

## Norwich Public Schools

### Teachers Memorial Global Studies Magnet Middle 2022-23 School Improvement Plan

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<b>School Address:</b>	15 Teachers Dr 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.

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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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Teachers Memorial Global Studies Magnet Middle

### **MISSION/VISION/MAGNET STANDARDS/CORE VALUES**

#### **Mission**

Our mission at Teachers Memorial Global Studies Magnet Middle is to create culturally aware students who acknowledge their academic and social strengths. We accomplish this by incorporating the Global Dispositions in everyday instruction to ignite collaborative problem solving, promote student leadership opportunities that work to service the community at large, and empower students to create a better world.

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School Data Team Members:

Teacher	Grade
Jason Smith	Grade 7 Social Studies
Joseph Purtill	Grade 8 Math
Brooke Wood	Grade 8 Math Teacher
Melissa Rubin	Speech Pathologist
Sara Froehlich	EASE Educator
Shonya Collier	Library Media Specialist
Chantelle Morin	7th Grade Reading Specialist
Curtis Williams	6th Grade Math Instructional Specialist
Mrs. Dellarocco	Grade 6 ELA
Joshua Hibbard	7th Grade Dean
Nick Federici	6th Grade Dean
Greg Ballassi	Assistant Principal
Kimberly Childress	Assistant Principal of Instruction
Joe Fortier	Assistant Principal
William Holohan	Assistant Principal
Northcutt, Rayna	Principal

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<b>Focus Area 1: iReady Reading</b>				
Theory of Action: If we implement WINN Block and SRBI with integrity and fidelity by incorporating small group instruction, SMART goal setting, prioritize student academic growth versus the amount of time spent on iReady and incentivize iReady through PBIS... Then 100% of students will experience growth in iReady				
<b><u>Strategy 1:</u></b> Implement ELA with fidelity and create building-based professional learning communities that enable teachers to analyze data and implement effective tiered supports.	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<ul style="list-style-type: none"> <li>● <a href="#">Improve student outcome during WINN Block by implementing a consistent iReady schedule equipped with teacher/student goal meetings and consistent progress monitoring.</a> <ul style="list-style-type: none"> <li>○ Students will actively discuss the math they are working on and connect it to their prior knowledge</li> </ul> </li> <li>● Implementation of all components of TC in ELA classes (5-7 minute mini-lesson structure, TC vocabulary, anchor charts, and utilization of the scripted curriculum).</li> <li>● Implementation of Department Data Teams focused on instruction and student engagement that allows teachers to engage in strategic planning, analyze student data, provide actionable feedback and discuss strategies that yield student success in their content area.</li> <li>● Implementation of the classroom ‘look fors’ that aligns with the expectations of the district Academic Office and honors the core principles identified in TC.</li> <li>● Implementation of weekly grade level SRBI meetings that enable teachers to explore and evaluate effective tiered strategies with the guidance of specialists,</li> </ul>	<p><a href="#">Fall 2022 Walkthrough data</a> with September focus worksheet will be used to garner a snapshot of instruction. This will serve as process data and will work to identify the supports used in classrooms such as: Anchor charts, word walls, and accessible materials.</p> <p>In Spring of 2022, the number of sixth-grade students in the Tier 3 iReady category decreased by 14% (from 65% to 51%) and the number of students in the Tier 2 category increased by 2% (from 20% to 22%).</p> <p>In the Spring of 2022, the number of seventh-grade students in Tier 3 decreased by 4% (from 69% to 65%) and the number of seventh-grade students in Tier 2 decreased by 3% (from</p>	<p><b>Monthly Walkthrough/Look For:</b> Building-designed walkthroughs completed with <a href="#">focus sheets</a>. The focus sheets assist in capturing instances of DOK 3 &amp; 4 questions/assignments, positive culture/climate, culturally responsive education, student engagement strategies and fidelity to the curriculum and district initiatives.</p> <p>iReady Assessments: Fall, Winter &amp; Spring</p> <p>IAB’s formative assessments: aligned with district calendar</p> <p>SRBI Meeting Minutes</p>	<p>Ongoing</p> <p>Principal, Instructional Specialists, All teachers</p>	<p>Walkthrough data shows all elements of TC are present in daily instruction.</p> <p>iReady scores will reflect that 100% of students experienced growth. Students above grade level will maintain, students at grade level will make their typical growth and students below grade level will make their stretch growth.</p> <p>SBA scores from Fall 2022 to Spring 2023 will show that 100% of students experienced growth. Students above grade level will maintain, students at grade level will make their stretch growth and students below grade level will make their stretch growth.</p> <p>IAB Data will show that</p>

