

Suffield Middle School

School Improvement Plan

2018-2019



Suffield Middle School Grades 6-8

350 Mountain Road

Doors Open:

7:25 a.m.

Suffield, CT 06078

School Hours:

7:40 a.m. - 2:20 p.m.

Phone: 860-668-3820

Main Office Hours:

7:15 a.m. - 4:00 p.m.

Fax: 860-668-3088

Guidance Office Hours:

7:30 a.m. - 3:30 p.m.

Kenneth M. Smith
Principal

Gina D. Olearczyk
Assistant Principal

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 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

1. ***Improve student outcomes***
2. Create and implement an aligned 21st century curriculum
3. ***Teacher evaluation and instructional observation***
4. Professional development
5. Organizational norms
6. ***Communication and coherence***

Long Term District-Wide Improvement Goals:

The District goals are supported by school level and Special Services improvement plans, district-wide and school-based professional development activities, the Suffield Teacher Growth and Evaluation Plan and the district's curriculum development and instructional improvement strategies. The entire faculty and administration through collaboration and coherence will focus on three primary improvement goals and aligned long-term and short-term strategies.

District Long Term Improvement Goal 1: Curriculum & Instruction

- District Imperative: Improve Student Outcomes
 - *Develop a comprehensive Social Emotional Learning plan resulting in improved student behavior and positive school climate*
 - *Improve academic performance of all students*

District Long Term Improvement Goal 2: Teacher (& Administrator) Growth = Student Growth

- District Imperative: Teacher Evaluation & Instructional Observation
 - *Continuous improvement of classroom instruction*

District Long Term Improvement Goal 3: Organizational Health

- District Imperative: Communication & Coherence
 - *Increase consistency and clarity of communications*

Introduction:

Suffield Middle School's School Improvement Plan is guided by the district's improvement goals of Curriculum and Instruction, Teacher Growth = Student Growth and Organizational Health. The middle school's improvement plan aligns with the district's three strategic imperatives.

This year's improvement plan is driven by collected student achievement data, parent/student/teacher survey data, and data connected to curriculum and school climate data. The responsibility for monitoring the SMS School Improvement Plan falls to the school administrative team -- with support and feedback from school staff and the larger school community -- to periodically review progress toward the established growth goals.

For the 2018-2019 school year, the middle school will focus on three key goals designed to improve student outcomes. The first goal will be to confirm our guaranteed and viable curricula in all grade levels. Our second goal is to ensure that students make progress toward mastery of identified curricular standards. Lastly, our third goal will be to sustain a school climate that is conducive to our students' growth as learners and their overall social and emotional development.

The pages that follow define Suffield Middle School's School Improvement Plan for the 2018-2019 school year.

Key Measures:

SMS SBAC Scores 2014-15 thru 2017-18:

GRADE	3 or Above ELA 2014-15	3 or Above ELA 2015-16	3 or Above ELA 2016-17	3 or Above ELA 2017-18	3 or Above MATH 2014-15	3 or Above MATH 2015-16	3 or Above MATH 2016-17	3 or Above MATH 2017-18
5	76%	74%	65%	71%	38%	37%	43%	56%
6	79%	69%	72%	64%	49%	53%	61%	55%
7	84%	71%	69%	74%	61%	56%	48%	57%
8	63%	69%	69%	65%	45%	49%	58%	48%

STUDENT COHORT MATCH:

Grade 8 ELA

2014-15 76% (5)
 2015-16 69% (6)
 2016-17 69% (7)
 2017-18 65% (8)

Grade 8 MATH

2014-15 38% (5)
 2015-16 53% (6)
 2016-17 48% (7)
 2017-18 48% (8)

Grade 7 ELA

2015-16 74% (5)
 2016-17 72% (6)
 2017-18 74% (7)

Grade 7 MATH

2015-16 37% (5)
 2016-17 61% (6)
 2017-18 57% (7)

Grade 6 ELA

2016-17 65% (5)
 2017-18 64% (6)

Grade 6 MATH

2016-17 43% (5)
 2017-18 55% (6)

