**FAIRFIELD PUBLIC SCHOOLS**

***MIDDLE* SCHOOL IMPROVEMENT PLAN** *(Version 3:* 11/14/13*)*

2013-2015

**School:** RLMS

**Principal:** Megan Tiley

**Date:** August 20, 2013

**Team Members:** Karin Shaughnessy, Ian Banner

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1. Narrative Analysis of Student Data

**Celebrations 2011-2013***(improvement over time, subgroup growth):*

***Math***

* In 2012 and 2013, the number of grade 6 students scoring at or above goal has continued to increase from 84.3% to 88.6%. (A net change of 4.3%)
* From 2011 to 2013, the number of grade 6 students scoring basic or below basic has decreased every year from 5% in 2011 to 2% in 2013. (A net change of 3%)
* In 2012 and 2013, the number of grade 7 students scoring at or above goal has increased 6% after an initial drop of 4% from 2011 to 2012.
* In 2012 and 2013, the number of grade 7 students scoring basic or below basic has decreased from 8% in 2012 to 5% in 2013. (A net change of 3%)
* 8th grade math Blue Ribbon scores went up throughout the year and showed a 6% improvement.
* The number of grade 8 students scoring in the below basis range decreased 1% .

***Reading and Writing***

***Grade 6:***

* From 2012 to 2013, there was an 11% increase in those students scoring in the advanced range in reading.
* From 2011 to 2013, there was a continued increase in the percentage of those students scoring at or above goal in reading.
* In 2013, 88.2% of students at this grade level scored at or above goal in writing.

***Grade 7:***

* From 2012 to 2013, there was a 6% increase in those students scoring at the advanced range in reading.
* From 2012 to 2013, there was an increase of 10.7% of those students scoring at or above goal in writing.

***Grade 8:***

* From 2012 to 2013, those students scoring at goal increased by 2% in reading.
* From 2012 to 2013, there was an increase of 6.8% in those students scoring at goal in writing.

**Challenges 2013-2015** *(identify needs):*

***Math***

* Grade 8 students scoring at or above goal has seen little growth over the last 3 years. (Hovering between 82% and 84%).
* Estimating skills and Customary and Metric Measurement (Strands 11 and 16) continue to be an area of weakness in the grade level courses with an average of 25% of these students not at the mastery level.

***Reading and Writing***

***Grade 6:***

* From 2012 to 2013, those scoring at or above goal in writing decrease by 2.1%; those scoring at advanced decreased by 4.8%.

***Grade 7:***

* From 2011 to 2013, those scoring at or above goal in reading largely remained the same, with only .2% growth.

***Grade 8:***

* From 2012 to 2013, those students scoring in the advanced range in reading decreased by 5.6%.
* From 2012 to 2013, those students scoring at or above goal in writing decreased by 6.6%.

**Hypothesize cause of these results** *(equal emphasis for both celebrations and challenges):*

**Celebrations:**

* *specific Math CMT preparation was given using coach books and online tutoring activities*
* Data team meetings placed a greater focus on what was and was not working based on student data (i.e., BRPs in social studies, and more standardized assessments in the curriculum)
* More data-driven practices used to track and monitor students (EIP)
* More emphasis was placed on *all* students reading in homeroom (SSR).
* More clarity of instructional focus using lesson objectives.
* Mini lessons on thesis creation for Social Studies that aligned with writing benchmark.
* 2011-2013 School Improvement Plan focused on nonfiction reading across all disciplines.

**Challenges:**

* New district common assessments

Problem of Practice: ***As a result of assessment data and observations, RLMS has identified the need to track student progress through established learning goals and targets for success.***

1. By level student achievement targets for middle schools for June 2013
2. Theory of Action Underlying This Plan

If we:

a. Craft clear, relevant, and rigorous learning goals and tasks, and

b. If we implement those tasks in the classroom and track student progress, and

c. If we collect and analyze the data generated from those tasks and identify specific areas of need, and

d. If teachers revise their instruction based on those needs, and

e. If administrators support and supervise this process, then

Student achievement will rise……and we will all celebrate success!

