



# Future Ready for All

## 2021 - 2022 Goals

End-of-Year Update  
June 2022





# Mission & Vision



# 10 Core Values





## 5 STRATEGIC PRIORITIES

### FUTURE READINESS

Prepare all students so they are ready for further education, career and workplace opportunities, and globally engaged leadership.

### EQUITY

Ensure equitable opportunities, facilities, experiences and outcomes for all students.

### EXCELLENCE

Achieve excellence in all aspects of our organization through effective systems, modern learning environments and continuous improvement processes.

### ENGAGEMENT

Ensure all children, families, team members and the community are informed, are involved and feel welcome in our schools.

### HIGH-QUALITY INSTRUCTION & SUPPORT

Foster relevant and intellectually stimulating learning with targeted supports that produce social, emotional and academic growth.





# 2021-22 Goals

**Goal 1:** NPS will strengthen individualized student success plans.

**Goal 2:** The Business and Operations Department, in consultation with Finance, will develop a three-to-five-year facilities plan, inclusive of annual building-based facilities plans and score boards, in conjunction with the city's capital budget and five-year capital plan.

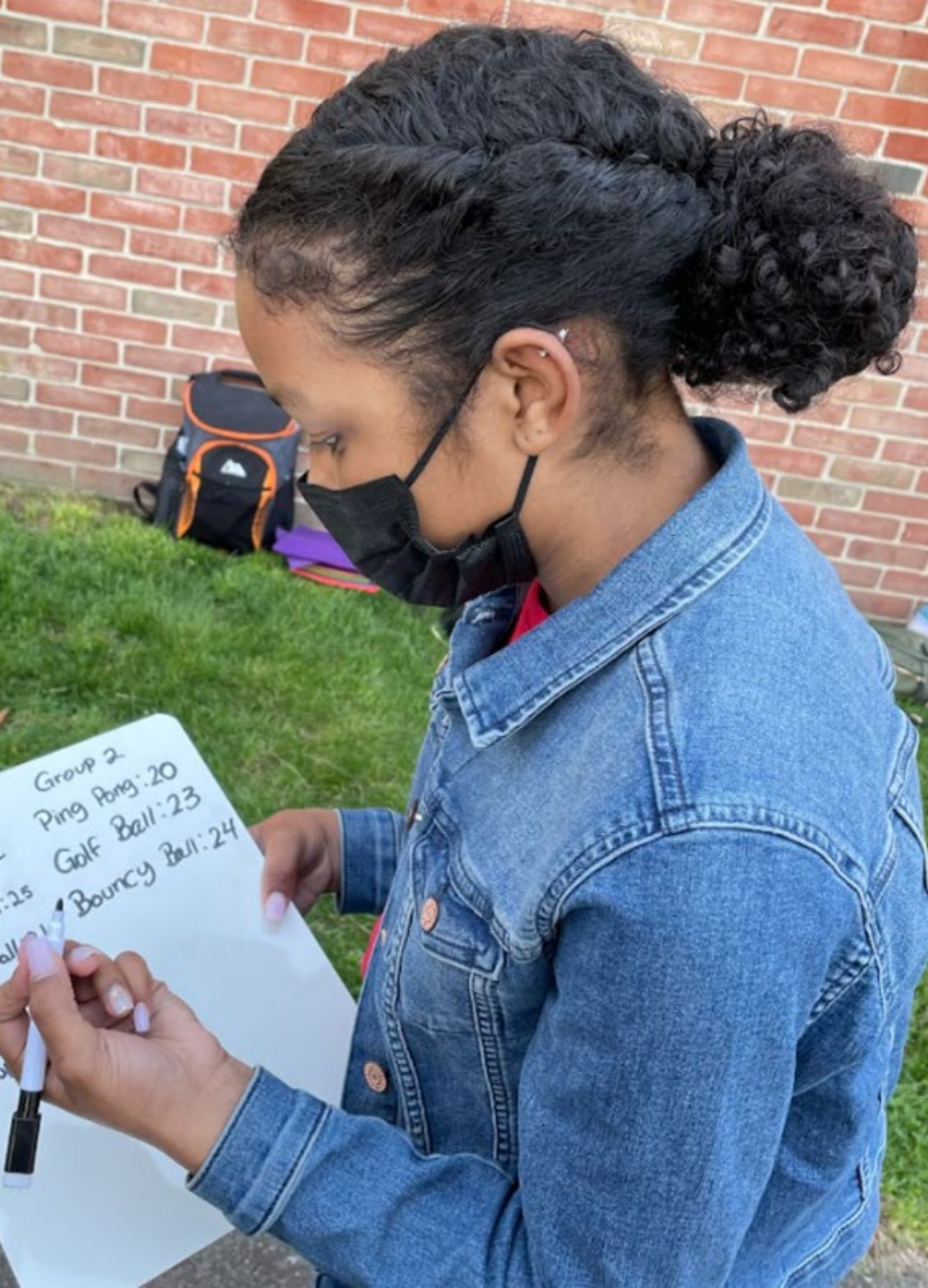
**Goal 3:** The Human Resources, Finance, and Business and Operations Departments will have evaluated and streamlined their respective departments.

**Goal 4:** NPS will cultivate instructional leadership in all school buildings.

**Goal 5:** NPS will develop and/or refine our instructional programming options to increase opportunities for students and to ensure all students have access to high quality instruction and support.

**Goal 6:** We will ensure families are provided with equitable opportunities to access district resources and programs.





**Goal 1:**  
NPS will strengthen  
individualized  
student success  
plans.






# Redesign K-12 Curricula Maps

Redesign K-12 Curricula Map to fully integrate all learners, incorporate healthy social-emotional boundary practices, and achieve consistent implementation across schools and grades through a districtwide assessment system.

Redesigned:

- K-11 Literacy units
- K-12 Core Science units
- K-12 Core Math units

 <b>ENGLISH II</b> Unit 3		January 13, 8:44 AM Current version Danielle Brown
Unit Name: "Breaking Barriers" Focus: Female Authors		January 4, 8:36 AM Danielle Brown
<b>Unit Overview</b> Throughout this unit, students will work with female authors and examine how these authors have served as a vehicle for social change. Students will continue to grow and understand character development, the character's environment, and social settings. As readers, students will begin to form a deeper understanding of the elements of literature/texts. As writers, students will learn how to construct an editorial that relates to the themes and central ideas of the texts that we read in this unit. The summative assessment for the unit will have students construct a literary analysis.		DECEMBER 2021
<b>Pacing</b> Quarter Three (3): Ten Weeks (10)		December 10, 2021, 2:01 PM Kaitlyn Prescott Molly Kelly Danielle Brown Rebecca Dombrowski
<b>Essential Question(s)</b> 1. How do women authors serve as a vehicle for social change?		December 10, 2021, 9:47 AM Kaitlyn Prescott Molly Kelly
<b>Priority Standards</b> <b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text. <b>RI.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text; interact with other characters, and advance the plot or develop the theme. <b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text. <b>W.9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and evidence.		December 8, 2021, 1:24 PM Danielle Brown
<b>Supporting Standards</b> <b>RL.9-10.10</b> By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.		NOVEMBER 2021
		November 18, 2021, 2:49 PM Kaitlyn Prescott Jessica Ramirez
		November 18, 2021, 12:58 PM Kaitlyn Moffett
		November 18, 2021, 11:21 AM Kaitlyn Moffett Jessica Ramirez
		November 18, 2021, 10:13 AM Danielle Brown

# Consistent Implementation Across Schools

- Provided professional development that aligns with new units of study



## CURRICULA SUMMER INSTITUTE

Professional learning opportunities for all NPS staff

*"To Norwalk Learning, please go to the Contact"*



**Click to learn more and register**

### Math Topics

**Implementing a Problem-Based Classroom**  
June 21 - 8:30am-3:30pm - K to 12  
What does a problem-based classroom look like, sound like, and how do I facilitate it? Join this full-day workshop to find out!

**Anticipating & Monitoring**  
June 22 - 8:30am-11:30pm - K to 12  
This half-day virtual workshop will allow teachers to experience the 5 Practices as students.

**Selecting, Sequencing, & Connecting**  
June 22 - 12:30pm-3:30pm - K to 12  
This half-day virtual workshop will allow teachers to refine your monitoring skills to help students address common misconceptions.

**Ambitious Mathematics Learning for Secondary English Learners**  
July 6-7 - 9:00am-3:00pm - K to 12  
This two-day workshop, in collaboration with WestEd, allows teachers to plan for quality instruction for our ML students that promote engagement and interactions around mathematical practices.

**Fractional Learning Progressions through the Use of In & Exemplars Strategies & Routines**  
August 23-24 - 8:00am-3:00pm - K to 12  
This two-day workshop will develop teacher understanding of fractional development in grades 2-6 while integrating Exemplars into our core curricula resource. Individuals will gain a deeper understanding of instructional routines and strategies.

### Literacy Topics

**July 25 & 26 - 9:00am-1:00pm - K to 8**  
This two-day workshop is dedicated to inspiring teachers with practical, hands-on strategies to build strong writing skills in their students.

**July 26-27 - 9:00am-1:00pm - K to 12**  
This two-day professional learning experience offers a practical collection of effective teaching strategies for when using a novel in the classroom as an instructional tool.

**August 2-3 - 9:00am-1:00pm - K to 8**  
In this two-day professional learning experience, teachers will engage in a practical collection of effective teaching strategies that will increase student discourse in the classroom.

**Writing Across the Content Areas**  
August 16-17 - 8:30am-12:30pm - 4 to 12  
This two-day workshop will focus on writing strategies that promote strong literacy skills that transfer across various content areas.

**Questions? Contact**  
Math: Misty Hofer (mhofer@norwalkps.org)  
Literacy: Dani Brown (brownada@norwalkps.org)

*Space is limited. Register by June 17th.*

## PROFESSIONAL LEARNING

The following categories have been offered in professional learning opportunities across the district servicing administrators and staff. The chart below tracks the Literacy and Math Professional Learning that was provided by the Leadership, Curriculum, and Instructional Support Central Office Teams for the 2021-2022 school year.



● LEADERSHIP
 ● COACHING
 ● DATA ANALYSIS
 ● CURRICULUM
 ● INSTRUCTION
 ● LITERACY PROGRAMS
 ● MATH PROGRAMS





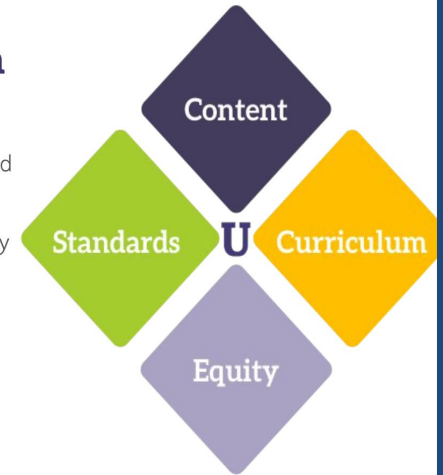
# Standards/Equity Professional Development

## Grades K-5 and 6-12 ELA, Grades K-5 and 6-12 Math, and Leadership Pathway

- Examined the critical role that educator beliefs play in literacy equity.
- Discussed the impact of unconscious bias on student access to grade-level content in both literacy and math.
- Focused on leveraging instructional decisions and strategies to help all students access grade-level ELA and math content during and after the COVID-19.

### UnboundEd Approach

Our learning is grounded in the intersection of standards, content, aligned curriculum, and equity which is essential for closing the opportunity gap caused by systemic bias and racism.



[@unboundedu](#)

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UnboundEd

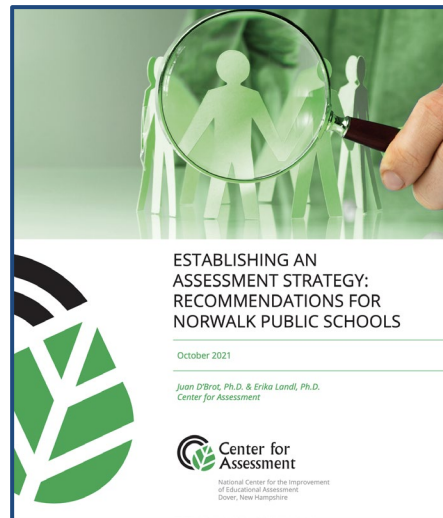




# Create a Districtwide Assessment System

- Developed an assessment strategy
- Implemented common formative & summative assessments in both literacy and math

Type of Assessment	Purpose & Protocol	Grades K-2	Grades 3-4	Grades 4-5	Grades 6-8	High School
Universal Screener: Literacy	To identify students who are at risk for learning difficulties and to inform the SRBI process.	mCLASS DIBELS (3x/year) NWEA (1x/year)	mCLASS DIBELS (3x/year) NWEA (3x/year)	NWEA (3x/year) DIBELS ORF (1x) paper/pencil	NWEA (3x/year)	NWEA (1x/year) 9th and 10th
Universal Screener: Mathematics		NWEA (2x/year) -K NWEA (3x/year) -1-2	NWEA (3x/year)			
Universal Screener: Multiple Content Areas		Kindergarten Entrance Inventory (KEI) 1x/year				
Benchmark Assessment: Literacy	To measure progress towards the standards and gather data to inform instructional decision making.		Interim Assessment Blocks (IABs)	Interim Assessment Blocks (IABs)	Interim Assessment Blocks (IABs)	PSAT (2x/year)
Benchmark Assessment: Mathematics						
CT Assessment: LAS Links	For schools and districts to support initial identification of language learners and to promote proper placement in instructional programs for newly enrolled students.	Jan. 3- March 4 (1x/year)	Jan. 3- March 4 (1x/year)	Jan. 3- March 4 (1x/year)	Jan. 3- March 4 (1x/year)	Jan. 3- March 4 (1x/year)
CT Assessments: SBAC/NOSS/CTAA/CTAS/PSAT/SAT/AP Exams	The goal is to provide parents, teachers, and policymakers with better tools to monitor students, helping them succeed, thrive, and to increase student learning.		May - (1x/year)	May - (1x/year)	May - (1x/year)	AP Exams - (1x/year)
Common Formative Assessments: Literacy	To identify students who need additional time and support for learning, to identify students who would benefit from	Unit Plans- CFAs	Unit Plans- CFAs	Unit Plans- CFAs	Unit Plans- CFAs	Unit Plans- CFAs



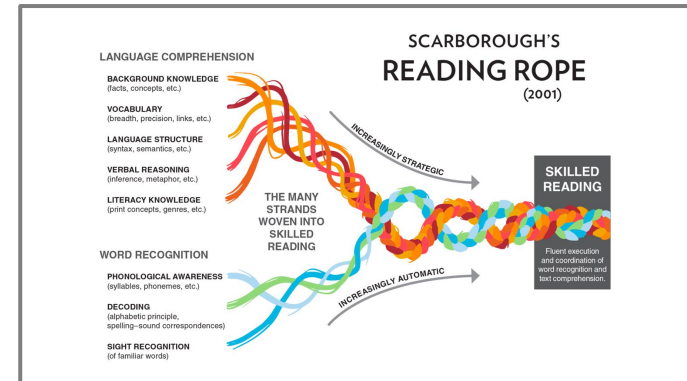
## Adding and Subtracting within 100: End-of-Unit Assessment


1. Select 3 expressions whose value is 75.

- A.  $35 + 20$
- B.  $85 - 10$
- C.  $7 + 50$
- D.  $45 + 30$
- E.  $95 - 20$

# Implement K-5 Reading Curricula and Develop Teacher Professional Capacity

- Provided consistent and coherent professional development offerings in Wonders.
- Cohort I (31) and cohort II (37) completed the first year of LETRS training, starting Cohort III.





ELA GRADE 3  
Unit 3

Unit Name: Discovering the Uniqueness of Our World and Beyond

**Unit Overview**

In this Unit students will discover the uniqueness of their world and beyond as seen through non-fiction and folktales. Students will analyze the structure of expository texts and folktales and how understanding these structures aids in comprehension. Expository units will focus on text structure and features, main idea and key details and author's craft and purpose. The folktale genre will focus on problem and solution, text features and author's craft. This unit's text sets lend itself to cross-genre learning focused on similar themes and literary concepts.

In writing, students will have multiple opportunities for oral discourse followed with written responses to text to demonstrate their understanding. Students will also engage effectively in a range of collaborative discussions about the author's text feature choices to build on their own understanding which will then be applied to the end of the unit written task.

**Weeks 1 & 2:**  
Genre 1: Expository

- text structure continued from Units 1 and 2
- main idea/key details continued from Unit 1

**Weeks 3 & 4:**  
Genre 2: Folktale

- character, setting, plot continued from Unit 1

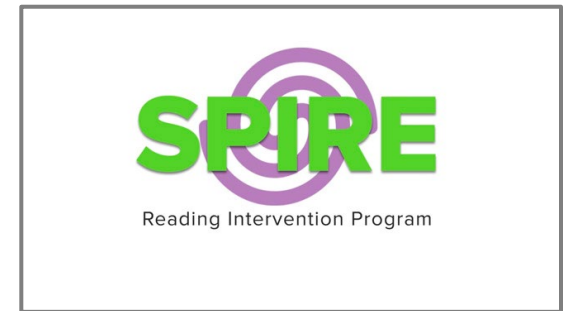
**Week 5:**  
Teachers have the option to omit Wonders Week 5 in favor of the Schoolwide Writing Grade 3 Animals Adapt E-Unit. This unit's texts and lessons allow for continued opportunity for students to meet unit literacy objectives while building additional content knowledge to support the end of unit task.

