

McAlister Intermediate School

2017-2018



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 collaborative analysis of student achievement data, parent/student/teacher climate data, current level of professional learning, absenteeism, behavioral, and office referral data, and so on. 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 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 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 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

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:

Happy and exceptional staff collaborating to reach all students.

MIS Long Term Strategic Goal 1: Curriculum & Instruction

- Strategic Imperative--Improve Student Outcomes
 - Improve academic performance
 - Further 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

- Create conditions and systems to analyze, interpret, and leverage academic & social-emotional student data effectively.
 - Administration, Curriculum Leaders, Instructional Coaches, and Specialists participate in School-Wide Data Team meeting four times a year
 - Create data wall (a visual displays student learning data) to assist teacher in the analysis of data and the differentiation of instructional strategies during PLCs
 - Create a quick reference card and accompanying professional development focusing on STAR Math and STAR Reading report creation and data analysis
 - Hold Literacy Conferences with Administration, Curriculum Leader, individual classroom teachers, and related special education teachers, three times a year to share effective instructional practices (as evidenced in data) and to collaboratively identify changes in instructional practices for students who are not making progress and those students exceeding grade-level expectations
 - Classroom teacher participation in weekly planning meetings with the special education teachers or specialists who also service their students
 - Classroom teacher implementation of differentiated, small group strategy instruction in response to student learning data (four times a week for students not meeting expectations and 2-3 times a week for students exceeding or meeting expectations)
 - Ongoing collection and analysis of student work and running records for student portfolio creation for Reading (they have already been created for Math)
 - Teacher participation in thrice monthly teacher-led collaborative meetings and weekly PLCs
- Improve Social-emotional Wellness/Character Development programming
 - Classroom teacher implementation of Morning Meeting, Closing Circle, Signals for Quiet Attention, Interactive Modeling, and *The First Six Weeks of School*
 - Whole staff (certified and non-certified staff members) participation in daily Morning Meetings.
 - Reinforcement of the implementation of Second Step Curriculum and how it aligns to Responsive Classroom
 - Explore additional community-building events and opportunities led by our specialist team--PE, Art, Music, Band, World Language, and Library Media Specialist

Key Measures & Evidence for Goal 1: Curriculum and Instruction

1. SBAC data will reflect increasing numbers of students meeting or exceeding goal and fewer students overall not meeting goal
2. STAR Math data will reflect increasing numbers of students meeting or exceeding goal and increased numbers of students showing demonstrating one year's growth as determined by Student Growth Percentile (SGP) of at least 50
3. STAR Reading data will reflect increasing numbers of students meeting or exceeding goal and increased numbers of students showing demonstrating one year's growth as determined by Student Growth Percentile (SGP) of at least 50
4. Degrees of Reading Power (DRP) will reflect increasing number of students meeting or exceeding goal
5. Data from interventions will indicate effectiveness
6. Spring survey data will show improvement in the area of climate demonstrating a positive trend in:
 - Students report that their teachers believe that all students can learn
 - Students report that their teachers treat all students with respect
 - Students report when they don't understand something, their teachers use a different approach to help them understand
 - Students report they feel safe in their school
 - Students report they have a trusted adult at their school that they can go to for help
 - Students report that peers treat each other with respect
 - Students report that teachers hold students accountable when they break the rules
 - Students report that they see their principal and/or assistant principal throughout the school building during the day
 - Teachers report that they have access to meaningful data to drive their instruction
 - Teachers report that students have good relationships with each other
 - Teachers report they have access to meaningful data on a weekly basis
7. Suspension and expulsion data will reflect positive trend
8. Office referral data for behavior will reflect positive trend
9. Chronic absenteeism data will reflect positive trends

MIS Long Term Strategic Goal 2: Teacher (& Admin) Growth = Student Growth

- Strategic Imperative--Professional Development
 - Build administrator and teacher capacity
 - Develop leadership (students, faculty, staff, and admin)

