

NEW HARTFORD PUBLIC SCHOOLS

DISTRICT ENGAGEMENT PLAN

NEW HARTFORD PUBLIC SCHOOLS MISSION

The mission of the New Hartford Public Schools, in partnership with families and the community, is to inspire and prepare all children to become independent and enthusiastic learners who achieve personal excellence by providing a challenging and exemplary education program that is differentiated, inclusive, and dynamic.

SCHOOL COMMUNITY PLEDGE

We are safe, caring, respectful of others and proud of our differences. Everyday we work together to learn, to grow and to create a stronger community.

NEW HARTFORD PUBLIC SCHOOLS GOALS

TEACHING AND LEARNING

If we provide high quality instruction through a coherent and relevant curriculum with a balanced assessment system, then students will engage in meaningful learning experiences that will maximize their holistic growth.

SCHOOL CLIMATE

If we provide the conditions for a positive school environment, then we will cultivate an emotionally, intellectually and physically safe learning community.

VISION OF A LEARNER

If we provide opportunities for continuous collaboration with members of our school community, then the desired dispositions of our learners will be realized.



INTRODUCTION

STATEMENT OF PURPOSE

The New Hartford Public Schools will continue to pride itself on providing a high quality education. Our plan is designed to propel our district toward excellence in education. This plan is built upon a foundation that prioritizes three core pillars: Teaching and Learning, Culture and Climate, and the Development of the Vision of a Learner. Each of these pillars plays a critical role in shaping a holistic, student-centered educational experience that equips learners with the knowledge, skills, and mindset to thrive in an ever-evolving world.

We believe in a cycle of continuous improvement where we are committed to assessing current conditions, evaluating our results and being able to enact changes that improve our practice and outcomes. We strive for a culture of continuous improvement that values professional growth and collaboration and sets high expectations for teaching and learning. Strengthening the capacity of educators to actively engage students in differentiated learning ensures that every student can meet their growth targets and reach their full potential. The Teaching and Learning component emphasizes personalized, innovative, and rigorous instructional practices, ensuring that every student receives the support and challenges they need to excel. Through differentiated approaches, we aim to foster a love of learning, critical thinking, and academic achievement for all students.

Our focus on Culture and Climate is grounded in the belief that a positive, inclusive, and supportive environment is essential for student success. NHPS is committed to cultivating a school community where respect, collaboration, and emotional well-being are at the forefront. Maintaining and improving upon our yearly survey results will provide the conditions for students and staff to maximize their learning and teaching in a positive learning environment. We aim to build a culture of belonging where all students feel valued, safe, and empowered to engage fully in their learning journeys.

Finally, the development of a Vision of a Learner ensures that our students are not only academically proficient but are also equipped with the social, emotional, and ethical competencies needed to navigate an interconnected world. By nurturing well-rounded individuals who are prepared for lifelong learning, we are creating a pathway for future leaders, innovators, and engaged citizens. Strong coherence and alignment in practices within all New Hartford schools will set the foundation for all students throughout the district to thrive and to realize the development of the dispositions of the vision of a learner. This plan will set the baseline for future implementation of curriculum, assessment and desired outcomes.

Together, these pillars form the guiding principles of our strategic plan, setting a clear direction for New Hartford Public Schools to foster a transformative educational experience for every student. Through collaborative efforts, ongoing reflection, and community involvement, we are committed to achieving our vision of excellence for the future of our students.

TEACHING AND LEARNING

If we provide high quality instruction through a coherent and relevant curriculum with a balanced assessment system, then students will engage in meaningful learning experiences that will maximize their holistic growth.

BOE Goal #1: Provide exemplary curriculum that holds the highest expectations for student achievement.

TEACHING AND LEARNING 24-26 ENGAGEMENT GOALS

District Goal: Enhance educational effectiveness and student outcomes by aligning and improving instructional practices, assessment tools, and curricula.

