

Litchfield Middle School

School Improvement Plan

2019-2020



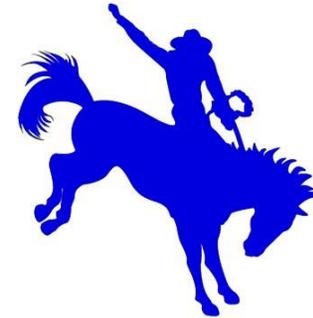


Litchfield Public Schools Mission

The mission of the Litchfield Public Schools is to provide all students with appropriate academic and personal learning experiences within a safe and supportive educational environment. In partnership with our parents and community, we challenge every learner to acquire the knowledge, skills, and personal attributes needed to become productive and self-directed citizens.

District Motto:

Students first in everything we do.



Litchfield Middle School Mission and Belief Statements

The Litchfield Middle School community fosters a student-centered environment that is safe, supportive, and nurtures the cognitive, physical, social, and emotional needs unique to young adolescents.

We Believe:

- Students learn best when provided opportunities for creativity, collaboration, and choice.
- Students are confident and self-motivated learners when they are encouraged to advocate for their own success.
- Students are responsible and thoughtful decision-makers when empathy, tolerance, and respect are expected and modeled.
- All students can succeed!

Litchfield Middle School Improvement Plan Contributors

Stephanie Kubisek, Principal	Melissa Swanson, English, Gr. 8	Sarah Lipinsky, parent
Dana Moore, School Secretary	Michael Wilson, Math, Gr. 7	Michelle Sanford, parent
Carrie Gibbs, School Counselor	Angela Plourde, Math, Gr. 8	Tammy Weik, parent
Theresa Simaitis, Nurse	Kyle Harris, Science, Gr. 7	Sierra Clark, student
Lisa Heuschkel, Social Worker	Victoria Nolan, Science, Gr. 8	Olivia Champagne, student
Jennifer Valera, School Psychologist	Joshua Orosz, Social Studies, Gr. 7	Avery Foss, student
Brian Mongeau, Exercise Science, Gr. 7	Benjamin Storrs, Social Studies, Gr. 8	Kaleigh Hotchkiss, student
Kyle Weaver, Exercise Science, Gr.8	Karen Palacio, Spanish, Gr. 7	Emma Moore, student
Daniel Porri, Band	Rodolfo Ruiz, Spanish, Gr. 8	Abigail Munday, student
Peter Perkins, Chorus	Jacob Gioia, Special Education, Gr. 7	Sophie Perkel, student
Carmela Wescott, Personal Wellness	Ashley St. Pierre, Special Education, Gr. 8	Baylie Pesce, student
Rebecca Melaragno, Art	Claudia Fuessenich, Instructional Assistant	Lynzie Sanford, student
Brendan Eckert, Library Media Specialist	Tia Scappini, Instructional Assistant	Charity Zuffelato, student
Leah Smith, English, Gr. 7	Mary Ellen Todd, Instructional Assistant	

Board of Education

Gayle Carr	John Morosani	Frank Simone
Daniel Clock	David Pavlick	Lynn Stone
Donald Falcetti	Wayne Shuhi	Matthew Terzian

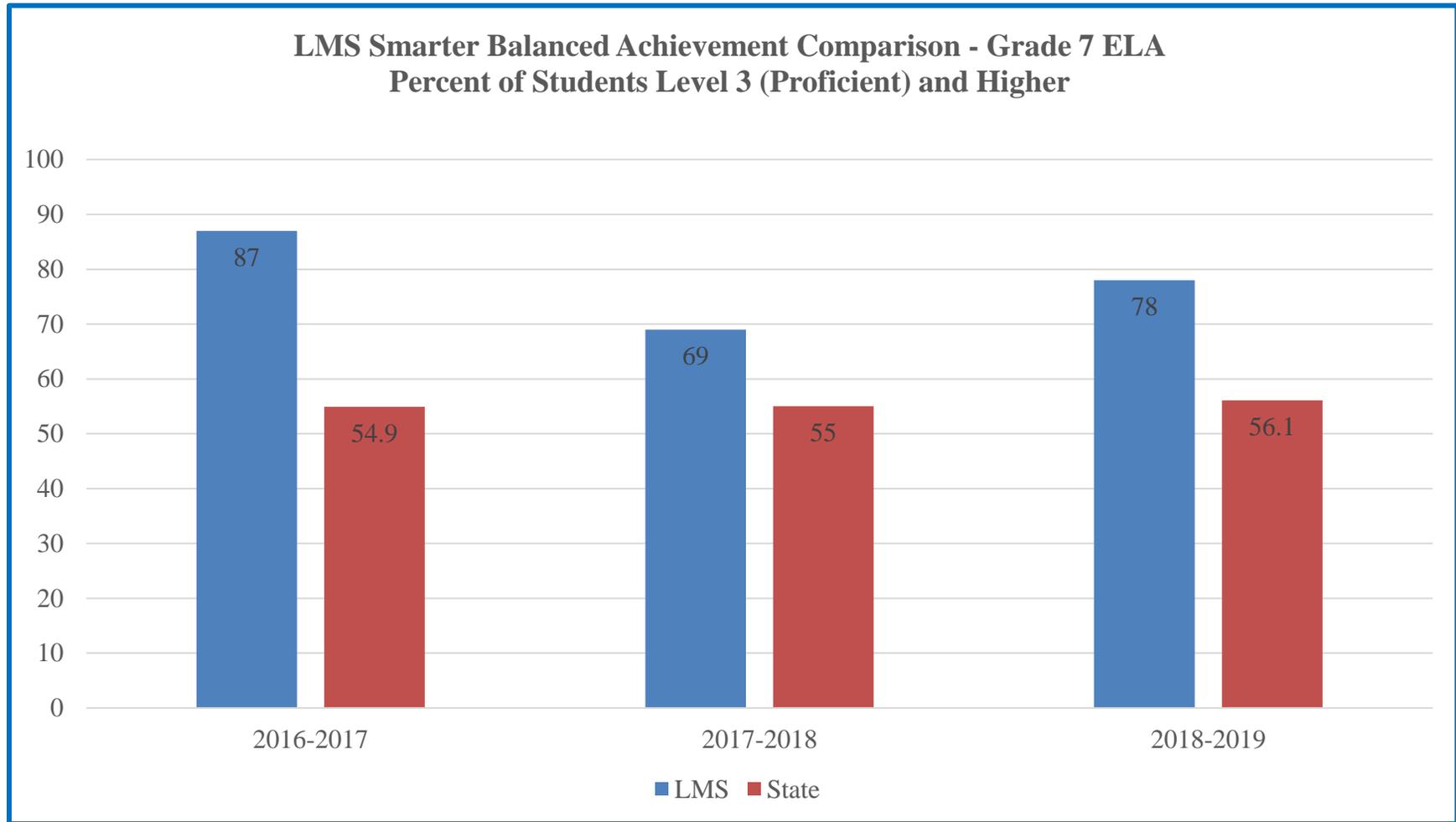
LMS appreciates your dedication and support!

