

Stafford Public Schools

Strategic Educational Framework

2022-2025



Steven A. Moccio, Superintendent of Schools

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MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS...

Prior to my tenure beginning in the Stafford Public Schools in March of 2018, the previous five-year district improvement plan was adopted by the Board of Education in March of 2009. As such, during the 2018-2019 school year, the leadership team collaboratively created a new three-year Strategic Educational Framework (SEF). The original SEF was shared with staff during the annual Convocation when they were able to provide feedback and input. The finalized SEF was approved by the Board of Education on September 23, 2019. The framework provided the overall vision for the district and identified strategic goals related to Organizational Health; Curriculum, Instruction and Assessment; and Continuous Learning for All. Each strategic goal was broken down into two strategic imperatives, which were further delineated into long-term strategies. During the last three school years, the leadership team has reviewed and revised the short-term actions aligned to the long-term strategies.

The 2021-2022 school year was the original SEF's third and final year. As such, the leadership team engaged in the process to create a new SEF for the next three school years. The team followed a multi-step process that garnered input and feedback from members of the Stafford Public School community, including parents, faculty, staff, and administration.

The following SEF provides an overarching context and educational vision for the work that needs to be completed to move the district forward. To ensure coherence, clarity, and alignment across the district that will place the district in the best position to ensure positive outcomes for students, school administrators will utilize the same format when creating their individual school improvement plans. School Improvement Plans provide each school an opportunity to identify school priorities within the context of the SEF. The plans are written by the building administration and based on school data and school community input. The finalized plans will be presented to the Board of Education and public in September and October.

At the conclusion of each school year, a yearly performance summary of the SEF will be presented to the Board and public to review the district's progress toward the identified goals.

A handwritten signature in blue ink that reads "Steven A. Morris". The signature is written in a cursive style with a large initial "S".

STAFFORD PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Stafford Public Schools is to prepare our students to assume productive, meaningful, and responsible roles in an increasingly competitive global society.



STAFFORD PUBLIC SCHOOLS EQUITY VISION STATEMENT (DRAFT)

Stafford Public Schools embraces **diversity** as an asset. We recognize that everyone has different backgrounds, experiences, and interests and we forge an environment that promotes a sense of **belonging**. We cultivate **inclusive** opportunities for community members to share their **identity** and perspective in a safe, supportive environment.

Stafford Public Schools

Portrait of a Graduate



The Stafford Public Schools Portrait of the Graduate Framework prioritizes the skills and dispositions for students to become 21st Century learners in a rapidly evolving global community. The framework serves as the strategic map to execute the vision of teaching and learning for the students, staff, and administration of the school district.

STRATEGIC IMPERATIVE #1 - ORGANIZATIONAL HEALTH

Theory of Action: The Stafford Public Schools believes that if it designs and implements systems of wellness and social emotional health for faculty, staff, and students it will develop a strong culture of belonging, unity, and trust amongst every person in the community. Partnering with families, civic organizations, and local businesses, supports students with opportunities to expand connections to their learning outside of school walls.

District Long Term Strategy 1A - Increase coherence and consistency across the district to improve student outcomes.		
Short-Term Actions	Person(s) Responsible	Key Outcomes
Identify and determine strategies to enhance dialogue between schools to ensure a comprehensive transition plan to address the needs of all learners.	Superintendent Office of Pupil Services Office of Curriculum & Instruction School Administration	<ul style="list-style-type: none"> • Development of student portfolio systems that document work and academic performance across levels. • Percentages of students demonstrating an increase in skill acquisition at the annual review will be collected and utilized as a benchmark for future years.
Establish educational policies and practices that value equity and inclusivity in opportunity for all the members of the community.	Superintendent Office of Pupil Services Office of Curriculum & Instruction School Administration	<ul style="list-style-type: none"> • Full implementation of an Equity & Inclusivity Action Plan reflecting actions for leadership, culturally responsive curriculum and teaching strategies, and collaboration with community partners and student focus groups. • Articulation of district policies committed to ensuring access to opportunity for staff and students. • Stakeholder Survey data will reflect the following: <ul style="list-style-type: none"> ○ Parents indicating that their school makes communication with parents a priority will increase from 80.3% to 85%. ○ Students indicating that they identify a teacher/adult who they can go to for support will increase from 78% to 85%. ○ Staff indicating that they feel supported by administration will increase from 88% to 93%.

