

## 2021-2022 Ellington Public Schools District Improvement Plan – End of Year Report

Key District Based Qualitative Measures						
Social-Emotional Learning	Results from June 2019 Survey	December 2019	December 2020	March-June 2021	2021-22 Target	April 2022
Students - Students at my school treat each other with respect	52%	75%	71%	64%	80%	74%
Students - I am taught how to manage my stress	56%	65%	64%	72%	80%	65%
Students - I feel connected to my school	NA		77%	74%	80%	84%
Teachers - There are clear rules and expectations for student behavior	65%	86%	90%	76%	80%	72%
Families - I know how my child is doing before I receive the report card	76%	83%	88%	84%	90%	88%
Families - I feel connected to my child's school	NA		87%	84%	90%	83%
Chronic Absenteeism	7.48% (18-19 School Year)	10.09%	9.3 %	10.98%	8%	
High Quality Teaching	3 Year Average (2016-17 through 2018-2019)	19-20 State Assessments Were Not administered Due To School Closure		2021 Results	2022 Target	June 2022
Grades 3-8 SBAC Performance in Literacy % meeting/exceeding expectations (level 3 and 4 combined)	69.1%			64%	75%	69%
Grades 3-8 SBAC Performance in Math % meeting/exceeding expectations (level 3 and 4 combined)	62%			57%	70%	63%
SAT School Day ELA meeting/exceeding expectations	75.9%			68%	80%	70%
SAT School Day Math meeting/exceeding expectations	49%			47%	55%	52%

## Social-Emotional Learning 2021-22

Action Steps/Strategies	Evidence
<p>1. Revitalize the district wellness committee to further enhance the holistic health of the staff and school community using evidence-based data to the extent possible</p>	<ul style="list-style-type: none"> <li>● The wellness committee met 2 times during the 2021-2022 school year</li> <li>● Two employee appreciation raffles occurred, Fall 2021 with a 44% participation rate and Spring 2022 with a 67% participation rate</li> <li>● 3 month supply of Vitamins C and D were distributed to 355 staff members</li> <li>● Triennial report - Steps 1-3 completed last year, step 4 (final step) is to summarize and publish report findings which will be complete after the Annual Wellness Report is published</li> </ul>
<p>2. Promote and integrate Seeds of Civility into various systems, structures, and processes</p>	<ul style="list-style-type: none"> <li>● Seeds of Civility into district-level planning for work on Emotional Intelligence, linked with the skills and strategies promoted through RULER training</li> <li>● Seeds of Civility cited during daily announcements to help describe positive behavior</li> <li>● Seeds of Civility used by administrators in processing behavior issues with students</li> </ul>
<p>3. Review feedback from 2020 and 2021 and adjust survey process to better inform district and school leadership, survey stakeholders biannually, expand use of feedback protocols in standing meetings</p>	<ul style="list-style-type: none"> <li>● Prior climate survey data and processes analyzed to develop a protocol for survey refinement and implementation</li> <li>● Survey questions adjusted for a late-April survey round</li> </ul>
<p>4. Continue to increase student and staff mindfulness and wellness practices across the district in order to help students proactively manage stress</p>	<ul style="list-style-type: none"> <li>● Students and staff celebrated through announcements and positive notes home</li> <li>● Schools piloted Mindful Minutes, meditation opportunities for staff, yoga, student break protocols, and presence of a therapy dog (middle school)</li> <li>● UKnighted Week broadened in scope and Truth about Hate held at the high school</li> </ul>

