

**NEW FAIRFIELD SUPERINTENDENT and BOARD of EDUCATION
PRIORITIES AND GOALS LEADING TO
ACTION STEPS AT THE DISTRICT AND SCHOOL LEVELS
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Update 1.10.20**

Priority	Action Steps	SMART Goals	Progress
The district will improve student achievement for all students evidenced through multiple measures (Student Achievement). The district will focus on closing the achievement gap between regular and special education students.	<ul style="list-style-type: none"> ● Conduct a self-study of our math program, K-12, in order to make strategic improvements ● Use data to impact instruction and student achievement ● Provide professional development to service providers on using evaluation/assessment data, developing specialized instruction, and assessment and progress monitoring. ● Use multiple measures to identify students with disabilities who are not meeting academic benchmarks and provide targeted instruction. ● Expand the use of evidence-based math and language arts programs across the district. ● Utilize Performance Matters data analytics as a tool for data-assisted decision making 	<ul style="list-style-type: none"> ● By January 2020, complete a math self-study with a team of 20-25 NF educators and share results with the Board of Education. ● SBAC Grades 3-8: 75% of students will achieve levels 3 or 4 on SBAC math and 80% of students will achieve levels 3 or 4 on SBAC ELA ● Grades 3 - 8: The average % of target met by students in ELA and math will be 75% ● High School: School Day SAT mean achievement score will be 540 for math and 570 for EBRW ● SWD Growth: Increase the number of students with disabilities who meet or exceed goals in ELA and math by 5%. 	<ul style="list-style-type: none"> ● The math self-study is almost complete. The group is synthesizing, reporting information, and drawing conclusions. The study will be completed by the end of January. ● STAR testing is underway in grades 3-8; this testing will help us anticipate spring test results and identify students in need of support. ● We are vetting two potential replacement products for our in-district assessment tool (STAR) which will provide more detailed information about student achievement and support Tier 2 intervention. ● We are implementing Foundations, an evidence-based literacy program, in grades K-2 and are pleased with initial results. ● We are exploring new math programs for the secondary level based on math self-study findings that the current program is not well aligned with common core

	<ul style="list-style-type: none"> ● Develop a plan to begin a transition program in NFPS for students 18-21 years old 		<p>standards.</p> <ul style="list-style-type: none"> ● The high school English and math teachers are embedding SAT-like questions into their instruction on a regular basis. ● Our geometry curriculum has been revised to include data and probability content/skills. We now provide students with this important content before the SAT in grade eleven. ● We have implemented common IEP progress-monitoring data collection systems. ● The FY21 budget includes funding for a community-based transition program for students in grades 11 through age 21.
<p>The district will provide all students with high quality instruction and coherent and aligned curricula, resources, and assessments. The district will assess and institute best practices for technology integration into student learning.</p>	<ul style="list-style-type: none"> ● Develop a common curriculum template for NFHS that meets all criteria of NEASC and includes specific student-centered and inquiry learning opportunities. ● Develop rigorous, standards-based curricula and aligned common summative assessments for each department at the high school. (Multi-year) ● Develop rigorous, standards-based science curricula for grades six through eight. ● Continue to develop standards-based math 	<ul style="list-style-type: none"> ● By December of 2019, develop a common curriculum template and train all high school faculty to utilize the template. ● By June of 2020, complete 20 curricula at the high school in (3) English, (3) Social Studies, (6) World Language (2) Health and (3) Science (3) Math ● Incorporate specific instruction aligned with SAT into HS ELA and math curricula. ● By May of 2020, complete NGSS-aligned science curriculum for grades six, seven and eight. ● By June of 2020, monitor implementation of K-5 Social 	<ul style="list-style-type: none"> ● We have developed a common curriculum template and all high school faculty have been trained. ● To date, 10 curricula have been completed: <ul style="list-style-type: none"> (3) English; (1) Social Studies; (3) World Language; (1) Math; (1) Science; (1) Health. These have been submitted to NEASC with the January 2020 update. ● Faculty at the high school are incorporating SAT-aligned language and math skills into newly written curricula.

