

WESTPORT BOARD OF EDUCATION

*AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:

7:00 p.m. Staples High School, Cafeteria B (Room 301)

RECOGNITION/RECEPTION:

1. Westport Teacher of the Year 2012

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

MINUTES: August 15, 2011

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

INFORMATION:

Superintendent's Welcoming Address to Staff: August 25, 2011 (Encl) Dr. Landon

DISCUSSION/ACTION:

1. Staples Field Hockey Scorer's Shed (Encl) Dr. Landon

DISCUSSION:

1. Follow-Up Report: Elimination of Arena Scheduling for 2011-12 School Year (Encl) Mr. Dodig
Mr. Farnen
Ms. Schwartz
2. Interim Report: Gifted Education (Encl) Ms. Comm
Ms. Gilcrest
Mr. Rizzo
3. School System Goals: July 1, 2011-June 30, 2012 (Encl) Dr. Landon
4. Impact of Hurricane Irene on 2011-12 School Calendar (Encl) Dr. Landon

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on cable TV on channel 78.

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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To: Members of the Board of Education

From: Elliott Landon

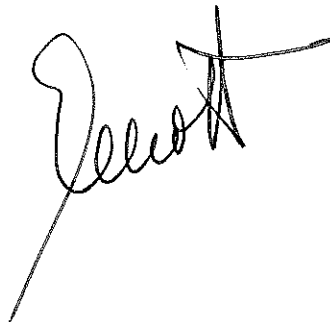
Subject: Superintendent's Welcoming Address to Staff

Date: September 12, 2011

Several of the Board members who were present at our opening day welcome for staff on Thursday, August 25, requested that I share my welcoming remarks with the entire Board. Towards that end, I have attached a copy of my address for your perusal.

During the course of that presentation, and related thereto, we elected to show a video related to our middle school problem-solving projects that were conducted in the spring of this past school year.

At the start of our meeting on Monday, September 12, following the Teacher-of-the-Year Recognition/Reception Ceremony, announcements from the Board and the Administration and public questions/comments on non-agenda items, I will introduce the video so that it can be shared with the entire Board and the members of the community who may be viewing our meeting.

A handwritten signature in black ink, appearing to read "Elliott Landon". The signature is written in a cursive style with a long, sweeping underline that extends to the left.

Westport Public Schools
SUPERINTENDENT'S WELCOMING ADDRESS TO TEACHERS
August 25, 2011

Last year at this time, in addressing you, I acknowledged that by every objective measure, including graduation rates, college acceptances and standardized test results, the Westport Public Schools are doing excellent work. However, considering the challenges facing our nation and our students in the years to come, as well as the exceptional capacity of our students, parents, teachers and administrators to meet those challenges, we must continue to re-imagine our instructional work for the 21st century.

Now, I am not stating that we are operating from a position of deficit; rather, I believe we are quite good at what we do and, for the present, are operating from a position of strength. However, for the long-term, we must be certain that our students are prepared sufficiently to enable them to successfully address the uncertainties of the remaining decades of the 21st century. As a lighthouse school district that serves as a model of academic and instructional excellence for others throughout the region, state and nation we must be able to demonstrate to our satisfaction that our curriculum, our programs, our teaching practices and our assessments are preparing every one of our students:

- 1. To critically and creatively address problems they have never experienced before;**
- 2. To demonstrate initiative, adaptability and leadership when working independently and in collaborative groups on projects requiring higher order thinking skills;**
- 3. To access and analyze information imaginatively; and;**
- 4. To report effectively on their findings both orally and in written communications.**

We must be able to assert with confidence that our students have been adequately prepared for the culture of thinking and innovation that will be required of them in the globally competitive, more highly complex environment of the 21st century in which they will live and function.

To address this challenge, last year we created a professional task force of teachers and administrators to develop a strategic plan to review our curriculum, our programs, our teaching strategies and our assessments to determine whether we are preparing our students at the optimal levels necessary for them to acquire the skills to be successful throughout the 21st century and to recommend targeted action plans to achieve that objective, where necessary. I am pleased to report to you today that the task force of 40 teachers and administrators that was convened last year has taken the initial steps necessary to engage our full teaching and administrative staffs in this quest, which we have entitled, “Westport Education 2025: Meeting The Global Challenge.”

