

John B. Stanton
2022-23 School Improvement Plan

Principal Name:	Susan M. Lessard
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School Name:	John B. Stanton School
School Address:	386 New London Tpke Norwich, CT 06360

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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School Data Team Members:

Name	Title
Susan Lessard	Principal
Carolina Mendez-Korczynski	Assistant Principal
Stacey Hungerford	Reading Specialist
Sara Mackewicz	Kindergarten Teacher
Sarah Brousseau	Grade 1
Tiffany Harvison	Grade 2
Amy Jaronko	Grade 3
Kimberly Jacobs	Grade 4
Kerry Sas	Grade 5
/1 AnneMarie Lussier	School Counselor
Liza Droesch	Special Education K-2
Kelly Campbell	Special Education-STRIVE
Angel Martinez	EL teacher

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Focus Area 1: Instruction & Assessment

Theory of Action: If we improve instruction that is aligned with best practices within our instructional framework with a focus on success criteria, then all students will have improved engagement with clear learning expectations, and the impact will be increased academic achievement.

Strategy: Provide professional learning opportunities to school staff regarding the workshop model, best practices, and data-driven decision-making practices.

	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
<p>Action Steps/Activities: Implementation of the Instructional Framework & Workshop Model</p> <p>Facilitate data teams centered around collaboration and intentional, responsive planning with grade-level team members, specialists, district coaches, and administration.</p> <p>Conduct monthly walkthroughs with key district partners (coaches, specialists, school staff, administrators) as it relates to the components of the workshop model using tools such as the district “look fors,” TCRWP look for documents, and district Math look fors.</p> <p>Use of professional resources to guide work around the implementation of the workshop model in ELA and Math.</p>	<p>ELA <u>iReady 21-22</u> Above 16% Early On 20% One Grade Below 32% Two Grades Below 16% Three or More Grades Below 16%</p> <p><u>iReady</u> 36% of students met or exceeded their Annual Growth Target</p> <p><u>Fountas & Pinnell 6/2022</u> 34% of students are reading at or above grade level</p> <p>Math <u>iReady 21-22</u> Above 15% Early On 13% One Grade Level Below 44% Two Grades Below 13%</p>	<p>District assessments:</p> <ul style="list-style-type: none"> • iReady ELA • iReady Math • DIBELS 	<p>-Administrator -Classroom teachers -Specialists -District Coaches</p>	<p>-By June of 2023, all students will show growth and 50% of students will meet or exceed their iReady Reading Annual Growth Target</p> <p>-By June of 2023, all students will show growth in reading and 80% of students will make grade level equivalent movement based on Fountas & Pinnell running records</p> <p>-By June of 2023, all students will show growth and 50% of students will meet or exceed their iReady Math Annual Growth Target</p>

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Strategy: Provide professional learning opportunities to school staff regarding the workshop model, best practices, and data-driven decision-making practices.

	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
	Three or More Grades Below 15% <u>iReady</u> 37% of students met or exceeded their Annual Growth Target			

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 school environment.

Strategy: Provide opportunities for all stakeholders to regularly engage, collaborate, and build relationships to benefit student outcomes.

	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
Action Steps/Activities: Administration of Panorama parent survey	.06% of families responded to the survey in Spring of 2022		11/2022 Teachers Admin	Increase the number of families completing the survey to 40% by Spring of 2023

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School Messenger and/or KINVO will be utilized to inform Stanton families	SY 2021-22: an average of 16 positive Kinvo messages per certified staff member were sent	Improved School-Family communication and relationships	Ongoing Teachers Admin Family and Attendance Coordinator	By June of 2023, the average of positive Kinvo messages sent will increase to 100 per certified staff member
Teacher Family Conferences	March 2022: 88% of families attended Teacher Family conferences		November 2022 March 2023 Teachers	By March of 2023, we will increase the percentage of families attending Teacher Family conferences to 93%

Focus Area 3: Attendance, SEL & Behavior

Theory of Action: If we collaborate with students, families, and our professional community to establish positive relationships while incorporating SEL programming into our school practices ; then students, families, and our professional community will feel welcome, valued, and supported; and the impact will be a positive culture and climate that fosters a safe, welcoming school environment where a sense of belonging of all students will increase and will lead to an increase in student attendance.

