

**CLINTON PUBLIC
SCHOOLS
STRATEGIC PLAN
2018–2021**



BACKGROUND AND PURPOSE

Strategic planning is an important foundation for effective school improvement efforts. Approaches to school district strategic planning vary, but always involve accurate evaluation of the current status of a district. In Clinton, the process involved examination of various areas including curriculum, instruction, student performance, extracurricular opportunities for students, resource allocation, facilities, district operations, emerging needs, and community expectations and realities.

It was the goal of this planning process to understand the current reality of the school district and to gather input from stakeholders to ensure that the priorities and initiatives established by the Board of Education and the administration represented the needs and aspirations of the community. Evaluating the overall student experience and ensuring preparation for our graduates to be successful in a rapidly changing world was at the forefront of the evaluation and articulation of our planning strategy.

MISSION AND STRATEGIC PRIORITIES

Establishing the mission of the Clinton Public Schools was the initial task of the Board of Education. The mission of a school district sets the focus and clarity for what all must work towards for achieving proper student outcomes. In August 2017, the Board approved a new mission statement and associated strategic priorities. These were established and utilized to form the foundation of the 2017-2018 goals and to allow for a framework to conduct the longer-range planning work.

THE MISSION OF THE CLINTON PUBLIC SCHOOLS IS TO EMPOWER LEARNERS TO EMBRACE AND INFLUENCE THE FUTURE WITH COURAGE AND COMPASSION.

The strategic priorities are:

1. Provide personalized learning opportunities to develop engaged and reflective learners who can apply their learning.
2. Ensure academic achievement and learning for all students in all disciplines
3. Develop a school community focused on establishing relationships and providing supports that foster the health and well-being of all.
4. Communicate and promote understanding of the district mission and strategic priorities among all stakeholders.
5. Provide and maintain district resources in a manner that maximizes efficiencies, ensures accountability, and supports the learning and development of all students.

STAKEHOLDER INPUT AND FEEDBACK

Feedback was gathered through a short survey created to elicit information and identify strengths, areas in need of improvement, areas of interest for growth, and gain understanding and insight into how parents and others viewed our schools. The survey was administered in February and was open to all Clinton residents. All responses were gathered and analyzed, and provided a baseline to inform the development of the strategic plan.

The response to the survey was strong with 242 parents and 199 staff completing the survey and providing feedback. The responses to survey questions were tabulated and summarized, and all open-ended responses were reviewed. Patterns and repetitive suggestions and themes were noted and, where applicable, were identified and prioritized for inclusion in the plan. A comparative analysis of the results of the survey was done by separating out and parent and staff responses to questions. A summary of this comparison and highlights of the results was provided for the administration and the Board of Education to review and discuss.

General observations and highlights from the survey analysis revealed:

- Parents (91.74%) and staff (96.98%) gave the Clinton Public Schools a positive rating (excellent, very good, and good).
- Survey respondents expressed pride in the school staff and in the established school culture and climate.
- Skill development was identified as an important desired focus, especially in the areas of problem-solving and critical thinking.
- The most important elements to provide to students as noted in the survey included high quality staff, engaging and rigorous programs, and a safe and supportive environment.
- Improvement priorities included increasing STEM and computer technology opportunities, quality of teaching, and developing student study skills and strategies.
- Areas for additional development included career readiness, opportunities for internships and job shadowing, and digital literacy.
- There was close alignment between parent and staff responses to questions.
- There was strong support for the district mission and for the established strategic priorities from parents and staff.

The comparative survey results can be found in Appendix A.

ESTABLISHING THE COMPONENTS OF THE THREE-YEAR PLAN

Following the analysis of the survey results, the next steps in the process involved incorporating the information gleaned from the survey questions and open responses into specific initiatives and action steps that would serve as a guide to the district work for the next several years.

Administrators worked to identify the specific initiatives that would be necessary to address the strategic priorities and to ensure that the district would accomplish its mission. While this step involved identifying the broad areas for focus that would leverage the changes and improvements necessary and desired for our students, it also required identifying more specific steps to be undertaken. This resulted in the development of initiatives related to each established Strategic Priority, followed by specific action steps to move the work forward. Each action step descriptor is tied to a variety of planning, development, and tasks to accomplish. Each action step within the plan may describe a specific implementation that spans a timeframe of one year up to three years to fully implement and realize the desired outcomes. Evidence and experiences along the way will be reflected upon and therefore may result in adjustments to the actions taken, the expected results, and the final time input required. All of this work and the outline of the plan was also conducted with the knowledge that true change in learning systems and experiences is directly linked to the engagement of the people implementing the change. It was also done with an appreciation for the need to provide an adequate time period to plan and implement each initiative and to ensure assessment of progress along the way.

