

## End-of-Year Update on Goals

May 13, 2020



### MISSION STATEMENT

*The mission of the Plymouth Public Schools is to Challenge, Inspire, and Prepare all students for success in an ever-changing and complex world.*

### Board of Education Goals

1. **Students will demonstrate a mastery of core subject matter and apply their essential learning and critical thinking skills to achieve academic excellence.**
2. **Students will demonstrate mastery of all essential skills, needed to participate successfully in the 21st century global economy.**
3. **Students will exhibit healthy life choices (wellness).**
4. **Students will use technology as a tool to research, organize, evaluate and communicate effectively, both orally and in writing, for a variety of purposes.**
5. **Students will demonstrate social responsibility by providing for the needs of the greater community and by developing civic literacy.**
6. **Students will be able to understand, negotiate and balance diverse views and beliefs in order to reach workable solutions.**
7. **Students will demonstrate the ability to manage goals and time, work independently, and be self-directed learners.**

**Plymouth Public Schools  
2019-2020  
District Goals**

Primary Goals

**Goal #1 - School Safety (BOE Goals 3,4,6)**

**Status - Completed; Exceeding Expectations**

Increase the safety of students, staff and community members physically, emotionally and electronically by layering additional best practices into our current system. We will continue with a number of initiatives that have improved safety including: district safety meetings; internal and external cameras; availability of schools for police training; and building safety reviews. For 2019-2020 we will focus on the following:

- Review and update the Crisis Communication Plan resulting in an online and hard copy handbook for district and school safety teams.  
Email from District Safety team outlining clear expectations regarding visitors, staff badges, and interior doors. Continued conversation around Crisis Communication plan at January 8, 2020 District Safety Committee Completed: Crisis communication plan was developed and distributed to district safety team, the School Resource Officer, the leaders of each building safety team and the central office secretaries.
- Review and update procedures related to our reunification plan resulting in written plans for each building.  
For discussion at January 8, 2020 District Safety Committee.  
In Progress Towards Completion: Reunification plan discussed at District Safety Committee meeting on January 8. Various locations for a reunification site were discussed and the Committee proposed that the new firehouse would be ideal. The process of securing this location as the final agreed-upon site is currently being negotiated. The “Standard Reunification Method” resource was presented and agreed upon as a framework to develop and broaden the scope of the PPS plan. District admin along with SRO and Facilities Manager met on March 5th to discuss preliminary steps towards plan development. Two subcommittees will continue to develop plan framework - building admin will work on site-specific evacuation plans and a district team will work on reunification site plans - during the rest of the school year and the summer.
- Conduct a “tabletop” exercise that results in the hypothetical testing of our safety plans and identifies strengths and areas of focus for our team.  
The “tabletop” will occur as a separate meeting of the District Safety Committee and the date for this will be scheduled with CIRMA.

Completed: Tabletop exercises were facilitated by CIRMA and conducted on March 5, 2020 with district admin, the school SRO, and Facilities Manager. A variety of scenarios were discussed including issues related to safety on field trips, and crisis response at an athletic event. Communication protocols and the need for pre-event safety reviews were identified as areas that need to be continuous areas of focus in order to make them routine enough that they become part of the culture of safety in our school community. School principals have begun reviewing safety protocols and communication guidelines with field trip chaperones prior to trips.

- Purchase and place protective bollards at identified locations at each school.  
Completed - Bollards were purchased and installed at all four schools this fall. Interior and exterior cameras were added at each school. These safety measures were 70% funded by the State School Security Grant (4th round).
- Explore “ALICE” training for students and staff resulting in a decision to move forward or not with this form of training. (MS+DV)

Mr. Vigliotti and SRO Brody have explored this training and will discuss with the District Safety Committee on January 8, 2020.

Completed: Mr. Vigliotti had multiple meetings with a representative from ALICE and presented information related to the details of the program and cost at the January 8, 2020 District Safety Team Meeting. Additionally, the team had the opportunity to review online training modules and ancillary resources. Based on the information presented the Committee decided not to move forward with ALICE training, finding the cost to be prohibitive, and feeling that we have the expertise and resources within the district to provide similar training and support for staff. Mr. Vigliotti reviewed a number of Safe School modules and determined that the “Emergency Management - Active Shooter” module can be used with district staff to help inform and empower staff to respond as effectively and safely as possible during an active shooter, intruder, or other crisis situation which may result in either lockdown or evacuation from school grounds. This module will be reviewed by the District Safety Committee and the recommendation will be to incorporate into staff PD and onboarding training for all new staff moving forward.