Student Attendance:

Chronic Absenteeism, Trend

Suffield School District, Suffield Middle School, Grade

[Export .csv file](#)

District	School	Grade	% Chronically Absent				
			2013-14	2014-15	2015-16	2016-17	2017-18
Suffield School District	Suffield Middle School	Grade 6	3.8	0.0	3.1	4.0	6.7
		Grade 7	6.6	0.0	4.9	3.6	7.2
		Grade 8	5.0	0.0	3.3	6.1	7.9

Student Behavior:

SMS Incident Totals	2016-2017	2017-2018
Number of expulsions	0	1
Number of in-school suspensions	37	29
Number of out-of-school suspensions	13	13

Panorama Survey Data: (below are percentages reported in Spring 2018)

Teacher Responses:

- “I believe I have the capability of reaching all students in a way that enables them to reach high standards.” (77%)
- “I have opportunities to grow through teacher lead learning time/collaborative time.” (74%)
- “Each week I have access to meaningful data to drive my instruction.” (83%)
- “I believe I have the capability of reaching all students in a way that enables them to reach high standards.” (77%)
- “My school has clear procedures for handling disruptive behavior.” (64%)

Student Responses:

- “When I do not understand something, my teachers use a different approach to help me understand.” (74%)
- “My school has clear rules.” (77%)
- “I feel safe at my school.” (76%)

Parent Responses:

- “There are high expectations for all students in Suffield Public Schools.” (82%)
- “My child’s teachers help my child know their academic strengths and areas for growth.” (77%)

Suffield Middle School

School Year: 2018-2019

District Goal 1: (Domain 1) Curriculum and Instruction

Goal Statement: Confirm our guaranteed and viable grade-level curricula (alignment of written, taught, and learned curricula).

Action Plan to Accomplish Goal

Strategy 1: To incorporate rigorous, inquiry-based learning opportunities into all subject-area curricula.

1. Continue to review and revise grade-level units of study (aligned to identified standards) in the ATLAS database. Specifically:
 - a. In science, increase alignment in current units of study with the NGSS curricula and methodologies
 - b. In ELA, develop and incorporate pedagogical aspects of the Columbia Teachers' College model(s) in reading and writing workshop(s).
 - c. In math, incorporate pedagogy and assessment tools that better align with the Smarter Balanced Assessment summative assessment.
2. Clarify focus of scheduled PLC collaborative time to align curricula -- both horizontally and vertically -- along with pedagogical practice.
3. Schedule regular classroom visits to provide timely feedback to teachers.

Person or Team Responsible: SMS Administrative Team, Curricular Coordinators, Classroom Teachers, Assistant Superintendent

Resources Needed:

1. Professional development on Atlas database
2. Logistical support to engage staff in work: (i.e. time, financial support for PD, possible substitute coverage)

Timeline: Fall of 2018 - Spring of 2019

Performance Indicators:

1. Updated unit plans for each grade-level curricula (in the Atlas database) in the following areas: ELA, Math, Science, SS, and World Language).
2. Administrators will maintain five (5) hours of class observations each week -- providing useful feedback aligned to CCT.
3. The number of students in grades 6-8 that will meet grade level expectations on the Smarter Balanced Assessment (SBA) ELA assessment will increase:
 - a. **8th-grade students:** to over 76%
 - b. **7th-grade students:** from 64% to 69%
 - c. **6th-grade students:** to 74% (or higher)
4. The number of students in grades 6-8 that will meet grade level expectations on the Smarter Balanced Assessment (SBA) Math assessment will increase:
 - a. **8th-grade students:** to 60% (or higher)
 - b. **7th-grade students:** to 60% (or higher)
 - c. **6th-grade students:** from 56% to 65%

Strategy 2: To identify and target high-yield instructional practices that allow students to achieve the identified learning targets (designated within each unit of study) throughout the learning process.

1. Support teachers in developing and communicating rigorous **Learning Targets** during each instructional period.
2. Support teachers in developing effective instructional strategies that meet the various learning needs of the students in the classroom.
3. Support teachers in the process of employing appropriately leveled materials to meet the various needs of the students in their classrooms.
4. Increase embedded time for teachers to develop (and share) best practices during the school day.

