



**ACTION PLANS
THROUGH 2010**

August 28, 2006

MISSION

It is the mission of the Guilford Public Schools to *foster excellence in a respectful and challenging academic environment* that leads to a lifelong passion for learning and the realization of each individual's highest potential for success in life.

Recognizing that contemporary public education faces a dynamic and changing set of challenges and opportunities, Guilford Public Schools Board of Education (BOE) embarked on a strategic planning process in the fall of 2004. Guilford Public Schools recognized the need to have a district wide plan that could be customized and implemented at the school building level.

The Board of Education decided to implement a planning process that was inclusive of members of the community, parents, students, school faculty and staff, and administration. More than 25 community and school based focus groups were held. Attendance at the focus groups ranged from three participants to 60 participants. Over 1500 specific comments were collected. People also had the opportunity to participate via email. All of the focus groups were facilitated by LEARN (the regional education service center contracted to assist with the process) and all groups discussed the following: If you could have anything you wanted with the Guilford Public Schools, what would you have?

This question was designed to have participants be creative, focus on solutions and ideas, and begin the creation of an envisioned future rather than trying to predict a future. Furthermore, the question was designed to minimize individual agendas and have the focus be on the positives. The focus groups produced specific comments as the basis for the development of a new mission statement, goals, strategies and action items.

Along with the focus groups, the BOE recruited community members, parents, and school staff for both a steering committee and action teams. Two BOE members served on the steering committee.

The steering committee reviewed all the specific comments and used them as the foundation of their work. All of the resulting elements of the strategic plan can be referenced back to the specific comments from the communities' focus groups. It is important to note that the steering committee, with the guidance of a facilitator, continually tested their work by asking if their work was reflective of the focus group responses.

Four areas of focus emerged from the specifications:

- **LEARNING AND TEACHING**
- **CULTURE**
- **RESOURCES**
- **FACILITIES** (not included in this document) Since the BOE had a working Long-Range Facilities Task Force, the steering committee passed all specifications related to facilities on to the Task Force. The Task Force presented their work to the BOE in the spring of 2005. (This document is available at the central office of the Guilford Public Schools.)

All specific comments that were related to contractual negotiation issues were passed directly to the BOE.

This foundation and the areas of focus were the framework for the elements of the plan:

- **MISSION STATEMENT**
- **GUIDING STATEMENTS**
- **GUIDING PARAMETERS**
- **GOALS**
- **STRATEGIES**
- **OBJECTIVES**
- **ACTION PLANS**

The three action teams, *Learning and Teaching*, *Culture*, and *Resources*, organized around the areas of focus and the goals developed by the steering committee, spent an intense five weeks completing research and writing action plans to support the realization of the goals. Since the three action teams worked simultaneously, the steering committee spent time reviewing and editing the plans in order to eliminate unnecessary duplication, and to assure that the work of the focus groups was honored. The intention of the resultant document is that it be dynamic and reviewed continuously by the BOE and district personnel.

Both the steering committee and the action teams worked in the best interest of the school district and the children of the district. They spent many hours reviewing, discussing, listening, researching, learning and deciding all in the name of having a premier school district. They are to be commended for their support of the district, interest in children, and commitment to educating all children.

This plan identifies priorities, has a staff development component, and continuously monitors performance. The plan also has direct connections between the district level components and building level action. It is important to note that the Steering Committee intentionally has deferred to the BOE and Administration in making individual plan assignments, as they believe the authority to make demands on staff and community lies within this organizational structure. Furthermore, measuring performance in each of the three key relevant areas and clearly communicating that performance back to all constituencies is integral to the plan. Constituencies can depend on an annual report regarding progress toward the mission statement.

This planning process began in November of 2004 and the resulting plan was brought forth to the Board of Education in September of 2005 with many of the action items starting in September of 2005.

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GUIDING STATEMENTS

We believe that education is a shared responsibility among parents, students, staff, and community.

We believe decisions should be based on what is best for children.

We believe that to improve our schools continuously, we must measure our performance against all of our goals.

We will create, identify, adapt, and retain best practices in education, along with the support structure necessary to ensure their success.

We will set the highest expectations for our students and help all of them attain their highest potential.

We believe that schools must provide authentic real-world learning opportunities, with clear purpose.

We believe that a safe learning and teaching environment that fosters trust is essential to authentic education.

We believe in a culture that celebrates and embraces diversity.

We believe that responsibility for learning is an honor. Students, parents, teachers and the community all share that responsibility.

We believe that all people have the right to be treated with respect.