	<p>curriculum for grades six through eight.</p> <ul style="list-style-type: none"> ● Monitor implementation of K-8 Social Studies curricula implemented for the first time this year. ● Develop a shared definition and strategy for ensuring High Quality Instruction (HQI) in NF. 	<p>Studies curricula and new materials through classroom observation, teacher interview and student work. Recommend revisions as needed.</p> <ul style="list-style-type: none"> ● By November 2019, the administrative team will develop a working definition and strategy for ensuring HQI in NF. 	<ul style="list-style-type: none"> ● Grade six NGSS-aligned science curriculum is in draft form. <i>This area will be a focus for second semester.</i> ● K-5 SS materials have been distributed to teachers. Informal visits have just begun. <i>This is a focus area for second semester.</i>
<p>The district will provide meaningful professional learning to faculty and staff that targets identified areas of need and supports the achievement of the district's goals/vision, student achievement, and individual professional growth.</p>	<ul style="list-style-type: none"> ● Provide professional development to faculty focused on core academics and social-emotional learning from varied sources: outside specialists; administrators; interventionists and faculty. of New Fairfield Schools. ● Provide professional time for strategies in HQI 	<p>By June of 2020, provide professional development as follows:</p> <ul style="list-style-type: none"> ● To all K - 5 classroom teachers and reading interventionists - PD focused small group literacy instruction through the Reader's Workshop model. ● To K-8 teachers - PD focused on the writing and conferring process used in Writer's Workshop model. ● To K-2 classroom teachers - PD focused on the Foundations phonics program. ● To all high school teachers - PD focused on using a curriculum template that meets all criteria of NEASC, serves as a meaningful guide to teachers. ● To all teachers in grades 3 -5 - PD focused on Responsive Classroom (SEL) ● To all teachers in grades 6-8 - PD 	<ul style="list-style-type: none"> ● K-5 teachers received PD focused on Reader's Workshop and small group instruction in October. Reading coaches are supporting this process. ● K-8 teachers received PD focused on writing and conferring with Carl Andersen in November. Conferring is an integral part of Reader's and Writer's Workshop. ● K-2 teachers are scheduled to receive PD on Foundations in March. Teachers are implementing the program this year and seeing positive results. ● High School teachers are working continuously with the curriculum template as we write and refine curriculum. This PD is ongoing. ● Teachers in grades 6-8 received PD in Restorative Practices as

		focused on Restorative Justice (SEL).	did the administrative team. This PD will continue with the SEL committee (see below).
The district will support the development of social emotional learning (SEL) by equipping all students with strategies to build self-regulation and self-awareness.	<ul style="list-style-type: none"> ● Form and conduct a district-wide SEL committee to guide the development and implementation of SEL instruction Pre K -12. ● Develop a scope and sequence with select vocabulary for Pre K-12 and select materials for use at each level. ● Create lessons for grades K-8 based on scope and sequence/materials. Focus on bridge lessons for grades 3 and 6. 	<ul style="list-style-type: none"> ● By June 2020, hold five meetings with the full SEL committee and three with small groups to develop a scope and sequence for SEL instruction in the district and select materials. ● By June of 2020, write and implement 10 specific SEL lessons for K-2 and 5 for 3-5 based on CASEL categories and the <i>Social Thinking</i> program. ● Implement 10 specific SEL lessons for 6-8 based on <i>Second Step</i> program. ● Incorporate SEL lessons into the newly designed health curricula for grades 9 -12. 	<ul style="list-style-type: none"> ● The SEL Committee has been formed and has met 3 times (2 hour sessions) to review and discuss programs and materials and begin the scope and sequence with vocabulary. ● Mental health professionals in Consolidated and Meetinghouse are developing and implementing SEL lessons based on <i>Social Thinking</i>. They will use this year to create a scope and sequence and pilot the lessons. ● Counselors at the middle school are implementing lessons based on the <i>Second Step</i>. Two lessons at Consolidated also use <i>Second Step</i> materials. ● SEL lessons are incorporated into the Health curricula at the high school as each curriculum is written. To date, one health curriculum has been written and it includes the SEL topics of self management and responsible decision making with regards to substance abuse and peer pressure. ● On January 17, 2020, the SEL Committee will receive an overview of a Restorative Practice model which is aligned with Responsive Classroom