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| **SCHOOL-WIDE STRATEGIES**  **FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):**  **Student Desired Effect:**  ***Student achievement will increase through a school-wide focus on learning goals, tracking student progress, and celebrating success.*** | | | |
| **Adult Action: What are we going to do?**  *(Include persons responsible and the timeline)* | **Implementation Measure: How are we doing this work? What have we put in place to observe our work?**  *(Include specific actions taken to monitor the adult actions for implementation)* | **Evidence of successful implementation: How is our work impacting student learning: How do we know?**  *(Identify student achievement measures and timeline)* | **Support Needed:** What resources do we need to make it happen? |
| 1. Teachers provide clear learning goals and scales (rubrics) specific to the unit of study. | 1. Teacher has learning goals and scale (rubric) posted. 2. Teacher references learning goals and scales throughout the lesson. | 1. Students can explain the learning goal for the lesson. 2. Student can explain why they are doing what they are doing relative to the learning goal. 3. Students can articulate the meaning of the scale and how it applies to the learning target. | 1. Building/district professional development writing learning goals and scales. |
| 1. Teachers track student progress. | 1. Teacher uses formal and informal means to score students on a scale. 2. Teachers help student track their progress on the individual learning goal. 3. Teacher charts the progress of the entire class on the learning goal. 4. Teachers and administrators follow established norms and protocols for data-team meetings 5. Data team members develop an action plan inclusive of SMART goals. 6. Teachers and administrators utilize district rubric for data-team meetings. 7. Teachers and administrators utilize instructional rounds to provide feedback about the Problem of Practice. 8. Teachers develop Student Learning Objectives (SLO’s) and Indicators of Student Growth And Development (IAGD’s) that measure student progress. | 1. Students can describe their status relative to the learning goals using the scale. 2. Students systematically update their status of the learning goal. 3. Student achievement will increase based on action plan. 4. Teachers identify and implement appropriate tiered-level interventions. 5. Teachers use data to direct and differentiate instruction in conjunction with their SLO’s and IAGD’s. | 1. Professional development on use of Infinite Campus, Protraxx and data collection tools. 2. Training on SMART goal writing. 3. Effective data team training. |
| 1. School personnel recognize and celebrate success. | 1. Teacher recognizes students who have made gains. 2. Teacher celebrates the final status of the entire class. | 1. Students show pride in their accomplishments and are motivated to continue success. | 1. Positive behavior supports. |

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| **SCHOOL-WIDE STRATEGIES**  **FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):**  ***Students and Staff will work towards improving a safe school climate.*** | | | |
| What are we going to do, and why?  *(Adult Actions)* | Are we doing it? How do we know?  *(Adult Accountability)* | How is it impacting student learning? How do we know?  *(Evidence of Successful Implementation)* | What do “we” need, and why?  *(Adult Support)* |
| 1. Staff begins the creation of student success plans. | 1. Each student has an individual plan. | 1. Students will complete goals/assignments and staff will monitor progress | 1. Naviance training. 2. Activities created by grade level for students to complete |
| 2.All staff implements school-climate improvement practices. | 1.Staff documents initiatives/activities completed or in progress. | 1.Dean referrals/behavior incidents will decrease | 1. Staff (Administration, Deans, School Climate Committee, School Counselors) provides PD for staff on improving school climate. 2. Funding for programs. |
| 1. Staff will continue to implement and maintain Student Assistance Team initiatives. | 1. All grade levels participate in ongoing programs throughout the school year to foster student social-emotional development. | 1. Behavior incidents decrease. 2. Qualitative and quantitative data gathered through teachers and counselors. | 1. Staff support for all school implementation. 2. Funding for presenters and initiatives. |
| 1. Students and staff establish an increasing sense of connectedness to the school community and beyond. | 1. Staff and club advisors document attendance rates and program participation. | 1. Students will participate in a variety of clubs and activities after school. | 1. Faculty advisors for clubs. 2. Potential funding depending on initiative. 3. Support staff (paras, personnel) |