



The Barkhamsted School

Board of Education Goals

2026 - 2029

Portrait of the Successful Barkhamsted Student

The successful Barkhamsted School student is: inspired to demonstrate intellectual curiosity, continuously growing and developing academic and artistic passions, becoming an innovator of tomorrow and leaving school empowered to SOAR to SUCCESS.

Inspiring Intellectual Curiosity & Continuous Growth
Empowering Students to **SOAR** to Success As

Informed Thinkers

Who are:

- Creative
- Curious
- Innovative

Confident Risk Takers

Who are:

- Flexible
- Empowered
- Resilient

Competent Problem Solvers

Who are:

- Resourceful
- Persistent
- Reflective

Responsible Citizens

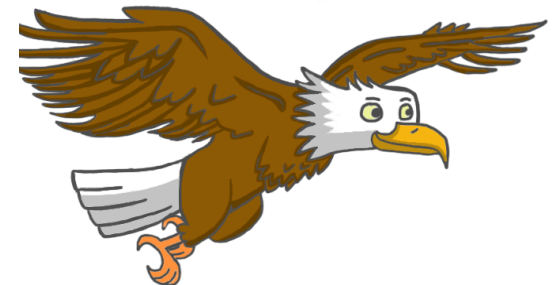
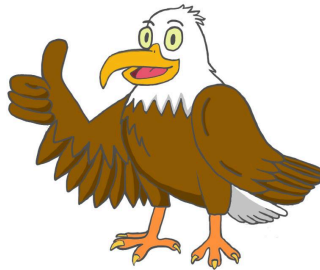
Who demonstrate:

- Integrity
- Commitment
- Empathy

Thoughtful Team Players

Who:

- Collaborate
- Communicate
- Compromise



INSPIRE ❖ EMPOWER ❖ SOAR

The mission of the Barkhamsted School District is to educate all students to be confident, thoughtful, and responsible citizens. The Barkhamsted School is a place of learning where stakeholders including teachers, staff, administrators, parents, and the local community work together to ensure that every learner acquires the knowledge and skills that are the foundation of continuous growth and intellectual curiosity.

The Barkhamsted School Board of Education Goals

2026 - 2029

I. Curriculum, Instruction, & Learning

Goal: The Barkhamsted School staff, families, and community will work collaboratively to support all students in developing the competencies outlined in the *Portrait of the Successful Barkhamsted Student* and achieving Connecticut's adopted standards, building the knowledge, skills, and dispositions necessary for continuous growth and lifelong learning.

Objectives:

1. Inspire and empower students to develop and demonstrate the competencies outlined in the *Portrait of the Successful Barkhamsted Student*.
2. Develop, implement, evaluate, and continuously refine curriculum, instruction, and assessment practices aligned with Connecticut's adopted content standards and designed to actively engage students in meaningful, innovative, and rigorous learning experiences.
3. Implement and continuously refine a developmentally appropriate multi-tiered system of academic and social-emotional supports that provides students with appropriate opportunities for specialized instruction, intervention, and enrichment.
4. Provide professional learning opportunities aligned to district priorities, student learning needs, best practices in instruction, educator needs, assessment, and current policy.

II. School Community, Climate & Culture

Goal: The Barkhamsted School staff, families, and community will work collaboratively to foster an emotionally safe, inclusive, and nurturing learning environment that promotes well-being, civic responsibility, positive relationships, and meaningful engagement in learning.

Objectives:

1. Support emotional well-being by fostering positive relationships and creating welcoming, inclusive environments that promote a sense of belonging and mutual respect.
2. Engage students in experiences that encourage the development and practice of civic, social, and personal responsibility.
3. Strengthen family and community partnerships to enhance student learning and create meaningful, relevant, and authentic learning experiences.
4. Maintain high standards of communication that promote transparency, collaboration, trust, and shared responsibility.

III. Operational Systems

Goal: The Barkhamsted School staff, families, and community will work collaboratively to maintain a safe and secure campus and effective operational systems that are responsive, adaptable, efficient, and aligned to support high-quality teaching, learning, and student success.

Objectives:

1. Maintain a safe, secure, high-quality, and well-managed campus that supports curricular and co-curricular needs.
2. Maximize student success by recruiting, supporting, developing, and retaining skilled and dedicated professional staff.
3. Provide and continuously evaluate resources, instructional materials, and technology to ensure they are high quality, accessible, and responsive to the evolving needs of students and staff.
4. Ensure the responsible, transparent, and sustainable management of financial, personnel, and operational resources to support high-quality teaching, learning, and student success.

