

STRATEGIC PLAN

Tolland Public Schools



2012 - 2013

Tolland Public Schools
STRATEGIC PLAN
Goal 1
Academics

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.				
Strategy 1.1 Support the needs of each individual student				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.1.1 Put together a data warehouse of student information that offers a comprehensive perspective of each individual student's development (Student Success Plan: Grades 6-12)	Reporter: Director of Curriculum and Instruction Building Principals School Counselors Grade-level and subject area teachers	Initiate: - Summer 2012 (6-12) - Summer 2013 (K-5) Review: - January 2013 (6-12) - January 2014 (K-5) Complete: Ongoing	Each student's set of information will be updated in the data warehouse. Data warehouse will be accessed regularly to determine student needs, support individualized goals, and provide added support.	Completion of the data entry into the warehouse of information
1.1.2 Invite parents to attend annual conferences to discuss the progress, plans, and needs of each individual student. (Student Success Plan: Grades 6-12)	Reporter: Building Administrators School Counselors Classroom Teachers	Initiate: 2012-2013 Review: June 2013 Complete: Yearly	Time for conferences/ meetings has been scheduled for each student Communication logs indicate efforts to engage families in the planning meetings	Documentation of annual parent-teacher-student-counselor review and planning meetings
1.1.3 Recommend students for appropriate support avenues both within and outside of the school system (i.e., Special Education, Section 504, Activities, Sports, Clubs, Enrichment Courses, Interventions)	Reporter: Building Administrators Director of Pupil Services Special Education Case Managers 504 Case Managers School Counselors Reading Specialists Math Specialists	Initiate: 2012-2013 Review: 2013-2014 Complete: Ongoing	Students have access to the programs recommended through the annual conferences Progress monitoring indicates movement toward success with appropriate services	A variety of programs are offered and available

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.				
Strategy 1.2 Encourage faculty to continue to individually and collaboratively reflect upon and utilize current, innovative, and researched-based practices				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.2.1 Require teachers to monitor, evaluate, and analyze student progress to inform their instructional practice.	Reporters: Teachers	Ongoing	<p>PLC Feedback Sheets and teacher evaluations indicate efforts on behalf of individual teachers to incorporate data-driven decision making in their regular practice.</p> <p>Teachers contribute to the Student Success and Response to Intervention plans with data-supported observations to act on the needs of each individual student.</p>	Benchmark and assessment data denote improvement in student performance.
1.2.2 Encourage teachers to reflect on their practice in a collaborative way through a district-supported Professional Learning Communities and Inter-Building Visitations	<p>Reporters: School Principals School Assistant Principals</p> <p>Team Leaders</p>	Ongoing	<p>PLC Feedback Sheet</p> <p>Teachers work together to form common practices and assessments to increase student learning</p> <p>More frequent observations and analysis of teaching by teachers</p>	Student growth and improvement

1.2.3 Offer professional development for teachers to educate them about current, innovative, and research-based practices including integrating the Common Core State Standards.	Reporter: Director of Curriculum and Instruction	Integration of the Common Core State Standards will be implemented on an ongoing basis. Professional development will be ongoing	Curriculum will be updated with the Common Core State Standards Professional development will incorporate the district needs as well as the needs of individual teachers. Professional development will evolve into opportunities for teachers to improve their instructional practice.	Expectations and assessment criteria based on the standards. Professional development programs are focused and developed based on district and staff needs as they relate to student performance.
1.2.4 Use teacher evaluation plans to reflect a teacher's ability to implement current, innovative, and research-based practices in the classroom.	Reporters: District Administrators	Ongoing based on the Professional Development and Teacher Evaluation Plan	Teachers implement improved practice based on the evaluation and professional development process Improved student performance	Informal observations, formal observations, summative evaluations, Professional Growth Rubrics, and collaborative discussions with supervisors.
1.2.5 Provide the schools with the necessary tools to engage the current learner and allow for current instructional practices to take place.	Reporters: School Administrators	Needs will be evaluated during each budget cycle and funds will be sought on an ongoing basis	Appropriate and functioning materials are provided for staff and student use. Training for the use of new materials will be provided for staff and student use.	Improved and more current instructional practice
1.2.6 Promote long range planning for the teaching and learning processes for students and adults.	Superintendent BOE BOE personnel Building Administrators Director of Curriculum Director of Special Services Curriculum Coordinators	Ongoing process	Long -term plans will be developed to assess technology, curriculum, and textbook needs at the district and school level Adequate personnel will be in place to support the teaming process and appropriate class size Teachers will have opportunities to grow professionally, collaborate and	Technology Assessment Plan 5-Year Curriculum Plan 5-Year Textbook Adoption Plan Administrator, teacher and staff evaluations In-service schedule New teacher induction schedule