Person or Team Responsible: SMS Administrative Team, Curricular Coordinators, Classroom Teachers, Assistant Superintendent

Resources Needed:

1. Logistical support to engage staff in work (i.e. time, financial support for PD, potential increase in supply budget in 2019-20, possible substitute coverage.)

Timeline: Fall of 2018 - Spring of 2019

Performance Indicators:

1. The number of students in grades 6-8 that will meet grade level expectations on the Smarter Balanced Assessment (SBA) ELA assessment will increase:
 - a. **8th-grade students:** to over 76%
 - b. **7th-grade students:** from 64% to 69%
 - c. **6th-grade students:** to 74% (or higher)
2. The number of students in grades 6-8 that will meet grade level expectations on the Smarter Balanced Assessment (SBA) Math assessment will increase:
 - a. **8th-grade students:** to 60% (or higher)
 - b. **7th-grade students:** to 60% (or higher)
 - c. **6th-grade students:** from 56% to 65%
3. The percentage of teachers responding favorably to the following prompt(s) through the Panorama Survey (Spring of 2019) will increase (as noted below):
 - a. *"I believe I have the capability of reaching all students in a way that enables them to reach high standards."* (from 77% to 82%)
 - b. *"I have opportunities to grow through teacher lead learning time/collaborative time."* (from 69% to 75%)
4. The percentage of students responding favorably to the following prompt(s) through the Panorama Survey (Spring of 2019) will increase (as noted below):
 - a. *"When I do not understand something, my teachers use a different approach to help me understand."* (80% or higher)
5. The percentage of parents responding favorably to the following prompt(s) through the Panorama Survey (Spring of 2019) will increase (as noted below):
 - a. *"There are high expectations for all students in Suffield Public Schools."* (to over 85%)

Suffield Middle School

School Year: 2018-2019

District Goal 2: (Domain 2) Teacher Growth = Student Growth

Goal Statement: Ensure that all students make progress towards mastery of identified grade-level curricular standards.

Action Plans to Accomplish Goal

Strategy 1: Increase teachers' proficiency in the use of student data (via common formative and summative assessments) to guide instructional practices to increase student achievement toward identified Learning Targets.

1. Explore and employ new standardized assessments more aligned to current state standards:
 - a. PSATs (in 8th-grade)
 - b. SBA formative assessments for math and ELA (in grades 6-8)
 - c. Fountas and Pinnell Benchmark Reading Assessments (in grades 6-7)
2. Clarifying logistics for collaborative, curricular-based meeting times -- with a particular focus on internal and external student data sources.
3. Score and analyze student assessments with common tools and protocols (rubrics and anchor sets).

Person or Team Responsible: SMS Administrative Team, Curricular Coordinators, Classroom Teachers, Student Support Staff, Assistant Superintendent

Resources Needed: Logistical support to engage staff in work (i.e. time, financial support for PD, potential future increase on budget for assessment tool)

Timeline: Fall of 2018 - Spring of 2019

Performance Indicators (attach evidence link):

1. Development of a new global assessment calendar for the middle school.
2. The number of students in grades 6-8 that will meet grade level expectations on the Smarter Balanced Assessment (SBA) ELA assessment will increase:
 - a. **8th-grade students:** to over 76%
 - b. **7th-grade students:** from 64% to 69%
 - c. **6th-grade students:** to 74% (or higher)
3. The number of students in grades 6-8 that will meet grade level expectations on the Smarter Balanced Assessment (SBA) Math assessment will increase:
 - a. **8th-grade students:** to 60% (or higher)
 - b. **7th-grade students:** to 60% (or higher)
 - c. **6th-grade students:** from 56% to 65%
4. The percentage of teachers responding favorably to the following prompt through the Panorama Survey (Spring of 2019) will increase (as noted below):
 - a. *"Each week I have access to meaningful data to drive my instruction."* (from **83% to 88%**)
5. The percentage of parents responding favorably to the following prompt(s) through the Panorama Survey (Spring of 2019) will increase (as noted below):
 - a. *"There are high expectations for all students in Suffield Public Schools."* (to **over 85%**)

Strategy 2: The Suffield Middle School teachers and staff will use student data as the primary focus for student monitoring and determining additional academic, social/emotional support or enrichment.

