

**NEW FAIRFIELD SUPERINTENDENT AND BOARD OF EDUCATION
PRIORITIES AND GOALS LEADING TO
ACTION STEPS AT THE DISTRICT AND SCHOOL LEVELS**

Dr. Patricia Cosentino

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Updated 10.21.21

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PRIORITY	ACTION STEPS	SMART GOALS	PROGRESS
<p>1. The district will develop and implement a full-in person opening of school for all students. This will include CDC, DPH and CSDE guidelines.</p> <p>1a. The NFPS will collect vaccination data on staff and students to inform decision making.</p>	<ol style="list-style-type: none"> 1. To participate in weekly and monthly meetings with the CSDE and DPH to ensure we are following all COVID-19 protocols. 2. To work in conjunction with all school departments to coordinate opening including First Student, Aramark, all bargaining units, BASES program. 3. To work with attorneys to ensure all leaves were compliant with laws and executive orders. 4. To follow all Health and safety protocols based on the CDC and DPH. 5. The Supt. will work with the NFHD and the town coaches to share 	<ol style="list-style-type: none"> 1. The Superintendent and the District administrative team will work to keep all schools open believing that having all students in school is what is best for them. 2. NFPS will do everything possible to keep students and staff in school. Mitigation strategies will be followed and health and safety of all staff and students will remain paramount. 3. The Superintendent will participate in all Zoom calls with DPH on Tuesday mornings at 8 a.m., the Commissioner of Education’s monthly calls on Friday afternoons, the WCSA Supt. meetings on Thursday mornings at 9 a.m. 4. The Superintendent will communicate regularly with all stakeholders when there is a COVID case and when 	<ul style="list-style-type: none"> ● COVID dashboard is updated daily. ● Video messages were created to share COVID and vaccine related information with the NF community. ● Parents of students identified as having close contact with a COVID-19 case in the school received detailed quarantine information drafted in conjunction with DPH in a swift manner, including the ability to follow up with school nurses. ● Quarantine School was flexible responding to surges of absences after the breaks. ● Windowing occurred at the MS and HS for students who were quarantining. ● Teaching staff was very cooperative and flexible

	<p>COVID information.</p> <p>6. Vaccination data will be posted each week on the Data Dashboard.</p> <p>7. Quarantine School (Q-School) will be used each day to allow students to continue to be educated when they are quarantined. Flexible scheduling and programming will be needed to ensure that students are getting what they need when they are quarantined.</p>	<p>important information needs to be shared.</p>	<p>throughout the year.</p> <ul style="list-style-type: none"> ● Vaccination vans visited after school to give vacations and boosters to all NF residents and children.
<p>2. The district will prioritize improved student achievement in mathematics through advances in resources, curriculum, instruction, and assessment. Achievement will be evidenced through multiple measures. The district will focus on closing the achievement gap between regular and special education student (Student Achievement)</p>	<p>See Strategy Map #3</p>		<ul style="list-style-type: none"> ● Numeracy coaches continue to support a workshop model lesson framework to encourage engagement. ● A focus on consistent lesson openings and activating prior knowledge to support new learning will continue into the 2022/2023 school year. ● Elementary teachers implemented Number Corner within a separate 20 minute math numeracy time. Students are building flexible thinking skills, vocabulary, and discourse. ● Interim Assessment Blocks in grades 3- 8 have been aligned with teaching content to help assess students' understanding of key skills within major math domains as a way to build

