

# **McAlister Intermediate School**

## **School Improvement Plan**

### **2016-2017**



Photo by Dr. Ronald Kirschbaum

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## *The McAlister Way--Being Kind, Respectful, Responsible, and Safe.*

### **Introduction:**

McAlister's School Improvement Plan was developed to ensure all students achieve at high levels across academic, social-emotional, and behavioral domains. The planning process included analysis of student achievement data, parent/student/teacher climate data, curriculum and professional development survey results, and organizational health survey results. Once all data was reviewed and analyzed, we purposefully created goals and strategies to focus and guide our work. All goals and strategies are aligned to Suffield's three strategic goals--Curriculum and Instruction, Teacher (& Admin) Growth = Student Growth, and Organizational Health.

The pages that follow define McAlister's School Improvement Plan for the 2016-2017 school year.

## **SUFFIELD PUBLIC SCHOOLS**

### **The Mission of the Suffield Public Schools:**

The Mission of the Suffield Public Schools is to prepare all students with the knowledge, skills, and attributes required for success in a rapidly changing world.

### **School District Five-Year Strategic Goals 2012-2017:**

1. Complete the policy, practice and cultural shifts needed to transition to a digital learning environment.
2. Design and implement a systemic plan for professional learning aligned with district needs.
3. Systematically use data to drive and improve practice.
4. Create an aligned and accessible curriculum that embeds 21st century skills and is aligned with the Common Core Standards.

### **School District Beliefs:**

*Believing that teacher growth = student growth:*

The Suffield Public Schools is committed to a culture of growth, high expectations, collaboration, and 21<sup>st</sup> century skills so that all students are provided the best opportunity for success in tomorrow's world.

*Believing that a healthy organization is effective and successful:*

We, the Suffield Public Schools community, are committed to the following cultural norms:

- Be present
- Speak your truth
- Assume good intent
- Risk for growth
- Do what you say
- Let go and move forward

## **The Mission of McAlister Intermediate School:**

We believe in a shared partnership between teachers, families, and our community where students can strive to reach their full potential and become life-long learners.

## **The Organizational Destination of McAlister Intermediate School:**

A respected and fulfilled staff collaborating to reach all students.

### **I. MIS Long Term School Improvement Goal 1: Curriculum & Instruction**

- Strategic Imperative--Improve Student Outcomes
  - ❖ Long term strategies:
    1. Improve academic performance
    2. Develop Social Emotional resources and strategies resulting in improved student behavior and positive school climate

#### **Short Term Strategies to Support Goal 1: Curriculum and Instruction**

- Provide resources and time to improve and write curriculum
  1. Revise current curricula for Math, Reading, and grade five Social Studies
  2. Revise timeline for future curriculum work (including Science, Social Studies, Word Study, and Writing)
  3. Participate in the NGSS curriculum writing consortium to begin creating a framework of third grade science units over the course of 4 days
- Establish benchmark data in all content areas
  1. Work to write and/or revise assessments for Reading
  2. Create assessment anchor sets based on student samples for Common Math Assessments and for grade level Reading assessments
  3. Pilot implementation of the Smarter Balanced Interim Assessment Blocks in Math
- Create conditions and systems to analyze, interpret, and leverage academic and social-emotional student data effectively
  1. As a K-5 curriculum leadership team, analyze common assessment data and benchmark data to assist in making decisions for future professional development
  2. Partner with PLC consultant to provide teachers with robust learning on teacher-led analysis of student work, calibration of assessment strategies, and sharing of effective instructional strategies
  3. Review SIT Team Process and work to improve and align current model to district vision
  4. Engage in collaborative, whole school review of office referral data throughout the year, and work to proactively problem solve and address areas of concern
  5. Engage in collaborative, whole school review of chronic absenteeism data throughout the year and work to address chronically absent students

- Improve Social-Emotional Wellness/Character Development programming
  1. Implementation of the Devereux Student Strengths Assessment (DESSA) for identification, planning, and monitoring of social-emotional learning.
  2. Analyze DESSA results and work to identify students in need of additional social emotional support, then implement rounds of 6 to 8 week small group social skills and coping strategies instruction groups (led by the school psychologist) for students with identified needs

