

NEWINGTON PUBLIC SCHOOLS



Strategy & Innovation Plan 2017 – 2025

Working Copy July 2017

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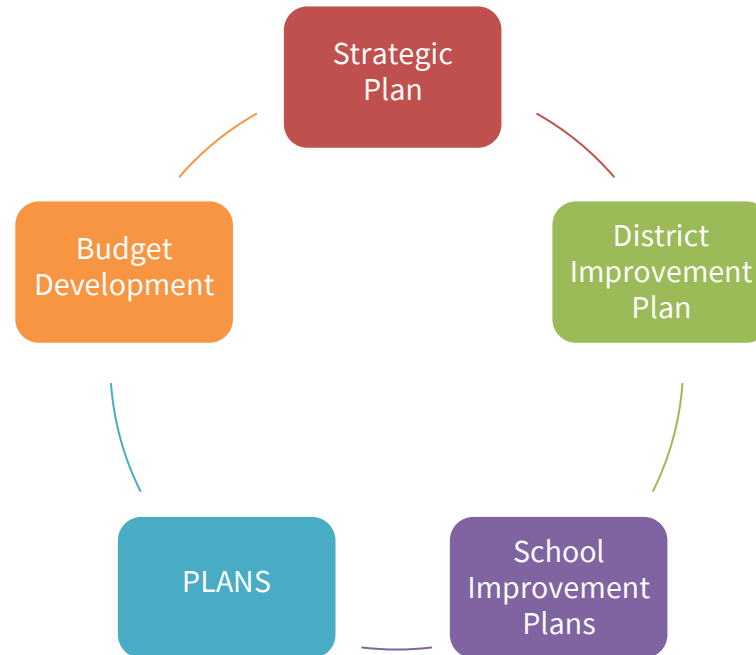
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An Overview

Introduction

NPS 2025 is a comprehensive system for continuous improvement. The system begins with a strategic plan that guides the development of annual district and school improvement plans. The improvement plans contain specific action steps and targets designed to implement the strategic plan including recommendations for multi-year strategic funding through the Program Logistics Analysis New Systems (PLANS). The district budget is developed and is informed by the strategic plan. NPS 2025 is monitored throughout the year using a number of metrics for assessing progress toward the identified targets. An annual scorecard tracks progress over time and is presented to the Board of Education and the public.

Strategic Planning

Newington began the strategic planning process in 1993. Strategic plans are used to *lead* and *support* school improvement efforts. Internal and external environmental scans examine Strengths, Weaknesses, Opportunities, and Threats to the organization and inform the strategic planning process and assist in the alignment of fiscal, human, and other district resources.

Annual Process

The chart below illustrates the annual process used to implement NPS 2025.

| ANNUAL PLANNING, MONITORING & REPORTING TIMELINE | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|--|------|-----------|------------------------------------|---------------|---------------|---------------|-------------------------------------|------------------|---------------|---------------|--------------------------|---------------|
| District & School Improvement Plans | | Published | | | | | | MidYear Analysis | | | School Review & Analysis | |
| Performance Monitoring Reviews | | | State Data | District Data | District Data | District Data | District Data | District Data | District Data | District Data | District Data | District Data |
| PLANS | | | PLANS Proposal Submission & Review | | | | Selected PLANS Proposals in. Budget | | | | | |
| Strategy Monitoring Reports Submitted | | | | | | | | | | | | |
| Focus Group Review | | | | | | | | | | | | |
| Budget Presentations | | | | | | | | | | | | |
| Strategic Plan Review | | | | | | | | | | | Focus Group & | |

Mission

The Mission of the Newington Public School System, an educational partnership of school, family and community, is to ensure every student acquires the knowledge, skills and attitudes to continue to learn, live a productive life, and contribute to a diverse, rapidly changing society. This is accomplished within a caring environment through a planned program of quality learning experiences that challenge and encourage each individual to reach full potential.

Vision

Every Student – College, Career, & Citizenship Ready

Theory of Action

If we develop a shared vision of effective teaching, we will move the needle for ALL students.