	Faculty and staff members		<p>share ideas through in-service programs, professional learning communities, and other professional development opportunities</p> <p>Schedules will be developed to maximize student learning The district will implement a new teacher induction program</p> <p>New teachers will be provided mentors</p> <p>Curriculum liaisons and team leaders will serve in a leadership capacity for departments and grade levels</p> <p>Curriculum coordinators will oversee development and revision of curriculum, where appropriate</p> <p>Each building will have a school leadership team that provides input into school decisions</p>	<p>School schedules</p> <p>Professional development opportunities</p>
1.2.7 Provide for the coaching of teachers in the teaching of literacy skills	Director of Curriculum and Instruction	2013-2014 School Year	Teachers will be provided with support in the teaching of literacy skills through a literacy coach or consultant.	Availability in each building

GOAL 1: To ensure high levels of student achievement for each individual academically, socially, and emotionally in preparation for a 21st Century world.				
Strategy 1.3 Evaluate, maintain, and enhance a curriculum reflective of approved state standards and 21st Century skills/goals				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.3.1 Accomplish an implementation process for new curriculum standards	Reporters: Administrators and Coordinators	Common Core State Standards (CCSS) 2012 - 2014 Ongoing as updated standards are established	CCSS are implemented Teacher instructional practices reflect appropriate curriculum and instructional strategies. Standards are assessed benchmarks and other common assessments	Benchmarks, state tests and other formative and summative assessments reflect student success with new standards.
1.3.2 Maintain a process for regular curriculum review	Reporter: Administrators and Coordinators	Ongoing	A mechanism exists for continual teacher input into effective curriculum content and practices. A mechanism housing and utilizing curriculum is established.	Benchmarks, state tests and other formative and summative assessments reflect student success with new standards.
1.3.3 Implement RtI	Building Principals	2013-2014	Students are being identified and properly served	Completed protocols and system components are in place and data is being recorded
1.3.4 Promote learning through carefully constructed building schedules	Building Principals	Analysis 2013-2014	Schedules serve learning needs.	Schedules serve learning needs
1.3.5 Determine programs needed for college and career ready 21 st century learners, including those for creativity and productivity.	Administration K-12 Computer Technology Committee	2012-2013	Investigate offering programs such as all day kindergarten, MS Tech Ed Engineering, HS Biomedical Pathway, Digital Media Course, Non-Western World Language, K-5 World Language, programming for gifted and talented.	A skills curriculum exists and is infused into the CCSS and other curriculum.

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Strategy 1.4 Develop a means of following an individual student's academic growth through tracking data from various common assessments to help inform instructional decisions				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
1.4.1 Create and use common assessments based on the Common Core State Standards for each unit of instruction in all grades PK-12	Reporter: Director of Curriculum and Instruction Curriculum Coordinators School Administrators	Integration of Common Core State Standards into the curriculum: Spring 2014 Common assessments will be reviewed on an ongoing basis	Common assessments will be prepared for initial implementation and review	Common assessments reflect the outcomes of the Common Core State Standards
1.4.2 Engage staff members in collaborative team meetings to analyze the data to inform curriculum, instruction, and assessment	Reporters: Building Principals Teaching Staff	Ongoing	Common formative and summative assessments are discussed and used as supporting evidence for curricular, instructional, and assessment decisions	Decisions can be supported by data generated from student performance
1.4.3 Use a database to track student information.	Reporter: Director of Curriculum and Instruction Curriculum Coordinators Teaching Staff	Ongoing	Pearson Inform and Power School will be used to track student data and allow for greater ease in discerning the implications of the data	Data reports are being used in collaborative team meetings
1.4.4 Redo graduation requirements.	District Administrators and Principals	2013-2014	Graduation requirements are updated and Capstone project investigated	New graduation requirements exist.
1.4.5 Produce a Grade 8 electronic portfolio	Building Administrators Teaching Staff	2013-2014	Portfolio components are identified and collected	Portfolios exist and are utilized

