

Simsbury Public Schools Strategic Plan



2025-2030



Our Mission

The Simsbury Public Schools cultivate dynamic learning communities that foster academic excellence, character development, and a lifelong love of learning, preparing students to thrive in a complex and ever-changing world.





VISION OF A GRADUATE



CRITICAL THINKER

- Engage in problem solving, inquiry, and reflective thinking
- Develop compelling questions
- Analyze information to consider varied perspectives
- Evaluate information to reason and solve problems

COMMUNICATOR

- Listen actively
- Lift conversations by asking and responding to questions
- Deliver clear, concise, accurate ideas through spoken and written language
- Demonstrate an awareness of audience by adjusting purposefully

COLLABORATOR

- Perform a variety of roles and responsibilities
- Function interdependently and flexibly with others
- Seek and contribute feedback
- Embrace contradictions and divergent ideas to accomplish a common goal

SELF-DIRECTED LEARNER

- Take initiative and responsibility for learning and productivity
- Use "experts" and other resources to pursue goals
- Demonstrate resilience, optimism, and perseverance
- Accomplish tasks through self-advocacy, self-confidence, and a growth mindset

INNOVATOR

- Challenge the status quo, push boundaries, and achieve growth
- Empower creativity and the development of skills
- Use a variety of techniques as part of a process to enhance outcomes
- View failure as an opportunity to learn, persevere, and show flexibility

GLOBAL CITIZEN

- Exemplify empathy, compassion, and respect in interactions with others
- Consider diverse perspectives and cultures
- Act responsibly and ethically
- Recognize impact of actions and civic decisions



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SPS District Goals



Goal 1

Student Growth and Success

Simsbury Public Schools will engage all students in rigorous, dynamic, and relevant learning experiences, in alignment to the Simsbury Vision of a Graduate, in order to ensure students' growth and achievement.

Goal 2

Compassionate and Connected School Culture

Simsbury Public Schools will engage our students and adults in an inclusive, responsive, and safe environment that fosters the development of empathetic, ethical, and resilient community members.

Goal 3

Premier Workforce

Simsbury Public Schools will hire, invest in, and retain passionate and exceptional staff who will contribute to a challenging, innovative, and collaborative culture defined by continuous improvement.

Goal 4

Sustainable and Strategic Investments

Simsbury Public Schools will identify and advocate for the needs of our school communities in innovative ways to support the success and growth of all students, ensure fiscal responsibility, and maintain the long-term stability of the district.

Board of Education

- *Jeff Tindall, Chairman*
- *Jennifer Batchelar, Vice Chairman*
- *Sharon Thomas, Secretary*
- *Tara Donohue Willerup*
- *Josh Falco*
- *Jessica Parise*
- *Lydia Tedone*
- *Brian Watson*



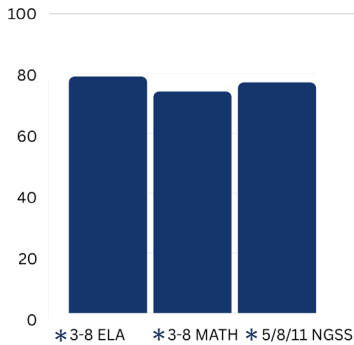
Central Office Administration

- *Matt Curtis, Superintendent*
- *Susan Homrok-Lemke, Assistant Superintendent for Teaching & Learning*
- *Neil Sullivan, Assistant Superintendent for Administration*
- *Amy Meriwether, Finance Director*

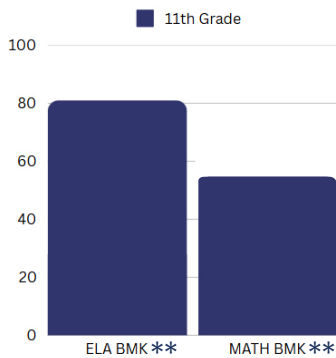


SPS 'At a Glance'

