

**Cromwell Public Schools  
School Improvement Plan  
2021-2024**



**Placing Students First**

Progress, implementation and success of the District Improvement Plan will be measured using the following data points: student outcomes, climate and culture survey, Next Generation Accountability System and Profile and Performance Reports/Index.

<b>School Improvement Goal 1: Teaching and Learning</b>		
<b>Question of Practice: How do we support students' readiness and increase learning opportunities by creating rigorous, accessible, personalized environments to improve equity and achievement for Cromwell Public Schools (students, staff, families and leaders)?</b>		
<b>Theory of Action</b>	<b>Action Steps</b>	<b>Year</b>
If the school revises/designs a comprehensive curriculum so effective instruction is provided with access and equity for all students, then student achievement will improve.	Create/document curriculum Preschool- Grade 2 including curriculum map and unit planner/pacing guide.  Implement researched based instructional strategies to meet the needs of all learners (UDL, Blended Learning, Equity).  Create pre and post common formative assessments for each unit to measure student growth in standards.  Create vertical teams to ensure alignment to curriculum and provide support during the transition years.  Implement social emotional curriculum RULER.	2024  On-going  2023  On-going  2021-2023
If the school ensures students receive tiered instructional supports based on individual needs, then student achievement will increase.	Provide support and instructional resources for tier 1 and tier 2 instruction both in class and intervention settings (targeted small group instruction).  Use school data to more effectively inform instruction.  Provide professional development and coaching in targeted small group instruction/differentiation (UDL, Blended Learning, RULER, Instructional Rounds))  Provide support and training in using data to differentiate instruction. (Analyze iReady)	On-going  On-going  2021-ongoing  2021-2022
If the school provides time and resources for quality professional development to support the use of research based instructional strategies, then educators will be able to more effectively engage and instruct students, and student achievement will improve.	Provide professional development in research-based instructional strategies and differentiation.  Provide opportunities for content-based professional development.  Provide opportunities for professional development in providing equitable learning environments for all students.	On-going  On-Going  2021-2024

	Institute instructional rounds so teachers and leaders can better assess the professional development needs in their buildings.	2021
	Provide teachers, administrators, and support staff with professional development in the area of Social Emotional Learning strategies. (RULER)	2021-2023
If the school uses technology to transform teaching and learning, then educators will be better equipped to increase students' digital literacy, engagement, and provide opportunities to use technology-based tools to support their instruction and student achievement will improve.	Provide teachers with training on using technology in the classroom. Provide teachers and students with age appropriate technology and training to maximize student achievement. Provide PD for increasing student engagement through technology integration. Research and implement blended-learning instructional opportunities. Implement artificial intelligence software to better target instructional needs. (iReady)	On-going On-going On-going 2021 2021
If the school prioritizes instruction for the increasing EL population in the district, then teachers will be better equipped to meet the needs of EL students and student achievement will improve.	Implement EL curriculum in the building.  Provide training to teachers on EL instructional strategies?	2021 On-going 2021 On-
If the school prioritizes culturally responsive practices and equity, then educators will be able to implement strategies to improve engagement of all students and achievement will improve.	Provide training in culturally responsive practices and equity. Use data to drive decision-making. (iReady) Implement a lens of equity for any new initiatives or district practices. (Instructional Rounds, Blended Learning) Provide focus and support to faculty and staff so they are better equipped to educate our students that need the most support. (Coaches, PLC, Instructional Rounds) Research barriers that prevent some groups of students from having access to resources. (UDL) Create a way to assess and address stakeholders needs in the areas of SEL/Cultural Proficiency and equity. Implement LGBTQ Training for staff in the building.	2021 On-going 2021 2021 2021-2024 2021-2024 2021
If the school raises the level of questioning and provides opportunities for student to student discourse, then authentic engagement will increase and student achievement will improve.	All staff will have access and training in Blooms and DOK Develop word bank to define the question of practice to be shared at a Staff Meeting Teachers will have the opportunity to model (peer to peer, coach to teacher, and teacher to student) Research and implement effective small group instruction models and practice for teachers (video models) Agree upon and define and agree upon what authentic engagement looks like at ECS. Compliance vs. Engagement. Research, model and implement different strategies for student to student discourse in language arts and math Research, model and implement different strategies for higher level questioning in language arts and math	2022-2023 2022 On-going 2022-2023 2022 2022-2023 2022-2023

	Improve listening comprehension through read alouds and digital resources	2022-2023
	Share and discuss the components of the theory of practice out at PLC's	On-going

Goal 2: Systems, Structures and Operations		
Question of Practice: How do we develop a high-level of efficacy, efficiency, communication and alignment among all systems to improve delivery of instruction and services for students?		
Theory of Action	Action Steps	Year
If the school further develops the capacity of our special education department and provides them with the training and resources needed to develop and implement effective Individualized Educational Plans, then student achievement will improve.	Support the development and implementation of a co-teaching model when implemented.	TBD
	Provide staff with training in differentiation and personalization through the use of the Universal Design for Learning Framework.	2022-ongoing
	Research, develop and implement supplemental curricula in reading, writing and math for students with IEP plans.	2021
	Provide para-professionals with strategies in behavior modification and differentiation of instruction to better support the population of students they serve.	On-going
	Provide SLP, OT and PT staff with individualized professional development to address the needs of their student caseload.	On-going
	Support tier one classroom teachers with integrating the UDL framework into existing curricula to better support students with IEPs in the classroom.	2022
	Maintain support for the development of departmental policy and IEP compliance initiatives.	On-going
If the school provides our students and staff with consistent support to maintain a healthy and safe environment, then student achievement will improve.	Review staffing needs to support the increase of medical needs of our students.	On-going
	Maintain and improve the consistency of cleanliness and upkeep of the building.	2021
If the school improves communication structures and protocols to inform all stakeholders (staff, families, community members, partners and students) of building goals, vision and priorities, then they will be better informed and student achievement will improve.	Develop systems for the communication of data that impacts student achievement	2021
	Standardize dissemination of information from the District Technology Committee.	2021
	Explore different communication apps	2022
	Maintain consistent communication for staff regarding instruction, assessment, professional development, general information (Friday Update, Social Committee)	On-going
	Maintain consistent communication for families about instruction, events, and other school related information (Friday Update Letter, ECS Way, PTO meetings)	On-going

### School Improvement Goal 3: Culture and Climate

Question of Practice: How do we foster learning environments that are safe, healthy and nurturing and are inclusive of all students, families, staff and stakeholders?		
Theory of Action	Action Steps	Year
If the school provides avenues for parents to be able to support and advocate for the success of their children, then student and parent engagement and student achievement will improve.	<p>Improve relationships with community (all stakeholders) so all feel welcome.</p> <p>Continue Stakeholder surveys.</p> <p>Analyze data from stakeholder surveys to create action plans.</p> <p>Create parent informational nights at all levels to deliver valuable information to parents about ways to further support their students at home.</p>	On-going
If the school creates a positive and professional working environment, then teachers and staff will be further supported, present and engaged and student achievement will improve.	<p>Provide for both structured and unstructured professional development time to build capacity.</p> <p>Provide collaboration time for grade levels, departments and teams.</p> <p>Create a safe environment for teachers to take risks instructionally and learn new approaches.</p> <p>Provide growth mindset and social/emotional support for teachers. (RULER)</p> <p>Create positive and trusting relationships among administrators, teachers and support staff including improved and consistent communication.</p>	On-going On-going On-going on-going On-going On-going 2021 On-going