

**New Fairfield Public Schools
District Priorities
Progress Report - June 1, 2023**

I. Teaching and Learning	Increase student growth and achievement by providing all students with high-quality instruction and curricula in an adaptive and flexible learning environment. (Continuation of 2021-22 goal with updated language).	
	Action Steps	Progress
<u>Curriculum & Instruction</u>	<ul style="list-style-type: none"> ● Continue the district focus on high-quality instruction. ● Unify all district initiatives and efforts around the Vision of the Graduate. ● Utilize our clear and consistent definition of high-quality instruction. ● Provide professional learning opportunities for staff on task design, consistent with the district design template. ● Continue to refine the coaching and tiered intervention systems K-8 to support student growth and achievement. ● Continue to support the implementation of Bridges and Number Corner to ensure equity of content and numeracy instruction within K-5 classes. ● Continue to evaluate the vertical articulation of the 6-12 mathematics curriculum, identification of high-quality resources and key instructional practices to support the delivery of engaging problems based numeracy instruction at the secondary level. ● Continue to provide training on best practices that support the science of reading to ensure timely and focused literacy instruction for all students. ● Continually update and revise district curriculum through a formal process and using a curriculum design template. 	<ul style="list-style-type: none"> ● Revised language of the HQI template to reflect Vision of the Graduate and task design matrix. ● Embed language of the Vision of the Graduate within district curriculum and planning documents. ● HQI language in teacher evaluation (TEVAL) as pre-observation form and feedback form from evaluator to support coherence and shared understanding of effective instruction. ● Learning walks to look for student engagement aligned to task design principles. ● Lesson Study experiences facilitated by John Antonetti at the elementary, middle and high schools to take a deep look at teacher moves that grow engagement in learning. ● District Monthly PL developed collaboratively with coaches and principals to intentionally extend the task design/ lesson planning work with John Antonetti. ● K-8 intervention model and school schedule structures consistent between buildings to ensure students get what they need in a timely manner. ● Continue to focus on standards and planning around understanding key learning outcomes in K-12 mathematics, using the resource as a support. ● Training sessions with all K-5 staff on understanding the lesson structure in Bridges and identifying key instructional outcomes to support student learning. (November 2022 district PL)

		<ul style="list-style-type: none"> - Examining a Unit of Study in Bridges.(February 2023 district PL) - Examining a Month of Number Corner to support number sense. ● Elementary math coaches facilitated weekly professional learning sessions to support the implementation of Bridges/Number Corner. ● EdGems math resource selected to be a support for the implementation of the MS standards-based curriculum. ● K-12 math course overview and curricula revised using the CT State Department of Ed design template. ● Work with dyslexia expert for elementary teachers and interventionists. ● Science of Reading waiver submitted to the CSDE in support of existing NF ELA curriculum model and current resources to meet K-3 literacy state legislation. ● K-5 Literacy coaches and interventionists trained in the administration of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to support mandated screening in foundational reading skills. ● Vertical articulation work in all content areas underway to build coherence of content within and among all grades. ● Curriculum design template created to be used to support district coherence of content expectations and to align curriculum to NF vision of the Graduate and HQI.
<p><u>Special Education:</u></p>	<ul style="list-style-type: none"> ● Continue to develop and implement high-quality Individual Education Programs (IEPs) that result in academic and educational growth for students requiring special education services. ● Provide training for special education teachers, school psychologists, speech and language pathologists, and building administrators on the new state requirements for identification of students with reading disabilities. ● Continue to provide training on best practices in literacy instruction for students with identified reading disabilities, such as dyslexia. 	<ul style="list-style-type: none"> ● A team of CT SEDS Expert Trainers was trained over the summer. In the opening PL days, all special education and pupil services faculty were trained on the software. ● Throughout the 22-23 school year, PPS leaders and secretaries have attended weekly trainings, workshops, and feedback sessions hosted by the State Department of Education ● Special education and pupil services faculty have received ongoing training on writing high-quality IEPs throughout the year. ● Training was provided to special education teachers, SLPs, and school psychologists on the new state guidelines for the identification of students with reading disabilities.

