

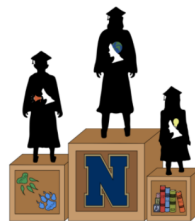
# Newington Public Schools District Continuous Improvement Plan 2025-2026



- [District Vision and Mission](#)
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# Newington Public Schools

<i><b>Vision</b></i>		
<i>Every day, every NPS student is actively being equipped with the skills and knowledge necessary to become a contributing member of their community, while being highly prepared to thrive in life, and pursue their career or college aspirations upon graduation.</i>		
<i><b>Mission</b></i>		
<p><b>Mission:</b> NPS engages and empowers students to lead academically successful, socially responsible, compassionate, and purposeful lives. We will foster a thriving learning community that cultivates growth through:</p> <ul style="list-style-type: none"> <li>• <b>Engaged Learning</b> <ul style="list-style-type: none"> <li>○ Provide students rigorous instruction (highly academic learning experiences) that is connected to their lived experiences and the real world making learning valuable and relevant</li> </ul> </li> <li>• <b>Empowering</b> <ul style="list-style-type: none"> <li>○ Instruction affirms, creates a sense of social and emotional safety and honors all students and communities of color including their ethnic, racial, and linguistic identities and develops all students' abilities to recognize and critique social inequities</li> </ul> </li> </ul>		
<i><b>Portrait of a Graduate</b></i>		
<p><b>Communicator:</b> <i>Students exhibit appropriate oral, written, and interpersonal communication skills to convey and maximize their message to various audiences.</i></p> <p>Students will...</p> <ol style="list-style-type: none"> <li>1. Express oneself (speak, write, perform, and create) for authentic purposes</li> <li>2. Read for a variety of purposes</li> <li>3. Actively listen to advance understanding, build consensus, and collaborate</li> <li>4. Use a variety of media including contemporary digital tools to explore, exchange and express ideas</li> </ol>	<p><b>Citizen:</b> <i>Students demonstrate citizenship through their contributions to their community, making connections to different cultures and perspectives, and being aware of their place in the larger global community.</i></p> <p>Students will...</p> <ol style="list-style-type: none"> <li>1. Recognize and understand multiple and diverse perspectives</li> <li>2. Contribute to the classroom, local, and global community</li> <li>3. Act responsibly and ethically</li> </ol>	<p><b>Thinker:</b> <i>Students exhibit the ability to gather and synthesize relevant information in order to determine a critical path and to be creative, curious, and innovative through the problem solving process.</i></p> <p>Students will...</p> <ol style="list-style-type: none"> <li>1. Inquire to define a problem</li> <li>2. Analyze information and discriminate resources</li> <li>3. Synthesize information and identify solutions and conclusions</li> <li>4. Reflect on processes and products to assess and redesign</li> </ol>



## Strategic Focus Overview - 2024-2027

Focus Areas	Goals and Priority Objectives
<b>Culturally Relevant Pedagogy ~ Academics</b>	<p><b>All students and all groups of students access culturally relevant learning experiences so that they thrive in all academic settings</b></p> <ul style="list-style-type: none"> <li>Analyze systems of instruction, assessment, and decision-making to identify inequities and then develop collaborative solutions</li> <li>Ensure all educators, including instructional leaders, demonstrate evidence of culturally relevant pedagogy through the use of research-based and culturally responsive practices that support intellectual rigor and engagement.</li> <li>Support PLCs to engage in cycles of inquiry to close the pedagogical gap between what is culturally relevant and what is not</li> <li>Elevate and honor the voices of students in curriculum, decision-making, and learning experiences</li> </ul>
<b>Discipline</b>	<p><b>Establish three systems (instruction, decision-making, and progress monitoring), beginning at Tier 1 of multi-tiered systems</b></p> <ul style="list-style-type: none"> <li>An evidence-based, culturally responsive, and specific set of 3-5 social/behavioral competencies and skills ;</li> <li>A team dedicated district and school-based team to offer strategic guidance and support for developing especially Tier 1 of an eventual multi-tiered system of discipline; and</li> <li>Targeted coaching and technical assistance relative to data-based needs and goals.</li> </ul>
<b>SEL</b>	<p><b>Establish three systems (instruction, decision-making, and progress monitoring), beginning at Tier 1 of multi tiered systems</b></p> <ul style="list-style-type: none"> <li>An evidence-based, culturally responsive social/relational competencies and skills; Dedicated district and school-based team to offer strategic guidance and support for developing especially Tier 1 of an eventual multi-tiered system of SEL; and</li> <li>Targeted coaching and technical assistance relative to data-based needs and goals.</li> </ul>

