

SUFFIELD PUBLIC SCHOOLS
McALISTER INTERMEDIATE SCHOOL ADVANCEMENT PLAN
2020-2021

School Name: McAlister Intermediate School

Current School Year: 2020-2021

Interim Principal: Kris Pryce

Interim Assistant Principal: Melissa Todd





SUFFIELD PUBLIC SCHOOLS DISTRICT ADVANCEMENT PLAN 2020-2021

Mission

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.

District Beliefs

In pursuit of this mission, we believe that:

- When we address students' diverse academic, social, emotional and physical needs, all will learn;
- All students need equitable access to appropriate resources and opportunities to excel;
- Multiple measures of student learning are required to drive continuous improvement;
- Students and adults thrive in a safe and secure learning environment characterized by responsibility, fairness, respect, and civility;
- Highly effective teachers and instructional leaders who engage students in rigorous and challenging experiences are the keys to student success;
- An excellent district staff supports success in every classroom, facility and setting; and
- Partnerships, collaboration and communication with families and the community are vital to our mission.

Board Goals

Goal 1

Establish healthy channels of outreach, communication, engagement, and collaboration with town government and the community.

Goal 2

Systematically use meaningful data to drive, improve and track student success and instructional practices.

Goal 3

Continue to design and implement an integrated plan for professional learning aligned with district needs.

Goal 4

Revise curriculum and programming with an emphasis on alignment and fidelity of implementation.

Goal 5

Develop a five-year Strategic Plan.

Goal 6

Promote diversity, equity and inclusion for students, faculty and staff by fostering acceptance, mutual respect, civility and non-discrimination, per BOE Policies 4118.11 and 5145.4, across all areas of our District including employment, policy, curriculum and instruction, professional development, and the working and learning environment.

**SUFFIELD PUBLIC SCHOOLS
DISTRICT ADVANCEMENT PLAN
2020-2021
THEORIES OF ACTION**

Board Goal 1

Establish healthy channels of outreach, communication, engagement, and collaboration with town government and the community.

Board Goal 2

Systematically use meaningful data to drive, improve and track student success and instructional practices.

Board Goal 3

Continue to design and implement an integrated plan for professional learning aligned with district needs.

Board Goal 4

Revise curriculum and programming with an emphasis on alignment and fidelity of implementation.

Board Goal 5

Engage in a process to develop a five-year Strategic Plan.

Board Goal 6

Promote diversity, equity and inclusion for students, faculty and staff by fostering acceptance, mutual respect, civility and non-discrimination, per BOE Policies 4118.11 and 5145.4, across all areas of our District including employment, policy, curriculum and instruction, professional development, and the working and learning environment.

**SUFFIELD PUBLIC SCHOOLS
SCHOOL ADVANCEMENT PLAN
2020-2021**

GOAL 1: Establish healthy channels of outreach, communication, engagement, and collaboration within and beyond our school community.

NAME OF PERSON RESPONSIBLE: Principals, Assistant Principals, School Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators of Success
<p>A. Continue to enhance and expand open dialogue, communication, and sharing of practices to improve school climate and morale and foster a sense of trust across all stakeholders.</p>	<p>A1. Foster communications, both student-based and school-based, to families in an ongoing and consistent manner thus increasing parental engagement in district, school, and classroom initiatives</p>	<p>A1. Implement student-based communications strategies to fully inform parents and guardians of progress:</p> <ul style="list-style-type: none"> ● Teachers will have monthly contact with each family relative to individual student’s academic and social-emotional progress ● Continue Google Classroom parent communication ● Continue to communicate regularly via Emails/Messenger ● Meetings and events to engage in discussions and communicate out to parents regarding school and instructional practices ● Review and update Parent/Staff Feedback Survey for school and district alignment and usefulness ● Utilize survey results and devise strategies during: <ul style="list-style-type: none"> ● School Leadership Meetings ● Staff Meetings 	<p>A1. Spring feedback survey and results</p> <p>A1. Identify partnership efforts</p>