			<p>stamina for the SBAC in the spring.</p> <ul style="list-style-type: none">● More frequent smaller assessments around taught standards were utilized as a way to inform instruction.● Grades 6-12 began to look at replacement resources that align with our vision of the graduate and our instructional model.● Middle School Special Education classes implemented Do the Math modules to support foundational math skills in fractions and basic operations, and teachers participated in a full day of coaching to support discourse within their classes.● The final of four Dyslexia presentation workshops is being conducted in May with all special education teachers, SLPs, school psychologists, and reading interventionists across the district.● The PPS Department has purchased additional standardized testing materials to better identify students with dyslexia and provided professional development to district evaluators in the use of these testing instruments.
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<p>3. The district will provide all students with high quality instruction and coherent and aligned curricula, resources, and assessments in an adaptive and flexible learning environment.</p> <p>3a. The district will plan to use ESSER funds to provide student and staff supports including new coaches and interventionists and additional SEL personnel.</p>	<p>See Strategy Map #2</p>		<ul style="list-style-type: none"> ● The district-created definition of High-Quality Instruction has become embedded in the fabric of our school community and our conversations about instruction. ● The HQI document is our evaluation tool this year, engaging teachers in rich dialogue about student, teacher, task and environment. ● Coaches led professional learning conversations around the elements of high quality instruction - environment, task, student moves, teacher moves. ● Teachers in grades 3 - 8 participated in PL on utilizing reading comprehension strategy groups. ● Coaches developed a professional learning focus to drive coaching cycles around three key actions: <ul style="list-style-type: none"> ○ Every teacher knows and understands the grade level curriculum; ○ Every teacher plans and implements instruction for active learning aligned with HQI model and grade level curriculum;
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			collaborated to build consistency of practices and meaningful data review days to capture student progress. K-8 schedules were built to allow students opportunities for intervention without missing core instruction.
4. The district will provide meaningful professional learning on moving all staff across the rigor divide and facilitate the success of the district's vision/goals, student achievement, and individual professional growth	See Strategy Map #3		<ul style="list-style-type: none"> ● At the start of the school year, all NFPS teachers participated in initial work with John Antonetti to begin the discussion around rigor and engagement. ● All administrators participated in learning walks with John Antonetti to build a shared understanding of cognitive engagement and high-quality tasks. ● Virtually all teachers participated in learning walks with John Antonetti to build a shared understanding of cognitive engagement and high-quality tasks. ● Building tasks that cross the rigor divide continues to be a focus for planning within grade level conversations.
5. The district will increase extracurricular opportunities for students in grades 6-12 and develop cooperative arrangements with outside agencies to provide some of these	1. The district has been encouraging teachers to offer new clubs and extracurricular activities. Students have also been encouraged to bring		<ul style="list-style-type: none"> ● The district has offered many extracurricular activities in after school clubs. ● The Unified Arts program is working with Workspace for the spring show.

<p>opportunities.</p>	<p>extra curricular ideas to the school administration.</p> <p>2. As of 10.18.21 we have:</p> <ul style="list-style-type: none"> ● Chess Club and MHHS and MS ● Girls Who Code at HS ● Unified Arts expansion ● Unified Sports-elem. ● E-sports at HS ● Peer Mediation at MHHS ● TV Studio and Production at MHHS ● Student Council at MHHS ● Social STRIDES program 		<ul style="list-style-type: none"> ● Math tutoring was offered on Tuesdays and Thursdays after school at the HS. ● We offered many extracurricular programs for students in the district. ● Superintendent attended the Disney music trip with the NFHS students.
<p>6. The district will conduct an off-site “Transition-Only” program based on appropriate IEP goals for students aged 18-22.</p>	<ol style="list-style-type: none"> 1. The district will implement “transition only” IEP services to students ages 18-22 in the district. 2. The district will reduce the number of annual outplacements that are necessary due to a lack of capacity within the district. 	<ol style="list-style-type: none"> 1. The STRIDES program will settle into a permanent location. 2. STRIDES students will participate in a wide variety of pre-vocational and vocational instruction and application through community-based activities. 3. STRIDES students will participate in a wide variety of preparatory and community-based activities to support post-secondary education/training skills. 4. STRIDES students will participate in a wide variety of independent living skill instruction, application, and community-based activities. 	<p>Oct 2021 update:</p> <ul style="list-style-type: none"> ● The district continues to investigate appropriate locations for STRIDES. ● STRIDES students have participated in pre/vocational activities. ● STRIDES students have participated in post-secondary ed/training activities. ● STRIDES students have participated in independent living activities. ● 100 % of students have demonstrated growth on their IEP goals. ● The STRIDES program has moved to a site in downtown Danbury (4 Liberty St),

