

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**

The term “portfolio” is used throughout to indicate that further evidence has been provided in a three-ring binder.

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.

- Host quarterly district safety meetings involving safety personnel (police, fire, etc.) and school personnel (Superintendent, Director of Facilities, Administrators) during the 2018-2019 school year 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 events.

Status - Ongoing: First district safety meeting was held on October 17, 2018. We are organizing a tabletop exercise for January 25, 2019 that will include all administrators and representatives from fire, police, and EMS. I cannot share the specifics of that tabletop at this time. The final two district safety meetings are scheduled for later in the school year.

- 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.

Status - Completed: Mr. Vigliotti toured each school with the building principal and SRO Brody. Items were identified to provide enhanced safety and security. These items are being prioritized for the Capital Improvement Plan and the 2019-2020 budget. We have also used these items to apply for a State security grant and will have additional information in March 2019 regarding this grant.

- Grant continued access to the Plymouth police department 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.

Status - Ongoing: The Chief of Police has been notified and reminded that the schools are available during non-school hours for this training. We anticipate training to occur at ETJMS during the winter break.

- 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. (MS)

Status - Ongoing: Assistant Principal Vigliotti is working with SRO Brody to provide for these operations.

- Institute 2-factor authentication for all administrators, nurses, secretaries, and staff that manage private data.
 Status - Ongoing: Superintendent, Central Office Admins and Building Admins have all had 2 Factor Authentication enabled for their Google Accounts. Both group and individual trainings held for these staff members.
 Currently working with Student Services to facilitate the deployment of 2 Factor authentication for the related staff (Nurses, Psychologists, Designated Spec Ed staff). We will also be scheduling the implementation for Business Office staff.
- Continue with goal on Social Emotional Learning to increase self-awareness and decision-making skills.
 Status - Ongoing: Multiple steps have been taken (see Goal #2 below). In addition, the BOE participated in a retreat where they had the opportunity to learn more about two the the tools used for our SEL work.

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.
 Status - Ongoing: We continue to utilize the CASEL framework to guide our work. We are working with Yale to implement their RULER approach to building self-awareness and relationship skills in adults. Each administrator has attended training for the RULER approach and has been a part of providing professional development for staff around developing an Emotional Charter and utilizing the Mood Meter. A SEL update was provided to the BOE during the November BOE meeting and additional information was shared during the November BOE retreat.
- 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.
 Status - Ongoing: Committee has met once so far this year to review back to school professional development, plan for the remainder of the year and confirm priorities of self awareness and relationship building. The committee met again at the end of November to review the staff and student survey data (see below) and begin planning for future steps.
- 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.
 Status - Ongoing: This anonymous survey (pre-test) was conducted by November 1, 2018. The district SEL committee has completed a preliminary review of the data. The committee will continue to meet and use this data to help with future planning.

- Create Emotional Intelligence Charters with the staff at each school.
 Status - Completed. Emotional Intelligence Charters were developed by all schools led by the leadership of the school. There was a great deal of staff involved in developing the charters and the charters are visible in each school. The administrative team discusses ways to keep the spirit and essence of the work alive for the buildings. At the BOE retreat in November, members of the BOE developed their own Emotional Intelligence charter. Portfolio.

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. (MS)
 Status - Completed: The District Improvement Plan is complete and has been shared with all parents and staff and may be found on our website. Portfolio.
- 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.
 Status - Completed: Each principal worked with his/her School Improvement Team to update their School Improvement Plan. These plans have also been shared with all staff and all parents and may be found on our website. No additional PD needs have been shared beyond what was planned with consultants from CREC and TCRWP. Portfolio.
- Continue to 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.
 Status - Ongoing: Completed one round of Instructional Rounds focusing on productive struggle at PCS in November. Second set of Instructional Rounds was held on December 4.
 Staff at each school are focused on increasing the use of high-leverage instructional practices for all lessons. Staff are working to clearly identify what the student needs to learn [the IEP goal and objective], to determine the student's baseline for this skill, to set a measurable goal for the skill that will demonstrate mastery.
- Integrate a software platform (EduClimber) for data storage and analysis 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.

Status - Ongoing: Educlimber initial setup completed which included importing three years of data (where available) for assessments such as SBAC and SAT. Assessment data such as STAR is imported on a daily basis.

Training sessions have been offered for groups and individual staff members through designated PD as well as grade level meetings. Admins were offered initial training at the Admin Retreat.

We continue to refine data importing, including behavior and attendance to better align with our District measurement expectations.

Teachers are entering school assessment scores through Educlimber as the assessments are completed by students.

Some of the capabilities of the EduClimber platform used by our educators was demonstrated at the December 12, 2018 BOE meeting.

- 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.

Status - Ongoing: Educlimber has been used with the District Data Team to analyze summative assessment data at the first two data team meetings this year. This process is also ongoing throughout the district including grade level meetings.

- Continue *Instructional Rounds* 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.

Status - Ongoing: Our first Instructional Rounds event took place at Plymouth Center School on November 8, 2018. The team examined the concept of “productive struggle” as it relates to the development of persistence in students. Portfolio

Our second Instructional Rounds event took place at Fisher Elementary School on December 6, 2018 where we examined the implementation of the math workshop model be implemented. Portfolio.

Individual schools are also taking advantage of completing “school based rounds” in their buildings.

- 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.

Status - Ongoing: To establish a more comprehensive approach to transition planning, high school staff reviewed a variety of transition assessment options and determined that the Transition Planning Inventory-2 (TPI-2) would provide the comprehensive information needed. The TPI-2 is now being trialed with 10 students. To date, this has included administering this comprehensive tool, and developing a reporting format. This information will be used to support IEP development and transition planning for these students. In addition, the high school staff will be able to determine whether the TPI-2 is appropriate for use with all students, and establish a procedure for ensuring its use.