District Long Term Strategy 1B - Enhance connections with students, families, and community members as engaged and supportive partners.

Short-Term Actions	Person(s) Responsible	Key Outcomes
Expand opportunities to incorporate and engage family and/or community involvement in the student learning process.	Office of Pupil Services Office of Curriculum & Instruction School Administration	<ul style="list-style-type: none"> • The percentages of families indicating that they are aware of academic opportunities available to help their child with their school work will increase from 73% to 80%. • Development of family academic nights across all schools to showcase student work in the areas of art, literacy, numeracy, and CTE. • Increased access to experiential learning and opportunities for college credit through Advanced Placement, Early College Experience, and internships/externships.
Strengthen systems designed to reduce chronic absenteeism and ensure students arrive at school ready to learn.	Superintendent Office of Pupil Services School Administration	<ul style="list-style-type: none"> • Students defined as being truant will decrease from 6.95% to 5.75%. • Students defined as chronically absent will decrease from 16.5% to 15.0%.

District Long Term Strategy 1C - Strengthen culture and climate in the district by fostering intentional systems that promote equitable and inclusive student and staff wellness.

Short-Term Actions	Person(s) Responsible	Key Outcomes
Align systems of support to ensure the connectedness between PBIS, SEL, and the Comprehensive School Counseling Framework for students.	Office of Pupil Services Office of Curriculum & Instruction School Administration	<ul style="list-style-type: none"> • Suspension rates for students identified as high needs will decrease to rates comparable to the district average (4.2% vs. 2.1%). • Average staff absenteeism rates will drop below the state average (7.3 days/year), as reported by the CSDE's Public Performance Report. • Students indicating that they identify an adult who they can go to for support will increase from 78% to 85%.
Refine current practices to ensure a logical progression of student support for academic, behavioral, and social-emotional needs.	Office of Curriculum & Instruction Office of Pupil Services District SEL Committee	<ul style="list-style-type: none"> • Full implementation of common MTSS processes and procedures by administration and staff districtwide. • Percentages of students receiving interventions will reflect a shift of students back to full core instruction.

STRATEGIC IMPERATIVE #2 - CURRICULUM, INSTRUCTION & ASSESSMENT

Theory of Action: The Stafford Public Schools seeks to develop rigorous and engaging college and career readiness learning opportunities that embody the tenets of the *Portrait of the Graduate*. Ensuring that classrooms embrace high quality instructional resources and strategies will create opportunities for all learners to authentically apply their learning to the real world. All staff lead with the use of data to make informed decisions to maximize student potential.

District Long Term Strategy 2A - Implement data-driven decision making practices across all schools, departments, and the curriculum development process.		
Short-Term Actions	Person(s) Responsible	Key Outcomes
Support Professional Learning Communities (PLCs) designed to collect, disaggregate, and analyze student performance data.	Office of Pupil Services Office of Curriculum & Instruction School Administration	<ul style="list-style-type: none"> • District performance indices progress toward ESSA benchmark of 75% <ul style="list-style-type: none"> ○ ELA from 65.3% to 68% ○ Math from 60.1% to 63% ○ Science from 62.2% to 65% • Build staff capacity through annual professional learning and development of protocols for the delivery of PLCs and disaggregation of performance data with clear action steps. • Creation of school and district data teams to review data and identify instructional strategies.
Continue to develop a curriculum that is responsive to data, standards-based, culturally relevant, and aligns with the skills and dispositions of the Portrait of the Graduate.	Office of Curriculum & Instruction Curriculum Leaders Curriculum Advisory Council	<ul style="list-style-type: none"> • Full implementation of common MTSS processes and procedures by administration and staff districtwide. • Curriculum teams increase articulation of responsive curriculum through Rubicon ATLAS from 60% to 70% by June 2023. • Develop and implement a Parent Portal to house curriculum documents. • District performance indices progress toward ESSA benchmark of 75% <ul style="list-style-type: none"> ○ ELA from 65.3% to 68% ○ Math from 60.1% to 63% ○ Science from 62.2% to 65% • Expand connections in Grades 6-12 for Student Success Plans.