Core Values and Beliefs

-- We believe: --

- | | |
|--|---|
| <ul style="list-style-type: none"> ● <i>Each individual has worth and deserves respect.</i> ● <i>Each individual is unique and deserves recognition.</i> ● <i>Each individual can learn.</i> ● <i>Motivation directly affects learning.</i> ● <i>Performance is directly related to expectations.</i> ● <i>Learning is a life-long process.</i> ● <i>Effective education empowers individuals to reach full potential.</i> ● <i>Education expands options throughout life.</i> ● <i>Effective education is essential to the future well-being of our society.</i> ● <i>Education is the shared responsibility of student, family, school system and community.</i> | <ul style="list-style-type: none"> ● <i>Individuals are accountable for their own actions/</i> ● <i>The teacher's role in the education process is vital to the success of the learner.</i> ● <i>Family support, commitment and involvement strengthen student learning.</i> ● <i>The commitment of the entire community is vital to an excellent school system.</i> ● <i>Success builds self-esteem; self-esteem promotes success.</i> ● <i>The understanding of and respect for diversity strengthens society.</i> ● <i>Change is inevitable and creates the opportunity to grow.</i> ● <i>Excellence in education is worth the investment of time, effort and resources.</i> |
|--|---|

MAJOR AREAS OF FOCUS

1 Student Growth & Performance

2 Organizational Efficiency, Adaptability, and Effectiveness

3 Safe, Supportive & Healthy Culture

4 Infrastructure & Facilities Support 21st Century Learning

5 Family and Community Engagement

A. The Framework - Focus Areas, Goals & Strategies

Focus #1 - Student Growth & Performance - *Every student graduates ready for college, career, and citizenship.*

Goal 1: All students will receive a high quality personalized education which is rigorous, relevant and an engaging program.

| Strategies | Measurement Indicators |
|---|---|
| 1.1.1 Revise and implement curriculum to state standards. | Student performance on district assessments K-3, 4-5, 6-8, 9-12 in reading, writing, science and mathematics. |
| 1.1.2 Implement Personal Success Plans to ensure college, career and citizenship readiness. | All students in grades 6-12 have a Personal Success Plan. |
| 1.1.3 Develop academies and programs for choice to create multiple pathways to success. | Establishment of academies by defining purpose, goals and course offerings. <i>Secondary schools will implement developed academies.</i> Percentage of students enrolled in an academy. |
| 1.1.4 Increase access to early childhood education programs. | Percentage of students attending district sponsored early childhood programs. |

Goal 2: All students will be globally competitive by using international standards of measurement.

| Strategies | Measurement Indicators |
|--|--|
| 1.2.1 Develop oral proficiency in a second (foreign) language. | Percentage of students achieving ACTFL Certified Oral Proficiency Participation of students taking second language instruction from elementary school to high school. |
| 1.2.2 Achieve international standards in literacy and mathematics. | <i>Percentage of students performing at proficiency on an internationally benchmarked assessment (TBD).</i> |

Focus #2 - Organizational Adaptability, Efficiency, and Effectiveness – *The district can adapt to internal and external influences efficiently and effectively.*

Goal 2.1: All educators and support staff are highly effective.

| Strategies | Measurement Indicators |
|--|---|
| 2.1.1 Equip educators, administrators and support staff with the skills they need to prepare students for the complex demands of the 21 st Century. | Percentage of highly effective administrators. Percentage of highly effective staff. Percentage of highly effective tutors. |
| 2.1.2 Develop and implement a system of embedded professional learning to continually improve practice. | The percent of educators who respond favorably to: <i>The professional development I received this year provided me with teaching strategies to better meet the needs of my students</i> on the annual staff survey. |
| 2.1.3 Develop and implement a system to provide feedback and accountability in educator, leader and support staff practice. | The overall average of staff who respond favorably to the value of feedback on the annual staff survey. The overall average of staff who respond favorably to the timelines of feedback on the annual staff survey. |

Goal 2.2: All district services are performed effectively and efficiently to support the needs of teaching and learning by aligning people, time and funding to priorities.

| Strategies | Measurement Indicators |
|--|--|
| 2.2.1 Audit and revise organizational structure and or resources to meet changing needs. | Annual review of educator, leader and support evaluation plans. Achievement of district and school improvement goals. Return on Investment (RoI) analysis on all programs, systems and positions |
| 2.2.2 Implement the Newington Technology Plan with the goal of enhancing teaching and learning | Percentage of educators demonstrating proficiency in the application of technology to enhance instruction as measured by the Newington Educator technology Integration Rubric. |

Focus # 3 - Safe, Supportive & Healthy Culture – *Students and staff members feel safe, supported and respected.*

Goal 3.1: District wide culture is respectful and responsive to student and staff needs.

