

# Uncas Elementary School

## 2022-23 School Improvement Plan

### Leadership Team Members

<b>Principal</b>	Peter Camp
<b>Student</b>	TBD
<b>Parent</b>	Kerlande Juste
<b>Paraprofessional</b>	Citlali Vargas
<b>Kindergarten Teacher</b>	Ashleigh Zagura
<b>Grade 1 Teacher</b>	Brandon Cook
<b>Grade 1 Teacher</b>	Rebecca Poirier
<b>Grade 2 Teacher</b>	Jodie Stefano
<b>Grade 3 Teacher</b>	Wendy Busanich
<b>Grade 4 Teacher</b>	Karen Ott
<b>Grade 4 Teacher</b>	Helen Burland
<b>Grade 5 Teacher</b>	Sarah Seery
<b>Multi-language Learner Teacher</b>	Consuelo Magleby
<b>Special Education Teacher</b>	Darcy Strauss
<b>Social Worker</b>	Kristine Pion

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Focus Area 1: Instruction and Assessment				
<p><b>Theory of Action:</b> If we improve the delivery of key components of small group, guided instruction, with a focus on analyzing student data, creating differentiated tasks which is supported by effective feedback to students ...Then all students will be engaged in rigorous and relevant tasks, allowing them to think critically, collaborate, inquire, and reflect. The impact will be improved student achievement for all students.</p>				
<p><b>Strategy:</b> Improve implementation of targeted, small group instruction during the 'Independent Practice' portion of Reader's, Writer's and Math Workshop. The focus of small group instruction will be to increase differentiated tasks, to meet the needs of all learners.</p>	<p><b>Baseline Data</b></p>	<p><b>Performance Measure/Outcome</b></p>	<p><b>Due Date/ Persons Responsible</b></p>	<p><b>Evidence of Success</b></p>
<p><b>Action Steps:</b></p> <p><b>Coaching &amp; Embedded Professional Development</b></p> <ul style="list-style-type: none"> <li>Participate in a 'collaborative' with Teachers College Reading and Writing Project to improve delivery of all components of the workshop model.</li> <li>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</li> </ul>	<p>iReady Math= Fall '21= 46% (At Risk), 6% (On Grade Level) Spring '22= 18% (At Risk), 31% (On Grade Level) Fall '22= TBD</p> <p>iReady Reading= Fall '21= 44% (At Risk), 11% (On Grade</p>	<p>District ELA and Math Assessments</p> <p>iReady Reading and Math (10%-20% improvement, based on Fall '22 data)</p> <p>Reading Record data</p> <p>Teacher Observations</p>	<p>Teacher teams (grade level teams) will meet weekly to monitor academic data (formative and summative assessments) during GLT meetings.</p> <p>Specialists will collaborate with teams to analyze groupings and tier 2 support.</p>	<p>Increased student achievement/growth on district measures such as the iReady Reading and Math Diagnostics. For example, K-5 students will meet 100% typical growth and students receiving tier 2 support will meet their individual stretch growth</p>

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<p>feedback during guided instruction and independent learning.</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Instructional grade level and vertical teams will strategically plan for small group instruction using common lesson templates that include consistent learning intentions, teacher modeling, and success criteria.</li> </ul> <p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>Teacher teams will meet with the SRBI team (Reading and Math Specialists and support staff) monthly to review progress of tiered interventions and align practices to tier 1 instruction.</li> </ul>	<p>Level) Spring '22= 26% (At Risk), 38% (On Grade Level) Fall '22=TBD</p> <p>Reading Records Fall '22= TBD</p>	<p>Walkthrough Data Collection</p>	<p>Principal will conduct observations (1 every 4-6 weeks) and in collaboration with leadership team, conduct monthly walkthroughs</p>	<p>(Fall-Spring iReady)</p> <p>Running Record data will indicate improvement in student reading levels, with all students showing growth and 80% making grade equivalent movement according to levels.</p> <p>Teachers will report on individual classroom progress at mid year and end of year meetings.</p> <p>Principal will monitor all teachers' practice through regular observations and monthly walkthroughs. Data from observations and walkthroughs will</p>
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				show evidence of implementation of effective small group instruction, including differentiation and targeted, direct instruction.
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Focus Area 2 : Family and Stakeholder Engagement				
<p><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.</p>				
<p><b>Strategy:</b> Increase family engagement and improve home-school partnerships by providing multiple opportunities for families to connect with the school through a variety of methods.</p>	<p><b>Baseline Data</b></p>	<p><b>Performance Measure/Outcome</b></p>	<p><b>Due Date/ Persons Responsible</b></p>	<p><b>Evidence of Success</b></p>
<p><b>Action Steps:</b></p> <p><b>Engagement opportunities</b></p> <ul style="list-style-type: none"> <li>● The subcommittee of the Leadership</li> </ul>	<p>Family Survey from 2021-22 school year low turnout (only 35</p>	<p>Family surveys for the 22-23 school year will show improvement in engagement and</p>	<p>FACT coordinator will lead the subcommittee on Family Engagement</p>	<p>Attendance of events will increase from Spring 2022 to</p>