Performance



Student SBAC Score Breakdown



Student SAT Score Breakdown

* Numbers represent grade levels

** BMK: State benchmark score

'US News' CT HS Rank: 14th

Average Combined SAT Score: 1153

National Merit Scholars ('25) : 18

Students w/ 1+ AP Course: 60%

Students Scoring 3+ on AP: 89%

Students Taking ECE: 26%

3rd-8th, Meets/Exceeds on SBA ELA: 79%

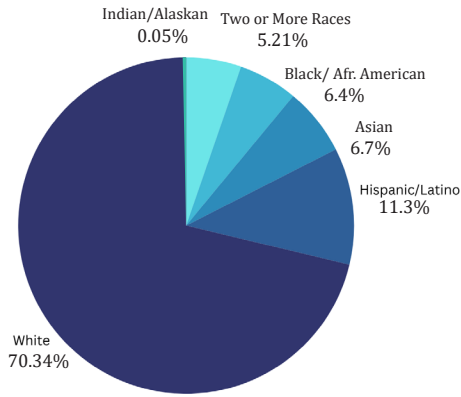
3rd-8th, Meets/Exceeds on SBA Math: 74%

5th, 8th, 11th, NGSS Meets/Exceeds: 74% 73% 85%

The above visualizations depict the most current data available, last updated in September 2025.

SPS 'At a Glance'

People



Student Demographics

Student Enrollment: 4,013

Students Attending School >90% days: 92%

Students w/ < 3 Behavior Referrals: 94.7%

Free/Reduced Meals: 16.8%

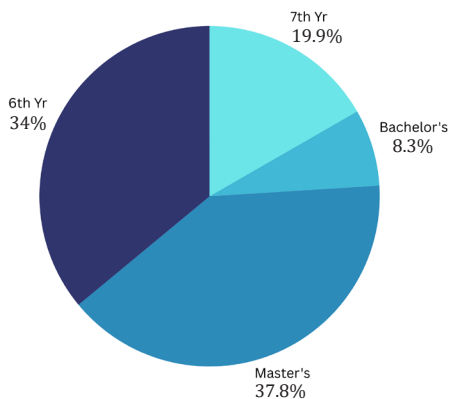
Students w/ Disabilities: 16.8%

English Language Learners: 2.05%

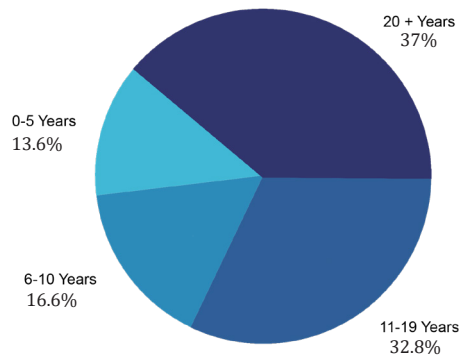
Certified Teaching Staff: 397

% Teaching Staff w/ Masters +: 91.7%

Staff : Student Ratio: 1 : 10.1

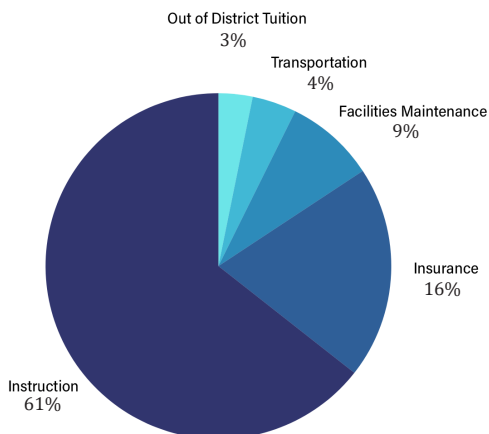


Highest Degree % of Staff



2025-26 SPS Faculty Years of Experience

Budget



Allocations by Category

Total Budget: \$88,823,111

Per Pupil Expenditure: \$21,751

Number of Schools: 7

The above visualizations depict the most current data available, last updated in September 2025.

