



School Improvement Plan Center School 2020-2021



Center School
125 West Street
P. O. Box 110
Litchfield, CT 06759-0110

“WHERE KIDS ARE THE CENTER OF OUR ATTENTION!”

Lisa Deltano, Principal
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Dear Center School Families and Community Members,

We are proud to share with you our updated Center School School Improvement Plan.

In light of the unexpected opportunities and challenges presented to us by Covid-19, this document represents two years of goals and action steps, covering the 2019-2020 and 2020-2021 school years. Where available, updated data has been provided. Otherwise, the data reflected represents that available to us in 2019 and is labeled as such.

Thank you,

Lisa Deltano
LCS Principal

Contributors

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Daniel Clock
Wayne Shuhi
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Donald Falcetti
John Morosani
Lynn Stone

Litchfield Public Schools Mission

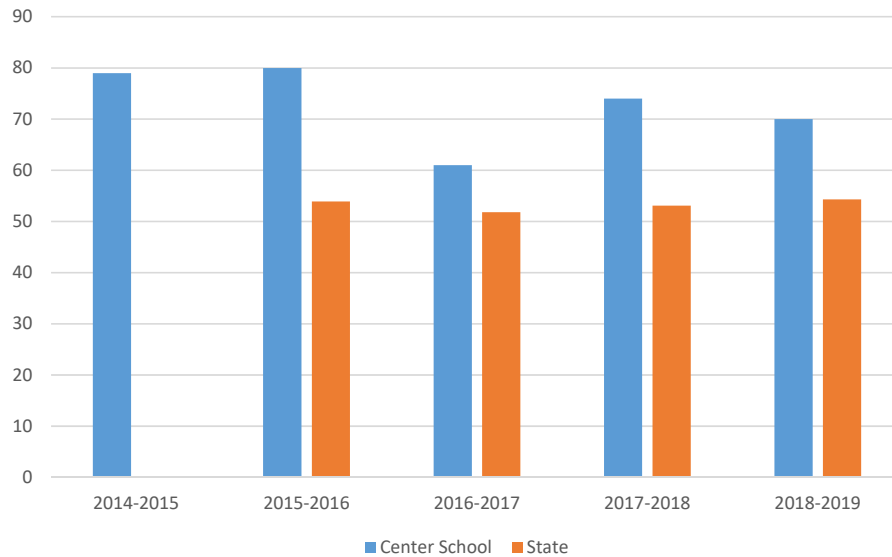
"The mission of the Litchfield Public Schools is to provide all students with appropriate academic and personal learning experiences within a safe and supportive educational environment. In partnership with our parents and community, we challenge every learner to acquire the knowledge, skills, and personal attributes needed to become productive and self-directed citizens."

Center School Mission

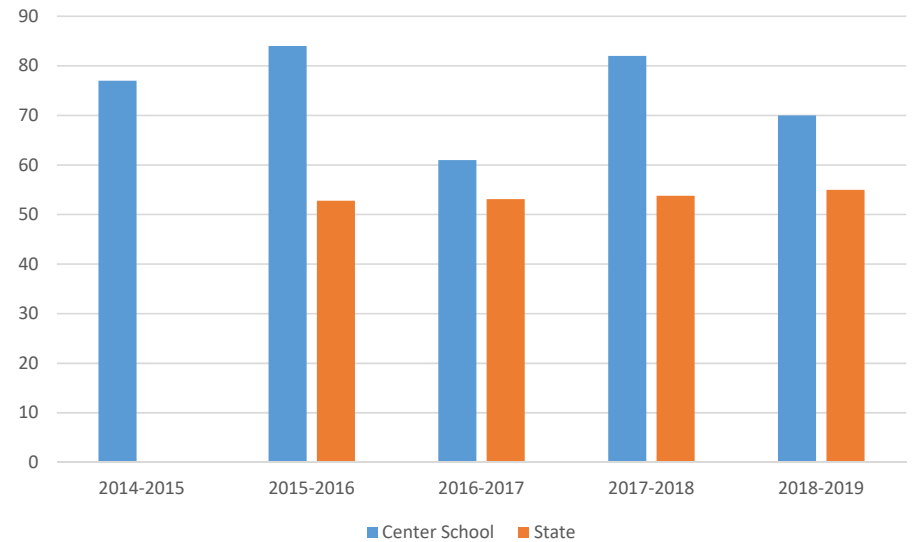
*"Our **mission** is to foster a partnership between our school and community as we work and grow together with the belief that all students can learn in a safe and positive environment. We commit to supporting each other as we meet challenges with enthusiasm, openness, and a willingness to solve problems. We aim to build an atmosphere of cooperation, reflection, and thoughtful decision-making as we take ownership of ourselves, our learning, and the ways we treat each other."*

