

2025

2030

GROTON PUBLIC SCHOOLS

STRATEGIC PLAN

Five Pillars of Progress



Introduction

Groton Public Schools' new strategic plan, *The Five Pillars of Progress (2025-2030)*, was thoughtfully developed through a comprehensive and collaborative process. Recognizing the importance of diverse perspectives, the district actively sought input from various stakeholder groups, including teachers, administrators, students, and caregivers. To gather this crucial feedback, the district employed a multi-pronged approach. A district-wide survey was distributed to collect broad quantitative data, while targeted focus groups provided opportunities for in-depth qualitative discussions. Furthermore, a dedicated district committee, composed of representatives from these stakeholder groups, worked diligently to synthesize the collected data and shape the plan's direction. Ultimately, this strategic plan serves as a vital roadmap for Groton Public Schools, outlining clear goals and actionable strategies to ensure continuous improvement and the success of all students.

The Strategic Plan Committee Members

Beverly Washington, Board of Education Chair
Susan Austin, Superintendent
Anne Marie Mancini, Ed.D, Assistant Superintendent
Jennifer Anthony, Elementary Math Specialist, CK
Rebecca Beyus, Communications Specialist
Megan Bishop, Elementary Teacher, TRMS
Brenda Borrelli, Elementary Literacy Specialist, CK
Lauren Casini, Student Data Manager
Ryan Chaney, Principal, NEA
Chelsey Courtright, FHS Department Head, School Counseling
Jemal Davis, Assistant Principal, GMS
Jamie Giordano, Principal, TRMS
Todd Higgins, FHS Department Head, Social Studies
Carmita Hodge, Assistant Principal, FHS
Andrew Ilvento, Teacher, GMS
Jaime Kane, Elementary Math Specialist, CB
Kerry Leff, Elementary Literacy Specialist, MRMS
Melissa Manzione, FHS Department Head, CTE
Mark Masterjoseph, Elementary Math Specialist, NEA
Alyson Merrill, Elementary Literacy Specialist, TRMS
Kevin Montanaro, SPED Teacher, FHS
Benjamin Moon, Elementary STEM Coordinator
Christina Post, Assistant Principal, CB
Laura Quashnie, VP of GEA, ELA Teacher
Daisy Rhau- Elementary Math Specialist, TRMS
Mikayla Sawchuk, Elementary Teacher, CB
Sarah Beth Stonoha, Elementary Literacy Coordinator
Cheryl Townsend, EL Teacher, GMS

About Groton Public Schools

Our Mission is Teaching and Learning

Groton Public School welcomes nearly 5,000 unique students each year and is committed to fostering a community of inclusivity and academic excellence for all students.

From Early Childhood to Adult Education, we provide challenging opportunities for every student to reach their full potential. Our schools offer academic and enrichment programs that allow students to pursue their interests and talents and prepare for their future as global citizens.

Our district features five specialized K–5 magnet theme schools, a comprehensive STEAM and International Baccalaureate (IB) middle school, and Robert E. Fitch High School—one of only three high schools in Connecticut to offer the IB Program.

Located between the Thames and Mystic Rivers, Groton Public Schools is strengthened by our strong local history and strong community partnerships. As home to Submarine Base New London, we proudly serve the families of those who serve us.

Our Mission is Teaching and Learning



Early Childhood



Elementary (K-5)



Middle (6-8)



High School (9-12)