GUIDING PARAMETERS

We will make decisions that are supported by data, research, and/or a review of literature.

We will adopt goals that are measurable (quantitatively and qualitatively).

We will provide effective communication around all decisions.

We will implement programs only after developing a process to foster the involvement of students, families, staff, and community.

We will not tolerate any action or circumstance that degrades any person.

AREAS OF FOCUS

LEARNING AND TEACHING

CULTURE

RESOURCES

LEARNING AND TEACHING

Students at all levels will demonstrate significant progress toward achieving their full potential in academics, citizenship, physical and emotional well-being, and the arts.

EVALUATION: Curricular assessments will be reviewed by district wide coordinators, principals, and curriculum council; semi-annual curriculum updates will be presented to the BOE and posted on the district web-site; 100% staff will meet NCLB definition for highly qualified teachers; 20% annual reduction in the achievement gap between subgroups and all students; evidence of growth between fall and spring benchmark assessments; increase of trained mentors in each building; data reports from observations revealing progress toward goals.

We will continuously assess curriculum and programs, revising as needed to reflect best practices and standards by:

- Creating an instructional council.
- Exploring, prioritizing, implementing, and monitoring new programs such as World Languages in the elementary schools.
- Evaluating options to maintain appropriate and equitable class sizes.

We will implement the most effective instructional structures, practices and assessments by:

- Basing instructional practices on reliable academic research.
- Having an accurate assessment of student progress based on skill and knowledge objectives communicated to parents and students quarterly in a clear, diagnostic, and prescriptive format.

We will craft and provide learning experiences that address students' individual strengths and needs and are delivered in the appropriate modality by:

- Ensuring that learning experiences are appropriately challenging and supportive for all students.
- Providing an appropriate learning environment for students in which they are not afraid to ask questions, make mistakes, and become contributing members of the school community.

We will encourage internally motivated learners by:

- Providing an environment where independent and creative thinking is valued and promoted.

We will align professional development with the instructional needs of students and provide on-going support to assure that staff has the skills to improve student learning by:

- Ensuring responsiveness to student and staff learning needs.
- Offering professional development opportunities for all current and newly approved curricula, programs, and instructional strategies.

We will recruit and retain the best teachers and staff by:

- Having a recruitment plan.
- Having a rigorous effective evaluation of non-tenured and tenured teachers.

CULTURE

The culture of the Guilford Public Schools will encourage excitement for learning and personal growth in a trusting partnership among students, staff, parents, and the community.

EVALUATION: Perception data (in conjunction with NEASC accreditation) as evidenced in surveys; reduction in teacher attrition; reduction in student suspension and drop-out percentages; increase in attendance rates; participation rates in school arts programs, enrichment activities, and physical fitness activities.

We will work in partnership with parents and the community to educate all of our children by:

- Expanding activities, programs, and projects that involve community members who work with students and extend students' learning experiences to out-of-school locations.
- Investigating additional resources for the continued funding of educational programs and acquisition of new funds to support increased student-community involvement in the educational activities at each school.

Recognizing that school is so central to students' lives, we will promote a sense of belonging for all students by:

- Implementing programs that will promote students' sense of belonging.
- Having students experience membership, citizenship, and active participation in the school community.

We will expand a sense of trust between school and community through proactive communication and respectful dialogue:

- Having an informed community where trust exists between all levels of the Guilford Public Schools, parents, and students and the community at large.

RESOURCES

We will provide and effectively use resources to support instruction to increase the achievement of all students.

EVALUATION: Increase in student achievement as evidenced by benchmark assessments including but not limited to CMT and CAPT.

We will use resources to support the highest levels of achievement for every student by:

- Assessing the hardware, software, and usage of current Guilford Public School technology and recommending upgrades and implementation changes for the future.

We will provide instructional materials needed to optimize learning opportunities and achievement for all students by:

- Achieving a funding level that provides necessary instructional materials.
- Creating and implementing a five-year plan for purchasing consistent with recommendations of curriculum council, instructional materials that are consistent with teacher needs, and are replaced in a timely fashion.

We will research and evaluate scheduling and time management to assure the highest level of student achievement by:

- Providing an effective daily schedule for all students.
- Researching student achievement and the school climate benefits of block scheduling.
- Creating supportive transitions for students going from school to school and grade to grade.

We will have the tools and training to communicate clearly and frequently with students, parents, and the community by:

- Providing the necessary technical training to staff who maintain websites.
- Enhancing the district's website and phone capabilities to facilitate more consistent and on-going communication among teachers, parents, students, and the community.
- Encouraging parental feedback regarding their child's educational process.

