

***Maple Street School
School Improvement Plan
2023-24***



**20 Maple Street
Vernon, CT**

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Maple Street School – School Improvement Plan 2023-2024

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Introduction

Maple Street School believes that all students can achieve high expectations to meet or exceed state standards and to develop each as a whole child so they can be readily prepared for middle school and beyond. We will work diligently and collaboratively with all stakeholders to increase student successes in and out of the building.

Vernon Board of Education Mission Statement

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment, where all students become independent learners and productive contributors to society.

Vernon Board of Education Vision Statement

The Vision of the Vernon Public Schools is that every graduate is a *Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen*.

Vernon Board of Education Core Beliefs

1. Build and improve relationships and partnerships with family and community.
2. Increase the achievement of every student through high-quality curriculum, instruction and assessment.
3. Promote safe environments that are socially, emotionally, and physically conducive to learning.

Diversity Statement

The Vernon Board of Education reaffirms our commitment to continue the work being done and continues to look for new opportunities that promote equity and diversity in the Vernon Public Schools. We embrace diversity and inclusion and absolutely condemn racism and discrimination.

Equity Stance

The Vernon Public School district recognizes and values the rich diversity of race, ethnicity, abilities, gender identity, sexual orientation, and economic background of our students.

We also acknowledge the existence of a range of inequities that exist across our nation and within our local community that impact our students. These inequities create disproportionate outcomes ranging from gaps in academic achievement to dropout rates. The impact of these gaps extend well beyond school, correlating with indicators of physical health, emotional well-being, income, and civic participation.

Equity in education is achieved when student outcomes are not predicted by gender, race, ethnicity, economic background, sexual orientation, language or abilities and where all students reach a level of efficacy and competence that supports a rewarding and productive life.

This requires the elimination of inequitable policies, programs, and practices that currently contribute to disproportionate learning and achievement among student groups. In addition, it requires the identification and implementation of new strategies that promote equitable experiences and outcomes.

In order to provide an equitable education for all students, the Vernon Public School district, in partnership with the community, will:

- Focus on inclusive Pre-K education and other research-based practices known to reduce bias and discrimination while reducing gaps
- Provide access, experiences, and opportunities through an inclusive, student-centered environment that values voice and choice resulting in equitable outcomes
- Develop systemic practices that allow all students to learn from others that represent a broad range of backgrounds and experiences
- Recruit and retain a faculty and staff more representative of the experiences and backgrounds of students
- Support a professional learning community where educators have an equity lens, self-awareness, and professional skills to support all students

Our commitment to equity allows us to achieve our Mission, ensuring that every student **can** become an independent learner and a productive contributor to society.

Vision of the Graduate

The Vision of the Vernon Public Schools is that every graduate is a Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen.

Knowledge, Skill or Disposition	Definition or Explanation
Critical Thinker	<ul style="list-style-type: none"> ● Works through difficult challenges with analytic reasoning ● Solves novel and complex problems with innovative and creative thinking ● Functions as a problem solver by identifying and using appropriate resources, tools and technology to approach and solve challenges ● Critically evaluates ideas and evidence by asking relevant questions, analyzing multiple sources of information, identifying and considering the reliability of sources, deliberately questioning competing information, and drawing conclusions
Collaborator	<ul style="list-style-type: none"> ● Demonstrates openness to different viewpoints while demonstrating respect for others' assets and contributions ● Effectively works with, and within, diverse groups to plan, strategize, make decisions, and successfully execute tasks ● Seeks and utilizes feedback from others in solving tasks
Communicator	<ul style="list-style-type: none"> ● Actively listens to understand the perspectives of others ● Communicates thoughts and opinions clearly and respectfully ● Utilizes multiple communication mediums to express viewpoints effectively to a wide range of audiences for a variety of contexts ● Uses technological skills and social media appropriately to meet goals
Resilient Individual	<ul style="list-style-type: none"> ● Perseveres through challenges and setbacks while embracing failure as an opportunity for growth ● Demonstrates flexibility by adapting approaches to the given situation and context taking appropriate risks as necessary ● Demonstrates stamina in multiple contexts and persists in completing tasks ● Possesses self-confidence and independence
Responsible Citizen	<ul style="list-style-type: none"> ● Recognizes the experiences and needs of others, demonstrating empathy, compassion and respect for all ● Communicates and acts with ethics and values ● Positively contributes to the quality of classroom, school, community and the environment ● Possesses and acts with self-awareness

Strategic Plan

Student Success: Vernon Public Schools will ensure every student will have safe, high-quality, equitable learning experiences.