## Strategic Plan 2024-2027

Focus Area 1: Culturally Responsive Pedagogy (Academics)		
Dimension for Equity	As Is (Fall 2024)	To Be
<b>Stakeholders</b>	<p>Different stakeholder groups, both within and outside the NPS organization, are not fully aligned to the NPS mission for equity. In some cases, stakeholders actively obstruct efforts toward the mission.</p> <p>The voices of students and families, specifically those who are situated farthest from opportunity, are not yet raised and used for decision-making for culturally relevant pedagogy.</p>	<p>Our goal is to analyze the current system for academics in NPS to understand why and how the system benefits only some of our students and not all students. By using multiple quantitative and qualitative data, feedback from families and students, case scenarios, and stories, we aim to create a community of multiple perspectives that is united in achieving academic success for all students. These discussions will foster a shared understanding of how culturally relevant and responsive practices can support high-performing students, improve learning outcomes for those below district standards, and reduce racial/ethnic predictability in performance.</p>
<b>Structures</b>	<p>PLC membership has varied capacity for engaging in effective cycles of inquiry aligned with culturally relevant pedagogy and responsive practices. Critical competencies include:</p> <ul style="list-style-type: none"> <li>• Engaging in conversations regarding topics related to race and/or other factors affecting student achievement</li> <li>• Instructional decision-making that is culturally responsive</li> <li>• Cultivating a pedagogical mindset for cultural relevance</li> </ul> <p>Access to high-quality professional learning is based on capacity of the facilitator, staff role and attendance, and opportunities provided to different staff (teachers, paras, bus drivers, etc.).</p>	<p>Our focus is on professional learning communities (PLCs) aimed at achieving equitable academic outcomes. At all levels in NPS, from district to grade/course-level, racially conscious PLC members will engage in cycles of inquiry through action research for culturally relevant pedagogy. Systemic decision-making will be guided by the Scientific Research-Based Interventions (SRBI) Framework. By consistently examining pedagogy and practices, PLCs will create rigorous learning experiences that embrace diverse perspectives, student voice, and agency, ensuring access, engagement, and empowerment for all students.</p>
<b>Systems</b>	<p>Actionable feedback to educators (informally and through a consistent implementation of the educator evaluation plan) is inconsistent, resulting in inconsistent educator growth for culturally relevant pedagogy and culturally responsive practices.</p>	<p>The focus for growth is aligning instruction, assessment, and decision-making to improve Tier One practices. By developing a shared understanding of culturally relevant pedagogy and practices among instructional leaders and using effective data collection on adult actions impacting student achievement, we can enhance decision-making for actionable feedback and professional learning. A</p>

	Decision-making employs data sets that are not yet “information-rich” with respect to achievement disparities	coherent system of using student achievement and classroom practice data to drive professional learning will build the capacity of educators to create culturally relevant experiences that engage and empower all students.
<b>Resources</b>	Staffing proportions, by race and ethnicity, do not reflect the student enrollment proportions.	A comprehensive effort is underway to recruit, hire and retain staff of various backgrounds so that our students are learning from staff that mirror our demographics.
<b>Culture</b>	Practices within teaching and learning, including academic leveling, curricular decisions, instructional models, and assessment practices are reflective of a white-dominant/Industrial Age culture that was prevalent when the system was created. Decision-making can be driven by a single, yet narrow perception, of the characteristics of an “AP” student. These practices result in disproportionate participation in high level, rigorous courses, and AP classes.	Our upcoming work will emphasize discussions that critique our academic practices. All educators, including instructional leaders, must question the “status quo” of current and historical practices by asking, “Who benefits?” and “Who is harmed?” These conversations will foster leadership for innovative teaching and learning methods that aim to reduce racial and ethnic performance predictability.

<b>Focus Area 2: Discipline</b>		
<b>Dimension for Equity</b>	<b>As Is (Fall 2024)</b>	<b>To Be</b>
<b>Stakeholders</b>	<p>Teachers contribution to the most effective approach to discipline is shaped (eg. informed, constrained, or motivated) by their exposure to training, resources, and other/diverse educators</p> <p>Parents and educators don’t have an ongoing, pattern of communication; one that doesn’t revolve around occasional conferences (of different sorts)</p>	Our target for evolution is how we collectively examine the concept of discipline. We will use community conversations around case studies to establish a collective understanding of how discipline can be approached using racially conscious, culturally responsive, and research-based techniques. We will use this method to unpack our different perspectives, but use evidence of impact to analyze and inform NPS’s approach to discipline.
<b>Structures</b>	Access to high-quality professional learning is based on capacity of facilitator, staff role and attendance, and opportunities provided to different staff (teachers, paras, bus drivers, etc.).	Our focus for change is establishing an aligned infrastructure of teams, resources, and data. With groups strategically focused on different levels of data collection and analysis, we can provide different forms and levels of response across our schools and their families. We can better identify the circumstances that produce the outcomes that we expect and undesirable outcomes.

