

Bethel Public Schools Strategic Plan 2015-2020



Our Primary Purpose Is To Improve Student
Achievement.

December, 2016

Strategic Planning Committee 2015-2016

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Teri Yonsky, Director of Fiscal Services

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Mission and Core Beliefs

Mission

The mission of the Bethel Public Schools, in partnership with families and the community, is to foster a culture of excellence and achievement accomplished by challenging curricula, committed teaching and optimized learning opportunities for all students. Our graduates will be resilient and perseverant, passionate self-directed learners, critical thinkers, college or career ready, considerate ethical citizens and globally competitive.

Core Beliefs

1. We believe that educational excellence benefits the entire community and is the shared responsibility of students, families, educators, staff, and citizens.
2. We believe we need to communicate the fundamental importance of education and the quality of education being delivered in our schools.
3. We believe that all children can learn and our educational process must meet their diverse needs.
4. We believe that recruiting, developing, and retaining exceptional educators creates a rigorous learning environment that will effectively prepare our students for the global demands of the 21st century.
5. We believe that effective instruction and high expectations of both educators and students will increase student achievement.
6. We believe that critical thinking, intellectual curiosity, and innovation are essential and critically important to the learning process.
7. We believe that a comprehensive, challenging curriculum and engaging instruction prepares students to be college and/or career ready.
8. We believe in the necessity of teaching students to become informed and contributing members of society.
9. We believe that developing caring, respectful, and supportive relationships between and among educators, students, parents, staff, and citizens leads to higher levels of student achievement.
10. We believe that a safe, secure environment, and well-maintained and equipped educational facilities are essential for the physical, social-emotional, and intellectual development of our students.

Board of Education Annual Goals, 2016-2017

Focus Area: All Students Can Learn

Goal: To utilize research based intervention models to close achievement gaps.

- Continue to strengthen classroom mathematics instruction and implementation of our intervention model.
- Develop a Pre-K – 12 Scientifically Research Based Intervention (SRBI) system for social-emotional behavioral supports.

Focus Area: STEM

Goal: To provide systematic and sustained opportunities for authentic STEM experiences so that students can develop critical thinking and problem solving skills, as well as to expose and engage all students in potential college and career pathways.

- Implement a 1:1 model at BHS and continue to enhance the model at BMS.

- Develop a comprehensive Pre K - 12 STEM Model.
- Implementing K-5 STEM based curriculum aligned to Next Generation Science Standards.

Focus Area: Infrastructure

Goal: To ensure all students have an environment which is conducive to 21st century learning.

- File application with the School Construction Unit for June of 2017.
- Establish an advocacy system and communication plan for the renovation projects.

Superintendent's Theory of Action Regarding Strategic Planning

If we develop a plan which establishes a strategic vision for the Bethel Public Schools, then we will have a clear focus as a system and all students will achieve at high levels. This will be evidenced by the development of a plan which:

- Is based on research, analysis of data, internal and external factors that affect education, and community needs;
- Is focused on strategies which lead to increasing student outcomes;
- Allows for alignment and management of resources and programs to meet the strategic goals, Board of Education goals, core beliefs, mission and vision of the district; and
- Creates a system-wide accountability to benchmark progress towards achievement of goals and strategies.

