

**Illing Middle School
School Improvement Plan
2013-14**

IMPROVEMENT GOALS

- All students will achieve mastery in literacy and numeracy, as measured by Individual Performance Indices outlined in Connecticut's New Accountability System.
- All students will pass all courses as measured by report card grades.

IDENTIFIED NEED

CMT % At or Above Goal

	2012 % Goal	2013 % Goal									
Math			Reading			Science			Writing		
School	51	48.5	School	68.4	69.2	School	44.7	45.2	School	57.9	56.2
Male	50	44.1	Male	63.5	64.3	Male	44.2	39.7	Male	46	43.4
Female	52	53	Female	73.5	74.3	Female	45.4	50.5	Female	70.4	69.9
African Am	34.2	33.3	African Am	58.4	53.8	African Am	25.6	28.6	African Am	46	43.6
Hisp/Lat	33.1	28.7	Hisp/Lat	53.5	53.7	Hisp/Lat	24.1	33.7	Hisp/Lat	46.5	43.5
White	67.5	64.8	White	81.2	84.1	White	66.3	60.6	White	68.7	66.8
Asian	68.2	62.7	Asian	72.7	74.5	Asian	47.8	52.4	Asian	70.5	70.6
F/R Meals	40.4	37.3	F/R Meals	60.8	59.9	F/R Meals	32.8	35.4	F/R Meals	48.7	47.1
Sp Ed.	18	19.7	Sp Ed.	32.7	35.4	Sp Ed.	5.3	8.8	Sp Ed.	6.4	8.5
ELL	13.8	2.9	ELL	3.5	18.2	ELL	0	0	ELL	8.8	23.5

NWEA % At or Above Goal

	Spring 2013 % Goal	Fall 2013 % Goal		Spring 2013 % Goal	Fall 2013 % Goal
Math			Reading		
School	22.4	23.7	School	28.2	30.4
Male	22.1	21.7	Male	24.5	24
Female	22.8	25.9	Female	32.2	37.7
African Am	10.3	8.8	African Am	18.7	15.8
Hisp/Lat	12	12.4	Hisp/Lat	18	20.2
White	32.8	37.5	White	38.9	44.8
Asian	34.8	36.5	Asian	28.6	27.8

MEASURES/OUTCOMES

- 5% increase in the number of students in subgroups achieving goal or better as articulated in the NWEA testing in the spring.

THEORY OF ACTION

- If we create a collaborative culture built on trust and respect and commit resources and time to develop the capacity of administrators, teachers, family communities, and student leaders then classroom instruction will improve and student achievement will increase.
- If we develop and implement a rigorous, standards-based curriculum that is focused on *College and Career Readiness Skills*, aligned to the Common Core State Standards, and includes essential questions, instructional strategies, and uniform assessments that are cohesive and connected, then all students will be exposed to a common experience, regardless of classroom, and student achievement will increase.
- If we imbed technology - based instruction into all classrooms, then student achievement will increase especially in the areas of literacy and numeracy, while enhancing student engagement and aiding in decreasing the achievement gap.
- If we identify best instructional practices, provide on-going structured opportunities for teachers to implement and hold teachers and administrators accountable for using the strategies, then student achievement will increase.
- If we gather and analyze local and state (district) student data and provide teachers on-going structured opportunities to engage in the review of student work to plan for instructional improvement then our tiered interventions will be focused on targeted areas and student achievement will increase.
- If we implement a system of grading that reports and calculates final grades, then we will be able to evaluate student success.
- If we employ a successful building-based Instructional Round Processes, which includes feedback, on a consistent and on-going basis, then teachers and students will receive a common experience and will increase student achievement.

ACTION STEPS

(Responsibilities: Teachers, Special Education Staff, Family Communities, Students, Administrative Team, Literacy/Numeracy coaches/trainers/interventionists, and Support Staff)

NWEA Benchmark Assessments

- Teachers will attend Department Data Meetings (*Monthly*)
- Teachers will attend *Team Wednesday* Data Collaboration Meetings (*Monthly*)
- Teachers will attend Professional Learning Community (PLC) Wednesdays (*Monthly*)
- NWEA Benchmark Assessments will be given 3 times throughout the year (*Administered and analyzed in September, January, and May*)
- Students will use goal setting sheets to track their own NWEA Benchmark data. (*At least three times a year*)
- Teachers will develop SLO's and IAGD's based on NWEA Benchmark Assessments data. (*Ongoing*)

