

Norwich Public Schools
John B. Stanton School Improvement Plan
2011-2014
Revised September 2011

"The **NEXTT** Generation Norwich Education System is a fully integrated community educational environment for all our citizens throughout their lives in any facet they desire."

We Will:

1. be known for how learners, families, educators, and the Norwich community work together to deliver personalized and effective learning programs for every learner
2. give learners the personalized support they need for success
3. be flexible in the use of time, space, and learning experiences
4. use Norwich community resources creatively and responsibly for mutual benefit of the community, the schools, and learners
5. help citizens learn continuously throughout their lives
6. have a sustainable financial model that reflects not only the *cost* side of the public ledger, but also the *benefits* side
7. have processes that periodically renew the system as times and priorities change

Thank you to the following contributors at John B. Stanton Elementary School

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If you would like this information translated into Spanish or Haitian Creole, please contact Christie Gilluly at 860 823 4207, x 122.

Si a usted le gustaría esta información traducida al español o criollo haitiano, sírvase contactar a Christie Gilluly at 860 823 4207, x 122.

Si ou ta renmen enfomasyon sa tradui an Espanol oubyen Kreyòl Ayisyen, tanpri kontakte Christie Gilluly at 860 823 4207, x 122.

Smart Goal: The percentage of students scoring proficient or higher on the district-wide reading comprehension, math benchmark assessments, Developmental Reading Assessment and Degrees of Reading Power tests, as well as Connecticut Mastery Test or Connecticut Academic Performance Test will increase by 5 points per year (15 points over three years). The percentage of students graduating from high school, as measured by the district/school drop out rate, will increase by 5 points per year (15 points over three years).

TIER II INDICATOR THE PLAN IS DESIGNED TO ADDRESS:

All certified staff will develop knowledge in comprehensive literacy instruction, Sheltered Instruction Observational Protocol and Culturally Responsive Instruction, Connecticut Accountability for Learning Initiative-Data Driven Decision Making, Data Teams, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments, and Positive Behavior Support through participation in district-wide and/or building level professional development.

1. The district will develop – and John B. Stanton Elementary School will implement – a long-range, professional development plan that addresses literacy and numeracy instruction and instructional improvement practices by all professional staff, differentiated by student subgroup performance, and that strengthens the instructional rigor, sets high expectations, improves student achievement levels, and provides administrators with the necessary skills and knowledge to support differentiated professional development for staff.
2. Provide prescriptive instructional support systems to address the needs of students identified as achieving at below proficient in literacy and numeracy.
3. Develop strong family partnerships with the school to involve parents in the literacy and numeracy development of their children.

**ELL Strategies are indicated by underlining.

Action Steps	Person(s) Responsible	Results Indicators	Timeline	Projected Costs
<p>Strategy 1: Expand the opportunities for improving teacher and administrator knowledge and skills in the area of literacy and numeracy, team process skills and data analysis to improve instruction through the use of CSDE Common Core State Standards (CCSS), English Language Learner Frameworks, and all content area curriculum documents.</p>				
<p>1. Provide professional development to Stanton staff including building-based learning, School Data Team (SDT) and Instructional Data Team meetings (IDT), job-embedded professional development and support, “Norwich University” workshops, faculty meetings, and CALI module workshops.</p> <p>Hold staff, CALI Instructional Data Team (IDT), and School data Team (SDT) meetings focused on effectively implementing Norwich Public Schools’ curricula within the classroom. At Stanton, these will include on-going PD in fluency, PBS, Every Day Calendar Math and Touch Math, 5th and 1st grade D.A.R.E., and social behavior</p> <p>Teachers will develop a deeper understanding of the learning needs of English Language Learners and enhance their skills in providing more effective instruction in Literacy and Numeracy. Among the resources to be used include the CT Common Core State Standards, the ELA Curriculum Guide, the Math Curriculum Guide and the Connecticut English Language Learner Frameworks</p>	<p>1. Christie Gilluly, Principal; James Strauss, Literacy Coach; Jill Sleasman; Math Coordinator; School Data Team (SDT) members</p> <p>Christie Gilluly, Principal; James Strauss, Literacy Coach; Jill Sleasman; Math Coordinator; SDT members, Norwich Police, and Health-based Center staff</p> <p>Christie Gilluly, Principal; James Strauss, Literacy Coach; Jill Sleasman; Math Coordinator; ELL staff, Sheila Osko, ELL Coordinator, and SDT Leaders</p>	<p>1. Teachers will implement <u>SLOP (Sheltered Instruction Observation Protocol)</u>, Effective Teaching Strategies with a focus on cooperative learning, nonfiction writing, oral reading fluency (ORF), nonlinguistic representations, and student engagement to facilitate student achievement. The principal will observe evidence of these strategies in 50% of classroom walk-throughs, 100% of monthly lesson plans, and in 100% of weekly Instructional Data Teams minutes.</p> <p>Teachers will effectively implement each curriculum as evidenced in 100% of monthly lesson plans, principal walk-throughs, and improvement on district benchmarks in reading, writing, and math three times per year. Lesson Plans will reference</p> <ul style="list-style-type: none"> • CT Common Core State Standards • Curricula pacing guide • Instructional strategies • Pre/post assessments • Progress monitoring • Classroom Environmental Check list <p>Teachers will effectively embed SLOP components in daily instruction as evidenced by 100% of monthly lesson plans, 50% of classroom walkthroughs, and ELL student achievement on benchmark assessments, especially those in language arts.</p>	<p>Ongoing 2011-2014 and/or as necessary</p>	<p>In-district support and staff</p> <p>Office of English Language Requisition (OELA) Grant</p>

