



SIMSBURY PUBLIC SCHOOLS

Strategic Plan Goals 2019-2024

Student Growth and Success: Simsbury Public Schools will engage all students in rigorous, dynamic, and relevant learning experiences, in alignment to the Simsbury Vision of the Graduate, in order to ensure student growth and achievement.

Compassionate and Connected School Culture: Simsbury Public Schools will engage our students and adults in an inclusive, responsive, and safe environment that fosters the development of empathetic, ethical, and resilient community members.

Premier Workforce: Simsbury Public Schools will hire, invest in, and retain passionate and exceptional staff who will contribute to a challenging, innovative, and collaborative culture defined by continuous improvement.

Sustainable and Strategic Investments: Simsbury Public Schools will identify and advocate for the needs of our school communities in innovative ways to support the success and growth of all students, ensure fiscal responsibility, and the long-term stability of the district.

*Board of Education
Adopted June 11, 2019*

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Director of Personnel

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VISION OF A GRADUATE

- ▶ **CRITICAL THINKER**
- ▶ **COMMUNICATOR**
- ▶ **COLLABORATOR**
- ▶ **SELF-DIRECTED LEARNER**
- ▶ **INNOVATOR**
- ▶ **GLOBAL CITIZEN**

The driving force behind our 2019-2024 goals is our K-12 “Vision of a Graduate” (VoG), The VoG is the result of a process to define competencies and attributes required to be successful in a rapidly changing society. By identifying and prioritizing the competencies and skills necessary for our students, we will ensure that all our graduates will be prepared to contribute to a global society with integrity, empathy, and resilience. By the time a student graduates from Simsbury High School, our goal is for that student to be a critical thinker, a communicator, a collaborator, a self-directed learner, an innovator, and a global citizen.



Critical Thinker

- Engage in problem solving, inquiry, and reflective thinking
- Develop compelling questions
- Analyze information to consider varied perspectives
- Evaluate information to reason and solve problems



Communicator

- Listen actively
- Lift conversations by asking and responding to questions
- Deliver clear, concise, accurate ideas through spoken and written language
- Demonstrate an awareness of audience by adjusting purposefully



Collaborator

- Perform a variety of roles and responsibilities
- Function interdependently and flexibly with others
- Seek and contribute feedback
- Embrace contradictions and divergent ideas to accomplish a common goal



Self-Directed Learner

- Take initiative and responsibility for learning and productivity
- Use “experts” and other resources to pursue goals
- Demonstrate resilience, optimism, and perseverance
- Accomplish tasks through self-advocacy, self-confidence, and a growth mindset



Innovator

- Empower creativity and develop skills
- Use a variety of techniques as part of a process to enhance outcomes
- View failure as an opportunity to learn, persevere, and show flexibility

