

Stafford Middle School

School Improvement Plan

2023-2024



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STAFFORD PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Stafford Public Schools is to prepare our students to assume productive, meaningful, and responsible roles in an increasingly competitive global society.



STAFFORD PUBLIC SCHOOLS EQUITY VISION STATEMENT

Stafford Public Schools embraces **diversity** as an asset. We recognize that everyone has different backgrounds, experiences, and interests and we forge an environment that promotes a sense of **belonging**. We cultivate **inclusive** opportunities for community members to share their **identity** and perspective in a safe, supportive environment.

Stafford Public Schools

Portrait of a Graduate



The Stafford Public Schools Portrait of the Graduate Framework prioritizes the skills and dispositions for students to become 21st Century learners in a rapidly evolving global community. The framework serves as the strategic map to execute the vision of teaching and learning for the students, staff, and administration of the school district.

Key Accomplishments for 2022-2023

- During the 2022-23 academic year, the Seventh Grade achieved an increase of 15% (ELA) and 11% (Math) of students achieving their grade level benchmarks on the Smarter Balanced Assessment on the English & Language Arts and Mathematics section respectively.
- During the 2022-23 academic year, the Eighth Grade achieved an increase of 11.3% of students achieving the grade level benchmark on the Next Generation Science (NGSS) Assessment.
- Stafford Middle School staff reported a 15.6% increase in their communicative efforts with families with the 2022-23 Stafford Public Schools Stakeholder Survey which netted a 29% increase in parental awareness of academic opportunity availability.
- The implementation of a new bell schedule that embedded further professional collaboration time to support the Districts PLC initiative
- Implementation of a comprehensive PBIS framework with included student incentives, success recognition systems, detailed reporting systems, and articulated flowchart for managing troublesome behaviors commonly found in the classroom environment.
- Increased integration of the SMS Parent Teacher Organization with multiple student and community events including Bingo Night, Family Movie Night, Cupcake Wars, and the Halloween Dance

STRATEGIC IMPERATIVE #1 - ORGANIZATIONAL HEALTH

Theory of Action: The Stafford Public Schools believes that if it designs and implements systems of wellness and social emotional health for faculty, staff, and students it will develop a strong culture of belonging, unity, and trust amongst every person in the community. Partnering with families, civic organizations, and local businesses, supports students with opportunities to expand connections to their learning outside of school walls.