Strategic Actions

- Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school and continuing through college and career pathways.
- Deliver personalized instruction, assessments, and interventions that support the academic and social-emotional needs for all students.
- Foster a culture of high expectations for all students with goals for meaningful post-graduation success.
- Create a sense of belonging for all students by deepening connections and relationships with adults and others in the community supportive of the skills in the Vision of the Graduate.

Family and Community Partnerships: Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon's youth.

Strategic Actions

- Create innovative opportunities for student, family, and community voice that build connections based on trust and strong relationships
- Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.
- Foster comprehensive communication using multiple methods and languages, so families understand the district's vision, the educational progress of their child, and how to partner and advocate on behalf of their child.
- Nurture a culture that promotes wellness, diversity, and inclusion.

System Excellence: Vernon Public Schools will develop and enhance systems and a culture that promote professional capacity and organizational coherence.

Strategic Actions

- Develop a creative approach to recruiting high-quality staff reflective of the population of Vernon.
- Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work.
- Create a positive school culture of teaching and learning for all students, staff, and families.
- Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning.

District Metrics for Success	2021-22	2022-23	2023-24	2024-25	2025-26
Data Sources: Next Generation Accountability Index, Profile and Performance Reports, and VPS Data	% Points Earned	% Points Earned			
At least 95% of our students attended school every day	93.9%				
Chronically Absent	60.4%				
On-Track for High School Graduation (measured in 9 th Grade)	90.2%				
Staff Demographics: Percentage of Minority Employees within District	6.9%				
Students in Kindergarten who have a pre-kindergarten experience (Target 100%)	73%				
ELA Performance: Students at/or above grade-level standards (SBAC)- All	85.8%				
ELA Performance: Students at/or above grade-level standards (SBAC)- High Needs	76.8%				
Math Performance: Students at/or above grade-level standards (SBAC)- All	80.4%				
Math Performance: Students at/or above grade-level standards (SBAC)- High Needs	70.5%				
Physical Fitness: Student meeting the Health Fitness Zone Standard (passing all 4)	56.4%				
Students & Families say “they feel they belong to the Vernon School community”	82.5%				
Family & Community supporting the District’s Mission & Vision (June Survey)	89.5%				

Strategic Plan Priority 1: Student Success

Strategic Plan Priority Area 1: Student Success - Vernon Public Schools will ensure every student will have safe, high quality, equitable learning experiences			
Strategic Actions:			
<ul style="list-style-type: none"> ● 1a: Provide a meaningful, culturally relevant curriculum that engages all students, beginning with universal pre-school continuing through college and career pathways. ● 1b: Deliver personalized instruction, assessments and interventions that support academic and social-emotional needs for all students. ● 1c: Foster a culture of high expectations for all students with goals for meaningful post-graduation success. ● 1d: Create a sense of belonging for all students by deepening connections and relationships with adults and others in the community supportive of the skills of the Vision of the Graduate. 			
Student Success Goal: Maple Street School will focus on interventions to support our individual learners, creating a sense of belonging to deepen connections and relationships between staff, students and families and improve attendance for our chronically absent students.			
Metrics for Success:			
<ul style="list-style-type: none"> ● Metric #1a: ELA achievement for grades K-3 students will increase by 40% as measured by DIBELS mClass. ● Metric #1b: Math achievement for kindergarten students will increase by 50% as measured by the K Math Screener. ● Metric #1c: All students in (Gr. 1-5 - Math) (Gr. 4-5 ELA) will meet their typical growth target on the iReady diagnostic assessment from Spring 2023 to Spring 2024. ● Metric #2: Increase students' responses to "I feel like I belong at my school" from 87.5% Spring of 2023 to 96% by Spring of 2024. ● Metric #3: Increased students' positive responses to "I have strategies (coping skills) to use when upset" from 72% Panorama to 96% by Spring of 2024. 			
Action Plan to Accomplish Goal			
Alignment to Strategic Actions (1a, 1b, 1c, 1d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts
1a, 1c, 1d	<ul style="list-style-type: none"> -Implement small group discussions around our reading of <i>Culturally Responsive Teaching and the Brain</i> -Schedule time during monthly staff meetings/PLCs to discuss certain chapters from the reading/district's equity presentations -Include paraprofessionals in this learning during their scheduled VPS district-wide PD or monthly meetings 	<ul style="list-style-type: none"> -All Certified Staff -Principal -FCSP 	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> -staff chapter discussions (PLC time) -walkthroughs
1d	<ul style="list-style-type: none"> -Implement a school-wide Advisory program for all students and staff to deepen a sense of belonging -Determine focus for each meeting (ie. school wide expectations, survey focus, coping skills, Zones, etc.) -Monitor students through survey results, make changes as needed 	<ul style="list-style-type: none"> -All Staff -Principal 	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> -Survey responses -Advisory meeting plans and focus (Student Climate Committee) -Classroom Walkthroughs by Principal
1a, 1b	<ul style="list-style-type: none"> -Staff will read <i>A Teacher's Guide to Vocabulary Development Across the Day by Tanya Wright</i> -Increase student's knowledge and understanding of content specific vocabulary -Focus of intentionally planned Read Alouds (fiction, informational 	<ul style="list-style-type: none"> -K-3 Certified Staff -Interventionists -District Coaches -Director of Teaching and 	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> -Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed. -School-Based data team and SRBI meetings -Teacher lesson plans

