

## Norwich Public Schools

**Mahan Elementary School  
2022-2023 School Improvement Plan-DRAFT**

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# 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.

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**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 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.

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**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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### **Mahan Elementary School**

#### **Mission**

The mission of Mahan Elementary School is to ensure students accomplish high academic achievement through theme- based learning in a safe, responsive learning community.

#### **Vision**

The vision of Mahan Elementary School is to develop responsible citizens who, as young adults, pursue colleges and/or careers of choice. They will be passionate environmental stewards and collaborative problem solvers who understand the importance of sustainability and technology. As compassionate and culturally competent community members, students take action to impact local and global issues in a powerful way.

#### **Core Values**

At Mahan School, we are Responsible, Respectful & Safe. We believe that Courage + Gratitude + Forgiveness + Compassion in Action = Choosing Love.

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School Leadership Team Members:

Name	Title
Denielle Beaudet-Sandoval	Grade K
Richard Kramarewicz	Grade 1
Shannon Cozart	Grade 2
Matthew Brunetti	Grade 3
Jim Strauss	Grade 4
Christine Winton	Grade 5
Lindsay Spielman	Special Education
Nick Murphy	Unified Arts
Mayra Gagnon	Math Specialist
Martha Dwyer	Reading Specialist
Karen Frick	Grade 5/Lead Teacher
Ashley Favello	Principal

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### **Focus Area 1: Instruction and Assessment**

#### **Theory of Action:**

- 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 differentiated 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.

#### **Strategy:**

1. Provide all students with a high quality, standards-aligned curricula with high quality, student centered, and engagement focused instructional experiences in math and reading.
2. Effectively use district, school and classroom assessment data to provide diagnostic information to make instructional decisions.
3. Ensure all students have access as necessary to differentiated interventions as well as opportunities for enrichment that promote “whole child” learning.

**Baseline Data**

**Performance  
Measure/Outcome**

**Due Date/  
Persons  
Responsible**

**Evidence of  
Success**

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<p><b>Action Steps/Activities: Planning and Implementing Math and Reading Workshop with fidelity</b></p> <ul style="list-style-type: none"> <li>● Collaboration during Data Teams and Collaborative Planning (optional) with grade level team members, specialists, coaches and administration.</li> <li>● Professional Resources</li> <li>● Professional Learning Communities</li> <li>● Teachers will conduct peer observations for strategies to implement in their instruction</li> </ul>	<p><b>Fall 2022 K-5 I-Ready diagnostic</b> and growth results, assessments, and progress monitoring</p>	<p>District Assessments, I-Ready, and Observations</p>	<p>Principal, Math coaches, Math Specialist, Teachers</p>	<p>Increase in student growth in all areas</p>
<p><b>Action Steps/Activities: Small group instruction and differentiation</b></p> <ul style="list-style-type: none"> <li>● Collaboration during Data Teams and Collaborative Planning with grade level team members, specialists, coaches and administration.</li> <li>● Professional resource</li> <li>● Conduct observations during small group instruction and provide relevant, timely feedback</li> </ul>	<p>Walkthrough Tool - frequency of planned small group instruction</p> <p><b>K-5 I-Ready-Math</b> 58% of students on or above grade level as of June 2022</p> <p><b>K-5 I-Ready-Reading</b> 59% of students on or above grade level as of June 2011</p>	<p>The administrators aim to complete observations during small group instruction and provide feedback in a timely manner.</p>	<p>Principal and All Staff</p>	<p>By June 2023 at least 75% of students will be on or above grade level and all students will demonstrate one years worth of growth as measured by I-Ready diagnostic.</p>
<p><b>Action Steps/Activities: Professional Development</b></p>	<p><b>K-5 I-Ready-Math</b> 58% of students on or above grade level as</p>	<p>IABs, unit assessments, calendar math, Khan</p>	<p>District Assessment Calendar/All</p>	<p>By June 2023 at least 75% of students will be</p>



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<p>Training will continue to be provided through Professional Learning Communities to help teachers implement strategies for enhancing DOK level of thinking.</p> <p>PD will be given to teachers based on their strengths and needs as they analyze student performance on each data source. The focus will also be on using DOK to increase the academic rigor in mathematics.</p>	<p>of June 2022</p> <p><b>K-5 I-Ready-Reading</b> 59% of students on or above grade level as of June 2011</p>	<p>Academy and walk through data</p>	<p>Staff</p>	<p>on or above grade level and all students will show at least one years worth of growth as measured by I-Ready diagnostic.</p>
<p><b>Action Steps/Activities: Data Analysis</b></p> <p>Teachers and the Principal will monitor the data from IABs, district assessments, and I-Ready Diagnostic during data teams to plan for instruction to incorporate higher level thinking and tasks.</p>	<p><b>2022 SBA scores</b> Percent of students at Level 3 and 4</p> <p><b>ELA</b> Grade 3-50% Grade 4-48% Grade 5-50%</p> <p><b>Math</b> Grade 3-35% Grade 4-50% Grade 5-47%</p> <p><b>Fall 2022 K-5 I-Ready diagnostic and growth results</b></p>	<p>IABs and I-Ready diagnostic</p>	<p>District Assessment Calendar/All Staff</p>	<p>By June 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 F&amp;P running records or demonstrate growth on the DIBELS assessment.</p>