### **Key Measures & Evidence for Goal 1: Curriculum and Instruction**

1. Progress reported on 2012 -2017 SPS Strategic Plan priorities
2. SBAC data will reflect increasing numbers of students meeting or exceeding goal and fewer students overall not meeting goal
3. STAR Math data will reflect increasing numbers of students meeting or exceeding goal
4. Degrees of Reading Power (DRP) data will reflect increasing numbers of students meeting or exceeding goal
5. Reported monthly reading levels for grade three students will indicate student growth
6. Data from interventions, tutorials, and other support systems will indicate effectiveness
7. Spring survey data will show improvement in the area of climate demonstrating a positive trend in:
  - Students reporting that their teachers are prepared for class and use time wisely
  - Parents reporting that there are high expectations for all students in SPS
  - Teachers reporting that they have access to meaningful data to drive their instruction
8. Suspension and expulsion data will reflect positive trend
9. Office referral data for behavior will reflect positive trend
10. Chronic absenteeism data will reflect positive trend

## **II. MIS Long Term School Improvement Goal 2: Teacher (& Admin) Growth = Student Growth**

- Strategic Imperative--Professional Development
  - ❖ Long term strategies:
    1. Build administrator and teacher capacity
    2. Develop leadership capacity (students, faculty, staff, and admin)
    3. Continuous improvement of classroom instruction

### **Short Term Strategies to Support Goal 2: Teacher (& Admin) Growth = Student Growth**

- Increase teacher-led learning and collaboration time
  1. Provide opportunities for teacher-led collaboration and problem solving meetings to promote teachers sharing best practice instructional strategies and to problem solving both academic and social-emotional challenges
  2. Provide opportunities for teachers to observe each other's practice in order to increase the implementation of best practice instructional strategies and to promote teacher leadership, problem solving, and efficacy
  3. Prompt and celebrate teachers creating partnerships with numeracy and literacy coaches and follow-up with conversations about strategies learned
- Provide teachers with opportunities for professional development in student-centered learning, PLC, K-12 core math text, differentiated and specialized instruction
  1. Collaborate with math consultant, math curriculum leader, and math coach to work with classroom teachers on math instruction in numbers and operations
  2. Partner with outside experts to provide professional development in the implementation of Investigations 3, Professional Learning Communities, and Organizational Health
  3. Provide differentiated Professional Development for Responsive Classroom Training to ensure Morning Meetings are implemented in all classrooms
  4. Provide staff with professional development on behavioral scenarios and expectations
  5. Investigate differentiated professional development--including book clubs, webinars, screencasts, etc. in order to meet individual and grade level needs
- Provide Admin PD on improving instruction through teacher-admin dialogue and follow-up
  1. Formal and informal observations will be focused in the area of numeracy
  2. Continue to partner with superintendent, assistant superintendent and UCONN NEAG Consultant to deepen administrators' ability to provide teachers with meaningful feedback
  3. Feedback from teacher observations will be aligned to the mathematics teaching practices in NCTM's *Principles to Action*
  4. Continue to calibrate administrators' ability to provide teachers with consistent feedback and a consistent observation process
  5. Upon completion of formal and informal observations, administrative communication will first focus on productive and high leverage dialogue regarding teaching practices, and then be followed up by concise written documentation

- Strategic budgeting to support teacher growth and student outcomes.
  1. Collaboratively create the budget with input from the McAlister School Leadership Team
  2. Create a streamlined budgeting process for McAlister that aligns resources with District and School Improvement Plan goals

