NPS 3-Year Strategic Instructional Goals

Goal 1. (Curriculum and Instruction) Cultivate a dynamic learning environment that consistently improves instruction, nurtures student creativity and innovation, and increases student engagement and academic achievement.				
Strategy 1. The district will ensure that every student in the Newtown Public Schools experiences rigorous and engaging curriculum and instruction.				
Strategic Action(s)	*2025-26*	*2026-27*	*2027-28*	*2025-26 Persons Responsible*
Implement the Portrait of a Newtown Graduate districtwide.	Rollout a revised NPOG to NHS staff and students. Create e-portfolios for students in grades 9-11 in Google Sites to store NPOG reflections. The goal is to have 6 reflections stored in the portfolio by May. Students experience and reflect on the NPOG characteristics of Open Communicator, Critical Thinker and Empathizer in each of their classes. NPOG is integrated into the 12th Grade Capstone Project.	Roll out the remaining 4 NPOG characteristics and provide NHS students opportunities to experience them in each of their classes.. NHS students store 14 reflections representing all of the 7 NPOG characteristics into their Google Sites portfolios. Grade 7 students are introduced to at least three NPOG characteristics. Students 8 students create Google Site e-portfolios and store at least 2 NPOG reflections.	Students enter 9th grade with e-portfolios. Students in 7th and 8th grade are introduced to the remaining 4 NPOG characteristics and will experience and reflect on them in each of their classes. Students in 8th grade experience a mini-Capstone Project. Students in grades 5 and 6 are introduced to at least 3 the NPOG in all classes. Students in 6th grade create Google Site e-portfolios.	Superintendent Assistant Superintendent High School Principal Middle School Principal
Provide effective feedback to teachers and administrators aimed at continuous improvement in pedagogy.	Implement the revised Newtown Educator and Administrator Evaluation and Support Plan. Create comprehensive training modules and resources for all evaluators on delivering effective feedback using the Newtown single point rubric. This includes observation skills, coaching techniques, and active listening. Have feedback protocols and training materials developed by December 2025. All evaluators trained on basic feedback protocols by May 2026. Create a survey instrument and collect feedback from PDEC on	Establish regular (e.g., quarterly) professional learning communities (PLCs) for evaluators to share best practices in giving feedback, analyze challenging scenarios, and calibrate their feedback skills. Create a set of exemplar feedback statements for observations of staff. Begin to align district-provided professional development offerings with the areas for growth identified through the feedback processes. Clear connections between feedback data and PD offerings	Provide advanced training for evaluators on nuanced feedback techniques, including challenging conversations, culturally responsive feedback, and promoting self-reflection. Advanced feedback training completed by December 2027 Create a communication strategy to regularly share successes and best practices related to effective feedback across the district. Conduct a comprehensive review of the entire 3-year feedback strategy, gathering input from all stakeholders. Make recommendations for the next phase of the feedback strategy	Superintendent Assistant Superintendent Director of Teaching and Learning