ACTION PLANS

LEARNING AND TECHNOLOGY

CULTURE

RESOURCES

LEARNING AND TEACHING

GOAL: All students will demonstrate significant progress toward achieving their full potential in academics, citizenship, physical and emotional well-being, and the arts.

STRATEGY: We will continuously assess curriculum and programs, revising as needed to reflect best practices and standards.

OBJECTIVES:

- Measure the effectiveness of curricular and program initiatives.
- Explore, prioritize, implement and monitor new programs that will support the mission and goals of the GPS.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Establish a district instructional council to advise curricular and related programmatic issues.	Assistant Superintendent	9/06 and twice yearly thereafter	Meeting minutes	None
Review BOE curriculum policy and regulations including timelines for curriculum review to be in line with district needs and state department of education goals and practices for the collection of data.	Instructional Council	10/06	Recommendation to BOE Policy Subcommittee	None
Establish a process for input and feedback on curriculum and program initiatives.	Instructional Council	10/06	Input/feedback forms	None
Investigate and make recommendations regarding new programs or initiatives that will support the district mission and goals. Implement in the form of Action Plans.	Leadership Team	2006 – ongoing	Program Proposals	Depends on program
Phase in World Language Program (Grades 1-12)	Leadership Team	2006-2009	Total Implementation; Scores on local, state and national assessments	Year 1: \$100,000 Year 2: \$100,000 Year 3: \$50,000
Evaluate each curriculum ensuring that it challenges all children at their appropriate learning levels and provides opportunity	Assistant Superintendent	Ongoing	Schedule of Curriculum Review	None

for growth				
Increase time for Art and Music at elementary schools	BOE	2007 – 2009	Staff Increase	\$220,000
Implement flexible scheduling for Library/Media Specialists	Assistant Superintendent	2007 – 2008	Class schedules	None

LEARNING AND TEACHING

GOAL: All students demonstrate significant progress toward achieving their full potential in academics, citizenship, physical and emotional well-being, and the arts.

STRATEGY: We will implement the most effective instructional practices and assessments.

STRATEGY: We will craft and provide learning experiences that address students' individual strengths and needs and are delivered appropriately.

OBJECTIVES:

- Base instructional practices on reliable academic research.
- Create accurate assessments of student progress based on skill and knowledge objectives communicated to parents and students regularly in a clear, diagnostic, and prescriptive format.
- Ensure that learning experiences are appropriately challenging and supportive for all students.
- Provide an appropriate learning environment for students in which they are not afraid to ask questions, make mistakes, and become contributing members of the school community.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Research and implement assessment system to evaluate student progress with regard to local curriculum	Leadership Team Instructional Council	6/07	Assessment system in place	Professional development time
Explore and initiate student-led conferences	Principals	2008	Conferences implemented	Training
Update instructional practices to reflect current educational research	Instructional Council	Ongoing	Classroom Observations; Feedback Forms	Professional development
Create monitoring and feedback system regarding curriculum implementation	Leadership Team	9/06 – 9/08	Documentation of implementation	Leadership Team Training
Provide meaningful reports to parents regarding student progress with regard to academic skills and knowledge (all levels)	Task Force/ Assistant Superintendent	9/07	Report system in place	Unknown

Clarify and disseminate clear expectations with regard to classroom instruction	Instructional Council	9/07	Guidelines	None
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LEARNING AND TEACHING

GOAL: All students will demonstrate significant progress toward achieving their full potential in academics, citizenship, physical and emotional well-being, and the arts.

STRATEGY: We will align professional development with the instructional needs of students and provide on-going support to assure that staff has the skills to improve student learning.

OBJECTIVES:

- Offer professional development opportunities for all current and newly approved curricula, programs, and instructional strategies.
- Ensure that learning experiences are appropriately challenging and supportive for all students.
- Ensure responsiveness to student and staff learning needs.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Ensure that each building has a committee to assess building needs and make recommendations for professional development	Principals	9/07 – ongoing Annually	Written recommendation to district PD Committee	Time
Provide professional development that will include strategies and applications to support a diverse group of learners	Assistant Superintendent	9/05 Ongoing	CEU Applications, agendas, and evaluations; PD evaluations and Annual Reports	Time
Establish school improvement teams to assist in establishing school goals	Principals	9/06 – 6/07 Ongoing	Team minutes	Time/Training
Assess instructional needs of teachers and staff based on student data analysis at the building level	School Improvement Team	9/07	Data Report	Time
Assess the implementation and impact of professional development	District PD Committee	6/07	Student Achievement Data	Time