## **Key Measures & Evidence for Goal 2: Teacher (& Admin) Growth = Student Growth**

1. Progress reported on 2012 -2017 SPS Strategic Plan priorities
2. Positive trend data for academic indicators in Goal 1
3. Data from interventions, tutorials, and other support systems will indicate effectiveness
4. Spring survey data will show a positive trend in:
  - Students reporting their teachers believe that all students can learn
  - Students reporting their teachers treat all students with respect
  - Students reporting that when they do not understand something their teachers use a different approach to help them understand
  - Students reporting feeling safe at their school
  - Students reporting that they have a trusted adult that they can go to at school
  - Students reporting their peers treat each other with respect
  - Students reporting that their teachers care about them as a person
  - Students reporting their teachers hold students accountable when they break the rules
  - Parents reporting their child has good peer relations at school
  - Parents reporting their child is challenged academically at school
  - Parents reporting their child's teachers help my child know their academic strengths and areas of growth
  - Teachers reporting they receive feedback that helps them improve their instruction
  - Teachers reporting they receive timely feedback
  - Teachers reporting their peers value their ideas and contributions
  - Teachers reporting their students have good relationships with each other
  - Teachers reporting they have opportunities to grow through teacher-led learning time

### **III. MIS Long Term School Improvement Goal 3: Organizational Health**

- Strategic Imperative--Organizational Norms
  - ❖ Long term strategies:
    1. Focus on Growth Mindset
    2. Increase trust among all
    3. Live the District Norms

#### **Short Term Strategies to Support Goal 3: Organizational Health**

- Maintain a focus on growth mindset through reflection and dialogue
  1. Reinforce district mission, vision, and aligned school priorities with all staff members
  2. Reinforce district mission, vision, and aligned school priorities through frequent family and faculty communications--including newsletters, presentations, social media, and parent numeracy nights
- Maintain a focus on growth mindset through reflection and dialogue
  1. Develop strong administrative, school leader, and teacher partnerships
  2. Increase administrator visibility and relationship building on a daily basis
  3. Communicate during monthly faculty meetings relative to student behavioral data and link it to our effective, collective responses to students on an individual basis
  4. Create a Parent Advisory Board to provide input and feedback on School Improvement Plan and initiatives throughout the year
- Provide PD on Organizational Health to include organizational norms
  1. Create a collective understanding of the Organizational Norms
  2. Work to move closer to living the District Norms with all staff members
- Increase use of Problem of Practice Protocol
  1. Implement the use of the Problem of Practice protocol with groups of teachers

## **Key Measures & Evidence for Goal 3: Organizational Health**

1. Progress reported on 2012 -2017 SPS Strategic Plan priorities
2. Spring survey data will show a positive trend in:
  - Students reporting they see their principal on a daily basis
  - Parents reporting they feel welcome when they come to McAlister
  - Parents reporting that they feel comfortable contact their child's teachers
  - Parents reporting their child's school makes communication with families a priority
  - Parents reporting that the school website is up to date
  - Teachers reporting that they have clear procedures for handling disruptive student behaviors
  - Teachers reporting their administrators support the organizational norms of the district
  - Teachers reporting they participate in school -based decision making
3. Positive trend in viewer usage of informational and communication media systems
4. Demonstration of positive growth in McAlister's Progress Monitoring Survey relative to:
  - a. Effectiveness of professional collaboration
  - b. Alignment of our professional learning (including PLC, PD, and Tuesday afternoon meeting time) to the strategic goals of Curriculum and Instruction, Teacher (and Admin) Growth = Student Growth, and Organizational Health

## **Additional School Improvement Priorities**

- Procuring meaningful professional development and resources for our specialists--PE, Art, Music, World Language, and Library Media Specialist
- Establishment of the Learning Commons as a collaborative learning space that supports classroom learning



## School-Wide Professional Development Plan

McAlister's School-Wide Professional Development Plan is a clear reflection of our priorities as a school and as a district. We focus on providing teachers with a combination of teacher-led collaborative time and inviting outside experts to come and present content and strategies in their respective fields. Our focus will build teacher capacity, leadership, and collaboration which in turn will result in increased student learning.

