

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

**Dr. Patricia Cosentino
Update 5.28.19**

PRIORITY	ACTION STEPS	SMART Goals	Progress as of May 28, 2019
<p>1. The district will improve student achievement for all students evidenced through multiple measures (Student Achievement).</p>	<ol style="list-style-type: none"> 1. Clearly define and implement Tier 1, 2, and 3 RTI (MTSS) academic structures and procedures and follow with fidelity across all buildings. 2. Implement well-articulated curriculum including success criteria and PBAs. 3. Create aligned benchmark assessments. 4. Use data to impact instruction and student achievement. 5. Establish well-designed supports and interventions to decrease gaps and increase student achievement. 	<ol style="list-style-type: none"> 1. Grades 3-8: At least 80% of 3rd-8th grade students will achieve Levels 3/4 on the 2019 ELA and 2019 Math. 2. Year-over-Year Comparison: EBRW average scores on the CT SAT School Day for the Class of 2020 will increase by 10 points as compared to scores for the Class of 2019. (This would raise our scores to match the 2018 DRG Average.) 3. Year-over-Year Comparison: Math average scores on the CT SAT School Day for the Class of 2020 will increase by 12 points as compared to scores for the Class of 2019. (This would halve the difference between our scores and the 2018 DRG Average.) 4. Cohort Growth: EBRW average scores for the Class of 2020 cohort will grow by 20 points more than expected between the PSAT administration in Grade 10 and the CT SAT School Day. (Meeting this goal is anticipated to result in meeting the Year-over-Year goal.) 5. Cohort Growth: Math average scores for the Class of 2020 cohort will grow by 20 points more than expected between the PSAT administration in Grade 10 and the CT SAT School Day. (Meeting this goal is anticipated to result in falling short of meeting the Year-over-Year 	<p>New: Accountability Index Report Card CT Link to Edsight report card</p> <p>Consolidated School:</p> <ul style="list-style-type: none"> ● Implemented two time blocks dedicated to Math and ELA supplemental instruction (intervention and enrichment) ● Defining and differentiating intervention Tiers 2 and 3 ● PLCs focused on student achievement, Tier 1 instruction, interventions, and data collection ● Math module 1-8 mastery (K=92%, Gr. 1=85%, Gr. 2=84%) <ul style="list-style-type: none"> ● Math modules 7-10 is not available yet ● Percent of students meeting reading benchmark (fall/winter) <ul style="list-style-type: none"> ● Reading: K=70/83% Gr. 1=51/79%, Gr. 2=53/90% ● Percent of students meeting benchmark (50th percentile) on Star (fall/spring)* <ul style="list-style-type: none"> ● Reading: Gr. 1=67/76%, Gr. 2=54/63% ● Math: Gr. 1=59/78%, Gr. 2= 9/80% <p>Meeting House Hill School:</p> <ul style="list-style-type: none"> ● Implemented assessment calendar for Math and