Strategy: Incorporate SEL programming into our school practices.	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
Action Steps/Activities: Administration of DESSA screener	June of 2022, 38% of students scored in the Strength Category	Determine tiered groupings for interventions and enrichment	-Fall, Winter, Spring -Classroom Teachers and Counselor	By Spring 2023 50% of students will score in the Strength Category
Administration of PBIS to include mentor CICO,rallies/ assemblies, celebration of positive behaviors, positive office referrals, classroom break cards, quiet space in classrooms, hallway break areas	SY 2021-22 Behavioral Dashboard data: 176 majors and 558 minors	Decrease in overall referrals from June 30, 2022 to June 30 2023.	Ongoing Admin Teachers Students	Decrease Major referrals by 15% and decrease minor referrals by 10% by June of 2023

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Administration of Caring School Communities student survey	Number of students responding favorably	Determine areas of need based on student response	9/2022 Classroom Teachers	Increase number of students responding favorably
Monitor attendance and follow up with students and families	SY 2021-22 Chronic Absenteeism: 19.5%	Build positive relationships with students and families to minimize obstacles to attendance	Weekly-Attendance Committee	Maintain or decrease chronic absenteeism rate of 19.5% by June of 2023

Focus Area 4: Student Diversity Growth

Theory of Action: If we improve instruction that is aligned with best practices within our instructional framework with a focus on success criteria, then all students will have improved engagement with clear learning expectations, and the impact will be increased academic achievement.

<u>Strategy:</u>	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
Action Steps/Activities: Implement SIOP strategies in Tier 1 and Tier 2 instruction	June of 2022: 29% of MLLs met their iReady Reading Annual Typical Growth Target	Regular, Special education and EL/TESOL teachers collaborate during Data team meetings	Ongoing Classroom & EL teachers Interventionist Admin	By June of 2023, all MLL's will show growth and 45% will meet their Reading Annual Typical Growth Target
Implement differentiated instructional strategies in Tier 1 and Tier 2	June of 2022: SPED students made 55% progress towards their iReady Reading Annual Typical Growth Target	Regular and Special education teachers collaborate during Data team meetings	Ongoing SPED teachers & Classroom Teachers	By June of 2023, all SPED students will show growth and will make 70% progress towards their iReady Reading Annual Typical Growth Target

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Implement SIOP strategies in Tier 1 and Tier 2 instruction	June of 2022: Hispanic/Latino students made 55% growth towards their Reading Annual Typical Growth Target			By June of 2023, all Hispanic/Latino students will show growth and make 70% progress towards their iReady Reading Annual Typical Growth Target
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<p>Focus Area 5: Developing High Level Workforce</p> <p>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.</p>				
<p>Strategy: Increasing competency in inclusive practices, cultural responsiveness and retention of highly effective staff</p>	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
<p>Action Steps/Activities: Professional Development</p> <ul style="list-style-type: none"> Provide teachers with relevant professional development that meets their needs and supports them to grow as educators Include district level coaches into collaborative meetings and provide support to teachers 	<p>Survey Professional Needs of Building</p> <p>Survey on Cultural Responsiveness and Inclusive Practice</p>	<p>Individual growth in selected areas of need</p> <p>Cultural Responsive Growth of Staff</p>	<p>October 2022/All Staff</p> <p>Complete at staff meeting/ All Staff</p>	<p>Pending Survey Results</p>
<p>Action Steps/Activities: Culture and Climate</p> <ul style="list-style-type: none"> Provide new certified staff with mentors and school partners Monthly Team Building Activities 	<p>9/30/22: 5 new certified staff</p> <p>21-22 school year: 3 Team Building Activities</p> <p>21-22 school year:</p>	<p>5 mentors assigned</p> <p>All staff participate in Team Building Activities</p> <p>1 staff member is</p>	<p>9/30/23 (Admin/ Team Coordinator)</p> <p>6/15/23(admin/leadership team)</p>	<p>Monthly check ins from admin to monitor mentor/school partners assignments</p> <p>By June of 2023, 8 planned Team Building Activities will be completed</p>

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<ul style="list-style-type: none"> Monthly Staff Shout Outs 	District awards-3	recognized at each staff meeting	6/15/23 (Admin/ 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>	9/30/22: xx new non certified staff members	xx veteran school partners assigned	9/30/22 (Admin/ Leadership Team)	Monthly check ins from admin to monitor school partners assignments