

End-of-Year Update on Goals

May 9, 2018



MISSION STATEMENT

The mission of the Plymouth Public Schools is to Challenge, Inspire, and Prepare all students for success in an ever-changing and complex world.

Board of Education Goals

- 1. Students will demonstrate a mastery of core subject matter and apply their essential learning and critical thinking skills to achieve academic excellence.**
- 2. Students will demonstrate mastery of all essential skills, needed to participate successfully in the 21st century global economy.**
- 3. Students will exhibit healthy life choices (wellness).**
- 4. Students will use technology as a tool to research, organize, evaluate and communicate effectively, both orally and in writing, for a variety of purposes.**
- 5. Students will demonstrate social responsibility by providing for the needs of the greater community and by developing civic literacy.**
- 6. Students will be able to understand, negotiate and balance diverse views and beliefs in order to reach workable solutions.**
- 7. Students will demonstrate the ability to manage goals and time, work independently, and be self-directed learners.**

Primary Goals

Goal #1 - School Safety (BOE Goals 3,4,6) - COMPLETED

Increase the safety of students, staff and community members physically, emotionally and electronically by layering additional best practices into our current system.

- Ensure that the procedures around the new Charles Street entrance to ETJMS are well articulated and communicated to all constituents. Furthermore, provide assistance to the administrative team at ETJMS to ensure that the new entrance is properly used by parents, staff, and community members.

The Charles Street entrance has been a huge success. The separation of students, parents and buses has made a significant impact on the safety of our students. A radar display box set up by the police over a 4-day period showed that the average speed for the vehicles on Charles Street was close to 15 mph with 85% of drivers travelling about 21 mph. There is discussion about the potential need for additional signage prior to the crosswalk.

- Representation and active participation in regional safety meetings that include safety personnel from districts around the state. Discussions around best practices at these meetings will be brought back to our district and decisions will be made regarding next steps as appropriate.

We have been represented by Mr. Vigliotti at all regional safety meetings. Mr. Vigliotti is integrating the learning from these meetings into our district level meetings.

- Three to four quarterly district safety meetings involving safety personnel (police, fire, etc.) and school personnel (Superintendent, Director of Facilities, Administrators) will occur during the 2017-2018 school allowing for tabletop simulations, training and discussion. These meetings will provide an opportunity to prepare for a host of challenging and complex situations from active shooters to major weather catastrophes.

There has been one quarterly district safety meeting with the next one planned for December 20. Police, fire, EMS and a member from each school's safety team have been invited to participate. Our focus has been on ensuring that the stated safety plans are accurate and a review of what individual classroom teachers need to ensure the consistent implementation of the plan throughout the school.

Quarterly safety meetings continued with the final meeting of the year occurring on May 9, 2018. The district team completed and submitted the safety plans for each school and the district with a goal to create one streamlined plan for the coming school year. The district safety committee is reviewing individual concerns at each school and reviewing the overall process for lockdowns in the district. All required lockdowns and fire drills have been conducted during the 17-18 school year. A review of the exterior and building footprint was conducted and all short-term and long-term maintenance needs were identified. This information will be prioritized and used for budget development and capital improvement identification. Finally, the committee is also currently reviewing a more standardized process for assessing threats to students, staff, and/or the physical plants.

- The police department will be granted access to participate in active shooter drills in any and all schools during non-school hours providing a better training experience for members of our local police department.

We have worked closely with the police department to allow for "active shooter" drills in our buildings. We expect an active shooter training will occur at THS during the week of winter break 2017.

In coordination with Plymouth Public Schools the Plymouth Police Department conducted four days of incident response/intruder training at Terryville High School over the Winter Break. The interactive training took place on the second floor of the building and included both classroom and role-play scenario components. Participants received training in applying tourniquets and rescuing officers, as well as practice with building searches, movement drills, and general response protocols for an active shooter situation. This training is part of an ongoing collaboration between the schools and the police to provide the safest possible environment for the students of Plymouth.

