

SUFFIELD PUBLIC SCHOOLS



*District Planning
for
Continuous Improvement*

**SCHOOL AND PROGRAM
IMPROVEMENT PLANS**

2017-2018

Office of the Superintendent
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INTRODUCTION

DISTRICT IMPROVEMENT PLAN
FOR
CONTINUOUS IMPROVEMENT

In 2012 members of the Suffield community including Board of Education members and professional staff from the school district developed a 5-year strategic plan to guide the district in continuous improvement. The following District Improvement Plan follows the district vision and mission from the Suffield 2012 -2017 Strategic Plan as this continues to be relevant. The strategic plan goals provide the framework for the District Improvement Plan and the **annual** school and program improvement planning and accountability.

The Superintendent implements and monitors the District Improvement Plan and the School Development Plans within a strategic planning process, to develop coherence, clarity and alignment across the district that will ensure positive outcomes for students.

School Improvement Plans provide each school community opportunities to influence annual school priorities within the context of the District Improvement Plan. A draft School Improvement Plan, written by the principal based on school data and school community input, will be reviewed each September with the Superintendent. Finalized Improvement Plans will be presented to the Board of Education and public in October. Mid-year reviews will occur by February with school administration to determine progress towards each plan's goals. A performance summary including all student, staff and family data will be provided to the Board of Education and public in the following school year's improvement plans. The yearly performance summary will enable the Board to review the district's progress toward the district's goals and will provide the Superintendent with an internal accountability structure in support of continuous improvement.

SUFFIELD PUBLIC SCHOOLS

The Mission of the Suffield Public Schools

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.

School District Five-Year Strategic Goals 2012 -2017:

1. Complete the policy, practice and cultural shifts needed to transition to a digital learning environment.
2. Design and implement a systemic plan for professional learning aligned with district needs.
3. Systematically use data to drive and improve practice.
4. Create an aligned and accessible curriculum that embeds 21st century skills and is aligned with Common Core Standards.

School District Beliefs:

Believing that teacher growth = student growth:

The Suffield Public Schools is committed to a culture of growth, high expectations, collaboration, and 21st century skills so that all students are provided the best opportunity for success in tomorrow's world.

Believing that a healthy organization is effective and successful:

We, the Suffield Public Schools Community, are committed to the following cultural norms:

- Be present
- Speak your truth
- Assume good intent
- Risk for growth
- Do what you say
- Let go and move forward

DISTRICT IMPROVEMENT PLAN

District Imperatives

1. *Improve student outcomes*
2. Create and implement an aligned 21st century curriculum
3. *Teacher evaluation and instructional observation*
4. Professional development
5. Organizational norms
6. *Communication and coherence*

During the 2016 and 2017 school years the Suffield Public Schools is focusing on the district imperatives of: Improve student outcomes, Teacher evaluation and instructional observation, and Communication and coherence. At the same time our district imperatives of Create and implement an aligned 21st century curriculum; Professional development, and Organizational norms will also receive district-wide attention.

Long Term District-Wide Improvement Goals 2016 -2018:

The District goals are supported by school level and Special Services improvement plans, district-wide and school-based professional development activities, the Suffield Teacher Growth and Evaluation Plan and the district's curriculum development and instructional improvement strategies. The Assistant Superintendent and principals will document progress towards these goals in early fall of 2017. The entire faculty and administration through collaboration and coherence will focus on three primary improvement goals and aligned long-term and short-term strategies.

District Long Term Improvement Goal 1: Curriculum & Instruction:

- ◆ District Imperative: Improve Student Outcomes
 - *Develop a comprehensive Social Emotional Learning plan resulting in improved student behavior and positive school climate*
 - *Improve academic performance of all students*

Key Measures & Evidence for Goal 1:

1. SBAC data will reflect increasing numbers of students meeting or exceeding goal and fewer students overall not meeting goal.
2. STAR Math data grades 1 – 8 will reflect increasing numbers of students meeting or exceeding goal.
3. Degrees of Reading Power grades 3 -8 will reflect increasing numbers of students meeting or exceeding goal.
4. SAT data will reflect increasing numbers of students meeting or exceeding goal in math, reading and writing.
5. ACT data will reflect average scores in English, math, reading and science that exceed state averages.
6. Data from interventions, tutorials, and other support systems will indicate effectiveness.
7. Increase graduation rate of all students.
8. Increase percentage of students grades 9 -12 successfully completing one AP course by graduation.
9. Spring survey data from students, teachers and families will show improvement in the area of climate demonstrating a positive trend in safe, respectful and responsible behavior in school.
10. Expulsion and suspension data will reflect positive trend K -12.
11. Office referral data for behavior will reflect positive trend K-12.

