School Improvement Plans

Region 15 Public Schools
10/26/26

Region 15 District Level

Area(s) of Focus **(Academic)**	**Strategies** **(What are you doing this year?)**	**Evidence** **(How do/will we know the strategy is working?)**
Improve ELA and Math achievement and growth, with a specific focus on K-8.	• Weekly meetings with the literacy coaches to ensure curriculum pacing/alignment, share best practices, work through challenges • Work with interventionists and coaches, refinement of criteria for Tier 2 and 3 intervention for math and ELA and discuss Tier 1+ • District data review quarterly to discuss Tiers of students, strategies used, and progress monitoring • Establishment at least one day a week for the Humanities Chair and Math/Science Chair to be at each middle school for classroom visits, meetings with administration and coaches, support coaching work and school-based focus areas • ELA support for elementary and middle admins for instructional calibration and middle school assessment revisions • Development of district-level mini instructional rounds process to improve collaboration across schools, learn from one another, and build a shared capacity to solve problems	• Similar pacing across district, similar structures • Decline in the number of students who need Tier 2 and 3 supports because of more Tier 1+ supports • Strengthen and implement consistent middle school assessments in ELA and Math tied to grade level standards • Documented structure developed for instructional rounds (with each school participating) and district trends identified

Pomperaug Elementary School

Area(s) of Focus (Academic)	Strategies (What are you doing this year?)	Evidence (How do/will we know the strategy is working?)
Close the SBA achievement gap between ELA and Mathematics while continuing to increase Mathematics achievement, K-5.	**Targeted Data Reviews:** Use grade-level meetings to identify students performing below benchmarks on NWEA, easyCBM, and classroom assessments and determine appropriate supports. **Expanded WIN Support:** Added general education aides alongside teachers, interventionists, and tutors to increase adult-led instruction in flexible, data-informed small groups and reduce reliance on Chromebook activities. **Increased Literacy Coaching:** Targeted classroom coaching cycles through modeling, observation, and feedback based on assessment data. **Connected Professional Learning:** Using Wrap meetings to build on prior topics and address instructional needs identified through student data. **Purposeful Planning:** Increase teachers' and coaches' use of current data to align instructional strategies and co-design small group lessons that address students' needs. **Six-Week Monitoring Cycles:** Use the DataWise process during Data Team and grade-level meetings to review small-group plans, monitor growth across WIN, Tier 1+ and Tier 2/3 supports, and adjust instruction and interventions.	**Classroom Level:** Monitor student growth toward mastery of targeted standards through quick checks, exit tickets, conferring notes, and student work. Conduct principal walkthroughs and observations to assess instructional alignment, pacing, and evidence of student learning. Use these findings to refine small-group instruction, address skill gaps, and accelerate student progress. **Grade Level:** Grade levels rotate through weekly Data Team and Wrap meetings to analyze progress-monitoring and unit assessment results. Teams track growth within Tier 1 and Tier 2 groups, document instructional adjustments, and evaluate whether those changes improve student performance. **School Level:** Weekly PIC meetings connect student data to professional development, leadership priorities, and coaching cycles. The Leadership Team, including PIC, ITLs, and the lead teacher, reviews NWEA MAP, RR, easyCBM, and classroom trends to evaluate student growth and adjust coaching support. **District Level:** SBA results are examined alongside benchmark assessments and classroom evidence to determine whether ELA achievement is improving, the gap between ELA and mathematics is narrowing, and mathematics achievement continues to grow.

Pomperaug Elementary School

Area(s) of Focus **(School Climate)**	**Strategies** **(What are you doing this year?)**	**Evidence** **(How do/will we know the strategy is working?)**
Strengthen students' sense of belonging so every student feels welcomed, included, valued, and connected to the school community, supporting engagement and access to learning.	**RULER:** Build students' social-emotional skills through a shared language for recognizing, understanding, and managing emotions. **Daily Morning Meetings:** Strengthen relationships and classroom communities by providing regular opportunities for students to connect, share, and feel heard. **STAR:** STAR has 3 levels of PBIS. Celebrate students and reinforce shared school values. **Community Days:** Build connections across grade levels through activities with teachers and peers beyond students' own classrooms. **PTO Partnerships:** Strengthen home-school connections through collaborative events and opportunities for family involvement.	**SAEBRS:** Monitor changes in students' social, academic, and emotional risk indicators to assess progress and identify needs for additional support. **District Survey:** Review feedback on belonging, inclusion, and connection to determine whether students feel welcomed, valued, and supported.