School Performance Summary

Center School Smarter Balanced ELA Achievement Comparison

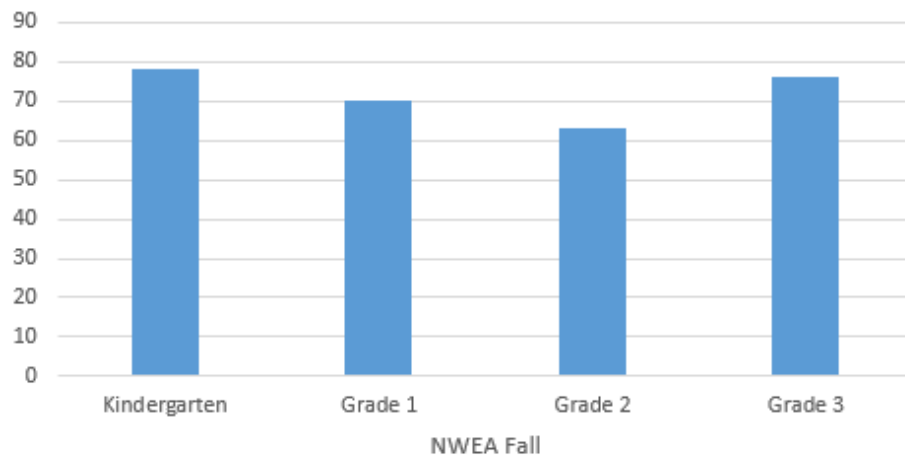


Center School Smarter Balanced Math Achievement Comparison

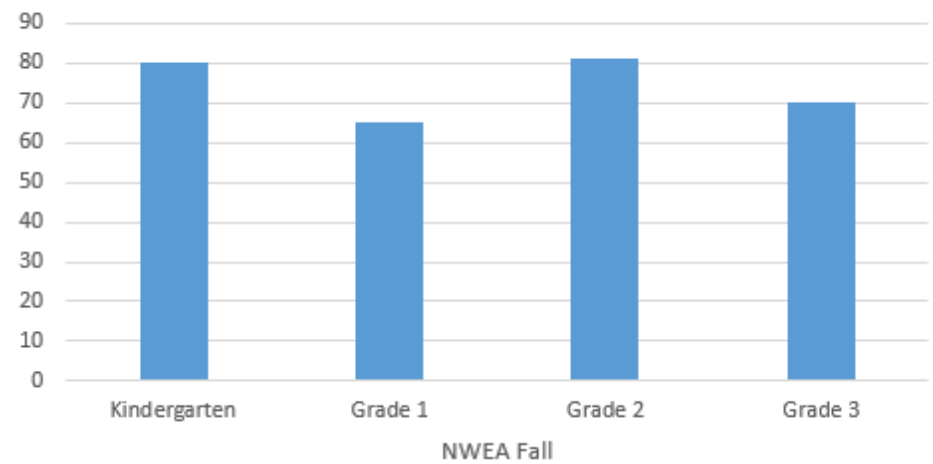


NWEA ELA and Math 2020

NWEA ELA 2020-2021

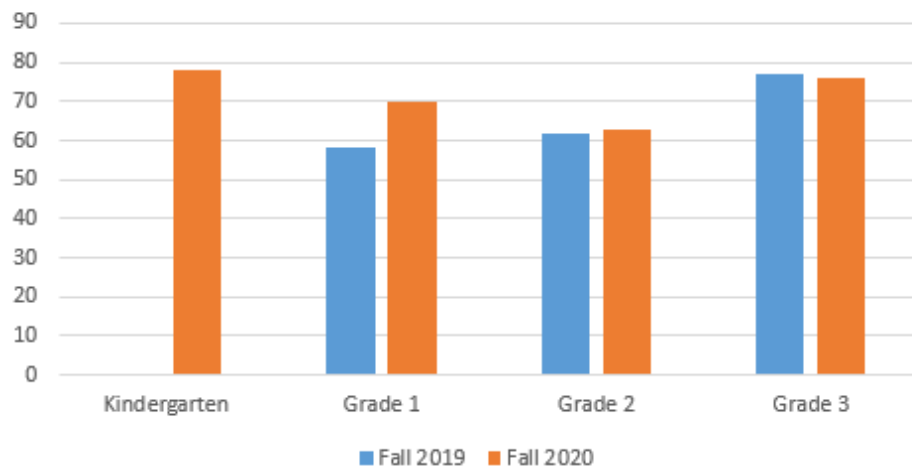


NWEA Math 2020-2021

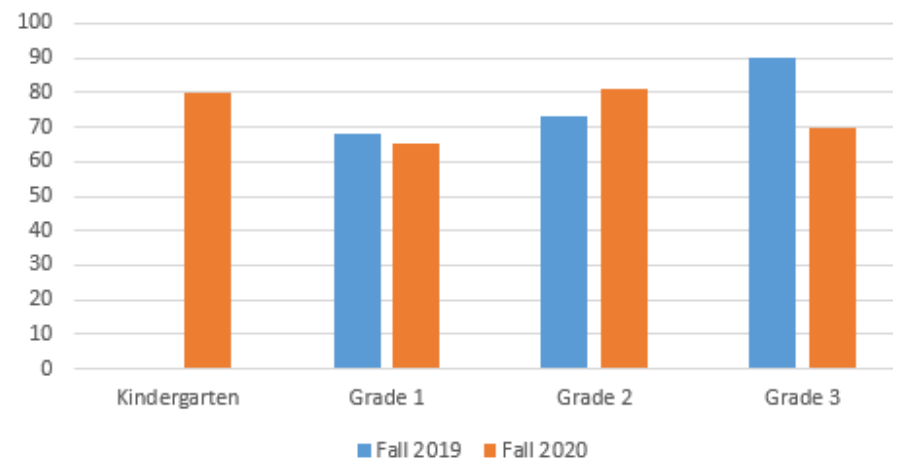


NWEA ELA and Math Fall 2019- Fall 2020

NWEA ELA Fall 2019-Fall 2020

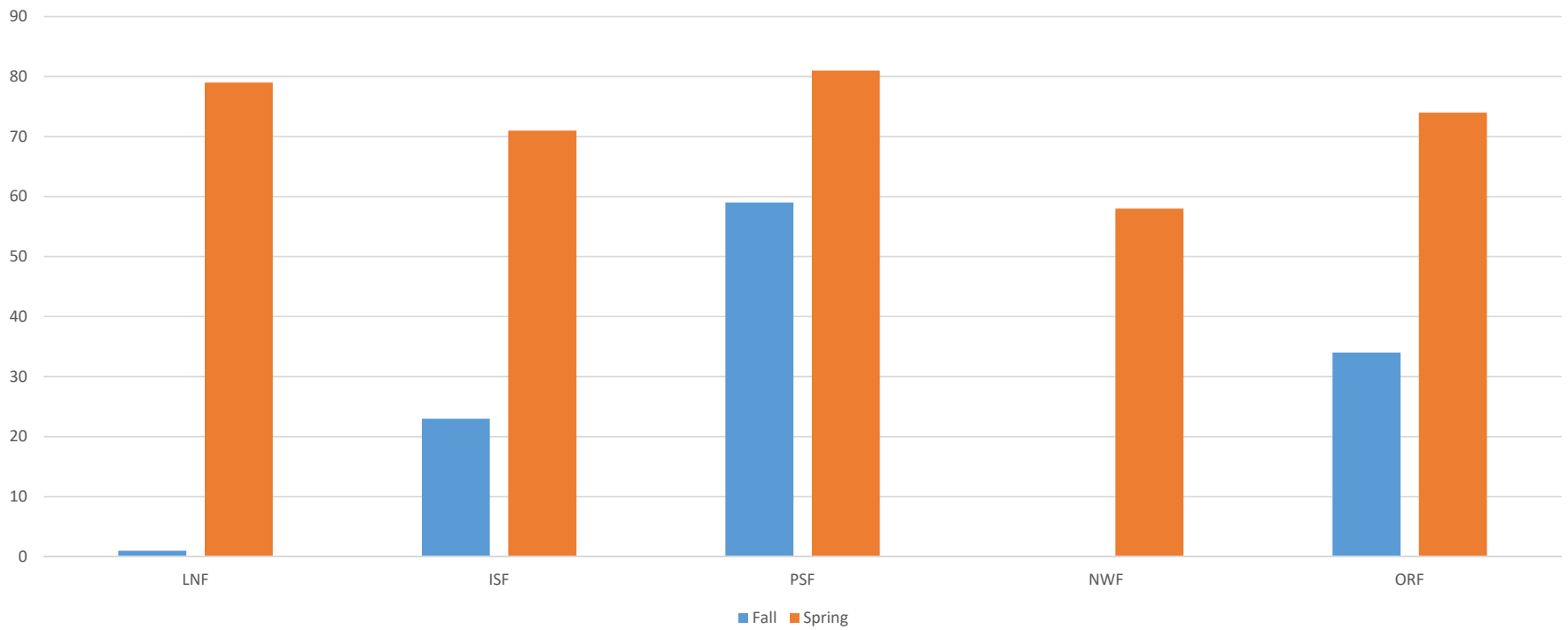


NWEA Math Fall 2019-Fall 2020

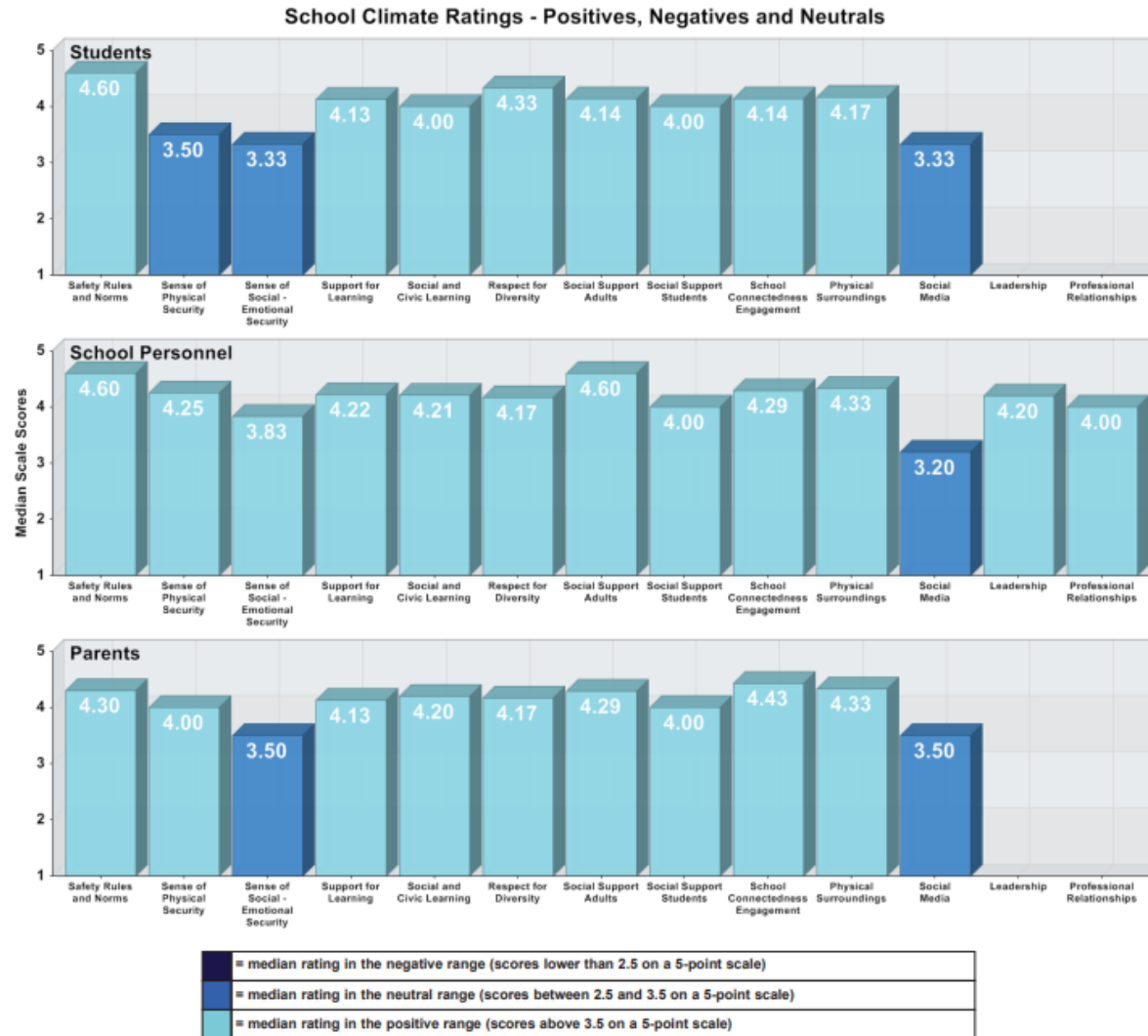


Dibels 2018-2019

Percentage of Students At or Above Benchmark

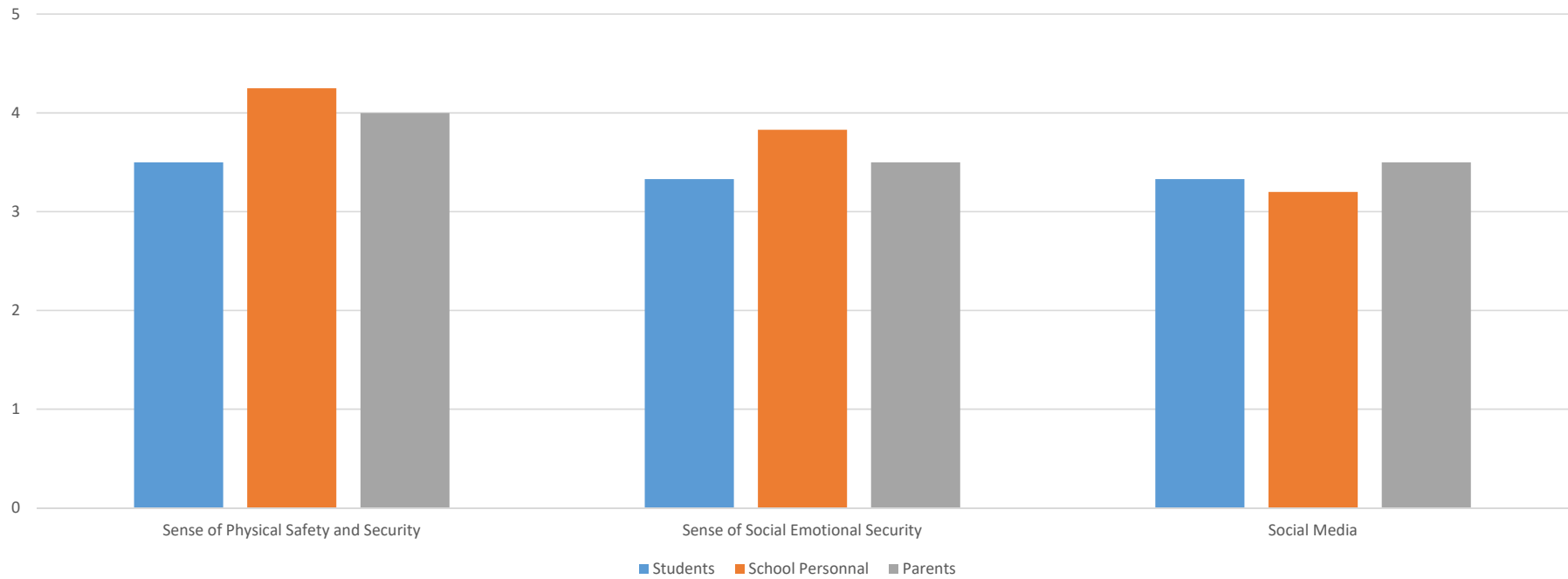


CSCI Data

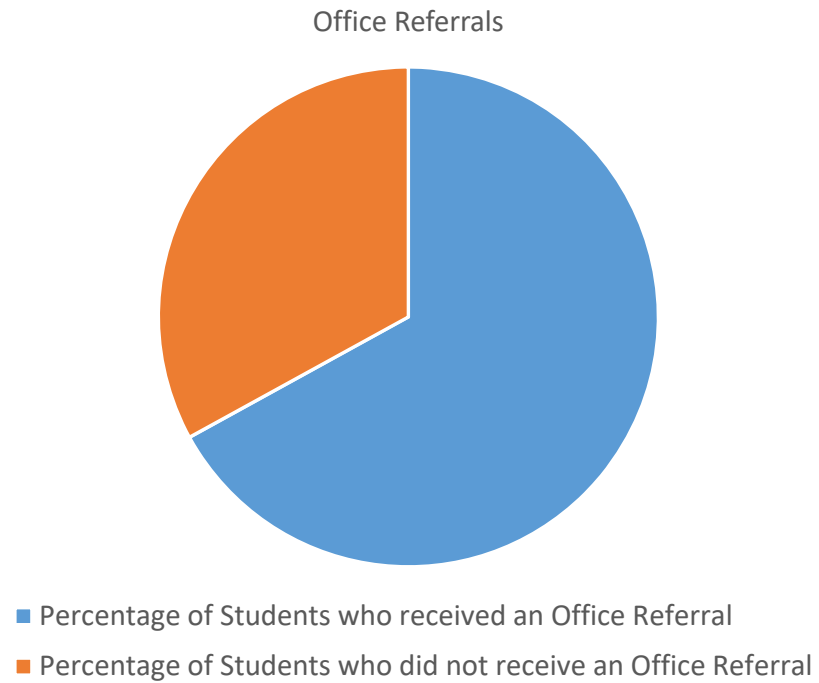


