



EAST HADDAM PUBLIC SCHOOLS STRATEGIC PLAN

Approved April 12, 2016

Theory Of Action

If our curriculum systematically and continuously evolves to individually challenge each students, then, our students will learn to adapt and thrive in the era of innovation.

Goal 1

We will ensure that all students have access to a fully developed PK-12 curriculum that fosters interdisciplinary learning, and promotes career awareness and exploration, and is aligned with Connecticut Core Standards.

Strategies (2020)	Action Steps (2015-2017)	Responsible
1.1: Complete the development of Connecticut Core Standards-aligned units of instruction PK-12 that incorporate interdisciplinary outcomes where appropriate.	1.1.a: Implement the curriculum mapping tool to enable teachers to collaborate vertically and horizontally in an efficient manner.	Curriculum Council
1.2: Vertically aligned curriculum for PK-12 continuity.	1.2.a: Design a curriculum renewal process.	Curriculum Council
1.3: Implement a curriculum renewal cycle that ensures the systematic review and revision of curriculum.	1.3.a: Implement system for regular peer review of curriculum units.	Principals
1.4: Develop interdisciplinary programs that promote career awareness and the development of life skills throughout the K-12 curriculum.	1.4.a: Explore STE(A)M, environmental engineering, and design programs. 1.4.b: Design Pilot interdisciplinary courses.	Principals
1.5: Improve the accessibility to curriculum for students with special needs.	1.5.a: Vertically align the SRBI system. 1.5.b: Plan for additional research based practices.	Principals, Pupil Services
1.6: Write K-12 curriculum with embedded technology integrated instructional practices.	1.6.a: Professional development Increase strategies to promote learning access to instructional technology uses.	DW Tech Council
1.7: Develop a K-12 research and development curriculum.	1.7.a: Create a district team to collect information to create a K-12 research and technology curriculum.	Curriculum Council

Theory Of Action

If our instruction inspires innovation, is experience based, and demands independent and critical thinking, then, our students will learn how to learn with resilience.

Goal 2

We will challenge every student with instructional experiences that require problem-solving, innovation, and choice.

Strategies (2020)	Action Steps (2015-2017)	Responsible
2.1: Increase our instructional practices that support learning for diverse learning styles.	2.1.a: Professional development in lesson planning for students with diverse learning styles.	Principals
2.2: Expand opportunities for student-led, student-initiated, and self-regulated learning experiences.	2.2.a: Research student initiated learning experiences. 2.2.b: Develop Computer Programming curriculum and classes.	Principals
2.3: Embed student choice throughout the curriculum.	2.3.a: Identify areas where student choice will support student learning. 2.3.b: Explore Early College Experience (ECE) opportunities.	Curriculum Council
2.4: Implement instructional practices that integrate Common Core Literacy Standards within all curriculum disciplines.	2.4.a: Implement Literacy across the disciplines.	Principals
2.5: Develop, align, and implement the academic, social and emotional components of the K-12 Scientifically Research Based Intervention (SRBI) model.	2.5.a: Develop a vertical articulation of the SRBI process.	Principals, Pupil Services
2.6: Create additional career exploration opportunities throughout the district.	2.6.a: Expand internship opportunities at the HS. 2.6.b: Pilot strategies for student career exploration. 2.6.c: Develop mentor program for HS students.	CTE/Pupil Services
2.7: Enhance and create entrepreneurial and community-based learning opportunities for students.	2.7.a: Expand the 18-21 year old transition program.	CTE/Pupil Services

Theory Of Action

If our system for measuring student learning outcomes is created and implemented for the purpose of improving learning and instruction, then, students will be prepared for success after high school.

Goal 3

We will measure our students' learning with practices that are meaningful to our students, support 21st century learning, and encourage parental involvement.

Strategies (2020)	Action Steps (2015-2017)	Responsible
3.1: Develop a vertically aligned K-12 assessment strategy and plan.	3.1.a: Evaluate the effectiveness, efficiency, and the impact on instruction of current assessment practices.	Curriculum Council
3.2: Diversify the assessment practices to support all students to demonstrate and learn about their own learning.	3.2.a: Develop Performance-Based assessments.	Principals
3.3: Revise the data system to increase the use of data to inform instruction.	3.3.a: Evaluate the district wide implementation of Homework.	Curriculum Council
3.4: Support students to develop their interests, passions and career objectives.	3.4.a: Develop digital portfolio system at the HS.	Everyone
3.5: Align reporting systems to 21 st century learning, instruction, and assessment practices.	3.5.a: Revise the reporting systems (report cards).	Reporting systems taskforce

Theory Of Action

If the infrastructure of our schools supports 21st learning, then, our students will successfully compete globally.

Goal 4

We will ensure that our infrastructure enhances student learning, inspires innovation, and utilizes resources efficiently.

Strategies (2020)	Action Steps (2015-2017)	Responsible
4.1: Develop a plan to provide increased access to digital resources for students and teachers.	4.1.a: Provide student/teacher access to appropriate hardware and wireless Internet/Cloud access. Plan for additional web-based learning platforms.	Technology Council
4.2: Create learning spaces that support experiential and interdisciplinary learning.	4.2.a: Explore additional creative and innovative environments for learning.	Administration
4.3: Develop a plan for school structure that responds to the decreasing enrollment.	4.3.a: Develop a list of options for school configurations. 4.3.b: Explore multi grade classroom options. 4.3.c: Explore opportunities to increase enrollment (Tuition Students).	Administration, BOE
4.4: Develop options for regionalization of services and cooperative agreements that increase the opportunities for our students and offset costs.	4.4.a: Create a list of regionalization options.	Superintendent

Theory Of Action

If we develop leadership capacity at all levels, the organization will efficiently adapt to the changing needs of education.

Goal 5

We will develop our capacity for leadership by expanding opportunities, professional development.

Strategies (2020)	Action Steps (2015-2017)	Responsible
5.1: Implement best practices in instructional leadership.	5.1.a: Administrative team becomes a Professional Learning Community. 5.1.b: Professional development for Distributed Leadership. 5.1.c: Implement Coaching strategy. 5.1.d: Revise and implement administrator evaluation plan. 5.1.e: Conduct evaluation process calibration exercises.	Administration Superintendent
5.2: Build student leadership capacity and opportunity.	5.2.a: Develop a K-12 analysis of student leadership opportunities.	Curriculum Council
5.3: Build teacher leadership capacity and opportunity.	5.3.a: Bully prevention training. 5.3.b: Evolution of Curriculum Council.	Administration PDTE
5.4: Develop a climate for learning.	5.4.a: Responsive Classroom refresh process.	All Staff