

Stafford Middle School

School Improvement Plan

2022-2023



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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 2021-2022

- Created a new bell schedule to meet the needs of students and teachers, i.e. collaboration time during the school day, enrichment for students, math & literacy interventions, social-emotional skill building, etc.
- Successful completion of PSAT with 8th grade students
- Completed Positive Behavior Intervention and Support, PBIS, handbook with teaching lessons for implementation at the start of the 2022-23 school year.
- Rolled out professional learning community, PLC, model
- Successful participation in the National Assessment of Educational Progress (NAEP) - Grade 8
- Implemented three learning walks within the building. Shared collaborative learning during faculty meetings.
- Maintained safe & welcoming environment
- Maintained building and District policies & procedures

STRATEGIC IMPERATIVE #1 - ORGANIZATIONAL HEALTH

Theory of Action: The Stafford Middle School 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 1B - Enhance connections with students, families, and community members as engaged and supportive partners.		
Short-Term Actions	Person(s) Responsible	Key Outcomes
<p>Strengthen systems designed to reduce chronic absenteeism and ensure students arrive at school ready to learn.</p> <p>By June 2023, the overall percentage of student absences will decrease as compared to the 2021-22 school year.</p>	<ul style="list-style-type: none"> ● Administration ● Office of Pupil Services ● All teachers and employees 	<ul style="list-style-type: none"> ● Reduction in chronic absenteeism through increased school & home connections, and home visits. ● Implement PBIS with fidelity creating engaging activities for students. ● Refine SRBI/SAT processes based on the new MTSS District handbook.
<p>Expand opportunities to incorporate and engage family and/or community involvement in the student learning process. (Stakeholder survey tie)</p> <p>By June 2023, families and stakeholders will be more aware of academic opportunities available to help their child with their school work based on the spring Stakeholder survey results.</p>	<ul style="list-style-type: none"> ● Administration ● All teachers and employees 	<ul style="list-style-type: none"> ● Increase parent/teacher communication. ● Recruit & maintain Parent Teacher Organization ● Design & implement evening activities to bring families and/or community to our school. ● Implement PBIS with fidelity

STRATEGIC IMPERATIVE #2 - CURRICULUM, INSTRUCTION & ASSESSMENT

Theory of Action: The Stafford Middle School seeks to develop rigorous and engaging learning opportunities that will directly lead to high quality instructional resources and strategies that 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 departments.		
Short-Term Actions	Person(s) Responsible	Key Outcomes
<p>Support Professional Learning Communities (PLCs) designed to collect, disaggregate, and analyze student performance data to ultimately drive instruction.</p> <p>By June 2023, SMS students will increase proficiency in math and ELA on the STAR assessment.</p>	<ul style="list-style-type: none"> ● Administration ● Pupil Services ● Academic Coaches ● All teachers 	<ul style="list-style-type: none"> ● Creation of school and district data teams with sharing and planning around data. ● Improved performance on district benchmark assessments and state summative assessments annually to meet or exceed ESSA benchmarks ● Build staff capacity through professional learning and development of protocols for the delivery of PLCs and disaggregation of performance data with clear action steps.

District Long Term Strategy 2B - Increase high-quality engaging and differentiated instructional practices to increase student engagement and rigorous instruction.		
Short-Term Actions	Person(s) Responsible	Key Outcomes
<p>Expand the use of innovative instructional strategies that promote engagement, support differentiated teaching, and foster student-centered application of learning.</p> <p>By June 2023, SMS students will increase proficiency in math and ELA on the STAR assessment.</p>	<ul style="list-style-type: none"> ● Administration ● Academic Coaches ● Office of Pupil Services ● Director of Curriculum and Instruction ● All teachers 	<ul style="list-style-type: none"> ● Implement learning walks and share outcomes and data to drive best practices for individualizing student instruction based on need. ● Professional Learning focused around tiered instructional strategies and modified block scheduling.

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 Middle School 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 Actions	Person(s) Responsible	Key Outcomes
<p>Continue the implementation of school learning walks to include cross-building opportunities for the showcase of high leverage instructional practice.</p> <p>By June of 2023, teachers will engage in four learning walks and share their learning with colleagues.</p>	<ul style="list-style-type: none"> ● Administration ● Director of Curriculum & Instruction ● Pupil Services ● All teachers 	<ul style="list-style-type: none"> ● Expand learning walk implementation to four rounds with opportunities for staff to visit various classrooms within our school.
<p>Streamline processes for the utilization of professional learning feedback data to curate professional learning sessions at the school level.</p> <p>By June 2023, all staff will have opportunities to share professional learning acquired during the school year.</p>	<ul style="list-style-type: none"> ● Administration ● Director of Curriculum & Instruction ● Pupil Services ● All teachers 	<ul style="list-style-type: none"> ● Provide professional development opportunities based on need, desire and areas for growth. ● Provide systems for staff facilitation and sharing of professional learning after attending a workshop.