**Where will *Westport Education 2025* be taking us in the upcoming school year?
What is the vision for this undertaking?**

***Westport Education 2025* will direct its work so that every one of our students is provided the knowledge, skills and capacity to compete successfully with the best and brightest anywhere in the world in the global economy and environment of the 21st century. And, in pursuit of this goal, to ensure further that every student is able to demonstrate through various tasks and assessments that they can think skillfully, resourcefully, creatively and imaginatively in a cross-disciplinary manner and work collaboratively with others in approaching and resolving problems, especially where they are confronted with issues they have not seen before.**

**To meet the goal of *Westport Education 2025*, what will be required of each of us?
As educators, we will have to use our instructional strengths and opportunities to ensure that every student is able to demonstrate deep conceptual mastery of *content*,**

as well as the abilities and dispositions to think critically and creatively in a *culture of thinking*.

As educators, we will be expected to:

- focus our instruction on core ideas, essential questions and the ability of students to transfer their learning to new situations and challenges.
- engage students with rigorous academic content and instructional challenges that require complex types of thinking.
- engage students actively in revisiting core ideas and processes so as to develop deeper and more sophisticated learning over time.

How are we to go from the very good place we find ourselves presently, to the ideal place we need to be in order to meet the challenges of the 21st century?

Starting with grade 12, we need to continue the work of designing curriculum backwards and focusing on a core set of big ideas and essential questions within each of our academic subject areas and across disciplines. We need to ensure that incorporated into our instruction from Kindergarten through grade 12 are those recurring 21st century skills for which our students need to demonstrate mastery; namely, the ability to:

- analyze issues
- apply critical and creative thinking to complex problems
- work collaboratively with others on inquiry and research investigations
- access and evaluate information
- apply technology effectively
- develop initiative and self-direction through authentic real world problems and long-term projects.

Throughout our school system, K-12, we have begun to provide students with the opportunity to practice these 21st century skills that I have just enumerated. For

example, at the elementary schools this year, we are introducing Singapore Math, a program that focuses on deep conceptual understanding of number sense and the ability to solve non-routine problems. At the high school level, we are introducing a new 9th grade social studies course entitled, “Global Themes,” which has been built around essential questions related to the themes of global interconnectiveness, revolutions and imperialism with an emphasis on critical thinking skills, to include levels of questioning, critical reading and analytic writing.

In the spring of the past school year, teachers at our two middle schools took a major step at addressing the challenges of the 21st century. I would like to share with you at this time a short video that reflects upon problem-solving projects undertaken by both Coleytown and Bedford middle schools in grades 6, 7, and 8. Students, working in teams, were asked to define and solve a real world problem and present their solutions to a real world audience. Problems ranged from “How do we re-vitalize downtown Westport?” To “How can we make our community more environmentally friendly?” The video you are about to see connects work done by students to Tony Wagner’s list of seven survival skills for the 21st century.

[show video]

I ask you to join with me in commending the middle school staff and our students for their pioneering efforts on these projects.

To continue the type of work we have been discussing, teachers *and* administrators working at the district level and at every elementary grade level, within and among each of our middle school teams, and within and across each of our high school departments, are critical to our success in meeting our goals for our students. In order to be successful in creating what I would term, “a culture of thinking” within the framework of a “culture of learning,” professional development activities both for teachers and administrators are critical to the achievement of our goals. We are deeply committed to providing that professional development.

With our task force of teachers and administrators taking the lead, it is my expectation that we will develop professional learning communities of teachers and administrators and with assistance from Teachers College at Columbia University, our learning communities will be able to act as “critical friends,” focusing more clearly on units of study and student work to determine the extent to which we are successfully integrating analysis, critical and creative thinking, inquiry and research investigations, and developing initiative and self-direction in the work our students will be required to do every day.

During our work last year, members of our teaching staffs asked, “How will *Westport Education 2025* affect me as a teacher?” That is a legitimate question and one that deserves a response.

First, you will have the opportunity to work with colleagues to research your own questions about best practices in teaching 21st century skills.

Second, you will have the opportunity to focus your individual and grade level, team, or departmental PDEP goals on that research and some of our professional development days will be devoted to working on those PDEP goals.

Third, with the support of the *Westport Education 2025* task force and your building administrators, you will have the opportunity in your classroom and with all of your students, to reflect upon and refine your teaching of the skills and dispositions necessary for critical and creative thinking.

Fourth, you will be supported by your administrators in balancing your focus on 21st century skills within the context of your every day instructional work with students, while being supported concurrently on the intellectual risk taking that will accompany your efforts to refine your curriculum and instruction for the 21st century.