State (District)Assessment Data

- Teachers will attend Department Data Meetings (*Monthly*).
- Teachers will attend *Team Wednesday* Data Collaboration Meetings (*Monthly*). Teachers will analyze sub group data, including gender, race, socioeconomic, ELL, and special education to decrease the student achievement gap.
- Teachers will attend Professional Learning Community (PLC) Wednesdays (*Monthly*)
- Teachers will become familiar with the performance targets (individual/school/subgroup) as outlined in *Connecticut's New Accountability System. (By June 2014)*
- Teachers will review their students' NWEA Benchmark Assessment and previous standardized test scores on Performance Plus to guide current teaching and learning practices. (*Ongoing*)
- Students will analyze their NWEA Benchmark Assessment to set individual goals based on results. (*Three times a year*)
- Teachers will develop SLO's and IAGD's based on standardized assessments data. (*By November 2013*)
- Teachers will set Specific Measurable Achievable Realistic Timely (SMART) goals and review at data meetings. (*Monthly*)
- *School Governance Council* members will review and discuss state assessment data and performance indicators as applicable to instructional suggestions and ideas. (*Monthly as requested*)

Quarter Grades

- Teachers, school counselors, family communities, and students will review and analyze student grades. (*Parent conferences, at mid-quarter, and at the end of every quarter.*)
- Teachers will collaborate with their departments for a consistent grading system. (*September*)
- School-based Administrative Team will collaborate with departments as well as with Academic Teams with regard to student success. (*At least once a month throughout the year*)
- Students will create individual goals based on their work samples and grades. (*End of every quarter*)

Student Work Review

- Students will create individual goals based on their work samples and grades. (*End of every quarter*)
- Administrative team, teachers, and support staff will attend periodic work sample review sessions to analyze holistic success rates and student improvement (*Ongoing throughout the year*)
- Teachers will implement PLC strategies in the classroom and reflect upon best practices through the use of student work samples. (*Ongoing*)

Student Success Plans

- School Counselors will develop and implement Student Success Plan (SSP) lesson plans. (*Ongoing*)
- Students will create academic, career, and social/emotional goals for themselves. (*Ongoing*)
- Students will reflect upon their SSP and continue to modify as they set future goals and plans. (*Ongoing*)

Scientific Research Based Intervention Data(SRBI)/Student Assistance Team (SAT)Review

- Teachers will be provided with Universal Screens to measure students' grade level achievement. (*Once per quarter*)

- Teachers will implement, document, and review Tier I intervention outcomes. *(Ongoing)*
- Teachers will implement technology based Tier I interventions and assessments. *(Ongoing)*
- Teachers will modify Tier I interventions based on outcomes. *(Ongoing)*
- Teachers will collaborate with Literacy/Numeracy Coaches to garner additional Tier I intervention strategies. *(Ongoing)*
- Teachers will use the Tier I intervention data to refer students to the SAT process for Tier II interventions. *(Ongoing)*
- A core group of teachers, support staff, and administration will be trained in the SAT process. *(As needed based on composition of SAT team members)*
- Teachers and support staff will use the current district SRBI handbook to support all learners and gather data from multiple sources to make informed instructional decisions. *(Ongoing)*

Instructional Rounds

- The Administrative Team, along with outside consultants, will train staff on the building based instructional rounds process. *(As needed based on composition of Illing Middle School)*
- Trained staff will process, reflect, and provide feedback to teachers after each series of instructional rounds. *(Ongoing)*
- Teachers will implement strategies from the feedback to improve upon rigorous instructional practices. *(Ongoing)*
- All departments will be equally involved in the Instructional Rounds process in line with the protocol established during the 2012-2013 school year. *(Ongoing)*
- The Administrative Team will conduct formal and informal classroom walk-throughs as part of the new teacher evaluation plan. *(Ongoing)*

EVIDENCE OF IMPLEMENTATION

- Prioritized initiatives to maximize time and effort.
- Reorganization of staff, financial and other resources to achieve district-wide goals.
- Teachers at various grade bands and content areas working with coaches to create curricular units.
- District-wide data analyzed three times per year to ensure modifications and adjustments to curricular units, pacing guides, and assessments.
- NWEA Benchmark Assessments
- Subgroup gaps
- Quarter Grades
- Student Work Sample Review
- Student Success Plans
- SRBI Data & Student Assistance Team (SAT) Review
- Instructional Rounds
- Student Learning Objectives (SLO)
- Indicators of Academic Growth Development (IAGD)

SKILLS, KNOWLEDGE AND NEEDED SUPPORT

- Providing coordinated and consistent communication through the District Improvement Team and other mediums.