IV. Connection & Collaboration

Goal: The Barkhamsted School staff will work collaboratively with Regional School District No. 7 and its sending school districts to promote a cohesive and aligned educational experience that supports students' academic achievement, social-emotional development, and successful transition to middle school.

Objectives:

1. Promote the development, implementation, and continuous refinement of aligned educational practices and experiences across districts.
2. Maintain ongoing communication and collaboration among cross-district staff and leadership to strengthen educational alignment and support successful student transitions.

The Barkhamsted School Board of Education Goals

2026 - 2029

I. Curriculum, Instruction, & Learning

Goal: The Barkhamsted School staff, families, and community will work collaboratively to support all students in developing the competencies outlined in the *Portrait of the Successful Barkhamsted Student* and achieving Connecticut's adopted standards, building the knowledge, skills, and dispositions necessary for continuous growth and lifelong learning.

Objective 1: Inspire and empower students to develop and demonstrate the competencies outlined in the *Portrait of the Successful Barkhamsted Student*.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Provide students with opportunities to develop and apply the competencies outlined in the <i>Portrait of the Successful Barkhamsted Student</i> , including problem-solving, collaboration, communication, and leadership, across school settings.	• Documentation of opportunities for students to develop and apply Portrait competencies across school settings. • Evidence of students demonstrating Portrait competencies through classroom learning, leadership service, and other school experiences. • Student and staff feedback related to students' development and application of Portrait competencies.		

Objective 2: Develop, implement, evaluate, and continuously refine curriculum, instruction, and assessment practices aligned with Connecticut's adopted content standards and designed to actively engage students in meaningful, innovative, and rigorous learning experiences.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Maintain, regularly review, and revise curriculum documents aligned with Connecticut's adopted standards.	• Current curriculum documents are maintained and accessible. • Curriculum units are piloted, reviewed, and revised based on implementation, student needs, and identified areas of improvement. • Grade-level and content-area meetings include opportunities to review, evaluate, and revise curriculum documents.		
Implement engaging instructional practices that promote active learning, critical thinking, and student achievement.	• Consistent implementation of grade/content-level curriculum and identified instructional practices across content areas. • Evidence of active learning, critical thinking, and student engagement through classroom observations and student work. • Student achievement and growth data demonstrate progress toward grade-level standards.		

The Barkhamsted School Board of Education Goals
2026 - 2029

Use student performance data and classroom evidence to guide instructional decisions and curriculum revisions.	- Standards-aligned assessments are implemented across grade levels and content areas, including benchmark, curriculum-embedded, and Smarter Balanced interim assessments, as appropriate. - Grade-level and content-area meetings include regular review and discussion of student performance data.		
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Objective 3: Implement and continuously refine a developmentally appropriate multi-tiered system of academic and social-emotional supports that provides students with appropriate opportunities for specialized instruction, intervention, and enrichment.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Maintain and continuously refine a district-wide multi-tiered system of academic and social-emotional intervention and enrichment supports.	- Documentation of revised district MTSS guidance, processes, and procedures. - Documentation that tiered and scaffolded academic and social-emotional intervention/enrichment supports are responsive to student needs. - Grade-level teams engage in collaborative data analysis and review of student progress and supports at regular intervals.		
Use assessment data and collaborative problem-solving processes to identify and support students requiring specialized instruction, intervention, or enrichment.	Evidence that student data is used by collaborative teams to adjust the type, intensity, or frequency of intervention and enrichment supports.		
Enhance staff expertise through targeted professional learning to develop the knowledge and skills needed to implement differentiated instruction, intervention, assessment, and progress monitoring practices.	- Staff feedback related to the effectiveness and relevance of professional learning. - Documentation of professional learning opportunities provided to staff related to instruction and assessment practices.		
In collaboration with Shared Services, maintain a high-quality special education program that supports positive outcomes for students with Individualized Education Plans.	- Student progress toward individualized goals and objectives. - Evidence that IEP services and supports are implemented as designed. - Conduct yearly review of special education program data, practices, and student outcomes to identify strengths and areas for improvement.		