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

- Provide teachers with opportunities for professional development in students centered learning, PLC, K-5 core text math, differentiated and specialized instruction
 - Provide professional development focusing on learning the progression of both literacy and numeracy within specific grade levels. Numeracy learning progressions will continue to focus on numbers and operations.
 - Provide professional development focusing on implementation of grade three NGSS aligned Science units
 - Develop NGSS aligned grade four science units
 - Develop Math and Reading assessments; provide professional development in calibration scoring
 - Provide professional development on the implementation of pacing guide for reading and math units of study
 - Collaboratively develop comprehensive informational document and supporting materials relative to SPS Special Education Procedures and Timelines
 - Provide professional development to all special education staff on SPS Special Education Procedures and Timelines
 - Collaborate with technology integrationist, curriculum leaders, media center specialist, and all teachers to identify technology tools to assist in facilitating student-centered learning
 - Provide monthly, teacher-led professional development to deepen staff's knowledge and reinforce implementation of facets of Responsive Classroom including: Morning Meeting, Closing Circle, Interactive Modeling, and The First Six Weeks of School
 - Provide professional development for non-certified staff on tenets of Responsive Classroom and Behavioral Strategies three to four times a year
 - Reinforce the development of effective, collegial relationships between teachers and Curriculum Leaders, and Instructional Coaches that improve Tier I instruction
 - Create and provide professional development on a one sheet quick reference card on STAR Math and STAR Reading regarding effective report creation and data analysis
 - Administer feedback surveys at the conclusion of professional development sessions to assess effectiveness and future need
- Develop & implement a coordinated plan for non-evaluative observations: to improve instructional practices & feedback (includes teachers, consultants, administrators)
 - Instructional Coaches support teachers with implementation of Best Practice Instruction through coaching observations, classroom visits, and coaching meetings.
 - Implement use of Look For Document to reinforce teacher efficacy and capacity to implement Best Practice Instruction learned in Professional Development
 - Administrative completion of non-evaluative observations in all classrooms 7 to 10 times a year with feedback aligned to the Look For Document
 - Provide whole school and grade level/special area feedback aligned to Look for Document during monthly faculty meetings
 - Curriculum leaders visit classrooms on an ongoing basis to support teachers in implementation of the curriculum and workshop models.

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

1. Positive trend data for academic indicators in Goal 1
2. Spring survey data will show improvement in the area of climate demonstrating a positive trend in
 - Teachers report they have opportunities to grow through teacher-led learning time/collaborative time
 - Teachers report they have the opportunity to participate in school-based decision making
 - Teachers report the feedback they receive from their administrator helps them improve their instruction
 - Teachers report they receive feedback in a timely manner
 - Parents report that their child is challenged academically at school

MIS Long Term Strategic Goal 3: Organizational Health

- Strategic Imperative--Communication and Coherence
 - Engage students, families and community members as supportive partners
 - Increase consistency and clarity of communications

Short Term Strategies to Support Goal 3: Organizational Health

- Increase community awareness of district programming and activities by broadening the use of communication tools to include School Messenger, Facebook, website, etc.
 - Classroom teachers communicate monthly with each family specific to individual students
 - Classroom teachers, Curriculum Leaders, and Instructional Coaches will create monthly, grade level communication relative to grade level news and how parents can support student learning at home
 - Classroom teacher review of individual STAR Math data, STAR Reading data, and report card expectations with students and parents.
 - Provide professional development focusing on parent communication twice a year before each set of parent teacher conferences
- Reinforce common mission and vision in newsletters, faculty meetings, BOE meetings, etc.
 - Continue publication of weekly Family Updates--emailed to all families
 - Focus all faculty meetings on two topics--
 - teacher led professional development/reinforcement/problem solving on Responsive Classroom topic
 - grade level/specialist area data on non-evaluative walkthroughs
 - Administration will communicate outcomes of office discipline referrals to all staff members involved in a timely manner.
- Clearly communicate the district vision of increasing student success by increasing administrator and teacher capacity
 - Continue publication of weekly Family Updates--emailed to all families
 - Build membership and coherence of Parent Advisory Board