Fifth, you will be encouraged and supported by your administrators to seek out opportunities for cross grade level and cross disciplinary work with your colleagues.

Sixth, you will have the opportunity to work with colleagues to design project-based assessments that present 21st century challenges appropriate to students of all ability levels. Posting these assessments on Blackboard will provide a clearinghouse of ideas and models for such projects available to all Westport teachers and administrators.

Seventh, you will have support from the ITL committee in your school, working with the Westport 2025 initiative, for incorporating 21st century technology in your instructional practices, curriculum, and assessments.

Finally, you will be provided opportunities to grow professionally and to model for your students those 21st century skills associated with critical and creative thinking, real world problem solving, flexibility, leadership, curiosity and imagination, and comfort with complexity and ambiguity.

With the skill and commitment of our professional staff, and the input of experts in higher education, I have no doubt that we will continue to refine and re-imagine our curriculum, our programs, and our teaching strategies so that we can best provide our youngsters with the content and skills necessary for them to be successful throughout the 21st century.

As we approach the beginning of the school year for our students, I look forward to engaging with all of you as we strive for continued excellence. We are all in this together!!

As we leave this auditorium and move on to our respective schools, I extend to each of you my personal best wishes for a successful school year. May it be a productive and professionally fulfilling one. I also wish to thank you in advance for joining me

in this exciting new work we have undertaken to better prepare our students to be successful in whatever challenges they may face in the future.

Have a wonderful year.

LAWELCOMING ADDRESS TO TEACHERS.AUG 25 2011.DOC

WESTPORT PUBLIC SCHOOLS

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To: Members of the Board of Education
From: Elliott Landon
Subject: Staples Field Hockey Scorer's Shed
Date: September 12, 2011

At our meeting of August 30, 2010 the Board of Education approved the following Resolution:

Be It Resolved, That...the Board of Education accepts ...the gift of a *temporary* scorer's shed...to be installed at the Ginny Parker Field in time for use during the 2010-11 Field Hockey season.
(Italics supplied)

In a memo from the co-presidents of the Staples Field Hockey Booster Club, the grantors of the gift, it was stated that this would be a "...temporary Scorer's shed, to be placed near the half way line at Ginny Parker Field."

In December 2010, in correspondence from the Planning and Zoning Director, Larry Bradley, I was informed that for a Special Permit to be issued to allow the continued placement of the scorer's shed at Staples, a site plan would have to be developed. That site plan was submitted to Mr. Bradley sometime in March 2011.

On March 22, 2011, at the request of Marty Lisevick, our Director of Athletics at Staples, I signed an Application for Variance to enable the Zoning Board of Appeals (ZBA) to consider a variance to permit the construction of a permanent timber storage shed and scorer's area on the roof of the shed. On May 10, 2011, the ZBA approved the application, with conditions; namely, that no electricity could be connected to the storage shed and stairs to the roof would have to be removed after each game.

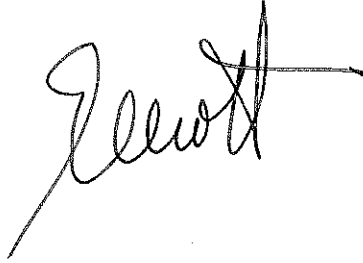
On July 29, 2011, in further correspondence from Mr. Bradley, I was informed that "...as Staples High School is a Special Permit Use you must also obtain a Site Plan and Special Permit approval from the Planning and Zoning Commission. Without the Special Permit approval, the scorer's shed cannot be approved by the Planning and Zoning Department."

Subsequent to the action of the ZBA on May 10, 2011 and the correspondence from Mr. Bradley on July 29, 2011, on August 22, 2011 I received a copy of a communication from Nancy Curcio of the ZBA to Ian Ashken of the Staples High School Field Hockey Booster Club dated August 19, 2011 indicating that the ZBA had modified its May 10 approval of the scorer's shed to allow electricity to be connected permanently to it for play by play announcements and for electrification of a scoreboard. Additionally, ZBA agreed to permit a ladder to be installed to permit access to the announcer's perch on the roof of the shed so long as a ladder locker system is installed.

