

---

# Woodbridge School District Woodbridge, CT

---

Strategic Development Plan  
2017-2020

Presented by Superintendent Robert F. Gilbert  
January 17, 2017 Board of Education Meeting

# Thank you for your help!

---

## Woodbridge School District Woodbridge, CT

---

### **SUPERINTENDENT ENTRY PLAN ACTIVITIES/PROCESSES AND PARTICIPANTS**

#### ACTIVITIES/PROCESSES

Entry Plan Created  
Interviews Conducted  
Meet and Greet Activities  
Parent Meetings  
Faculty and Staff Team Meetings  
School and PTO Activities  
Community Visits and Involvement  
October Mid-Year Reflections  
Extended Cabinet  
Development of District Strategic Plan

#### PARTICIPANTS

Students  
Parents and PTO  
Faculty and Staff (teams, leaders, individuals)  
BOE Members  
Superintendent Leadership Profile  
Town Leaders  
Community Members  
Senior Citizens  
Administrative Cabinet  
Extended Cabinet

The **Mission** of the Woodbridge Public School District is to provide rigorous and relevant learning experiences that will enable all students to grow and take ownership of their learning as they become successful collaborators, creative and critical thinkers, contributing citizens and life-long learners. (Not finalized)

---

# Woodbridge School District

## Strategic Development Plan 2017-2020

---



### **WE BELIEVE THAT:**

- \*All students can learn and it is the responsibility of our school system to provide the supports needed to reach high standards and success.
- \*Academic skills must meet the expectations of the CT Core Standards. The skills needed for success in the 21<sup>st</sup> Century include critical thinking, collaboration, creativity, and citizenship.
- \*We have a responsibility to prepare our students for a rapidly changing world that includes the integration and use of technology.
- \*The emotional, social, and behavioral needs of our students are equal in importance to their academic needs.
- \*Our educational community will continue to grow and improve when all our staff members are expected and supported to learn.
- \*Our district has a responsibility to inform and engage the community as partners in education.
- \*Fiscal responsibility is a foundational tenet of our school system .

# Identified Strengths of District & School: Findings



1. **Vision/Mission/Strategic Planning:** Vision/Mission reflects commitment to whole child; annual school and BOE goals established.
2. **Curriculum/Instruction:** High levels of student achievement; portions of high-quality curriculum completed; strong academics and unified arts; workshop model; opportunities for instructional freedom; choice within school (MAG); culture of professional learning; relationships with significant resource providers (Teacher's College, Tri-State, ACES).
3. **Organization and Leadership:** Talented, experienced and dedicated faculty/staff/administration; strong collegial collaboration within a team model; leadership capacity building; collaborative relationships with union leadership and with partner districts (BOWA).
4. **Support Services for Students:** Children are known as individuals; strong concern for, and care of, students on the part of faculty/staff; many parents move to Woodbridge for the services provided; quality and depth of programs and services.
5. **Community/Culture:** Strong sense of community within the school; school at the heart of the town as a shared facility; safety/security; communication with parents and town; highly educated, engaged and supportive parents; committed BOE and PTO; outreach to community; families move to Woodbridge for the schools.
6. **Resources/Funding:** Strong and consistent fiscal support from town; experienced faculty/staff; completed facility upgrade (safety, energy efficiency, comfort); investment in current technology.

# Strategic Development Plan

## Goals for Continuous Improvement

---



1. The District will ***promote rigorous 21<sup>st</sup> Century academic and social skill standards/expectations*** that will enable students to be successful collaborators, critical and creative thinkers, contributing citizens and life-long learners.
2. The District will ***provide a student centered and personalized learning environment*** that promotes innovation, creativity, choice, independence, growth and student ownership.
3. The District will ***provide professional learning to all faculty and staff*** as it relates to and supports student learning, development and continuous improvement.
4. The District will ***build partnerships, promote and celebrate the diversity and multi-dimensional aspects of school, local, regional and global community.***
5. The District will ***maximize the efficiencies of systems and resources*** that support students in reaching high levels of learning and growth.

---

**Goal 1:** The District will promote rigorous 21<sup>st</sup> Century academic and social skill standards/expectations that will enable students to be successful collaborators, critical and creative thinkers, contributing citizens and life long-learners.



**Priorities:**

- Develop a district Vision and Mission that supports 21<sup>st</sup> Century learning.
- Develop a shared vision/expectation of high quality student work.
- Develop a strategy and structure for curriculum review/revision.