District Long Term Improvement Goal 2: Teacher (& Administrator) Growth = Student Growth

- ◆ District Imperative: Teacher Evaluation & Instructional Observation
 - *Continuous improvement of classroom instruction*

Key Measures & Evidence for Goal 2:

1. Spring survey data from students will show improvement in the area of teaching and learning.
2. Spring survey data from families will reflect an increase in families who believe that their children are being challenged academically at school.
3. Spring survey data from teachers will show improvement in the area of teaching and learning.
4. Spring survey data from teachers will reflect an increase in teachers who believe that the feedback they receive from their administrator helps improve their instruction, that feedback is timely, and that they have weekly access to meaningful data to help improve instruction.
5. Spring data from teachers will reflect an increase in teachers who believe that they have opportunities to grow through teacher-led learning time/collaborative time.
6. Positive trend on all student performance data for Goal 1.

District Long Term Improvement Goal 3: Organizational Health

- ◆ District Imperative: Communication & Coherence
- *Increase consistency and clarity of communications*

Key Measures & Evidence for Goal 3:

1. Spring survey data from families will reflect an increase in families who believe that they know how their child is doing before receiving a report card, that their child's school makes communication with families a priority, that schools are encouraging family and stakeholder engagement and communicating the vision and mission of the Suffield Public Schools.
2. Spring survey data from teachers will reflect an increase in teachers who believe their administrators are supporting the district norms.
3. Strategic budgeting aligns resources with district priorities.
4. Professional development surveys from teachers will reflect they believe that their training is aligned to our strategic goals of: Organizational Health, Teacher Growth, and Curriculum & Instruction.
5. Positive trend demonstrated in school attendance at all schools.
6. Positive trend in viewer usage of informational and communication media systems.

Short Term Strategies
Supporting
District Imperatives & Long Term Strategic Goals

Knowing that achieving our goals requires coherence and commitment within our entire educational community; teachers provided input on determining priority strategies.

1. Increase collaboration time for all teacher groups and teacher led learning.
2. Provide resources and time to improve and write curriculum in all areas of study.
3. Strengthen social-emotional wellness/character development programming.
4. Improve intervention procedures and practices.
5. Develop a comprehensive social emotional learning plan that creates conditions and systems to analyze, interpret, and leverage academic & social emotional student data effectively.
6. Provide teachers with opportunities for professional development in student centered learning, PLC, K-12 core text math, differentiated and specialized instruction.
7. Continue to improve organizational health by clearly defining roles and expectations throughout the district.
8. Strategically budget to support teacher growth and student outcomes.
9. Continue to establish benchmark data in all content areas.
10. Revise grading practices and policies.
11. Develop & implement a coordinated plan for non-evaluative observations: to improve instructional practices & feedback.
12. Continue to reflect and evaluate effectiveness of teacher growth & evaluation plan at the Professional Development & Evaluation Committee (PDEC) and strengthen the voice of PEDC.
13. Increase community awareness of district programming and activities to engage students, families and community members as supportive partners.
14. Continue student focus groups to increase student voice in the learning process.

District Professional Development Priorities

Positive student outcomes are dependent on high quality teacher practices. As in all professions, professional development is a vital ingredient to improving professional practice. Professional development ensures that all teachers continue to build quality instructional practices through time.

Through collaboration with the Professional Development and Evaluation Committee (PDEC), professional development opportunities for teachers are tailored to support our District improvement goals and our long-term professional development strategies of building administrator and teacher capacity and developing the leadership capacity of students, faculty, staff, and administration.

Listed below are the core vehicles that will facilitate and drive professional development throughout the district to ensure that all students are provided the best opportunities for success in tomorrow's world.

