

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

School Name: Suffield Middle School

Name of Principal: Mr. Kenneth M. Smith

Current School Year: 2020-2021

Assistant Principal: Mrs. Dianna Kolodziej





**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.

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THEORIES OF ACTION

BOE GOAL 1:

If we foster a positive district culture with a high level of outreach, communication, engagement, and collaboration with town government and the community, then we will be more effective in mobilizing students, faculty, staff, parents, and community members around continuous improvement and high levels of student achievement.

BOE GOAL 2:

If we establish a system of monitoring through the use of student assessment data, curriculum review, and evaluation, then will be more effective in adjusting our curriculum, programming, and instructional pedagogy to ensure a high level of student achievement.

BOE GOAL 3:

If we assure that all staff are provided meaningful professional development opportunities that are current in theory, practical, and align directly with their responsibilities, then staff will be able to apply their learning and enhance their effectiveness in meeting the needs of our students.

BOE GOAL 4:

If we continue the implementation of revised curriculum with an emphasis on alignment and consistency between documented curriculum and delivered curriculum, then we will be able to ensure that fidelity of implementation exists, resource allocation occurs, and the proper instructional supports are in place for both students and teachers.

BOE Goal 5:

If we establish a multi-year Strategic Plan for the Suffield Public Schools, then we will be able to more clearly set forth our vision for the future with both short-term and long-term goals.

**SUFFIELD PUBLIC SCHOOLS
SMS ADVANCEMENT PLAN
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GOAL 1: Establish healthy channels of outreach, communication, engagement, and collaboration within and beyond our school community.

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

Identified Goals	Strategies	Action Steps	Indicators of Success
<p>A. Continue to foster school-to-home communication and engagement.</p>	<p>A1. Solidify regular communication to students' families.</p> <p>A2. Increase school's digital presence. (ie. School Website, School Messenger, Google Classroom)</p> <p>A3. Increase parent involvement in day-to-day school activities.</p>	<p>A1. Support certified staff in their practice of informing parents of students' academic/emotional/social growth. (e-mails, affirmation postcards, phone calls, team conferences)</p> <p>A2. Implementation of new school website, regular Twitter postings of school information and events, e-blasts</p> <p>A3. Regular Engagement with SMS PTAC. (ie., monthly meetings, sponsored events, community events and meetings)</p> <p>A3. Re-establish use of school volunteers. (SMS Library Media Center, classrooms, PTAC events)</p>	<p>A1/A2 Increased positive responses to prompts on Panorama School Survey(Spring)</p> <p>A2. Updates to School Website</p> <p>A3. Growth in parent attendance at PTAC events</p> <p>A3. Increased number of parent volunteers</p>
<p>B. Foster relationships in the larger Suffield Community</p>	<p>B1. Further strengthen relationships with town agencies. (i.e., Suffield Youth Services, Suffield Police Department, Suffield Town Library)</p>	<p>B1. Include Suffield Youth Services Manager and School Resource Officer into SMS S.A.M. team meetings.</p> <p>B1. Engage in regular involvement at Suffield Juvenile Review Board meetings</p> <p>B1. Work with town library to support initiatives. (i.e., student library cards, promote events, etc.)</p>	<p>B1. Attendance of SRO and Youth Services Manager in meetings</p> <p>B1. Increased student usage of town library resources</p>

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

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

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A. Establish a consistent approach to the SRBI process</p>	<p>A1. Articulate a clear process for SRBI implementation</p> <p>A2. Continue to increase the effective use of data by certified staff to measure and support student growth</p>	<p>A1. Create protocol for student assessment (universal screens, and additional secondary assessments) - including the development of assessment benchmarks</p> <p>A1. Development of an assessment calendar for the 2019-2020 school year - as a model to use in future years</p> <p>A1. Define and communicate (with teaching staff) school-wide practices during established collaborative meeting times to enhance Tier 1 strategies</p> <p>A2. Utilization of collaborative time for administrative team/coaches/interventionists to work with faculty to increase understanding of and use of student assessment data to inform instruction and student interactions (i.e., STAR, BAS, DESSA, SBAC Interim Assessment, SBAC Summative Assessment)</p>	<p>A1. SRBI document and corresponding forms</p> <p>A1. School assessment calendar</p> <p>A1. Team-based documentation of implemented strategies</p> <p>A2. Positive growth in student achievement on grade-level standards as measured by internal and external summative assessment tools</p>

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GOAL 3: Continue to design and implement an integrated plan for professional learning aligned with school/district needs in order to improve student learning.