Targets →

Finalize a vision and mission by May 2017

Develop a curriculum revision plan by May 2017

Establish curriculum revision teams by June 2017

***Actions and initiatives to support the priorities of Goal 1:***

***“Goal 1 promotes a Vision and Mission that supports 21<sup>st</sup> Century as well as curriculum development and quality student work.”***

Develop a district Vision and Mission that supports 21<sup>st</sup> Century learning:

- \*Small committee review and development.***
- \*Opportunity for stakeholder review.***
- \*Revisions as needed.***
- \*Communication and use of finalized Vision/Mission.***

Develop a shared vision/expectation of high quality student work:

- \*Collection of exemplars across content areas.***
- \*Build a common vision of developmentally appropriate quality student work.***
- \*Establish use of PLC time and vertical articulation for ongoing focus on quality student work.***
- \*Communicate performance expectations to curriculum teams to align with written curriculum.***

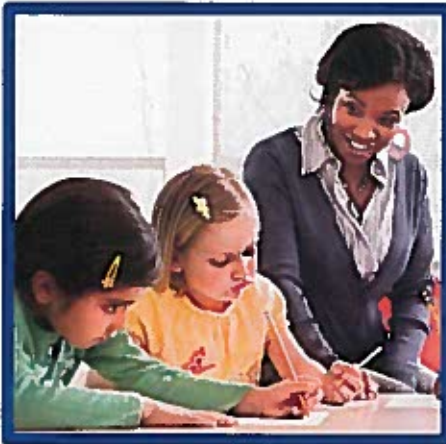
Develop a strategy and structure for curriculum review/revision:

- \*Determine current status of all major areas (curriculum audit).***
- \*Establish short-term strategy of curriculum work through teams directed by administration and specialists with outside consultancy, as needed.***
- \*Determine initial curriculum revision timeline and resources required.***
- \*Consider long-term curriculum leadership strategy of repurposing staff.***
- \*Streamline assessments (including curriculum and benchmark) through matrix review.***
- \*Current curriculum priorities: Math, Science, and Social Studies.***



---

**Goal 2:** The District will provide a student centered and personalized learning environment that promotes innovation, creativity, choice, independence, growth and student ownership.



**Priorities:**

- Establish a *School-Wide Enrichment Model (SEM)* that focuses on enrichment for all students and curriculum compacting for early mastery students.
- Build a common understanding and implementation plan for Project Based Learning (PBL).
- Establish a *Sixth Grade Capstone Project* that provides a PK-6 culminating learning experience.

Targets



Visits to schools with School-Wide Enrichment models by June 2017

Professional learning in PBL and Capstone starts by June 2017

Professional learning in compacting starts by August 2017



***Actions and initiatives to support the priorities of Goal 2:***

***“Goal 2 promotes student centered and personalized learning as well as innovation, creativity and choice.”***

Establish a *School-Wide Enrichment Model (SEM)* that focuses on enrichment for all students and curriculum compacting for early mastery learners:

- \*Visit model programs.*
- \*Increase understanding of curriculum compacting and enrichment clusters.*
- \*Define the specifics of a Woodbridge SEM Model.*
- \*Provide a thoughtful/gradual transition from current model to new model.*
- \*Provide ongoing communication to parents and staff.*

Build a common understanding and implementation plan for Project Based Learning (PBL):

- \*Attend professional learning and explore PBL models.*
- \*Visit current BRS classrooms using project based learning.*
- \*Develop a vision for Project Based Learning for Beecher Road School.*
- \*Establish a long term plan for Project Based Learning.*

Establish a *Sixth Grade Capstone Project* that provides a PK-6 culminating learning experience:

- \*Attend professional learning and explore Capstone models.*
- \*Determine end of Grade 6 expectations to provide project components.*
- \*Establish scope of project in conjunction with curriculum revision.*

---

**Goal 3:** The District will provide professional learning to all faculty and staff as it relates to and supports student learning, development and continuous improvement.



**Priorities:**

- Build an understanding and implementation of the Professional Learning Community (PLC) model.
- Place a priority on the systematic and consistent use of embedded professional learning experiences.
- Develop a differentiated professional learning plan that advances teaching, learning and the goals of the district.

