

# MEMORANDUM



To: Karen Berasi, Superintendent of Schools

From: Brian Hendrickson, Assistant Superintendent of Curriculum and Instruction

Re: **SIP Mid-Year Updates**

Date: March 1, 2018

Attached to this memo are updates from each school regarding highlights on progress towards high leverage key measures from School Improvement Plans. Each building principal will give an update on progress towards key measures at the March 5 Board of Education meeting (**winter updates are benchmarked against last year's end of year performance data**).

## **Summary**

Looking across the district as a whole, we have continued to build on the strength of our faculty and staff through the use of early release professional development days and structured PLCs in all grade levels that support our theme of *Know Your Kids*. Below are highlights from each school.

## **Strengths**

- AWS - Increased student performance on STAR Math assessment, student peer perceptions, and faculty perception of discipline procedures
- MIS - Increased student peer perceptions, increased student perception of school safety, and increased opportunities for teacher lead learning and collaboration
- SMS - Increased student peer perceptions and a decrease in office referrals
- SHS - Increased student performance on the PSAT, increased participation in AP offerings, and increased student peer perceptions

## **Challenges\***

- AWS - Balancing the importance of math and reading improvement efforts
- MIS - Faculty perception regarding discipline procedures and teacher feedback
- SMS - Refining PLC structure across all disciplines to ensure that collaboration time results in instructional adjustments that improve student outcomes
- SHS - Faculty perceptions regarding discipline procedures as well as student tardiness

Going forward, it will be important to continue our efforts with school based leadership and climate teams as they analyze student performance data, attendance, office referrals, and student surveys in order to create the best possible learning environments through collaboration and shared decision making.

\* Attendance data across all schools has been impacted by an especially challenging flu season

## Mid-Year Progress Update – A. Ward Spaulding School 2017-2018 School Improvement Plan

<i>High Leverage Key Measure Baseline Data End Of Year 2017</i>	<i>Winter/Mid-Year Progress Towards Goals</i>	<i>Action Steps Taken to Support Achievement of Goals</i>
<b>Curriculum and Instruction</b>		
STAR Math % at level 3 or 4 Grade 1 - 53% Grade 2 - 43%	Grade 1 - 73% Grade 2 - 51%	<ul style="list-style-type: none"> <li>• PD with Dr. Moynihan</li> <li>• Teacher PLC and Collaboration meetings focused on units</li> <li>• Numeracy Coaching (individual and coaching cycles)</li> <li>• Data review to identify curricular and instructional needs</li> </ul>
STAR ELA % at level 3 or 4 Grade 1 - 69% Grade 2 - 68%	Grade 1 - 67% Grade 2 - 63%	<ul style="list-style-type: none"> <li>• Literacy Conferences</li> <li>• New Units of Study</li> <li>• Literacy Coaching (individual and coaching cycles)</li> <li>• Data review to identify curricular and instructional needs</li> </ul>
Office Referrals 287	137 year to date	<ul style="list-style-type: none"> <li>• Responsive Classroom</li> <li>• Second Step</li> <li>• Analysis and use of DESSA data (i.e., social lessons &amp; groups, Lunch Bunch)</li> <li>• Spaulding Stars &amp; Assemblies</li> <li>• Increased teacher communication with parents</li> </ul>
Chronic Absenteeism 3.7%	6% year to date	<ul style="list-style-type: none"> <li>• Regular review of attendance data</li> <li>• Phone calls and letters to parents as indicated</li> </ul>
Students report that their peers treat each other with respect 51% favorable	89%	<ul style="list-style-type: none"> <li>• Responsive Classroom</li> <li>• Second Step</li> <li>• Analysis and use of DESSA data (i.e., social lessons &amp; groups, Lunch Bunch)</li> <li>• Spaulding Stars &amp; Assemblies</li> </ul>
<b>Teacher Growth and Administrator Growth</b>		
Teachers report that feedback helps them improve instruction 100% favorable	95%	<ul style="list-style-type: none"> <li>• Observations and areas of needed growth noted</li> <li>• Partnerships with curriculum leaders and coaches</li> <li>• Literacy/Math Conferences</li> <li>• Partner with UCONN NEAG consultant for admin growth</li> </ul>
Teachers report that they have opportunities to grow through teacher-led learning time/collaborative time 90% favorable	86%	<ul style="list-style-type: none"> <li>• Teacher led PD (early release)</li> <li>• PLC and Collaboration time</li> <li>• Faculty Meetings (i.e., Responsive Classroom strategies, Technology support, strategies for critical thinking questions and discourse)</li> </ul>
<b>Organizational Health</b>		
Teachers report clear procedures for handling disruptive student behavior 90% favorable	96%	<ul style="list-style-type: none"> <li>• Clarification of classroom vs office offenses</li> <li>• Clarification of procedures</li> <li>• Revised reporting forms</li> </ul>
Teachers report that they have the opportunity to participate in school based decision making 90% favorable	86%	<ul style="list-style-type: none"> <li>• Feedback requested of faculty on programs and events, schedules, dismissal procedures, instructional schedule, etc.</li> <li>• Opportunities for all teachers to participate in school-based decision making (i.e., School Leadership Team, PLC, PDEC, Safe School Climate Team, Safety and Security Team, Technology Team)</li> </ul>

