

A. Ward Spaulding School

School Improvement Plan

2016-2017



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Spaulding Stars care through respect, responsibility, and kindness.

School Improvement Plan: An Introduction:

A school community and its members achieve and maintain success when efforts are aligned in a cohesive plan with strategic imperatives, long-term and short-term strategies, and key measures to assess rate of growth. The A. Ward Spaulding School community engages in continuous improvement efforts relative to teaching and learning, and we remain committed to providing relevant and purposeful learning experiences for all students. The school improvement plan is the vehicle for such learning experiences to occur, ensuring success for all.

Suffield Public Schools

Mission Statement:

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.

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.

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

District Imperatives:

- ✓ Improve student outcomes
- ✓ Create and implement an aligned 21st century curriculum
- ✓ Teacher evaluation and instructional observation
- ✓ Professional development
- ✓ Organizational norms
- ✓ Communication and coherence

A. Ward Spaulding School: Mission Statement:

Through a collaborative partnership with parents and families, the A. Ward Spaulding School community provides a safe, positive, and purposeful learning environment that fosters the growth of the whole child while preparing them for continued success in a rapidly changing world. In this school community where respect, responsibility, and kindness are routinely practiced by adults and students, we focus on preparing our students with the knowledge and skills to succeed. Through a rigorous and relevant curriculum focusing on high expectations, we provide a solid foundation for student growth and life-long learning.

A. Ward Spaulding School: Our Collective Core Beliefs:

We remain dedicated to the belief that...

- ✓ all students can learn at high levels with the appropriate supports, interventions, and extensions.
- ✓ sincere relationships built on shared respect, effective listening, and collaboration impact a school's ability to support teacher and student growth.
- ✓ engaging students with a purposeful academic foundation breeds success and sustained motivation for life-long learning.
- ✓ challenging, but attainable expectations and standards promote teacher practice and improved student outcomes.
- ✓ aligned and effective professional development opportunities for teachers enhance teacher practice and subsequent student learning.
- ✓ character education and other social-emotional supports play an integral role in student success, behavior, and a positive school climate.
- ✓ myriad experiences that promote learning, artistic, musical, physical, and social-emotional well-being provide a well-rounded and successful student.
- ✓ families and schools share a vital partnership that impacts student growth and success
- ✓ a focus on continued strategic improvement aligned with district and school goals yield improved outcomes for all stakeholders.

I. AWS 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 and positive school climate
 2. Improve academic performance of all students

Short Term Strategies to Support Curriculum & Instruction Goal

- Provide resources and time to improve and write curriculum
 1. Final revisions to completed reading units of study
 2. Outline timeline for review, revision, or writing curricula with alignment to social studies and science standards
 3. Create assessment anchor sets for numeracy units of study
 4. Continue curriculum work in word study (*Foundations*)
 5. Development of reading units of study common assessments
- Improve intervention programming
 1. Feedback from faculty on vision and beliefs relative to quality intervention programming based on current educational research and best practices
 2. Intervention Programming Committee to utilize feedback from faculty to create vision statement and beliefs for interventions
 3. Identification of specific entrance and exit criteria and procedures relative to intervention programming
 4. Examination of Student Intervention Team process
 5. Bi-weekly intervention team meetings to monitor student progress and trends
 6. Increase knowledge of process and procedures to implement for students requiring Tier III remediation including special education
- Create conditions and systems to analyze, interpret, and leverage academic and social-emotional student data effectively
 1. Analysis of data in specific templates to measure rate and area(s) of student growth through multiple meeting venues (Student Support Team, K-5 Curriculum Leadership Team, Instructional Leadership Team, Professional Learning Community (PLC), and intervention team meetings)
 2. Increase teacher knowledge and ownership of various data points to impact student outcomes
 3. Implement PLC model in grades K-2 to provide a continued structure to examine data through discussion, decision-making, action, and evaluation and sharing of best practices
 4. Safe School Climate Team meetings to analyze office referral data, identify trends and solutions, and share at monthly faculty meetings
 5. Informal teacher surveys to assess availability and usefulness of data
 6. Periodic, formative assessments in math to measure rate of student growth