On April 23, 2018 the School Resource Officer returned to our district for at least the remainder of our school year. The police department did not choose to conduct any additional active shooter training drills this year but they did conduct a training exercise with our local K-9 unit and a K-9 unit from an adjoining district on April 26, 2018. These training exercises are conducted to provide the K-9 units a real environment for training and has the potential for finding contraband in our school.

- Review and update our data safety protocols to ensure that both written and electronic data are as safe as possible. Examples include heightened password safety, records protection and destruction, monitoring students use of district technology in addition to following HIPPA and FERPA.

Staff are required to change passwords every 90 days while timeouts on Powerteacher occurs after 20 minutes of inactivity. Privacy screens were purchased for secretary monitors. Student chromebooks and google accounts through the school are monitored carefully by an outside company who alerts building and central office administration to potential safety issues. The Chromebooks are tightly managed at both school and home through software, internal controls, and a firewall to filter web content. Anti-virus protection is district wide to reduce the opportunity for a security failure. We are experimenting with “2 factor authentication” with google accounts for staff to reduce the potential for computer hacking. Our filing system in each school is being scrutinized and proper procedures (state guidelines) are being used to shred student information as appropriate.

The Board of Education adopted policy 5125 that included an updated release of records document form that is both FERPA and HIPPA compliant. This new form will provide consistency regarding the release of records across the district. The changes made to protecting passwords identified at the midyear update continued as planned and we will be moving towards 2 factor authentication for all Administrators’ Google Accounts for the coming school year.

- Goal #2 below will significantly contribute to the social and emotional safety of students and staff.

[See comments for goal #2 below.](#)

Goal #2 - Social Emotional Learning (BOE Goals 2, 3, 5, 6, 7) - COMPLETED

A focus on increasing staff awareness and fluency around social emotional learning constructs and techniques will be a major emphasis during the 2017-2018 school year and years to come.

- Identify a useful framework to guide our work on Social Emotional Learning

The Collaborative for Academic, Social and Emotional Learning (CASEL) has been identified by our District Data Team in conjunction with the Administrative Team as the most appropriate framework to guide our work. Information on SEL presented at September and December BOE meetings.

- Provide multiple opportunities for professional development for members of the administrative team early in the process.

Professional Learning occurred for the administrative team in the summer of 2017 where we met with the founder of the Ana Grace Project. SEL has been a standing agenda topic at our monthly admin council meetings throughout the 2017-2018 school year.

SEL continued to be a major emphasis for our work as an administrative team. The SEL committee made up of staff members from across the district were instrumental in identifying professional learning that was needed and next steps that needed to be taken. Two administrators participated in additional SEL training offered by the Connecticut Association of Schools Executive District Leadership team. Two administrators participated in a Connecticut Association of Schools Workshop on SEL.

- Provide multiple professional development opportunities to staff on SEL.

Teachers were provided training on 8/28, 8/29 and during choice sessions on 11/7. Faculty meetings at each school also include SEL as an agenda item.

On-going professional learning occurred through team meetings, faculty meetings, embedded in building work, some schools worked on this during March Early Release Professional Learning. Ongoing work was conducted around Second Step to ensure classroom level implementation in 18/19 and exploration activities have occurred around programs suitable for the high school level.

- Develop a three-year plan with a committee of staff that provides the opportunity to further embed SEL into our system.

In progress but not completed at this time.

Three year plan has been developed by the district-wide SEL committee. Goals for 18/19 Self-awareness and Teacher/student relationships, Goals for 19/20 Self-management and student/student relationships. This plan will provide a strong platform for our continued work.

- Identify preliminary indicators to measure staff and student growth in SEL.

*In progress as part of the three-year plan

A survey was created and administered to students in grades 4-12 and staff to gather baseline data. The data identified areas where gaps existed between the students perceptions and staff perceptions. These gaps were examined by our SEL committee and formed the basis for the work of the final two years of the three-year plan. We will continue to use this survey to measure the outcomes of our efforts.

Goal #3 - Developing Instructional Expertise (BOE Goals 1, 2, 3, 6, 7) - COMPLETED

Instructional capacity is a critical element of the teaching and learning process. Certified staff shall constantly strive to improve on their instructional practices through individual and group strategies. Research consistently shows that the quality of the teacher has the greatest impact on student learning, therefore, as we increase instructional capacity our students will benefit most.

