a Community Attendance Board to support students who are chronically absent and who do not respond to Tier III interventions</p> <p>Implement Community Attendance Board</p>	

	<p>Implement student/parent attendance team meeting protocol; Implement home visit protocol for students who are chronically absent</p> <p>Identify school and community supports for students and parents to improve attendance; and identify potential disciplinary consequences</p>		
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GOAL 2 - Enhance the efficient and effective use of resources.

Strategy 1 - The district will provide effective feedback to teachers and administrators through a state-aligned teacher evaluation plan aimed at continuous improvement in pedagogy.

Strategic Action	2023-2024	2024-2025	2025-2026
Revise Teacher & Administrator Evaluation Plan aligned to new state requirements	<p>PDEC members attend state offered professional learning on new evaluation requirements.</p> <p>PDEC members design initial draft of revised teacher evaluation plan.</p> <p>PDEC members design initial draft of administrator evaluation plan.</p>	<p>Initial implementation year of new teacher and administrator evaluation plans.</p> <p>PDEC plans and delivers training to teachers and administrators on plan components and expectations</p> <p>Collect feedback on initial plan implementation</p>	<p>PDEC revises teacher and administrator evaluation plans.</p> <p>PDEC modifies/adjusts evaluation plans to meet the needs of unique positions (i.e. SESS by position).</p>

Strategy 2 – The district will provide professional learning opportunities to all staff that is timely and relevant.

Strategic Action	2023-2024	2024-2025	2025-2026
PLCs & Learning Walks	<p>Institute POG Learning Walks for Inter PLCs at high school and for Teams at middle schools</p> <p>Introduce Learning Progressions as the focus for Learning Walk discussions</p>	<p>Continue POG Learning Walks for Inter PLCs at high school and for Teams at middle schools</p> <p>Use Learning Progressions as the focus for Learning Walk discussions</p>	
Content Specific PD	<p>Use vertical articulation meetings to identify content-based needs</p> <p>Use vertical articulation meetings to plan middle school joint content meetings and/or alternative department meetings</p> <p>Provide opportunities to work with BOW districts on curriculum and standards in content areas</p> <p>Provide professional learning on Tier 1 instructional strategies</p>	<p>Use vertical articulation meetings to identify content-based needs</p> <p>Use vertical articulation meetings to plan middle school joint content meetings and/or alternative department meetings</p> <p>Provide opportunities to work with BOW districts on curriculum and standards in content areas</p> <p>Provide professional learning on Tier 1 instructional strategies</p>	<p>Use vertical articulation meetings to identify content-based needs</p> <p>Use vertical articulation meetings to plan middle school joint content meetings and/or alternative department meetings</p> <p>Provide opportunities to work with BOW districts on curriculum and standards in content areas</p> <p>Provide professional learning on Tier 1 instructional strategies</p>

Differentiated Professional Learning for Special Services Staff	<p>Participate in CSDE Professional Learning on writing high quality IEP goals and objectives aligned to CCS</p> <p>Provide Professional Learning and embedded coaching on Evidence Based Literacy Instructional Practices</p> <p>Provide Professional Learning on the five areas of reading appropriate to secondary instruction</p> <p>Provide team specific professional learning and embedded coaching on effective co-teaching practices</p>	<p>Participate in CSDE Professional Learning on writing high quality IEP goals and objectives aligned to CCS</p> <p>Provide Professional Learning and embedded coaching on Evidence Based Literacy Instructional Practices</p> <p>Provide Professional Learning on the five areas of reading appropriate to secondary instruction</p> <p>Provide district-wide professional learning and embedded coaching on effective co-teaching practices</p>	<p>Participate in CSDE Professional Learning on writing high quality IEP goals and objectives aligned to CCS</p> <p>Provide Professional Learning and embedded coaching on Evidence Based Literacy Instructional Practices</p> <p>Provide Professional Learning on the five areas of reading appropriate to secondary instruction</p> <p>Provide team specific professional learning and embedded coaching on effective co-teaching practices</p>
Strategy 3 – The district will implement processes for recruiting, hiring, and retaining qualified personnel for all positions.			
Strategic Action	2023-2024	2024-2025	2025-2026
Codify Hiring Practices	<p>Implement district-wide hiring process for all certified positions – including but not limited to posting, interviewing, selecting, and notification to applicants</p> <p>Implement statutory requirement for training on implicit bias and anti-bias in hiring process</p>	Implement district-wide hiring process for all non-certified positions – including but not limited to posting, interviewing, selecting, and notification to applicants	Implement exit surveys and exit interviews for certified staff resignations
Support Teacher Retention		*Support Teacher Residency Program (TRP) if program becomes available to secondary certification	<p>Implement mentor program for all teachers new to Amity Regional School District (outside of TEAM requirements)</p> <p>*Support Teacher Residency Program (TRP) if program becomes available to secondary certification</p>

