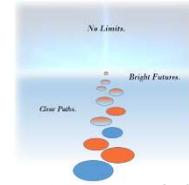




West Hartford Public Schools 2016-2017  
**District Development Plan**



The District Development Plan frames BOE goals into areas of focus and strategic efforts that inform specific action steps at the school, department, and classroom level.

### Goal One

*Advance achievement for all students and reduce disparity between and among groups.*

- Use the Model of Continuous Improvement within school and department development planning and teacher goal setting
- Emphasize effective teaching practices, student-centered discourse and instruction, and 21<sup>st</sup> century skills
- Reduce disparities in achievement for all students and ensure equitable educational opportunities for all

### Goal Two

*Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.*

- Create cultures that develop student character, citizenship, social-emotional skills and develop a collective sense of cultural competence
- Increase student access and opportunities for engagement, leadership, and achievement
- Engage families and the greater community as partners in education

### Goal Three

*Attract, retain and develop high quality staff by providing professional development resources and appropriate learning environments.*

- Create environments of collective inquiry
- Build the capacity and cultural proficiency of teachers and staff
- Build the diversity of our teaching population

The focus of our work rests heavily on pedagogy and instruction to develop students' deep learning of content, skills, and lifelong habits of mind. Professional learning targets will be rooted in our instructional framework and informed by a review of student outcomes. They should develop teachers' capacity with key instructional shifts that foster strategic and goal directed learning, critical thinking and use of evidence, communication and collaboration skills, creativity, and imagination.

The focus of our work involves promoting student engagement, independence and interdependence with aims of promoting equitable opportunities for all learners and developing the character, global citizenship and social-emotional skills of our students. We must actively build trusting and collaborative student, family, and community partnerships for which proactive and responsive communication is critically important. Further, we must build the capacity for cultural competence within our staff in support of individual cultural consciousness, responsiveness, and advocacy. Efforts should include reflection and improvement strategies for providing equitable experiences for all students and providing outreach and relationship-building among our constituents and community.

Collaboration and professional dialogue represent our key levers for delivering effective and engaging professional learning. The district supports a self-directed model of collaborative inquiry in which learning goals are individualized to a teacher's specific learning needs. We promote teacher leadership and coaching models to build capacity in pedagogy and cultural proficiency. Our administrators seek to refine formative and evaluative feedback to enhance teacher development and performance. Expanding the diversity within our teaching and administrative ranks remains an area for continued effort and emphasis.

*Clear Paths. Bright Futures. No Limits.*