## **Goal #2 - Social Emotional Learning (SEL) (BOE Goals 2, 3, 5, 6, 7)**

### **Status - Completed; Exceeding Expectations**

In 2018-2019 we focused on staff awareness and fluency around social emotional learning constructs and techniques. In 2019-2020 we will continue to develop staff knowledge and skill in this area, but will now turn our attention to students as well. The ultimate goal is to graduate students having mastered skills in emotional intelligence.

- Teachers will implement two of the RULER Anchor Tools, “Charter” and “Mood Meter”, in their classrooms.  
Currently underway, August PD emphasized ways to use these tools at the school and classroom levels, specifically how to teach them to students and how to use the tools with students. During staff walk-throughs the

RULER tools were observed 85% of the time. At the elementary level teachers created classroom charters with the students in their class. At the middle and high school levels staff and students worked together to create building level charters since students switch classes multiple times a day. Teachers have also been using the Mood Meter in their classrooms to help students understand and identify their moods. At elementary level this is typically done during morning meeting. At the middle and high school level these activities are done during family time (MS) and flex/advisory (HS). The tools have also been incorporated into the high school health curriculum.

Completed: During staff walk-throughs the RULER tools were observed 89% of the time and consistently positive and respectful interactions between teachers and students were observed 95% of the time (based on data collected through 3/12/20). At the elementary level, students are applying their Mood Meter skills and understandings to characters in their readings and writings. Work continues at the middle and high school level to develop/implement content-specific applications for RULER tools that move beyond more general use applications of the Charter and Mood Meter in learning contexts such as families (MS) and Advisory/Health classes (HS). Teachers at both the high school and middle school utilize building-based charters and the Mood Meter to varying degrees based on class, content area, and lesson, but tools are present in the vast majority of classrooms.

- Teachers will learn about the RULER Anchor Tools “Meta-Moment” and “Blue Print”.

Building administrators conducted professional development during the November PD in their buildings that taught teachers about Meta-Moment. The PD included a powerpoint presentation that detailed the components of Meta-Moment: Sense, Pause, See Your Best Self, Strategize & React. Blue Print PD will be included in the subsequent PD days this year or in PD during staff meetings.

Completed to the Extent Possible:The District SEL Team designed a hybrid training that combined direct instruction and an online learning module to introduce the 4th RULER Anchor Tool - The Blueprint. This PD was to be conducted in smaller groups and facilitated by an administrator and either a school psychologist or social worker. The PD was to take place on Monday, March 16th but did not occur due to the closure. The District SEL Team leadership met in April and came up with a plan to deliver the session at PD time that may become available after the May 20th possible return to school or during an hour session folded into the opening of the year PD for the 20-21 school year. The team meets again on May 26 and will adjust the planned PD as necessary as more information regarding school closure and reopening becomes available.

- Review and update the Scientifically Research Based Instruction (SRBI) plan around student behavior needs resulting in a clear set of practices and procedures for working with students at all levels.

Team meetings to review behavior referrals to SRBI are in place for all levels. Teams include building admin, teacher(s), counselors (psych, SW, guidance depending on need), and other staff as appropriate. The structure to review referrals and conduct follow up meetings is present at all levels and being refined where needed. A smaller

team is also developing a “handbook” of Tier 1 behavior strategies for teachers to use with students who are struggling to meet behavior expectations in the classroom prior to referring to SRBI.

Completed: SRBI Team continues their work on reviewing and revising the district-wide SRBI documents during the period of school closure; this will be complete by the end of the year. A subset of that committee has created a document of Tier 1,2, and 3 behavior strategies to use with students. Teams are up and running in all four schools to review student behavior data. Ms. Aronheim is continuing to work with staff to determine what data will be entered into educlimber regarding behavior interventions.

- Update our three-year SEL plan to identify student and staff outcomes, professional development needs, and assessment strategies.

Completed - Three year plan in place including staff and student outcomes, PD needs, and assessment strategies through 21-22.

Update: The District SEL Team leadership will meet on May 26 to reassess and update the three-year plan, making any necessary changes or adjustments due to the closure and eventual reopening of school.

### **Goal #3 - Developing Instructional Expertise (BOE Goals 1, 2, 3, 6, 7)**

#### **Status - Completed; Exceeding Expectations**

Instructional capacity is a critical element of the teaching and learning process. Certified staff shall constantly strive to improve on their instructional practices through individual and group strategies. Research consistently shows that the quality of the teacher has the greatest impact on student learning, therefore, as we increase instructional capacity our students will benefit most.

