

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

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Update 1.15.19**

PRIORITY	ACTION STEPS	SMART Goals	Progress as of Jan. 15, 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: EBRW 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 	<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 1-4 mastery (K=93%, 1=85%, 2=84%) ● Percent of students meeting reading benchmark (fall/winter) <ul style="list-style-type: none"> ○ Gr. 1=61/70, Gr. 2=85/90 ● Percent of students meeting benchmark (50th percentile) on Star (fall/winter) <ul style="list-style-type: none"> ○ Reading: Gr. 1= x/67, Gr. 2= 53/61 ○ Math: Gr. 1= 59/83, Gr. 2= 69/67 <p>Meeting House Hill School:</p> <ul style="list-style-type: none"> ● Implemented assessment calendar for math and ELA ● MHHS CST Team meets on Mondays and Fridays. Number of students in Tier 2 and 3 supports: <ul style="list-style-type: none"> ○ Gr. 3-21, Gr. 4-10, Gr. 5-9, ○ 14 students have been exited ● Math Module Assessment 1-4 Mastery (Gr. 3=87%, Gr. 4=89%, Grade 5=87%)

		<p>meeting the Year-over-Year goal.)</p> <p>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 goal. We would need to have growth be more than 30 points above the expected.)</p>	<ul style="list-style-type: none"> ● Reading Post Assessment-already meeting June 2019 benchmarks (Gr. 3=43%, Gr. 4=34%, Gr. 5=14%) ● Reading Post Assessment-students meeting current trimester benchmarks (Gr. 3=87%, Gr. 4=70%, Gr. 5=69%) ● 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): <ul style="list-style-type: none"> ○ Reading: Gr. 3= 58%, Gr. 4= 67%, Gr. 5= 65% ○ Math: Gr. 3= 75%, Gr. 4= 75%, Gr. 5= 77% <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 ● Data meetings to analyze correlation between SBAC, STAR, and academic grades in math ● MS CST team meets to review Tier 2 and 3 students in math, reading and writing interventions: <ul style="list-style-type: none"> ○ Math-16 ○ Writing-35 ○ Reading-14 ○ Students exited in Writing-5 ● SBAC interim assessment has been administered in 6th, 7th, and 8th grade in ELA and Math: <ul style="list-style-type: none"> ○ 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
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			<ul style="list-style-type: none"> ● 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 <p>High School:</p> <ul style="list-style-type: none"> ● Implementing newly written ELA curriculum and independent reading plan ● 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"> ○ 19 students currently in Seminar ○ 25 students exited Seminar ● Implementing after school Math SAT course <p>Secondary Schools:</p> <ul style="list-style-type: none"> ● Creating a reading assessment task force at the M/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>	<p>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</p>		<ul style="list-style-type: none"> ● During the past five years, curriculum development and textbook adoption have been consistent and steady ● 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)

	<p>and PBAs.</p> <ol style="list-style-type: none"> 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 STEM. 6. Provide ongoing training with teacher on the new Teacher Evaluation Rubric and linking it to Visible Learning. 		<ul style="list-style-type: none"> ● 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 ○ Review process for textbooks with a schedule that can describe financial investments moving forward ● 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
<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. These 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 		<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 plan and communication ● 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

	<p>out-of-district placements.</p> <ol style="list-style-type: none"> 5. Continue professional learning for special education teachers to improve instructional practices. 6. Increase collaboration between regular education staff, specialists, and special education teachers. 		<p>appropriate accommodations/modifications while increasing student independence</p> <ul style="list-style-type: none"> ● Offered PD for regular ed teachers on providing accommodations in the regular education classroom
<p>4. 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>	<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 Administrator Evaluation Rubric. 3. Explore PL from ReVISION Learning. 4. Develop a plan for a clear coaching program and teacher evaluation cycles. 5. Provide more personalizing 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. 		<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 ● 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 <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 attended conference on Student-centered Coaching. ● 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 <p>Middle School</p> <ul style="list-style-type: none"> ● Utilizing 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 ● PD workshops in technology skills ● Counselors attended True Colors training
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<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 Pre-K-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 		<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 <p>Meeting House Hill School:</p>

