

West Stafford School

School Improvement Plan

2023-2024



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STAFFORD PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Stafford Public Schools is to prepare our students to assume productive, meaningful, and responsible roles in an increasingly competitive global society.



STAFFORD PUBLIC SCHOOLS EQUITY VISION STATEMENT

Stafford Public Schools embraces **diversity** as an asset. We recognize that everyone has different backgrounds, experiences, and interests and we forge an environment that promotes a sense of **belonging**. We cultivate **inclusive** opportunities for community members to share their **identity** and perspective in a safe, supportive environment.

Stafford Public Schools

Portrait of a Graduate



The Stafford Public Schools Portrait of the Graduate Framework prioritizes the skills and dispositions for students to become 21st Century learners in a rapidly evolving global community. The framework serves as the strategic map to execute the vision of teaching and learning for the students, staff, and administration of the school district.

Key Accomplishments for 2022-2023

- Attained NAEYC Accreditation
- West Stafford School was the recipient of the School Readiness Grant that supported 31 school readiness slots in our prekindergarten program.
- Recipient of the Family Resource Center Grant that supports families and community engagement, parent education, weekly playgroups, and after school care for children to extend learning beyond the school day.
- Recipient of a Quality Enhancement Grant to support professional development for teachers and local community daycare providers.
- West Stafford School fostered connections between our school and community stakeholders on a variety of events, such as:
 - Child Safety Day
 - Partner with Johnson Memorial Hospital, FRC, EHS, Stafford Community Center, Family Services and Stafford Police to support families during the holiday season.
- We also connected with families through our well attended Literacy and Math Night, multicultural arts night, parent/teacher meetings, SEESAW platform, Newsletters and Kindergarten monthly progress reports to ensure families were informed of their child's progress on a regular basis.
- West Stafford School provides Pre-K & Kindergarten screenings yearly. Screenings are held each year for new eligible students to determine each child's readiness when entering school. These screenings help facilitate early identification and early connections with families.
- Provided professional development and staff collaboration to support NAEYC accreditation.

STRATEGIC IMPERATIVE #1 - ORGANIZATIONAL HEALTH

Theory of Action: The Stafford Public Schools believes that if it designs and implements systems of wellness and social emotional health for faculty, staff, and students it will develop a strong culture of belonging, unity, and trust amongst every person in the community. Partnering with families, civic organizations, and local businesses, supports students with opportunities to expand connections to their learning outside of school walls.

District Long Term Strategy 1B- Enhance connections with students, families and community members as engaged and supportive partners.		
Short-Term Goals	Person(s) Responsible	Key Actions & Targeted Outcomes
<p><i>Expand opportunities to incorporate and engage family and/or community involvement in the student learning process.</i></p> <p>By June of 2024, West Stafford School staff will increase the percentage of communication with families of students beyond parent teacher conferences, PPT meetings, and report cards as measured by the spring Climate & Culture Survey.</p> <p>Table 2: How often do you communicate with the families of students beyond parent conferences, PPT meetings, report cards, etc.?</p> <p>Survey Report. Table 2: 2022-2023 Data: Frequency: Week 52.9% Bi-Weekly: 11.8% Monthly: 23.5% Daily: 11.8%</p>	<p>WSS Administration Office of Curriculum and Instruction Curriculum Leaders All Staff</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● West Stafford School will offer a variety of family engagement events that showcase student work, including Open House, Literacy/Numeracy Night, Science Night, a Winter Wonderland Night that incorporates Art and Music, Multicultural Nights and Field Day. ● Planning Community Child Safety Day ● SAT/Intervention parent notification ● Kindergarten Progress Reports ● Attendance Meetings ● Increase Parent Volunteers ● Increase communication with families through FRC, PTO, monthly progress reports, parent conferences, newsletters, Open House, Seesaw, emails and school messenger.

<p><i>Strengthen systems designed to reduce chronic absenteeism and ensure students arrive at school ready to learn.</i></p> <p>By June of 2024, the overall percentage of chronically absent students will decrease as compared to the 2022-2023 school year.</p> <p>Chronic Absenteeism 2022-2023 - WSS = 27.8% (53/190)</p> <ul style="list-style-type: none"> ● Prek = 33% chronically absent (33/100) ● K = 22% chronically absent (20/90) 	<p>WSS Administration Pupil Services Personnel All Staff</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Hold monthly attendance meetings with support staff and track attendance (school social worker, teacher and school nurse) ● Incorporate prek attendance contract, students must remain in good standing to be enrolled in the program. ● Hold Student Assistant Team (SAT) Meetings and develop a plan for attendance. ● Parent Outreach - we will increase communication to families regarding the importance of regular school attendance through SEESAW, emails, school messenger, parent meetings, including home visits. ● Increase communication between families and school nurses regarding absences and types of absences. ● Conduct PBIS Pep rallies and practice PBIS school core values and positive office referrals to ensure a positive school climate for all. ● Hold School Spirit Days ● Provide parent education workshops through our FRC Program to support families with referrals and work with outside agencies.
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District Long Term Strategy 1C- Strengthen culture and climate in the district by fostering intentional systems that promote equitable and inclusive student and staff wellness