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<p><b>Action Steps/Activities: SRBI</b></p> <p>Implement the SRBI process with fidelity to effectively address math and reading achievement at the Tier II and Tier III level. Grade level data teams accountable to students in academic intervention</p> <ul style="list-style-type: none"> <li>● Implement “What I Need” (WIN) Block across grades kindergarten through five</li> <li>● Teachers participate in intervention instruction during WIN Block.</li> <li>● Math specialist to provide small group scientifically research based math intervention</li> <li>● Literacy Specialist to provide small group scientifically research based reading intervention</li> <li>● Monitor with fidelity</li> </ul>	<p><b>2021-2022 I-Ready Reading</b> Percent of students who met: <b>Typical Growth</b> 64% <b>Stretch Growth</b> 38%</p> <p><b>2021-2022 I-Ready Math</b> Percent of students who met: <b>Typical Growth</b> 67% <b>Stretch Growth</b> 45%</p>	<p>I-Ready growth targets for students identified</p>	<p>6 week SRBI cycles/ Teachers and specialist</p> <p>Individual Reading Learning Plans created and monitored by Specialists and Special Educators</p> <p>Administrator s Educators, special education teacher</p>	<p>By June 2023, All students will make one years worth of growth as measured by I-Ready.</p>
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### **Focus Area 2: Family and Community Engagement**

**Theory of Action:** If we (1) stay in close contact with students, families and community partners, (2) ensure connectivity through internet access and proper equipment, (3) use positive messaging and incentives at classroom and individual levels and (4) track participation, **then** students and families will experience:

- increased contact between school and home
- equitable access to education
- increased participation and attendance in in person
- Improved partnerships and relationships

**Strategy:**

1. Increase family engagement and improve home-school partnerships by providing multiple opportunities for families to connect with the school through a variety of methods.
2. Stay in close contact with students, families and community partners

Action Steps/Activities: **Communication**

- Increase communication with students and families through various platforms (i.e. KInvo, Dojo), including virtual meetings with stakeholders on a regular basis.
- Teachers will continue to post at least weekly on Class Dojo
  - Parent Newsletter from the Principal

**Baseline Data**

**Performance Measure/Outcome**

**Due Date/  
Persons Responsible**

**Evidence of Success**

KINVO Opt In -  
Out  
Class Dojo

FACT coordinator and attendance team-  
Ongoing - June 30, 2023

On-going - June 20, 2023  
All staff, all administrators

Principal and school staff will utilize various

Attendance of events will increase from Spring 2022 to Spring 2023 resulting in the chronic absentee data decreasing by 8%

Parent engagement will increase as a result of the increase in response rate from at least 80% of the Parents Panorama Survey

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			platforms for communication.	
<p>Action Steps/Activities: <b>Collaboration</b></p> <p>Collaborate with families and community partners to align strategies for supporting students at home.</p> <p>Provide more family events and opportunities for families to be included in education.</p>	<p>Spring 2022- Family Survey responses: 87 responses</p> <p>Family Survey-Family Engagement Results: 71%</p> <p>Family Attendance at school events from 2021-22 school year: about 30-40 families per event</p> <p>Family Conference Attendance</p> <p>November 2021: 96.3%</p> <p>March 2022: 95.1%</p>	<p>The Principal &amp; Attendance/Family Engagement Coordinator team will disaggregate data to determine family needs and create action steps.</p>	<p>FACT coordinator - Ongoing - June 30, 2023</p> <p>On-going - June 20, 2023</p> <p>All staff, all administrators</p>	<p>By Spring of 2023-Family and student surveys will show an increase in responses related to family engagement of at least 80%</p> <p>Family Attendance at school events from 2022-2023 school year will increase to at least 50 families per event.</p> <p>Parent attendance at Family Conferences will increase to 98% in attendance.</p>

### **Focus Area 3: Attendance, SEL, and Behavior**

**Theory of Action:** If we identify ways that all teachers can help students enhance and practice social emotional learning competencies through existing programs, regular class meetings, group and individual check-ins, or instructional practices that allow for reflection, discussion and collaboration, **then** we will create emotionally and physically safe, supportive and engaging learning environments that

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promote:

- social and emotional development of students.
- positive attitudes of self, others and school.
- an increase in positive behavior. (or decrease of negative behavior)
- an increased sense of belonging and engagement.
- an increase in academic achievement.

