

Norwich Public Schools

**Samuel Huntington Elementary School
2022-2023
School Improvement Plan**

Principal Name:	Peter Fragola
Principal Email:	pfragola@norwichpublicschools.org
School Name:	Samuel Huntington Elementary
School Address:	80 W. Town St; Norwich, CT 06360

Norwich Public Schools

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.

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

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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/MAGNET STANDARDS/CORE VALUES

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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 Leadership Team Members:

Name	Title
Peter Fragola	Principal
Susan Johnston	Assistant Principal
Laurie Caruso	Kindergarten Teacher
Lindsay Pattavina	Second Grade Teacher
Bailey Carey	Third Grade Teacher
Kevin Murphy	Fourth Grade Teacher
Jesse Wanzer	Fifth Grade Teacher
Andrew Kortfelt	Library/ Media Tech Teacher
Andrew Durnin	EL Teacher
Diane Egger	SPED Teacher
Amber Sholes	Paraprofessional

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.

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Action Steps/Activities: <u>Strategy:</u>	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
<p>ELA:</p> <p>1. Development and implementation of Columbia’s Teachers College Readers/Writers Workshop curriculum and instructional model (conferring and small group instruction):</p> <ul style="list-style-type: none"> ● Professional development opportunities through Columbia University Summer Institute, Weekend Reunions ● Renewed focus on workshop model during conversations in PLC/data team meetings ● Focus on SEL teaching/ learning as part of integrated and balanced instruction during core content areas. <p>2. Utilize coaching and specialists to support teachers in implementation of targeted instruction during the independent practice portion of Reader’s, Writer’s and Math Workshop. Teams will support one another to implement/align effective strategies and provide meaningful feedback during guided instruction and independent learning.</p> <p>3. Instructional grade level and EL/SPED support staff will strategically plan for small group instruction using common language that include consistent learning intentions, teacher modeling, and success criteria.</p>	<p>-In 2021-2022 the number of students at Early/Mid/Above Grade Level increased by MORE than 50% (19% → 52%) as measured by the iReady Diagnostic Reading Assessment in May 2022</p> <p>-49 students scored at/above Grade Level on the 2022 ELA SBAC (34%)</p> <p>-The number of students at or above grade level expectations on FP Reading Assessment: 51%</p>	<p>-TCRWP Affiliate School -Professional development attendance through Columbia University Summer Institute, Weekend Reunions if/when applicable -Renewed focus on workshop model during conversations in PLC/data team meetings -Access to resources from Columbia University: https://readingandwritingproject.org/resources -Learning by Doing: A Handbook for Professional Learning Communities at Work by Dufour & Dufour.</p>	<p style="text-align: center;">All Staff</p>	<p>By June of 2023, all students will demonstrate at least one year’s growth or more as measured by the iReady Diagnostic and/or grow by three reading levels as measured by Founas and Pinnell Running Records or demonstrate growth on the DIBELS assessment.</p> <p>By June of 2023, 100% of Huntington students will make growth towards their typical growth goals as measured by the iReady Diagnostic.</p> <p>10% improvement with students responding affirmatively to the questions -“How interesting do you find the things you learn in your classes?” and -“How attentive and interested students are in school.” on student portion of the climate survey 2022-2023</p>

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<p>Math:</p> <p>1. Develop and implement a math workshop framework to provide rigor and relevance for all students:</p> <ul style="list-style-type: none"> ● A focus mini lesson: Whole-group instruction to introduce a new topic ● Guided math group: A small group of students working with the teacher to address specific needs ● Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group ● Student reflection: Students think and share about their learning. This can be done in a variety of ways including math journals, exit tickets, or turn-and-talk. <p>2. Utilize coaching and specialists to support teachers in implementation of targeted instruction during the independent practice portion of Math Workshop. Teams will support one another to implement/align effective strategies and provide meaningful feedback during guided instruction and independent learning.</p> <p>3. Instructional grade level and EL/SPED support staff will strategically plan for small group instruction using common language that include consistent learning intentions, teacher modeling, and success criteria.</p>	<p>-In 2021-2022 the number of students at Early/Mid/Above Grade Level increased by MORE than 50% (14% → 41%) as measured by the iReady Diagnostic Math Assessment.</p> <p>-41 students scored at/above Grade Level on the 2022 Math SBAC (28%)</p>	<p style="text-align: center;">Lesson and Unit Planning</p>	<p style="text-align: center;">All Staff</p>	<p>By June of 2023, all students will demonstrate at least one year’s growth or more as measured by the iReady Diagnostic and/or show growth on their district math formative or unit assessments.</p> <p>By June of 2023, 100% of Huntington students will make growth towards their typical growth goals as measured by the iReady Diagnostic.</p> <p>10% improvement with students responding affirmatively to the question, “How interesting do you find the things you learn in your classes?” and</p> <p>“How attentive and interested students are in school.” on student portion of the climate survey 2022-2023</p>
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Focus Area 2: Family & Stakeholder Engagement

