GDRSD Entry Plan: Geoff Bruno Ed.D.

Welcome Message:

June 24, 2024

To the GDRSD Community,

I am honored and excited to begin serving the Groton and Dunstable communities as your Superintendent of Schools for GDRSD. Over the course of this spring, I have had the good fortune to connect with some of our amazing staff and community leaders prior to my first day on the job at the end of June. It has been great to meet and start to work with such inspired educators committed to supporting all students and families across our district. Throughout the course of the summer I will continue meeting with as many folks as possible, building connections and laying the groundwork for an evolving shared vision for GDRSD. There is so much going on this summer on campus, including preparations for the grand opening of the new Florence Roche Elementary School, and we look forward to communicating all the exciting things going on across the district and are eager to welcome everyone back in the fall. Along with our communication from district and building leaders, I will be developing and sharing an entry plan, aligned with our District Improvement Plan, charting our collective path forward as a learning organization. We are focused on continuous improvement, supporting learning & a sense of belonging for all students, and strengthening connections across our community pre-K through 12.

A little about me:

I am starting my 11th year as a school Superintendent, having led two communities in southern Maine, Scarborough and Falmouth. Prior to moving to Maine in 2014, I served as K-12 Executive Director for Curriculum & Instruction in Saugus, MA, Middle School Principal (also Saugus), Assistant Principal at Hopkinton Middle School, and Head of School at Community Day Public School in Lawrence, MA. Prior to taking on district and school leadership roles, I taught middle school science and outdoor education. Outside of work, I love to run and hike, cheer on my daughters' multiple athletic pursuits, learn how to be a stage dad, try to fit in a round of golf when possible, explore the white mountains of New Hampshire, and keep up with the many pursuits of four teenagers. Any tips on this are welcomed!

I'm looking forward to meeting everyone and feel so fortunate to be a part of the GDRSD community!

Geoff Bruno Ed.D.

GDRSD Vision, Mission, & Core Values

Vision: In cooperation with all stakeholders, Groton Dunstable will establish coherence in our school district by creating learning environments that encourage curiosity and support an individualized joy of learning.

Mission: We will build a community where students are prepared to positively take action and advocate for more just schools and for their larger world. This commitment is in service of all learners reaching their highest potential socially, emotionally and academically.

Core Values:

Acceptance: Students, staff and families feel acceptance through the acknowledgement that all have different backgrounds and narratives that are welcomed and celebrated.

Belonging: Students, staff and families feel a sense of belonging because they are an important part of the community with something to add to its culture. All help to contribute to what makes school a safe and supportive place to be.

Community: Students, staff and family are all important parts of our school community and the core values of each school and the district will guide the way that we interact, communicate, and support one another.

Support: Students, staff and family will receive the support they need to access the school environment in tiers. This means that when a student,staff member or family needs more support to access the school environment, that support will be provided in developmentally, cognitively, and culturally appropriate ways.

Equity: Equity recognizes that each person has different circumstances and allocates the appropriate resources and opportunities needed to reach an equal outcome. Students, staff and families will be afforded the opportunities to have what they need to succeed.

GDRSD Core Value Words at each School Building:

Boutwell Early Child Center

- ★ Caring
- ★ Creative
- ★ Cooperative

Florence Roche Elementary School (K-4)

- ★ Respectful
- ★ Responsible
- ★ Resilient

Swallow Union Elementary School (K-4)

- ★ Growth
- ★ Respectful
- ★ Resilient
- ★ Responsible

Groton Dunstable Regional Middle School (5-8)

- ★ Ownership
- ★ Awareness
- ★ Kindness

Groton Dunstable Regional High School (9-12)

- ★ Perseverance
- ★ Balance
- ★ Integrity
- ★ Respect

GDRSD Strategic Goals for District Improvement
2024-2025 School Year

Communication & Community Relations:
The Groton-Dunstable Public Schools and its school committee will enhance its partnership with the entire communities of both towns, including town leadership, in order to sustain and support an education which provides all students with the knowledge and skills necessary to pursue technical, vocational or post-secondary education or college, career and global citizenship in the 21st century. The District and the committee will establish reciprocal communication that is varied, accessible and understandable, and that unites all citizens around the belief that high quality public education is a community's most valuable asset.The district and its school committee needs to ensure that community out-reach is in a variety of methods that will provide access for all families and community members. This part of this goal aligns with the district-wide values of acceptance, belonging, and community.