1. Establishment of a *Student Assistant Model* (SAM) team to monitor and support student growth.
2. Investigate/pilot multiple protocols at the grade-level meetings to collect, analyze, and support identified student needs.
3. Embed student data collection and analysis in the process of student schedule development, academic programming, and referral to additional support.

Person or Team Responsible: SMS Administrative Team, Curricular Coordinators, Classroom Teachers, Student Support Staff

Resources Needed: Logistical support to engage staff in work (i.e. time, possible substitute coverage).

Timeline: Fall of 2018 - Spring of 2019

Performance Indicators (attach evidence link):

1. Re-establishment of an updated SAM team at the school level.
2. Development of a consistent protocol to be used during team-based grade-level meetings.
3. The percentage of teachers responding favorably to the following prompt through the Panorama Survey (Spring of 2019) will increase (as noted below):
 - a. *"I believe I have the capability of reaching all students in a way that enables them to reach high standards."* (to over 80%)
4. The percentage of parents responding favorably to the following prompt(s) through the Panorama Survey (Spring of 2019) will increase (as noted below):
 - a. *"My child's teachers help my child know their academic strengths and areas for growth."* (to over 80%)

Suffield Middle School

School Year: 2018-2019

District Goal 3: (Domain 3) Organizational Health

Goal Statement: To sustain a school climate that is conducive to student learning, their social and emotional development, and is welcoming to the overall school community.

Action Plans to Accomplish Goal

Strategy 1: Design and implement a master schedule for the middle school that maintains a high level of direct teaching time to meet the needs of all students and maximizes collaborative time for certified staff.

1. Re-engage the existing SMS Scheduling Committee to better comprehend current schedule design and philosophy.
2. Engage the larger school community -- parents, students, etc. -- so that the considerations of all constituencies are considered during the scheduling redesign.
3. Increase staff knowledge and use of the intricacies of the PowerSchool scheduling applications.

Person or Team Responsible: SMS Administrative Team, and Certified and Non-Certified Staff

Resources Needed: Professional development in scheduling aspects of the PowerSchool database, and logistical support to engage staff in work (i.e. time, financial support for PD, possible substitute coverage).

Timeline: Fall of 2018 - Spring of 2019

Performance Indicators:

1. Creation of completed school schedule for the 2019-2020 school year.

Strategy 2: Continue to increase the consistency of approach and communication to support students' ability to achieve identified building-level responsibilities.

1. Re-establish and communicate building-wide behavioral expectations for classroom and common areas at the middle school.
2. Re-engage community supports -- our Student Resource Officer (SRO), Suffield Youth Services, etc. -- in proactively supporting students social and emotional growth.
3. Facilitate professional development opportunities for SMS staff to strengthen awareness and approach in social and emotional well-being and growth in students.

Person or Team Responsible: SMS Administrative Team, Classroom Teachers, and School-Based and District-Based Student Support Staff

Resources Needed:

1. Time and financial support to develop and communicate school-wide expectations for behavior.
2. Time and financial support for professional development for SMS staff
3. Aid in facilitating access to local support agencies.

Timeline: Fall of 2018 - Spring of 2019

Performance Indicators (attach evidence link):

1. Establishment (and communication of) school-wide behavioral expectations.
2. The percentage of teachers responding favorably to the following prompt through the Panorama Survey (Spring of 2019) will increase (as noted below):
 - a. "My school has clear procedures for handling disruptive behavior." (**to over 70%**)
3. The percentage of students responding favorably to the following prompt(s) through the Panorama Survey (Spring of 2019) will increase (as noted below):
 - a. "My school has clear rules." (**to over 80%**)
 - b. "I feel safe at my school." (**to over 85%**)