

Vision

Ledyard is a diverse and empowering community that inspires in each child a continuous love of learning, self-confidence, and commitment to excellence. The community supports each child to achieve at the highest levels and to innovate in a world of change. Our children thrive and make a lasting contribution to the community. Citizens trust, invest in, and benefit from the Ledyard Public Schools.

Our Beliefs

Relationships: We understand that education is rooted in relationships and personal connections. Each person learning and working in our schools deserves an environment of respect, dignity, and kindness. We celebrate diversity of thought, collaboration, and inclusion.

Leadership: We strive for excellence and cultivate leadership at all levels and seek the knowledge and resources necessary to create conditions for the children and staff in our system to thrive.

Collaboration: We value high quality professional learning and educator collaboration to improve student achievement. We recognize that children are best served when adults are active participants in a professional learning community across the district, openly sharing information, knowledge, and best practices.

Credibility: We build and maintain trust within the schools and community. Our decisions are informed by the needs of our students and multiple sources of data. We hold our work to the highest standard and are transparent, proactive, and accountable for our actions.

Achievement: We believe in the unlimited potential of each student. We provide rigorous and relevant learning endeavours that challenge students to reach high levels of performance.

Innovation: We foster a culture where growth and change are celebrated. We encourage creative, forward-thinking solutions and risk-taking from students and staff. We honor and develop our students' interests and passions, empowering students to ask questions and seek answers.

Enrichment: We believe enrichment experiences are critical to students' overall development.

“Believing in the unlimited potential of every student”

District Theories of Action & Priorities

- I. If we develop strong connections and positive relationships rooted in respect, dignity and kindness and are supportive of student academic and social-emotional needs, then students will be ready to learn, leading to improved student achievement.**

Priorities

1. Continue developing positive school climates and cultures
2. Provide appropriate levels of intervention to meet student needs
3. Develop student social and emotional health and supportive interpersonal relationships

- II. If we foster leadership and provide high quality professional learning opportunities that focus on instructional improvement and student learning outcomes, then pedagogy will be enhanced, leading to improved student achievement.**

Priorities

1. Establish opportunities for shared leadership at the school and district level
2. Develop and implement a logical, supportive and effective teacher evaluation process
3. Establish Professional Learning Communities (PLC) to expand opportunities to share expertise and exemplary practice
4. Align professional learning with district priorities

- III. If we provide comprehensive literacy and numeracy programs in the primary grades, and students have the necessary preparation to learn at high levels in all content areas, then student achievement will improve.**

Priorities

1. All students will demonstrate mastery of the grade level ELA and math standards
2. Students will be provided with literacy and numeracy interventions and enrichment
3. All students will read on or above level by the end of grade three (3)

IV. If we provide a comprehensive academic and enrichment program that embeds opportunities to develop 21st Century Skills and gives students the knowledge, skills, and strategies necessary for success in academics, careers, and life, then student engagement and achievement will improve.

Priorities

1. Revise and update K-12 curriculum to reflect 21st Century Skills and to incorporate revised state and national standards for learning
2. Revise, update, and expand applied learning experiences
3. Maintain award winning K-12 Art and Music experiences
4. Maintain competitive athletic and diverse extracurricular opportunities for middle and high school students
5. Expand extracurricular opportunities for elementary students

V. If we provide student-centered learning opportunities that encourage voice, inquiry, creativity, and innovation, then student engagement and achievement will improve.

Priorities

1. Establish and utilize a common philosophy of personalized learning and associated instructional practice
2. Support teachers' common understanding and use of practices and pedagogy that support inquiry-based instruction in Ledyard
3. Continue to expand and develop 1 to 1 program and associated instructional practice

VI. If we implement practices and protocols to effectively use data to enhance decision making, then operational practices and student achievement will improve.

Priorities

1. Establish and implement a common district SRBI Process
2. Establish district and school based data protocols that inform organizational and instructional decisions
3. Review and evaluate current and potential assessments for impact on teaching and learning

VII. If we make credible and innovative operational and organizational changes, then district effectiveness and efficiency will improve.

Priorities

1. Evaluate and establish appropriate specialized in-district special education programming that serves students in their community and offers improved learning and social-emotional opportunities
2. Plan and prepare for the successful reorganization of K-8 programming and school renovations
3. Improve organizational work flow through the use of technology and job assignments
4. Improve school scheduling to maximize learning time blocks and provide the most efficient staffing allocation to meet instructional needs

VIII. If we collaboratively develop and manage a budget aligned with our strategic plan, and engage and communicate effectively with all stakeholders, then resources will be allocated in a way that best supports the needs of our students and the goals of our community.

Priorities

1. Develop and annually update 3-year plans for budgeting purposes in the areas of capital needs, staffing/human resources, curriculum development/textbooks, and technology procurement
2. Provide clear and concise communication during the annual budget process