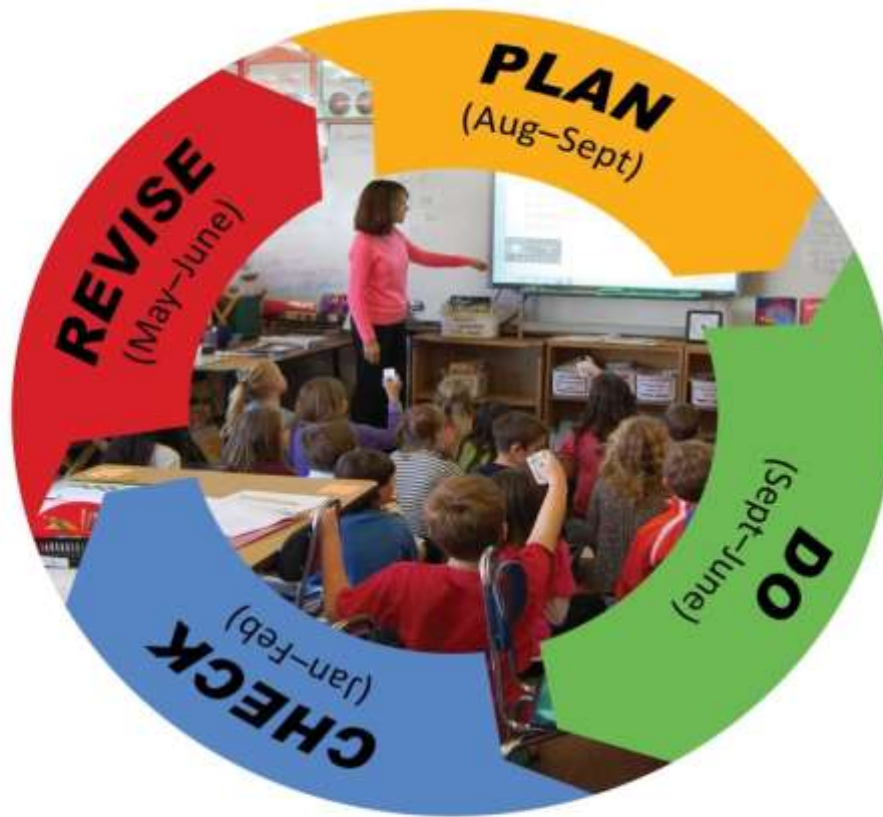


Global Citizen

- Exemplify empathy, compassion, and respect in interactions with others
- Consider diverse perspectives and cultures
- Act responsibly and ethically

- Challenge the status quo, push boundaries, and achieve growth
- Recognize impact of actions and civic decisions

Continuous improvement in the Simsbury Public Schools is a cycle that begins in the summer with the analysis of data related to the school and district strategic plans. Areas in need of improvement are identified and strategic plans are developed to focus our work throughout the year. Individual teacher goals are developed in alignment with school and district goals. Reviews of each teacher and administrator professional learning plan are conducted throughout the year and the results relative to our district goals are published the following fall.



Continuous Improvement Planning Cycle

District • School • Grade Level/Department

*Innovation is the ability to see
change as an opportunity - not a threat.*

~ Steve Jobs

The **Simsbury Public Schools' goals** provide the foundation for our strategic plan framework.



- **Strategies** are developed to describe how the goals will be achieved.
- **Desired outcomes** illustrate the expected end result of the work.
- **Actions** detail the means by which the desired outcomes will be achieved.
- **Metrics** provide a quantitative assessment to track progress toward the goals.

STUDENT GROWTH AND SUCCESS



“The content of a book holds the power of education and it is with this power that we can shape our future and change lives .”

~ Malala Yousafzai

SPS STRATEGIC PLAN GOAL 1: Student Growth and Success

Simsbury Public Schools will engage all students in rigorous, dynamic, and relevant learning experiences, in alignment to the Simsbury Vision of the Graduate, in order to ensure student growth and achievement.

STRATEGY 1

Ensure Success for Every Student – Align rigorous curriculum, delivery of instruction, and assessment for continuous improvement of student achievement.

| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|--|--|-------|-------|-------|-------|-------|
| <p>The written and implemented curriculum will reflect the Vision of a Graduate competencies and supporting attributes across all content areas</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> Curricular experiences that achieve the VoG competencies VoG projects across all grade levels and content areas Equity assessment of the curriculum Alignment and vertical articulation of instructional experiences utilizing the Eduplanet 21 platform Rubric used to evaluate Capstone projects | Utilize the SPS audit of elementary, middle, and high school curriculum to revise the curriculum to align with the competencies outlined in the SPS VoG. | | | | | |
| | Ensure the K-12 curriculum and courses are diverse and culturally responsive. | | | | | |
| | Organize K-12 standards-based curriculum and assessments using the online curriculum platform. | | | | | |
| | Design capstone/portfolio process. | | | | | |
| | Expand career and higher educational opportunities including internships and externships for students in grades 9-12. | | | | | |

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| | = Research/Plan |
| | = Implement |
| | = Monitor/Revise |

SPS STRATEGIC PLAN GOAL 1: Student Growth and Success

Simsbury Public Schools will engage all students in rigorous, dynamic, and meaningful learning experiences, in alignment to the Simsbury Vision of the Graduate, in order to create student growth and achievement.