| Strategies | Measurement Indicators |
|---|--|
| 3.1.1 Fully Implement SRBI including Positive Behavior Interventions & Support models. | Fully implemented Tiered behavior supports at all levels. |
| 3.1.2 Develop and implement consistent, research-based strategies and interventions to support positive behavior and reduce disciplinary referrals. | Discipline, behavior and attendance reports. Percentage of students receiving less than 5 disciplinary referrals. Percentage of students attending school 172 days or more. <i>Percentage of students meeting the district & school expectations.</i> |
| 3.1.3 Conduct biennial climate surveys with students, parents and staff. | Percentage of students, staff, parents reporting that the school climate is safe and supportive. |
| 3.1.4 Audit the district’s security plan and emergency needs. | Annual review of the district’s security plan |

Goal 3.2: Students are healthy, fit and ready to learn.

| Strategies | Measurement Indicators |
|--|---|
| 3.2.1 Implement Mindfulness and Yoga 4 the Classroom. | Percentage of staff participating in professional development and classroom implementation |
| 3.2.2 Utilize the curriculum review cycle to revise, as appropriate, the K-12 Wellness Curriculum as one component in our coordinated approach to school health. | Percentage of students meeting the wellness standards. Percentage of students passing all four subtests on the state fitness assessment. |
| 3.2.3 Conduct biennial review and revisions of the district’s Safe School Climate Plan. | Safe School Climate Report Revisions and Updates |

Focus #4 - Infrastructure and Facilities Support 21st Century Learning – *The district commits to investing in infrastructure that supports 21st Century Learning.*

Goal 4.1: Modern facilities that support and adapt to continuously evolving programs of study.

| Strategies | Measurement Indicators |
|---|------------------------|
| 4.1.1 Design and construct Health Sciences and Aerospace facility at Newington High School. (Anticipated completion August 2017) | |
| 4.1.2 Design renovation to the Culinary & Hospitality Academy at Newington High School. (Anticipated completion August 2017) | |
| 4.1.3 Design and modify NPS facilities to provide appropriate spaces K-12 to meet students’ needs for DTI, sensory motor and physical therapy. | |
| 4.1.4 Design and modify NPS facilities to provide appropriate spaces K-12 to ensure physical safety measures, technological safety measures, and 1:1 technology. | |
| 4.1.5 Develop long range renovation/construction plan that will include renovation to new at Anna Reynolds Elementary School and John Paterson Elementary School, construct fabrication lab for the high school Aerospace Academy and renovate lavatories in specific schools based on priority list. | |

Goal 4.2: A robust infrastructure that supports and adapts to continuously evolving programs of study while providing appropriate access to Newington’s technology platform by students and staff.

| Strategies | Measurement Indicators |
|--|--|
| 4.2.1 Maintain the current scope of 1:1 access for students in Grades K-12. | Ratio of students/technology devices (ES/MS/HS). |
| 4.2.2 Maintain adequate capacity within our wireless network infrastructure to support all general technology needs and its robust status. | Average classroom wireless signal strength of >-65 dBm in the 5GHz band. |

Focus #5 - Family & Community Engagement – *The district is seen as a hub for learning and engages families and the community in learning.*

Goal 5.1: The district is seen as a learning community that actively seeks out partnerships with families, businesses, post-secondary and other organizations in order to enhance student learning experiences that support college, career and citizenship readiness.

| Strategies | Measurement Indicators |
|---|--|
| 5.1.1 Cultivate additional partnerships to extend and support student learning, and provided authentic learning experiences | Number of interns from local colleges. Number of student teachers. Number of students participating in internships with local businesses. Number of opportunities for students to participate in regional programs. Number of students participating in regional programs. Number of school volunteers. |
| 5.1.2 Intensify the influence of the NHS Advisory Group | Number of visits to district and school websites. Number of visits to student information system parent portal. Percentage of parents reporting they know how their child is performing in school. Percentage of schools with school-based family resource centers. Percentage of families accessing the services. |
| 5.1.3 Increase articulation agreements with local colleges and universities | |

Goal 5.2: Staying connected will strengthen relationships with families and the community.

| Strategies | Measurement Indicators |
|--|------------------------|
| 5.2.1 Enhance the district’s current communication system with Newington families. | |