	<p>The policies and procedures aren't explicit, the function and intent of the work isn't clearly visible...where being intentional is needed</p> <p>The infrastructure under discipline isn't consistently structured or designed to sustain a collective or unified approach to building specific capacities, skills, and dispositions in staff and students.</p>	
<b>Systems</b>	<p>Data is generally a collection of subjectively defined indicators of student behavior, data seems to facilitate reactive vs. proactive interactions with students around social behavior.</p> <p>The data that we have isn't collected or analyzed as a descriptive statistic. It isn't used to explaining the (eg. historical or contemporary) cultural context or circumstances around student behaviors.</p>	<p>Our focus areas of improvement is the application of tiers or levels of intensity of instruction, data collection and decision making for discipline. Discipline will be analyzed in terms of the parts that comprise its specific infrastructure (resource, systems, structures, culture, and stakeholders) and function. The aim is to provide students with meaningful use of, and experiences with, acquiring specific social-behavioral skills aligned to the NPS <i>Portrait of a Graduate</i>).</p> <p>To do so within schools, school related services (eg. transportation) and across the school district of schools and services.</p>
<b>Resources</b>	<p>Staffing proportions, by race and ethnicity, does not reflect the student enrollment proportions. The level of staff buy-in and belief in CRP are under expectation.</p> <p>Programs for discipline were purchased, developed, and implemented under a different period of NPS's understanding of "need". The needs of staff, students and families have evolved and the tools, application of them has to evolve to align to where NPS is relative to affecting its mission.</p> <p>The data warehouse is utilized at very different rates and for differing purposes: person to person, group to group, school to school.</p>	<p>Our primary point of growth, an area of impact that we can leverage for improvement in other areas, is technical assistance. We understand that various initiatives already exist and a variety of practices and approaches are used to address student behavior. Our aim is to organize and audit those into a focused set.</p> <p>We will use coaching across levels of staff to hone educators' capacity and contributions into routines, by role, that are most impactful and likely to be done with fidelity. We want to bring resources of coaching and materials to bear that make more effective use of the resource of time and fiscal investment.</p>
<b>Culture</b>	<p>There are a variety of academic initiatives and while academic performance is essential, the amount of initiatives can obscure focus on discipline.</p>	<p>Our next level of work will be centered on addressing shared language and ideology directly affecting discipline NPS. If culture is essentially the sustained, shared way of doing and not doing something among a</p>

	<p>There's a disproportionate treatment of students in discipline</p> <p>There's an inconsistent approach to discipline and to engagement/relationships with students relative to discipline. An example is that some staff where are viewed as a support to students and other staff have a heightened impulse to refer students for student behaviors</p> <p>There's a posture of resistance to messages within the mission that persist enough to be predictable, knowing that it will occur. However, resistance emerges in different people and places at different times and in different ways.</p>	<p>group of people. NPS has a set of traditions that it collectively values and employs regarding dealing with student behavior. Our work is to engage in critique of those values and how they show up in adult action and impact different students differently. The core concepts of discipline have to be discussed and examined repeatedly, overtime to condition a new language and valued set of adult actions and student behaviors.</p>
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Focus Area 3: SEL		
Dimension for Equity	As Is (Fall 2024)	To Be
<b>Stakeholders</b>	<p>The role of parents/families and the surrounding community are ambiguously aligned to staff and students roles, relative to developing and designing a pedagogy of SEL that is inclusive and meaningful across members of our school community (especially those most often underserved and/or marginalized without specific, thoughtful inclusion of their perspective and contribution).</p>	<p>Our target for evolution is how we collectively examine the concept of SEL, distinct from concepts of discipline.. We will use community conversations around case studies to establish a collective understanding of how discipline can be approached using racially conscious, culturally responsive, and research-based techniques. We will use this method to unpack our different perspectives, but use evidence of impact to analyze and inform NPS's approach to SEL.</p>
<b>Structures</b>	<p>Access to PL is (optional) attended based on staff availability and opportunity</p> <p>The infrastructure under discipline wasn't consistently structured or designed to sustain a collective or unified approach to building specific capacities, skills, and dispositions in staff and students.</p>	<p>Our focus for change is establishing an aligned infrastructure of teams, resources, and data. With groups strategically focused on different levels of data collection and analysis, we can provide different forms and levels of response across our schools and their families. We can better identify the circumstances that produce the outcomes that we expect and undesirable outcomes.</p>

