

New Canaan Public Schools
DISTRICT GOALS AND OBJECTIVES
2020-2021

District goals and evidence of student learning inform the development of school, department, and individual annual growth plans that are finalized at the beginning of each school year. Annual objectives highlight priorities for the upcoming year although the ongoing, complex work of the district across all departments and domains continues even if not specifically noted below. In addition, annual objectives guide resource allocation and decision-making.

(Sequence does not indicate priority but is for ease of reference)

GOAL 1. INCREASE STUDENT LEARNING AS MEASURED BY MULTIPLE AND VARIED ASSESSMENTS TO ASSURE ALL STUDENTS GRADUATE PREPARED FOR A DYNAMIC AND COMPLEX GLOBAL SOCIETY.

OBJECTIVES

1. District curriculum, instruction, and assessments will reflect local, state, national, and international standards and expectations.
 - a. Provide the resources to continually update and support implementation of curriculum expectations.
 - b. Create and validate district performance assessments that emphasize higher order thinking and complex problem solving.
 - c. As part of ongoing instruction, ensure students are prepared to confidently and successfully participate in next generation assessments in all disciplines.
 - d. Expand opportunities for students to engage in self-assessment, goal setting, conferencing, and collaboration.
 - e. Review current practices in Standards Based Grading (SBG) at Saxe and share feedback from all stakeholders in order to determine future steps with SBG in district.
 - f. Develop vision, guiding principles and expectations for hybrid and remote learning.
 - g. Explore ways for teachers to provide ongoing, meaningful feedback to students during hybrid and remote learning.

2. All students will meet NCHS graduation standards which include the knowledge and skills needed to succeed in a complex global society.
 - a) Continue to develop the vision of the graduate by identifying and defining skills and dispositions, beginning to explore ways to assess them, and expanding the committee to include Board and community members.
 - b) Implement revised high school graduation requirements (enacted for the class of 2023) and develop criteria for mastery-based portfolio assessments.

- c) Implement a block schedule at NCHS using a 4 period A/B schedule, and provide ongoing updates to the Board that include academic, social, emotional, and physical goals and anticipated outcomes for students in various scenarios (in-person, hybrid, and remote) for current year and consideration in future years.
 - d) Continue investigating the viability of various scheduling options at Saxe with a focus on understanding the anticipated impacts on student health and wellness.
3. Review and update alignment between new national and state frameworks in science, technology, engineering and math and local STEM initiatives.
 - a. Continue to evaluate current STEM programs K-12 and further develop opportunities to expand innovative practices for both staff and students.
 - b. Continue to implement Next Generation Science Standards (NGSS) K-8 12 and develop assessments to assure alignment between written and taught curriculum.
 - c. Evaluate revised grade 9 course, Geo-Physical Science.
 - d. Continue to review the biology curriculum's alignment with NGSS and begin implementation of revised units with the emphasis on best NGSS practices.
 - e. Review Chemistry curriculum and its alignment with NGSS.
 4. Revise and implement K-12 Health Curriculum based on crosswalk between National Health Standards, NCPS curriculum, state statutes, and best practices.
 - a. Following the Understanding by Design (UbD) model, implement new units of study in grades K & 1-4 and revise grade 9-12-to align with the skills of emotional intelligence.
 - b. Continue to address state mandates through health curriculum and determine appropriate instructional venues for each topic.
 - c. Evaluate health schedule for grades K-4 as well as 9-12. Continue to explore best models of scheduling for grades 5-8.
 - d. Continue to periodically communicate with parents and the community regarding health, wellness, and the K-12 program.
 - e. Partner with community organizations (NC Cares, Health and Human Services, etc.) to best educate stakeholders on health topics such as domestic violence, healthy relationships, drug awareness and prevention, etc.
 5. All students will graduate with the technological knowledge and skills to succeed in a dynamic and complex global society.
 - a. Support teacher-leaders in their ongoing exploration of innovative and transformational practices with technology with a focus on expanding and investigating opportunities for students to participate in synchronous and asynchronous online learning opportunities.
 - b. Support teachers in the ongoing integration of technology into the educational experience at all levels.
 - c. Monitor the implementation of the digital citizenship curriculum K-12.
 - d. Train students and staff in the use of, while monitoring implementation, the Learning Management Systems for students in grades K-12 with a focus on instructional consistency and equity of access.
 - e. Identify and train teacher leaders as they develop their knowledge and skills using LMS at each respective grade level.