Data Driven Insights

- 65% of students in grades 3-6 at/above benchmark on Smarter Balanced Assessment ELA
- 49% of high needs student in grades 3-6 at/above benchmark on Smarter Balanced Assessment ELA
- 52% of students in grades 3-6 at/above benchmark on Smarter Balanced Assessment MATH
- 32% of high needs student in grades 3-6 at/above benchmark on Smarter Balanced Assessment MATH
- Significant curriculum changes since last report card revisions process in all major content areas
- Parent focus group reveals the current reporting tool can be challenging to understand

Strategies and Actions

- Implement new curricula based in the science of reading by July 2025
 - Professional development (ongoing)
 - EL Education training and coaching for classroom teachers by July 2025
 - OG Training for all special education teachers by July 2026
 - Evaluate EL Education implementation (Step 4 of curriculum review process) to determine next steps by July 2026
- Begin NHPS curriculum review process for current math practices and curriculum. Steps one and two will be completed by July 2026
- Revise current report card to reflect the recent curriculum changes by Fall 2025

Indicators of Growth and Progress

- Positive trends of academic performance on district assessments (DIBELS, STAR)
- Report card accurately reflects and communicates students' present levels of performance

Expected Outcomes

- Complete EL Education curriculum implementation by June 2025

- Establish baseline data to determine effectiveness of new curriculum by June 2025
- Complete steps one and two of the IM curriculum review process by July 2026.
- Implement new report card by Fall 2025 **(revised to Fall 2026)**

SCHOOL CLIMATE

If we provide the conditions for a positive school environment, then we will cultivate an emotionally, intellectually and physically safe learning community.

BOE Goal #2: Create and sustain an educational community responsive to the intellectual, social, and emotional needs of children.

SCHOOL CLIMATE 24-26 ENGAGEMENT GOALS

District Goal: Increase collective efficacy of school staff to systematically address challenging behaviors.

Data Driven Insights

- New legislation around school climate and addressing challenging behaviors
- 67% of staff responded favorably to “I believe the school effectively addresses behavior issues”
- 75% of staff responded favorably to “Teachers and students treat each other with respect”
- 90% of parents responded favorably to “I believe the school will effectively address reports of bullying/mean-spirited behavior”

Strategies and Actions

- Partner with EdAdvance to revise stakeholder climate surveys in alignment with new legislation by July 2025
- Implement a new school climate survey to effectively measure perceptions of positive school climate from all stakeholders by July 2025
- School Climate committees will meet quarterly to analyze challenging behavior/discipline data and provide stakeholders with positive behavior supports (ongoing)
- Develop (by July 2025) and implement (by July 2026) a district wide behavior flow chart aligned to challenging behavior legislation and best practices

Indicators of Growth and Progress

- Favorable responses to climate surveys on questions related to student behavior and supportive strategies
- Use of Behavioral/discipline data to guide and increase use of supportive strategies (BMHT)
- Students requiring tiered supports through MTSS

Expected Outcomes

- Increase to 75% of favorable staff responses to effectively addressing behavior issues by 2026-2027 school year
- Increase to 80% staff respond to staff and students treating one another respectfully by 2026-2027 school year
- Maintain/increase that 90% of parents respond favorably to the school's ability to effectively address reports of bullying/mean-spirited behavior by 2026-2027 school year

VISION OF A LEARNER

If we provide opportunities for continuous collaboration with members of our school community, then the desired dispositions of our learners will be realized.

BOE Goal #3: Encourage and assist all students to develop to their fullest potential and to be initiators of their own learning.

VISION OF A LEARNER 24-26 ENGAGEMENT GOALS

GOAL: Develop a common definition and characteristics for a Vision of Learner.

Data Driven Insights

- In today's world, the demands for students are tremendous as they move on to college, career, and adult life. It's no longer enough to just graduate on time with the right academic credentials. Creating a Portrait of a Graduate is unique to each district and it outlines the 21st century skills that a district believes their students should embody and exemplify by graduation. A Portrait of a Graduate is a great way to align school operations and pedagogy around a collective vision for student success. With this vision, our community is taking a strong stance on what it means for our students to be college, career, and life ready. It is our commitment to supporting the whole child in a way that goes beyond test scores.

