

The seal of Norwich Public Schools is a circular emblem. It features a central shield with a stylized figure, surrounded by a wreath. The outer ring of the seal contains the text "NORWICH PUBLIC SCHOOLS" at the top and "NORWICH CONNECTICUT" at the bottom, separated by two small rose icons.

# **Norwich Public Schools District Improvement Plan 2024-2025**

Susan M. Lessard, Superintendent  
90 Town Street, Norwich, CT 06360

The Norwich Public School Community includes all students, families, staff, and community members. We believe that coherence is built from a unified mindset in all that we do. Our practices are grounded in our shared philosophies and guide the essential work we do with students.

**Culture and Climate:** We cultivate a safe and positive school environment where we build a strong community through collaboration, communication and commitment. We are dedicated to advancing students academically and socially in preparation for success in school and beyond.

**Family and Community Engagement:** We build positive and effective partnerships committed to the success of all students. We honor each other's contributions to ensure a positive school community that fosters consistent communication and positive relationships.

**Curriculum Vision Statement:** Our district curriculum serves as a strategic blueprint for learning, meticulously crafted to align with content, performance, and practice standards. It is carefully sequenced and paced, organized into coherent units of study, and designed with the end goals in mind. This approach ensures that all students experience a guaranteed set of learning opportunities, while also allowing room for teacher creativity and adaptability.

The curriculum specifies clear learning objectives for each grade level, outlining what students will know and be able to do. By centering the student as an active participant in their own learning, our curriculum fosters engagement and responsibility. Additionally, it provides teachers with a viable, understandable, and user-friendly framework to plan and deliver instruction effectively, tailored to the unique needs of their students.

**Instruction:** We believe all students can learn at high levels. We believe how our students succeed in school and beyond, is at the heart of teaching and learning. Across all content areas as defined in the Instructional Framework, to deliver

instruction in a predictable structure with significant amounts of time for students to practice and for teachers to provide feedback.

**Professional Development:** We believe professional learning provides coherence between the district and school level. Monthly faculty meetings should incorporate a planned PD schedule that aligns with school goals based off of both district and school data. Weekly data team meetings should always result in new learning or a new plan.

## CURRICULUM, INSTRUCTION AND ASSESSMENT:

Committing to a focus on the fundamentals driven by district data. A high quality lesson includes an objective, an activation of prior knowledge, explicit instruction, guided practice, independent practice and checking for understanding.

<b>Strategy</b>	<b>Professional Development and Action Steps</b>	<b>Mid/End-year Key results and Impact</b>
Implement district-wide curriculum in all content areas, PK-8	<p>Provide PD in curriculum writing for the teacher created curriculum framework and assessments <a href="#">Training for New Programs</a> PD Schedule</p> <p>Provide grade and content meeting times to unpack, enhance and revise current curricula.</p>	<p><b>Teaching Pacing Data</b></p> <p>95% of teachers in PK-8 will be on pace with the curricular scope and sequence within a week</p> <p><b>Performance Data</b></p> <p>80% of PreK students will meet or exceed ELDS standard for their age band for each of the data points on the PreK data wall.</p> <p>80% of our K-2 students will be on grade level in reading as measured by the DIBELS composite score.</p> <p>DIBELS growth will be consistent among all subgroups.</p> <p>80% of our K-2 students will be on grade level in math as measured by the USNS.</p> <p>USNS growth will be consistent among all subgroups.</p>

