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Strategic Plan Focus Areas 2024-27

Focus Areas	Goals and Priority Objectives
Culturally Relevant Pedagogy - Academics	All students and all groups of students access culturally relevant learning experiences so that they thrive in all academic settings. <ul style="list-style-type: none"> Analyze systems of instruction, assessment, and decision-making to identify inequities and then develop collaborative solutions Ensure all educators, including instructional leaders, demonstrate evidence of culturally relevant pedagogy through the use of research-based and culturally responsive practices that support intellectual rigor and engagement. Support PLCs to engage in cycles of inquiry to close the pedagogical gap between what is culturally relevant and what is not Elevate and honor the voices of students in curriculum, decision-making, and learning experiences
Discipline	Establish three systems (instruction, decision-making, and progress monitoring), beginning at Tier 1 of multi-tiered systems <ul style="list-style-type: none"> An evidence-based, culturally responsive, and specific set of 3-5 social/behavioral competencies and skills; A team dedicated district and school-based team to offer strategic guidance and support for developing especially Tier 1 of an eventual multi-tiered system of discipline; and Targeted coaching and technical assistance relative to data-based needs and goals.
SEL	Establish three systems (instruction, decision-making, and progress monitoring), beginning at Tier 1 of multi-tiered systems <ul style="list-style-type: none"> An evidence-based, culturally responsive social/relational competencies and skills; Dedicated district and school-based team to offer strategic guidance and support for developing especially Tier 1 of an eventual multi-tiered system of SEL; and Targeted coaching and technical assistance relative to data-based needs and goals.

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We Are Newington...

Year	SPED %	504 %	ML %	F/R Lunch %	Choice #
1978	1.6%	0%	<1.0%	N/A	25
1988	2.7%	0%	<1.0%	5.0%	25
1998	0.9%	0%	<1.0%	8.0%	25
2008	10.9%	1.0%	3.0%	13.0%	53
2018	14.5%	4.0%	6.0%	21.0%	100
2023	16.6%	6.7%	8.9%	32.1%	123
2024	16.1%	7.4%	9.8%	36.0%	117
2025	17.6%	7.6%	9.2%	37.6%	143

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We Are Newington...

Race/Ethnicity	Percentage of Population
American Indian	<1%
Multiple	5%
Black	6%
Asian	11%
Pacific Islander	<1%
Hispanic	29%
White	49%

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District Intended Outcome

That we maintain the high performance of students meeting and exceeding district standards/expectations, increase performance of students performing below district standards/expectations, and reduce the predictable performance gap between groups of students performing at or above standards/expectations and groups of students performing below standards/expectations.

What do we want for all of our students?

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SEL/School Climate referenced in District Improvement Plan

Objective

...The targeted improvement is to establish the application of tiers or levels of intensity of instruction, data collection and decision making for discipline and SEL (resulting in a tiered School Climate model), in addition to SEL and discipline).

Action Step

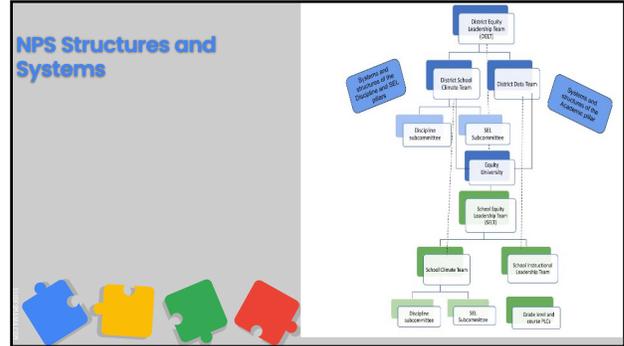
- Conduct an evidence based analysis of the culture of discipline (via the TFI), the NPS School Climate Survey, and the NPS SEL walkthrough protocol

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Routines: shared norms, approaches, and ideals help to prevent divergent efforts or unintended outcomes.

Routine	A set of actions that are regularly followed and become part of standard operating procedure - used to organize around or make normal certain behaviors, language, and ideas.
Structure Routine	How we organize people, roles, and resources including time with a laser-like focus on the NPS mission to ensure that learning reaches all stakeholders, specifically addressing the most marginalized stakeholder groups.
Learning Routine	An opportunity that is primarily designed to access resources and information needed to understand and contribute to the NPS mission.
Accountability Routine	An opportunity to critique approach, action, and outcome(s) to ensure that movement tracks with achieving the NPS mission. It ensures we show up and set out to accomplish what we said we would do.

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Case Example: Wonderland Elementary School

S3: The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

NPS Canon-MTSS (S&B):

- The system of instruction

PELP:

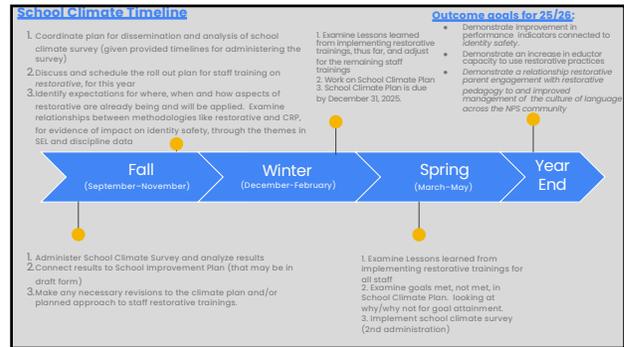
- System
- Culture

Culture of Equity:

- Consciousness Raising (CCAR Glenn Singleton)

[See an Artifact here](#)

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Case Example: Good Place Secondary School

S3: The school community's practices are identified, prioritized, and supported to:

- promote learning and the positive academic, social, emotional, ethical, and civic development of students;
- enhance engagement in teaching, learning, and school-wide activities;
- address barriers to teaching and learning; and
- develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

NPS Canon-MTSS (S&B):

- Collective Responsibility
- The system of instruction

PELP:

- Stakeholders

Culture of Equity:

- Multiple perspectives & Counternarratives (CCAR Glenn Singleton)

[Artifact here](#)

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School Climate Team Meeting Template

Priority Problem	Good end	Subsidiary	Identity Safety	1	2	3
What? How? Why? How often?	What? How? Why? How often?	What? How? Why? How often?	What? How? Why? How often?	What? How? Why? How often?	What? How? Why? How often?	What? How? Why? How often?
Owner/Lead:						
Notes						
Organizational/Tasking/Team List						
Reflection of Team Meeting (Mark your ratings with an "X")						

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Case Example: High Hopes Secondary School



SE: The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

NPS Canon+MISS (S&I):

- Culturally Responsive(ness)
- System of Decision-making
- *Contextualize

PEP:

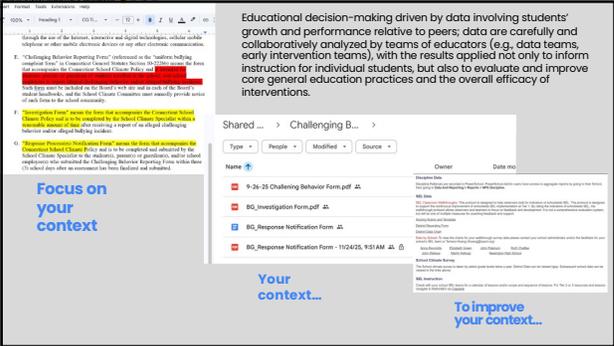
- Stakeholders
- Structures

Culture of Equity:

- Multiple perspectives & Counternarratives (CCAR Glenn Singleton)

See an Artifact here 

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Educational decision-making driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions.

Shared ... > Challenging B...

Type ... Modified ... Source ...

Name ... Owner ... Date rec...

- 9-24-25 Challenging Behavior Form.pdf
- BO_Investigation Form.pdf
- BO_Response Notification Form
- BO_Response Notification Form - 11/24/25, 9:51 AM

Your context...

To improve your context...

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Thought Partners



Attorney Jessica Ritter, Shipman and Goodwin



Eben McKnight, SERC

Connecticut School Climate Guidance

CONNECTICUT STATE DEPARTMENT OF EDUCATION — APRIL 2025

The purpose of this guidance is to (1) provide an outline of new school climate legislation required to be implemented in school year 2025-26; (2) provide resources for schools to begin to assess current efforts, practices and procedures; (3) facilitate supports to ensure district compliance and best practice implementation; and (4) assist in building welcoming and supportive school climates and cultures.

Public Act 23-167 significantly modified existing school climate legislation and policy. Districts may choose to implement these modified provisions in the 2024-25 school year, but the new school climate provisions become mandatory for all districts in 2025-26. The following elements are included among the changes:

- Require the adoption of a new School Climate policy
- Outlines expectations on responding to "challenging behavior"
- Redefines terms and responsibilities associated with school climate personnel
- Establishes new training requirements

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Questions




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