	the clarity, utility, and impact of the new plan implementation. Develop a metric to gather the effectiveness of feedback protocols (e.g., anonymous surveys of staff). Have the collection method in place by June 2026. Apply any necessary revisions to Newtown Educator and Administrator Evaluation and Support Plan, based on feedback.	established by June 2027. Analyze data to identify trends, areas of strength, and areas needing further support in feedback delivery across the district.	by June 2028.	
Integrate technology effectively to enhance teaching, learning, and assessment, including the integration of AI throughout the district.	A district AI team is formed to plan the systematic rollout of AI training to staff through the year, culminating in an AI Ed Camp held at NHS in November 2025. The district-AI team in conjunction with building and district administrators create an AI guidance document outlining the appropriate use of AI in classrooms for teachers. BOE drafts and adopts a formal policy for using AI in the district. The district AI committee works with expert consultants from EdAdvance to build the capacity of integrating and leading AI professional learning in the district. Continue to improve the "front of the classroom experience" for students and teachers, including the integration of Google Flex in grades K-6 by June 2026. Improve presentation and professional learning spaces throughout the district. Including the integration of interactive boards in all building	The district AI team is expanded to include more teachers throughout the district from a variety of content areas. Year two professional learning is provided to teachers and staff throughout the district on the use of AI in classroom instruction. The district explores the use of a student-facing AI platform and selects two to three options to be piloted in grades 6-12. BOE members receive training and updates on the use of AI. The district AI committee continues to work with expert consultants from EdAdvance to build the capacity of integrating and leading AI professional learning in the district. Continue to improve the "front of the classroom experience" for students and teachers, including the integration of Google Flex in grades 7-8 and select HS departments by June 2027. The professional learning center at the HS is completed by	The district AI team continues to meet to develop more specific guidance on AI use throughout the district, including the distribution of an AI monthly newsletter to staff. Building administrative staff is provided professional learning on the use of AI for their specific roles. A student-facing AI platform is adopted by the district. The district AI committee continues to work with expert consultants from EdAdvance to build the capacity of integrating and leading AI professional learning in the district. Continue to improve the "front of the classroom experience" for students and teachers, including the integration of Google Flex in any remaining HS departments by June 2028.	Superintendent Assistant Superintendent Director of Teaching and Learning Director of Information Technology Director of Facilities

	administrator offices and conference rooms by June 2026. A plan is developed and funding is sought to outfit a space at NHS to be designated as the premier professional learning center for the district.	December 2026.		
Implement improved grading practices at Newtown Middle School.	The middle school develops a set of shared beliefs and guiding principles that will underpin the schools grading philosophy (e.g., "Grades should reflect mastery of learning targets," "Grades should promote growth," "Grades should be equitable"). The middle school designs a specific set of new grading practices to be implemented (e.g., how homework is factored, retake policies, weighting of assessments, use of rubrics, clear separation of academic achievement from effort/behavior, reporting mechanisms). The middle school pilots proposed grading practices in select classrooms (e.g., a specific approach to late work or re-dos) to gather initial feedback and build momentum. Clear communication materials are created for students and parents explaining the rationale behind the improved grading practices and how the new system will work.	All middle school teachers fully adopt and implement the revised grading practices. The middle school creates a comprehensive communication plan for stakeholders explaining the *why* and *how* of the proposed changes. The middle school creates formal and informal mechanisms for ongoing feedback from teachers, students, and parents to inform continuous improvement of the grading practices.	Consistent and equitable grading practices fully implemented across all middle school classrooms. Ongoing training, support, and refinement of grading practices at the middle school, ensuring sustainability beyond the 3-year plan. The middle school team shares the successes and challenges of the new grading practices with A-Team. Expansion of successful grading practices from the middle school are considered for other grade levels, both above and below NMS (i.e.Reed, NHS)	Superintendent Assistant Superintendent Middle School Principal Director of Teaching and Learning

Strategy 2. The district will develop and implement a consistent and uniform process for analyzing and using data to make instructional decisions.				
Strategic Action(s)	*2025-26*	*2026-27*	*2027-28*	*2025-26 Persons Responsible*
Implement a system of district and building-based data teams.	Facilitate a district meeting with K-8 Admin and math and language arts specialists to	Add additional members, including at least one classroom teacher from each school to the	Continue to expand the membership of the district-based data team to include more	Superintendent Assistant Superintendent Director of Teaching and Learning

