

Hebron Public Schools District Advancement Plan Updated August 2023

High Expectations, Bright Futures



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*Glossary items are marked * the first time they appear in the document*

Introduction

Over the years, Hebron Public Schools has been faced with many challenges. It has seen imposing shifts in curriculum and programming that has run concurrent with changes in leadership. Yet, our two elementary schools have continued to meet the needs of our entire student population, as well as, the expectations of the community we serve. To further advance the district's mission and goals, the Hebron Public Schools has designed this District Advancement Plan to serve as a guide in future decision-making. We will seek to implement strategies that will help the district achieve the mission, vision, and goals we have developed. We have committed to a challenging pace in reflection to the urgency we feel to advance the district.

The strategies set forth in the following pages will ensure coherence across the district. Rather than maintain individual school advancement plans, we will work as a district team with one voice and unified action in the implementation of our strategies. School leadership teams will champion this work using student and classroom level outcomes to guide continued implementation of the strategies. Each strategy will have defined Indicators of Success* balancing implementation measures and student outcome measures so we can monitor our fidelity and impact along the way. Each year we will summarize and communicate our progress for each strategy and make adjustments for the upcoming academic year.

Our District Advancement Plan addresses the current issues and challenges that a district faces on a daily basis. With this well-defined plan, we will target specific areas that will position us as a district of distinction within our District Reference Group. It is through the day to day commitment and focused actions of our educators that we will achieve our vision. We stand ready to meet this challenge. We are happy to have you with us on this journey!

District Mission, Vision, and Goals

Mission

Hebron Public Schools inspires all children to be resilient, confident, respectful, and prepared to discover and follow their dreams.

Vision

All students are champions for equity who demonstrate innovation, academic and artistic excellence, compassion, wellness, and leadership.

Goal 1: Academic and Artistic Excellence

Theory of Action: If we implement a well-designed, integrated, and vertically aligned curriculum supported through student-centered instruction, aligned assessments, student support and enrichment; then all our students will be engaged in meaningful tasks demonstrating academic and artistic excellence, and innovation.

Goal 2: Wellness and Family Engagement

Theory of Action: If we implement a multi-tiered system of instruction and support for student character development, physical, social, and emotional health while partnering with families and our community; then all our students will be engaged in meaningful tasks demonstrating wellness, compassion, and leadership.

Goal 3: District Operations

Theory of Action: If we establish long term plans for shared services, capital improvement projects and technology updates; then the budget can be developed annually to support the continual improvement of district programs and operations.

Goal and Strategy Overview	
Goals	Strategies
Goal 1: Academic and Artistic Excellence	A. Curriculum and Instruction: Enhance and teach an equity focused*, vertically aligned, integrated, and guaranteed* standards-based curriculum for Academics, STEAM, and the Arts with explicit connections to Social Emotional Learning*, Health, and Physical Education.
	B. Assessment and Intervention: Utilize assessments to support our curriculum and instruction with a focus on formative* assessments to adjust instruction to student needs.
Goal 2: Wellness and Family Engagement	C. Physical and Social Emotional Wellness: Enhance and teach an equity focused, vertically aligned, integrated, and guaranteed standards-based Social Emotional Learning, Health, and Physical Education curriculum with explicit connections to Academics and the Arts.
	D. Family and Community Engagement: Implement research-based practices to engage families and the community as partners.
Goal 3: District Operations	E. Future Planning: Develop and implement long term plans for shared services, capital improvement projects and technology updates.

Goal 1: Academic and Artistic Excellence

A. Curriculum: Enhance and teach an equity focused, vertically aligned, guaranteed, and integrated standards-based curriculum for Academics, STEAM, and the Arts with opportunities for connections to Social Emotional Learning, Health, and Physical Education.

Indicators of Success

- Consistent district curriculum templates
- Up to date curriculum documents for Academics, World Language, STEAM and the Arts outlining the scope and sequence as well as unit plans
- Up to date curriculum documents for Social Emotional Learning, Health/Wellness, and Physical Education outlining the scope and sequence as well as unit plans
- Educators consistent use of curriculum documents to plan for instruction
- Evidence of guaranteed curriculum and tasks* with research-based best instructional practices consistently implemented in classrooms
- Student outcome trends*

