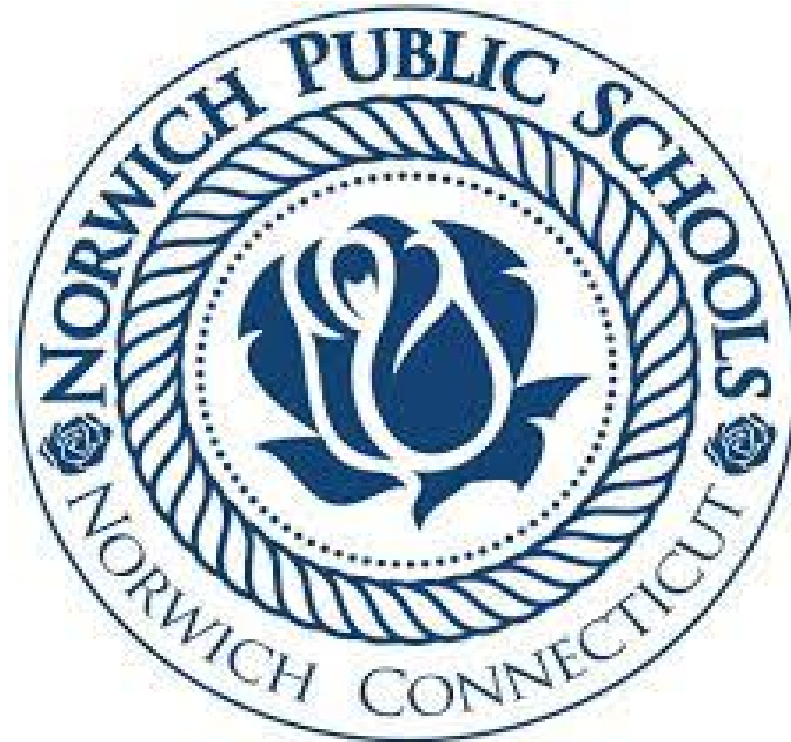


Norwich Public Schools

Bishop Early Learning Center

2022-2023



Norwich Public Schools

**Bishop Early Learning Center
2022-2023
School Improvement Plan**

Principal Name:	Jenna Tenore
Principal Email:	jtenore@norwichpublicschools.org
School Name:	Bishop Early Learning Center
School Address:	526 East Main Street, Norwich, CT 06360

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Bishop SIP 2022-2023

District Vision, Mission and Goals

VISION

All Norwich Public Schools children will reach their 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.

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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 teachers and administrators 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

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MISSION/VISION/CORE VALUES

Mission

We challenge students to realize individual strengths through collaborative problem solving, compel students to serve the community in order to become leaders, empower students to communicate in multiple languages to become global citizens, and educate all students to imagine and create a better world.

Vision

Our students are curious, resilient global citizens who use intellect and empathy to shape the world.

School Data Team Members:

Jenna Tenore	Principal
Kristen Cavaliere	Assistant Principal
Molly Alexander	PK Teacher
Stephanie Barry	Special Education Teacher
Jess Ben-David	Special Education Teacher
Amanda Camp	Special Education Teacher
Rebecca Dellaporta	ELL Specialist
Chelsea Elkins	PK Teacher
Therese Foss	PK Teacher
Barbara Grant	PK Teacher
Lisa Higgins	SLP
Carrie Hopkins	PK Teacher
Deborah Johnson	Social Worker
Nichole Strickley	Special Education Teacher
Dina Subiono	PK Teacher
Chrissie Wheeler	PK Teacher
Shelly Williamson	PK Teacher

