

<b>Introduction to SSIP</b>	<p>During the current 21-22 school year, the SPS District Strategic Improvement Plan will focus on outcome measures in the areas of English Language Arts/Reading, Math, Attendance and Social Emotional Learning Professional Development. Each school will develop goals and measurable outcomes under these areas and will make them applicable to their individual school communities. Data will be reviewed at least three times during the school year to measure outcome progress at the Beginning of the Year (BOY) in November, the Middle of the Year (MOY) in February, and the End of the Year (EOY) in May/June.</p>
<b>Progress Made During Previous School Year</b>	<p>Due to the the impact of the COVID-19 global pandemic which required many shifts between hybrid, remote, and in-person learning during the 20-21 school year, academic data is not comparable to previous school years. During the 20-21 school year the overall chronic absenteeism rate declined from <b>21% to 19%</b>. The total number of meals served during the 20-21 school year was <b>1,336,867</b> which includes both meals served at school and grab and go meals.</p>
<b>Key Areas for Growth</b>	<p><b><u>21-22 Stamford Public Schools Key Areas for Growth</u></b></p> <ol style="list-style-type: none"><li>1. English Language Arts/Reading</li><li>2. Math</li><li>3. Attendance</li><li>4. Social Emotional Learning</li><li>5. Communication</li></ol>

	<u>District Goal</u>
<b>Mind:</b> <b>English Language</b> <b>Arts/</b> <b>Reading</b>	<b>Goal 1: All students will acquire and effectively apply critical thinking, creative thinking and self-regulated thinking to be academically prepared for lifelong learning and the world of work.</b>

<b><u>District Objectives and Initiatives</u></b>	<b><u>District Outcome Measures</u></b>
<p><b>Objective:</b> Implement curriculum and instruction design process that guides the development of flexible learning environments and student-centered and inquiry based instruction that can accommodate individual learning differences.</p> <p><b>Initiative:</b> Provide a model to support a continuum of services to allow all students access to general education standards.</p>	<ol style="list-style-type: none"> <li>1. Increase in percent of students in grades K-5 demonstrating growth on BOY to EOY on mclass DIBELS reading assessments.</li> <li>2. Increase in percent of students in grades 6-8 demonstrating growth on Reading Inventory.</li> <li>3. Decrease in achievement gaps among student groups.</li> </ol>

<b>District Action Steps</b>	<b>School Action Steps</b>	<b>BOY Outcome Measure - November</b>
<p>1. Continue to implement reading strategies around the 90-minute block; evaluate.</p> <p>2. Review available student performance data quarterly to monitor growth among student groups.</p> <p>3. Provide communication and family workshops to support all students.</p>	<p>Rogers is continuing its initiative in rolling out the data process to target literacy instruction in grades K - 3 based on DIBELS analysis. Literacy How will continue as our advisor in creating student-specific literacy instructional focuses for all students in the Lower School. Rogers will also continue professional development with Dr. Margie Gillis of Literacy How. Writing instruction and assessment will be the areas of focus.</p>	<p>a. See summary of K-5 mclass DIBELS BOY data here. BOY 2021 – 2022 DIBELS- Composite Scores K: 26% At Benchmark or Above (-10% from 2020) Grade 1: 56% At Benchmark or Above (+14% from 2020) Grade 2: 45% At Benchmark or Above (-9% from 2020) Grade 3: 64% At Benchmark or Above (-6% from 2020) Grade 4: 66% At Benchmark or Above (-3% from 2020)</p> <p>b. See summary of 3-8 Reading Inventory MOY data here. BOY 2021-2022 Reading Inventory Data: Grade 3: 41% of students Proficient or Advanced (-14% from 2020) Grade 4: 51% of students Proficient or Advanced (+18% from 2020) Grade 5: 51% of students Proficient or Advanced (+1% from 2020)</p>

<b>MOY Outcome Measure - February</b>	<b>EOY Outcome Measure - June</b>	
<p>a. See summary of K-5 mclass DIBELS MOY data here.  MOY 2021 – 2022 DIBELS- Composite Scores  K: 48% At Benchmark or Above (+22% from BOY)  Grade 1: 61% At Benchmark or Above (+5% from BOY)  Grade 2: 43% At Benchmark or Above (-2% from BOY)  Grade 3: 62% At Benchmark or Above (-2% from BOY)  Grade 4: 73% At Benchmark or Above (+7% from BOY)</p> <p>b. See summary of 3-8 Reading Inventory MOY data here.  MOY 2021-2022 Reading Inventory Data:  Grade 3: 47% of students Proficient or Advanced (+6% from BOY)  Grade 4: 56% of students Proficient or Advanced (+5% from BOY)  Grade 5: 56% of students Proficient or</p>	<p>a. See summary of K-5 mclass DIBELS EOY data here.  b. See summary of 6-8 Reading Inventory EOY data here.  c. See summary of parent meetings presented during the end of the year (EOY) on the Parent Meetings tab. There were _ Parent Meetings hosted during the EOY.</p> <p><b>Total Number of Parent Meetings Hosted during the 21-22 School Year =</b></p>	