Panorama Education. (n.d.). *A comprehensive guide to Portrait of a Graduate*. Panorama Education. Retrieved December 6, 2024, from <https://www.panoramaed.com/blog/comprehensive-guide-portrait-of-a-graduate>

Strategies and Actions

- Create and utilize a survey to collect information from all stakeholders by July 2026
- Convene a committee of stakeholders to collectively develop a shared Vision of a Learner by July 2026

- Develop and define the characteristics of our New Hartford learners by Fall of 2027
- Implement and share with students by January 2027

Indicators of Growth and Progress

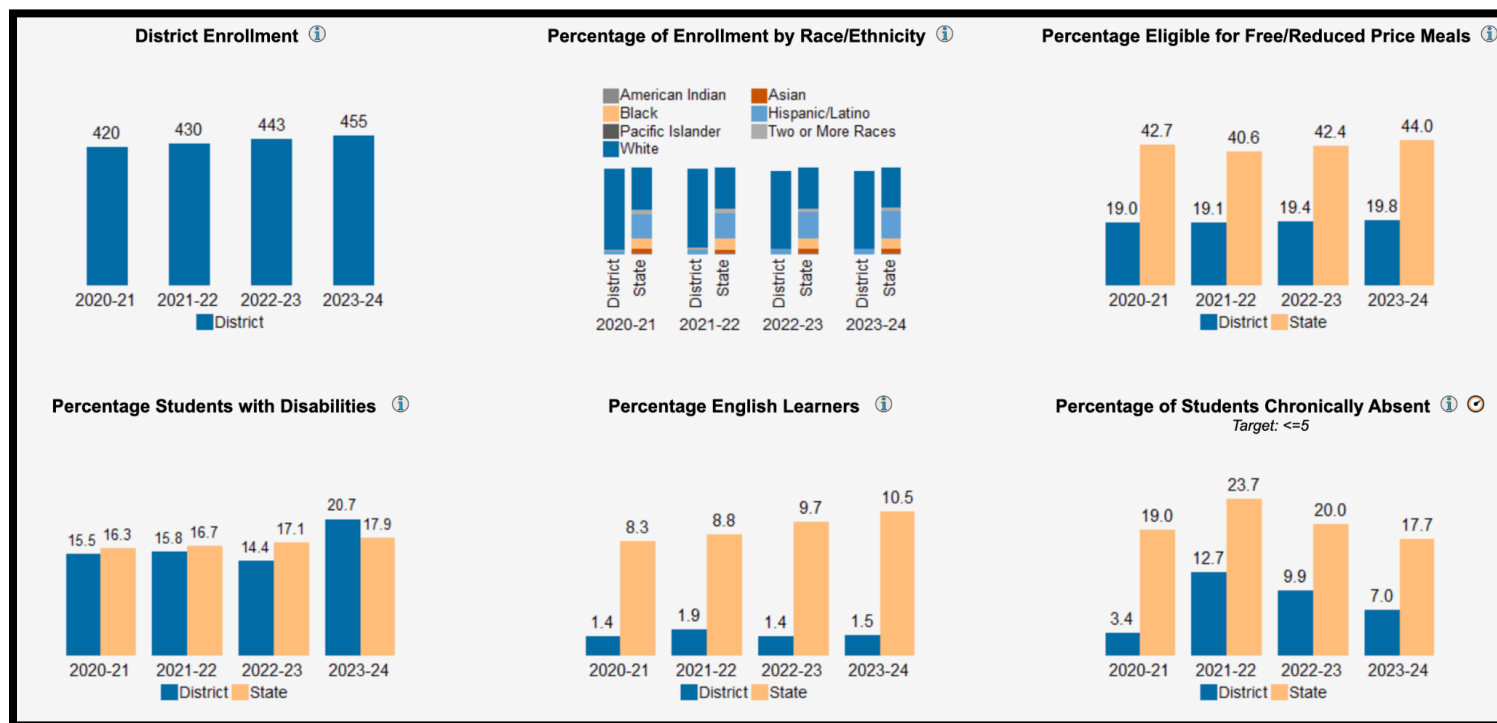
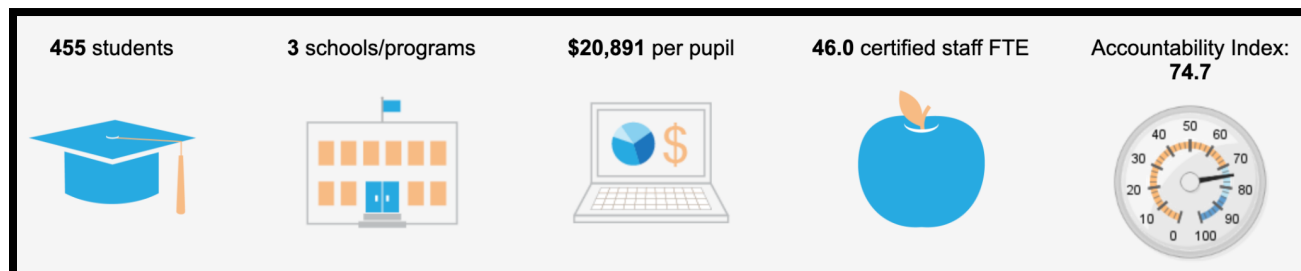
- Favorable responses to climate surveys on questions related to expected habits of learners

