A *Strategic* Plan for Education in Suffield 2021-2026:

An Overview

SUFFIELD PUBLIC SCHOOLS · SUFFIELD, CT

STEM

- Expand K-5 STEM program
- Build SMS STEM Lab
- Expand SHS STEM and Design Labs

Data

- Launch K-5 Google Data Studio
- Initiate K-8 STAR Universal Assessments
- Conduct Student Achievement Meetings
- Develop School Data teams

Professional Learning

- Consult with EastConn
- Calibrate teacher evaluation with consultant
- Continue work with Teacher's College staff developers

Celebrations

Community

- Suffield Summer Connections
- Start year full in
- March in Suffield's 350 Parade
- Beautify Suffield High School's courtyard

Diversity

- Redesign program for English Learners
- Growing diversity of Suffield's students

Our Vision

for 2026

As a result of their K-12 school experience, students will see school as a place where they are *respected*, *supported* and appropriately *challenged*, and where they have the opportunity and encouragement to **explore their interests and abilities** through both curricular and co-curricular activities. Students will become <u>independent</u>, <u>confident</u>, and <u>goal-directed</u> *decision makers* who are *resilient* and *able to adapt* to the social, emotional and educational challenges both within and outside of the school.

Our Mission:

To prepare all students with the knowledge, skills and attributes required for success in a rapidly changing world

Theory of Action / Problem Statement:

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

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

Suffield Board of Education Goal #2:

Where We're Headed

K-8 Improve Academic Performance of All Students

Current SBAC Percent Target Achieved Literacy		**2026** SBAC Percent Target Achieved Literacy*	
Grade 5	*Grade 8*	*Grade 5*	*Grade 8*
67.7%	53.5%	85.9%	75.7%
***		***	
Math		Math**	
Grade 5	*Grade 8*	*Grade 5*	*Grade 8*
80.0%	74.9%	85.7%	87.6%

Where We're Headed

K-8 Improve Academic Performance of Students with High Needs *

Current

SBAC Percent Target Achieved

Literacy
58.0%

***

Math
67.9%

2026

SBAC Percent Target Achieved

Literacy
62.0%

***

Math
80.0%

* As defined by eligibility for Free or Reduced Lunch (FRL) or designation as English Learner (EL) or Student With Disability (SWD)

Where We're Headed

SHS

Improve Academic Performance
of All Students

Current (2018-19)
SAT

Evidence-Based Reading and Writing

74.0%

Meet or Exceed State Benchmark

(Scaled score: 480)

***

Math

46.2%

Meet or Exceed State Benchmark

(Scaled score: 530)

2026
SAT

Evidence-Based Reading and Writing

85.9%*

Meet or Exceed State Benchmark

(Scaled score: 480)

***

Math

66.3%**

Meet or Exceed State Benchmark

(Scaled score: 530)

How We're Getting There
K-12 Improve Academic Performance of All Students

Literacy

- K-8 Professional development with Teachers College staff developers on Balanced Literacy approach

- Word work

- Implementation of grammar curriculum and assessment with data review

- Fundations and Spelling Assessments

Both Literacy and Math

- Coaching to provide instructional feedback

- STAR universal assessments to track student growth 3 times a year

- K-12 Google Studio with data for each grade level and teacher for use in PLCs

- Continued use of the Interim Assessment Blocks

- Student Achievement meetings

- MTSS School-based data teams

- Data coaching on STAR assessments

- EastConn consultation on strengthening MTSS structures

- SBAC target data review

- Accountability for curriculum implementation

- Strategy groupings

- Increase PD for co-teaching model

- SAT Question-Level Analysis and practice questions

Math

- Math fact fluency

- Number talks

- Increase student dialogue

- Identify and target skills gaps

- Use math manipulatives

- Review of Math curriculum

Where We're Headed
SHS Advanced Placement:
Improve STEM Performance

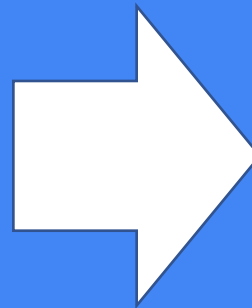**Current**

2026

% of STEM AP Courses

2019   2021

42.8%   0.0%

Meet State Levels of 3 and Above

% of STEM AP Courses

71.4%*

Meet State Levels of 3 and Above

How We're Getting There
SHS Advanced Placement: Improve STEM Performance

Expand SHS Stem Lab

Continue expansion of K-5 STEM program

Increase K-12 STEM offerings with a K-5 focus

Develop STEM lab at Suffield Middle School

Summer STEM program

Industry partnerships

Cross-district partnerships

Career CTE pathways/ Asnuntuck/UTC

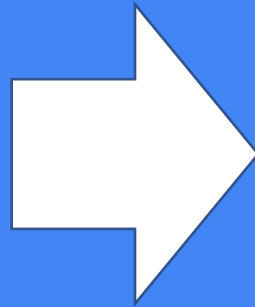Streamlining curriculum and skills progression

