

# Waterbury Public Schools



## Strategic Plan

2020-2027

2020/2021

Dear WPS Community,

Over the past several months, Waterbury Public Schools has been developing the next strategic plan that will set the direction for WPS through 2027. We are delighted to share the plan with you and some highlights of the process.

A strategic plan for a school district establishes priorities and creates a formal process designed to help set goals and strategies for decision making aligned with a district's vision and mission. At the core of Waterbury Public Schools' strategic plan is the commitment to shape our organization to best meet the needs of our students. The strategic plan not only focuses on what our students need to know and be able to do, but also focuses on what experiences our schools should offer in order for them to develop the knowledge and skills to succeed and thrive as they transition into adulthood. This work is illustrated in the **Portrait of the Graduate**. In 2018-2019, our stakeholders joined with us to identify, define and reach consensus regarding the characteristics that our graduates should exemplify. We heard from them it was important that our graduates possess the characteristics of being a communicator, a collaborator, a life-long learner, being knowledgeable, a problem-solver, have a growth mindset, possess grit and a social and emotional balance in their lives. We determined that these were the most crucial characteristics to exemplify the success of a graduate in Waterbury. We believe that these characteristics and values should be developed and nurtured from the first moment students begin their journey as a Waterbury student. It is an amazing responsibility to touch the lives of the future knowing the framework for the Portrait of a Graduate is a priority as we collectively work together in preparing our students.

Following the development of a set of core values in the fall of 2019, the Board of Education worked alongside the Superintendent and senior level staff to develop a revised mission and vision statement. Subsequently, the district established a Steering Committee, which developed a comprehensive needs assessment. Subcommittees were assigned in the areas of Post-Graduate Guidance and Preparation, Teaching and Learning, Family and Community Engagement, Talent Management and Fiscal Responsibility. As a result of the needs assessment, subcommittees focused on identifying key priorities, strategies, timelines and qualitative and quantitative metrics of progress to integrate into the strategic plan document.

We are thrilled to continue this journey with you. At the heart of our educational organization is a shared commitment to give our children the best education possible. It is our sincere belief that we are making strides in that direction each day due to the efforts of our students, educators, families and community at large.

Sincerely,



Dr. Verna D. Ruffin  
Superintendent of Schools



Charles E. Pagano, Jr.  
President of Board of Education

# Board of Education Members

Mayor Neil M. O’Leary, Chairman Ex-Officio

Charles E. Pagano, Jr., President

Karen E. Harvey, Vice-President

Ann M. Sweeney, Secretary

Elizabeth C. Brown

Juanita P. Hernandez

Rocco F. Orso

Melissa Serrano-Adorno

Charles L. Stango

Jason Van Stone/Amanda K. Nardozzi

Thomas Van Stone, Sr.

# Steering Committee Members

Teaching and Learning	Family and Community Engagement	Fiscal Responsibility	Post Graduate Options/Student Services	Talent Management
Dr. Gregory Rodriguez	Sujata Wycoff	Will Clark	Dr. Janice Epperson	Lee Palmer
Darren Schwartz	Jackie Davis	Doreen Biolo	Kathie Gabrielson	Noreen Buckley
Vincent Balsamo	LaTeena Bartee	Dr. Louis Padua	Carolyn Freer	Robert Johnston
Jade Gopie	Michael Harris	Matthew Gwiazdoski	Lynne Palleria	Diane Bakewell
Kari Nizzardo	Angela Holmes		Terry Mikaid	
			Linda Richard	
			Mike Merati	
			Megan Pierczykowski	

# Mission

Inspire and prepare every student to be successful in and beyond school.

# Vision

All Waterbury Public Schools students will graduate ready to transform their world.

# Core Values

- ❖ Holds high expectations for excellence in teaching and learning.
- ❖ Promotes equity in policy, practice and resources.
- ❖ Provides students quality learning experience aligned to our Portrait of the Graduate.
- ❖ Acts as stewards for community resources, managing our assets to ensure equity and excellence.
- ❖ Recognizes that meaningful relationships are the foundations of a high-quality education.
- ❖ Commits to embracing a diverse community.
- ❖ Commits to civility, honesty, responsibility, and transparency.