Theory of Action: 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 climate that fosters a safe

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school environment.				
Action Steps/Activities: <u>Strategy:</u>	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
Create opportunities for volunteering in the school	-21-22 School Year: 6 Parent Volunteers -Panorama Survey: “This school offers me many ways to be involved in my child’s education.” 38% responded favorably which is down 22% from Fall 2021	Volunteer Numbers will increase and volunteers will support school needs.	FACT coordinator ongoing - June 30, 2022 On-going - June 20, 2022 All staff, all administrators Principal and school staff will utilize various platforms for communication PBIS team and administration	-Increase to 10 Parent Volunteers by June 2023 -Increase % of families responding favorably to question school offers me many ways to be involved in my child’s education.
Host school wide events (outside of Parent Teacher Conferences)	3 Events (1 Concert; 2 Student of the Month Ceremonies’ 1 5th Grade Promotion Ceremony)	Attendance for events will increase.	FACT coordinator ongoing - June 30, 2022	-5 student of the month -1 Concert -Hopes and Dreams Meetings

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			<p>On-going - June 20, 2022</p> <p>All staff, all administrators</p> <p>Principal and school staff will utilize various platforms for communication</p> <p>PBIS team and administration</p>	
Publish monthly newsletter	1 Newsletter published	Published newsletters	Administration, School newsletter coordinator, Teachers	8 Newsletters
Increase the parent participation of National School Climate Survey	25 responses	Increase the number of parents who complete the school climate survey in order to have more valid focus areas.	Administration Classroom Teachers Parent Liaison Social Worker	Increase by 50%

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.

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Action Steps/Activities: <i>Strategy:</i> Increase Social Emotional Awareness and Integration of SEL in Instructional Content Areas	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
Implementation of Choose Love SEL Curriculum.	2021 Panorama Survey: School Belonging: How much students feel that they are valued members of the school community. 70% of students favorably	Building Leadership, and grade level teams will utilize DESSA data for identification and progress monitoring of students in need of additional social-emotional support.	All Certified Staff by: June 2023	-By May 2023, the percentage of students responding favorably to the Panorama Survey Sense of Belonging Question (How much do the adults at school support you?) will increase by 10% -All classrooms will have key components of Choose Love in place -By May 2023, 100% of students in each classroom will be able to identify one caring adult at Huntington school as measured by an individual student questionnaire. Decrease the number of students scoring at risk on DESSA by May 2023. Evidence of Second Step lessons used as proactive teaching and reteaching of expectations
Teachers will supplement Choose Love curriculum with PBIS Tennants (ROCKS), Second Step and other strategies provided by district SEL		Building Leadership, and grade level teams will utilize DESSA data for	Ongoing Principal School Psychologist,	By June 2023, 100% of classroom teachers will demonstrate daily integration of SEL in the classroom

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		identification and progress monitoring of students in need of social-emotional support.	Social Worker, All Staff	through Instructional Rounds and classroom observations. Decrease number of students scoring at risk on DESSA by May 2023. Completion of all Choose Love Lessons by June 2023.
<p>1. Use of the DESSA tool to identify students that are struggling socially, emotionally, behaviorally or academically and meet their needs by providing tiers of support and intervention.</p> <p>2. Student support team (Social worker, school psychologist, counselor) will target a core group of students in each grade level and provide tier II interventions connected to SEL and executive functioning skills.</p>	<p>Spring '22 Baseline Data-</p> <p>Fall '22 Baseline Data: TBD</p>	<p>Conduct DESSA 3X year.</p> <p>PBIS Team reviews screening data and recommends strategies across the tiers of support.</p>	<p>October 2022 first round, Social Worker, Psychologist, PBIS team and administration</p>	<p>By May 2023, 100% of students flagged in the "need" category by the DESSA will receive personalized instruction in that area.</p> <p>PBIS Whole School Ticket Contest results will increase from two total celebrations.</p>
<p>Attendance Collaborative Meetings</p> <p>Bi-weekly meetings with attendance coordinator, nurse, secretary, principal, social worker and parents where applicable.</p>	<p>September 2022 Percent Chronic: 21.58% Total Chronic: GR5: 10 GR4: 10 GR3: 15 GR2: 12 GR1: 14 GRK: 10</p> <p>2021-2022 Chronic Abs Data: Percent Chronic: 13.1%</p>	<p>Attendance reports.</p>	<p>FACT coordinator ongoing - June 30, 2022</p> <p>On-going - June 20, 2022 All staff, all administrators</p> <p>Principal and school staff will utilize various platforms for communication .</p> <p>PBIS team and administration</p>	<p>Reduce the percentage of Chronically Absent Students from 28.58% to 13% (71 to 43 total students).</p>