		<p>5. STRIDES students will make meaningful progress towards their individualized Post-Secondary Outcome Goals as measured by progress on IEP goals and objectives.</p>	<p>across the street from NVCC and along a public bus line.</p> <ul style="list-style-type: none"> ● The new site includes a temporary space, including a kitchen, as well as a permanent space that requires additional renovation before STRIDES can move into its final location. The permanent location will be developed in anticipation of program growth and the ability to accept students from other LEAs. ● STRIDES students continue to engage in all transition activities and demonstrate growth; community-based sites have expanded to include several businesses at The Summit in Danbury. ● STRIDES Ribbon Cutting is scheduled for May 31st.
<p>7. The district will support the development of Social Emotional Learning (SEL) by providing all students with appropriate strategies to build self-awareness, self-regulation and self-improvement.</p> <p>7a. The district will work to ensure that equity and diversity are a focus of the district.</p>	<p>See Strategy Map #1</p>		<ul style="list-style-type: none"> ● We are implementing Responsive Classroom in all K-5 classrooms at this time. ● We have engaged and begun working with an excellent trainer on how to use Restorative Practices to build and restore classroom and school community. ● We continue to work on completing our SEL Curriculum. ● Our social workers are delivering specific SEL classroom lessons K-5 and

			<p>our middle school counselors are doing the same, through the specials' rotation.</p> <ul style="list-style-type: none">● We have branched out and now have three Equity teams: one comprised of staff, one of parents, and one of middle and high school students.● The student group is launching the high school's Adult Ally and No Place for Hate programs.● The staff group is reviewing district documents for language use, planning "equity thought moments" for faculty meetings, setting a baseline minimum response for staff when they witness "othering" speech or behavior and preparing a survey for parents to plan workshops that they are interested in.● The EAT created a "New Fairfield Public Schools Guide to Inclusive Language."● 9th and 10th graders participated in grade level assemblies followed by breakout group, student facilitated discussions around building the school community and culture.
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<p>8. The district will work with parents, families and caregivers to support student learning and will provide adult learning opportunities as an integral part of this process.</p> <p>8a. The administrative team will submit articles to the Town Tribune on helpful topics and information for parents and the community.</p> <p>8b. The district will redesign the NFPS webpage to facilitate ongoing parent communication and provide important information and resources for families.</p>	<ol style="list-style-type: none"> 1. The PPS department will provide a minimum of 3 Parent Workshops during the 2021-2022 school year. 2. The administrators and some teachers will be submitting articles to the TT on a regular basis. 	<ol style="list-style-type: none"> 1. The PPS webpage will be organized to include contact information for administrators and secretaries, and the most up-to-date special education documents as provided by the CSDE BSE. 	<p>Oct 2021 updates:</p> <ul style="list-style-type: none"> ● Parent Workshop topics and presenters have been identified. ● PPS Director and IT Director have reviewed the PPS webpage and published the new version. ● Asst. Supt. and IT Director have met and mapped out a new Teaching & Learning section of the district website. ● District website was launched in August 2021 and has provided ongoing updates to school happenings, links to newsletters, press releases, and informational pages such as budget and building projects. ● The Teaching & Learning section of the website continues to grow in available content.
<p>9.. The district will maintain safe facilities and a learning environment as we begin construction on CELA and the new high school building.</p> <p>The Supt. will work to find office space for district staff who have been displaced.</p>	<ol style="list-style-type: none"> 1. Coordinate parent and bus pick-up and drop off on both the MHHS and MS/HS campus to minimize disruption to the greatest extent possible. 2. Investigate and implement parking solutions to ensure staff have adequate parking and maximize other available student 	<ol style="list-style-type: none"> 1. Encourage ridership of school buses in order to alleviate 2. Communicate with the SROs and other officers related to parking and traffic needs to ensure safe site access. 3. Collaborate with the PBC to implement parking solutions on the HS campus. 4. Participate in weekly OAC meetings that includes review of safety protocols to separate construction activity from 	<ul style="list-style-type: none"> ● District and building admin participate in weekly OAC meetings to review construction schedules, safety protocols, and site access. ● Through ongoing collaboration and communication with the PBC and project team, CELA is scheduled to open on-time and on-budget in Fall 2022. The HS remains