By granting a Special Permit Approval, the Planning and Zoning Department will allow the temporary scorer's shed to become a permanent structure. If the Board wishes to make the structure a permanent one, it will need to approve a Resolution authorizing the Administration to seek the Special Permit requested by the Planning and Zoning Department.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education requests of the Planning and Zoning Department a Special Permit approval to enable the temporary Field Hockey Scorer's Shed at Staples High School to be converted to a permanent scorer's shed in accordance with the conditions enunciated by the Zoning Board of Appeals on May 10, 2011, as modified on August 19, 2011.

A handwritten signature in black ink, appearing to read "J. Elliott", is centered on the page. The signature is written in a cursive style with a long horizontal stroke extending to the right.

DEPARTMENT OF PUPIL SERVICES
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CYNTHIA A. GILCHREST
DIRECTOR OF PUPIL SERVICES

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TO: Elliott Landon
FROM: John Dodig, Jim Farnen, Elaine Schwartz
DATE: September 12, 2011
RE: Follow-Up Report: Elimination of Arena Scheduling for 2011-12 School Year

In May of 2010, after computer scheduling was completed for the purpose of identifying staffing needs for the 2010-11 school year, 78% of students had complete schedules.

In June of 2010, following arena scheduling and the resultant abandonment of the computer schedule, only approximately 48% of students had complete schedules. During the summer of 2010, it required 10 days of staff time to resolve the schedules of the 52% of students with incomplete schedules. Additional student schedule changes were required to be completed the day before school started and during the first four days into the school year.

In May of this year, 2011, after computer scheduling was completed, 79% of students had complete schedules. Immediately thereafter, our guidance counselors reviewed incomplete schedules and, at the end of this process, 83% of students had complete schedules.

By the end of June 2011, the Staples guidance counselors had met with every Staples student, including all incoming ninth graders, to resolve any schedule issues. This resulted in 100% of Staples students having complete schedules at the end of June.

During the past summer recess, only new registrants were seen by counselors.

On the first two days of school this year, September 1 and 2, 218 students visited with their counselors to discuss scheduling issues. Of these, 134 had changes made to their schedules for justifiable reasons. Only two years ago, with Arena, we had approximately 6,000 changes to student schedules.

As a result of the elimination of Arena, we have achieved the following:

- Substantial cost savings resulting from the elimination of summer work related to scheduling issues for Staples guidance counselors
- Complete schedules for all students by the close of school in June
- The ability to have eighth graders come to Staples during the end weeks of the school year, meet their guidance counselors, and address their individual schedules

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CYNTHIA A. GILCHREST
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TO: Dr. Elliott Landon
FROM: Cynthia Gilchrest, Lisabeth Comm, and Michael Rizzo
DATE: September 12, 2011
RE: Interim Report on Gifted Education

At the conclusion of the 2011-12 school year, the Board heard a presentation from Brian Fagan and Dr. Barbara Fischetti concerning the Workshop program for students identified as gifted that included reviewing feedback from a parent survey; reactions of various student focus groups; and, various recommendations. The recommendations included convening a Workshop Curriculum Committee to: 1) Review the current workshop program and make revisions to the program consistent with the findings of the parent survey and the student focus groups and the suggested recommendations, and 2) Develop a program for grade 3-5 students gifted in mathematics along with an identification protocol for this application.

To that end, we would like to share the follow-up steps we have taken since that presentation, as follows:

- 1) We have created a Workshop Curriculum Committee consisting of regular education teachers representing the five elementary schools, the two middle schools, and Staples High School; our teachers of the gifted; building administrators; and pupil services staff.

The charge of this committee is to:

- a. Examine current curriculum of the gifted program in order to:
 - i. further build connections between the gifted program curriculum and the core subject area curricula
 - ii. continue to provide gifted students opportunities to pursue their specific interests and to create authentic, meaningful work that effectively communicates their learning
 - b. Review current research
 - c. Engage teachers of the gifted in meaningful professional development
 - d. Examine current scheduling of gifted students and gifted teachers to determine whether teacher and student schedules are aligned with our program goals
 - e. Examine our current grouping practices to identify opportunities for multi-age/grade-level grouping
 - f. Review our current program to determine if we are effectively meeting the social/emotional needs of our gifted students
- 2) We have met with elementary and middle school building administrators to review the survey findings and to elicit their ideas on the strengths of the current program and their thoughts with regard to tangible modifications and enhancements necessary to improve the current gifted program