Action Steps

*Current Year
2023-2024*

- Implement Heggerty Phonemic Awareness Program in grades PK-3
- Implement updated Units of Study in Reading in grades K-2
- Implement Word Study Program (TBD, Grades 3-6)
- Explore and potentially pilot updated math curriculum materials with a focus on the updated Bridges program and Illustrative Math program
- Implement Engineering is Elementary as part of our STEAM programming in grades 3-6 aided by the collaboration established by the Innovation Advisory Council*
- Implement the Artist in Residence program at Hebron Elementary School in the area of music
- Continued implementation of Spanish in grades K-6 with a focus on the integration of Spanish at Gilead Hill School during other instructional times of the school day
- Continued collaboration efforts the Region 8 Elementary Districts and RHAM to bring more alignment to curriculum
- Continue after school enrichment and support opportunities for Hebron Elementary School Students

Professional Learning

Current Year

- Continued implementation of school/district partnership with Teachers College for Reading and Writing shifts including instructional and program shifts in response to the Science of Reading

<p>2023-2024</p>	<ul style="list-style-type: none"> ● Partnership with the CT Department of Education with participation in READ CONN professional development for grades K-3 ● Professional development focused on Math instructional practices ● Continued professional development for teachers in science and STEAM curriculum integration
<p>Year 2 2022-2023 Implementation and Impact Update</p>	<p>Complete:</p> <ul style="list-style-type: none"> ● The Artist in Residence program will launch next year with a focus on music at Hebron Elementary. ● The Social Studies Curriculum has been updated to align to the state standards. ● Makerspaces have now been launched at both schools. <p>On Track:</p> <ul style="list-style-type: none"> ● Both schools completed a deep review of literacy curriculum and instructional practices. We continue to update Reading, Writing, and Math curriculum units in collaboration with Teachers College and Bridges/Illustrative as updated instructional materials are released. Next steps include integrating additional professional development in the Science of Reading at both schools, implementation of refreshed literacy materials, and continued professional development in Literacy and Math instructional practices. ● We are in the process of exploring programs for implementing a renewed integrated Science, STEAM, and Library Media curriculum. Next steps focus on securing resources and training staff in implementation.
<p>Year 1 2021-2022 Implementation and Impact Update</p>	<p>Complete:</p> <ul style="list-style-type: none"> ● The District Curriculum Development Guide was sunset in reflection of the Board of Education Policies established last year for curriculum adoption and instructional material selection. ● We relaunched and communicated research-based best instructional practices and universal expectations this past year and will refine and reintroduce at the start of each school year. ● Illustrative Mathematics was adopted and implemented in grade 6 for better alignment to K-5 Math curriculum and instructional materials. ● Instructional coaching was reestablished at both schools. <p>On Track:</p> <ul style="list-style-type: none"> ● Definition and alignment of summary data points for the Indicators of Success began with the review and crosswalk of our mission and vision to the RHAM whole-school student rubrics. Next steps include establishing a Region 8 collaborative to refine school-wide rubrics that align to our mission and vision. This

	<p>work will be captured within the Assessment section (Goal 1 B) of this document moving forward.</p> <ul style="list-style-type: none"> ● We continue to update Reading, Writing, and Math curriculum units in collaboration with Teachers College and Bridges/Illustrative as updated instructional materials are released. Next steps include integrating any new state requirements for Reading and Writing for assessments/curriculum along with professional development in Math instructional practices. ● We are in process to author a renewed integrated Science, STEAM, and Library Media curriculum with professional development completed this year for the STEAM and Academic teams in performance tasks/assessments and Defined Learning instructional materials. Next steps focus on creating a renewed scope and sequence for STEAM and Library Media to pilot in the 2023-2024 school year. ● We are in process to author a renewed Physical Education, Health/Wellness, and Social Emotional Learning curriculum inclusive of all state requirements with the implementation of Choose Love and Great Body Shop programs for Health/Wellness and Social Emotional Learning these past two years. Next steps focus on auditing our Physical Education curriculum. This section has been moved to Goal 2 C. ● The Social Studies Curriculum audit was completed and we have accelerated this work by piloting Discovery Education instructional materials in grade 6. Next steps are to pilot new instructional materials in grades K-5 and revise the curriculum for Social Studies to align to the state standards and audit outcomes. ● We continue to explore the possibility of an Artist in Residence program with planned recommendations to the Board of Education during the upcoming year.
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Goal 1: Academic and Artistic Excellence	
B. Assessment and Intervention: Utilize assessments to support our curriculum and instruction implementation with a focus on formative assessments to adjust instruction to student needs.	
Indicators of Success	<ul style="list-style-type: none"> ● Consistent evidence of individual/small group intervention and challenge/enrichment for Academics, STEAM, and the Arts under a consistent tiered intervention* model at both schools ● Student outcome trends
Action Steps	<ul style="list-style-type: none"> ● Continue grade-level and school-level data teams focused on summative*/formative assessment and planning for instruction