# Mid-Year Progress Update - McAlister Intermediate School

## 2017-2018 School Improvement Plan

<i>High Leverage Key Measure Baseline Data End of Year 2017</i>	<i>Winter/Mid-Year Progress Towards Goals</i>	<i>Action Steps Taken to Support Achievement of Goals</i>
<b>Curriculum and Instruction</b>		
STAR Math % at level 3 or 4 Grade 3 – 50% Grade 4 – 44% Grade 5 – 26%	TBD	<ul style="list-style-type: none"> <li>● Weekly PLC</li> <li>● Implementation of Data Teams</li> <li>● Increased Teacher - Led Collaboration</li> <li>● Teacher Driven PD Focus</li> </ul>
STAR ELA % at level 3 or 4 Grade 3 – 67% Grade 4 – 70% Grade 5 – 71%	TBD	<ul style="list-style-type: none"> <li>● Weekly PLC</li> <li>● Implementation of Literacy Conferences</li> <li>● Increased Teacher - Led Collaboration</li> <li>● Teacher Driven PD Focus</li> </ul>
Office Referrals 179	173 year to date	<ul style="list-style-type: none"> <li>● Implementation of Responsive Classroom</li> <li>● Increased Admin Presence and Relationship Building</li> </ul>
Chronic Absenteeism 4%	2.8 % year to date	<ul style="list-style-type: none"> <li>● Monthly Data Review &amp; Parent Communication</li> </ul>
Students report that their peers treat each other with respect 54% favorable	59%	<ul style="list-style-type: none"> <li>● Implementation of Responsive Classroom</li> <li>● Focus on building a Classroom/School Community</li> </ul>
<b>Teacher Growth and Administrator Growth</b>		
Teachers report that feedback helps them improve instruction 56% favorable	46%	<ul style="list-style-type: none"> <li>● Feedback Aligned to CCT and Curricular Expectations</li> </ul>
Teachers report they have opportunities to grow thru teacher-led learning/collaborative time 50% favorable	68%	<ul style="list-style-type: none"> <li>● Weekly PLC</li> <li>● Increased Teacher - Led Collaboration</li> <li>● Teacher Driven PD Focus</li> </ul>
<b>Organizational Health</b>		
Teachers report clear procedures for handling student behavior 13% favorable	22%	<ul style="list-style-type: none"> <li>● Currently working to analyze teacher feedback to determine next steps and address lack of clarity</li> </ul>
Teacher report they have the opportunity to participate in school based decision making 55% favorable	46%	<ul style="list-style-type: none"> <li>● Opportunities for all teachers to participate in: SIP Planning-- PDEC – Safety and Security Team – Responsive Classroom Committee--Comm. Device Review</li> </ul>
Students report they see admin. during the school day 56% favorable	66%	<ul style="list-style-type: none"> <li>● Focus on building a Classroom/School Community</li> <li>● Increased Admin Presence and Relationship Building</li> </ul>
Students report they feel safe at school 70% favorable	77%	<ul style="list-style-type: none"> <li>● Focus on building a Classroom/School Community</li> <li>● Increased Admin Presence and Relationship Building</li> </ul>
Students report they have a trusted adult they can go to for help 77% favorable	83%	<ul style="list-style-type: none"> <li>● Focus on building a Classroom/School Community</li> <li>● Increased Admin Presence and Relationship Building</li> </ul>

