Suffield Middle School

School Improvement Plan
2017-2018

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Introduction:

Suffield Middle School's School Improvement Plan (SIP) is guided by the district's improvement goals of Curriculum and Instruction, Teacher Growth = Student Growth and Organization Health. Within these broader goals the focus has been narrowed to three strategic imperatives: improve student outcomes, professional development, and communication and coherence. The middle school's SIP aligns with the district's three strategic imperatives.

This year the middle school's SIP is driven by student achievement data, parent/student/teacher survey data, and curriculum and professional development data. Significantly, our experience with the 2016-17 SIP has also informed our goals for the upcoming school year. The responsibility for monitoring the SIP includes school administration, the School Leadership Team (SLT) and a parent advisory group. The SLT will meet regularly to review progress toward our goals. The parent advisory group team is scheduled to meet a minimum of four times during the year.

For the 2017-2018 school year, SMS will focus on three key goals designed to improve student outcomes. The first area will be to design and support processes and structures that continue to build upon our efforts at social and emotional learning. A second goal is to fully imbed the Professional Learning Community/ Plan Instruct Assess (PLC/PIA) structure into the instructional culture of the building. A third goal will be a continued focus on communication, both internal and with the larger community. Embedded throughout will an effort to identify and implement appropriate technology solutions that will support the successful implementation of all three goals.

The pages that follow define Suffield Middle School's School Improvement Plan for the 2017-2018 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 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 21st 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

Suffield Middle School Mission

We believe that the years of early adolescence are pivotal and abound with individual potential and opportunity. Therefore, the Suffield Middle School's mission is to meet the diverse academic, social, and emotional needs of all students within a caring and responsive educational environment within which all students feel personally known and cared for and that adults listen to their voices, respect their concerns, and engage them in meaningful educational experiences that will prepare them for a promising future.

We believe that every young adolescent…

- has the capacity to learn, grow, and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen.
- must have access to the very best programs and practices a school can offer.
- must be engaged in learning that is relevant, challenging, integrative, and exploratory.
- thrives academically, socially, and emotionally in a democratic learning environment where trust and respect are paramount and where family and community are actively involved.
- faces significant life choices and needs support in making wise and healthy decisions.
- deserves educators who are prepared to work with this age group, who are themselves, lifelong learners and committed to their own ongoing professional development and growth.

SMS Long Term Improvement Goal 1: Curriculum & Instruction

- Strategic Imperative: Improve Student Outcomes
  - Develop a comprehensive Social Emotional Learning plan resulting in improved student behavior & positive school climate
  - Improve academic performance

Short Term Strategies to Support Goal 1: Curriculum & Instruction

- Create conditions and systems to analyze, interpret, and leverage academic & social-emotional student data effectively.
- Continued implementation of the Tier I Wingman program.
- Implementation of the DESSA universal screener and related interventions.
- Administration and school counselors participate in weekly full-team meetings to implement SRBI model.
- School counselors/coordinator implement and monitor tier 2 group supports for students identified as exhibiting Social Emotional Learning (SEL) concerns.
- Create and implement parent engagement/communication protocols.
- Collaborate with Suffield Youth Service Coordinator for family support
- Admin participation in the JRB.
- Improved monitoring of "unstructured" settings such as hallways and cafeteria.
- Administration and school counselors create "student voice" sessions during advisory periods.
- Teacher implementation of the PLC/PIA model of instruction.

Key Measures & Evidence for Goal 1: Curriculum & Instruction

1. Data from interventions, tutorials, and other support systems will indicate effectiveness
2. Spring survey data will reflect a positive trend in:
   a. Students reporting that "my peers treat each other with respect"
   b. Students reporting that "my teachers treat all students with respect".
   c. Students reporting that "my teachers believe that all students can learn."
   d. Students reporting that their teachers are prepared for class and use time wisely
   e. Students reporting that their school has clear rules.
   f. Teachers reporting that "each week I have access to meaningful data to drive my instruction"
   g. Teachers reporting that they have clear procedures for handling disruptive student behavior
   h. Parents reporting that there are high expectations for all students
3. Positive trend in cohort data of students on D/F Alert List
4. Office referral data for behavior will reflect positive trends
5. Suspension data will reflect positive trend
6. SBAC data will reflect increasing numbers of students meeting or exceeding goal and fewer students overall not exceeding goal
7. STAR math grades 6-8 will reflect increasing number of students meeting or exceeding goal
8. Degrees of Reading Power grades 6-8 will reflect increasing numbers of students meeting or exceeding goal
9. Science CMT data for grade 8 will reflect increasing number of students meeting or exceeding goal
10. Chronic absenteeism data will reflect positive trend.