		<p>We will increase the number of students in grades 3-8 on grade level as measured by the SBAC ELA by 10%.</p> <p>This growth will be consistent among all subgroups.</p> <p>We will increase the number of students in grades 3-8 on grade level as measured by the SBAC Math by 10%.</p> <p>This growth will be consistent among all subgroups.</p>
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<p>Consistent data team meetings at the building level</p>	<p>Utilize data at the building and district level to determine next steps for instructional growth through the Data Wise process</p> <p><b>Goal Setting:</b></p> <p>Set individual literacy goals for each student K-8 based on their baseline assessment. Ensure that these goals are specific, measurable, achievable, relevant, and time-bound (SMART).</p> <p><b>Data Analysis:</b></p> <p>Analyze the assessment data PreK-8 to identify trends and patterns. Use visual aids like graphs or charts to illustrate growth over time for individual students and the class as a whole.</p>	<p><b>Progress monitoring data</b></p> <p><b>PreK:</b></p> <p>Teachers will collect data on progress towards the Early Learning and Development Standards (ELDS) 4 times per year: September, mid-October, January and May.</p> <p>Teachers will analyze the data at weekly data team meetings. The analysis will drive instruction, assess access to the general education curriculum, and determine next steps in the MTSS process.</p> <p><b>Elementary:</b></p> <p>Teachers will progress monitor all tier II and III students in literacy in math.</p> <p>Progress monitoring will show a positive trend line for growth for 90% of students.</p> <p>DIBELS for literacy will show consistent growth for 90% of students</p> <p>Acadience for math will show consistent growth for 90% of students</p> <p><b>Middle School:</b></p> <p>Teachers will use IXL data or common</p>
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		formative assessment to show consistent growth for students
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<p>Classroom teachers will implement systematic programming in tier I and II</p>	<p><b>PreK:</b></p> <p>Implement NAEYC standards and ELDS through Play Planning for executive functioning, Teaching Strategies Gold for academic curriculum, Heggerty for Phonemic Awareness, Foundations for targeted phonics instruction, Caring School Communities for SEL curriculum, and child-directed center routines.</p> <p>Increase consistency in collecting, organizing, analyzing, sharing and reporting data to stakeholders.</p> <p>Build common language and practice around behavior/attendance frequency data.</p> <p>Implement elementary online assessment tool (mClass) and data management platform (Branching Minds)</p> <p>Implement consistent data management (entrance/exit criteria, cut points, graphs) around SRBI</p>	<p><b>Performance Data:</b></p> <p>80% of PreK students will meet or exceed ELDS standard for their age band for each of the data points on the PreK data wall.</p> <p>80% of our K-2 students will be on grade level in reading as measured by the DIBELS composite score.</p> <p>DIBELS growth will be consistent among all subgroups.</p> <p>80% of our K-2 students will be on grade level in math as measured by the USNS.</p> <p>USNS growth will be consistent among all subgroups.</p> <p>We will increase the number of students in grades 3-8 on grade level as measured by the SBAC ELA by 10%.</p> <p>This growth will be consistent among all subgroups.</p> <p>We will increase the number of students in grades 3-8 on grade level as measured by</p>
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**Intervention Strategies:** Implement targeted interventions for students who may be struggling. This can include personalized tutoring, small group instruction, or using literacy programs tailored to their needs.

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This growth will be consistent among all subgroups.

**Progress monitoring data**

**PreK:**

Teachers will collect data on progress towards the Early Learning and Development Standards (ELDS) 4 times per year: September, mid-October, January and May.

Teachers will analyze the data at weekly data team meetings. The analysis will drive instruction, assess access to the general education curriculum, and determine next steps in the MTSS process.

**Elementary:**

DIBELS for literacy will show sustained improvement. This suggests ongoing progress that maintains a positive trend over time growth for 90% of students

Acadience for math will show sustained improvement. This suggests ongoing progress that maintains a positive trend over time growth for 90% of students

		<p><b>Middle School:</b></p> <p>Teachers will use IXL data or common formative assessment to show consistent growth for students. This suggests ongoing progress that maintains a positive trend over time.</p>
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<p>Implement consistent district-wide practices for all sub groups</p>	<p>Review district level SRBI with a focus on sub groups</p> <p>Encourage students to reflect on their own growth/goals.</p> <p>Include MLL and Special Education teachers in grade level data team meetings in order to plan for specialized instruction for students.</p> <p>Provide PD for teachers high quality instruction that provides access to all learners.</p> <p>Include MLL and Special Education teachers in the curriculum development process in all content areas.</p>	<p><b>Performance Data</b></p> <p>80% of PreK students will meet or exceed ELDS standard for their age band for each of the data points on the PreK data wall.</p> <p>80% of our K-2 students will be on grade level in reading as measured by the DIBELS composite score.</p> <p>80% of our K-2 students will be on grade level in math as measured by the USNS.</p> <p>USNS growth will be consistent among all subgroups.</p> <p>We will increase the number of students at grade level by 10% as measured by SBAC ELA. The measurement baseline will be by cohort (with the exception of grade 3 which will be a 10% increase from the previous year).</p> <p>This growth will be consistent among all</p>
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We will increase the number of students at grade level by 10% as measured by SBAC Math. The measurement baseline will be by cohort (with the exception of grade 3 which will be a 10% increase from the previous year).