As a summative assessment of learning in Unit 3, students will create an All About Animals book that focuses on the unique characteristics of a set of individually chosen animals using the Schoolwide Nonfiction Writing Unit for Grade 3. Students will practice research skills, develop a topic with facts and relevant details, implement effective techniques of nonfiction writing with a focus on text structure and features, and utilize content-specific vocabulary.

# Implement K-5 Reading Curricula and Develop Teacher Professional Capacity

## Training in:

- OG and Lindamood Bell Methodologies
- PAF Training: Windward Teacher Training School
- **Writing Revolution:** Districtwide training for SpEd middle school teachers
- **SPIRE:** Districtwide training elementary teacher training





# Refine SRBI Programs

- Continual, monthly, Professional Development offerings to all improvement teachers
- Creation of the SRBI handbook
- Developed systematic structures for SRBI



## Scientific Research-Based Interventions (SRBI) Handbook

### *Future Ready for All*

Norwalk Public Schools provides an excellent and equitable education so ALL students graduate future ready as civically responsible, globally engaged and positive contributors to an ever-changing and diverse world.



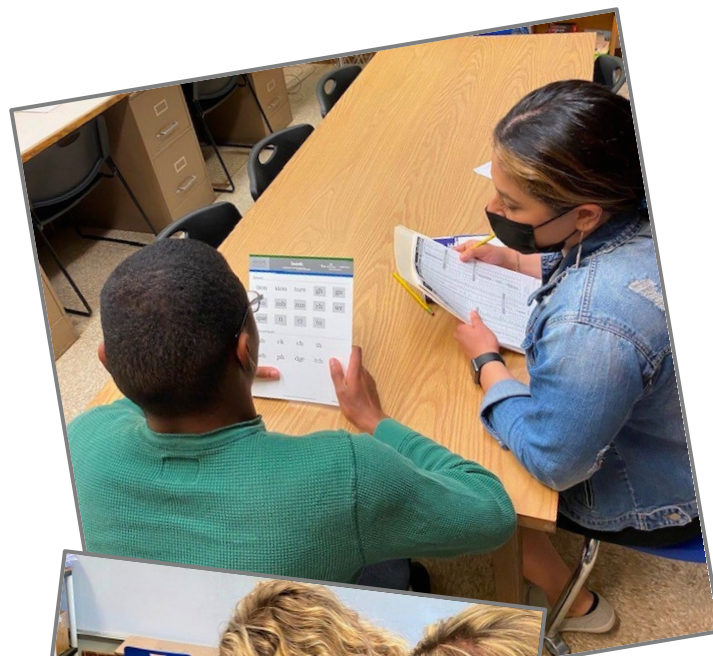
# Enhance Gifted & Talented Programs

- Provided professional development and planning for new GT pathway offerings.
- Pilots include Medical Detectives, Advanced Theater Arts, STEAM and Marine Biology.



# Specialized Learning

- Creation of a workload/caseload formula to support appropriate resource teacher staffing
- Held quality IEP training for all special education and related service staff
- Expansion of Specialized Programs: co-teaching model, Project Search at the Hospital, and NEST to PINE



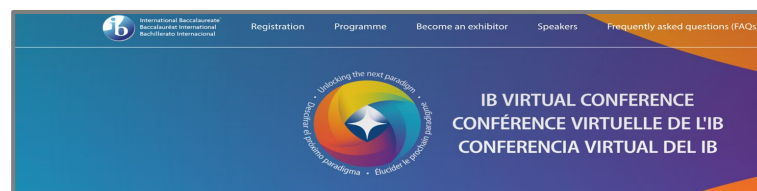


# Specialized Learning

Priorities	Actions steps	
Collaborative Structures	Identified integrated instructional decision-making teams at the district level in teaching and learning	Created guidance for special education services to support placement discussions at the IEP team level
Process and Systems	Implemented SRBI in all K-8 Schools	Special education process and services are infused within the SRBI process
Staffing	<p>Updated special education supervisor job description</p> <p>Reviewed special education teachers' job description for the presence of collaboration and equity</p>	Reviewed exit interview data for special education, related services, and student services staff
Teaching and Learning	Examined the IEP's of students to look at services with a focus on inclusive practices (push-in rather than pull-out, co-taught class rather than pull-out services). The goal is to serve more students in an inclusive environment.	Provided three full-day professional development offerings were provided throughout the year.
Family Engagement	Provided parent satisfaction surveys to look for trends and areas of strengths and improvement.	Targeted Latinx and other families of color with a focus on building advocacy and leadership.

# Develop and Refine Diversified Programs

- Expansion of Themes: Three schools were selected to become IB schools (Naramake, Nathan Hale and Roton)
- Expansion of the STEAM Pathway at Ponus
- Selected a pathway for the new South Norwalk School
- Expansion of dual-language programs



# Develop Holistic Educational Processes

- LGBTQ+ training for all secondary school teachers.
- Launched Second Step district-wide (Year 1).
- Expanded partnerships with Mid-Fairfield Child Guidance and the Norwalk Community Health Center.

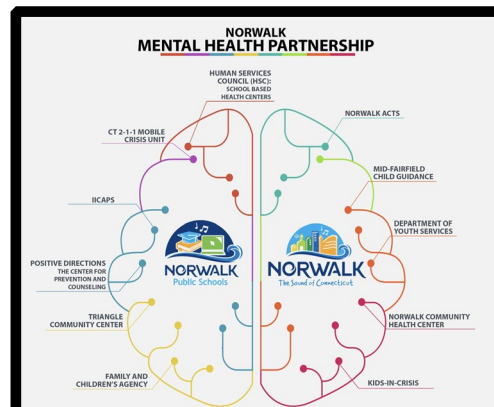




# Develop Holistic Educational Processes

- Implemented the Wingman Youth Leadership Program in our high schools.
- Started a partnership with mental health providers and the City of Norwalk Community Services to extend the level of care for our youth and families.

“The biggest impact it’s going to have is feeling like we’re heard, and it also creates a feeling of safety just knowing that we have input on what goes on in our school,”



# Additional Accomplishments

- Building themes for K-12 pathways.
- Updated Multilingual Learner program of study to have access to core curriculum.
- Updated the Summer MLL program to provide students access to curriculum.
- Integrated QTEL Strategies for scaffolding instruction.

# Questions on Goal 1?





## Goal 2:

The Business and Operations Department, in consultation with Finance, will develop a three-to-five-year facilities plan, inclusive of annual building-based facilities plans and score boards, in conjunction with the city's capital budget and five-year capital plan.



# Develop a Multi-Year Facilities Plan

- Norwalk/P-TECH high schools projects: Design Phase
- The New Cranbury School project: Phase 1
- SoNo School
  - Meadow Street Ext. property acquired
  - Incubation at Concord Street facility with enrollment of 2 pre-school and 4 Kindergarten classes from SoNo neighborhood families





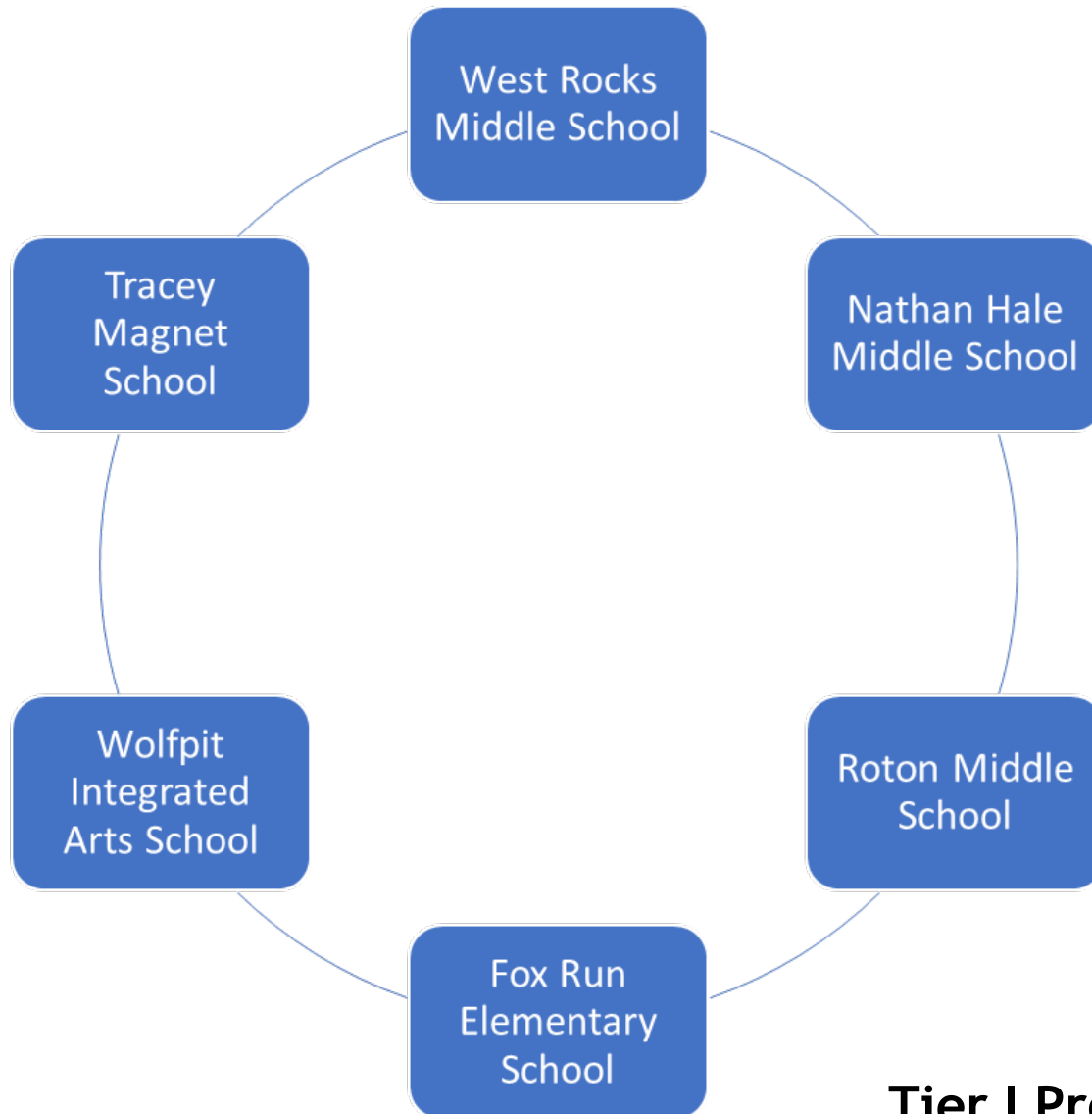
# Align the Facilities Plan and Capital Plan

- Recommend to “renovate as new” West Rocks Middle School and begin planning for Tier I projects
- Work with the City to maximize 60% reimbursement rate for the next 25 years
- Plan for Tier I schools project





# Align the Facilities Plan and Capital Plan



**Tier I Projects**

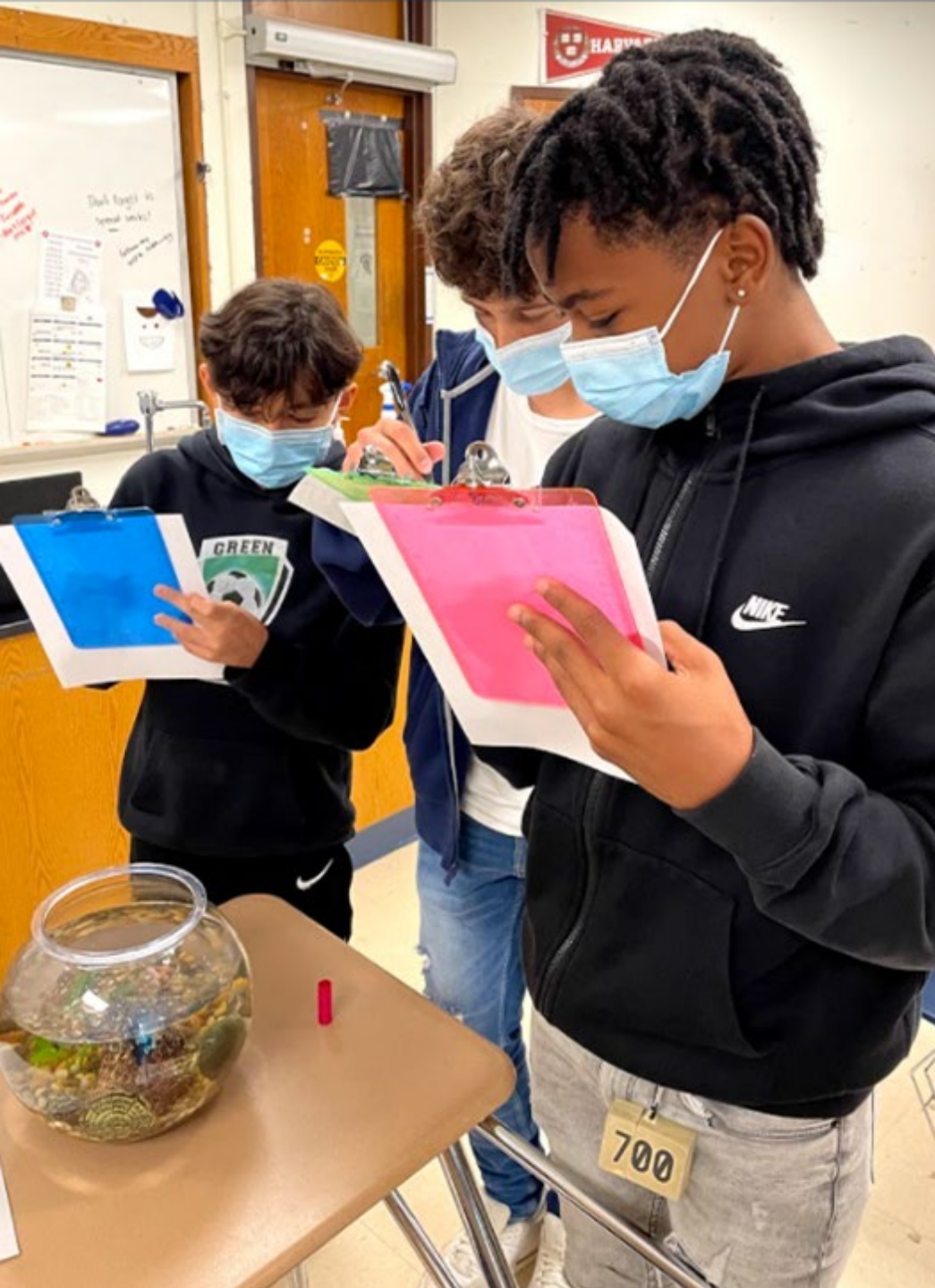
# Create Annual Building-Based Facilities Plan

Location	Average of ALL ATP Readings	Result
Norwalk Public Schools	23	Effective Cleaning
Client A	57	Needs Improvement
Client B	85	Ineffective Cleaning
Client C	1250	Ineffective Cleaning
Client D	19	Effective Cleaning
Client E	68	Needs Improvement

NPS scored in the Effective Cleaning range for sanitation. Each school has a scorecard using ISSA criteria.

Silver/Petrucelli and Associates Feasibility Study (2016). Outdoor spaces and the Newman/DLR Feasibility Study conducted in (2021). Tiered priorities for building projects were utilized to create a building specific needs assessment and recommended tiered priorities.

# Questions on Goal 2?

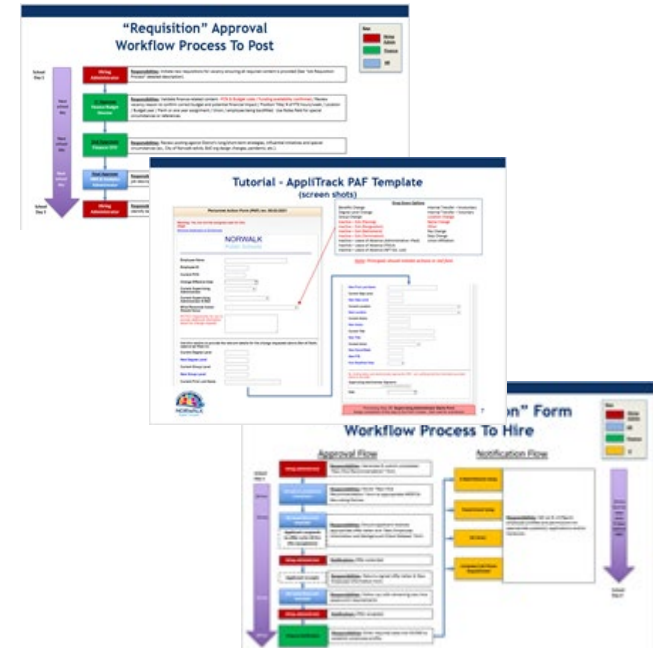


**Goal 3:**  
The Human Resources,  
Finance, and Business  
and Operations  
Departments will have  
evaluated and  
streamlined their  
respective departments.



