A. Ward Spaulding School
School Improvement Plan
2017-2018

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Spaulding Stars care through respect, responsibility, and kindness.

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. Our goals and strategies align with our district's three strategic goals: Curriculum and Instruction, Teacher and Administrator growth = Student Growth, and Organizational Health. This document outlines the A Ward Spaulding School Improvement Plan for 2017-2018.

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.*

AWS Long Term Improvement Goal 1: Curriculum & Instruction

- Strategic Imperative--Improve Student Outcomes
  - ❖ Long term strategies:
  - o Continue to develop and implement a comprehensive social-emotional learning plan resulting in improved student behavior and positive school climate
  - o Improve academic performance of all students

Short Term Strategies to Support Curriculum & Instruction Goal

- Improve Tier 1 instruction in academics and social and emotional learning
  - ❖ Curriculum implemented utilizing best instructional practices through a workshop model in the areas of literacy and numeracy
  - ❖ Utilization of multiple data points to drive instruction and inform practice
  - ❖ Develop and utilize effective strategies for Tier 1 classroom based supports and interventions
  - ❖ Plan timeline for implementation of Next Generation Science Standard (NGSS) aligned curriculum
  - ❖ Implement one science bundle in each grade K-2 in the spring of 2018 (pending budget)
  - ❖ Weekly PLC meetings and Collaborative meetings focus on improving student outcomes
  - ❖ Consistent implementation in word study (Fundations) and mathematics (Investigations 3)
- Improve intervention programming
  - ❖ Examination of Student Intervention Team process
  - ❖ Refine specific entrance and exit criteria and procedures relative to intervention programming
  - ❖ Bi-monthly intervention team meetings to monitor student progress and trends
  - ❖ 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
  - ❖ Analysis of data 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, quarterly Literacy Conferences)
  - ❖ Implement a building based data team to meet four times a year
  - ❖ Implement literacy conferences with administration and classroom teachers to discuss classroom and individual student progress four times a year
  - ❖ Increase teacher knowledge and ownership of various data points to impact student outcomes
  - ❖ Safe School Climate Team meetings to analyze office referral data, identify trends and solutions, and share at monthly faculty meetings
  - ❖ Informal teacher surveys to assess availability and usefulness of data
  - ❖ Periodic, formative assessments in math and literacy to measure rate of student growth
- Improve social-emotional wellness/character development programming
  - ❖ Professional development opportunities to grow understanding of practices relative to social-emotional supports to enhance wellness (i.e., PBIS, Responsive Classroom, Second Step, classroom management)
  - ❖ Continuation of PBIS classroom lessons of expected behaviors in all settings
  - ❖ Fidelity of effective use of Morning Meeting and Closing Circle each day within Responsive Classroom framework
  - ❖ Reinforcement of implementation of Second Step Curriculum with alignment to Responsive Classroom

- ❖ 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)
- ❖ Consistently and meaningfully include parents in the school social/emotional wellness and character focus (i.e., teacher/home communication and collaboration, helpful information on website, Open House booth, parent sessions)
- ❖ Expected and Unexpected Behaviors addressed through an appropriate multi-level process (i.e., classroom/home, classroom/home/administrator/home, administrator/home identifying both desired behaviors and those that need to improve)

Key Measures & Evidence for Goal 1: Curriculum & Instruction

2a. Spring survey data from various stakeholders will show improvement in the area of climate demonstrating a positive trend in:
- o Parents reporting that their child's teacher knows their academic strengths and areas for growth;
- o Students report that they are kind to each other;

2b. Spring survey data in the following areas of climate will maintain the positive trend in
- o Parents reporting that their child has good peer relationships at school; Teachers report that the school has clear procedures for handling disruptive student behavior
- o Teachers report that students have good relationships with each other
- o Teachers reporting that they have access to meaningful data to drive their instruction

3. There is alignment between staff/student/teacher responses regarding students' relationships with their peers
4. STAR Math data will reflect increasing numbers of students meeting or exceeding goal
5. STAR Reading data will reflect increasing numbers of students meeting or exceeding goal
6. STAR data will show increased numbers of students demonstrating one year's growth as determined by Student Growth Percentile (SGP) of at least 50
7. Data from interventions, tutorials, and other support systems will indicate effectiveness
8. Office referral data will reflect positive trend in rate of unexpected behaviors