District Long Term Strategy 1A - Increase coherence and consistency across the district to improve student outcomes.																							
Short-Term Goals & Key Actions	Person(s) Responsible	Targeted Outcomes																					
<p><i>Establish educational policies and practices that value equity and inclusivity in opportunity for all the members of the community.</i></p> <p>By June 2023, the Stafford Middle School Community will show a marked improvement in their levels of tolerance and acceptance of differences.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ● Continued completion of the DESSA Survey (3 times per year) <ul style="list-style-type: none"> ○ Regular reporting of DESSA outcomes to staff ● Homeroom Protocol Sheet that focus on SEL and Wellness ● Implementation of the Sixth Grade SEL Class ● Continue to utilize a data-driven SAT, PBIS Team and Grade Level Teams to identify and address student level needs ● Track disciplinary data that pertains to intolerant student behaviors <ul style="list-style-type: none"> ○ Regular topics at SAT meetings to focus on pervasive student behavioral concerns & trends 	<p>School Administration Tier One Instructional Staff Special Education Staff Paraprofessionals PBIS Committee BCBA School Counselor School Social Worker Team Leaders</p>	<ul style="list-style-type: none"> ● An overall increase in the reporting on the Stafford Public Schools Stakeholder Feedback Survey in the following areas <ul style="list-style-type: none"> ○ Section B, Section 1: Table 4: <i>Students in my school respect differences in other students</i> <ul style="list-style-type: none"> ■ 2020-21 - 54.3% ■ 2021-22 - 43.4% ■ 2022-23 - 36.1% ● A general decrease in the students rated as “in-need” in the data extrapolated from the DESSA student inventory in the specific areas of Self Awareness, Social Awareness, Self Management, & Relationship Skills <table border="1" style="margin: 10px auto; width: 80%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">2022-23</th> <th style="text-align: center;">Fall</th> <th style="text-align: center;">Winter</th> <th style="text-align: center;">Spring</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Self Awareness</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">Self Management</td> <td style="text-align: center;">46%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">33%</td> </tr> <tr> <td style="text-align: center;">Social Awareness</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">48%</td> </tr> <tr> <td style="text-align: center;">Relationship Skills</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">44%</td> </tr> </tbody> </table> ● Increase efforts by building administration, staff, and the building PBIS Team to proactively, consistently, and directly address intolerant behaviors amongst students. <ul style="list-style-type: none"> ○ Staff Trainings on Tier One Behavioral Management Expectations ○ Streamline the Reporting of Student Disciplinary 		2022-23	Fall	Winter	Spring	Self Awareness	38%	26%	29%	Self Management	46%	30%	33%	Social Awareness	54%	42%	48%	Relationship Skills	54%	42%	44%
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		<p>Infractions</p> <ul style="list-style-type: none"> ○ Monthly Data-based analysis of Displaanary efforts by the SAT & PBIS ● SAT Minutes Log displays regular discussions around individual student behavioral concerns and the creation of individualized plans to address them.
<p><i>Identify and determine strategies to enhance dialogue between schools to ensure a comprehensive transition plan to address the needs of all learners.</i></p> <p><i>By June of 2024, Stafford High School and Stafford Middle School will increase dialogue and develop strategies to ensure a successful transition between schools that supports the needs of all learners.</i></p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ● Cross building learning walks including debrief sessions to align practices (3x per year). ● Instructional and curricular alterations to improve student learning and transition. ● Each SMS Team will utilize one PLC cycle to focus on the development of rigorous academic skill. ● Vertical professional development opportunities to share and reflect on student data. ● Students will receive training on the following: <ul style="list-style-type: none"> ○ Executive functioning skills ○ Self-Regulation ○ Goal-Setting & Monitoring ○ Conflict Resolution ● Increased opportunities for SHS students to mentor SMS students (Partners in PRIDE, Athletic Teams, GSDA, etc.) 	<p>School Administration Tier One Instructional Staff Special Education Staff SMS Leadership Team & Team Leaders</p>	<ul style="list-style-type: none"> ● Increase the number and regularity of the cross building programs to include student mentorship opportunities, teacher learning walks, and amongst committees and leadership groups (PBIS, Team Leadership, Student Counsel, etc.) <ul style="list-style-type: none"> ○ 8th Grade Visit (Fall) & Orientation (Spring) ○ All District Music Concert (Spring) ○ Annual Dramatic Performance (Spring) ● Implementation of a Bell Schedule that aligns periods and transitions with Stafford High School ● Align practices around course recommendation and academic file transfers between SHS and SMS through regular dialog between Pupil Services staff and relevant administrators. ● An increased focus on student’s executive functioning, social and emotional learning, and academic skills through the creation of a standardized protocols for Homerooms, Lunchroom Supervision, ISS Duty, PLC Process, Detention, and Tier One Instructional Environments (SoPs) <ul style="list-style-type: none"> ○ Homeroom Protocol Sheet ○ SMS ISS Procedures ○ SMS Office Detention Protocols ○ Lunchroom Supervision ○ Classroom Standard Operating Procedure Document ○ Team Standard Operating Procedure Document ○ Professional Learning Community (PLC) Process

District Long Term Strategy 1C - Strengthen culture and climate in the district by fostering intentional systems that promote equitable and inclusive student and staff wellness.