# Streamline & Enhance Processes

- Streamlined new position requisition and hiring approval process.
- Automated online Prior Program Approval and New Salary Advancement process.
- Rolled out NovaTime FMLA processing module
- Developed COVID-19 surveys to capture/report vaccination status, confidential test results and meet compliance requirements.
- Retirement benefits paid by ACH v. personal checks.



The image shows two screenshots of the COVID-19 Positive Test Results Collection Survey form. The left screenshot shows the "Email" field and "First Name" field. The right screenshot shows the "Email" field and "First Name" field.

# Implement HR Reorganization

- Initiated an ongoing HR reorganization.
- Initially shifted resources to Benefits processing and COVID-19 legal compliance.
- Evolved organization to focus on in-house legal counsel support, and build out of HR Generalists and Confidential Associates.
- Current organization design provides for enhanced client support and ensures solid succession planning in place.



# Strengthen HR Legal Expertise & Support

- Rolled out finalized Employee Handbook to all staff.
- Conducted regular and ongoing employment-related training & communication.
- HR Do's and Don'ts
- Title IX
- LGBTQ+ sensitivity & awareness
- Negotiated new labor contracts

**IMPROVE HR LEARNING & DEVELOPMENT**

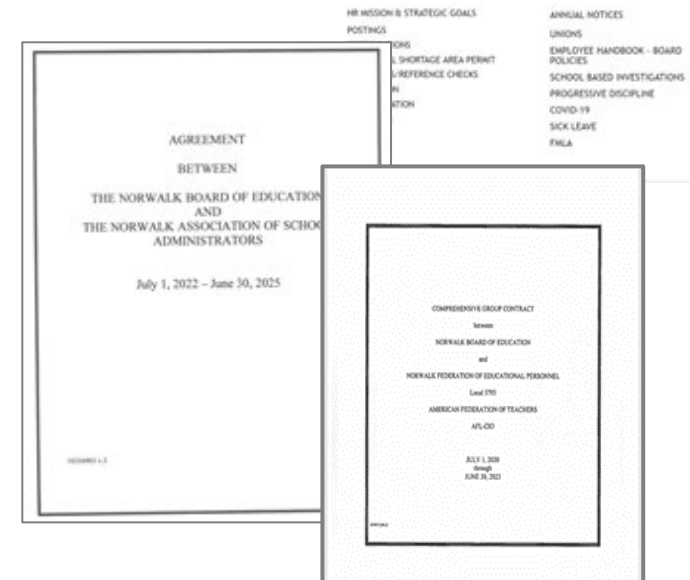
Human Resources conducts HR Learning & Development every first (1<sup>st</sup>) and third (3<sup>rd</sup>) Thursday of every month. Effective November 23, 2023.

Date	Title	Time	Participants
11/16/23	Conductive Behavior & Communication Language: Liane, Corin & Barbara Santos	10:00-11:00	Administrators/HR/CSD's
11/23/23	Officer's Memo in 2022: Stefania Jerez-Rodriguez, Esq. & Thomas Morrison, Esq.	10:00-11:00	Administrators/HR/CSD's
01/17/24	Mandated Reporter Training: Liane, Corin & Barbara Santos	10:00-11:00	Administrators/HR/CSD's
01/24/24	Legal Sensitivity Training: Liane, Corin & Barbara Santos	10:00-11:00	Administrators/HR/CSD's
02/07/24	Title IX Training: Liane, Corin & Barbara Santos	10:00-11:00	Administrators/HR/CSD's
02/14/24	Mandated Reporter Training: Liane, Corin & Barbara Santos	10:00-11:00	Administrators/HR/CSD's
02/21/24	Legal Sensitivity Training: Liane, Corin & Barbara Santos	10:00-11:00	Administrators/HR/CSD's
03/07/24	Officer's Memo in 2022: Stefania Jerez-Rodriguez, Esq. & Thomas Morrison, Esq.	10:00-11:00	Administrators/HR/CSD's
03/14/24	Legal Sensitivity Training: Liane, Corin & Barbara Santos	10:00-11:00	Administrators/HR/CSD's
03/21/24	Officer's Memo in 2022: Stefania Jerez-Rodriguez, Esq. & Thomas Morrison, Esq.	10:00-11:00	Administrators/HR/CSD's
03/28/24	Legal Sensitivity Training: Liane, Corin & Barbara Santos	10:00-11:00	Administrators/HR/CSD's
04/04/24	Officer's Memo in 2022: Stefania Jerez-Rodriguez, Esq. & Thomas Morrison, Esq.	10:00-11:00	Administrators/HR/CSD's
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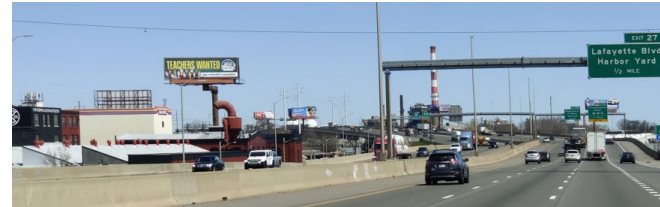
## Agenda/Topics to Be Covered

Goals- To provide best practice and tips for administrators.



# Expand Recruitment & Marketing Plan

- Hosted 3 district-wide recruiting events
- Ongoing focus on expanded marketing campaign to include expanded social media presence, I-95 billboards, Metro North advertisements, News12 TV, City of Norwalk buses and a new recruiting brochure



#### NORWALK PUBLIC SCHOOLS RECRUITMENT BROCHURE

While we look forward to learning more about you, here is a recruitment brochure to help you learn more about us! Excitement and opportunity abound at Norwalk Public Schools when you join "Connecticut's #1 City School District".





# Focus on Maximizing Staff Retention

- Expanded certified & non-certified training opportunities
- Rolled out non-certified staff performance evaluation programs

**NORWALK BOARD OF EDUCATION**  
ANNUAL PERFORMANCE EVALUATION - INDEPENDENT PROFESSIONAL  
(2021-2022)

Select Role: ☐ ABA ☐ BCBA ☐ Social Work ☐ RPT ☐ Special Ed. Bus Driver ☐ Special Ed. Para

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
School: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
Date of Hire: \_\_\_\_\_ Date of Review: \_\_\_\_\_

The evaluation process is intended to provide information that will enable the employee to improve job performance by:

- Communicating clear goals and objectives that are endorsed by administrators and employees;
- Providing opportunity to identify and correct performance concerns while promoting professional development;
- Creating a fair and objective basis for making decisions affecting promotions and/or career growth.

Here are the steps for conducting the performance evaluation process:

1. Start of School Year - Review the employee's job description and Performance Criteria below as they understand the expectations for the coming year.
2. Mid-School Year - Discuss the employee's performance using the Performance Criteria below, but do not provide any ratings at that time. The conversation should be more of a constructive dialogue reviewing the employee's performance trend.
3. End of School Year - Rate the employee's performance using the Performance Criteria below, providing as many examples as applicable.

Evaluators are asked to use the rating scale below in evaluating performance skills.

PERFORMANCE RATING SCALE	
4 Exceeds Expectations	Consistently performs all aspects of the job responsibilities in manner well above expectations
3 Meets Expectations	Meets expectation and is progressing towards achieving all aspects of the job responsibilities
2 Needs Improvement	Does only minimum that is expected for the job responsibilities, is not progressing in a satisfactory manner in achieving specific responsibilities
1 Unsatisfactory	Performance fails to meet job requirements, major performance deficiencies

**CURRICULUM AND INSTRUCTION**

Assess in the implementation of the curriculum, standards, and objectives, and the effectiveness of the instruction.

**NORWALK BOARD OF EDUCATION**  
ANNUAL PERFORMANCE EVALUATION - NON-CERTIFIED STAFF  
(Including Paraprofessionals)  
(2021-2022)

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
School/Dept: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
Date of Hire: \_\_\_\_\_ Date of Review: \_\_\_\_\_

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**NORWALK BOARD OF EDUCATION**  
ANNUAL PERFORMANCE EVALUATION - NON-CERTIFIED STAFF  
(Excludes/Excludes Only)  
(2021-2022)

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
School: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
Date of Hire: \_\_\_\_\_ Date of Review: \_\_\_\_\_

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Evaluators are asked to use the rating scale below in evaluating performance skills.

PERFORMANCE RATING SCALE	
4 Exceeds Expectations	Consistently performs all aspects of the job responsibilities in manner well above expectations
3 Meets Expectations	Meets expectation and is progressing towards achieving all aspects of the job responsibilities
2 Needs Improvement	Does only minimum that is expected for the job responsibilities, is not progressing in a satisfactory manner in achieving specific responsibilities
1 Unsatisfactory	Performance fails to meet job requirements, major performance deficiencies

PERFORMANCE CRITERIA	SELF EVALUATION				ADMINISTRATOR EVALUATION			
	1	2	3	4	1	2	3	4
<b>JOB KNOWLEDGE</b> Has the understanding and knowledge necessary to perform duties as listed in job description								
<b>QUALITY OF WORK</b> Able to perform work accurately, completely and timely								

**NORWALK BOARD OF EDUCATION**  
ANNUAL PERFORMANCE EVALUATION - NON-CERTIFIED STAFF  
(Excludes/Excludes Only)  
(2021-2022)

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
School: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
Date of Hire: \_\_\_\_\_ Date of Review: \_\_\_\_\_

The evaluation process is intended to provide information that will enable the employee to improve job performance by:

- Communicating clear goals and objectives that are endorsed by administrators and employees;
- Providing opportunity to identify and correct performance concerns while promoting professional development;
- Creating a fair and objective basis for making decisions affecting promotions and/or career growth.

Here are the steps for conducting the performance evaluation process:

1. Start of School Year - Review the employee's job description and Performance Criteria below as they understand the expectations for the coming year.
2. Mid-School Year - Discuss the employee's performance using the Performance Criteria below, but do not provide any ratings at that time. The conversation should be more of a constructive dialogue reviewing the employee's performance trend.
3. End of School Year - Rate the employee's performance using the Performance Criteria below, providing as many examples as applicable.

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PERFORMANCE CRITERIA	SELF EVALUATION				ADMINISTRATOR EVALUATION			
	1	2	3	4	1	2	3	4
<b>MOTIVATION AND MANAGE</b> Able to schedule and direct work								
<b>SUPERVISION AND ADMINISTRATION</b> Able to direct, discipline and oversee all students in their daily activities								

# Develop & Implement HR-Related Leadership & Development

- Conducted 10 training & development sessions with Administrators
- Hosted “What’s New On The Legal Landscape” (*Facilitated by Shipman & Goodwin*)
- Mandated reporter training
- Contractual negotiations: ways to avoid issues
- Re-build TEAM foundation to maximize completion of 2 modules by new teachers and provide expanded resources to support mentors
- Facilitated HR organization exercise for creating a high-performing team through enhanced communication norms

# Finance

- **Update Purchasing Policy**
  - Policy and implementation guidelines have been completed
- **Redesign FY23 Budget Book**
  - Draft budget book complete. Waiting budget approval and book publishing
- **Automate Budget Transfer Requests**
  - Signed agreement with MUNIS for upgrade. City/BOE testing team created. Testing is “live”, final “go-live” September
- **Redesign Monthly Financial Reports**
  - New report format began January 2022, reports are now BOE website
- **Prepare a user friendly “Budget in Brief” document**
  - Will be published with FY23 Budget Book

# Redesign Budget Book

Norwalk Public Schools

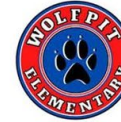
FY23 BUDGET

## WOLFPIT ELEMENTARY SCHOOL

Principal: Jacquelyn Aarons

Address: 1 Starlight Drive, Norwalk, Connecticut  
06851

Phone: 203-899-2980



### About the School:

The school is named for the main street that borders it, but how did the street get this name? When the first Europeans settled in Norwalk around 1650, wolves were a constant danger to people and livestock. English settlers and Native Americans alike were entitled to bounties for trapping the wolves in "pits" within the town limits. The minutes of a town meeting in Sept., 1659, stated that everyone is allowed to build "wolfe pitts in convenient places." According to Norwalk Land Records, an area named "The Wolfe Pits" was first mentioned in 1768.

	2020	2021	2022		2023	FY22-23 VARIANCE	
	ACTUAL	ACTUAL	APPROVED	REVISED	APPROVED	AMOUNT	%
Wolfpit School							
Salaries	3,159,874	3,682,178	3,899,945	3,879,977	3,968,868	88,891	2.3%
Benefits	20,841	22,309	67,995	67,995	956,828	888,833	1307.2%
Professional & Technical Services	17,690	39,092	53,214	53,214	53,814	600	1.1%
Property Services	12,798	16,370	16,564	16,564	16,862	298	1.8%
Other Services	983	1,223	1,020	1,020	1,320	300	29.4%
Supplies & Materials	134,188	131,856	145,511	148,065	147,612	(453)	-0.3%
Equipment	2,570	27,038	1,500	5,218	1,500	(3,718)	-71.3%
Other Objects	350	350	600	600	600	-	0.0%
Sub Total	3,349,293	3,920,415	4,186,349	4,172,653	5,147,404	974,751	23.4%





# Redesign Budget Book

## Plant And Operations

	2020 ACTUAL	2021 ACTUAL	2022 APPROVED	2022 REVISED	2023 APPROVED	FY22-23 VARIANCE	
						AMOUNT	%
Salaries	1,555,668	1,411,974	1,439,285	1,489,442	1,690,182	200,740	13.5%
Benefits				24,843	488,335	463,492	1865.7%
Professional & Technical Services	-	223,223	100,000	5,000	-	(5,000)	-100.0%
Property Services	4,165,962	4,662,021	5,052,798	5,118,307	5,815,968	697,661	13.6%
Other Services	37,337	42,754	51,420	39,668	54,360	14,692	37.0%
Supplies & Materials	-	-	-	9,400	251,475	242,075	2575.3%
Supplies & Materials	758,673	593,554	726,001	725,801	853,351	127,550	17.6%
Equipment	20,962	35,328	8,800	4,684	8,800	4,116	87.9%
Other Objects	542	213	1,600	1,600	4,000	2,400	150.0%
<b>Sub Total</b>	<b>6,539,144</b>	<b>6,969,066</b>	<b>7,379,904</b>	<b>7,418,745</b>	<b>9,166,471</b>	<b>1,747,726</b>	<b>23.6%</b>

## Transportation

	2020 ACTUAL	2021 ACTUAL	2022 APPROVED	2022 REVISED	2023 APPROVED	FY22-23 VARIANCE	
						AMOUNT	%
Salaries	105,510	101,710	92,541	102,626	107,625	4,999	4.9%
Benefits					19,482	19,482	
Professional & Technical Services	13,773	26,678	15,258	40,698	25,643	(15,055)	-37.0%
Property Services	3,694	-	-	12,700	-	(12,700)	-100.0%
Other Services	8,222,967	6,163,687	7,097,193	6,858,130	6,757,164	(100,966)	-1.5%
Supplies & Materials	171,081	209,966	111,332	112,778	120,630	7,852	7.0%
Equipment	353,501	358,568	364,477	364,477	371,502	7,025	1.9%
	8,870,526	6,860,608	7,680,801	7,491,410	7,402,046	(89,364)	-1.2%

# Redesign Budget Book



This Meritorious Budget Award is presented to

**Norwalk Public Schools**

for excellence in the preparation and issuance of its budget  
for the Fiscal Year 2022-23.

The budget adheres to the principles and standards  
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, reading 'Charles E. Peterson, Jr.'.

Charles E. Peterson, Jr. MBA, PRSBA, SFO  
President

A handwritten signature in black ink, reading 'John D. Musso'.

John D. Musso, CAE, RSBA  
Executive Director

The Association of School Business Officials International (ASBO) presented a Meritorious Budget Award to Eagle County School District RE50J, Colorado for its annual budget for the fiscal year beginning July 1, 2018.

In order to receive these awards, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.



Government Finance Officers Association

## RECOGNITION FOR IMPLEMENTING BEST PRACTICES IN SCHOOL BUDGETING

**Norwalk Public Schools**

For Fiscal Year Beginning  
June 30, 2023

A handwritten signature in black ink, reading 'Christopher P. Morrell'.

EXECUTIVE DIRECTOR/CEO

Recognition for Implementing the Best Practices in School Budgeting is presented by the Government Finance Officers Association to school districts demonstrating progress towards implementing GFOA's budget process guidelines. While the district's application for the award met some required elements, not all elements have been implemented. Implementing the Best Practices in School Budgeting process improvements are a significant, multi-year undertaking that require broad collaboration and support, which the district continues its work towards implementing these additional criteria.

Budget processes are evaluated based on a number of criteria that focus on alignment of resources towards student achievement focusing on collaboration, communication, and rigorous development, evaluation, and prioritization of strategies to achieve a district's goals and objectives. In addition, the criteria includes recommendations for conveying the results of this budget process through the budget presentation and also utilizing continuous improvement approaches to monitor outcomes.