School Climate

School Climate Ratings - Positives, Negatives, Neutrals



Office Referral Information



Students who are not following our Respectful, Responsible and Ready school rules receive an office referral. Parents are contacted by teacher and/or Principal.

Needs Assessment

Curriculum

- 2018-2019 All ELA, Math, Science and special areas entered into Rubicon Atlas
- Social Studies curriculum has been started in Rubicon Atlas

Instruction

- Increased time for phonics and phonemic awareness instruction
- Instructional Rounds focused on positive interactions with/between students and staff

Assessment

- Reading 2018-2019 Results
 - SBAC 70% of Grade 3 students scored at or above level 3
 - NWEA 55% of students at or above 50th percentile at end of year
 - 82% of all students scored at or above grade level expectations on reading assessments
- Math 2018-2019 Results
 - SBAC 70% of Grade 3 students scored at or above level 3
 - NWEA 63% of all students at or above 50th percentile at end of year
 - Grade 3 End of Year assessment 13/32 Standards saw 80% of students or better achieve mastery

Needs Assessment

- Climate
 - 43% of students disagreed that “In my school, students have been hurt more than once by other students (for example, pushed, slapped, beaten up, etc.)”
 - 35% of students agreed that “I have been hurt at school more than once (for example, pushed, slapped, beaten up, etc.)”
 - 40% of students agreed that “I have been called names, teased or made fun of more than once in my school.”
 - 39% of students agreed that “There are groups of students who make others feel left out.”
 - 30% of parents agreed that “In my child’s school, there are students who have been physically hurt at school more than once by other students (for example, pushed, slapped, beaten up, etc.)”
 - 20% of parents agreed that “My child has been physically hurt at school more than once by other students (for example, pushed, slapped, beaten up, etc.)”

Focus Area Initiatives

- Curriculum
 - Curriculum will be reviewed and revised to assure alignment with SBAC in ELA, math and science
 - Social Studies curriculum will be revised and aligned with current state standards
- Instruction
 - Focus will continue to be on phonics and phonemic awareness and application to reading and writing
 - Analyze use of instructional time and time on task for students in ELA and math
- Assessment
 - Calibrate all teachers to ensure fidelity of assessment implementation and review of data
 - Appropriate use of Interim Assessments (SBAC) and improve feedback and re-teaching as needed
- Climate
 - Continue implementation of the Super Heroes program and collection of behavioral data
 - Improve communication home with regard to Super Heroes program and student support

School Improvement Goals and Action Plans

Curriculum

Goal: Improve alignment of curriculum with state expectations; alignment across grade levels and within grade level bands.

Strategy: By analyzing student achievement data with grade level teams, content coaches and support staff, we will review and revise curriculum to meet the needs of all students

| Implementer | Action(s) | Resources Needed | Assessment Method(s) |
|----------------|---|--|--|
| Administration | Ongoing : Data team meetings with all stakeholders to review student assessment data and plan for meeting student needs with attention given to focus groups | Current and historical student data SIT files NWEA SBAC Curriculum pacing guides CCSS | Data review documents and implementation plans |

| Implementer | Action(s) | Resources Needed | Assessment Method(s) |
|----------------|--|---|---|
| Administration | <p>Ongoing : Observe classroom instruction to support curriculum and pacing</p> <p>Curriculum writing by grade level teams for social studies</p> <p>Continued professional development in phonics and phonemic awareness based on teacher needs</p> | <p>Time to observe</p> <p>Time to write curriculum Current state standards Expectations for unit of study</p> <p>Professional development resources (people and time)</p> | <p>Observation notes and meeting documents</p> <p>Revised curriculum in Rubicon Atlas</p> <p>Teacher reflections</p> <p>Observation of teachers and student data review</p> |
| Teachers | Attend all relevant data team meetings prepared with student data entered ahead of meeting times | Completed student assessment data Student assessments | Meeting minutes |

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|------------------------------------|---|--|--|
| <p>Teachers</p> | <p>Effectively implement all current curriculum</p> <p>Continue curriculum documentation in Rubicon Atlas (social studies)</p> | <p>Access to Rubicon Atlas and all teachers materials</p> <p>Time to write curriculum Current state standards Expectations for unit of study</p> | <p>Classroom observations, student data, teacher self-reflections</p> <p>Revised curriculum in Rubicon Atlas</p> |
| <p>Administration and Teachers</p> | <p>Support classroom teachers in effective implementation of current ELA and math programs</p> <p>Identify areas of needed improvement in current programs (specific standards and strategies)</p> <p>Provide professional development/coaching as needed</p> <p>Provide families with opportunities to learn more about the curriculum and instruction students experience</p> | <p>Access and time in classrooms</p> <p>Student data</p> <p>Grade level team meeting time</p> <p>Time to plan and carry out family education events</p> | <p>Reflections on time in class</p> <p>Student data Curriculum documents/revisions</p> <p>Plans and outcomes of meeting</p> <p>Events for families to attend to learn about curriculum and instruction for their child</p> |

School Improvement Goals and Action Plans

Instruction

Goal: Teachers will instruct students based on current student data, best practices and curriculum.

Strategy: By analyzing student achievement data with grade level teams, content coaches and support staff, we will review and revise instructional strategies to meet the needs of all students

| Implementer | Action(s) | Resources Needed | Assessment Method(s) |
|----------------|---|--|--|
| Administration | Ongoing : Data team meetings with all stakeholders to review student assessment data and plan for meeting student needs with attention given to focus groups | Current and historical student data SIT files NWEA SBAC Curriculum pacing guides CCSS | Data review documents and implementation plans |

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|----------------|---|--|---|
| Administration | <p>Observations (formal and informal) to determine effective use of instructional time and strategies agreed upon</p> <p>1:1 meetings with teacher to review observation information and discuss strengths and areas of needed growth</p> <p>Professional Development in phonics and phonemic awareness</p> | <p>Time to observe</p> <p>1:1 meetings</p> <p>Resources and time for PD</p> | <p>Observation notes</p> <p>Observation notes CCT rubric</p> <p>Professional Development plans and outcomes</p> |
| Teachers | <p>Follow all current curriculum and pacing guides</p> <p>Utilize best practices and strategies</p> | <p>Curriculum documents and pacing guides</p> <p>Grade level meetings with content coaches to determine strategies and practices</p> | <p>Pacing check-ins</p> <p>Student assessment data</p> |

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|-----------------------------|---|---|---|
| Teachers | Analyze classroom student data to plan effective small group strategy lessons | Grade level meetings with content coaches to determine strategies and practices | Student assessment data |
| Administration and Teachers | <p>Pacing guides and check-ins with teachers monthly</p> <p>Professional development for best practices and strategies based on individual teacher needs</p> <p>Review student data and determine effectiveness of strategies used</p> <p>Determine students who would benefit from SRBI, help to craft goals, resources and action plans</p> <p>Provide families with opportunities to learn more about the curriculum and instruction students experience</p> | <p>Pacing guides</p> <p>Time with individual/ small groups of teachers as needed</p> <p>Grade level student data</p> <p>Collaborate with classroom teachers in analyzing student data</p> <p>Time to plan and carry out family education events</p> | <p>Pacing guides and check-ins collected</p> <p>PD plans and outcomes</p> <p>Grade level student data</p> <p>SRBI/SIT plans</p> <p>Events or online resources for families to attend/view to learn about curriculum and instruction for their child</p> |

School Improvement Goals and Action Plans

Assessment

Goal: Students will successfully demonstrate mastery of grade level standards.

Strategy: By analyzing student achievement data with grade level teams, content coaches and support staff, we will review and revise instructional strategies to meet the needs of all students

| Implementer | Action(s) | Resources Needed | Assessment Method(s) |
|----------------|---|--|--|
| Administration | Ongoing : Data team meetings with all stakeholders to review student assessment data and plan for meeting student needs with attention given to focus groups (Male/Female, High Needs) | Current and historical student data SIT files NWEA SBAC Curriculum pacing guides CCSS | Data review documents and implementation plans |

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| <p>Administration</p> | <p>Prepare assessment timelines and data spreadsheets</p> <p>Assist teachers in understanding the appropriate implementation of assessments</p> <p>Review all student assessment data, record trends, strengths and areas of needed growth</p> | <p>Team meeting time/individual meeting time</p> <p>Data summary</p> | <p>Assessment timelines, student data sheets</p> <p>Student assessment data reviews</p> <p>Data summary and plans for improvement</p> |
| <p>Teachers</p> | <p>Assessments given with fidelity</p> <p>Accurate scoring and recording of assessments in a timely manner</p> <p>Feedback to students to help them set goals and understand expectations</p> | <p>Assessment timelines and directions</p> <p>Assessment timelines and directions</p> <p>Planned feedback discussions</p> | <p>Student assessment scores/data team meetings</p> <p>Student assessment scores/data team meetings</p> <p>Teacher reflections, student goal sheets</p> |

School Improvement Goals and Action Plans

Climate

Goal: Students will improve social skills and overall school-wide behavior. Office referrals will decrease.

Strategy: Analyze student behavior data with grade level teams and support staff. Increase time spent on teaching explicit social/emotional skills.

| Implementer | Action(s) | Resources Needed | Assessment Method(s) |
|----------------|---|--|--|
| Administration | Ongoing : Data team meetings with all stakeholders to review student behavior data and plan for meeting student needs with attention given to focus groups | Current and historical student data SIT files | Data review documents and implementation plans |

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|----------------|--|--|---|
| Administration | <p>Communicate school behavior plans and student behavior data with families</p> <p>Designated Second Step/guidance time on schedules</p> <p>Monthly Town Meetings to celebrate appropriate behavior</p> <p>Grade 3 Student Leadership Teams</p> | <p>Student behavior data, school wide behavior data</p> <p>Revise schedules to include time needed</p> <p>Revise schedules to include time needed</p> <p>Training for Grade 3 students to be student leaders at recess and in the classrooms (across grade levels)</p> | <p>Newsletters, alerts, conferences with families</p> <p>Classroom/grade level schedules</p> <p>Town Meeting presentations</p> <p>Grade 3 Student Leadership plans and outcomes</p> |
| All Staff | <p>Enrichment activities (team building)</p> <p>Super Heroes Program across all grade levels</p> | <p>Planning activities whole school/grade level</p> <p>Continued training for students and staff in the program</p> | <p>Events throughout the year</p> <p>Super Hero ticket collections and results of achievements earned</p> |

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| <p>Teachers</p> | <p>Teach Second Step program with fidelity</p> <p>Hold Morning Meetings with fidelity and follow plans</p> <p>Student News to promote appropriate student behaviors and share student successes</p> | <p>Second Step program teacher guides</p> <p>Designated Second Step time</p> <p>Morning Meeting books</p> <p>Student News taping and viewing in the classrooms</p> | <p>Teacher lesson plans</p> <p>Teacher lesson plans</p> <p>Student News episodes</p> |
| <p>School Counselor</p> | <p>Model lessons in Second Step program</p> <p>Gizmo Program</p> <p>Referral to outside providers</p> | <p>Second Step program teacher guides</p> <p>Designated Second Step time</p> <p>Training for staff</p> <p>Resources for families to access outside of school</p> | <p>Teacher lesson plans</p> <p>Successful implementation of program and communication with families</p> <p>Outside resources</p> |