Introduction to SSIP	During the current 22-23 school year, the Newfield Elementary School Strategic Improvement Plan will focus on outcome measures in the areas of English Language Arts/Reading, Math, Attendance and Social Emotional Learning. Through a revised and streamlined IDT process and focused strategies, our community will make gains in the areas of Reading, Writing, Math, Social Emotional Wellness, and Attendance.
Progress Made During Previous School Year	Last year's focus on small group instruction resulted in all grade levels increasing composite scores as measured by the DIBELS reading assessment. While participating in the DESSA pilot last year Newfield was able to see decrease in students identified as "need" from 15% to 13%. This year Newfield will continue to use the DESSA to identify social/emotional need in the building. Newfield was able to reduce chronic absenteeism from 28% in 20-21 to 21% in 21-22. In the area of Math Newfield increased Proficiency rate by 36% as measured by the Math Inventory. Both Responsive Classroom Morning Meeting and IDTs were embedded into the Schoolwide daily schedule.
Key Areas for Growth	**22-23 Stamford Public Schools Key Areas for Growth** 1. English Language Arts/Reading 2. Math 3. Attendance 4. Social Emotional Learning

	District Goal	District Objectives and Initiatives	Outcome/Implementation Measures	District Action Steps	School Action Steps	BOY Outcome/Implementation Measures	MOY Outcome Measure - February	EOY Outcome Measure - June
Mind: English Language Arts/ Reading	All students will acquire and effectively apply critical thinking, creative thinking and self-regulated thinking to be academically prepared for lifelong learning and the world of work.	**Objective:** Implement curriculum and instruction design process that guides the development of flexible learning environments and student-centered and inquiry based instruction that can accommodate individual learning differences. **Initiative:** Provide a model to support a continuum of services to allow all students access to general education standards.	1. Increase in percent of students in grades K-5 demonstrating growth on BOY to EOY on mclass DIBELS reading assessments. 2. Increase in the percent of students in grades 6-12 passing their core ELA class. 3. Increase in the percent of students on-track to graduate. 4. Decrease in achievement gaps among student groups.	1. Develop shared vision of instructional best practices and provide differentiated professional development. 2. Review available student performance data quarterly to monitor growth among student groups. 3. Provide communication and family workshops to support all students. 4. Review and implement recommendations from the curriculum audit.	1. Enact a shared vision of instructional best practices and provide differentiated professional development. 2. Implement 8 day rotating IDT schedule, in addition to monthly after school IDT Meetings. 3. Provide communication and family engagement 4. Continue professional development with Empowering Writers 5. Continue Literacy How/SPS coaching model professional development targeting academic expectations for students 6. Use IABs to target instructional literacy goals 7.Classrooms will use FlyLeaf and Heggerty instructional materials to support student learning within the science of reading 8. Regular classroom walkthroughs from Administration with feedback	BOY DIBELS Composite Score Proficiency: Kindergarten-38% Grade 1-37% Grade 2-55% Grade 3-49% Grade 4-42% Grade 5-51% SBA 2021-22 ELA Proficiency: Grade 3: 32% Grade 4: 38% Grade 5: 49% *ELA Interim Assessments (IABs)* **Grade 3: Listening/interpreting Pretest:** 50% Below Standard, 47% At or Near, 3% Above Standard **Listening/Interpreting Post Test:** 29% Below Standard, 47% At or Near, 24% Above Standard **Reading Informational Text Pretest:** 26% Below Standard, 60% At or Near, 14% Above Standard **Grade 4: Listening/interpreting Pretest:** 48% Below Standard, 43% At or Near, 9% Above Standard **Listening/Interpreting Post Test:** 25% Below Standard, 64% At or Near, 10% Above Standard **Reading Literary Text Pretest:** 42% Below Standard, 46% At or Near, 12% Above Standard **Grade 5: Reading Literary Text Pretest:** 45% Below Standard, 39% At or Near, 15% Above Standard **Reading Literary Text Post test:** 22% Below Standard, 32% At or Near, 46% Above Standard **Reading Informational Text Pretest:** 27% Below Standard, 51% At or Near, 22% Above Standard.	MOY DIBELS Composite Score Proficiency: Kindergarten-55% Grade 1-48% Grade 2-59% Grade 3-60% Grade 4-55% Grade 5-52% SBA 2022-23 ELA Proficiency: *Taken in April/May Grade 3: TBD Grade 4: TBD Grade 5: TBD *ELA Interim Assessments (IABs)* **Grade 3:** Reading Informational Text Post test: 21% At or Near, 28% Above Standard. **Language and Vocabulary Pretest:** 50% Below Standard, 39% At or Near, 11% Above Standard. **Grade 4:** Reading Literary Text Post test: 32% Below Standard, 39% At or Near, 28% Above Standard. **Reading informational Text Pretest:** 32% Below Standard, 53% At or Near, 15% Above Standard. **Grade 5:** Reading Informational Text Post Test: 16% Below Standard, 47% At or Near, 38% Above Standard. **Listening/Interpreting Pretest:** 32% Below Standard, 43% At or Near, 25% Above Standard.	