Action Steps	Person(s) Responsible	Results Indicators	Timeline	Projected Costs
<p>2. Analyze and use assessment data effectively to monitor literacy and numeracy progress of all students and inform further instruction. Resources to be used include the CT Common Core State Standards, the ELA (English Language Arts) Curriculum Guide, Math Curriculum Guide the Connecticut English Language Learner Frameworks, CCT 2010, and National School Climates Standards.</p> <p>On a weekly basis, teacher will collaboratively plan instruction that meets students' learning needs, based on student data, work samples, and Scientifically Researched-Based (SRBI) literacy and numeracy practices. At Stanton, these will include Reading Stars, After School Writing, increased fluency instruction and monitoring, Every Day Calendar Math, Basic Facts Honor Roll, and Touch Math.</p> <ul style="list-style-type: none"> Analyze benchmark assessments and CMT data for all individual students including the ELL subgroup. Collaboratively review LAS Links data for ELL students to determine instructional program. Analyze and use data from universal screenings and progress monitoring to inform instruction and interventions. <p>3. Implement Tier II intervention throughout the district. To support all students' improved literacy, Stanton CALI Instructional Data Teams will continue to extend targeted use of these programs and practices: Soar to Success, leveled literacy interventions, Early Success, Wilson Programs such as Foundations and Leveled Literacy Instruction, and Quick Reads (including After School program). Touch Math will be used as Tier I intervention and After School to support students' numeracy growth in Grades 1-3.</p>	<p>2. Christie Gilluly, Principal; James Strauss, Literacy Coach; Jill Sleasman; Math Coordinator; ELL staff, Sheila Osko, ELL Coordinator, and SDT members</p> <p>3. Christie Gilluly, Principal; James Strauss, Literacy Coach; ELL staff, Sheila Osko, ELL Coordinator, SDT members, and all staff</p>	<p>2. Teachers will implement</p> <ul style="list-style-type: none"> deconstruction of learning tasks analysis of student work samples and assessments to determine strengths and areas needing improvement lesson objectives addressing class needs differentiated lessons that address student needs. (ELL, Tiers I and II) <p>Teachers will implement the lessons and strategies identified in the weekly data team meetings, <u>including SIOP, T.A.T. (Training for All Teachers), and Project EX-CELL (Excellence for Connecticut's English Language Learners), and those strategies and interventions.</u></p> <p>Administrators will observe evidence of these strategies in 50% of classroom walk-throughs, 100% of monthly lesson plans, and 100% of weekly CALI Instructional Data Teams minutes.</p> <p>3. Teachers/service providers will implement identified Tier II instruction during the enrichment period as evidenced by monthly lesson plans. CALI Instructional Data Teams will analyze monthly progress monitoring data to assess effectiveness of the intervention as evidenced by weekly data team minutes.</p>	<p>Ongoing 2011-2014 and/or as necessary</p>	