Goal
1

Student Growth and Success

Strategy 1:
Ensure
Success for
Every
Student
(Curriculum)

Action:

- Design, communicate and implement a K-12 continuum of developmentally appropriate guaranteed experiences that exemplify our Vision of a Graduate (VoG).
- Revise and develop comprehensive K-12 standards-based curriculum documents by continuing the commitment of time and resources to the curriculum review cycle.
- Develop understanding of and resources for post-secondary pathways that expand beyond the more-typical four-year college experience.
- Create an executive functioning (plan, focus, manage tasks, study) K-12 scope and sequence for infusion into the written curriculum.
- Define guaranteed school counseling experiences (7-12) that result in personalized post-secondary plans for every student.

Strategy 2:
Provide a
Challenging
and
Supportive
Learning
Experience
(Instruction)

Action:

- Define, integrate, and implement engaging, differentiated (universally designed) instructional strategies across the K-12 continuum.
- Align and enhance equitable systems through a multi-tiered system of support to address students' academic, social, behavioral, and executive functioning intervention and acceleration needs.
- Increase rates of underrepresented students in honors and advanced coursework.
- Conduct research on perseverance and grit and determine how findings will be incorporated into both academic and non-academic settings.
- Build knowledge and understanding of student AI tools to enhance and personalize student learning.

Goal 1

Student Growth and Success

Strategy 3:
Engage in
Assessment
Practices that
Inform
Instructional
Strategies
(Assessment)

Action:

- Develop and implement project-based assessments aligned with the Vision of a Graduate.
- Create developmentally appropriate Vision of a Graduate rubrics to provide students with consistent and meaningful feedback throughout their K-12 experience.
- Identify and utilize consistent K-12 data that measure prioritized knowledge/skills to target and inform instruction and intervention.
- Create and adhere to an annual timeline for systemic analyses of student performance and develop actionable plans for gap closure and acceleration.
- Conduct a review of available data platforms/warehouses to ascertain changes and/or modifications to our current tools.
- Update report cards to ensure they assess and provide feedback on what we value.
- Develop, communicate and enact a special education department continuous improvement plan based upon the commendations and recommendations of the 2025 program review.
- Create, implement, and utilize a survey for graduates that collects information on Simsbury's effectiveness in preparing students for post-secondary success.



Goal
2

Compassionate and Connected School Culture

Action:

- Implement ongoing professional learning that focuses on school culture through the development of positive student and staff relationships.

- Evaluate and improve programs that support students' grade-level and building-to-building transitions.

- Promote and celebrate the diversity of the SPS community to ensure equitable outcomes through curriculum, relationships, and school policies and practices.

- Assess, build and strengthen community partnerships.

- Engage families through clear, consistent, and fluid communication, coupled with responsive programming.

- Promote school and community pride by using innovative strategies to strengthen engagement and connections (i.e. social media, podcasts, community TV, newsletters, etc.).

- Assess and enhance equitable access to experiences and a sense of belonging for students "in the middle", who typically do not require significant intervention and are not typically enrolled in honors/AP classes.

- Assess and enhance staff understanding and implementation of discipline and restorative practices.

Action:

- Design culture-building events that ensure inclusive participation, validate student experiences, and foster both equity and belonging within the school community.

- Provide all students and staff access to necessary wellness supports and resources while at school.

- Engage families in their students' social emotional learning to create a consistent message for students at home and at school.

- Guarantee consistent safety protocols are in place to support the physical and emotional well-being of students and staff.

- Analyze our current nutrition services against best practices that go beyond minimum federal and state requirements in order to implement healthy, appealing, diverse meal and snack options that emphasize whole foods, fruits and vegetables, and limit added sugars, sodium, trans fats and processed foods.

Strategy 4:
Meaningful
Relationships

Strategy 5:
Safe and
Healthy
Environment

Goal
3

Premier Workforce

Action:

- Review screening/interviewing protocols for supervisors to ensure consistent and equitable hiring practices and outcomes.

- Implement the actions outlined in the district's recently developed *Increasing Educator Diversity Plan*.

- Provide a comprehensive onboarding process and individualized support for staff new to the role, as well as those new to the district, and respond to feedback from participants.

- Ensure that compensation and benefit offerings are highly competitive when compared to peer districts.

- Use annual school improvement plans to demonstrate responsiveness to employee feedback provided through satisfaction surveys and listening tours.

