Norwich Public Schools
District Improvement Plan
2019-2020

Effective
Teaching & Learning

Positive
Culture & Climate

Norwich
Public
Schools

RELATIONSHIPS

CURRICULUM

RESPONSIBILITY

INSTRUCTION

COMMUNITY

ASSESSMENT

Restorative
Practices

Curriculum
Standards

Social &
Emotional Learning

Instructional
Framework

Family
Engagement
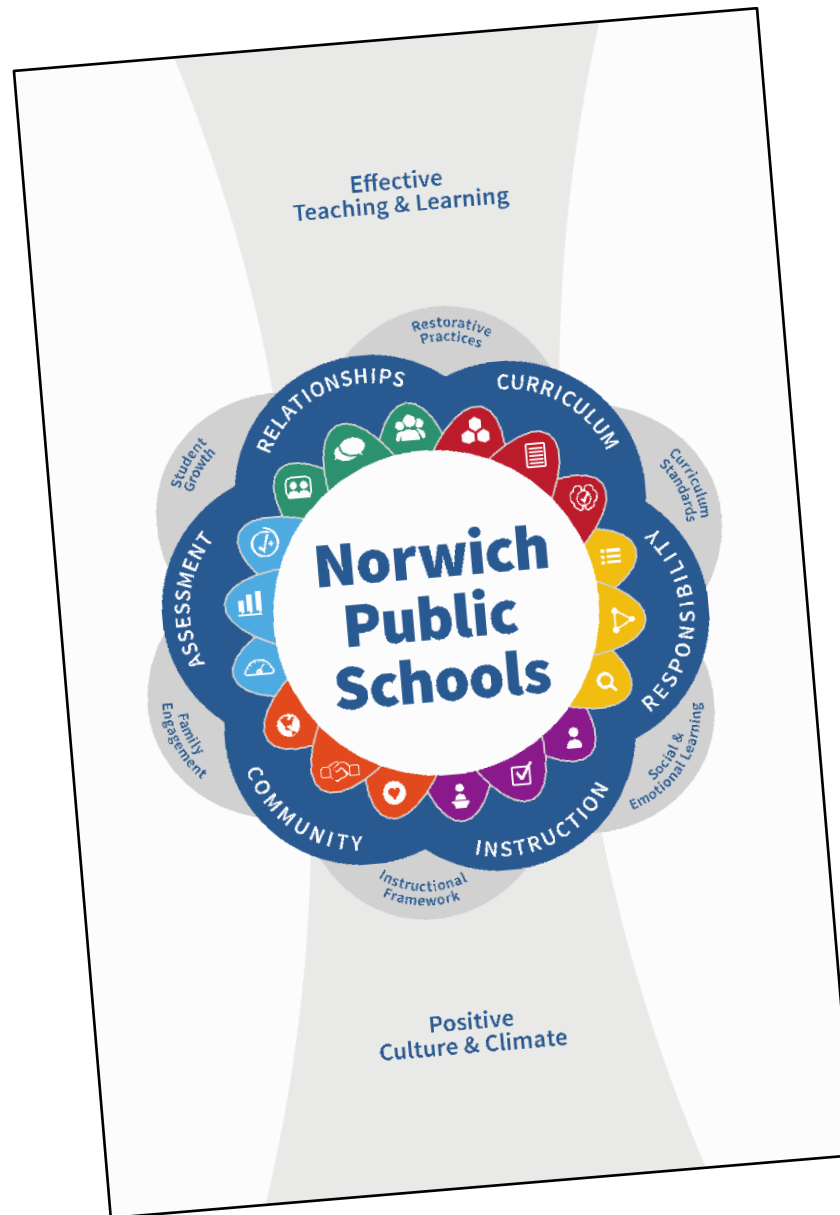
Student
Growth

Goals

VISION

To enable each child to reach his/her full potential.

