

East Hampton Middle School Strategic Advancement Plan

November 2014

Presented by Nancy Briere, Principal



Vision

The East Hampton School District – preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

The Mission of East Hampton Public Schools

The mission of East Hampton Public Schools in partnership with our community is to develop knowledgeable, responsible, productive citizens who effectively demonstrate problem-solving and communication skills, make informed decisions and respond appropriately and confidently to life's challenges

District Goals

Goal 1. East Hampton Public Schools will engage all students in **integrated curriculum that fosters** essential life skills of **critical thinking** and reasoning, collaboration and communication, problem solving and innovation.

Goal 2. East Hampton Public Schools will prepare all students for college, career and life by **advancing digital literacy**.

Goal 3. East Hampton Public Schools will ensure that all students are taught and led by highly qualified professionals through the **continuous improvement of feedback and reflection** provided through the **advancement of professional learning communities**.

District Advancement: A thru line to learning

1. Student Achievement
2. School Climate
3. Instructional Leadership
4. Operations and Safety

District Goal: Student Achievement

To increase students' critical thinking

School Goal: To increase students' writing skills as evidenced by completion of On Demand writing

- Rationale: Through the Writer's Workshop model and the development of process writing our students are advancing their writing skills. Our school's focus is centered around a new writing rubric, aligned to the Common Core Standards, and its ability to focus instruction that meets the needs of all students.

School Goal: To increase students' writing skills as evidenced by completion of On Demand writing

Key action steps

- Students complete On Demand writing prompts three times a year in English Language Arts
- Students complete On Demand writing prompts three times a year in Social Studies
- Review of professional articles around CCSS and Writer's Workshop model
- Calibration of scoring
- Off-Site visits and in school observations

Evidence/Measurements

- 90% of grade eight Social Studies and ELA students initially scoring in the developing or needs substantial revision categories on an argumentative or explanatory writing rubric will increase their scores by one scoring band over the academic year.
- Notes from off-site and in school classroom visits
- Feedback from article reviews

District Goal: School/Climate Culture

To develop a shared understanding of the district's vision, mission, and goals as evidenced by increased communication

School Goal : To provide students' parents and guardians with academic and social information about student progress

- Rationale (data):

Based on the results of a school-wide survey completed by parents in May, 2014, the Middle School staff and faculty determined this area of focus to improve or maintain our positive school climate and culture.

Questions	Always agree	Usually agree	1+2	Sometimes agree	Never agree	3+4
Q6 Staff provides information about my student's progress.	31.71%	46.34%	<u>78</u>	17.07%	4.88%	<u>22</u>

School Goal: To communicate to parents and guardians about their student's academic and social progress

Key action steps

- Faculty will provide updates to Edline student information twice a week.
- Staff will average at least two positive communications each week to their students' families.
- Staff will communicate student progress to our school, parents and community through written and oral presentations.
- Information from parental school-wide survey will be shared through monthly newsletters, PTO meetings and monthly parent forums.

Evidence/Measurements

- Response to question #6 on school wide parent survey, ***staff provides information about my student's progress***, will be maintained or will increase to between 78 % - 83%.
- Teachers will submit communication logs.
- Information about parental communication through monthly newsletters, PTO meetings and monthly parent forums will be provided.

District Goal: Instructional Leadership

School Goal: To develop and maintain a school-wide culture that promotes continuous professional growth through collaboration, feedback and reflection facilitated by our participation in the SPDG grant

- Rationale:

Based on the results of the professional development survey administered to faculty during the fall of 2014 teachers wished to focus on reflection through the teacher evaluation system, and continued school wide growth through participation in the SPDG (School Personnel Development Grant).

PROFESSIONAL DEVELOPMENT PLAN SUMMARY

MIDDLE SCHOOL

2014-2015

2.

NEEDS

ASSESSMENT

(Bulleted list of needs assessment items you discussed in your June meeting with your school PD committees)

- ☐ CCSS integration
- ☐ Vertical team time
- ☐ Technology integration
- ☐ IEP review
- ☐ Writing prompts and calibration
- ☐ PBIS
- ☐ Curriculum development/updates for K12
- ☐ Data warehouse training (INFORM)
- ☐ Writers/grammar workshop
- ☐ Interschool communication on students
- ☐ Inter-discipline curriculum integration
- ☐ Collaboration with special education teachers
- ☐ Advisory
- ☐ SBAC

3.