- Improve social-emotional wellness/character development programming
 1. Safe School Climate Team meetings to analyze office referral data, identify trends, and solutions, and share at monthly faculty meetings
 2. Professional development opportunities to grow understanding of practices relative to social-emotional supports to enhance wellness (PBIS, Responsive Classroom, classroom management, etc.)
 3. Training of Responsive Classroom initiative to all teachers
 4. Continuation of PBIS classroom lessons of expected behaviors in all settings
 5. Implementation of Morning Meeting and Closing Circle each day within Responsive Classroom framework
 6. Monthly best practice sharing of teaching strategies that promote social-emotional wellness/character development programming
 7. Implementation of the Devereux Student Strengths Assessment (DESSA) for identification, planning, and monitoring of social-emotional learning.
 8. Provide opportunities for teachers to analyze behavior data, identify trends, and engage in problem-solving to promote student growth (Safe School Climate Team and grade-level meetings)

Key Measures & Evidence for Goal 1: Curriculum & Instruction

1. Progress reported on 2012 -2017 SPS Strategic Plan priorities
2. Spring survey data from various stakeholders will show improvement in the area of climate demonstrating a positive trend in:
 - Parents reporting that their child's teacher knows their academic strengths and areas for growth;
 - Parents reporting report that their child has good peer relationships at school;
 - Students report that they are kind to each other;
 - Teachers report that students have good relationships with each other;
 - Teachers report that the school has clear procedures for handling disruptive student behavior
 - Teachers reporting that they have access to meaningful data to drive their instruction
3. STAR Math data will reflect increasing numbers of students meeting or exceeding goal
4. Data from interventions, tutorials, and other support systems will indicate effectiveness
5. Office referral data will reflect positive trend in rate of unexpected behaviors
6. Decreased number of in-school suspensions

II. AWS Long Term Improvement Goal 2: Teacher Growth = Student Growth

- Strategic Imperative: Professional Development
 - ❖ Long term strategies:
 1. Build administrator and teacher capacity
 2. Develop leadership capacity

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

- Increase teacher-led learning and collaboration time
 1. Increase opportunities for teachers to share best practice strategies in faculty meetings in the areas of social-emotional learning and technology
 2. Encourage teachers to strengthen Tier 1 instruction through partnerships with the curriculum leaders, instructional coaches, and technology integrationist
 3. Enhance teacher-led opportunities at faculty meetings to share and disseminate information (Safe School Climate Team, PDEC, curriculum updates, Responsive Classroom energizers)
 4. Encourage teachers to observe colleagues as part of their teacher growth work
 5. Implement the PLC framework to promote teacher ownership of agenda items, discussion, and decision-making relative to curriculum, instruction, and assessment
 6. Continue to maximize team leaders of the Spaulding Leadership Team to facilitate and promote teacher growth through instructional CCT activities during faculty meetings
- Provide PD protocols, procedures, and feedback surveys
 1. Create feedback instrument to be administered at all monthly faculty meetings
 2. Create feedback instrument to be administered at all professional development opportunities
 3. Create feedback instrument to be administered after specific student events that impact student learning (Open House, Show and Tell, Numeracy Night, and Kindergarten Information Night)
 4. Implement the PLC framework that focuses protocols on teacher discussion, decision-making, action, and evaluation relative to data analysis of student growth
- Provide teachers with opportunities for professional development in student-centered learning, PLC, K-12 core text math, differentiated and specialized instruction
 1. Provide teachers with training in PLC model to increase teacher ownership and dialogue around curriculum, instruction, and assessment to impact teacher growth and subsequent student growth
 2. Collaborate with curriculum leaders and consultants (PLC) to impact teacher practice in the areas of literacy and numeracy
 3. Continue to provide training to all teachers relative to the *Investigations* math resource
 4. Differentiate professional development opportunities based on level of teacher practice and student need