# Finance: Redesign Monthly Reports

## Norwalk Public Schools

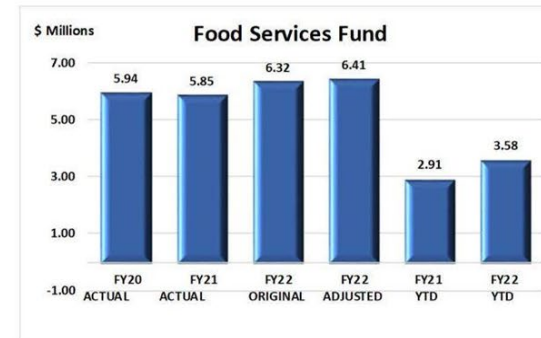
## January 2022 Financial Report

FOOD SERVICES								
	FY20 ACTUAL	FY21 ACTUAL	FY22 ORIGINAL	FY22 ADJUSTED	FY21 YTD	FY22 YTD	% BUDGET SPENT	YR OVER YR VARIANCE
Salaries	1,651,550	1,435,581	1,346,127	1,431,127	716,393	740,021	51.7%	3.3%
Benefits	544,746	585,070	619,016	619,016	267,840	262,421	42.4%	-2.0%
Professional & Technical Service	1,435,506	1,047,321	1,570,873	1,570,873	554,861	665,888	42.4%	20.0%
Property Services	101,652	120,768	130,118	140,270	48,063	101,604	72.4%	111.4%
Other Services	52,529	60,392	90,243	90,243	32,932	34,873	38.6%	5.9%
Supplies and Materials	2,133,065	2,553,490	2,492,305	2,482,153	1,280,848	1,767,627	71.2%	38.0%
Equipment	19,599	43,723	75,000	75,000	8,942	5,634	7.5%	-37.0%
Other Objects			200	200	-	-		
<b>Food Services Fund</b>	<b>5,938,647</b>	<b>5,846,345</b>	<b>6,323,682</b>	<b>6,408,682</b>	<b>2,909,879</b>	<b>3,578,068</b>	<b>55.8%</b>	<b>23.0%</b>

### Food Services Fund Expenditure Analysis

The \$3.09 million FY22 year-to-date Food Services Fund expenses represent a 4.0% increase over the FY20-21 year-to-date expenses of \$2.61 million.

The increase is driven by reduced staffing in the current year following last year's staffing increases due to providing meals and managing tent sites during the partial shutdown. The district is also no longer serving weekend or holiday meals per state guidelines.

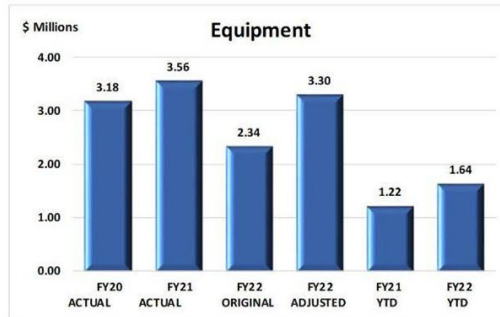




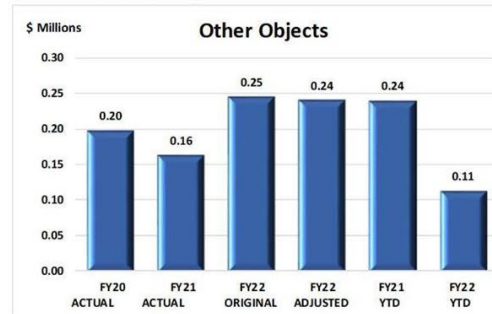
# Finance: Redesign Monthly Reports

## Norwalk Public Schools

## January 2022 Financial Report



The \$0.11 million FY22 year-to-date expenses represent a 52.8% decrease over the FY20-21 year-to-date expenses of \$0.24 million. The decrease is driven by one-time Covid related expense transfers that occurred last fiscal year.



### Other Objects

Other Objects is used to classify transactions which are not recorded in any of the other expenditure categories but require budgetary or accounting control. Other Objects account for 0.1% of FY21-22 General Fund expense budget.

GRANTS & PROGRAMS								
	FY20 ACTUAL	FY21 ACTUAL	FY22 ORIGINAL	FY22 ADJUSTED	FY21 YTD	FY22 YTD	% BUDGET SPENT	YR OVER YR VARIANCE
Salaries	12,036,588	14,270,698	20,796,355	30,156,034	7,370,802	13,291,481	44.1%	80.3%
Benefits	1,829,016	2,403,448	2,951,082	5,479,917	-	-	0.0%	
Professional & Technical Service	3,007,915	3,395,506	2,917,557	5,522,925	1,288,217	1,873,387	33.9%	45.4%
Property Services	-	767,530	9,608	1,681,902	58,244	513,543	30.5%	
Other Services	5,698,156	5,535,055	6,121,181	6,032,348	2,428,640	2,784,321	46.2%	14.6%
Supplies and Materials	802,570	3,142,587	728,893	2,080,390	1,091,108	677,486	32.6%	-37.9%
Equipment	859,422	2,668,596	681,262	3,734,977	666,668	1,247,993	33.4%	87.2%
Other Objects	3,175	4,726	5,055	10,170	2,370	-	0.0%	-100.0%
Grants & Programs Fund	24,236,842	32,188,147	34,210,993	54,698,662	12,906,049	20,388,211	37.3%	58.0%

# Finance: Redesign Monthly Reports

# Norwalk Public Schools

Departments / Finance / Purchasing / Monthly Financial Reports

## Monthly Financial Reports

Finance / Purchasing Navigation

Finance / Purchasing 

Meet the Team

**Monthly Financial Reports**

2022-23 Budget Documents

Document Title	Date Uploaded
January 2022 Monthly Report	2022-06-06
February 2022 Monthly Report	2022-06-06
March 2022 Monthly Report	2022-06-06
April 2022 Monthly Report	2022-06-06 



# School Safety & Security

## Consistent Systems and Practices

- School Climate Specialist
- School Safety Plans per CT requirements
- Drills-SRP
- Monthly Meetings

## District Safety Task Force

- Behavior Interventions and Expectations Guide

## Funding for Enhanced School Safety

- Facilities security
  - cameras
  - leverage technology
- Efficient communications
  - Radios
  - Raptor
  - Gaggle/Linewize
- Staff training
  - Increase situational awareness
  - Revise safety plans, practice safety protocols

Action plan for allocation of approved Capital Funds



# Business and Operations

PowerSchool

EDULOG- WebQuery

Access to bus stop  
assignment, bus location,  
and notifications

Fresh Fruit & Vegetable  
Program and Increase  
Student Choice

Weekly featured fruit and  
vegetable tasting

Weekly Student Voice  
and Choice

ISSA assessment of all  
NPS facilities

Score card per school  
w/ areas of focus

Walkthrough Score  
Card for Facilities



# Additional Accomplishments

## Transportation

- 98% on-time arrival
- EDULOG and WebQuery for improved communication

## Food Services

- CEP
- Student Voice and Choice
- Fresh Fruit and Vegetable Grant

## Competitive Grants

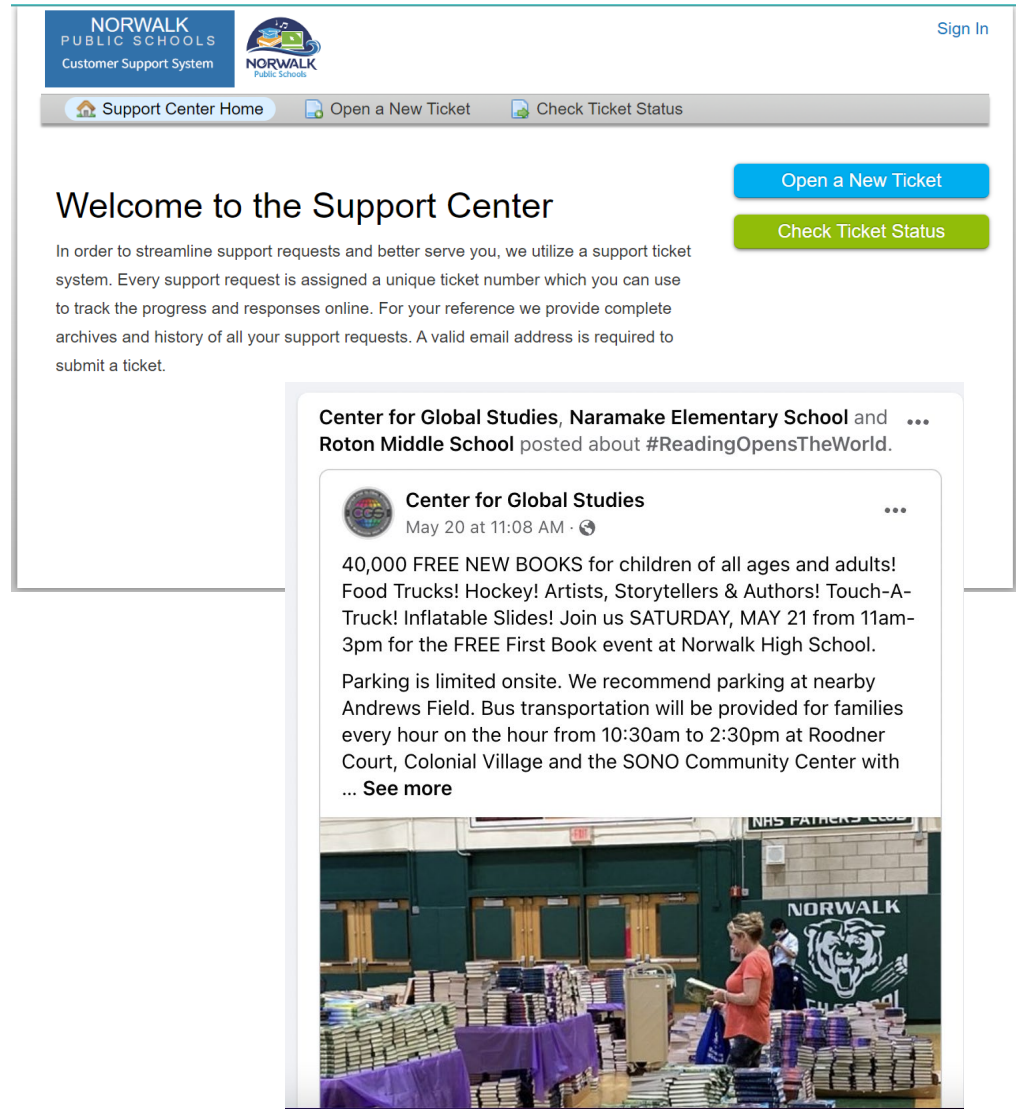
- 8 grants awarded (nearly 2 million dollars)

## Middle School Sports

## Outdoor learning spaces in 6 locations

# Communications

- A new public ticketing system is in place and will be on the website this summer available for community members to request assistance
- Schools all have standardized Facebook and Twitter accounts



The screenshot displays the Norwalk Public Schools Customer Support System website. The header includes the school district logo, navigation links for 'Support Center Home', 'Open a New Ticket', and 'Check Ticket Status', and a 'Sign In' link. The main content area welcomes users to the Support Center and explains the ticketing system. Below this, a Facebook post from the 'Center for Global Studies' is featured, announcing a 'FREE First Book event' on May 21 at Norwalk High School, offering 40,000 free new books and other activities. The post includes details about parking and transportation. At the bottom of the Facebook post is a photograph of a large room filled with stacks of books, with a person standing among them. A banner in the background of the photo reads 'NORWALK PUBLIC SCHOOLS'.

**NORWALK PUBLIC SCHOOLS**  
Customer Support System

Sign In

Support Center Home Open a New Ticket Check Ticket Status

## Welcome to the Support Center

Open a New Ticket

Check Ticket Status

In order to streamline support requests and better serve you, we utilize a support ticket system. Every support request is assigned a unique ticket number which you can use to track the progress and responses online. For your reference we provide complete archives and history of all your support requests. A valid email address is required to submit a ticket.

**Center for Global Studies, Naramake Elementary School and Roton Middle School** posted about #ReadingOpensTheWorld.

**Center for Global Studies**  
May 20 at 11:08 AM · 🌐

40,000 FREE NEW BOOKS for children of all ages and adults! Food Trucks! Hockey! Artists, Storytellers & Authors! Touch-A-Truck! Inflatable Slides! Join us SATURDAY, MAY 21 from 11am-3pm for the FREE First Book event at Norwalk High School.

Parking is limited onsite. We recommend parking at nearby Andrews Field. Bus transportation will be provided for families every hour on the hour from 10:30am to 2:30pm at Roodner Court, Colonial Village and the SONO Community Center with ... [See more](#)

**NORWALK PUBLIC SCHOOLS**

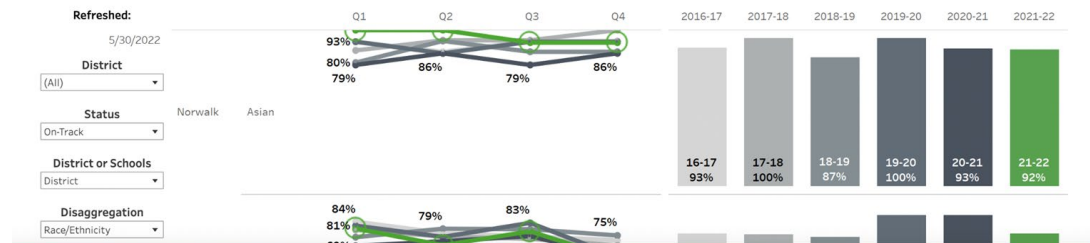
# Research and Analytics

- Partnered with RISE, Harvard and Norwalk ACTS to finalize our PK-12 results framework that will be integrated into our dashboard.
- High schools are working with RISE to implement freshman success teams focused on ensuring grade 9 students remain on track.
- Director of School Improvement is working with RISE to create key performance indicators and develop tools and protocols for use in elementary and middle schools

## GRADE 9 ON-TRACK RATES SUMMARY

This Grade 9 On-Track Rates Dashboard is only available for high schools partnered with the RISE Network.

COMPARE STATUSES

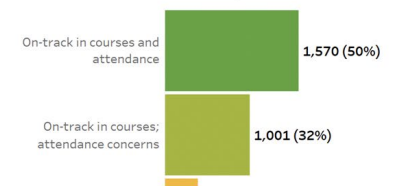


## GRADES AND ATTENDANCE GRID

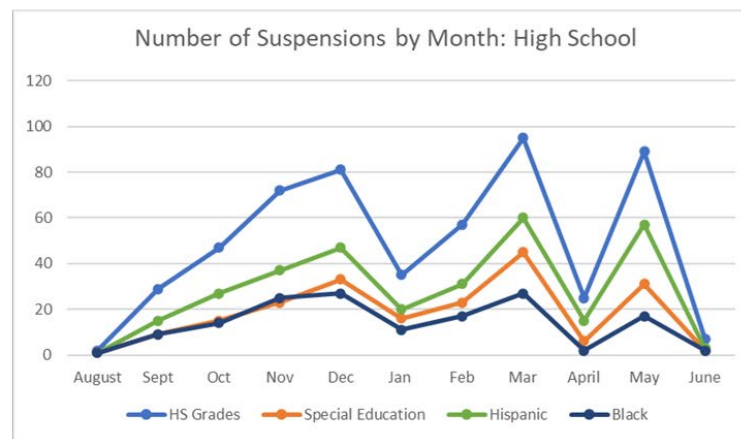
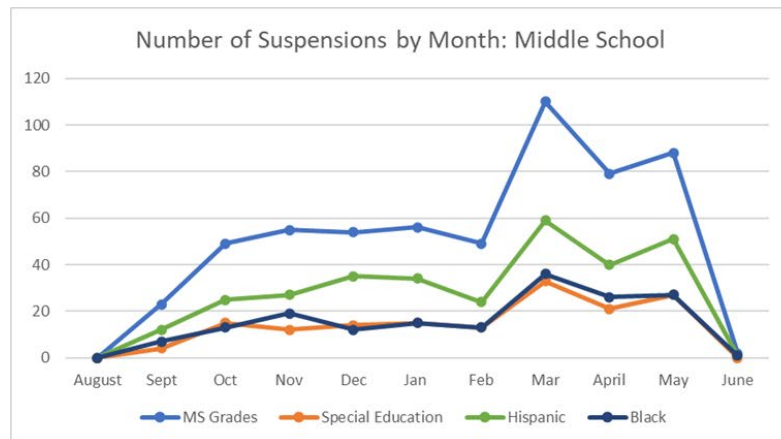
GRADES AND ATTENDANCE: CREDITS

	Number of Passing Course Grades					
	0-3	4	5	6	7	8+
>93%	15 (0%)	33 (1%)	97 (3%)	273 (9%)	573 (18%)	724 (23%)
>93%	16 (1%)	23 (1%)	45 (1%)	139 (4%)	230 (7%)	179 (6%)

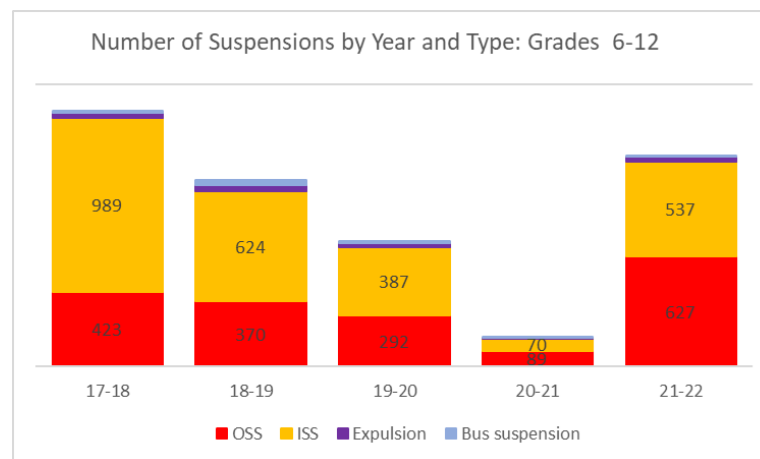
Performance Group Totals



# Research and Analytics



- Weekly progress monitoring of key metrics across the district and among subgroups.
- Metrics focus on discipline, chronic absenteeism and middle/high school scholarship data.