Improvement Goal 1: Curriculum & Instruction

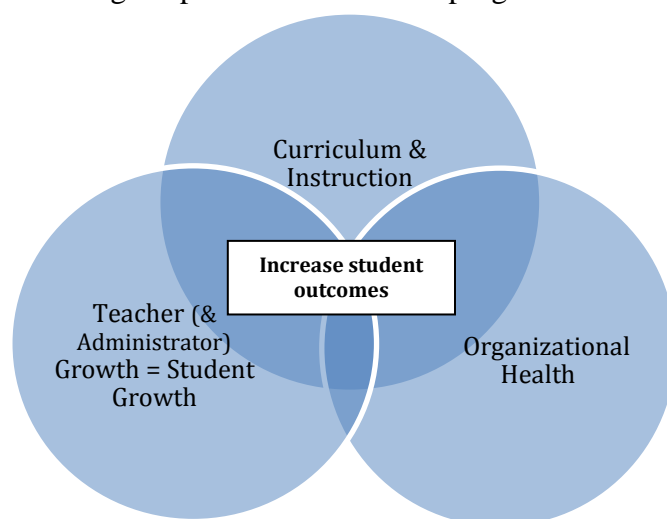
- Partnership with the Center for Children with Special Needs to improve instructional practices for students with complex learning profiles
- District-wide professional learning communities
- District-wide math training to provide support for core text implementation, intervention, assessment, and best practices
- Elementary and secondary curriculum leaders to support curriculum development and instruction of the core academic content areas

Improvement Goal 2: Teacher (& Administrator) Growth = Student Growth

- District guidance for administrators regarding teacher growth and evaluation and instructional feedback practices
- PK-5 Math and ELA instructional coaches for classroom teachers
- PK-12 instructional technology training for teachers
- Implementation of responsive classroom model PK – 5
- Structured professional development offerings early release days that are online to district goals and priorities

Improvement Goal 3: Organizational Health

- Focused discussions on organizational health development in all schools
- Monthly PDEC meetings to provide feedback on progress towards goals



Key Measures & Evidence:

Through the creation of the District Improvement Plan, several key measures and evidence indicators for each district improvement goal have been identified. Below are specific data points that will be tracked over time to monitor the effectiveness of our district and school improvement efforts as well as our professional development priorities.

Key Measures & Evidence for Goal 1: Curriculum & Instruction

1. SBAC data will reflect increasing numbers of students meeting or exceeding goal and fewer students overall not meeting goal.

SBAC – English Language Arts (ELA)

| Grade Level | % at level 3 or 4 2014-2015 | % at level 3 or 4 2015-2016 | % at level 3 or 4 2016-2017 |
|--------------------|--|--|--|
| 3 | 68% | 68% | 55% |
| 4 | 60% | 59% | 63% |
| 5 | 76% | 74% | 65% |
| 6 | 79% | 69% | 72% |
| 7 | 84% | 71% | 69% |
| 8 | 63% | 70% | 69% |

SBAC - Math

| Grade Level | % at level 3 or 4 2014-2015 | % at level 3 or 4 2015-2016 | % at level 3 or 4 2016-2017 |
|--------------------|--|--|--|
| 3 | 51% | 57% | 54% |
| 4 | 48% | 46% | 54% |
| 5 | 38% | 37% | 43% |
| 6 | 49% | 53% | 61% |
| 7 | 62% | 56% | 48% |
| 8 | 45% | 49% | 58% |

2. STAR Math data grades 1 – 8 will reflect increasing numbers of students meeting or exceeding goal

| Grade | % At/Above Grade Level Expectation/Goal, Spring 2016 | % At/Above Grade Level Expectation/Goal, Spring 2017 |
|--------------|---|---|
| 1 | 48% | 53% |
| 2 | 49% | 43% |
| 3 | 62% | 49% |
| 4 | 47% | 47% |
| 5 | 28% | 41% |
| 6 | 52% | 50% |
| 7 | 58% | 47% |
| 8 | 63% | 58% |

3. Degrees of Reading Power grades 3 – 8 will reflect increasing numbers of students meeting or exceeding goal

| Grade | % At or Above Grade Level Expectation, Spring 2016 | % At or Above Grade Level Expectation, Spring 2017 |
|--------------|---|---|
| 3 | 56% | 54% |
| 4 | 61% | 73% |
| 5 | 70% | 70% |
| 6 | 84% | 84% |
| 7 | 79% | 77% |
| 8 | 85% | 85% |

