

***Center Road School
School Improvement Plan
2021-22***



**20 Center Road
Vernon, CT 06066**

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Center Road School – School Improvement Plan 2021-22

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Introduction

Center Road School believes in growing all students to meet or exceed state standards and to develop them as a whole child, so that they can be ready for middle school and beyond. To this end, we have developed this School Improvement Plan. We will work diligently with all stakeholders to increase student success.

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

Every graduate is a *Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen.*

Vernon Board of Education 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.

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.

School Mission Statement

We, the CRS Community, value kindness, perseverance, and life-long learning. We strive to create a safe, supportive, and positive environment where students are empowered to take responsibility for their learning. Together, we respect diverse thinking, and help our students become successful members of a global society.

CRS Goals and Strategies, 2021-22

School Year: 2021-22	Blueprint for Success Focus Area: Rigorous Curriculum (reading)
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Goal 1A:→Increase reading achievement for all students.

Metric 1: Reading achievement for grades K-1 will increase from ____ % in the fall to ____ % in the spring as measured by the grade level Foundations assessment.

Metric 2: ELA achievement for grades 3-5 will increase by 20% as measured by the Pre and Post Interim Assessment Blocks (IAB)s during the 2021-22 school year.

Metric 3: Reading achievement for all students in grades 2-5 will increase due to all students meeting their growth targets as measured by IReady from September 2021 to March 2022.

Metric 1 - Fdtns	Fall 2021	Spring 2022	+/-
Kindergarten			
Grade 1			

Metric 2	IAB 1 Pre	IAB 1 Post	+/-	IAB 2 Pre	IAB 2 Post	+/-	IAB 3 Pre	IAB 3 Post	+/-	IAB 4 Pre	IAB 4 Post	+/-
Grade 3	0%	6%	+6%									
Grade 4	2%	27%	+25%									
Grade 5	4%	29%	+25%									

Metric 3	I-Ready Fall 2021	I-Ready Spring 2021	+/-
Grade 2	21%		
Grade 3	36%		
Grade 4	28%		
Grade 5	41%		

Theory of Action: If teachers deliver high-quality small group instruction and they continue to participate in job-embedded professional development, then students will make a year or more of progress.

Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
Gradual Release of Responsibility model: - small groups and individual conferring	Classroom Teachers Reading Teachers Sped Teachers Principal/A. Prin.	Time in daily schedule PD: Consultants, Instructional Coaches, & Reading Teachers PLCs, Common planning time, Data Team meetings Literacy Footprints	Sept. '21 – June '22 – PD, PLCs – Data Teams	<u>Evidence:</u> – lesson plans, observations, PD agendas, assessments <u>Short-Term Impact & Longer-Term Outcomes:</u> – weekly planning for conferences & groups – targeted & differentiated instruction – student growth
SRBI	K-5 teachers Reading Teachers Special Ed Teachers Principal/A. Prin.	PD on process/forms/ instruction SRBI Meetings Intervention Meetings & Schedule Data Team meetings Assessment data Equity Book Study	Sept. '21 – June '22 – PD, PLCs – Data Teams – SRBI meetings	<u>Evidence:</u> – goal setting, progress monitoring, meetings, flex grouping <u>Short-Term Impact & Longer-Term Outcomes:</u> – weekly planning for conferences & groups – targeted & differentiated instruction – student progress towards 1.5 year growth

School Year: 2021-22

Blueprint for Success Focus Area: Rigorous Curriculum (math)

Goal 1B: → Increase math achievement for all students.

Metric 1: Math achievement for grades K-1 will increase 20% from fall 2021 to spring 2022 as measured by the District fluency assessment.

Metric 2: Math achievement for grades 3-5 will increase by 20% as measured by the Pre and Post Interim Assessment Blocks (IAB)s during the 2021-22 school year.

Metric 3: Math achievement for all students in grades 2-5 will increase as all students meet growth targets as measured by IReady from September 2021 to March 2022.

Metric 1- Fluency	Fall 2021	Spring 2022	+/-		Fall 2021	Spring 2022	+/-
Kindergarten				Gr. 1	52%		

Metric 2	IAB 1 Pre	IAB 1 Post	+/-	IAB 2 Pre	IAB 2 Post	+/-	IAB 3 Pre	IAB 3 Post	+/-	IAB 4 Pre	IAB 4 Post	+/-
Grade 3	1%											
Grade 4	4%	44%	+40		27%							
Grade 5	6%	32%	+26%	7%	39%	32%						

Metric 3	I-Ready Fall 2021	I-Ready Spring 2021	+/-
Grade 2	12%		
Grade 3	4%		
Grade 4	14%		
Grade 5	22%		

Theory of Action:

If we deliver rigorous instruction by using questioning techniques, then students will construct deeper learning resulting in increased math achievement.