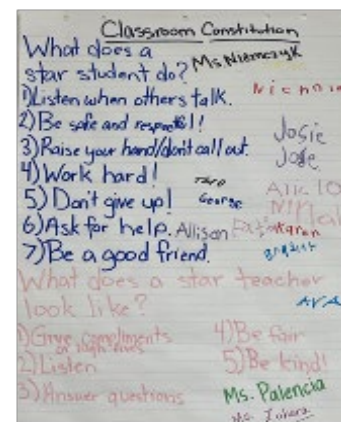
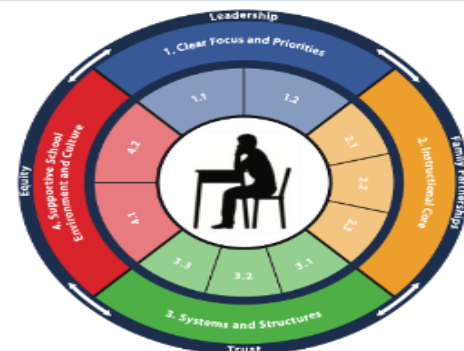




# School Quality Review (SQR)

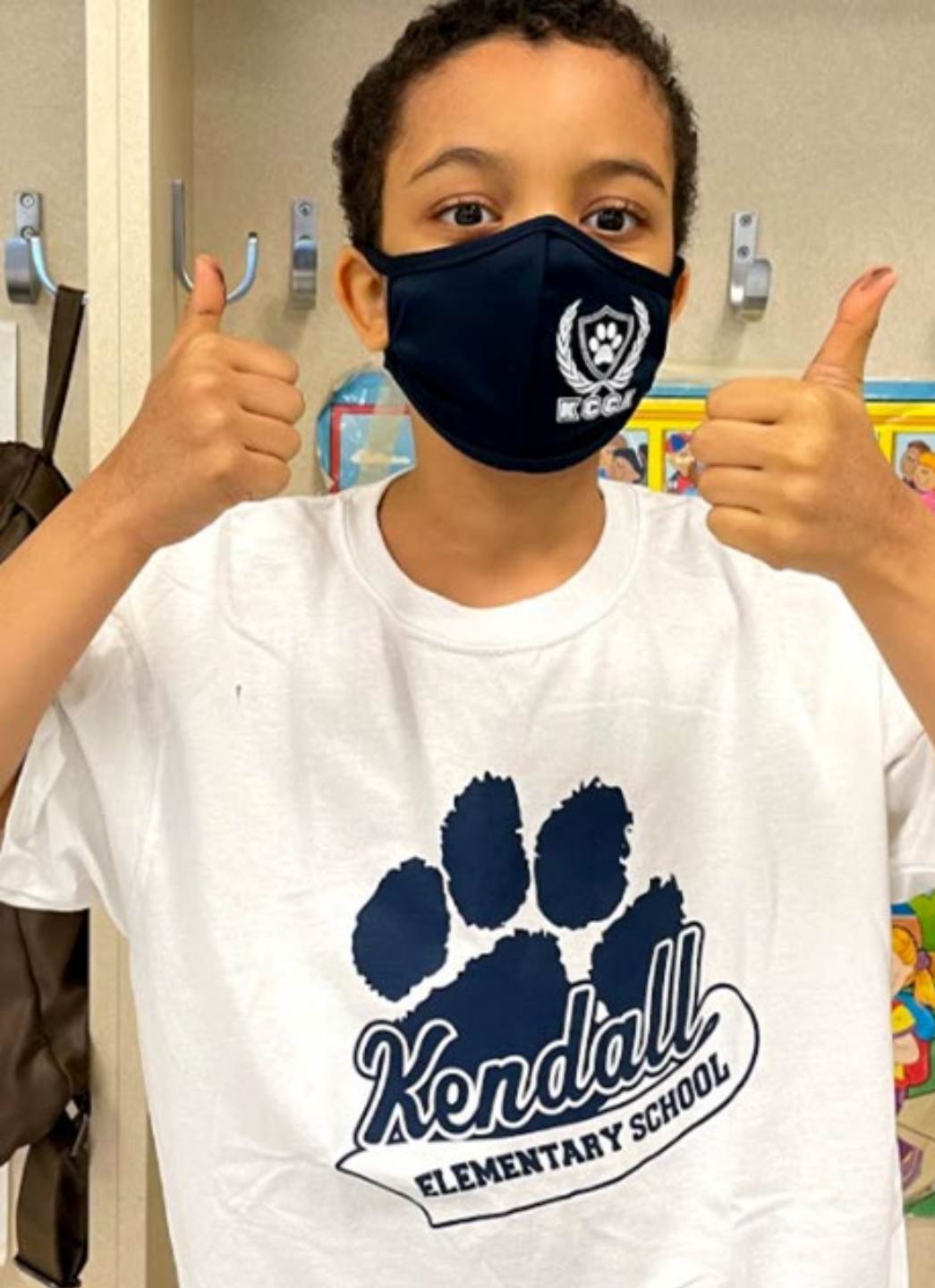
10 SQRs conducted: 3 high schools, 1 middle school, 1 K-8, and 5 elementary

- Comprised of meetings with administration, teachers, students, families, and class visits
- Final SQR reports provided to all schools
- Area of Improvement was most often 2.2 Instruction at the Developing rating.
- Area of Celebration was most often 4.2 Positive School Learning Environment, rated as proficient.



Indicators	Big Ideas	Underdeveloped	Developing	Proficient	Exemplary
<b>1.1 Vision, Mission, Goals, Theories of Action (TOA)</b>  Establish a coherent vision <sup>1</sup> and mission <sup>2</sup> of the school that is reflected in a short list of focused, data-based goals for school improvement rooted in the Problems of Practice <sup>3</sup> , that are the underpinnings of the Theories of Action <sup>4</sup> (TOA), have growth measures, and are understood and supported by the entire school community	a) Embed a formal process and system for all stakeholders (staff, including staff, families, age appropriate students, and community members) contribute to the development of a data-driven shared vision, mission, goals, Problems of Practice, and Theories of Action	a) School leaders <sup>3</sup> and faculty have not developed a formal process and system for engaging key stakeholders to contribute to the development of a shared vision, mission, and goals rooted in data-driven Problems of Practice that are aligned to the school's Theories of Action, so that it does not yet articulate equitable high expectations and college and career readiness for all students	a) School leaders and faculty are developing a formal process and system for engaging key stakeholders to contribute to the development of a shared vision, mission, and goals rooted in data-driven Problems of Practice that are aligned to the school's Theories of Action, so that it is beginning to articulate equitable high expectations and college and career readiness for all students	a) School leaders and faculty ensure a formal process and system for engaging key stakeholders to contribute to the development of a shared vision, mission, and goals rooted in data-driven Problems of Practice that are aligned to the school's Theories of Action, so that it articulates equitable high expectations for all students and college and career readiness for all students	a) School leaders and faculty systematically embed a formal process for engaging all stakeholders to contribute to the development of a coherent and shared vision, mission, and goals rooted in data-driven Problems of Practice that are aligned to the school's Theories of Action, so that it articulates equitable high expectations and college and career readiness for all students
	b) The school's Theories of Action are aligned to the school's Theories of Action and are rooted in data-driven Problems of Practice, and inform the School Improvement Plan (SIP)	b) The Theories of Action and Problems of Practice are not aligned to the School Improvement Plan; thus, producing a number of goals with growth measures that do not impact coherence across grades and subjects	b) The Theories of Action and Problems of Practice are currently aligned to the School Improvement Plan; thus, producing a small number of goals with growth measures that inconsistently affect the coherence across grades and subjects	b) The Theories of Action and Problems of Practice are intentionally aligned to the School Improvement Plan; thus, producing a small number of goals with growth measures and coherent implementation across grades and subjects	b) The Theories of Action and the Problems of Practice are intentionally aligned to the School Improvement Plan; thus, producing a small number of goals with growth measures and comprehensive implementation resulting in coherence across grades and subjects
	c) School leaders and the Instructional Leadership Team (ILT) involve the school stakeholders in active, data-driven decision-making regarding the School Improvement Plan	c) School leaders and the Instructional Leadership Team (ILT) do not yet involve the school stakeholders in data-driven decision-making, nor do they clearly communicate regarding school improvement plans; as a result, there is little to no engagement of the school community	c) School leaders and the Instructional Leadership Team (ILT) are beginning to partner and clearly communicate with the school stakeholders in data-driven decision-making regarding school improvement plans, resulting in uneven engagement of the school community	c) School leaders and the Instructional Leadership Team (ILT) consistently involve and clearly communicate with the school stakeholders in data-driven decision-making regarding school improvement plans, resulting in engagement of the school community	c) School leaders and the Instructional Leadership Team (ILT) effectively partner and clearly communicate with the school stakeholders in data-driven decision-making regarding the school improvement plans, resulting in the active engagement of the school community and a group of key members who know and can articulate the underlying school Theories of Action

# Questions on Goal 3?



**Goal 4:**  
NPS will cultivate  
instructional  
leadership in all  
school buildings.



# Professional Learning: Leaders



## Data Deep Dive Identifying a Performance Problem

Purpose	To analyze a variety of data (both quantitative and qualitative) to identify a performance problem.
Time	45 minutes
Roles	Facilitator (also a participant), participants, timekeeper
Materials	Sticky notes, chart paper, markers NWEA, DIBELS 8, SBAC, PSAT, SAT reports, Panorama Data, etc.
Process	<p>Phase I - Review Norms: To establish the agreements needed for collaborative inquiry and continuous improvement.</p> <ul style="list-style-type: none"> <li>• True Collaboration</li> <li>• Grounded in Research</li> <li>• Take a Learner's Stance</li> <li>• Be Reflective</li> <li>• Ask Questions</li> </ul> <p>Phase II - Predictions (5 minutes): To surface perspectives, beliefs, assumptions, predictions, etc.</p> <ol style="list-style-type: none"> <li>1. Before looking at the data, pose the question, "What do you predict the data will show?"</li> <li>2. Provide participants with independent "think time" to record their predictions in their notes.</li> <li>3. Facilitate a round-robin for participants to share 2-3 predictions.</li> </ol> <p>Phase III - Data Observations (15 minutes): To analyze the data for patterns and trends.</p> <ol style="list-style-type: none"> <li>1. Distribute the data and ask the participants to record their observations on sticky notes. One observation per sticky note. Observations should be low-inference. (i.e. - On NWEA Reading Map, the percentage of students at/above the 50th%ile in each grade ranged from 36% to 57%.) Participants should not use qualifiers such as because, therefore, it seems, however.</li> <li>2. Facilitate a round-robin for participants to share their observations. Sticky notes should be gathered on chart paper. As observations are being shared, cluster sticky notes on the chart paper that are related (i.e. - specific grade, subgroup, or pattern).</li> <li>3. Label the clusters of post-its with a title to reflect their relationship (i.e. - specific grade, subgroup, or pattern).</li> </ol>



## Cycles of Professional Learning



### Other Important Considerations

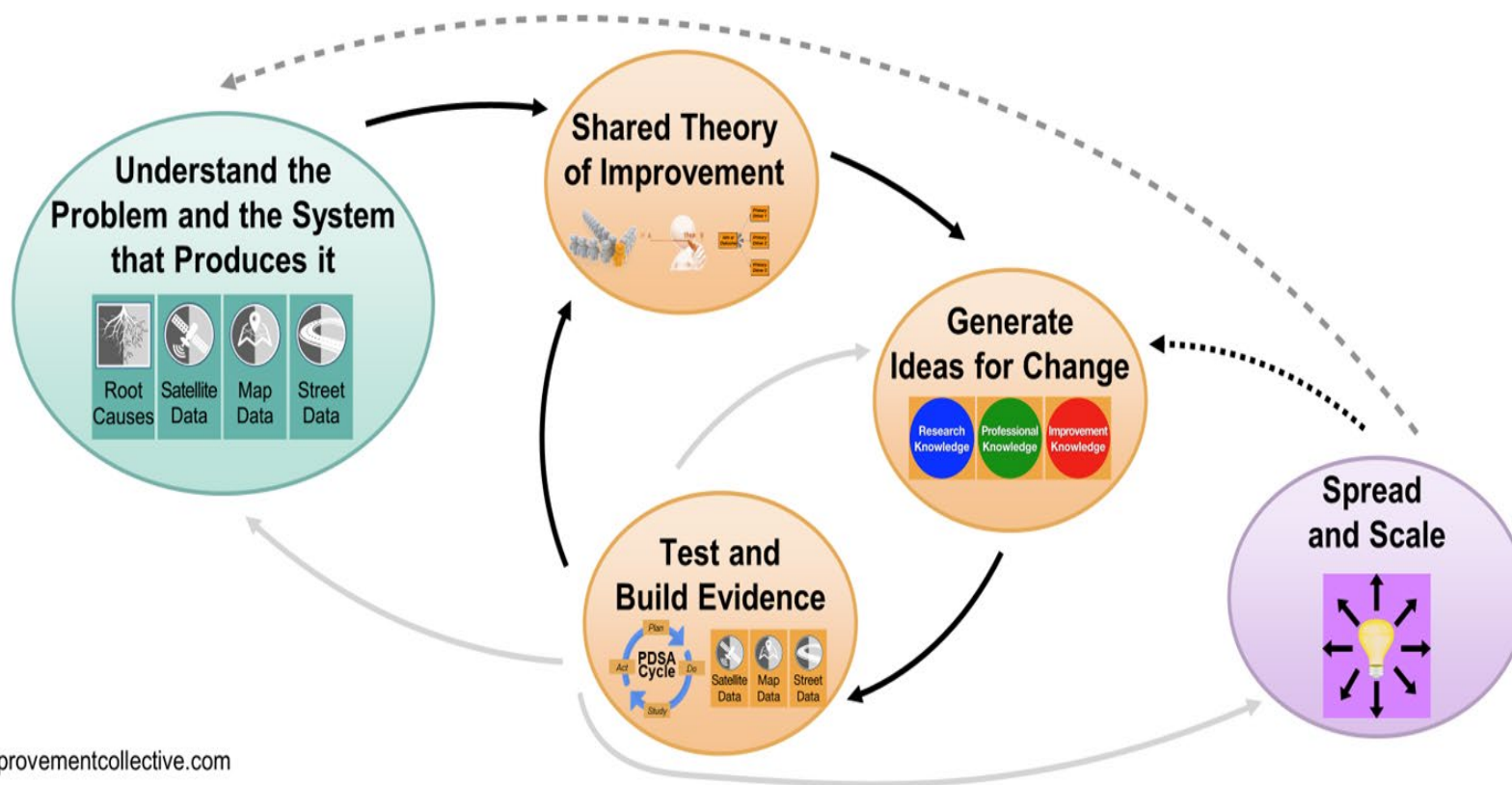
- Make the thing, the thing.
- Communication, communication, communication!
- Impact on Student Outcomes ([Examples and Questions to Uncover Student Learning Outcomes](#))
- Culture for Learning and Coaching ([Conditions for Impactful Professional Learning](#))