	<p>parking.</p> <ol style="list-style-type: none"> 3. Reinforce safety and security protocols with construction staff 4. Collaborate with town officials to find office space for displaced staff 	<p>students and staff</p> <ol style="list-style-type: none"> 5. Relocate displaced staff within the middle school and/or annex. 	<p>on budget and on schedule.</p> <ul style="list-style-type: none"> ● Administration conducted frequent meetings with the project team to plan for Summer 2022 move of Consolidated to the MHHS campus. ● Communication has been sent to staff and family regarding various construction impacts to school activities (concrete pours, excavation, time-sensitive deliveries, etc.). ● Administration collaborated with the PBC to add temporary parking on the HS campus in order to accommodate all seniors who wanted parking while creating a temporary bus lot. ● The PPS office was relocated from its previous location in the HS to the Middle School in mid-February. ● Curriculum, buildings and grounds, and technology staff were relocated in Fall 2021. ● Special services offices have relocated to the MS basement with the technology staff and facilities staff.
<p>10. The district will present a budget for the 2022-2023 school year that continues</p>	<ol style="list-style-type: none"> 1. Manage the FY23 budget to ensure all needs are met while 	<ol style="list-style-type: none"> 1. Communicate with the Board and other town leaders about the ongoing impact of 	<ul style="list-style-type: none"> ● The Superintendent has presented a spending plan for FY23 that balances the

<p>to allow the New Fairfield School District to conduct business and use resources, including ESSER grants, in an effective and responsible manner.</p> <p>10a. The district will continue to negotiate with the paraprofessional union, as well as begin negotiations with the NFEA.</p>	<p>managing federal relief fund effectively</p> <ol style="list-style-type: none"> 2. Effectively utilize grant funding to meeting needs of the district 3. Evaluate staffing and programs to determine opportunities for efficiency 4. Present a FY23 budget that balances the needs of the district with the current economic conditions 5. Reach tentative agreements on successor agreements with various unions 	<p>COVID-19 and ESSER funding.</p> <ol style="list-style-type: none"> 2. Revise the NFPS budget calendar to provide more discourse with all stakeholders regarding the budget. 3. Present a budget that is fiscally responsible while meeting the needs of the district 4. Provide information as requested by the BOE to inform decision making about the FY23 budget 5. Negotiate mutually beneficial agreements with the custodian, paraprofessional, and teachers union in a collaborative and professional manner. 	<p>needs of the district to maintain critical services, available ESSER funds, and costs of bonding for the new schools.</p> <ul style="list-style-type: none"> ● The budget development calendar was revised to incorporate a preliminary budget workshop with the BOE in December in addition to various workshops in January/February. Budget documents were provided to the BOE ahead of the Superintendent’s budget presentation. ● Administration has provided additional information regarding the FY23 budget proposal as requested by the BOE and BOF. ● Administration developed and implemented a plan to mitigate projected deficits in the FY22 budget. ● The district successfully negotiated the paraprofessional and teacher contracts in Fall 2021. The secretary and custodian contracts were settled in Summer 2021. In the past 12 months, all outstanding union contracts were settled with positive outcomes for the district.
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<p>11. The Superintendent will work with the Board of Education to continue to grow professionally into a healthy organization that supports positive intent, professionalism, and collegiality among all participants..</p>	<ol style="list-style-type: none"> 1. Invite and encourage BOE members to attend CABA Zoom meetings on varied topics. 2. Plan meetings with the community members running for the BOE to review Board of Education roles. 3. Send Friday updates to Board members of important happenings in the school district. (weeks with no Board meetings) 4. Encourage members to assume positive intent and maintain professionalism. 	<ol style="list-style-type: none"> 1. The Superintendent will communicate with the BOE often so they are kept abreast of what is going on in the district. 2. The Superintendent will respond to BOE members emails, phone calls, etc. asap. 	<ul style="list-style-type: none"> ● The Superintendent met with the three new BOE candidates to review Roles and Responsibilities in Oct. 2021. ● The Superintendent and BOE participated in Trick or Treat Street on Oct. 22, 2021. ● The Superintendent met with the two new Board members to reviews roles and responsibilities. ● The Superintendent planned a Board retreat in Dec. 2021 to discuss budget priorities. ● The Superintendent scheduled a FOIA workshop for BOE members on 2/22/22. ● The Administrative team and the BOE will continue to meet to review the budget. ● The Superintendent and the BOE members participated in all the budget meetings with the BOF and remained committed to the school budget proposal. ● The BOE budget passed on Saturday, May 14th!!
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