<b>Systems</b>	<p>Data that we have is not useful for making decisions about how to teach students about SEL specific concepts of SEL, especially SEL with racial, cultural, or identity otherwise in mind.</p> <p>The data that we have isn't collected or analyzed as a descriptive statistic. It isn't used to explaining the (eg. historical or contemporary) cultural context or circumstances around SEL .</p>	<p>Our focus areas of improvement is the application of tiers or levels of intensity of instruction, data collection and decision making for discipline. SEL will be analyzed in terms of the parts that comprise its specific infrastructure (resource, systems, structures, culture, and stakeholders) and specifically the function and fidelity of instruction, decision-making, and progress monitoring. We seek to establish a sustainable and consistent multi-tiered approach to SEL in NPS.</p>
<b>Resources</b>	<p>Staffing proportions, by race and ethnicity, does not reflect the student enrollment proportions. The level of staff buy-in and belief in CRP are under expectation.</p> <p>At this point we have an initiative at the core of our instruction on SEL with students but its not clear how widely, or effectively that tool is implemented or its impact on staff or students</p>	<p>Our primary point of growth, an area of impact that we can leverage for improvement in other areas, is technical assistance. We understand that various initiatives already exist and a variety of practices and approaches are used to address SEL. Our aim is to organize and audit those into a focused set.</p> <p>We will use coaching across levels of staff to hone educators' capacity and contributions into routines, by role, that are most impactful and likely to be done with fidelity. We want to bring resources of coaching and materials to bear that make more effective use of the resources of time and fiscal investment.</p>
<b>Culture</b>	<p>There are a variety of academic initiatives and while academic performance is essential, the amount of initiatives can obscure focus on SEL.</p> <p>The capacity and knowledge for educators' SEL hasn't been itself a focus under all the SEL work.</p> <p>There's generally an outmoded, inconsistent, and/or under informed understanding of SEL and the specific evidence based function that it has in schools and educational performance. Yet, SEL or concepts perceived to be connected to it are commonly referenced to explain student performances across a variety of areas.</p>	<p>Our next level of work will be centered on addressing shared language and ideology directly affecting SEL NPS. If culture is essentially the sustained, shared way of doing and not doing something among a group of people. NPS has a set of traditions that it collectively values and employs regarding dealing with student behavior. Our work is to engage in critique of those values and how they show up in adult action and impact different students differently. The core concepts of discipline have to be discussed and examined repeatedly, overtime to condition a new language and valued set of adult actions and student behaviors.</p>



## 2025-26 District Action Plan

**Rationale:** The NPS Strategic Plan (2024-2027) outlines our strategy for coordinated improvement in academics, SEL, and discipline—the NPS Pillars for a Culture of Equity. Culturally relevant pedagogy serves as the foundation for the necessary systems of instruction, assessment (progress monitoring), and decision-making within each pillar. Achieving meaningful improvement also requires a fundamental commitment to a new way of being.

MTSS/SRBI is a framework that empowers educators through systematic decision-making, utilizing valid and reliable assessments/progress monitoring to guide research-based and evidence-based practices. Through cycles of inquiry, teachers engage in action research by identifying problems, testing new strategies, collecting and analyzing data, and adapting or adopting new approaches. This systemic approach significantly impacts educator efficacy, a leading predictor of student success (effect size  $d=1.57$ ; Hattie, 2013). We believe that a systemic approach to increasing educator efficacy will (1) reduce performance disparities among students (2) improve performance of students not yet meeting standards and (3) sustain high student achievement.

Creating fair and just systems of instruction, assessment, and decision-making is the core of our work. Rather than focusing on isolated changes, we believe that targeting and dismantling inequitable systems is the only way to achieve widespread, lasting change in our pedagogy and practices. Within the system for academics, PLCs are the primary structures for educators to engage in cycles of inquiry. Observational data collected through Instructional Rounds over the last few years suggest (a) inconsistent expectations, routines, and functions of PLCs and (b) inconsistencies in student rigor (high expectations) and student engagement in classrooms. NPS is prioritizing systems of decision-making to inform PLC effectiveness (input) and student engagement (output) and that support accountability. Decision-making will result in strategic resource allocations for schools and departments.

Our commitment to create, leverage, and refine equitable systems that foster and cultivate culturally relevant pedagogy is evident in our outcomes, district goal, and theory of action, and focus.

**Intended Outcome:** That we maintain the high performance of students meeting and exceeding district standards/expectations, increase performance of students performing below district standards/expectations, and reduce the predictable performance gap between groups of students performing at or above standards/expectations and groups of students performing below standards/expectations.

**District Goal:** That all educators (relative to role) **demonstrate** content knowledge and **evidence** of culturally relevant pedagogy through the **use** of engaging culturally responsive teaching practices in all areas of instruction.

### Theory of Action:

**If** district leadership creates structures for differentiated professional learning/coaching *and* structures for accountability,  
**Then** school and department leaders' improvement efforts will be laser-focused on closing gaps between current practices and culturally responsive practices and teachers will design and implement rigorous, engaging, and effective instruction for all students and groups of students, and as a result, student performance will track toward district intended outcomes.