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Focus Area 1: Curriculum and Instruction Theory of Action: If we fully implement all practices of the workshop model across all disciplines and we provide differentiated professional learning to meet teachers where they are...then all students will show growth and we will increase the number of students at or above grade level.				
Action Steps/Activities: Strategy: <ol style="list-style-type: none"> 1. <i>Provide all children with experiences and classroom lessons and materials that support the introduction, and use of new vocabulary words.</i> 2. <i>Teachers will utilize assessment of all children through Teaching Strategies GOLD Objectives for Development and Learning.</i> 	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
Teachers implement lessons that include experiences and opportunities with new vocabulary words. Language/Literacy: Vocabulary GOLD objective 9a., uses language to express thoughts and needs, uses an expanding vocabulary (aligns with CT ELDS, Language and Literacy Strand B: Early learning experiences will support children to use language-expressive language, vocabulary).	Based on spring 2022 GOLD assessment data, 60% of our PK4 students were demonstrating age appropriate skills	-Implementation of curriculum investigations in the classroom -Data team will monitor progress -Administrators will provide specific actionable feedback to staff	-All Staff Ongoing through June 2023 -Administrators	By May of 2023, all students will demonstrate age appropriate skills, or advance at least 1 level on their “color band” as evidenced in GOLD
Mathematics: GOLD objective 21a, explores and describes spatial relationships and shapes (aligns with CT ELDS, Mathematics Strand D: Early learning experiences will support children to understand shapes and spatial relationships).	Based on spring 2022 GOLD assessment data, 50% of our PK4 students were demonstrating age appropriate skills	-Implementation of curriculum investigations in the classroom -Data team will monitor progress -Administrators will provide specific actionable feedback to staff	-All Staff Ongoing through June 2023 -Administrators	By May of 2023, all students will demonstrate age appropriate skills, or advance at least 1 level on their “color band” as evidenced in GOLD

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<p>Social-Emotional: GOLD objective 1a, Regulates own emotions and behaviors, manages feelings (aligns with CT ELDS Social/Emotional Strand D: Early learning experiences will support children to develop, express, recognize and respond to emotions).</p>	<p>Based on spring 2022 GOLD assessment data, 75% of our PK4 students were demonstrating age appropriate skills</p>	<p>-Implementation of curriculum investigations in the classroom -Data team will monitor progress -Administrators will provide specific actionable feedback to staff</p>	<p>-All Staff Ongoing through June 2023 -Administrators</p>	<p>By May of 2023, all students will demonstrate age appropriate skills, or advance at least 1 level on their “color band” as evidenced in GOLD</p>
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Focus Area 2: Family & Stakeholder Engagement

Theory of Action: If we develop a school climate and culture where families and staff feel welcome, then families will engage in reciprocal partnership with the school to meet the developmental learning needs of our Pre-K children.

<p>Action Steps/Activities: <i>Strategy: To provide opportunities for families to participate in school activities.</i></p>	<p>Baseline Data</p>	<p>Performance Measure/ Outcome</p>	<p>Due Date/ Persons Responsible</p>	<p>Evidence of Success</p>
<p>Create opportunities for volunteering in the school</p>	<p>21-22 School Year: 1 Parent Volunteer</p>	<p>Volunteer Numbers will increase and volunteers will support school needs.</p>	<p>Administration Classroom Teachers Social Worker FACT Worker</p>	<p>-Increase to 10 Parent Volunteers by June 2023</p>
<p>Host school wide events (outside of Parent Teacher Conferences)</p>	<p>0 Events</p>	<p>School will host 3 events. 100% of families will attend at least 1 event</p>	<p>Administration Classroom Teachers Support Staff</p>	<p>-Fliers to promote activities -Sign-in sheets from activities -Survey parents and teachers to see what kind of events are of interest</p>

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Focus Area 3: Climate and Culture (Attendance, SEL and Behavior)

Theory of Action: If we implement a research-based social-emotional learning (SEL) approach that focuses on building emotional intelligence and utilize the Positive Behavior Intervention Supports with fidelity then the impact will be a positive culture and climate that fosters a physically and emotionally safe school environment, as well as increase student and staff attendance.

Action Steps/Activities: <u>Strategy:</u> Increase Social Emotional Awareness and Integration of SEL in Instructional Content Areas. Increase awareness with families about the importance of school attendance. Reduce the rate of chronic absenteeism.	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
Introduction and implementation of Choose Love SEL Curriculum.	pilot implementation 2022-2023	Building Leadership, and grade level teams will utilize GOLD data for identification and progress monitoring of students in need of additional social-emotional support.	All Certified Staff/on-going	Lesson plans Students demonstrating Social-Emotional skills either in the age appropriate range, or progressing at least 1 color band as demonstrated through GOLD by June of 2023
Communicate with families the importance of consistent school attendance	Kinvo- sharing importance and impact of regular attendance	FACTS will provide information to families about positive impact of consistent school attendance	on-going/FACT, s nurse, social worker, administration, and teachers	-Newsletters with information about attendance -Contact logs with families -Attendance letters
Attendance Collaborative Meetings Bi-weekly meetings with attendance coordinator, nurse, secretary, principal, social worker and parents where applicable.	September 23, 2022 Chronic Abs Data: 63 out of 145, or 43.45% of students chronically absent	Attendance reports.	Ongoing Principal, Assistant Principal, Social Worker, Attendance Coordinator	Reduce the percentage of Chronically Absent Students from 43.45 % to 20 %