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<p>Team focused on family engagement, will develop a calendar of events for families to participate in at Uncas throughout the 2022-23 school year.</p> <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 through the “Classroom Ambassador” program.</li> </ul> <p><b>Improve communication strategies</b></p> <ul style="list-style-type: none"> <li>● Use multiple methods of communication (social media platforms, etc) to keep families informed and connected. Newsletters and other communications home will be consistently translated with the support of technology or MLL staff.</li> </ul>	<p>respondents)</p> <p>Student attendance data from 2021-22 (9.6%)</p> <p>Family Attendance at school events from 2021-22 school year shows less than 20% of families attended more than one event.</p>	<p>communication.</p> <p>Participation in classroom ambassador/volunteer program</p> <p>Attendance at various events</p>	<p>and communicate with the Uncas community.</p> <p>Classroom ambassador program will increase in participation compared to 21-22 school year</p> <p>Principal and school staff will utilize various platforms for communication.</p>	<p>Spring 2023 as evidenced by district family survey results.</p> <p>Parent representatives will be present in all grade levels</p> <p>Family and student surveys will show an increase in overall responses from 15% to at least 40%.</p>
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### Focus Area 3 : Social/Emotional Learning

**Theory of Action:** If we deliver high quality, research-based SEL lessons, coupled with tiered interventions... then students, families, and our staff will feel welcomed, valued, and emotionally safe... and the impact will be a positive culture and climate that fosters a safe school environment.

<p><b>Strategy:</b> Implement consistent tier 1 SEL program in all classrooms and effective behavior strategies across all tiers of instruction.</p>	<p><b>Baseline Data</b></p>	<p><b>Performance Measure/Outcome</b></p>	<p><b>Due Date/ Persons Responsible</b></p>	<p><b>Evidence of Success</b></p>
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<p><b>Action Steps:</b></p> <p><b><i>Implementation of Choose Love (tier 1 program)</i></b></p> <ul style="list-style-type: none"> <li>● Review components of Choose Love program.</li> <li>● Design walkthrough tool to measure effectiveness of key SEL components</li> <li>● Use current and relevant data to target areas of improvement, both at the individual student level and grade/school level.</li> </ul> <p><b><i>Improve tiered interventions</i></b></p> <ul style="list-style-type: none"> <li>● Student support team (Social worker, school psychologist, counselor) will target a core group of students in each grade level and provide tiered interventions connected to SEL and executive functioning skills.</li> </ul> <p><b><i>Increase use of data analysis to inform interventions</i></b></p> <ul style="list-style-type: none"> <li>● Subcommittee for school climate will focus on behavioral data (Powerschool, DESSA) to assist students needing a higher level of support.</li> </ul>	<p>50% of classroom teachers have implemented Choose Love (tier 1 program) for less than 2 years.</p> <p>Historical view of suspension and referral data (2019-2022) 15 total suspensions in 2021-22</p> <p>Student attendance data from 2021-22 (9.6%)</p>	<p>Walkthrough tool will be utilized by administration and classroom teachers to measure effectiveness of coaching and collaboration of SEL instruction.</p> <p>Suspension and referral data will show a decreasing trend from 2021-22 and over the course of the 22-23 school year</p> <p>Attendance data for both students and staff will show improvement from Fall 22 to Spring '23</p> <p>Staff and student surveys will show high level of engagement and connectedness to school</p>	<p>Principal will create a walkthrough tool to be used by Fall 2022. Subcommittee of the leadership team will analyze results and collaborate with coaches to support new staff.</p>	<p>All classrooms will have key components of Choose Love in place by Fall 2022.</p> <p>All classrooms will be on pace with curriculum as evidenced by observations and walkthroughs</p> <p>Suspension and referral data will maintain or decrease the overall percentage of incidents from 2021-22.</p> <p>Attendance data will show less than 10% of students as chronically absent.</p>
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### **Focus Area 4: Student Diversity and Growth**

**Theory of Action:** If we analyze and implement researched-based effective strategies for MLL and special education students, support teachers with ensuring the curriculum is delivered through a differentiated, student-centered approach, and utilize assessment information when planning for instruction... Then all students will be engaged through inquiry, expression, critical thinking, collaboration, organization, attentiveness, perseverance, and reflection. And the impact will be improved student achievement for all students.