**Strategy/Focus:** District leaders will reorganize structures and allocate resources for improved professional learning, coaching, and accountability to support all NPS school and department leaders on improvement efforts. (strengthen systems)

Objectives & Action Steps	Nov. S.W.O.T.	Feb. S.W.O.T.	May S.W.O.T.	Expectations and Look Fors
<b>Leverage the NPS Educator Evaluation System to support district mission and goals and strengthen systems within the NPS Pillars</b>				
<p><b>Strengthen systems of decision-making and instruction in the academic pillar, specifically:</b></p> <p><b>A. Research-based, evidence-based, and culturally relevant practices are known and utilized by all staff across all tiers.</b></p> <p><b>B. Systemic, data-driven decision making models are used to measure the effectiveness of instruction. Multiple data sets related to teaching and learning, including but not limited to student achievement, student work, observational impact data, and feedback from stakeholders are used.</b></p> <ol style="list-style-type: none"> <li>Engage instructional leaders in learning walks of PLCs to (a) deepen our understanding of culturally relevant pedagogy (b) calibrate observations and feedback on PLC* performance and (c) measure and monitor growth of PLCs using the <a href="#">PLC look-fors</a>.</li> <li>Engage instructional leaders in learning walks of classrooms to (a) develop a shared understanding of rigor &amp; engagement (b) calibrate observations and feedback on classroom practice (c) measure and monitor rigor and engagement for student learning using the <a href="#">student engagement look-fors</a>.</li> <li>DDT and SILTs will monitor and analyze PLC* performance and student engagement 3x/year (fall, winter, spring) and use this information to (a) monitor growth of PLCs and (b) identify trends to inform professional learning needs and (c) adapt leadership to identified needs.. DDT and SILTs will also conduct a self-assessment using the same measurement tool.</li> <li>Support leaders in developing or refining a system for high quality professional learning that uses data to (a) inform the focus of professional learning, (b) measures the effectiveness of professional learning, and (c) ensures accountable classroom practice.</li> </ol>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning walks will evidence improved calibration by a decrease of vague language and an increase specific, actionable feedback</li> <li><input type="checkbox"/> Over the school year, PLC* performance will improve as measured by the <a href="#">PLC rubric and look-fors (progress monitoring tool)</a>. Based on current performance, PLCs will focus growth toward individual needs, with a focus on: <ul style="list-style-type: none"> <li><input type="checkbox"/> Data-driven Discussions</li> <li><input type="checkbox"/> Equity-Focused Discussions</li> <li><input type="checkbox"/> Research-Informed Dialogue</li> <li><input type="checkbox"/> Collaborative Inquiry through Action Research <ul style="list-style-type: none"> <li>○ Goal-setting for all PLCs will take place in September, facilitated by principal/coordinator</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Over the school year, teacher practice for engagement will improve as measured by <a href="#">student engagement look-fors (progress monitoring tool)</a> analyzed fall, winter, spring by DDT</li> <li><input type="checkbox"/> At tri-annual reviews, leaders will use data to (1) report the impact of professional learning on teacher practice and student learning and (2) justify the focus of professional learning</li> <li><input type="checkbox"/> Leaders' discussions and reflections demonstrate growth as evidenced by anti-racist practices, as seen in systems, structures, resources, stakeholder, and culture</li> </ul>

5. Continue to develop critical consciousness of leaders through discussion of case scenarios, conversations during learning walks and instructional rounds, and reflecting conversations around leadership practice.				
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**\*\* PLC refers to any team that engages in cycles of inquiry through action research to ensure equitable outcomes. This includes, but is not limited to District Data Team, School Instructional Leadership Teams, content or grade-level teams, and EIP teams.**

**DRAFT [School Climate/Safe Schools Plan](#)** (more on this will be shared at Admin Council)  
**[Administrative Council Trajectory](#)** (DELT use only)  
**[Professional Learning Dates 2025-26](#)**

### Improvement Plan Progress Monitoring

\* Status: Red = Not yet started; Yellow = Implementation; Green = Fully operationalized