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Goal 2

Climate

GOAL 2: To establish a positive school climate where all members of the school community are safe, respected, and available for learning.				
Strategy 2.1 Provide a socially, emotionally, intellectually and physically safe school climate for all members of the school Community.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.1.1 Continue to implement Safe School Climate Plans in all four schools.	Safe School Climate District Coordinator Safe School Climate Specialists Safe School Climate Committee members All staff members	Ongoing with annual review	Each school will develop a safe school climate committee scheduled to meet regularly. Parents and students are notified annually of the process for reporting bullying. Provide annual notification of the Safe School Climate Plan to all school employees. Provide all certified school employees training on the prevention, identification, and response to bullying and the prevention of and response to youth suicide. Timelines established in the Safe School Climate Plan are followed.	Reports of alleged bullying are handled according to BOE policy and in a timely fashion. Verified acts of bullying are documented according to BOE policy and is reported to the CSDOE. End-of-year school surveys, where applicable
2.1.2 Continue to implement PBIS (Positive Behavior Intervention Supports) or an equivalent program in all buildings.	Central Office Administrators PBIS District Coordinator PBIS District/ School Coaches Building Administrators and Support Staff	Ongoing	Each school will maintain a PBIS committee and meet on a regular basis. School-based coaches and teams will be trained on PBIS on an as needed basis. Schools will implement education on grade level	Analyze disciplinary and attendance data on a regular basis. (e.g. PowerSchool, ED 166, office referrals, etc...) Analyze incentive data, if applicable End-of-year school surveys

	<p>PBIS School-Based Teams</p> <p>All staff members</p>		<p>appropriate behavior.</p> <p>School-wide expectations for behavior will be posted and modeled for all students.</p> <p>Progress related to PBIS will be discussed and reviewed at the district level.</p> <p>There will be a decrease in the number of office referrals directly related to school climate and respect.</p>	
<p>2.1.3 Continue to develop and consistently implement applied behavioral expectations in school and related settings.</p>	<p>Central Office Administrators and staff</p> <p>Building Administrators</p> <p>All staff members</p> <p>Transportation personnel</p>	<p>Ongoing process</p>	<p>School expectations will be reviewed/revised annually to promote fairness and consistency</p> <p>Discipline management will be progressive, timely, effectively enforced and framed as a learning opportunity</p> <p>Home/school communication will be utilized to promote appropriate student behavioral expectations</p> <p>Staff members will regularly monitor and supervise unstructured settings (e.g. hallways, cafeterias, bathrooms, playgrounds, etc...) as a preventative measure</p> <p>Appropriate documentation and data entry will occur for all reportable offenses</p>	<p>Analyze disciplinary data on a regular basis. (e.g. PowerSchool, ED 166, office referrals, etc.)</p>

			<p>A written or electronic copy of the Student/Parent Handbook will be provided to each student/parent</p> <p>Student/Parent Handbook will be posted electronically on school websites.</p> <p>All district policies will be posted electronically.</p>	
2.1.4 Schools will promote an environment of respect and dignity regardless of race, gender, disability, socioeconomic status and/or cultural differences.	<p>Central Office Administrators</p> <p>Building Administrators</p> <p>Coaches</p> <p>Club advisors</p> <p>All staff members</p>	Ongoing process	<p>The district will designate a Title 9 Coordinator and each school building will designate a Title 9 administrator</p> <p>School programs and events will be developed and supported to promote diversity and tolerances (e.g. Rachel's Challenge, Names Can Really Hurt Us, guidance lessons, etc.)</p> <p>All schools will provide inclusive opportunities for students during and after school hours</p> <p>Students from families with low-income will be considered for scholarships and fee waivers that will enable them to participate in field trips, program, school activities, and related functions.</p>	<p>Financial assistance provided through scholarship, waivers, etc.</p> <p>School programs, activities, and clubs</p> <p>End-of-year school surveys</p>
2.1.5 District supports a safe environment for all students and staff.	<p>Superintendent</p> <p>Building Administrators</p>	Ongoing process	<p>In order to adhere to state laws and regulations regarding Safe School Climate, the district will provide adequate levels of</p>	<p>Strategic School Profiles</p> <p>District and school budgets</p>

