

Ellington Board of Education

Multi-Year Academic Support Plan

2015-16 & Beyond

<p>Full-Day Kindergarten – The Board of Education supports the implementation of full-day kindergarten. At this time, the district has insufficient classroom space to provide this educational opportunity for our students. The completion of the Crystal Lake School and Windermere School building projects will provide additional classrooms, which may resolve this space issue. The administration is directed to complete and present an analysis with associate costs of implementing full-day kindergarten in Ellington starting in September of 2016.</p>			
Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/Results Indicator
1. Develop and present implementation plan with timeline.	Sept. 2015	Superintendent Director of Ed. Services Elementary Principals	Report to Board of Education
2. Create draft master schedule eliminating mid-day bus run and creating common schedule for K-6 schools.	Sept. 2015	Superintendent Director of Ed. Services Elementary Principals	Report to Board of Education
3. Create two-year plan for space allocation to identify classrooms for full-day kindergarten and for K-6 transition.	October 2015	Elementary Principals	Report to Board of Education
4. Develop and publish document of benefits of/rationale for full-day kindergarten.	Fall 2015	Directors Elementary Principals	Publish & distribute document
5. Develop list of required resources (staffing, furniture, supplies, equipment) to implement full-day kindergarten across the district.	Fall 2015	Superintendent Directors Elementary Principals Teachers	Initial Report to Board of Education
6. Assess impact upon transportation, space, food service, scheduling, special areas instruction, intervention and special services, etc., incorporating needs for full-day kindergarten and K-6 transition.	Fall 2015	Superintendent Directors Elementary Principals Teachers	Report to Board of Education
7. Develop costs estimates for all resources and create budget for full-day kindergarten implementation.	Dec. 2015	Superintendent Directors Elementary Principals	Report to Board of Education
8. Share plan and related costs with Board of Selectmen and Board of Finance.	Fall 2015 and ongoing	Superintendent Directors Elementary Principals Board of Education	Presentation to respective Boards
9. Share plan, rationale for full-day kindergarten and related costs with parents and community members.	Spring 2016	Superintendent Board of Education	Parent/Community presentations

		Directors Elementary Principals Teachers	
10. Collaborate with school districts who have implemented full day K to share ideas and experiences related to planning and implementation.	Spring 2016	Superintendent Principals Director of Ed. Services Teachers	Report to Board of Education
Engagement, Challenge & Student-Centered Learning - The Board of Education is committed to providing engaging, rigorous and personalized learning experiences for all learners both inside and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.			
Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/Results Indicator
1. Research and develop opportunities for students to demonstrate mastery of skills and concepts through the creation of personalized projects and learning opportunities.	Ongoing	Inst. Tech. Specialists Curriculum Supervisors Teachers	Published examples
2. Research and develop a proposal for an engaging, rigorous and personalized learning experience for students completing grades 8 and 12.	June 2017	Inst. Tech. Specialists Principals Curriculum Supervisors Teachers	Culminating Personalized Learning Experiences
3a. Implement student-led conferences at Ellington Middle School. 3b. Expand opportunities for professional learning related to mastery based learning and student-led conferences at the high school and elementary schools. 3c. Share models of effective practices to support student reflection on learning.	December 2015 Ongoing	Principals Teachers Students	Student-led conferences
4a. Integrate Academic Choice into existing curriculum to empower students to make decisions about their own learning. 4b. Implement more opportunities to personalize the high school learning experience, including expansion of mentorships, internships, apprenticeships and blended learning.	Ongoing Jan. 2017	Principal Teachers Students	Published examples of Academic Choice Updates to course offerings