District Long Term Strategy 2B - Increase high-quality engaging and differentiated instructional practices to increase student engagement and rigorous instruction.

Short-Term Actions	Person(s) Responsible	Key Outcomes
Expand the use of innovative instructional strategies that promote engagement, support differentiated teaching, and foster student-centered application of learning.	Office of Pupil Services Office of Curriculum & Instruction School Administration	<ul style="list-style-type: none"> • Qualitative feedback regarding learning walks reflect best practices for individualizing student instruction based on need. • Professional Learning Plans aligned to key goal areas defined by PDEC through analysis of professional learning surveys and staff feedback.
Expand the district model for staff support to enhance cycles of observation, feedback, and reflection to maximize student outcomes.	Office of Curriculum & Instruction Office of Pupil Services School Administration	<ul style="list-style-type: none"> • Stakeholder survey data reflecting increasing trends of staff indicating that the evaluation model is supporting their growth as an educator will increase from 76.3% to 80% as reflected through stakeholder surveys.

District Long Term Strategy 2C - Embrace the completion of a balanced system of assessment strategies and tools to inform reflective practices for district improvement.

Short-Term Actions	Person(s) Responsible	Key Outcomes
Refine the system of assessments to ensure purposeful analysis of student learning and inform future instruction (i.e. PLC, Curriculum Meetings, Early Release Collaborations, Common Planning, SRBI).	Office of Curriculum & Instruction Curriculum Leaders School Administration	<ul style="list-style-type: none"> • Development of at least one common assessment per course/grade level that reflects skills aligned to the SPS Portrait of the Graduate. • District performance indices progress toward ESSA benchmark of 75% <ul style="list-style-type: none"> ◦ ELA from 65.3% to 68% ◦ Math from 60.1% to 63% ◦ Science from 62.2% to 65%
Utilize the performance indicators of the Next Generation Accountability System to drive whole school and district improvement.	Office of Curriculum & Instruction School Administration	<ul style="list-style-type: none"> • Staff Student Learning Outcomes (SLOs) will align to district or school improvement goals related to assessment growth and achievement and the Next Generation Accountability Indices.

STRATEGIC IMPERATIVE #3 - CONTINUOUS LEARNING FOR ALL

Theory of Action: Building capacity in the workforce is a critical element to ensuring that growth is at the heart of district improvement. The Stafford Public Schools continues to celebrate a professional learning system that integrates staff feedback, promotes opportunity for choice and customization to professional need, and continuous feedback. Providing these systems will enable the district to recruit and retain high quality educators able to promote positive change.

District Long Term Strategy 3A - Provide robust professional development offerings that are aligned with key professional learning themes annually.		
Short-Term Actions	Person(s) Responsible	Key Outcomes
Streamline processes for the utilization of professional learning feedback data to curate professional learning sessions at the school and district level.	Office of Curriculum & Instruction PDEC School Administration	<ul style="list-style-type: none"> Professional learning data summaries provided at the conclusion of professional learning to assist administration and PDEC with the development of PD. Systems to invest in staff facilitation of professional learning after attendance at external workshops.
Continue the implementation of school learning walks to include cross-building opportunities for the showcase of high leverage instructional practice.	Office of Curriculum & Instruction School Administration	<ul style="list-style-type: none"> Expand learning walk implementation to three rounds per school year with opportunities for administrators to visit across buildings/levels. Provide regular district reports to staff documenting best practices through faculty meetings.

District Long Term Strategy 3B - Invest in opportunities for growth that connects individual feedback, collaboration, and professional learning.		
Short-Term Actions	Person(s) Responsible	Key Outcomes
Identification of high-priority observation focus areas with operational definitions (i.e. student ownership)	School Administration	<ul style="list-style-type: none"> Evaluation calibration exercises with the administrative council to identify high priority areas aligned to the Connecticut Core of Teaching.
Initiate revisions to staff evaluation systems that focus on evidence, feedback, collaborative goal development, and professional growth.	Superintendent PDEC School Administration	<ul style="list-style-type: none"> Targeted revision of the evaluation models to reflect professional growth dialogue, connections to professional learning, and strengthening student learning and achievement.