- 3) We have met with gifted teachers at the elementary and middle schools to begin to review their current programs and gather their input for modifications and enhancements to strengthen the program.
- 4) We will conduct focus groups of regular education teachers representing the elementary and middle schools to gather additional information on the topics addressed in the survey by teachers and parents of the gifted to elicit their suggestions for modifications and enhancements to strengthen the program.
- 5) Our gifted teachers at the elementary and middle schools currently are involved in a 3-day professional development workshop with Dr. Nancy Heilbronner, Connecticut Association for the Gifted consultant, who earned her doctorate at the University of Connecticut at Storrs and is currently an Assistant Professor at Western Connecticut State University. Dr. Heilbronner has been recommended to us by Katie Augustyn of the Connecticut Association of the Gifted. The focus of this professional development program is to explore theories and practices in Gifted Education with regard to:
 - a. The social/emotional and academic characteristics of gifted students
 - b. Major models of gifted education, including but not limited to, global giftedness
 - c. The fundamentals of differentiation by readiness
 - d. Implementing strategies for integrating creativity and content
 - e. Promoting opportunities for teachers of the gifted to interact with regular classroom teachers to advance the talents of their students
- 6) We are building capacity at the building level to increase the sustainability of our identification model by training building administrators to run Planning and Placement Team identification meetings.
- 7) One recommendation from the Fagan/Fischetti report was to develop a specialized mathematics program for grade 3-5 gifted students. However, we are currently in the first year of implementation of the Singapore Math program for grades K-2. We are also implementing the model drawing approach to problem solving in grades 3-5. In addition, Singapore Math has the capacity to differentiate for gifted students in mathematics through alternate resources, methods of teaching, and problem solving. Therefore, it would be shortsighted to develop a new program at this time that might not be in alignment with Singapore Math.
- 8) Finally, we will examine our Gifted Program in light of our *Westport Education 2025: Meeting the Global Challenge* initiative and the infusion of 21st century skills into our regular education curriculum.


It is our intent to provide a report to the Board of Education on December 5, 2011 that incorporates the recommendations emanating from the work of our Workshop Curriculum Committee, including those that may have budgetary implications for the 2012-13 school year.

Thank you for the opportunity to share our work..

WESTPORT PUBLIC SCHOOLS

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Superintendent of Schools

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To: Members of the Board of Education
From: Elliott Landon 
Subject: School System Goals/July 1, 2011-June 30, 2012
Date: September 12, 2011

Using our 2010-11 school system goals as a guide, the following school system "Priorities" have been deleted:

- I.1. Identify and explore alternatives to Arena Scheduling for students at Staples High School that are more efficient and no less personalized than the current model and implement any agreed upon changes.
- II.1. Insure compliance with recently enacted Public Act 09-81 requiring school districts to implement an "environmentally preferable" program for the cleaning and maintenance of school buildings.
- IV. Develop a contemporary mission statement and strategic plan for the school system that reflects continuous input from the Board of Education during its development and again prior to Board approval.

Items I.1. and II.1. have been moved to the "Completed Goals and Objectives" document. Item IV. has been moved to the document entitled, "Continuing Goals," without the reference to the mission statement, which has been completed.

Among our 2010-11 "Action Plans," to be found under each of our goals, the following have been deleted or modified for 2011-12:

- I.1. Arena scheduling (deleted)
- I.2. All "globally competitive" action plans, as written (modified)
- I.3. Gifted action plan (modified)
- IV.1. Mission statement (deleted)

Pursuant to our discussions concerning the above-referenced matter at our meeting of August 15, 2011, I have prepared for your review and discussion a number of objectives and action plans to guide our actions during the 2011-12 school year, as follows:

I. STUDENT ACHIEVEMENT: GOAL: Continuous Improvement in Curriculum, Instruction and Assessment

Objective 1. Implement a plan of action that ensures that all students are equipped with globally competitive learning skills.

Action Plans

- Review the Social Studies Curriculum, 6-8, and design backwards, where appropriate, to reflect and complement the new 9th grade Global Themes course.
- Evaluate the Singapore Math Program, K-grade 2, as a precursor to recommending next steps for implementation in grades 3-5.
- Continue the re-alignment of all science courses with the Connecticut State Frameworks, with a special emphasis on science inquiry, K-grade 8.
- Continue to explore Science Research Opportunities in grades 6-8.
- Explore expansion of the efforts in differentiated writing challenges in English at all middle school grade levels.
- Implement and evaluate the success of Foundations in grades 3-5.
- Evaluate the K-5 Social Studies curriculum in terms of the Connecticut State Frameworks, proposed modifications to the 6-8 Social Studies curriculum, and the implementation of the 9th Grade Global Themes course.
- Continue to evaluate the World Language program, grades 7-12.