GOAL 3 - Foster a supportive climate for students and adults.

Strategy 1 – The district will provide explicit, direct instruction in the characteristics and attributes of the POG, student academic skills, and in social-emotional well-being to all students through advisory, Spartan Seminar, and developmental counseling lessons.

Strategic Action	2023-2024	2024-2025	2025-2026
Create a Developmental Counseling Program	<p>Professional Learning for School Counselors on curriculum writing using Understanding by Design method</p> <p>Draft a model unit(s) for fall semester for grades 7, 9, and 11</p> <p>Identify time in schedule and resources to deliver instruction of model units</p>	<p>Implement fall semester units for grades 7, 9, 11</p> <p>Draft model unit(s) for spring semester for grades 7, 9, 11</p> <p>Draft model units for fall semester for grades 8, 10, 12</p>	<p>Implement fall semester units for grades 8, 10, 12</p> <p>Implement spring semester units for grades 7, 9, 11</p> <p>Draft model units for spring semester for grades 8, 10, 12</p> <p>Configure vertical alignment and horizontal alignment of developmental counseling, middle school advisory, and Spartan Seminar</p>
Evaluation and update of the Middle School Advisory Program	<p>Identify and develop of essential lessons that support the POG</p> <p>Align the scope and sequence of essential lessons between the two middle schools</p> <p>Expand bank of optional activities that develop the Advisory classroom community</p>	<p>Identify and develop of essential lessons that support the POG</p> <p>Align the scope and sequence of essential lessons between the two middle schools</p> <p>Expand bank of optional activities that develop the Advisory classroom community</p>	<p>Configure vertical alignment and horizontal alignment of developmental counseling, middle school advisory, and Spartan Seminar</p>
Evaluation and update of the high school Spartan Seminar program	<p>Identify past SS activities that students and teachers identify as having the most value for students</p> <p>Evaluate and update the goals and mission of SS, identify essential topics/lessons to incorporate in planning</p> <p>Develop a year-long scope and sequence of SS lessons, some of which</p>	<p>Develop a year-long scope and sequence of SS lessons, some of which are whole-school and some of which are grade-specific</p>	<p>Configure vertical alignment and horizontal alignment of developmental counseling, middle school advisory, and Spartan Seminar</p>

	are whole-school and some of which are grade-specific		
Strategy 2 – The district will provide on-going preparedness training and assessment of district and school crisis and safety protocols and procedures.			
Strategic Action	2023-2024	2024-2025	2025-2026
Professional Learning and Situational Experiences	<p>Complete Train the trainer model in PREPaRE School Crisis and Safety Curriculum</p> <p>Train new District Crisis Team staff in PREPaRE Protocols</p> <p>Update existing District Crisis Team staff in PREPaRE</p> <p>Provide structured school-safety scenarios for Administrative Team professional learning</p>	<p>Train new District Crisis Team staff in PREPaRE Protocols</p> <p>Provide school table-top exercise for Administrative Team professional learning</p>	<p>Train new District Crisis Team staff in PREPaRE Protocols</p> <p>Update existing District Crisis Team staff in PREPaRE</p> <p>Provide community table-top exercise for Administrative Team and Emergency Responders for professional learning</p> <p>Explore and research options for ALICE training</p>
Refine and expand the implementation and use of the Raptor system	<p>Provide training for all new staff annually on use of Raptor</p> <p>Improve use of Raptor during an evacuation to 70%</p> <p>Improve use of Raptor during lockdown/secure school/shelter-in-place to 80%</p>	<p>Provide training for all new staff annually on use of Raptor</p> <p>Improve use of Raptor during an evacuation to 80%</p> <p>Improve use of Raptor during lockdown/secure school/shelter-in-place to 85%</p> <p>Complete a evacuation/reunification drill at each middle school</p>	<p>Provide training for all new staff annually on use of Raptor</p> <p>Improve use of Raptor during an evacuation to 85%</p> <p>Improve use of Raptor during lockdown/secure school/shelter-in-place to 90%</p> <p>Complete a evacuation/reunification drill at the high school</p>
Strategy 3 – The district will implement community programs and develop community partnerships to support student needs in and out of school.			
Strategic Action	2023-2024	2024-2025	2025-2026
Exchange information on student needs and services with community organizations	<p>Provide partnership with Yale Child Study Center for professional learning & parent workshops</p> <p>Expand (as needed) partnership with Connecticut Behavioral Health (CBH)</p>	<p>Host annual community youth leaders event</p> <p>Expand (as needed) partnership with Connecticut Behavioral Health (CBH)</p> <p>Host biennial community mental health provider breakfast</p>	<p>Host annual community youth leaders event</p> <p>Expand (as needed) partnership with Connecticut Behavioral Health (CBH)</p> <p>Host elected officials' day</p>