			<p>school personnel to regularly monitor and supervise all areas of the schools.</p> <p>An adequate level of security cameras will be operating properly in each school.</p> <p>District support, develop and implement curriculum for programs such as Positive Behavior Interventions and Supports, Advisory, etc.</p>	<p>ED 166</p> <p>Monthly custodial reports</p> <p>Curriculum</p> <p>Assembly offerings</p> <p>School schedules</p>
2.1.6 Schools will utilize various methods to communicate with students, parents/ guardians, and members of the community.	<p>Superintendent</p> <p>Building Administrators</p> <p>Faculty and staff members</p>	Ongoing process	<p>Utilize various methods to contact students, parents/guardians, and community members regarding important information</p> <p>Faculty members will update websites and PowerSchool in a timely fashion, where appropriate</p> <p>Opportunities for parents to meet with school personnel will be provided.</p> <p>Schools will encourage parents to attend Open Houses, Parent Conferences, Curriculum Nights, etc.</p> <p>Regular and two-way home-school Communication will be promoted.</p> <p>Parents will be invited to participate in PTO/Booster Clubs.</p>	<p>Alert Now messages</p> <p>Digital Backpack messages</p> <p>Email and phone communications</p> <p>District and school websites</p> <p>Power School Parent Portal</p> <p>Newsletter</p> <p>Student/Parent Handbooks</p> <p>Attendance at PTO/Booster Club meetings</p> <p>District and school calendars</p>

			<p>The district and each school will create and maintain calendars that promote events and activities in their buildings.</p>	
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GOAL 2: To establish a positive school climate where all members of the school community are safe, respected, and available for learning.				
Strategy 2.2 Provide meaningful student connections in the school and community				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.2.1 Activities will be offered to ensure smooth transitions between schools.	Building Administrators Faculty members Director of Special Services	Ongoing process	Sending/receiving schools will collaborate to ensure a smooth transition from school-to-school Orientation activities will be provided to students Students and parents will be invited to visit the new school Programs will be implemented to develop positive relationships with adults in the building (e.g. TMS Community Block, advisory groups, etc.)	Participation rates at orientations and open house events
2.2.2 Teachers will establish and maintain a climate that is conducive to learning.	Building Administrators Faculty and staff members	Ongoing process	Educators will model and nurture attitudes that learning is essential. Teachers will utilize effective classroom management strategies. Teachers will promote activities that engage students in their learning. Teacher to student, student to teacher, teacher to teacher, and student to student interactions will be respectful.	Classroom walkthroughs and observations Teacher evaluations Disciplinary referrals PBIS data

GOAL 2: To establish a positive school climate where all members of the school community are safe, respected, and available for learning.				
Strategy 2.3 Support the operational capacity necessary to maintain positive school climate				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
2.3.1 Students will be provided opportunities to assume leadership roles that enhance their commitment to school and to the development of themselves and others.	Building Administrators Club/class advisors Faculty and staff members Athletic Director Coaches	Ongoing process	Student governments and clubs will be in place to provide students a voice in school related issues where appropriate. Students will be given opportunities to lead student groups and clubs (Class Officers, Club Presidents, Safety Patrol, etc.). Student tutors will be utilized as appropriate.	Student participation in leadership roles Club and activity offerings Student participation rates Student attendance at leadership conferences
2.3.2. Students will have an opportunity to showcase their talents, skills, and abilities.	Building Administrators All faculty and staff members Club and activity advisors and coaches	Ongoing process	Schools will provide assemblies, pep rallies, music concerts, and other events. Schools will offer a wide range of co-curricular and extra-curricular activities that tap into students' interests and strengths.	Assemblies, clubs, sports, and activities offered End of year surveys
2.3.3 Schools will develop and/or expand interventions to re-engage students who have become disengaged (as evidenced by truancy, failing grades, recurring disciplinary referrals, substance abuse, etc.)	Building Administrators Faculty and staff members Director of Pupil Services School Psychologists School Social Worker School counselors Nurses	Ongoing process	Each school will utilize a model to identify students who may need interventions, e.g. Student Intervention Team, Early Intervention Program, Teacher Assistance Teams. Universal screening will occur to identify students at risk. Schools will provide a tiered system of supports.	School-based referrals to intervention teams Special education and 504 referrals Data from universal screens Student records (grades, attendance, disciplinary, etc.) Retention data

