



Connecticut River Academy (Middle Level) Strategic Plan Update for June 2022

Focus Area	Teaching and Learning
Goal #1	Connecticut River Academy Middle-Level will provide rigorous high quality instructional opportunities for all scholars and Staff while supporting their social and emotional well-being.
Objective	Staff will utilize rigorous, evidence based instruction that meets individual learner needs and improves learning outcomes.

Actions	Indicators of Success	Person(s) Responsible	Resources Needed	Progress Update 6/22
Develop new report card and align /Parent Portal	New report card implemented 65% of parents accessing Parent Portal	Administrators and Staff	Office manager to provide all families with Parent Portal access codes	New report card (SBG) created and implemented this year. Continuing to work with LEARN to ensure standards are aligned and up-to-date. Parent Portal was not made available to parents in 21-22. Will be open and accessible for 22-23.
Curriculum development in Math, English Language Arts, Science and Social Studies	Curriculum maps aligned to standards Creation of pacing guides	Superintendent, Administrators and Staff	Outside consultants	Standards alignment with CTRA: graduation domains, performance indicators and scoring criteria complete. Unit planning and identifying learning targets will begin during June PD.
Curriculum development in Technology, Music, PE/Health, Art, Digital Media	Curriculum maps aligned to standards Creation of pacing guides	Superintendent, Administrators and Staff	Outside consultants	Standards alignment with CTRA: graduation domains, performance indicators and scoring criteria complete. Unit planning and identifying learning targets will begin during June PD. We have not created a Digital Arts position/class at this time.

<p>Book study to increase teacher capacity creating Learning Targets, Success Criteria and rigorous tasks</p>	<p>Evidence or practices implemented during 85% of classroom walkthroughs and formal observations</p>	<p>Administrators and Staff</p>	<p>Goodwin University Magnet School System support Development of common language and common understanding of the instructional core / tasks vs activities</p>	<p>Focus for 21-22 SY was on the Instructional Core. We are still collecting data on frequency and consistency of implementation, particularly with the core teachers who have been on board since the start of the school year (excludes Math, Music, PE/Health). All educators have received feedback formally (evaluations) and informally about implementation of components of the Core. We have begun talking about rigorous tasks, using the Hess Matrix. This work aligns with the standards work and the assessment (standards based grading/report cards) work that is on-going with GSP.</p>
<p>Create "Look For" documents aligned to Learning Targets, Success Criteria and task rigor</p>	<p>Increased # of classrooms using effective Learning Targets, Success Criteria and rigor to engage learners and maximize instructional time</p>	<p>Administrators and Content Staff</p>	<p>Sample look-for documents / time to create our own</p>	<p>This is next level work for 22-23 and beyond.</p>

Focus Area	Teaching and Learning
Goal #2	Connecticut River Academy Middle-Level will continue to foster innovation and creativity in its scholars, families, and Staff.
Objective	Schools will develop clear and cohesive support systems to accelerate social-emotional, behavioral, and academic learning.

Actions	Indicators of Success	Person(s) Responsible	Resources Needed	Progress Update 6/22
Develop and train Staff in Multi-Tiered System of Supports at middle grades	Comprehensive system for identifying scholar needs, addressing them and progress monitoring scholars during 6-8 week Multi-Tiered System of Supports cycles	All Staff	- Creation of What I Need Now (WINN) block in building schedule - allocation of supports (Staff and materials) to meet the needs of scholars	A WINN block was in the 21-22 schedule two times per week, but we lacked the staff to implement effective intervention planning, implementation and monitoring. Next year we will have two full time interventionists in Math and Reading and a 45-minute WINN block every day so we can effectively implement intervention cycles and data teams. We will use Performance Matters to track all MTSS data.
Train Staff in Social and Emotional Learning curriculum and build time in schedule to implement curriculum	- Staff maximize Crew and What I Need Now (WINN) time - Staff work in data teams to identify needs, group scholars, plan interventions and assessments	All Staff	Consensus on Social and Emotional Learning program	We learned in December that we had licenses purchased for the Second Step program. Implementation began in January 2022 during WINN blocks, one or two times per week. Focus for this year was on Tier I implementation and use of common language across all areas
Develop Data Teams and Collaborative Planning Time	Consistent use of data protocols (Data Wise) to continuously identify and address academic, behavioral and Social and Emotional Learning needs	Administrators and teams	- Data Wise resources - Time in building schedule for teams to meet	Data teams were inconsistent in 21-22 due to lack of common planning time during the school day. We used some of the Tuesday afternoon faculty meeting time for training in data protocols (DateWise) and collecting/analyzing/interpreting data for future planning in the following areas: scholar attendance, office referrals and discipline, Math and Reading (STAR data).

Focus Area	Teaching and Learning
Goal #3	Connecticut River Academy Middle-Level will continue to foster innovation and creativity in its scholars, families, and Staff.
Objective	Scholars will develop self-awareness to take ownership for their learning.

Actions	Indicators of Success	Person(s) Responsible	Resources Needed	Progress Update 6/22
Use of "Scholar Concern Sheets" (SCS) and Office Discipline Referrals to track and address barriers to a safe and productive learning environment	Scholars utilize the Scholar Concern Sheet forms and participate in restorative conferences Decrease in Office Discipline Referrals	Staff and Scholars	Behavior Interventionist, Social Service Workers and Administrators availability to meet with scholars/groups as needed	Scholar Concern sheets were developed and implemented by staff starting in the late fall/early winter of this year. All scholars have access and report appreciating the opportunity to share their concerns/voice. 100% of forms are addressed with the scholars by administration, SSW and/or behavior interventionist. One area for improvement is finding time for restorative conferences and follow-up with scholars. The ODR data collected this year is our baseline data. As of 5/10/22 we had collected 92 office discipline referrals.
Define attributes of the four Habits of Work (HOW)	Scholars can correctly explain each Habits of Work and how they demonstrate it in a variety of settings	Scholars can correctly explain each Habits of Work and how they demonstrate it in a variety of settings	- Habit of Work posters - Exit tickets/scholar self-reflections in each content area related to Habit of Work	During Summer 2021 staff agreed upon four Habits of Work: Flexible Thinking, Self Regulation, Persistence, Social Awareness. Upon reflection at the end of the year, staff would like to revisit these and align them more to our RIVER Code. We will also be aligning them between the HS and MS during our work in June with GSP.
Implement scholar-led conferences	100% of scholars meet with their families in March	Staff and Scholars	Staff to facilitate scholars generating reports or presentations to communicate with their families about their successes and challenges in school	March conferences parent participation (in-person or virtual) was 96%. Of those conferences held, approximately 75% were student-led. We need to better communicate with families about the purpose and procedure of SLC (some parents came in to meet without their scholars).

Focus Area	Teaching and Learning
Goal #4	Connecticut River Academy Middle-Level will continue to foster innovation and creativity in its scholars, families, and Staff.
Objective	Staff will apply their professional learning to ensure the development of scholars' future success in school and life.

Actions	Indicators of Success	Person(s) Responsible	Resources Needed	Progress Update 6/22
Develop "Explore" Pathways for grades 6-8	Resources developed and instruction occurring for scholars and families Scholars enroll in High School pathways	Superintendent	- Local businesses - University contacts - Community contacts	Meetings were held with Arsome staff and technology staff at CTRA MS/HS.
Fidelity to the magnet theme	Consistent efforts and commitment by all Staff to the initiatives defined for each school year	All Staff	- Magnet theme development - Grant writing	Ongoing work