	<p>A2. Enhance school’s digital presence to support and encourage parent involvement and increase frequency of use</p> <ul style="list-style-type: none"> ● Suffield Public Schools Website ● Virtual Backpack ● School Messenger ● Family Updates <p>A3. Enhance communication within our school.</p>	<p>A2. Continue to develop partnerships with community programs (for example):</p> <ul style="list-style-type: none"> ● Suffield Library ● Suffield PTO ● Local Civic Organizations and Businesses ● Parks and Recreation ● Various charities <p>A2. Increase/refine web presence--examples of items to include:</p> <ul style="list-style-type: none"> ● Events and Activities ● Student Work ● Policies & Procedures ● Family Resources ● Monthly Newsletter ● As needed Messengers <p>A3. Increase/refine systems of staff communication</p> <ul style="list-style-type: none"> ● Weekly Monday Morning Messages with timely information ● Electronic sharing of pertinent resources and information via online directory ● Hold 2x month school leader meetings to ensure ongoing lines of open communication 	<p>A2. Spring feedback survey results</p> <p>A2. Updates to School Website</p> <p>A3. District and School Advancement Plans disseminated to all staff members</p> <p>A3. Weekly Updates to staff</p> <p>A3. Updated Online Directory</p> <p>A3. Published Team Leader agendas and meeting notes</p>
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**SUFFIELD PUBLIC SCHOOLS
MIS ADVANCEMENT PLAN
2020-2021**

GOAL 2: Systematically use meaningful data to drive, improve, and track student success.

NAME OF PERSON RESPONSIBLE: Principals, Assistant Principals, Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A. Improve our assessment practices to effectively measure student growth and inform classroom instruction</p>	<p>A1. Continue to increase the reliability of BAS and <i>Investigations</i> Math Performance Assessments (end of unit/curriculum-based assessments) administration and resulting data</p> <p>A2. Explore web based assessments for literacy and numeracy</p> <p>A3. Continue to increase the effective use of data.</p>	<p>A1. Continue to calibrate the administration and scoring of BAS within and between schools</p> <ul style="list-style-type: none"> ● Partner scoring of BAS throughout the year ● PD for new teachers <p>A1. Calibrate the scoring of <i>Investigations</i> Math Performance Assessments</p> <ul style="list-style-type: none"> ● Scoring and discussing results <p>A2. Administer SBAC Interim assessments in literacy and numeracy.</p> <p>A3. Utilization of professional time for admin/ coaches/interventionists to work with faculty to increase understanding of and use of student assessment data to inform instruction.</p>	<p>A1. Ongoing review of school-wide assessment and data</p> <p>A1. Decrease in scoring discrepancies in reading and math</p> <p>A2. Report of scaled scores, performance levels, and claim-level analysis</p> <p>A3. Increase in number of students meeting expectations</p> <p>A3. Up to date Data Analytics Dashboard</p>

<p>B. Improve SRBI procedures and processes to support student learning needs through a continuum of services</p>	<p>B1. Refine SRBI handbook to include an articulated plan to support social, emotional, and academic needs of all learners</p> <p>B2. Broaden the continuum of SRBI programming including both push-in and pull-out services</p>	<p>A3. Timely administration of assessments and entry of data into the Data Analytics dashboard.</p> <p>B1. Create/update protocols for SRBI identification and programming including:</p> <ul style="list-style-type: none"> ● Review and redefine threshold scores and corresponding assessments for reading and math interventions ● Communicate the SRBI process and expectations to staff ● Create parent communication protocols. ● Ensure collaboration between classroom teachers, academic support, special education, and interventionists ● Administration and teachers will continue to monitor student interventions and plans throughout the year ● Participate in administrative SRBI Meetings <p>B2. Increase amount of push-in intervention services</p> <ul style="list-style-type: none"> ● Create a schedule that allows for push-in support 	<p>A3. Refined format for ease of use of Data Analytics Dashboard</p> <p>B1. Completed SRBI handbook</p> <p>B1. Handbook presented to staff</p> <p>B1. Increase in number of students meeting expectations</p> <p>B1. Documentation from SRBI Meetings</p> <p>B2. Interventionist scheduled to be in all classrooms.</p>
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		<ul style="list-style-type: none">● Create and communicate expectations for effective use of push-in support staff.● Define role of academic support and building needs for student support	B2. Increase in number of students meeting grade-level expectations
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**SUFFIELD PUBLIC SCHOOLS
MIS ADVANCEMENT PLAN
2020-2021**

GOAL 3: Continue to design and implement an integrated plan for professional learning aligned with district needs.