	review student performance data in the beginning, middle and end of year. Include a team from 9-12 in this process when reviewing Next Gen Acct results. The district data team (DDT) creates a set of actionable instructional strategies in the fall and winter to address areas in need of improvement based upon data analysis. This includes protocols for monitoring the impact of actions. Each school forms a building-based data team (BBDT) that conducts a more detailed analysis into student and classroom data, while identifying specific actionable instructional strategies to address student needs. Establish clear communication protocols between BBDTs and the DDT, ensuring that building-level insights inform district strategy and district directives are understood at the school level.	district data team. Integrate data analysis and its application into professional growth plans for teachers and administrators. Align professional learning offerings with district-wide and school-specific data trends, ensuring professional learning directly addresses identified needs. Integrate a wider variety of data sets (e.g., academic, social-emotional, attendance, behavioral) into the data analysis process. Explore ways AI can assist in the data analysis process.	teaching staff. Regularly showcase and celebrate successes of data teams at district and school levels. The district and building-based data teams will regularly use multi-year trend data to inform strategic planning, curriculum revisions, professional development investments, and resource allocation decisions. Pilot the use of AI to support the data analysis process.	Building Principals
Set annual goals for increases in student achievement as measured by state assessments and Next Generation Accountability Results.	The district data team creates a three-year goal for the indicators listed on the Next Generation Accountability Report, with annual increases and corresponding actions for each indicator annually. The three-year goals linked directly here.	Link three-year goal setting doc.	Link three-year goal setting doc.	Superintendent Assistant Superintendent Director of Teaching and Learning Building Principals
Implement strategies to reduce the number of students considered chronically absent.	Each school's MTSS team analyzes baseline chronic absenteeism data from the previous academic year (2024-2025) disaggregated by grade level and student subgroup (e.g., special education, ELL, low-income),	Schools continue to use Tier 1 and Tier 2 supports to address chronic absenteeism issues. These efforts are led by the school-based MTSS team and a summary of the actions taken, data collected, and the effectiveness of the interventions	Establish ongoing district-wide recognition programs for schools, teams, and individual students/families demonstrating significant improvement in attendance. Regularly share success stories	Superintendent Assistant Superintendent Director of Teaching and Learning Building Principals

	reason for absence (if available), and patterns (e.g., specific days of the week, repeated short absences vs. long stretches). Completed by September 2025. A cohort of students who were reported as chronically absent the previous year are identified and monitored by the team to start the school year. Regularly run absenteeism reports and incorporate this data review into school-based MTSS meetings; specific attention to those students near designated chronic absenteeism thresholds (e.g., 5% absent). School-based MTSS and district climate climate teams develop and disseminate universal Tier 1 strategies for promoting attendance for all students, including positive attendance incentives, school-wide morning routines, and fostering a welcoming school climate. Completed by November 2025 School-based MTSS and district climate teams develop and disseminate a series of Tier II intervention strategies for students reaching designated absentee thresholds, including (teachers, support staff) to conduct regular, positive outreach to families of students with emerging attendance issues, focusing on understanding barriers and offering support. Completed by November 2025 School-based MTSS and district climate analyze attendance data to drive decisions and evaluate the impact of Tier 2	is presented by climate leaders at the district climate meetings. School-based MTSS teams regularly review attendance data, identify students moving between tiers, adjust interventions, and monitor the fidelity and effectiveness of implemented strategies. Provide ongoing training on using attendance data effectively within MTSS or student support team meetings. All schools to integrate their attendance goals, data, and intervention plans explicitly into their annual School Strategic Goals. Formally integrate attendance as a core component of the district's Multi-Tiered System of Supports (MTSS) framework, ensuring a seamless continuum of academic, social-emotional, behavioral, and attendance supports.	and lessons learned across the district through professional development sessions and internal communications. Continue to analyse attendance data and review and revise Tier 1 and Tier 2 attendance supports based upon their evidence-based effectiveness. Establish an annual review cycle for the district's chronic absenteeism strategy, evaluating its effectiveness based on student outcome data, fidelity of implementation, and stakeholder feedback.	