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<p>administrators, SPED educators and MLL educators.</p> <ul style="list-style-type: none"> <li>Implementation of parent events that focus on reading</li> </ul>	<p>16% to 13%).</p> <p>In Spring of 2022, the number of eighth grade students in Tier 3 decreased by 2% (from 61% to 59%) and the number of Tier 2 students decreased by 10% (from 23% to 13%).</p> <p>As a whole, the school experienced a 3% decrease in the number of students identified in Tier 2 and Tier 3 instruction in iReady reading.</p> <p>In Spring of 2022 for SBA, 52.9% of students were in level 1, 25.8% of students were in level 2, 18.1% of students were level 3 and 3.2% of students were level 4.</p> <p>For Fall 2021, IAB data revealed that 38% of students were in Tier 3, 56% were in Tier 2 and 6% were in Tier 1. In Spring 2022 the IAB data revealed that 26% of students were in Tier 3, 58% were in Tier 2 and 16% were in Tier 1.</p> <p>In the Spring of 2022, Global had 0 events that focused on reading</p>	<p>PLC Meeting Minutes</p> <p>Data Team Meeting Minutes</p>	<p>100% of students experienced growth. Students above grade level will maintain, students at grade level will make their stretch growth and students below grade level will make their stretch growth.</p> <p>100% of students in the SRBI process will make their stretch growth.</p> <p>In the Spring of 2023, Global will have 1 event that focuses on reading</p>
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<b>Focus Area 1: iReady Math</b>				
If we implement WINN Block and SRBI with integrity and fidelity by incorporating small group instruction, SMART goal setting, prioritize student academic growth versus the amount of time spent on iReady and incentivize iReady through PBIS... Then 100% of students will experience growth in iReady				
<b>Strategy 1:</b> Implement math curriculum with fidelity and create building based professional learning communities that enable teachers to analyze data and effective tiered supports.	<u>Baseline Data</u>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<ul style="list-style-type: none"> <li> <a href="#">Improve student outcome during WINN Block by implementing a consistent iReady schedule equipped with teacher/student goal meetings and consistent progress monitoring.</a> </li> <li>WINN Block Fidelity Checks</li> <li>Implementation of 5-7 minute mini-lessons in math with the Eureka curriculum, incorporate small group instruction in response to formative assessments used to capture student need, promote student academic ownership and encourage student engagement through effective student discourse.</li> <li>Implementation of Department Data Teams focused on instruction and student engagement that allows teachers to engage in strategic planning, analyze student data, provide actionable feedback and discuss strategies that yield student success in their content area.</li> <li>Flexible small groups will be used in the classroom and during WINN blocks.</li> <li>Implementation of weekly grade level SRBI meetings that enable teachers to effectively identify student academic/behavioral needs through data teams and collaborate with internal stakeholders (specialists, administrators, SPED and MLL educators) to determine the necessary tiered interventions that will aid in their growth. Growth will be determined through consistent</li> </ul>	<p><u>Fall 2022 Walkthrough data</u> with the September focus worksheet will be used to garner a snapshot of instruction. This will serve as process data and work to identify the supports used in classrooms such as: Small group instruction, use of math manipulatives, curriculum acceleration and fidelity to high expectations for all students.</p> <p>WINN Block Fidelity Checks revealed that 25 out of 30 classrooms had students engaged in iReady</p> <p>In Spring of 2022, the number of sixth grade students in the Tier 3 iReady category decreased by 18% (from 64% to 46%) and the students in their Tier 2 category increased by 5% (from 25% to 30%).</p> <p>In Spring of 2022, the number of seventh grade students in Tier 3 decreased by 11% (from 72% to 61%) and the number of seventh grade</p>	<p><b>Monthly Walkthrough/Look For:</b> Building-designed walkthroughs completed with <a href="#">focus sheets</a>. The focus sheets assist in capturing instances of DOK 3 &amp; 4 questions/assignment, positive culture/climate, culturally responsive education, student engagement strategies and fidelity to the curriculum and district initiatives.</p> <p>iReady Assessments: Fall, Winter &amp; Spring</p> <p>IAB's formative assessments: aligned with district calendar</p> <p>SRBI Meeting Minutes</p> <p>PLC Meeting Minutes</p> <p>Data Team Meeting Minutes</p>	<p>Ongoing</p> <p>Principal, Instructional Specialists, All teachers</p>	<p>Walkthrough data shows all elements of TC are present in daily instruction.</p> <p>iReady scores will reflect that 100% of students experienced growth. Students above grade level will maintain, students at grade level will make their stretch growth and students below grade level will make their stretch growth.</p> <p>WINN Block Fidelity Checks will show that 30/30 classrooms are engaged in iReady</p> <p>SBA scores from Fall 2022 to Spring 2023 will show that 100% of students experienced growth. Students above grade level will maintain, students at grade level will make their stretch growth and students below grade level will make their stretch growth.</p> <p>IAB Data will show that 100% of students experienced growth. Students above grade level</p>