- Analyze quantitative and qualitative retention data for certified and non-certified staff at key markers (2, 5, 10 years) to determine trends about professional longevity.

Action:

- Utilize the Professional Development and Evaluation Committee (PDEC) to monitor the educator evaluation plan and ensure promotion of personalized and innovative professional development goals.

- Provide ongoing training for administrators and supervisors related to giving high-leverage and actionable feedback to teachers and other staff.

- Monitor outcomes from PLCs (Professional Learning Communities) to ensure a focus on using student data to improve teaching and learning, with attention to ensuring equitable access to guaranteed experiences for all learners.

- Define an effective variety of K-12 artificial intelligence (AI) tools and build staff knowledge for their integrated use to enhance efficiency, teaching, and learning across the district.

- Highlight Simsbury's "Vision of the Graduate" in professional development sessions for all employee groups.

- Conduct needs assessments related to professional learning to ensure that staff are getting the training they want/need.

- Improve performance evaluation systems for non-certified employees to include formative and summative evaluation cycles.

Strategy 6:
Placing a
Premium on
High-Quality Staff

Strategy 7:
Prioritizing
Professional
Growth and
Teamwork

Sustainable and Strategic Investments

Goal
4

Strategy 8:
Ensure
Long-Term
Stability of the
District

Action:

- Expand inclusive in-district program options for students with significant or complex disabilities.

- Assess the feasibility of the Simsbury Public Schools Master Facilities Plan, inclusive of a potential middle school reconfiguration design to incorporate sixth grade, and determine necessary modifications in light of current financial systems and structures.

- Utilize the Master Facilities Plan to leverage changes in the financial structure that better support facility needs.

- Provide Town boards and community members with detailed information to outline costs, priorities, and educational impact of the Master Facilities Plan.

- Advocate for an increase to the annual capital non-recurring budget to reflect the reasonable maintenance costs of seven buildings.

- Review and continue to make improvements to the district's cybersecurity posture.

- Maintain and improve our network infrastructure.

- Assess the effectiveness of our current website to communicate the district's Vision of a Graduate, mission, culture, and performance, ensuring equitable representation and accessibility for all stakeholders.

Action:

- Provide an updated presentation of the BOE budget book and improved internal structure for budget communications with school leaders and staff.

- Contract sustainability consultants for guidance on realistic opportunities that enhance our positive impact (solar, composting, etc.)

- Improve internal communication loops between central office and staff during budget development.

- Plan proactively for known legislative changes and mandates with potential budget implications.

- Provide timely public communications and solicit feedback during the budget process.

- Explore opportunities and resources related to grant-supported endeavors.

Strategy 9:
Ensure that School
Budget Needs are
Effectively
Communicated in
the Context of
Fiscal
Responsibility

Continuous Improvement Cycle



Continuous improvement is foundational to the Simsbury Public Schools. Engaging in continuous improvement results in constantly evaluating and refining our strategies in order to meet and exceed our goals. Continuous improvement is a cyclical process that begins each summer with the analyses of performance data. Then school plans are created to address needs, inclusive of focused action steps and deliverable measures. Continuous improvement assures our strategic plan is a living practice and not a static document.



Acknowledgments

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Scott Baker, Middle School Principal

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Jason Casey, Director of Infrastructure and Technology

Matt Curtis, Superintendent

Betsy Gunsalus, Director of Elementary Curriculum

Anna Harris, Elementary Teacher

Sue Homrok-Lemke, Assistant Superintendent for Teaching and Learning

Nicole Jamieson, Elementary Teacher

Megan Lavoie, High School Teacher

Kyle Loveland, Supervisor of Maintenance

Jim Martocchio, High School Teacher

Sarah McHugh, Reading & Language Arts Consultant

Matt Milch, Math Department Supervisor

Jessica Parise, BOE Member

David Prinstein, Director of Instructional Technology

Georgia Robert, High School Assistant Principal

Maggie Seidel, High School Principal

Darla Strand, Elementary Teacher

Neil Sullivan, Assistant Superintendent for Administration

Lydia Tedone, BOE Member

Sharon Thomas, BOE Member

Katie Wallace, 7th-8th Pupil Services Supervisor