Based on a comprehensive look at identified student needs, our 18-21 Transition Program includes:

- Daily classes focusing on transition skills related to post-secondary education, employment and independent living. Units of instruction include financial skills (e.g. bill paying, budgeting, banking); cooking; home maintenance; personal care; scheduling; use of the phone; accessing community resources; transferring “soft skills” to job sites (e.g. following directions, organization, working with your boss, socializing with co-workers); practicing specific job skills; job applications and resumes; and handling potential emergencies and “tricky” situations at home, at work and in the community.
- Development of independent studies based on student needs and interests.
- Twenty-seven community based job sites are currently available that allow for varied activities connected to student interests and needs.
- Continuing to develop additional community based opportunities and sites.

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.

- Update or transfer of all core curriculum to our online curriculum platform (Atlas) by the end of the 2018-2019 school year through teachers and curriculum leaders. Teachers will use this platform exclusively when updating curriculum in the future.

Status - Ongoing: All updating and developing work has been done in Atlas this year. Vertical teams have been taking stock in where they are in this process. The Director of Instruction and Curriculum will review and contact teams this winter.

- 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.

Status - Completed: All grade levels K-11 implementing new units of study and working through implementation. CREC consultant support with grades 4-11. Continue to refine resources and presentation to meet the needs of our students and develop/refine assessments as well.

- 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.
Status - Ongoing: The high school on track to implement AP Computer Science Principles & Fire Science as new classes for 19-20. We are reviewing the option to eliminate electives such as Forensics and E-Commerce. Our Innovative Technologies elective at the middle school and Foods course at the high school had curriculum revamps this year as did some of the Tech Ed electives. Potential add of more music sections at Middle School next year.
- Continue to update Social Studies curriculum K-5.
Status - Ongoing: Teachers are working to implement new units, grade 5 will be looking to add some resource materials but wanted to work through this year to see what they already had from previous units. Teachers are looking for core field trips per grade if possible.
- Implement and support Readers Workshop in grade 7.
Status - Completed: Teacher trained at TCRWP institute this summer, supported by two days of consultant support onsite, ongoing consultation with instructional coach, building administration and Director of Curriculum and Instruction. The Director of Curriculum and Instruction has completed inter-classroom observations with teachers and have been closely monitoring the needs of classrooms, including book club books and new unit of study materials.
- Implement and support Advanced Placement Government and Politics for students in Grade 10 and 12.
Status - Completed: Class fully implemented with resources, materials and teacher training. Two sections with 44 students (34-10th, 1-11th, 9-12th).
- Implement newly revised elementary report cards.
Status - Ongoing: Under the direction of our Director of Curriculum and Instruction, our new elementary report cards were developed by teachers with input from parents and the Student Achievement Sub-Committee of the BOE. Presentations have been completed for parents at Brown Bag Lunch and PTA meetings. Information regarding the new report cards has also been provided in principal newsletters. These report cards were loaded in Powerschool were distributed on December 7. Teachers will revisit in January at PD.

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.
Status - Ongoing: The plan was completed through a comprehensive review of our facilities and grounds. The plan was reviewed by all administrators and

reviewed by parents at the Superintendent's Brown Bag Lunch. The plan was also reviewed by the Facilities and Operations Subcommittee of the BOE on two occasions. The plan has been submitted to Town Hall for further review.

- 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.

Status - Ongoing: Our Preschool team, with support of administration, has been meeting with the EdAdvance consultant to make sure we are on track for our self study this year. All forms and fees have been processed to make sure we are at the right step of application. We hope to submit all materials by close of school year for a visit in the Fall of 2019.

- Complete 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.

Status - Ongoing: The Business Manager has worked with one company and is reviewing a two-part proposal. However, given the potential cost of the proposal we will need to review additional options to complete this work.

- 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.

Status - Ongoing: The new server for Infinite Visions has been installed at Town Hall. Once the server was fully operational, Tyler Tech connected remotely and installed their software to run Infinite Visions. At this time, the Town is scheduled to migrate over first, followed by the BOE.

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

Status - Ongoing: SchoolMessenger is consistently used by the school principals for weekly updates to parents. In addition, school principals are sharing terrific pictures and information on our Facebook page. The Facebook page rarely goes for more than a couple of days without new posts. We continue to write a monthly column entitled *Superintendent's Corner* for the Plymouth Connection. The district website receives constant updates as we add information for parents, students and staff. Each presentation for the BOE is highlighted on our website. The BOE meetings are also available through our YouTube Channel that can be accessed through our website. The banner at the top of the district website where photos of students and staff are shared is updated as well.

- 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.

Status - Ongoing: The Superintendent of Schools is now a member of the food pantry. The schools are running monthly food drives. I am currently the President-elect of the Rotary Club of Terryville and will begin my official duties on July 1, 2019. I have continued to volunteer for the Lions Club for the Terryville

Fair. Our work with the safety committee keeps our district connected to all of the emergency services in town and the tabletop exercise scheduled for late January will only increase this connection. I have continued to work closely with the Zukowski Family Foundation. The school system and its staff members are an integral part of this community and are involved in too many community-based activities and organizations to mention them all.

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

Status - Ongoing: We are exposing more students to career paths through the interaction of students and professionals through hands on demonstrations and events. Programs and donations are being lined up to make this happen for the Spring of 2019. We have also made specific asks of local businesses to support our student mentoring program. In addition, we are providing more career presentations to students at all levels. This year the Annual Career Day will include all fifth graders in the district. Furthermore, there will be an evening event on the same day as the Career Day, which features a Maker Faire and Career Exploration event.