			<p>Schools will utilize internal personnel (i.e. school psychologists, nurses, counselors, social worker) and consult with external agencies (i.e. United Way 211 crisis management services, DCF, DDS, Tolland Human Services, and mental health agencies) to support students in need of additional assistance.</p> <p>Summer school, retention, and remediation will be considered for students in need.</p> <p>The high school offers an alternative learning program (i.e. TALC) for students who are struggling to succeed in the regular day-school program.</p> <p>Schools will communicate with parents to improve academics, behavior, and attendance.</p> <p>Behavior Intervention Plans and contracts will be developed as needed.</p>	Strategic School Profile
2.3.4 Students will engage in activities that promote community awareness and involvement.	<p>Building Administrators</p> <p>Faculty and staff members</p> <p>Club and activity advisors</p>	Ongoing process	<p>Social and civic expectations will be met in order to graduate from THS.</p> <p>At TMS, community service blocks are held to serve the school and/or the local community.</p>	<p>Community service hours</p> <p>School schedules</p> <p>Club and activity offerings</p>

			At all levels, activities and clubs are offered to promote community service.	
2.3.5 Students will engage in activities promoting environmental and global awareness.	<p>Superintendent</p> <p>Board of Education members</p> <p>Building Administrators</p> <p>Faculty and staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review and Revise: 14-15</p> <p>Complete: 15-16</p>	<p>Schools will utilize "green" products where possible.</p> <p>Tools for Schools committees will function in each building.</p> <p>Students will have opportunities to participate in charitable activities.</p> <p>Schools will participate in recycling programs to reduce waste.</p> <p>Schools will offer opportunities for students to learn about different customs, cultures, and beliefs through the curriculum.</p> <p>International and domestic trips and exchange programs may be available to students.</p>	<p>Air quality assessment</p> <p>Staff surveys</p> <p>Assessment data from Tools for Schools walkthroughs</p> <p>Course offerings</p>

**Tolland Public Schools
STRATEGIC PLAN**

Goal 3

Technology

Goal 3. To provide and utilize technology to promote learning <u>Engaging and Empowering Learning Experiences</u> – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.				
Strategy 3.1: Determine grade by grade appropriate technology use and skills				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.1.1 Create a vision for the role of technology within the district	Technology Planning Committee	2012 - 2013	Committee convened to create a vision	Presence of a Vision
3.1.2 Identify digital devices that best support learning.	K-12 Committees	2013-2014 and ongoing	Decisions made about the desired digital learning tools	Devices identified
3.1.3 Determine plans and procedures for implementing these devices, e.g. BYOD, interactive white boards, etc.	Director of Technology and K-12 Committees	2012	Committee convened to create implementation plans	Devices, plans and procedures are in place
3.1.4 Time to develop lessons to support use of selected devices.	Principals	Ongoing	Schedule for PD developed	Time provided

Goal 3. To provide and utilize technology to promote learning

Engaging and Empowering Learning Experiences – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.

Strategy 3.2: Revise the Acceptable Use Policy for 21st century digital citizens.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.2.1 Analyze and revise the Acceptable Use Policy (AUP) to meet requirements of the state while accommodating 21 st century learners	Director of Technology with K-12 Technology Committee and BOE Approved	2012-2013	Analysis and revisions/extensions complete	New AUP Policy
3.2.2 Analyze the AUP to produce an articulated sequence of acceptable use and consequences for misuse for each building grade range	Director of Technology with K-12 Technology Committee Principals (possibly within PBIS)	2012-2013	Sequence created	Sequence created