5a. Develop a “Classroom Look-fors” related to engagement, challenge, and student-centered learning 5b. Provide professional development opportunities related to engagement, challenge, and student-centered learning	Spring 2016 Annually Ongoing	Administration Principals Curriculum Supervisors Inst. Tech. Specialists Teacher Leaders	Published “look-fors” Annual professional Development Report
6. Continue expansion of AP/ECE coursework to encourage enrollment in these classes.	December 2015	Principals Curriculum Supervisors	Updated list of AP/ECE offerings in EHS Program of Studies; Presentation to Curriculum Committee
7. Investigate higher level technology curriculum including coding, AP Computer Science Principles and CS50XEHS.	Fall 2015	Curriculum Supervisors Inst. Tech. Specialists	Course proposals developed
Technology Infrastructure and Technology Supporting Instruction, Curriculum and Assessment – The Board of Education fully supports leveraging technology to create and provide personalized, engaging and rigorous instruction, curriculum and assessment to prepare our students with 21 st Century Learning Skills. The administration is also directed to provide the required infrastructure to provide appropriate technology access to support student and professional learning.			
Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/Results Indicator
1. Replace district technology committee with targeted subcommittees meeting under the direction of the Technology Leadership Team.	Fall 2015 Ongoing	Technology Leadership Team	Work products
2a. Create Technology Competencies Continuum (TCC) to identify critical skills to be taught across K-12. 2b. Identify and create models of shared learning experiences at each grade K-6 and within departments at grades 7-12. 2c. Create assessment checklists to guide teachers in assessing technology competencies.	Developed during 2014-15 school year, revisions and refinements ongoing Fall 2015	Technology Leadership Team Curriculum Supervisors Teachers	Published TCC Shared learning experiences piloted and models of student work created Published assessment checklists
3a. Create template for digital portfolios for students in grades 3-10. 3b. Provide professional development to teachers to support implementation of digital portfolios. 3c. Create teaching support materials. 3d. Create opportunities for students to publish/share examples of high quality learning experiences with parents and the broader community using their digital portfolios.	Ongoing	Technology Leadership Team Teachers	Published models Student presentation of their portfolios to the BOE Curriculum Committee
4a. Provide extensive technology training to Tech Champions to support teachers in serving as models of	August 2015 launch	Technology Leadership Team	Training schedule

<p>effective practice for their peers, particularly in implementing a global classroom.</p> <p>4b. Support teachers in collaborating across the district and with others around the world to support student learning and collaboration in a variety of ways.</p> <p>4c. Create district blog to share technology resources and ideas with students, teachers, parents and the community.</p>	Ongoing		<p>Examples of collaboration within and beyond Ellington</p> <p>Published blog</p>
<p>5a. Refine data management system(s) to meet the needs of teachers and administrators.</p> <p>5b. Investigate options for student reporting that support implementation of standards-based teaching and mastery-based learning approaches.</p>	June 2016	District Technology Staff Administration Technology Committee	Development and presentation of plan
<p>6. Increase communication with parents regarding technology, including online support, videos and face to face meetings.</p>	Fall 2015 Ongoing	Technology Leadership Team	Provide online resources and informational sessions for parents
<p>7a. Develop an annual plan for replacement of desktop computers/Chromebooks/iPads.</p> <p>7b. Develop a plan for printers /scanners/cameras needs and uses</p> <p>7c. Develop plan for upgrade/replacement of servers</p> <p>7d. Explore options for better integration of Microsoft and Google tools to increase efficiency and productivity.</p> <p>7e. Explore options for software management for digital teaching and learning, including projection, screen sharing, security and monitoring student use.</p>	January 2016 Ongoing	Superintendent Director of Technology Technology Leadership Team	<p>Presentation to Board of Education January 2016</p> <p>Ongoing</p>
<p>8. Develop a plan for technology staffing that includes prioritized needs, budget and timeline.</p>	December 2015	Superintendent Director of Technology	Presentation to Board of Education January 2016
<p>9. Review and update BYOD policy, related administrative regulations, acceptable use policy, district guidelines for publishing student work and use of social media.</p>	Fall 2015 Ongoing	Policy Committee Administration	Review in Fall 2015

Appropriate Level of Resources/Class Size – The continued growth of the student population during the past decade, coupled with budget constraints, has strained resources available to appropriately support student achievement. The Board of Education directs the administration to identify areas of need and to develop and present recommendations to rectify this situation over the next three budget cycles. This directive shall include plans to create and maintain appropriate class size and support across the district.