# School Improvement Planning

## IMPROVEMENT SCIENCE PROCESS MAP



# Cycles of Support

Teachers Learn New Strategies to Support Student Learning

School Quality Review



Cycle of Support Launch



Weekly Collaboration



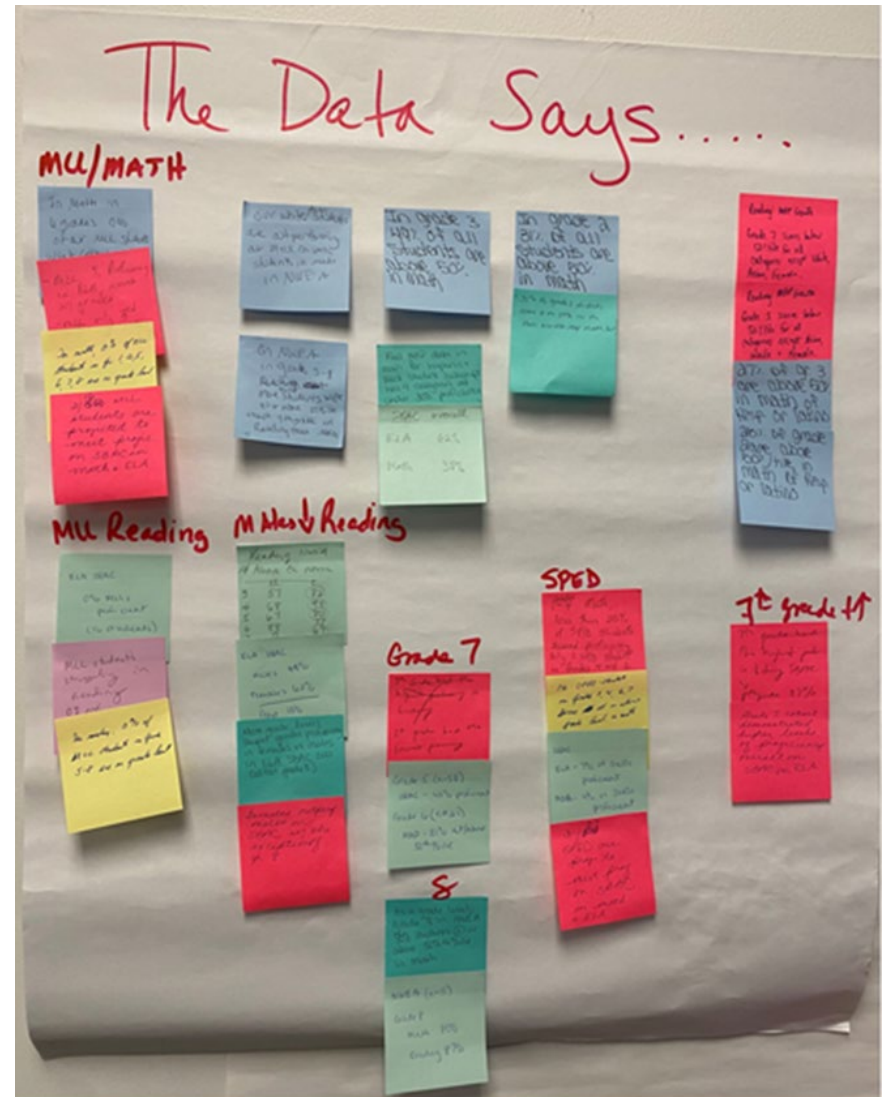
Mid-cycle Visit



Weekly Collaboration



End-cycle Visit



# Professional Learning: Coaches

## Monthly Meetings and PLCs

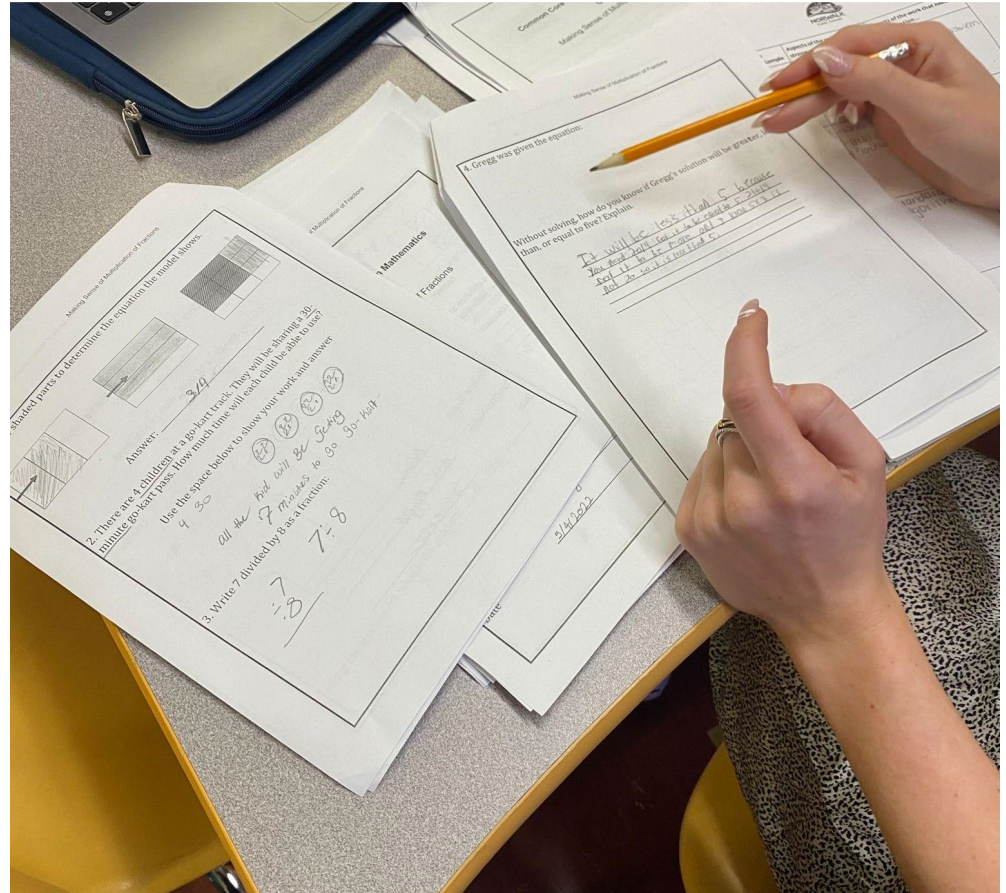
- Understand Adult Learning
- Lead Data-driven Instruction Cycles
- Facilitate Curriculum Unpacking Protocols
- Monitor Evidence of Impact on Improvement of Teacher Practice and Student Outcomes





# Teacher Teams

- Plan standards-based instruction
- Analyze student assessment data
- Look at student work
  - Adjust curricula and lesson plans
  - Reflect and refine instructional practices
  - Identify supports and extensions for students
  - Help teachers to use data for instruction

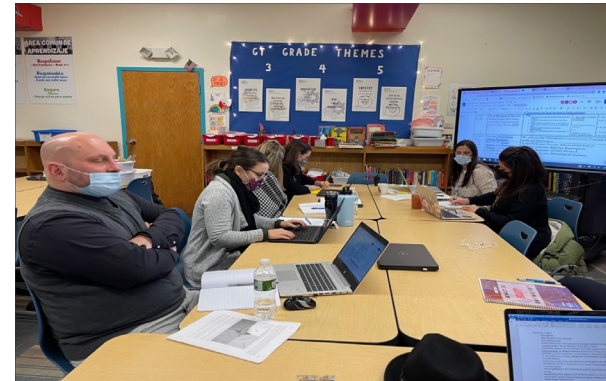




# Equity Teams

Developed a problem of practice derived from disproportionality data

- Identified An Area of Focus using data: (Special Education, Gifted and Talented and Suspensions)
- Data conversations
- Developed Plan of Action with focus (PD, mindsets, structures)
- Implementation of Strategy
- Progress Monitoring



## School Based Equity Team-Silvermine

- **Silvermine Equity Goal:** By June 2022, the composition of Multilingual Learners (MLLs) Identified for the Gifted and Talented Program will increase from 4% in the spring of 2021 to 15% in 2022.
- **Theory of Action:** If all teachers engage in professional learning that broadens their perspectives on giftedness and addresses deficit thinking, then more students representative of our diverse population will be nominated and identified for the Gifted and Talented Program.

### Silvermine 12/8/21

- Clear agenda
- Read aloud the vision statement: **Team Vision:** We are an equity leadership team who believes that all students have a right to access high quality learning experiences throughout the day, including during our Tier 1 instructional time, as well as during enrichment and intervention blocks. We work collaboratively and with open minds so that we can have critical conversations about disproportionality and take action to disrupt the status quo that is holding our students of color back from achieving their maximum potential.
- Clear identified roles
- Review old business: Frame the work of the team (technical and adaptive) focus on changing mindset. Are we doing one or the other or both?
- Action items updates: process elements of the G&T program and identifying the gaps (communication w/ bilingual meeting for parents to let them know what they do and how their s receive enrichment, communication to all students about what the program is- all students have multiple intelligences, communication on expansion of the program to all the families.
- Double percentage of MLLs identified from spring to the fall, 33% in talent development are MLLs. Goals is 9% and on track to surpass goals especially with all the recommendations
- Traits of giftedness in MLL and bilingual students prioritized as a result of PD support an surveys
- New business share opinions and recommendations from the ILT wants to focus on flesh out 4th and 5th grade Scholars enrichment program (before and after school program fun



11

5-13-22  
Thursday, May 12, 2022 8:55 PM

**Agenda:**

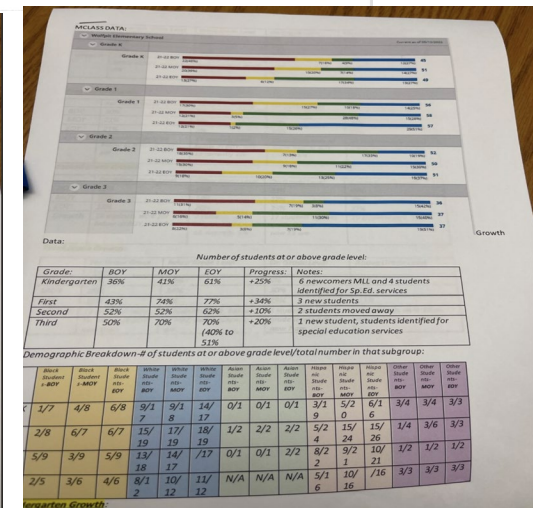
Review some of the strategies that we have been learning about in our professional developments:

- BOY meeting where we started with Janet Jacobs shared out Las Links levels, what supports to work on with students at the various levels and we practiced some ways to scaffolded
- Nov. 1<sup>st</sup>-presentation about Scaffolding and Differentiation, embedding targeted supports specific student needs
- Dec. 6<sup>th</sup>-Equity training with Temple group about shifting mindset
- Jan. 10<sup>th</sup>-Equity training with Temple group
- Feb. 7<sup>th</sup>-MOY data review and discussion on subgroups, how to better support our subgroups to increase performance and close achievement gaps
- Feb. 17<sup>th</sup>-QTEL strategies with our MLL department and additional embedded strategies
- April 13<sup>th</sup>-Unpacking ELA curriculum and planning to increase student discourse, specifically with our MLL students
- May 9<sup>th</sup>-Arctel Teacher presentation about growth mindset and how to best support newcomers
- Equity Institute trainings:
  - Dec-Introduction
  - Jan-Social Identity
  - March-Racism in The US
  - April-Microaggressions

EOY Data review: [EOY Data review.docx](#)  
[17Wolfelt Elementary Scho - superb.achieve \(1\).pdf](#)

**NEXT STEPS:**

- Take time to identify areas of success, as well as areas of growth.
- Share out, display and categorize
- Identify a problem of practice to focus on for the end of the school year
- Reflection of practices, structures and events that went really well this year
- Start to generate ideas for our School Improvement Plan for 2022-2023



# Additional Accomplishments

## Professional Learning Communities (PLCs)

- Facilitated PLC visits so that each principal and assistant principal hosted two PLC visits.

## Alignment and Coherence

- Served as liaisons to other central office departments to ensure necessary services and supports are provided to schools.

## Advisory Councils

- Launched Principal and Assistant Principal Advisory Councils to gather feedback and plan for the 2022-2023 school year.

# Questions on Goal 4?



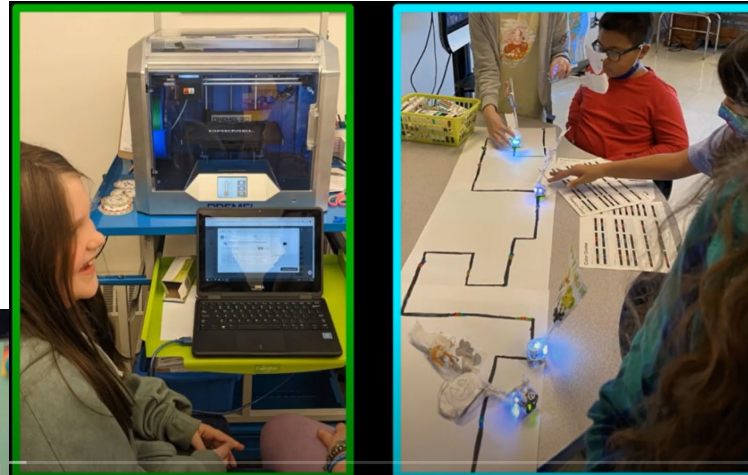
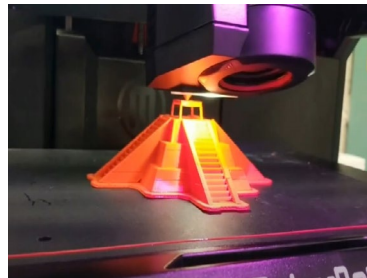
**Goal 5:**  
NPS will develop and/or refine our instructional programming options to increase opportunities for students and to ensure all students have access to high quality instruction and support.





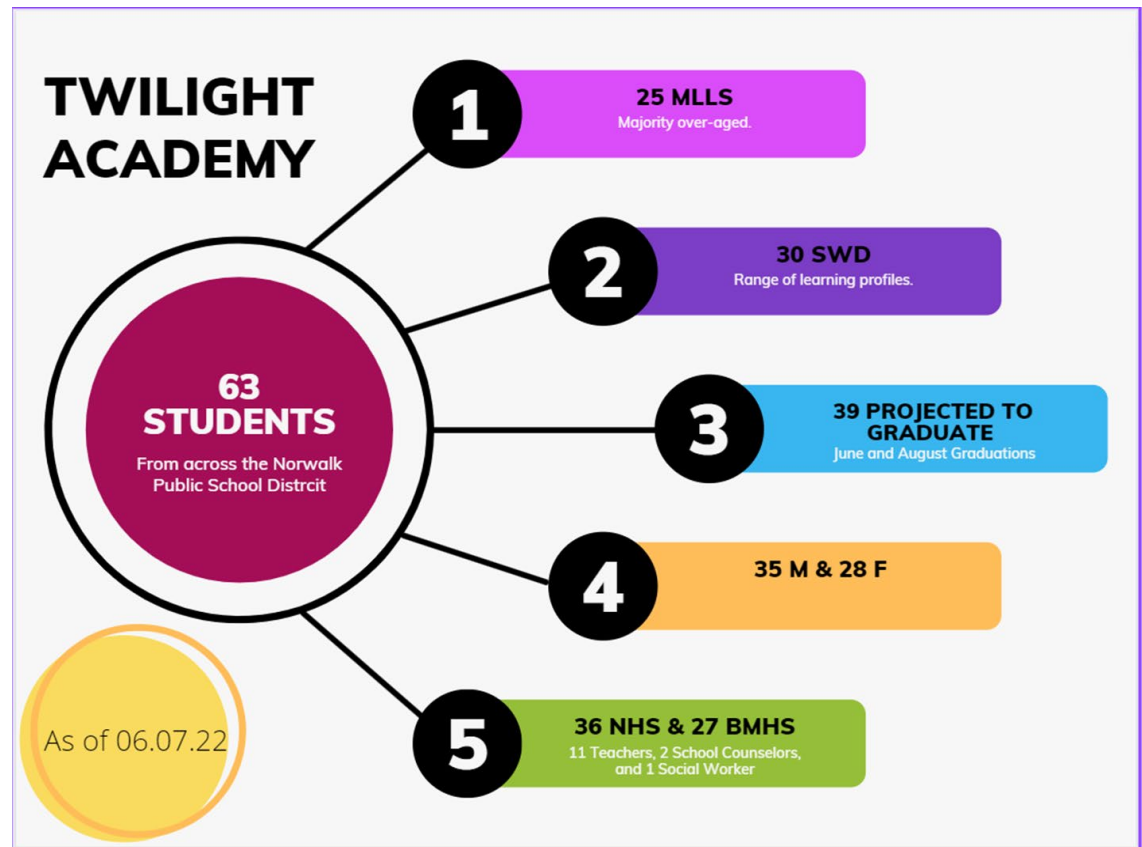
# STEAM Learning

- Established a District K-8 STEAM Team of Digital learning coaches and teachers to:
  - Develop a shared vision aligned to design thinking
  - Surveyed all sites to gather current STEAM experiences
  - Ground and leverage the grade level science units of study to design coherent STEAM experiences with teacher teams
- STEM22 Showcase!
  - YouTube Channel
  - Elementary and Secondary Showcases
  - Newsletter distribution



# Implement Virtual Academy and Refine Twilight Academy

- Twilight and Virtual Academy will be part of our alternative programs and combine resources in the 2022-23 school year.
- Combining the two programs offers more options for our scholars.
- Currently hiring staff and recruiting students.