<p><i>Current Year 2023-2024</i></p>	<p>and intervention under a consistent tiered intervention model</p> <ul style="list-style-type: none"> ● Implement mClass Dibels 8th Edition universal screening reading assessments in grades K-3, as required by the CSDE ● Continue development and implementation of student data systems to track student data ● Continued collaboration efforts the Region 8 Elementary Districts and RHAM to bring more alignment to assessment systems
<p>Professional Learning</p> <p><i>Current Year 2023-2024</i></p>	<ul style="list-style-type: none"> ● Professional development on the use of summative/formative assessments to plan for student-focused instruction and intervention ● Professional development on the implementation and analysis of mClass Dibels 8th Edition universal screening reading assessment
<p>Year 2 2022-2023 Implementation and Impact Update</p>	<p>On Track:</p> <ul style="list-style-type: none"> ● RHAM presented their whole-school student rubrics to the Innovation Advisory Council. Next steps focus on the collaboration of the Region 8 Elementary Districts to design school-wide student rubrics to align with the RHAM school-wide rubrics. ● Grade-level and school-level data teams are established to review summative and formative assessments to plan for instruction. The Intervention Handbooks were revised at both schools to bring consistency to the tiered academic intervention process. The pilot of ION revealed strengths in the various other data systems being implemented that would be lost if we continued to move all data into one single system. Next steps focus on revising our in-district Google data warehouse and integrating various student outcomes into team planning conversations. Looking at the whole child will aid the data team and student intervention planning process.
<p>Year 1 2021-2022 Implementation and Impact Update</p>	<p>Complete:</p> <ul style="list-style-type: none"> ● The assessment calendar was updated to reflect shifts in assessment practices in reflection to the assessment audit completed last year. <p>On Track:</p> <ul style="list-style-type: none"> ● Definition and alignment of summary data points for the Indicators of Success began with the review and crosswalk of our mission and vision to the RHAM whole-school student rubrics. Next steps include establishing a Region 8 collaborative to refine school-wide rubrics that align to our mission and vision. ● Grade-level and school-level data teams are established to review summative and formative assessments to plan for instruction. The Intervention Handbooks have been revised at both schools to bring consistency to the tiered academic intervention process. Next steps focus on the continued development and implementation of the student data warehouse (ION) so that all

	student data is being collected in a central location and data analysis can be completed efficiently. This will aid the data team and student intervention planning process.
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Goal 2: Wellness and Family Engagement	
C. Physical and Social Emotional Wellness: Enhance and teach an equity focused, vertically aligned, guaranteed, and integrated standards-based Social Emotional Learning, Health, and Physical Education curriculum with opportunities for connections to Academics and the Arts.	
Indicators of Success	<ul style="list-style-type: none"> ● Up to date curriculum documents for Social Emotional Learning, Health/Wellness, and Physical Education outlining the scope and sequence as well as unit plans ● Educators consistently use curriculum documents to plan for instruction ● Evidence of guaranteed experiences implemented in classrooms ● Consistent evidence of individual/small group intervention for behavior and health under a consistent tiered intervention model at both schools ● Student outcome trends ● Student and staff attendance trends ● Family and staff climate survey trends
Action Steps <i>Current Year 2023-2024</i>	<ul style="list-style-type: none"> ● Continue physical education curriculum development by establishing a digital curriculum including all lessons/units K-6 ● Continued grade-level and school-level data teams focused on summative/formative assessments and planning for instruction and intervention under a consistent tiered intervention model ● Implement the competitive statewide Mental Health grant to further enhance our SEL team, adding 1.4 school psychologists to further ensure timely Mental Health and behavioral supports ● Further enhance student social/emotional/behavioral efforts by expanding Board Certified Behavior Analyst (BCBA) support to our high-needs learners districtwide
Professional Learning <i>Current Year 2023-2024</i>	<ul style="list-style-type: none"> ● Professional development for all staff on Social Emotional Learning, Responsive Classroom, and the Choose Love program ● Professional development for SEL team on risk assessments and process ● Professional development for staff staff on the implementation of individual/small group intervention for behavior/social emotional health under a consistent tiered intervention model ● Professional development and technical assistance for the physical education teachers on physical education curriculum

	development and implementation.
Year 2 2022-2023 Implementation and Impact Update	<p>Complete:</p> <ul style="list-style-type: none"> • The Intervention Handbooks were revised at both schools to bring consistency to the tiered behavior/social emotional health intervention process. <p>On Track:</p> <ul style="list-style-type: none"> • We recently completed a thorough audit of our Physical Education, Health/Wellness, and Social Emotional Learning curriculum inclusive of all state requirements with the implementation of Choose Love and Great Body Shop programs. We are currently monitoring the implementation fidelity of our SEL and Health curriculum. For Physical Education, we anticipate developing a digital curriculum, inclusive of our standards-aligned annual pacing guide, units, and lessons. • Secured the competitive statewide Mental Health grant to further enhance our SEL team. Next steps include recruiting 1.4 additional school psychologists funded by the grant.
Year 1 2021-2022 Implementation and Impact Update	<p>Complete:</p> <ul style="list-style-type: none"> • The assessment calendar has been updated to reflect shifts in assessment practices in reflection to the assessment audit completed last year. <p>On Track:</p> <ul style="list-style-type: none"> • We are in process to author a renewed Physical Education, Health/Wellness, and Social Emotional Learning curriculum inclusive of all state requirements with the implementation of Choose Love and Great Body Shop programs for Health/Wellness and Social Emotional Learning these past two years. Next steps focus on auditing our Physical Education curriculum. • Definition and alignment of summary data points for the Indicators of Success began with the review and crosswalk of our mission and vision to the RHAM whole-school student rubrics. Next steps include establishing a Region 8 collaborative to refine school-wide rubrics that align to our mission and vision. This work will be captured within the Assessment section (Goal 1 B) of this document moving forward. • Grade-level and school-level data teams are established to review summative and formative assessments to plan for instruction. The Intervention Handbooks are in development at both schools to bring consistency to the tiered Social/Emotional/Behavioral intervention process with continued development of these resources needed next year. The Devereux Student Strengths Assessment (DESSA) was launched and implemented this year. This assesses eight social and emotional competencies and is intended to help educators plan instruction and interventions for students.

Goal 2: Wellness and Family Engagement

D. Family and Community Engagement: Implement research-based practices to engage with families and the community as partners.

Indicators of Success

- Climate surveys aligned to national school climate standards
- Implementation of family and community engagement practices that have a high impact on student learning and development
- Support within the community for the achievement of our District Advancement Plan
- Student outcome trends
- Student and staff attendance trends
- Family and staff climate survey trends

Action Steps

*Current Year
2023-2024*

- Implement additional family engagement evening events to be planned by the school climate teams with a special focus on supporting families and students in mathematics
- Continue established communications systems for families: Friday Principal Message, Bright Futures Newsletter, Seesaw, and Facebook
- Investigate updates to the School Messenger system as it is acquired by Power School while exploring alternative communication systems
- Revise the family and staff handbooks to streamline information and required notifications
- Update the district website while sunsetting individual school websites
- Modernize the tuition and food service payment systems

Professional Learning

*Current Year
2023-2024*

- Continued professional development for all staff in the CT Department of Education’s Framework for Family Engagement

Year 2 2022-2023
Implementation
and Impact Update

Completed:

- A pilot of monthly district sponsored coffee hours with a focus on Special Education and Related Services in light of the major state required changes to Individual Education Plans was attempted with no attendance. This strategy will be sunset with an eye towards the family engagement evening activities to include “links to learning” for families.
- Family friendly resources and guides for Special Education and Related Services were published.
- Family friendly curriculum guides were published on our website

	<p>and shared via Bright Futures.</p> <ul style="list-style-type: none"> ● Successfully implemented on-line registration for families. <p>On Track:</p> <ul style="list-style-type: none"> ● Family Engagement study groups have continued this year with additional family representation. Next steps focus on the planning for the additional family evening events for next year and moving this work to school climate teams. ● The implementation of a dynamic communications systems for families (School Messenger, Seesaw and Digital Communications) is continuous with Seesaw, Bright Futures, Principal Friday Messages, and an increase in social media postings.
<p>Year 1 2021-2022 Implementation and Impact Update</p>	<p>On Track:</p> <ul style="list-style-type: none"> ● Audit of current family and community engagement practices has been completed as Family Engagement study groups have met throughout the last school year. Findings will be presented in the fall. Next steps focus on a continuation of the study groups next year with an invitation for families to join the study groups. ● The implementation of a dynamic communications systems for families (School Messenger, Seesaw and Digital Communications) is in progress with the implementation of Seesaw, Bright Futures, Principal Friday Messages, and an increase in social media postings. Next steps will focus on changes to the photo publishing permission notification to families and enhanced School Messenger preference options for families. ● Review of the TBD CT Department of Education school/district climate survey is on hold until it is released. Previous district surveys are being moved to google forms and there will be new efforts to offer opportunities for families to complete the survey at school events.