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

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

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

- Provide opportunities for professional development in the areas of social and emotional learning, numeracy, literacy, differentiated instruction, technology and use of data
  - ❖ Provide opportunities for teachers to share best practice strategies in faculty meetings in the areas of academic and social-emotional learning as well as technology
  - ❖ Continue to encourage teachers to strengthen Tier 1 instruction through partnerships with the curriculum leaders, instructional coaches, and administration
  - ❖ Continue to provide opportunities for professional learning to classroom and special education teachers relative to the Investigations math resource
  - ❖ Continue to encourage teachers to observe colleagues as part of their teacher growth work
    5. Instructional Coaches work with their colleagues to improve student outcomes though implementation of best practice instruction utilizing a variety of formats (i.e., modeling, coaching observations, coaching meetings)
    6. Curriculum Leaders support their colleagues as they develop an understanding of new curriculum and the implementation of workshop models
    7. Continue to maximize Team Leaders of the Spaulding Leadership Team to facilitate and promote teacher growth through instructional CCT activities during faculty meetings
    8. Professional Development and Evaluation Committee (PDEC) members share out at faculty meetings, PLC meetings and Collaboration meetings

- Provide administrator professional development on improving instruction through teacher and administrator dialogue and follow-up
  - ❖ Focus observations of teaching practice in the areas of literacy, numeracy, and social-emotional learning
  - ❖ Engage in calibration with Assistant Principals, Intermediate Principal and Special Services administration
  - ❖ Continue to partner with the Superintendent, Assistant Superintendent, and UCONN NEAG consultant to observe teacher practice and identify teacher practice growth areas to impact student outcomes
  - ❖ Utilize specific questioning (coaching, reflective, etc.) during post conferences to promote effective dialogue, teacher reflection, and subsequent growth
  - ❖ Differentiate professional development opportunities based on level of teacher practice and student need

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

1a. Spring survey data will show improvement in the area of climate demonstrating a positive trend in:
  o Parents reporting their child is challenged academically at school
  o Parents reporting their child's teachers, help my child know their academic strengths and areas of growth

1b. Spring survey data in the following areas of climate will maintain the positive trend in:
  o Teachers reporting the feedback they receive from their administrator helps them improve their instruction
  o Teachers reporting that they have opportunities to grow through teacher-led learning time/collaborative time
  o 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

I. AWS Long Term Improvement Goal 3: Organizational Health

- Strategic Imperative—Communication and Coherence
  - ❖ Long term strategies:
    - ○ 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 awareness and understanding of district and school plans and initiatives to all stakeholders through increased school, school/home and school/community communication
  - ❖ Engage all teachers in activities and discussions that emanate around the school improvement plan and its components
  - ❖ Focus all faculty meeting, team meeting, and SLT meeting agendas on the three strategic goals
  - ❖ Shift from a monthly to bi-weekly newsletter to share events and information for increased frequency
  - ❖ Reference and align communication to parents around components of the school improvement plan
  - ❖ Utilize the School Messenger communication venue to provide families with a more efficient and effective means of receiving information
  - ❖ Continue to encourage parent participation on various committees and teams (i.e. Safe School Climate Committee, Traditions Events)
  - ❖ Encourage teachers to share their classroom practices relative to information sharing and communication efforts with parents (Class Facebook, etc.)
  - ❖ Parent Advisory Board will continue to meet to provide input and feedback on School Improvement Plan and initiatives throughout the year
  - ❖ Establish protocol for frequency and types of teacher and parent communication on individual student progress in academics and social emotional learning
    10. Curriculum Leaders, and Instructional Coaches create monthly, grade level communication relative to grade level news and how parents can support student learning at home
    11. Provide professional development focusing on parent communication twice a year before each set of parent teacher conferences
    12. Increase parent communication and understanding around best literacy and numeracy practices
    13. Develop parent guides for understanding and interpreting report card.

Key Measures & Evidence for Goal 3: Organizational Health

- 1a. 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;
- 1b. Spring survey data in the following areas of climate will maintain or improve the positive trend in:
  - ○ Parents reporting 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.
5. Family updates include a focus on literacy, numeracy, social and emotional wellness and the collective work of all staff to educate the whole child.

Additional School Improvement Priorities
- Continuation of the development of a learning commons model to support student learning within the Tier 1 classroom
- Review Preschool curriculum and develop timeline for possible revisions.
- Refining student arrival and dismissal procedures to ensure a calm, orderly and safe environment
- Continue to identify and implement measures to ensure all students and families feel include and valued in our school community

Professional Development Plan 2017-2018		
	Main Initiative aligned to SIP Goal	**Professional Development Dates/Sessions**
Goal: Curriculum & Instruction	Literacy ● Outline timeline for review, revision, and writing of writing and social studies curricula ● Develop common understanding of data points as we analyze literacy data to determine effective literacy instruction to maximize student growth	After school writing and social studies curriculum work *pending budget* ● 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