Gainfield Elementary School

Area(s) of Focus (Academic)	Strategies (What are you doing this year?)	Evidence (How do/will we know the strategy is working?)
Proactive Early Intervention via Tier 1+ Instruction Addressing learning gaps early within core instruction to reduce the number of students requiring intensive Tier 2/3 intervention and increasing the support for T1+ instruction. **<u>T1+</u>** **Fall '24**: 0 students in T1+ **Fall '25**: 46 students in T1+ **Fall '26**: 55 students in T1+ **<u>T2/T3</u>** **Fall '24:** 41 students in Tier 2/3 **Fall '25:** 26 students in Tier 2/3 **Fall '26:** 14 students in Tier 2/3	Four core strategies represent our efforts to address the areas of focus: Data Teams diagnose the need, Purposeful Planning designs the core delivery, Wrap Meetings hone teacher skills, and WIN Blocks deliver the student-facing execution. **Data Teams:** Dedicated collaborative sessions where educators regularly analyze student data to identify learning trends, evaluate instruction, and tailor responsive Tier 1+ interventions for student success. **Purposeful Planning:** Full-day collaborative partnerships between grade-level teachers and literacy or math coaches, dedicated to unpacking standards, aligning instructional strategies, and co-designing high-impact lessons. **Wrap Meetings:** Before-school professional learning blocks that allow staff to engage in targeted skill-building, share best practices, and continuously refine Tier 1+ classroom instruction. **WIN Blocks:** A dedicated period of personalized instruction allowing teachers to deliver targeted academic support or deeper concept application based on real-time student data.	**Primary Success Measure:** Proportionately fewer students needing Tier 2/3 support as Tier 1+ instructional efficacy increases, demonstrating that classroom teachers are successfully identifying and resolving learning gaps before intensive intervention is required. **Student Growth Evidence:** Steady growth on benchmark assessments and classroom work (NWEA MAP, grade level assessments in literacy and mathematics), with students successfully meeting grade-level standards and transitioning off Tier 1+ monitoring. **Daily Implementation (Fidelity):** 100% staff active participation in Data Teams, Purposeful Planning, Wrap Meetings, and WIN Blocks across every K–5 classroom.

Gainfield Elementary School

Area(s) of Focus (School Climate)	Strategies (What are you doing this year?)	Evidence (How do/will we know the strategy is working?)
The Gainfield School TRACKS Award honors one student per classroom monthly for exemplifying core values: Trust, Respect, Accountability, Cooperation, Kindness, and Safety. A review of historical records indicates that while some students receive recognition repeatedly, pockets of individual students go multiple years without being recognized. Our focus is to strengthen our school culture so that every child is intentionally seen, valued, and celebrated, guaranteeing no student is overlooked year after year.	**Historical Data Reflection:** Staff analyze multi year TRACKS award records to identify students who have gone unrecognized. **Add Unified Specials Team Recognition:** Specialists (Art, Music, PE, Library) actively nominate and award TRACKS recognition, ensuring students who may struggle in the traditional classroom setting can be reinforced for shining in creative, kinesthetic, or non-traditional settings.	**Primary Outcome:** Decrease in the number of students who have gone multiple years without being recognized. **Staff Awareness:** Increased awareness among staff of this specific student population, leading to deliberate, ongoing observation across both classroom and non-classroom settings toward student recognition.

Long Meadow Elementary School

Area(s) of Focus (Academic)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)
To improve student performance as measured by Smarter Balanced Assessments in ELA & Math: **5th grade cohort** ● As 4th graders in 2025-26, this group scored 67% at proficiency in ELA and 66% at proficiency in math. ● On fall NWEA, nearly half of this cohort were below the 65% percentile in both reading and math. ● Most of those students are in a performance band that is nearing proficiency.	**Restructure our data practices** ● Data Teams meet during wrap time, so they no longer depend on substitute coverage. ● Data Team includes admin, coaches, teachers, school counselor, school psych, & other staff. ● Support teacher data proficiency through EduClimber workshops. **Increase shared understanding** ● Admin meeting with coaches weekly to support their work with this cohort. ● Increase informal classroom visits to better support through granular working knowledge. **Increase instructional time** ● Look into purposefully and collaboratively increasing instructional time.	**Primary Measure** ● On the winter NWEA administration, students' scores will move from below the 40th percentile up to the 41st-64th percentile band. Also, students' scores will move from the 41st-64th percentile band up to above the 65th percentile. **Classroom Level** ● On the daily math cool-downs and ELA conference notes, students will demonstrate key concepts and skills successfully. ● Progress monitoring for Tier 1+ students will show progress toward closing grade-level gaps. **School Level** ● Math EOU assessments and reading running records will show increased proficiency compared to standards. ● Progress monitoring and classroom assessments for students receiving intervention will show the gap closing. **State Level** ● Increase in SBA achievement & growth proficiency to at or above proficiency and tighter growth gaps.