		<p>goal. We would need to have growth be more than 30 points above the expected.)</p>	<p><u>ELA</u></p> <ul style="list-style-type: none"> ● MHHS CST Team meets on Mondays and Fridays. Number of students in Tier 2 and 3 supports: Gr. 3=21, Gr. 4=10, Gr. 5=9, 14 students have been exited ● Math Module Assessment 1-8 Mastery <ul style="list-style-type: none"> ● Fall: Gr. 3=87%, Gr. 4=89%, Grade 5=87%; ● Winter: Gr. 3=84%, Gr. 4=88.28%, Gr. 5=87.75% ● Math modules 8-10 not available yet ● Reading Post Assessment-already meeting June 2019 benchmarks <ul style="list-style-type: none"> ● Fall: Gr. 3=43%, Gr. 4=34%, Gr. 5=14%, ● Winter: Gr. 3=72%, Gr 4=51%, Gr. 5=65%) ● Reading Post-Assessment students meeting current trimester benchmarks <ul style="list-style-type: none"> ● Fall: Gr. 3=87%, Gr. 4=70%, Gr. 5=69% ● Winter: Gr. 3=75.4%, Gr. 4= 83%, Gr. 5=85.54% ● Spring Data not available yet ● 3 SBAC Interims Assessments: (2 Math and 1 ELA) have been given in Grades 3, 4, 5 ● Percent of students meeting benchmark (50th percentile) on STAR (Fall only): Reading: Gr. 3=58%, Gr. 4=67%, Gr. 5=65%; Math: Gr. 3=75%, Gr. 4=75%, Gr. 5= 77% ● Spring data not available for STAR yet ● SBAC Testing occurred during the first 3 weeks of May. We provided a second proctor for each testing session. ● SBAC Training/practice sessions were conducted with Math and ELA Instructional Coaches. ● SBAC Participation Rates: Grade 3: 98.73%, Grade 4: 99.27%, Grade 5: 98.8% ● Math Problem Solving Tasks - Designed to support students with the Math Performance
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			<p>Tasks. Teachers scored in group problem solving activities.</p> <p>Middle School:</p> <ul style="list-style-type: none"> ● Utilizing data team meetings to analyze benchmark writing assessments in ELA and Social Studies in order to drive further instruction <u>Meeting dates and topics</u> ● Data meetings to analyze correlation between SBAC, STAR, and academic grades in Math ● MS CST team meet to review Tier 2 and 3 students in Math, Reading and Writing interventions: Math-16, Writing-70 total; Reading-14 additional (4 students added for spelling and vocabulary). ● Students exited in Writing-5 at midyear and 15 at end of year. ● 3 cycles completed. ● SBAC interim assessment has been administered in 6th, 7th, and 8th grade in ELA and Math: Gr. 6-Number System-83% At or Above Standard, Gr. 7-Number System-97% At or Above Standard, Gr. 8-Functions-68% At or Above Standard ● <u>SBAC Interim Assessment Presentation</u> ● Percent of students meeting benchmark (50th percentile) on Star (Fall/winter): <ul style="list-style-type: none"> ● Reading: Gr. 6=62/x%, Gr. 7= 60/x%, Gr. 8=42/52% ● Math: Gr. 6=77/x%, Gr. 7=71/x%, Gr. 8=63/66% ● STAR Testing will be complete by June 7th ● SBAC Participation rates: Grade 6: 99%, Grade 7: 97%, Grade 8: 99% <p>High School:</p> <ul style="list-style-type: none"> ● Implementing newly written ELA curriculum
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			<p>and independent reading plan</p> <ul style="list-style-type: none"> ● Utilizing common planning for freshmen ELA team to calibrate, reflect, and redesign assessments and scoring criteria ● Implementing Math Seminar (Math intervention services) and Math Lab (Math help center): <ul style="list-style-type: none"> ● 43 students were serviced in the seminar program, out of them 32 of them made significant growth on the STAR and/or their regular classwork and were exited after the intervention cycle. ● 80 students were assigned to the Math lab during their free period to receive help on their regular classwork and homework. ● The math lab was also open during the school day for students to drop in for extra help or make up assessments. ● Implementing after school Math SAT course: Four after school SAT sessions, 85 students attended. Sessions reviewed core content in Algebra 1, Algebra 2, and test strategies. ● Implemented after-school EBRW SAT course to work on SAT test strategies for every test section: nonfiction & fictional texts, position paper, Science & Social Studies passages, double passage, and how to approach the writing <ul style="list-style-type: none"> ● 65 students signed up ● Many went 2-3 times for a total of 105 students receiving instruction ● Year-over-year results were lower than target goal in both SAT Math and EBRW sections. (Class of 2019 higher than Class of 2020) ● Year-over-year results for PSAT: 10 have increased (Class of 2021 higher than Class of 2020). Year-over-year trending upward. ● Year-over-year results show an increase in PSAT 8/9 (class of 2022 higher than class of 2021). Year over year trending upward. ● Cohort growth in EBRW from PSAT 10 to SAT
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			<p>was 40 points</p> <ul style="list-style-type: none"> ● Cohort Growth in Math from PSAT 10 to SAT was 49 points ● Science teachers in grades 9-11 implemented NGSS interim assessments and practice tests to allow students an opportunity to experience the platform and receive feedback <p>Secondary Schools:</p> <ul style="list-style-type: none"> ● Creating a reading assessment task force at the MS/HS level to create common benchmark reading assessments ● Continuing curriculum writing in Social Studies to align courses to the Connecticut State Social Studies Frameworks ● Creating a team to create Mathematics performance tasks to align to curriculum
<p>2. The district will provide all students with high quality instruction based on coherent and aligned curricula, resources, and assessments.</p>	<ol style="list-style-type: none"> 1. Ensure design and implementation of a rigorous and engaging curriculum embedded with 21st Century Skills, aligned with the Common Core State Standards and the SBAC. Well-articulated curriculum will include success criteria and PBAs. 2. Develop multi-year plan for curriculum development that includes development, revision, and rewrite. 3. Implement plan for review of textbooks and other resources. 4. Ensure ongoing, targeted professional development geared towards specific high quality instruction over a 3-5 year period. 5. Focused development in 		<ul style="list-style-type: none"> ● During the past five years, curriculum development and textbook adoption have been consistent and steady <ul style="list-style-type: none"> ● Over 250 hours of secondary math and science curriculum development including revision of current curricula and creation of new curricula. ● Curriculum hours in grade 6-8 in revision of current curriculum and professional development towards revisions. ● Ten new textbooks have been adopted in major areas and curriculum developed from Pre-K to 12 (majority occurred at the elementary level, which was an appropriate level to start foundational work) ● Multi-year curriculum plan was developed (ahead of schedule) and posted on the district website here, which includes: <ul style="list-style-type: none"> ● Schedule for researching, revising, developing, and monitoring curriculum ● Definition of roles for stakeholders