	interventions. Completed by June 2026			
Strategy 3. The district will provide sustained and ongoing professional learning opportunities to all staff that are timely, engaging, and relevant.				
Strategic Action(s)	*2025-26*	*2026-27*	*2027-28*	*Persons Responsible*
Provide staff a comprehensive professional learning plan that focuses on increasing rigor and student engagement.	Utilizing consultants from the ACES RESC, teachers in grades 5-12 will be provided embedded professional learning throughout the year on inquiry-based instructional strategies, i.e. Building Thinking Classrooms. Through training with consultants from the ACES RESC, K-8 math specialists and the HS math department chair will build their capacity to lead staff in the development of inquiry-based instructional strategies, , i.e. Building Thinking Classrooms. Utilizing consultants from the EdAdvance RESC, begin revisions to the middle school science curriculum, including the use of inquiry-based instructional strategies. Utilizing consultants from EdAdvance, revise grades 7 and 8 social studies curriculum, including training on the use of inquiry-based instructional practices.	Expand the professional learning aligned to inquiry-based instructional strategies to include teachers in grades K-4. Offer advanced training to the math specialists and HS math department chair aligned to inquiry-based instructional strategies. Continue work with middle school science and EdAdvance to offer additional training and support around inquiry-based instructional strategies to increase rigor and engagement in the science classrooms. Utilizing consultants from EdAdvance, begin revisions to the 5-6 grade social studies curriculum, including training on the use of inquiry-based instructional practices.	Offer advanced training to math teachers on inquiry-based math practices. Having built the capacity to lead the work, utilize the math specialist and HS math department chair to provide professional learning to colleagues in other departments and content areas on inquiry-based strategies. Expand the work with EdAdvance vertically through the grade levels to include HS science classrooms and science at RIS. Continue working with EdAdvance to finalize revisions to the 5-6 grade social studies curriculum, including intermediate training on the use of inquiry-based instructional practices.	Superintendent Assistant Superintendent Director of Teaching and Learning Building Principals
Support the continued implementation of district-wide reading and math resources.	Consultants from EdAdvance, will work with the teachers and reading consultants in grades 5-8 to continue to support the implementation of newly adopted reading resources. Math consultants will review the next editions of Bridges Math in preparation for a pilot and/or adoption.	Year-two advanced training with consultants from EdAdvance with the teachers and reading consultants in grades 5-8 to continue to support the implementation of adopted 5-8 reading resources. Math consultants and teachers in grades K-5 pilot Bridges version #3 resources.	Create and administer a survey to teachers to review the perceived effectiveness of professional learning to support the implementation of reading resources and to identify next step professional learning needs. Analyze trend ELA state assessment data for grades 3-8 and another method of evaluating	Superintendent Assistant Superintendent Director of Teaching and Learning Building Principals

			the effectiveness of the reading resources and professional learning associated with their implementation.	
	Assist building leaders in the development and implementation of a learning walk protocol to collect data and monitor the successful implementation of the K-8 reading resources. A committee of MS math teachers, administrators, and teachers begin evaluating the math resource being used in grades 7-8 prior to renewal.	Make any necessary revisions to the learning walk protocol and continue to collect data and monitor the implementation of the K-8 reading resources. MS pilots resources that best supports the inquiry-based instructional strategies being acquired through professional learning.	Continue through year three of the learning walk protocol to collect data and monitor the implementation of the K-8 reading resources. Analyze the three trend data to evaluate the effectiveness of the implementation and aligned professional learning. Adopt a new or renew the current math resource for grades 7-8.	

Goal 5. (Family and Community Relations) Cultivate strong, reciprocal partnerships with families and the community to support student learning and well-being.				
Strategy 1. Enhance district and school climate and culture through consistent practices across schools.				
Strategic Action(s)	*2025-26*	*2026-27*	*2027-28*	*Persons Responsible*
Implement the new Connecticut School Climate Policy in all schools throughout the district.	The district will provide training to all administrators on requirements outlined in the new climate policy. The school climate committee (SCC) and district climate committee (DCC) will develop regulations that show a continuum of behavior/practices for each grade-level(see the policy). Each school will develop a school climate committee with the following responsibilities: 1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data. 2. using the school climate survey data to identify strengths and challenges to improve school	By September 2026, the DCC will finalize and disseminate the continuum of behavior/practices for each grade-level across the district. This will include professional development for all staff on its application. Based upon the results of the annual school climate survey, each school climate coordinator develops and updates as necessary, a school climate improvement goals as part of their school's strategic goals. A written or electronic copy of such goals shall be made available to members of the school community. The district will continue to expand and update a collection of school climate/culture resources, and	The DCC will monitor the consistent application of the grade-level behavior continuum across all schools, providing targeted support and problem-solving for any remaining inconsistencies. SCCs will continue to administer the school climate surveys. SCCs will serve as lead advocates for positive school climate within their buildings, presenting their successes and challenges to school leadership, parent groups, and potentially the Board of Education. The "train-the-trainer" model for restorative practices will be fully	Superintendent Assistant Superintendent Director of Teaching and Learning Assistant Principals (School Climate Specialists) Building Principals