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<p>4. Provide parents/guardians with multiple opportunities to participate in the educational process of their children.</p> <p>Beyond ensuring that all parents/guardians forms and communications are easily accessible and translated into Spanish and Haitian Creole, or make available support to families that speak other languages, Stanton will schedule and provide the following:</p> <ul style="list-style-type: none"> • SES parent meetings (September - November) to arrange tutorial services from vendors including Futures, Professional Tutors of America, Acelt!, and Global Partnership Schools • Title I parent meetings (twice per year) <p>Provide Stanton parents/guardians with informational sessions on curriculum via</p> <ul style="list-style-type: none"> • Reading Curriculum Night (providing parents with reading strategies) • Curriculum Night (PTO) • Open House • UConn Math Night • Second Step Family Kit <p>Ensure all classroom teachers keep parents/guardians informed through a home/school connection that includes but is not limited to</p> <ul style="list-style-type: none"> • Parent/Teacher conferences • Progress Monitoring reports • Additional written updates for those students receiving Tier II and/or Tier III interventions 	<p>4. Sheila Osko, ELL Coordinator; Christie Gilluly, Principal; Kin-Gr 5 and ESL Center Teachers; Deborah Thompson, Secretary, Diana Wawrzynowicz, Nurse; Stanton PTO Board</p> <p>Christie Gilluly, Principal; James Strauss, Literacy Coach; K-Gr 5 Teachers; Lisa Allen, Social Worker; Stanton PTO</p> <p>Christie Gilluly, Principal; K-Gr 5 Teachers; SDT and CALI Instructional Data Teams members</p>	<p>4. <u>CyraCom, translated forms and notices will be routinely used to facilitate communication with parents. These communications will be evidenced by notices in other languages posted on the NPS Intranet and building translation logs.</u></p> <p>Parents/guardians participation in curriculum sessions will be assessed by reviewing sign-in sheets and workshop evaluation forms.</p> <p>Review of the quality and effectiveness of classroom teachers' home/school communication will be conducted three times per year and include self-reports, CALI Instructional Data Teams minutes, and the principal's written review.</p>	<p>Ongoing 2011-2014 and/or as necessary</p>	<p>In-district support and staff</p>

Action Steps	Person(s) Responsible	Results Indicators	Timeline	Projected Costs
Strategy 2: All staff will demonstrate use of a wide range of positive intervention and instructional strategies throughout the learning environment to promote a positive school culture and climate to increase student achievement as stated in the results indicator.				
<p>1. Provide Stanton faculty with on-going professional development on improving school climate. Specifically, the faculty will expand and refine its applications of the following:</p> <ul style="list-style-type: none"> • Positive Behavior Intervention and Support (PBIS) including anti-bullying training • Second Step • Stanton's Daily Positive Behavior Pledge • Teachers' modeling, posting, and teaching agreed-upon behavioral expectations, classroom rules, and other lessons as needed <p>2. Increase and strengthen relationships with community and parents in support of student achievement and behavior.</p> <p>Review baseline data about Stanton school climate as provided by the district-wide survey from teachers, students, and parents and PBIS SWIS data</p> <p>Plan, advertise, sponsor, and conduct all of the following:</p> <ul style="list-style-type: none"> • American Red Cross Blood Drive • B.R.I.D.G.E.S. (after school program) • Connecticut Tigers "Hit the Books" and "Outstanding Students" programs • American Red Cross CPR training with parents and community members • Earth Day clean-up of school grounds • American Red Cross Jump Rope for Heart • Golden Fork Club • Hispanic Health Council • Positive Behavior Support website • Principal's Monthly Newsletter • School Based Health Clinic • Stanton Elementary School website • Student of the Month celebration 	<p>1. Christie Gilluly, Principal ; Karen Twomey; Assistant Principal ; all staff</p> <p>2. Christie Gilluly, PBIS team, SDT, K-Gr 5 Teachers, Stanton PTO Board, American Red Cross, Nurse, and reps/liaisons for the many organizations listed under "Step2."</p>	<p>1. Classroom instructional time will increase as reflected in a 10% per year decrease in SWIS disciplinary referrals/incidents</p> <p>In addition, faculty will see evidence of posted behavioral expectations and spend decreased time on classroom management as demonstrated by the Short Visit Protocol (SVP) monthly composite.</p> <p>2. Increased opportunities for participation by parents/guardians and community in all school activities as demonstrated by</p> <ul style="list-style-type: none"> • sign-ups, sign-ins, and events evaluations. • PBIS SES survey 2010, 2011, and 2012 • Agenda, minutes, and/or follow-ups of meetings and events • Pre and post survey data will show improvement in perceptions of focus areas identified in the climate survey's baseline data. 	<p>Ongoing 2011-2014 and/or as necessary</p>	

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