	<p>STEM.</p> <p>6. Provide ongoing training with teacher on the new Teacher Evaluation Rubric and linking it to Visible Learning.</p>		<ul style="list-style-type: none"> ● Review process for textbooks with a schedule that can describe financial investments moving forward ● HS Science texts reviewed, selected, and board approved for Biology, Chemistry, and AP Environmental Science that support curriculum development and implementation of new Science progressions. ● Creation of new Pre-Algebra course at the high school with direct instruction methodology to address needs of struggling students. ● A new MS Science domain progressions was developed for implementation in the 2019-20 and following school years. ● Grade 6-8 Social Studies curriculum was brought to the curriculum subcommittee and approved by the Board of Education. ● High School Social Studies curriculum alignment and continued development over the course of the year ● 2019-20 budget includes <i>Project Lead the Way</i> for Grades K-5 to introduce a STEM pathway ● Visible Learning techniques have become a focus at all schools: learning targets, success criteria, and meaningful feedback through frequent classroom observations, and data collection <ul style="list-style-type: none"> ● Data collected linked to new teacher evaluation rubric ● Math and Science professional development was implemented through the year. <ul style="list-style-type: none"> ● Elementary Math educators attended and implemented PD by Dr. Yeap Ban Har ● Secondary Math focused on learning targets, workshop model instruction, and individualized instruction. ● Middle School Science focused on implementing NGSS practices under the
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			<p>guidance of the MS Science coach.</p> <ul style="list-style-type: none"> ● High school Math teachers attended a Big Ideas conference focused on interactive student learning. ● Math teachers from each school attended the NCTM regional conference in Hartford.
<p>3. The district will focus on closing the achievement gaps between regular and special education students.</p>	<ol style="list-style-type: none"> 1. Disaggregate data and analyze students' strengths and weaknesses. This data should be discussed at regular data team meetings and incorporated into School Improvement Plans. 2. Continue to increase communication and cultivate partnerships with families. 3. Work collaboratively with WCSA to develop more cooperative programming for students. 4. Proactive budget planning to provide for programming and out-of-district placements. 5. Continue professional learning for special education teachers to improve instructional practices. 6. Increase collaboration between regular education staff, specialists, and special education teachers. 		<ul style="list-style-type: none"> ● Individual Learning Plans have been developed districtwide, identifying students falling below benchmarks <ul style="list-style-type: none"> ● Plans included individual growth targets for each student that school teams could monitor and address. Example of <u>plan</u> ● Included special ed teachers in Math and ELA professional development ● MS data team calibration meetings to analyze strengths and weaknesses of student work as well as next steps in instruction ● Completed proactive budget planning ● Provided PD for all teams on providing appropriate accommodations/modifications while increasing student independence ● Offered PD for regular ed teachers on providing accommodations in the regular education classroom ● At the High School, worked with teachers to incorporate SAT practice during direct study ● Developed and monitored rigorous SLOs to increase student achievement ● Continued to evaluate program effectiveness and train staff in research based practices
<p>4. The district will provide meaningful professional learning to faculty and staff that targets identified areas of need and supports the</p>	<ol style="list-style-type: none"> 1. Ensure a shared vision of Assessment Capable Learners (clear learning targets, student self-assessment, success criteria, etc.) across the district. 2. Utilize revised Teacher and 		<p>Consolidated School:</p> <ul style="list-style-type: none"> ● Provided PD on conferring and providing individualized, specific, and actionable feedback ● Utilized and researched <u>The Writing Strategies Book</u> to align teaching strategies with student needs and goals