NAME OF PERSON RESPONSIBLE: Principals, Assistant Principals, Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A. Engage staff members in high-quality professional learning that is on-going and based on instructional programming</p>	<p>A1. Implement quality Tier I instruction of the intended curriculum</p>	<p>A1. PDEC committee, curriculum coaches, special ed supervisor, in collaboration with building administration, will plan/facilitate high quality professional learning opportunities and gather teacher feedback throughout the year</p> <p>A1. Building representatives (teachers and administrators) will participate in 4 meetings with PDEC</p> <p>A1. Professional Development through partnership with TC Developer for Reading and Writing Units of Study, 5 days:</p> <ul style="list-style-type: none"> ● Ongoing focus/growth maintained by utilizing PLC meetings and other available meeting times ● Providing staff with opportunity to attend TC virtual trainings 	<p>A1. Increase in number of students meeting grade-level expectations</p> <p>A1. PDEC meetings utilized for identifying/planning needed PD</p> <p>A1. Online surveys from current PD will be utilized by PDEC and non-certified staff in future planning for PD</p> <p>A1. Observation of teachers implementing strategies aligned to professional learning</p> <p>A1. Meeting Minutes from PLC and PDEC</p>

	<p>A2. Professional learning and training opportunities for all non-certified staff</p>	<ul style="list-style-type: none"> ● Utilization of virtual writing units of study (TCRWP partnership) <p>A1. Online Professional Development for Math and/or English Language Arts</p> <p>A1. Weekly PLC for all grade levels (3, 4, 5, SPED, Specials areas)</p> <p>A1. Use of PLC and Tuesday after school meeting time including faculty meetings for ongoing professional learning</p> <p>A1. Weekly meetings with curriculum coaches to discuss ongoing PD needs of all staff</p> <p>A1. Administrators will participate in all relevant PD with certified and non certified staff</p> <p>A1. Feedback surveys utilized at the conclusion of each PD to inform next steps</p> <p>A1. Ongoing training to support the full implementation of Responsive Classroom school</p> <p>A2. Academic support staff and paraprofessionals will participate in all relevant PD</p> <p>A2. Responsive Classroom PD with Duty Clerks as it relates to the playground</p>	<p>A2. Online surveys from current PD will be utilized by non-certified staff in future planning for PD</p>
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<p>B. Administrators will engage in professional learning for continued growth as school leaders</p>	<p>A3. Effective support of new and non-tenured teachers</p> <p>B1. Administrators will refine their skills in providing meaningful feedback to teachers aligned to both the 2017 CCT and reflective of the intended curriculum</p>	<ul style="list-style-type: none"> ● Check-ins meetings with duty clerks to focus on recess procedures and behaviors <p>A3. Beginning teachers with initial certification will be provided with a TEAM mentor and will be supported by Instructional Coaches, interventionists, administrators, and their grade level or special areas colleagues.</p> <p>A3. Provide TEAM support to all beginning teachers</p> <ul style="list-style-type: none"> ● Reviewer Update Training ● Lead mentor to provide Initial Support Teacher (IST) training ● Mentor Update Training ● Peer Observations ● 3 Team Coordinating Committee (TCC) Meetings per year <p>B1. ReVISION/Tepper Consulting Partnership will support leadership development over the course of this school year</p> <p>B1. Calibration walk-throughs and informal observations as a building administrator team.</p> <p>B1. Monthly leadership meetings</p>	<p>A3. Completion of Team Modules</p> <p>A3. Documentation of Coaching Cycles and Team Meeting notes.</p> <p>A3. Increased number of trained mentors and reviewers</p> <p>B1. Providing effective and actionable feedback (TalentEd, Walkthrough Glows and Grows of Year Staff Climate Survey)</p> <p>B1. Completion of PD sessions</p> <p>B1. Increased calibration of feedback</p>
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<p>C. STEM and Humanities Coaches will have a positive impact on instruction and student outcomes</p>	<p>C1. Effective utilization and professional growth of our STEM and Humanities Coaches</p>	<p>B1. Professional Learning for Administrators through CAS</p> <p>B1. Monthly Learning Walks with Coaches, Superintendent, and Assistant Superintendent.</p> <p>B1. Administrators will conduct monthly walkthroughs in all classrooms and provide teachers with feedback that is aligned to the curriculum expectations</p> <p>C1. Professional Growth of Instructional Coaches</p> <ul style="list-style-type: none"> ● Coaches engage in Tepper Consulting professional development on providing feedback ● Walkthroughs with administration to calibrate feedback ● Professional Learning for Coaches <p>C1. Weekly meetings between coaches and administration</p> <p>C1. Coaches provide ongoing Tier 1 support to teachers to improve/refine instruction</p> <ul style="list-style-type: none"> ● Coaching cycles 	<p>B1. Completion of walkthroughs and sharing of feedback data with both Curriculum Coaches and teachers</p> <p>B1. Provide teachers with Glows and Grows relative to walkthrough feedback</p> <p>C1. Participation in professional growth opportunities</p> <p>C1. Increase in number of students meeting grade-level expectations</p> <p>C1. Increase in Staff receiving Coaching Training</p> <p>C1. Reviewed/ revised curriculum documents</p>
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<p>D. Foster leadership opportunities for staff</p>	<p>D1 Promote and expand opportunities for staff to develop leadership skills and move into leadership roles.</p>	<ul style="list-style-type: none"> ● Team or small group targeted PD <p>C1. Curriculum Coaches to review curriculum implementation and curriculum pacing guides and provide teachers with guidance and feedback relative to curriculum alignment and implementation.</p> <p>C1 Meet with district and school-based PDEC 4 times per year to address professional learning needs of the district</p> <p>C1. Provide professional development on early release days and Tuesday Extended Days meetings.</p> <p>D1. To foster staff leadership, Administration will provide leadership opportunities for staff through participation in, opportunities to present at and opportunities to lead:</p> <ul style="list-style-type: none"> ● PDEC Committee Membership ● Instructional Peer Coaching and Observation ● Staff Meetings Presentations ● K-12 Curriculum Writing Committees ● Planning and Implementing School events ● Informal Mentors ● TEAM Mentors ● Team Leaders 	<p>D1. Staff members taking on new responsibilities and new leadership roles.</p>
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		<ul style="list-style-type: none">● Leading/Presenting at Tuesday After School Meetings● Professional Development Facilitation● PLCs Leadership● BOE Meeting Presentations● Additional school-wide committees (ie., SEL Team, Responsive Classroom)● Leading Book Studies	
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**SUFFIELD PUBLIC SCHOOLS
MIS ADVANCEMENT PLAN
2020-2021**