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<p>Narrowing/Closing the achievement and opportunity gap ensuring that all students succeed</p>	<p>Chronic Abs By Subgroup: <i>Asian: 18.2%</i> <i>AA: 13%</i> <i>Hispanic: 21.2%</i> <i>2 or More: 15%</i> <i>White 6%</i></p> <p>SPED: 48 Students <i>Chronic: 19%</i> <i>GAP: 7%</i></p> <p>EL: 50 Students <i>Chronic: 26%</i> <i>GAP: 16%</i></p>	<p>Chronic Absenteeism Rate</p>	<p>FACT coordinator ongoing - June 30, 2022</p> <p>On-going - June 20, 2022 All staff, all administrators</p> <p>Principal and school staff will utilize various platforms for communication</p> <p>PBIS team and administration</p>	<p>Narrow the Chronic Absenteeism rate gap by:</p> <p>Reducing the percentage of Chronically Absent SPED Students from 19%.</p> <p>Reducing the percentage of Chronically Absent EL Students from 26%.</p>
<p>Embed restorative practices and tiered behavioral supports into all classrooms and settings throughout the building</p> <ul style="list-style-type: none"> ● community circles, ● restorative practices, ● tiered behavioral support, ● SEL (Choose Love, Second Step) 	<p>220 Discipline Referrals</p>	<p>Conduct behavioral data team meetings with all grade levels</p>	<p>Administration, Teachers, SEL Coaches</p>	<p>Reduce the number of Discipline Referrals by 10%.</p>

Focus Area: Student Diversity Growth Data (High Expectations for all kids, Race Equity, Special Education & MLL)

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>Action Steps/Activities: <i>Strategy:</i></p>	<p>Baseline Data</p>	<p>Performance Measure/Outcome</p>	<p>Due Date/ Persons Responsible</p>	<p>Evidence of Success</p>
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<p>Narrowing/Closing the achievement and opportunity gap ensuring that all students succeed</p>	<p>Chronic Abs By Subgroup: <i>Asian: 18.2%</i> <i>AA: 13%</i> <i>Hispanic: 21.2%</i> <i>2 or More: 15%</i> <i>White 6%</i></p> <p>SPED: 48 Students <i>Chronic: 19%</i> <i>GAP: 7%</i></p> <p>EL: 50 Students <i>Chronic: 26%</i> <i>GAP: 16%</i></p>	<p>Chronic Absenteeism Rate</p>	<p>FACT coordinator ongoing - June 30, 2022</p> <p>On-going - June 20, 2022 All staff, all administrators</p> <p>Principal and school staff will utilize various platforms for communication. October 2022-first round</p> <p>PBIS team and administration</p>	<p>Narrow the Chronic Absenteeism rate gap by:</p> <p>Reducing the percentage of Chronically Absent SPED Students from 19%.</p> <p>Reducing the percentage of Chronically Absent EL Students from 26%.</p>
<p>Coaching students on setting high expectations and self-advocacy</p>		<p>Student goal setting</p>	<p>All certified teachers</p>	<p>100% of students will have a “Hopes and Dreams Goal” and be able to monitor their goal.</p>
<p>1. Building Capacity to Personalized Learning</p> <p>2. Integrate Driven by Data, SIOP, and other research-based resources into grade level teams to support in the analysis of sub-group data.</p>	<p>Student Climate Survey 2022-2023 -“How interesting do you find the things you learn in your classes?” and -“How attentive and interested are you in school?”</p>	<p>Teachers will build capacity in using personalized learning in which each student gets a learning plan that's based on what they know and how they learn best.</p>	<p>All certified teachers; district coaches; administrator; SRBI Core Team</p> <p>6 week SRBI cycles/ Teachers and specialist</p>	<p>10% improvement with students responding affirmatively to the questions:</p> <p>-“How interesting do you find the things you learn in your classes?” and -“How attentive and interested students are in school.” on student portion of the climate survey 2022-2023</p>