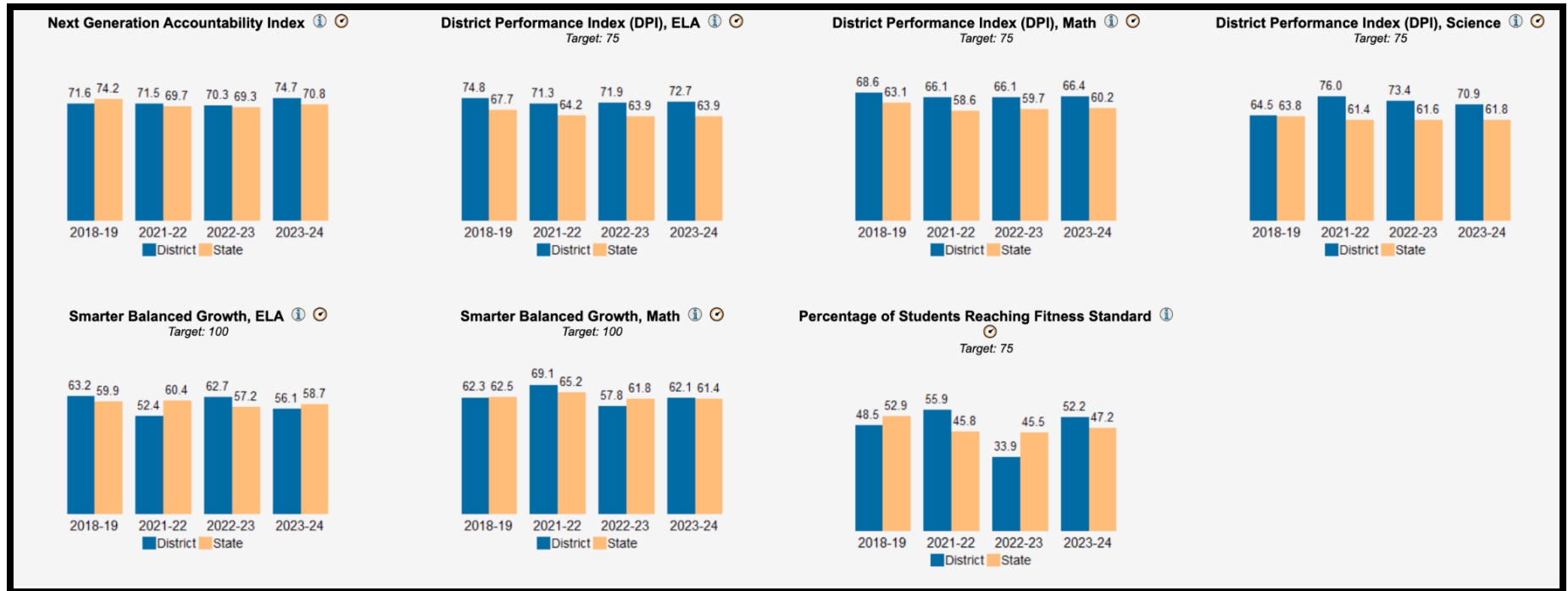
Expected Outcomes

- Share Vision of a Learner with all stakeholders by January 2027
- Include Vision of Learner in report card by 2027-2028 school year