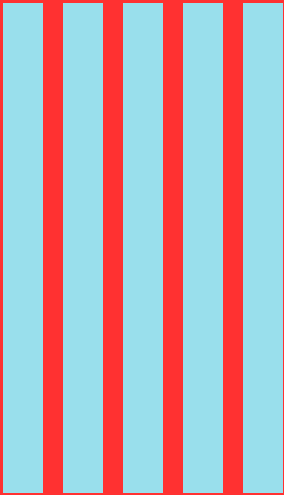


Transition Academy



Adult Education

The Plan Pillars



The Plan Pillars

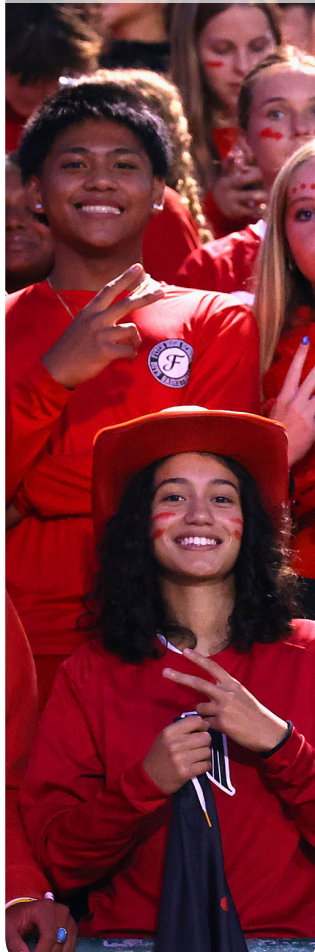
1

**Accelerate
Academic
Achievement**



2

**Cultivate a Rich and
Vibrant Learning
Community**



3

**Strengthen Pathways
that Develop Post
Secondary Readiness**



4

**Attract and Grow
A Skilled and
Supported Workforce**



5

**Improve Operational
Efforts and Increase
Fiscal Responsibility**





1

Accelerate Academic Achievement

Provide all students with standards-aligned curricula, student-centered instruction, and engaging learning experiences that support the Vision of the Graduate.

Priorities:

- **Ensure a comprehensive, standards-aligned curricula** for all students, PreK-Grade 12.
- **Provide engaging, student-centered instruction** that promotes active learning and meaningful connections.
- **Use district, school, and classroom assessment data** to make informed decisions about instruction and improve student outcomes.
- **Ensure equitable access to resources and opportunities**, including differentiated interventions and multi-tiered systems of support (MTSS).



2

Cultivate a Rich and Vibrant Learning Community

Priorities:

- **Prioritize the physical and mental well-being of staff and students** through supportive programs and initiatives.
- **Ensure students have at least one trusted adult** who cares about them and knows their name, strengths, and story.
- **Foster meaningful family and community engagement** through accessible, frequent, and welcoming communication.
- **Encourage students to use SEL strategies** to build healthy identities, manage emotions, build empathy, maintain positive relationships, make responsible decisions, and achieve goals.
- **Empower student and educator agency** by providing opportunities for voice, leadership, and celebrations of learning.
- **Increase student and staff engagement** by emphasizing the importance of daily attendance.

Foster a safe and inclusive environment that engages and empowers students, families, and staff.



3

Attract and Grow A Skilled and Supported Workforce

Priorities:

- **Attract, hire, and retain a highly skilled, diverse, and mission-driven workforce** by implementing innovative recruitment strategies, providing competitive compensation, and fostering a culture of continuous professional growth and excellence.
- **Design and implement a targeted professional development plan** tailored to the needs and interests of teachers and paraeducators.
- **Increase district coherence** by emphasizing communication and providing opportunities for relationship-building between educators at all levels.
- **Offer comprehensive support for all new GPS staff**, including structured programs such as TEAM and mentoring, to ensure a smooth transition and continued growth within the district.
- **Promote a culture of innovation and empowerment** by actively soliciting staff input and feedback, ensuring that employee voices are heard in organizational decision-making processes.

Recruit, develop, retain, and celebrate exceptional talent.



4

Strengthen Pathways That Develop Post Secondary Readiness

Prepare all GPS learners to be future ready and globally-prepared citizens.

Priorities:

- **Expand PreK programming** so that all children are set up for academic and social success .
- **Strengthen the district's magnet and International Baccalaureate (IB) programs** by enhancing alignment across all grade levels and implementing outreach strategies to increase student participation and community awareness.
- **Create a system of personalized support and planning** to guide students through key academic transitions that prepare them for post-graduation success.
- **Ensure authentic, hands-on learning experiences** within each magnet program that align with the district's career pathways.
- **Develop rigorous, coordinated partnerships** in collaboration with higher education institutions and local/regional employers that support career pathways aligned with economic opportunity and individual aspirations.
- **Promote meaningful opportunities** that prepare students for college and career and workforce development through experiences such as service learning, digital citizenship, and technology's impact on humanity, Industry Recognized Credentials (IRCs), internships and apprenticeships.



5

Improve Operational Systems and Increase Fiscal Responsibility

Refine and implement structures and policies that transform district systems and remove barriers to educator and student success.