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/Results Indicator
1. Perform annual enrollment projection.	October 2015/Jan. 2016	NESDEC Superintendent	Presentation to Board of Education January 2016.
2. Update district enrollment and elementary class size monthly.	First school day of each month	Superintendent Building Principals	Distribute monthly report to Board of Education
3. Compile middle and high school class size document.	November (Annually)	Superintendent EHS & EMS Principals	Distribute report to Board of Education
4. Include enrollment and class size data with annual budget documents.	January (Annually)	Superintendent	Materials included in January budget document.
5. Develop and present updated annual staffing needs based upon enrollment, student population and program needs.	January (Annually)	Superintendent Administration	Presentation to Board of Education January 2016.
6. Analyze staffing needs related to K-6 Transition.	January 2016 Ongoing	Superintendent Administration	Initial Presentation to Board of Education January 2016
7. Develop prioritized list of projected staffing needs for a three year period, including estimated costs.	June 2016 Ongoing	Superintendent Administration	Presentation to Board of Education June 2016

Administrative Capacity – The annual Strategic School Profile clearly demonstrates the significant shortfall in staffing for administration and administrative support personnel. Further, the Board of Education recognizes the additional administrative responsibilities required by recent state legislation, in particular, the new professional development and evaluation process. Finally, the Board of Education recognizes the potential impact of the K-6 transition related to possible shifts in administrative needs across buildings. The Board of Education directs the administration to develop and present recommendations to address these concerns. This task should also include issues related to the maintenance of plant and operations.

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/Results Indicator
1a. Assess administrative and/or support needs, identify priorities, and calculate estimated costs. 1b. Assess needs associated with K-6 reorganization	January 2016 Fall 2015 and ongoing	Superintendent Administration	Presentation to Board of Education January 2016
2. Explore uses of technology and changes in practice to create more efficient management of routine tasks as a means of administrative support.	June 2016	Superintendent Administration District Technology Staff Central Office Staff	Presentation to Board of Education June 2016

Extended Day/Year Opportunities – The Ellington Board of Education recognizes the excellent instructional program available to students across the district. The Board is also cognizant of the constraints imposed upon that program by both time and available resources. The creation and extension of personalized learning opportunities for all students, including students in need of remediation and enrichment, are fully supported by the Board. The administration is directed to develop and present a multi-year plan to implement extended, personalized learning opportunities across a wide spectrum of student need and interest.

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/Results Indicator
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1a. Maintain and increase funding for extended day/year opportunities as appropriate to support plan 1b. Assess the needs for administrative/clerical support for efficient program enrollment and management	Ongoing	Board of Education Superintendent Curriculum Supervisors	Include funds in 2016-17 budget.
2. Continually re-assess and develop new/additional opportunities for extended learning for students.	Ongoing; each summer	Curriculum Supervisors	Annual Report to Board of Education
3. Continue to seek partnerships with other community organizations, universities, and other school districts:	Ongoing	Curriculum Supervisors Administration	Annual report
4. Maintain list/catalog of potential programs, ideas, initiatives at various grade levels:	Ongoing	Curriculum Supervisors Administration	List/Catalog
5. Complete annual evaluation/summary of completed activities.	Annual	Curriculum Supervisors	Annual report

Job-Embedded Professional Development – In compliance with the new Connecticut Guidelines for Educator Evaluation and Support, the Board of Education is supportive of the efforts of the administration to create and significantly expand opportunities for job-embedded professional development across the district. The Board further directs the administration to highlight all budgetary impacts of this effort.