	<ul style="list-style-type: none"> ● Continue to support the STRIDES program such that students requiring special education services after completing high school graduation requirements can receive those services in-district. ● Per state mandate, implement the Connecticut State Department of Education (CSDE)-provided IEP software (CT-SEDS), and work through the challenges inherent to the newly-designed software. 	<ul style="list-style-type: none"> ● Literacy training and professional learning was provided to special education teachers in the area of dyslexia and evidence-based structured literacy instruction, including training on the Wilson Reading Program as well as the Orton-Gillingham Approach for several teachers across the district. ● Additional consultation with an outside language and literacy specialist provided additional expertise for district staff in those areas. ● STRIDES supported students who were ready to participate in college-level academics for the first time, and expanded the number and diversity of job sites and vocational experiences available to students.
II. Healthy Learning Environment	Promote a healthy learning environment that fosters physical and emotional safety, respect and a sense of belonging for all students. (Continuation of 2021-22 goal with new language).	
<u>School Culture & Climate</u>	Action Steps <ul style="list-style-type: none"> ● Continue to train staff for fidelity of implementation of Responsive Classroom K-5. ● Continue to train staff for fidelity of implementation of Restorative Practices 6-12. ● Continue to increase a sense of belonging for all students through work with district consultants (6-12). 	Progress <ul style="list-style-type: none"> ● All K-5 staff trained in responsive classroom strategies to promote positive class climate. ● K-5 school-wide expectations for students and staff developed with input from staff. ● Staff training in restorative practices continued in grades 6-12 and with students in the ALC program. ● With the assistance of a consultant, high school student leaders and staff planned a student assembly to promote a positive school climate. ● Consultant also worked with 6-12 teachers and administrators on creating welcoming schools. ● The athletic department's Class Act Council has promoted good sportsmanship as evidenced by student conduct at athletic contests. ● Revised the District's Dress Code Policy to be more culturally and gender responsive.

<u>School Safety and Security</u>	<ul style="list-style-type: none"> ● Review and refine NFPS emergency response protocols and provide updated training to school staff. ● Establish safe and efficient arrival and dismissal procedures at the newly configured Cons/MHHS campus. ● Continue to enhance our partnership with the School Resource Officers through regular monthly meetings and ongoing communication. Extend the SRO program to Cons/MHHS in order for all buildings to have a dedicated SRO. 	<ul style="list-style-type: none"> ● The District Administration reviewed and updated its emergency response protocols with our security consultant. ● Emergency response protocols were laminated and posted in each classroom. ● Training was provided to all staff on updated protocols with the support of our security consultant. ● The Cons/MHHS administration and staff established new arrival and dismissal procedures for the campus; it required several iterations and modifications to the original plan. ● SRO program was implemented at all of our schools. Monthly meetings with SROs and administration provided opportunity for two-way communication. ● Conducted internet safety presentations through Internet Safety Solutions in grades 4-12 and provided a well-attended presentation to parents.
<u>High School Start/End Times & Master Schedule:</u>	<ul style="list-style-type: none"> ● Make modifications to the high school’s start & end times for the 2024-25 school year to align with adolescent sleep research. <ul style="list-style-type: none"> ○ Re-start the High School Start/End Times Board of Education Ad Hoc Committee. ○ Convene the High School Start/End Time Task Force, which will report periodically to the BOE sub-Committee with its recommendations. ● Continue to review the current high school master schedule in order to enhance educational opportunities. 	<ul style="list-style-type: none"> ● Convened Board of Education Ad Hoc Committee and the High School’s Start/End Time Task Force. The Task Force met several times and reported to the BOE and community at the March 2 BOE meeting. ● The study was paused as a result of the protracted budget challenges. ● The high school administration will present an update on the master schedule at the June 1 BOE meeting.
<u>Health and Wellness</u>	<ul style="list-style-type: none"> ● Continue with the practice of periodically administering <i>Profiles of Student Life: Attitudes and Behaviors</i> surveys for grades 7-12 and compare to pre-pandemic results. ● Present findings to the Board and determine next steps. ● Utilize a multi-prong approach to reduce incidents of substance use. 	<ul style="list-style-type: none"> ● In collaboration with the NF Prevention Council, the high school youth survey was administered in February 2023 and an overview of the results was shared at the May 18 BOE meeting. ● Next steps will include holding a Community Forum in the early fall regarding the results and next steps.

	<ul style="list-style-type: none"> Evaluate current and anticipated needs for school-based counseling services and plan programming to support students' mental health needs. Continue the use of the Aperture universal social/emotional competence screener in grades K-12. 	
III. Superintendent's Entry Plan	Develop an understanding of the district's priorities, programs, culture, and operations by listening and learning from stakeholders. (See entry plan)	
	Action Steps	Progress
	<ul style="list-style-type: none"> Establish a successful and productive superintendent/board relationship. Establish relationships with stakeholders and gather feedback to inform goal setting and strategic planning. Develop an understanding of the extent to which New Fairfield's academic programs and services are meeting the needs of students. Actively gather information regarding the present status of school security, facilities and budget development. Utilize multiple approaches to effectively communicate with stakeholders. 	<ul style="list-style-type: none"> Multiple communication strategies employed to promote a productive BOE/Superintendent working relationship: <ul style="list-style-type: none"> Weekly Superintendent notes; Periodic Chair/Vice Chair meetings; Superintendent presence at Sub Committee meetings; 1:1 meetings with BOE members upon entry. Stakeholder meetings and interviews held with: <ul style="list-style-type: none"> Each member of Leadership team; Heads of each bargaining unit group; HS Department chairs, MS teams, Cons/MHHS staff; Staff and PTO meet and greets; Strong presence in the schools and at events; Offered BOF members meetings with Superintendent. Stakeholder communications strategies employed: <ul style="list-style-type: none"> Monthly District newsletter with note from Superintendent; Website and social media use; District website for easy access to budget and school start time information; Community tours of the newly renovated Cons/MHHS campus.
IV. Strategic Planning	Initiate a strategic planning process to set New Fairfield Public Schools' priorities for the next three years.	