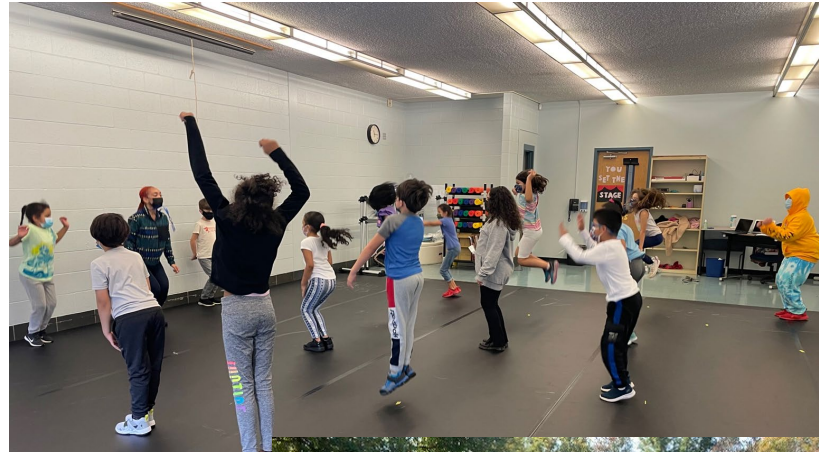


# Implement Virtual Academy & Refine Twilight Academy



# Arts Pathway

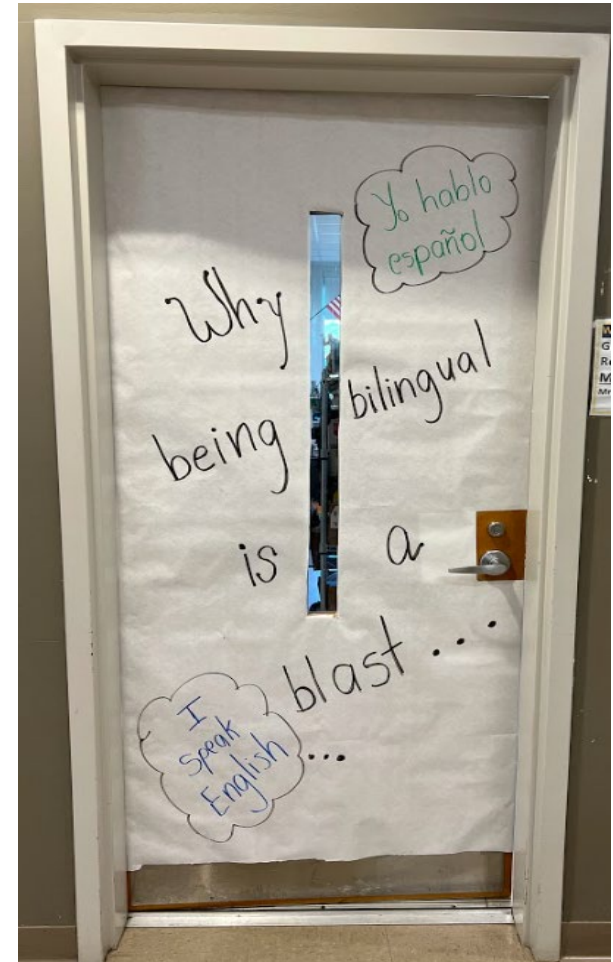
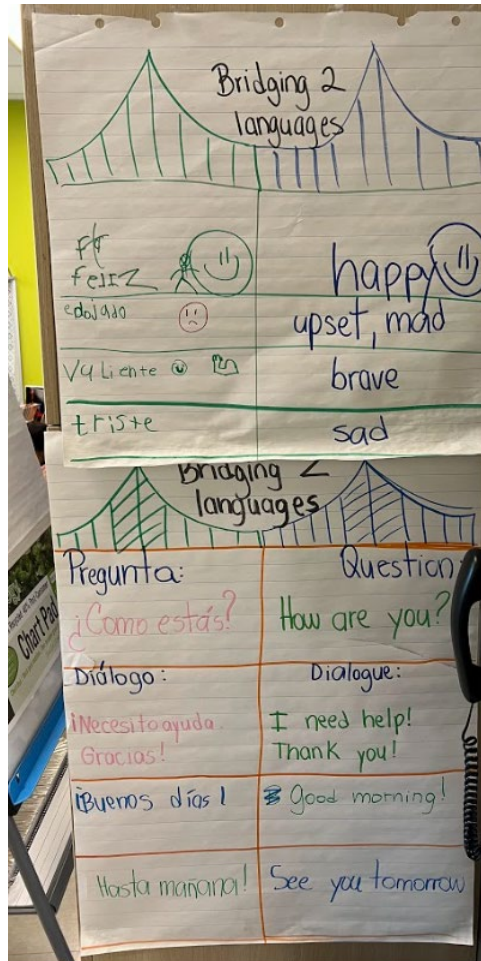
- Dance teacher hired and expanded curriculum to include a dance special for all students K-5.
- STEAM, Digital Arts and Coding are taught through the Library Media Services
- Transportation will be available for all students
- Expanded instrument offerings for students across K-5, with the addition of the strings program in grades K-2 the first program of its kind in the district.





# Bilingual/Dual Language

Increase access and service programs for English language acquisition for Multilingual Learners and ensure all students are receiving high quality instruction and support.



# Increase Dual Language Programs

2022-2023 Dual Language Programs			
School	Grade Levels	DL Program	Future Planning
Brookside	Kindergarten	Two-Way DL Program	Supporting Bilingual Teachers with implementation of 50/50 Model
	Grade 4	One-Way DL Program	
Jefferson	Grades K, 1, 2 Classrooms	Two-Way DL Program	Supporting Bilingual Teachers with 50/50 Model Content
Silvermine	Grades K-5	Two-Way DL Program	Supporting New Arrivals
West Rocks Middle School	Offered in Grades 6-8	Two-Way DL Program	Supporting West Rock with the increase of students in DL program

# Additional Accomplishments

## Verizon Innovation Labs

- Three Schools will be integrating labs to enhance our STEM initiatives and teach subjects such as Artificial Intelligence and Robotics

## Internet Access for Families

- We are receiving E-Rate funds to continue offering students in need of internet access at home a free broadband connection

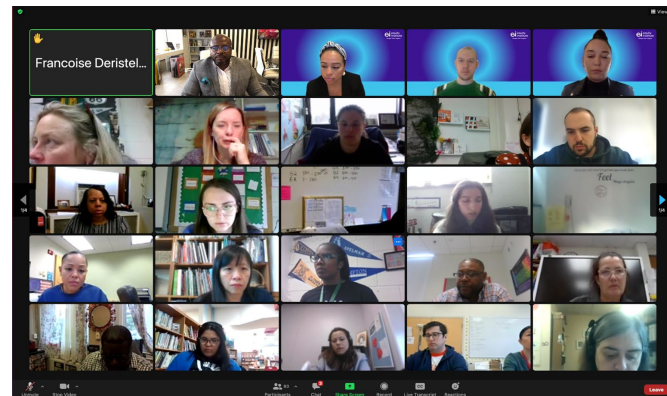
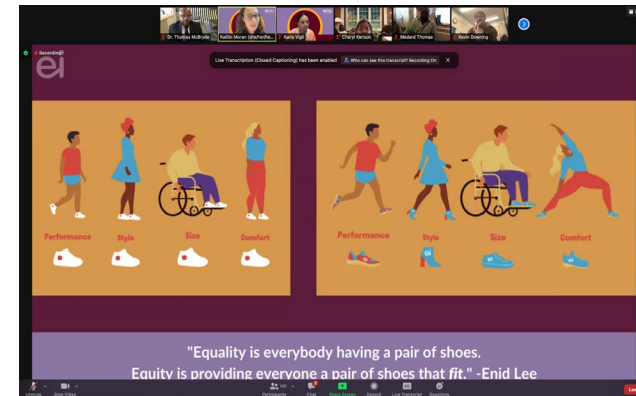
## Expansion of Staffing to Support “Future Ready” Skills

- Every school will have a certified Library Media Specialist in the 22-23 school year. These positions will work directly with the students as well as support the classroom teachers in integrating our future ready skills curriculum ( e.g. digital citizenship and research skills)

# Equity Structures (Equity Ambassadors)

**The Equity Institute:** Developed an understanding of educational equity and antiracism and their impact on learners' academic and social-emotional development.

- Comprised of teachers, guidance counselors, social workers, assistant principals, and principals.
- Topics focused on: Defining Equity, Social Identity, Microaggressions/Implicit Bias, and Racism 101.
- Developing an action plan for how to implement more examples of critical discussions about, race, racism, and power into the curriculum with short- and long-term actions.





# Ambassador Data

## WHO IS IN THE ROOM?

Stakeholders throughout Norwalk District were invited to four essential sessions of EI's Equity Lab - The Basics. This consisted of a holistic make up of the district including educators, staff members in various roles, and administration.

The intersectionality of participants was critical to catalyzing action at all levels of leadership within the district, from practice to policy. Stakeholders built relationships and learned from multiple perspectives, and engaged in thought-provoking conversations and self-reflection.

SESSION #	TRAINING PARTICIPANTS	SURVEY RESPONSES
1	98	83
2	85	57
3	95	61
4	86	47

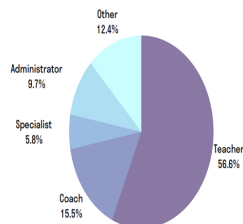


TABLE 1

STATEMENT	SESSION 1	SESSION 2	SESSION 3	SESSION 4
This session taught me something that I can apply to my work/life.	93%	97%	97%	90%
This session helped me learn new DEIA concepts.	98%	98%	94%	92%
This session helped me realize the importance of concepts reviewed.	96%	95%	96%	94%

Table 1. Percentage of participants who agree with each statement.

## WHERE AM I? ACTIVITY

EDUCATIONAL EQUITY SELF-ASSESSMENT

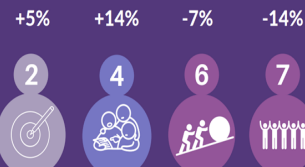
### EDUCATIONAL EQUITY



\*Please note that no matter where you self-select, this is a continuous learning process.

At the end of each session, participants were asked to self-identify where they feel they are in the Educational Equity Spectrum. Below you will find significant differences highlighted in the total percentages of participants who identified being in the category aligned with each number from 1-7 from the first session to the last one. In categories 2 and 4, there were slight increases whereas categories 6 and 7 show decreases. This shows that participants who initially believed they were actively working on a systems-level realized they are earlier in the spectrum and have additional work to do before creating systemic change, such as having common language throughout the district and engaging in discussions with diverse groups of people. It also demonstrates how perspectives shifted after learning from the four sessions and gives leaders an idea of where the overall community feels they are in their journey towards educational equity.

### DIFFERENCE BETWEEN FIRST AND LAST SESSION



## TAKEAWAYS

WHAT PARTICIPANTS LEARNED FROM SESSIONS

This training has helped me to identify microaggressions and has empowered me to speak up!

We have so many staff members in NPS ready to engage in this work.

There are many types of microaggressions I had not considered that other people experience.

We are at the beginning of a process of change.

Cultural identity is becoming easier for people to discuss.

I think most people here understood the concept of systematic racism, but that is where I find the biggest issue with people who don't hate black people but don't understand systematic racism and how it persists today.

Thank you for having an engaging PD.

I have a long way to go.

# Ambassador Data (cont'd)

## INDIVIDUAL ACTIONS

### ACTIONS PARTICIPANTS WILL TAKE TO SUSTAIN WORK

Participants were asked to state how they plan to take individual action to continue sustaining the work in their district. Survey takers responded with 86% agreement that they would use the active strategies from the training in the classroom or school. Below are the themes that surfaced and direct quotes from the community.

I have begun to have more discussions among the school staff in how we are using equity in our classrooms and what changes we can make.

Becoming more aware of my own words and when I am having a bias creep up.

Looking at things through a systemic lens rather than an individual lens.

I have been more vocal about equity vs. equality and lesson planning using this.

There has been so many changes to the school year, that I have not made any changes.

Incorporating parents in race based student conflicts to understand cultural backgrounds.

This training has helped me to identify microaggressions and has empowered me to speak up!

## FEEDBACK

### NORWALK - CREATING A PATH FORWARD

We asked participants to share how these trainings have shaped their work and to imagine, both in an achievable and aspirational way, what the district could start and stop doing to create more equitable, antiracist spaces. Here are the recommendations that emerged:

We need to spend more time as a district promoting BIPOC teachers and giving them a platform in our schools.

I think our district has done an amazing job of making these conversations happen and now they are being accepted and looked at with a closer eye as a result.

I'd like to talk less about what racism is and talk more about actual strategies we can implement in our classrooms and faculty meetings to have these difficult conversations.

Many people are still uncomfortable discussing these topics. And that needs to be looked at. If a particular group is consistently vilified, how likely are they to feel safe?

We need a more racially diverse staff and need to make people more aware of any implicit biases they may have.

Even if individual racism were to disappear tomorrow, many institutions were built around racism and lead to racist outcomes. We need to tackle the bigger issues of institutional racism.

We have a lot of work as a district to do to focus on equity. There is a lot of different district initiatives that staff may feel like they are getting pulled in five directions.

We have the power and the ability to reduce racism by sharing community resources with our multilingual families.

EQUITY INSTITUTE | [WWW.THEEQUITYINSTITUTE.ORG](http://WWW.THEEQUITYINSTITUTE.ORG) | [INFO@THEEQUITYINSTITUTE.ORG](mailto:INFO@THEEQUITYINSTITUTE.ORG)

EQUITY INSTITUTE | [WWW.THEEQUITYINSTITUTE.ORG](http://WWW.THEEQUITYINSTITUTE.ORG) | [INFO@THEEQUITYINSTITUTE.ORG](mailto:INFO@THEEQUITYINSTITUTE.ORG)

# Equity Structure

- Provided families with professional learning around topics being discussed with pedagogues and school staff
- Sessions provided in English and Spanish
- Supported shared understanding of equity work and builds connection and reflection through discussion

NORWALK PUBLIC SCHOOLS + EQUITY INSTITUTE

*We invite you to attend a virtual equity session*

**EQUITY 101:  
WHAT IS EQUITY,  
ANYWAYS?**

In this session Norwalk families will deepen their understanding of equity in education. Participants will understand the difference between equity and equality and how Norwalk is working towards its equity goals.

**WHEN**  
FEBRUARY 16, 2022  
5:00-6:30 PM  
(ENGLISH PRESENTATION)  
6:45-8:15 PM  
(SPANISH PRESENTATION)

**WHERE**  
ZOOM  
TO BE ABLE TO VIEW THE  
PRESENTATION, PLEASE  
JOIN FROM A TABLET OR  
COMPUTER.

ei  REGISTER AT [BIT.LY/NORWALK\\_FEB16](https://bit.ly/norwalk_feb16) 

NORWALK PUBLIC SCHOOLS + EQUITY INSTITUTE

*We invite you to attend a virtual equity session*

**RACISM 101:  
UNDERSTANDING  
RACISM IN THE U.S.**

In this session Norwalk families will deepen their understanding of racism and how it operates through institutions and individuals. Participants will explore steps they can take to grow as an antiracist advocate and ally.

**WHEN**  
MAY 18, 2022  
5:00-6:30 PM  
(ENGLISH PRESENTATION)  
6:45-8:15 PM  
(SPANISH PRESENTATION)

**WHERE**  
ZOOM  
TO BE ABLE TO VIEW THE  
PRESENTATION, PLEASE  
JOIN FROM A TABLET OR  
COMPUTER.

ei  REGISTER AT [BIT.LY/PARENT-NORWALK](https://bit.ly/parent-norwalk) 

# Family Data

## FAMILY SESSIONS

### FROM CLASSROOM TO COMMUNITY

A crucial stakeholder of our schools are the families that support and prepare students beyond the classroom. In an effort to make this work cohesive and impactful across school communities of Norwalk, the Superintendent invited families to participate in the trainings we offer to our educators and school leaders, and add to our collective discussion on equity and antiracism. There were two sessions offered to families across the district, in English and Spanish.

SESSION NUMBER	TRAINING PARTICIPANTS	SURVEY RESPONSES
1 (EN)	29	6
1 (SP)	18	10
2 (EN)	9	2
2 (SP)	8	3

[I gained] a better understanding of what equity means in terms of education i.e. teachers are not taking a 'one size fits all' approach.

We need more classes on allyship to engage white families to participate in this work.

[I would like] to continue to have this conversation and to hear more about specific things the district is doing around this topic.

[I would like to see] talks about what kind of skills we could help develop in our children and their role as future actors in society for change or creation of laws for the benefit of the most defenseless within the institutional system.

*\*Quote was translated from Spanish to English.*

Learning about history makes me understand facts around me that I did not know and makes me more aware of my role as an immigrant mother and my role in influencing my son's life about racism and his critical thinking towards it.

*\*Quote was translated from Spanish to English.*

I think this is a great forum for the community to share information and build transparency.