- Explore modifications to the English and science programs at the middle school level to develop initiatives to provide greater challenges to students who may demonstrate extraordinary talents in these areas of study.

- Report bi-monthly to the Board of Education on the progress being made with Westport Education 2025: Meeting the Global Challenge, including recommendations for modifying curriculum, programs and assessments consistent with the goals of the project.

Objective 2. Evaluate the effectiveness of the elementary and middle school programs for gifted students.

Action Plans

- Prepare an interim report as follow-up to the May 2011 recommendations concerning improvements to the Program for the Gifted (August 29, 2011)
- Workshop Curriculum Committee to meet from September-November to develop recommendations to improve and enhance the Program for the Gifted
- Building administrators to be trained in the processes of identifying gifted students.

- Professional development activities for teachers of the gifted and regular classroom I teachers to be prepared to enhance their skills in working with children identified as gifted
- Singapore Math Curriculum to be examined for its impact on the grades 3-5 Program for the Gifted
- The Program for the Gifted to be reviewed in the context of the goals of the *Westport Education 2025* initiative.
- Present a final report to the Board of Education, with budgetary recommendations if necessary, to enhance and improve the existing Program for the Gifted (December 5, 2011)

II. FACILITIES: GOAL: Provide appropriate space for all students and administrators and support services in safe, secure buildings that are maintained in exemplary fashion

Objective 1. Develop a plan for the creation and design of prioritized capital projects that anticipates a five year need.

Action Plans

- Designate a specific budgetary workshop with the Board of Education in January of each year to discuss capital projects and strategies for implementation, including establishing and re-establishing priorities, methods of presentation, and positioning of the projects.

III. FISCAL MANAGEMENT: GOAL: Manage the schools in an efficient and cost effective manner, while maintaining and improving the quality of educational programs

Objective 2. Assess, both anecdotally and with data points, the cumulative effect of budget modifications that may have impacted instructional programs.

Action Plans

- Provide Board of Education with interim reports, as needed.
- Re-evaluate the impact of reductions in transportation costs upon bus scheduling at the elementary level as it relates to school start times and develop recommendations to the Board of Education for modifications, if necessary, no later than December 2011.

Objective 3. Generate cost efficiencies through collaborative efforts with the Town of Westport, where possible.

Action Plans

- Continue to work collaboratively with agents of the Town of Westport to locate areas of potential consolidation of services that will result in greater efficiencies and cost savings for the taxpaying residents of the Town of Westport.

IV. BOARD OF EDUCATION EFFECTIVENESS: GOAL: Maintain appropriate Board policies aligned with educational goals and sound educational practices.

Objective 1. Develop a visionary strategic plan that will enable all students to meet the challenges of the 21st century.

Action Plans

- Incorporate the vision of the Board into all PDEP goals by aligning PDEP goals with the incorporation of 21st century skills into instructional practice
- Review existing curriculum to ensure the incorporation of 21st century skills for all students
- Structure the professional development program for teachers and administrators so that it encompasses the incorporation of 21st century skills into classroom practice
- Ensure that professional development programs for administrators related to supervision and evaluation reflect an emphasis on the incorporation of 21st century skills for students into classroom practice.

Objective 2. Ensure that Board of Education goals and related action plans are producing desired effects.

Action Plans

- Provide opportunities for the Board of Education to engage in self-evaluation
- Develop schedules of formal visitations by Board of Education members to each of the school system's schools.
- Establish an orientation program for all newly-elected members of the Board of Education

V. HUMAN RESOURCES: GOAL: Staff the school system with highest quality teachers, administrators and staff.

Objective 1. Maintain the highest quality of staff in all employment categories.

Action Plans

- Evaluate the PDEP process to determine that the evaluative procedures, performance indicators, and standards and procedures for setting teacher goals are producing the desired results of the retention of the highest quality staff and ensuring that all students are equipped with globally competitive learning skills.

APPROVED
BOARD OF EDUCATION GOALS
OCTOBER 25, 2010

SCHOOL SYSTEM PRIORITIES: July 1, 2010-June 30, 2011

GOAL I. Continuous Improvement in Curriculum, Instruction and Assessment

I.1. Identify and explore alternatives to Arena Scheduling for students at Staples High School that are more efficient and no less personalized than the current model and implement any agreed upon changes.

