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# NEW HARTFORD PUBLIC SCHOOLS

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SPECIAL SERVICES

PROGRAM DEVELOPMENT PLAN  
(2020-2021)



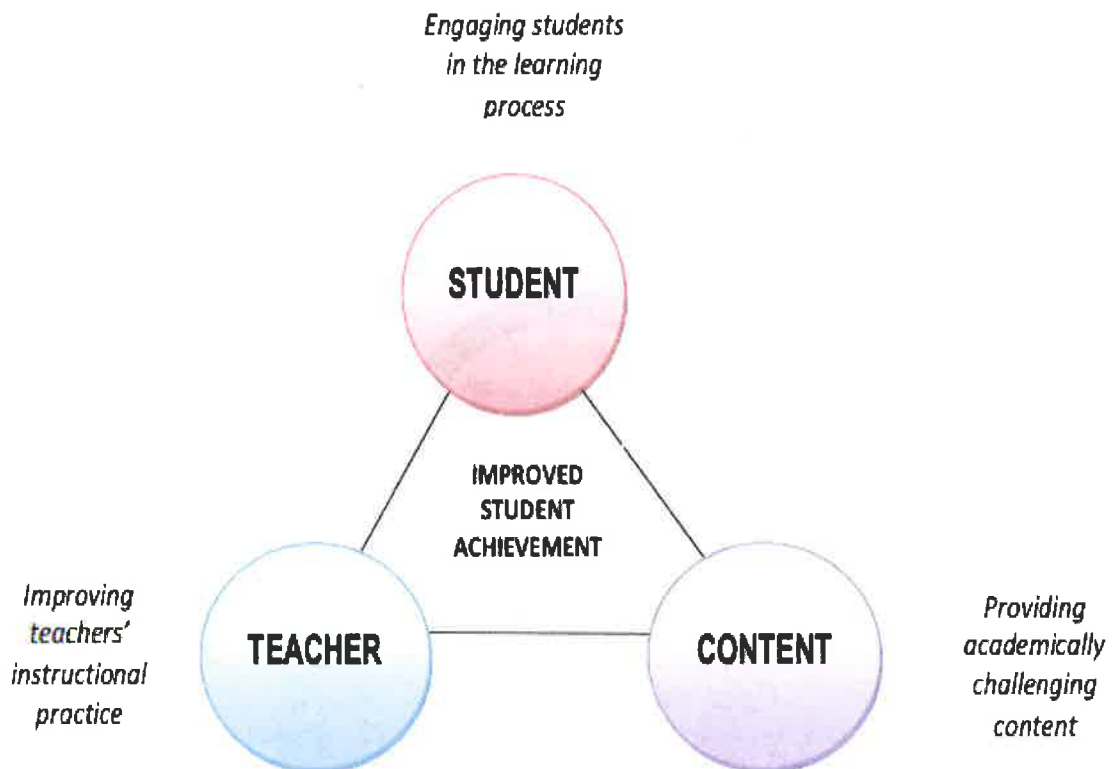
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## INTRODUCTION

### STATEMENT OF PURPOSE

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



## 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 SPECIAL SERVICES ACADEMIC GOALS

- Special education students will show growth on curriculum based assessments
- Stakeholders will demonstrate growth on Student SEL, Staff SEL Implementation Surveys

## NEW HARTFORD PUBLIC SCHOOLS STUDENT LEARNING OBJECTIVES

**Theory of Action (TOA 1):** If the Department of Student Services creates accessible conditions for relevant rigorous learning experiences aligned to District and State Performance indicators then the opportunity gap will close leading to equity in learning for all students.

**District Strategic Goal:** *To improve Teaching and Learning in a constantly changing 21st century classroom data driven decision making will drive a student centered learning environment*

### Action Steps:

- Develop structures and systems that will support Special Education teachers in their ability to align IEP goals and objectives to the ELA Curriculum and CCSS k-6
- Support fidelity of implementation within the SRBI system to ensure Special Education Teachers, related service providers and regular education teachers continue to develop, implement and monitor progress using Tier II and Tier III interventions k-6
- Participate in ongoing professional development around best practices in structured literacy (DIBELS data analysis, Teachers College wksp, and Structured Literacy)

- Two certified staff will begin training during the 2020-2021 school year toward Associate Level Orton Gillingham Certification

**Indicators**

*What information can we use to measure our progress toward our goal?*

- Increased percentage of students at Satisfactory or Mastery on IEP goals/objectives Fall 2020-Spring 2021
- Growth on curriculum based measures between Fall 2020 - Spring 2021
- SBA Interim Inquiry Claim Score will show growth between Fall 2020 - Spring 2021

**Theory of Action (TOA 2):** If the Department of Student Services creates accessible conditions for relevant rigorous learning experiences aligned to District and State Performance indicators then the opportunity gap will close leading to equity in learning for all students.