Key Measures & Evidence for Goal 3: Organizational Health

1. Spring survey data will show improvement demonstrating a positive trend in:
 - Parents report they know how their child is doing before they receive a report card
 - Parents report they feel comfortable contacting their child's teacher
 - Parents report their child's school makes communication with families a priority
 - Parents report the school website is current and up to date
 - Parents report there are high expectations for all students in Suffield Public Schools
 - Parents report that their child is challenged academically at school
 - Parents report their child's teachers helps their child know their academic strengths and areas of growth
 - Parents report their child has good peer relationships at school
2. Positive trend in viewer usage of informational and communication media systems

Additional School Improvement Priorities

- Continued focus to maintain low levels of chronic absenteeism
- Promote a calm and orderly student arrival and dismissal by amending lunch count/attendance procedures, truncating morning announcements, and amending student dismissal procedures which will also increase instructional time
- Administrators will continue an active role in Responsive Classroom learning and participate in Responsive Classroom professional development for school leaders
- Continue professional learning and reflection on use of Office Discipline Referral Form
- Work with parents and teachers to procure parent emails in order to reach over 90% of our parents through our email blasts
- Learn more about Mindfulness--its practices and strategies

School-Wide Professional Development Plan--needs to be revised

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 instructional coaching, teacher-led collaborative time and outside experts, who 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.

Professional Development Plan 2017-2018		
	Main Initiative aligned to SIP Goal	Specific Professional Development Dates/Sessions
Goal: Curriculum & Instruction	<ul style="list-style-type: none"> Outline timeline for review, revision, of Writing, Science, and Social Studies curricula 	<ul style="list-style-type: none"> After school writing, science, and social studies curriculum work <i>pending budget</i> Grade 4 classroom teacher to participate in CREC NGSS Science Curriculum Consortium Curriculum Leader to attend Grade 3 Science Assessment Writing Consortium
	Literacy <ul style="list-style-type: none"> Analyze literacy data to determine effective literacy instruction to maximize student growth 	<ul style="list-style-type: none"> Data teams with admin, specialists, coaches, and curriculum leaders 4x year Creation of data wall in PLC room to track student progress Literacy conferences with admin and classroom teacher 4x year Collaboration between classroom teachers and special education staff to plan for instruction of students with IEPs Teacher training on interpreting STAR Reading data

Professional Development Plan 2017-2018

	Main Initiative aligned to SIP Goal	Specific Professional Development Dates/Sessions
Goal: Curriculum & Instruction <i>(continued)</i>	Numeracy <ul style="list-style-type: none"> ● Study of the Numbers and Operations standards and benchmark progressions through curricular units. ● Fidelity of implementation of <i>Investigations</i>. ● Develop “What Mathematicians Do” mini-unit to align Responsive Classroom to math workshop. ● Develop and revise assessments anchor sets for all Number and Operations units of study. ● Create success criteria for benchmarks. ● Roll out common assessments for Math to grade level prior to unit implementation (including mathematical and instructional implications for teaching the unit) ● Calibrate assessments to determine student mastery of standards 	<ul style="list-style-type: none"> ● Roll out/Introduction of progressions and benchmarks by Chris Moynihan the week of September 25. ● Work continued during PLC time or collaboration time as determined by teachers. ● Summer or after school work by curriculum writing team. <ul style="list-style-type: none"> ○ Revisit mini-unit to revise for next year. ○ Collect teacher feedback to support revision.
	Social-Emotional <ul style="list-style-type: none"> ● Continue Responsive Classroom PD 	<ul style="list-style-type: none"> ● Monthly Tuesday Faculty Meetings ● Responsive Classroom book club (after school, volunteer club) ● Two early release PD sessions dedicated to implementation of Responsive Classroom (3/20/18 and 4/24/18)