<p>5. Increase SEL SRBI opportunities for students and faculty/staff throughout the elementary schools by aligning strategies throughout the District BCBA and SEL Coordinator.</p>	<ul style="list-style-type: none"> <li>● The District Social Worker and District BCBA have been participating on the SEL SRBI team in each elementary school. Both of these professionals work with regular education teachers and classroom paras to implement strategies and supports to reduce students' challenging behaviors in the regular education programs</li> </ul>
<p>6. Continue to develop the continuum of services through building and implementing the BASES program to support learning for Ellington and area students with significant social emotional needs that impact access to learning and academic success</p>	<ul style="list-style-type: none"> <li>● The BASES elementary and middle/high school programs have grown throughout the school year</li> <li>● Due to the increase of students accessing this program in place of being placed out of District, the District has saved a substantial amount of money by providing our own support for students with challenges with anxiety, behavior while accessing their education in a regular education environment</li> <li>● While the District is saving money, students are able to access an academic rich environment with wrap-around social/emotional services (BASES) with ample opportunities to return to their Least Restrictive Environment (LRE) in their own school through careful transitions</li> <li>● Additionally, the District has been able to enroll several students from surrounding districts to financially support programming for Ellington students</li> <li>● We have had zero students outplaced during this school year. We are currently at our lowest number of out of district placed students in over 10 years</li> <li>● We have reduced our out of district numbers from 10 to 5 students</li> </ul>
<p>7. Enhance high school advisory with a multi-tiered approach to academics, including global studies in which all cultures are valued, critical thinking (SAT PREP), and graduation-required portfolio work</p>	<ul style="list-style-type: none"> <li>● EHS Student Portfolio now aligned to Vision of the Graduate and credit to be awarded annually to promote engagement and accountability</li> <li>● Fourteen high school departments included diverse perspectives and cross-cultural learning in units during first and second semesters</li> <li>● Global studies structure for advisory days redesigned with launch of one multicultural day in May</li> </ul>

<p>8. RULER training and implementation for all faculty and staff during the 2021-2022 school year, faculty and staff to participate in training modules with Yale with access to all curriculum, which will be rolled out with students during the 2022-2023 school year</p>	<ul style="list-style-type: none"> <li>● RULER training occurred for all five schools this year</li> <li>● Windermere was the first school to train the core group and then roll out training for all faculty and staff. The feedback has been positive and teachers are engaged</li> <li>● Roll out for the four remaining schools will occur during the next school year</li> <li>● Administration with support of faculty is currently developing our own vision of SEL by revising RULER standards to align with our own District needs</li> <li>● Communication, Implementation and Alignment with our community and District needs has been a priority</li> <li>● Individualizing RULER elements is to ensure focus and messaging is consistent across all five schools; communication with BOE, parents, community and staff is a priority as well as implementation and professional alignment across all five schools</li> </ul>
<p>9. Continue partnership with Ellington Youth Services to increase wrap-around services from school to community with a focus on parent engagement</p>	<ul style="list-style-type: none"> <li>● Ellington Youth Services, in partnership with the middle and high school, workshops on substance abuse risks, talking with teens, and parenting with inclusivity</li> </ul>
<p>10. Integrate Safe School Climate plans across the district to ensure “run, fight, hide” protocols are executed with ease and familiarity</p>	<ul style="list-style-type: none"> <li>● Continued drills</li> <li>● Revitalizing district committee with Town Director of Emergency and Risk Management</li> </ul>

**High Quality Teaching and Learning**

Action Steps/Strategies	Evidence
<p>1. Use early release days and late opening days to advance district initiatives in Intervention (SRBI), pilot protocols for reflecting on student progress data to inform planning and instruction</p>	<ul style="list-style-type: none"> <li>● Professional learning for teachers included time for structured collaboration on assessing student progress and developing strategies to build on strengths and address skill gaps</li> <li>● Reading and math consultants and specialists organized data showing trends on key skills and worked with grade level teams to plan based on the data</li> <li>● Middle school teacher inquiry teams studied topics in differentiation and personalizing learning, practiced strategies, and presented to others</li> </ul>