<p>achievement of the district's goals/vision, student achievement, and individual professional growth.</p>	<p>Administrator Evaluation Rubric.</p> <ol style="list-style-type: none"> 3. Explore PL from ReVISION Learning. 4. Develop a plan for a clear coaching program and teacher evaluation cycles. 5. Provide more personalized learning options for staff (menus on PL days). 6. Explore Turn-Key PL (train-the-trainer model). 7. Implement instructional rounds/learning walks. 8. Develop a New Fairfield Academy of Leaders to ensure continuity and capacity of district goals and visions. 9. Use outside experts and pursue professional learning opportunities at conferences when necessary. 		<ul style="list-style-type: none"> ● Collaboratively created conferring toolkits to support the practice of conferring with readers and writers ● Sent nine teachers to the Connecticut Reading Association (CRA) Conference and implemented a teacher-led book study on language conventions ● Sent six teachers/coaches to a place value/problem solving conference ● Administrators and Instructional Coaches attended conference on Student-centered Coaching. ● PD on reading assessments and how to use the assessment to inform instruction ● PD for staff on Zones of Regulation to ensure common language throughout the building ● Conducted Learning Walks on targeted areas such as Math anchor tasks, conferring, and Foundations instruction. ● Piloted two phonics programs and engaged in numerous peer-observations and conversations to decide on which program best aligned with District goals. ● Sent potential teacher leaders to the Teacher Leader Fellowship <p>Meeting House Hill School:</p> <ul style="list-style-type: none"> ● PD on Visible Learning with Pat Michael ● PD on Mathematics instruction with Origo ● Two teachers attended CRA conference ● Administrators and Instructional Coaches
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			<p>attended conference on Student-centered Coaching.</p> <ul style="list-style-type: none"> ● PD on reading assessments and how to use the assessment to inform instruction ● Six teachers and administration attended Mathematics workshop with Dr. Yeap Ban Har ● Seven teachers attended Level 1 certification in Responsive Classroom ● Utilized and researched <u>The Writing Strategies Book</u> to align teaching strategies with student needs and goals ● PD around the SBAC interim assessments, how to administer, and how to interpret and use the data ● We have provided weekly professional development for teachers through our <u>Eagles Nest Newsletter</u> ● MHHS Teachers participated in a Conferring with Readers Training with Jennifer Serravallo. Teachers observed a model conferring lesson and participated in a dialogue about conferring practices. Ms. Serravallo also presented a staff meeting for both CONS and MHHS Certified Staff. ● MHHS worked on Social Emotional Learning and Discipline, using the model of logical consequences from Responsive Classroom ● The PE teachers presented to staff about adaptive seating. ● We had a whole school writing PD with Jacqueline Davis ● Training on Generative Vocabulary with Pearson. ● Coaching cycles for both individuals and small groups occurred throughout the year for both
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			<p>Math and ELA with our instructional coaches.</p> <p>Middle School</p> <ul style="list-style-type: none"> ● Utilized CCT Teacher Evaluation rubrics ● Conducted Vocabulary Workshop provided by reading interventionists ● Provided Social Emotional Learning and Intervention with School Counselors, Psychologist, and Health Teacher ● Conducted Mindfulness Workshop for School Psychologist and Social Worker ● Visible Learning including clear <i>I Can</i> statements ● Designed Personalized Learning (PL) options for staff. Office Hours and presentation to colleagues on June 6th. ● Counselors attended True Colors training ● Weekly professional development for teachers through our newsletter <u>The Weekly</u> ● Social Studies Curriculum meetings held with 6th and 8th grade. <p>High School (and Middle School)</p> <ul style="list-style-type: none"> ● The Middle school Science specialist provided PD and coaching on Science instructional practices with a focus on implementing NGSS-aligned lesson plans and activities throughout the year. ● PL on Shared Inquiry from Great Books Partnership for Social Studies teachers ● PD to support Reader's and Writer's Workshop ● HS has received PD from Berit Gordon, who is a national consultant in ELA, to help launch our Readers and Writer's Workshop model. ● Math PD has continued to focus on the
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			<p>Mathematical practice standards through specific instructional practices tied to the curriculum, which included:</p> <ul style="list-style-type: none"> ● Barb Weber of Big Ideas gave PD on defining and communicating lesson objectives and success criteria. Once defined, lesson objectives were used to build well articulated and interconnected lessons and allow students to monitor their own progress towards success. ● Lindsey Ramos, a Math specialist at CREC, gave PD on the use of applying the workshop model to the secondary mathematics classroom. Similar to the workshop model at the elementary levels, the focus was on developing stations, building student independence, and raising student engagement.
<p>5. The district will support the development of social emotional learning (SEL) by equipping all students with strategies to build self-regulation and self-awareness.</p>	<ol style="list-style-type: none"> 1. Administer Panorama survey on SEL to determine effectiveness of SEL programs. 2. Educate families to inform common language and strategies. 3. Align practices and improve transitions PreK-12 and foster courageous conversations between buildings. 4. Work on a PreK-12 developmental guidance plan. 5. Become a KIND campus (Ben's Bells). 6. Communicate student needs and management plans on a regular basis. 		<p>Consolidated School:</p> <ul style="list-style-type: none"> ● Implemented Social Thinking/Zones of Regulation at a Tier 1 level teaching common language, feelings, tools, and coping strategies to all students school-wide ● Identified students in need of small group social/emotional instruction and support and provided Tier 2 and 3 support, as appropriate ● Continued emphasis on kindness, recognizing daily acts of kindness to support our efforts to remain a Ben's Bells Kind Campus ● Provided specific SEL training to teachers at a faculty meeting <p>Meeting House Hill School:</p> <ul style="list-style-type: none"> ● Ben's Bells Kind Campus - founder of Ben's