- Update the District Improvement Plan so that it reflects the most current data and integrates any major new district goal (e.g. SEL).

Done and posted on district website. A link for parents was provided in monthly updates. See binder for complete district improvement plan.

- Ensure that each principal develops an updated School Improvement Plan (SIP) that is directly aligned with the District Improvement Plan (DIP) and identifies specific strategies that will lead to greater student achievement over time.

Done and posted on district website. A link for parents was provided in monthly updates. I also encouraged community members to head to our website to see all of our great work by including information in our November Plymouth Connection Article. See binder for each School Improvement Plan.

- Streamline the District Data Team (DDT) process to four meetings per year with an emphasis on analyzing formative and summative assessment data directly connected to the Board of Education goals and District Improvement Plan goals. Quantitative and qualitative data analysis will help refine the instructional and curricular strategies employed across the district and will identify additional professional development needs for the current and future year.

There have been two of four DDT meetings this year. The first meeting concentrated on reviewing the importance of our accountability plan, deeply analyzing our SBAC data, as well as reviewing AP, student attendance and suspension data. During the second meeting, we focused our attention on the formative data coming from our STAR (Elementary) and NWEA (Middle) scores and analyzed the data using both a cohort and year over year lens. We then reviewed the importance of aligning our school improvement plans for better student performance. See District Data Team minutes in binder for more detailed information.

We held our third DDT meeting on February 8, 2018 where we examined the Accountability Index from the State Department of Education. We shared these results with the BOE at the February BOE meeting. Training was provided at the DDT meeting so that principals could use the State website (EdSight) with their School Improvement Teams in order to dig deeper into their specific data. At the Feb 8 meeting, we also examined our success with student attendance, students on-track to graduate, as well as students who may not complete grade 9. We then took a deep dive into the NWEA/STAR data from the winter assessments to identify areas of strength and weakness and charged each school team to use that information to improve student outcomes. Finally, we examined the professional development plan for the 18-19 school year. The PD plan is developed in conjunction with our professional learning committee. Our final DDT meeting will occur on June 1. During that meeting, we will analyze the spring assessment data as it relates to the formative assessments from the fall and winter as well as to last year's spring assessment data. This will include STAR/NWEA/SAT data. We will also examine student attendance, suspension, and physical health data.

- Institute *Instructional Rounds* so that members of the DDT, as well as classroom teachers, may explicitly define our next level of work by engaging in a safe process that allows our team to observe the interactions within the instructional core (teacher, student, content). These non-evaluative observations (Rounds) will provide valuable feedback to the principal and members of the school, related to a topic of their choosing. There will be four meeting days committed for participation in *Instructional Rounds* during the 2017-2018 school year.

The first Instructional Rounds meeting occurred in November where I provided training on the Instructional Rounds process. Our next meeting will occur in mid-December where we will review observation data from each school as it relates to providing effective feedback. This will increase the team's expertise in the area of providing quality feedback to students. This will also help us prepare for our first school visit, which will occur in March.

We held our second Instructional Rounds meeting on December 14th where we used observation data collected at each school to conduct a mock Rounds event. This training provided us with valuable experience and knowledge about best practice for our first "real" Rounds event. The team visited ETJMS on April 5 and conducted our first formal Instructional Rounds event. The day was highly successful and valuable information was provided to the school team around their identified problem of practice. The minutes (in binder) show the learning and next steps from this opportunity. Our fourth and final Rounds event will occur on May 22 at THS.

- Continue the work of ensuring that Individualized Education Programs are fully compliant and that student goals are data driven and measurable.

The department is: providing one-to-one review of procedures for new staff; reviewing at least one IEP per certified or licensed staff member to make individualized recommendations; continuing with additional one-to-one review as needed to ensure the application of best practices; and beginning a process of peer review that provides critical feedback while still honoring the need for confidentiality. The second half of the school year has focused on one-to-one coaching of staff to support the individualized needs of each staff member. Department reviews, Peer reviews and director reviews of IEPs continue to provide critical feedback.