PD GOALS

(PD goals/priorities that you have established for the 2014-2015 school year for your school)

- ☐ Further teaching and learning for students
- ☐ Effective integration of technology into learning
- ☐ Implementation of CCSS across disciplines
- ☐ Full utilization of teacher evaluation process

School Goal: To develop and maintain a school-wide culture that promotes continuous professional growth through collaboration, feedback and reflection

Key action steps

- All teachers will fully participate in the new teacher evaluation system with focus on self-reflection around their teaching practice and student learning outcomes.
- Development of school climate and sound instructional practices around tiered literacy intervention and behavioral intervention as supported and guided by data analysis from universal screens and SPDG surveys: LET (Literacy evaluation tool), and SET (School-wide Evaluation Tool)
- Utilization of Professional Development Committee to guide teacher learning to include teachers' feedback and reflection about individual and collective needs

Evidence/Measurements

- 100% of teachers will fully participate in the teacher evaluation tool; they will review data around student outcomes and teacher practice and include timely meetings to reflect progress.
- SPDG Leadership team will inform and give feedback to staff around our PBIS program and our *SRBI* intervention plans for all students based on SWIS behavioral data and data from universal screens.
- Professional Development plan and meeting notes for the academic year.

Organizational Systems and Safety-

School Goal: To ensure a safe, secure and welcoming environment that promotes critical thinking, collaboration and communication

- Rationale (data):

Utilizing feedback and data from the SPDG welcoming Walk-Through process and the SET (School-wide evaluation tool) as part of the SPDG grant, areas of focus were addressed around the physical and emotional safety of our students and staff

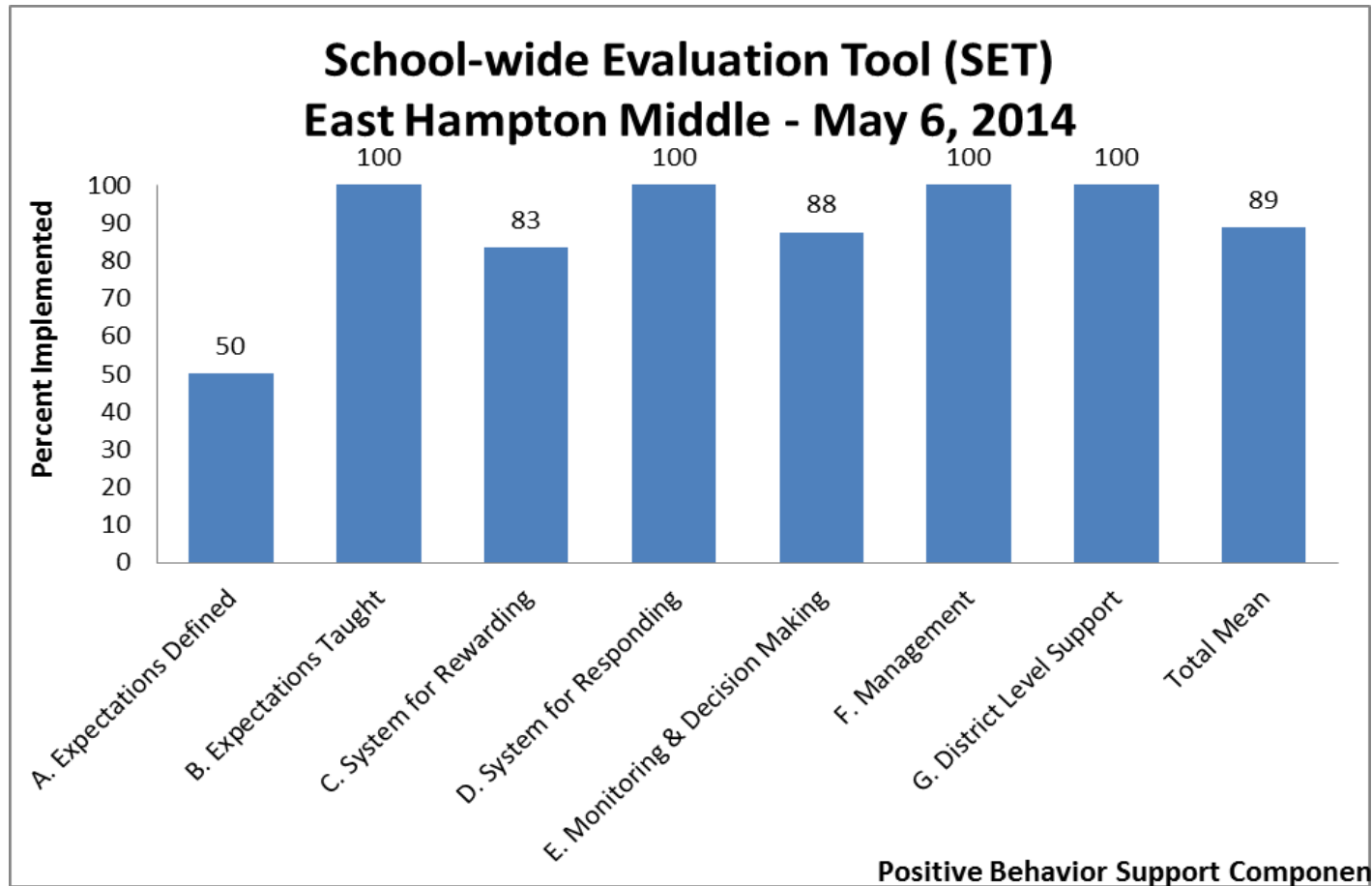
East Hampton Middle School
East Hampton, CT
Results by Kristy Glacco