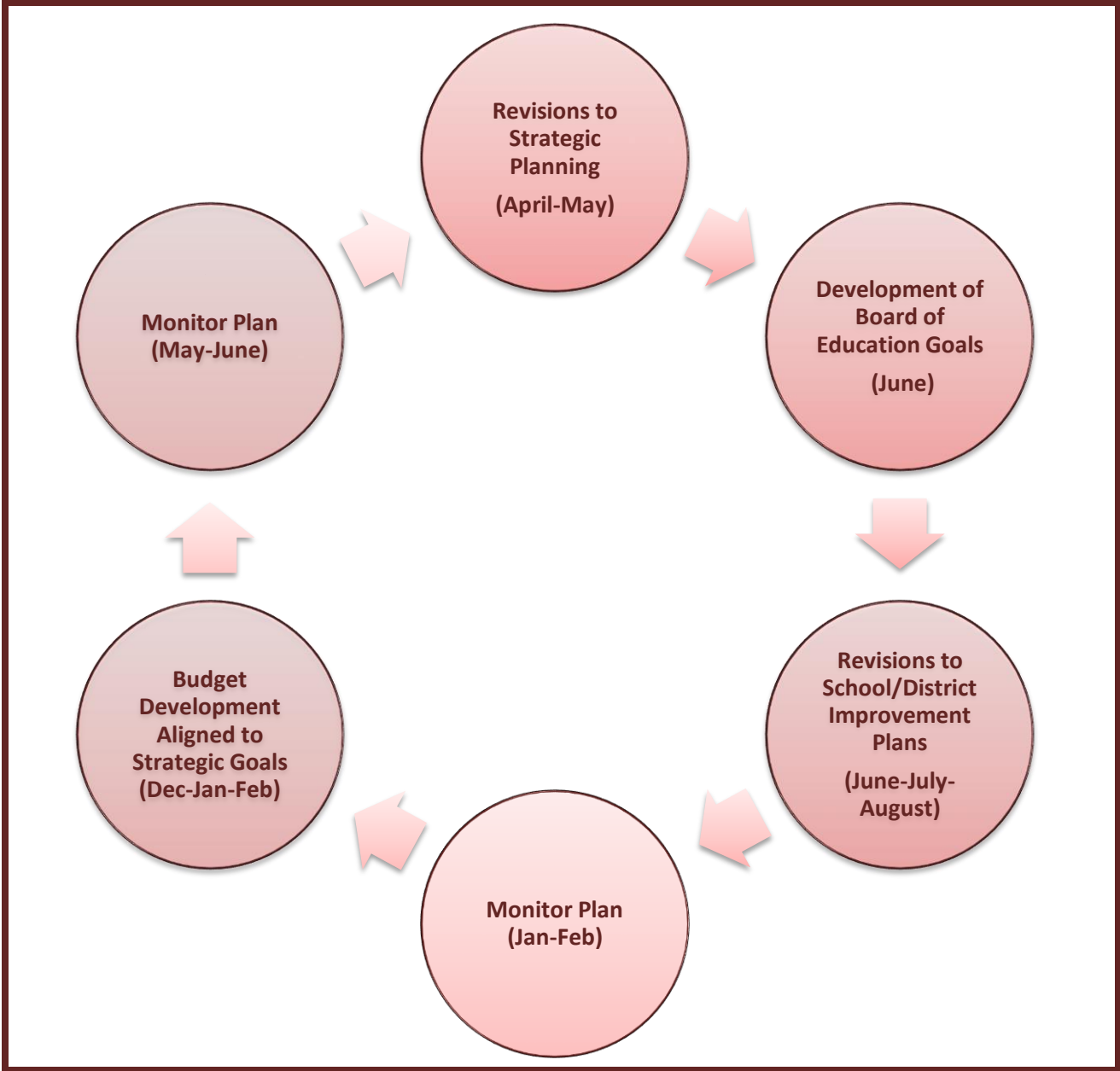
An Overview of Strategic Planning

The Bethel Public Schools is committed to continuous improvement. It is our belief that to be an effective and efficient system we need to create a long-term vision to drive annual Board of Education Goals and district and school improvement plans. The plan itself should be monitored annually and revised based on changing conditions. This plan should help to align our resources (both in terms of human capital and budget development and management) to achievement of those goals.

The strategic planning process included the input of multiple stakeholder groups. This group included parents, teachers, administrators, Board of Education Members, community members, legislative representatives, and town officials. The committee developed our core beliefs, revised the vision and mission statements, and developed of a set of goals and strategies based on:

- an analysis of district qualitative and quantitative data;
- current research based trends in education;
- a review of internal and external factors effecting education; and
- analysis of community factors and needs.

Strategic Planning Process for Continuous Improvement



Strategic Areas

Strategic Area	Person Responsible
All Students Can Learn	Michelle Rutledge, Director of Teaching and Learning
STEM	Dr. Micheal Vose, Director of Instructional Technology
Personalized Learning	Dr. Kristen Brooks, Assistant Superintendent
Infrastructure	Teri Yonsky, Director of Fiscal Services
Human Capital	Laila Rudinas, Human Resources Manager

All Students Can Learn

Goal: To utilize research based intervention models to close achievement gaps.

What do we hope to accomplish?	How will we know if we are successful?	When do we want to start working towards this?	When do we want to have this accomplished?
Expand intervention system in literacy, mathematics, and behavior.	<p>Increase achievement for all subgroups including ELL, Special Education and Free and Reduced Lunch.</p> <p>Improve intervention models in closing achievement gaps, making adjustments, as necessary.</p> <p>Decrease the number of students needing behavioral interventions and office referrals.</p>	Spring, 2015	Spring, 2018
Develop a staffing plan to deliver comprehensive intervention models.	All students requiring intervention be serviced.	Spring, 2015	Spring, 2017
Develop the capacity of our teaching staff to design and implement effective instruction for all students.	<p>Decrease in the numbers of students requiring interventions.</p> <p>Decrease in the referrals to special education.</p>	Spring, 2015	Ongoing
Ensure all staff providing interventions have the appropriate skills and resources to increase student achievement.	All interventions provided to students will be overseen by certified intervention teachers.	Spring, 2015	Ongoing
Reduce chronic absenteeism.	Decrease in the percentage of students who are chronically absent.	Fall, 2017	Ongoing
Improve subgroup graduation rate.	Increase graduation rate, particularly for subgroup populations.	Fall, 2017	Ongoing
Ensure that all families have access and availability to a preschool program.	<p>Increase in the number of students who receive quality preschool.</p> <p>Increase in the number of students, particularly in the subgroup populations, who attend Circle of Friends.</p>	Fall, 2017	Spring, 2020