For the development, implementation and mastery of data driven and measurable goals there has been professional development activities in August, October and November as well as School based department meetings which are taking place to address this area. Staff have worked in small groups as critical friends to review IEP objectives to make them measurable. These samples have been combined into a shared document for staff to access. They will also be able to add to this document to create a district wide “objective bank”. Staff are currently looking at ways to assess and document student progress on all goals and objectives to ensure we have the data we need to demonstrate mastery of goals and objectives across all areas.

As a follow up to trainings in the fall, all service providers are working within departments, with peers and with the director in this area. For some of the more specialized areas, staff are collaborating with specialists (e.g. our Board Certified Behavior Analyst), and attending trainings (e.g. related to writing measurable goals related to social/emotional learning). In addition, we are adding to our goal and objective “bank” that has been developed and is shared by all department members. Finally, staff are organizing an additional bank of tools used for data collection to assess student progress on each goal and objective.

- Multiple professional development opportunities will be provided to staff by the district and outside agencies/individuals as appropriate. These professional development opportunities will be focused on district initiatives (e.g. Reader’s Workshop, SEL, Foundations, School Climate, Instructional Rounds, etc.).

Professional Learning occurred on August 28/29, October 6, and November 7 per the Professional Learning Plan (located in binder). I presented Instructional Rounds training to our DDT in November. In addition, staff have participated in multiple out of district trainings throughout this school year (located in Professional Development Binders). Choice sessions and opportunities for vertical (K-12) professional development were introduced to our staff this year with great success.

We had two coaches attend summer training on Foundations and then present to all grade three teachers in August. In regards to Readers Workshop, we have five days of support from a staff developer in both grades K-2 and 3-5 and close to 50% of the training has occurred to this point.

Ongoing Pd opportunities were limited to the embedded work in our district and school improvement plans. Instructional Rounds, District Data Teams, and monthly administrator meetings increased the capacity of the administrative team. The training for Reader’s Workshop continued as planned. Instructional Rounds training continued and professional development in the area of SEL was consistently provided across the district as well.

In addition, we are contracting with CREC to support the development of a district wide Assistive Technology (AT) Team that will give students with disabilities increased access to a continuum of AT tools (from low-tech to high-tech) to support their learning. An interdisciplinary group from throughout the district have begun training on the purpose of AT, how we may increase the use of AT

across the district to improve outcomes for students with disabilities, and, through the concept of “universal design”, how we can use these AT supports to assist all students.

Our Behavior interventionist has completed training and is now our district trainer for the Crisis Prevention Institute (CPI). She will begin providing training in de-escalation and appropriate techniques to help manage difficult student behaviors to appropriate staff.

Our Behavior interventionist is providing on-going training to paraprofessionals throughout the district on a variety of topics, including Behavior Basics, Techniques for Data Collection, and Promoting Student Independence.

We continue to contract with CREC to support the development of a district wide Assistive Technology (AT) Team that will give students with disabilities increased access to a continuum of AT tools (from low-tech to high-tech) to support their learning. An interdisciplinary group from throughout the district have begun training on the purpose of AT, how we may increase the use of AT across the district to improve outcomes for students with disabilities, and, through the concept of “universal design”, how we can use these AT supports to assist all students.

Our Board Certified Behavior Analyst (BCBA) is now our district trainer for the Crisis Prevention Institute (CPI). She has completed the recertification training needed for all previously trained staff, and has completed an initial training to allow more staff to be able to use CPI techniques to help manage difficult student behaviors throughout the district.

Our BCBA continues to provide on-going training to paraprofessionals throughout the district on a variety of topics, including behavior, data collection, promoting student independence, the use of prompting, and reinforcing student behavior.

Individual staff members have attended trainings outside of the district relating to their area of specialization and the specific needs of their students. These have included: writing measurable goals and objectives, crisis prevention, supporting student attendance, alternative education, and specific topics related to speech and language.

- Customized reports will be developed by our tech team and utilized to reduce the time needed to gather and record data manually.