# Equity Structures (Grading for Equity)

- Comprised of teachers, students, administrators, board members, union leaders, and Central Office members
- Reviewed and Assessed Norwalk Public School's Current Grading Policy
- Discussed research based grading practices to develop a grading policy that reflects our beliefs and supports for All scholars
- Creating and making grading recommendations for policy consideration

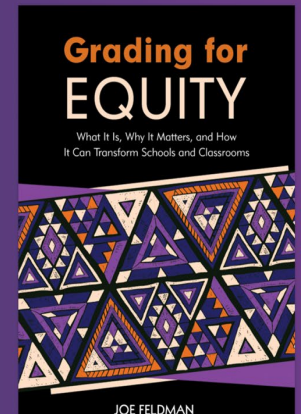
## Grading for Equity

What It Is, Why It Matters, and How It Can Transform Schools and Classrooms

*"There is growing awareness that traditional grading practices have become a barrier to meaningful student learning. There is a lack of resources to support educators who want to adopt new grading practices that are both accurate and equitable. Joe Feldman addresses this need."*

- Jeffrey Tooker

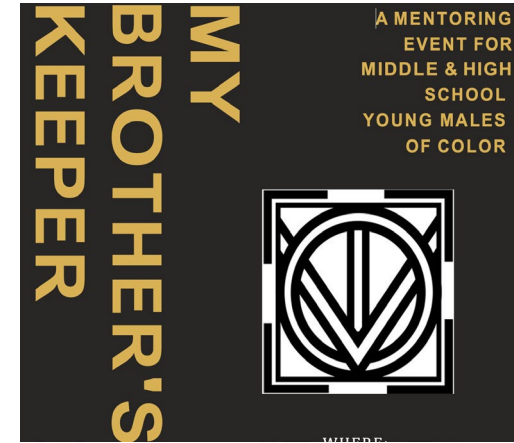
Deputy Superintendent of Educational Services, Placer Union High School District



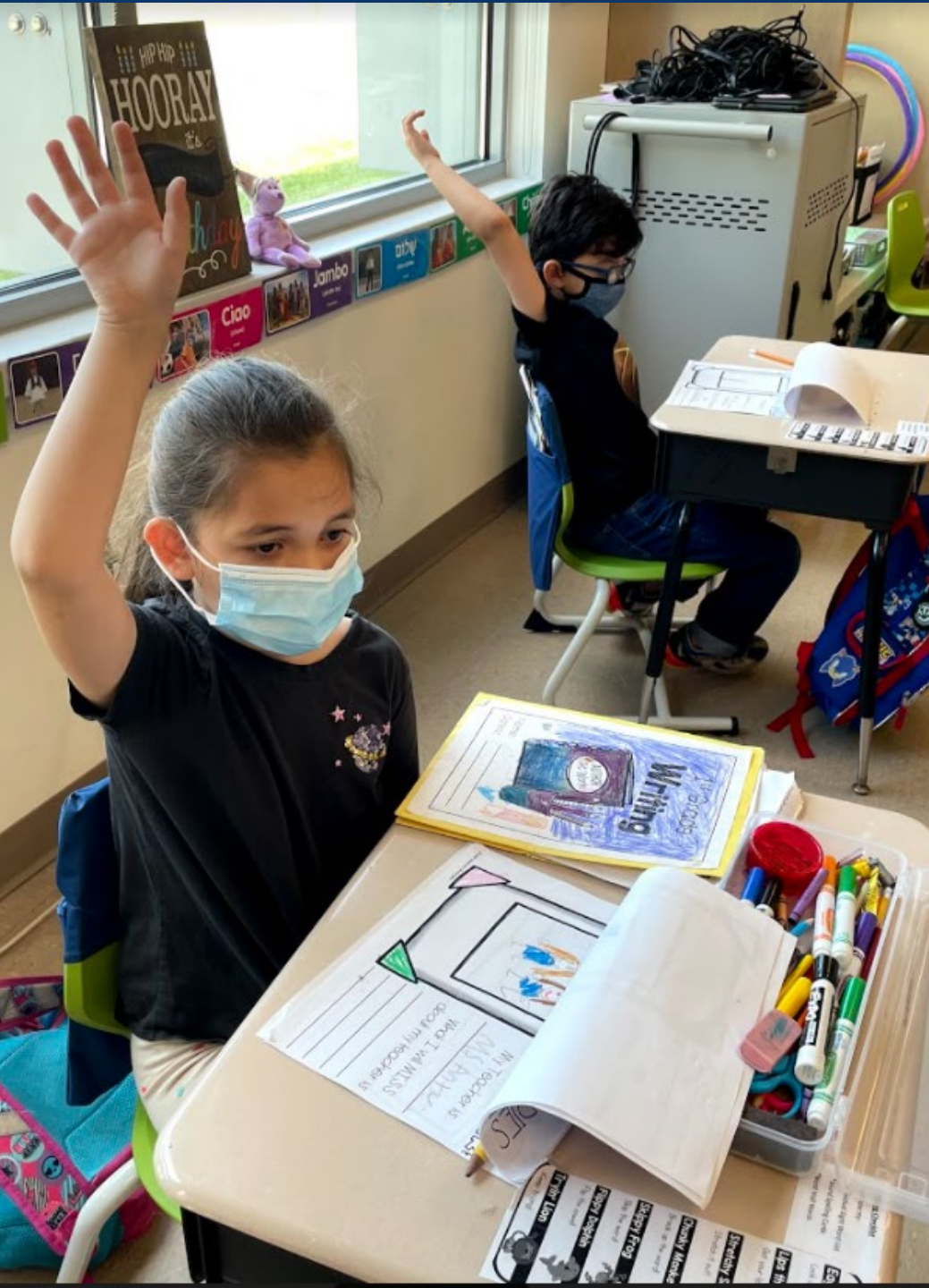
# MBK and MSK Districtwide Mentor Program

My Brother's Keeper and My Sister's Keeper seeks to build positive relationships with scholars of color to address the persistent opportunity gaps they face, so that they can reach their full potential.

- Districtwide and school based
- Focus on student achievement and social-emotional support
- Rites of passage program
- Network of resources and supports (peer to peer, scholar to adult, etc.)
- Exposure and opportunities to college and career activities and expeditionary learning



# Questions on Goal 5?



**Goal 6:**  
We will ensure families are provided with equitable opportunities to access district resources and programs.





# Launch NPS Family Center

- Family Center opened and fully operational, serving as a central hub for family facing functions
- 1,250 people have already visited over a 4-month, phased-in launch period to access services, in addition to serving as a site for PPTs, meetings and trainings



*Grand Opening Ceremony May, 2022*

# Launch NPS Family Center

## NPS FAMILY CENTER

### ONE STOP ACCESS TO:

ENROLLMENT AND DISTRICT SERVICES  
FAMILY & COMMUNITY ENGAGEMENT  
STUDENT WELLNESS  
LANGUAGE & ACADEMIC SERVICES

MLL Welcome Center  
Special Education  
Ombudsperson  
Transportation  
Food Services  
& More!

## CENTRO FAMILIAR DE NPS

### ACCESO ÚNICO A:

SERVICIOS DE INSCRIPCIÓN Y DEL DISTRITO  
PARTICIPACIÓN FAMILIAR Y COMUNITARIA  
BIENESTAR ESTUDIANTIL  
SERVICIOS LINGÜÍSTICOS Y ACADEMICOS

## SANT FANMI NPS

### ONE STOP AKSÈ A:

ENSKRIPSYON AK SÈVIS DISTRI YO  
ANGAJMAN FANMI AK KOMINOTE A  
BYENNÈT ELÈV YO  
LANG AK SÈVIS AKADEMIK

Sant Dakèy MLL  
Ombudsperson  
Edikasyon Espesyal  
Transpò  
Sèvis Manje  
& Plis!

NOW  
OPEN

Fami  
NORWALK  
Public Schools



## NPS Family Center Centro Familiar de NPS

1 Park Street  
203-854-4100

[FamilyCenter@norwalkps.org](mailto:FamilyCenter@norwalkps.org)



## DROP IN HOURS AT THE NPS FAMILY CENTER

1 PARK STREET

For assistance with new  
student registration or  
elementary lottery applications

For more information,  
contact 203-854-4100 or  
[FamilyCenter@norwalkps.org](mailto:FamilyCenter@norwalkps.org)

Thursday  
April 14, 2022

4 pm to  
7 pm

Appointments for other  
times also available.

SCAN THE QR  
CODE FOR  
REGISTRATION  
INFORMATION





# Launch NPS Family Center

In partnership with Norwalk Community Health Center, student physicals will be available at the Family Center Thursday nights through September.



## **NCHC x NPS** *Summer* **Mobile Medical Unit**

EVERY  
SUMMER  
THURSDAY  
5-7 PM

EASY ACCESS  
TO STUDENT  
PHYSICALS



**NPS Family Center - 1 Park Street, Norwalk**  
**Every Thursday, 5-7pm, June-September**  
**Appointment Required Through:**  
[norwalkchc.org/public-schools-requests/physicals](http://norwalkchc.org/public-schools-requests/physicals)

**In Connecticut, students are required to have physical examinations for:**

- Every year of Pre-K
- Prior to entering Kindergarten
- During the student's 6th and 9th grade school year
- Upon entry to the US (all grade levels)

Questions? Call 203-854-4100 or  
[FamilyCenter@norwalkps.org](mailto:FamilyCenter@norwalkps.org)



# Establish Central Registration & Lotteries

- Cross functional team including Communications, Technology, MLL and Health Services worked closely to re-design and transition to central registration process under the Family Center.
- To support equity and access, centralized high school and elementary lotteries conducted for the first time for magnet and theme programs.





# Promote Choice Options

## NPS HIGH SCHOOL CHOICE PROGRAMS CATALOG

AN OFFICIAL GUIDE TO  
LEARN MORE ABOUT NPS  
HIGH SCHOOLS, PATHWAYS,  
ACADEMIES AND CHOICES!



## MARINE SCIENCE ACADEMY AT BRIEN MCMAHON



### APPLICATION DETAILS:

Applications are available  
online or through the school

Incoming 9th graders from  
across the district

Application deadline: xxx

Lottery drawing:  
xxx

### ACADEMY AT BRIEN MCMAHON HIGH SCHOOL

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Concurrently with STEM courses, students will  
follow a 4-course sequence of Marine Studies. In  
addition to the core-required classes at BMHS,  
students will enroll and successfully complete  
courses that engage them in an introduction to  
Marine Science, Introduction to Oceanography  
and Marine Biology, Marine Engineering-  
Operations, Environmental Sustainability, DEEP  
safe boating course, Navigation, and  
Seamanship.

Students will work in collaboration with but not  
limited to: Brien McMahon High School staff,  
NJROTC, The Maritime Aquarium, and local  
marine-based industries.

contact International Brien McMahon High School  
nt Chairperson Tom Seuch, [seucht@norwalkps.org](mailto:seucht@norwalkps.org)

Highland Avenue, Norwalk, CT 06854



## NPS HIGH SCHOOL CHOICE FAIR

Join us to learn more about NPS  
high schools, pathways,  
academies and choices available  
for all middle and high school  
students!

Wednesday, November 3

The Carver Center,  
7 Academy Street

6pm-8pm

No RSVP needed  
[Communications@norwalkps.org](mailto:Communications@norwalkps.org) for  
questions

Representatives will be on hand at the  
fair to help







Brien McMahon High School  
Center for Global Studies  
Digital Media & Communications Academy  
International Baccalaureate program & diploma  
Marine Science Academy at McMahon  
McMahon Healthcare Academy  
Norwalk High School  
P-TECH Norwalk  
MLL Welcome Center  
District Services

# Promote Choice Options

## NPS ELEMENTARY SCHOOL CHOICE PROGRAMS CATALOG

LEARN ABOUT ALL OF OUR NPS ELEMENTARY SCHOOLS, LOTTERIES & CHOICE PROGRAMS!

123

ABC

**NORWALK**  
Public Schools

### SILVERMINE DUAL LANGUAGE MAGNET SCHOOL

**APPLICATION DETAILS:**  
[www.norwalkps.org/ChoicePrograms](http://www.norwalkps.org/ChoicePrograms)

Silvermine is open to kindergarten and first grade students of all linguistic backgrounds. Those entering second grade and above for the first time must demonstrate Spanish language skills. Newcomer students must submit a statement of intent.

**FULL IMMERSION**  
Silvermine students, families, and staff are committed to kindness and resiliency. Starting in Kindergarten, Silvermine students will be immersed in an environment with the goal of their skills in an increasing number of languages. Educators present curriculum in Spanish and English, and writers who are able to teach in both languages. Classrooms are equally bilingual and native language experts and language experts while developing their dual language education.

Norwalk Public Schools is a School of Distinction in 2019. Silvermine is a Japanese language, history and culture magnet school in a newly renovated and expanded facility complete with a new gymnasium, playground, kitchen and exterior design which will allow for easier drop-offs and pick-ups.

### JEFFERSON MARINE SCIENCE ELEMENTARY SCHOOL

**APPLICATION DETAILS:**  
[www.norwalkps.org/ChoicePrograms](http://www.norwalkps.org/ChoicePrograms)

Jefferson is a neighborhood school serving students who reside in nearby residential areas. Registration required for incoming kindergartners and new students, but no application necessary.

**A HANDS-ON APPROACH TO SCIENCE & STEM**  
Get ready to dive into learning at Jefferson Marine Science Elementary School! Recognized by the State as a School of Distinction in 2019, Jefferson provides the opportunity for young scholars to explore STEM studies in the Jefferson campus, but will get the opportunity to travel to various sites to conduct their studies in the field. Through these experiences, students will engage in science practices, critical thinking and problem solving. The Aquarium's education programs are co-developed with Jefferson staff to support the next Generation Science Standards and tailored to meet the school's specific goals. Each grade level has an area of focus ranging from animal habitats to crabs and mollusks, predators and prey, local flora, flowering plants and biodiversity of the Long Island Sound.

In addition to an engaging and robust curriculum that prepares students for future success, K-5th graders will explore one of our community's most important features, the Long Island Sound! This is made possible due to a unique community partnership with the Maritime Aquarium.

Scholars who attend this one-of-a-kind program will not only work with Maritime Aquarium marine scientists on the Jefferson campus, but will get the opportunity to travel to various sites to conduct their studies in the field. Through these experiences, students will engage in science practices, critical thinking and problem solving. The Aquarium's education programs are co-developed with Jefferson staff to support the next Generation Science Standards and tailored to meet the school's specific goals. Each grade level has an area of focus ranging from animal habitats to crabs and mollusks, predators and prey, local flora, flowering plants and biodiversity of the Long Island Sound.

Additionally, Jefferson students are given extra opportunities to explore STEM content such as robotics, coding and engineering. Jefferson also provides a Dual Language classroom option for families who are interested in their child learning in both languages. For 2022-2023, there will be a class in Grades K-2. Grades 3-5 will be added one at a time over the 2023-26 academic years.

For information contact Secretary Abigail Serrano  
203.899.2200 or [serranoa@norwalkps.org](mailto:serranoa@norwalkps.org)  
21 Hunters Lane, Norwalk, CT 06850

**NORWALK**  
Public Schools

**JEFFERSON**



# Promote Choice Options

## NPS Elementary School Choice Fair

Thursday, March 10  
5:30-7:30pm

Brookside Elementary School  
382 Highland Ave

Learn About All Of Our NPS Elementary  
Schools, Lotteries & Choice Programs!

Childcare available for those  
attending!

Shuttles provided from SONO!\*

Registration kiosks available  
on site!

Sign-up in advance to attend!\*



\*For additional information, visit: [NorwalkPS.org/ChoicePrograms](http://NorwalkPS.org/ChoicePrograms)  
Questions? Call the NPS Family Center: 203-854-4100

## Feria de Eleccion de Escuelas Primarias de NPS

Jueves, 10 de Marzo, 2022  
5:30-7:30pm

Brookside Elementary School  
382 Highland Ave

¡Aprenda sobre todas nuestras escuelas  
primarias, loterías y programas de  
elección de NPS!

¡Cuidado de niños disponible para  
los asistentes a la feria!

¡Servicio de transporte desde y  
hacia SONO!\*

¡Kioscos de registro  
disponibles en la feria!

¡Regístrese con anticipación para  
asistir!\*



\*Para obtener información adicional, visite: [NorwalkPS.org/ChoicePrograms](http://NorwalkPS.org/ChoicePrograms)  
¿Preguntas? Llame al Centro Familiar de NPS: 203-854-4100

# Choice Fairs

## Community Partner Presence

Carver /After the Bell  
City of Norwalk Family Navigators  
Norwalk Health Department  
NCHC Mobile Dental Clinic  
City of Norwalk Early Childhood  
Norwalk Mentor Program

## District Resources

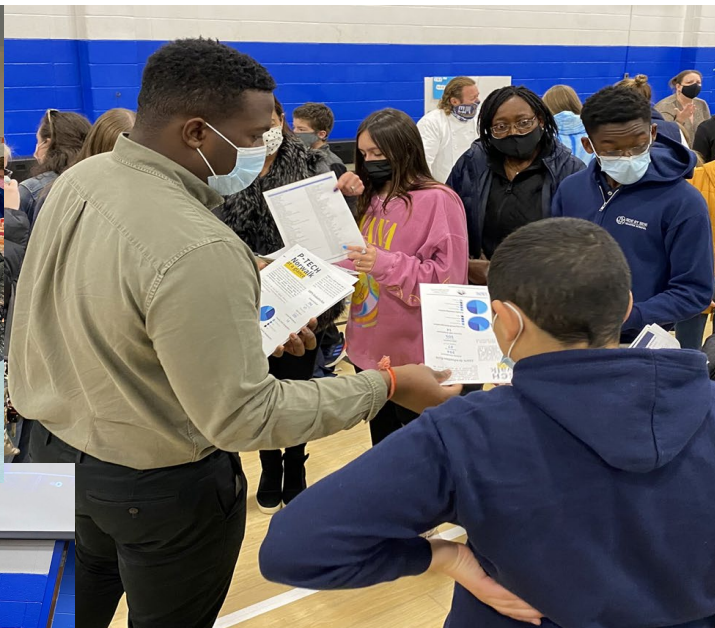
Transportation  
Health Services  
Food Services  
MLL Welcome Center  
Specialized Instruction & Student Services



South Norwalk  
Shuttle Bus



# Choice Fairs



# Additional Accomplishments

## Increased online, video and visual communications, including:

- Production of back-to-school Town Hall
- Academic focused social media videos
- Superintendent's Book clubs
- All staff Board meeting previews
- Original graphics produced in-house for social media usage

## Stakeholder Feedback

- Surveys created and promoted to gather parent, staff and student input, including a Start Time Survey for Families and High School students to support the shift in start times and a survey on spring break timing.
- Organized community forums included Town Hall meetings prior to the start of school and the recent South Norwalk school in person meeting.
- Organized Superintendent's student forum with Secretary of Education Miguel Cardona.

# Questions on Goal 6?