**District Strategic Goal:** *To improve Teaching and Learning in a constantly changing 21st century classroom Data driven decision making will drive a student centered learning environment*

**Action Steps:**

- Develop structures and systems that will support Special Education teachers in their ability to align IEP goals and objectives to the math Curriculum and CCSS k-6
- Support special education teachers in implementation of explicit, direct math instruction using Illustrative Math Curriculum
- Special Education Staff participate in ongoing professional development new Illustrative Math Curriculum
- Support special education staff in monitoring students on their caseload to demonstrate meaningful progress toward IEP goals and objectives

**Indicators**

*What information can we use to measure our progress toward our goal?*

- Percentage of students at Satisfactory or Mastery on IEP goals and objectives Fall 2020-Spring 2021
- IABs/ NWEA scores will show growth between Fall 2020 - Spring 2021

**Theory of Action (TOA 3):** If the Department of Student Services creates the conditions for a school climate that is safe, rigorous, and respectful then students will have the opportunity to realize their full potential.

**District Strategic Goal:** *To improve school climate that will allow students and staff to maximize their potential in a positive learning environment.*

**Action Steps:**

- The District will gather accurate and reliable data about school climate from students, school personnel and parents/guardians for continuous improvement and share it regularly with the school community
- Develop systems and structures that will enable all staff the ability to successfully implement the Ruler approach to social-emotional learning (Yale Center for Emotional Intelligence)
- Support School Psychologists, Social worker, Health and Preschool teacher around the implementation of Social Emotional Learning (SEL) curriculum Pk-6
- Support School Psychologists and Social Worker around the implementation of a trauma screening tool

**Indicators:**

1. Student Discipline Data (Disaggregate data by sub group)
2. Student Attendance Data
3. Parent, Student and Staff Survey Results

## SUMMARY OF ACADEMIC RESULTS:

### 2020-2021 READING:

- Dibels (K-3) 22% of identified students are At or Above Benchmark for the beginning of the year
- Fountas and Pinnell (k-6) 47% are At or Above compared to 36% in 19-20 at the Beginning of the year
- Fountas and Pinnell (K-6) 70% of identified students Approaching Benchmark compared to 83% in the fall of 2019

### 2020-2021 MATH RESULTS

- NWEA (K-2) 42% performing at or above compared to Fall 2019 55% of students entered at or Above

### 2018-2019 SMARTER BALANCED ASSESSMENT GROWTH RATES (GRADES 3-6)

- 63% showed growth on ELA Summative
- 81% showed growth on Math Summative
- Average growth rate: 54.8%

### 2017-2020 SURVEY RESULTS:

Average Percent of Families Responding Positively in 18-19: **95.5%**

- 2017-2018 (15 parent responses)
- 2018-2019 (37 parent responses)
- 2019-2020 (survey not completed due to Emergency Closure)

### 2020-2021 Student Survey Results:

K-2: (159 responses)

During the past 30 days, how considerate was this student of his/her classmates' feelings? **62.9%** How often is this student able to control his/her emotions when s/he needs to? **72.3%**

Intermediate Grades: (184 responses)

How much did you care about other people's feelings?

How often are you able to control your emotions when you need to?

Gr. 3-5

**87%**

**68.7%**

Gr. 6

**40.1%**

**60.4%**

\*Social Awareness % equates to those students that indicated that they care quite a bit or a tremendous amount. The emotional regulation % equates to students that feel they can frequently or almost always control their emotions\*

### 2020-2021 Staff Self Reflection Supporting SEL Curriculum

- 81.1% Feel that they help most challenging students learn
- 90.9% of staff feel they can motivate the unmotivated student
- 68.2% Feel that somewhat or quite thoroughly know the content to be taught