	text) -Monitor progress through principal walkthroughs	Learning	-PLC meeting notes (Google)
1b	-Administration of mCLASS DIBELS assessment three times per year (fall, winter, spring) for grades K-3 to determine which students are not meeting critical benchmarks in early literacy. -Analyze data to provide small group targeted instruction during the literacy and/or WIN blocks. -Monitoring student progress to ensure students are progressing to and meeting benchmarks. -Monitoring of the implementation of district curriculum to ensure all components of the science of reading are being taught.	-Principal -Classroom teachers -Director of Teaching & Learning -Rdg. Interventionists -Sp.Ed. teachers -Supervisor of Sp.Ed.	<u>Evidence:</u> -PD Aug. 30, Nov. 7 -District Literacy Leadership Team Meetings (fall, winter, and spring) -School-Based data team and SRBI meetings -Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed. -Teacher lesson plans
1a, 1b, 1c	-Focus on differentiated instruction during our ELA/Math intervention blocks to meet the individual needs of all students -Develop an intervention template for each subject and grade level -Focus our Internal Rounds, PPLC and PDEC walkthroughs on the intervention blocks -Provide training and planning time for grade levels based on need	-Grade level teams -Specialists -Interventionists -District Coaches -Principal -Director of Teaching and Learning	<u>Evidence:</u> -MSS Internal Rounds focus -Grade Level morning meeting times -Classroom Observations -Decrease in students needing Tier 2 and 3 interventions -Pre/Post Assessment data -Student work folders -Daily observations and PDEC walkthroughs

Strategic Plan Priority 2: Family and Community Partnerships

Strategic Plan Priority Area 2: Family and Community Partnership - Vernon Public Schools will develop meaningful partnerships to engage the whole community that lead to success for Vernon’s youth.

Strategic Actions:

- **2a:** Create innovative opportunities for student, family and community connections and voice that are built on trust and strong relationships.
- **2b:** Deepen our understanding of family backgrounds and real-life experiences within our community in order to promote student success.
- **2c:** Foster comprehensive communication using multiple methods and languages, so families understand the district’s vision, the educational progress of their child and how to partner and advocate on behalf of their child.
- **2d:** Nurture a culture that promotes wellness, diversity, and inclusion.

Family and Community Partnership Goal: Maple Street School will deepen our understanding of the families we partner with, create opportunities for all stakeholders to make connections and allow for all voices to be heard and continue a culture that embraces and celebrates diversity.

Metrics for Success:

- Metric #1: Increase family positive responses to “I am regularly (5-6 times per year) informed of my student’s progress” from 91.6% Spring of 2023 to 96% by Spring of 2024.
- Metric #2: Increase family positive responses to “The school’s environment reflects the cultures of students, families and staff in the school community” from 88% (Panorama) to 96% by Spring of 2024.
- Metric #2: Decrease the percent of students that are chronically absent from 24.4 % EOY 2023 to 12.0 % EOY 2024.
- Metric #3: Increase the number of families (participants) in attendance at monthly PTO meetings throughout the school year.

