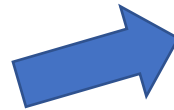


10/12/21
UPDATE

East Haddam Public Schools

Five Year Strategic Plan

2019-2020



2023-2024

Mission Statement

The mission of the East Haddam School District is to develop a community of lifelong learners who are prepared to become independent, creative and productive citizens for our diverse and ever-changing global society.

Background

Soon after his arrival, the Board of Education charged the Superintendent Reas with the task of creating a strategic plan for the school system to move forward. The Board adopted the last 3-year strategic plan in 2009. The Board of Education approved the current strategic plan in 2016. During the school year of 2014-2015, many concepts that were eventually embedded in the 2015-2020 strategic plan were initiated before the plan was finalized. Teachers and administrators have worked diligently to meet and, in some cases, exceed the expectations of the 2015-2020 plan. In March 2019, the decision was made to draft a new strategic plan that would take us from the fall of 2019 to the spring of 2025.

Purpose

Strategic planning is an intentional process to focus the work of the district on a vision with a few very important goals. The plan aligns the district with the values of the community and the external expectations such as careers, workforce and universities. The plan provides a compass for the district, board, staff and leaders to focus district resources, both financial and human, on these goals and vision.

Strategic Plan Vision

The Strategic Plan Vision is the list of district outcomes that the district will ultimately achieve in 5 years as the plan is successfully implemented. You will notice that there are superscript numbers after some bolded words. These superscript numbers serve as a connection to the Performance Measures (PM) that are described below.

Performance Measures

Performance Measures (PM) are the instruments we use to measure the districts successful completion of the plan. Planning the measurements in advance supports the educators and community members alike to know what the results will look like in the future.

Goals and Objectives

The goals and objectives are the incremental steps the district will need to take to meet the strategic vision. These goals are more specific than the strategic vision and address the wide range of operations involved in implementing the strategic plan.

District Action Steps

Meeting the goals and objectives is accomplished by a series of actions that will meet the goal. Some actions will be completed in a year or two and then require to be changed and or updated. For this reason, action steps will be reviewed at the end of each school year and adjusted or revised as necessary. Many of these action steps include the collaborative efforts of staff, administration, Board of Education Members and community. These steps will look differently as the plan moves through the 5 year period of time.

School-Based Action Steps

While District Action Steps focus on the entire districts' goals and objectives, it is important for each building to consider the actions specific to their building. Principals collaboratively create school-based action steps that support the specific school to meet the district's five-year goals and objectives. Samples of school-based action steps are included at the end of this document as well as below.

A purely hypothetical example of a School-Based Action Step:

Measured by Performance Measure 4 and focused on Objective A4, students enrolled in AP classes will, on a weekly basis, use online instructional resources (Kahn Academy) in area of English Language Arts and Math resulting 25% more students achieving a passing grade on AP Assessments.

This example is also displayed in a plan matrix format at the end of this document. The plan strategy of having school communities each strategize on an annual basis is one way the plan encourages the district to have a culture of innovation and creativity.

Strategic Plan Vision Statements

East Haddam students' learning is **inspired, led, and diversified**¹ by students.

East Haddam students will **persevere**⁸ to **exceed state** and **national**^{2,3,4} achievement averages.

East Haddam students will graduate **college and career ready**^{9, 5}.

East Haddam students' **multidisciplinary**¹¹ learning is facilitated by **exemplary**⁷ educators in an **individualized, innovative, and technologically state of the art**¹⁰ environment.

East Haddam students will learn in a culture of **empathy, curiosity, and innovation**⁶.

East Haddam students will learn in a **safe environment**¹⁰ that supports individuals to learn at the **individual's rigorous pace**¹² and **diverse learning styles**¹²

- Superscript numbers refer to Performance Measures on the next page

Performance Measures

1. Observable student opportunities that connect their learning to their present and future lives
2. Comparison of East Haddam to Smarter Balanced Assessment Results and IREADY in ELA and Math for grades 3-8.
3. Students mastery of PK-12 aligned Graduation Expectations
4. Comparison of East Haddam students on SAT, PSAT 10, PSAT 9, PSAT 8, AP, Lexile Scores, Next Generation Science Standards Assessments (NGSS) to national percentiles.
5. Students meeting core academic benchmarks on unit assessments.
6. Annual student/parent survey measuring student opportunities to engage in authentic opportunities to use empathy, curiosity, and innovation.
7. Professional development plan of educators supporting instruction.
8. Student survey/interview results indicating observable student opportunities of challenge and perseverance.
9. College and career readiness survey data of recent graduates.
10. Benchmark progress on facility improvement plan.
11. Participation rates of world language, coding, and performing and visual arts opportunities
12. Summary of additional learning opportunities.