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Strategy 3.3: Provide a scope and sequence of research skills.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.3.1 Develop a scope and sequence of research skills K-12.	K-12 Library Committee	2012-2013	Scope and Sequence of research skills exists	Scope and Sequence of research skills is used
3.3.2 Determine digital skills that support this sequence.	K-12 Library Committee	2012-2013	Scope and Sequence of digital skills is developed	Scope and Sequence of digital skills is used
3.3.3 Embed these skills in the developing curriculum.	CD and Coordinators	2012 and ongoing	Ongoing	Skills are identified for units of instruction
3.3.4 Determine the computer test-taking skills, computer use skills, and keyboarding skills needed to take the SBAC and other on-line assessments.	CD* and K-12 Computer Technology Committee	2012-2013	List of Skills is determined for taking the SBAC and other on-line assessments.	Students exhibit computer test-taking skills.
3.3.5 Analyze standards documents to determine the embedded technology skills present in the Common Core State Standards.	CD, Coordinators and K-12 Computer Technology Committee	2012-2013	List of Skills embedded technology skills present in the Common Core State Standards is determined.	List of Skills embedded technology skills present in the Common Core State Standards is determined.
3.3.6 Determine additional digital skills needed for the college and career ready 21 st century student including those for creativity and productivity.	CD and K-12 Computer Technology Committee	2012-2013	Skills are identified Skill scope and sequence is determined	Scope and Sequence is identified
3.3.7 Produce an articulated sequence of computer knowledge and skills for district use.	CD and K-12 Computer Technology Committee	2012-2013 and Ongoing	Computer Technology Scope and Sequence	Combined scope and sequence exists and is implemented.
3.3.8 Develop courses and embed articulated sequences into existing classes	CD and K-12 Computer Technology Committee	2013 and Ongoing	Computer Technology Scope and Sequence	Combined scope and sequence exists and is implemented.

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Strategy 3.4: Determine and organize grade by grade websites and software sources that enhance learning.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.4.1 Construct a repository for appropriate digital sources that support specific curricular content.	CD and coordinators	2012	Repository identified and/or constructed.	(Now complete)
3.4.2 Seek and encourage use of sites and software that further support curriculum-based instruction.	CD and coordinators	2012 and ongoing	Sites and software linked to curriculum documents	All staff able to use appropriate sites and software
3.4.3 Provide PD in the appropriate digital strategies	CD, SIC Committee and Principals	2013-2014	PD held about research skills Provide targeted technology PD in small groups. Choice and required training Offer mini series Solicit requests from PLCs	Evidence of PD held to support appropriate digital skills
3.4.4 Train staff in the appropriate use of devices, evaluation tools, windows 7, etc.	CD, SIC Committee and Principals	Ongoing	Staff training has occurred	
3.4.5 Have “go to” people and technology integration specialists trained in each building.	CD, SIC Committee and Principals	Ongoing		In place by the fall of 2012

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Strategy 3.5: To further technology enhanced learning by having support for teachers

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.5.1 Hire a K-12 Technology Coordinator to oversee educational technology and technology support and have technology integration specialists for each building	BOE	2013-2014	Job Description written	Personnel hired
3.5.2 Identify person(s) who can facilitate the integration of technology into curriculum and instruction	Principals	2013	At least one person in each building has level 1 access and is providing technology support	Person(s) identified
3.5.3 Create an assistive technology database for teacher use.	Assistive Technology Staff and coordinators	2012 and ongoing	All staff using appropriate sites and software	Database exists

Goal 3. To provide and utilize technology to promote learning <u>Engaging and Empowering Learning Experiences</u> – Learning Experiences are empowering, engaging and supported by digital tools so students can be active, creative, knowledgeable and ethical participants in our globally networked society.				
Strategy 3.6: To further learning by having communication tools available for individualized student to student and student to teacher communications.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.6.1 Provide for appropriate S-S and S-T connections for students and support their use	Director of Technology	2012-2013	Connections available, e.g. UCOMPASS	Connections available
3.6.2 Provide for availability of response devices for students grades K-12	Director of Technology	2013-2014	Devices available, e.g. Clickers, and support their use	Devices available

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Assessment – Leverage the power of technology to measure what matters and use assessment data for continuous improvement

Strategy 3.7: Use the power of technology to expedite processes for continuous improvement.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.7.1 Investigate the replacement of Mastery Manager	Director of Technology and CD	2012-2013 for 2013-2014 school year	Move determined and, if necessary, made	In process
3.7.2 Determine a digital repository for RtI information	Director of Technology	2012-2013	Repository identified and set up	In process

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Infrastructure for Teaching and Learning – Access to a comprehensive infrastructure for learning, when and where they need it.

Strategy 3.8: Continue to invest in technology infrastructure to support the articulated learning goals.