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<p>progress monitoring.</p> <ul style="list-style-type: none"> <li>Implementation of parent events that focus on math</li> </ul>	<p>students in Tier 2 increased by 4% (from 20% to 24%).</p> <p>In Spring of 2022, the number of eighth grade students in Tier 3 decreased by 2% (from 61% to 59%) and the number of Tier 2 students decreased by 10% (from 23% to 13%).</p> <p>As a whole, the school experienced a 7% decrease in the number of students identified in Tier 2 and Tier 3 instruction in iReady math.</p> <p>In Spring of 2022 for SBA 72.5% of students were in level 1, 18.6% of students were in level 2, 7.3% of students were level 3 and 1.6% of students were level 4.</p> <p>For Fall 2021, IAB data for math revealed that 73% of students were in Tier 3, 19% were in Tier 2 and 7% were in Tier 1. In Spring 2022 the IAB data revealed that 82% of students were in Tier 14% were in Tier 2 and 4% were in Tier 1.</p> <p>In the Spring of 2022, Global had 0 events that focused on math</p>			<p>will maintain, students at grade level will make their stretch growth and students below grade level will make their stretch growth.</p> <p>100% of students in the SRBI process will make their stretch growth.</p> <p>In the Spring of 2023, Global will have 1 event that focuses on math</p>
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<b>Focus Area 2: Family &amp; Stakeholder Engagement</b>				
<p>If we ensure that all teachers uphold the school expectations with fidelity, implement school wide PBIS and fashion school programs that garner the attendance of external and internal stakeholders, then school family survey data will increase in the areas of School Safety, Family Engagement and School Climate and there will be less disciplinary infractions.</p>				
<p><b>Strategy:</b> Implement school wide PBIS with fidelity, establish positive communication with parents, and hold all students to high expectations</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><u>Implementation of school-wide PBIS</u></p> <ul style="list-style-type: none"> <li>Consistent use of ClassDojo in all classrooms. Students will receive points for completing school work, adhering to the school expectations and attending homeroom. Students will use their Dojo Points to gain entry in “Fun Friday” activities.</li> </ul> <p>Implementation of weekly newsletters to parents that work to inform them of school expectations, upcoming events and student achievement.</p> <ul style="list-style-type: none"> <li>Use the newsletter to discuss iReady data/ improvement. Make the data visible</li> </ul> <p>Students will be given leadership opportunities that allow them to take ownership in the learning environment. The leadership opportunities include but are not limited to: Daily Announcements, National Student Council and use of the reset room.</p> <p>Make school safe by applying consistent discipline for behaviors and creating systems that utilize current human capital in an effective manner.</p> <ul style="list-style-type: none"> <li>All staff will reinforce the cell phone policy and consistently enforce this policy with fidelity and integrity.</li> <li>All staff will ensure that students do not have food/beverages in the classroom and enforce this school rule with fidelity and integrity.</li> <li>All staff will ensure that students are not wearing hoods/airpods and enforce the school rules with fidelity and integrity.</li> <li><u>Administrators will proactively communicate the school rules and policies to parents by sending written communications</u>, hosting a summer Meet &amp; Greet prior to the mandatory Back to School Event and proactively calling the parent/guardians of students identified as at risk due to attendance, academics or behavior.</li> </ul>	<p><u>Spring 2022 Panorama Student Survey</u></p> <p>As of Spring 2022, Global had 12 events.</p> <p><u>Infraction Data</u>. Spring 2022 data showed that we had 1,751 discipline log entries. 71.48% of students are repeat offenders.</p> <p>As of Spring 2022, external stakeholders received two newsletters</p>	<p>Analysis of DESSA Data</p> <p>Infraction Data</p> <p>Number of events data</p> <p><u>Walkthrough/Look For data: Building-designed walkthroughs. Observations with a focus on the implementation/follow through school rules</u></p> <p>Analysis of Reset Data: As of Spring 2022 27.5% of students reported that they use the reset room often, 22.5% use the reset room once or twice per day, 20% use the room once or twice per week, 25% reported using it once or twice, 2.5% reported it depends and 2.5% reported using the reset room every day.