Goals and Objectives		
<p style="text-align: center;"><u>ACHIEVE</u></p> <p style="text-align: center;"><i>Ensure that all East Haddam students equitably achieve in ELA, math, science, and social studies at high levels at students' individual rigorous pace and learning style.</i></p>	A1	Increase math achievement relative to language arts (Differential between Mathematics and Language Arts will be equivalent to that of state and national averages)
	A2	Increase achievement for all students and decrease the achievement gap for students with special needs.
	A3	Ensure that all students meet grade level K-12 graduation competencies
	A4	Increase Advanced Placement participation and successful test scoring
	A5	Expansion of Pre-K for all students
	A6	Increase opportunities for students to accelerate learning inside and outside the school year/day

2019-2021 District Action Steps		
ACHIEVE	a-1	Middle School Illustrative Math program implementation – grades 4-8 with professional development for teachers. (D5)
	a-2	Curriculum renewal system adjust to recently developed graduation competencies.
	a-3	Pilot Benchmark Assessments to measure curriculum based on competencies. Integrate IREADY data into comprehensive process Complete graduation competency’s structure (K-12) for all classes
	a-4	Increase AP assessment results of students scoring 3-5 to 90% and participation to 55%.
	a-5	Continue Pre-Kindergarten program expansion
	a-6	Develop blended learning goal with balance of technology tools and face to face learning.
	a-7	Continue to develop achievement data reports for teachers from multiple assessments.

Goals and Objectives

<p><u>RELATE</u></p> <p><i>Build relationships with the community to ensure sustainability, increase authentic learning opportunities, and deep connections to the community.</i></p>	R1	Increase collaborations with neighboring districts to provide additional professional development and programming to our student.
	R2	Increased community collaboration opportunities. (IE Vo-Ag, Vo-Tech)
	R3	Increase participation in dual enrollment in trade schools, universities and colleges
	R4	Increase student mentoring opportunities for students (academic and professional)
	R5	Increase Internship opportunities with local businesses and professionals
	R6	Increase community business collaborations to expand 18-21 transition program services.
	R7	Every graduate will take an online class as part of their high school experience. Preparing for post-secondary online classes

2019-2021 District Action Steps

RELATE	r-1	See d-4
	r-2	Create system for student, staff and community feedback around strategic plan goals. Implement survey system with students Continue relationship with Project O and the Goodspeed Opera House for our Middle School Students
	r-3	Dialogue with post-secondary education institutions to build opportunities to offer dual enrollment and ECE programs. Expand CTE offerings with Goodwin College for dual enrollment manufacturing classes/credits.
	r-4	HS students to participate in Regional Job Fair at Wesleyan in Middletown.
	r-5	Identify future CTE program options for mentoring. Increase career awareness with local business/career people in local career fair. Continue Entrepreneurial program development in the Middle School for students.(+D3)
	r-6	Continue development of the 18-21 Transition Program (Business partnership expansion and program size potential)
	r-7	Identify a list of online, post-secondary institution classes potentially available to the students at NHRHS and prepare a budget as necessary.

Goals and Objectives

<p style="text-align: center;"><u>DEVELOP</u></p> <p style="text-align: center;"><i>Ensure talent development: excellence in instruction with high quality professional development.</i></p>	D1	Improve instruction in social emotional learning.
	D2	Improve instruction of students with disabilities.
	D3	Improve instruction of students with extraordinary abilities.
	D4	Increase capacity for data-based decision making
	D5	Increase professional coaching for instruction and leadership.
	D6	Instruction and universally designed instruction