	<ul style="list-style-type: none"> <li>● High school continued practice on core skills as measured by new PSAT and SAT exams, including additional in-school and after-school workshops and assessment sessions</li> </ul>
2. Build the coaching capacity of reading consultants and literacy, math, and technology specialists	<ul style="list-style-type: none"> <li>● Three full days of training were provided on a “student-centered coaching model”</li> <li>● Coaching training included conceptual underpinnings and adult learning theory through book-study, practice instruction, practice coaching and co-planning, and practicing coaching conversations based on student work and classroom-level data</li> </ul>
3. Develop expectations for synchronous and asynchronous instruction for individual students during partial quarantines, monitor for effectiveness, support individual teachers and teams, and adjust expectations and professional development as needed	<ul style="list-style-type: none"> <li>● Expectations were developed and shared with teachers for adjustments. Remote instruction was provided for students in quarantine and isolation. When state guidelines on contact tracing and quarantine were updated mid-winter the expectations were modified based on less-frequent quarantines and isolation.</li> </ul>
4. Build capacity of technology integration and library media specialist team to support inquiry, intellectual engagement, and project-based learning in existing curriculum	<ul style="list-style-type: none"> <li>● Collaboration among library media specialists (LMS) and tech integrationists (TI) led to promotion of libraries as learning hubs tied to classroom instruction in addition to role as a source of choice books</li> <li>● LMS’s co-planned with teachers, developed “LibGuides” for courses, and held author visits to promote engagement</li> <li>● Middle school self check-out process implemented</li> <li>● STEM teacher modeled inquiry approach through science lab investigations</li> <li>● Tech integration re-branded as supporting instruction rather than providing IT support for classroom or remote instruction</li> </ul>
5. Continue alignment of SRBI across elementary schools including common Win Block times, intervention cycles, and cut scores; align student academic supports to address learning loss	<ul style="list-style-type: none"> <li>● SRBI is now conducted consistently across elementary schools with common Win Block times</li> <li>● Process standardized with agreed-upon cut scores</li> <li>● Planning under way to align instructional times across schools by subject and grade level despite varied school sizes</li> <li>● Planning under way to tighten master schedules at all three schools to more consistently leverage learning supports</li> </ul>

<p>6. Launch initial data visualization dashboard for teachers, support teachers in accessing and using data, adjust dashboard based on teacher feedback</p>	<ul style="list-style-type: none"> <li>● Initial dashboard launched in the Fall</li> <li>● Teachers accessed initial data dashboard</li> <li>● Teacher contacts by grade band identified to inform IT team planning for dashboard enhancement based on teacher needs and the use of data for planning Tier one instruction and intervention</li> <li>● Tools developed to efficiently identify individual student performance trends at the high school</li> </ul>
<p>7. Institute data teams at EMS focused on intervention, aligned with “Hands Up” student assistance process</p>	<ul style="list-style-type: none"> <li>● Grade levels identified core assessments to inform data teams, implemented assessments and reviewed progress</li> <li>● Planning initiated to identify most appropriate protocol for reflecting on data</li> <li>● Intervention groups set, small-group and 1:1 instruction provided, and supports adjusted or phased out based on student progress</li> </ul>
<p>8. Leverage NEASC accreditation self study to advance high school values, vision of a graduate, student supports, engagement, and rigor</p>	<ul style="list-style-type: none"> <li>● The self-study teams identified sources of evidence for the five core standards, reviewed evidence, and started self-study narratives</li> <li>● Narratives include reflection on use of the Vision of a Graduate, impact of student supports, student responses on engagement and self-direction, and on curriculum in place</li> </ul>
<p>9. Pilot instructional rounds in mathematics</p>	<ul style="list-style-type: none"> <li>● Mathematics learning was a focus on two school-wide learning walks involving classroom teachers, specialists, and administrators</li> <li>● A math focus is currently planned for a high school learning walk in late April</li> <li>● Themes included small group instruction, how students are engaged in learning math, and task design</li> </ul>
<p>10. Align Student Learning Objective (SLO) process across schools, review focus of evaluative administrator site visits--align process with differentiation based on areas of continued development among building leaders</p>	<ul style="list-style-type: none"> <li>● Uniform SLO guidance provided to all teachers from the district</li> <li>● SLO’s were refocused to include academic progress in core subjects from the baseline in each class of students</li> <li>● Administrator observations included feedback on the newly launched district school learning walks</li> </ul>
<p>11. Align focus of initiatives, collaboration, and staffing based on district diagram of <a href="#">Structures Supporting the Instructional Core</a></p>	<ul style="list-style-type: none"> <li>● The Instructional Core concept provided a common framework for administrators and restructured teams of specialists</li> </ul>