STRATEGY 2

Provide a Challenging and Supportive Learning Experience – Achieve a high standard of academic performance and growth for all students while minimizing achievement gaps.

| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|-------|-------|-------|-------|-------|
| Students will make appropriate growth annually toward reducing the achievement gap <u>As measured by:</u> <ul style="list-style-type: none"> ● Next Generation Accountability Report ● State Assessments ● District Assessments ● Data Team Structures ● Intervention Data Reports ● Placement criteria for ELA and Math | Develop a protocol to analyze and implement programming that focuses on reducing the achievement gap. | ➡ | ★ | ★ | ✚ | |
| | Analyze and refine current practices, structures, and programming for all students so that they are being met with innovative interventions and support across all tiers. | ➡ | ➡ | ★ | ★ | ✚ |
| | Develop a comprehensive transition plan to meet the needs of all students, including the unique needs of students new to district (<i>Open Choice, EL, preschool/elementary, elementary/middle school, middle/high school, and high school/post-secondary</i>). | ➡ | ➡ | ★ | ★ | ✚ |

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SPS STRATEGIC PLAN GOAL 1: Student Growth and Success




Simsbury Public Schools will engage all students in rigorous, dynamic, and relevant learning experiences, in alignment to the Simsbury Vision of the Graduate, in order to ensure student growth and achievement.

STRATEGY 3

Engage in Assessment Practices that Inform Instructional Strategies – Instructional strategies will be determined through the use of assessment and data systems to maximize student success.

| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|--|--|-------|-------|-------|-------|-------|
| <p>All students will meet or exceed grade level standards using a body of evidence in all content areas K-12</p> <p>A balanced assessment system will reflect student growth over time</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> ● District Assessments across all grade levels ● State Assessments in grades 3-8, 11 ● Grade 9 PSAT ● Data reports from SIMS ● Electronic writing portfolio ● Revised elementary report cards K-8 ● NEASC reporting of VOG competencies | <p>Utilize the Simsbury Assessment Think Tank (SATT) structure to continuously analyze, refine, and monitor our assessment system to ensure balance and purposeful assessment tools and practices.</p> | ➡ | ★ | ★ | ★ | ✘ |
| <p>Assessment system platforms (SIMS and PowerSchool) will provide necessary information about student growth in relation to grade level learning outcomes</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> ● SIMS Platform | <p>Use our SIMS assessment platform to refine data analytics to support effective programming and instruction K-12.</p> | | ➡ | ★ | ★ | ✘ |

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| • Electronic Portfolio Platform | | | | | | |
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COMPASSIONATE AND CONNECTED SCHOOL CULTURE



“I’m a very strong believer in listening and learning from others.”

~ Ruth Bader Ginsburg




SPS STRATEGIC PLAN GOAL #2: Compassionate and Connected School Culture

Simsbury Public Schools will engage our students and adults in an inclusive, responsive, and safe environment that fosters the development of empathetic, ethical, and resilient community members.

STRATEGY 4

Meaningful Relationships: Develop and sustain a strong sense of belonging and respect between and among students and adults.

| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|--|-------|-------|-------|-------|-------|
| <p>All schools will sustain a healthy, respectful, caring, inclusive and safe learning environment for students, staff, and community members.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> School climate surveys Focus group discussion Self-assessment tools Celebrations Reduced percentage of students who require Tier II/III behavior intervention Student participation in events/clubs/sports Stakeholder feedback Naviance IEP Honor roll Discipline data PGP PBIS PD opportunities Teacher leadership | Demonstrate a sense of self, school, and community pride. | | | | | |
| | Identify, create and refine structures in order to increase a sense of belonging, value, and contribution to a positive school community. | | | | | |
| | Promote and celebrate diversity and cultural understanding in all aspects of the district's curriculum, relationships, procedures, and daily work. | | | | | |
| | Develop, plan, and implement appropriate social and emotional competencies necessary for success. | | | | | |
| | Adopt tiered intervention supports for students who demonstrate lagging social, emotional, and/or behavior skills. | | | | | |
| | Ensure student opportunities to participate in service-based school and community activities. | | | | | |
| <p>Students and faculty will demonstrate the attributes of a global citizen as reflected in the Vision of the Graduate.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> Rubrics Increased involvement of service-based opportunities Increased number of community businesses and Simsbury alumni working with schools and supporting internships Community service hours Externships | Expand civic, business and community partnerships. | | | | | |
| | Strengthen home-school partnerships to improve school climate and increase student investment in learning. | | | | | |






















