

2018-2019 DANBURY BOARD OF EDUCATION GOALS
(Approved October 24, 2018)

MISSION STATEMENT

Our mission is to develop in all children the knowledge, skills, attitudes and values which will enable them to live a productive and self-fulfilling life and engage in responsible citizenship in a global society.

Goal 1: Growth in Student Learning and Achievement and College and Career Readiness for All Students

Continue efforts to ensure that all students are academically challenged; that they are given the maximum opportunity to reach their full potential and identify annual growth targets and student achievement measures that reflect 10% growth in achievement in all tested grades as measured by District Benchmark Assessments. Student outcomes will be reported to the Board of Education quarterly according to the district data cycles. See chart below.

Data Report 1	2017-18 Testing Report
Data Report 2	2018-19 Fall & Winter Benchmark & Growth
Data Report 3	2018-19 Progress Monitoring & Intervention Data
Data Report 4	2018-19 Spring Benchmark Data & Growth

Ensure each student has the opportunity to learn, grow and develop into an adult prepared to meet the challenges of the 21st century. To this end, the district will continue to implement strategies and specific objectives to ensure that instruction in all classrooms is in alignment with the Board's Coherence Plan goals of argumentation based upon evidence and 21st century problem solving skills, reflects a comprehensive and rigorous curriculum, seamlessly integrates up-to-date technology, and incorporates the best research-based instructional practices in the field of education. Endeavor to increase the opportunities students have to pursue personal interests, collaborate with their peers, develop critical thinking skills, apply individual and collaborative problem-solving skills, and be able to speak and write persuasively and creatively. To this end, the literacy and math enhancement initiatives that were begun last year at the K-8 level will continue to be expanded and resources with the incorporation of additional grade levels, and increased focus on high leverage instructional strategies. Additionally, the schedules of elementary literacy and math coaches have been modified to reflect a 50/50 ratio of direct student support and job embedded teacher coaching. These efforts will be continuously monitored and adjusted to ensure that all students have the greatest degree of support possible given the current budgetary conditions.

Ensure that the district's curriculum is uniform across all grade levels, provided support to the core instructional program while also identifying increased opportunities for strategic instructional interventions, and ensure that the priority instructional initiatives are implemented with fidelity and quality.

Goal 2: Family, School and Community Partnerships

Effective family, school and community partnerships are important to meeting the needs of all children. To ensure the continued support for school programs directly aligned to student learning goals, the entire Danbury community and parents, families and guardians will participate in programs and activities that develop their skills through activities such as math and literacy nights, and child learning expectation nights; parent/teacher conferences K-12, transitional activities for families that support transition to K, transitions from school to school, and transition from parochial school to public school; and family learning opportunities such as Family Camp.

Explore strategies and specific objectives to maximize opportunities for the creation of partnerships between families, community, and the school district at all levels using both traditional and new emerging channels of community engagement. At the district/central office continue to enhance the services at the Family and Community Engagement Center (FACE) by hosting monthly parent advisory meetings for feedback and suggestions; at the school and district level full implementation of the DPS Family and Community Partnership Plan that utilizes parents in areas of their strengths; develop teacher professional development to improve family school partnerships (Jan. 2018); Increase attendance at PTO organization meetings through family education, and increase use of existing communication systems including School DoJo, REMIND and other like systems and; at the family level provide interpreters for all school functions, conferences, open houses, PTO meetings, etc.; pilot the use of existing Community Messages in each school to enhance family and school communication (create a district calendar for individual major school events) and outreach such as PTO and; set the expectation for all parents and their children that attending school is non-negotiable unless he/she is ill.

Identify strategies and targeted objectives for enhancing public trust and confidence in the Danbury Public Schools at all levels by creating psychological safety throughout and within the district: board of education, central administration, building administration and classroom teachers through community conversations where participants can discuss their issues, assumption and expectations openly and honestly, make collective discussions through joint projects, and improved communication avenues. The DPS website will share district and school information, the Danbury Digest will be sent to constituents quarterly, and through quarterly meetings with the public.

Identify by survey an inventory of all corporations, businesses, and organizations engaged with providing services, funds and volunteerism to DPS. Develop strategies and targeted objectives for reaching out to the community including increasing of the REAL and READ program, and other Community-Business engaged programs such as Family Liaisons, DSABC, Kindergarten Summer Skills, DECO, Attendance Programs, etc. Increase corporate participation at the district level by partaking in trainings, joint educational opportunities, and in the schools through training, job shadowing, student conferences, mentorships, internships and externships. Yearly celebrate their partnerships with DPS Schools.

Develop a system that measures the effectiveness of all family and school partnership initiatives such as pre-and post-evaluations of programs run, changes in family behaviors to support student learning, and increase of students' scores of those families that routinely attend learning programs.

Goal 3: Fiscal Responsibility and Planning for Growth

Ensure a careful stewardship of the District's resources; seek additional opportunities for funding of programs through grants and District/business partnerships. One major area of focus will be our new accounting software package that will improve reporting and monitoring of all funding sources.

Review and update enrollment trends for the next 5-10 years to better predict growth. This study will include a review of all current classroom spaces and unused land around our current schools. We will also seek recommendations for future facilities needs or redesigns.

Develop a process for periodically reviewing professional and other contracts providing resources to the District to ensure an ongoing high level of service delivery at a reasonable cost.

Expand the effectiveness of our short- and long-term fiscal planning, develop a multiyear budgeting process, and to address anticipated increases in student enrollment, develop a multiyear timeline for the expansion of facilities to accommodate the need. As part of this work we will review different funding formulas in an effort to better allocate limited district resources.

The district will review and plan for a 1:1 computer initiative that will benefit all students by increasing access to technology.

Work with the Mayor, City Council Education Committee, and local State Legislators to look at ongoing financial issues, such as ECS funding.

Goal 4: Professionalism, Accountability, and Organizational Learning

Increase efforts to ensure that all professional staff members are fully aware of and engaged in supporting the district's Coherence Plan's Organizational Learning component with a focus on meeting the needs of all students and the Danbury community, deepen the use of the Data Wise protocol to promote a data-driven decision making approach to educational enhancement, continue the expansion of opportunities for all professionals to be involved in the school improvement process, and ensure that all schools have an effectively functioning Instructional Leadership Team that develops, implements, monitors, and adjusts the School Improvement Plan for each site.

Refine central office to focus efforts on strengthening principals' instructional leadership in order to improve teaching and learning in schools. Identify strategies and objectives to ensure that all the professionals are provided an appropriate level of support, are held accountable for student outcome results, and share in the celebration of student and staff successes. Increase efforts at providing substitute teacher and noncertified staff support across the District, to minimize impact on student achievement created by inefficient or inadequate coverage.

Continue to Implement DELTA Teacher Leadership Initiative to deepen the growth and development of aspiring administrators/teacher leaders to encourage qualified applicants to apply for serve as leaders in the district by taking active roles in school improvement and closing the achievement gap. Continue to identify new teacher leaders, including crafting of leadership opportunities to enhance their experience and skill levels, in order to prepare them for new administrator roles with increasing responsibilities in-District that will meet their personal and career goals.