

# Moriarty Environmental Sciences Magnet School 2022-23 School Improvement Plan



## Moriarty Environmental Sciences Magnet School

### **Mission**

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

### **Vision**

The vision of Moriarty Environmental Sciences Magnet 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.

### **Magnet Standards**

Strand 1: Questioning, Analysis, and Interpretation Skills

Strand 2: Knowledge of Environmental Processes and Systems

Strand 3: Skills for Analyzing and Investigating Environmental Issues

### **Core Values**

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

## School Leadership Team Members:

Name	Title
Jeanne McDonald	Grade K Teacher
Elizabeth Geer	Grade 1 Teacher
Lisa Brining	Grade 2 Teacher
Mallory Berg	Grade 3 Teacher
Melissa Kravitz	Grade 4 Teacher
Christopher Mylly	Grade 5 Teacher
Mike Mackie	Library Media Tech Teacher
Pam Giarrusso	Reading Specialist
Mary Gouveia	Special Education Teacher
Alyssa Rosado	Social Worker
Victor Turbes	Assistant Principal
Kate O'Donnell	Principal
Jessica Holloway	Parent

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**Focus Area 1:** Instruction and Assessment

**Theory of Action:** If we implement a well-designed, cohesive, scaffolded curriculum, instructional model and assessment practices and provide high levels of professional development that supports teachers in learning best practices... Then students will become accurate, confident, independent readers, with increased academic achievement scores.

<b>Strategy 1:</b> Implement reading and math curriculum, including assessments with fidelity	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p>Action Steps/Activities:</p> <p>Teachers implement reading unit plans, including daily objectives and success criteria, as grade level teams</p>	<p>The median percent progress towards Typical Growth for Moriarty is 90%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.</p> <p>Spring 22/EOY Baseline Reading Data:                      38% On or above grade level                      38% One grade level below                      24% Two grade levels or more below                      Total below grade level: 62%</p>	<p>Implementation of TCRWP model in classrooms by evidence of Instructional Rounds, classroom observation data and administration of iReady assessments and running records.</p>	<p>Ongoing: Admin or designee will meet with teachers weekly to review current data.</p> <p>Teachers will identify areas for support using reading data and participate in coaching cycles</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 Fountas and Pinnell Running Records or demonstrate growth on the DIBELS assessment.</p> <p>By June of 2023, 100% of Moriarty students two or more grade levels below will make their stretch growth goals as measured by the iReady Diagnostic.</p> <p>By June of 2023, 100% of Moriarty students on or above grade level will maintain their level as measured by the iReady Diagnostic.</p>

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<p>Action Steps/Activities:</p> <p>Teachers implement math unit plans, including daily objectives and success criteria, as grade level teams</p>	<p>Spring 22/EOY Fall Baseline Math Data:                  29% On or above grade level                  48% One grade level below                  24% Two grade levels or more below                  Total below grade level: 71%</p>	<p>Implementation of Eureka Math in classrooms by evidence of Instructional Rounds, classroom observation data and administration of i-ready assessments and use of lessons</p>	<p>Ongoing: Principal (or designee) will meet with teachers weekly to review current data.</p> <p>Teachers will identify areas for support using math data and participate in coaching cycles</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 classroom assessments.</p> <p>By June of 2023, 100% of Moriarty students two or more grade levels below will make their stretch growth goals as measured by the iReady Diagnostic.</p> <p>By June of 2023, 100% of Moriarty students on or above grade level will maintain their level as measured by the iReady Diagnostic.</p>
<p>Action Steps/Activities:</p> <p>Timely analysis of data paired with action planning, focused on identifying what students know and are able to do, and how the instruction aims to increase levels of achievement for all students.</p>	<p>Spring 22/EOY Baseline Reading Data:                  38% On or above grade level                  38% One grade level below                  24% Two grade levels or more below                  Total below grade level: 62% TBD</p>	<p>Implementation of TCRWP model in classrooms by evidence of Instructional Rounds, classroom observation data and administration of i-ready assessments and running records.</p>	<p>Ongoing: Principal (or designee) will meet with teachers weekly to review current data.</p> <p>Teachers will identify areas for support using reading data and participate in coaching cycles</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 Fountas and Pinnell Running Records or demonstrate growth on the DIBELS assessment.</p> <p>By June of 2023, 100% of Moriarty students will make growth towards their typical growth goals.</p> <p>By June of 2023, 100% of Moriarty students on or above grade level will maintain their level as measured by the iReady Diagnostic.</p>