	Action Steps	Progress
	<ul style="list-style-type: none"> ● Develop a committee process, with the Board’s input, for developing the strategic plan that includes soliciting input from various stakeholders. ● Create a multi-year strategic plan with goals, objectives, action steps, and timelines for completion, which will serve to guide the next level of work for the district, including future budgets. ● Present the strategic plan to the community and the board of education for refinement and Board approval. 	<ul style="list-style-type: none"> ● This priority was placed on hold pending the outcome of the budget process. ● The type of strategic planning process employed will be dependent on the level of reductions on the operating budget.
V. Resources to Support Learning	Provide the necessary resources for learning--defined as finances, facilities, operational systems, and human resources. Adequate resources are a foundational component for New Fairfield to achieve its Vision of a Graduate.	
	Action Steps	Progress
<u>Finance</u>	<ul style="list-style-type: none"> ● Develop and present a FY 24 Operational and Capital Budget request to the community that is transparent, fiscally responsible and ensures continuous improvement. ● Manage the FY 23 Operational and Capital Budget to provide resources as planned and to address unanticipated expenses. 	<ul style="list-style-type: none"> ● The Superintendent’s FY 24 Budget was approved by the BOE without modification. The BOF reduced the budgeted amount by \$800,000 despite an uptick in enrollment, increased complexity of student needs, and inflation. All budget documents are accessible from the NFPS website. ● The FY 23 budget has been managed closely. SPED costs have exceeded the budget in this cost center as a result of a significant increase in the number of identified students and specialized evaluations. The District is managing these costs with controls on spending in other cost centers.
<u>Transportation</u>	<ul style="list-style-type: none"> ● Utilize the services of a transportation consultant to conduct an analysis of the financial requirements in moving from a three-tier bus transportation system to a two-tier system with the high school and middle school sharing bus runs. 	<ul style="list-style-type: none"> ● The District has contracted with Transportation Advisory Services (TAS) to analyze the transportation requirements for a two-tier bus system. Study is underway and will be completed by the fall.

<u>Facilities</u>	<ul style="list-style-type: none"> ● Close out the Consolidated/Meeting House Hills Schools building project from a financial standpoint and ensure that the punch list has been completed according to the educational specifications and construction documents. ● Monitor the construction of the new high school to ensure an on-time opening for the 2023-24 school year and to ensure that the educational specifications have been met. ● Respond to state mandates in documenting and communicating the district's indoor air quality preventative maintenance plan to the public. 	<ul style="list-style-type: none"> ● Continuing to work with our owner's representatives to ensure the completion of all punch list items to the District's satisfaction. ● New high school is on budget. Fall 2023 anticipated opening is on schedule. Plans for summer relocation of HS/MS staff have been developed.
<u>Human Resources</u>	<ul style="list-style-type: none"> ● Attract and retain highly qualified staff to support continuous academic improvement. ● Increase the substitute pool for certified and non-certified positions. 	<ul style="list-style-type: none"> ● All certified staffing positions were filled for the 2022-23 school year. Budget reductions may have an impact on retention efforts. ● Held a Sign & Sub event that increased the pool of substitute candidates. However, we still experience a shortage of substitutes.
<u>Technology</u>	<ul style="list-style-type: none"> ● Create continuity in access to educational support technology to support K-12 curriculum initiatives. (SmartBoards, document cameras, projection and sound reinforcement) ● Utilizing upgraded facilities, cultivate STEM initiatives to full potential with industry leading hardware and software. (K-5 STEM lab, new HS Robotics, digital media, and art/music labs) ● Streamline and clarify the digital repository of online tools and resources increasing efficiency in delivering high-quality instruction. 	<ul style="list-style-type: none"> ● Second STEAM unit added at NFMS, third being selected now. ● Uniformity in SMART has increased from 60% to 95% and will improve further with the opening of the new High School. Docking stations will be universal this summer. ● K-5 STEM lab is off to a fantastic start, professional industry labs for graphics design, robotics, language, and music to open in September. ● Streamlined ClassLink portal by grade-level, partnered with Curriculum and Instruction to identify and optimize the digital tools the district has to support HQI.