Automated Email and Attendance reports have been created for the high school with a focus on tardies to start. This was done in conjunction with added Tardy codes that would track Senior privileged tardies and dismissals. Additional attendance reports are being added to Powerschool’s Enterprise Reports for on-demand usage. There will be training provided on the use of Enterprise Reports. All reports and customization requests are being collected in a shared document.

Tardy reports have been extended with additional information as requested by Assistant Principal. Additional reports involving interval email and additional SQL customization are being created now.

Goal #4 - Updating and Enhancing Curriculum (BOE Goals 1, 2, 3, 4, 5, 6, 7) - COMPLETED

Curriculum is the “what” we teach our students. Curriculum needs constant updating given changes in the “real-world”, revised standards from the State Department of Education, and making sure that our curriculum makes sense and is aligned. Given the small number of staff available to work on curriculum we must prioritize our work each year.

- Provide professional learning opportunities around our online curriculum platform (Atlas) to identified staff. Use this platform to begin electronically capturing our curriculum. This will provide our teachers with greater access to curriculum and capture their ideas regarding adaptations, best practices, and future ideas.

Atlas PD (August 29 & November 7), all teachers have access.

Atlas training for coaches and department heads in February, currently working with each level to finalize Atlas plans, several departments are beginning the work now and work will continue through summer so that the majority of subjects will have curriculum input prior to beginning of 18/19 school year

- Update Science curriculum K-3, 6, and 9 to meet the Next Generation Science Standards (NGSS).

Grades K-3, 6, 9 working with new NGSS aligned curriculum documents and professional learning occurred around science during vertical teams and choice sessions on October 6 and November 7

Grades K-3, 6, 9 continue to work with CREC units for NGSS, refining work (including assessment) through 18/19 and inputting into Atlas. Units for grades 4-5, 7-8, 10-11 will be available for 18/19.

NGSS professional learning will continue. An overview for grades 4-5 in May, Ms. Parsons, Ms. Bergoderi, Ms. O'Donnell and Mr. Vigliotti attended district planning workshop in March, PLAN workshops shared with admin staff.

- Update Social Studies curriculum K-5

Social Studies curriculum work in progress for units in grades K-3. Holding off on grade 4 for additional information on integrating regions of the USA (social studies) with science (rocks, erosion, natural landmarks) and a need to inventory and shift resources.

Social Studies curriculum work in progress, shells for units in grades K-5, needs work over summer. Visiting historical sites in Plymouth.

- Implement and support Readers Workshop in grade 6.

The integration of Readers Workshop in grade 6 has been successful. Training and support for the teacher has been provided.

Grade 6 workshop being supported and refined, grade 7 piloting unit, teacher registered for summer training.

- Implement and support Advanced Placement English in grade 11.

The development and implementation of AP English in grade 11 has been well received with 20% of the Junior class engaged.

- Review the need for additional courses.

Moving forward with AP Government, AP Computer Science Principles, Split of Civics/US History 1 into two half year courses, additional of readers workshop in grade 7 and continued review of electives.

AP Government slated for 18/19 implementation, continue to explore AP Computer Science Principles, AP Spanish for 19/20

Secondary Goals

- Completion of three-year goal to update all Board of Education policies. This will include the adoption of the 4000, 5000, 6000, and 7000 series.

4000 and 5000 series fully adopted by the BOE. Now that the election is over, we will continue working through April on the 6000 series and through June on the 7000 series. The policy subcommittee will be beginning their work on the 6000 series shortly.

6000 series adopted with 7000 series prepared for first reading in May and second reading in June.

- Successful first year for our new, grant funded, Smart Start Pre-K through communication of the opportunity to parents, beginning the process for NAEYC accreditation, and fully supporting the needs of the PCS staff.

SmartStart fully enrolled, high satisfaction from parents thus far, successful first visit from state. Site enrolled with NAEYC and awaiting facilitator support from state THRIVE system.

SmartStart continues to thrive, completed ECERS as interim quality enhancement measure, NAEYC self study well under way with support of AFP through United Way THRIVE

- Completion of a feasibility study if resources permit, in order to gain a long-term view of the use of our facilities. This will allow for greater clarity around planning and allow ample opportunities for community awareness and feedback.