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SPS STRATEGIC PLAN GOAL #2: Compassionate and Connected School Culture




Simsbury Public Schools will engage our students and adults in an inclusive, responsive, and safe environment that fosters the development of empathetic, ethical, and resilient community members.

STRATEGY 5

Safe and Healthy Environment: Ensure environments that are both emotionally and physically safe for all students and adults.

| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|--|--|---|---|---|---|---|
| <p>Students and staff feel safe to express their individuality while demonstrating respect for others.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> • Survey results • Conversations between and among faculty and students • Professional development plans • Survey on psychological safety • Department action plans | Provide opportunities for students and staff to take appropriate risks in order to foster personal and professional growth. |  |  |  | | |
| | Ensure all staff is provided ongoing training in the areas of cultural diversity/ competence, mental health/wellness, and violence prevention to support the safety and well-being of students and adults. |  |  |  |  |  |
| | Articulate and strengthen the 7-12 continuum of school counseling and college advising services for students and families |  |  |  | | |
| <p>Schools will reflect protective and preventive safety measures.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> • Safety drill logs • Safety committee notes • Safety plans/binders • District/school crisis team agendas/minutes • Feedback from Simsbury Police Department | Enact, evaluate, and refine identified safety protocols consistently. |  |  | | | |
| | Review, prioritize and benchmark safety procedures. |  |  |  |  | |
| | Develop financial plans, inclusive of cost estimates, to secure the resources to |  |  |  |  | |

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| | execute identified safety priorities. | | | | | |
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|  | = Monitor/Revise |

PREMIER WORKFORCE



“Get the right people on the bus and in the right seat.”

~ Jim Collins










SPS STRATEGIC PLAN GOAL 3: PREMIER WORKFORCE



Simsbury Public Schools will hire, invest in, and retain passionate and exceptional staff who will contribute to a challenging, innovative, and collaborative culture defined by continuous improvement.

STRATEGY 6

Placing a Premium on High Quality Staff – Recruit and retain exceptional employees who are valued, respected, and rewarded for their efforts.

| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|--|-------|-------|-------|-------|-------|
| <p>Recruit, hire, and retain employees in all positions to maintain a premier workforce.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> Analysis of candidate pools and hiring outcomes in difficult-to-fill positions Retention rates for teachers at critical years <p>Level of satisfaction with employment experience</p> | Target recruitment programs to address critical needs and hard-to-fill positions. | | | | | |
| | Create hiring standards and uniform screening/interviewing protocols for supervisors to ensure consistent and equitable hiring practices and outcomes. | | | | | |
| | Develop a process to analyze retention data for teachers at key junctures of their career in order to determine trends about professional longevity. | | | | | |
| | Develop a process for regular employee feedback to determine overall job satisfaction of different employee groups. | | | | | |
| <p>Achieve and preserve a culture of quality, equity, support, and responsiveness for all SPS employees.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> Staff diversity trends "Customer service" feedback from employees related to | Work with administrators and supervisors to establish intentional and focused recruitment efforts in an effort to achieve greater diversity on the professional staff. | | | | | |
| | Convene regular meetings with SPS employee groups to review HR practices with regard to equity, responsiveness, and value placed on employees. | | | | | |