## Mid-Year Progress Update – Suffield Middle School 2017-2018 School Improvement Plan

<i>High Leverage Key Measure Baseline Data End Of Year 2017</i>	<i>Winter/Mid-Year Progress Towards Goals</i>	<i>Action Steps Taken to Support Achievement of Goals</i>
<b>Curriculum and Instruction</b>		
STAR Math % at level 3 or 4 Grade 6 – 50% Grade 7 – 47% Grade 8 – 58%	Grade 6 - 44% (+13% from Fall) Grade 7 - 53% (+2% from Fall) Grade 8 - 65% (+15% from Fall)	<ul style="list-style-type: none"> <li>• PLCs are working towards grouping students for more targeted instruction</li> <li>• Intervention has clearer goals for student success and students are involved in the goal setting process</li> <li>• More frequent review of student progress as an intervention team</li> </ul>
DRP ELA % at level 3 or 4 Grade 6 - 83% Grade 7 - 77% Grade 8 - 85%	Grade 6 - 71% Grade 7 - 71% Grade 8 - 74%	<ul style="list-style-type: none"> <li>• PLCs are working towards grouping students for more targeted instruction</li> <li>• Explicit vocabulary instruction</li> <li>• More consistent progress monitoring specific to comprehension and vocabulary</li> <li>• Intervention has clearer goals for student success and students are involved in the goal setting process</li> <li>• More frequent review of student progress as an intervention team</li> </ul>
Office Referrals 760	257 year to date	<ul style="list-style-type: none"> <li>• More teacher presence in the hallways</li> <li>• More structure for adults on cafeteria duty</li> <li>• Weekly student support through school counselors provided to students who have a high level of incidents</li> <li>• More frequent student support plans put in place as a proactive measure to discipline</li> </ul>
Chronic Absenteeism 5.4%	8.2% year to date	<ul style="list-style-type: none"> <li>• Weekly student support through school counselors provided to students who have a challenge getting to school (not due to illness, vacation etc.)</li> <li>• Frequent communication with parents through phone calls and letters home</li> <li>• Monthly meeting of attendance team to review data and plan for students with the greatest attendance challenges</li> </ul>
Students report that their peers treat each other with respect 51% favorable	76%	<ul style="list-style-type: none"> <li>• More teacher presence in the hallways</li> <li>• More structure for adults on cafeteria duty</li> <li>• Impact of Wingman program in grades 6 and 7</li> <li>• Heightened staff awareness around SEL</li> </ul>
<b>Teacher Growth and Administrator Growth</b>		
Teachers report that feedback helps them improve instruction 96% favorable	93%	<ul style="list-style-type: none"> <li>• Significantly increased informal classroom observations</li> <li>• Significantly increased administrative attendance at PLC meetings</li> </ul>
Teachers report that they have opportunities to grow through teacher-led learning time/collaborative time 85% favorable	79.1%	<ul style="list-style-type: none"> <li>• Maintain weekly PLC and common planning times</li> <li>• 2 X monthly 6-8 department meetings</li> <li>• Early release day collaboration with high school teachers</li> </ul>
<b>Organizational Health</b>		
Teachers report clear procedures for handling disruptive student behavior 53% favorable	62.8%	<ul style="list-style-type: none"> <li>• Admin participation at weekly full team meetings</li> <li>• Weekly guidance PLC meetings</li> </ul>
Teacher report that they have the opportunity to participate in school based decision making 81% favorable	76.8%	<ul style="list-style-type: none"> <li>• School-wide improvement committee meetings</li> <li>• Bi-monthly School Leadership Team meetings</li> <li>• PDEC communication</li> </ul>