ITEEA Competitions

Developing cross-curricular connections

Where We're Headed
Improve Social Emotional Learning: Increase DESSA Screening Participation

Current

2026

63%
of Suffield students
Spaulding
McAlister
Suffield Middle School

100%
of Suffield Students
Spaulding
McAlister
Suffield Middle School
Suffield High School

Where We're Headed
Improve Social Emotional Learning:
Reduce Chronic Absenteeism among Special Populations*

Current

2026

21.6%

Among

Special Populations

19.05%

Among

Special Populations

*as defined by designation as EL or SWD; qualifying for FRL; or identification as Hispanic

How We're Getting There
Improve Social Emotional Learning

- Focus on Student Activities with Director of Athletics and Student Activities
- Revisioning of 6-12 school counseling to meet the needs of Suffield students
- Tier 1 classroom lessons targeted based upon targeted DESSA goals
- Responsive Classroom implementation and professional learning
- Family School Liaison
- Partner with Community Health Resources (CHR)
- Continued presence of School Resource Officer (SRO)
- Collaboration with Juvenile Review Board (JRB)
- SEL parent newsletter
- Parent trainings and SEL speaker series
- Diversity, Equity, and Inclusion Council
- Continued Responsive Classroom professional learning and implementation
- Potential RULER (Yale) program training at SMS
- Professional development on Tier 1 instruction to support EL students
- Culturally Responsive Teaching, diverse texts, inclusive curriculum shifts
- Increased use of co-teaching model
- Continue partnership with Director of Youth Services
- Conduct home visits

PELP Coherence Framework

"Task Predicts Performance"
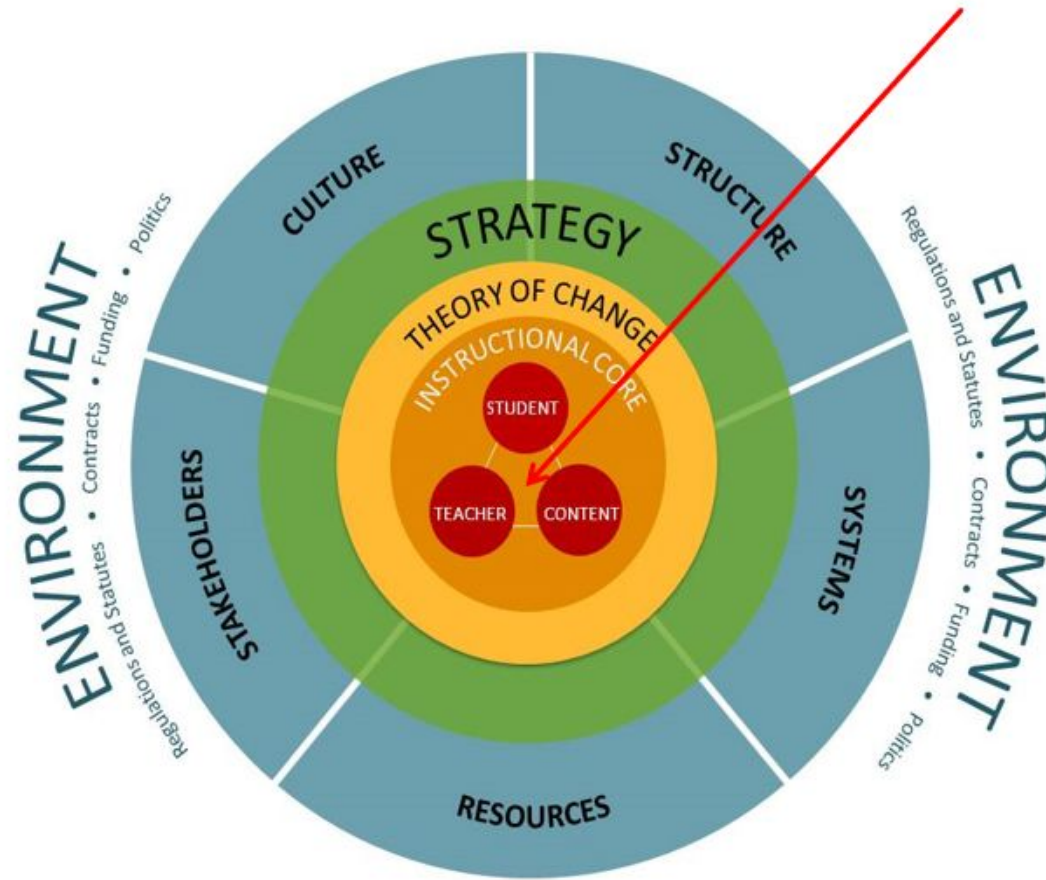
Focusing on the Instructional Core

