

A. Ward Spaulding School

School Improvement Plan

2018-2019



A. Ward Spaulding School Grades PreK-2

945 Mountain Road

Phone: 860-668-3826

West Suffield, CT 06093

Fax: 860-668-3087

Doors open:

8:20am

PreK and K Lunch:

11:30-11:55

School Hours:

8:35am - 3:15pm

Grade 2 Lunch:

12:00-12:25

Main Office Hours:

7:30am - 4:00pm

Grade 1 Lunch:

12:55-1:20

Roxanne Pangallo, Ed.D.
Principal

Kris Pryce
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*

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 effective teaching and learning and 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 Core Values:

Spaulding Stars CARE through *respect*, *responsibility*, and *kindness*.

Key Measures

STAR Early Literacy Percentage of Students Meeting or Exceeding Expectations

	Sept 2016	May 2017	Sept 2017	May 2018	Sept 2018	May 2019
Kindergarten	57%	58%	57%	82%		

STAR Reading Percentage of Students Meeting or Exceeding Expectations

	Sept 2016	May 2017	Sept 2017	May 2018	Sept 2018	May 2019
1st Grade	100%*	69%	100%*	71%		
2nd Grade	60%	68%	56%	67%		

* Until Sept. 18 STAR Reading was only administered to students with proficient rdg skills at the beginning of 1st grade.

STAR Math Percentage of Students Meeting or Exceeding Expectations

	Sept 2016	May 2017	Sept 2017	May 2018	Sept 2018	May 2019
1st Grade	41%	53%	52%	68%		
2nd Grade	60%	68%	44%	50%		

Fountas and Pinnell Benchmark Assessment % of Students Meeting or Exceeding Expectations

	Sept 18	June 19
Kindergarten		
1st Grade		
2nd Grade		

Survey Results by Stakeholder Group and Question Percentage Responding Favorably

		Spring 2016	Spring 2017	Spring 2018
Families	I know how my child is doing before I receive a report card.	78%	77%	74%
	My child is challenged academically at school.	84%	77%	78%
	My child's school makes communication with families a priority.	74%	87%	83%
Students	The students in my classroom are kind to each other.	50%	51%	57%

Office Referral Data

School Year	2015-2016	2016-2017	2017-2018	2018-2019
Total # of Referrals	360	287	229	

*** At the date of the submission of our School Improvement Plans, know that we do not yet have all of our baseline assessment data. There was a delay in administering assessments due to securing appropriate privacy contract agreements as required by the CT Privacy Act. We will fill in the fall baseline data as soon as the assessments are completed.**

A. Ward Spaulding School
School Year: 2018-2019

District Goal 1: Curriculum and Instruction

Goal Statement:

Develop strategic readers and efficient mathematicians within a climate of respect, responsibility, and kindness

Action Plan to Accomplish Goal

Strategy 1:

Provide targeted and challenging instruction to meet the varied needs of all students in literacy and numeracy.

- Utilize ongoing data review, observation and conferencing effectively to determine and meet the needs of each student
- Utilize expertise of Administrators, Instructional Coaches, and Curriculum Leaders to support the implementation of curricular expectations
- Utilize PLC meetings in a dynamic, reflective and responsive manner using district assessment data to monitor classroom, grade level, and school-wide growth for effective delivery of instruction

Person or Team Responsible:

Administrators
Grade Level Teachers
Curriculum Leaders
Instructional Coaches
Reading and Math Specialists
Special Education Staff

Resources Needed:

Instructional Coaches and Instructional Leaders
CREC consultant providing ongoing PD to support the Data Wise process
Time and funding for ongoing revisions to curriculum and for curriculum writing
Time and funding for continued development of common assessments and calibration PD for assessment scoring
Funds for substitutes for teachers to observe colleagues either in-house or in other districts

Timeline:

Ongoing Fall 2018-Spring 2019

Performance Indicators (attach evidence link): *

- The number of students proficient on STAR Early Literacy and STAR Reading will increase from September 2018 to May 2019 by _____.
- The number of students proficient on STAR Math will increase from September 2018 to May 2019 by _____.
- The number of students meeting grade level expectations on Fountas and Pinnell Benchmark Assessment will increase from September 2018 to May 2019 by _____.
- Administrators will spend at least five hours a week observing teachers throughout the school day and providing feedback.

Strategy 2:

Provide a climate that consistently and pervasively fosters a sense of school community.

