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# NEW HARTFORD PUBLIC SCHOOLS

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SPECIAL SERVICES

PROGRAM DEVELOPMENT PLAN  
(2021-2022)



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## Introduction

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New Hartford Public Schools prides itself on a focus of continuous improvement. This Program Development Plan has been drafted in collaboration with members of the Student Services Department, District Administration and is based on feedback from staff and families.

We believe in equity for all learners. Quantitative data around academic outcomes shows summative subgroup growth on the English Language Arts Smarter Balanced assessment. Respectively, IDEA subgroups grew by 15% and High needs grew by 7%. While we celebrate our progress, we also recognize an urgency to continue on a trajectory of growth and achievement for all learners.

“Equity in education is achieved when student outcomes are not predicted by gender, race, ethnicity, class, sexual orientation, language or ability and where all students reach a level of efficacy and competence that supports a rewarding and productive life.”  
- Center for School Change

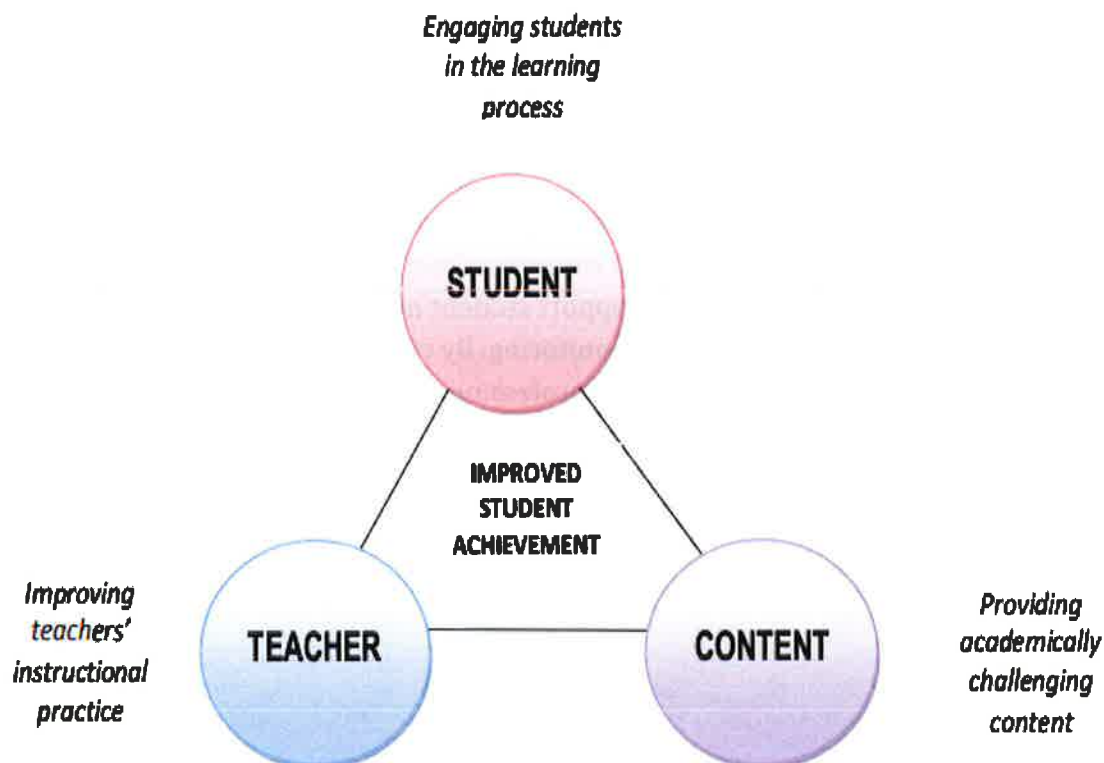
Growth outcomes are aligned to our shared theory of action (TOA). The theory of action in essence are our “opportunities” on effective resource allocation and alignment. Examples include allocating appropriate staffing to support student needs and prioritizing (aligning) content standards with efficient progress monitoring. By connecting these dots, we are able to show how our district goals, priorities and professional learning will lead to student growth and achievement overtime.

## Coherence

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In order to maintain coherence within the New Hartford Public Schools, we must explicitly connect our Mission, Goals, Measures, and Practices. Our expectations for student learning must reflect high-leverage goals needed for success in the 21st century. We understand that the achievement of these goals can only be realized with full alignment of all New Hartford Public Schools' organizational systems and supports.