Recommend an annual budget sufficient to implement district-wide and building level professional development for all teachers and staff	Superintendent	1/06 Annually	Budget request	\$100,000 over 4 years
Provide support to mentors in each building	BEST coordinator	9/05 Ongoing	Agenda and Minutes	BEST coordinator salary
Develop a new teacher manual	Assistant Superintendent	6/07	Manual developed	Time
Investigate instituting a training plan for substitute teachers	Assistant Superintendent	6/08	Plan developed	Increased cost of trained substitutes
Train and conduct “walk-through” observations in conjunction with evaluating progress toward goals	Leadership Team	9/06 – 9/08	Walk through implemented; documentation of implementation	Leadership Team Training

LEARNING AND TEACHING

GOAL: All students will demonstrate significant progress toward achieving their full potential in academics, citizenship, physical and emotional well-being, and the arts.

STRATEGY: We will encourage internally motivated learners.

OBJECTIVES:

- Craft and provide learning experiences that address students' individual strengths, needs and learning styles.
- Have regular common planning and teaming time in each school building.
- Provide an environment where independent and creative thinking is valued and promoted.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Determine and prioritize each school's intervention practices; review operational procedures for each school to meet student learning needs	Principals and Director of Pupil Services	9/06 – 6/ 08	Assessment results	Related programs
Gather data related to current practices i.e. to what extent are students authentically engaged in meaningful learning;	Leadership Team	9/08 – 6/09	Student survey after feedback	Survey cost
Investigate scheduling options for common planning time and additional collaboration; make proposed adjustments to the calendar as necessary	Leadership Team	Annually	Time available	Support staff Summer work, etc.

LEARNING AND TEACHING

GOAL: All students will demonstrate significant progress toward achieving their full potential in academics, citizenship, physical and emotional well-being, and the arts.

STRATEGY: We will attract and retain the best teachers and staff.

OBJECTIVES:

- Implement strategies to recruit and retain staff.
- Develop a process for supervision and evaluation that is focused on individual growth and improvement, with the emphasis always on student learning.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Project employment needs of district's workforce; make recommendations to increase diversity; effectively recruit and support highly qualified teachers	Superintendent	1/06	Minority Recruitment Plan Budget and Staffing Recommendations	Advertising
Expect teachers to reflect on implementation of best practices as part of Professional Development evaluation	PD Committee	6/07	Professional Development Evaluation and Follow-up	None
Examine staffing needs with regard to human resources oversight	Superintendent	1/07		
Create a process for sharing and demonstrating teacher learning	Leadership Team	9/08	Opportunities available	Substitutes
Create and implement uniform hiring procedures for the district	Superintendent	3/07	Document created	None
Implement a GPS formalized volunteer program including recruiting, training and oversight	Leadership Team	2009–2010	Program instituted	Volunteer coordinator
Investigate and adjust arrival and dismissal times for students in order to create the best possible learning environment	Principals Transportation Coordinator	9/06	Adjusted times	Unknown

CULTURE

GOAL: The culture of the Guilford Public Schools will encourage excitement for learning and personal growth in a trusting partnership among students, staff, parents, and the community.

STRATEGY: We will work in partnership with parents and the community to educate all of our children.

STRATEGY: Recognizing that school is so central to students' lives, we will promote a sense of belonging for all students.

OBJECTIVES:

- Implement programs that will promote students' sense of belonging.
- Have students experience membership, citizenship, and active participation in the school community.
- Expand activities, programs, and projects that involve community members who work with students and extend student-learning experiences to out-of-school locations.
- To create a K-12 Philosophy of Discipline and Behavior.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Assess community involvement in schools and determine additional needs to encourage public engagement	Principals	6/07 – ongoing	Leadership Team meeting minutes	Time, human resources
Create a system within each school to promote public engagement and feedback that involves all stakeholders	Principals	6/07		Publication costs
Expand the mentoring program within each school	Guilford Mentoring Program Coordinator	9/05	Annual Report	Program costs/secretarial
Support the creation of a Community Education Foundation		6/06-ongoing	Formation of Education Foundation	None
Research social development programs to promote a greater sense of belonging for all students	Leadership Team	2006-2007	Agreed upon model of social development	None for research