2019-2021 District Action Steps		
DEVELOP	d-1	<p>Trauma Informed Instruction to support our students living with trauma.</p> <p>Complete PBIS program at all three schools (D4 Data).</p> <p>Restorative Practices professional development for teachers.</p> <p>Kagan instructional techniques for cooperative learning for teachers.</p> <p>Identify K-12 Social Emotional Learning (SEL) Instructional tool kit and future needs.</p>
	d-2	Professional development in Professional Learning Community (PLC) implementation for teachers and paraprofessionals(CREC)
	d-3	Advanced Placement class professional development for HS teachers.
	d-4	<p>Develop a plan to implement and budget instructional and leadership coaching.</p> <p>Regional leadership seminars for administrators with David Cormier centered on instructional leadership. (r-1)</p> <p>Implement a data warehouse to support databased decision-making: creating reports from multiple data sources for administrators and teachers.</p> <p>Professional development in data literacy and data-based decision making to support PLC (K-3 teachers)</p>
	d-5	<p>Develop student feedback system for professional development programming. (r-2)</p> <p>Increase regional opportunities with neighboring communities to provided highly impactful and cost-effective professional development.</p> <p>Equity and Bias professional development (IE: SERC)</p>
	d-6	Creating Inclusive environments: Stetson Associates, SERC, SDE.

Goals and Objectives		
<p><u>CONSTRUCT</u></p> <p><i>A safe and multi-dimensional learning environment for students of all talents, needs, and learning styles.</i></p>	C1	Continuously improve the safety and accessibility of our buildings.
	C2	Increase educational environments for students with social, sensory, and emotional needs
	C3	Upgrade students’ athletic facilities for programs.
	C4	Develop budget recommendations to increase opportunities for students to accelerate outside the school day/calendar.
	C5	Improve Elementary School facility for universal Pre-Kindergarten classes.
	C6	Increase creative environments at all schools Increase the availability of environments that promote digital and collaborative student interaction and production
	C7	Safety and Security team will meet regularly and recommend facility security improvements.
	C8	Adjust the strategic plan per ongoing feedback.

2019-2021 District Action Steps		
CONSTRUCT	c-1	Capital project planning through the 10-year Capital Plan budget. Obtain cost analysis of ADA improvements per SDE Audit recommendations (ADA Access to Softball and baseball dugouts) Compliance is required by 2025?
	c-2	Conduct a needs assessment for students with needs for social, sensory, and emotional needs.
	c-3	Continue athletic fields renovation cycle. Complete Envelope project at EHES (windows and doors) Complete Athletic Complex renovation.
	c-4	Increase air quality with Air Conditioning systems in all schools.
	c-5	Identify space requirements and limitations for future Pre-K programs. Pre-K Playground, restrooms and classroom space improvements.
	c-6	Continue to develop Makerspace and Innovative environments in the school that is available to students at multiple times of the day. Cooperative, flexible, and small group seating at all three schools
	c-8	Implement survey of students, parents, and staff to provide updated feedback to the strategic plan.

Notes:

Each school developed their action steps this year for the first time. The process of focusing on one strategy successfully created productive conversations about instruction and supported building leaders to focus their professional development strategy.

The relationship with the Child Guidance Clinic was very successful. For this reason, during the 19-20 year, the program added support to the elementary school. Just days before writing this update I was informed that our first elementary student client started services. The relationship with CHC has been very productive during the pandemic affected learning.

19/20 was a busy year and then COVID19 came along and turned everything upside down. That said, the district did not miss a beat with converting to the different platform and the challenges of distance learning. Our teams of educators impressed many with their adaptability and commitment to our students. I could not be more proud of their work during these times.

Glossary		
Term	Description	Grades Applicable
SAT	Scholastic Aptitude Test (Adopted as CT state accountability measure)	11
PSAT (8, 9, 10)	<i>Preliminary Scholastic Aptitude Test</i>	8,9,10
Lexile Scores	A method used to measure a student reader's ability is Lexile level or a Lexile Measure	4-8
Vo-Ag	Vocational Agricultural Program supports students in leadership, agricultural business, and supervised agricultural experience	9-12
Vo-Tech	Vocational Technical Program supports students in manufacturing, video production, computer aided design	9-12
Transition Program	Program to support students aged 18-21 with special needs requiring services beyond high school academic requirements	12+
Smarter Balanced Assessment	Smarter Balanced Assessment Consortium or SBAC are state tests administered to all students and aligned with the Common Core State Standards	3-8

AIMSWEB	AIMSweb® is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are used to guide instruction and to determine response to instruction	K-6
Pre- K	Current Pre-K program offers 3 and 4-year-old students with disabilities a ½ day program 4 days a week. Peers as models attend to sustain a 1:1 ratio	Age 3+4
ELA	English Language Arts	K-12
ERW	Evidence-Based Reading and Writing section of the SAT and PSAT assessments	
PBIS	Positive Behavior Instructional Support	