- How will this affect teachers' knowledge and skills?

- How will this affect the level of content in the classroom?

- How will this affect the role of the student in the instructional process?

- How will this affect the relationship between the teacher, the student, and content?

Childress, Stacey, Richard F. Elmore, and Allen Grossman (2004) "Note on the PELP Coherence Framework." Harvard Business School Publishing Case, 2004.

District Priorities 2021-2022

Curriculum and Programming

- Suffield Public Schools Portrait of the Graduate
- Social Emotional Learning
  - RULER
  - Responsive Classroom
- Teachers College Readers and Writers Workshop (AWS, MIS, SMS)
- Science, Technology, Engineering and Mathematics and Manufacturing & Career and Technical Education Pathways (AWS, MIS, SMS, SHS)
- Portfolio and Senior Project/Capstone (SHS)
- School Counseling and Student Support Services (SMS, SHS)
- Student Athletics and Activities Programming (AWS, MIS, SMS, SHS)

2021-2022 District Priorities

Academic Achievement

- Student Achievement and Outcomes Meetings (AWS, MIS, SMS, SHS)
- Multi-tiered System of Supports (AWS, MIS, SMS, SHS)
- Data Studio/Data Analytics (AWS, MIS, SMS, SHS)

Professional Learning

- Academic Achievement, Outcomes, and Feedback (AWS, MIS, SMS, SHS, and Admin. Calibration)
- Multi-tiered System of Supports (AWS, MIS, SMS, SHS)
- Teachers College Reading and Writing Project (AWS, MIS, SMS)
- Diversity, Equity & Inclusion Practices (AWS, MIS, SMS, SHS)

School Advancement Plans Alignment-BOE Goal 1

Identified Goal	Indicator of Success
Ongoing and Consistent Family/Staff Communication	Parent meetings in person or zoom, School Messenger, Newsletter Facebook, Twitter, School Web Page, in person events, Weekly Staff updates, Weekly leadership meetings, New Teacher Academy, classroom observations and drop ins and feedback
Identified Goal	**Indicator of Success**
Increase Access to counseling and support services	Parent feedback, 1:1 Career, College and Course Placement meetings, Parent information evenings, Mental Health Workshops, CHR, Family/School Liaison
Identified Goal	**Indicator of Success**
Enhance Community Partnerships	Suffield Observer, Parks/Rec,Youth Services DEI, Parent Advisory, PTO/PTAC, Athletic/Student Activities Director, Family/School Liaison, Suffield 350th Parade, Suffield on the Green

School Advancement Plans Alignment-BOE Goal 2

Identified Goal	Indicator of Success
Implementing systems for teachers and administrators to access data.	Google Studio data platform, ongoing use of Data Analytics
Identified Goal	**Indicator of Success**
Increase the reliability and effective use of data	Student Achievement Teams (building-weekly), (district- trimester)
Identified Goal	**Indicator of Success**
Refine MTSS process & broaden programming (push-in & pull-out services	Revision of planning and instructional practices Increase number of students approaching and meeting grade level expectations

School Advancement Plans Alignment-BOE Goal 3

Identified Goal	Indicator of Success
Collaborate with PDEC, and district administration to create professional development based on current needs	Maintain a 95% or higher favorable rating on PD survey

Identified Goal	Indicator of Success
Utilize instructional coaches to provide support to staff for in-person learning and quarantine students	Recovery teachers and tutors, consistent look to Google Classroom and Seesaw

Identified Goal	Indicator of Success
PD for staff on instructional technologies, social emotional learning, and trauma-based instruction	Walkthroughs, drop ins, effective feedback, improved calibration