School-Wide Evaluation Tool (SET)
May 6, 2014

Grade: 6-8 **Number of students:** 424

Administration: Nancy Briere, Principal

PBIS Coach: Joanna Mercaldi, Aaron Mannes Counselors



East Hampton Middle School –December 10, 2013

Welcoming Walkthrough

Summary Report

<u>Component</u>	<u>Strengths</u>	<u>Recommendations</u>
Physical Environment Score – 61 %	<ul style="list-style-type: none">• Very apparent that it is friendly• Procedure coming in was apparent- visitors pick up badge• Maps of school building-located in the building• Place for visitors to work and volunteer• School is very clean and in good repair	<ul style="list-style-type: none">• Make signs for visitor parking outside• Welcome signs were there in need of improvement• Building is accessible but doors do not have automatic opening• Waiting area for parents is in the main office-not comfortable for talking
School-Wide Practices and Policies Score – 71%	<ul style="list-style-type: none">• Orientation for all grades and students'• Orientation for all parents• Information sent in multiple ways• Info sent to both sets of parents• Communication, use of the facility-arts/sports• Information packets	<ul style="list-style-type: none">• Survey parents to see if there is a need to develop school-family involvement• No survey for parents to see about volunteering• Nothing formal to address to see if staff is pronouncing names correctly – feel comfortable telling teachers
Welcoming School Staff Score – 76%	<ul style="list-style-type: none">• Some of the office staff was welcoming• Confidential info was not heard while in office• All staff notified about important info in a timely manner• Visitors greeted quickly• Teachers and other staff greeted students with a smile	<ul style="list-style-type: none">• Heard another conversation while put on hold• Did not see teachers in the specials hallway when students were passing• Need way to get parent/visitors suggestions
Written Materials Score 60%	<ul style="list-style-type: none">• All printed materials were clear and understandable• Fonts and literacy levels are easy to read• Extra-curricular activities are easily explained and easy for student to be involved in• New student and family officially welcomed• Acronyms are explained	<ul style="list-style-type: none">• Student work could be highlighted in publications• Learning activities should be available to all students on website no matter the class or grade• Limited evidence of the collaboration with the community, review- feel it is there but need to see evidence

School Goal: To ensure a safe and welcoming environment that promotes critical thinking, collaboration and communication

Key action steps

- Participate in SPDG sessions including on-site and off-site technical days to encourage activities that promote critical thinking, collaboration, literacy, communication and a safe school climate.
- Address recommendations of SPDG welcoming walk-through data to include signage, and student/staff re-teaching around school's behavioral and academic expectations.

Evidence/Measurements

- School-wide data will be compared to welcoming walk-through data which will indicate that our school has a positive learning environment that supports the success of our students
- Results from safe school climate survey around welcoming school environment (question #10) will be maintained or increased.
- New signs/PBIS posters around building and classrooms
- Notes from student and staff re-teaching of PBIS vision

Communication

- We will discuss and share our School Advancement Plan at faculty meetings, as part of our SPDG leadership team meetings, on our website and at PTO and parent forum meetings.
- We would like to thank members of our leadership team, Aaron Mannes, Joanna Mercaldi, Stacey Vasquez, Angela Caldara, Paul Hickey, Shannon Hodgson, Richard Storrs and Melissa Curylo, Jason Lehmann and Nancy Briere for their professionalism and leadership.