# Portrait of the Graduate





## Strategic Area 1: Post-graduate Guidance and Preparation

*Prepare all students for post-graduation success.*

Goals	Strategies	Timeframe	Measures/Benchmark
<p><b>Goal 1: Student Success Plans</b> Design and implement a student success plan system to develop goals, identify aspirations, and provide necessary supports for each and every child.</p>	<p>Implement a revised School Success Plan system with support through advisory grades 6-12.</p> <p>Improve delivery of student services by providing professional learning on IEP development and PPT facilitation.</p> <p>Support student social and emotional needs through review of behavioral intervention and support team structure</p> <p>Ensure a comprehensive 504 Plan process and reporting system is implemented.</p>	<p>2020-2021</p> <p>Summer 2020</p> <p>2020-2021</p> <p>2021-2022</p>	<ul style="list-style-type: none"> <li>● Audit results</li> <li>● Minutes of meetings</li> <li>● New program communicated on website</li> <li>● Documentation of program implementation and progress at building level</li> <li>● Data and analysis from SSP platform</li> <li>● Teacher and student survey results</li> <li>● Reports on current staffing levels</li> </ul>

Goals	Strategies	Timeframe	Measures/Benchmark
<p><b>Goal 2: College &amp; Career Pathways</b> Design and implement a Rigorous and comprehensive College &amp; Career Pathways system to support postgraduate options for each and every child</p>	<p>Audit all current college and career programs in middle and high schools to determine needs.</p> <p>Create programs of study at the high school level that align with labor market data and include work-based learning experiences, dual enrollment courses and industry-recognized credentials.</p> <p>Create middle school pre academies that align with high school career pathways.</p> <p>Create framework that leverages the Portrait of the Graduate, embeds employability skills and the “Habits of Mind” into the curriculum, instruction and assessment</p> <p>Allocate funding and embed new programs for all students on employability skill mastery, work-based learning, and industry-recognized credentials.</p> <p>Collaborate with community stakeholders to promote events (increase communication).</p>	<p>2020-2021</p> <p>2020-ongoing</p> <p>2020-2021 - Ongoing</p> <p>Ongoing - 2021</p> <p>Ongoing - 2023</p> <p>2020-2021 - Ongoing</p>	<ul style="list-style-type: none"> <li>● Number of students attending some post-secondary training and certification program</li> <li>● Number of students attending colleges and universities</li> <li>● Number of students obtaining gainful employment</li> </ul>

	<p>Establish and strengthen community partnerships to identify, create and support sustainable and cost-effective college and career ready options for students.</p> <p>Supervisor of College &amp; Career Readiness position created and hired</p> <p>CTE Coordinator at each high school created and hired.</p> <p>Funding allocated towards new CTE staff, new programs.</p> <p>Audit conducted to ensure framework is embedded into all WPS</p>	<p>Ongoing</p> <p>2020-2021</p> <p>2023-2024</p> <p>2020-2021 - Ongoing</p> <p>2024-2025; Annually</p>	
--	---	--	--



## Strategic Area 2: Teaching and Learning

Improve academic achievement for all students (PreK–12).

Goals	Strategies	Timeframe	Measures
<p><b>Goal 1: Curriculum Management Cycle</b>            Develop a guaranteed and viable curriculum aligned with the Portrait of the Graduate and ensure all students have access to equitable learning experiences that prepare them for success after graduation.</p>	<p>Establish curricula that allow for each course and class to offer a high quality distance learning program.</p> <p>Complete a curriculum audit to determine highest need grade levels and content areas.</p> <p>Develop a curriculum renewal/adoption toolkit to guide curriculum teams in making thoughtful and aligned decisions. All curriculum will be placed on the continuum. This also includes common documents and locations for all WPS curriculum.</p> <p>Launch phase I curriculum adoption and renewal process for high need grade levels and content areas.            -Curriculum Management cycle developed and communicated            -Curriculum Template for HS in ELA, Math, Science and Social Studies</p>	<p>2020-2023</p> <p>2020-2021</p> <p>2020-2021</p> <p>2021-2022</p>	<ul style="list-style-type: none"> <li>● Technology plan finalized and communicated</li> <li>● Distance Learning Course Offerings</li> <li>● Students earning credit via distance learning</li> <li>● Number of Google Classrooms established in the district</li> <li>● Report documenting the needs</li> <li>● Teacher survey results</li> <li>● Manuscript and online platform describing the toolkit.</li> <li>● Curriculum renewal participant feedback results</li> <li>● Teacher survey results</li> <li>● Curriculum documents</li> <li>● Walkthrough data</li> <li>● Benchmark Assessment data</li> <li>● Smarter Balanced and SAT Scores</li> <li>● NGSS Scores</li> <li>● AP Scores</li> </ul>