Strategies	Staff Responsible	Resources and Learning Needed	Timeline	Intended Outcomes (Early evidence, short term & long-term impact)
Rigor: DOK & Questioning	Classroom Teachers Special Education Teachers Math Teachers Principal/A. Prin.	Time in schedule PD from Melissa Howey & Math Teachers PLCs Curriculum resources	Sept. '21 – June '22 – PD, PLCs – Data Teams	<u>Evidence:</u> – lesson plans, observations, PD agendas, tasks & assessments <u>Short-Term Impact & Longer-Term Outcomes:</u> – weekly planning for conferences & groups – differentiated instruction through scaffolds – student growth
SRBI	Classroom Teachers Special Education Teachers Math Teachers Principal/A. Prin.	PD on process/forms/ instruction SRBI Meetings Intervention Meetings Intervention Schedule Forms Data Team meetings Assessment data Equity Book Club	Sept. '21 – June '22 – PD, PLCs – Data Teams – SRBI meetings	<u>Evidence:</u> – goal setting, progress monitoring, meeting schedules, flexible grouping <u>Short-Term Impact & Longer-Term Outcomes:</u> – weekly planning for conferences & groups – targeted & differentiated instruction – student progress towards 1.5 year growth

Goal 2: Develop a positive school climate/culture, so that student success will flourish.

Metric 1: Increase students’ responses to “I can identify what zone I’m in.” from 32 % to ___% (Student Survey).

Metric 2: Increase students’ responses to “I feel like I belong at my school” from ___% to ___% (Student Survey)

Metric 3: Increase the staffs’ positive responses to “I know and use Zones of Regulation vocabulary.” from ___% Fall 2021 to ___% Spring 2022.

Theory of Action: If we learn and implement equity and trauma informed practices, then our students will be feel connected to and supported by the school.

Strategies	Staff Responsible	Resources and Learning Needed	Timeline	Intended Outcomes (Early evidence, short term & long-term impact)
Social Emotional Learning	Certified Staff Non Certified Staff Administration	Aperture Assessment & training Zones of Regulation curriculum (gr. 1-3) Coaching from Dr. Viana Turcious-Cotto <i>SEL and the Brain</i> by Marilee Springer Professional Development	June. '21 – June '22 – Summer reading notetaking and Padlet – Monthly Staff Meetings – Data team meetings – PLCs – SRBI	<u>Evidence:</u> – PD & Staff Meeting agendas – Lesson plans – Daily schedules – Surveys - student/teacher? – observations – Data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Strategies implemented effectively – Common staff & student vocabulary – Increase in students’ SEL knowledge – Use of Zones of Reg strategies – Aperture data used at SRBI
Culturally Responsive Teaching	Certified Staff Administration District Equity Team Curriculum Equity Team	<i>Culturally Responsive Teaching & the Brain</i> by Zaretta Hammond <i>Coaching for Equity</i> by Elena Aguila	Sept. '21 – June '22 – Monthly PD - book study	<u>Evidence:</u> – Book Study agendas – staff survey <u>Short-Term Impact & Longer-Term Outcomes:</u> – Reflection – Shared definition of Equity – Staff surveys

Goal 3: → Engage families to build positive relationships that support learning and the development of the whole child.

Metric 1: → Decrease the percent of students that are chronically absent from 9.42 % EOY 2021 to 8% EOY 2022.

Metric 2: → Increase families’ positive responses to “I am regularly informed about my child’s progress.” from 86% in fall 2020 to 90% in spring 2021.(Family Survey)

Metric 3: → Increase families’ positive responses to “CRS has given me strategies to support reading at home.” from 65 % in fall 2021 to ____% in spring 2022.(CRS Survey)

Metric 1: Chr. Abs.	20-21 EOY		21-22 Mid Yr		21-22 EOY	
All Students	9.42%	% Total Pop		% Total Pop		% Total Pop
Caucasian	19%	49%				
African Amer.	17%	9%				
Hispanic/Latino	33%	25%				
Multi-Ethnic	19%	9%				
Asian	11%	8%				
SPED	28%	14%				

Theory of Action: If we develop an environment that values relationships, is supportive to students, families, and staff, and has a growth mindset, then a physically and emotionally safe environment will be in place to support developing the whole child.

Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes (Early evidence, short term & long-term impact)
Literacy Engagement	Certified Staff¶		Sept. '21 – June '22 – PD, PLCs – Data Teams	<u>Evidence:</u> – grade level home communications, schoolwide reading challenges <u>Short-Term Impact & Longer-Term Outcomes:</u> – Students reading at home – Parents supporting reading at home.
Family Touchpoints: ● Noteworthy News ● Welcome Back phone calls ● Hopes and Dreams	Classroom Teachers		Sept. '21 – June '22 – PD, PLCs – Data Teams – SRBI	<u>Evidence:</u> – phone logs, conference schedules – number of postcards completed <u>Short-Term Impact & Longer-Term Outcomes:</u> – consistent communication – increased personal connections

SCHOOL ACADEMIC DATA

ELA Assessments											
iReady – standard view				SBA, percent at or above proficient							
Grade	Spring 2021	Fall 2021	Spring 2022	Grade	2016-17	2017-18	2018-19*		2021-22	2021/22	
2 nd					all students	all students	all students	cohort	all students	all students	cohort
3 rd				3 rd	46%	47%	49%	52.7%	42%		
4 th				4 th	49%	48%	43%	43.1%	64%		
5 th				5 th	56%	43%	53%	53.4%	64%		
Total Grades 2-5				Total Grades 3-5	53%	43%	51%		58%		

Math Assessments											
iReady – standard view				SBA, percent at or above proficient							
Grade	Spring 2021	Fall 2021	Spring 2022	Grade	2016-17	2017-18	2018-19*		2021-22	2021/22	
2 nd					all students	all students	all students	cohort	all students	all students	cohort
3 rd				3 rd	59%	47%	48%	52.7%	41%		
4 th				4 th	43%	41%	52%	51.4%	59%		
5 th				5 th	58%	44%	55%	58.6%	52%		
Total Grades 2-5				Total Grades 3-5	53%	43%	51%		51%		

* Cohort percent includes students who attended VPS in the previous school year only.

Assessments Defined:

iReady –This is an online, interactive learning environment designed to assess students and then provide individualized instruction based on each student’s learning needs in reading and math. After the assessment, students can log on at school or at home to complete lessons that target concepts the student missed on the assessment.

Smarter Balanced Assessment (SBA) – The State online assessment given to students in grades 3-8 in reading and math. This test will be given to students in the spring of 2018, and the individual results will be available to schools and parents in fall 2018.

Historical Data

Survey	Question	Fall 2021		Spring 2022	
		# of Responders	percent positive	# of Responders	percent positive
Family	CRS supports me with literacy at home.				%
Staff	I understand and utilize the vocabulary from Zones of Regulation.				%
Student	Overall, how much do you feel like you belong at your school?				%

School Culture – Student Attendance						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Daily Ave Attendance Rate*	96.1%	95.7%	95.8%	95.7%	96.2%	
Percentage of students identified as chronically absent*	4.3%	6.7%	4.35%	3.7%	9.42%	

*PSIS state report

SCHOOL WIDE PROFESSIONAL LEARNING PLAN

School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.

DATES	STAFF RESPONSIBLE	OUTCOMES
First Wednesday of the month	Certified staff	Staff will engage in whole school PD focused around improvement in teaching and learning.
Second and Fourth Wednesday of the month	Certified Staff	PLC meetings focused on data driven decision making for planning of instruction.
Third Wednesday of the month	Certified Staff	Staff Book Club: <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond
Data Teams	Admin, Certified Staff	Weekly meetings to analyze student work and plan targeted instruction
Ongoing	Instructional Coaches	Provide teacher support throughout the year to implement the curriculum with high quality teaching practices. Provide support to all teachers through CRS coaching days and individual requests.

School Priorities

Social Emotional Learning

- Aperture SEL screener
- Zones of Regulation, grades 1-3

Equity

- *Culturally Responsive Teaching and the Brain* by Zaretta Hammond
- Equity Committee will provide resources and information to whole staff

Family Engagement

- Hold in-person events as feasible (e.g. literacy night, etc)
- Offer choices for conferences, meetings, etc: zoom or in person
- Encourage and support literacy in the home

Literacy Footprints

- Increase student access to chromebooks
- Increase teachers' knowledge of technology to support learning

District Professional Development

- Instructional Elements
- Equity
- SEL

Center Road School
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