Long Meadow Elementary School

Area(s) of Focus (School Climate)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)
To build meaningful relationships and increase students' sense of belonging and sense of connectedness to school. ● Increase students' sense of belonging in the school setting. ● Work to support those students who exhibit challenging behaviors, the staff who work with them, and their peers.	● Faculty & other meetings focus on common routines to promote belonging. ● Strategies include how we welcome students. ● Consistent routines & expectations across school teams. ● TIES Belonging Reflection tool to identify "glows" and "grows." ● Start student advisory group.	● Fewer students will be flagged "at risk" on SAEBRS from fall to spring. ● Favorability responses will increase on district survey items re: how students treat each other. ● TIES Belonging Reflection Tool will show growth in belonging practices from fall to spring. ● Advisory groups, School Culture, and Climate Committees will provide feedback to confirm the trend.

Middlebury Elementary School

Area(s) of Focus (Academic)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)

Increase ELA and Math overall performance and growth in grades 3-5 with a targeted emphasis on eliminating our historical performance dip in Grade 4.	• Rebalance coaching support
	  ○ *Per quarter (Q1 grades 3-5)*
	  ■ *Literacy: standards alignment, small group planning, pacing*
	  ■ *Math: Content, Teaming, Timing*
	• Facilitate regular team meetings to co-plan core lessons, refine delivery strategies, and standardize small-group structures across classrooms.
	• Partner special education teachers with core instruction to co-plan and deliver standards-based lessons that target achievement gaps.
	• Conduct tri-weekly Data Team reviews to analyze benchmarks, formative data, and observation trends to identify root causes of performance dips.
	• Monitor student growth trajectories across Tier 1 and Tier 2 to deliver flexible, needs-based small-group instruction
		• Daily touchpoints with the Leadership team, weekly leadership meetings,coaching calendar creation, grade level data team meetings, teacher feedback, reflective conversations, lesson and small group planning sessions
		• Growth towards standards in data as seen in quick-checks and exit tickets to evaluate lesson pacing and standard master. Adjusted daily small-group instruction alongside coaches to address immediate student needs as seen in small group plans.
		• Conduct data team meetings to review progress monitoring and unit assessment results, tracking student movement between tiers and refining instructional strategies to correct performance dips.
		• Evaluate grade-level interim benchmark performance (e.g., IABs, MAP) and analyze schoolwide classroom trends to strategically align coaching resources and support high-impact instruction.

Middlebury Elementary School

Area(s) of Focus (School Climate)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)
Cultivate inclusivity within the school community and greater Middlebury community.	• 9/11 Day community projects (Pledge) • CHIRP and Cheer assemblies to include inclusivity focus • MES Stuff a Bus • Community food pantry • Cricket Crews • Classroom/Grade level community projects (both within MES community and greater community)	• School Culture agendas and notes • Community events (calendar) • Community list of partnerships • CHIRP and cheer program notes

Rochambeau Middle School

Area(s) of Focus (Academic)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)
To promote ambitious instruction across content areas that results in… 1. **Greater alignment of instructional practices and assessment toward content standards with fidelity.** 2. **Authentic learning experiences aligned to specific content skills and capacities to promote interest, real world problem solving, and higher order depth of thinking.** 3. **Improved student performance on Smarter Balanced Assessments in ELA, Math, & Science** Optimize core instruction and multi-tiered supports by using real-time performance data to drive targeted small-group learning, foster student goal ownership, and strengthen evidence-based literacy and reasoning across all subject areas and grade levels. **Theme: “Leveling Up!”**	**Data-Driven Decision Making & Student Goal Setting** • **Interim & Outcome Data Use:** Utilizing SBAC, MAP/NWEA, FIAB, and common assessments during teacher data team time to identify skill gaps and target students on performance band thresholds. • **Student Ownership & Frequent Checkpoints:** Reviewing data directly with students for goal setting, paired with multiple graded math checkpoints to monitor understanding prior to end-of-unit tests. **Targeted & Responsive Small-Group Instruction** • **Tier 1+ & Multi-Tiered Interventions:** Executing targeted small-group instruction across all subjects to close achievement gaps between regular education and high need peers. • **Optimized Instructional Time:** Leveraging WIN block for independent reading stamina, freeing ELA class time for standards-aligned strategic instruction, and aligning small-group math (TransMath) with Illustrative Math practices. **Cross-Curricular Literacy & Continuous Prof. Growth** • **Evidence-Based Reasoning & Informational Text:** Embedding informational reading in Science/Social Studies and expecting students to explain/support their thinking with evidence across all grade levels and content areas. • **Instructional Rounds:** Conducting voluntary instructional rounds with coaches, administration, and peers to observe and refine these specific target practices in action. • **Increased Instructional Coaching Cycles** for ELA and Math to provide additional support and feedback	• Fall 2026 MAP Data showing growth at all grade levels comparative to last year’s performance. Fall to Spring (will compare Fall to Winter this year) • Increased rigor in classroom assessments with a targeted focus on identified skill areas central to student performance on standardized assessments. • Positive upward trend in student FIAB performance - teaching into targeted priority standards to close the gap • Improved student performance on IM checkpoints and end of unit assessments - identified plans of support for students showing ongoing difficulty • Greater reading stamina among students with deeper level of analysis and inferencing using textual evidence • Department and Instructional leader feedback and next steps to guide continued professional learning (look-fors)