<b>Professional Development Plan 2016-2017</b>		
	<b>Main Initiative aligned to SIP Goal</b>	<b>Specific Professional Development Structures</b>
Goal: Curriculum & Instruction	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>● Final revisions to reading units of study</li> <li>● Outline timeline for review, revision, or writing curricula with alignment to social studies and science standards</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>● Introduction and Meet and Greet with district math consultant</li> <li>● Implementation of Investigations 3 and Pearson Realize</li> <li>● Effective Questioning in the Mathematics Classroom Professional Development with Pearson</li> <li>● Create assessment anchor sets for numeracy units of study</li> <li>● Roll out common assessments for Math to grade level prior to unit implementation</li> <li>● District math consultant Rolls Out Investigations 3 Number and Operations Units</li> <li>● Screencasts relative to accessing and navigating functions of the Pearson Realize Platform</li> </ul> <p><b>Social-Emotional:</b></p> <ul style="list-style-type: none"> <li>● Responsive Classroom Morning Meeting Training</li> <li>● Mini Morning Meeting Strategy Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Release time determined by teachers</li> <li>● Release time determined by teachers</li> <li>● Tuesday Faculty Meeting</li> <li>● Half Day PD</li> <li>● Full Day PD</li> <li>● Determined by grade level teachers--could be during Weekly PLC meetings or Tuesday After School Collaboration</li> <li>● Determined by grade level teachers--could be during Weekly PLC meetings or Tuesday After School Collaboration</li> <li>● Teacher Release Time</li> <li>● Ongoing as needed</li> <li>● Date TBD</li> <li>● Monthly Tuesday Faculty Meetings</li> </ul>

## Professional Development Plan 2016-2017

	<b>Main Initiative aligned to SIP Goal</b>	<b>Specific Professional Development Structures</b>
Goal: Teacher Growth = Student Growth	<ul style="list-style-type: none"> <li>● Grade Level PLC Training and Calibration</li>   <li>● Review of PDEC materials</li>   <li>● PD surrounding the Common Core of Teaching Rubric For Effective Teaching</li>   <li>● Debrief and Collaboration of Our Response to Behavioral Scenarios</li>   <li>● Embedded coaching supports focusing on academic and social-emotional learning needs</li>   <li>● PLC conversations relative to Best Practice Instruction, student work analysis, and student growth.</li>   <li>● Peer Observations to increase implementation of Best Practice Instructional Strategies</li>   <li>● Introduction of the Problem of Practice Protocol</li> </ul>	<ul style="list-style-type: none"> <li>● Once a month from Oct-Feb with district consultant. Further facilitation three times a month from Oct-June with Instructional Coaches</li>   <li>● Monthly Tuesday Faculty Meetings</li>   <li>● Designated Tuesday Faculty Meetings</li>   <li>● Designated Tuesday Faculty Meetings</li>   <li>● Ongoing as needed</li>   <li>● Weekly Grade Level PLC Meetings</li>   <li>● Ongoing</li>   <li>● Designated Tuesday Faculty Meeting</li> </ul>
Goal: Organizational Health	<ul style="list-style-type: none"> <li>● Diving into Suffield's Organizational Norms--creating a common understanding, uncovering barriers, and working to apply them to our professional interactions</li> </ul>	<ul style="list-style-type: none"> <li>● Designated Tuesday Faculty Meetings</li> </ul>
	<ul style="list-style-type: none"> <li>● Organizational Health Workshop focusing on understanding the DISC survey, debriefing on staff forums, and creating a Destination and Critical First Moves.</li> </ul>	<ul style="list-style-type: none"> <li>● Designated Faculty Meetings</li> </ul>

## Key Measures & Evidence for Goal 1: Curriculum & Instruction

1. Progress reported on 2012 -2017 SPS Strategic Plan priorities - ongoing
2. SBAC data will reflect increasing numbers of students meeting or exceeding goal and fewer students overall not meeting goal

SBAC – English Language Arts (ELA)

Grade Level	% at level 3 or 4 2014-2015	% at level 3 or 4 2015-2016
3	68%	68%
4	59%	60%
5	74%	76%

SBAC - Math

Grade Level	% at level 3 or 4 2014-2015	% at level 3 or 4 2015-2016
3	57%	51%
4	46%	48%
5	36%	39%