## Mid-Year Progress Update - Suffield High School 2017-2018 School Improvement

High Leverage Key Measure Baseline Data End of Year 2017	Winter/Mid-Year Progress Towards Goals	Action Steps Taken to Support Achievement of Goals
<b>Curriculum and Instruction</b>		
<b>PSAT Mean Scores</b> 2016-2017 – 1032 State Average - 987	2017-2018 – 1057 State Average - 979	<ul style="list-style-type: none"> <li>• Expansion of reading and math intervention program to include certified math interventionist</li> <li>• Piloting Tier II Wildcat Time intervention</li> <li>• Increased utilization of College Board and Khan Academy resources</li> <li>• Math teachers include SAT style questions on all assessments as a departmental goal</li> </ul>
<b>Advanced Placement Students</b> (% taking an AP course) 2016-17 – 25% 407 tests	32% 531 total tests	<ul style="list-style-type: none"> <li>• Analysis of AP Potential data to identify students that may be successful</li> <li>• Restructuring of Social Studies course sequencing allowing sophomores to take AP US Gov. &amp; Politics</li> </ul>
<b>Office Referrals</b> 1,459	843 year to date	<ul style="list-style-type: none"> <li>• Expanded student Core Value Award recognitions to be quarterly and by graduating class</li> <li>• Discipline Committee continues to meet quarterly</li> <li>• Social-Emotional professional development day</li> <li>• 400+ referrals related to tardiness to school</li> </ul>
<b>Chronic Absenteeism</b> 7.2%	9.3% year to date	<ul style="list-style-type: none"> <li>• Parental notification aligned to set procedures</li> <li>• Continued emphasis on parent meetings with counselor and/or administration at specific thresholds</li> </ul>
Students report that their peers treat each other with respect 56% favorable	61%	<ul style="list-style-type: none"> <li>• Each staff member identified a stakeholder goal related to Panorama Survey data</li> <li>• Athletic Director instituted a Captains Council as part of the Class Act Schools framework</li> <li>• Student leadership emphasized through coaches, captains, and athletic director</li> <li>• Jeff Yalden school assembly and evening presentation</li> </ul>
<b>Teacher Growth and Administrator Growth</b>		
Teachers report that feedback helps them improve instruction 67% favorable	66%	<ul style="list-style-type: none"> <li>• Shadowing exercises with superintendent of schools and district consultant Jenn Michno</li> <li>• Teachers provided release time to complete classroom walkthroughs of colleagues</li> <li>• Weekly SHS administration walkthroughs for calibration purposes</li> </ul>
Teachers report that they have opportunities to grow through teacher-led learning time/collaborative time 80% favorable	80%	<ul style="list-style-type: none"> <li>• Continuation of weekly PLC model</li> <li>• PDEC members design and implement professional development opportunities during early release days</li> <li>• Teachers continue to provide professional development items during faculty meetings</li> </ul>
<b>Organizational Health</b>		
Teachers report clear procedures for handling disruptive student behavior 61% favorable	41%	<ul style="list-style-type: none"> <li>• Discipline Committee continues to meet monthly to address faculty concerns and then presents information during faculty meetings</li> <li>• Restorative practices implemented requiring additional teacher conversation following disciplinary matters</li> <li>• Faculty survey shows 18% of faculty believe they are not consistently implementing procedures</li> </ul>
Teachers report that they have the opportunity to participate in school based decision making 88% favorable	67%	<ul style="list-style-type: none"> <li>• Committee facilitation has been transitioned to teacher leaders</li> <li>• All departments are represented on all committees</li> <li>• Increased allotted time for teacher voice during faculty meetings</li> </ul>