Short-Term Goals & Key Action Steps	Person(s) Responsible	Targeted Outcomes
<p><i>Align systems of support to ensure the connectedness between PBIS, SEL, and the Comprehensive School Counseling Framework for students.</i></p> <p>By June 2023, Stafford Middle School will align a proactive and comprehensive system of support to meet student and staff social, emotional, and academic needs.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ● Continue to utilize the SPS MTSS Process ● Train staff in de-escalation and conflict resolution ● Continue to utilize a data-driven PBIS Team and system ● Generate standardized protocols designed to lend structure and support to students throughout the school day (i.e. Homeroom, Lunchroom, Classroom, etc.) 	<p>Administration, PBIS Team, Team Leaders, Student Assistance Team, and Pupil Services Team</p>	<ul style="list-style-type: none"> ● Utilize various systems and school-related agencies to decrease the percentage of students labeled as chronically absent <ul style="list-style-type: none"> ○ 2022-23 - 27.7% (91/328 students) ● An overall increase in the reporting on the Stafford Public Schools Stakeholder Feedback Survey in the following areas <ul style="list-style-type: none"> ○ Section B, Section 1: Table 1 - <i>There are teachers at this school who care about me.</i> <ul style="list-style-type: none"> ■ 2020-21 - 83.4% ■ 2021-22 - 79.3% ■ 2022-23 - 70.3% ○ Section B, Section 1: Table 3 - <i>At this school, there is a teacher or other adult who I can go to for help or support.</i> <ul style="list-style-type: none"> ■ 2020-21 - 80.1% ■ 2021-22 - 74% ■ 2022-23 - 64.4% ○ Section B, Section 1: Table 6 - <i>I feel safe at my school.</i> <ul style="list-style-type: none"> ■ 2020-21 - 81% ■ 2021-22 - 76.7% ■ 2022-23 - 58.6% ● SAT Minutes Log reflects the regularity of Team discussions around the individual student attendance concerns and the creation of plans to address them ● Initiate staff trainings in de-escalating student behaviors through the use of the RULER program ● SMS PBIS Team to design regular communications to the broader school community to inform them of initiatives, programs, and school events ● Increase the number of events for students to showcase their work and present it in a positive fashion

STRATEGIC IMPERATIVE #2 - CURRICULUM, INSTRUCTION & ASSESSMENT

Theory of Action: The Stafford Public Schools seeks to develop rigorous and engaging college and career readiness learning opportunities that embody the tenets of the *Portrait of the Graduate*. Ensuring that classrooms embrace high quality instructional resources and strategies will create opportunities for all learners to authentically apply their learning to the real world. All staff lead with the use of data to make informed decisions to maximize student potential.

District Long Term Strategy 2A - Implement data-driven decision making practices across all schools, departments, and the curriculum development process.		
Short-Term Goals	Person(s) Responsible	Key Actions and Targeted Outcomes
<p><i>Support Professional Learning Communities (PLCs) designed to collect, disaggregate, and analyze student performance data.</i></p> <p>By June of 2023, all staff will have engaged in regular PLC process meetings where student performance data is analyzed and instructional alterations implemented to improve student learning.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ● Operationally define the PLC process and the elements of the process as aligned to instructional planning and assessment. ● Administration will meet monthly with instructional coaches and/or team leaders. ● Continued use of the SPS PLC documents ● Regular PLC share outs at grade level team meetings 	<p>Grade Level Teams SMS Leadership Team Administration PLCs</p>	<ul style="list-style-type: none"> ● All staff are expected to complete 3 PLC cycles throughout the course of the 2023-24 academic year. ● Creation of a new PLC process protocol sheet for use throughout the 2023-24 academic year. ● Team Meeting minutes will indicate regular share out sessions of pertinent grade level PLCs ● SMS Leadership Team will gather PLC documents and make suggestions to the broader staff at Faculty Meetings
<p><i>Continue to develop a curriculum that is responsive to data, standards-based, culturally relevant, and aligns with the skills and dispositions of the Portrait of the Graduate.</i></p> <p>By June 2023, Stafford Middle School will integrate instructional practices and assessment modalities designed to engage student skills and dispositions</p>	<p>SMS Leadership Team Grade Level Teams Administration PBIS Committee Pupil Services Team</p>	<ul style="list-style-type: none"> ● An overall increase in the reporting on the Stafford Public Schools Stakeholder Feedback Survey in the following areas <ul style="list-style-type: none"> ○ Section B Section II: table 2: <i>I am taught skill on how to organize and prepare for new learning</i> <ul style="list-style-type: none"> ■ 2020-21 - 81.7% ■ 2021-22 - 79.7% ■ 2022-23 - 62.1% ○ Section B Section II: table 3: <i>My teachers try different</i>

outlined in the district’s Portrait of the Graduate, the SMS Core Values statement (SOAR), and grade level academic standards.