Rochambeau Middle School

Area(s) of Focus (School Climate)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)
Strengthen a positive and inclusive school climate by implementing regular opportunities for students and staff to build meaningful relationships, promote emotional wellness, and increase connectedness, in order for students to feel safe, supported, and successful.	**Inclusive Student Connections & Enrichment** • **Multi-Grade Advisory:** Builds school-wide connectedness and peer leadership. • **Afterschool Programs:** Leverages PTO support for diverse, tracked interest-based offerings. • **Unified Sports:** Promotes social inclusion, mutual respect, and friendship through shared athletics. **Positive School Culture & Recognition** • **Grade-Level Community Meetings:** Monthly gatherings for feedback, celebrations, and reaffirming expectations. • **#RMSPride Spotlight:** Monthly public recognition of student and staff academic/character traits. • **School Climate Meetings:** Monthly strategic reviews to address climate conditions and student needs. **Proactive Behavioral, SEL & Attendance Supports** • **SAEBRS Universal Screener:** Early identification of SEL needs to deploy targeted interventions for at-risk students. • **Proactive Discipline & Conflict Resolution:** Multi-stakeholder approach using developmentally appropriate consequences and restorative strategies. • **Attendance Monitoring Protocol:** Monthly multidisciplinary reviews (social work, counseling, admin) to reduce chronic absenteeism among high-needs students. **Family & Community Engagement** • **Multichannel Outreach:** Consistent ParentSquare communication and social media presence to keep families informed and involved in school events.	• Parent and Student focus groups and interim survey administered at mid-point of school year identifying areas of strength and opportunities for continued growth • Formation of a student leadership advisory panel that informs school climate initiatives. • Ongoing staff feedback during bi-weekly faculty meetings to indicate a decrease in student behavior and school climate concerns • Parent, Student, Staff School Climate Survey administered at end of the school year will show demonstrated improvement in student connectedness and decreased student disciplinary challenges • Reduction in number of chronically absent students by end of the school year • SAEBRS SEL reports showing decrease in at-risk students and greater school connectedness

Memorial Middle School

Area(s) of Focus (Academic)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)
To improve student performance as measured by Smarter Balanced Assessments in ELA, Math, and Science. Examine the alignment of our instructional practices and assessments to the content and rigor of the Standards: Assessment Design: Aligned to standards? Shared understanding of learning targets? Clear success criteria? Does rigor match standard? Instructional Practice: Level of rigor of our tasks? Who is doing the thinking? Over scaffolding? Data Culture and Practices: How are we using formative and summative assessments to guide instruction? Identification of Tier 1+ students for classroom interventions.	**ELA and SS:** Strengthening unit assessments aligned to content and rigor of Standards. Clear articulation of success criteria. **Math:** Timely feedback to students via Cool Downs & Checkpoints. Consolidation conversations. Clear articulation of success criteria. **Science:** Instructional pedagogy that supports the rigor of the Standards. Clear articulation of success criteria. Purposeful Planning, Department Meetings, and Coaching Cycle/Professional Development conversations will focus on examination of assessments and student artifacts as demonstrative of success criteria, alignment to standards, and rigor.	Two levels of student performance data will be routinely examined: 1.Classroom level assessments to examine our level of rigor and alignment to standards. 2.Implementation of IABs and FIABs to predict student performance and provide timely support. Observable evidence during focused Admin Walkthroughs: Rigor and alignment (Who is doing the thinking? Alignment to standards? Ongoing assessment through higher level questioning techniques)