Objectives & Action Steps	Expectations and Look Fors	Nov.	Feb	May
<b>Strengthen systems of decision-making and instruction in the academic pillar, specifically:</b> A. Research-based, evidence-based, and culturally relevant practices are known and utilized by all staff across all tiers. B. Systemic, data-driven decision making models are used to measure the effectiveness of instruction. Multiple data sets related to teaching and learning, including but not limited to student achievement, student work, observational impact data, and feedback from stakeholders are used.				
Engage instructional leaders in learning walks of PLCs to (a) deepen our understanding of culturally relevant pedagogy (b) calibrate observations and feedback on PLC* performance and (c) measure and monitor growth of PLCs using the <a href="#">PLC look-fors</a> .	<input type="checkbox"/> Learning walks will evidence improved calibration by a decrease of vague language and an increase specific, actionable feedback  <input type="checkbox"/> Over the school year, PLC* performance will improve as measured by the <a href="#">PLC rubric and look-fors (progress monitoring tool)</a> . Based on current performance, PLCs will focus growth toward individual needs, with a focus on:  <input type="checkbox"/> Data-driven Discussions			
Engage instructional leaders in learning walks of classrooms to (a) develop a shared understanding of rigor & engagement (b) calibrate observations and feedback on classroom practice (c) measure and monitor rigor and engagement for student learning using the <a href="#">student engagement look-fors</a> .				

DDT and SILTs will monitor and analyze PLC* performance and student engagement 3x/year (fall, winter, spring) and use this information to (a) monitor growth of PLCs and (b) identify trends to inform professional learning needs. DDT and SILTs will also conduct a self-assessment using the same measurement tool.	<input type="checkbox"/> Equity-Focused Discussions <input type="checkbox"/> Research-Informed Dialogue <input type="checkbox"/> Collaborative Inquiry & Action Research <ul style="list-style-type: none"> <li>○ Goal-setting for all PLCs will take place in September, facilitated by principal/coordinator</li> </ul>			
Support leaders in developing or refining a system for high quality professional learning that uses data to (a) inform the focus of professional learning, (b) measures the effectiveness of professional learning, and (c) ensures accountable classroom practice.	<input type="checkbox"/> Over the school year, teacher practice for engagement will improve as measured by <a href="#">student engagement look-fors</a> ( <a href="#">progress monitoring tool</a> ) analyzed fall, winter, spring by DDT <input type="checkbox"/> At tri-annual reviews, leaders will use data to (1) report the impact of professional learning on teacher practice and student learning and (2) justify the focus of professional learning			
Continue to develop critical consciousness of leaders through discussion of case scenarios, conversations during learning walks and instructional rounds, and reflecting conversations around leadership practice.	<input type="checkbox"/> Leaders' discussions and reflections demonstrate growth as evidenced by anti-racist practices, as seen in systems, structures, resources, stakeholder, and culture			

Intended Outcome	Progress Monitoring Tool: (K-1 Composite, 2-4 Computation)				
By the end of the academic year, 80% of all students will meet or exceed the benchmark on our Acadience Math Assessments. Furthermore, the percentage of Black and Hispanic students meeting this benchmark will increase by 25 percentage points from the Fall baseline, thereby closing the opportunity gap and ensuring all subgroups are on a trajectory to meet or exceed the 80% target.	Grade and/or subgroup	Fall 25	Winter 25	Spring 26	Notes
By the end of the academic year, 80% of	Progress Monitoring Tool: (K-4 DIBELS Composite)				

all students will meet or exceed the benchmark on our DIBELS Assessment. Furthermore, the percentage of Black and Hispanic students meeting this benchmark will increase by 25 percentage points from the Fall baseline, thereby closing the opportunity gap and ensuring all subgroups are on a trajectory to meet or exceed the 80% target.	Grade and/or subgroup	Fall 25	Winter 25	Spring 26	Notes
By the end of the academic year, all students will achieve a cumulative average of 80% or higher on the Benchmark Advance and Math unit assessments, with every student subgroup performing at or above this benchmark.	<b>Progress Monitoring Tool:</b> Math & ELA Curriculum Assessments				
	Grade and/or subgroup	Fall 25	Winter 25	Spring 26	Notes
The percentage of students in grades 5-8 meeting benchmark on foundational literacy skills will increase to 80% for all students and all groups of students (Black, Hispanic, White). Performance disparities (fall) will close minimally by ___%age points by the Spring.	<b>Progress Monitoring Tool:</b> Grades 5-8 Acadience				
	Grade and/or subgroup	Fall 25	Winter 25	Spring 26	Notes
The percentage of students in grades 5-11 meeting benchmark on advanced literacy skills will increase to ___for all students and all groups of students (Black, Hispanic, White). Performance disparities (fall) will close minimally by ___%age points by the Spring.	<b>Progress Monitoring Tool:</b> Common Lit grades 5-11				
	Grade and/or subgroup	Fall 25	Winter 25	Spring 26	Notes
The percentage of students in grades 9 & 10 meeting benchmark on foundational literacy skills will increase to 80% for all students and all groups of students (Black, Hispanic, White).	<b>Progress Monitoring Tool:</b> Gates-MacGinitie grades 9 & 10				
	Grade and/or subgroup	Fall 25	Winter 25	Spring 26	Notes