SMS Long Term Improvement Goal 2: Teacher Growth = Student Growth

- Strategic Imperative: Professional Development
  - o Continuous improvement of classroom instruction
  - o Build administrator and teacher capacity

Short Term Strategies to Support Goal 2: Teacher Growth = Student Growth

- Implement the PLC/PIA framework that focuses protocols on cyclical teacher discussion, decision-making, action, and evaluation relative to data analysis of student growth
- Provide conditions that permit staff to focus in relatively few high-leverage personal and departmental goals for the 17-18 school year.
- Continue to refine master schedule that permits maximized collaboration for departmental and grade level teams.
- Administrators calibration and professional development on instructional feedback
- Increased administration participation to weekly PLC meetings.
- Development and implement a coordinated plan for frequent non-evaluative observations to improve instructional practices and feedback.
- Increased administration observations and feedback to all teachers.
- Facilitate collaborative meetings between special education department and curriculum leaders.
- Administration participates in weekly support meetings with the Curriculum Leaders.
- Create limited number of high leverage department instructional goals around planning, instruction and assessment.
- Publish a year-long Professional Development calendar that permits coherent, long-term planning of early release collaborative time.

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

1. Positive trend data for academic indicators in Goal 1
2. Data from interventions, tutorials, and other support systems will indicate effectiveness
3. Professional development surveys from teachers will reflect they believe that their training is aligned to our strategic goals of: Organizational Health, Teacher Growth, and Curriculum & Instruction.
4. Spring survey data will reflect a positive trend in:
   a. Teachers reporting their peers value their ideas and contributions
   b. Teachers reporting they receive feedback that helps them improve their instruction
   c. Teachers reporting they receive timely feedback
   d. Teachers reporting they have opportunities to grow through teacher-led learning time
   e. Students reporting, "When I don't understand something, my teachers use a different approach to help me understand."
   f. Parents reporting their child is challenged academically at school
   g. Parents reporting, "My child's teachers help my child know their academic strengths and areas of growth."

SMS Long Term Improvement Goal 3: Organizational Health

- Strategic Imperative: Communication and Coherence
  - Increase consistency and clarity of communication

Short Term Strategies to Support Goal 3: Organizational Health

- Create a weekly family update that announces upcoming activities and events.
- Create a weekly staff bulletin to coordinate and disseminate school information (Nuts-N-Bolts).
- Develop school-wide Events Calendar to coordinate school activities.
- Fully implement special education communication procedures around IEP implementation.
- Re-introduce PowerSchool teacher roster e-mail function.
- Create "Team" domain name e-mail address.
- Admin participate in regularly scheduled meetings with school leadership, technology staff, and special education administration in order to provide focus on SIP and DIP.
- Reinforce and support teacher and team communication with families.

Key Measures & Evidence for Goal 3: Organizational Health

1. Spring survey data will reflect a positive trend in:
   a. Parents reporting there are high expectations for all students in Suffield Public Schools
   b. Parents reporting that the school counseling department offers support for all parents and students.
   c. Parents reporting that their child's school makes communication with families a priority
   d. Parents reporting, "I know how my child is doing before I receive a report card."
   e. Students reporting, "When I feel like giving up on a difficult task, my teachers encourage me to keep going."
   f. Teachers reporting their administrators support the organizational norms of the district.
   g. Teachers reporting they participate in school-based decision-making.
   h. Teachers reporting that technology tools are reliable on a consistent basis
2. Positive trend in viewer usage of informational and communication media systems

School Wide Professional Development Plan

The middle school's professional development plan is designed to support achieving the SIP goals. The school has many of the resources to accomplish this goal: our master schedule supports collaborative time within content areas both vertically and horizontally; we have the benefit of added collaborative time due to the early release schedule; the five core content areas benefit from the support of the curriculum leaders, freeing up administration to work with other departments. The school's guidance department will support our first goal through a 6-12 guidance department coordinator as well as continued work with a CSDE consultant.

Professional Development Plan 2017-2018		
	Main Initiative aligned to SIP Goal	**Specific Professional Development Dates/Sessions**
Goal: Curriculum & Instruction	Social Emotional support plan	CSDE consultant working with counselors-developmental guidance program Weekly guidance/SEL meeting with admin Weekly team meetings for implementation and review of intervention plans Teacher collaboration in weekly PLC meetings Collaboration with Suffield Youth Services Coordinator School counseling staff to participate in 6-12 departmental meetings with coordinator of guidance. Special services staff to work with SMS staff in the implementation and interpretation of DESSA

	Main Initiative aligned to SIP Goal	**Specific Professional Development Dates/Sessions**
Goal: Teacher Growth = Student Growth	PLC/Plan, Instruct, Assess (PIA)	Continued implementation of the district's PLC structure Weekly PLC meetings with curriculum leaders and grade level/content level SMS staff Increased admin PLC and classroom observations and feedback Clearly identified departmental goals supported by early release days facilitated by curriculum leaders
Goal: Communication & Coherence	Intentional planning, communication, and feedback across all stakeholder groups and structures to support the district and school improvement plans	Staff PowerSchool functions training School messenger training for admin and secretaries Deliberate messaging and work by administration around issues of communication. Individual support by administration of teachers around specific communication concerns.