Priorities:

- **Seek out and secure state and federal grant funding** to support innovative initiatives and develop a plan for program sustainability.
- **Improve all systems related to budget and finance**, streamline the district budget approval process, and integrate the MUNIS system to support efficient and transparent financial planning.
- **Ensure the safety, security, and maintenance of all schools and facilities** through ongoing improvements that protect students, staff, and the wider GPS community.
- **Define and pursue a long-term vision for capital improvements** that support strategic goals.
- **Develop and implement a sustainable technology infrastructure plan**, including refresh cycles and for end-user devices and scheduled upgrades for IT hardware equipment, displays, and Promethean Boards.
- **Establish instructional environments** that support innovative teaching, enhanced student collaboration, and state-of-the art technology.
- **Develop and share a cohesive communications plan** that outlines how information will be shared with all GPS stakeholders and the larger community.

Key Performance Indicators



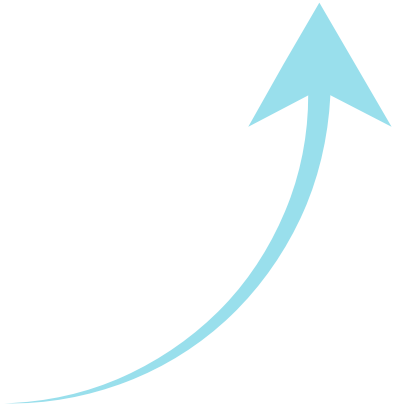
Key Performance Indicators - Academics

INDICATOR	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030
Academics	Target	Target	Target	Target	Target
Accountability Index	75	77.5	80	82.5	85
DPI - ELA	69	71	73	75	75
DPI - Math	65	67.5	70	72.5	75
DPI - Science	66	68	70	72	75



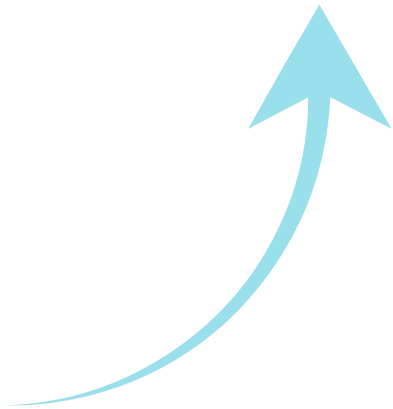
Key Performance Indicators - Attendance

INDICATOR	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030
Attendance	Target	Target	Target	Target	Target
Average Daily Attendance	95%	95%	95%	95%	95%
% Students Chronic	13%	11%	9%	7%	5%
Average # of Staff Absences	15	13.5	12	10.5	9



Key Performance Indicators - Behavior

INDICATOR	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030
Behavior	Target	Target	Target	Target	Target
# of Incidents of ISS	513	462	416	375	338
# of Incidents of OSS	186	168	152	137	124



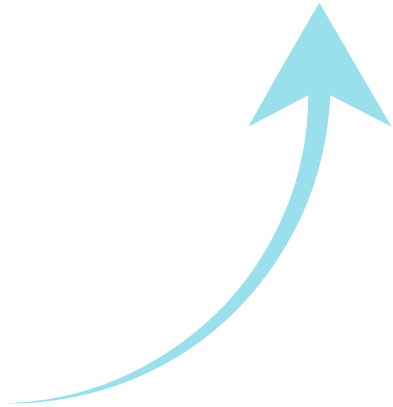
Key Performance Indicators - College and Career Readiness

INDICATOR	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030
	Target	Target	Target	Target	Target
% On-Track to Graduation	87%	89%	91.5%	93%	94%
% Taking Courses	75%	75%	75%	75%	75%
Postsecondary Entrance	75%	75%	75%	75%	75%
4-Year Graduation Rate	92.2%	92.8%	93.4%	94%	94.6%



Key Performance Indicators - Communication and Climate

INDICATOR	SY 2026	SY 2027	SY 2028	SY 2029	SY 2030
	Target	Target	Target	Target	Target
% of K-5 Students Who Can Identify a Trusted Adult	85%	85.5%	86%	86.6%	87%
% of 6-12 Students Who Can Identify a Trusted Adult	85%	85.5%	86%	86.6%	87%
% of Staff Reporting PD is Connected to Position	65%	65.5%	66%	66.5%	67%
% of Parents Who Believe There are Opportunities for Caregiver Involvement	86%	88%	90%	93%	96%



**Groton Public Schools students will strive
to R.I.S.E.**

They will be:

Resilient Individuals.

Innovative Learners.

Socially Aware Citizens.

Engaged Communicators.



Groton Public Schools
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