	<p>7. Utilize the school support personnel for Tier 2 and Tier 3 interventions.</p> <p>8. Utilize the CST/RTI process to monitor the growth of students with more significant T2/T3 behaviors.</p>		<p>Bells invited to speak to students</p> <ul style="list-style-type: none"> ● Hosted a Kindness Night for families Nov. 28th ● Morning Meetings - daily, in classrooms, monthly as a whole school ● Monthly classroom lessons conducted with the school social worker and psychologist ● Monthly school-wide PBIS focus for targeted behavior ● The PBIS Team reviewed and updated the behavior matrix. This work will continue as we train the whole staff in Responsive Classroom during the next school year. <p>Middle School:</p> <ul style="list-style-type: none"> ● PACK takeover day ● Wingman celebration scheduled for each trimester ● Ben's Bells Campus and Ben's Bell founder presentation ● Social Emotional Learning (SEL) RTI inventory of services with counseling staff ● Creation of a Restorative Practice Exploration Team that is attending a 3-day workshop on Restorative Practices and creating an SEL plan ● Restorative Practice Exploration Team continues to research and present to faculty. ● CT DOE School Climate and Restorative Practices Forum to be attended in July ● Kindness Rocks to be created for front of school on Field Day. ● Say Something Program began on April 24th. ● PTO Guest Speaker to discuss the Ripple Effect. <p>High School:</p> <ul style="list-style-type: none"> ● Link Crew - Freshman Orientation and
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			<p>Mentoring Program</p> <ul style="list-style-type: none"> ● School Climate Team (comprised of teachers, admin, parents and students) meets monthly and provides programing throughout the year to improve school climate and culture <p>District-wide:</p> <ul style="list-style-type: none"> ● Working with Stephanie Romano and Roseann Petruso to: <ul style="list-style-type: none"> ● Review current SEL plans and curriculum in the District PreK-12 ● Both presented to the District Administrators on the SEL initiative (What we currently have in NF and what we need to do to move forward.) ● A team is being established to write a vertically aligned curriculum plan for the SEL programs.
<p>6. The district will create a positive school, district, and town culture based on authentic school-home partnerships, ongoing communication, and family and community engagement opportunities.</p>	<ol style="list-style-type: none"> 1. Develop programs that foster positive relationships. 2. Meet regularly with the town leaders. 3. Implement a proactive communication plan including an online presence on social media. 4. Ensure parent/student representation on all applicable committees. 5. Ensure increased communication and transparency among teachers and administrators. 6. Create opportunities for open 		<ul style="list-style-type: none"> ● Met with First Selectwoman to discuss goals and state of school district ● Included town leaders in the budget process and facilities study ● Launched Facebook, Twitter, and Instagram social media accounts to reach broader community audience ● “Meet and Greet” at the NF Senior Center ● Presented school budget to the staff in special meeting ● Publish monthly Superintendent’s Newsletter ● Superintendent and team negotiated contracts with the Paraprofessional and Teacher Unions ● Communications audit is underway for all school-based messaging ● Panorama Family survey conducted in the fall