	<p>Curriculum Template for all CTE and Fine Arts Courses in HS, MS courses and all elementary classes</p> <p>PoG embedded throughout the school day for students and led by building administration and identified in School Improvement Plans.</p>	<p>2021-2022</p> <p>2022-2023</p>	<ul style="list-style-type: none"> <li>● CT Accountability Index Scores</li> <li>● Existence of a documented assessment system</li> <li>● Teacher, student, parent, community feedback on assessment system</li> </ul>
<p><b>Goal 2: High Quality Instruction</b> Design and implement a comprehensive teaching and learning system, including an instructional framework, lesson-planning framework, instruction coaching system, and defined effective instructional practices; and an implementation and continuous improvement system including learning walks, educator evaluation and professional learning systems.</p>	<p>Develop a Universal PK-12 Instructional Framework that outlines the research-based, non-negotiable instructional components of teacher and student instructional segments. Instructional Framework to include consistent lesson design, components for all content areas and levels.</p> <p>Create a Learning Walk Process &amp; Effective Instruction Look-fors that apply to in-person and remote learning.</p> <p>Identify, clarify, communicate, and deliver professional learning for middle schools in the Universal PK-12 Instructional Framework</p> <p>Establish best practices for Google Classroom, Google Extensions, Online Core Programs aligned to curriculum and the GSuite applications Develop a targeted and purposeful</p>	<p>2020-2021</p> <p>2020-2021</p> <p>2020-2023</p> <p>2020-2022</p>	<ul style="list-style-type: none"> <li>● Framework documents are finalized and communicated</li> <li>● Professional Learning Calendars</li> <li>● Walkthrough data</li> <li>● Benchmark Assessment data</li> <li>● Smarter Balanced and SAT Scores</li> <li>● NGSS Scores</li> <li>● AP Scores</li> <li>● CT Accountability Index Scores</li> </ul>

	<p>planning framework to include documents, planning tools, and materials.</p> <p>Identify, clarify, communicate, and deliver professional learning for elementary and high schools in the Universal PK-12 Instructional Framework</p> <p>Calibrate teacher evaluation to ensure fairness and equity of the evaluation process. Elevate the knowledge of administrators in identifying highly-effective teaching.</p> <p>Develop and implement an instructional coaching framework. This framework will support districtwide continuous improvement and strengthen the mindset culture. The goal is to increase the intensity and frequency of coaching interactions.</p>	<p>2021-2025</p> <p>2021-2027</p> <p>2022-2023</p>	
--	---	--	--

<p><b>Goal 3: School and Culture</b> Ensure an inclusive school and classroom culture conducive to student wellness and academic growth.</p>	<p>Increase and embed learning opportunities and experiences involving inclusion, diversity, equity and accessibility.</p>	2020-2021	<p>Student and family survey data Discipline referrals</p>
	<p>Ensure a culturally-responsive curriculum K-12.</p>	2021-2022	
	<p>Promote culturally-responsible pedagogy in instructional framework and practice.</p>	2021-2022	
	<p>Provide professional learning support to teachers for strengthening relationships and enhancing socio-emotional supports in classrooms.</p>	2021-2022	
	<p>Enhance routines, systems, and safety procedures to foster an academic learning environment in classrooms and schools.</p>	2020-2021	
<p><b>Goal 4: Professional Learning</b> Develop a robust Professional Learning Plan that is rooted in best practice for adult learning.</p>	<p>Establishing procedures and protocols for professional learning districtwide that align to the strategic plan with specific focus on student performance goals and the instructional core</p>	2020-2021	<ul style="list-style-type: none"> <li>● Professional Learning Calendar established by August 1 of each academic year by district and school</li> <li>● Walkthrough data</li> <li>● Badges “microcredentials” earned by staff</li> <li>● # of Google Certified Users in district</li> <li>● Attendance on Professional</li> </ul>
	<p>Support principals in establishing effective school based professional learning by providing support, modeling and feedback.</p>	2020-2021	