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<p>Focus Area 4: Student Diversity Growth Data (High Expectations for all kids, Race Equity, Special Education & MLL)</p> <p>Theory of Action: If administration utilizes the NPS evaluation rubric to provide effective feedback then instruction will be more relevant, rigorous, and culturally responsive which will lead to an increased likelihood that students will be more deeply engaged in personalized learning and will master the standards which will result in the increased likelihood of improved academic outcomes for our students and a more inclusive, positive experience for students in our school and therefore narrow and ultimately close the Achievement and Opportunity Gap for all students.</p>				
<p>Action Steps/Activities: <i>Strategy:</i> Provide students with rigorous and engaging instruction that is culturally competent and student focused.</p>	<p>Baseline Data</p>	<p>Performance Measure/Outcome</p>	<p>Due Date/ Persons Responsible</p>	<p>Evidence of Success</p>
<p>Reduce the number of students that are chronically absent Attendance team will meet bi-weekly</p>	<p>September 23, 2022 Chronic Abs Data: 63 out of 145, or 43.45% of students chronically absent</p>	<p>Chronic Absenteeism Rate</p>	<p>Attendance Team June 2023</p>	<p>Narrow the Chronic Absenteeism rate by: Reducing the percentage of Chronically Absent Students from 43.45% to 20%.</p>
<p>Data teams will meet to discuss and decide on TIER 1 instruction including whole group, small group and students who need to be supported through SRBI.</p>	<p>-GOLD data from spring 2022 indicates the following percentages of children demonstrating age appropriate skills in the following domains Social-Emotional 58.82% Physical Dev. 82.35% Language 48.93% Cognitive 55.88% Literacy 45.59% Mathematics 57.35%</p>	<p>Teacher Learning Data: Teacher professional development within data teams</p>	<p>Administration</p>	<p>Increase in students scoring within age level expectations within all developmental domains- Social-Emotional 74% Physical Dev. 90% Language 64% Cognitive 71% Literacy 60% Mathematics 72%</p>

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Increase Cultural Competency of all members of the Educational Community. Provide professional development for educators and leaders on cultural competency	Bishop has not provided PD specific to cultural competency	Teachers will be trained in how to meet the needs of their diverse learners.	Administration, EL Department, Equity Team, Certified, Teachers	100% of staff will receive direct PD in cultural competency

Focus Area 5 Developing High Level Workforce (Increasing educator diversity, increasing competency in inclusive practices, cultural responsiveness and retention of highly effective staff)

Theory of Action: If we support and grow our current educators through relevant, personalized, and job-embedded professional learning focused on students in classrooms and in ways that build collegiality and collaborative decision making then we will hire and retain the most talented teachers.

Action Steps/Activities: <i>Strategy:</i>	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
Central Office Coaching will provide coaching as needed and will provide times weekly to consult with teachers on a 1:1 basis specific to SEL and literacy instruction (Heggerty)	N/A	Teacher professional development, surveys with reflection of how teachers can best be supported in implementation of developmentally appropriate instruction for diverse learners.	Interventionists Administrators to help facilitate	Logs to reflect that teachers requesting/requiring support received support
Teacher mentors on each floor Open office hours Administrative presence in the classrooms		To support new teachers in an individualized way over time, ensuring the mentee's well-being, professional development, and instructional growth, as well as their students' success	Administrator, Mentor Teachers	The 6 new educators will be supported in their first year of teaching by a mentor

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Monthly Nomination for District Awards Program		To recognize the talent of our teachers and staff	Administration	1 Teacher and 1 Staff member nominated per month
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