- Utilize Responsive Classroom, Second Step and school-developed Social Emotional lessons
- Adults consistently modeling expected behaviors/language
- School-wide implementation of strategies grounded in mutual respect, responsibility and kindness (i.e., greeting students at the door each morning, common quiet signal, daily morning meeting, solving conflicts (recess plan), interactive modeling, closing circle)
- School-wide faculty book clubs *Sammy and His Behavior Problems* and *Solving Thorny Behavior Problems*

Person or Team Responsible:

Administrators
Grade Level Teachers
Instructional Coaches
School Psychologists
School Social Workers
Special's Teachers
School Climate Committee

Resources Needed:

Continued Responsive Classroom professional development
Time and funding for ongoing revisions to curriculum and for curriculum writing

Timeline:

Ongoing Fall 2018-Spring 2019

Performance Indicators:

- Panorama survey: The students' response to the statement *The students in my classroom are kind to each other* will increase by 10 percentage points from Spring 2018 to Spring 2019
- Office Discipline Referrals will decrease from previous school year (2017-2018)

A. Ward Spaulding School
School Year: 2018-2019

District Goal 2: Teacher (and Administrator) Growth = Student Growth

Goal Statement:

Teachers will establish an effective workshop model that meets the varied needs of each individual student in literacy (reading and writing) and numeracy.

Action Plans to Accomplish Goal

Strategy 1:

Provide teacher-directed individual or small group rigorous, differentiated instruction that develops self-directed, strategic readers and mathematicians

- Use of formative assessment to plan individualized instruction
- Use of a variety of structures based on student needs (i.e. conferring, guided reading groups, reading and math strategy groups)
- Implement workshop routines and structures to support effective teacher-directed instruction

Person or Team Responsible:

Administrators
Grade Level Teachers
Curriculum Leaders
Instructional Coaches
Reading and Math Specialists
Special Education Staff

Resources Needed:

CREC consultant ongoing PD to provide support in the Data Wise process
Instructional Coaches and Instructional Leaders
Time for ongoing revisions to curriculum including funds for curriculum writing
Time for continued development of common assessments and calibration PD for assessment scoring
Funds for substitutes for teachers to observe colleagues either in-house or in other districts

Timeline:

Ongoing Fall 2018-Spring 2019

Performance Indicators (attach evidence link): *

- The number of students proficient on STAR Early Literacy and STAR Reading will increase from September 2018 to May 2019 by _____.
- The number of students proficient on STAR Math will increase from September 2018 to May 2019 by _____.
- The number of students meeting grade level expectations on Fountas and Pinnell Benchmark Assessment will increase from September 2018 to May 2019 by _____.
- Panorama survey: The parents' response to the statement *My child is challenged academically at school* will increase by 5 percentage points from Fall 2018 to Spring 2019.

Strategy 2:

Provide authentic, rigorous work for independent practice and application of skills and strategies.

- Ensure students are cognitively engaged
- Increase authentic, independent reading and writing stamina
- Increase perseverance when problem solving
- Independent work provides appropriate and meaningful tasks (i.e. stations, response journals, problem solving activities) that promote the application of skills, strategies, and student discourse

Person or Team Responsible:

Administrators
Grade Level Teachers
Curriculum Leaders
Instructional Coaches
Reading and Math Specialists
Special's Teachers
Special Education Staff

Resources Needed:

Instructional Coaches and Instructional Leaders
Time for ongoing revisions to curriculum including funds for curriculum writing
Time for continued development of common assessments and calibration PD for assessment scoring
Funds for substitutes for teachers to observe colleagues either in-house or in other district

Timeline:

Ongoing Fall 2018-Spring 2019

Performance Indicators (attach evidence link): *

- The number of students proficient on STAR Early Literacy and STAR Reading will increase from September 2018 to May 2019 by _____.
- The number of students proficient on STAR Math will increase from September 2018 to May 2019 by _____.
- The number of students meeting grade level expectations on Fountas and Pinnell Benchmark Assessment will increase from September 2018 to May 2019 by _____.
- Panorama survey: The parents' response to the statement *My child is challenged academically at school* will increase by 5 percentage points from Fall 2018 to Spring 2019.

A. Ward Spaulding School

School Year: 2018-2019

District Goal 3: Organizational Health

Goal Statement: Increase communication with families to relay ongoing academic and social emotional student progress.

Action Plans to Accomplish Goal

Strategy 1: Increase communication with families

- At least monthly contact to each family relative to student's academic and social-emotional progress
- Phone calls to families prior to students entering intervention with ongoing updates throughout intervention
- Use of Google Classroom to provide classroom updates
- Communication with families by either teacher or administrator by the end of the school day when a behavior concern arises
- Ongoing school updates sent from the main office

Person or Team Responsible:

All certified staff
Administration
Office Staff

Resources Needed:

Google Classroom training
School Messenger training for office staff and administration
Telephone training for all staff

Timeline:

Ongoing communication between teachers and parents September 2018-June 2019
Google Classroom and phone training Fall 2018

Performance Indicators:

Panorama survey:

- The parents' response to the statement *I know how my child is doing before I receive a report card* will increase by 5 percentage points Fall 2018 to Spring 2019.
- The parents' response to the statement *My child's school makes communication with families a priority* will increase by 5 percentage points from Fall 2018 to Spring 2019.