<b>Strategy:</b> Improve analysis of assessments through the data team process, with a focus on special populations (MLLL and special education students).	<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></p> <p><b>Data Analysis</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 alignment of practices</li> </ul>	<p>Spring '22 iReady data (Reading-% At Risk)- 27% (Hispanic or Latino) 30% (Black or African American) 24% (English Learner) 61% (Special Education)</p> <p>(Math-% At Risk) 23%- (Hispanic or Latino) 19% (Black or African-American) 24%- (English Learner) 48% (Special Education)</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>Ongoing throughout 2022-23 school year</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 2023</p>

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### **Focus Area 5: Developing High Level Workforce**

**Theory of Action:** If we recruit, develop and retain a diverse, highly competent staff for our 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 learning environment with rigorous, high expectations for all students.

<b>Strategy:</b> Recruit and retain a diverse workforce to staff, through strategic partnerships and targeted professional development and coaching.	<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></p> <p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>● Participate in the Teacher Residency Program by pairing the resident with a high quality mentor.</li> <li>● Participate in TC Focus School partnership</li> </ul> <p><b>Coaching/Professional Development</b></p> <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>● Support current staff with collegial partnerships to enhance collaboration (including non certified and certified staff).</li> <li>● Include district level coaches into collaborative meetings and provide support to teachers</li> </ul>	<p>70% of classroom teachers had not received formal Teachers College Training in the past 3-5 years.</p> <p>Feedback from Leadership Team and informal survey from Spring '22 showed a need for targeted and specific professional development in Math and Literacy.</p> <p>60% of staff received coaching in some form during the 2022-23 school year.</p>	<p>District/School Staff Survey</p> <p>Ongoing feedback collected through work with Teacher's College</p> <p>Walkthroughs completed by the administration and Leadership Team will show evidence of coaching and professional development.</p>	<p>Partnerships will be established by Sept 2022</p> <p>Coaching and Professional Development will be ongoing throughout the 2022-23 school year.</p> <p>Principal will coordinate the partnerships and coaches, the leadership team and staff will support the coaching and PD.</p>	<p>100% of staff will participate in Teachers College training during the 2022-23 school year</p> <p>Literacy data (classroom assessments connected to units of study) will show improvement in students' proficiency in the progressions and growth in meeting grade level proficiency.</p>



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Safe School Climate Plan

National School Climate Standard	Current School Status (informed by data)	Identified Strategies for Continuous Improvement	Professional Development	Data Sources	Action Steps
<p>Standard 1: Mission</p> <p>Is it evident that all members of the school community are committed to physical, emotional, and intellectual safety of</p>	<p>Based on the result of the SEL audit, all staff are committed to the safety of the learners. (Maintenance)</p>	<p>Post Mission/Vision statements in and around building to promote shared mission/vision/values</p>	<p>Review related professional articles throughout the year (LED, staff meetings) connected to overall mission/vision</p>	<p>SEL Program Audit Staff/student surveys State of CT School Audit</p>	<p>Finalize statements with Leadership Team. Post statements in all locations in building.</p>

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the learners?					
<p>Standard 1: Shared Vision</p> <p>Do participants share a vision of what a positive school climate looks like?</p>	<p>Based on the result of the SEL audit and various surveys, staff share a vision for a positive school climate. (Maintenance)</p>	<p>Post Mission/Vision statements in and around building to promote shared mission/vision/values</p>	<p>Review related professional articles throughout the year (LED, staff meetings) connected to overall mission/vision</p>	<p>SEL Program Audit</p> <p>Staff/student surveys</p> <p>State of CT School Audit</p>	<p>Finalize statements with Leadership Team.</p> <p>Post statements in all locations in building.</p>
<p>Standard 1: Shared Values</p> <p>How must participants act towards one another in order to advance the vision?</p>	<p>The beliefs, ground rules, and norms are embedded in the school culture and are evident to all school stakeholders in meaningful ways. (Maintenance)</p>	<p>Provide opportunities for all members of the school community to regularly review and document common practices and actions related to mission and vision</p>	<p>Review related professional articles throughout the year (LED, staff meetings) connected to overall mission/vision</p>	<p>SEL Program Audit</p> <p>Staff/student surveys</p>	<p>Share examples of best practice related to vision/mission at team, staff, and other (LED) meetings.</p>
<p>Standard 1: Shared Goals</p> <p>What are the shared priorities?</p>	<p>Day-day practice is guided by a systemic recognition and alignment of both short and long term goals; alignment with mission and vision is overt; successes are shared and celebrated;</p>	<p>Goals will continue to be reviewed and revised on a regular basis and shared with all stakeholders. School Improvement planning will be a collaborative process shared with staff, families, and community</p>	<p>Embedded PD will be given through observations of peers, walkthrough feedback, along with continual review at LED and/or staff meetings.</p>	<p>SEL Program Audit</p> <p>Staff/student surveys</p> <p>State of CT School Audit</p>	<p>Continue to share and refer to School Improvement goals and initiatives.</p> <p>Continue to align walkthrough feedback to goals</p>