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			Individual Learning Plans for students at TIER II/III created and monitored by Specialists and Special Educators	
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>-49 students scored at/above Grade Level on the 2022 ELA SBAC (34%)</p> <p>-41 students scored at/above Grade Level on the 2022 Math SBAC (28%)</p>	Teacher Learning Data: Teacher professional development (from data teams) surveys with particular reflection of how teachers can best be supported in implementation moving forward.	Administration Instructional Coach, certified teachers, Reading Teacher	<p>By June of 2023, all students will demonstrate at least one year's growth or more as measured by the iReady Diagnostic and/or grow by three reading levels as measured by Founas and Pinnell Running Records or demonstrate growth on the DIBELS assessment.</p> <p>By June of 2023, 100% of Huntington students will make growth towards their typical growth goals as measured by the iReady Diagnostic.</p> <p>Tier II students in grades K-5 will make AT-Least One Year Growth on district and/or state summative assessments</p>
Increase Cultural Competency of all members of the Educational Community. Provide professional development for educators and leaders on cultural competency	90% of teachers surveyed have NOT received PD in cultural competency	Teachers will be trained in how to meet the needs of their diverse learners.	Administration, Instructional Coach, EL Department, Equity Team, Certified, Teachers	100% of staff will receive direct PD in cultural competency

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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
<ol style="list-style-type: none"> Central Office Coaching will provide coaching as needed and will provide times weekly to consult with teachers on a 1:1 basis. Participate in TC Focus School partnership 	N/A	Teacher professional development (from data teams) surveys with particular reflection of how teachers can best be supported in implementation moving forward.	Interventionists Reading Teacher, Instructional Coach	100% of teachers being coached as evidenced by the coaching cycle data, summary and updates provided by the instructional specialist and the reflection or self-assessment of teachers records and conferring notes
<ol style="list-style-type: none"> Support current staff with collegial partnerships to enhance collaboration (including non certified and certified staff). New Teachers will be assigned a critical friend's partnership to help them master their practice. 	0 Mentor other data N/A	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, Leadership Team	<p>All new educators (ten) will be supported in their first years of teaching by a mentor.</p> <p>All para-professionals will receive professional development to support their current position, modeling from BCBA/RBT and opportunities to review IEP/FBA information.</p> <p>Monthly check ins from admin to monitor school partners assignments</p>

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<p>Assign a veteran school partner for each new non-certified staff member (inclusive of all roles in the building) to connect and seek guidance in order to grow leadership practice for veteran teachers</p>	<p>Out of our 26 certified teachers, ten are new to the district this year and six are in their first year of teaching.</p>	<p>Do develop internal talent and Promote Leadership Development:</p>	<p>(Admin/Leadership Team)</p>	<p>All new educators (ten) will be supported in their first years of teaching by a mentor. Monthly check ins from admin to monitor school partners assignments</p>
<p>Grow internal candidates to become certified teachers or paraprofessionals.</p>	<p>N/A</p>	<p>To grow our own educators, including: certified teachers paraprofessionals EL and Bi-Lingual Teachers</p>	<p>Administration, EL Director</p>	<p>Staff applications to certifications programs Paraprofessionals passing the Para-Pro Test ARCTEL advertisement sent to staff</p>
<p>Implement a Teacher and Staff Member of the Month Recognition Program</p>	<p>N/A</p>	<p>To recognize the talent of our teachers and staff</p>	<p>Administration</p>	<p>1 Teacher and 1 Staff member awarded per month</p>
<p>Monthly Nomination for District Awards Program</p>	<p>3 Staff Members were recognized with a District Award for the year</p>	<p>To recognize the talent of our teachers and staff</p>	<p>Administration</p>	<p>1 Teacher and 1 Staff member nominated per month</p>

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Comments:

For each process outcome, the plan includes a series of specific indicators that serve as incremental checkpoints to measure the school's current progress toward meeting those process outcomes during the plan's designated time period.

The plan includes detailed, specific action steps for all process outcomes. Listed action steps are not routine in nature and demonstrate an innovative approach toward realizing process outcomes. All action steps are aligned with process outcomes.

The plan includes a sequencing of priorities, process outcomes, and action steps that is logical and intentional.

The plan includes a schedule/timeline of events and procedures to be completed during the plan's designated time period. The plan provides evidence of clear times that show how the school will meet progress indicators aligned with process outcomes that then meet priorities and, finally, help realize the vision.

For each process outcome, the plan includes an array of specific indicators that serve as incremental checkpoints to measure the school's current progress toward meeting those process outcomes. All indicators are meaningfully and intentionally aligned with all process outcomes.

The plan demonstrates internal alignment of relevant areas of the Reopening Plan and the District Strategic Plan — such as the priorities and action steps — to the school's overarching vision.

The Focus Area and actual strategy is missing and needs to be added.

The baseline in the plan includes no mention of the school's context and no mention of the strengths, limitations, and needs of specific school populations (e.g., teachers, student subgroups). The plan makes no attempt to use appropriate data sources and evidence to identify and articulate the root causes for each action step.

Please revise and resubmit within two weeks by **November 13th**. Let me know if you have any questions or would like further assistance.