



2022–2027 DISTRICT IMPROVEMENT PLAN

Update

May 27, 2025





By June 2027, all students will be supported through:

Standards-based, culturally responsive curriculum

Social-emotional and academic supports

Equity-focused access and professional development

To Meet Whole Student Goals:

FOCUS AREAS & CORRESPONDING STRATEGIC INITIATIVES





ACADEMICS

**Standards-based +
Culturally Responsive
Curriculum**

Gifted program

**Implementation
Guides**

ACTIONS & PLANS *Academics*

Gifted Program

- Gifted curriculum 3–8 approved April 2025
- Grade 2 testing in progress for 2025–26

Standards-based, Culturally Responsive Curriculum

- Unified curriculum guide protocol in place
- PK–12 ELA in year one; other subjects under review
- Ongoing teacher input and updates





SEL & EQUITY

Social Emotional MTSS

Explicit SEL Instruction

**Targeted Supports for
Underserved Students**

Rigorous Course Enrollment

Attendance

Professional Learning

ACTIONS & PLANS

SEL & Equity

- MTSS now includes SEL, behavior, and attendance
- DESSA no longer provided at no cost by CSDE after 24-25 SY
- District School Climate Committee investigating SEL Universal Screeners
- 22 staff cohorts trained in Restorative Practices during 24-25 SY
- 15 cohorts scheduled for training in 25-26 SY
- Culturally responsive SEL PD scheduled for 25-26 SY



ACTIONS & PLANS

Explicit SEL Instruction & Professional Learning

- District School Climate Committee researching new K-12 SEL primary resource & universal screener
- DESSA data trends – fewer students needing SEL support
- Ongoing staff training to deepen SEL practices
- Implementation of Connecticut School Climate Policy – July 1, 2025
- District School Climate Committee adopted new school climate surveys for administration in 25-26



ACTIONS & PLANS

Attendance/Rigorous Course Enrollment

Attendance

- Monthly absenteeism letters
- Attendance promoted in communications
- Teams use data to support families
- Staff attending state workshops

Rigorous Course Access

- Expanding student course opportunities
- Departments reviewing data for improvements





PROFESSIONAL DEVELOPMENT

**Professional
Learning**

**Evaluation and
Feedback Systems**

**Diverse and
Qualified Candidate
Hiring**

ACTIONS & PLANS

Evaluation System/Professional Learning

Evaluation & Feedback

- PDEC committee redesigned & approved evaluation plan (23-24)
- Implementation & training (24-25)
- Updated plan & BoE review (25-26)

Professional Learning

- Administrator Leadership Series integrated into plan (25-26)
- Department meetings
- EL/ML expert support
- Literacy How middle school training & coaching



ACTIONS & PLANS

Professional Learning/Evaluation

- Annual QPR training completed by all certified staff (24-25)
- Continue Psych/social worker best practices training
 - Social skills groups training for students with low incidence disabilities
- MAPS training throughout 24-25 and during 25-26
- Four schools trained in Trauma-informed practices (24-25)
 - Four additional schools scheduled for 25-26, including TLC staff
- Structured literacy training for fourth Literacy Academy cohort completed (24-25)
 - Additional cohort of 30 staff scheduled for 25-26, focus on middle school



ACTIONS & PLANS

Diverse & Qualified Hiring

- Use of social media and career fairs to attract staff
- Market district to diverse colleges/universities
- Increasing Educator Diversity Plan approved June 2024
- Launch of “stay survey” to all employees – May 2025



GROWTH

**School
Improvement**

Strategic Alignment

**Staff Capacity &
Professional
Learning**



ACTIONS & PLANS

SIP Process/Strategic Alignment

- Alignment of SIPs with DIP, staff goals, and across school levels
- Year-to-year coherence
- SIP goals: achievement, attendance, climate
- Mid-year review and adjustments
- Building-based PD linked to SIPs and staff needs
- End-of-year review and planning



STUDENT SUPPORT



**Multi-Tiered Student
Support System and
Responsive, research-
based instruction**

**Data driven decision
making**

**Comprehensive
assessment**

ACTIONS & PLANS

Data-Driven Decision Making/MTSS & Responsive, Research-Based Instruction/Comprehensive Assessment

Data-Driven Decision Making

- Ongoing data analysis at all levels
- Improve Decision Ed access

MTSS & Responsive/Research-Based Instruction

- MTSS training starts August
- Focus on improving Tier 1 instruction
- Expansion intervention options, development of entrance/exit criteria
- Creation of decision-trees for action planning