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.8.1 Compile a complete inventory of available technology and its functioning	Director of Technology	Spring 2012	Inventory compiled	Inventory Available
3.8.2 Increase amount and types of internet technologies teachers have access to	Director of Technology	Ongoing	Increase availability	Increased availability of internet technologies for teachers
3.8.3 Institute the five year technology replacement program	Director of Technology	Spring 2012	Create and/or update technology replacement program	A five year technology replacement program is in place
3.8.4 Tailor student web access by grade	Director of Technology	2012-2013	Determine differentiated access	New web filter is in place to tailor student access by grade
3.8.5 Move to Windows 7 by 2014	Director of Technology	2014	Plan move	Move is completed to Windows 7
3.8.6 Plan for “bring your own technology” – split the access	Director of Technology	2013-2014	Plan split access	Access is split so students can BYOT
3.8.7 Provide wireless technology	Director of Technology	2012	Plan for wireless placement	Wireless technology is available in all buildings
3.8.8 Have PowerSchool experts who can take full advantage of PS and support the staff in its use.	Director of Technology	2012-2013	Staff identified	Presence of staff who can support all aspects of PS
3.8.9 Cyber security	Director of Technology	2012-2013	Security needs determined	Security needs in place
3.8.10 Update Plan	Director of Technology	2012-2013	Planning committee convened on a regular basis	Plan updated on a regular basis

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Productivity and Efficiency – Redesign processes and structure to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.

Strategy 3.9: Productivity software programs are in place

Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
3.9.1 Support Student Success Plan Software to assure its full use, productivity and efficiency	Director of Technology	July 2012	Support identified	Software is in place and functional
3.9.2 Support a student management system (to provide for such things as lunch count, curriculum class use, nursing records, report cards, notes, transportation, etc.) and assure its full use, productivity and efficiency	Director of Technology	2012-2013	Supports identified	System is fully utilized
3.9.3 Support a product to compile and report student learning information	Director of Technology	2012-2013	System identified	System is in place

**Tolland Public Schools
STRATEGIC PLAN
Goal 4
Communication**

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.				
Strategy 4.1: Promote opportunities for all stakeholder groups to have a meaningful voice within the schools and school district.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.1.1 Tolland Public Schools will promote current opportunities for parents and community members to communicate with school/district officials.	Superintendent Director of Curriculum Building Administrators	Ongoing	Communicate with parents via open houses, Alert Now messages, newsletters, the websites, and other communication avenues to invite parents to discuss a variety of issues impacting students. School websites and school calendars will note for parents and community members the scheduled dates for Board of Education meetings.	Number and method of communications Dates of BOE meetings are found on the websites and calendars
4.1.2 Tolland Public Schools will develop and implement additional opportunities for parents and community members to participate in forums and meetings to communicate with school/district officials.	Superintendent Director of Curriculum Building Administrators	2012-2013	Each school will hold forums with parents to discuss items of interest on a regular basis. The Superintendent's Office will hold forums to discuss items of interest on a regular basis.	Forums for parents and community members meet at the building and district level on a regular basis

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.				
Strategy 4.2: Develop district standards for teacher communication with families regarding individual student progress.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.2.1 Teachers will use a variety of methods to communicate with parents about individual student progress.	Building Principals	Fall 2012	Teachers will use the school websites, in-person meetings, electronic and paper notes to parents, Power School, and phone conversations to communicate progress to parents.	Power School Parent Portal statistics Teacher documentation of communication with parents
4.2.2 District protocols will be drafted to consider consistent practices of communication between school staff and families about individual student progress	Administrative Council	Spring 2013	Administrators, while considering previous teacher input, will determine and disseminate an appropriate set of protocols to be implemented	Protocols have been established and distributed
4.2.3 Tolland Public Schools will inform parents of the methods of communication currently available to families to receive information about individual student progress	Building Principals	Ongoing	Principals will utilize communications via open houses, written and electronic communications, websites explaining the methods available for parents to access this information	Records of communication

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.				
Strategy 4.3: Increase positive messaging from each school to stakeholders.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.3.1 Increase staff awareness of the purpose of district level initiatives	District and building administration	2012-ongoing	Convocation and faculty meetings are used to inform the staff about initiatives and the origination of the initiatives to increase awareness	Agenda items indicate initiatives described
4.3.2 Provide opportunities for school personnel to communicate regarding individual students and their needs	Administration Teaching and Support Staff Members	2012-ongoing	School personnel meets to discuss individual student progress and needs	Records of meetings are kept regarding student progress
4.3.3 Utilize technologies and programs to increase communication among teachers both vertically and horizontally	Director of Curriculum Director of Technology	2012-2013	Professional development will be provided to staff on how to best utilize the website, Power School, Naviance, Inform and other programs to meet this goal	Technologies capable of meeting this goal have been identified and utilized
4.3.4 Tolland Public Schools will provide opportunities for students in TIS, TMS, and THS to communicate items with the respective school's administration, appropriate staff, and each other.	Building Principals	Ongoing	Meetings with students are held regularly to discuss school-based and/or global issues.	Number of meetings held