			<p>practices. Responsive Classroom is used in MHHS and a Restorative Practice model has begun in NFMS. The goal is to use these practices in all buildings.</p> <ul style="list-style-type: none"> • The remainder of the year will focus on completing the scope and sequence and determining appropriate PD for each building to support the SEL process. Allyson Story who is a Responsive Classroom trainer will work with Stephanie Cheung to facilitate this process with the SEL Committee.
<p>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> <p>The district will develop a Communications/Marketing plan to promote the New Fairfield School District to inform community members and the general public about our great schools, student success, and community.</p>	<ul style="list-style-type: none"> • Create a district-wide communication plan for streamlined and effective school-home messaging (SchoolMessenger, newsletters, website, social media) • Revamp the website to be modern and effective and to comply with website accessibility standards 	<ul style="list-style-type: none"> • By June 2020, a communication plan will be finalized • By June 2020 a project plan will be in place which includes a development timeline and platform for a new web site 	<ul style="list-style-type: none"> • We are working on a communication plan that includes a plan to revamp the website. • We have connected with a local videographer to help us develop our marketing campaign. He is working on a proposal. • On January 27, district administrators are meeting with the Economic Development Commission to discuss ways in which we can collaborate for the betterment of the town and schools.
The district will focus on	<ul style="list-style-type: none"> • Foster positive relationships 	<ul style="list-style-type: none"> • (School start time committee 	<ul style="list-style-type: none"> • We continuously strive to

<p>building relationships and promoting positive school culture as we coordinate structures, systems, procedures, and roles to be more efficient and effective across buildings and offices. The district will research and review school start times in New Fairfield Public Schools.</p>	<p>by meeting regularly with the town leaders.</p> <ul style="list-style-type: none"> ● Ensure parent/student representation on all applicable committees. ● Ensure transparency among teachers and administrators. ● Create opportunities for open lines of communication between parents and school. ● To build a strong leadership team including Administrators, Instructional Leaders, and Coordinators focused on continuous improvement. ● Update and review roles and responsibilities of all staff members 	<p>will meet if necessary. Calendar of meetings will be determined after the Oct. 5 referendum.)</p>	<p>encourage positive discourse at the Board of Education meetings.</p> <ul style="list-style-type: none"> ● We are including Board of Education, Board of Selectman and Board of Finance members in budget meetings and proactively sharing information. ● The School Start Time Committee is on hiatus until a year before the new HS is ready to open. Most of the committee is in agreement that the HS and MS will be on the same time schedule once the schools are complete. This must be voted on by the Board of Education after some additional public input. ● We have updated the roles and responsibilities of the administrative team and we are developing job descriptions for the College and Career Counselor and Director of Security.
<p>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, including planning for the building of two new schools</p>	<ul style="list-style-type: none"> ● Upon approved referendum, the district will collaborate with town leaders and the PBC to engage in the first stages of design development for NFHS and Consolidated/MHHS. ● The district will develop an updated capital improvement plan focused on needs in the next 5-10 years. 	<ul style="list-style-type: none"> ● Upon approved referendum, the district will support the PBC in hiring an architect firm and owner's representative to support the design of NFHS and Consolidated/MHHS. ● By January 2020, the district will develop an updated capital improvement plan to be used during budget development. ● By January 2020, the district will 	<ul style="list-style-type: none"> ● On October 5, voters approved the construction of both NFHS and CELA. Before the referendum, district administrators attended various meetings and events to generate support for the referendum and help the community understand the importance of these projects. ● The district supported the PBC in developing bid specifications and