Comprehensive Assessment

- Screeners: NWEA, Acadience
- Exploring secondary progress monitoring
- Updating summatives; Enhancing formative tools



COMMUNITY

**Communications
Process**

**Stakeholder
Engagement**

**Support District
Mission, Vision,
and Plans**



ACTIONS & PLANS

Communications Process

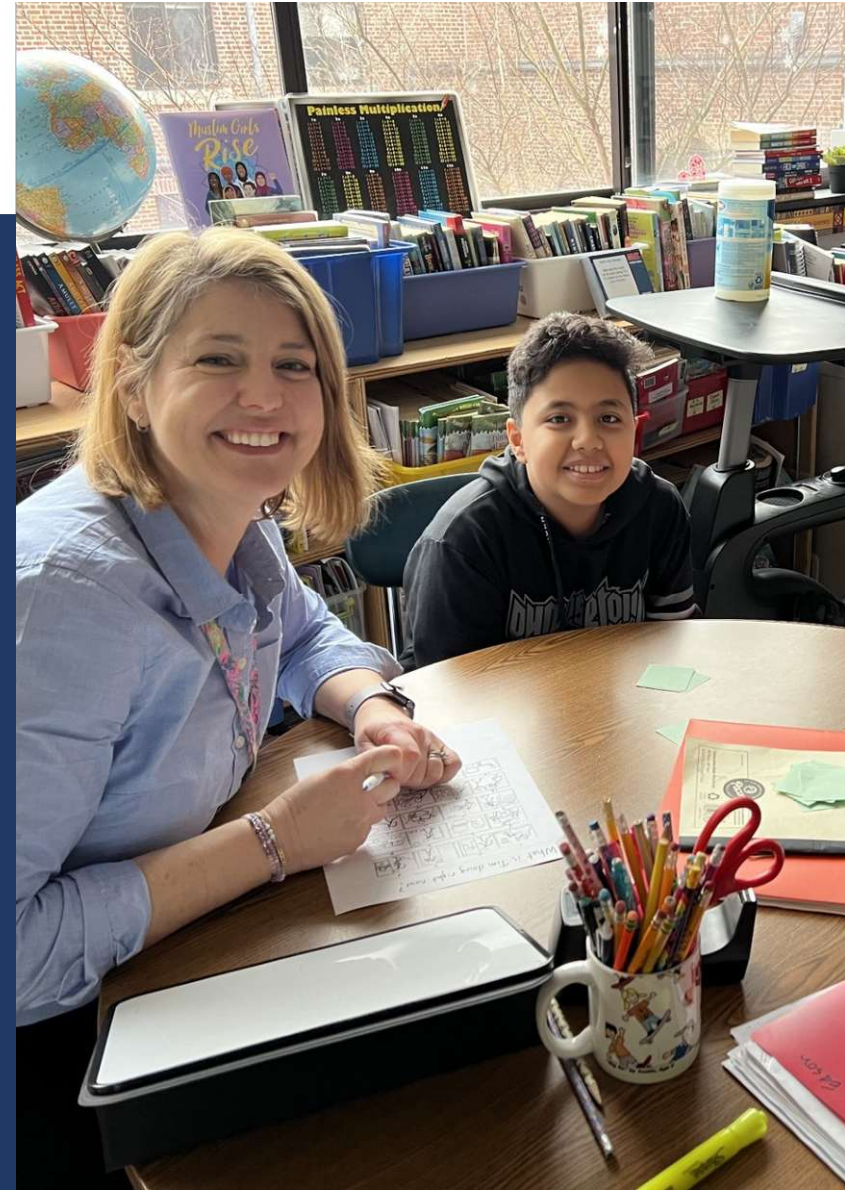
- Strategic plan alignment for FPS info
- Monthly newsletters
- ParentSquare for key messages (99.8% reach)
- Social media growth: Facebook 4.2K, Twitter 3K, Instagram 49K+ views
- Timely, clear emergency alerts
- Staff training with IT support



ACTIONS & PLANS

Stakeholder Engagement

- Regular updates via ParentSquare, social media, website
- Website and resources kept current
- Highlights shared at BOE meetings and with media
- Projects: SRO feature, Pathways guide
- Surveys for student/parent feedback
- Promote Town Halls with BOE



Key Performance Indicators



Key Performance Indicators (2022-2027)