<b>Strategy:</b> Provide opportunities to demonstrate and practice skills and positive student behaviors related to social-emotional learning.	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p>Action Steps/Activities: <b>SEL Curriculum</b></p> <p>Provide a period of time for teachers and students to acclimate back to school, teach &amp; learn new routines and procedures and reconnect with school.</p> <ul style="list-style-type: none"> <li>● Use morning meeting time to focus on daily/weekly SEL strategy inclusive of all students.</li> <li>● Create shared agreements for classes               <ul style="list-style-type: none"> <li>○ <a href="#">CASEL Shared Agreement Lesson Plan</a></li> </ul> </li> </ul> <p>Explicit instruction of SEL competencies through the implementation of Choose Love Curriculum, inclusive of trauma informed training, with fidelity to rigor and pace.</p>	<p>DESSA in Fall 2022</p>	<p>Choose Love Pacing Guide</p> <p>Observations on teachers providing SEL instruction and feedback to students.</p>	<p>October/November 2022 All staff</p>	<p>Decrease high number of students scoring at risk on DESSA by May 2023.</p> <p>Completion of all Choose Love Lessons by June 2023.</p>

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<p><b>Action Steps/Activities: Administration of PBIS</b></p> <p>Monthly PBIS Assemblies and Events planned to support positive behaviors focusing on School wide expectations</p> <p>Implement and refine a common language around student and staff behavioral expectations.</p> <p>Conduct walkthroughs to monitor the implementation of PBIS practices.</p>	<p>Behavioral Dashboard data from 2021-2022</p>	<p>Decrease in overall referrals from June 30, 2022 to June 30 2023</p>	<p>Dec, 2021 June 2022 Admin</p>	<p>Decrease referrals by 10%</p>
<p><b>Action Steps/Activities: Professional Development</b></p> <p>Provide professional learning, to build educator’s capacity on trauma informed strategies</p>	<p>Staff Survey on self-efficacy</p>	<p>Teachers participate in PD and PLC on becoming trauma informed educators</p>	<p>Ongoing-Principal</p>	<p>By May 2023, Classroom observations will be completed by Principal to collect data on strategies being implemented.</p> <p>Post Staff Survey</p>
<p><b>Action Steps/Activities: Data Analysis</b></p> <p>Engage in regular data analysis as it relates to school climate and culture and positive behaviors as part of our regular data team meetings.</p> <p>Collect and act on data for students who are disengaged or chronically absent by implementing high leverage strategies from the Attendance Playbook (i.e. home visits)</p> <p><a href="#">Attendance Playbook During COVID</a></p>	<p>Behavioral Reports</p> <p>Absentee Reports September 2022-19.34% Chronically</p>	<p>Running Agendas from each grade level data team will demonstrate a focus on supporting positive behaviors.</p> <p>Biweekly Attendance Meeting with Attendance Coordinator.</p>	<p>Data Team meetings and include rotation for a focus on Behavior and SEL will start by October 2022.</p> <p>Building Administrator/Classroom Teachers/Social Worker/Counsel</p>	<p>The Data Team Schedule will reflect rotation of Behavior and SEL.</p> <p>Chronic Absenteeism will decrease to at least 12% by June 2023.</p>

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	Absent		or	
			FACT coordinator and attendance team- Ongoing - June 30, 2023	

<p><b><u>Focus Area 4: Student Diversity Growth</u></b></p> <p><b><u>Theory of Action:</u></b> If we collaborate with students, families, and our professional community to establish positive relationships, identify the diverse experiences, learning styles, and interests of our students, and plan engaging and rigorous instruction...Then students will feel valued, supported, and engaged in the learning process... And the impact will be an increase in students' academic growth and achievement, and a narrowing of the Achievement and Opportunity Gaps for students of traditionally marginalized groups.</p>				
<p><b><u>Strategy:</u></b> Provide all students with rigorous and engaging instruction that is culturally competent and student focused.</p> <p>2. Narrowing the achievement and opportunity gap for all students.</p>	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>

