

## Interim Long Range Strategic Plan Goals

| Focus Area: Curriculum, Instruction and Assessment  |  |   |   |   |
|---|--|---|---|---|
| Goals:  | Action(s)  | Time  | Person(s) Responsible   | Evidence/Outcome(s)   |
| Curricular:<br>1. Create viable ELA & Math curricula aligned to Connecticut Core State Standards (CCSS)<br>2. Develop science curricula aligned to NGSS<br>3. Integrate Social Studies (C3 frameworks) into ELA | -1a. Train on curriculum mapping concepts and content<br>-1b. Create courses on mapping for faculty<br><br><b>Align curricula to standards (Bundled into meaningful chunks for unit foundations) for district consistency</b><br>-Create <b>Stage 1</b> of unit plans for ELA & Math district consistency<br>-Evaluate <b>Stage 1</b> of unit plans (external & Internal)  | 2016-2020<br><br>2016-12/17<br><br>2016-2018<br>2017-2018                               | -Members of District Curriculum Design Teams (DTs)<br>-Members of School-Level Curriculum DTs<br>-Leadership Team<br><b>-Members of District Curriculum DTs</b><br><br>-Members of District Curriculum DT<br>Internal Curriculum Auditors (Reading Consultants (RC) & Math Specialists (MS), Curriculum Director & Superintendent)                | 1a. Curriculum DTs are able to work independently to develop sound units for teaching/learning<br>1b. See archived videos in Google Curriculum Folder until courses are created for faculty in Rubicon Atlas<br><b>A Year Long Context (YLC) for each content &amp; grade level</b><br><b>-Atlas Rubicon Stage 1 Reports</b><br>-Curriculum Audit Report  |
| Instruction:<br>Engage students in learning   | Create <b>Stage 3</b> of Unit Plans with assured experiences that identify where consistency is required and include additional meaningful learning experiences that are responsive and flexible to meet student needs<br><b>Commit to teaching all standards</b><br>Align Tier 1,2 & 3 small group targeted instruction/intervention (Scientific Researched Based Interventions-SRBI)<br>Evaluate <b>Stage 3</b> of unit plans (external & Internal)<br>Focus on Phase 4 of Curriculum Mapping (Include current practices for engagement such as quests . . .-keep classical practices-eliminate antiquated practices)<br><b>K-3 students engage in explicit &amp; systematic evidence-based instruction that guarantees early reading success ( teachers are receiving context-embedded training in this area)</b> | 2/17-9/18<br><br>By 9/2018<br>By 6/2019<br><br>By 9/2018<br>By 9/2020<br><br>By 12/2018 | -All Orange Teachers<br><br><b>-All Orange Teachers</b><br>Leadership, RCs & MSs, Reading & Math Aides<br><br>Internal Curriculum Auditors<br><b>-Members of School-Level Curriculum DTs</b><br><br>Reading Aides, RCs, Leadership Team, Curriculum Director, Superintendent  | -Atlas Rubicon <b>Stage 3</b> Reports<br><br><b>-Lesson Plans, Operational/Diaries, Teacher Rubicon Atlas Maps</b><br>Effective SRBI process w/precise criteria in place<br><br>-Curriculum Audit Report<br>Quests included in Stage 3 of unit maps<br><br>-Foundational Skills unit maps (Rubicon Atlas)<br>-Growth in teacher knowledge evidenced by results from CSDE Teacher Knowledge Survey |
| Assessment:<br>Asses standards, curriculum, and instruction   | Create <b>Stage 2</b> of unit plans for district consistency and school/class flexibility<br>Transition to authentic standards-based grading (SBG)-all standards are assessed (with items and tasks aligned to unit learning targets) Conditions of student success are defined<br><b>Create authentic assessments such as performance tasks . . . to assess curriculum (district, school/class identity)</b><br>-Create student learning plans that address specific targets for success<br>Evaluate <b>Stage 2</b> of unit plans (external & Internal)   | 9/17-9/2018<br><br>By 10/2018<br><br>By 9/2018<br><br>By 9/2018                         | Members of District Curriculum Design Teams (DTs)<br><b>-Members of District Curriculum Design Teams (DTs)</b><br>-All Orange Teachers<br><br><b>Members of District Curriculum Design Teams (DTs)</b><br><br><b>-All Orange Students</b><br><br>Internal Curriculum Auditors (Reading Consultants & Math Specialists, Dr. Russo & Dr. Scarpetti) | -Atlas Rubicon <b>Stage 2</b> Reports<br><br>-Proficiency Scales, item banks, common assessments, benchmark assessments at the 2.0 and 3.0 levels, scoring guides (NO more 100pt scale)<br><b>Assessments of Curriculum</b><br>-Formative Assessments-Evidence of student commitment to instruction<br>-Curriculum Audit Report   |
| Communicate student achievement/progress  | Prioritize standards for reporting student achievement   | By 6/2018   | Members of District Curriculum Design Teams (DTs)   | New Authentic Standards-Based/Aligned Report Card   |
| Cultivate Literacy Across the Curriculum  | Integrate reading strategies in all subjects vertically<br><br>Cultivate the independent reader concept in each grade level and each subject   | By 9/2019<br><br>By 9/2019  | District Reading Consultants and All Orange Teachers<br>District Reading Consultants and all Orange Teachers  | Increased time spent on reading a variety of genres   |