### THE INSTRUCTIONAL CORE



## Goals

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### NEW HARTFORD PUBLIC SCHOOLS FIVE YEAR GOALS

- To improve Teaching and Learning in a constantly changing 21st century classroom  
Data driven decision making will drive a student centered learning environment
- To improve school climate that will allow students and staff to maximize their potential in a positive learning environment
- To improve infrastructure and utilize technology to expand educational opportunities for all students

### Department of Student Services Core Beliefs

1. **EXCELLENCE:** We believe in high achievement for **ALL** with a focused direction on rigor, growth and continuous improvement
2. **INTEGRITY:** We build and foster partnerships through respect, honesty and acceptance
3. **COLLABORATION:** We work as a team in service of the children and families in our community
4. **CREATIVITY:** We celebrate authenticity and are committed innovative improvement
5. **BELONGING:** We accept what makes each person unique by nurturing and developing the whole child and ensuring equitable access for academic, social and emotional development

### NEW HARTFORD PUBLIC SCHOOLS STUDENT SERVICES ACADEMIC Targets

#### Target 1

#### Learner Focus

Improve achievement of all New Hartford students. Students will meet their projected growth targets on curriculum based and summative assessments.

#### Target 2

#### Partnerships

Support healthy and safe learning conditions that nurture the holistic social emotional needs of all learners so that they have the opportunity to thrive.

#### Target 3

#### Organizational Effectiveness

Increase the achievement of high need subgroups to reduce the internal achievement gap.  
*Internal Gap: The performance gap between students with high needs compared to students without high needs.*

#### Target 4

#### Cultivate Talent

Develop and build the capacity of staff to become exemplary educational leaders and practitioners by implementing research based practices for improved student outcomes.

## **New Hartford Public Schools Student Learning Objectives**

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### **English Language Arts**

**All students will be able to read and comprehend complex literary texts and informational texts independently and proficiently.**

#### **Action Steps:**

- Review and analyze the district data of all students including an in depth analysis of special education and high needs subgroups
- Facilitate a Special Education Professional Learning Community to review data trends and identify areas of focus
- Support conditions for the implementation of progress monitoring systems for special education and high needs subgroups
- Special education staff will implement multisensory reading instruction
- Enable conditions for Special Education Teachers and Paraeducators to participate in ongoing professional learning to increase knowledge in the science of reading

### **Math**

**Mathematically proficient students will attend to precision (CCSS.MP.6)**

#### **Action Steps:**

- Review and analyze the district data of all students including an in depth analysis of special education and high needs subgroups
- Facilitate a Special Education Professional Learning Community to review data trends and identify areas of focus
- Support conditions for the implementation of progress monitoring systems for special education and high needs subgroups
- Enable conditions for Special Education staff to participate in ongoing professional learning

### **Social Emotional Learning**

**The Department of Student Services will gather accurate and reliable data about social emotional needs from stakeholders to ensure continuous improvement**

#### **Action Steps:**

- Create conditions for the Mental Health team to implement the SEL screener 3x yearly
- Support systems and structures to enable implementation of SEL intervention groups
- Support implementation of SEL lessons at all grade levels
- Continue to implement and receive parent feedback around the PPT process via the Parent PPT Survey to be completed annually

### **Technology**

**Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals**

#### **Action Steps:**

- Support the systems and structures that encourage the use of digital tools to support individualized instruction for students with disabilities
- Creates conditions for special education staff to consult with community partners to ensure individualized accessibility for neurodiverse learners (BESB, NEAT Marketplace- Assistive Technology, Boston Children's- Augmentative and Alternative Consultation- AAC)
- Ongoing professional development in the use of augmentative and assistive technology
- Identified Staff will attend ongoing professional development in high quality IEP training to support the transition to the new IEP system (CT SEDS)

## Summary of Performance Measures

A detailed explanation of each performance measure, type of analysis, and performance targets can be found in Appendix A

Measures of student growth are determined by using multiple performance measures. The use of multiple measures enables the District to analyze indicators of strength, identify trends and leverage our holistic knowledge of our learners to identify action steps for growth. Each measure is aligned to our theory of action, goals and action steps.