</p>	<p>Ongoing</p> <p>Entire School Staff</p> <p>Deans and administrators</p>	<p>Spring 2023 Panorama Student Survey- Family Engagement will increase by 5% 53 to 58% (there was slight increase from 2019-2022 so we will continue that trend), Family support will also improve by 5% and go from 50% to 55% (there was a slight increase from 2019-2022 so we will continue that trend) and School Safety will go from 5% from 50 to 55% (there was a -15% decrease from 2019-2022 so we will need to reverse that trend).</p> <p>For 2023 the number of school events will increase from 12 to 30 events.</p> <p>Spring 2022 data showed that we had 1,751 discipline log entries, for Spring 2023, the number will decrease to 1,500. The percentage of repeat offenders will decrease from 71.48 to 50%.</p> <p>As of Spring 2023, the external stakeholder will receive 20 or more newsletters</p>
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<ul style="list-style-type: none"> <li><a href="#">Administrators will collect process data by use of the classroom checklist to create a building snapshot.</a></li> </ul>				
<p><b>Focus Area 3: Attendance, SEL, &amp; Behavior</b></p> <p>If we collaborate with internal and external stakeholders to establish positive relationships, incorporate the core tenets of Choose Love during the SEL block, implement school-wide PBIS, provide leadership opportunities to students and maintain high academic and behavioral expectations for all students; then student attendance will increase and stakeholders will begin to feel valued, supported and welcomed by the positive school environment</p>				
<p><b>Strategy:</b> Create school activities that work to engage students, teach the whole child through the incorporation of SEL and remove barriers presently faced by families.</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>Use of FaceBook to inform internal and external stakeholders of events, special moments, and school successes.</p> <p>Reestablishment of student and family recognition opportunities (Honor society, sports, and after school activities)</p> <p>Home visits to families of students who are truant or are in need of support.</p> <p>Implementation of 20 minute SEL Block with Choose Love curriculum.</p> <p>Implementation of late buses that will be used to pick up students who are tardy.</p> <p>Implementation of re-entry meetings for discipline misconduct that work to determine the antecedent behind students' actions.</p> <p>Implementation of weekly grade level SRBI meetings that enable teachers to explore effective tiered strategies with the guidance of specialists, administrators, SPED educators and MLL educators.</p> <p>Leaders will lead with an asset based mindset as opposed to a deficit mindset.</p> <p>Implementation of consistent expectations. Ensuring that all members of the administrative team understand and uphold the</p>	<p><a href="#">Infraction Data</a>. Spring 2022 data showed that we had 1,751 discipline log entries. 71.48% of students are repeat offenders.</p> <p>Average event attendance for 2022 is estimated to be around 40 people.</p> <p>Facebook posts Spring 2022 (12)</p> <p>As of Spring 2022, Global's chronic absenteeism was 32.38%</p> <p>In Spring of 2022, there were 0 instances of town hall meetings</p> <p>In Spring of 2022, there were 0 instances of positive affirmation postcards</p> <p>In Spring of 2022, Global had 32.8% chronic absenteeism</p>	<p>Facebook Outreach</p> <p>Kinvo Outreach</p> <p>PowerSchool</p> <p><a href="#">Event attendance</a></p> <p><a href="#">Attendance at summer community outreach events</a></p> <p>SRBI Meetings</p> <p>Attendance home visits</p> <p>Proactive communication regarding attendance</p> <p>Members of the administrative team will meet twice a week to discuss the implementation of school rules</p>	<p>Ongoing</p> <p>All staff</p> <p>Attendance Coordinator</p>	<p>Spring 2022 data showed that we had 1,751 discipline log entries, for Spring 2023, the number will decrease to 1,500. The percentage of repeat offenders will decrease from 71.48% to 50%.</p> <p>Average event attendance for 2022 is estimated to be around 50 people.</p> <p><a href="#">Student and parent attendance at events will increase</a></p> <p>Student attendance at events (post, Spring 2023)</p> <p>100% of students will receive a postcard with a positive affirmation by Spring 2023.</p> <p>We will have 30 or more Facebook posts (events,</p>