	<p>regular basis.</p> <ol style="list-style-type: none"> 7. Utilize the school support personnel for Tier 2 and Tier 3 interventions. 8. Utilize the CST/RTI process to monitor the growth of students with more significant T2/T3 behaviors. 		<ul style="list-style-type: none"> ● Ben’s Bells Kind Campus - founder of Ben’s Bells invited to speak to students ● 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 <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 Team that is attending a 3-day workshop on Restorative Practices and creating a SEL plan
<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 		<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

	<p>transparency among teachers and administrators.</p> <p>6. Create opportunities for open lines of communication between parents and school.</p>		<p>contracts with the Paraprofessional and Teacher Unions</p> <ul style="list-style-type: none"> ● Communications audit is underway for all school-based messaging ● Panorama Family survey conducted in the fall with results shared with the BoE ● 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>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. Work with NFHS staff to prepare for the NEASC visit in 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 with final report containing recommendations and commendations expected in the spring ● 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
<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 in school safety plans. 3. Work with the NF School 	<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 	<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 reunifications plans for the district ● Each school has held fire drills, lockdown

	<p>Safety and Security Committee to implement best practices in our schools.</p>	<p>June 2019 (and thereafter annually).</p> <p>3. An Emergency Response Team is established in each building and meets regularly.</p>	<p>drills, and participated in the district-wide evacuation drills, with some held at inopportune times (during lunch waves)</p> <ul style="list-style-type: none"> ● Results from the CIRMA audit will be 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 is being hired for the MS/HS from 3:00-10:00 p.m. starting on or around Jan. 28th ● Implementing the Say Something Anonymous Reporting Program ● Working to implement phases of a Master Security Plan, starting with Phase One ● Submitting the CT State Security Grant to defray costs of security cameras in the schools
<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 	<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 (taking longer than we hoped) ● 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 NF ● Dr. Fildes, Director of Technology and Communications, is working with the town to improve technology infrastructure and networking through shared services

	Board of Education to grow professionally into a healthy organization.		<ul style="list-style-type: none"> ● Training administrative staff to improve leaderships skills and increase working knowledge of all aspects of being a Superintendent
10. The district will assess and institute best practices for technology/network infrastructure and security across the district, including a detailed technology plan for its maintenance.	<ol style="list-style-type: none"> 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 technology plan that incorporates and ensures best practices in system architecture, policies, and procedures. https://www.iste.org/standards/essential-conditions 3. Establish a technology refresh plan that allows for budgetary planning of equipment purchasing to ensure infrastructure remains current. 4. Work with Board of Education to review/establish policies regarding security, retention, and acceptable use. 	<ol style="list-style-type: none"> 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 needed for its implementation. 	<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 <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
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.	<ol style="list-style-type: none"> 1. Increase transparency and stakeholder engagement in budget planning and develop a new calendar and budget process. 2. Develop a process to ensure appropriate staffing is obtained across the schools. 3. *Establish a technology refresh plan that allows for budgetary planning of equipment purchasing to 		<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 of Pre K- 5 staff by reducing class sections and increasing support services, including special education, coaches, English Language (EL) teacher ○ Staff projections at the HS allowed

	<p>ensure infrastructure remains current. * Included under both technology and budget topics</p>		<p>for recommended reductions in classroom teachers based on declining enrollment and anticipated student interest</p> <ul style="list-style-type: none"> ● 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 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
<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 ● 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 ○ Further study/additional costs needed to combine the M/HS parent drop-off if same start time (according to Site Engineer)
<p>13. The Superintendent will work with the Board of Education to grow professionally into a healthy organization.</p>	<ol style="list-style-type: none"> 1. Attend CAFE conference to develop leadership skills and a 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 CAFE Leadership conference on Aug. 13, 2018, with BoE members Peggy, Dom, and Rick ● Held Board retreats on July 17 and Nov. 29, 2018 <ul style="list-style-type: none"> ○ 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 CAFE Legislative breakfast on Jan. 15, 2019 ● Continued focus on conducting all Board business in a professional manner