

Plainfield Public Schools 2022-2025

Continuous Improvement Plan



Vision and Focus:

If we utilize a *purpose* driven plan of continual improvement to communicate the district vision then stakeholders will understand their role in supporting all learners.

High Leverage Strategies	We shall engage shareholders in a process of developing the district's core values and vision for ensuring all students can and will perform at high levels.
	We shall identify and communicate roles for all stakeholders to contribute to the support of this vision.
	We shall develop and communicate a clearly articulated continuous plan which incorporates the Portrait of a Graduate as our clear metric for measuring success.

School Climate and Safety:

If we build a foundational SEL support and plan, strengthen adult SEL competencies and capacity, promote SEL for students and reflect on data for continuous improvement then we can establish conditions where all learners can be supported and successful in a safe school environment.

High Leverage Strategies	Build foundational support and plan by establishing a collective vision and plan for SEL, and ensuring aligned resources and ongoing commitment.
	Strengthen adult SEL competencies and capacity by cultivating a trusting community that enhances adults' professional, social, emotional, and cultural competencies and their capacity to promote SEL for students.
	Promote SEL for students by developing a coordinated approach across classrooms, schools, homes, and communities that ensures consistent, culturally responsive, and developmentally appropriate opportunities for all students to enhance and apply social and emotional competencies to daily tasks and challenges.
	Promote positive peer relationships through a coordinated program for all students which promotes social competencies and personal reflection.
	Reflect on data for continuous improvement by establishing an ongoing process to collect and use implementation and outcome data to inform decisions and drive improvements for climate and safety.

Curriculum and Assessment:

If we understand curriculum and assessment, collect appropriate data on student performance and gather powerful instructional data, then we can utilize this data to monitor our student achievement goals, and adjust curriculum, professional development and resources as needed.

High Leverage Strategies	We shall provide structured time for staff to collaboratively review student achievement data and adjust programming.
	We shall provide professional development to all instructional staff to ensure that teachers understand the multiple forms of assessment used to drive instruction, including universal screens, diagnostic assessments, and other classroom tools.
	We shall ensure that our district implements high quality, rigorous assessments to measure student learning and clearly communicates the results of these assessments to students and families.
	We shall engage in an ongoing continuous cycle of monitoring our student achievement goals, and adjusting curriculum, instruction and assessment as needed.
	We shall ensure all students have equitable access to a common, rigorous, and aligned educational experience.
	We shall review and revise our structures for measuring, understanding and communicating student performance.

Academics and Student learning:

If we design meaningful opportunities for students to design and shape their own learning experiences, then students will become increasingly self-directed, independent, and resourceful.

High Leverage Strategies	We shall provide opportunities for students at all levels to engage in inquiry-based learning through authentic and rigorous projects connected to the Portrait of a Graduate.
	We shall develop a districtwide understanding of how we measure our student progress toward the Portrait of a Graduate through all levels.
	We shall include students in our program design process by partnering with students in the development of a personalized learning experience.

Talent Acquisition:

If we ensure that the structures and systems are in place to recruit individuals with the knowledge, skill and talent to support student learning in the classroom then we will positively impact administrator, teacher and staff collective capacity to increase student achievement.

High Leverage Strategies	We shall increase our capacity to attract the most talented staff by efficiently implanting modern hiring and recruiting practices.
	We shall develop and implement talent acquisition strategies for all positions to ensure a robust and talented workforce.
	We shall partner with universities and regional staff development programs to identify and onboard talent early and efficiently.
	We shall modernize our hiring process to take advantage of efficiencies provided by new technologies and resources.

Operations:

If we manage our resources and processes around a shared district vision supported by all stakeholders (Board of Education members, district leadership, educators, staff, and members of the community), then we will be able to support our strategic goals and ensure a positive culture and a Future Ready learning experience for all students.

High Leverage Strategies	We will purposefully invest and evaluate district resources, to ensure we will have the necessary talent, technologies, infrastructure and finances to promote student achievement.
	Implementation of a Districtwide Technology plan that reviews current resources and defines long term strategies and procedures.
	We will provide modern learning spaces, technology tools, and school facilities that support the district vision and ensure student learning.
	We will purposefully invest and evaluate district resources, to ensure we will have the necessary talent, technologies, infrastructure and finances to promote student achievement.
	We will purposefully invest and evaluate district resources, to ensure our campuses support safe environments for students and staff.
	We will implement a clear and systematic approach to facilities management which ensures building maintenance is uniform and standardized.

Capacity Building:

If we ensure that the structures and systems are in place to develop individual and collective leadership knowledge, skill and will to advance instruction, then we will positively impact administrator and teacher practice to increase student achievement.

High Leverage Strategies	We shall engage all staff in the development of a comprehensive professional development plan that supports our student learning targets.
	We shall increase our instructional capacity by engaging in peer coaching and professional learning communities to share best practices and increase reflection on current practice.
	We shall support new hires through a comprehensive onboarding program which ensures our staff have the tools to successfully support student achievement and district culture.

**Plainfield Public Schools
2021 District Learning Targets**

	Learning Target 1	Learning Target 2	Learning Target 3
Focus	Supporting students wellbeing through the implementation of YALE RULER	Supporting the instructional models necessary for the implementation of updated district curriculum	Implementation of new systems to support programming (CTSEDS, SIS)
Learning Leaders <i>(who will be primarily responsible for designing and implementing the learning)</i>	Each program will have a RULER Implementation team led by identified team members supported by building administration.	Learning Leaders will include; Assistant Superintendent for Instruction, Literacy Coach, Building Principals and identified teacher leaders.	CT SEDS will be led by the Director of Pupil Personnel, The new SIS rollout will be led by the CO team, once the new system is selected.
Inputs Resources assigned to a program including personnel, facilities, equipment, budget, etc.	YALE RULER materials related to PD. Mark Bracket Book, Purchase for staff.	ARP ESSER Funds for materials and PD. New Literacy coordinator position created.	ARP ESSER Funds for SIS, CT SEDS is funded at the SDE level
Activities How will we engage our professional learning community	Utilization of ERD days for initial staff training and discussion of RULER Charter. Ongoing support and practice.	Dedicated time in PD Calendar, Rollout at Convocation and opening three days	Utilization of ERD training days after January 1st 2023.
Initial Outcomes Changes in knowledge and skill as a result of initial training	The initial outcome will be the production of a charter and a building level RULER implementation schedule.	Initial outcomes will be an understanding of the curriculum resources and the instructional model connected to the resources	Initial outcomes will be an understanding of CT SEDS and the SIS system.
Target Outcomes Changes in learners' attitudes, aspirations, and behavior as a result of the knowledge and skills acquired.	Target outcomes will be an ability to regulate emotions though the ability to recognise, understand, label, express and address the emotions that can interfere with learning.	Target outcomes will be curricular alignment vertically and horizontally. As a result, staff will have the tools to implement a guaranteed, aligned and viable curriculum.	Users feel confident they can navigate district and state information systems easily and feel they have support in the district when needed.
Intended Results Best if expressed in terms of students or student outcomes	RULER aims to infuse the principles of emotional intelligence into the immune system of preK to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students.	Students will experience a standards based curriculum with clear outcomes and a logical vertical alignment. Students in all classrooms will have equitable access to a guaranteed learning experience.	The outcome of the rollover will be a smooth and efficient access to learner information so that teachers can easily make the adjustments needed to support student learning.