The Barkhamsted School Board of Education Goals

2026 - 2029

Objective 4: Provide professional learning opportunities aligned to district priorities, student learning needs, best practices in instruction, educator needs, assessment, and current policy.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Support educators in ongoing, collaborative, and self-directed professional learning aligned with best practices and current state guidance to promote continuous growth and strengthen instructional practices.	• Documentation of professional learning opportunities aligned to the goal of increasing student achievement. • Staff participation in self-directed PLCs and EPIC projects. • Evidence of the application of professional learning to instructional practice. • Documentation of PDEC meetings, minutes, and recommendations. • Documentation of professional learning opportunities provided to staff. • Climate survey results will demonstrate increased staff satisfaction with professional learning.		
Support collaborative professional learning structures that promote reflection, instructional improvement, and innovation.	• PDEC survey results and documentation of planned professional learning opportunities.		

II. School Community, Climate & Culture

Goal: The Barkhamsted School staff, families, and community will work collaboratively to foster an emotionally safe, inclusive, and nurturing learning environment that promotes well-being, civic responsibility, positive relationships, and meaningful engagement in learning.

Objective 1: Support emotional well-being by fostering positive relationships and creating welcoming, inclusive environments that promote a sense of belonging and mutual respect.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Implement School Climate Plan and Restorative Practices.	• Student, staff, and family feedback related to school climate, belonging, and connectedness. • Consistent implementation of class charters, restorative circles, and restorative conversations.		
Develop and implement comprehensive strategies to cultivate a positive school climate. • School- and classroom-level social-emotional learning	• Student, staff, and family feedback related to school climate, belonging, and connectedness. • Documentation of classroom and school-wide SEL opportunities provided to students.		

The Barkhamsted School Board of Education Goals 2026 - 2029

(SEL) opportunities. • Staff-to-student connection building strategies. • Staff connection building strategies.	• Curriculum documentation reflecting SEL-focused lessons. • Consistent implementation of strategies designed to strengthen connections. • Documentation of connection strategies provided.		
Enhance staff expertise through targeted professional learning to develop the knowledge and skills needed to foster positive school climate.	• Staff feedback related to professional learning. • Ongoing professional learning opportunities related to well-being and positive school climate, including restorative practices, staff and student well-being, and de-escalation. • Documentation of professional learning opportunities provided to staff.		

Objective 2: Engage students in experiences that encourage the development and practice of civic, social, and personal responsibility.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Provide students with meaningful opportunities for leadership, service, and contribution to the school and broader community. <i>Examples may include: student council, flag bearers, morning announcements, Veterans Day, and service learning projects.</i>	• Documentation of leadership, service, and community contribution opportunities provided to students. • Student participation in leadership, service, and community contribution opportunities.		

Objective 3: Strengthen family and community partnerships to enhance student learning and create meaningful, relevant, and authentic learning experiences.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Provide opportunities for families and community members to engage in school programs, events, and experiences that support student learning and strengthen school-community connections.	• Family and community feedback related to engagement opportunities and school-community partnerships. • Documentation of family and community engagement opportunities provided. • Participation in family and community engagement opportunities.		

The Barkhamsted School Board of Education Goals 2026 - 2029

Objective 4: Maintain high standards of communication that promote transparency, collaboration, trust, and shared responsibility.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Use clear, consistent, timely, and accessible communication practices to keep families, staff, and community members informed.	• Stakeholder feedback regarding district communication. • Evidence of consistent communication with families, staff, and community members through appropriate channels. • Website content is reviewed and updated regularly to ensure information is current, accurate, and accessible. • Appropriate digital platforms and tools are used to support timely and effective communication with stakeholders.		
Provide opportunities for stakeholder feedback, collaboration, and shared problem-solving.	• Stakeholder feedback related to collaboration and shared problem-solving. • Evidence of ongoing opportunities for stakeholder input, collaboration, and shared decision-making.		
Maintain current Board of Education agendas, meeting minutes, policies, and related documents.	• Board of Education agendas and meeting minutes are prepared and posted in accordance with applicable requirements and Board policy. • Board of Education policies are reviewed and updated on an ongoing basis in response to legislative, regulatory, and district needs.		

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2026 - 2029

III. Operational Systems

Goal: The Barkhamsted School staff, families, and community will work collaboratively to maintain a safe and secure campus and effective operational systems that are responsive, adaptable, efficient, and aligned to support high-quality teaching, learning, and student success.