Unfortunately, the State budget situation required that we defer this study at this time.

- Continue communication process with school and local community through the use of SchoolMessenger, Plymouth Connection, Facebook and district website.

Principals are consistently sending weekly messages to parents. Superintendent consistently sends monthly communication. An article has been submitted each month to the Plymouth Connection. We are now live on Facebook for our BOE meetings and we have over 1000 likes. The page has also provided a great avenue for marketing job opportunities (paras, tutors, cafeteria workers, etc.) for local residents. Our district website continues to be updated weekly. In addition, our communication process was highlighted in an article published by the School Administrator (see binder), a national magazine for School Superintendents.

Communication process continued throughout the remainder of the year. The Facebook page now boasts over 1200 likes.

- Strengthen partnerships with local community organizations and departments. The school system will continue to be a strong and supportive member of the community. Our work with the Rotary Club of Terryville, Lions Club, Zukowski Family Foundation, United Way, Local Prevention Council and Emergency Services have benefitted the Town of Plymouth and our students in valuable ways. We will look for additional partnerships as well.

I continue to regularly attend Rotary meetings and have been voted in as the President-elect for the club. The club recognizes students of the month, provides scholarship and has raised close to \$15,000 for our fuel fund. I have partnered our Rotary club with the Zukowski Family Foundation resulting in additional support for our programs. The Lions club is an excellent partner with our schools, especially in connection with our LEO club. We have continued to partner with the United Way for their Day of Caring. Through our safety initiative we will continue to develop our partnership with the Emergency Services Department above and beyond what has already been created.

I am now a member of the Board for the Plymouth Food Pantry. We are working with the Lion's Club to potentially provide an a Social Emotional Learning component for high school students that has been developed and supported by the National Chapter of Lion's organization.

- Through our School to Career program, we will work to identify business partners for each school, partners who will work to support the overall mission of the school in some way.

Our business partners already do great work in our schools. They participate in activities like the “reading day” at each of the elementary schools, provide grants through the “Century Club”, provide space for our regional robotics team (Arthur Russel Group), provide training on interview skills, participate in our well attended career fair, and provide personal finance seminars to our high school students. However, we are currently working with each school and our business partners to identify specific ways that our businesses can support the schools. The principals have identified those needs and Mr. Perkins will begin determining where businesses and schools may match. We are also identifying ways to highlight our business partners through our Facebook page, Plymouth Connection articles and our website. The opportunity to develop the relationships we have with our business partners is terrific.

The data table (in binder) is the running breakdown of the groups and businesses in the local area that provide support financial and otherwise to the Plymouth Public Schools. The list is not exhaustive of all those who provide support. The list is constantly growing and changing, as the business and focus of anyone of the contributing business and groups grows or changes focus. In some cases, a lack of annual relationship maintenance can lead to a drop off in support, as much as the supporters change in priorities might contribute to change in the level or types of support.

Next Steps:

1. Working with guidance departments, administrators, and ancillary school related groups that receive support from the groups listed, while adding names to those who are providing support but are not yet listed.
2. Contacting Business Partners and asking about them participating in our Adult to Youth Mentoring. This has been the single biggest ask from the Administrators.
3. Contacting Business Partners and asking for them to send a representative to speak to the Elementary School Students in Career Day classroom presentations of five to seven minutes for the fall of 2018. Early exposure to a variety of fields is something that they all see as an integral element in preparing youth for the future.
4. Working with Administrators to identify a school based project that needs support financial or otherwise that can be presented to the community and area business for support. The businesses approached are looking for something they can put their name on that runs along with their businesses work relates to or what they see as something education needs. They want to put their money where they will see it doing something positive. They want a finite thing that they can point to having done. For example- Acme Looney Toons Animation Inc. would fund Art Supply Carts one for each school, buying the cart and all the initial supplies, so that when teachers had a project that required supplies not normally a part of their non-art classes they could just use the cart and then pass it to the next teacher.