**Targets**



District review and selection of a data collection resource by June 2017

Expanded district professional learning plan by August 2017

Provide PLC training to team leaders by August 2017

**Actions and initiatives to support the priorities of Goal 3:**

**“Goal 3 promotes professional learning and communication structures for all staff to impact student learning”**

Build an understanding and implementation of the Professional Learning Community (PLC) model:

*\*Provide training for team leaders and other leadership.*

*\*Select a data collection tool that maximizes efficiency in the collection and use of classroom/team data.*

*\*Expand training to all staff with an emphasis on the 4 key questions of PLC.*

*\*Build coherence with data team and SRBI models.*

Place a priority on the systematic and consistent use of embedded professional learning experiences:

*\*Design embedded professional learning experiences that are grounded in day-to-day practices.*

*\*Ensure consistency of program implementation through monitoring, feedback and accountability.*

Develop a differentiated professional learning plan that advances teaching, learning and the goals of the district:

*\*Professional Development and Evaluation Committee (PDEC) expands current work to identify professional learning priorities for both faculty and other staff groups.*

*\*Build schedules and structures that allow for ongoing professional learning and communication for non-certified staff (including teacher assistants, office, custodial, and other support staff).*

*\*Expand differentiated professional learning opportunities for teachers and teacher assistants.*

---

**Goal 4:** The District will build partnerships, promote and celebrate the diversity and multi-dimensional aspects of school, local, regional, and global community.



Priorities:

- Enhance sense of community within the school.
- Form partnerships and service opportunities within the local community.
- Build partnerships with educators regionally and globally.

Targets



Identify current and expanded community activities and welcoming strategies by June 2017

Identify current and expanded school climate and diversity activities by June 2017

Determine next steps to expand partnerships with town by June 2017

**Actions and  
initiatives to support  
the priorities of  
Goal 4:**

**“Goal 4 focuses on  
building community  
within and outside our  
school”**

Enhance sense of community within the school:

*\*Identify current and potential future staff and student activities to increase the integration and bonding of the entire PK-6 school community (all students and all staff members/groups).*

*\*Create strategies that enhance the welcoming of visitors/parents which align with recent safety/security initiatives.*

*\*Ongoing use of school climate plan strategies to meet social/emotional needs.*

*\*Identify current and future expanded activities to understand, appreciate, and celebrate our differences including the promotion of social justice and equity.*

Form partnerships and service opportunities within the local community:

*\*Partner with town agencies for next steps in school outreach and service opportunities.*

*\*Develop a ‘bank’ of community resources to enrich instruction.*

*\*Develop a volunteer protocol for support and clarity of expectations.*

*\*Explore the establishment of an *Education Foundation* to support student learning initiatives.*

Build partnerships with educators regionally and globally:

*\*Enhance collaboration with BOWA districts including vertical conversations and resources.*

*\*Enhance formal/informal partnerships with local/regional districts and programs (ex. Open Choice, pen-pal, adopt-a-school).*

*\*Use past global partnership experiences to guide new student centered experiences.*

---

**Goal 5:** The District will maximize the efficiencies of systems and resources that support students in reaching high levels of learning and growth.



Priorities:

- Restructure SRBI model and refine special education service delivery to maximize efficiency and ensure comprehensiveness/coherence.
- Create a plan to enhance building aesthetics with a student centered focus.
- Review and revise roles, responsibilities, processes and structures to best support student learning and needs.

Targets



Identification of committee/team and process for enhancing aesthetics by August 2017

Teams appointed to review current SRBI and special education models by June 2017

Review of roles, responsibilities, processes with initial next steps by June 2017

***Actions and initiatives to support the priorities of Goal 5:***

***“Goal 5 promotes efficiency in systems and resources to impact student learning.”***

Restructure SRBI model and refine special education service delivery to maximize efficiency and ensure comprehensiveness/coherence:

- \*Conduct a review of current process, programs, and scheduling.***
- \*Review/explore/visit model programs.***
- \*Revise SRBI model.***
- \*Refine special education service delivery model, as needed.***
- \*Align SRBI with PLC team model.***
- \*Provide training and ongoing monitoring for implementation.***

Create a plan to enhance building aesthetics with a student centered focus:

- \*Identification of a committee/team and process.***
- \*Walk-through assessment of building aesthetics and possibilities.***
- \*Utilize district budget, staff, student, and community resources to provide enhancements.***

Review/revise roles, responsibilities, processes and structures to best support student learning and needs:

- \*Review faculty/staff roles and responsibilities.***
- \*Review current processes and structures.***
- \*Identify areas of redundancy, need and priority.***
- \*Revamp, as needed, processes, organizational chart, job assignments, and resource allocation to meet student and organizational needs.***



---

# Woodbridge School District Woodbridge, CT

---

2017-2020 Strategic Development Plan

Looking Ahead:  
Periodic Updates  
Annual Review and Revision