NAME OF PERSON RESPONSIBLE: Principal, Assistant Principal, School 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 current instructional programming.</p>	<p>A1. Focus professional development strategies (and corresponding budget) towards identified curricular and instructional areas. (i.e. TCRWP Workshop model and curricula, Illustrative Math, World Cultures Textbook).</p>	<p>A1. Plan/facilitate high quality professional learning opportunities and gather teacher feedback</p> <p>A1. PD for Reading and Writing Units of Study provided by TCRWP staff</p> <p>A1. Use of after school collaborative time, including faculty meetings, and District PD days for ongoing, professional learning opportunities</p> <p>A1. Weekly meetings between curriculum coaches and administration to discuss ongoing PD needs of all staff</p>	<p>A1. Increase in students meeting grade-level expectations</p> <p>A1. Increased positive responses to prompts by staff on Panorama School Survey (Spring)</p> <p>A1. Observation of teachers implementing learned strategies aligned to received professional learning</p>

<p>B. Administrators will engage in professional learning for continued growth as school leaders</p>	<p>A2. Establish and facilitate a <i>New Teacher</i> cohort -- with a focus on supporting (and retaining) teachers during their transition into our school community.</p> <p>B.1 Administrators will refine their skills in providing meaningful feedback to teachers aligned to both the 2017 CCT and reflective of the intended curriculum</p>	<p>A2. Establish cohort and develop focus areas for meeting times.</p> <p>A2. Ensure that beginning teachers are provided with a TEAM mentor and will be supported by Instructional Coaches, interventionists, administrators, and their grade level or special areas colleagues</p> <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 by building administrative team and instructional coaches</p> <p>B1. Calibration discussions at monthly <i>Administrative Council</i> meetings to problem solve and enhance feedback practices</p> <p>B1. Monthly learning walks with Superintendent</p>	<p>A2. Calendar of meeting sessions</p> <p>A2. Documentation of meeting agendas and corresponding minutes</p> <p>A2. Completion of Team Modules</p> <p>A2. Coaching Cycles feedback and Team Meeting notes</p> <p>B1. Improved actionable feedback (TalentEd reports, Walk through <i>Notice and Wonders</i>, etc.) to teachers</p> <p>B1. Increased positive responses to prompts by staff on Panorama School Survey (Spring)</p> <p>B1. Increased calibration of feedback by administrative team</p>
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GOAL 4: Continue the implementation of revised curriculum with an emphasis on alignment and consistency between documented curriculum and delivered curriculum.

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

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>A. Continue the process of confirming the guaranteed and viable grade-level curricula (alignment of written, taught and learned curricula).</p>	<p>A1. Continue to review and revise grade-level units of study.</p>	<p>A1. In science, align the units of study at each grade level to the scope and sequence identified by the district</p> <p>A1. In ELA, establish the units of study and methodologies as established by the Teachers College Reading and Writing Project</p> <p>A1. In math, further develop the units of study and methodologies in alignment with the Illustrative curricular materials</p> <p>A1. In World Cultures courses (grades 6&7), further enhance the units of study in alignment with the newly adopted curricular materials (i.e. new textbook).</p>	<p>A1. Updated units of study in ATLAS Rubicon database</p> <p>A1. Observation of teachers implementing curricula and pedagogy aligned to developed units of study</p> <p>A1. Development of school budget to reflect needed resources aligned to identified units of study</p>

	<p>A2. Clarify and implement focus areas for teacher curricular collaborative time.</p>	<p>A2. Areas of focus to include:</p> <ul style="list-style-type: none"> ● Curricular alignment (<i>vertical and horizontal</i>) ● Instructional practices alignment (<i>pedagogy</i>) ● Assessment and data analysis ● Professional development needs <p>A2. Engage certified staff in professional discourse regarding curricular and pedagogical growth</p>	<p>A2. Focused agendas and minutes of meeting sessions</p> <p>A2. Development of monthly calendars to reflect focus areas</p> <p>A2. Provided professional development opportunities aligned to department needs</p> <p>A2. Observed alignment in implementation of grade-level curricula during observations</p> <p>A2. Positive growth in student achievement on grade-level standards as measured by internal and external summative assessment tools</p>
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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> <ul style="list-style-type: none"> ● <i>When we address students' diverse academic, social, emotional and physical needs,</i> 	<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>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> <p>Strategic Plan Orientation</p> <p>Strategic Plan Updates to BOE</p> <p>Development of Strategic Plan proposal</p>

<p><i>all will learn;</i></p> <ul style="list-style-type: none"> ● <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 keys to student success;</i> ● <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> 	<p>Develop calendar of Strategic Planning 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>for BOE</p> <p>BOE Adoption of 5 Year Strategic Plan</p>
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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: Diversity, Equity, and Inclusion Council, Superintendent, Assistant Superintendent, Director of Special Services, Special Education Supervisors, Principals, Assistant Principals, District Faculty and Staff

Identified Goals	Strategies	Action Steps	Indicators for Success
<p>Engage BOE in the establishment of a Diversity, Equity, and Inclusion Goal</p> <p>Engage administration and staff in:</p> <ul style="list-style-type: none"> ● DEI Goal Setting ● DEI Professional Learning ● DEI Program Implementation <p>Engage staff members in Diversity, Equity, and Inclusion Professional Learning</p>	<p>Developing of district wide Diversity, Equity, and Inclusion Council</p> <p>Meet with PDEC to plan Diversity, Equity, and Inclusion professional learning opportunities</p>	<p>Conduct quarterly Diversity, Equity and Inclusion Council meetings</p> <p>Review Diversity, Equity, and Inclusion programs and Practices</p> <p>Increase in classroom libraries to include more diversity in titles, themes, genre</p> <p>Create school wide lessons related to diversity, equity, and inclusion</p>	<p>Staff members participating in DEI Committee meetings</p> <p>Implicit bias training</p> <p>Counter stereotype images used throughout the curriculum and displays</p> <p>Classroom libraries will have more robust titles celebrating diverse individuals</p>