- A thoughtful common instructional framework is identified and chosen areas are implemented with fidelity throughout the K-12 system thus increasing instructional capacity of our teaching staff.

Completed. Our August PD introduced the PPS Instructional Framework and “Look-For” document was developed and shared with all staff. The “Look-For” document is discussed at the building level but also through Instructional Rounds and the District Data Team to identify the next level of work to support staff. Helping staff identify “student-friendly” language around the daily learning target is part of our current work. Continual monitoring of the “Look-For “ data will occur and drive the work. See Instructional Framework Document and Instructional Framework Look-for Document.

- Review and update the Scientifically Research Based Instruction (SRBI) plan around student academic needs resulting in a clear set of practices and procedures for working with students at all levels. (JP)

Currently underway, summer work revamped the plan and focused work on implementing the structures currently in the plan, buildings are working on their structures to support. The first district level meeting occurred on October

28, 2019 and work with move first into creating tier 1 intervention tools. Intervention work and monitoring for tier 2+ moving into EduClimber.

Completed: Additional team meetings have occurred. Coaches have compiled tier 1 resources and listings of tier 2 and tier 3 programs and corresponding progress monitoring tools. Edits of SRBI are occurring now and will be completed by June 2020. Committee work should conclude within the next few months and will include a conversation around sustainability and accountability.

- Ensure that each principal develops an updated School Improvement Plan (SIP) that is directly aligned with the District Improvement Plan (DIP) and identifies specific strategies that will lead to greater student achievement over time. Professional development needs will be identified by the Principals and Director of Curriculum and Instruction to ensure proper training is provided to staff. (MS)

Completed. All of the School Improvement Plans and the District Improvement Plan are available online at:

[https://www.plymouth.k12.ct.us/district\\_information/district\\_school\\_improvement\\_plans](https://www.plymouth.k12.ct.us/district_information/district_school_improvement_plans)

- Continue *Instructional Rounds* so that members of the District Data Team (DDT), as well as classroom teachers, may examine instructional strategies identified in our district and school improvement plan by engaging in a safe process that allows our team to observe the interactions within the instructional core (teacher, student, content). These non-evaluative observations (Rounds) will provide valuable feedback to the principal and members of the school. (MS)

Instructional Rounds have been conducted at FES (11/7/19) and ETJMS (12/5/19). Small teams used the PPS Instructional Framework “Look-For” document to provide the leadership team and teaching staff with a snapshot of data identifying their current implementation of the framework. Staff are engaged in the process of improving their skills around instruction. The team is also developing resources that will support all staff as they develop and maintain instructional expertise.

Completed. The instructional rounds continued at THS (2/6/20). We collected excellent data and provided feedback to the high school administration and staff. We were going to complete our rounds process at PCS on April 2, 2020 but unfortunately, the district was closed. We will make sure that PCS is on the schedule early for the coming school year.

#### **Goal #4 - Updating and Enhancing Curriculum (BOE Goals 1, 2, 3, 4, 5, 6, 7)**

##### **Status - Completed; Meeting Expectations**

Curriculum is the “what” we teach our students. Curriculum needs constant updating given changes in the “real-world”, revised standards from the State Department of Education, and making sure that our curriculum makes sense and is aligned. Given the small number of staff available to work on curriculum we must prioritize our work each year.

- Develop a “Portrait of the Graduate” for the Plymouth Public Schools resulting in a set of high level skills and attributes that our community expects all students to develop as they move through our school system and ultimately graduate.

A process has been developed that will encourage a high level of community engagement in completing this work. A district level team has been constructed to lead the work and facilitated by our Regional Education Service Center. We are engaging the greater learning community through a “ThoughtExchange” process that is getting quality engagement. The district committee had its first meeting on November 21, 2019 and will have a final meeting to complete its work on January 27, 2020. The full BOE will then have an opportunity to review and vote on a final document.

Completed. The district committee met on January 27, 2020 and identified three skills and five dispositions based on the ThoughtExchange process and our training. On February 27, 2020 the District Data Team reviewed these skills and dispositions and confirmed support. During the course of the school closure the administrative team finalized the wording and structure of the goals. The goals will be reviewed at the May 27 BOE retreat and then brought to the June BOE meeting for a final discussion and possible commitment.

