

Suffield Middle School

School Improvement Plan

2016-2017



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School Improvement Plan: An Introduction:

The Suffield Middle School's School Improvement Plan (SIP) provides focus across all aspects of the school environment in order to improve student outcomes. The SIP draws directly from achievement data, parent/student/teacher climate and teaching & learning survey data, curriculum and professional development data and the district's improvement plan. It hones in on our three district improvement goals of Curriculum and Instruction, Teacher Growth = Student Growth and Organization Health. Within these goals we are narrowing our focus on three strategic imperatives: improve student outcomes, professional development, and communication and coherence.

By focusing on the three strategic imperatives, our SIP has been formulated to ensure all students are enabled to achieve at high levels across academic, social-emotional, and behavioral domains. The responsibility for monitoring the SIP includes school administration and the School Leadership Team (SLT). Currently the SLT is comprised of all of the team leaders within the school; beginning in October the team will be expanded to include parent representatives. The team will meet once a month to monitor progress of this year's SIP and identify ways in which we can maximize existing resources to address our identified goals.

The pages that follow define Suffield Middle School'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 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.

I. SMS Long Term Improvement Goal 1: Curriculum & Instruction

- Strategic Imperative: Improve Student Outcomes
 - ❖ Long term strategies
 1. Develop a comprehensive Social Emotional Learning plan resulting in improved student behavior & positive school climate
 2. Improve academic performance

Short Term Strategies to Support Goal 1: Curriculum & Instruction

- Revise intervention programming
 1. Increase knowledge of and implement process and procedures for students requiring Tier III remediation including special education
 2. Implement targeted special education instructional model
 3. Revise and monitor math and reading intervention programs
 4. Implement Wingman advisory program
 5. Implement team-based SRBI process and protocols for both academic and social/emotional needs to align current model to district vision
- Create conditions and systems to analyze, interpret, and leverage student data effectively
 1. Engage in collaborative school review of office referral data throughout the year and work to proactively problem solve and address areas of concern
 2. Partner with Professional Learning 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. Increase teacher knowledge and ownership of varied data points to impact student outcomes

Key Measures & Evidence for Goal 1: Curriculum & Instruction

1. Data from interventions, tutorials, and other support systems will indicate effectiveness
2. Progress reported on 2012 -2017 SPS Strategic Plan priorities
3. Spring survey data will reflect a positive trend in:
 - Students reporting that “my peers treat each other with respect”
 - Students reporting that “my teachers treat all students with respect”.
 - Students reporting that “my teachers believe that all students can learn.”
 - Students reporting that their teachers are prepared for class and use time wisely
 - Students reporting that their school has clear rules.
 - Teachers reporting that “each week I have access to meaningful data to drive my instruction”
 - Teachers reporting that they have clear procedures for handling disruptive student behavior
 - Parents reporting that there are high expectations for all students
4. Positive trend in cohort data of students on D/F Alert List
5. Office referral data for behavior will reflect positive trends
6. Suspension data will reflect positive trend
7. SBAC data will reflect increasing numbers of students meeting or exceeding goal and fewer students overall not exceeding goal
8. STAR math grades 6-8 will reflect increasing number of students meeting or exceeding goal
9. Degrees of Reading Power grades 6-8 will reflect increasing numbers of students meeting or exceeding goal
10. Science CMT data for grade 8 will reflect increasing number of students meeting or exceeding goal
11. Chronic absenteeism data will reflect positive trend.

II. SMS Long Term Improvement Goal 2: Teacher (& Administrator) Growth = Student Growth

- Strategic Imperative: Professional Development and Teacher Evaluation & Instructional Observation
 - ❖ Long term strategies
 1. Continuous improvement of classroom instruction
 2. Build administrator and teacher capacity

Short Term Strategies to Support Goal 2: Teacher (& Administrator) Growth = Student Growth

- Provide teachers with opportunities for professional development in student-centered learning, PLC, K-12 core math text, differentiated and specialized instruction
 1. Provide teachers with opportunities for differentiated professional development that supports individual performance and practice goals (e.g.: student centered learning, differentiation, specialized instruction, etc.)
 2. Weekly collaboration with curriculum leaders and/or administrators during weekly PLC meetings
 3. Collaborate with math consultant and math curriculum leader to work with classroom teachers
 4. Partner with outside experts to provide professional development in the implementation of Professional Learning Communities and Organizational Health
- Increase teacher voice structures, teacher led learning and teacher collaboration time for all teacher groups.
 1. Provide opportunities for teacher-led collaboration and problem solving meetings to promote teachers sharing best practice instructional strategies and to problem solve 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
- Implementation of PD protocols and procedures.
 1. Implement the PLC framework that focuses protocols on teacher discussion, decision-making, action, and evaluation relative to data analysis of student growth
- Admin PD on instructional improvement through teacher –admin dialogue and follow-up
 1. Continue to partner with superintendent, assistant superintendent and UCONN NEAG Consultant to deepen administrators' ability to provide teachers with meaningful feedback
 2. Development and implement a coordinated plan for non-evaluative observations to improve instructional practices and feedback.
 3. Create consistency in providing timely and effective feedback to impact teacher growth with assistant principal and Special Services administration
 4. Continue to partner with superintendent, assistant superintendent, and UCONN NEAG consultant to observe teacher practice and identify teacher practice growth areas to impact student outcomes

Key Measures & Evidence for Goal 2: Teacher (& Administrator) 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. 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.
5. Spring survey data will reflect a positive trend in:
 - 1) Teachers reporting their peers value their ideas and contributions
 - 2) Teachers reporting they receive feedback that helps them improve their instruction
 - 3) Teachers reporting they receive timely feedback
 - 4) Teachers reporting they have opportunities to grow through teacher-led learning time
 - 5) Students reporting, “When I don’t understand something, my teachers use a different approach to help me understand.”
 - 6) Parents reporting their child is challenged academically at school
 - 7) Parents reporting, “My child’s teachers help my child know their academic strengths and areas of growth.”

