

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.**

**Plymouth Public Schools
2018-2019
District Goals**

Primary Goals

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

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

- At least three quarterly district safety meetings involving safety personnel (police, fire, etc.) and school personnel (Superintendent, Director of Facilities, Administrators) will occur during the 2018-2019 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.
- Conduct building safety reviews between the Assistant Principal at the high school, each building principal and the School Resource Officer to identify additional opportunities for security improvements. Prioritize these security improvements and request the highest priority items for the 2019-2020 budget or the capital improvement list.
- The Plymouth police department will be granted continued access to participate in active shooter drills in any and all schools during non-school hours allowing for on-site training and thus increasing our local officers' knowledge of our building layouts.
- Allow trained K-9 units access to both the middle school and high school for training and search and seizure operations during the school day.
- Institute 2-factor authentication for all administrators, nurses, secretaries, and staff that manage private data.
- Continue with goal on Social Emotional Learning to increase self-awareness and decision-making skills.

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

A focus on increasing staff awareness and fluency around social emotional learning constructs and techniques will be a major emphasis during the 2018-2019 school year and years to come. The ultimate goal is to graduate students having mastered skills in emotional intelligence.

- Use the CASEL framework in conjunction with the training and tools offered by the Yale Center for Emotional Intelligence to guide our work.
- Continue district-wide SEL committee to develop a rolling three-year SEL plan to identify student and staff outcomes, professional development needs, and assessment strategies.

- Survey all staff and students grades 4-12 by November 1, 2018 (pre-test) and May 15, 2019 (post-test) using the SEL Survey Tool developed.
- Create Emotional Intelligence Charters with the staff at each school, facilitated by building leadership.

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

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.

- Create a new District Improvement Plan so that it reflects the most current data and integrates any major new district goal. Professional development needs will be identified and provided to ensure successful implementation of the 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. Professional development needs will be identified by the principals and Director of Curriculum and Instruction to ensure proper training is provided to staff.
- Renew focus on the instructional core based on feedback from Instructional Rounds in the 2017-18 school year. Concentrate on what students are learning, why they are learning it and how they will show they have learned it.
- Integrate a data software platform (EduClimber) into our district, school and grade level data teams by: 1) migrating demographic and assessment data; 2) Training a core group of key users; 3) requiring the use of the new platform at all levels to analyze student data as they relate to instructional strategies and curriculum implementation.
- Use EduClimber at the district data team to analyze student outcomes as they relate to different factors such as demographics, student supports, attendance, and other assessments. This work may lead to identifying supports and strategies to be increased or eliminated, as well as, additional professional development needs.
- Continue *Instructional Rounds*¹ so that members of the DDT, as well as classroom teachers, may examine instructional strategies identified in our district and school improvement plan 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. Instructional Rounds will occur at each school in 2018-2019.
- Continue the systematic improvement of the transition services provided to our students with disabilities in grades 9 - 12+ by utilizing a more comprehensive approach to assessment of student needs and implementing a process to ensure a “through line” that improves the connection between these assessment

practices and the development of individualized transition plans designed to meet student needs.

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

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.

- All core curriculum will be updated or transferred to our online curriculum platform by teachers and curriculum leaders by the end of the 2018-2019 school year. Teachers will use this platform exclusively when updating curriculum in the future.
- Update Science curriculum grades 4, 5, 7, 8, 10, and 11 to meet the Next Generation Science Standards (NGSS). K-3, 6, and 9 were all completed during the 2017-2018 school year and will be implemented in 2018-2019
- Identify potential new courses for students at the middle school and high school level for possible implementation in the 19-20 school year. Review current electives to determine their alignment with current needs of our students.
- Continue to update Social Studies curriculum K-5.
- Implement and support Readers Workshop in grade 7.
- Implement and support Advanced Placement Government and Politics for students in Grade 10 and 12.
- Implement newly revised elementary report cards.

Secondary Goals

- Develop a capital plan identifying all long-term projects for the Plymouth Public Schools and work with the Capital Planning Committee of the Town to integrate these items into their planning and allocation process.
- Complete all year two steps in order to earn NAEYC Accreditation for all of our Pre-K programs in our Early Learning Center by the fall of 2020.
- 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.
- Begin year one of the two year process to change financial software programs so both the Town of Plymouth and Board of Education are using the same financial software platform.
- Continue communication process with school and local community through the use of SchoolMessenger, Plymouth Connection, Facebook and district website.
- 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 Plymouth Food Pantry, 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.

- Continue work to develop business partners to support each of our schools through our School to Career office.