	<p>lines of communication between parents and school.</p>		<p>with results shared with the BoE</p> <ul style="list-style-type: none"> ● Monthly meetings with PTO leaders <ul style="list-style-type: none"> ● Working with the PTO Co-Presidents to develop better communication strategies and more transparent accounting protocols <p>Middle School:</p> <ul style="list-style-type: none"> ● Literacy night which morphed into 2 parent/student book clubs ● Student-led conference night at each grade level. ● Grade 5 Parent Night <p>High School:</p> <ul style="list-style-type: none"> ● Link Crew - Freshman Orientation and Mentoring Program ● School Climate Team (comprised of teachers, admin, parents and students)- meets monthly and provides programing throughout year to improve school climate and culture ● Peace Project
<p>7. The district will develop a Communications / Public Relations / Marketing plan to promote the New Fairfield School District to inform community members and the general public about our great schools, students success, and community.</p>	<ol style="list-style-type: none"> 1. Audit current plans. 2. Develop and implement a district communication plan. 3. Involve all stakeholders in sharing the success of New Fairfield and its school programs with the general public. 4. Worked with NFHS staff to prepare for the NEASC visit (October 2018). 5. Continue to develop a high quality College and Career Center ensuring all students have a plan for life after NFHS. 6. Develop program to follow-up on students after graduation. 		<ul style="list-style-type: none"> ● HS held a successful NEASC visit in Oct. 2018 ● HS's Rebel 33 initiative has students visiting the College and Career Center to access help exploring post secondary options, complete applications, and meet with college representatives ● 2019-20 budget contains funds to join the National Student Clearinghouse which will provide valuable information to the school counseling department regarding students post-secondary plans and success in completing post-secondary degrees ● Working to build 2 new schools, one at Consolidated and one for the High School. This will be the cornerstone of our marketing plan.

<p>8. The district will provide and maintain a safe environment and will work in conjunction with the town to review the needs and planning for school facilities.</p>	<ol style="list-style-type: none"> 1. Ensure school safety plan is updated and all staff and students have a common and comfortable understanding of procedures. 2. Provide ongoing in-service on school safety plans. 3. Work with the NF School Safety and Security Committee to implement best practices in our schools. 	<ol style="list-style-type: none"> 1. In-service training for all staff is scheduled and conducted by June 2019 (and thereafter, annually). 2. Drills for each type of emergency procedure in the district safety plan are scheduled and conducted by June 2019 (and thereafter, annually). 3. An Emergency Response Team is established in each building and meets regularly. 	<ul style="list-style-type: none"> ● Responded to the NSC security audit to address security concerns across the district (no-cost and low-cost) ● A district Security and Safety team has been established to review district emergency protocols and develop reunification plans for the district ● Each school has held fire drills, lockdown drills, and participated in the district-wide evacuation drills, with some held at inopportune times (during lunch waves) ● Results from the CIRMA audit was reviewed by district administrators on Jan. 22nd followed by staff trainings through the end of February ● District staff members, as well as Board member Samantha Mannion, are on the Town/School Security & Safety Committee (meetings are held twice a month) ● Security guard was hired for the MS/HS from 3:00-10:00 p.m. They started end of January. (We were not pleased with the security guard and now have a different one who is doing a better job for us.) ● Implementing the Say Something Anonymous Reporting Program (Successful launch after the April vacation has led to several actionable reports that resulted in support being provided to students. Introduction at the MS/HS was done through a student produced PSA) ● Working to implement phases of a Master Security Plan, starting with Phase One ● Submitted the CT State Security Grant to defray costs of security cameras in the schools (Did not receive the grant, but have identified a different federal grant that is being submitted) ● Submitted support letter for the SVPP grant for the Board of Education ● Submitted a grant in partnership with the town to fully fund the Security Operations Center ● Attend the Town/District Security meetings with
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			<p>Dr. Sanzo</p> <ul style="list-style-type: none"> ● Attended the training by the State Police on Run, Hide, Fight. ● Brought in DCF training and mandated reporter training for the MS and HS staff ● Visited Sandy Hook School to learn about the best practices in security and reunification plans. ● Developed plans for construction of the Security Operations Center during Summer 2019 ● Received unanimous support from the BOE, BOF, and BOS to bring school building projects to referendum in the Fall
<p>9. The district will coordinate structures, systems, procedures, and roles to be more efficient and effective across buildings and offices.</p>	<ol style="list-style-type: none"> 1. To build a strong leadership team including Administrators, Instructional Leaders, and Coordinators focused on continuous improvement. 2. Update and review roles and responsibilities of all staff members 3. Establish a more effective central office location to assist district leaders in working in a more efficient and collaborative manner. 4. Conduct board retreats with Administration. 5. Continue to work with the Board of Education to grow professionally into a healthy organization. 	<ol style="list-style-type: none"> 1. By June 2019, 80% of all job roles and responsibilities will be updated, revised and or designed. 	<ul style="list-style-type: none"> ● Working on updating job roles and responsibilities. There is still a lot of work to do in this area. We have begun to revise job descriptions but still have more to revise. With all the staff changes due to budget reductions and reorganization we need to continue to work on this goal. ● Bi-weekly meetings with Central Office staff and District Administrators ● Dr. McKinnon, Assistant Superintendent, moving to the Annex to improve collaborative efforts ● Dr. Sanzo, an educational leader, is the Director of Business and Operations ● New Leadership Cadre meeting once a month to provide mentorship and PD to potential teacher leaders in New Fairfield ● Dr. Fildes, Director of Technology and Communications, is working with the town to improve technology infrastructure and networking through shared services ● Training administrative staff to improve leaderships skills and increase working knowledge of all aspects of being a Superintendent ● Hired a new HS Principal, James D'Amico from Staples HS in Westport. He is an alumnus of