III. SMS Long Term Improvement Goal 3: Organizational Health

- Strategic Imperative: Communication and Coherence
 - ❖ Long term strategies
 - 1. Increase consistency and clarity of communication

Short Term Strategies to Support Goal 3: Organizational Health

- Clearly communicate the district vision of increasing student success by increasing administrator and teacher capacity
 - 1. Short term strategies in goal 2
 - 2. Administrator PD focused on Teacher Evaluation, Coherence and Organizational Health with outside consultants and C.O. staff
- Reinforce common mission & vision in faculty meetings, PLC meetings, team-based SRBI meetings, etc.
 - 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 nights
- Increase community awareness of school programming and activities
 - 1. Encourage teacher and parent use of communication tools to include School Messenger, Facebook, website, Google classroom, PowerTeacher roster e-mails, individual teacher communication, etc.
 - 2. Establish and maintain consistent access to technology infrastructure
 - 3. Provide professional development for software and applications.

Key Measures & Evidence for Goal 3: Organizational Health

1. Spring survey data will reflect a positive trend in:
 - 1) Parents reporting there are high expectations for all students in Suffield Public Schools
 - 2) Parents reporting that the school counseling department offers support for all parents and students.
 - 3) Parents reporting that their child's school makes communication with families a priority
 - 4) Parents reporting, "I know how my child is doing before I receive a report card."
 - 5) Students reporting, "When I feel like giving up on a difficult task, my teachers encourage me to keep going."
 - 6) Teachers reporting their administrators support the organizational norms of the district.
 - 7) Teachers reporting they participate in school-based decision-making.
 - 8) 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 sufficient resources to accomplish this goal: our master schedule supports collaborative time within content areas both vertically and horizontally; we have budgeted 45 days of professional development; the four core content areas benefit from the support of the curriculum leaders, freeing up administration to work with other departments. It should also be noted that professional development is interrelated within all of the SIP goals. Indeed, access to meaningful professional development is our strategy for promoting teacher growth = student growth (goal #2); and it is access to the professional development that will drive success in leveraging our strategy of improving intervention programming (goal #1). By providing a tight, interrelated and focused SIP, we will increase the staff's ability to obtain our goals for the 16-17 school year.

Professional Development Plan 2016-2017		
	Main Initiative aligned to SIP Goal	Specific Professional Development Structures
Goal: Curriculum & Instruction	<ul style="list-style-type: none"> ● Curriculum leader support of teachers regarding their goals in core content areas ● School administrative team will support Unified Arts, World Language and health/PE ● Improve intervention program 	<ul style="list-style-type: none"> ● Weekly collaborative meeting with curriculum leaders and admin ● The implementation of the district's PLC structure ● 45 days of professional development substitute coverage for teachers ● Weekly team SBRI meetings ● Twice weekly SPED team meetings ● Monthly school wide intervention team meeting
Goal: Teacher Growth = Student Growth	<ul style="list-style-type: none"> ● Teacher evaluation and growth process 	<ul style="list-style-type: none"> ● Goal meetings, observations, feedback conversations, mid-year, and end-of-year meetings ● The implementation of the district's PLC structure ● 45 days of professional development
Goal: Organizational Health	<ul style="list-style-type: none"> ● Intentional planning, communication, and feedback across all stakeholder groups and structures to support the district and school improvement plans 	<p>Internal Communications:</p> <ul style="list-style-type: none"> ● Tuesday after school meetings (faculty, vertical academic teams, grade level content teams) ● Full team meeting agendas ● PLC agendas ● Teacher evaluation process <p>External communications:</p> <ul style="list-style-type: none"> ● Weekly parent communication in various formats ● Posting of daily announcements on website

Key Measures & Evidence for Goal 1: Curriculum & Instruction

1. Data from math and reading academic intervention programs that indicate students have achieved program goals – fall report

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

2. Reduction in cohort students on D/F Alert List:

Year	# Students
15-16	52

3. Office referral data will reflect positive trend:

Year	# Referrals
15-16	479

4. Suspension data will reflect positive trend:

School Totals	2015- 2016
Number of expulsions	0
Number of in-school suspensions	43
Number of out-of-school suspensions	2

5. 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
6	74%	79%
7	71%	88%
8	69%	66%

SBAC math results

Grade level	% at level 3 or 4 2014-15	% at level 3 or 4 2015-16
6	53%	50%
7	56%	62%
8	49%	45%

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

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

7. 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
6	84%
7	79%
8	85%

8. 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%

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

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

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

Key Measures for Goal 3: Organizational Health

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