Performance disparities (fall) will close minimally by ___%age points by the Spring.					
The percentage of students in grades 5-11 meeting benchmark on scientific literacy skills will increase to ____for all students and all groups of students (Black, Hispanic, White). Performance disparities (fall) will close minimally by ___%age points by the Spring.	<b>Progress Monitoring Tool:</b> Science Interim Assessments (SBA)				
	<b>Grade and/or subgroup</b>	<b>Fall 25</b>	<b>Winter 25</b>	<b>Spring 26</b>	<b>Notes</b>
The percentage of students in grades 6-10 meeting benchmark on inquiry skills will increase to ____for all students and all groups of students (Black, Hispanic, White). Performance disparities (fall) will close minimally by ___%age points by the Spring.	<b>Progress Monitoring Tool:</b> Social Studies Benchmark				
	<b>Grade and/or subgroup</b>	<b>Fall 25</b>	<b>Winter 25</b>	<b>Spring 26</b>	<b>Notes</b>
Students will meet growth targets on WL Benchmark and meet proficiency, as evidenced by Unit Summative Assessments. Predictable gaps will decrease from the beginning of the year to the end of the year.	<b>Progress Monitoring Tool:</b> World Language Benchmark, Unit Summative Assessments				
	<b>Grade and/or subgroup</b>	<b>Fall 25</b>	<b>Winter 25</b>	<b>Spring 26</b>	<b>Notes</b>
The APTA at each grade level will be 65% or higher for all students and for student groups as measured by the 2026 SBA.	<b>Progress Monitoring Tool:</b> SBA Math - performance & growth				
	<b>Grade and/or subgroup</b>	<b>Fall 25</b>	<b>Winter 25</b>	<b>Spring 26</b>	<b>Notes</b>
The APTA at each grade level will be 65% or higher for all students and for student groups as measured by the 2026 SBA.	<b>Progress Monitoring Tool:</b> SBA E/LA - performance & growth				
	<b>Grade and/or subgroup</b>	<b>Fall 25</b>	<b>Winter 25</b>	<b>Spring 26</b>	<b>Notes</b>
	<b>Progress Monitoring Tool:</b> NGSS				

	Grade and/or subgroup	Fall 25	Winter 25	Spring 26	Notes
11th grade students will meet or exceed the projected mean growth in Mathematics from the PSAT/NMSQT 11 to SAT (11)	<b>Progress Monitoring Tool: SAT performance and growth - Math</b>				
	Grade and/or subgroup	Fall 25	Winter 25	Spring 26	Notes
11th grade students will meet or exceed the projected mean growth in Evidence Based Reading and Writing from the PSAT/NMSQT 11 to SAT (11)	<b>Progress Monitoring Tool: SAT performance and growth - ERW</b>				
	Grade and/or subgroup	Fall 25	Winter 25	Spring 26	Notes

## **School Improvement Plans**

[Anna Reynolds](#)

[John Paterson](#)

[Ruth Chaffee](#)

[Elizabeth Green](#)

[Martin Kellogg](#)

[John Wallace](#)

[Newington High School](#)

## **Department Improvement Plans**

[E/LA 5-12](#)

[Mathematics 5-12](#)

[Social Studies 5-12](#)

[Science 5-12](#)

[World Language 8-12](#)

[Special Education pK-12](#)

[School Counseling 9-12](#)



## Outcome Measures

\*20-21 USA Data does not include students who attended remotely.

Focus Area Alignment	Student Achievement	2021-22	2022-23	2023-24	2024-25
1	Grade K-8 students meeting foundational reading benchmarks on universal screening assessments (K-4 Composite and 5-8 Maze) (full data sets <a href="#">here</a> )	77%	76%	79%	84%
1	Grade K-8 students with disabilities meeting foundational reading benchmarks	46%	41%	43%	46%
1	Grade K-8 Hispanic students meeting foundational reading benchmarks	68%	66%	68%	73%
1	Grade K-8 black students meeting foundational reading benchmarks	71%	73%	76%	75%
1	Grade 3-8 students meeting level 3 or 4 on literacy SBA	52%	51%	51%	55%
1	Grade 11 students meeting evidence based reading and writing benchmarks on SAT	58%	59%	61%	63%
1	Grade K-8 students meeting foundational math benchmarks on universal screening assessments (K-1 Composite, 2-4 Computation, 5-8 IXL Snapshot) (full data sets <a href="#">here</a> ) *K-1 and 5-8 screeners changed	76%	78%	72%*	68%
1	Grade K-8 students with disabilities meeting foundational math benchmarks	45%	46%	35%	32%
1	Grade K-8 Hispanic students meeting foundational math benchmarks	65%	67%	58%	56%
1	Grade K-8 black students meeting foundational math benchmarks	61%	72%	59%	59%
1	Grade 3-8 students meeting level 3 or 4 on math SBA	44%	45%	47%	47%
1	Grade 11 students meeting math benchmarks on SAT	39%	43%	33%	34%
1	Four-year graduation rate - all students	95.9%	94.1%	95.8%	
1	Four-year graduation rate for students with disabilities	80%	82.1%	77.3%	