GOAL 4: Continue to refine and advance curricular practices to meet the needs of all students.

NAME OF PERSON RESPONSIBLE: All school staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A. Develop an understanding of curriculum, programming, and effective teaching strategies</p>	<p>A1. Develop a STEM curriculum that integrates with other curricula.</p> <p>A2. Create a five year curriculum revision timeline</p>	<p>A1. Collaboration between STEM coach and STEM teacher</p> <p>A1. Professional Development for STEM teacher</p> <p>A2. Articulation of curriculum development needs in the areas of:</p> <ul style="list-style-type: none"> ● Social Emotional Learning (SEL) ● Collaborative and Proactive Solutions ● Restorative Practices ● Responsive Classroom ● English Language Arts (ELA) ● Mathematics (Math) ● Social Studies ● Science ● STEAM Opportunities ● Unified Arts ● Special Education ● Intervention 	<p>A1. STEM curriculum documents</p> <p>A2. 5 year curriculum revision document</p>

<p>B. Promote a positive school climate to meet the social emotional learning needs of all students.</p>	<p>B1. Build a positive school community throughout the school.</p> <p>B2. Provide professional learning on relevant SEL topics</p>	<p>B1. Provide teachers with professional learning time to review student files and get to know their students before the start of school.</p> <p>B1. Update, create, and implement weekly SEL curriculum.</p> <p>B1. Continue to purchase children's literature to align with SEL lessons.</p> <p>B2. Maintain continued SEL focus by utilizing in-house Certified Responsive Classroom Teachers to provide ongoing PD and support</p> <p>B2. Professional Development and Implement <i>Responsive Classroom Look For</i> Document to set expectations of implementation</p> <p>B2. Provide before-school professional development relative to Responsive Classroom and grade level SEL lessons.</p> <p>B2. Facilitate opportunities for staff book studies on SEL topics</p>	<p>B1. Creation and implementation of weekly SEL lessons</p> <p>B2. Implementation of Responsive Classroom Strategies</p> <p>B2. Reduction of office referrals and ISS</p> <p>B2. Increased favorable responses from students and staff on school climate survey.</p>
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**SUFFIELD PUBLIC SCHOOLS
MIS ADVANCEMENT PLAN
2020-2021**

GOAL 5: Develop a five-year Strategic Plan.