Key Measures & Evidence for Goal 1: Curriculum & Instruction

1. Data from interventions, tutorials, and other support systems will indicate effectiveness.

Percentage of academic intervention students meeting grade level expectations, spring 2017-			
	Gr. 6	**Gr. 7**	**Gr. 8**
DRP	38%	46%	0%
SBAC ELA	33%	31%	0%
STAR Math	6%	12%	41%
SBAC Math	27%	12%	17%

2. Spring survey data will reflect a positive trend in:

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably, Spring 2016	**% Responding Favorably, Spring 2017**
Students		
My peers treat each other with respect	59%	51%
My teachers treat all students with respect	70%	69%
My teachers believe all students can learn	93%	92%
My school has clear rules	83%	82%
My teachers are prepared for class and use time wisely	85%	85%
Teachers		
Each week I have access to meaningful data to drive my instruction	92%	85%
My school has clear procedures for handling disruptive student behavior	93%	53%
Families		
There are high expectations for all students	85%	84%

3. Positive trend in cohort data of students on D/F Alert List:

Year	# Students Fall 2016	# Students Spring 2017
16-17	52	65

4. Office referral data will reflect positive trend:

# Referrals, 15-16	# Referrals, 16-17
479	760

5. Suspension data will reflect positive trend:

School Totals	2015- 2016	2016-2017
Number of expulsions	0	0
Number of in-school suspensions	56	37
Number of out-of-school suspensions	7	13

6. SBAC data will reflect increasing numbers of students meeting or exceeding goal.

SBAC ELA results

Grade level	% at level 3 or 4 2014-15	% at level 3 or 4 2015-16	% at level 3 or 4 2016-17
6	79%	69%	72%
7	84%	71%	69%
8	63%	70%	69%

SBAC math results

Grade level	% at level 3 or 4 2014-15	% at level 3 or 4 2015-16	% at level 3 or 4 2016-17
6	49%	53%	61%
7	62%	56%	48%
8	45%	49%	58%

7. STAR math grades 6-8 will reflect increasing number of students meeting or exceeding goal

Grade	% At/Above Grade Level Expectation/Goal, Spring 2016	% At/Above Grade Level Expectation/Goal, Spring 2017
6	52%	50%
7	58%	47%
8	63%	58%

8. Degrees of Reading Power grades 6-8 will reflect increasing numbers of students meeting or exceeding goal

Grade	% At/Above Grade Level Expectation/Goal, Spring 2016	% At/Above Grade Level Expectation/Goal, Spring 2017
6	84%	83%
7	79%	77%
8	85%	85%

9. Science CMT data will reflect increasing number of students meeting or exceeding goal

Year	% At/Above Grade Level Expectation/Goal
2012-13	73%
2013-14	81%
2014-15	78%
2015-16	74%
2016-17	80%

10. Chronic absenteeism data will reflect positive trend.

% Chronically Absent 2015-16	% Chronically Absent 2016-17
4.9%	5.4%

Key Measures for Goal 2: Teacher (& Administrator) Growth = Student Growth

1. Spring survey data will reflect a positive trend in:

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably, Spring 2016	% Responding Favorably, Spring 2017
Students		
When I don't understand something my teachers use a different approach to help me	73%	72%
Families		
My child is challenged academically at school	86%	84%
My child's teachers help my child know their academic strengths and areas for growth	75%	74%
Teachers		
My peers value my ideas and contributions	98%	98%
The feedback I receive from my administrator helps me improve my instruction"	100%	96%
I receive feedback in a timely manner	100%	96%
I have opportunities to grow through teacher lead learning time/collaboration time	100%	85%

2. Data from interventions, tutorials and other support systems will indicate effectiveness. See Goal #1

3. Positive trends in SBAC, Star, and DRP assessments. See Goal #1

Key Measures for Goal 3: Organizational Health

1. Spring survey data will reflect a positive trend in:

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably, Spring 2016	**% Responding Favorably, Spring 2017**
Students		
When I feel like giving up on a difficult task, my teachers encourage me to keep going	80%	80%
Families		
There are high expectations for all students in Suffield Public Schools	85%	84%
My child's school makes communication with families a priority	74%	74%
I know how my child is doing before I receive a report card	86%	91%
The school counseling department offers support for all parents and students	71%	81%
Teachers		
My administrators support the organizational norms of the district	100%	92%
Teachers in my school have the opportunity to participate in school-based decision making	96%	81%
Technology tools are reliable on a consistent basis	74%	32%

2. Positive trend in viewer usage of informational and communication media systems.

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably, Spring 2016	**% Responding Favorably, Spring 2017**
Families		
The school website is currently up to date	95%	94%
My child's school makes communication with families a priority	74%	74%
I know how my child is doing before I receive a report card	86%	91%
I feel comfortable contacting my child's teachers	92%	90%