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| <p>experiences with HR, technology, maintenance, etc.</p> <ul style="list-style-type: none"> Analysis of professional support structures | <p>Develop a process for employee feedback to determine effectiveness of professional support systems and satisfaction with “customer service” experiences (HR, Business Office, technology, maintenance, etc.).</p> |  |  |  | | |
| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
| <p>Provide a competitive compensation and benefit plan.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> Results of market analysis on SPS compensation packages against area school districts | <p>Conduct a compensation study to compare SPS salaries and benefits with area school districts.</p> |  |  | | | |
| | <p>Conduct post-process discussions with representatives of employee groups to determine satisfaction with collective bargaining processes and outcomes.</p> |  |  | | | |
| | <p>Engage governing boards (BOE and BOF) in discussions about findings of compensation study.</p> |  |  | | | |









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|  | = Monitor/Revise |




SPS STRATEGIC PLAN GOAL 3: PREMIER WORKFORCE

STRATEGY 7

Prioritizing Professional Growth and Teamwork – Invest in growth opportunities and teamwork for all employees by providing meaningful professional development, structures for collaboration, and quality feedback on performance.

| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|-------|-------|-------|-------|-------|
| <p>Promote professional development opportunities for all employees that support a challenging, collaborative, and innovative culture.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> Comprehensive program evaluation on professional development opportunities and activities Employee assessment of professional development opportunities and activities PLC Survey PLC Toolkit | <p>Create a professional development needs assessment for employee groups and develop comprehensive professional development plans that includes leadership training.</p> | | | | | |
| | <p>Promote job-specific, ongoing, and personalized professional development plans that encourage the sharing of innovative practices and capitalize on the internal expertise of SPS employees.</p> | | | | | |
| | <p>Identify “best practices” (exceptional) PLC’s that cultivate effective collaboration and innovative teaching practices and develop a PLC “Toolkit” that can be shared across the district.</p> | | | | | |
| | <p>Prioritize Simsbury’s “Vision of the Graduate” in professional development planning for all employee groups.</p> | | | | | |
| | <p>Engage in professional learning around technology to increase flexibility with respect to when and how learning occurs most effectively.</p> | | | | | |
| <p>Develop and maintain a performance evaluation system that is meaningful to all SPS employees.</p> <p><u>As measured by:</u></p> | <p>Refine and streamline performance evaluation systems and structures for teachers (including those in non-classroom roles) and administrators, while providing on-going, meaningful, and actionable feedback.</p> | | | | | |

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| <ul style="list-style-type: none"> • Analysis of employee ratings on performance evaluations • Level of satisfaction with evaluation experience by both employees and supervisors. | Improve performance evaluation systems for non-certified employees to include formative and summative evaluation cycles. | |  |  |  |  |
| | Implement regular training for supervisors and managers regarding observations and/or performance evaluations. | |  |  |  |  |

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SUSTAINABLE AND STRATEGIC INVESTMENTS



“Where we stand is not as important
as the direction in which we are
moving.”

~ Oliver Wendell Holmes, Jr.

SPS STRATEGIC PLAN GOAL 4: Sustainable and Strategic Investments




Simsbury Public Schools will identify and advocate for the needs of our school communities in innovative ways to support the success and growth of all students, ensure fiscal responsibility and the long-term stability of the district.

STRATEGY 8

Ensure Long-term Stability of the District – The physical and technological infrastructure of each school building will be systematically reviewed. The future costs of operation maintenance will be developed.

| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|--|---|-------|-------|-------|-------|-------|
| <p>Provide voters/town boards with detailed information on what it costs to adequately operate and maintain the district's assets</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> The matrix of needs building conditions and costs from our facilities master plan. A review of the configuration of our schools and the future costs of operation | Complete a Facilities Master Plan with professional opinion and cost estimates. | | | | | |
| | Develop a framework for prioritizing requests for the town's 6 Year Capital Improvement Plan. | | | | | |
| | Complete a School Reconfiguration Study with community input and feedback on potential options. | | | | | |
| | Develop a process for community understanding of the cost of maintaining our current structure versus other potential configurations. | | | | | |
| <p>Provide staff and students with ready access to technology and a stable district network infrastructure</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> Our data on network "down- | Complete an independent review of district options for strengthening our network infrastructure. | | | | | |
| | Determine budget implications (both operating and capital) for improvements and potential support needed. | | | | | |