**Progress monitoring data**

**PreK:**

Teachers will collect data on progress towards the Early Learning and Development Standards (ELDS) 4 times per year: September, mid-October, January and May.

Teachers will analyze the data at weekly data team meetings. The analysis will drive instruction, assess access to the general education curriculum, and determine next steps in the MTSS process.

**Elementary:**

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		<p>over time growth for 90% of students</p> <p>Acadience for math will show sustained improvement. This suggests ongoing progress that maintains a positive trend over time growth for 90% of students</p> <p><b>Middle School:</b></p> <p>Teachers will use IXL data or common formative assessment to show consistent growth for students. This suggests ongoing progress that maintains a positive trend over time.</p>
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<p>Connect Extended/After School, Athletics and Summer Learning to our regular day operations to build coherence in our programming, create sustainability in programming, and to connect the expertise of staff to student needs.</p>	<p>Combine Extended Learning Summer Program and Summer School in order to use economy of scale and shared resources to serve more students in both academic interventions and extended learning opportunities.</p> <p>Provide training for extended learning staff so they can target interventions for students who are in the extended learning program.</p> <p>Implement High Dosage tutoring in extended learning to identified students.</p>	<p>Impact Data: SBAC Growth Targets, State PE Test (Overall Score), NGSS Science, Attendance/Behavioral Data</p> <p>40% of students in grades 6-8 will participate in athletics.</p>
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**CULTURE, CLIMATE AND FAMILY ENGAGEMENT:**

If we **collaborate** with students, families, and our professional community to establish **positive relationships coupled with clear expectations...**

Then students, families, and our professional community will feel **welcomed, valued, and supported...** And the impact will be a **positive culture and climate** that fosters a **safe school environment.**

<b>Strategy</b>	<b>Professional Development and Action Steps</b>	<b>Mid/End-year Key results and Impact</b>
<p>Implement consistent district-wide culture and climate practices.</p>	<p>Implement restorative practices, inclusive of trauma informed teaching strategies</p> <p>Train administration and select social workers, psychologists, and teachers on advanced tiered restorative practices</p> <p>Create district-wide structures for collecting, analyzing, and responding to attendance and behavioral data</p> <p>Hire full time Family Engagement, Attendance, and Extended Learning Coordinators for each building.</p>	<p><b>Performance Data:</b></p> <p>Impact Data: Behavioral Data, DESSA</p> <p>District chronic absenteeism will decrease from 23.08% to 10%.</p> <p><b>Climate Panorama Survey:</b></p> <p><b>Staff:</b></p> <p>“The PD I received this year has provided me with teaching strategies to better meet the needs of my students.”</p> <p>The percentage of staff responding favorably to this question will increase from 37% (in 2024) to 75%.</p> <p><b>Families:</b></p> <p>How big of a problem is the following issue for becoming involved with your child’s current school: The school provides little information about involvement opportunities.</p> <p>The percentage of families</p>

		<p>responding favorably to this question will increase from 65% to 75%.</p> <p><b>Students Grades 6-8:</b> 'How excited are you about going to classes?'</p> <p>The percentage of students in grades 3-5 responding favorably to this question will increase from 63% to 75%</p> <p>The percentage of students in grades 6-8 responding favorably to this question will increase from 24% to 75% in grades 6-8.</p>
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<p>Implement a guaranteed and viable curriculum of social emotional learning.</p>	<p><b>Implement a new SEL program:</b></p> <p>Caring School Communities in grades K-5, with a modified scope and sequence for PreK that introduces the 5 underlying CASEL concepts from Caring School Communities throughout the school year.</p>	<p>Reduce ISS incidents by 10% (825 in Spring 2024)</p> <p>Reduce OSS incidents by 10% (385 in Spring 2024)</p>
<p>Implement initial district wide practices for family engagement.</p>	<p>Hire full time Family Engagement, Attendance, and Extended Learning Coordinators for each building.</p> <p>Attendance will be monitored at Family Engagement Events.</p> <p>Develop School Improvement Plans in collaboration with families.</p>	<p>Attendance will be maintained or increased for family engagement events.</p> <p><b>School Climate Survey Families:</b></p> <p>How big of a problem is the following issue for becoming involved with your child’s current school: The school provides little information about involvement opportunities.</p> <p>The percentage of families responding favorably to this question will increase from 65% to 75%.</p>