



## **GROTON PUBLIC SCHOOLS STRATEGIC PLAN 2017 – 2022**

The Groton Public Schools' Board of Education sets the Mission, Vision and Goals of the district as the foundation of the belief system. The Groton Public Schools Strategic Plan 2017 – 2022 will guide those in the district when making complex decisions by providing a framework of expectations. This Strategic Plan is aligned the Connecticut State Board of Education's Five-year Comprehensive Plan, the District Strategic Action Plans, School Strategic Plans, and Teacher and Administrator plans.

### **GROTON PUBLIC SCHOOLS MISSION STATEMENT**

The Mission of Groton Public School District is **teaching and learning**.

### **GROTON PUBLIC SCHOOLS VISION**

Groton Public Schools is investing in the future by preparing our students for success as life-long learners; readying them for college and careers. As a district, we offer nurturing and challenging educational opportunities for all students to achieve their fullest potential and make a meaningful future as global citizens. Groton Public Schools is also expanding school choice through intra-district magnet schools, programs and partnerships. We are proud to serve those who serve us, including our military families, as we celebrate over 100 years of submarines in Groton.

### **GROTON PUBLIC SCHOOLS GOALS**

- Provide dynamic rigorous and relevant curriculum
- Ensure effective and engaging instruction
- Foster excellent learning environments

Goal(s)	Rationale(s)	Action(s)	Outcome(s)	Resource(s)
1. Provide dynamic, rigorous and relevant curriculum.	Build and sustain an education system with high standards for all and provide curriculum aligned to Connecticut Core Standards (CCS) and Common Core State Standards (CCSS) that will empower student to master established learning goals	Implement a District Curriculum & Instruction Council: <ul style="list-style-type: none"> <li>• Revise GPS Curriculum Handbook</li> <li>• Revise GPS Curriculum Timeline</li> <li>• Revise GPS Assessment Calendar.</li> </ul>	Ensure equity & excellence for all Groton students across schools and grades.  Written curriculum documents are guides that may require modification from time to time.  Improved student performance, monitored by teacher/administrator, and school and district data teams.	Endure sustainability through professional development, curriculum review and purchasing resources.  Funding sources: Operations budget and Grants.
1.a. Review and develop English Language Arts (ELA) curriculum based on Connecticut Core Standards (CCS), aligned to Common Core State Standards (CCSS)	Prepare students to be “life-long, confident readers and writers who display agency and independence in their future endeavors.” The aim is to strengthen a generation of readers and writers, critical thinkers and problem solvers. CSDE	Along with written curriculum based on CCS, create assessment & pacing guide. Action Plan Team: K-5 Literacy Specialists 6-8 Literacy Specialists HS Dept. Chair Teacher representatives	Students actively engage in literacy and deepen understanding of reading, writing, speaking, listening, viewing and presenting ideas across all curriculum; as evidenced by the State SBAC & SAT, and district assessments per the GPS Assessment Calendar.	Provide materials including technology and professional development for all teachers to write, revise and implement the curriculum, support practices, and common assessments
1.b. Review and develop Mathematics written curriculum based on Connecticut Core Standards (CCS), aligned to Common Core State Standards (CCSS)	“Every student needs and deserves a rich and rigorous mathematics curriculum that is focused on the development of concepts, the acquisition of basic and advanced skills and the integration of problem solving experiences.” CSDE	Along with written curriculum based on CCS, create assessment & pacing guides. Action Plan Team: K-5 Math Specialists MS Math Specialists HS Department Chair Math Task Force Teacher representatives	Students actively engage in problem solving with tenacity and confidence, use models as tools for thinking and read and write viable arguments as mathematicians; as evidenced by the State SBAC & SAT, and district assessments per the GPS Assessment Calendar.	Provide materials including technology and professional development for all teachers to write, revise and implement the curriculum, support practices, and common assessments

Goal(s) Goal(s)	Rationale(s)	Action(s)	Outcome(s)	Resource(s)
1.c. Review and develop Next Generation Science Standards curriculum and instruction practices.	“A foundation in scientific literacy prepares students to be confident and capable lifelong learners who are equipped with the skills needed to access, understand, evaluate and apply information in various contexts.” CSDE	Along with written curriculum based on CCS, create assessment & pacing guide. Action Plan Team: K-8 Science Council HS Dept. Chair Teacher representatives	Students actively engage in science and engineering inquiry practices; applying cross cutting concepts to deepen their understanding of core ideas as measured by the student science data per the GPS assessment calendar as evidenced by State (Next-Gen Science CT) and district assessments; also successful completion of science coursework.	Provide materials including technology and professional development for all teachers to write, revise and implement the curriculum, support practices, and common assessments.
1.d. Review and develop Social Studies curriculum and instructional strategies based on Connecticut Core Standards (CCS), aligned to Common Core State Standards (CCSS).	Implement state of the art research based curriculum and instruction so students have a deeper understanding in social studies.	Along with written curriculum based on CCS, create assessment & pacing guide; Collaborate with ELA around Readers and Writers workshop  Action Plan Team: K-8 Teacher Representatives HS Department Chair Teacher representatives	Improve student civic mindedness and global knowledge as evidenced in curriculum performance based assessments.	Provide materials including technology and professional development for all teachers to write, revise and implement the curriculum, support practices, and common assessments.
1.e. Review and develop a Unified Arts and World Language Curricula timeline.	Implement state of the art research based curriculum and instruction so students have deeper understanding and proficiency in the unified arts and world languages.	Along with written curriculum based on CCS, create assessment & pacing guide.  K-8 Teacher Representatives HS Department Chair Athletic Director Teacher representatives	Improve student creativity and knowledge of each discipline within the area of unified arts and world languages, as evidenced by GPS Yardstick and participation.	Provide materials including technology and professional development for all teachers to write, revise and implement the curriculum, support practices, and common assessments.

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2. Ensure effective and engaging instruction	Teachers, Paraprofessionals and Administrators need to be supported with on-going professional development to grow and refine instructional practices.	State-of-the-Art Professional learning to ensure effective and engaging instructional practices are planned with & for teachers, administrators, paras, and Groton Teaching & Learning Collaborative. Use supervision and evaluation to improve instruction per GEED.	“High-quality professional learning is a process that ensures all educators have equitable access . . . to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.” CSDE	Endure sustainability through high-quality professional learning, curriculum review and resources. Funding sources: Operations budget and grants.
2.a. Implement a balanced literacy program using the Columbia University Teachers College Reading and Writing Workshop model K-8.	Implement state-of-the-art research based curriculum and instruction.	Provide professional development with embedded coaching from Teachers College.	Improve student literacy as measured by student reading & writing data.	Provide materials including technology and professional development for educators to write, revise and implement the curriculum, instructional practices, and common assessments.
2.b. Implement high-quality comprehensive instruction and assessment based on state of the art research-based practices, such as Inquiry and Math Workshop models, so students become mathematically literate.	“Mathematically literate persons are able to make informed decisions about the world around them and have the interest and confidence to meet an increasingly quantitative, data-rich global society’s needs and challenges.” CSDE	Provide professional development on the Math Workshop model and inquiry based instructional practice.	Improve student numeracy achievement as measured by mathematics data.	Provide materials including technology and professional development for educators to write, revise and implement the curriculum, instructional practices, and common assessments.
2.c. Implement Science Inquiry instruction using hands on labs.	Implement inquiry based instructional practices as the District prepares for NGSS.	Provide professional development and relevant materials.	Improve student science outcomes as measured by science data.	Provide materials including technology and professional development for educators to write, revise and implement the curriculum, instructional practices, and common assessments.

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2.d. Implement social studies materials to support rigorous and relevant instructional practices, including research and argument.	Implement state of the art research based practices to support student learning.	Provide professional development with Teachers College Readers and Writers Workshop.	Improve student civic knowledge as measured by curriculum based performance assessments.	Provide materials including technology and professional development for educators to write, revise and implement the curriculum, instructional practices, and common assessments.
2.e. Utilize technology to provide students up to date instruction tools.	Implement state of the art research based strategies to access information and communication.	Provide teachers and students appropriate professional development.	Improve 21 <sup>st</sup> Century skills and college and career readiness for students.	Provide materials including technology and professional development for all teachers to write, revise and implement the curriculum, support practices, create common assessments
2.f. Expansion of the I.B program.	Provide a statewide programmatic exemplar of equity and excellence in education.	Research and implement the Middle Years program in grades 6 to 10. .	Written implementation timeline including timeline application process.	Provide materials including technology and professional development for educators to write, revise and implement the curriculum, instructional practices, and common assessments.
2.g. Use supervision & evaluation to improve instruction.	Teachers and Administrators are supported using professional development to grow and refine instructional practices.	Ongoing calibration training and professional development.  Groton Teaching & Learning	Teachers and administrators are supported using best practices.	Provide materials including technology and professional development for educators to write, revise and implement the curriculum, instructional practices, and common assessments.