Memorial Middle School

Area(s) of Focus (School Climate)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)
To build meaningful relationships, promote emotional wellness, and increase student connectedness to school. Continue to develop weekly Advisory sessions with School Climate Committee: SEL Advisory Lessons, Town Hall, Game Day, First Chapter Friday. Implement SAEBRS tool as a universal screener for SEL: Academic, Social, and Emotional.	Continue to develop our School Wide Charter with students during weekly Advisory sessions. Continue to garner student feedback during Advisory on school wide issues. Town Hall meetings provide a small forum for these issues to be worked on as a community. Advisory lessons focus on community building, upstanding, and school connection. Promote after school clubs and events with students to build community.	Review of disciplinary data. Student feedback and participation during Advisory sessions and student feedback. Teacher feedback during Team Meetings with Administration and Guidance. Community Climate Committee (Stakeholders)Feedback Grade level RISE recognitions for positive behavior. Participation in afterschool clubs and events.

Pomperaug High School

Area(s) of Focus (Academic)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)
Improve rigorous instruction, differentiation, and student choice through collaborative data use and curriculum-aligned SAT-style practice in every department as well as NGSS-aligned science instruction. On the spring 2027 assessments for 11th grade students, increase the mean SAT total score by a statistically measurable amount and the percentage meeting the state achievement standard in each SAT subject and NGSS Science compared with spring 2026. **Strengthen Curriculum-Aligned Instruction and Assessment:** All departments will regularly integrate SAT-style questions, NGSS-aligned tasks, and targeted skill assessments into instruction. Teams will analyze SAT/PSAT data, identify priority skills, and implement reteaching and enrichment strategies to improve student achievement. **Use Data-Driven Collaboration and Professional Learning:** Departments and PLCs will regularly work on student-work analysis cycles, monitor instructional effectiveness, and document student progress. Both Math and English teachers will monitor data of students in intervention labs. Implementation reviews by teachers and leaders, along with targeted professional learning opportunities will support consistent practices and continuous instructional improvement.	**Strengthen Instructional Practices and Differentiation:** Establish and reinforce consistent school-wide Tier 1+ instructional practices that emphasize differentiation, rigorous engagement, intervention, enrichment, and student choice. Support implementation through professional learning, shared instructional resources, and collaborative peer observations. **Promote Data-Driven Instruction and Continuous Improvement:** Utilize PLCs and department collaboration to analyze student performance, engagement, and feedback through consistent data sources and protocols. Apply findings to refine instructional strategies, address individual learning needs, and improve student outcomes. Evaluate and share out strategies that support the high achievement of Advanced Placement courses.	**Instructional Alignment and Professional Growth:** Increased consistency in curriculum alignment, effective instructional practices, and data-driven collaboration across departments, supported by professional learning, PLC discussions, and ongoing analysis of student performance. **Student Achievement and Engagement:** Improved student engagement, academic performance, and skill development, as evidenced by common assessments, student work, reduced course failure rates, increased credit attainment, and growth on SAT, PSAT, and NGSS-aligned assessments while closing the gap that exists for ‘high-needs” students.

Pomperaug High School

Area(s) of Focus (School Climate)	Strategies (What are we doing this year?)	Levels of Evidence (How do/will we know the strategy is working?)
Strengthen school climate and culture through relationship-building, meaningful student voice, and inclusive events. By June 2027, increase the percentage of students attending at least one monitored school event over 2025–2026, increase total student attendance at comparable events and improve favorable student belonging responses. **Increase Student Engagement and Participation:** Strengthen student involvement through Pomp Senate, club collaboration, coordinated event promotion, and student-designed activities. Track participation across school events and use student feedback to identify and address barriers to involvement. **Foster School Belonging and Inclusivity:** Expand opportunities for all students to connect through targeted outreach, student leadership, and inclusive activities. Use belonging surveys and participation data to monitor engagement, identify underrepresented student groups, and improve students' sense of school community.	**Strengthen Student Voice and Leadership:** Expand the role of the Pomperaug Senate, student feedback structures, peer mentoring, and student ambassador programs to increase student input, leadership opportunities, and meaningful involvement in school decisions and initiatives focusing on our theme of "Own Your Journey". **Foster a Positive, Inclusive School Culture:** Enhance school connectedness through coordinated communication, extracurricular participation, recognition of student achievements, and school-wide celebrations. Use climate and participation data to address barriers to belonging, reduce isolation, and create a more welcoming and supportive school environment.	**Student Voice and Belonging:** Increased student engagement, sense of belonging, and meaningful participation in school-wide decisions, as reflected in student climate surveys, student attendance rates,, and Pomperaug Senate feedback. **Staff and Family Engagement:** Increased staff and parent/guardian awareness, involvement, and collaboration in supporting a positive school culture, leading to more responsive practices, improved communication, and stronger school-community connections.