	climate, and to create or propose revisions to the school climate improvement plan. 3 assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan. 4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community. 5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community. In coordination with the district climate committee, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students. The district will provide resources and training to school employees regarding: 1. social and emotional learning (resources); 2. school climate and culture and evidence and research-based interventions (resources); and 3. restorative practices. (training) The district will adopt a train-the-trainer model for providing restorative practices training to staff in each of the schools throughout the year. School will designate a fall and a spring training date for staff using one of the after-school meeting times.	evidence-based interventions, adding more specific and differentiated materials. The district's trained Restorative Practices facilitators will deliver Spring 2026 and Fall 2026 staff training dates for advanced Restorative Practices using after-school meeting times. The train-the-trainer model is fully operational.	embedded, with a sufficient number of internal experts to provide ongoing coaching, advanced training modules, and support to all staff as needed. Schools will continue to designate fall and spring training dates, but these will be offered as needed.	
Strategy 2. Promote inclusive and welcoming school environments that embrace diversity and ensure a sense of belonging for all.			
Strategic Action(s)	*2025-26*	*2026-27*	*2027-28*	*Persons Responsible*

Continue the growth and development of the district ELL programming	Implement professional learning sessions for *all* staff (not just ELL specialists) on basic ELL instructional strategies, language acquisition stages, and cultural competency. Prioritize training for content-area teachers who have ELLs in their classrooms. Review and improve existing communication protocols to ensure all critical district and school-level information is accessible in the primary languages of ELL families. Create a plan to increase ELL family engagement within the schools, e.g. Open House event for ELL students and families, increased participation in school-based PTAs. Integrate technology tools, especially AI tools and software specifically designed to support English language acquisition and content area learning for ELLs. Complete the ELL/MLL Handbook.	Review and update curriculum materials to ensure they are accessible for various ELL proficiency levels. Start with HS English and Science courses. Add modified lessons directly into the curriculum documents. Continue to offer professional learning to all staff, including an advanced training on specific sheltered instruction techniques (e.g., SIOP Model), academic language development, and assessment of ELLs. Meet with the building administrative assistants to refine and standardize the procedures for timely and accurate identification, placement, and reclassification of ELL students in accordance with Connecticut state regulations. Implement strategies to increase ELL family engagement within the schools.	Review and update curriculum materials to ensure they are accessible for various ELL proficiency levels. Finish HS English and Science courses and begin work on Social Studies and Math courses Add modified lessons directly into the curriculum documents. Continue to offer both beginner and advanced professional learning to all staff. Analyzing ELL student trend data (proficiency gains, student's exiting ELL programming, state assessment growth) and identify areas of strength and improvement; present the findings to A-Team and BOE.	Superintendent Assistant Superintendent Director of Teaching and Learning
Promote inclusive, respectful language and positive communication to foster a welcoming and supportive culture across all schools.	Launch districtwide training on the *NPS Harmful Language Protocol*, as an intervention and response tool, emphasizing responsibility to recognize, report, and address harmful language. Create parent-facing documents that outline the district response to harmful language reports. Identify at least one person in each school who will be trained as a person to follow-up with families following such incidents. Train equity leaders to serve as a point person for staff questions or concerns and help support a shared responsibility for addressing	Assess the impact of Year 1 action steps through a combination of staff and student school climate surveys, disciplinary data trends including anonymous alerts, and anecdotal reports. Review and revise SEL/Advisory lessons piloted last year, as needed, and consider creating any additional necessary lessons. Include NPS Harmful Language Protocol training as part of new staff orientation. Provide building-based refresher training for staff on the use of the Harmful Language Protocol.	Finalize SEL/advisory harmful language lessons based on feedback. Evaluate impact through staff and student surveys, disciplinary data trends, and school climate indicators. Establish "Words Matter" recognition programs to highlight students or classes demonstrating inclusive and respectful language. Present a culminating report to the Board of Education outlining outcomes, success stories, and sustainability recommendations.	Superintendent Assistant Superintendent Director of Teaching and Learning Building Principals Assistant Principals Dean of Students (NHS) EquityTeam Leaders