	<ul style="list-style-type: none"> • The district will collaborate with Altaris and the School Safety and Security Committee to implement and train staff on a revised emergency operations plan. • The district will implement a security operations center in collaboration with town first responders. 	<p>train all emergency response teams and all staff on revised emergency procedures.</p> <ul style="list-style-type: none"> • By June 2020, the district will facilitate tabletop exercises with staff and emergency response teams across the district. • By January 2020, the security operations center will be fully operational, including new communications network across all school campuses. 	<p>conducting selection for architect services and owner's representative services. JCJ and Colliers were selected by the PBC. Teams of educators will be participating in programming meetings in the coming months. The schematic design phase is expected to last through May with community forums held once initial designs are developed.</p> <ul style="list-style-type: none"> • A new multi-year capital improvement plan, focused on the middle school, is in the development stage. We have contracted with Colliers to provide us with realistic cost estimates based on defined scopes. A walkthrough of the middle school has been completed. The new plan is expected to be presented to the Board by March 2020. • Building and district emergency response teams were trained by Altaris throughout the fall. All staff across the district were trained in the Simple Six protocol during January, and schools are implementing the new protocols. An online training module is available for substitutes, new staff, and others who were unable to attend mandatory training. Tabletop exercises, development
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			<p>of reunification plans, and observation of drills are planned throughout the remainder of the year.</p> <ul style="list-style-type: none"> • All security equipment as part of the SOC creation is installed and operational. Protocols are being developed. The full operation of the SOC is delayed until early March due to an expansion of the scope to include a new radio communication system across the district. The radio system will provide seamless communication from the SOC to admins and officers across the district. All New Fairfield Police radios are also being replaced in order for all officers to operate on the new system.
<p>The district will present a budget for the 2020-2021 school year that continues to allow New Fairfield School District to conduct business and use resources in an effective and responsible manner.</p>	<ul style="list-style-type: none"> • The district will continue to increase transparency and participation in the budget development process by all stakeholders. • The district will implement a new cloud-based financial management system (eFinancePlus) and facility management system (SchoolDude). • The district will implement an updated capital improvement plan that seeks to mitigate 	<ul style="list-style-type: none"> • Throughout the budget process, members of the BOS and BOF will be invited to review the budget and ask questions. • By January 2020 and June 2020, the district will implement SchoolDude and eFinancePlus, respectively. • By January 2020, the district will utilize the updated capital plan in planning for its FY21 budget. 	<ul style="list-style-type: none"> • The Superintendent's recommended budget was presented prior to the holiday break. The budget and presentation were shared with the First Selectmen and Chair of the BOF with an invitation for members of the BOS and BOF to submit questions and/or attend BOE budget workshops during January 2020. A Facebook Live was conducted to offer an additional opportunity for community input into the budget.

	spikes in capital spending.		<ul style="list-style-type: none"> ● The district has begun the process of implementing SchoolDude. Facility locations, event forms, and groups are set-up. We are currently working with our implementation specialist on the project plan and expect to pilot the system in March with a full launch shortly afterward. ● Based on feedback received from the Town's implementation of eFinancePlus as well as the capacity of this shared service department to implement a new system for both the Town and BOE, the go-live date for the BOE's implementation for eFP has been moved from April 1 to July 1, 2020.
The Superintendent will work with the Board of Education to continue efforts as we become a more professional, healthy organization	<ul style="list-style-type: none"> ● Attend CABA conference to develop leadership skills and a positive working relationships ● Plan 2-3 Board retreats to review Board of Education roles and responsibilities and continue work to develop a trusting relationship. ● Send Friday updates to Board members of important happenings in the school district. (weeks with no Board meetings) ● Encourage members to 		<ul style="list-style-type: none"> ● The Board and the administrative team celebrated the holidays with a joint meeting in Nov. 2019, providing an opportunity for celebration and communication in a casual setting. ● Rich Sanzo, Julie Luby and I attended the CABA/CAPSS convention. ● I continue to send Friday memos to Board members on weeks with no Board meetings. I also strive to forward newsletters from the schools to Board members. ● Administrators and faculty plan varied presentations for Board of

	assume positive intent and maintain professionalism.		<p>Education meetings in order to give Board members and the NF community a chance to learn about the programs and practices in our schools.</p> <ul style="list-style-type: none">● Board members and I participated in the recent Halloween event to pass-out candy to children, and I encouraged Board members to march in the Thanksgiving light parade. To support this endeavor, we purchased a banner for the Board of Education members!
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