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<p>Action Steps/Activities: <b>Attendance</b></p> <p>Reduce the number of students chronically absent in marginalized groups</p> <ul style="list-style-type: none"> <li>Teachers will participate in 2x10 relationship building strategy with all students</li> <li>Tier 1 fidelity check for cultural competence and engagement</li> <li>Attendance Team will meet weekly to determine strategies that support all students</li> </ul>	<p>Chronic Absenteeism:</p> <p>American Indian: 100% 2 or More Races: 44.44%</p> <p>Hispanic: 15.38%</p> <p>Caucasian: 10.45%</p> <p>Asian: 5.45%</p> <p>African American: 5.26%</p>	<p>Walk-through data and observations</p> <p>Attendance Reports</p>	<p>Admin/All staff</p> <p>FACTS/Social Worker/Counselor</p>	<p>Reduction in chronically absent students marginalized groups</p>
<p>Action Steps/Activities: <b>Behavior</b></p> <p>Reduce the number of students in marginalized groups receiving discipline referrals.</p> <ul style="list-style-type: none"> <li>Implement the school-wide PBIS as a systems approach to establish the social culture and behavioral supports needed for all children in school to succeed both academically and socially.</li> <li>District wide PD on becoming a trauma informed educator will be provided to all staff members</li> <li></li> </ul>	<p>Total Referrals: 137</p> <p>Caucasian: 44 (32.1%)</p> <p>American: 42 (31%)</p> <p>Asian: 29 (21.2%)</p> <p>African Hispanic: 19 (14%)</p> <p>Two or More Races: 3 (2.2%)</p>	<p>Behavior Dashboard</p>	<p>Admin/All Staff</p>	<p>Reduction in the number of students in marginalized groups receiving discipline referrals</p>



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<p>Action Steps/Activities: <b>SRBI</b></p> <p>Reduce the number of students in marginalized groups referred to special education</p> <ul style="list-style-type: none"> <li>● Implement the SRBI process with fidelity to effectively address academic, social and emotional, and behavioral needs. Grade level data teams accountable to students in academic intervention</li> <li>● Implement “What I Need” (WIN) Block across grades kindergarten through five</li> <li>● Teachers and student service providers participate in intervention instruction during WIN Block.</li> </ul>	<p>Current Special Education Student Population: 41</p> <p>Hispanic: 16 (39%) Caucasian: 11 (27%) Asian: 8 (20%) African American: 4 (10%) More than 2 Races: 2 (5%)</p>	<p>Special Education Referrals</p>	<p>Admin/All Staff</p>	<p>Reduce the number of students in marginalized groups being referred to special education</p>
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### **Focus Area 5: Developing High Level Workforce**

**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.

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<b>Strategy:</b> Increasing competency in inclusive practices, cultural responsiveness and retention of highly effective staff	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
Action Steps/Activities: <b>Professional Development</b> <ul style="list-style-type: none"> <li>● Provide teachers with relevant professional development that meets their needs and supports them to grow as educators</li> <li>● Include district level coaches into collaborative meetings and provide support to teachers</li> </ul>	Survey Professional Needs of Building  Survey on Cultural Responsiveness and Inclusive Practice	Individual growth in selected areas of need  Cultural Responsive Growth of Staff	October 2022/ All Staff  October 2022/ All Staff	Pending survey results

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<p>Action Steps/Activities: <b>Culture and Climate</b></p> <ul style="list-style-type: none"> <li>● Provide new certified staff with mentors and school partners.</li> <li>● Monthly Team Building Activities</li> <li>● Monthly Staff Shout Outs</li> </ul>	<p>August 2022 -4 new staff members</p> <p>2021-2022-3 team building activities</p> <p>2021-2022-District Award Winners</p>	<p>4 mentor/partners will be assigned with</p> <p>All staff participate in team building activities</p> <p>Nominate at least one staff member at each staff meeting</p>	<p>September 30, 2022 Admin/Team</p> <p>June 15, 2023</p>	<p>Monthly checks in from admin to monitor mentor/partner assignments</p> <p>By June 2023- 8 planned team building activities will be completed</p>
<p>Action Steps/Activities: <b>Leadership Development</b></p> <ul style="list-style-type: none"> <li>● Assign a veteran buddy to staff member to support each new staff member (inclusive of all roles) to connect and seek guidance</li> </ul>				<p>All staff will be assigned support</p>

### Professional Resources:

- Attendance Playbook: Smart Strategies for Reducing Chronic Absence in the COVID Era, Phyllis Jordan, Attendance Works, 2020
- Teaching to the Whole Child: Instructional Practices that Support Social Emotional Learning in Three Teacher Evaluation Frameworks,

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AIR, 2014

- Visible Learning for mathematics, Hattie, Fisher & Frey, 2017
- Five Practices for Equity-Focused School Leadership-Sharon Radd, Gretchen Generett, Mark Gooden, George Theoharis

### Key:

BLT	Building Leadership Team
C & C	Culture and Climate Team
EAP	Employee Assistance Program
GLDT	Grade Level Data Team
DESSA	Social Academic Emotional Behavior Rating Scale
SEL	Social Emotional Learning