**Mind:**  
**Math**

**Goal 2: All students will acquire and effectively apply critical thinking, creative thinking and self-regulated thinking to be academically prepared for lifelong learning and the world of work.**

**Objective:** Implement curriculum and instruction design process that guides the development of flexible learning environments and student-centered and inquiry based instruction that can accommodate individual learning differences.

**Initiative:** Provide a model to support a continuum of services to allow all students access to general education standards.

1. Increase in percent of students in grades 1-8 demonstrating growth on Math Inventory.
2. Decrease in achievement gaps among student groups.

<p>1. Review available student performance data quarterly to monitor growth among student groups.</p> <p>2. Provide communication and family workshops to support all students.</p>	<p>Using the EM4, Connect Math, Pre-Algebra, Algebra I, and Geometry curriculums, Rogers will continue to integrate intervention and enrichment strategies gained from professional development (i.e. Greg Tang &amp; district PD). Using district and school-based analytics, Rogers will develop an action plan to develop strategies to target any identified CCSS that were under proficiency and address potential academic gaps due to pandemic-related challenges.</p>	<p>a. See summary of 1-8 Math Inventory BOY data here.</p> <p>BOY 2021-2022 Math Inventory Data:</p> <p>Grade 1: 27% of students Proficient or Advanced (+9% from 2020)</p> <p>Grade 2: 15% of students Proficient or Advanced (-12% from 2020)</p> <p>Grade 3: 26% of students Proficient or Advanced (+6% from 2020)</p> <p>Grade 4: 26% of students Proficient or Advanced (+3% from 2020)</p> <p>Grade 5: 25% of students Proficient or Advanced (+2% from 2020)</p> <p>Grade 6: 23% of students Proficient or Advanced (-3% from 2020)</p> <p>Grade 7: 23% of students Proficient or Advanced (-4% from 2020)</p> <p>Grade 8: 21% of students Proficient or Advanced (-3% from 2020)</p> <p>b. See summary of parent meetings presented during the beginning of the year (BOY) on the Parent Meetings tab. There were 4 Parent Meetings hosted during the BOY.</p>
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a. See summary of 1-8 Math Inventory MOY data here.  
MOY 2021-2022 Math Inventory Data:  
Grade 1: 37% of students Proficient or Advanced (+10% from BOY)  
Grade 2: 40% of students Proficient or Advanced (+25% from BOY)  
Grade 3: 47% of students Proficient or Advanced (+21% from BOY)  
Grade 4: 50% of students Proficient or Advanced (+24% from BOY)  
Grade 5: 43% of students Proficient or Advanced (+18% from BOY)  
Grade 6: 45% of students Proficient or Advanced (+22% from BOY)  
Grade 7: 51% of students Proficient or Advanced (+28% from BOY)  
Grade 8: 45% of students Proficient or Advanced (+24% from BOY)  
b. See summary of parent meetings presented during the middle of the year (MOY) on the Parent Meetings tab. There were \_ Parent Meetings hosted during the MOY.

a. Insert 1-8 Math Inventory EOY data here.  
b. See summary of parent meetings presented during the end of the year (EOY) on the Parent Meetings tab. There were \_ Parent Meetings hosted during the EOY.

**Total Number of Parent Meetings Hosted during the 21-22 School Year =**

**Mind, Body & Heart:  
Social Emotional  
Learning**

**Goal 4: All students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**

**Objective:** Strengthen adult social emotional learning (SEL) competencies and capacity.

**Initiatives:**

- a. Design and implement an effective SEL professional learning program for school and district staff.
- b. Assess SEL needs and resources and develop a district plan for systemic SEL implementation.

1. Each school will have SEL programs and supports in place for students.
2. Each school will provide ongoing professional development on SEL and/or Restorative Practices.
3. Each school will collect data on the quality of SEL sessions to be used for continuous improvement.
4. Develop an district-wide SEL plan that includes a phased roll out strategy that scales up implementation across all schools and includes strategies for promoting SEL both students and staff in partnership with families and community partners.