I.2. Evaluate, develop and implement instructional and related programs and strategies to ensure all students, K-12, are equipped with globally competitive academic, personal and civic skills.

I.3. Review the potential for modifying the gifted program at the elementary and middle school levels to provide for greater challenges for gifted and talented students.

I.4. Assess the ongoing impact, if any, of structural changes resulting from 2009-10 budget reductions.

GOAL II. Provide appropriate, safe, secure and well-maintained space for students and staff

II.1. Insure compliance with recently enacted Public Act 09-81 requiring school districts to implement an “environmentally preferable” program for the cleaning and maintenance of school buildings.

II.2. Monitor the design and safe installation of the King’s Highway ventilation and air conditioning project.

GOAL III. Provide quality education programs more efficiently and cost effectively

III.1. Seek long-term and permanent restructuring of instructional and support services to maintain permanent budgetary savings, but within the framework of maintaining and improving the quality of such services.

III.2. Develop a transparent 2011-12 education budget that meets the educational needs of students, but reflects fiscal realities, including but not limited to, the extra financial burden imposed upon the school system by the significant increase in enrollment encountered in the 2010-11 school year.

III.3. Seek bus parking alternatives to generate cost savings.

GOAL IV. Develop a contemporary mission statement and strategic plan for the school system that reflects continuous input from the Board of Education during its development and again prior to Board approval.

SCHOOL SYSTEM OBJECTIVES AND ACTION PLANS: July 1, 2010 - June 30, 2011

October 2010

MISSION STATEMENT: Our mission is to help students acquire the attributes necessary for them to be successful in the complex, technological, information-based and rapidly changing 21st century world.

I. STUDENT ACHIEVEMENT: GOAL: Continuous Improvement in Curriculum, Instruction and Assessment		ANTICIPATED DATE OF COMPLETION
OBJECTIVES	ACTION PLANS	
1 Act upon the recommendations of the Tri-State Guidance Consultancy Report of June 2009	<ul style="list-style-type: none"> • Explore alternatives to Arena Scheduling for students at Staples High School that are more efficient and no less personalized than the current model. 	11/1/2010
2 Implement a plan of action that ensures that all students are equipped with globally competitive learning skills.	<ul style="list-style-type: none"> • Explore the following: <ol style="list-style-type: none"> 1. Singapore Math, Grades K-1 2. Word Study Programs, Grades 3-5 3. Long-term collaborative projects in math, K-5 4. Interdisciplinary Real World, Problem-Based Instruction, Grades 6-8 5. Science Research Opportunities, Grades 6-8 6. Electives as "Challenge" Opportunities in Academic Subjects for all Middle School Students 7. Alternative Opportunities for Academically Gifted Students • Re-examine the programs in language arts, social studies and science at the middle school level to ensure that every student within the range of diverse learners is provided a rigorous program to maximize his/her potential for success at Staples High School and beyond. • Review the elementary school mathematics programs to determine whether alternatives/supplements are available to bolster the conceptual and problem-solving mathematics skills of students in grades K-5. 	11/1/2010-4/30/2011
3 Evaluate the effectiveness of the elementary and middle school programs for gifted students	<ul style="list-style-type: none"> • (1) Examine the nature of elementary and middle school gifted programs in high performing school districts in the metropolitan area, including a review of "best practices," said study to be used to prepare recommendations for improvements and enhancements to this program; (2) Implement changes to the program. 	12/1/2010 12/1/2010

II. FACILITIES: GOAL: Provide appropriate space for all students and administrative and support services in safe, secure buildings that are maintained in exemplary fashion		
OBJECTIVES	ACTION PLANS	ANTICIPATED DATE OF COMPLETION
<p>1 Maintain environmentally appropriate and cost effective "green environmental" and "green energy" initiatives district-wide and implement optimal indoor environmental programs to ensure the health and safety of all students attending Westport schools.</p>	<ul style="list-style-type: none"> Seek funding from the Board of Finance and the RTM for Board of Education-approved and prioritized capital projects in all schools as they may relate to indoor air quality issues and the maintenance of optimal interior environmental standards. 	<ul style="list-style-type: none"> 10/1/2010