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	challenges are dealt with collaboratively. (Maintenance)	members.			
<p>Standard 2: Shared School Policies Part 1</p> <p>Are there school policies that promote Social Emotional Learning?</p>	<p>Policies are in place to promote the development and sustainability of social, emotional, ethical, civic, and intellectual skills, knowledge, dispositions and engagement. (Emergent)</p>	<p>Policies will be reviewed with Leadership team and communicated out to staff at the beginning of the year and throughout the year as necessary.</p>	<p>The professional development needed in this standard is largely based on how to effectively and efficiently communicate policies and ensure that staff understand the components.</p>	<p>SEL Program Audit</p> <p>Staff/student surveys</p>	<p>Communicate policies to staff at the beginning of the year and throughout the year as necessary.</p>
<p>Standard 2: Shared School Policies Part 2</p> <p>Are there school policies to address barriers to learning?</p>	<p>Policies are in place that create a comprehensive system to address barriers to learning and teaching and re-engage students who have become disengaged. (Emergent)</p>	<p>Policies will be reviewed with Leadership team and communicated out to staff at the beginning of the year and throughout the year as necessary.</p>	<p>The professional development needed in this standard is largely based on how to effectively and efficiently communicate policies and ensure that staff understand the components.</p>	<p>SEL Program Audit</p> <p>Staff/student surveys</p>	<p>Communicate policies to staff at the beginning of the year and throughout the year as necessary.</p>
<p>Standard 3: School Practices Part 1</p> <p>Are there school</p>	<p>Practices are firmly supported and universally followed that promote</p>	<p>Continue work to align lessons of programs into a "scope and</p>	<p>Regular review of components/ resources (Choose Love, Second Step</p>	<p>SEL Program Audit</p> <p>Staff/student surveys</p>	<p>Leadership Team (Climate/Culture subcommittee) will continue to revise</p>

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practices that promote Social Emotional Learning?	learning and positive social emotional, ethical, and civic development of students (Maintenance)	sequence” for teachers to utilize for daily community circles	Restorative Practices) in SEL curriculum to ensure and/or improve fidelity of implementation	State of CT Network School Audit	scope and sequence for each grade level as necessary.
Standard 3: School Practices Part 2  Are there school practices that support enhancing engagement, teaching, and learning?	The school community’s practices are identified, prioritized, and supported to enhance engagement in teaching, learning, and school-wide activities (Emergent)	Student Support Team will continue to be utilized during SRBI/SST process.  Weekly meetings will support teachers in the implementation of effective teaching strategies across all tiers of instruction	Through weekly meetings and various professional development opportunities (LED, staff meetings) effective teaching strategies, including increasing engagement will be reviewed and analyzed with staff.	SEL Program Audit  Staff/student surveys  State of CT School Audit	Clarify documents for staff to use to appropriately monitor implementation of interventions in order to streamline process.  Develop specific coaching cycles to support teachers in implementation of effective teaching strategies
Standard 3: School Practices Part 3  Are there school practices to address barriers to learning?	The school community’s practices are identified, prioritize, and supported to address barriers to learning and teaching and re-engage those who have become	Implement effective strategies to engage more families in the school community.  Utilize student support team (social worker, school psychologist, interventionist) and SST process to	Utilizing <u>Powerful Partnerships</u> by Karen Mapp as a key resource to improve strategies to connect with families with the goal of increasing engagement.	Family Surveys  Amount of SST referrals	Leadership Team will work on increasing family engagement especially for students who are on chronic absenteeism list and/or perform consistently below grade level expectations