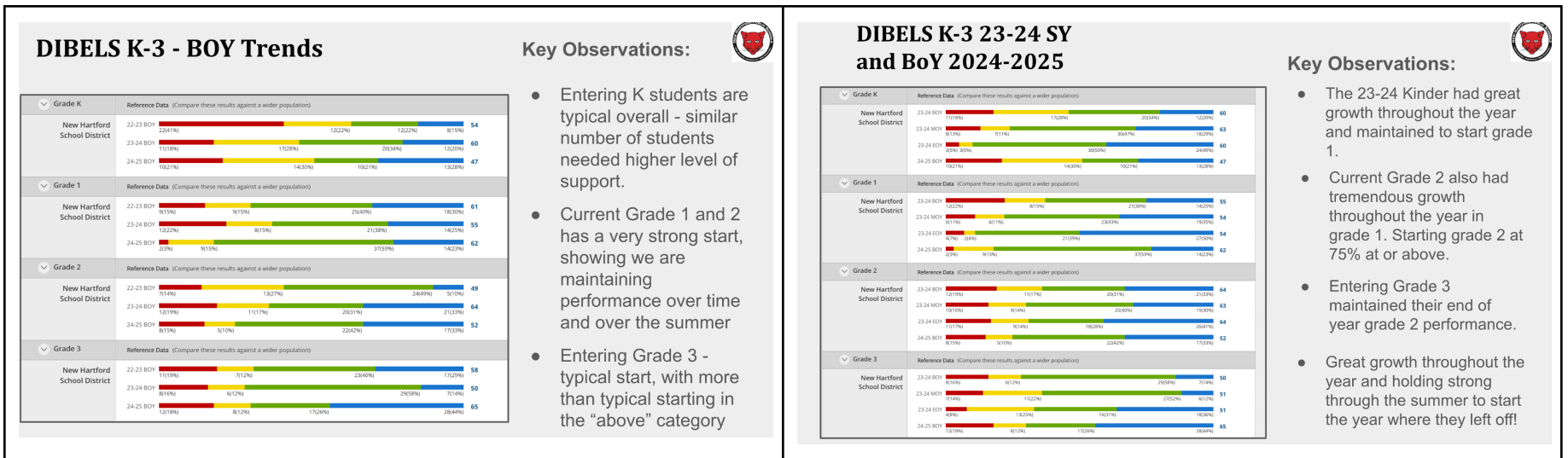
DRIVING DATA

CURRENT DEMOGRAPHICS - CSDE REPORT CARD





DIBELS: FOUNDATIONS OF READING



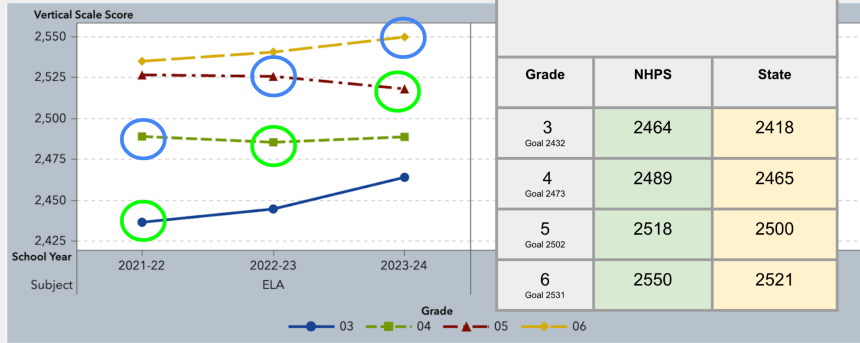
SMARTER BALANCED ASSESSMENT AND STAR: ELA

Smarter Balanced Assessment Data: Achievement Trends

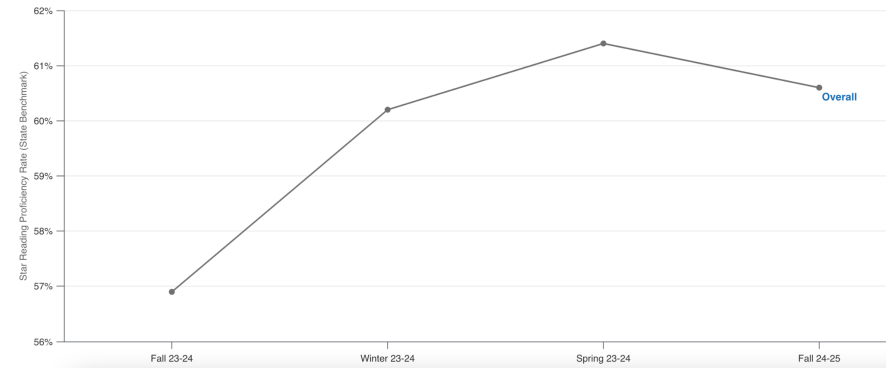


Key Observations:

- Average scale score increased in all grade levels from last year



STAR Reading Proficiency Rate



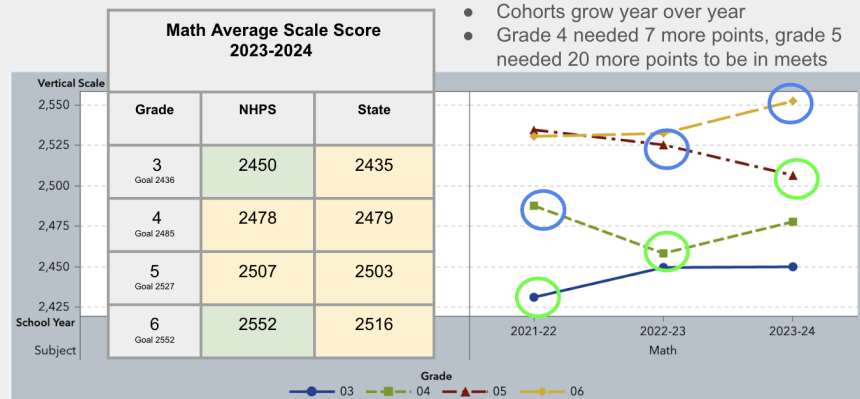
SMARTER BALANCED ASSESSMENT AND STAR: MATHEMATICS

Smarter Balanced Assessment Data: Achievement Trends

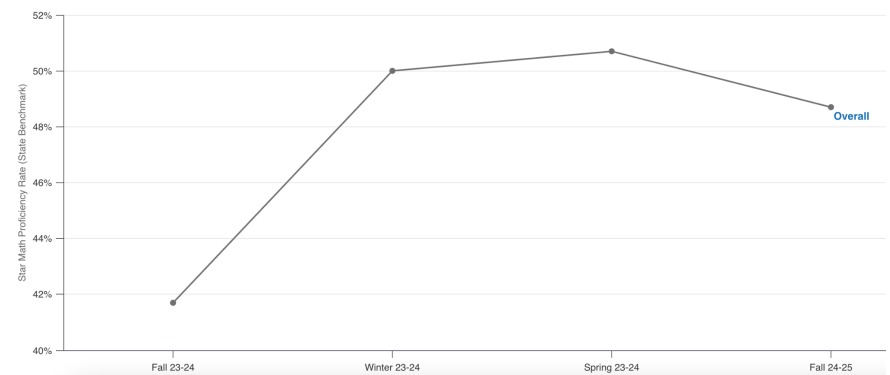


Key Observations:

- Cohorts grow year over year
- Grade 4 needed 7 more points, grade 5 needed 20 more points to be in meets

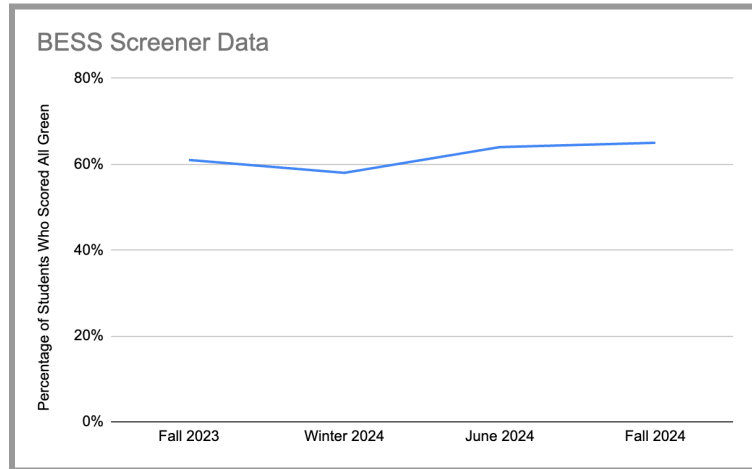


STAR Math Proficiency Rate

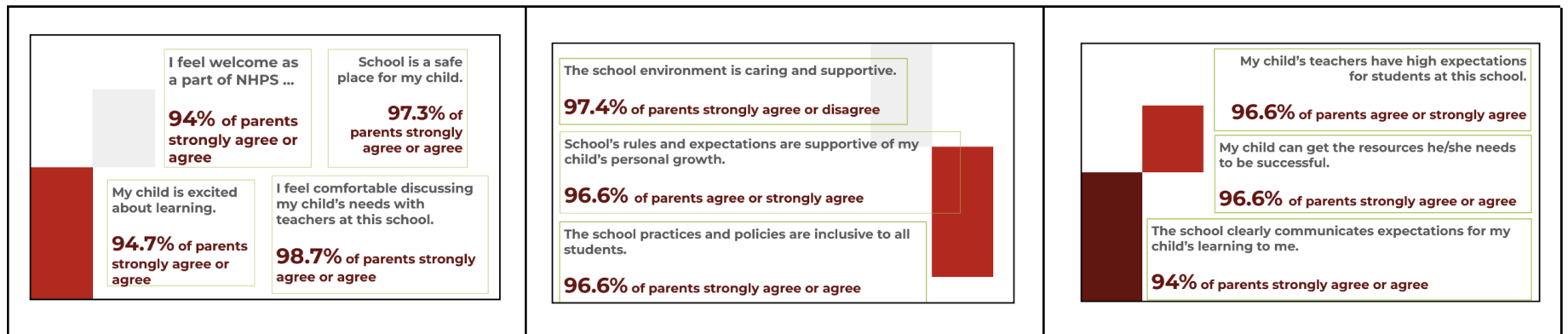


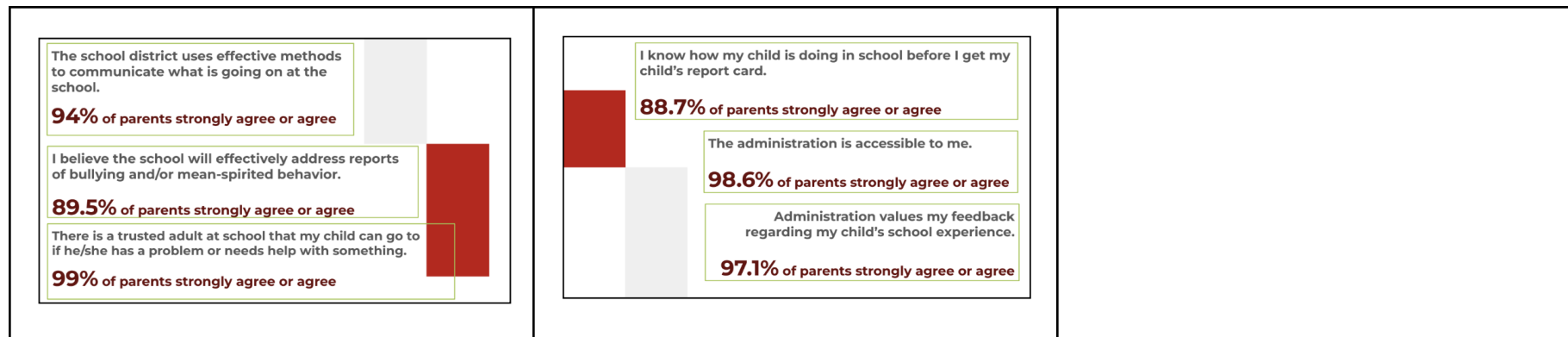
SEL SCREENER

BESS Screener Data



ANNUAL CLIMATE PARENT SURVEY





ANNUAL CLIMATE STAFF SURVEY



ANNUAL CLIMATE STUDENT SURVEY

Percentage of students that strongly agree or agree 95% Do you enjoy coming to school? TOP 3 STUDENT REQUESTS - Field trips - Special clubs and activities - Extra recess equipment		
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