III. FISCAL MANAGEMENT: GOAL: Manage the schools in an efficient and cost effective manner, while maintaining and improving the quality of educational programs.		
OBJECTIVES	ACTION PLANS	ANTICIPATED DATE OF COMPLETION
<p>1 Seek long-term and permanent restructuring of all services and functions, wherever possible, including but not limited to instructional and support services to maintain permanent budgetary savings, but within the framework of delivering the same or improved quality of services more efficiently.</p>	<ul style="list-style-type: none"> Review and make recommendations, where appropriate, for long-term restructuring to establish permanent budgetary savings without diminishing services or adversely impacting programs. 	<ul style="list-style-type: none"> 12/1/2010
<p>2 Assess, both anecdotally and with data points, the impact of structural changes resulting from 2009 budget reductions including, but not limited to, (1) the elimination of 9-12 Department Chairs; (2) reduction of buses; (3) elimination of paraprofessionals at Grade 4 and library-media centers; and, (4) reductions to maintenance projects.</p>	<ul style="list-style-type: none"> (1) Review with administrators and the 6-12 Department Chairs on a regular scheduled basis their ability to effectively supervise and evaluate staff; meet with subject area personnel for curricular and instructional purposes, provide leadership in the areas of curriculum, instruction and assessment, and ensure a continuum of instruction in grades 6-12; (2) review with administrators, teachers and parents the impact of other 2009-11 budget reductions; and, (3) provide Board of Education with bi-monthly interim reports. 	<ul style="list-style-type: none"> 11/1/2010, 1/1/2011, 3/1/2011, 6/1/2011
<p>3 Generate cost efficiencies through collaborative efforts with the Town of Westport, where possible.</p>	<ul style="list-style-type: none"> Review formal Administration reports concerning mutual cost savings in excess of \$10,000 that may be generated through collaborative efforts with the Town of Westport. 	<ul style="list-style-type: none"> 1/31/2011, 6/15/2011

IV. BOARD OF EDUCATION EFFECTIVENESS: GOAL: Maintain appropriate Board policies aligned with educational goals and sound educational practices.		
OBJECTIVES	ACTION PLANS	ANTICIPATED DATE OF COMPLETION
1 Develop an appropriate Mission Statement for the Westport Public Schools for the next decade and a visionary strategic plan for meeting the needs of all students in schools of the future.	<ul style="list-style-type: none"> Create a Mission Statement and a visionary strategic plan for meeting the needs of all students in all schools for the next ten years. 	5/1/2011
2 Ensure that Board of Education goals and related action plans are producing desired effects.	<ul style="list-style-type: none"> Align Board of Education goals and related action plans to the BOE/Superintendent's jointly-developed Superintendent's performance objectives. 	5/1/2011

V. HUMAN RESOURCES: GOAL: Staff the school system with highest quality teachers, administrators and staff.		
OBJECTIVES	ACTION PLANS	ANTICIPATED DATE OF COMPLETION
1 Maintain the highest quality of staff in all employment categories.	<ul style="list-style-type: none"> Evaluate the PDEP process to determine if the evaluative procedures contained therein are producing the desired results of retention of staff members who meet the highest standards of excellence. Expand recruitment and selection efforts with colleges and universities, employment job fairs, and other sources of employee availability. Perform exit interviews with all departing employees to improve and enhance the working environment to attract and retain the highest quality employee. 	<ul style="list-style-type: none"> 7/1/2011 10/1/2010 10/1/2010

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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To: Members of the Board of Education

From: Elliott Landon

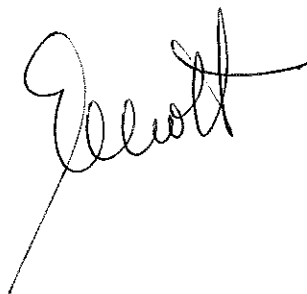
Subject: Impact of Hurricane Irene on 2011-12 School Calendar

Date: September 12, 2011

As a result of Hurricane Irene, we were required to use two (2) of our three (3) "snow emergency days." This action leaves us with only one (1) such emergency day for the remainder of the 2011-12 school year.

In the past, where we have exceeded our allotment of emergency days, we have either abandoned one of our professional development days occurring later in the school year; shortened the school year for our students by a single day; or, extended the school year by a single day. At this time of year, each of those options remains viable.

It is my recommendation that the Board take no action at this time to expand the number of emergency days. Should we need to do so during the winter months, we will continue to have the three options to choose from, as described above.

A handwritten signature in cursive script, appearing to read "Elliott", with a long horizontal line extending to the left from the bottom of the signature.