	Offer choice in professional learning while maintaining cohesiveness to curricular goals	2020-2021	<p>Learning days</p> <ul style="list-style-type: none"> <li>● Feedback loops</li> <li>● Professional Learning Survey results</li> <li>● # of teachers and administrators serving as facilitators for Professional Learning</li> </ul>
	Identify feedback loop procedures that inform future professional learning	2020-2021	
	Establish a system to measure effectiveness with common surveys	2020-2021	
	Utilize professional learning data as an integral role in the Talent Development, Recruitment and Retainment strategy that incorporates career ladders and leadership opportunities	2020-2021	
	Utilize a badging system for professionals rooted to asynchronous learning	2021-2022	
	Create a robust clearinghouse for best practices in teaching and learning connected to the framework of high quality instruction	2022-2024	

	Provide professional learning plans to improve the talent of teachers and administrators in Google Classroom, Google Extensions, Online Core Programs aligned to curriculum and the GSuite applications	2021-2025	
--	---	-----------	--



## Strategic Area 3: Family and Community Engagement

*Engage and maintain well-informed partners in the educational process.*

Goals	Strategies	Timeframe	Measures
<p><b>Goal 1: External Communications</b> Ensure WPS is reaching 100% of families on a regular basis through external communications.</p>	<p>Schools determine method to review student contact information quarterly</p> <p>Use existing data system (Powerschool) to update contact information via automated form twice a year</p> <p>Transition to a SINGLE comm. portal, such as Parent Square</p>	<p>2020-2021</p> <p>2021</p> <p>2020-2021</p>	<ul style="list-style-type: none"> <li>Quarterly analysis and report of students with accurate contact information</li> <li>Parent/Family Response Rate</li> <li>Analyze engagement on platform</li> </ul>
<p><b>Goal 2: Community Organizations</b> Improve engagement and strengthen partnerships with community organizations and Faith-Based Communities such that families are aware of important District and school information and the range of community resources available.</p>	<p>Create and maintain comprehensive list of local organizations, including Faith-Based Communities that serve WPS students and families</p> <p>Community Partner Roundtable Twice a Year</p> <p>Hold community informational sessions around the city in Sept., Jan., and May</p>	<p>Sept. 2020-Ongoing</p> <p>2021-2022</p> <p>2021-2022</p>	<ul style="list-style-type: none"> <li>Reviewing the list monthly; Ensuring organization information is accurate</li> <li>Participation Rate of agencies at meeting</li> <li>Increased referrals to appropriate services</li> <li>Monitor attendance/participation for PD and session survey data</li> </ul>

	Provide continuous learning on equity in educational practices and family partnerships to strengthen communications and engagement	Ongoing	
<p><b>Goal 3: Provide Communication Using a Variety of Methods</b>          Ensure communication is available on multiple platforms, respecting linguistic backgrounds, to increase parent involvement and participation.</p>	<p>Create and maintain comprehensive list of local organizations that serve WPS students and families</p> <p>Community Partner Roundtable Twice a Year</p> <p>Hold community informational sessions around the city in Sept., Jan. and May</p>	<p>Sept. 2020-Dec. 2020</p> <p>2021-2022</p> <p>2021-2022</p>	<ul style="list-style-type: none"> <li>● Reviewing the list monthly; Ensuring organization information is accurate</li> <li>● Participation Rate of agencies at meeting</li> <li>● Increased referrals to appropriate services</li> <li>● Continued support for and participation in community celebrations</li> </ul>



