



STRATFORD PUBLIC SCHOOLS



INCLUDE-ENGAGE-INSPIRE STRATEGIC PLAN 2022-2025

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@SPS_CT



Table of Contents

STRATFORD PUBLIC SCHOOLS [SOP] COVER PAGE	1
TABLE OF CONTENTS	2
STRATFORD BOARD OF EDUCATION	3
SUPERINTENDENT MESSAGE	4
ABOUT STRATFORD PUBLIC SCHOOLS	5
STRATFORD PUBLIC SCHOOLS AT A GLANCE	6
STRATFORD PUBLIC SCHOOLS VISION (POG)	7
STRATFORD PUBLIC SCHOOLS STRATEGIC PRIORITIES	8
-PRIORITY: WELL BEING	9
-PRIORITY: MEANINGFUL LEARNING	10
-PRIORITY: FUTURE SUCCESS	11
-PRIORITY: EXCEPTIONAL TALENT	12
-PRIORITY: FAMILY AND COMMUNITY PARTNERSHIPS	13
THE PLANNING TEAM	14
FROM FOREST TO SHORE	15



Stratford Board of Education

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Superintendent of Schools

Dr. Uyi E. Osunde



Superintendent Message

Dear Stratford Community:

Representing the easternmost town in Fairfield County-Connecticut's Gold Coast, Stratford has a proud and rich history that permeates through a community invested in the educational, and long-term success of its children. This investment and promise is reflected in the rest of this document. With a commitment to continuous improvement, we recognized that our existing Strategic Operating Plan (SOP) was scheduled to sunset at the end of the 2021–22 academic year. Understanding this reality, we began conversations in the winter, and began the SOP construction process this spring, to create a new strategic plan that would be responsive to contemporary educational needs of our academic organization, and provide equitable opportunities, and quality learning experiences for the children of Stratford. The new strategic plan is designed to guide our work for the next 3+ years. To begin this process, I formulated a Theory of Action (ToA) centered on inclusive collaboration, and authentic stakeholder voice. The theory of action was grounded on the conceptual affirmation that:

If the Stratford Public Schools engages stakeholders representative of students, faculty/staff, education leaders, parents/guardians, and community partners, SPS will be able to construct a strategic plan that is resourced and responsive to the achievement and gap needs of all students - inclusive of access to quality learning opportunities with the appropriate supports customized to student need; then, all students (PK-12) will learn, perform and achieve at a high standard and thereby acquire the SPS Portrait of a Graduate (POG) attributes, adequately preparing them to respond to the rigors and outcomes of post-secondary transitions.

Guided by this theory of action, what follows in this document reflects the hard work of a cross-section of educators and people passionate about the success of the Stratford Public Schools. This team has identified five (5) priority areas.

I am proud of the deep and honest conversations that were shared among members of the strategic planning team. The product of these conversations (a new SOP) now drives our improvement efforts, and will propel the district forward, and concurrently provide us with the strategic agility to respond to any external condition shifts, over time. This strategic plan aims to equip and position our students to transition with the necessary skills, competencies, and dispositions to find success within, and beyond the borders of the town of Stratford.

I look forward to partnering with all of you to ensure that all stakeholders of our academic community feel INCLUDED, ENGAGED, and INSPIRED.

Sincerely,

Dr. Uyi E. Osunde
Superintendent of Schools





About Us:

Stratford is the easternmost town in Fairfield County-Connecticut's Gold Coast. As an academic institution, the Stratford Public Schools, with an operating budget of \$123.2M, boast a portfolio of 13 academic schools, 1 alternative program, and 1 district office. Across our 14 buildings, we house almost 7,000 students and approximately 1,000+ professional faculty, and staff. Collectively, WE make up Stratford Public Schools.

It is our Mission:

To support the growth of the whole student through a challenging and inspiring education, within a safe and inclusive environment.