Science, Technology, Engineering, and Mathematics (STEM) is a Core Component of our K-12 Educational Programs

Goal: To provide systematic and sustained opportunities for authentic STEM experiences so that students can develop critical thinking and problem solving skills, as well as to expose and engage all students in potential college and career pathways.

What do we hope to accomplish?	How will we know if we are successful?	When do we want to start working towards this?	When do we want to have this accomplished?
Provide staff and students with access to the technologies that enhance teaching and learning in STEM.	Increase the number of STEM projects where students are using appropriate technologies and resources to demonstrate their learning.	Fall, 2017	Spring, 2020
Develop the capacity of K-12 teaching staff to design and implement effective STEM instruction for all students,	<p>Increase in inquiry-based instruction and project based learning, K-12.</p> <p>Increase in professional leaning hours focused on pedagogy and use of appropriate technologies related to inquiry and project based learning within STEM.</p>	Fall, 2016	Spring, 2020
Develop a K-12 STEM program allowing students to sustain the experiences and opportunities from all grades.	Increase in the number of students participating in STEM programs.	Fall, 2017	Spring, 2020

Access to Opportunities for Personalized Learning

Goal: To expand opportunities for personalized learning, K-12.

What do we hope to accomplish?	How will we know if we are successful?	When do we want to start working towards this?	When do we want to have this accomplished?
Develop and fully implement a competency based system K-12.	Identified students who demonstrate competencies within courses/subjects/grade levels.	Spring, 2015	Spring, 2020
Expand pathway programs at Bethel High School, including building relationships with business and industry partners.	Increased number of students participating in programs. Increased number of partnerships with businesses. Increased number of defined career pathways.	Fall, 2015	Spring, 2020
Expand opportunities for students to earn college credits while still in high school.	Increased number of students enrolled in courses to earn college credits, particularly in subgroup populations. Increased in the number of total college credits earned while still in HS.	Fall, 2015	Spring, 2020
Develop and implement programs for students who want to pursue vocational careers.	Increased opportunities for parents and students to understand career/vocational options. Increased number of students participating in internships/career experiences.	Fall, 2015	Spring, 2020
Develop and implement opportunities for student choice within the elective courses at Bethel Middle School.	Increased number of STEM/elective pathways that align with BHS.	Fall, 2016	Spring, 2020
Develop and implement teacher competency to create more opportunities for personalized learning, K-12.	Increase in the number of teachers planning for and implementing personalized learning opportunities as part of their instruction.	Fall, 2015 (BHS) 2016 (BMS) 2017 (JS) 2018 (RS/JS)	Spring, 2020

Our Infrastructure is Conducive to 21st Century Learning

Goal: To ensure all students have an environment which is conducive to 21st century learning.

What do we hope to accomplish?	How will we know if we are successful?	When do we want to start working towards this?	When do we want to have this accomplished ?
Ensure all students have access to working technology devices to meet instructional needs.	Number of buildings having the capacity to meet evolving wireless demands. Increase the ratio of students to devices to achieve 1:1.	Spring, 2015	Spring, 2020
Define what it means to provide a 21st century school.	Provide a written document defining the requirements to support 21 st Century Learning.	Fall, 2015	Fall, 2016
Provide an equivalent physical learning environment for all schools.	Renovation of Johnson School Renovation of Rockwell School	Fall, 2018	Spring, 2017

Human Capital

Goal: Establish a comprehensive human capital management system, which enables us to attract, develop, and retain the exceptional educators critical to delivering 21st century learning experiences.