Mind: Math	All students will acquire and effectively apply critical thinking, creative thinking and self-regulated thinking to be academically prepared for lifelong learning and the world of work.	**Objective:** Implement curriculum and instruction design process that guides the development of flexible learning environments and student-centered and inquiry based instruction that can accommodate individual learning differences. **Initiative:** Provide a model to support a continuum of services to allow all students access to general education standards.	1. Increase in percent of students in grades 1-8 demonstrating growth on BOY to EOY on the Math Inventory Assessment. 2. Increase in the percent of students in grades 6-12 passing their core Math class. 3. Increase in the percent of students on-track to graduate. 4. Decrease in achievement gaps among student groups.	1. Develop shared vision of instructional best practices and provide differentiated professional development. 2. Review available student performance data quarterly to monitor growth among student groups. 3. Provide communication and family workshops to support all students. 4. Review and implement recommendations from the curriculum audit.	1. Enact a clear vision of instructional best practices 2.Implement a 8 day rotating IDT schedule, in addition to monthly after school IDT Meetings. 3. Use IABs to target instructional math goals. 4. Implement i-Ready in grades 4-5 to further target Math goals. 5. Continue use of Everyday Math 4 Curriculum 6. Professional Development in the area of Math 7. Regular classroom walkthroughs from Administration with feedback	BOY Math Inventory Progress Toward End of Year Benchmark Proficiency: Grade 1-13% Proficient Grade 2-12% Proficient Grade 3-20% Proficient Grade 4-19% Proficient Grade 5-19% Proficient SBA 2021-22 Math/Science Proficiency: Grade 3: 42% Grade 4: 32% Grade 5: 42% Grade 5 Science: 42% *Math Interim Assessments (IABs)* **Grade 3: Base 10 Operations Pretest:** 69% Below Standard, 23% At or Near, 8% Above Standard **Base 10 Operation Post Test:** 47% Below Standard, 39% At or Near, 14% Above Standard **Measurement and Data Pretest:** 55% Below Standard, 40% At or Near, 4% Above Standard **Measurement and Data Post Test:** 42% Below Standard, 34% At or Near, 24% Above Standard **Grade 4: Base 10 Operations Pretest:** 55% Below Standard, 37% At or Near, 7% Above Standard **Base 10 Operations Post Test:** 45% Below Standard, 39% At or Near, 16% Above Standard **Fractions Pretest:** 76% Below Standard, 16% At or Near, 7% Above Standard **Fractions Post Test:** 46% Below Standard, 28% At or Near, 26% Above Standard **Grade 5: Measurement and Data Pretest:** 46% Below Standard, 44% At or Near, 10% Above Standard **Measurement and Data Post Test:** 20% Below Standard, 42% At or Near, 38% Above Standard **Fractions Pretest:** 84% Below Standard, 16% At or Near, 0% Above Standard **Fractions Post Test:** 43% Below Standard, 38% At or Near, 19% Above Standard	MOY Math Inventory Progress Toward End of Year Benchmark Proficiency: Grade 1-27% Proficient Grade 2-30% Proficient Grade 3-35% Proficient Grade 4-38% Proficient Grade 5-31% Proficient SBA 2022-23 Math/Science Proficiency: Taken in April/May Grade 3: TBD Grade 4: TBD Grade 5: TBD Grade 5 Science: TBD Math Interim Assessments (IABs) **Grade 3: Properties of Multiplication and Division Pretest:** 43% Below Standard, 43% At or Near, 14% Above Standard **Properties of Multiplication and Division Post test:** **Grade 4: Measurement and Data Pretest:** 39% Below Standard, 51% At or Near, 10% Above Standard **Geometry Pretest:** 22% Below Standard, 67% At or Near, 10% Above Standard **Alegbraic Thinking Pretest:** 59% Below Standard, 36% At or Near, 5% Above Standard **Grade 5: Adding and Subtracting Fractions Pretest:** 41% Below Standard, 35% At or Near, 25% Above Standard	