PM #	Name	Type of Analysis	Development Plan Performance Targets
1	DIBELS	Grades K-6 All Students	A. Decrease the gap between NHPS students with disabilities and “all students”  B. Increase percentage of “all K-3 students” meeting benchmark on EOY on DIBELS  C. Increase the percentage of all students matriculating into grade 4 At or Above grade level in reading
2	NWEA	Grades K-2 All Students  Math content	A. Decrease the gap between NHPS students with disabilities and “all students”  B. Increase percentage of “all K-2 students” meeting growth targets for EOY on NWEA MAP
3	Fountas and Pinnell	Grades K-6 All Students	A. Increase the percentage of all students reading At or Above grade level  B. Increase the percentage of students reading on grade level by the end of grade 3
4	SBAC Summative	All Students in Grades 3-6 ELA and Math	A. Decrease the reading (ELA) and math internal gap (Smarter Balanced) between NHPS “all students” and students with “high needs and IDEA” subgroups
5	CT SEDS	Certified Special Education Teachers Data Manager	Train special education staff in quality IEPs  Train staff in the use of Special Education Data System for fall 2022 implementation



## 2021 SUMMARY OF DATA:

### Dibels- Universal screening tool used to measure early phonological skills

- (K-3) 100% of the Special Education Subgroup showed growth
- Gr. K Special education subgroup closed the internal gap from 18% to 10%
- Gr 1 Special Education subgroup scores grew by 35%
- Gr. 2 Special Education Subgroup closed the internal gap by 8%
- Gr. 3 Special Education Subgroup grew an average of 95 points on their individualized growth targets

### Fountas and Pinnell- Tool used to measure instructional and independent reading levels

- 88% of the IDEA special education subgroup are meeting their projected growth goals
- In grades K-6, a 3 year cohort comparison reveals that there were Covid related reading impacts in grades 1-6

### Fountas and Pinnell Overall Percentage of Identified Students

% of Students Meeting growth goal *Special Education Subgroup- 3 year cohort comparison*

Year	2018-2019	2019-2020	2020-2021
IDEA	Grade K	Grade 1	Grade 2
	100%	COVID	100%
IDEA	Grade 1	Grade 2	Grade 3
	100%	COVID	90%
IDEA	Grade 2	Grade 3	Grade 4
	100%	COVID	71%
IDEA	Grade 3	Grade 4	Grade 5
	100%	COVID	77%
IDEA	Grade 4	Grade 5	Grade 6
	100%	COVID	75%

Growth Goal= \*Gr. 1= 6 levels

Gr K, 2, 3, 4, 5= increase of 3 levels in a school year

### Smarter Balanced Summative

- Decreased the ELA internal gap for both 'high needs' and 'IDEA' subgroups as compared to 'all students'

### ELA SMARTER BALANCED SUMMATIVE SPECIAL EDUCATION SUBGROUP COMPARISON

Percentage of Students who Met or Exceeded Goal on the Smarter Balance Summative Assessment  
(Scoring an overall level 3 or 4)

Years	2018-2019			2019-2020			2020-2021		
Grades 3-6	All	IDEA	High Needs	All	IDEA	High Needs	All	IDEA	High Needs
ELA	64% (229)	18% (30)	40% (65)	Covid	Covid	Covid	63% (190)	33% (30)	47% (62)
Math	56% (229)	14% (30)	31% (65)	Covid	Covid	Covid	52% (190)	13% (30)	23% (59)

### Math Results

#### 2020-2021 NWEA MAP Comparing Populations

% Population Comparison of Students that met or exceeded their projected Growth Score