4. SAT data will reflect increasing numbers of students meeting or exceeding goal in math, reading and writing.

| SAT School Day | % Meeting or Exceeding Goal 2015-2016 | % Meeting or Exceeding Goal 2016-2017 |
|-----------------------|--|--|
| ELA | 82% | 80% |
| Math | 54% | 56% |

5. ACT data will reflect average scores in English, math, reading and science that exceed state averages.

| School Year Results and % of SHS students taking | English | Math | Reading | Science | Composite |
|---|----------------|-------------|----------------|----------------|------------------|
| 2013 (32%) | 24.0 | 24.3 | 24.3 | 23.3 | 24.2 |
| 2014 (56%) | 23.9 | 25.0 | 24.2 | 23.9 | 24.4 |
| 2015 (54%) | 22.9 | 23.1 | 23.9 | 23.2 | 23.4 |
| 2016 (63%) | 23.1 | 23.7 | 24.1 | 23.2 | 23.7 |
| 2016 State Averages | 24.4 | 24.1 | 25.0 | 24.1 | 24.5 |
| 2017 (55%) | 24.6 | 24.4 | 25.4 | 24.3 | 24.6 |
| 2017 State Averages | 25.5 | 24.6 | 25.6 | 24.6 | 25.2 |

6. Data from interventions, tutorials, and other support systems will indicate effectiveness.

Percentage of academic intervention students meeting grade level expectations (2016-2017)

| | F&P | | DRP | | STAR Math | | STAR Reading | | SBAC Math | | SBAC ELA | |
|---------|---------------|-----|---------------|-----|---------------|-----|---------------|-----|---------------|-----|---------------|-----|
| | # of Students | % | # of Students | % | # of Students | % | # of Students | % | # of Students | % | # of Students | % |
| K | 17 | 64% | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Grade 1 | 24 | 16% | N/A | N/A | 14 | 50% | 24 | 52% | N/A | N/A | N/A | N/A |
| Grade 2 | 16 | 35% | N/A | N/A | 20 | 53% | 16 | 19% | N/A | N/A | N/A | N/A |
| Grade 3 | 20 | 38% | 20 | 15% | 24 | 19% | 20 | 15% | 24 | 10% | 20 | 27% |
| Grade 4 | 23 | 67% | 23 | 23% | 21 | 4% | 23 | 20% | 21 | 14% | 23 | 17% |
| Grade 5 | 19 | 36% | 19 | 22% | 19 | 0% | 19 | 28% | 19 | 0% | 19 | 8% |
| Grade 6 | N/A | N/A | 12 | 38% | 16 | 6% | N/A | N/A | 16 | 27% | 12 | 33% |
| Grade 7 | N/A | N/A | 8 | 46% | 11 | 12% | N/A | N/A | 11 | 12% | 8 | 31% |
| Grade 8 | N/A | N/A | 2 | 0% | 10 | 41% | N/A | N/A | 10 | 17% | 2 | 0% |

7. Increase graduation rate of all students

| Year | High Needs | Special Education | Non High Needs | Non-Special Education | Total |
|------------|----------------------|-------------------|----------------|-----------------------|-------|
| 2012-2013 | 78% | | 98% | | 93.6% |
| 2013-2014 | 86% | | 98% | | 95.3% |
| 2014-2015 | 86% | | 99% | | 96.2% |
| 2015-2016* | | 72% | | 96.8% | 93.8% |
| 2016-2017 | Pending CSDE results | | | | |

**CSDE discontinued reporting on high needs & non-high needs due to confidentiality*

8. Increase percentage of students grades 9 -12 successfully completing one AP course by graduation

| School Year | % of students taking an AP Course | % of students scoring 3 or higher |
|-------------|-----------------------------------|-----------------------------------|
| 2012-2013 | 17% | 92% |
| 2013-2014 | 21% | 87% |
| 2014-2015 | 22% | 80% |
| 2015-2016 | 20% | 89% |
| 2016-2017 | 25% | 82% |

9. Spring survey data from students, teachers and families will show improvement in the area of climate demonstrating a positive trend in safe, respectful and responsible behavior in school.