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<p>Action Steps/Activities:</p> <p>Teachers utilize coaches to improve instructional strategies and student performance</p>	<p>Spring 22/EOY Baseline Reading Data:            38% On or above grade level            38% One grade level below            24% Two grade levels or more below            Total below grade level:            62% TBD</p>	<p>Implementation of TCRWP model in classrooms by evidence of Instructional Rounds, classroom observation data and administration of i-ready assessments and running records.</p>	<p>Ongoing: Principal (or designee) will meet with teachers weekly to review current data.</p> <p>Teachers will identify areas for support using reading data and participate in coaching cycles</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 Fountas and Pinnell Running Records or demonstrate growth on the DIBELS assessment.</p> <p>By June of 2023, 100% of Moriarty students will make growth towards their typical growth goals as measured by the iReady Diagnostic.</p> <p>By June of 2023, 100% of Moriarty students on or above grade level will maintain their level as measured by the iReady Diagnostic.</p>
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<b>Focus Area 2:</b> Family and Stakeholder Engagement				
<b>Theory of Action:</b> If we collaborate with students, families, and our school community to establish and foster positive relationships with multiple opportunities for connecting with the school... then students, families, and our school community will feel welcomed, valued, and supported... and the impact will be a positive culture and climate that promotes a safe school environment.				
<b>Strategy:</b> Increase family engagement and improve home-school partnerships by providing multiple opportunities for families to connect with the school. Use the screening process to identify, and address, the needs of students and their well-being in order to increase engagement.	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p><b>Action Steps:</b> Increase parent engagement, Improve communication strategies</p> <p><b>Engagement opportunities</b></p> <ul style="list-style-type: none"> <li>The Attendance/ Engagement Team will get feedback from parents to see what engagement means to them, align the understanding and definition of engagement between school and families, outline strategies for families to engage with the school (i.e. provide input to the school through the parent survey, etc.), and develop a calendar of events for families to participate in.</li> </ul>	<p>2021-22 school year</p> <p>Family Survey response rate: 43 responses (11%)</p> <p>Family Engagement: 74%</p> <p>Teacher Survey rate: 0%</p> <p>Student Survey rate: 0% Engagement: 0%</p> <p>Student attendance data from 2021-22 (19.64% chronic)</p> <p>Family Attendance at school events from 2021-22 school year: about 28 families per event (27.89)</p> <p>Family BBQ attendance 21-22: 85</p>	<p>Family surveys for the 22-23 school year will show improvement in engagement and communication by students, teachers and families.</p> <p>Attendance in chronic absenteeism will increase</p> <p>Improve parent attendance at school events</p> <p>Conduct DESSA 3X year.</p> <p>PBIS Team reviews screening data and recommends strategies across the tiers of support.</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>Attendance of school events will increase from Spring 2022 to Spring 2023.</p> <p>Parent attendance at Family Conferences will increase to above 85%.</p> <p>Family Survey response rate will increase from 43 to at least 86 (doubled from previous year)</p> <p>Family BBQ attendance 22-23: 450 people</p>

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<ul style="list-style-type: none"> <li>● Provide flexible and varied opportunities (times, topics, virtual, in-person) for families to engage in events at the school.</li> <li>● Increase volunteer opportunities with the assistance of Sarah Hill, Volunteer Coordinator.</li> </ul> <p><b>Improve communication strategies</b> Use multiple methods of communication to keep families informed and connected.</p>	<p>people</p> <p>Family Conference Attendance</p> <p>November 2021: 84% March 2022: 79%</p>			
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<p><b>Focus Area 3:</b> Attendance, SEL and Behavior</p> <p><b>Theory of Action:</b> If we use data as an opportunity to deepen relationships and continuously improve levels of wellness support for students and staff, engage students and staff to share ongoing feedback, and create a structure for ongoing continuous improvement. Then students will engage in teaching social and emotional learning across the tiers of intervention, connect with the school community to process their emotions and experiences, and experience improved relationships and increased sense of belonging.</p>				
	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p><b>Strategy 1:</b> Use the screening process to identify, and address, the needs of students and their well-being in order to increase engagement</p>				
<p><b>Action Steps/Activities:</b> Use 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 in an in-person or remote learning environment.</p>	<p>Spring 22 Baseline Data- 32 students 32 Students needing 32 Students received</p> <p>Fall Baseline Data: 25 Students needed</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</p> <p>PBIS team and administration</p>	<p>By June 2023, all students flagged to need instruction by the DESSA will receive such instruction</p>
<p><b>Action Steps/Activities:</b> Use a variety of strategies to address student's social, emotional, and behavioral needs, such as PBIS, Check-in &amp; Check Out, Mentorship, Lunch Bunch, 1:1 Counseling, Scheduled Breaks, Visual Schedules, If... Then, BIP</p> <p>Implement the Zones of Regulation approach to help children and adults identify, understand and manage their emotions.</p>	<p>School Year 21-22: 74 students received major infractions</p>	<p>Conduct DESSA 3X year.</p> <p>PBIS Team and administration reviews screening data and recommends strategies across the tiers of support.</p>	<p>Ongoing Data Teams, SRBI &amp; PBIS/ Culture and Climate Teams</p>	<p>By June 2023, the number of students exhibiting major infractions will decrease by 50%</p>