## Focus Area: School Climate and Culture

| Goals:  | Action   | Timeline                        | Person(s) Responsible   | Evidence   |
|---|--|---------------------------------|---|--|
| Provide safe digital environments   | <ul style="list-style-type: none"> <li>-Develop cyber-security and digital citizenship programs</li> <li>-Tech Team and LMS attend workshop sessions to turnkey to Orange staff</li> </ul>   | <p>Ongoing</p> <p>2017-2018</p> | Tech Department & Library Media Specialists (LMS)<br>LMS                      | <p>Student Data Privacy Act on OESS Website</p> <p>List of contractors</p> <p>-Presentations at Faculty Meetings</p>   |
| Create school and classroom conditions to learn, practice, assess and report faculty and student growth with characteristics of effective, creative, successful problem solvers | <p>1.Engage faculty in Habits of Mind (HOM) training</p> <p>2a. -Design lessons with habits of mind in mind</p> <p>2b. Integrate math and engineering practices into HOM training</p> <p>2c. Integrate capacities of a literate individual CLI into HOM work</p> <ul style="list-style-type: none"> <li>-Review school behavior plans</li> <li>-Provide lecturettes and presentations for staff</li> </ul> | By 6/2020                       | Leadership Teams<br>School Psychologists and Social Worker                    | <p>1.-Informed practice/application of concepts</p> <p>2.Big Ideas layered in Curriculum Maps</p> <p>Updated behavior plans</p> <ul style="list-style-type: none"> <li>-Increase in problem-solving (decreased office referrals)</li> <li>-Increased attendance</li> </ul> |
| Empower students  | <ul style="list-style-type: none"> <li>Update D.A.R.E. programs</li> <li>Implement Sexual Abuse Prevention Education</li> <li>Staff Training</li> </ul>  |                                 | Leadership Team<br>School Psychologists and Social Worker<br>All Orange Staff | Observations of empowered behavior (students advocating for themselves . . .)  |

## Focus Area: Communication and Community

| Goals:   | Action  | Timeline | Person(s) Responsible                         | Evidence  |
|--|---|----------|---|---|
| Create strong connections within each school and across the district                                   | <ul style="list-style-type: none"> <li>-Create parent and community presentations</li> <li>-Prepare and schedule School-wide Assemblies</li> </ul>  | Ongoing  | Leadership Team<br>All Orange Staff<br>PTO/As | Participation in assemblies . . . and other school and district events  |
| Provide opportunities for communication to increase community engagement in school and district events | <ul style="list-style-type: none"> <li>-Continually review the district webpages</li> <li>- Use programs such as Powerschool Parent Portal,-Increase electronic communications (email, text) via SwiftReach</li> <li>-Create rigorous expectations for teacher webpages and communications</li> <li>-Implement annual parent surveys and workshops</li> </ul> | Ongoing  | Leadership Team<br>All Orange Staff<br>PTO/As | <ul style="list-style-type: none"> <li>-Updated webpages</li> <li>-Better tools to inform parents</li> <li>-PTO/A Council Monthly Meeting Feedback</li> <li>Information from surveys</li> </ul> |