			<p>NFHS. He is an instructional leader and begins July 1, 2019.</p> <ul style="list-style-type: none"> ● Reduced 2 administrators in the budget. Combined the Director of Math and Science and Coordinator of Humanities (6-12) into one position. ● Reduced a Special Education Supervisor ● Would like to hire Andrea Einhorn one day a week for the 2019-2020 school year to assist the new Director of Special Education Katherine Matz. ● Hired a new Supervisor of Special Education, Melissa Busnel. Melissa is coming to us with 12 years experience in Special education and currently runs the Transition Program in Danbury Public Schools. ● Hired Lori Ferreira to be the new Director of Curriculum Grades PreK-12. Lori comes to us with many years of experience in writing and implementing curriculum. ● Hired an Assistant Superintendent, Julie Luby, currently the Principal of Nonnewaug HS in Region 14. ● All interview committees are made up of various stakeholders to be inclusive and collaborative. ● IT services are now functioning as a shared services model, which will be built upon with the infrastructure work that will be completed over the summer. ● VoIP phone system installed at the town as a pilot to eventually stretch to the schools.
<p>10. The district will assess and institute best practices for technology/network infrastructure and security across the</p>	<p>1. Complete an audit of the existing technology/network infrastructure, documenting any areas of concern and a plan for their remediation. 2. Develop and keep current a</p>	<p>1. By January 2019, the technology/network infrastructure audit will be complete, including a detailed technology plan outlining best practices in system architecture, policies, procedures, and forward budgeting</p>	<ul style="list-style-type: none"> ● Audit of existing network architecture has been completed, with concerns documented ● A recommendation for replacement and re-engineering of LAN/WAN, wireless, and server virtualization has been included in 2019-20 budget

<p>district, including a detailed technology plan for its maintenance.</p>	<p>technology plan that incorporates and ensures best practices in system architecture, policies, and procedures. https://www.iste.org/standards/essential-conditions</p> <p>3. Establish a technology refresh plan that allows for budgetary planning of equipment purchasing to ensure infrastructure remains current.</p> <p>4. Work with Board of Education to review/establish policies regarding security, retention, and acceptable use.</p>	<p>needed for its implementation.</p>	<ul style="list-style-type: none"> ● Includes changing the funding process for core infrastructure to be a managed services model, ensuring an ongoing plan for maintenance and refresh around a predictive budget model ● Recommended technology refresh plan for non-core technology (laptops, Chromebooks, etc.) ● Dr. Fildes presented to town officials <ul style="list-style-type: none"> ● Recommended moving toward shared services model in IT ● Stretch the current LAN/WAN infrastructure project to absorb town facilities ● Engineering has been finalized for the network LAN/WAN/Wireless replacement for both school and town ● IT members from school and town attended an Incident Response Planning session on May 10th to establish procedures for cyber security and disaster recovery.
<p>11. The district will present a budget for the 2019-2020 school year that continues to allow New Fairfield School District to conduct business and use resources in an effective and responsible manner.</p>	<p>1. Increase transparency and stakeholder engagement in budget planning and develop a new calendar and budget process.</p> <p>2. Develop a process to ensure appropriate staffing is obtained across the schools.</p> <p>3. *Establish a technology refresh plan that allows for budgetary planning of equipment purchasing to ensure infrastructure remains current.</p> <p>* Included under both technology and budget topics</p>		<ul style="list-style-type: none"> ● Included First Selectwoman and Board of Finance members in pre- and post-budget workshops ● Developed a recommended staffing allotment for schools <ul style="list-style-type: none"> ● Reallocated PreK- 5 staff by reducing class sections and increasing support services, including special education, coaches, English Language (EL) teacher ● Staff projections at the HS allowed for recommended reductions in classroom teachers based on declining enrollment and anticipated student interest ● 2019-20 budget - recommendation for replacement and re-engineering of LAN/WAN, wireless, and server virtualization <ul style="list-style-type: none"> ● Includes changing the funding process for core infrastructure to be a managed services model, ensuring an ongoing plan for