PLAN ASSESSMENT AND ACCOUNTABILITY PROCESS

During each year of the plan, administrators will establish building-based actions that will implement and support the initiatives and action steps established in the three-year district strategic plan. Teachers will set goals and create learning plans that will influence their professional development and the work that they do as an individual teacher, as a part of a collaborative team (grade-level and department), and as a member of the school staff.

A review of progress will be conducted at mid-year and at the conclusion of each year. The evidence of implementation and desired outcomes will be compiled and reported to the Board of Education in order to track progress and to determine necessary adjustments. Evidence of attainment will be provided, necessary adjustments will be explained and outlined, and areas in which goals are not being met will be shared and addressed.

CLINTON PUBLIC SCHOOLS

STRATEGIC PRIORITY #1

Provide personalized learning opportunities to develop engaged and reflective learners who can apply their learning.

Initiative A: Provide students curriculum opportunities that include exploration and choice of learning topics and concepts, as well as various ways to demonstrate learning.

Action Steps:

1. Develop and implement Next Generation Science curriculum units in grades K-8 that emphasize inquiry and critical thinking skills.
2. Pilot Bridges Math Curriculum in two classrooms in grades K-5 and implement Number Corners instructional model within math instruction in all K-5 classrooms.
3. Implement scheduling and instruction models at the elementary and middle schools that allow for extended time for learning and exploring.

Initiative B: Utilize classroom learning experiences to ensure the development and attainment of academic skills, foundation skills, and habits of mind.

Action Steps:

1. Require students in grades 6-12 to reflect on their progress towards developing academic skills, foundation skills, and habits of mind through curricular experiences.
2. Implement culminating opportunities for students to demonstrate their attainment of academic skills, foundation skills, and habits of mind through a revised Junior Portfolio process and a new middle school capstone experience.

Initiative C: Enhance the use of technology as a learning tool and to demonstrate learning in a variety of ways.

Action Steps:

1. Expand and develop utilization of Google Classroom to enhance learning and classroom communication.
2. Expand staff capacity to utilize technology resources such as hardware, applications, and strategies, including assistive technology with students.
3. Identify and address network infrastructure needs in order to enhance the technology learning opportunities of all students.

Initiative D: Ensure quality high school experiences are preparing students for postsecondary success.

Action Steps:

1. Begin preparations for the 2020 New England Association of Schools Accreditation of The Morgan School.
2. Evaluate and make recommendations for revision of the graduation requirements for The Morgan School.

CLINTON PUBLIC SCHOOLS

STRATEGIC PRIORITY #2

Ensure academic achievement and learning for all students in all disciplines.

Initiative A: Provide a quality base curriculum that addresses the abilities of all students.

Action Steps:

1. Utilize the District Curriculum Council to establish a revision and renewal cycle for all curriculum areas.
2. Analyze and evaluate English-Language Arts and Math curriculum through use of student assessment data to identify and implement curriculum improvement initiatives in core curricular areas.

Initiative B: Implement progress monitoring assessments to inform student achievement and skills.

Action Steps:

1. Conduct assessments and evaluate data from NWEA/MAP testing with students in grades 3-8 to measure student performance throughout the year.
2. Calibrate expectations for the tools to be utilized and the data to be included when completing academic evaluations in the areas of reading, writing and math.

Initiative C: Develop teacher capacity in instructional practices and strategies to meet the needs of all learners (EL, Special Ed, Struggling students, Advanced, Talented and Gifted).

Action Steps:

1. Provide professional development to develop teacher capacity to appropriately differentiate classroom instruction and to create tools to enhance student access to grade level curriculum.
2. Improve teacher capacity to utilize NWEA/MAP and other assessment data to plan classroom lessons and to target instruction for individuals.
3. Pilot Ross Greene's Collaborative and Proactive Solutions model with students who access the Student Support Centers.

Initiative D: Provide extension, intervention, and support programming specific to student needs.

Action Steps:

1. Evaluate and redesign procedures and protocols for SRBI and Student Assistance Team (SAT) at all schools.
2. Establish a truancy/chronic absenteeism support team and establish tiered interventions and aligned documentation for students who are truant and/or chronically absent.
3. Review and refine Talented and Gifted (TAG) programming processes and procedures and identify areas for improvement in services to students and communication to parents.

CLINTON PUBLIC SCHOOLS

STRATEGIC PRIORITY #3

Develop a school community focused on establishing relationships and providing supports that foster the health and well-being of all.

Initiative A: Maintain and foster a quality school climate and classroom environments that support student social-emotional well-being.

Action Steps:

1. Implement newly developed SRBI behavioral processes in all schools.
2. Engage students in school climate programming (town hall meetings, assemblies, and advisory programs) to develop student ownership in establishing a strong, positive school community.