- Provide administrator professional development on improving instruction through teacher and administrator dialogue and follow-up
 1. Focus observations of teaching practice in the areas of literacy, numeracy, and social-emotional learning
 2. Create consistency in providing timely and effective feedback to impact teacher growth with assistant principal and Special Services administration
 3. 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
 4. Utilize specific questioning (coaching, reflective, etc.) during post conferences to promote effective dialogue, teacher reflection, and subsequent growth

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

1. Spring survey data will show improvement in the area of climate demonstrating a positive trend in:
 - 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 the feedback they receive from their administrator helps them improve their instruction
 - Teachers reporting that they have opportunities to grow through teacher-led leaning time/collaborative time
 - Teachers report feedback received in a timely manner
2. Progress reported on 2012 -2017 SPS Strategic Plan priorities
3. Positive trend data for academic indicators in Goal 1
4. Data from interventions, tutorials, and other support systems will indicate effectiveness

III. AWS Long Term Improvement Goal 3: Organizational Health

- Strategic Imperative—Communication and Coherence
 - ❖ Long term strategies:
 1. Engage students, families, and community members as supportive partners
 2. Increase consistency and clarity of communications

Short Term Strategies to Support Goal 3: Organizational Health

- Reinforce common mission and vision in newsletters, faculty meetings, BOE meetings, etc.
 1. Engage all teachers in activities and discussions that emanate around the school improvement plan and its components
 2. Focus all faculty meeting, team meeting, and SLT meeting agendas on the three strategic goals
 3. Increase parent understanding of the school improvement plan through an evening event presentation
 4. Shift from a monthly to bi-weekly newsletter to share events and information for increased frequency
 5. Reference and align communication to parents around components of the school improvement plan
 6. Utilize the School Messenger communication venue to provide families with a more efficient and effective means of receiving information
 7. Continue to encourage parent participation on various committees and teams (Safe School Climate Team, Open House Planning Committee, Numeracy Night Committee, Traditions Events)
 8. Encourage teachers to share their classroom practices relative to information sharing and communication efforts with parents (Class Facebook, etc.)
 - Create a Parent Advisory Board to provide input and feedback on School Improvement Plan and initiatives throughout the year
- Strengthen the voice of PDEC
 1. Promote teacher leadership at monthly faculty meetings by teacher-led sharing of information from PDEC meetings
 2. Incorporate feedback sessions at faculty meetings to promote teacher voice and PDEC leadership
 3. Encourage teachers to approach PDEC leaders with clarifying questions
 4. Demonstrate alignment of PDEC initiatives and teacher and student growth in discussions and activities

Key Measures & Evidence for Goal 3: Organizational Health

1. Spring survey data will show improvement in the area of climate demonstrating a positive trend in:
 - Parents reporting they know how their child is doing before receiving a report card;
 - Parents reporting report that the school makes communication with parents a priority;
 - Parents reporting report that they feel comfortable contacting their child's teacher)
 - Teachers reporting that their administrators support the organizational norms of the district
 - Teachers reporting they participate in school -based decision making
 - Teachers reporting their peers value their ideas and contributions
2. Positive trend in viewer usage of informational and communication media systems
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. Positive trend demonstrated in school attendance.

Additional School Improvement Priority

- Implementation of learning commons model to support student learning within the tier 1 classroom

Through focused collaboration, members of the A. Ward Spaulding School community partner to focus on improved teacher practice that yields improved student outcomes. Teacher practice and student growth are impacted when appropriate, aligned supports and resources are in place. Curriculum leaders, instructional coaches, and a technology integrationist factor prominently as supports that enhance classroom instruction and student performance. Additionally, teacher-led initiatives such as Professional Learning Communities provide collaborative opportunities to share best practice and discuss instructional strategies that yield relevant and purposeful learning experiences for all students to succeed.