Involve staff, parents, students and community in the creation of an agreed-upon K-12 Philosophy of Discipline and Behavior and Standards for Ethical and Responsible Behavior	Superintendent District Leadership Team BOE	10/06 – 6/07	Agreed upon published document	Distribution/publication
Implement social development programs and assess effectiveness to improve school climate and culture	Principals	2007 – 2008	School climate surveys, discipline data	Training
Assess students' interests and needs with regard to co-curricular, extra-curricular, and out-of-school time activities; analyze data to determine additional programs, responsibilities and priorities	Principals	2008 – 2009	Program review	Human resources
Each building to plan social school-centered events to promote a climate of community	Principals	2009 – 2010	Schedule of events	Unknown
Establish a decision making matrix for Guilford Schools	Leadership Team	9/07	Report	None

CULTURE

GOAL: The culture of the Guilford Public Schools will encourage excitement for learning and personal growth in a trusting partnership among students, staff, parents, and the community.

STRATEGY: We will expand a sense of trust between school and community through proactive communication and respectful dialogue.

OBJECTIVE:

- Have an informed community where trust exists between all levels of the Guilford Public Schools, parents, and students and the community at large.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Assess GPS electronic communications network, along with plans for improvement.	Director of Technology	6/07	Three-year Technology Plan	Unknown
Continue refining the presentation of the budget in a user-friendly way	Superintendent/ School Business Administrator	1/06 – 1/07	Presentation	None
Publicize the district mission statement and goals; Include descriptions and timelines for major projects	Superintendent	2006 – 2007	Marketing Materials	Publication costs
Redesign Annual Report information for distribution to a wider audience	Superintendent/ Assistant Superintendent	1/07 Annually	Published report	Publication costs
Develop a Guilford Public Schools Communication Plan	Superintendent/ Communication Assistant	9/06	Published plan	Dependent on plan
Produce and distribute Guilford Public Schools newspaper	Superintendent/ Communication Assistant	6/06 – 6/07	3 issues per year	\$6,000 annually
Research and implement an agreed upon system of reporting student progress to parents	Principals/Teachers	6/08	Reports/Progress reporting in place	Printing

RESOURCES

GOAL: We will provide and effectively use resources to support instruction to increase the achievement of all students.

STRATEGY: We will use resources to support the highest levels of achievement for every student.

STRATEGY: We will provide instructional materials needed to optimize learning opportunities and achievement for all students.

OBJECTIVES:

- Achieve a funding level that provides necessary instructional materials.
- Create and implement a five-year plan for purchasing instructional materials consistent with recommendations of the curriculum council, consistent with teacher needs, and replaced in a timely fashion.
- Assess the hardware, software, and usage of current Guilford Public School technology and recommending upgrades and implementation changes for the future.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Expand the membership of the technology committee	Director of Technology	2005 – 2006	Committee Membership	None
Develop a database of existing hardware, software within the district	Director of Technology	6/06	Database reports	Time
Make recommendations for the immediate and long-term needs for technology. These recommendations will follow the technology plan requirements of No Child Left Behind, Universal Services E-Rate Program and the State of Connecticut requirements.	Technology Committee	1/07	Technology Plan Budget Appropriations	Equipment including hardware 2007 – 2008 \$50,000 - \$100,000
Work with the Community Task Force on Schools Facilities for inclusion of technology need in the long range facilities plan	Director of Technology	2006-07	CTFSF Recommendations	Part of project
Make recommendations to the	Director of Technology	1/07	Plan	\$150,000 - \$100,000

Superintendent and BOE for five years of needs including replacement and upgrades, instructional materials, textbooks and technology hardware and software				
Review the annual process for purchasing supplies; include teacher input and unmet needs	Leadership Team	10/06	Budget Materials	None
Establish annual public meetings with Board of Education and District Leadership Team to review human resource and program needs utilization	Superintendent/BOE	10/06	Minutes	None
Assess support staff needs as it relates to student achievement and present as part of budget proposal	Superintendent	1/07	FY 2007-08	Reallocation of personnel
Create 5-year staffing plan	Superintendent/Business Manager	10/06	Plan represented to BOE	Dependent on staffing needs

RESOURCES

GOAL: We will provide and effectively use resources to support instruction to increase the achievement of all students.

STRATEGY: We will research and evaluate scheduling and time management to assure the highest level of student achievement.