	Numeracy
	● Study of the Numbers and Operations standards and benchmark progressions through curricular units.
	● Develop and have common understanding of the new "What Mathematicians Do" mini-unit to align Responsive Classroom to math workshop.
	● Develop and revise assessment anchor sets for all Number and Operations units of study.
	● Develop common 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 and interpretation of assessment results, to determine student mastery of standards
		● Roll out/Introduction of progressions and benchmarks by Chris Moynihan the week of September 11.
		● Work continued during PLC time or collaboration time as determined by teachers.
		● Summer or after school work by curriculum writing team.
		  ○ Revisit mini-unit to revise for next year.
		  ○ Collect teacher feedback to support revision.
		● Teacher training on interpreting STAR Math data

Professional Development Plan 2017-2018

	Main Initiative aligned to SIP Goal	Professional Development Dates/Sessions
Goal: Curriculum & Instruction *(continued)*	Social-Emotional ● Morning Meeting Strategy Work ● Continue to facilitate and develop a common understanding of School-wide Responsive Classroom techniques	● 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)
Goal: Teacher Growth = Student Growth	● Standards for Math Practice professional development for deeper understanding of standards 1, 3 and 6.	● Chris Moynihan to provide Math Practices PD to staff on November 7 (full day PD). ● Teachers voluntarily participate in coaching cycles with ELA and Math coaches

	● Grade Level PLC utilizing data to inform practice, and sharing of best practices	● 45 minutes weekly for each grade level
		  ● Tues. - Grade K
		  ● Wed.- Grade 1
		  ● Thurs - Grade 2
		● Grade levels participate in two defined numeracy and two defined literacy cycles during the course of the year

	● Instructional Coaching Cycles (Other coaching opportunities as needed/desired)	● Ongoing
	● Peer Observations focused on best practices	

Professional Development Plan 2017-2018		
	Main Initiative aligned to SIP Goal	**Professional Development Dates/Sessions**
Goal: Organizational Health	● Increase teacher understanding of the importance of and effective ways to communicate with parents relative to individual student progress.	● Designated Faculty Meetings ● Two early release PD sessions dedicated to speaking with parents at parent-teacher conferences (11/6/17 and 2/16/18)
	● Develop parent guides for interpreting report card	
	● Provide teachers with support and language for discussing student progress.	● Monthly faculty meeting, Collaboration Meetings, School Technology Committee support
	● Researching and learning about new ways to communicate with parents	

Key Measures & Evidence Goal 1 – Curriculum & Instruction

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably, Spring 2016	**% Responding Favorably, Spring 2017**
Students		
Students report that they are kind to each other	50%	51%
Families		
Families report that their child's teacher knows their academic strengths and areas for growth	83%	83%
Families report that their child has good peer relationships at school	92%	94%
Teachers		
Teachers report that students have good relationships with each other	91%	96%
Teachers report that the school has clear procedures for handling disruptive student behavior	25%	90%
Teacher report that they have access to meaningful data to drive their instruction	72%	87%

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

Grade	% At/Above Grade Level Expectation/Goal, Spring 2016	% At/Above Grade Level Expectation/Goal, Spring 2017
1	48%	53%
2	49%	43%

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

Grade	% At/Above Grade Level Expectation/Goal, Spring 2016	% At/Above Grade Level Expectation/Goal, Spring 2017
1	N/A	69%
2	N/A	68%

3. Office referral data for behavior will reflect positive trend

Year	Total number of office referrals
2015-2016	360
2016-2017	287

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

District Totals	2015- 2016	2016-2017
Number of expulsions	0	0
Number of in-school suspensions	4	5
Number of out-of-school suspensions	0	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	**% Responding Favorably, Spring 2016**
Families		
Families report their child is challenged academically at school	84%	77%
Families report their child's teachers help their child know their academic strengths and areas of growth.	83%	83%
Teachers		
Teachers report the feedback they receive from their administrator helps them improve their instruction	84%	100%
Teachers report that they have opportunities to grow through teacher-led leaning time/collaborative time	47%	90%
Teachers report feedback received in a timely manner	84%	100%

Key Measures & Evidence Goal 3 - Organizational Health Goal

District Wide Spring Survey Results By Stakeholder Group and Question		
	% Responding Favorably, Spring 2016	**% Responding Favorably, Spring 2017**
Families		
Families report they know how their child is doing before receiving a report card	78%	77%
Families report that the school makes communication with parents a priority	74%	87%
Families report that they feel comfortable contacting their child's teacher	96%	97%
Teachers		
Teachers report that their peers value ideas and contributions	94%	97%
Teachers report that their administrators support the organizational norms of the district	81%	90%
Teachers report they have the opportunity to participate in school-based decision making	69%	90%