We aim to provide our students with world class educational opportunities so they can ultimately represent the Stratford community in the global world, and become confident contributing members to society.

At SPS, we have a passionate and dedicated staff, many of whom are homegrown, and a collection who have received distinction and recognition at the state, New England region and national levels. Our students dive deep into the extra-curricular offerings that we have, broadly participating in everything from athletics to the performing arts.

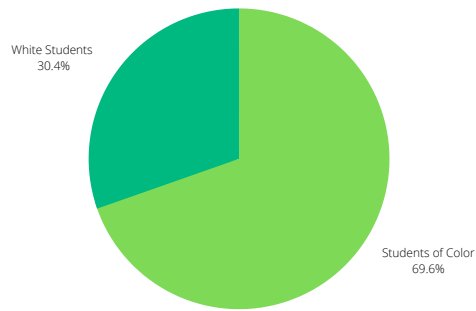
With a focus on collaboration, we will continue to challenge and extend ideas around exceptional instructional practice, and we will celebrate a diverse student population who are filled with vivid hopes, dreams and wishes for their futures.

Our community partnerships are strong, and our partners recognize the importance of their contributions in making the Stratford Public Schools one of the best in the region.

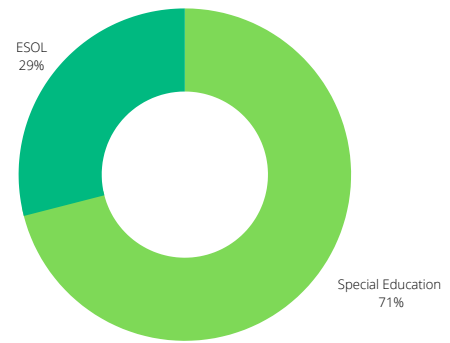


Info-graphic

SPS at a Glance



Total Student Enrollment 6,838 (15th Largest School District in Connecticut)



Unique Learners N=1,862



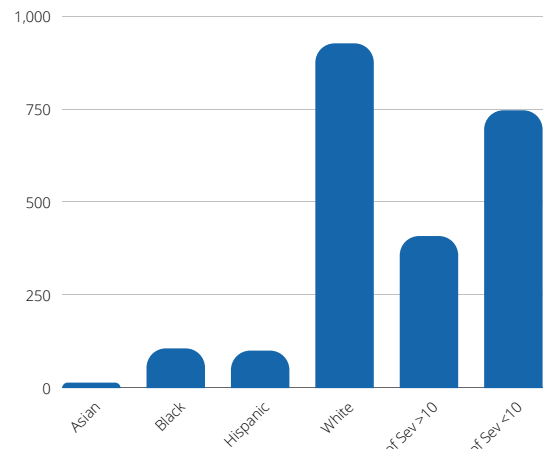
2022-23 Operating Budget \$123.2M



49 Different Languages



Certified Faculty and Non-Certified Staff



Staff Demographics



It is our Vision that:

Each and every Stratford Public Schools student thrives in further education, career and workplace opportunities, and life as a:

- Communicator
- Collaborator
- Lifelong Learner
- Compassionate and Engaged Community Member
- Solution-Driven Problem Solver

I AM A...

COMMUNICATOR
COLLABORATOR
LIFELONG LEARNER
COMPASSIONATE
& ENGAGED COMMUNITY
MEMBER SOLUTION DRIVEN
PROBLEM SOLVER



Stratford Public Schools



SPS STRATEGIC PRIORITIES

WELL-BEING

Supporting the well-being and social emotional health of students

MEANINGFUL LEARNING

Ensuring high-quality instruction and meaningful learning for each and every child

PLAN FOR FUTURE SUCCESS

Ensuring a student driven plan that prepares students for postsecondary success

EXCEPTIONAL TALENT

Recruiting, diversifying, developing, supporting, and retaining exceptional faculty and staff

FAMILY AND COMMUNITY PARTNERSHIP

Engaging families and strengthening connections with the community.





Strategies: Well-Being

1. Construct and implement a refined school district safety strategy by leveraging design principles and digital solutions
2. Empower educators to forge authentic and powerful relationships with all students
3. Continue to leverage Social Emotional Learning (SEL) programming (RULER) to build a culture of understanding, inclusion, and celebration
4. Provide for all stakeholders a welcoming, inclusive, equitable climate utilizing processes and procedures
5. Implement additional School Based Health Centers (SBHC) to provide additional resources and supports to students and families
6. Provide strategies to assist students to resolve conflicts
7. Provide before and after school high interest extracurricular opportunities for students
8. Leverage the capacities of Family Resource Centers and the District Registration Office to connect families with community resources

Performance Indicators



1. Attendance (Staff and Students)
2. Increased participation/access to after schools activities
3. Panorama surveys student and teacher well-being indicator
4. Search Institute Student Survey data results
5. ↓ in incidents/bullying behavior
6. ↑ in accountability indicator in physical fitness
7. ↓ in-school and out-of-school suspensions
8. ↓ chronic absence rate



Strategies: Meaningful Learning

1. Define and adopt what High Quality Instruction (HQI) looks like in all classrooms across the district driven by the Portrait of a Graduate
2. Build administrator capacity in the area of instructional leadership and coaching
3. Provide equitable and inclusive learning experiences by utilizing culturally and linguistically responsive teaching strategies
4. Provide teachers with meaningful and applicable professional development, coupled with ongoing coaching centered on core components of High Quality Instruction (HQI)
5. Utilize accessible data (Illuminate platform) to inform/support best practices and ensure continuous growth and improvement
6. Identify (priority) standards, align curriculum to instruction, assessment (BOE and normed), and resources
7. Ensure explicit link between PD/PLCs and HQI and SOP/SIP priorities
8. Conduct a self-audit and refine our existing multi-tiered system of support utilizing data as its foundational basis
9. Adopt a universal curriculum writing template
10. Expand dual language programs
11. Implement CTSDE Science of Reading program
12. Research and implement Reserve Officers' Training Corps (ROTC) program

Performance Indicators



1. ↑ district learning gains in literacy and mathematics SBA, NGSS by 5 percentage points.
2. ↑ percentage of BIPOC students who demonstrate readiness for college and careers upon graduation as measured by the PSAT, SAT, ACT, or AP by 5 percentage points.
3. Student SEL Measurement (RULER, DESSA, Assets, TripodEd, etc.)
4. ↑ number of 9th graders earning at least 6 credits
5. ↑ number of students earning Algebra 1 credit by the end of 9th grade
6. Data from classroom observations and walkthroughs
7. ↑ the percent of K-12th grade economically disadvantaged and ELL students who achieve proficiency on state assessments in ELA, math and science by 5 percentage points.



Strategies: Future Success

1. Develop a shared definition/understanding of “success” with all stakeholders (Tier 1)
2. Develop banded milestones based on PoG rubrics (K-2, 3-5, etc.)
3. Leverage Naviance or PowerSchool across schools’ user friendly web based platform that allows students, parents, teachers, counselors, administrators, etc. to track the success plan
4. Implement student goal-setting and student-led conferences
5. Reinvent [Advisory] to include individual student success plans aligned to PoG and each student’s definition of post-secondary success
6. Provide internships and apprenticeships

Performance Indicators



1. ↑ the percent of K-12th grade economically disadvantaged and ELL students who achieve proficiency on internal benchmark assessments in STAR/iReady Reading and Math
2. ↑ the percent of Grade 12th students receiving the Seal of Biliteracy
3. ↑ number of 9th graders earning at least 6 credits
4. ↑ Percentage of students graduating in 4 years
5. ↑ Percentage of students graduating in 6 years
6. ↑ Number of graduates directly enrolled in post-secondary education pursuing career training, apprenticeships, military service and careers



Strategies: Exceptional Talent

1. Human Resources office will research and design a robust strategic plan for talent development aligned to district priorities and goals
2. Provide certified and non-certified staff with professional development opportunities aligned to their deliberate practice and school/district initiatives.
3. Strengthen our educator pipeline through productive partnerships with local universities' educator prep programs
4. Design professional learning for non-certified positions aligned to student and school goals
5. Refine the New Staff Orientation program with core components of the orientation aligned to SOP priority goals
6. Expand opportunities for PLCs to meet for rich goal based collaborations
7. Cultivate group based opportunities where staff can share ideas openly without judgement (safe space)
8. Design a process that allows schools to tap into the capacities of "in-house experts"
9. Research and analyze the probability of substitute pay increase or compensation incentives in order to improve talent acquisition opportunities in an increasingly competitive market
10. Expand The Day of Hope wellness program to increase employee engagement in wellness and preventative services, as well as provide support for employees' mental well-being

Performance Indicators



1. Data from instructional walkthroughs
2. Retention rates of certified and non-certified staff
3. ↑ staff agreement within the Stakeholder Survey for areas of professional learning and growth by 5 percentage points.
4. ↑ Number of BIPOC applicants for certified positions



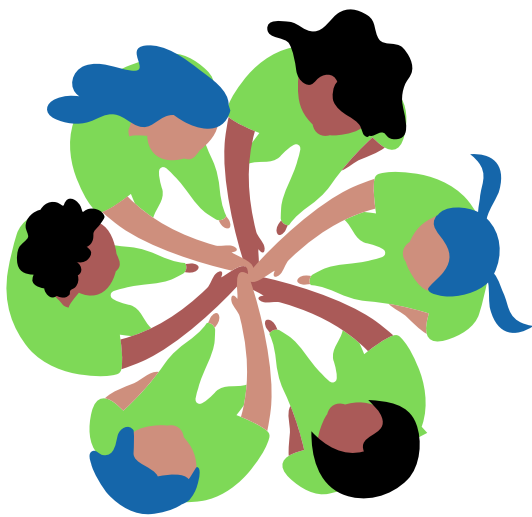
Strategies: Family and Community Partnerships

1. Provide clear and consistent two-way communication (meets the needs of every family ex. language, create positive narrative, highlight success, etc.)
2. Provide digital or video conferencing opportunities to families and community partners to accommodate schedule conflicts or transportation challenges
3. Implement administrator led town hall meetings 1x semester
4. Parent/Family Advisory Committee at each school
5. Build opportunities for trust, connection and deeper relationships with families (use of Parent SEE, CARE/SERC family conversations)
6. Collaborate with Sterling House, Stratford Library, Stratford Rotary, Stratford YMCA, Stratford Education Foundation (BEST), South-end Community Center, Stratford Community Partnership, and other non-profit agencies to partner on education and community based events
7. Explore opportunities for school officials/representative to visit to the community - we go out to the community
8. Leverage community partnerships to acquire aggregate data from families regarding needs, and provide support/resources and remove barriers to engagement (transportation, child care)
9. Initiate or strengthen partnerships with businesses such as Sikorsky, Audubon, other agencies that are willing to come in to partner in education

Performance Indicators



1. Meeting agendas, meeting minutes
2. Event Notices/Fliers/Attendance Sheets
3. Attendance #s at school events
4. ↑ stakeholder agreement within the Panaroma Survey for areas of engagement by 5 percentage points.



THE PLANNING TEAM

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MIKE SUNTAG
CITIZENS ADDRESSING
RACIAL EQUITY
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SPS BOARD VICE CHAIR
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TAMMY TROJANOWSKI
STRATFORD COMMUNITY
SERVICES
TERESA LYCOUDES
EXECUTIVE ASST. TO DR.
OSUNDE

*Facilitator: **Dr. Richard Lemons**
Partners for Educational Leadership (PEL)



**From Forest to Shore
WE are Stratford**