Initiative B: Establish positive partnerships with parents and engage them in supporting the learning process for students.

Action Steps:

1. Evaluate status of the new CPS Homework Policy and identify next steps to ensure full implementation.

CLINTON PUBLIC SCHOOLS

STRATEGIC PRIORITY #4

Communicate and promote understanding of the district mission and strategic priorities among all stakeholders.

Initiative A: Utilize online platforms to represent the strength of district programs and offerings.

Action Steps:

1. Transition the Clinton Public Schools district website to a new online platform with updated content.
2. Develop systems for presenting and updating information on the district and school websites.
3. Utilize social media to share district information and communicate successes.

Initiative B: Expand the use of weekly communication to keep parents informed.

Action Steps:

1. Include periodic updates on progress toward school initiatives in Weekly Blasts.
2. Include periodic updates on current issues and helpful tips that will help parents be more aware of how to support student learning and development.

Initiative C: Provide ongoing evaluation of district priorities and initiatives and highlights of student achievement.

Action Steps:

1. Identify the measures utilized to determine student progress and goal achievement.
2. Utilize quarterly reports to the Board of Education and information in the district newsletter to report on progress.

Initiative D: Improve district branding and ensure clear understanding of Clinton Public Schools value and offerings.

Action Steps:

1. Review all manuals and materials presented to stakeholders and begin a process of refinement and revision.
2. Ensure that the website has information available and accessible in clear, easy-to-find, and understandable formats.
3. Implement redesigned onboarding and induction processes for new staff.

CLINTON PUBLIC SCHOOLS

STRATEGIC PRIORITY #5

Provide and maintain district resources in a manner that maximizes efficiencies, ensures accountability, and supports the learning and development of all students.

Initiative A: Conduct an evaluation of district facilities and space needs for the district.

Action Steps:

1. Utilize the Clinton Community Committee on Facility Needs to evaluate the school building facility needs for grades PK-8.
2. Implement a plan and timeline for school functions and facility use based on the decision of the Board of Education related to closing a school.
3. Communicate and coordinate with Town of Clinton officials regarding facility needs in the present and in the future.

Initiative B: Evaluate all departments for efficiencies, effectiveness, and cost-savings.

Action Steps:

1. Implement revised attendance and timesheet processes.
2. Implement revised human resource procedures, including coordination with business department, accurate maintenance of personnel documentation, and attendance and timesheet processes.
3. Explore cost-containment initiatives in health insurance and purchasing.
4. Begin the evaluation of the current Athletic Department structure and student offerings to ensure viability of athletic programming in the face of declining enrollment.
5. Explore new technologies that will support district initiatives and move toward paperless environments and reducing demands on staff time.

Initiative C: Create long-term capital plan for facilities and equipment upkeep, upgrades, and maintenance of district facilities and resources.

Action Steps:

1. Establish a replacement plan cycle for all district equipment.
2. Investigate facility needs and prioritize areas of focus for future renovation, replacement, and improvement.

Initiative D: Review, revise, and update all District policies.

Action Steps:

1. Conduct a review of all Policy Series and transition Board Policy management to a new policy service.

Appendix A

Strategic Planning Survey 2018

Q1. Of the following, which do you believe should be the primary purposes of PK-12 public education in Clinton? *(Please choose no more than three.)*

Answer Choices	Parent Responses	Staff Responses
Empower students to fulfill their potential and have choices in life	68.18%	77.39%
Produce learners who have the skills to have a positive impact on society	64.05%	70.35%
Assist students in identifying their interests and areas of strengths	42.15%	30.15%
Ensure students have strong academic skills	38.84%	38.19%

Q2. What are the most important skills current preK through 12th grade Clinton public school students should develop before graduating? *(Please choose no more than five.)*

Answer Choices	Parent Responses	Staff Responses
Problem-solving skills	73.55%	76.88%
Critical Thinking skills	73.14%	67.34%
Reading and writing skills	66.12%	68.84%
Speaking and listening skills	61.16%	63.82%
Mathematics reasoning and computation skills	44.63%	41.71%
Creativity/innovation	30.99%	24.12%
Self-advocacy skills	30.99%	33.17%
Use of technology/media	30.99%	33.67%
Financial literacy skills	20.66%	18.59%
Social and cross-cultural skills	19.01%	25.63%

Q3. Which of the following do you feel most proud of when you think about the Clinton school system? *(Please select your top five)*

Answer Choices	Parent Responses	Staff Responses
School System Teachers and Staff	53.72%	70.85%
Positive School Climate	50.83%	50.75%
Elective and Special Areas Programs (Music, Art, World Language)	36.78%	40.70%
School Facilities	36.78%	28.14%
Overall Academic Programming	33.47%	42.21%
Engagement of Clinton Students within the Community	30.17%	29.15%
Accomplishments of Clinton's Students	24.79%	34.17%
Student Support Services and Interventions	18.60%	37.19%
School-Community Connections	17.36%	25.13%

Appendix A

Strategic Planning Survey 2018

Q4. What do you think are the top three issues facing students today? (Please choose three.)