Directory

| Strategy & Innovation Team Leaders | Strategic Focus |
|--|---|
| William Collins, Superintendent of Schools | Long Range Planning |
| Pamela Muraca, Deputy Superintendent | Implementation, Coordination and Accountability |
| Wendy Crouse, Chief Academic Officer Kristen Freeman, Director of Secondary Education | Student Growth & Performance |
| Stephen Foresi, Chief of Staff | Organizational Adaptability, Efficiency, and Effectiveness Family & Community Engagement |
| Marilena Gulioso, Director of Student Services Pamela Muraca, Deputy Superintendent | Safe, Supportive & Healthy Culture |
| Lucian Jachimowicz, Chief Finance & Operations Officer John (Jay) Salerno, Director of Educational Technology | Infrastructure and Facilities Support 21 st Century Learning |
| Kimberly Davis, Director of Human Capital Development | Family & Community Engagement |

| Strategic Planning Representatives | | |
|---|-------------------------------------|----------------------|
| Board of Education Representative | Economic Development Personnel | Political Leadership |
| Cabinet Members | Chamber Representative | Town Manager |
| Teacher Representative from Each Level | Workforce Development Specialist | Parents |
| Principal Representative | Business & Industry Representatives | NHS Students |
| NTA Representative | Post-Secondary Representative | Alumni |
| District Data Team Member Representative | AFSCME Representative | |