Action Steps:

- Continued emphasis placed on engaging instructional and assessment practices within curriculum development efforts.
- Target professional learning focused on increasing levels of student engagement & differentiation.
- Student rating sheets to be completed once per trimester identifying areas of strength and concern for the attributes articulated in the SMS SOAR & SPS PoG documents.
- Increased communication and collaboration about successfully implementing instruction and assessment practices through team meetings and/or PLC.
- Increased focus on specified Smarter Balanced Assessment strands and Next Generation Science Standards to improve student outcomes on state assessments through the development of grade level common assessments aligned to said standards

activities to make learning interesting.

- 2020-21 - 72.9%
- 2021-22 - 70.4%
- 2022-23 - 66.5%
- Section B Section II: table 5: *My teacher supports me in setting goals for learning.*
 - 2020-21 - 81.3%
 - 2021-22 - 79.2%
 - 2022-23 - 72.9%
- Section B Section II: table 7: *My teachers show me different approaches to learning to help me be successful.*
 - 2020-21 - 84.2%
 - 2021-22 - 75.2%
 - 2022-23 - 69.9%
- Each grade level team will be responsible for the creation of three grade level assessments within each discipline that directly assesses student growth towards mastery of academic skills addressed within their specific standards and the various strands of the SBAC and NGSS assessments.
- Increase percentage in students reaching grade level benchmarks within the tested areas of SBAC, NGSS, and CTPA.

SBAC - ELA	2020-21	2021-22	2022-23
6th Grade	35%	59.6%	44%
7th Grade	45%	48.1%	63%
8th Grade	40%	46.6%	35%

SBAC - Math	2020-21	2021-22	2022-23
6th Grade	15%	45.0%	35%
7th Grade	25%	27.1%	48%

		8th Grade	19%	40.0%	22%
		NGSS	2020-21	2021-22	2022-23
		8th Grade		48.7%	60%
<ul style="list-style-type: none"> • Displayed student growth throughout the 2023-24 academic through the completion of the SMS SOAR & PoG Progress Indicator Form • Multiple trainings offered to SMS Staff about instructional pedagogy specific to student engagement differentiation • Continued use of and development of School and Grade level specific rubrics designed to target student academic skill acquisition. • PBIS, Leadership, PLC, Faculty Meeting and Grade Level Team meeting minutes outlining discussions around specified student academic skill developments as identified within the SOAR and PoG documents. 					

STRATEGIC IMPERATIVE #3 - CONTINUOUS LEARNING FOR ALL

Theory of Action: Building capacity in the workforce is a critical element to ensuring that growth is at the heart of district improvement. The Stafford Public Schools continues to celebrate a professional learning system that integrates staff feedback, promotes opportunity for choice and customization to professional need, and continuous feedback. Providing these systems will enable the district to recruit and retain high quality educators able to promote positive change.

District Long Term Strategy 3A - Provide robust professional development offerings that are aligned with key professional learning themes annually.		
Short-Term Goals & Actions	Person(s) Responsible	Key Outcomes
<p><i>Continue the implementation of school learning walks to include cross-building opportunities for the showcase of high leverage instructional practice.</i></p> <p>By June 2023, all members of the Stafford Middle School staff will engage in three complete learning walk cycles.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ● All staff will complete three learning walk cycles throughout the course of the 2023-24 academic year (internally or externally) ● The development of a cohesive operational language regarding the SMS Learning Process ● Provide focused areas that drive school and teacher improvement efforts within the Learning Walk protocol 	<p>All Staff, SMS Leadership Team, & Instructional Coaches</p>	<ul style="list-style-type: none"> ● All staff will complete three (3) learning walk cycles throughout the course of the 2023-24 academic year (internally or externally). <ul style="list-style-type: none"> ○ Process forms to be submitted to the evaluating administrator prior to the Summative Meeting ● Staff will present their findings and conclusions at a faculty meeting. ● All learning walks will focus on one of the following areas: <ul style="list-style-type: none"> ○ Student Engagement: Pedagogy ○ Student Engagement: Assessment ○ Social Emotional Learning / Executive Functioning ○ Differentiation