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<p>school's expectations with integrity and fidelity</p> <p>Creating opportunities for students to be exposed to people in the community "doing the work."</p> <p>Administrators will ride the school bus to support our bus drivers and ensure students are riding the bus in a safe manner</p>	<p>In Spring of 2022, students at Global heard from one motivational speaker</p> <p>As of Spring 2022, administrators rode on approximately two buses</p> <p>As of Spring 2022, the late school bus was not implemented in consistent manner</p>			<p>student 'shout outs', etc) by Spring 2023</p> <p>As of Spring 2023, Global's chronic absenteeism will decrease from 32.38% to 29%</p> <p>By Spring 2023, students will have heard from 2 motivational guest speakers</p> <p>As of Spring 2023, administrators will ride on at least 5 school buses</p> <p>As of Spring 2023, the bus will be implemented at least 50 times on a more consistent bases.</p>
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**Focus Area 4: Student Diversity Growth Data (High Expectations for all kids, Race Equity, Special Education & MLL)**

If we utilize culturally responsive education, understand the adverse impact of adultification, address implicit biases, learn de-escalation techniques and work collaboratively as a school to embrace our BIPOC students; then less BIPOC students will be suspended and engage with the student body at large.

<b>Strategy:</b> Ensure that all teachers know culturally responsive teaching strategies, de-escalation techniques and the impact of adultification of BIPOC students.	<b>Baseline Data</b>	<b>Performance Measure/Outcome</b>	<b>Due Date/ Persons Responsible</b>	<b>Evidence of Success</b>
<p>Implementation of culturally responsive teaching practices.</p> <p>Implementation of calming centers in every classroom.</p> <p>Implementation of weekly grade level SRBI meetings that enable teachers to explore effective tiered strategies with the guidance of specialists, administrators, SPED educators and MLL educators.</p> <p>Establishing sentence starters for deescalating situations</p>	<p>As of Spring 2022, of the 101 students who were suspended 79% were BIPOC students. As of Spring 2022, of the 101 students who were suspended 21% were White students.</p> <p>Of the 26 students identified as at risk, 24 identify as BIPOC students. They</p>	<p>Professional Development on De-escalation, adultification Strategies and Tier I behaviors</p> <p>Modeling of Culturally Responsive Strategies at each Staff Meeting</p> <p>Implementation of</p>	<p>Ongoing</p> <p>All staff</p> <p>Attendance Coordinator</p> <p>SRBI Meeting Minutes</p>	<p>The number of BIPOC students who are suspended will decrease by 5% in 2023 (79% to 74%).</p> <p>The number of BIPOC students identified as at risk will decrease from 93% to 80% (75% is reflective of last year's population).</p>

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	<p>account for 93% of students who are at risk. At risk students have received more than five days of OSS. According to the demographic percentage the number should be closer to 75%.</p> <p>Of the 265 students 6th and 7th graders at Global for the 2021-2022 academic year, 67 (25%) identified as White; 198 (75%) identified as BIPOC.</p>	<p>knowledge construction in classrooms</p> <p>The school has posters and pictures that are representative of the student body</p> <p>Minor infractions will be tallied starting Fall 2022. This will allow us to focus our efforts on proactive prevention.</p> <p>Social workers utilize the CBITS curriculum after using DESSA to identify students needing extra SEL support.</p> <p>School counselors will teach developmental lessons during the social studies or science or SEL classrooms block</p>		
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<p><b><u>Focus Area 5:</u></b></p> <p><b>Developing High Level Workforce (Increasing educator diversity, increasing competency in inclusive practices, cultural responsiveness and retention of highly effective staff</b></p> <p>If we develop avenues for mentorship opportunities, combat systemic oppression, prioritize cultural responsiveness and ensure that all educators feel valued and validated then we will retain more educators.</p>				
<p><b><u>Strategy:</u></b> Cultivate an environment where every teacher feels valued and validated.</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>Implementation of voluntary admin meetings</p> <p>Establishing monthly new teacher meetings after school?</p> <p>Implementation of culturally responsive professional development</p> <p>Working to build a community by having courageous conversation through the lens of Glenn Singleton.</p> <p>Establishing opportunities for administration to acknowledge staff</p>	<p>As of Fall 2022, we have seven BIPOC educators.</p> <p>As of Spring 2022, Global had 0 voluntary staff meetings</p> <p>As of Spring 2022, Global had 0 new teacher meetings</p>	<p>Monthly voluntary admin meetings.</p> <p>Monthly meetings for new staff members with the lead teacher</p> <p>Paired BIPOC educators together to build community</p> <p>Provided professional learning not limited to; cultural competency, SEL initiatives, PBIS, SRBI, and TC workshop model.</p> <p>Promote ARCTEL.</p> <p>Monthly faculty birthday affirmations.</p> <p>Mentor monthly meetings with veteran staff.</p> <p>Implementation of TEAM program.</p> <p>Administration will actively acknowledge staff birthdays and create opportunities to positively reinforce staff members</p>	<p>Ongoing</p> <p>All staff</p>	<p>As of Spring 2023, we will recruit two more BIPOC educators</p> <p>As of Spring 2023, there will be at least 5 voluntary staff meetings</p> <p>As of Spring 2022, there will be at least 5 new teacher meetings</p>
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Comments:



