

Kelly STEAM Magnet Middle School

2022-23 School Improvement Plan

Principal Name:	Brandi Daniel Lumpris
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School Name:	Kelly STEAM Magnet Middle School
School Address:	25 Mahan Dr. 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 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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Kelly STEAM Magnet Middle School

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

Mission

Kelly STEAM Magnet Middle School inspires students in their journey to become creators, inventors, and dreamers. Within our school community, we employ project-based learning to foster growth and guide students towards reaching their full artistic, social, and academic potential. We challenge students to realize individual strengths through collaborative problem solving, compel students to serve the community in order to become leaders, empower students to communicate in multiple languages to become global citizens, and educate all students to imagine and create a better world.

Vision

Kelly STEAM Magnet Middle School empowers students as innovative thinkers. Our staff and families guide students through social and academic experiences to help them become critically engaged citizens dedicated to solving problems and contributing to the public. Our students are curious, resilient global citizens who use intellect and empathy to shape the world.

What sets us apart...

Kelly STEAM Magnet Middle School offers students an interdisciplinary, project-based education embedded within an exploratory, standards-based core curriculum. The educational experience will center on Science, Technology, Engineering, Arts, and Math (STEAM) through its theme, Design & The Arts in the 21st Century. Our students explore real-world problems through practical application to build a greater understanding of how things are connected. Students learn in MakerSpace about innovation and invention by bringing their creative thinking to life. An educational model of exploration then specialization provides students the opportunity to develop skills and uncover their talents through a systematic process. Performances held for the local community throughout the school year teaches students how to be a well-rounded citizen by the value of giving back. The school features hands-on labs in media, coding and robotics, science, and music, as well as a theater/auditorium and MakerSpace.

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Magnet Standards

Through the implementation of these standards it is our belief that students will develop a sense of wonderment, ownership, and the ability to express themselves through multiple modalities. *(From Magnet Grant Language)*

Standard 1

Students will question, analyze and interpret information through the curricular projects utilizing technology, engineering, and/or artistic practices.

Standard 2

Students will demonstrate knowledge of Artistic Disciplines by researching a discipline, genre, movement, period or artist/inventor and producing an opinion or informative writing piece.

Standard 3

Students will develop skills for creating, connecting, responding, and performing/presenting art across all disciplines as demonstrated throughout their discrete classes.

Standard 4

Students will make a positive impact on our community through a capstone project based in a selected artistic discipline, utilizing technology, and demonstrating creative self-expression.

School Leadership Team Members:

Name	Title
Brandi Lumpris	Principal
Shalyn Kastanis	Assistant Principal
Salman Hamid	Assistant Principal
Jon Miller	Assistant Principal
Jennifer Brinker	Assistant Principal
Erin Houlihan	Dean of Climate and Culture
Chris Perras	Dean of Climate and Culture
William Priest	Dean of Climate and Culture
Michele Combs	Math Specialist
Erin Depot	Family Engagement Coordinator
Zack Turner	Special Education Teacher
Darlene Varvitsotis	Grade 6 Teacher
Kerry Plikus	Grade 7 Teacher
Michelle Wendt	Grade 8 Teacher
Laura Tignonsini	UA Teacher
Kris Kilgore	School Counselor
Ashley Jones	School Social Worker

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Focus Area 1: Instruction and Assessment: Reading

Theory of Action:

If we strategically implement a viable curriculum through **rigorous, differentiated instruction**, and if we **collaborate** on assessment practices that promote **goal setting, data analysis and reflection...** Then teachers will create **student-centered** lessons and units of study that **meet the needs of all learners...** And the impact will be an **inquiry-based learning community** focused on **continuous improvement with student growth in reading and math.**

Strategy:

Implement reading and math curriculum, including assessments with fidelity

Action Steps/Activities:

- Implementation of TC in ELA classes that utilizes the 5-7 minute mini-lesson structure, incorporates TC vocabulary, displays anchor charts and follows the scripted curriculum.
- Implementation of 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.

Baseline Data

Spring of 2022:
Reading:
 i-Ready: On/above grade level: 30%
 Total students below grade level: 71% (411 students)
 One grade below: 17%
 Two grades below: 10%

Performance Measure/Outcome

Monthly walkthroughs with focus sheet to note elements present.

Fall, Winter, Spring: i-Ready Assessments

IAB data: following district calendar

Specialists meeting notes and data to support SRBI

Due Date/ Persons Responsible

Ongoing:
 Classroom teachers, special education teachers, instructional specialists, administrators

Evidence of Success

By November 2022, walkthrough data will show elements of TC are present in daily instruction of all ELA classrooms.

By May 2023, using iReady, 100 % of students who are on or above grade level will show annual growth and 100% students below grade level will make stretch growth.

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<ul style="list-style-type: none"> ● Implementation of a consistent schedule using iReady during WINN. This will include monitoring and assessing progress by teachers and students. ● Implementation of classroom ‘look fors’ that aligns with the expectations of the district Academic Office, and honors the core principles identified in TC. ● Implementation of weekly grade level SRBI meetings that enable teachers to explore and evaluate effective tiered strategies with the guidance of specialists, administrators, SPED educators and MLL educators. 	<p>Three or more: 44%</p> <p>Reading= 57% progress towards annual typical growth as measured by i-Ready</p> <p><u>SBAC ELA End of 2022 Year Data:</u> <u>Grade 6:</u> 26% at or above grade level. 74% below grade level (153 students). 25% (52 students) approaching grade level. <u>Grade 7:</u> 25% at or above grade level 75% below grade level (143 students) 19% (37 students) approaching grade level <u>Grade 8:</u> 32% at or above grade level 68% below grade level (150 students) 29% (64 students) approaching grade level</p>	<p>SRBI Meeting MInutes</p> <p>Data Team Minutes</p>		<p>100% of students exiting their SRBI cycle with reading specialists will show growth.</p> <p>By May 2023, 100% of students entered into SRBI will meet their target growth as measured by i-Ready.</p> <p>IAB data will show 100% of students experienced growth.</p>
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Focus Area 1: Instruction and Assessment: Mathematics

Theory of Action:

If we strategically implement a viable curriculum through **rigorous, differentiated instruction**, and if we **collaborate** on assessment practices that promote **goal setting, data analysis and reflection...** Then teachers will create **student-centered** lessons and units of study that **meet the needs of all learners...** And the impact will be an **inquiry-based learning community** focused on **continuous improvement with student growth in reading and math.**

Strategy:

Implement reading and math curriculum, including assessments with fidelity

	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
<p>Action Steps/Activities:</p> <ul style="list-style-type: none"> 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. Implementation of 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. Implementation of a consistent schedule using iReady during WINN. This will include monitoring and assessing progress by teachers and students. 	<p><u>Math:</u> <u>i-Ready:</u> On/above grade level: 24% Total students below grade level: 76% (419 students) One grade below: 22% Two grades below: 13% Three or more: 41%</p> <p>Math=60% progress towards annual typical growth as measured by i-Ready</p>	<p>Monthly walkthroughs with focus sheet to note elements present.</p> <p>Fall, Winter, Spring: i-Ready Assessments</p> <p>IAB data: following district calendar</p> <p>Specialists meeting notes and data to support SRBI</p>		<p>Walkthrough data will show elements of TC are present in daily instruction of all math classrooms.</p> <p>By May 2023, using iReady, 100% of students who are on or above grade level will show annual growth and 100% of students below grade level will make stretch growth.</p> <p>100% of students exiting their SRBI cycle with reading specialists will show growth.</p>

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<ul style="list-style-type: none"> Implementation of classroom ‘look fors’ that aligns with the expectations of the district Academic Office, and honors the core principles identified in math workshop model. Implementation of weekly grade level SRBI meetings that enable teachers to explore and evaluate effective tiered strategies with the guidance of specialists, administrators, SPED educators and MLL educators. 	<p><u>SBAC Math End of Year Data:</u> <u>Grade 6:</u> 15% at or above grade level. 84% below grade level (174 students). 24% (50 students) approaching grade level. <u>Grade 7:</u> 13% at or above grade level 87% students below grade level (164 students) 21% approaching grade level (39 students) <u>Grade 8:</u> 16% at or above grade level 84% below grade level (187 students) 16% (35 students) approaching grade level</p>	<p>SRBI Meeting Minutes</p> <p>Data Team Minutes</p>		<p>By May 2023, 100% of students entered into SRBI will meet their target growth as measured by i-Ready.</p> <p>IAB data will show 100% of students experienced growth.</p>
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Focus Area 2: Family and Stakeholder Engagement: *actively create and maintain a school environment in which all students' and families' backgrounds, identities, strengths, and challenges are acknowledged, respected, and welcomed.*

Theory of Action:

- If we ensure that all teachers uphold the school expectations with fidelity, implement school wide SEL focus and foster 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><u>Strategy:</u> Implement school wide PBIS with fidelity, establish positive communication with parents, and hold all students to high expectations</p>	<p style="text-align: center;">Baseline Data</p>	<p style="text-align: center;">Performance Measure/Outcome</p>	<p style="text-align: center;">Due Date/ Persons Responsible</p>	<p style="text-align: center;">Evidence of Success</p>
<p>Action Steps/Activities:</p> <ul style="list-style-type: none"> ● Increase family engagement and improve home-school partnerships by providing multiple opportunities for families to connect with the school through a variety of methods including positive postcards and KINVO ● Hold Hopes and Dreams Conferences for all students ● Increase parent and community volunteers by reaching out to volunteers and sharing events and increasing PTO opportunities ● Implement consistent expectations school wide ● Implementation of newsletters and social media for families that work to inform them of school expectations, upcoming events 	<p>Baseline parent/ community volunteer hours: 17</p> <p>KINVO <u>Panorama survey</u> Spring 2022: SPRING 2021 Survey (SPRING 2020) **only families did survey in Spring 2022**</p> <p>Students: Teacher-Student Relationships: 69% (43%) Climate: 56% (30%) Safety 55% (46%) Belonging:38% (30%) Engagement:28% (23%)</p> <p>Family:</p>	<p>Number of postcards sent out to students</p> <p>Hopes and Dreams Conference data</p> <p>Number of hours parent/families volunteer at Kelly and Kelly events.</p> <p>Number of Kelly events</p> <p>Student Council meeting notes</p> <p>Student Council</p>	<p>Ongoing</p> <p>entire school staff admin</p>	<p>By June 2023, 80% positive response rate from students who received a postcard with a positive affirmation.</p> <p>Family events planned will increase from 21 to 25</p> <p>Kinvo communication with families increases by 25%. Kinvo replies from parents increase by 25%.</p> <p>Hopes and Dreams conference held for all students.</p> <p>Panorama Data increase in “Engagement” area</p>

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<p>and student achievement.</p> <ul style="list-style-type: none"> 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 and Student Council Administration will host a summer Meet & 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. 	<p>Safety: (62%) 70% Climate: (59%) 65% Engagement: (50%) 50% (14%)</p> <p>2021-22: #Family events: 21</p> <p>Kinvo messages: 2021-2022 Messages sent: 206,916 Messages replied: 13,693</p>	<p>led events</p> <p>Cell Phone data via tracker</p> <p>PTO Meeting notes</p>	<p>for Families and Students will increase by: Students increase by 22% Families increase by 10%</p>
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<p>Focus Area 3: Attendance, SEL, Behavior:</p> <p>Theory of Action:</p> <ul style="list-style-type: none"> 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>Strategy: 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>Baseline Data</p>	<p>Performance Measure/Outcome</p>	<p>Due Date/ Persons Responsible</p>	<p>Evidence of Success</p>
<p>Action Steps/Activities: <u>Action Steps:</u></p> <ul style="list-style-type: none"> Increase family engagement and improve home-school partnerships by providing multiple 	<p><u>Major Referrals:</u> Grade 6: 235 (88.7%) Grade 7: 212 (80.1%)</p>	<p>Facebook Outreach</p> <p>Kinvo Outreach</p> <p>Conduct bi-weekly</p>	<p>Ongoing</p> <p>All staff</p> <p>Attendance</p>	<p>By June 2023, 80% positive response rate from students who received a postcard</p>

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<p>opportunities for families to connect with the school through a variety of methods including positive postcards</p> <ul style="list-style-type: none"> ● Implement consistent expectations school-wide ● Implementation of re-entry meetings for discipline misconduct ● Reestablish Student Council to include student voice in school-wide decision making and support engagement with family/events ● Homevisits conducted to truant families or families in need of support ● Implementation of SEL block daily with Choose Love as our guide ● Provide after school club, activities and sport opportunities ● Implementation of bus pick ups for students who are truant as needed ● Make school safe by applying consistent discipline for behaviors and creating systems ● All staff will reinforce the cell phone policy and consistently enforce this policy with fidelity and integrity. ● Implement daily announcements which include student led shout outs 	<p>Grade 8: 216 (89.6%) Total: 663 (86.3%)</p> <p><u>ISS Suspensions:</u> Grade 6:82 Grade 7:69 Grade 8:76 Total: 227</p> <p><u>OSS Suspensions:</u> Grade 6:42 Grade 7:44 Grade 8: 39 Total: 125</p> <p><u>Referrals by Month:</u> September: 70 October: 101 November:81 December: 122 January: 33 February: 40 March: 89 April: 43 May: 122 June: 31</p> <p>Parent Data-School safety: 62%</p> <p>Last year chronic absenteeism rate: 24.5%</p> <p>Home visits: 17 (2021-2022)</p>	<p>attendance team meetings to monitor data and implement interventions and wraparound services</p> <p>Convene SRBI meetings with School Psychologist to identify lagging skills and needed interventions for individual students with behavioral challenges (Tier III behavior interventions)</p> <p>Implement STEAM Pride Assemblies to build community and recognize student successes</p> <p>Grade level deans and social workers join grade level team meetings.</p> <p>Conduct monthly CCLT/Leadership Team (Climate and Culture Leadership Team) meetings to analyze trend data and identify</p>	<p>Coordinator</p> <p>Deans</p> <p>Administrators</p>	<p>with a positive affirmation.</p> <p>Each day, students will lead announcements in which they can identify areas or staff of strength to “Shout out” by evidence of the forms.</p> <p>Family attendance at events will increase by 10% using the family attendance tracker.</p> <p>As of Spring 2023, chronic absenteeism will decrease from Spring of 2022: 24.5%</p> <p>By May 2023, total referrals will decrease by 10%</p> <p>Cell phone tracker will show a decrease in infractions by 10%</p>
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		<p>interventions</p> <p>Power School entries</p> <p>SRBI Meeting notes</p> <p>Administration team meets on average twice a week to discuss implementation of school rules and engagement</p> <p>Implement community circles in all homeroom classes and teach restorative language and practice to all students</p> <p>Administer DESSA three times throughout the year</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.

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<p>Strategy: Ensure that all teachers have an exposure to professional learning of trauma sensitive teaching, strategies, and de-escalation techniques.</p>	<p style="text-align: center;">Baseline Data</p>	<p style="text-align: center;">Performance Measure/Outcome</p>	<p style="text-align: center;">Due Date/ Persons Responsible</p>	<p style="text-align: center;">Evidence of Success</p>
<p>Professional development in trauma sensitive teaching.</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>Provide opportunities for reflection and growth</p> <p>Provide recommendations for audio books, literature, and other professional learning opportunities.</p>	<p>Discipline Data</p> <p>MLL: 134 students 11 students exited the program in 2022</p> <p>SBA Scored Race/Levels</p> <p>Spring 2022, of the 101 students who were suspended 79% were BIPOC students</p>	<p>Professional Development on De-escalation, trauma sensitive teaching and Tier I behaviors</p> <p>Spring 2022, of the 101 students who were suspended 79% were BIPOC students and will decrease by 10%</p> <p>The school has posters and pictures that are representative of the student body</p> <p>Mediation and restorative approaches</p> <p>Social workers use 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>	<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 10% in 2023</p>

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Focus Area 5: Developing High Level Workforce

Developing High Level Workforce (Increasing educator diversity, increasing competency in inclusive practices, cultural responsiveness and retention of highly effective staff)

Theory of Action:

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.

Strategy: Cultivate an environment where every teacher feels valued and validated.

	Baseline Data	Performance Measure/Outcome	Due Date/ Persons Responsible	Evidence of Success
Implementation of voluntary admin meetings Implementation of culturally responsive professional development Professional learning focus on trauma sensitive instruction Weekly survey sent to staff as a check in. Establishing opportunities for administration to acknowledge staff Formal check in meetings for all new staff by administration	As of Fall 2022, we have four certified educators that support diverse staff as we try to reflect our student population <u>District students and educators of color:</u> Students: 71% Staff: 12% 2021-2022: 0 meetings for new teachers were held 2021-22: 0 voluntary meetings staff meetings were held	Align professional development with the most important needs of students, supported by data and research. New hires will be paired with a mentor/buddy. Payday Donuts "Self Care" Fridays Coaching/mentoring Establish "lab classrooms" Refer possible	Beginning of school year, Administrators/ teachers Administrators, biweekly. Admin, instructional specialists Admin, instructional specialists, classroom teachers	By June 2023, 90% of teachers will be retained.

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		candidates to TRP, ARCTEL, RELAY and other programs as appropriate		
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