			<p style="text-align: right;">maintenance and refresh around a predictive budget model</p> <ul style="list-style-type: none"> ● Recommended technology refresh plan for non-core technology (laptops, Chromebooks, etc.) ● Dr. Fildes presented to town officials <ul style="list-style-type: none"> ● Recommended moving toward shared services model in IT ● Stretch the current LAN/WAN infrastructure project to absorb town facilities ● School budget and town budgets both passed by a 2:1 margin. ● Supported both budgets and highlighted the cooperation between the town Boards. ● Got out the vote on Voting Day, after visiting the tours went to the Fields and local shopping area to encourage people to get out and vote. ● Identified opportunities for shared services through a regional Chromebook RFP and ride sharing to out-of-district schools
<p>12. The district will research and review school start times in New Fairfield Public Schools.</p>	<ol style="list-style-type: none"> 1. Ensure adherence to timeline and meeting schedules to present an option to the Board of Education in November or December 2018, including financial implications. 2. Provide committee agendas and minutes to allow for transparency. 3. Survey parents, students, and other stakeholders for input. 	<ol style="list-style-type: none"> 1. By February 1, 2019, a decision regarding school times will be made by the Board of Education that is in the best interest of all schools and students. 	<ul style="list-style-type: none"> ● School Start Time Committee now an Ad-hoc Board committee <ul style="list-style-type: none"> ● Meetings scheduled for the 2019-2020 school year ● Invited a teacher representative on the committee ● Committee recommendation - combine MS/HS into single start time of 7:50 a.m. (as soon as possible) <ul style="list-style-type: none"> ● Develop communication plan for the community ● Gave presentations on the impact on bussing ● Phil Ross, Director of Buildings and Grounds, has reviewed the 2015 parking lot study with the committee, indicating the biggest obstacle being the parking lots: <ul style="list-style-type: none"> ● Keep the morning and afternoon runs and parent drop-off/pick-up safe

			<ul style="list-style-type: none"> ● Further study/additional costs needed to combine the M/HS parent drop-off if same start time (according to Site Engineer) ● The site needs for the school start times at MS and HS will be added to the educational specification for when a new NFHS is built. ● Began to collect metrics to serve as a baseline for determining the impact of a changed start time (athletic dismissals, bus routes, etc.)
13. The Superintendent will work with the Board of Education to grow professionally into a healthy organization.	<ol style="list-style-type: none"> 1. Attend CABE conference to develop leadership skills and positive working relationships 2. Plan 2-3 Board retreats to review Board of Education roles and responsibilities. 3. Send Friday updates to Board members of important happenings in the school district. 4. Follow the Golden Rule to ensure professionalism is maintained. 		<ul style="list-style-type: none"> ● Attended CABE Leadership conference on Aug. 13, 2018, with BoE members Peggy, Dom, and Rick ● Held Board retreats on July 17 and Nov. 29, 2018 ● Work to understand Board and Superintendent roles and responsibilities ● Bi-weekly memos sent to the Board on Friday afternoons in weeks without a Board meeting ● Share Kindness coins and letters to staff and Board members to show appreciation ● Attended the CABE Legislative breakfast on Jan. 15, 2019 ● Continued focus on conducting all Board business in a professional manner ● Included Peggy and Ed in visits to the State to meet with DAS for the Building Project ● Planning Board of Education retreat on May 30, 2019 to conduct a self-evaluation ● Worked to improve communication and collaboration with the Board of Ed, Selectmen and Finance.

Misc.

We are working to get the State Grant into DAS by June 29, 2019 for the two new construction projects: Consolidated and New Fairfield High School.

I was appointed to a 2-year term on the NESDEC Board of Directors.

I am tutoring a HS math student.