	harmful language.	Identify existing student structures to elicit the student voice on how we are doing at addressing this topic at the middle and high school levels.		
	Revise and pilot at least 2 SEL/Advisory lessons that address, in a developmentally appropriate manner, the connections between kindness, language and inclusion and the impact of harmful language on others and explicitly teaches what constitutes harmful language.	Develop and make available family resources on promoting respectful language at home, aligned with the district's messaging.		
	Launch visual messaging in every school centered on the theme: Words Matter: Lead with Kindness, Speak with Respect, etc.	Develop student leader training modules for grades 6-12 on Words Matter: Lead with Kindness, Speak with Respect.		
	Rely on restorative practices for repairing harm between students.			

Strategy 3. Enhance communication with community stakeholders to promote transparency, trust, and meaningful engagement in district initiatives.

Strategic Action(s)	2025-26	2026-27	2027-28	Persons Responsible
Review and build upon the recently redesigned NPS website to ensure content is accurate, user-friendly, and visually representative of the district's identity.	Identify outdated or generic content and imagery that do not reflect NPS schools or programs. Work with school leaders and staff to update building-specific pages with accurate information, timely announcements, and school-specific visuals. Develop a plan to curate and upload new photos that showcase students, staff, programs, and events from across the district. Ensure all content meets accessibility standards and is optimized for both desktop and mobile users. Establish a recurring schedule for content review and updates to maintain accuracy and relevance.	Evaluate website traffic analytics to adjust and improve user engagement and navigation design over time. Create a system for updating relevant sections of the site to maintain accuracy. Explore the use of an AI chatbot to enhance user engagement and streamline communication. Research chatbot platforms suitable for school districts, focusing on those that are FERPA/COPPA compliant, customizable with district content, and capable of multilingual support. Evaluate website traffic analytics to adjust and improve user engagement and navigation design over time.	Pilot the selected AI chatbot on the NPS website with limited functionality (e.g., answering FAQs, directory help, calendar access), and gather user feedback from families and staff. Evaluate effectiveness and usage data to determine scalability. Adjust or expand chatbot functions based on needs (e.g., tech support, enrollment help, transportation info). Train designated staff to monitor chatbot interactions and ensure content is kept up to date..	Superintendent Assistant Superintendent Director of Technology Director of Teaching and Learning
Enhance the NPS Weekly Update	Establish consistent structure for	Analyze results from surveys and	Embed clickable media (audio	Superintendent

	the newsletter. Incorporate a new feature: Curriculum Corner that highlights curriculum and instruction initiatives. Explore options to expand newsletter accessibility, such as enabling audio versions that can be listened to on the go. Survey readers to seek suggestions for next year's newsletter.	incorporate valid suggestions. Consider expanding beyond the newsletter to other social media platforms. Implement audio version of the NPS Weekly Update.	clips, student interviews, or podcast links) to make the newsletter more interactive. Introduce a rotating "Guest Contributor" feature spotlighting student journalists, staff members, or community partners. Incorporate brief video or audio messages from principals or students connected to key district events.	Assistant Superintendent
Develop and Promote the Newtown Public Schools Podcast	Develop a plan to launch a district podcast that identifies who manages content, editing, and promotion to ensure feasibility.. Pilot at least one episode by the end of this school year. Develop a publishing schedule and content plan for next year that includes interviews with students, staff, administrators, and community partners.	Implement the publishing schedule. Promote the podcast through district communication channels, social media, and school newsletters. Evaluate listenership data and gather feedback to refine topics and improve engagement.	Expand audience through additional platforms. Develop a long-term content calendar with recurring segments Submit episodes or the series for recognition (e.g., CABE Communication Awards,	Superintendent Assistant Superintendent Director of Technology