Cultivating a culture of belonging for all students:
The DEI advisory serves to inform and advise the GDRSC on how to better align its policies, goal setting, collective bargaining, and budget setting priorities to embrace Diversity, activate Inclusion, and achieve Equity across the district. As members of the community, the DEI advisory may also elevate community issues relevant to the GDRSD's scope of responsibilities. The SC is asking the DEI advisory to review, respond and advise on the below noted items working with the Superintendent and Assistant Superintendent

Harnessing the resources necessary for effective student learning and well-being:
The Groton-Dunstable Public Schools will provide its students with a cost-effective education that maximizes effective and efficient use of taxpayer dollars while communicating regarding these efforts in a public and transparent manner.

Strengthened student learning & achievement outcomes for all students:
The Groton-Dunstable Public Schools will provide, supported by a continuous cycle of improvement, an engaging, innovative, rigorous, and individualized system of teaching and learning that provides all students with the knowledge and skills necessary for college, career and global citizenship in the 21st century while integrating social, emotional, and wellness support. GDRSD will ensure that district-wide levels of support are accessible and appropriate for all students to ensure equitable outcomes.

Building a culture of continuous improvement:
It is intended that the educational environment at GDRSD will be based on best-practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials, and infrastructure required for optimum teaching and learning. A learning environment is more than just a classroom—it's a space in which students feel safe and supported in their pursuit of knowledge, as well as inspired by their surroundings. The learning environment comprises the physical space, the psychological environment and the emotional environment that supports learning.

Early Entry Plan Actions: LISTEN, LEARN, BUILD TEAM - Summer 2024:

1 on 1 sit downs - tell me your story: strengths of the GDRSD community, opportunities for growth/needs, collaboration

- Building Leaders: Principals, Assistant Principals, Team Chairs, Teacher Leaders, Athletic Director
- Central Office: District Leaders and Administrators: Curriculum & Learning, Student Services, Special Education, Operations & Finance, Technology, Human Resources, Facilities Team
- School Committee Members (7)
- GDEA Leadership and Building Representatives
- Town & Community Leaders: Town Managers, Police Chiefs, Fire Chiefs, DPW and other town department personnel
- Parent Groups and Leaders: PTO leaders in all schools, Special Education Parent Advisory Council (SEPAC)
- Members of the Select Board and State Representatives

Team Building & Getting Ready for Back to School

Leadership Institute: District and School Building Leaders

- 3 days in Early August: professional time with School Leadership Team and Chief Energy Officers
- Team Building
- Strategic planning for the school year
- Planning for staff welcome back and opening PD days
- Grand opening of new FloRo!
- Welcome back for students and families

School Committee Meetings:

- August 21 School Committee Retreat
- Roles & Responsibilities
- District Improvement Plan

TriComm Committee: Groton, Dunstable, GDRSD:

- Review of Regional Agreement and plans for a GDRSD operational audit
- Early start to facing the challenges of building the FY26 Budget

Connecting with the Community:

- Meet & Greet: New Superintendent - hosted by the School Committee: July 31, 2024
- Extended School Year Classroom Visits
- Town of Dunstable Concert Series
- Youth Programs at the Twomey Youth Center: August Day Camps, Summer Theatre Program

New FloRo Building Project:

- Weekly meetings with Gilbane and Groton Town Manager
- Building Committee Meetings (bi-weekly)
- Staff Move-in and access to new building: August 5-9
- Community tours of new building: parents and kids: Starting August 15

Document and Data Review:

- FY25 Budget Development Docs
- FY24 Budget
- Chapter 70 History
- GDRSD by the Numbers
- TriComm Working Group Presentation & Report
- GDRSD Improvement Plan 2024/2025; School Improvement Plans (SIP)
- DEI Advisory Committee: Webpage and Documents
- Collective Bargaining Agreements (Units A,C,D)
- Educator Effectiveness Rubrics and Evaluation Schedules
- School Committee Meeting Budget Hearings
- Released Minutes of Teacher Negotiation Meetings
- MCAS Data and DESE Report Card Documents
- Internal assessment data: DIBELS, IXL
- NEASC Accreditation/Visit Report
- District Curriculum, Instruction, and Assessment Documents
- Emergency Management & Safety Plans
- Teacher and Administration Evaluation Documents (Teachpoint)
- SC Meeting Minutes and Presentation Materials: SY 2023-2024

School/Classroom Visits: September 2024

- Boutwell Pre-School
- Florence Roche Elementary School
- Swallow Union Elementary School
- GDRMS Marion Stoddart Building (Grades 5 and 6)
- GDRMS North (Grades 7 and 8)

- GSRHS (Grades 9-12)

Synthesize & Analyze: October - December 2024

*Description of Process

Share: February 2025

Superintendent Evaluation
Self Assessment Based on the Standards and Indicators Listed Below:

Instructional Leadership: the educational leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

- Curriculum: ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes
- Instruction: ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- Assessment: ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.
- Evaluation: ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.
- Data-Informed Decision Making: uses multiple sources of evidence related to student learning - including state, district, and school assessment results and growth data - to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.
- Student Learning: demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.

Management and Operations: promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

- Environment: develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

- Human Resources Management and Development: implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.
- Scheduling and Management Information Systems: uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.
- Law, Ethics, and Policies: understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
- Fiscal Systems: develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district and school-level goals and available resources.

Family and Community Engagement: promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

- Engagement: actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.
- Sharing Responsibility: continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.
- Communication: engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.
- Family Concerns: addresses family and community concerns in an equitable, effective, and efficient manner.

Professional Culture: promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

- Commitment to High Standards: fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.
- Cultural Proficiency: ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.
- Communication: demonstrates strong interpersonal, written, and verbal communication skills.
- Continuous Learning: develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.
- Shared Vision: successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.
- Managing Conflict: employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

Performance Goals:

Professional Practice Goal:

By the end of June 2025 (end of year one), I will have a multi-year strategic plan for district improvement completed and in place for the School Committee to review and approve, aligned with the current District and School Improvement Plans, and collaboratively developed through implementing a publicly shared entry plan, publishing a report of entry findings, and sharing a district strategy incorporating insights and input from all stakeholders: students and families, staff, school committee, leadership team, GDEA, teachers, town leadership, and community members.

Action Plan:

- Participate actively in year one of NSIP: M.A.S.S. New Superintendents Induction Program. This includes monthly in-person and remote sessions with our superintendent cohort members and coaches, six hours of coaching time each month (via zoom and on-site), as well as observation of practice and individualized support with the assigned NSIP coach (mine is Bella Wong, a retired MA Superintendent).
- Develop, share, and implement entry plan: starting in the summer of 2024.
- Collect data necessary to complete a report of entry findings.
- Complete a report of entry findings and share with the School Committee: Fall/Winter 2024
- Complete Theory of Action and a 1-2 page District Strategy for Improvement prioritizing teaching and learning.
- Align DIP and SIPs with entry plan findings and draft a multi-year strategic plan focused on continuous improvement and strengthened measures of student learning.

Student Learning Goal:

GDRSD Students in grades 3-8 and in grade 10 will meet or exceed anticipated student learning gains in all schools and at all grade levels in Mathematics and English Language Arts. Meeting this standard requires a mean SGP in the 35-65 range for all students in a given grade level at each school.

Action Plan:

- Communicate this districtwide goal with the school leadership team and principals.
- Incorporate Superintendent's goals, as well as the DIP and SIP documents as part of the Educator Effectiveness goal setting process this fall.
- Continue to build a student data culture among staff in each building. Link and share common assessment data as well as classroom data with teacher teams.
- Monitor individual student progress in specific content areas.
- Implement a comprehensive and thoughtful testing schedule for all MCAS administrations (spring 2025).
- Track and report our results for Spring test administrations.

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Action Plan:
*see DIP

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