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| time” and impacts to technology. | | | | | | |
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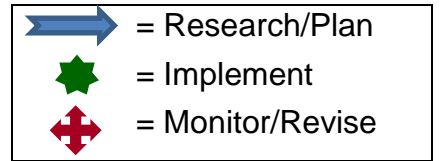
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SPS STRATEGIC PLAN GOAL 4: Sustainable and Strategic Investments

STRATEGY 9

Ensure that school budget needs are effectively communicated in the context of fiscal responsibility – Improve the budget communication and development process to provide the most relevant information to voters in supporting the needs of all students.

| DESIRED OUTCOME | ACTIONS | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
|---|---|-------|-------|-------|-------|-------|
| <p>Provide voters/town boards/stakeholders with improved access to clear information on the financial needs of the district to serve all students to help ensure continued budget support.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> • Voter approval of the Board of Education Budget and levels of support. | Improve the district’s web page to make the budget information more transparent. | | | | | |
| | Provide an updated professional presentation of the BOE budget book and improved internal structure for budget communications with school leaders and staff. | | | | | |
| | Review the budget presentation and communications of our peer districts both in the region and beyond. | | | | | |
| | Continue to enhance our shared services with the town and neighboring districts. | | | | | |
| <p>Provide central office and business staff with the financial and human resource software tools needed to provide clear and professional budget information and improve customer service.</p> <p><u>As measured by:</u></p> <ul style="list-style-type: none"> • A review with the Town of our shared financial and human resources software system needs. | Issue a request for proposals to review demonstrations of potential new financial/HR software systems and determine costs and estimated timelines for transition. | | | | | |
| | Present summary of needed capital project and costs for budget consideration. | | | | | |
| | Complete the training, implementation, and conversion to a new software system. | | | | | |



SPS at a Glance

Our school system

- October 1, 2018 enrollment of 4,018 students K-12
- Eight schools/programs
 - * 1 high school
 - * 1 middle school
 - * 5 elementary schools
 - * 1 pre-school

Our students

- Demographics (2017-2018)
 - * 76.4 percent White
 - * 5.9 percent African American
 - * 8.0 percent Hispanic or Latino
 - * 6.5 percent Asian American
 - * 3.2 percent two or more races
- Services
 - * 9.6 percent participate in Free or Reduced-Price Meals
 - * 14.1 percent receive special education services (This does not include students with Section 504 Plans.)
 - * 1.5 percent participate as English Learners
- Performance
 - * 97.7 percent graduation rate
 - * 1196 average combined SAT score
 - * 76 percent of students complete at least one AP Course
 - * 86 percent of students achieve a score of 3 or above on AP Exam
 - * 23 National Merit Scholars
 - * *U.S. News & World Report* ranks Simsbury High School 8th Best Public High School in CT, and in the top 500 in the U.S.

System Resources

- \$70,880,978 FY 2019-20 Operating Budget
- Six Year Capital Improvement Program (The district is underway with a Facilities Master Plan & Reconfiguration Study.)
- 750 employees
- 381 certified teachers
- 93% percent of teachers with a master's degree or above

Here is a [link](#) to the 2017-18 Simsbury School District Profile and Performance Report. The school district and individual school Profile and Performance Reports are accessible on the State of CT [EdSight portal](#).

Glossary of Acronyms:

| | |
|--------------|--|
| BOE | Board of Education |
| BOF | Board of Finance |
| EL | English Learners |
| ELA | English Language Arts |
| IEP | Individualized Education Program |
| NEASC | New England Association of Schools and Colleges |
| PBIS | Positive Behavioral Interventions and Supports |
| PGP | Professional Growth Plan |
| PLC | Professional Learning Community |
| SATT | Student Assessment Think Tank |
| SIMS | Student Information Management System |
| SPS | Simsbury Public Schools |
| VoG | Vision of a Graduate |