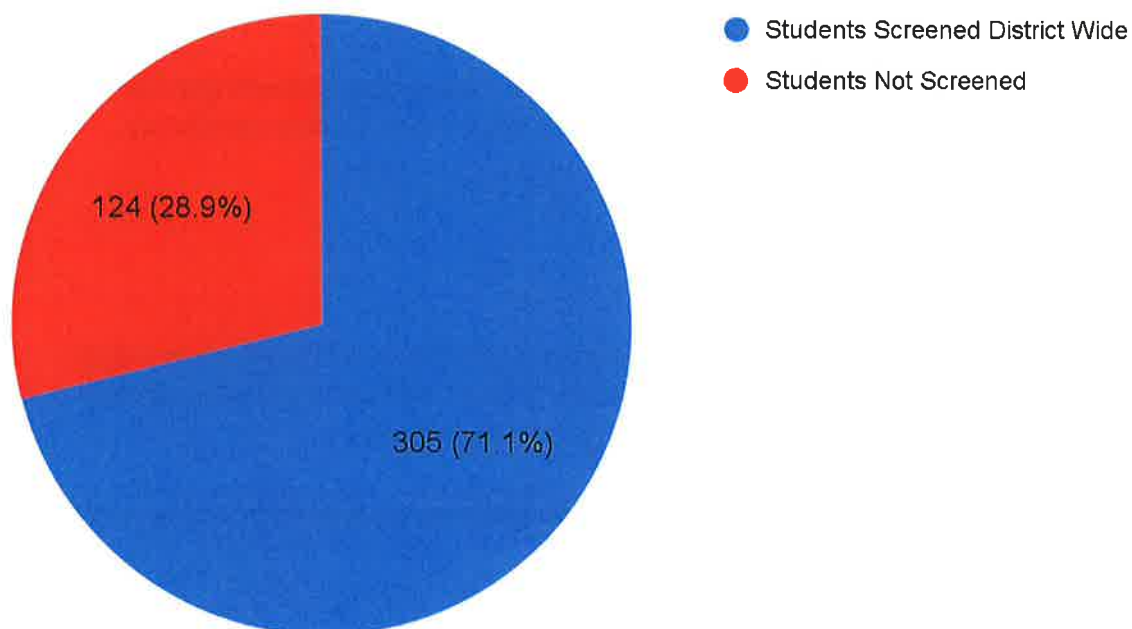
Grade	BOY	MOY	EOY	Findings
K	Baseline	73%	86%	
K Special Ed/EL	Baseline	30%	80%	By EOY closed internal gap to 6%... 38% of students fell in the high achievement/high growth quadrant
1	Baseline%	88%	91%	
1 Special Ed/EL	Baseline	73%	83%	By EOY closed internal gap to 8%
2	Baseline	95%	83%	
2 Special Ed/EL	Baseline	50%	84%	63% of high needs students fell in the high growth high achievement quadrant

## SUMMARY OF SOCIAL EMOTIONAL DATA

### Behavior and Emotional Screening System

- District wide, 20% of the students screened presented with overall elevated behaviors on the teacher rating scales
- 25% of screened students will receive direct scientific research based interventions
- Interventions are based on student needs:
  - Internalizing
  - Self Control
  - Adaptive Skills

### Percentage of Students Screened District Wide



### End of year 2021 Panorama Survey Results

Grades K-2	BOY	EOY	Target
Social Awareness	62%	94%	Exceeded
Emotional Regulation	72%	87%	Exceeded

\*Teacher completed Survey- 159 students

Grades 3-6	BOY	EOY	Target
Social Awareness	56%	72%	Exceeded
Emotional Regulation	50%	84%	Exceeded

\*Student completed survey- 172 students

## Appendix A. Abbreviations and Definitions

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**BESB-** Bureau of Educational Services for the Blind

**Behavioral and Emotional Screening System (BESS):** A universal screening tool used to determine behavioral and emotional strengths and needs.

**BOY:** Beginning of Year

**CT SEDS:** Connecticut's system special education data collection

**DIBELS Mclass:** Dynamic Indicators of Basic Early Literacy Skills is a universal screener given to students in grades k-3. This assessment measures phonological awareness, decoding, and fluency.

**ELA:** English Language Arts

**EOY:** End of Year

**Fountas and Pinnell: Benchmark Assessment System:** A curriculum based assessment that is both formative and summative. This assessment is used to identify instructional and independent reading levels for students in grades k-6 looking at accuracy, fluency and comprehension.

**High Needs:** Students identified with disabilities, English Learners, Students eligible for free or reduced lunch and or tier 3 intervention students

**MOY:** Middle of Year

**NWEA Map:** Northwest Evaluation Association this assessment measures growth in math for students in grades k-2.

**Panorama Survey-** Survey regarding social emotional perceptions

**Smarter Balanced Assessment: (SBA)** A summative assessment given at the end of the school year to students in grades 3-6. This assessment is aligned to the Connecticut Core State Standards and measures growth.

**Smarter Balanced Interim Assessments:** Informal assessments aligned to the Connecticut Core State Standards in ELA and Math for students in grades 3-6 allows educators to monitor student growth.