Professional Development Plan 2017-2018

	Main Initiative aligned to SIP Goal	Specific Professional Development Dates/Sessions
Goal: Teacher Growth = Student Growth	<ul style="list-style-type: none"> Grade 3 NGSS aligned curriculum roll-out 	<ul style="list-style-type: none"> Jaime Rechenberg to roll out four bundles/units to grade 3 teachers of the newly aligned NGSS Grade 3 curriculum (half days -9/19 and 11/17; full day 1/29)- <i>pending budget</i>
	<ul style="list-style-type: none"> Standards for Math Practice professional development for deeper understanding of standards 1, 3 & 6 	<ul style="list-style-type: none"> Chris Moynihan to provide Math Practices PD to staff on November 7 (full day PD).
	<ul style="list-style-type: none"> Grade Level PLC 	<ul style="list-style-type: none"> 45 minutes weekly for each grade level <ul style="list-style-type: none"> Mondays - Grade 5 Wednesdays- Grade 3 Thursdays - Grade 4 Grade levels participate in two defined numeracy and two defined literacy cycles during the course of the year
	<ul style="list-style-type: none"> Instructional Coaching Cycles 	<ul style="list-style-type: none"> Teachers voluntarily participate in coaching cycles with ELA and Math coaches
	<ul style="list-style-type: none"> Review of PDEC materials 	<ul style="list-style-type: none"> Faculty update following PDEC meetings provided by PDEC members
	<ul style="list-style-type: none"> Debrief and Collaboration on Our Response to Behavioral Scenarios and Office Discipline Referral Form (ODR) 	<ul style="list-style-type: none"> Designated Tuesday Faculty Meetings

Professional Development Plan 2017-2018

	Main Initiative aligned to SIP Goal	Specific Professional Development Dates/Sessions
Goal: Teacher Growth = Student Growth <i>(continued)</i>	<ul style="list-style-type: none"> ● Embedded coaching supports focusing on academic and social-emotional learning needs 	<ul style="list-style-type: none"> ● Ongoing as needed
	<ul style="list-style-type: none"> ● PLC conversations relative to Best Practice Instruction, student work analysis, and student growth. 	<ul style="list-style-type: none"> ● Weekly Grade Level PLC Meetings ● Ongoing
	<ul style="list-style-type: none"> ● Peer Observations to increase implementation of Best Practice Instructional Strategies 	<ul style="list-style-type: none"> ● Ongoing
Goal: Organizational Health	<ul style="list-style-type: none"> ● Deepen and renew our understanding of Suffield's Organizational Norms 	<ul style="list-style-type: none"> ● August 2017 PD
	<ul style="list-style-type: none"> ● Increase parent communication relative to individual student progress. ● Increase parent communication and understanding around best literacy and numeracy practices 	<ul style="list-style-type: none"> ● Designated Faculty Meetings ● Two early release PD sessions dedicated to speaking with parents at parent-teacher conferences (11/6/17 and 2/16/18) ● 9/13/17 Parent open house share out of the new report card ● Monthly family updates focused on literacy and numeracy.
	<ul style="list-style-type: none"> ● Develop parent guide book for interpreting report card 	
	<ul style="list-style-type: none"> ● Provide teachers support and language for discussing student progress. 	
	<ul style="list-style-type: none"> ● School-wide Responsive Classroom implementation 	

Key Measures

MIS Long Term Strategic Goal 1: Curriculum & Instruction

1. 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	% at level 3 or 4 2016-2017
3	68%	68%	55%
4	60%	59%	63%
5	76%	74%	65%

SBAC - Math

Grade Level	% at level 3 or 4 2014-2015	% at level 3 or 4 2015-2016	% at level 3 or 4 2016-2017
3	51%	57%	54%
4	48%	46%	54%
5	38%	37%	43%

2. STAR Math data will reflect increasing numbers of students meeting or exceeding goal and increased numbers of students showing demonstrating one year's growth as determined by Student Growth Percentile (SGP) of at least 50