## Strategic Area 4: Talent Management

*Recruit, develop and retain a talented and diverse workforce.*

Goals	Strategies	Timeframe	Measures
<p><b>Goal 1A: Recruitment</b> Enhance and expand recruitment of high-quality employees, to include an emphasis on diversity.</p>	<p>Develop a recruitment calendar that is ongoing throughout the year with a goal of hiring for following SY vacancies by May 1.</p> <p>Use social media and recruitment platforms, such as Twitter, Facebook, LinkedIn, Indeed, and CTReap to build a Human Capital brand and to aggressively and strategically attract and recruit talented and diverse candidates from a variety of sources, including recent college graduates and teachers working across state and region.</p> <p>Strategically refocus and build upon recent successful strategies that specifically recruit teachers of color to diversify the workforce.</p> <p><a href="#">Minority Recruitment Recommendations (CSDE, 2019)</a></p> <p><a href="#">Creating a District Plan to increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce (CSDE, 2019)</a></p>	<p>2020-2021</p> <p>2020-2021</p> <p>2021-2022</p>	<ul style="list-style-type: none"> <li>● Recruitment calendar and percentage of positions filled by May 1</li> <li>● Use website analytics to record traffic patterns and applicants.</li> <li>● Ask applicants how they found WPS on all applications</li> <li>● Percentage of applications from teachers of color</li> <li>● Percentage of teachers of color hired</li> <li>● Track the number of candidates that apply from each college</li> <li>● Number of student teachers and candidates in clinical practice in WPS</li> <li>● Number of high school students who return to teach in WPS</li> <li>● Number of paraprofessionals that cross over into teaching</li> </ul>

	<p>Reestablish collaborative relationships with regional area university/college faculty to help identify recent or upcoming graduates in education and shortage areas. Offer creative ways to make WPS a presence on college campuses and in college classes. Work closely with these institutions to create opportunities for creative placements of mentors, interns, subs, after school and support staff.</p> <p>Support and attract more pre service candidates in clinical practice opportunities, inclusive of student teaching. Track these student teachers &amp; recruit them to stay in WPS. Research ways to include them in existing programs.</p> <p>Develop a "Grow Your Own" program within WPS and re-establish partnerships with existing programs such as Relay Graduate School. Include paraprofessionals, high school students, and teachers looking to cross-endorse in high need areas. Advertise our programs to all teachers within the district.</p> <p>Conduct virtual job fairs.</p>	<p>2021-2022</p> <p>2020-2021</p> <p>2022-2023</p>	
--	---	--	--

	Provide and enhance development opportunities options for shortage-area second career qualified candidates.		
<b>Goal 1B: Hiring</b> Design and implement a streamlined system for hiring and onboard recruited candidates.	Restructure job postings on Frontline in order to fill anticipated vacancies. Create ongoing pools of applicants in generic postings. (i.e., Certified Elementary Teacher with a location TBD).	2020-2021	<ul style="list-style-type: none"> <li>• Fewer number of individual postings</li> <li>• Feedback from administrators on ease of screening applicants</li> <li>• Feedback &amp; survey from administrators about the hiring process.</li> <li>• Feedback &amp; survey from administrators about the hiring process.</li> </ul>
	Communicate clear interview process guidelines for administrators and compile all interview materials in one place.	2020-2021	
	Create a streamlined and timely hiring process from the moment a candidate applies to the time they onboard. Specifically, when the administration submits their recommendation to Human Resources there should be an almost immediate verbal agreement.	2021-2023	
	Create a talent advisory Committee that consists of WTA and SAW members to review current protocols and brainstorm how to reform collective bargaining transfer requirements. Teachers' unions and management must agree to move up and expedite teacher transfer	2021-2022	