Professional Development Plan 2016-2017

	Main Initiative aligned to SIP Goal	Specific Professional Development Dates/Sessions
<p>Goal: Curriculum & Instruction</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Final revisions to reading units of study • Outline timeline for review, revision, or writing curricula with alignment to social studies and science standards <p>Numeracy</p> <ul style="list-style-type: none"> • Implementation of Investigations 3 and Pearson Realize • Create assessment anchor sets for numeracy units of study • Roll out common assessments to grade level prior to unit implementation • District consultant to roll out <i>Investigations Number and Operations</i> Units (three or four units per grade level) • Screencasts relative to accessing and navigating functions of the Pearson Realize Platform • Early Numeracy concepts and number relationships and how teachers can use this knowledge to impact best practices in their classrooms. The Early Numeracy concepts are: subitizing, verbal counting, counting objects and cardinality. The Number Relationships are: Spatial Relationships, One/Two:More/Less, Benchmarks of 5 & 10 and Part-Part-Whole. <p>Social-Emotional</p> <ul style="list-style-type: none"> • Responsive Classroom Morning Meeting Training • Morning Meeting Strategy Work 	<ul style="list-style-type: none"> • Weekly PLC meetings K-Grade 2 • Faculty meetings • Tuesday Collaboration • Spaulding Stars School • Curriculum writing release days • Professional Development day • Professional Development for numeracy (Pearson Realize Platform) • Faculty meetings for social-emotional training • Best Practice PLC sharing of morning meetings and energizer work

Professional Development Plan 2016-2017

	Main Initiative aligned to SIP Goal	Specific Professional Development Dates/Sessions
<p>Goal: Teacher Growth = Student Growth</p>	<ul style="list-style-type: none"> • Grade Level PLC • Faculty meeting CCT and PDEC review times • Behavioral Scenarios • Coaching supports academic and social-emotional learning areas • PLC conversations relative to Best Practices, student work analysis, and student growth 	<ul style="list-style-type: none"> • PLC meetings • Faculty meetings • Tuesday Collaboration
<p>Goal: Organizational Health</p>	<ul style="list-style-type: none"> • Apply organizational norms into daily teaching and collaborative team practice through scenarios and discussions 	<ul style="list-style-type: none"> • Faculty meetings • SLT meetings • SEA Leadership meetings • Team meetings • Teacher feedback • Student feedback through focus groups • Informal conversations with faculty and staff

Key Measures & Evidence Goal 1 – Curriculum & Instruction

District Wide Spring Survey Results By Stakeholder Group and Question	
	% Responding Favorably, Spring 2016
Students	
Students report that they are kind to each other	50%
Families	
Families report that their child’s teacher knows their academic strengths and areas for growth	83%
Families report that their child has good peer relationships at school	92%
Teachers	
Teachers report that students have good relationships with each other	91%
Teachers report that the school has clear procedures for handling disruptive student behavior	25%
Teacher report that they have access to meaningful data to drive their instruction	72%

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

Grade	% At/Above Grade Level Expectation/Goal, Spring 2016
1	48%
2	49%

3. Office referral data for behavior will reflect positive trend

Year	Total number of office referrals
2015-2016	360

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

District Totals	2015- 2016
Number of expulsions	0
Number of in-school suspensions	4
Number of out-of-school suspensions	0

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

District Wide Spring Survey Results By Stakeholder Group and Question	
	% Responding Favorably, Spring 2016
Families	
Families report their child is challenged academically at school	84%
Families report their child's teachers help their child know their academic strengths and areas of growth.	83%
Teachers	
Teachers report the feedback they receive from their administrator helps them improve their instruction	84%
Teachers report that they have opportunities to grow through teacher-led leaning time/collaborative time	47%
Teachers report feedback received in a timely manner	84%

Key Measures & Evidence Goal 3 - Organizational Health Goal

District Wide Spring Survey Results By Stakeholder Group and Question	
	% Responding Favorably, Spring 2016
Families	
Families report they know how their child is doing before receiving a report card	78%
Families report that the school makes communication with parents a priority	74%
Families report that they feel comfortable contacting their child's teacher	96%
Teachers	
Teachers report that their peers value ideas and contributions	94%
Teachers report that their administrators support the organizational norms of the district	81%
Teachers report they have the opportunity to participate in school-based decision making	69%
Professional development surveys from teachers reflect understanding of alignment of training to district strategic goals	August AWS #