NAME OF PERSON RESPONSIBLE: Connecticut Center for School Change, Superintendent, Assistant Superintendent, Director of Special Services, Business Manager, Special Education Supervisors, Principals, Assistant Principals, District Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>Develop a five-year Strategic Plan that aligns with the current mission and beliefs of the Suffield Public Schools:</p> <p><i>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.</i></p> <p><i>In pursuit of this mission, we believe that:</i></p>	<p>Establish a set of 4-5 Board of Education District Goals to be utilized in the framing of the Strategic Plan and Portrait of a Graduate</p> <p>Establish a Strategic Planning Committee of Suffield Public Schools stakeholders representing the following groups:</p> <ul style="list-style-type: none"> ● Board Members ● Administration ● Faculty and Staff ● Parents ● Students ● Elected Officials ● Community Members <p>Develop calendar of Strategic Planning</p>	<p>Board of Education will meet in Retreat to reflect on the current status of the school district and create a new set of district goals for the future</p> <p>Develop and utilize survey to inform strategic plan and solicit volunteers to serve on the Strategic Planning Committee</p> <p>Work with Strategic Planning Committee to develop a meeting schedules (SPC and subgroups) and timeline for completion of strategic plan</p> <p>Host a Strategic Planning Committee</p>	<p>Adoption of Strategic Plan BOE Goal</p> <p>Development of Strategic Plan Survey</p> <p>Development of Strategic Plan Committee and subgroups</p> <p>Development of Strategic Planning Schedule</p>

<ul style="list-style-type: none"> • <i>When we address students' diverse academic, social, emotional and physical needs, all will learn;</i> • <i>All students need equitable access to appropriate resources and opportunities to excel;</i> • <i>Multiple measures of student learning are required to drive continuous improvement;</i> • <i>Students and adults thrive in a safe and secure learning environment characterized by responsibility, fairness, respect, and civility;</i> • <i>Highly effective teachers and instructional leaders who engage students in rigorous and challenging experiences are the</i> 	<p>sessions</p> <p>Develop an awareness around the purpose of the strategic plan and timeline for its completion</p> <p>Identify strategic plan initiatives based on current district priorities and future objectives</p>	<p>orientation</p> <p>Divide Strategic Planning Committee into subgroups based on long-range goals</p> <p>Appoint subgroup leads to facilitate subgroup sessions</p> <p>Provide strategic planning updates to BOE</p> <p>Synthesize strategic plan subgroup efforts into full plan</p> <p>BOE adoption of strategic plan</p>	<p>Strategic Plan Orientation</p> <p>Strategic Plan Updates to BOE</p> <p>Development of Strategic Plan proposal for BOE</p> <p>BOE Adoption of 5 Year Strategic Plan</p>
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<p><i>keys to student success;</i></p> <ul style="list-style-type: none">● <i>An excellent district staff supports success in every classroom, facility and setting; and</i>● <i>Partnerships, collaboration and communication with families and the community are vital to our mission.</i>			
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**SUFFIELD PUBLIC SCHOOLS
MIS ADVANCEMENT PLAN
2020-2021**

GOAL 6: Promote diversity, equity and inclusion for students, faculty and staff by fostering acceptance, mutual respect, civility and non discrimination, per BOE Policies 4118.11 and 5145.4, across all areas of our District. including employment, policy, curriculum and instruction, professional development, and the working and learning environment.

NAME OF PERSON RESPONSIBLE: Principal, Assistant Principal, Diversity, Equity, and Inclusion committee members, special education supervisor, faculty and staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A.Engage staff in:</p> <ul style="list-style-type: none"> ● DEI Goal Setting ● DEI Professional Learning ● DEI Program Implementation 	<p>A1. Building representatives attend District DEI meetings and report back to building admin and team leaders</p> <p>A2. Building PDEC members plan Diversity, Equity, and Inclusion professional learning opportunities with DEI committee members</p>	<p>A1. Attendance of building representatives at quarterly Diversity, Equity and Inclusion Council meetings</p> <p>A2. Review Diversity, Equity, and Inclusion programs and Practices</p> <p>A2. Increase in classroom libraries to include more diversity in titles, themes, genre</p> <p>A2. Create school wide lessons related to diversity, equity, and inclusion</p>	<p>A1. Staff members participating in DEI Committee meetings</p> <p>A2. Implicit bias training</p> <p>A2. Counter stereotype images used throughout the curriculum and displays</p> <p>A2. Weekly notable person in history part of morning announcements</p>

			A2. Classroom libraries will have more robust titles celebrating diverse individuals
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