| | | Plan | Implement | Operational | Benchmark | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|--|--|--|-----------|-------------|-----------|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | | | | | Due | | | | | | | | | | | | | | | | | | | | | | | | |
| S t u d e n t P e r f o r m a n c e | 1.1.1 | Revise and implement curriculum to reflect CCSS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.2 | Increase access to early childhood education programs | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.3 | Expand the number of students participating in leadership roles in each level (K-4, 5-8, 9-12). | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.4 | Implement Student Success Plans to ensure college, career and citizenship readiness. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.5 | Select & Implement on-line learning programs 9-12. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.6 | Develop academies and programs of choice to create multiple pathways to success. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.2.1 | Develop proficiency in at least two languages. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | Achieve international standards in literacy and mathematics. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| O r g a n i z a t i o n | 2.1.1 | Equip educators and support staff with the skills they need to prepare students for the complex demands of the 21st Century. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.1.2 | Develop and implement a system of embedded professional learning to continually improve practice. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.1.3 | Develop and implement a system to provide feedback and accountability in teacher and leader practice. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.2.1 | Audit and revise organizational structure and/or resources to meet changing needs. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.2.2 | Implement the SDE approved Newington Technology Plan with the goal of enhancing teaching & Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C u l t u r | 3.1.1 | Develop, implement, and monitor safe school climate practices. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3.2.1 | Implement consistent district-wide social and civic expectations, interventions and strategies. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3.2.2 | Implement standards-based wellness curriculum and instruction, K-12. | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Plan | Implement | Operational | Benchmark Due | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
|----------------------------|-------|--|-----------|-------------|---------------|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | | | | | | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
| Student Performance | 1.1.1 | Revise and implement curriculum to reflect CCSS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.2 | Increase access to early childhood education programs. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.3 | Expand the number of students participating in leadership roles (K-4, 5-8, 9 -12.). | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.4 | Implement Student Success Plans to ensure college, career and citizenship readiness. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.5 | Select & Implement on-line learning programs 9-12 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.1.6 | Develop academies and programs of choice to create multiple pathways to success. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.2.1 | Develop proficiency in at least two languages. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1.2.2 | Achieve international standards in literacy and mathematics. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Organization | 2.1.1 | Equip educators and support staff with the skills they need to prepare students for the complex demands of the 21st Century. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.1.2 | Develop and implement a system of embedded professional learning to continually improve practice | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.1.3 | Develop and implement a system to provide feedback and accountability in teacher and leader practice. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.2.1 | Audit and revise organizational structure and/or resources to meet changing needs. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.2.2 | Implement the SDE approved Newington Technology Plan with the goal of enhancing teaching and learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Culture | 3.1.1 | Develop, implement, and monitor safe school climate practices. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3.2.1 | Implement consistent district-wide social and civic expectations, interventions and strategies. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3.2.2 | Implement standards-based wellness curriculum and instruction, K-12. | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Focus | Strategy | District Scorecard by Year (BOLD text indicates target met) | | | | | | | | | | | | | | |
|---------------------|---|--|-------------------|---------------------|--------------------|--------------------|--------------------|--------------------|--------------|-------|-------|-------|-------|-------|-------|-------|
| | | Key Performance Indicators | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
| Student Performance | 1.1.1 | % of students Kindergarten ready | 78% | 84% 84% | 78% 81% | 74% 80% | 81% 86% | 83% 88% | 83% | | | | | | | |
| | 1.1.2 | Four year graduation rate | 90.3% | 92% 92% | 93% 93% | 94% 94% | 95% 95% | 96% 96% | | | | | | | | |
| | 1.1.3 | % of students who are literate | 78.3% | 74% 80% | 84% 82% | 84% 84% | 86% 86% | 87% 88% | | | | | | | | |
| | 1.1.4 | % of students mathematically literate | 83% | 84.7% 84% | 93% 95% | 86% 86% | 87% 87% | 89% 89% | | | | | | | | |
| | 1.1.6 | % of students who are college ready | TBD | TBD | TBD | TBD | TBD | TBD | | | | | | | | |
| | 1.2.1 | % of students literate in multiple languages | TBD | TBD | TBD | TBD | TBD | TBD | | | | | | | | |
| | 1.2.2 | % of 3 or above on AP Exams | 74.5% | 82% 74.0% | 75% 77.0% | 81.0% 81.0% | 84.0% 84.0% | 87.0% 87.0% | | | | | | | | |
| | 1.2.3 | % of Graduating Class 3 or above on AP Exams | 27.3% | 29% 27.8% | 29.3% 29.0% | 28.5% 28.5% | 28.8% 28.8% | 30.0% 30.0% | | | | | | | | |
| Organization | 2.1.1 | % of highly effective certified staff | TBD | | 99% | | | | | | | | | | | |
| | 2.1.2 | | | | | | | | | | | | | | | |
| | 2.1.3 | | | | | | | | | | | | | | | |
| 2.1.2 | % of teachers reporting district supported professional learning on teaching strategies to meet student needs | TBD | 70% 70% | 72% 72% | 74% 74% | 76% 76% | 80% 80% | | | | | | | | | |
| 2.2.1 | % of DIP/SIP Goal Success | TBD | 26% 26% | 50% 50% | 85% 85% | 75% 75% | 90% 90% | | | | | | | | | |
| Culture | 3.1.1 | % of staff and parents reporting a positive school climate | TBD | 90% 80% | 81% 81% | 82% 82% | 83% 83% | 84% 84% | | | | | | | | |
| | 3.2.2 | % of students who demonstrate citizenship | 73% | 0% 75% | 72% 72% | 79% 79% | 81% 81% | 83% 83% | | | | | | | | |
| | 3.2.3 | % of students who are healthy and fit. | 53% | 51% 55% | 57% 57% | 58% 58% | 61% 61% | 63% 63% | | | | | | | | |
| Infrastructure | 4.1.1 | % of classrooms capable of year round use | 71% | 71% 71% | 71% 71% | 74% 74% | 76% 76% | 78% 78% | | | | | | | | |
| | 4.1.2 | # of 21 st century facility projects completed | 10 | 12 12 | 12 12 | 16 16 | 12 12 | 12 12 | | | | | | | | |
| | 4.2.1 | Ratio of Student/Device Elem. | 1.32 | 1.20 1.20 | 1.20 1.20 | 0.76 0.76 | 1.15 1.15 | 1.10 1.10 | 1.00 1.00 | | | | | | | |
| | 4.2.1 | Ratio of Student/Device Middle Level | 1.92 | 1.83 1.83 | 1.85 1.85 | 1.1 1.1 | 1.30 1.30 | 1.30 1.30 | 1.00 1.00 | | | | | | | |
| | 4.2.1 | Ratio of Student/Device High School | 1.57 | 1.57 1.50 | 1.50 1.50 | 1.5 1.5 | 1.3 1.3 | 1.10 1.10 | 1.00 1.00 | | | | | | | |
| | 4.2.2 | # of Classrooms 1:1 Capable Elem. | 20% | 80% 80% | 88% 88% | 89% 89% | 95% 95% | 40% 40% | 80% 80% | | | | | | | |
| | 4.2.2 | # of Classrooms 1:1 Capable Middle | 20% | 80% 80% | 88% 88% | 89% 89% | 95% 95% | 40% 40% | 80% 80% | | | | | | | |
| 4.2.2 | # of Classrooms 1:1 Capable High | 20% | 80% 80% | 88% 88% | 89% 89% | 95% 95% | 40% 40% | 80% 80% | | | | | | | | |
| Family Engagement | 5.1.1 | Number of community partnerships | 261 | 275 275 | 300 300 | 325 325 | 350 350 | 375 375 | | | | | | | | |
| | 5.2.1 | # of visits to district & school websites | 592,028 | 658,652 662,000 | 712,000 712,000 | 772,000 772,000 | 832,000 832,000 | 892,000 892,000 | | | | | | | | |
| | 5.2.1 | % of parents reporting they know how their child is performing in school | TBD | 90% 80% | 82% 82% | Marban Marban | Marban Marban | Marban Marban | | | | | | | | |