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/Results Indicator
1. Expand differentiated, flexible professional development opportunities to allow teachers to share and experience 21st century instruction and assessment practices (after school, webinars, faculty meetings).	Ongoing	Director of Ed. Services Administration Inst. Tech. Specialists Tech Champions	Professional opportunities offered.
2. Use collaborative workspaces to showcase examples of effective uses of technology and web based resources, including professional learning resources (i.e. Google accounts, Wiki, Finalsite, Youtube, etc.).	Ongoing	Inst. Tech. Specialists Curriculum Supervisors Teachers	Collaborative workspaces created and used by teachers and administrators
3. Provide flexible professional development opportunities across and beyond the school year (co-teaching, peer observations, collaboration, lab classrooms, modeling, peer coaching, book clubs, webinar discussions, summer institutes)	Ongoing	Administration Inst. Tech. Specialists Tech Champions Teachers	Annual report
4. Maintain support for partnership with TCRWP.	Ongoing	Director of Ed. Services	Funding in professional development budget
6. Provide resources, structures, and leadership that maintain and support professional learning groups district-wide.	Ongoing	Administration Teachers	Annual report Funding included in budget
7a. Provide opportunities for teacher leaders to share/expand their expertise.	Ongoing	Administration Teachers	List of teachers targeted for professional learning and leadership

7b. Identify specific opportunities for teacher leaders to participate in professional learning, such as the TCRWP Coaching Institute and Responsive Classroom Leadership Training.			opportunities.
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Parents as Partners - The Board of Education recognizes the value of the shared responsibility of educating the students of Ellington. We are a district that believes Children Come First and where parents are their children’s first teachers. While we currently embrace and encourage parents to be involved in school related activities, the Board of Education seeks to extend opportunities for parental engagement through the integration of parental voice and decision-making.

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/Results Indicator
1a. Create a parent survey to identify parent talents and skill sets and interests for the purpose of enriching curricular experiences. 1b. Analyze the results to determine what possibilities exist for curricular integration.	December 2015 February 2016	Administration Grade level Teachers	Completed Survey Analysis of Survey
2. Communicate specific ways parents can support curriculum; e.g. museum visits, field trips, documentaries, book discussion groups, etc.	Annually	Teachers Administration	Monthly Reports
3. Promote and support the use of interactive two-way communication systems between school and parents.	Ongoing	Administration	Share examples and strategies at Admin Council
4. Create/expand Principal Advisory Groups to brainstorm possible roles for parent involvement	By January 2016	Principals Teachers Parents	Established/Expanded Principal Advisory Councils
5. Publish opportunities for parental involvement in each school and across the district	March 2016 Annually	Principals Teachers	List of Parental Opportunities

Students & Staff Wellness - The Board of Education recognizes the importance of health and wellness in the development of physical, emotional, and intellectual well being of staff and students. Early and ongoing health-related initiatives are the capstone. The Board of Education directs the administration to provide an analysis of educational and budgetary implications of a most robust health and wellness program across the district.

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/Results Indicator
1. Establish “wellness weeks” culminating to school or district event.	Publish annual calendar	Wellness Committee Health/PE teachers	List of Events Evaluations of Events
2a. Investigate the development of collaborations and/or partnerships to promote health related activities. 2b. Investigate opportunities for staff members to learn more about mindfulness-based training programs.	June 2016	Wellness Committee Health/PE teachers Interested Staff	List of partnerships/collaborations
3. Review health/physical education offerings PK-12 to ensure that students have adequate instruction in physical	June 2016	Administrators Health/PE teachers	Results of review

education and health.			
4. Explore opportunities to partner with local businesses for discounted rates for memberships/programs for health related programs.	June 2016 Ongoing	Business Office Health Care Provider Wellness Committee	List of opportunities
5. Provide staff workshops on health related topics. 5b. Investigate ways to incentivize participation in these activities.	February 2016 Ongoing	Wellness Committee Business Office Health Care Provider	List of workshops
6. Publicize availability of Employee Assistance Program to staff	December 2015 Annually	Wellness Committee Business Department Health Care Provider	Information distributed to staff annually
7. Assess student needs related to emotional/mental health	Spring 2016	Director of Spec. Services Counselors Psychologists	Develop Survey Administer Survey Summarize results of survey
8. Develop and expand relationships with local agencies and providers based upon results of student need assessment	Upon Completion of Needs Assessment Annually	Director of Spec. Services Counselors Psychologists Administrative Council	List of Partnerships/Agencies
9. Review current staffing and programs based upon results of student needs assessment	Upon Completion of Needs Assessment Annually	Superintendent Director of Spec. Services Administrative Council	Recommendations to Board of Education as Appropriate