School Advancement Plans Alignment-BOE Goal 4

Identified Goal	Indicator of Success
Continue to review and revise grade-level units of study	Increase in student achievement as measured by SBAC, SAT, Advance Placement
Increase student achievement on standardized assessments	

Identified Goal	Indicator of Success
Successful engagement of certified staff in the district teacher support and evaluation program	Adoption and implementation of state approved "flexibilities" to TEVAL
Completion of TEAM modules by SPS teachers	Administrative calibration of feedback to teachers (Tepper/Flynn)

Identified Goal	Indicator of Success
Enhance pedagogical practices to best support teachers	Summer training for new faculty, Team, Professional Development for Team Leaders

School Advancement Plans Alignment-BOE Goal 5

Identified Goal	Indicator of Success
Partnership with Center for School Change to develop Board Goals Strategic Five Year Plan	Portrait of a Graduate

Portrait of a Graduate / Strategic Plan Process:
  Phase 1: (2020-2021)
        Stakeholder Feedback Focus Groups
                Board of Education
                Administration
                Instructional Coaches
                Elementary Teachers
                Secondary Teachers
                Elementary Students
                Secondary Students
                Elementary Parents
                Secondary parents
  Phase 2: (2021-2022)
        Stakeholder Feedback Stakeholder Synthesis
                Months of October - December
                Stakeholder Presentation to BoE
        Board of Ed Portrait of a Graduate/Strategic Plan Retreat
                Months of January - May
                        Incorporate Portrait of the Graduate with multi-year Board of Education Goals and Strategic Plan

School Advancement Plans Alignment-BOE Goal 6

Identified Goal	Indicator of Success
Develop Diversity, Equity and Inclusion Council composed of teachers, parents, administrators, and students	Bi-annual meeting with full committee, monthly meetings at building level
Identified Goal	**Indicator of Success**
Review Diversity, Equity, and Inclusion programs, practices, curriculum	Responsive Classroom Training,Black and Latino Studies course 2022, school calendar, evening programs
Identified Goal	**Indicator of Success**
Diverse and inclusive curriculum, course recommendations, programs	course approval, increase enrollment in STEM, increase enrollment in activities

Definitions

- **Growth Model**—On the Smarter Balanced Assessment (SBAC), growth describes the change in achievement for the same student over two or more points in time. A growth model can help set appropriate student achievement targets, monitor student growth in achievement toward those targets, and identify students who are not growing at an adequate rate.

- **Growth Targets**—An ambitious growth standard to put the student on a path to higher levels of achievement that was achieved by a reasonable percentage of students. Based upon student achievement within 8 bands of achievement (SBAC).

- **Percent Target Achieved**—How much of the growth target was achieved by the students (SBAC).

See Edsight Portal: (linked here) Performance>Smarter Balanced>Growth Model for more information

Definitions

- **Theory of Action**— Connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices.

- **Problem Statement**— A concise description of an issue to be addressed or a condition to be improved upon. It identifies the gap between the current (problem) state and the desired (goal) state of a process or product.

Definitions

- **Students with High Needs**—Students who be at risk of educational failure or otherwise in need of special assistance and support. In our district this may refer to students qualifying for Free and Reduced Lunch programs (FRL), English Learners (EL), Students With Disabilities (SWD), or students of Hispanic descent.

- **Multi-Tiered Systems of Support (MTSS)—**A framework that helps educators provide academic and behavioral strategies for students with various needs. This is an outgrowth of the Scientifically-Researched Based Interventions (SRBI) process and Positive Behavioral Interventions and Supports (PBIS) and incorporates instruction at Tiers 1, 2, and 3 as well as social-emotional learning.

see article MTSS vs SRI: What's the Difference?

Definitions

DESSA—Devereux Student Strengths Assessment is a 72-item standardized, norm referenced behavior rating scale that assesses the social-emotional competencies that serve as protective factors. The assessment is strengths-based, meaning that the items query positive behaviors rather than maladaptive ones.

Chronically Absent Child— An enrolled child whose absences are greater or equal to ten percent of the total time of enrollment. (link to <u>Public Act No. 15-225</u>)

Absence— Excused, unexcused, or disciplinary absence

Truancy— Four unexcused absences in a single month or ten unexcused absences for the school year,

Chronic Absenteeism Rate—State statute requires district to form attendance review team

    <10% for the district

    <15% for one school