1	Four-year graduation rate for Hispanic students	95.4%	92.3%	90.5%	
1	Four-year graduation rate for Black students	100%	85.7%	90.0%	
<b>Goal Alignment</b>	<b>Student Discipline and Attendance</b> ( <a href="#">source</a> )	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
2	Percentage of all students demonstrating chronic absenteeism	13.6	13.6	12	12.4
2	Percentage of students with disabilities demonstrating chronic absenteeism	23.3	23.3	21.1	22.1
2	Percentage of Hispanic students demonstrating chronic absenteeism	22.4	23	18.4	18.6
2	Percentage of black students demonstrating chronic absenteeism	*	*	8.6	*
2	Suspension rate for all students	4.6%	4.3%	3.8%	
2	Suspension rate for students with disabilities	6.8%	6.7%	6.7%	
2	Suspension rate for Hispanic students	7.6%	7.5%	7.0%	
2	Suspension rate for black students	7.6%	7.9%	5.2%	
<b>Goal Alignment</b>	<b>Staff Survey</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
1	I don't think of my students in terms of their race or ethnicity. I am color blind when it comes to my teaching. - <i>strongly disagree or disagree</i>	45%	33%	20%	32%
1	I try to keep in mind the limits of my students' ability and give them assignments that I know they can do so that they do not become discouraged. - <i>strongly disagree or disagree</i>	25%	38%	NA	NA
2	The school's discipline program is effective	50%	43%	52%	51%
2	The school is sensitive to issues regarding race, gender, sexual orientation, and disabilities.	95%	95%	NA	NA
2	In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students? - <i>Quite or Extremely</i>	86%	47%	36%	49%

1, 2, 3	How often do professional development opportunities help you explore new ways to promote equity in your practice? - <i>Frequently or Almost Always</i>	45%	56%	NA	NA
3	The overall professional learning structure provides adequate opportunities to improve my practice (coaching, in-district workshops, out-of-district workshops/conferences, Learning Tuesdays)	86%	78%	NA	NA
<b>Goal Alignment</b>	<b>Student Survey and SEL Self-Assessment</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
2	Percentage of students in the average band or above on the SEL Self-Assessment. (G3-12)	57%	55%	57%	
1	How often do teachers encourage you to learn about people from different races, ethnicities, or cultures? (G6-12) - <i>Frequently or Almost always</i>	NA	NA		
2	How fairly do students at your school treat people from different races, ethnicities, or cultures? (G6-12 - White) - <i>Quite or Extremely fairly</i>	NA	NA		
2	How fairly do students at your school treat people from different races, ethnicities, or cultures? (G6-12 - Black) - <i>Quite or Extremely fairly</i>	NA	NA		
2	How fairly do students at your school treat people from different races, ethnicities, or cultures? (G6-12 - Hispanic) - <i>Quite or Extremely fairly</i>	NA	NA		
2	How fairly do adults at your school treat people from different races, ethnicities, or cultures? (G6-12 - White) - <i>Quite or Extremely fairly</i>	NA	NA		
2	How fairly do adults at your school treat people from different races, ethnicities, or cultures? (G6-12 - Black) - <i>Quite or Extremely fairly</i>	NA	NA		
2	How fairly do adults at your school treat people from different races, ethnicities, or cultures? (G6-12 - Hispanic) - <i>Quite or Extremely fairly</i>	NA	NA		
2	How much do you matter to others at your school? (G6-12)	NA	NA		
2	How often do students at your school have important conversations about race, even when they might be uncomfortable? (G6-12) - <i>Frequently or Almost Always</i>	NA	NA		
2	How connected do you feel to the adults at your school? (G6-12) - <i>Quite or</i>	NA	NA		

	<i>Extremely</i>				
<b>Goal Alignment</b>	<b>Parent Survey</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
1	My child(ren)'s teachers motivate my child(ren) to do well in school	91%	93%	NA	
1, 2	My child(ren)'s teachers communicate grades and class performance to my child(ren) in a timely fashion	88%	90%	NA	
1	My child(ren)'s teachers are sensitive to my child's individual learning style	88%	91%	NA	
2	Some students in this school are treated differently because of their racial, socioeconomic, and/or cultural background. (2022 changed to All students are treated fairly regardless of..)	93%	91%	NA	
2	The school communicates with parents of diverse backgrounds about academic programs, events or concerns in a language I can understand.	96%	96%	NA	

[Connecticut Progress Report](#)