	<p>Increase collaboration with community and elementary school DEI committees & task forces</p> <p>Host elected officials' day</p>	Host elected officials' day	
Increase communication with and supports for parents	<p>Implement Schoology as the district-wide Learning Management System – provide training for all teachers, students, and parents</p> <p>Provide 3 Virtual/In-Person Parent Keynotes</p> <p>Host 2 topic-focused BOE Community Forums</p> <p>Develop topic specific “who to contact” reference guide for parents</p>	<p>Expand use of Schoology as the district-wide Learning Management System – provide training for all teachers and students/parents new to the district</p> <p>Provide 3 Virtual/In-Person Parent Keynotes</p> <p>Host 1 topic-focused and 1 open-topic BOE Community Forum</p>	<p>Expand use of Schoology as the district-wide Learning Management System – provide training for all teachers and students/parents new to the district</p> <p>Provide 3 Virtual/In-Person Parent Keynotes</p> <p>Host 2 open-topic BOE Community Forums</p>
Strategy 4 – The district will build a school climate where every student experiences belong, support, and connection to another member of our community.			
Strategic Action	2023-2024	2024-2025	2025-2026
Use student survey data and student feedback to guide cultural and climate programming for students	<p>Administer and analyze annual school climate surveys</p> <p>Use data from surveys to plan cultural programs, special assemblies, and Advisory/Spartan Seminar lessons</p> <p>Use data from BOWDAAC surveys to adjust health curriculum and plan supports for parents</p> <p>Provide professional learning and individualized coaching to teachers on inclusive instructional strategies</p>	<p>Administer and analyze annual school climate surveys</p> <p>Use data from surveys to plan cultural programs, special assemblies, and Advisory/Spartan Seminar lessons</p> <p>Administer BOWDAAC survey</p> <p>Provide professional learning and individualized coaching to teachers on inclusive instructional strategies</p>	<p>Administer and analyze annual school climate surveys</p> <p>Use data from surveys to plan cultural programs, special assemblies, and Advisory/Spartan Seminar lessons</p> <p>Use data from BOWDAAC surveys to adjust health curriculum and plan supports for parents</p> <p>Provide professional learning and individualized coaching to teachers on inclusive instructional strategies</p>
Use tipline data and discipline data to inform explicit instruction in behavioral expectations and rules	<p>Disaggregate and analyze state reported discipline data</p> <p>Develop a process to monitor low-level discipline reporting and outcomes</p>	<p>Disaggregate and analyze state reported discipline data</p> <p>Develop and implement a process to monitor low-level discipline reporting and outcomes</p>	<p>Disaggregate and analyze state reported discipline data</p> <p>Monitor low-level discipline reporting and outcomes</p>

	<p>Develop and implement process to monitor and classify tip line data</p> <p>Initiate reporting of all verified and unverified incidents of bullying at school-level and district-level School Climate/Wellness Committees</p>	<p>Monitor and classify tip line data.</p> <p>Monitor all verified and unverified incidents of bullying at school-level and district-level School Climate/Wellness Committees</p>	<p>Monitor and classify tip line data.</p> <p>Monitor all verified and unverified incidents of bullying at school-level and district-level School Climate/Wellness Committees</p>
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