6. Continue to implement Response to Intervention (RTI) at all schools as defined by the NCPS Guidebook in order to differentiate instruction and intervention and to support students in meeting performance standards and behavioral expectations.
 - a. Each student will demonstrate continuous progress on an annual basis as measured by standards-based assessments and district benchmarks.
 - b. Resource specialists and teachers will use progress monitoring and data analysis protocols to develop, track, and share information on the effectiveness of research-based interventions.
 - c. District K-12 RTI Committee will meet regularly to align practices with district guidebook and process.
 - d. Expand training for specialists and all faculty in research-based interventions.
 - e. Continue to use Social, Academic and Personal (SAPL) Framework to guide social emotional and behavioral interventions, particularly Tier 2 and 3 interventions.
 - f. Continue to implement lessons in grade 6 that will support executive functioning needs. Continue to identify research and best practices that support this work.
 - g. Monitor and support the RTI services provided to English Language Learner (EL) students.
 - h. Continue to support our vulnerable populations regardless of the educational environment (in-person, hybrid, or remote learning)

7. All students will achieve at or above the “intermediate high” level in a second language as measured by indicators such as district assessments and the American Council of Teachers of Foreign Language (ACTFL) standards and other indicators, such as participation in learning/work opportunities that require use of a second language:
 - a. Monitor the percentage of students participating in World Languages in grades 9- 12 and the distribution of students in grades 6-8.
 - b. Monitor the number of students graduating with the Seal of Biliteracy.
 - c. All 8th grade students will perform at or above “low intermediate” on the speaking and writing portion of the ACTFL assessment or the ALIRA.
 - d. Expand opportunities and pathways in World Languages in alignment with the revised state graduation requirements.

8. Continue revisions on K-12 music and art curriculum based on crosswalk between National Core Standards, NCPS Curriculum and best practices.
 - a. Following the Understanding by Design (UbD) model, continue developing units of study K-4, 5-8, and 9-12.
 - b. Continue to evaluate current staffing and determine best models of instruction for music and art K-4, 5-8 and 9-12.
 - c. Make necessary adjustments across the Visual and Performing Arts program to maximize health and safety given the challenges of the COVID pandemic.

9. Monitor the Downtown Campus program focusing on meeting student needs in an alternative educational setting. Implement a comprehensive curriculum that provides for the academic, social, and emotional needs of all students.
 - a. Monitor student progress and success.
 - b. Continue to provide opportunities for students in the program to participate in NCPS extra-curricular activities and earn an NCPS diploma.

GOAL 2. IMPROVE ACHIEVEMENT, SERVICE, AND RELATIONSHIPS THROUGH COMMUNICATION THAT IS RESPONSIVE, CLEAR, TIMELY, AND INCLUSIVE.

OBJECTIVES

1. Develop and implement a COVID-19 communications plan focused on ensuring that all stakeholders are knowledgeable of district efforts and planning.
2. Continue implementation of the comprehensive district communication plan that incorporates feedback about communication from the community.
3. Continue professional learning for BOE members, administrators, and the community related to student health and wellness.
4. Continue to use the website and other appropriate venues to communicate K-12 curriculum to all stakeholders.
5. Implement communication policies and procedures related to recent legislation.
6. Research and implement innovative practices in school district communications.
7. Advocate for the needs of New Canaan students locally, regionally, and statewide through active participation in statewide committees and frequent communication with policy-makers.

GOAL 3. PROMOTE AND SUPPORT INNOVATIVE AND EXEMPLARY RESEARCH-BASED PROFESSIONAL PRACTICES IN ORDER TO CONTINUOUSLY ENHANCE TEACHING AND EXTEND LEARNING.

OBJECTIVES

1. Continue to utilize the New Canaan Teacher Evaluation and Professional Learning (TEPL) and Leaders Evaluation and Professional Learning (LEPL) as mandated by the State of Connecticut.
 - a. Provide professional learning opportunities for administrators and other leaders to extend their professional knowledge and calibrate their practices as described in the Effective Teaching and Effective Leading Frameworks.
 - b. Continue to evaluate the effect of evaluation plans on role responsibilities, in particular of administrators who are also charged with implementing multiple mandates, including school climate, special education, intervention services, safety, behavioral and attendance monitoring and reporting, and student performance.
 - c. Continue to implement effective coaching practices with the Curriculum Leadership Council (CLC) and other key instructional leaders district-wide.
 - d. Provide professional learning opportunities for administrators to support supervision and evaluation of staff throughout hybrid and distance learning.
2. Through professional learning communities, regularly and collaboratively analyze feedback and performance data to inform instructional and organizational planning and goal setting.