Action Plan to Accomplish Goal

Alignment to Strategic Actions (2a, 2b, 2c, 2d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
2a, 2b, 2c, 2d	-Work collaboratively with families who have a student who is identified as chronically absent or truant in order to establish support -Implement new process for the families of chronically absent students (3, 6, 9 and 18) -Add students to H.U.G. Program to build and foster relationships -Staff reach out to families of current chronically absent students at 3, 6 and 9 days of absences	-Classroom Teachers -Social Workers -ECHN -Nurse -Office Clerk -Principal -FCSP	<u>Evidence:</u> -Student folders/calendars (Morning Attendance meetings) -Monthly Attendance and tardy data -Student survey results
2a, 2b, 2c, 2d	-Use the district’s SEL Screener to better serve our student population and support our families -Analyze data after diagnostic to determine needs of individuals and/or classrooms -Place students as needed in H.U.G. as determined by data and discussions with classroom teachers -Support families as needed based off of data	-Social Workers -Psychologist -Classroom Teachers -ECHN -Principal	<u>Evidence:</u> -SAEBRS Screener data -Student survey results -Classroom observations/walkthroughs -Decrease in number of students needing behavioral interventions

			-Office referral data
2a, 2c, 2d	<ul style="list-style-type: none"> -Continue the work of the PTO Committee to support the MSS PTO and community -PTO committee representative will attend monthly meetings -Support the PTO in participants, membership, volunteers, and the planning of events/fundraisers 	<ul style="list-style-type: none"> -MSS PTO Committee -Principal 	<u>Evidence:</u> <ul style="list-style-type: none"> -Agendas -Attendance data from PTO meetings -Survey results
2a, 2b, 2c, 2d	<ul style="list-style-type: none"> -MSS Family Engagement committee will work to create engaging family events throughout the school year -Family Resource Center will hold monthly Family Lunches (grade level specific) -Plan and celebrate 100 Years of MSS -PTO sponsored events (in collaboration with the MSS PTO Committee) 	<ul style="list-style-type: none"> -MSS Family Engagement Committee -ECHN -FSCP -Principal 	<u>Evidence:</u> <ul style="list-style-type: none"> -Participation numbers at family events -Participation numbers at Family Lunches

Strategic Plan Priority 3: Systems Excellence

Strategic Plan Priority Area 3: System Excellence - VPS will develop and enhance systems and a culture that promotes professional capacity and organization coherence.			
Strategic Actions: <ul style="list-style-type: none"> ● 3a: Develop a creative approach to recruiting high-quality staff reflective of the population of Vernon. ● 3b: Enhance systems that encourage collaboration, address professional learning needs, maximize resources, and recognize good work. ● 3c: Create a positive school culture of teaching and learning for all students, staff and families. ● 3d: Promote safe classrooms and school environments that are socially, emotionally, and physically conducive to learning. 			
System Excellence Goal: Maple Street School will address individual professional learning needs, enhance systems to allow for more collaboration, create a positive culture for all, and continue to operate as a school that is conducive to learning.			
Metrics for Success: <ul style="list-style-type: none"> ● Metric #1: Increase the staffs' positive responses to "I see myself as a valuable member of the MSS community" from 97% Spring of 2023 to 100% by Spring of 2024. ● Metric #2: Increase the staffs' positive response to "Taking part in peer observations enabled me to grow as a professional" from 90% Spring of 2023 to 100% by the Spring of 2023. 			
Action Plan to Accomplish Goal			
Alignment to Strategic Actions (3a, 3b, 3c, 3d)	Action Steps Include specific actions outlining how Teachers, Administrators, and Central Office staff will support this goal	Staff Responsible	Evidence/Artifacts (Please provide links to documents where applicable)
3b, 3c, 3d	<ul style="list-style-type: none"> -Continue the work of the Teacher Development Team with a focus on peer observations and staff development -Involve paraprofessionals in the process -Implement New Teacher Meetings where we develop a focus based on need 	<ul style="list-style-type: none"> -MSS Peer Collaboration Committee -Certified Staff -Paraprofessionals 	<u>Evidence:</u> <ul style="list-style-type: none"> -Number of staff who engaged in peer observations -Staff reflections -Survey results
3b	<ul style="list-style-type: none"> -Implement a Data Team process which will improve instructional effectiveness while meeting the individual needs of each student -Schedule weekly meeting with each grade level and support staff based on meeting's focus -Utilize the VPS data team agenda during each meeting 	<ul style="list-style-type: none"> -All Certified Staff -Director of Teaching and Learning -Principal 	<u>Evidence:</u> <ul style="list-style-type: none"> -Data Team agendas and minutes -Data analysis charts -Classroom Observations -Improved student assessment data
3b	<ul style="list-style-type: none"> -Scheduled paraprofessional monthly meetings -Minimize disruptions to student supports by holding a meeting each month -Survey paraprofessionals to determine focus for meetings -Bring in specialists based off meeting focus 	<ul style="list-style-type: none"> -Support Staff -Paraprofessionals -Principal 	<u>Evidence:</u> <ul style="list-style-type: none"> -Agendas and meeting minutes -Survey results
3b, 3c, 3d	<ul style="list-style-type: none"> -Conduct Instructional Rounds with MSS staff and CO to guide our professional development 	<ul style="list-style-type: none"> -All Certified Staff -District Coaches 	<u>Evidence:</u>