MISSION

The Norwich Public Schools will provide each student a rigorous, effective teaching and learning environment where equity is the norm, excellence is the goal, and student health and safety is assured.

BOARD OF EDUCATION GOALS

The Board of Education believes that the ultimate goal of an education in the district schools should be to prepare each student for a world of rapid change and unforeseeable demands, while retaining the basic values and democratic principles of the American culture. Further, the district has outlined below student learning goals for our students and professional learning goals for us all as members of our educational community.

STUDENT LEARNING GOALS

All Norwich Public Schools students will be challenged to develop, embrace and attain learning goals that encapsulate the following essential elements as a means to prepare them to be independent thinkers and collaborative team players invested in building a better future.

Inquiry: Students show intellectual curiosity and wonder about the world. Students ask thoughtful questions, and seek out answers.

Expression: Students communicate what they know and what they need to know. Students construct arguments with evidence and critique the reasoning of others.

Critical Thinking: Students analyze, synthesize, and draw conclusions from information. Students generate solutions to problems using both creative and critical thought. Students keep an open mind to different viewpoints.

Collaboration: Students contribute to the overall effort of the group. Students work well with diverse individuals in various situations. Students initiate and cultivate community partnerships.

Organization: Students sift through ideas and data, arranging them wisely and make sense of them. Students set manageable goals, plan, and monitor time to achieve them.

Attentiveness: Students focus on the task at hand and focus on details of their work.

Perseverance: Students demonstrate tenacity in tackling tasks despite difficulty or delay in achieving success.

Reflection: Students review and think about their actions and work with the purpose of learning more about themselves.

PROFESSIONAL LEARNING GOALS

As a professional learning community we will ask thoughtful questions to analyze and draw conclusions while remaining curious about diverse student needs. The learning community fosters high expectations, effective communication, strong relationships and ownership of learning through engaged collaboration and inquiry.

Inquiry: We observe and are curious about our students and their interests. We value quantitative and qualitative data, ask **hard** questions and collectively create solutions. We are in a constant state of inquiry about our own practice as educators modeling lifelong learning.

Expression: We communicate our professional learning needs as they relate to district goals and as part of creating a structure of support for our development of a unified mindset.

Critical Thinking: We analyze, synthesize, and draw conclusions from multiple sources; utilizing this data to generate solutions to problems, rooted in best practice, through both creative and critical thought.

Collaboration: We contribute to the overall effort of the group working well with diverse individuals in various situations. We initiate and cultivate partnerships between and amongst buildings and departments and the greater Norwich community.

Attentiveness: We stay focused on the task at hand and on the details of our work while keeping clear of the greater district goals.

Perseverance: We demonstrate, and model for our students, tenacity in tackling tasks despite difficulty or delay in achieving success, and recognizing the learning opportunities inherent in mistakes and the value of taking risks.

Reflection: We review and think about our actions and work with the purpose of learning more about ourselves.

Reference: Board Policy 000 Purposes-Goals-Objectives

Norwich Public School Community Philosophy Statements

The Norwich Public School Community includes all students, families, staff, and community members. We believe that coherence is built from a unified mindset in all that we do. Our practices are grounded in our shared philosophies and guide the essential work we do with students.

Culture and Climate: We cultivate a safe and positive school environment where we build a strong community through collaboration, communication and commitment. We are dedicated to advancing students academically and socially in preparation for success in school and beyond.

Family and Community Engagement: We build positive and effective partnerships committed to the success of all students. We honor each other's' contributions to ensure a positive school community that fosters consistent communication and positive relationships.

Curriculum: We believe that district curriculum is a blueprint for learning, driven by content, performance and practice standards, thoughtfully sequenced, paced and organized into units of study, planned with the end in mind. Our curriculum provides students with guaranteed experiences, leaves space for teacher creativity, specifies what the student will know and be able to do at each grade level, and centers the student as the worker of the content. Our curriculum provides teachers with a viable, understandable, user-friendly, relevant document as a basis for planning instruction for their individual students.

Instruction: We believe all students can learn at high levels. We believe how our students succeed in school and beyond, is at the heart of teaching and learning. Across all content areas, teachers use workshop methods, as defined in the Instructional Framework, to deliver instruction in a predictable structure with significant amounts of time for students to

practice and for teachers to provide feedback. Teachers use curriculum, student interest and assessment to carefully design differentiated lessons to engage students in critical thinking, problem solving, cooperative learning, discourse and goal setting.

Assessment: We define assessment as information that is collected, analyzed, organized and interpreted for a purpose. We believe there are multiple purposes for assessment: to inform instruction, measure progress, to enrich & intervene, to provide insight into strengths & weaknesses of students, to provide stakeholders with the information (academic, attendance and social emotional learning data) they need to set measurable and achievable goals, and to help make decisions about curriculum, instruction and programming. We believe to effectively use data we must collect the right information in the right way so it has timely and actionable value for all stakeholders.

Professional Development: We believe professional learning provides each educator access to opportunities to engage in continuous, collaborative, career-long learning to refine and enhance practice. We believe high quality learning is a process that ensures all educators have equitable access to relevant professional practices which advance students' academic and nonacademic outcomes.

District Improvement Plan

CURRICULUM, INSTRUCTION AND ASSESSMENT:

If we establish a **curriculum and instructional framework**, develop curriculum materials to support the framework including **guaranteed experiences and shared assessments**, and **support teachers** in bringing task-based instruction to the classroom…

Then **students will be engaged** through inquiry, expression, critical thinking, collaboration, organization, attentiveness, perseverance, and reflection while teachers are addressing gaps through ongoing **formative assessment** coupled with **small group instruction**…

And the impact will be **high-quality instruction** that fosters significant progress towards student outcomes where students are motivated to continue learning and **mastering skills needed for 21st century life.**

Strategy	Professional Development (PD), Data Sources, Action Steps	Mid/End-year Impact and Recommended Action Steps
Develop district-wide curriculum in all content areas.	Continue to provide professional development in curriculum writing for the district curriculum framework, performance assessments, and guaranteed experiences. Provide specific content professional development throughout curriculum implementation as outlined below. Develop K-5 Social Studies Curriculum in	

	Summer 2018 and Summer 2019 with implementation in 2019-2020.	
	Develop K-5 Writing Curriculum in Summer 2019 with implementation in 2019-2020.	
	Develop K-5 Extended Core Curriculum Summer 2019 and Summer 2020 with implementation in 2019-2021.	
	Develop 6-8 Core and Extended Core Curriculum on-going inclusive of Magnet Theme Integration as outline in MSAP Magnet Grant.	
	Develop 6-8 English Language Arts (ELA) Curriculum in Summer 2019 with implementation in 2019-2020.	
	Evaluate resources for K-8 Mathematics and K-5 Science with an eye towards consistent primary instructional resources to be used consistently district-wide.	
	Impact Data: Smarter Balance Assessment (SBA) Growth Targets, State PE Test (Overall Score)	
Refine instructional leadership practices.	Implement new District Data Team structure, while eliminating redundant district committees, to provide streamlined professional development to district leaders in data analysis, instructional rounds, district	

	instructional framework (workshop), visible learning strategies, family engagement practices, culturally responsive instructional strategies, unconscious bias, and strategies for improving school climate. Schools leaders will mirror District Data Team process with their school leadership team and grade-level data teams. Implement instructional rounds throughout all schools. Refine and implement consistent instructional coaching cycles. Refine and implement consistent tier 1 instructional practices for academics and climate. Refine and implement consistent tiered (2 & 3) intervention practices for academics and climate. Impact Data: SBA Growth Targets, Academic, Attendance, and Behavioral Intervention Targets	
Implement the Assessment Committee recommendations.	Continue curriculum and assessment development as outlined above. Implement online data management platform for all academic, intervention, attendance, emotional health, and behavior data goal	

	setting, tracking, and summarizing. Provide district and school-level professional development on data platform, data protocols, and data teams. Continue development of Standards Based Report Cards for grades 6-8 for implementation in 2019-2020 (grade 6), 2020-2021 (grade 7), and 2021-2022 (grade 8). Impact Data: SBA Growth Targets, Academic, Attendance, and Behavioral Intervention Targets	
Implement consistent district-wide practices for our high-needs population.	Increase consistency in collecting, organizing, analyzing, sharing and reporting data to stakeholders through implementation of consistent Scientific Research Based Interventions (SRBI) practices outlined in the district SRBI Manual. Continue professional development for teachers on specialized instruction to reduce the number of students in specialized programming outside of the tier 1 setting. Provide professional development for administrators in special education laws and district systems for student support services. Build consistency within the Special Education and English Learner departments by	

| | developing a service delivery vision/model and then communicating to all stakeholders. Continue to refine implementation of our district system of support for emotional, behavioral, and developmental health, which includes more Board Certified Behavior Analyst support at the building level. Impact Data: SBA Growth Targets, number of students no longer requiring services | |

CULTURE, CLIMATE AND FAMILY ENGAGEMENT:

If we **collaborate** with students, families, and our professional community to establish **positive relationships coupled with clear expectations**...

Then students, families, and our professional community will feel **welcomed, valued, and supported**…

And the impact will be a **positive culture and climat**e that fosters a **safe school environment.**

Strategy	Professional Development, Data Sources, Action Steps	Mid/End-year Impact and Recommended Action Steps
Implement consistent district-wide culture and climate practices.	Continue implementation of restorative practices focused on using school climate survey results to inform next steps outlined in school improvement plans. Schools will continue to implement Restorative Practices through community circles and begin to implement restorative circles to repair harm	

	done to the school/class community. Schools will continue in their steps to implement a Social-Emotional Learning curriculum as outlined in school improvement plans. Monitor the implementation of the District Security and Safety Plan through the existing District Security and Safety Committee with an eye towards ALICE practices and training. Develop and implement a framework and curriculum for Developmental Guidance for the School Counseling Department. Continue to refine implementation of our district system of support for emotional, behavioral, and developmental health. Impact Data: Climate Survey, Academic, Attendance, and Behavioral Intervention Targets	
Develop a unified mindset of equity.	Engage in professional development to examine unconscious bias. Provide professional development for all staff for working with LGBT students and staff members. Actively examine outcome data with an eye towards subgroup performance and closing achievement and opportunity gaps.	

	Impact Data: Climate Survey, Academic, Attendance, and Behavioral Intervention Targets	
Implement initial district-wide practices for family engagement.	Finalize and implement academic guides that are grade level specific and parent friendly. Continue to develop School Improvement Plans in collaboration with families. Reactivate School Governance Councils during the 2019-2020 school year. Use climate survey data to guide family engagement action steps in school improvement plans. Continue and expand professional development to all administrators and district data team members on family engagement practices consistent with Partnership Schools/Districts with a special focus on "links to learning" for families. Impact Data: Climate Survey	

SYSTEMS, SAFETY AND OPERATIONS:

If we establish **coherent practices** across district departments, between the district and schools, and amongst schools...

Then resources will be deployed **equitably, consistently and efficiently**…

And the impact will be that we maximized our ability, with the resources available, to **achieve our District Student**
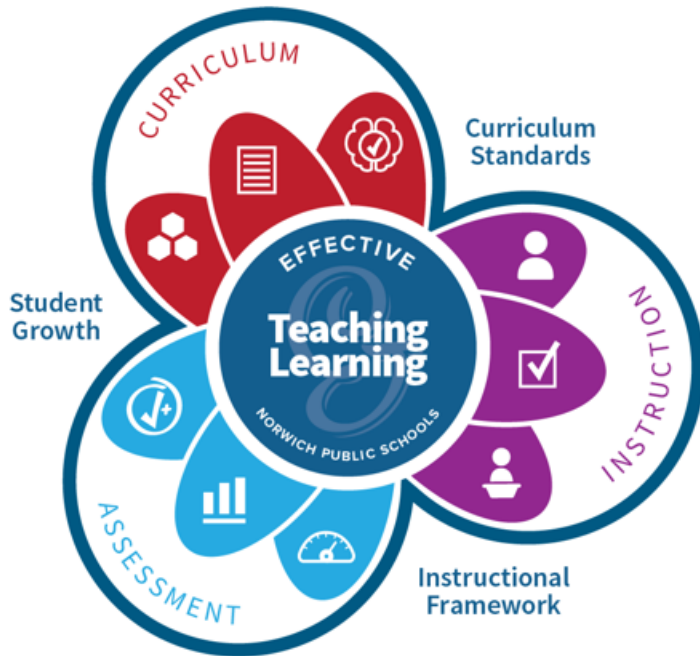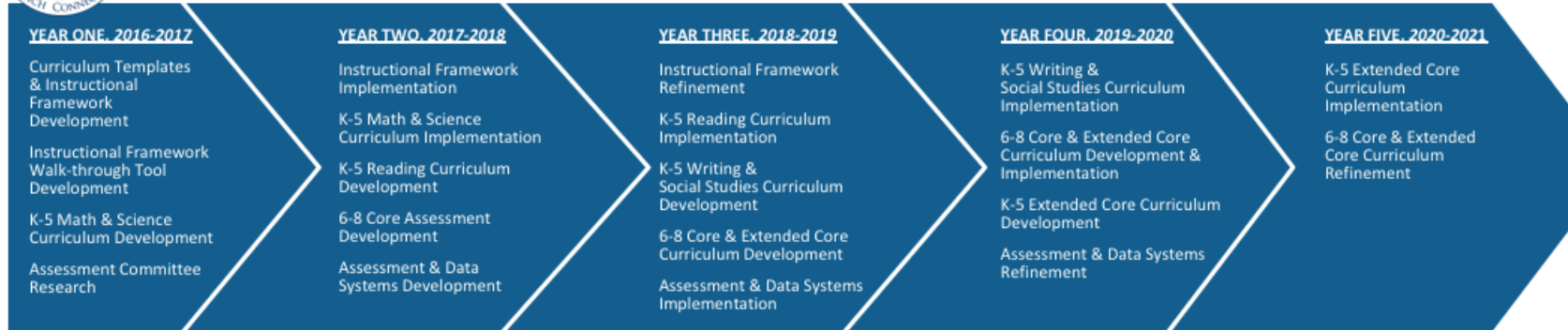
and Professional Learning Goals.		
Strategy	**Professional Development, Data Sources, Action Steps**	**Mid/End-year Impact and Recommended Action Steps**
Connect Extended/After School to our regular day operations to build coherence in our programming, create sustainability in programming, and to connect expertise of staff to student need.	Continue to provide training for extended learning staff so they can target interventions for students who are in the extended learning program. Impact Data: SBA Growth Targets, Academic, Attendance, and Behavioral Intervention Targets	
Improve recruitment and retention of staff.	Audit all operational systems associated with hiring and onboarding (training) of new staff. Revise with an eye towards implementation of practices that ensure equity and result in equitable hiring practices and increase access to diverse educators. Review and potentially revise the teacher evaluation rubrics. Working with the CDSE, review and potentially create evaluation rubrics for social workers, school counselors, and psychologists. Continue providing subject area coordinators to support staff and provide specific content/role professional development. Impact Data: Reduction in staff turnover and	

	increase number of educators of color.	
Improve collaboration with municipal departments.	Collaborate with Municipal Finance Department to identify any savings that can be achieved while update the HR/Payroll and Accounting software. While transitioning to the new software, we will collaboratively work towards improvement of services, streamlining of responsibilities, and improved documentation.	
Implement recommendations from the Facilities Review Committee as they are developed.	TBD	

Curriculum, Instruction and Assessment

YEAR ONE. 2016-2017	YEAR TWO. 2017-2018	YEAR THREE. 2018-2019	YEAR FOUR. 2019-2020	YEAR FIVE. 2020-2021
Curriculum Templates & Instructional Framework Development	Instructional Framework Implementation	Instructional Framework Refinement	K-5 Writing & Social Studies Curriculum Implementation	K-5 Extended Core Curriculum Implementation
Instructional Framework Walk-through Tool Development	K-5 Math & Science Curriculum Implementation	K-5 Reading Curriculum Implementation	6-8 Core & Extended Core Curriculum Development & Implementation	6-8 Core & Extended Core Curriculum Refinement
K-5 Math & Science Curriculum Development	K-5 Reading Curriculum Development	K-5 Writing & Social Studies Curriculum Development	K-5 Extended Core Curriculum Development	
Assessment Committee Research	6-8 Core Assessment Development	6-8 Core & Extended Core Curriculum Development	Assessment & Data Systems Refinement	
	Assessment & Data Systems Development	Assessment & Data Systems Implementation		

Curriculum Standards

Curriculum is driven by Connecticut and National Standards. Report cards are aligned to these standards for grades K-5. Standards-based report cards for grades 6-8 are in development.
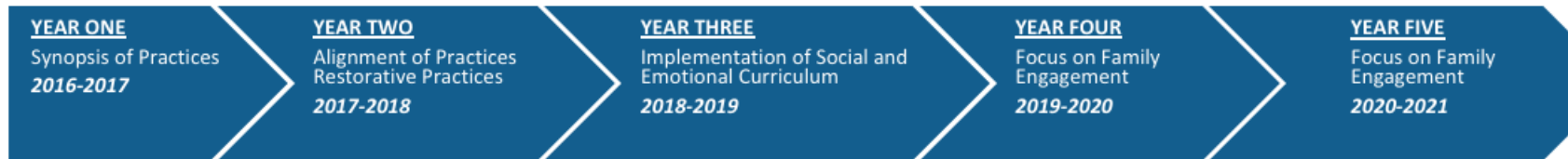
Instructional Framework

The Instructional Framework is based on workshop practices in all content areas. Workshop places the student as the worker of the content. After a brief lesson, students engage in a task and share their learning.

Student Growth

Workshop allows for teachers to engage small groups of students at their 'just right' level. This, coupled with our supplemental interventions (SRBI), allow us to accelerate student growth towards meeting grade level standards.

DIP Appendix A—Curriculum, Instruction, and Assessment

Culture, Climate and Family Engagement

YEAR ONE	**YEAR TWO**	**YEAR THREE**	**YEAR FOUR**	**YEAR FIVE**
Synopsis of Practices *2016-2017*	Alignment of Practices Restorative Practices *2017-2018*	Implementation of Social and Emotional Curriculum *2018-2019*	Focus on Family Engagement *2019-2020*	Focus on Family Engagement *2020-2021*

Restorative Practices

Restorative Practices is a *proactive approach to whole-school climate change* based on restoring and developing social capital, social discipline, emotional well-being and civic participation through participatory learning and decision-making with all staff. Restorative practice engages students and staff in having a stake in making their school climate better.

Social and Emotional Learning

Social and Emotional Learning is the process of acquiring and applying the knowledge and skills necessary to understand and manage emotions, achieve positive goals, show empathy for others, establish and maintain positive relationships and make responsible decisions.

Family and Community Engagement

Families, communities and schools collaborate effectively to develop policies, enhance programs, increase strategies for active involvement in the academic, social and emotional and civic achievement of all students.

DIP Appendix B—Culture, Climate, and Family Engagement