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	disengaged. (Emergent)	address barriers for students who have become disengaged.			
Standard 3: School Practices Part 4  Are there school operational procedures and structures?	The school community's practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure and capacity building mechanisms (Emergent)	Improvement efforts will focus on building capacity of the operational procedures to ensure they are universally followed by all staff.	Consistent review of practices (especially for new staff) to ensure all procedures are followed with fidelity.	State of CT Network School Audit  Family Surveys  SEL Program Audit  Staff/student surveys	Introduce and/or review school procedures and structures at opening staff meeting.  Consistently review practices at regular weekly/monthly/quarterly meetings  Enable time for grade level colleagues to align practices
Standard 4: Safe Environment  Is the school environment welcoming and safe?	The school community creates an environment where all members are welcomed, supported, and feel safe in school. (Emergent)	Alignment of SEL resources and practices (Choose Love, Second Step) to ensure implementation is effective based on the needs of the individual classrooms/ grade levels	Analyze best practices for developing a positive and safe learning environment. Provide embedded professional development based on classroom and teacher needs.	State of CT Network School Audit  Family Surveys  SEL Program Audit  Staff/student surveys	Create a "look fors" document for all classrooms and locations for teachers to reference. Document will be collaborative and referenced throughout the school year
Standard 5: Social Justice	The school community recognizes the	Explore the "Compassion in Action" component	Grade level teams will analyze SEL and content curriculum	SEL Program Audit  Staff/student	Teacher (grade level) teams meet weekly to discuss student

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<p>Is there a school community commitment to social justice and civic responsibility?</p>	<p>importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and commitment to social justice. (Awareness)</p>	<p>of Choose Love and how each grade level and classroom can implement activities to address this aspect of the curriculum.</p>	<p>throughout the year to identify possible alignment associated with social justice and civic responsibilities</p>	<p>surveys  Walkthrough data</p>	<p>work/data and plan for instruction. During this planning time discussion of how to include social justice and/or civic responsibility into lessons will occur. Leadership team will also explore ways to align 'Compassion in Action' to content area assignments.</p>
<p>Continuous Improvement</p> <p>Is there a clear understanding that school climate improvement is an ongoing organic process integral to wider school improvement?</p>	<p>Individual staff members and teams gather information that enables them to identify, track and monitor school climate improvement efforts within classrooms and the wider school community. (Emergent)</p>	<p>School Climate initiatives are included in the overall School Improvement Plan. Goals are articulated to staff at the beginning of the school year, and updates on progress are communicated during the year.</p>	<p>Staff is focused on improving effective family engagement strategies and is utilizing <u>Powerful Partnerships</u> by Karen Mapp as a primary resource.</p>	<p>State of CT Network School Audit  Family Surveys  SEL Program Audit  Staff/student surveys</p>	<p>Subcommittee of Leadership Team will complete book study of <u>Powerful Partnerships</u> and report out to staff at various staff meetings/professional development days.</p>
<p>Family/Community Partnerships</p> <p>Are all stakeholders'</p>	<p>Structures and processes for a two-way communication</p>	<p>While communication between home-school have</p>	<p>Staff is focused on improving effective family engagement strategies and is</p>	<p>State of CT Network School Audit</p>	<p>The Mohegan Tribe has historically been a partner with the school and the staff</p>

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<p>interests represented and reflected in school climate improvement efforts?</p>	<p>with families are developed; the family's perspective is solicited on both school-wide issues and matters related to their own children; family-school partnerships exist. (Emergent)</p>	<p>been identified as strengths, an emphasis this year will be on increasing family involvement during the school day.</p> <p>Connecting family events to curriculum and instruction will also be an identified area for growth this year.</p>	<p>utilizing <u>Powerful Partnerships</u> by Karen Mapp as a primary resource.</p>	<p>Family Surveys SEL Program Audit</p>	<p>will continue to utilize and enhance this partnership.</p>
<p>Impact on Results  Is progress monitoring inherent in the school climate improvement process?</p>	<p>Clear indicators have been identified and aligned with school climate improvement goals: data is collected and monitored: results are analyzed and shared with staff (Emergent)</p>	<p>A subcommittee of the Leadership Team takes on the primary role of monitoring progress and sharing with staff. For continual improvement, a focus will be to include all stakeholders in assuming ownership of the outlined practices and goals.</p>	<p>Staff is focused on improving effective family engagement strategies and is utilizing <u>Powerful Partnerships</u> by Karen Mapp as a primary resource.</p>	<p>State of CT Network School Audit  Family Surveys  SEL Program Audit  Staff/student surveys</p>	<p>Share current data and practices with families during events and with parent focus group.</p>