Answer Choices	Parent Responses	Staff Responses
Technology and Social/Online Distractions	64.05%	72.36%
Drugs and alcohol	36.36%	29.15%
Increasing pressure to excel causing anxiety	34.71%	30.65%
Measurement of success by standardized tests	33.88%	24.62%
Overscheduling and overcommitting	33.47%	42.71%

Q5. As a community, what is most important for our schools to provide for our students? (Please rank from 1 through 10 with 1 being most important.)

Answer Choices	Parent Avg. Rank	Staff Avg. Rank
Highly qualified staff/teachers	8.60	8.66
Rigorous, engaging, interesting academic programs	7.88	7.80
Positive, supportive, safe, and orderly environment	7.57	7.81
Academic support and intervention for struggling students	5.60	6.07
Technology in the classrooms	5.27	5.41
College and Career exploration and preparation	5.16	4.80

Q6. Please select from the list below the most important improvement priorities you would recommend for our current PK-12 schools? (Please choose up to five items from the list below.)

Answer Choices	Parent Responses	Staff Responses
Greater access & opportunities in STEM (Science, Technology, Engineering and Math)	59.92%	53.77%
Quality of teaching	44.63%	34.17%
Student skills and strategies for learning	44.63%	46.23%
Academic rigor and raise expectations	36.36%	38.69%
Climate and culture for students	30.99%	27.64%
Use of technology for learning	30.58%	32.16%
Talented and Gifted programming	29.34%	24.12%
English Language learning programming	5.79%	24.12%

Appendix A

Strategic Planning Survey 2018

Q7. Which of the following additional development areas for students will best ensure that the Clinton student will be prepared to embrace and influence the future? (Please choose no more than three.)

Answer Choices	Parent Responses	Staff Responses
Career readiness and employability	42.98%	59.30%
Internships and job shadowing	42.98%	39.20%
Computer technology and digital literacy	42.15%	44.22%
Financial literacy and preparation	32.64%	33.17%

Q8. How would you rate the public schools in Clinton?

Answer Choices	Parent Responses	Staff Responses
Excellent	11.57%	20.60%
Very Good	40.50%	52.26%
Good	39.67%	24.12%

Q9. Use the rating scale below to indicate your agreement with the new mission statement.

Answer Choices	Parent Responses	Staff Responses
Strongly Support	26.97%	34.85%
Support	43.98%	44.95%
Neutral	18.67%	13.13%
Oppose	3.32%	2.02%
Strongly Oppose	2.07%	1.01%

Q10. Strategic Priority #1: Provide personalized learning opportunities to develop engaged and reflective learners who can apply their learning.

Answer Choices	Parent Responses	Staff Responses
Strongly Support	49.59%	48.74%
Support	41.32%	42.21%
Neutral	6.61%	6.53%
Oppose	2.07%	2.01%
Strongly Oppose	0.41%	0.50%

Appendix A

Strategic Planning Survey 2018

Q11. Strategic Priority #2: Ensure academic achievement and learning for all students in all disciplines.

Answer Choices	Parent Responses	Staff Responses
Strongly Support	51.45%	64.97%
Support	42.32%	29.95%
Neutral	5.39%	5.08%
Oppose	0.41%	0.00%
Strongly Oppose	0.41%	0.00%

Q12. Strategic Priority #3: Develop a school community focused on establishing relationships and providing supports that foster the health and well-being of all.

Answer Choices	Parent Responses	Staff Responses
Strongly Support	58.68%	67.17%
Support	34.71%	28.79%
Neutral	5.79%	4.04%
Oppose	0.41%	0.00%
Strongly Oppose	0.41%	0.00%

Q13. Strategic Priority #4: Communicate and promote understanding of the district mission and strategic priorities among all stakeholders.

Answer Choices	Parent Responses	Staff Responses
Strongly Support	30.29%	36.87%
Support	46.47%	43.43%
Neutral	19.92%	19.19%
Oppose	2.49%	0.51%
Strongly Oppose	0.83%	0.00%

Appendix A

Strategic Planning Survey 2018

Q15. Strategic Priority #5: Provide and maintain district resources in a manner that maximizes efficiencies, ensures accountability, and supports the learning and development of all students.

Answer Choices	Parent Responses	Staff Responses
Strongly Support	47.72%	53.27%
Support	46.47%	38.19%
Neutral	3.73%	6.53%
Oppose	1.66%	1.51%
Strongly Oppose	0.41%	0.50%