- Develop a Capstone Process and Product for all high school students beginning with the class of 2023 resulting in 1) a clear and focused document for students and parents 2) the identification of potential programmatic changes/updates and resulting budgetary needs.

Currently waiting on direction from POG work. Will have 4 year plan fleshed out by end of year and starting to develop final product. Committee will be formed to analyze implementation needs.

Completed: Committee has met to discuss and review the proposal. Draft of items 1 & 2 above will be complete by June 2020. The document will need review in Fall 2020 for student, teacher and parent feedback and will outline the course and project objectives. Scoring rubrics and guideline development will follow POG development.

- Develop and implement a curriculum cycle that is well articulated and manageable. The process will be highlighted through the curriculum updates in math during the 2019-2020 school year.

Currently underway, 2 vertical team meetings have occurred. Math underway with curriculum review as well as social studies and world language moving forward into next year. Math will present in May/June. Core presentation document still being developed to compliment the five year major tasks document.

In Progress: Math data review, curriculum reflection and vertical walkthroughs have occurred. Several meetings were postponed due to distance learning. The committee will continue to compile elements of the core presentation document for presentation in fall 2020. Social studies and world language have begun their reflection and will continue in fall 2020.

## Secondary Goals

- The facility study that is already underway will be completed by the New England School Development Council (NESDEC). The results of the demographic portion of the study have already been presented to the BOE. The BOE will have an opportunity to review and discuss the findings of the study. The public will be provided multiple opportunities to review the information as well and share their opinions on the different options. The BOE is then responsible for identifying possible next steps including timelines.

Status - In Progress towards meeting/exceeding expectations

Working with NESDEC four formal meetings were held with the BOE on this topic. Our August and September BOE meetings focused on the demographic and facilities information including expected future enrollments and capacity of each building. A separate public forum was held on September 25th allowing members of the public to hear about five potential options for our schools and allowed an opportunity for the public to weigh in. The BOE met in October to review the study and the results of the public forum and ultimately eliminated all but options #1 and #5 and requested that the administration provide additional information on those remaining options. The BOE will meet in December /January to receive this information and determine next steps which may include an additional public hearing. The BOE also asked that the Superintendent of Schools, BOE Chair, and Mayor of Plymouth meet with the Superintendent, BOE Chair and First Selectman of Thomaston to determine the feasibility of combining to form a Regional School district.

Completed; Exceeded Expectations. On January 7, 2020 the BOE met during a public workshop and received additional information from the Superintendent of Schools and asked multiple questions. The BOE decided to eliminate option #5. On 2/27/2020 a second public hearing was held to discuss option #1. On 3/11/2020 the BOE met during its regular BOE meeting and unanimously voted to select option #1 to begin for the 2021-2022 school year.

- The Plymouth Town Hall and Plymouth Board of Education will be using the same software package (Infinite Visions) to manage human resources and financial information. The Plymouth BOE will work to make a smooth transition to the new software package by July 1, 2020.

Status - In Progress towards meeting/exceeding expectations

Current state analysis completed October, 2019. Review of current Financial and HR procedures for record keeping. Will be moving from an expenditure only model to full ledger model in Infinite Visions. "Go Live" date of 7/1/2020 with first 20-21 payroll run. Setups and configs ongoing with initial training beginning December, 2019. General end user (Requisitions) training for May, 2020.

Status- In Progress towards meeting expectations



The COVID-19 crisis has limited face-to-face training and data input. The Technology Director and Business Manager will keep the Superintendent apprised to the teams' progress.

- Terryville High School has been engaged in an accreditation review through our accrediting body, New England Association of Schools and Colleges (NEASC). THS will host a review team from NEASC that will result in commendations and recommendations, but more importantly provide our continuing accreditation. The goal is to have a meaningful visit with the NEASC team that results in valuable feedback and continued accreditation.  
Status - Completed; Meeting Expectations  
Terryville High School hosted the visiting NEASC committee from Sunday, October 20 through Wednesday, October 23. The visit was successful, but as expected, no report has been provided at this time.
- Our Pre-K programs have been involved in the process to earn National Association for the Education of Young Children (NAEYC) certifications for our half-day and full-day Pre-K programs in our Early Learning Center at Plymouth Center School. Our goal is to earn this certification by the end of 2019-2020.  
Status - In Progress towards meeting/exceeding expectations  
Candidacy submitted for visit between October-March. Classroom portfolio completed, Program portfolios about 60% completed under guidance from the Accreditation Facilitation Project (AFP).  
In the Candidacy phase awaiting visit upon reopening of physical school environment.