GOAL 4. PROMOTE AN ENVIRONMENT THAT FOSTERS RESPECT, ETHICAL BEHAVIOR, AND RESPONSIBLE GLOBAL CITIZENSHIP.

OBJECTIVES

1. Review, revise and implement school and district climate plans system-wide.
 - a. Continue to implement Emotional Intelligence (RULER) in grades K-12, being responsive to the current SEL needs of students during the Coronavirus pandemic.
 - b. Revise 9th grade health curriculum and 9-12 Connections lesson to include application of EI skills and a focus on coping strategies.
 - c. Continue to provide Professional Learning opportunities in research-based prevention, student wellness, interventions, and reporting protocols.
 - d. Using school climate data, develop goals for student led groups for 2020-2021 and continue to increase student led school climate efforts.
 - e. Develop clear plans and protocols to provide increased support to students and families who have struggled academically and/or emotionally in a remote learning environment.
 - f. Continue to offer parent education opportunities on EI at the elementary, middle school and high school levels, including support with distance learning in the event this is necessary.
 - g. Collaboratively with PTC/PFA groups district-wide, host a virtual program for staff, parents, and the community on the topic of student well-being.
 - h. Continue analyzing the impact of school start times on students' academic, social, emotional, and physical health.

2. Understand and communicate efforts to expand and increase educational diversity, equity, and inclusion (DEI) throughout the district, with a long-term focus on identifying and remedying gaps and strengthening ongoing efforts.
 - a. Collaboratively initiate a process, facilitated by a DEI content expert, to develop a district-wide statement along with long- and short-term DEI goals.
 - b. Continue to provide professional development for faculty and staff focused on increasing awareness of issues of equity, improving cultural humility, and increasing culturally proficient and responsive educational practices.
 - c. Highlight existing educational opportunities available to students and, with student input, develop plans that are focused on increasing sensitivity towards issues of equity, diversity and inclusion and preparing them as global citizens.
 - d. Continue partnering with community agencies and experts to develop and/or offer parent education on issues of equity, diversity, and inclusion.
 - e. Continue to provide students with culturally responsive learning experiences and expand the implementation of culturally responsive literature across the curriculum.
 - f. Present update on Social Studies curriculum, including efforts to expand content in alignment with K-12 Social Studies Standards.

3. Continue to analyze and update safety and security plans and practices.
 - a. Update security and safety protocols to be in alignment with adjusted practices due to COVID (i.e. outdoor classrooms).
 - b. Together with the Town Public Safety Committee, prepare and implementation plans, training initiatives, follow up reports and resource requests.
 - c. Implement, as appropriate, recommendations from expert safety and security reviews and audits.
 - d. Continue to review, analyze and accordingly update policies, protocols, and practices associated with safety and security.
 - e. Continue the targeted training of staff in ALICE protocol while implementing best practices learned through the training K-12.
 - f. Continue discussions on the development of a MOU between the NCBOE and New Canaan Police Department regarding a canine policy.

GOAL 5: PROMOTE AND PRACTICE GOOD STEWARDSHIP FOR ALL DISTRICT RESOURCES IN A MANNER THAT SUPPORTS SAFE AND HEALTHY ENVIRONMENTS AND OPTIMIZES STUDENT LEARNING.

OBJECTIVES

1. Develop and implement responsive COVID-19 plans to accommodate staff, students, families and the community for in-school, hybrid or distance learning instruction based on guidelines issued by the State of Connecticut the Center for Disease Control, and the state and local Health Departments.
2. Continue to develop and present a thoughtful and clear budget request to the Board, town bodies, and community.
3. Continue working to establish and maintain an efficient and effective budget process.
4. Update and review the facilities survey, along with present and future enrollment projections, in order to revise, as needed, the 5-year capital project look-ahead.
 - a. Review enrollment projections and facility plans and share findings.
 - b. Report on the current status and long-range needs of the school facilities and incorporate into budget reports and requests.
5. Regularly update the Board on COVID related needs, with a focus on current and anticipated needs and their related fiscal ramifications
6. Working independently and collaboratively with the Town, identify efficient and effective cost-saving opportunities.
 - a. Communicate COVID related expenses to the Board of Finance as appropriate.
 - b. Maintain records of COVID related expenditures for potential reimbursement.
 - c. Communicate regularly with the Town Director of Finance regarding budgetary management and opportunities for efficiencies.
 - d. Identify efficiencies and offsets in order to continue using district resources (i.e. solar, natural gas, building management systems, etc.) as effectively as possible while maintaining and enhancing student learning.
 - e. Continue working to evaluate and implement opportunities for energy efficiency across the district in a fiscally prudent and sustainable manner.