Key Performance Indicator	2020-21 STAR	2021-22 STAR	2022-23 STAR	2023-24 Acadience	2024-25 Acadience
1. All grade 2 students will complete second grade reading at or above a grade 2 end of year level based on the district's reading screener.	72.3%	72.3%	70.3%	83%	82%

NWEA Reading Data

Grade	2023-24 Fall	2023-24 Winter	2023-24 Spring	2024-25 Fall	2024-25 Winter
4	62	60	63	66	65
5	68	67	59	67	62
6	66	58	48	65	58
7	55	47	52	55	51
8	59	57	47	54	56
9	58	55	51	61	63
District	61	58	54	61	59

Data reported as percentage of students at the 61st percentile and above

NWEA Language Usage Data

Grade	2023-24 Fall	2023-24 Winter	2023-24 Spring	2024-25 Fall	2024-25 Winter
4	63	58	61	63	64
5	64	66	66	66	64
6	63	68	69	68	65
7	57	60	58	61	61
8	61	65	63	57	60
District	62	64	63	63	63

Data reported as percentage of students at the 61st percentile and above

NWEA Math Data - Elementary

Grade	2023-24 Fall	2023-24 Winter	2023-24 Spring	2024-25 Fall	2024-25 Winter
K	76	69	66	76	64
1	56	61	60	57	52
2	62	73	72	52	56
3	46	56	66	51	58
4	59	63	77	60	58
5	58	61	68	56	62

Data reported as % of students at the 61st percentile and above

NWEA Math Data - Secondary

Grade	2023-24 Fall	2023-24 Winter	2023-24 Spring	2024-25 Fall	2024-25 Winter
6	49	56	73	54	56
7	58	61	69	67	67
8	28	55	47	69	66
9	33	36	not tested	49	47
District	56	61	68	59	59

Data reported as percentage of students at the 61st percentile and above

Key Performance Indicators (2022- 2027)

7. Reduce the disproportionality of suspension rates by 3% from baseline data between subgroups in a positive direction.

Year/Subgroup	All students	Asian	Black/African American	Hispanic/Latino	Two+ races	White
2018-19	1.8	2.4	6.6	3.3	1.5	1.4
2020-21	1.5	1.0	6.5	3.7	1.5	1.0
2021-22	1.4	*	5.1	2.9	*	0.9
2022-23	2.5	1.8	10.7	5.5	2.6	1.8
2023-24	2.4	2.0	7.2	4.1	1.3	1.9
2024-25 (as of 5/22/25)	2.3	.74	5.4	3.0	2.5	1.4

*Notes: All numbers are percentages; 2020-21 school year used for DIP baseline; *Data suppressed to ensure confidentiality*

Key Performance Indicators (2022- 2027)

8. Reduce special education prevalence rates by 5% between disproportionate subgroups in a positive direction.

Year/Subgroup	All students	Asian	Black/African American	Hispanic/Latino	Two+ races	White
2020-21	15.0	0.6	0.7	2.4	0.6	11.0
2021-22	16.7	1.0	1.0	3.0	1.0	12.0
2022-23	18.0	1.0	1.0	3.0	1.0	13.0
2023-24	18.9	.82	.98	3.19	.88	13.02
2024-25 (as of 5/22/25)	20.9	.83	1.19	3.84	1.07	13.98

Notes: All numbers are percentages

Key Performance Indicators (2022- 2027)

9. District Chronic Absenteeism rates will consistently be at 5% for all groups of students.

Year/ Subgroup	All	Asian	Black/ African American	Hispanic/ Latino	Two+ races	White	High needs	Non- high needs	Special education	Non- special education	EL/ ML	Non- EL/ ML
2018-19	5.6	3.5	8.2	7.6	6.2	5.4	10.3	3.9	11.9	4.6	9.3	5.5
2020-21	16.5	12.0	28.4	27.8	14.3	14.8	28.8	11.8	28.3	14.3	34.8	16.1
2021-22	12.0	9.8	13.3	19.7	11.8	10.9	21.1	8.2	21.0	10.1	29.5	11.6
2022-23	10.8	9.2	14.3	16.2	11.7	9.8	18.2	7.7	19.0	9.1	18.0	10.6
2023-24	8.3	6.5	11.5	13.5	8.0	7.3	14.7	5.3	14.8	6.8	11.7	8.2
2024-25	10.1	7.7	16.6	15.2	10.8	8.9	16.4	7.1	15.6	8.8	12.1	10.0

*Notes: All numbers are percentages; 2020-21 school year used for DIP baseline
2024-2025 data is as of May 21, 2025*

Questions?