Short-Term Goals	Person(s) Responsible	Key Actions & Targeted Outcomes
<p><i>Align systems of support to ensure the connectedness between PBIS, SEL, and the Comprehensive School Counseling Framework for students to strengthen Tier 1 behavior supports for students.</i></p> <p>By June of 2024, West Stafford School will increase the academic, social-emotional, and behavior support to the students that require them based on the spring Climate & Culture Survey Report.</p> <ul style="list-style-type: none"> 86.7% of staff responded favorably to “How readily available are the academic, social-emotional, and behavior supports to the students that require them” in the 2022-2023. This will increase to 87% for the 2023-2024 school year. 	<p>WSS Administration SEL Committee PBIS Committee WSS Staff</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> WSS SEL Committee Meet Regularly to analyze data Utilize WSS Charter Utilize Ruler and Mood Meter Hold 4 PBIS Pep Rallies and behavior expectation lessons to support school core values. Hold monthly PBIS meetings to analyze student behavior data. Provide Tier 1 behavior support within the classroom. Hold PLC Meetings to analyze data and share best practices. Hold SAT meetings to analyze individual student data and support. Hold weekly school-wide huddles to support communication with staff Continue to have building input into the district Social Emotional Supports Committee

STRATEGIC IMPERATIVE #2 - CURRICULUM, INSTRUCTION & ASSESSMENT

Theory of Action: The Stafford Public Schools seeks to develop rigorous and engaging college and career readiness learning opportunities that embody the tenets of the *Portrait of the Graduate*. Ensuring that classrooms embrace high quality instructional resources and strategies will create opportunities for all learners to authentically apply their learning to the real world. All staff lead with the use of data to make informed decisions to maximize student potential.

District Long Term Strategy 2A- Implement data-driven decision making practices across all schools, departments, and the curriculum development process.		
Short-Term Goals	Person(s) Responsible	Key Actions & Targeted Outcomes
<p><i>Support Professional Learning Communities (PLCs) designed to collect, disaggregate, and analyze student performance data.</i></p> <p>By June 2024, teachers at West Stafford School will engage in regularly scheduled PLC meetings with a focus on student data and effective instructional practices.</p>	<p>WSS Administration All Staff Literacy and Math Leaders Office of Curriculum and Instruction Grade Level Leaders West Stafford School Instructional Leadership Team</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Conduct weekly grade level PLC meetings with a clear focus on data and action steps. ● West Stafford School Instructional Leadership Team will hold monthly meetings to analyze overall school-wide data. ● Provide tier intervention time that allows for targeted, small group instruction with progress monitoring. ● Collaborate and share resources and instructional best practices between curriculum leaders, teachers and other districts.

District Long Term Strategy 2B- Increase high-quality engaging and differentiated instructional practices to increase student engagement and rigorous instruction.

Short-Term Goals	Person(s) Responsible	Key Actions & Targeted Outcomes
<p><i>Expand the use of innovative instructional strategies that promote engagement, support differentiated teaching, and foster student centered application of learning.</i></p> <p>By June 2024, all teachers at West Stafford School will provide targeted and differentiated small group instruction based on student data with a focus on improved student outcomes.</p>	<p>Office of Curriculum and Instruction WSS Admin Curriculum Leaders All Staff</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Staff will participate in Learning Walks to share best practices. ● Professional Development that enhances Tier 1 and 2 best practices in literacy and numeracy instruction. ● Grade Level Meetings to analyze local common assessment data to inform instructional outcomes. ● Regular SAT Meetings to identify at-risk students and establish success plans to meet individual needs. ● Hold PLC Meetings to analyze student performance data and inform instructional practices. ● Collaboration time provided with general education and special education staff to analyze data and adjust instructional practice. ● Work with instructional coaches on target groups. ● Tier intervention within the classroom ● Work with interventionists to target student groupings. ● Continue to utilize the Heggerty Program with fidelity ● Continue to support the district's literacy plan and all components with fidelity

STRATEGIC IMPERATIVE #3 - CONTINUOUS LEARNING FOR ALL

Theory of Action: Building capacity in the workforce is a critical element to ensuring that growth is at the heart of district improvement. The Stafford Public Schools continues to celebrate a professional learning system that integrates staff feedback, promotes opportunity for choice and customization to professional need, and continuous feedback. Providing these systems will enable the district to recruit and retain high quality educators able to promote positive change.

District Long Term Strategy 3A - Provide robust professional development offerings that are aligned with key professional learning themes annually.		
Short-Term Goals	Person(s) Responsible	Key Actions & Targeted Outcomes
<p><i>Streamline processes for the utilization of professional learning feedback data to curate professional learning sessions at the school and district level.</i></p> <p>By June 2024, Professional Development will be deemed relevant to staff's work as evidenced by an increase to 79% on the Climate and Culture Survey report.</p> <p>2022-2023 Data Certified 82.4% Non-Certified 73.3%</p>	<p>WSS Admin All Faculty Curriculum Leaders PDEC Instructional Leadership Team</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Paraprofessional Participation in PDEC committee. ● Survey staff's interest in PD ● Provide teachers an opportunity through faculty and grade level meetings to share best practices and innovative instructional strategies. ● Hold teacher learning walks aligned to a focus of inquiry to foster professional learning among colleagues. ● Foster teacher leadership roles