Mind, Body & Heart: Social Emotional Learning	All students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.	**Objective:** Strengthen school climate and social emotional learning (SEL) competencies and capacity. **Initiatives:** a. Design and implement an effective SEL professional learning program for school and district staff. b. Develop and implement a plan to support, monitor, and evaluate evidenced based SEL programming and practices to improve school climate.	1. School Professional Development plans with evidence of SEL PD. 2. Staff feedback on the quality of SEL PD sessions. 3. Improvement in school climate as measured by district and school Climate Survey 4. Development and implementation of SEL programming and practices at all schools including use of the Schoolwide SEL Implementation Rubric.	**Initiative a.** 1. Expand Restorative Practices key ideas to all staff through professional development and initiatives. 2. Engage school staff in SEL professional development sessions multiple times throughout the school year to enhance SEL core competencies among staff. 3. Utilize a series of recorded SEL professional development sessions for school-based professional development. 4. Develop and implement a system for schools to utilize district grant and operational funding to support school based SEL needs. **Initiative b.** 1. Assess current school SEL programming and provide support and resources for schools to develop and improve SEL programming. 2. Use Schoolwide SEL Implementation Rubric to self-assess schools' SEL programming. 3. Reestablish School Climate Teams (Identify and train School Climate Specialists, schedule regular meetings to share best practices and provide support). 4. Review, revise, and implement School Climate policy, regulations, and district plan	1. Continue to foster Responsive Classroom philosophy 2. Hold schoolwide Constitutional Convention 3. Implement Fly Five Social Emotional program 4. Continue to implement DESSA, analyze data, and use results to guide student support 5. Monitor/Assist referals to School Based Health Center 6. Provide Professional Development in the area of Social Emotional Learning 7. Create a school climate/welcoming schools committee 8. Form student/staff/family focus group related to survey questions	School Climate Survey Measures By the end of the 2022-2023 school year, staff, students, and families' positive responses to the below questions, related to school climate and sense of belonging, will increase by 10%. 2021-22 School Climate Survey Results: **School Climate** **Students:** 62% overall Target Question- How much does behavior hurt/help learning: 36% **Staff:** 56% overall Target Question-How positive are the attitudes of your colleagues-38% **Families:** 73% overall Target Question-How motivating are the lessons at your child's school: 59% 2021-22 School Climate Survey Results: **Sense of Belonging** **Students:** 67% overall Target Question- How much respect do students at your school show you: 53% **Staff:** 60% overall Target Question-How much respect do your colleagues show you: 50% **Families:** 10% overall Target Question- In the past year, how often have you helped out in your child's school: 7% Students were screened using the DESSA-Mini. 9% of screened students were identified as "Need" 68% of students screened were identified as "Typical" 23% of students screened were identified as "Strength" 13/13 Students who were given the Full Dessa DESSA were identified as in the "need" category.	*School Climate Survey goals target end of year measures 8/13 Students who were given the Full Dessa DESSA were identified as in the "need" category following MOY Progress Monitoring	
Heart: Attendance and Engagement	All students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.	**Objective:** Promote consistent school attendance for all students K-12 and staff. **Initiative:** Ensure SPS systematically addresses school chronic absenteeism for staff and students.	1. Decrease in number of students chronically absent by grade and student groups.	1. Continue to utilize district attendance committees (elementary, middle, and high) to develop guidelines and procedures for attendance and school attendance teams with a communication plan for parents. 2. Implement school attendance teams utilizing evidenced based practices for increasing student attendance. 3. Continue to review school and district attendance policies and revise as necessary. 4. Ensure school improvement plans include strategies and goals for addressing truancy and chronic absenteeism.	1. School attendance committee meets weekly to review data 2. Ongoing and extended communication to chronically absent families 3. Referral to outside agencies (ex. Here to Help) as needed to chronically absent families 4. Principal participation on District Attendance Committee 5. Attendance agenda item for family events	In June 2022 State Report for 536 students attendance rate for whole school 93.1%, Whole School Chronically Absent: 20.7%, EL 24.3% Of Chronically absent students: 22% Black 17% White 48% Hispanic 7% Asian 5% Bi-Racial .47 % American Indian 111 Students are identified as chronically absent as of June 15th	Whole School Chronically Absent: 24.2%, Chronic Absenteeism Rates EL 23.9% Not EL 24.3 Asian 42.9% Black 15.8% Hispanic 27.3% White 18.3% Other 20% 127 Students are identified as chronically absent as of March 6th	

Date	Topic	Connection to District Goal Initiative	Connection to Mind/Body/Heart	Building-Based or District-Based	Hours
8/24/2022	Convocation, Active Shooter Response Training	Community, Safety/Security	Mind, Body, Heart	District	
8/25/2022	District PD: Literacy, Math	Literacy, Math	Mind	District	
8/26/2022	Empowering Writers/FLSA/Math: IABS/IEP,504 Review Meetings	Literacy, Math, SPED	Mind	Building	
9/7/2022	Empowering Writers Office Hours/Gift of Time for Late Buses	Literacy, Mental Health	Mind, Heart	Building	
9/14/2022	Grade Level IDTs	IDT Process	Mind	Building, District	
9/21/2022	How to Check Out Books,	Literacy	Mind	Building	
9/28/2022	Safety/Security Procedures/Protocols, DESSA Mini, Open House Preparation	SafetySecurity, SEL	Mind, Body, Heart	Building	
10/4/2022	Empowering Writers	Literacy, Writing	Mind	Building	
10/12/2022	Grade Level IDTs, Department Meetings	IDT Process	Mind	Building,District	
10/19/2022	Epipen Training, Lexia Review, School Data Review	School Improvement, Health, Literacy	Mind, Body	Building	
10/26/2022	PGDE, Lexia Review, Math/ESGI	Teacher Evaluation, Literacy, Math	Mind	District, Building	
10/28/2022	Literacy How Coaching	Literacy	Mind	District, Building	
11/2/2022	Literacy How Coaching	Literacy	Mind	District, Building	
11/2/2022	Dr. Lucero Community Conversation	Strategic Planning/Master Staffing	Mind	District	
11/8/2022	BOY Full DESSA , Literacy Coaching	SEL, Literacy	Mind	Building, District	
11/9/2022	Grade Level IDTs, Optional Technology PD (district)	IDT Process, Technology	Mind	Building, District	
11/16/2022	I Ready Math, Staff Climate Survey, Small Group Literacy Planning	Literacy, Math	Mind, Heart	Building, District	
11/18/2022	Literacy How Coaching	Literacy	Mind	District, Building	
12/2/2022	Literacy How Coaching	Literacy	Mind	District, Building	
12/7/2022	Joe Kennedy: School Safety and Security	SEL, Safety/Security	Mind, Body, Heart	District	
12/9/2022	Literacy How Coaching	Literacy	Mind	District, Building	
12/19/2022	Literacy How Coaching	Literacy	Mind	District, Building	
12/21/2022	DESSA: Analyzing Data Video	SEL	Heart	District	
1/4/2023	SRBI Review, How to access/use DESSA lessons	SEL	Mind, Heart	Building, District	
1/11/2023	Grade Level IDTs (Grade 3 STEM Activity With Gencarelli and Manifold)	IDT Process, Science	Mind	Building	
1/13/2023	Literacy How Coaching	Literacy	Mind	Building, District	
1/18/2023	SRBI Process	Intervention Support	Mind, Heart	Building	
1/23/2023	GLL/Welcoming Climate Committee: Climate Survey Data Analysis	Culture, Climate	Heart	Building, District	
1/25/2023	Fly Five: Module 1	SEL	Heart	Building	
1/27/2023	Literacy How Coaching	Literacy	Mind	District, Building	
2/1/2023	K-2: Literacy: Small Groups 3-5 I-Ready	Literacy, Math	Mind	Building	
2/8/2023	Grade Level IDTs, Full DESSA MOY	IDT Process, SEL	Mind, Heart	Building, District	
2/15/2023	EL: Identification Process, Best Practices	ELL, Best Practics	Mind, Heart	Building	
2/21/2023	Empowering Writers, Small Group Instruction, I-Ready, Technology, Yoga	Literacy, Math, Technology	Mind, Body	Building	
3/1/2023	Fly Five Modules	SEL	Mind	Building	
3/3/2023	Literacy How Coaching	Literacy	Mind	District, Building	
3/8/2022	Grade Level IDTs: SIP and Dibel Data Review	School Improvement	Mind	Building	
3/15/2023	Lexia	Literacy	Mind	District, Building	
3/29/2023	Narrative 4 Story Exchange	SEL	Heart	Building	

Date	Topic	Connection to District Goal Initiative	Connection to Mind/Body/Heart	Grade Levels	Hours
Week of 8/15/22	Parent Portal Family Support Week	Family Engagement	Mind/Heart	K-5	8:30-1:00
Week of 8/15/22	FLSA Assessments	Early Literacy	Mind	K	8:30-1:00
8/24/2022	K Family Playdate	Family Engagement	Heart	K	5:00-6:30PM
8/26/2022	K Orientation	Family Engagement	Mind/Heart	K	8:00-10:00AM
8/26/2022	Newcomer Orientation	Family Engagement	Mind/Heart	Grades 1-5	10:30-11:30AM
9/10/2022	Welcome Back Picnic	Family Engagement	Heart	K-5	1:00-4:00PM
9/20/2022	EL Family Breakfast	Family Engagement	Mind, Heart	K-5	7:30-8:30AM
9/21/2022	Open House (Due to Grade 3 Teacher Absence)	Family Engagement	Mind/Body/Heart	3	6:30-7:00PM
9/21/2022	PFO Meeting	Family Engagement	Mind/Body/Heart	K-5	7:00-9:00PM
9/29/2022	Open House	Family Engagement	Mind/Heart	K-5	6:00-8:30PM
10/13/2022	Open House (Due to Grade 1 Teacher Absence)	Family Engagement	Mind/Body/Heart	1	6:00-6:30PM
10/20/2022	PFO Meeting	Family Engagement	Mind/Body/Heart	K-5	6:00-8:00PM
10/28/2022	Halloween Bash	Family Engagement	Heart	K-5	6:00-8:00PM
11/17/2022	Turkey Bingo	Family Engagement	Heart	K-5	6:00-8:00PM
11/29/2022	Family Literacy/Title 1 Night	Family Engagement	Mind, Heart	K-5	6:00-8:00PM
12/14-16/22	Report Card Conferences	Family Engagement	Mind, Body, Heart	K-5	ongoing
2/15/2023	Chronic Attendance	Family Engagement	Mind, Body, Heart	1	7:30-8:30AM
3/2/2023	PFO Meeting	Family Engagement	Mind, Body, Heart	K-5	7:00-8:00PM
3/14/23	PFO Meeting/Family Math "Pi(e)" Night	Family Engagement	Mind, Heart	K-5	6:30-8:00PM
3/21/23	EL Family Breakfast	Family Engagement	Mind, Heart	K-5	7:30-8:30AM
3/22-24/23	Report Card Conferences	Family Engagement	Mind, Body, Heart	K-5	ongoing
3/28/23	Play and Learn Night	Family Engagement	Mind, Heart	Incoming Birth-5	6:00-7:00
	*Note - All presentations and recordings can be found on the SPS Parent University webpage.				