3. STAR Math data will reflect increasing numbers of students meeting or exceeding goal

Grade Level	% At/Above Grade Level Expectation/Goal, Spring 2016
3	62%
4	47%
5	28%

5. Data from interventions, tutorials, and other support systems will indicate effectiveness – Fall Intervention Report
7. Spring survey data will show improvement in the area of climate demonstrating a positive trend data in:

District Wide Spring Survey Results By Stakeholder Group and Question		% Responding Favorably, Spring 2016
<b>Students</b>		
Students reporting that their teachers are prepared for class and use time wisely		92%
<b>Families</b>		
Parents reporting that there are high expectations for all students in SPS		80%
<b>Teachers</b>		
Teachers reporting that they have access to meaningful data to drive their instruction		60%

8. Expulsion and suspension data will reflect positive trend K -12

<b>District Totals</b>	<b>2015- 2016</b>
Number of expulsions	0
Number of in-school suspensions	24
Number of out-of-school suspensions	1

9. Office referral data for behavior will reflect positive trends

<b>Year</b>	<b>Total number of office referrals</b>
2015-2016	Grade Three = 130 Grade Four = 139 Grade Five = 45

10. Chronic absenteeism data for behavior will reflect positive trends

<b>Year</b>	<b>Total number of Students Chronically Absent</b>
2015-2016	14 Students

## Key Measures & Evidence for Goal 2: Teacher (& Admin) Growth = Student Growth

1. Progress reported on 2012 -2017 SPS Strategic Plan priorities
2. Positive trend data for academic indicators in Goal 1
4. Spring survey data will show improvement in the area of climate demonstrating a positive trend in:

<b>District Wide Spring Survey Results By Stakeholder Group and Question</b>	
	<b>% Responding Favorably, Spring 2016</b>
<b>Students</b>	
Students reporting their teachers believe that all students can learn	97%
Students reporting their teachers treat all students with respect	90%
Students reporting that when they do not understand something their teachers use a different approach to help them understand	89%
Students reporting feeling safe at their school	86%
Students reporting that they have a trusted adult that they can go to at school	87%
Students reporting their peers treat each other with respect	79%
Students reporting that their teachers care about them as a person	97%
Students reporting their teachers hold students accountable when they break the rules	84%
<b>Families</b>	
Parents reporting their child has good peer relations at school	96%
Parents reporting their child is challenged academically at school	83%
Parents reporting their child's teachers help my child know their academic strengths and areas of growth	89%
<b>Teachers</b>	
Teachers reporting they receive feedback that helps them improve their instruction	71%
Teachers reporting they receive timely feedback	71%
Teachers reporting their peers value their ideas and contributions	77%
Teachers reporting their students have good relationships with each other	90%
Teachers reporting they have opportunities to grow through teacher-led learning time	45%

## Key Measures & Evidence for Goal 3: Organizational Health

1. Progress reported on 2012 -2017 SPS Strategic Plan priorities
2. Spring survey data will show improvement in the area of climate demonstrating a positive trend in:

<b>District Wide Spring Survey Results By Stakeholder Group and Question</b>	
	<b>% Responding Favorably, Spring 2016</b>
<b>Students</b>	
Students reporting they see their principal on a daily basis	79%
<b>Families</b>	
Parents reporting they feel welcome when they come to McAlister	79%
Parents reporting that they feel comfortable contact their child's teachers	95%
Parents reporting their child's school makes communication with families a priority	73%
Parents reporting that the school website is up to date	89%
<b>Teachers</b>	
Teachers reporting that they have clear procedures for handling disruptive student behaviors	13%
Teachers reporting their administrators support the organizational norms of the district	55%
Teachers reporting they participate in school -based decision making	45%

2. Positive trend in viewer usage of informational and communication media systems
3. Demonstration of positive growth in McAlister's Progress Monitoring Survey relative to:
  - a. effectiveness of professional collaboration
  - b. alignment of our professional learning (including PLC, PD, and Tuesday afternoon meeting time) to the strategic goals of Curriculum and Instruction, Teacher (and Admin) Growth = Student Growth, and Organizational Health