	<ul style="list-style-type: none"> -Rounds will follow the process set forth by the Center for School Change -Staff will share out Next Steps at staff meetings -Focus of rounds will be aligned to strategic actions outlined in School Improvement Plan -Professional Development if needed based on data collected 	<ul style="list-style-type: none"> -Director of Teaching and Learning -Principal 	<ul style="list-style-type: none"> -Instructional Rounds (dates) -Next Steps from Instructional Rounds (Google) -Classroom walkthroughs by Administrator(s), Director of Teaching & Learning, Supervisor of Sp. Ed.
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School Data Related to Priorities

What qualitative and/or quantitative data or information are you using to develop this goal and monitor its impact?

Strategic Priorities	September/October (baseline)	January/February (mid year)	June (end of year)
Student Success - Goal 1	<ul style="list-style-type: none"> ● Pre/post assessment data (Math priority skills tests, DIBELS and F&P, SAEBRS) ● iReady results ● Student survey results 	<ul style="list-style-type: none"> ● Pre/post assessment data (Math priority skills tests, DIBELS and F&P, SAEBRS) ● iReady results ● Student survey results 	<ul style="list-style-type: none"> ● Pre/post assessment data (Math priority skills tests, DIBELS and F&P, SAEBRS) ● Student survey results
Family and Community Partnership - Goal 2	<ul style="list-style-type: none"> ● Family survey ● Number of attendants - PTO Meetings and school events 	<ul style="list-style-type: none"> ● Family survey ● Number of attendants - PTO Meetings and school events 	<ul style="list-style-type: none"> ● Family survey ● Number of attendants - PTO Meetings and school events
System Excellence - Goal 3	<ul style="list-style-type: none"> ● Staff Survey ● Number of staff (certified and paraprofessionals) who took part in peer observations 	<ul style="list-style-type: none"> ● Staff Survey ● Number of staff (certified and paraprofessionals) who took part in peer observations 	<ul style="list-style-type: none"> ● Staff Survey ● Number of staff (certified and paraprofessionals) who took part in peer observations

Roles For School-Based Committees

Building-based committees/teams provide opportunities for school staff to focus on specific actions outlined in your School Improvement Plan which supports the Vernon Public Schools Strategic Plan. Identify the building-based committees that will support the School Improvement Plan, what priority goal they align to, and the intended outcomes of their efforts.

Committee	Priority Goal	Intended Outcomes
Instructional Leadership Team	Focus on individualized needs of each student during Tier 1 instruction and the intervention block.	Increase student achievement in all academic areas. Teachers will have a variety of tools to use during the WIN block in both ELA and Mathematics to support various levels of learners.
Climate (Student-Focused)	Zones of Regulation common language throughout the building. SAEBRS data analysis. Advisory meetings. School-wide assemblies.	Students feel as though they belong and are engaged in their learning. Students understanding and usage of coping skills/strategies. Common SEL language (Zones of Regulation) used throughout the building.
Climate (Staff-Focused)	Focus on the well-being of all MSS staff.	Staff feel supported, enjoy being at work and feel as though they are valuable members of the MSS community.
Parent/Teacher Organization Committee	Connecting with the MSS PTO, recruiting members and increasing family engagement.	Increasing engagement at PTO monthly meetings and engagement during MSS events.
Family Engagement	Build and maintain positive relationships with our families to best support all students.	Increasing family participation in MSS events and increased number of events offered (whole-school or grade-level specific).
Peer Collaboration Team	Focus on Peer Observation process at MSS (certified and paraprofessionals), the training or new staff, and the VPS evaluation process.	Providing staff the training and tools they need.
Attendance Team	Connect with all students, and their families, considered chronically absent last year. Work with families to offer support.	Decrease in chronically absent/tardy students.

School-Based Accountability Index