<p>1. Introduce and expand Restorative Practices key ideas to all staff through professional development and initiatives.</p> <p>2. Develop and implement a professional development plan for general, special education, and English Learner (EL) staff to support the needs of all learners by offering a series of SEL professional development sessions to all SPS staff to strengthen their skills in understanding trauma and managing and de-escalating challenging behaviors.</p> <p>3. Provide schools with a menu of SEL professional development sessions to use for school-based professional development.</p> <p>4. Support schools with the development of a plan that scales up SEL programming implementation.</p>	<p>1. Staff will expand the explicit and implicit teaching of the IB Approaches to Learning (Social, Communication, Self-Management, Research, Thinking) to support SEL. RIS will continue offering group/individual counseling to all students who identify in need of support utilizing Tier I, II, and III supports in the area of social-emotional concerns. RIS will continue to partner with the Rowan Center to provide grade level SEL workshops, and provide mindfulness and coping strategies through our Wellness Coach.</p> <p>2. RIS will continue to provide ongoing professional development on SEL through our mental health team and PTO.</p> <p>RIS will support training of Restorative practices and will make available SPS videos on different topics of SEL.</p> <p>3. RIS will use behavior referral forms, observations, SRBI tiered support plans, and academic progress as a way to measure the efficacy of our SEL programs.</p> <p>4. We will support and communicate the needs of our school as well as the success of our SEL programs to ensure that all areas of SEL are included in the district-wide plan.</p>	<p>a. See summary of professional development sessions offered during the beginning of the year (BOY) on the PD Plan.</p>
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a. See summary of professional development sessions offered during the middle of the year (MOY) on the PD Plan.

a. See summary of professional development sessions offered during the end of the year (EOY) on the PD Plan.

**Total Number of Professional Development Sessions during the 21-22 School Year =**

**Heart:  
Attendance and  
Engagement**

**Goal 4: All students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**









<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Connection to District Goal Initiative</u></b>
Weekly	Terrapin News (Digital Newsletter)	All Goals
Daily	Good Morning Terrapins (Televised Announcements)	All Goals
8-27-21	Virtual Meet Your Teacher	All Goals
9-28-21	Virtual Open House	All Goals
10-13-21 & 10-14-21	Parent Orientation & New Parent Q & A	All Goals
10-25-21 - 10-29-21	RIS Acceleration & Recovery Academy Meet & Greet	All Goals
11-1	Health & Wellness	Goal 4
11-3	Anti-Racism	Goal 4
12-21	High School Transition	All Goals
12-21	Supporting LGBTQIA+ Identities in School	Goal 4

**Connection to Mind/Body/Heart**

**Grade Levels**

**Hours**

Mind/Body/Heart	K - 8th	
Mind/Body/Heart	K - 8th	
Mind/Body/Heart	K - 8th	4
Mind/Body/Heart	K - 8th	2.5
Mind/Body/Heart	K - 8th	1
Mind/Heart	K - 5th	0.5
Mind/Body/Heart	K - 8th	0.5
Mind/Body/Heart	K - 8th	1
Mind/Heart	8th	1
Mind/Body/Heart	K - 8th	1.5

<b><u>Date</u></b>	<b><u>Topic</u></b>
8-26-21	SEL and Restorative Practices PD - Mental Health Pulse Middle
8-26-21	SEL and Restorative Practices PD - Mental Health Pulse High
8-26-21	SEL and Restorative Practices PD - Mental Health Pulse Elementary
9-23-21	Writing Standards w/ Dr. Margie Gillis
9-29-21	Supporting LGBTQIA+ Identities in School
10-4-21	FLSA Review K-4
10-21-21	Kindergarten BOY Math Assessment- Online Administration & Data Recording
10-27-21	Introduction to new IB Standards and Practices
11-2-21	Data Review: Performance Matters & SAM Central
11-2-21	Understanding & Responding to Maladaptive Coping
11-5-21	Crisis Mitigation

**Connection to District Goal Initiative**

Goal 4 - Design and implement an effective SEL professional learning program for

Goal 4 - Design and implement an effective SEL professional learning program for

Goal 4 - Design and implement an effective SEL professional learning program for

Goal 1

Goal 4

Goal 1

Goal 2

All Goals

Goals 1 & 2

Goal 4

Goal 2

**Connection to Mind/Body/Heart**

Mind/Body/Heart

Mind/Body/Heart

Mind/Body/Heart

Mind/Body/Heart

Mind/Body/Heart

Mind

Mind

Mind/Body/Heart

Mind

Mind/Body/Heart

Mind/Body

**Building-Based or District-Based**

**Hours**

District-Based	
District-Based	
District-Based	
Building-Based	4 (1 hour per grade level; 5-8)
Building-Based	1
District-Based	4 (1hour per grade level; K-4)
Building-Based	0.75
Building-Based	2
Building-Based	4 (1hour per grade level; K-8 separate US/LS sessions)
District-Based	1
Building-Based	0.75