Goal (s)	Rationale(s)	Action(s)	Outcome(s)	Resource(s)
3. Foster excellent learning environments.	A commitment to outstanding learning environments for all of our students promotes equity and excellence throughout the school system.	<p>Implementation of the Groton 2020 Plan.</p> <p>Develop a comprehensive written action plan with a detailed timeline.</p>	<p>Improved facilities to provide access to equity and excellence for all students in Groton.</p> <p>Implement the Groton 2020 Plan.</p>	Ensure sustainability through the Groton 2020 plan, Town of Groton CPI, the operations budget and grants.
3.a. Provide safe and secure schools.	Schools are safe and welcoming environments where students are able to receive outstanding teaching and learning opportunities.	<p>School Safety &amp; Security Committee will review &amp; update plans as needed.</p> <p>Health &amp; Wellness Committee will review &amp; update plans as needed.</p> <p>Anti-bullying efforts will continue both district wide and in schools.</p> <p>Tools for Schools Committee will review &amp; update plans as needed.</p> <p>The Mental Health Summit work groups will review and update plans as needed.</p>	<p>Improve safety and security as evidenced by the Groton Yard Stick (GYD) and facility work.</p> <p>Improve health &amp; wellness Of students as evidenced by the GYD.</p> <p>Improve anti-bullying efforts as evidenced by GYD.</p> <p>Tools for Schools will make ongoing improvements according the GYD.</p> <p>The Mental Health group efforts will make improvements according to the GYD.</p>	

3.b. Provide a positive culture and climate at each school and District-wide.	Provide services to students that prepare them to learn.	Mental Health training to provide a safety net for students.  Create personalized plans and programs for students to meet their individual academic plans.  Prepare a more comprehensive survey for all stakeholders.	Improve a positive school culture and climate per GYD.	
Goal(s)	Rationale(s)	Action(s)	Outcome(s)	Resource(s)/Funding
3.c. The School District will improve two-way communications with all stakeholders:  - Students - Families - Community members - Municipal officials - Staff - Report Cards	Provide families in Groton accurate information regarding the regionally competitive and progress programs in District.	Provide regional press releases regarding the ongoing work of the Board and the superintendent.  Improve use of the District website.  Distribute Groton Public Schools <u>School Matters</u>	Provide families with information regarding all GPS programs to enhance internal and external communications.	

**CONCLUSION:**

Groton Public Schools is committed to providing an outstanding, comprehensive and equitable education for all of its students preparing them for further education, future work and civic life. Curriculum documents are living documents that can be changed to improve both quality and equity according to District Curriculum Guidelines. The Groton 2020 Plan sets the course for the future with the building of a new middle school on the Fitch High School Campus, and creating two like-new elementary schools at the Cutler and Westside sites. Groton Public Schools is planning for the expansion of its intra-district magnet schools and the MYP and IB program to maintain a regionally competitive student environment.

Groton is poised in the next five years to have highly qualified teachers and administrators implement the Connecticut Core Standards through the development of outstanding curriculum and instructional practices. The Strategic Plan reflects a commitment to positive and safe school and district climate to support instructional efforts of staff and students.

As seen in the Strategic Plan, the District is equally committed to the non-academic needs of our students such as mental health supports, nutrition, and fitness in order to ready our students to learn and become life-long learners. The Groton Board of Education has reinstated the Groton Yard Stick to collect a variety of data to measure student academic and personal growth.

Communication is central to the success of our schools and our students and toward that end Groton is committed to continue to expand public relation efforts. We believe that outstanding schools provide a great asset to the community and are committed to continued improvement in the next five years.