<p>Goal 3: District Operations</p>	
<p>E. Future Planning: Develop and implement long term plans for expansion of the preschool program, shared services, capital improvement projects, safety and security enhancements, and technology updates.</p>	
<p>Indicators of Success</p>	<ul style="list-style-type: none"> ● Preschool program that meets enrollment needs with no waitlist ● Five-year capital improvement plans for facilities and technology ● Facility and equipment in safe and stable condition ● Enhance the School Resource Officer program to include full-time School Resource Officers at both schools ● Budget that aligns with and supports the District Advancement

	<p>Plan</p> <ul style="list-style-type: none"> ● Budget that aligns with and supports the capital improvement plans for facilities and technology
<p>Action Steps</p> <p><i>Current Year 2023-2024</i></p>	<ul style="list-style-type: none"> ● Develop the five-year capital improvement plan for facilities built from the facilities study ● Begin the re-accreditation process for the preschool program (two year process) with an eye towards increasing capacity to meet enrollment demands ● Continue the School Resource Officer program with at least one officer on duty in the district with the Town providing additional hours to cover absences ● Collaborate with the Region 8 Elementary Districts and RHAM to continue our regional bus contract with an updated/new contract
<p>Year 2 2022-2023 Implementation and Impact Update</p>	<p>Complete:</p> <ul style="list-style-type: none"> ● The five-year Technology plan was completed with implementation on-going. ● Spanish instruction was implemented this year at the primary level and will continue with a focus on integrating Spanish at Gilead Hill School during other instructional times of the school day. This strategy will move to Goal 1A (Curriculum). <p>On Track:</p> <ul style="list-style-type: none"> ● While five sections of Preschool were included in the Board Proposed 2023-2024 budget, this did not move forward given the budget reduction from the Town. Future consideration will be given to increase the number of preschool classrooms in the future. ● The facilities study is scheduled to be completed in June of 2023. This will inform the development of a five-year capital improvement plan for facilities.
<p>Year 1 2021-2022 Implementation and Impact Update</p>	<p>Complete:</p> <ul style="list-style-type: none"> ● Review of recommendations from the Shared Services Advisory Group is complete with future work led by the Region 8 Superintendent collaborative. ● In collaboration with the town, we have enhanced the School Resource Officer program by renewing the agreement for the next three years to continue the program and increase the collaboration of the Hebron Public Schools School Resource Officer and the RHAM School Resource Officer. <p>On Track:</p> <ul style="list-style-type: none"> ● A comprehensive plan to meet preschool enrollment demands was presented this year. The Board of Education has submitted a request for a supplemental appropriation to increase the capacity

	<p>of the program and eliminate the current waitlist of students. Additional playground spaces are included in the Town American Rescue Plan Act projects to be presented at a Town Meeting.</p> <ul style="list-style-type: none">● A two-year plan for the expansion of the world language program was presented and funding was secured to add Spanish to grades one and two for the 2022-2023 school year. Future expansion could focus on French and Sign-Language options in the upper grades.● Developing five-year capital improvement plans for facilities and technology to include a needs assessment/survey of staff for technology, furniture, and facility needs continues to be at the forefront of our work in operations and will be enhanced by a comprehensive facilities study of our two schools next year.
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Glossary	
Equity Focused Curriculum	An equity focused curriculum is designed to be inclusive and representative of all students and families and is free of bias and stereotypes. Further, an equity focused curriculum supports all students to achieve at high levels through district and school practices designed to ensure program access and student outcomes that are free of disparities across student subgroups.
Formative Assessment	Formative assessments are used by the educator to gather information in order to make just in time adjustments to instructions and to provide actionable feedback to students.
Guaranteed Curriculum/Task	Guaranteed curriculum and tasks are collections of lessons that will be universally experienced by all students in a grade or course of study.
Indicators of Success	Indicators of Success are the specific descriptions and measures that define successful implementation of a strategy or goal.
Innovation Advisory Council	The Innovation Advisory Council is a group that meets throughout the year to plan for STEAM integration within the district in collaboration with RHAM, Andover, Marlborough, and other community and state-wide partners.
Social Emotional Learning (SEL)	The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and demonstrate empathy for others, establish and maintain positive relationships, and make responsible decisions.
Student Outcome Trends	Student Outcome Trends will be further defined to specific measures such as literacy proficiency rates or attendance measures. School and grade level teams will further define specific outcome measures to be used in the District Advancement Plan. These sections will be updated over time.
Summative Assessments	Summative assessments are used by the educator to measure learning standards at the conclusion of the curriculum unit or period of time.
Tiered Interventions	A three-tiered continuum (also referred to as Scientifically Research-Based Interventions; SRBI) which provides high quality instruction/intervention matched to students' needs across varying levels of intensity (i.e., Tier I, Tier II, Tier III) . Student's learning rate over time and level of performance are closely monitored to make timely team-based decisions about further student support.