GOAL 4: To facilitate consistent communication among Tolland Public Schools' stakeholders.				
Strategy 4.4: Increase internal communication among school personnel at all levels.				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
4.4.1 Create district and school communications highlighting the achievements of school groups and individuals directed toward TPS stakeholders	Superintendent Director of Curriculum Parent Groups (PTO, Booster Club, etc)	Ongoing	Newsletters, Digital Backpacks, websites, letters, and other communications contain messages of the achievements of the collective group and individuals within the schools	Positive messaging begins on a school and district level
4.4.2 Communication will be opened to various media to publicize the accomplishments of the individuals and groups associated with TPS	District Administration	Ongoing	Press releases are supplied on a routine basis to media outlets.	Data shows the number of releases sent to media outlets by school and district compared to that which is actually published

**Tolland Public Schools
STRATEGIC PLAN
Goal 5
Facilities, Emergencies and Security**

Goal 5: To improve school facilities that support student achievement and provide a safe learning and working environment.				
Strategy 5.1 Provide a safe and healthy physical environment for all students and staff				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
5.1.1 Develop a system of comprehensive preventative maintenance	Maintenance Manager, Maintenance staff	Develop: FY 2012-2013 Implement: FY 2013-2014	Annual calendar of maintenance review Annual maintenance will be completed	Superintendent and Business Manager feedback
5.1.2 Develop and implement a comprehensive security plan for all buildings	Maintenance Manager, IT Staff	Ongoing	Security plan is developed and implemented Building security equipment installed, monitored, and maintained	Annual inspection performed by building principal, head of maintenance staff with Fire Chief and Fire Marshal, Resident State Trooper
5.1.3 Initiate a proper system of custodial care and cleanliness of the facilities	Principal and head custodian of each building	Develop: FY 2012-2013 Implement: FY 2013- ongoing	Current plan updated Provide PD for custodians	Checklist of custodial maintenance completed and reviewed by principal

5.1.4 Continue to develop a Capital Improvement Plan that addresses the physical plant needs of the District	Superintendent, Maintenance Manager, School Principals	Develop and Review: FY 2012-2013 Submit: November, 2012	Board approval of Capital Improvement Plan submission to Town Manager and Capital Improvement Plan Committee	Meet with Principals to establish needs Review and prioritize with Superintendent Submit to BOE for review and approval
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Goal 5: To improve school facilities that support student achievement and provide a safe learning and working environment.				
Strategy 5.2 Provide systems and plans for emergencies and safety				
Action Plan	Person(s) Responsible	Timeline	Indicators of Success	Evaluation Criteria
5.2.1 Review and provide for Emergency Plan	Superintendent of Schools Town Official	Ongoing	Emergency Plans developed	Emergency Plans in place
5.2.2 Update Crisis Management Plan	Superintendent of Schools Town Officials	Ongoing	Crisis Management Plan developed	Crisis Management Plan in place
5.2.3 District Safety Committee	Superintendent of Schools Building Representatives	Ongoing	Committee meetings	Committee requests acted upon
5.2.4 Tools for Schools	Superintendent of Schools Building Committees	Ongoing	Committees meetings	Committee's requests acted upon
5.2.5 Chemical Safety	Superintendent of Schools Chemical Hygiene Designated Personnel	Ongoing	Chemical Safety Plans developed	Chemical Safety plan functioning
5.2.6 Pesticide/Radon	Superintendent of Schools	Ongoing	Pesticide and radon safety measures identified	Pesticide and radon safety measures taken
5.2.7 Fire Safety	Superintendent of Schools Building Principals Town Fire Chief	Ongoing	Fire safety measures and procedures identified	Fire safety measures in place
5.2.8 Green clean	Superintendent of Schools Head Custodians	Ongoing	Green clean materials identified	Green clean materials in use