Objective 1: Maintain a safe, secure, high-quality, and well-managed campus that supports curricular and co-curricular needs.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Maintain and regularly review and revise school safety, security, and emergency preparedness procedures and infrastructure.	• Compliance with required safety inspections, drills, and regulatory requirements. • Increased surveillance camera coverage. • Verbal reports on improvements made in response to feedback from emergency management officials.		
Provide training and drills that support school safety, crisis preparedness, and student well-being.	• Compliance with all required safety training and drills.		
Develop and implement preventative maintenance plans for facilities, grounds, and equipment.	• Reduction in operational disruptions related to facilities or infrastructure.		
Prioritize facility improvements that support student learning, accessibility, safety, and operational efficiency.	• Completion of scheduled maintenance and facility improvement projects. • Maintain a 10-year capital improvement plan.		
Ensure learning spaces remain clean, functional, and adaptable to evolving instructional and programmatic needs.	• Staff feedback regarding the condition, cleanliness, and functionality of facilities. • Evidence of facility use supporting curricular and co-curricular programming.		

Objective 2: Maximize student success by recruiting, supporting, developing, and retaining skilled and dedicated professional staff.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Implement recruitment, onboarding, and support practices that promote staff success and retention.	• Recruitment and retention data for qualified staff.		
Provide meaningful onboarding, mentoring, and support opportunities for new and existing staff.	• Consistent implementation of new teacher induction program and mentors. • Ongoing implementation of supportive instructional coaching.		

The Barkhamsted School Board of Education Goals 2026 - 2029

Support ongoing professional growth through collaborative learning opportunities, coaching, and professional development aligned with district priorities.	• Documentation of PDEC meetings and activities. • Documentation of professional learning, coaching, and collaborative learning opportunities provided.		
Foster a positive and supportive workplace culture that values collaboration, communication, and staff well-being.	• Staff feedback related to school climate, support, and communication.		

Objective 3: Provide and continuously evaluate resources, instructional materials, and technology to ensure they are high quality, accessible, and responsive to the evolving needs of students and staff.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Maintain high-quality instructional materials and technology resources aligned to student and staff needs.	• Availability and accessibility of instructional materials and technology resources. • Staff and student utilization of instructional technology and digital resources. • Feedback from staff regarding the effectiveness and accessibility of resources.		
Provide reliable technology infrastructure and support systems.	• Stakeholder feedback related to the reliability and functionality of technology resources and responsiveness of technology support.		

Objective 4: Ensure the responsible, transparent, and sustainable management of financial, personnel, and operational resources to support high-quality teaching, learning, and student success.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Develop budgets and operational plans aligned with district priorities and long-term sustainability.	• Development and maintenance of balanced and sustainable budgets.		
Maintain transparent communication regarding budget and operational decision-making.	• Timely and transparent communication regarding budget and operational matters.		
Pursue grant opportunities, partnerships, and cost-effective practices that support district priorities and operational efficiency.	• Successful management of grants and external funding opportunities.		

The Barkhamsted School Board of Education Goals 2026 - 2029

IV. Connection & Collaboration

Goal: The Barkhamsted School staff will work collaboratively with Regional School District No. 7 and its sending school districts to promote a cohesive and aligned educational experience that supports students' academic achievement, social-emotional development, and successful transition to middle school.

Objective 1: Promote the development, implementation, and continuous refinement of aligned educational practices and experiences across districts.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Promote community building activities that include students from all Region 7 school districts.	Documentation of cross-district collaborative activities and student participation.		
Educate parents and the community about Region 7 school collaborations.	Highlight collaborations in school communications and on social media.		
Ensure K-6 curriculum aligns to Connecticut's adopted content standards and encourage collaboration between Region 7 districts.	- Participation in regional Unified Education Consortium Curriculum meetings. - Documentation of agendas and participation in shared professional learning opportunities.		

Objective 2: Maintain ongoing communication and collaboration among cross-district staff and leadership to strengthen educational alignment and support successful student transitions.

<u>Action Step(s)</u>	<u>Indicators</u>	<u>Timeline</u>	<u>Status</u>
Maintain regular communication among district and school leadership regarding student transition and district priorities.	Evidence of ongoing cross-district meetings, articulation activities, and collaborative planning opportunities.		
Collaborate across districts to support successful student transitions to middle school.	Documentation of regularly scheduled leadership and staff collaboration opportunities across districts.		