	<p>processes and work toward enabling principals and schools to consider external and internal candidates equally.</p>		
<p><b>Goal 2: Staff Support &amp; Retention</b>  Increase retention rates in all employment categories with special attention to teachers and instructional supports while promoting a culture of learning and development for ALL employees by providing opportunities and pathways for growth and advancement.</p>	<p>Provide professional learning opportunities for educators to embed continual self-reflection regarding how their social locations (i.e., race, economic class, gender, religion) shape their educational practices; what they need to know about culture, power, and difference; and how they can be more critically conscious. With this work comes a critical need for time and support to do the work in a meaningful and impactful way.</p> <p>Provide choice with professional learning by using micro-credentials (in accordance with the Teaching and Learning Subcommittee).</p> <p>Develop a “Grow Your Own” system for professional learning, by utilizing high-quality teachers within the WPS to create professional development opportunities for others.</p> <p>Create career opportunities/pathways for professional growth and systems to identify highly-qualified teachers looking to take on leadership roles</p>	<p>2021-2022</p>	<ul style="list-style-type: none"> <li>● Cultural proficiency survey</li> <li>● Professional learning surveys (pre &amp; post-professional development)</li> <li>● Teacher attendance on professional learning days.</li> <li>● Micro-credential accountability system.</li> <li>● Number of teachers and administrators serving as facilitators for professional learning</li> <li>● Teacher survey on perceived ability to grow within WPS</li> <li>● Teacher attrition rates</li> <li>● New teacher surveys</li> <li>● Administrator attrition rate</li> <li>● New administrator survey</li> <li>● Exit interview data</li> </ul>

	<p>within the profession. Opportunities should include those that require and stipend and those that do not.</p> <p>Ensure that high-quality, relevant support and mentorship are being provided to all participants in TEAM and “new to WPS” teachers. Create a network of mentors within a building to support new teachers in addition to TEAM mentors and provide support from the Human Capital Department via classroom visits, virtual meetings, etc...</p> <p>Create a network of mentors for all new building administrators.</p> <p>Conduct in person or virtual exit interviews to improve practice and identify areas of improvement.</p>		
<p><b>Goal 3: Staff Attendance</b> Improve staff attendance by collaborating with union leadership to develop policy and tools.</p>	<p>Work with district leadership to ensure that administrators leverage existing tools such as Frontline and Admin dashboard are equipped to actively monitor staff attendance and follow a protocol to address staff to improve attendance</p>	<p>2020-2021</p>	<ul style="list-style-type: none"> <li>● Protocol for admin to follow.</li> <li>● District collect website usage. (Dashboard, Frontline)</li> <li>● Yearly staff attendance</li> <li>● Teacher attendance rates on professional learning days</li> </ul>

	Collaborate with WTA, SAW and other Unions' Leadership, to implement a fair and just attendance policy and include specific language about attendance on identified professional learning days.	2021-2022	
--	---	-----------	--



## Strategic Area 5: Fiscal Responsibility

*All students have equitable access to a high-quality education.*

Goals	Strategies	Timeframe	Measures
<p><b>Goal 1: Aligned Budget</b> Increase the capacity of the district and decision-makers to build a budget aligned to its strategic priorities for increasing access to equitable opportunities for all students.</p>	<p>Engage and provide professional learning for departments, divisions, schools, and other stakeholders in budget reviews and management in order to develop understanding of how budgeting works and how the district and school budgets are constructed.</p> <p>Alignment and leveraging of ALL grants to support district wide goals and priorities.</p> <p>Regular reporting to the Board of Education, and other stakeholders, based on an established Yearly Reporting Calendar</p>	<p>Summer 2020 leading into 2020-21 Budget Cycle</p>	<ul style="list-style-type: none"> <li>• Departments and Divisions spending funds consistent with the district’s Strategic Plan.</li> <li>• Board of Education and other stakeholders understand and can communicate budget-related information while serving as financially-aware advocates for the District.</li> </ul>
<p><b>Goal 2: Consolidated Long-Range Planning</b> Develop and consolidate long-range plans prioritizing programmatic, facilities, and infrastructure needs in order to support a stable and sustainable district</p>	<p>SPED audit (leading to programmatic changes)</p> <p>ELL, Pre-K audits leading to capacity reviews</p> <p>Seek funding for Capital projects in facilities and technology</p> <p>Purchase of one to one devices for students</p>	<p>Summer 2020 leading into 2020-21 Budget Cycle and ongoing to create sustainable and replicable budget planning, review, approval, implementation and audit cycle.</p>	<ul style="list-style-type: none"> <li>• Success rate on priorities of the district</li> <li>• Consolidated, long-range plan</li> <li>• Secure funding</li> </ul>