OBJECTIVES:

- Provide effective daily schedules for all students.
- Research and recommend alternative scheduling model at GHS to best meet the needs of all students.
- Create supportive transition programs for students going from school to school and grade to grade.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Review research regarding teen age sleep needs, changing middle and high school start times, results in districts who have changed start times; Analyze the impact on transportation if a change was needed; Create a survey to gather data from the community, parents, staff, and students; make recommendations to the BOE	Superintendent	2007-2008	Report to BOE	Unknown
Assess the impact of Alternative Scheduling Models on student achievement in similar districts; report to Superintendent	High School Principal	11/06	Presentation to community and BOE	None
Plan for the implementation of Alternative Scheduling at GHS by providing professional development, facility upgrades, and addressing staffing issues	High School Principal	2007 – 2008	Successful Implementation	Depends on schedule
Review, assess, and make adjustments to the transition programs for students going from one school to another school in the district and from high school to college	Leadership Team	6/08	Publish transition programs	Unknown
Investigate, evaluate and recommend options to address class size issue	Leadership Team	11/06	Budget recommendations	Staff implication

RESOURCES

GOAL: We will provide and effectively use resources to support instruction to increase the achievement of all students.

STRATEGY: We will have the tools and training to communicate clearly and frequently with students, parents, and the community.

OBJECTIVE:

- Provide the necessary technical training to staff who maintain websites.
- Enhance the district's website and phone capabilities to facilitate more consistent and on-going communication among teachers, parents, students, and the community.

ACTION STEPS	PERSON RESPONSIBLE	TIMELINE	INDICATOR	ANTICIPATED COSTS
Build on the GPS websites so that all teacher pages are developed to include class specific information	Principals/Department Heads	2007 – 2008	Up-to-date websites	Unknown
Work with the Community Task Force on School Facilities so that telephones with voice mail capability can be placed in all classrooms	Director of Technology	2006 – 2007	Systems in place	Project-related
Use technology to communicate with students and parents	Principals	2008 – 2009	Websites, e-mail, technology needs assessment	Unknown
Develop a schedule of program review to better assess use of district resources	BOE	1/07	Schedule developed	None

STEERING COMMITTEE MEMBERS

Ms. Kathy Chamberlain
Mrs. Diana Colcord
Mr. Michael Dalton
Mr. Gary Endean
Dr. Anne Keene
Mr. Brian Lemon
Ms. Doreen Marvin
Mrs. Charlotte Nelson
Mrs. Kathy Nolan
Mrs. Patricia Otte
Mr. Jon Rubin
Mrs. Ginger Swartz
Mrs. Barbara Truex
Mrs. Sandy Whelan

Calvin Leete – Teacher
Parent
Guilford High School – Teacher
District Staff – Director Technology
District Staff – Assistant Superintendent
Adams Middle School – Psychologist
LEARN Representative
Melissa Jones School – Principal
Board of Education
Melissa Jones School – Teacher
Parent
Baldwin Middle School – Teacher
District Staff – Superintendent
Board of Education – Chair

ACTION TEAM MEMBERS

LEARNING AND TEACHING

Ms. Meg Bogue*	Parent
Ms. Joann Corlett	Melissa Jones School – Teacher
Mr. Greg Cousins	Parent
Ms. Nicole Israel	Calvin Leete School – Teacher
Ms. Dee Jacob	Parent
Ms. Sharon Jakubson	Guilford High School – Teacher
Ms. Estelle Keches	Baldwin Middle School – Teacher
Ms. Leslie Krumholz	Parent
Ms. Claire Morduch	Parent
Ms. Catherine Walker	Adams Middle School – Principal

CULTURE

Ms. Tara Beatty	Guilford Lakes School – Teacher
Mr. Michael Biddle	Guilford Lakes School – Principal
Ms. Linda Brouard*	Parent
Ms. Lisa Faila	Parent
Ms. Amy Goldfarb	Parent
Mr. Dave Hyding	Melissa Jones School – Teacher
Mr. Gus Iacobellis	Community
Mr. Bob Loizeaux	Adams Middle School – Assistant Principal
Ms. Loretta Napoletano	Melissa Jones School – Teacher
Ms. Terry O’Hara	Parent
Ms. Laura Webster	Guilford Lakes School – Teacher

RESOURCES

Mr. Bob Banning	Parent
Ms. Jill Culler	Calvin Leete School – Teacher
Ms. Kathy Helmrich	Melissa Jones School – Library/Media
Ms. Susie Kesselring	Parent
Ms. Amy Lemon	Parent
Ms. Pat Reilly	A.W. Cox School – Teacher
Ms. Anne Snurkowski	Baldwin Middle School – Principal
Mr. Chris Tracy	Parent
Ms. Diane Vilaseca*	Parent
Mr. Ted Zuse	Parent

*Team Leader