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### **Focus Area 4:** Student Diversity and Growth

**Theory of Action:** If we align our instructional beliefs and practices to the Moriarty Magnet Standards and embrace our professional learning...Then our student population will represent the diversity of our community and support our work to promote empathy, respect and collaboration. Student engagement in the learning process will be enhanced through high-quality, relevant, hands-on instruction. Then students will demonstrate positive attitudes of self, others and school, an increased sense of belonging and engagement, and an increase in academic achievement.

<b>Strategy</b> - Evaluate teaching materials for racism, sexism	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p>Action Steps/Activities:</p> <ul style="list-style-type: none"> <li>Evaluate the behavioral data for evidence of bias in the application of student consequences.</li> <li>Frequent meetings with staff regarding behavior data and describing majors versus minors behaviors.</li> </ul>	<p>Behavioral referral percentage by Race:            White- 25.6%            Hispanic-32.9%            African American-33.3%            Asian- .2%            Native Hawaiian/Other Pacific Islander- .09%            Multiple Races- 7.7%</p> <p>Student enrollment percentage by race:            White- 39.3%            Hispanic- 34.7%            African American- 15.8%            Asian- .3%            Native Hawaiian/Other Pacific Islander- 1.1%            Multiple Races- 6.6%</p>	<p>Behavioral data will be evaluated at least once per trimester.</p>	<p>Administration</p>	<p>By June of 2023, the percentage of referrals of non-white students will decrease by at least 5% for Hispanic and African American students</p> <p>By June of 2023, the percentage of discipline referrals will align with the racial demographics of the entire Moriarty student population.</p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>Integrate Driven by Data, SIOP, and other research-based resources into grade level teams to support in the analysis of sub-group data.</li> <li>Create action plans for students based on data analysis that includes both tier 1 and 2 instruction and</li> </ul>	<p>Spring '22 iReady data (Reading-% At Risk)-            33% (Hispanic or Latino)            36% (Black or African American)            41% (English Learner)            47% (Special Education)</p> <p>(Math-% At Risk)            32%- (Hispanic or Latino)</p>	<p>Classroom teachers will analyze data and practices collaboratively with specialists from all areas and implement research-based strategies to improve student achievement, specifically in focused subgroups.</p>	<p>Classroom teachers, Reading and Math Specialists, MLL and Special Education teachers</p>	<p>Students in all sub groups will meet or exceed typical growth by May 2023 iReady assessments.</p> <p>DIBELS and Running Records will show growth of at least one grade level from Fall 2022 to Spring</p>

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alignment of practices	36% (Black or African-American) 44%- (English Learner) 46% (Special Education)		Ongoing throughout 2022-23 school year	2023
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<b>Focus Area 5:</b> Developing High Level Workforce  <b>Theory of Action:</b> 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.				
<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: Professional Development <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	Staff survey in the Spring of 2023 will show evidence of teacher support.
Action Steps/Activities: Culture and Climate <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>	9/30/22: 9 new certified staff  21-22 school year: 3 Team Building Activities  21-22 school year: District awards- 3	2 mentors assigned, 9 school partners  All staff participate in Team Building Activities  1 staff member is recognized at each	9/30/23 (Admin/ Team Coordinator)  6/15/23 (Admin/ Leadership Team)  6/15/23 (Admin/	Monthly check ins from admin to monitor mentor/school partners assignments  By June of 2023, 8 planned Team Building Activities will be completed

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		staff meeting	Staff)	
<p>Action Steps/Activities: Promote Leadership Development</p> <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</p>	<p>9/30/22: 3 new non-certified staff members</p>	<p>3 veteran school partners assigned</p>	<p>9/30/22 (Admin/Leadership Team)</p>	<p>Survey data (improvement defined after baseline)</p>