- Implementation and training of electronic warehouse for district-wide curricular work.
- Training and support in various assessments use of assessment data, and best practices to incorporate with data results.
- Technology issues need to be reviewed and addressed, including inequitable access.
- Technology upgrades in Unified Arts and assessment allocation to support academic initiatives in literacy and numeracy.
- All staff will be provided training on current/projected technology (i.e. E-school, Performance Plus, PROTRAXX, TalentEd, Naviance, Chromebooks, Notebook Software, etc.)
- All building space and furniture needs to be equitable, safe and appropriate for learning and instruction.
- All staff will be provided training on instructional rounds, new SRBI initiatives, data teams, SAT process, Depth of Knowledge (DOK) Matrix, new teacher evaluation process etc.
- Data (such as NWEA, SRBI, IEP, 504, SAT, etc.) must be accessible to necessary staff members.
- Additional support staff will be hired to assist in implementation of SRBI tiered instruction, specifically Tier II and III interventions.
- Professional development opportunities (substitutes will be provided) to observe curriculum and delivery in surrounding middle schools.
- District Level Coordinator provided in all subject areas to represent and advocate for subject area (i.e. Unified Arts, Social Studies, etc.)
- IT/Central Office will improve our grading system to calculate accurate final grades and a system for parent access and review.

ILLING MIDDLE SCHOOL IMPROVEMENT PLAN 2013-14 cont'd**IMPROVEMENT GOALS – School Climate**

- Students will value and demonstrate personal responsibility, character, cultural understanding and ethical behavior.
- Reduce the student behaviors that negatively impact school climate and learning.
- Illing Middle School's parent participation rate for completing the climate survey will have increased from last year's results.

IDENTIFIED NEED**Number of disruptive behavior incidents resulting in exclusionary discipline**

Out of School Suspensions	129
In School Suspensions	336
Expulsions	1
Total	466

Number of school-based arrests

Arrests	13
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Number of Students with 18 or more absences

Hispanic	Am Indian	Asian	Black	Two or More	White	Total
33	1	5	20	4	51	114

MEASURES/OUTCOMES/PERFORMANCE TARGETS

1. Reduce the number of exclusionary disciplinary practices by 10% or more;
2. Reduce the number of students who are chronically absent by 10% or more.
3. Increase the parent participation rate for completing the climate survey to 40% from the 2012-13 22.5%.

Theory of Action

- If we continuously reflect upon Manchester Public School's mission with all stakeholder groups (students, parents/families, staff, community partners) and regularly solicit input and feedback, then we will develop a greater understanding of areas in need of attention and improvement to build a stronger school-family-community partnership.
- If we continue to enhance our school-wide positive behavior support program, which promotes respect for self and others, and reinforces individual needs, then families and students will understand behavioral expectations and be able to access appropriate supports and school-family-community relationships will improve.
- If we provide students with a climate and culture built upon a sense of belonging, that fosters inclusive practice, then academic achievement, and school attendance will increase and incidents resulting in exclusionary discipline, disruptive behaviors, and school-based arrests will decrease.

Action Steps	Evidence of implementation	Support Needed for 2013-14
<p>Increase collaboration of school and community program and service opportunities.</p> <p>Implement additional programming to reduce disruptive behavior resulting in exclusionary discipline.</p> <p>Implement systemic Restorative School Discipline interventions as a means to reduce school-based arrests, disruptive behavior resulting in exclusionary discipline.</p> <p>Implement systemic response to chronic absenteeism.</p> <p>Develop a deeper understanding of our family's needs to build stronger family-school-community connection.</p>	<p>Maintain a log/record of collaborative efforts between school and community services and opportunities.</p> <p>Maintain a record of exclusionary actions/types of disruptive behaviors.</p> <p>Initiate a Saturday Program as an alternative to suspensions.</p> <p>Create a School Attendance Committee.</p> <p>Increase participation of families completing the survey.</p>	<p>SWISS technology program for disciplinary and referral data.</p> <p>Staffing for pilot year (2013-14).</p> <p>Internal supports (classroom coverage) for internal facilitation of professional development.</p> <p>Monies to support the initiative.</p> <p>Support from Outreach Office.</p> <p>District/building surveys need to be created/modified.</p>