What do we hope to accomplish?	How will we know if we are successful?	When do we want to start working towards this?	When do we want to have this accomplished?
Establish an environment that attracts the very best educators who are willing and able to support 21 st century learning	Increase in number of accepts from top tier candidates.	Spring, 2015	Ongoing
Develop an exemplary, long-term teacher induction program at both the building and district level	Increase in retention rate of teachers.	Spring, 2015	Ongoing
Develop a coherent system of professional learning that promotes and supports teacher growth and development	Increase the number of staff who use their learning or practice as demonstrated through observations and evaluation meeting.	Spring, 2015	Spring, 2020
Ensure that staff placement decisions are made to maximize their efficiency and effectiveness	All staff maintains appropriate qualification to perform in their role.	Spring, 2015	Ongoing
Establish a culture that promotes leadership opportunities and in which educators feel positive about their work environment.	Increase the number of leadership opportunities for staff. Increased percentage of educators who report they like working in this school.	Fall, 2017	Spring, 2018

Measurements of Goals

Measurement		Baseline	Actual/Target	Actual/Target	Actual/Target	Actual/Target	Actual/Target
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Percentage of students who demonstrate skills at grade level in literacy.	MAP >= 50 th Percentile* Grades 1-11	2104 Students 76%	2339 Students 78%/78%	2409 Students 76/80%	82%	84%	86%
	MAP >= 61 st Percentile* Grades 1-11	62%	68%	64%/70%	72%	74%	76%
	SBAC Grades 3-8 - Percent of Students who Scored Proficient or Higher	N/A	67.6%	71.6%			
	SBAC Growth Rate	N/A	N/A	51.2%			
	SAT March - Percent of Students who Met or Exceeded	N/A	N/A	78.9%			
Percentage of students who demonstrate skills at grade level in mathematics.	MAP >= 50 th Percentile* Grades 1-11	2136 Students 65%	2356 Students 70%/67%	2422 Students 67/69%	71%	73%	75%
	MAP >= 61 th Percentile* Grades 2-11	50%	57%	53/62%	64%	66%	68%
	SBAC Grades 3-8 Percent of Students who Scored Proficient or Higher		42.4%	55.4%			
	SBAC Growth Rate	N/A	N/A	58.7%			
	SAT March - Percent of Students who Met or Exceeded	N/A	N/A	57.2%			
Percentage of students who require intervention, receive intervention.	District established criteria	English/ Language Arts	61%	74%/65%	67%	69%	71%
		Mathematics	29%	48%/62%	64%	66%	68%
Increase in number of subgroup students who receive high quality preschool.	Primary Language is not English	TBD	Baseline 5%	6%			
	Free and Reduced (sliding scale or F/R Lunch sibilings)	TBD	4%	9%			
	Intervention	TBD	7%	5%			
	Total Population	TBD	123	108			

Decrease in district chronic absenteeism rate.	State Accountability System		4.5%	5.3	Maintain <=5%	Maintain <=5%	Maintain <=5%
Increase in graduation rate.	State Cohort Graduation Rate 6 Years		Spring 2015 92.9	Maintain	96%	97%	97%
	State Cohort Graduation Rate 4 Years	92.6%	Spring 2015 95.8	96.0	Maintain	Maintain	Maintain

Measurement		Baseline	Actual/Target	Actual/Target	Actual/Target	Actual/Target	Actual/Target
Percentage of students achieving at goal in science in grades 5 & 8.	Connecticut Mastery Test	Fall 2014 82%	Fall 2015 82/82	Fall 2016 77%/83%	Fall 2017 84%	Fall 2018 85%	Fall 2019 86%
Percentage of students achieving at goal in science in grade 10.	Connecticut Academic Performance Test	Fall 2014 52.8%	Fall 2015 63.8%/55%	Fall 2016 64%/64%	Fall 2017 65%	Fall 2018 66%	Fall 2018 67%
Increase in the number of K-12 STEM based curricular opportunities.	Number of Courses Per Grade Level	TBD	TBD	27	TBD	TBD	TBD
Number of students to devices.	1 Mobile Device: Students	Spring 2015 1: 1.39	Fall 2015 1:1.25/1:1.30	Fall 2016 1:1 (6-12) & 1:1.20 (K-5)/ 1:1.20	Fall 2017 1:1.10	Fall 2018 1:1	Fall 2019 1:1
Increase in the number of pathway programs at BHS.	Number of Pathway Programs	1	Fall 2015 1/1	2/3	5	5	5
Increase in the number of student internships.	Includes internships, CWE, Cadet Teaching Program, Work Study	70	Fall 2015 77/75	78/80	85	90	100
Increase the retention of teachers.	Number of teachers who have left the district other than retirement, non-renewal or career advancement (administrative positions)**	Fall 2015 14	Fall 2016 11	Fall 2017	Fall 2018	Fall 2019	Fall 2020

* NWEA Measures of Academic Progress (MAP) standard is rigorous and higher than the average range.

** Prior to the beginning of the 206-2017 school year.