Grade Level	% At/Above Grade Level Expectation/Goal, Spring 2016	% At/Above Grade Level Expectation/Goal, Spring 2017
3	62%	49%
4	47%	47%
5	28%	41%

3. STAR Reading data will reflect increasing numbers of students meeting or exceeding goal and increased numbers of students showing demonstrating one year's growth as determined by Student Growth Percentile (SGP) of at least 50

Grade Level	% At/Above Grade Level Expectation/Goal, Spring 2017
3	61%
4	68%
5	72%

*STAR Reading was not administered in 2016

4. Degrees of Reading Power (DRP) will reflect increasing number of students meeting or exceeding goal

Grade Level	% At/Above Grade Level Expectation/Goal, Spring 2016	% At/Above Grade Level Expectation/Goal, Spring 2017
3	56%	54%
4	61%	73%
5	70%	70%

5. Data from interventions will indicate effectiveness as measured by the percentage of students who received academic intervention and met goal on SBAC ELA and Math.

SBAC – English Language Arts (ELA)

Grade Level	% of Students Who received Academic Intervention and Met Grade Level Expectations (level 3 or 4) on SBAC ELA 2016-2017
3	27%
4	17%
5	8%

SBAC – Math

Grade Level	% of Students Who received Academic Intervention and Met Grade Level Expectations (level 3 or 4) on SBAC Math 2016-2017
3	10%
4	14%
5	0

6. Spring survey data will show improvement in the area of climate demonstrating a positive trend in:

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably, Spring 2016	% Responding Favorably, Spring 2017
Students		
Students report that their teachers believe all students can learn	97%	96%
Students report that their teachers treat all students with respect	90%	88%
Students report when they don't understand something, their teachers use a different approach to help them understand	89%	89%
Students report they feel safe in their school	86%	79%
Students report they have a trusted adult at their school that they can go to for help	87%	84%
Students report that peers treat each other with respect	79%	74%
Students report that teachers hold students accountable when they break the rules	84%	87%
Students report that they see their principal and/or assistant principal throughout the school building during the day	79%	79%
Teachers		
Teachers report that each week they have access to meaningful data to drive their instruction	60%	85%
Teachers report that students have good relationships with each other	90%	82%

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

District Totals	2013-2014	2014-2015	2015- 2016	2016-2017
Number of expulsions	0	0	0	0
Number of in-school suspensions			24	6
Number of out-of-school suspensions			1	0

8. Office referral data for behavior will reflect positive trends

Year	Total number of office referrals
2015-2016	Grade Three = 130 Grade Four = 139 Grade Five = 45
2016-2017	Grade Three = 105 Grade Four = 70 Grade Five = 154

9. Chronic absenteeism data will reflect positive trends

Year	Total number of Students Chronically Absent
2015-2016	14 Students
2016-2017	18 Students

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

1. Positive trend data for academic indicators in Goal 1. *See above data points.*
2. Spring survey data will show improvement in the area of climate demonstrating a positive trend in:

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably, Spring 2016	% Responding Favorably, Spring 2017
Teachers		
Teachers report they have opportunities to grow through teacher-led learning time/collaborative time	45%	79%
Teachers report they have the opportunity to participate in school-based decision making	45%	91%
Teachers report the feedback they receive from their administrator helps them improve their instruction	71%	76%
Teachers report they receive feedback in a timely manner	71%	79%
Parents		
Parents report that their child is challenged academically at school	83%	72%

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:

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably, Spring 2016	% Responding Favorably, Spring 2017
Parents		
Parents report they know how their child is doing before they receive a report card	73%	70%
Parents report they feel comfortable contacting their child's teacher	95%	93%
Parents report their child's school makes communication with families a priority	72%	80%
Parents report the school website is current and up to date	89%	92%
Parents report there are high expectations for all students in Suffield Public Schools	80%	79%
Parents report that their child is challenged academically at school	83%	72%
Parents report their child's teachers helps their child know their academic strengths and areas of growth	89%	79%
Parents report their child has good peer relationships at school	96%	88%

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