| Spring Climate Survey | % Responding Favorably, Spring 2016 | % Responding Favorably, Spring 2017 |
|-----------------------|-------------------------------------|-------------------------------------|
| Students | 81% (Grs. 3-12) 69% (Grs. K-2) | 80% (Grs. 3-12) 74% (Grs. K-2) |
| Teachers | 82% | 86% |
| Families | 88% | 89% |

10. Expulsion and suspension data will reflect positive trend K -12

| District Totals | 2013-2014 | 2014-2015 | 2015- 2016 | 2016-2017 |
|-------------------------------------|------------------|------------------|-------------------|------------------|
| Number of expulsions | 3 | 5 | 3 | 1 |
| Number of in-school suspensions | 144 | 34 | 316 | 211 |
| Number of out-of-school suspensions | 33 | 36 | 50 | 37 |

11. Office referral data for behavior will reflect positive trend K-12

| Year | Total number of office referrals |
|-------------|---|
| 2015-2016 | 3,307 |
| 2016-2017 | 2,863 |

Key Measures & Evidence for Goal 2: Teacher (&Administrator) Growth = Student Growth

| District Wide Spring Survey Results By Stakeholder Group and Question | | |
|---|--|--|
| | % Responding Favorably, Spring 2016 | % Responding Favorably, Spring 2017 |
| Students | | |
| 2. Spring survey data from students will show improvement in the area of teaching and learning. | 81% | 81% |
| Families | | |
| 3. Spring survey data from families will reflect an increase in families who believe that their children are being challenged academically at school | 83% | 82% |
| Teachers | | |
| 4. Spring survey data from teachers will show improvement in the area of teaching and learning. | 79% | 85% |
| 5a. Spring survey data from teachers will reflect an increase in teachers who believe that the feedback they receive from their administrator helps improve their instruction | 80% | 83% |
| 5b. Spring survey data from teachers will reflect an increase in timely feedback | 83% | 87% |
| 5c. Spring survey data from teachers will reflect an increase in having weekly access to meaningful data to help improve instruction | 73% | 85% |
| 6. Spring data from teachers will reflect an increase in teachers who believe that they have opportunities to grow through teacher-led learning time/collaborative time. | 64% | 83% |

7. Positive trend on all student performance data for Goal 1. *See above data points.*

Key Measures & Evidence Goal 3: Organizational Health

| District Wide Spring Survey Results By Stakeholder Group and Question | | |
|--|--|--|
| | % Responding Favorably, Spring 2016 | % Responding Favorably, Spring 2017 |
| Families | | |
| 1a. Spring survey data from families will reflect an increase in families who believe that they know how their child is doing before receiving a report card | 84% | 82% |
| 1b. Spring survey data from families will reflect an increase in their child’s school making communication with families a priority | 74% | 79% |
| Teachers | | |
| 2. Spring survey data from teachers will reflect an increase in teachers who believe their administrators are supporting the district norms | 73% | 83% |

3. Strategic budgeting aligns resources with district priorities. *2017-2018 District and school budget development will result in increasing alignment of resources and priorities.*

The 2017 – 2018 proposed budget represents the work of the entire leadership team who have studied and implemented the process of strategic budgeting and labored as a team to propose a school or department budget based on our District Improvement Plan and individual school improvement plans which focus on our district priorities which will increase student achievement and future success.

http://www.suffield.org/uploaded/BOE/Budget/2017-2018/Superintendent_Budget_Presentation_Town_Meeting_-_10_MAY_2017.pdf

4. Professional development surveys from teachers will reflect they believe that their training is aligned to our strategic goals of: Organizational Health, Teacher Growth, and Curriculum & Instruction.

| Year | % Responded Favorably |
|-------------|------------------------------|
| August 2016 | 69% |
| August 2017 | 79% |

5. Positive trend demonstrated in school attendance at all schools.

| Year | % of Students Chronically Absent K-12 |
|-------------|--|
| 2015-2016 | 6.7% |
| 2016-2017 | 5.1% |

6. Positive trend in viewer usage of informational and communication media systems.

Facebook:

Reach (how many people reached through their feed) = 81,536

Engagement (likes, comments, etc. by viewers) = 41,259

Parent Portal: Total hits (app and web) = 600,840

Suffield.org Website:

| Year | Page Views www.suffield.org | Unique Page Views | Avg. Time on a Page |
|-------------|--|--------------------------|----------------------------|
| 2016-2017 | 808,446 | 638,584 | 00:01:49 |