- Building leaders referred back to the Core while framing initiatives in Tier one instruction for teachers, providing guidance on common planning time, and meeting with teams

**Efficient Operations**

**Action Steps/Strategies**

**Evidence**

1. Continue to provide a safe school environment by closely following our Reopening Plans (with continued coordination and communication with North Central Health District) and making adjustments as needed

- Worked with school leadership teams to open the school year, welcoming back all Silver learning students
- Continued process of monitoring, tracking, communicating cases within schools
- Schools made context specific adjustments to mitigation strategies to ensure proper running of buildings

2. Continue to provide training and support for PSIS implementation of Infinite Campus, including utilizing tools in Infinite Campus suite to support various scheduling and placement dynamics resulting from learning challenges during the pandemic

- Began ongoing collaborative development of tools to help analyze student performance
- Expanded the use of organization tools within Infinite Campus to identify and schedule students through the K-8 SRBI process

3. Continue to improve budget development process to support the district’s mission/vision and district/school improvement plans (including increased staff voice in budget development)

- Continued expansion of budget process to include Board, Administration, and Faculty voices

4. Continue to focus on maintaining adequate staffing by promoting and advertising our open positions, promoting healthy work environment and positive communication

- Collaborating with marketing specialist for promotional materials to utilize at career fairs and amongst professional networking groups
- Ensure the most up to date Employee Assistance Program information is continuously shared with all staff
- Work in collaboration with the Wellness Committee to offer wellness initiatives including flu clinic, vitamin distribution and employee appreciation raffles

5. Continue to move forward the Windermere Elementary Building Project towards a successful referendum in early 2022

- Unanimous approvals at BOS, BOF, PZC during Town approval process

	<ul style="list-style-type: none"> <li>● Held information forum in January and presented at Town meeting (February)</li> <li>● Project garnered 73.8% of the total vote (630 of 853)</li> <li>● Legislation improved reimbursement rate by 14.64%, netting savings of up to \$9,024,096</li> <li>● Moved time period forward, est. 6 months of saved escalation at 4%: \$1,232,800</li> </ul>
6. Continue to coordinate and align PD delivery system that clearly supports district and school priorities	<ul style="list-style-type: none"> <li>● Professional development balanced district-wide support on math and literacy in the lower grades, the SAT focus in high school, and time for structured collaboration among teachers in response to student learning needs</li> </ul>
7. Continue work to improve financial & accounting processes, aligned with best practices	<ul style="list-style-type: none"> <li>● 20-21 - first year where BOE/Town financials fully reconciled (work happened in 21-22)</li> <li>● Monthly reconciliation process ongoing</li> <li>● Audit on time for 2nd straight year</li> <li>● Jointly released from MFAC with Town</li> </ul>
8. Review standing agendas and modify to support efficiency and focus in alignment with DIP and SIPs	<ul style="list-style-type: none"> <li>● Schools provided line by line updates on SIP's, informing key categories on the DIP</li> <li>● Standing agendas were implemented for district-wide teams in administration, library media, tech integration, literacy, and mathematics</li> <li>● School-based teams use agendas adjusted for team size and focus area</li> </ul>
9. Demonstrate work of the facilities team in promoting high indoor air quality through the use of the EPA's Tools for Schools Program	<ul style="list-style-type: none"> <li>● Air Quality Plan document drafted</li> </ul>