SCHOOL IMPROVEMENT VISION

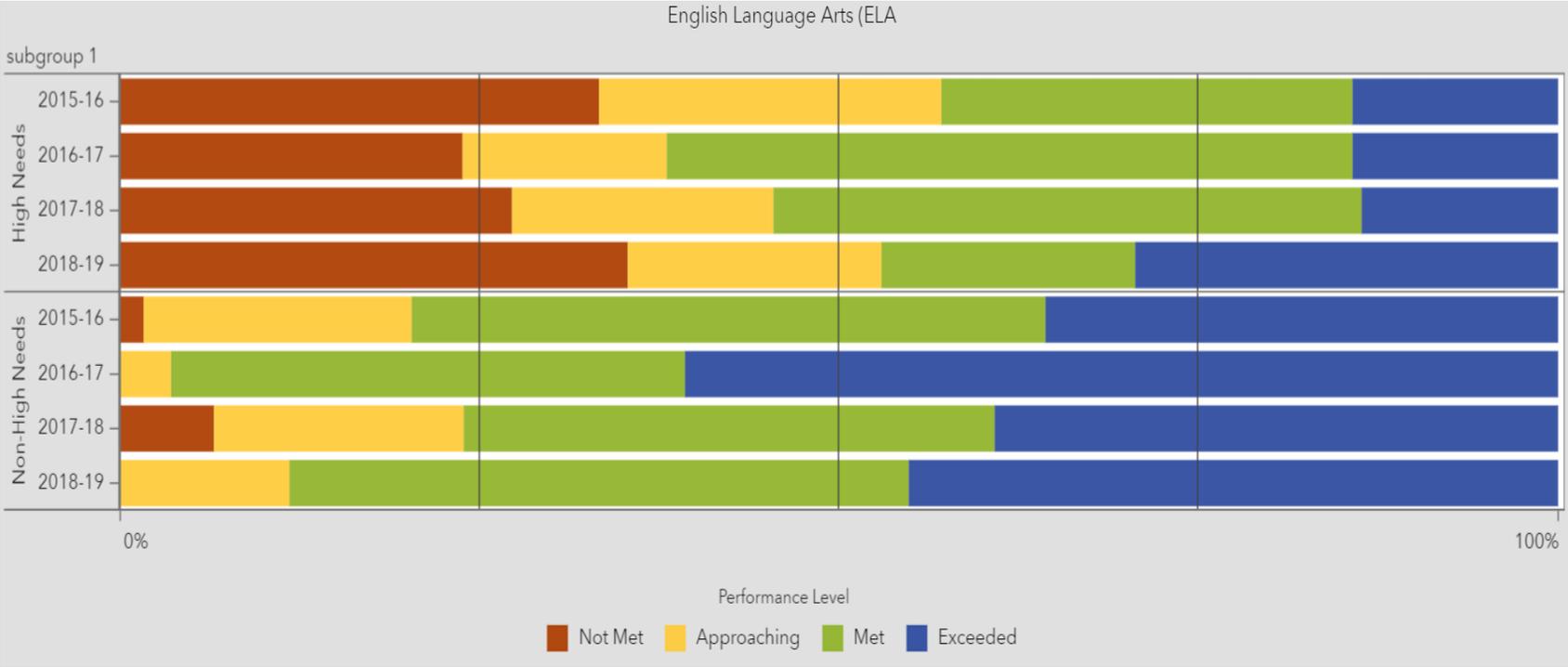
Curriculum	CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.
Instruction	INSTRUCTION will be driven by individual student needs (personalized learning).
Assessment	Multiple forms of ASSESSMENT (qualitative and quantitative) will be used to measure progress and inform decisions.
Positive School Climate	POSITIVE SCHOOL CLIMATE will align with the mission, vision, core values and goals of the school.

School Performance Summary

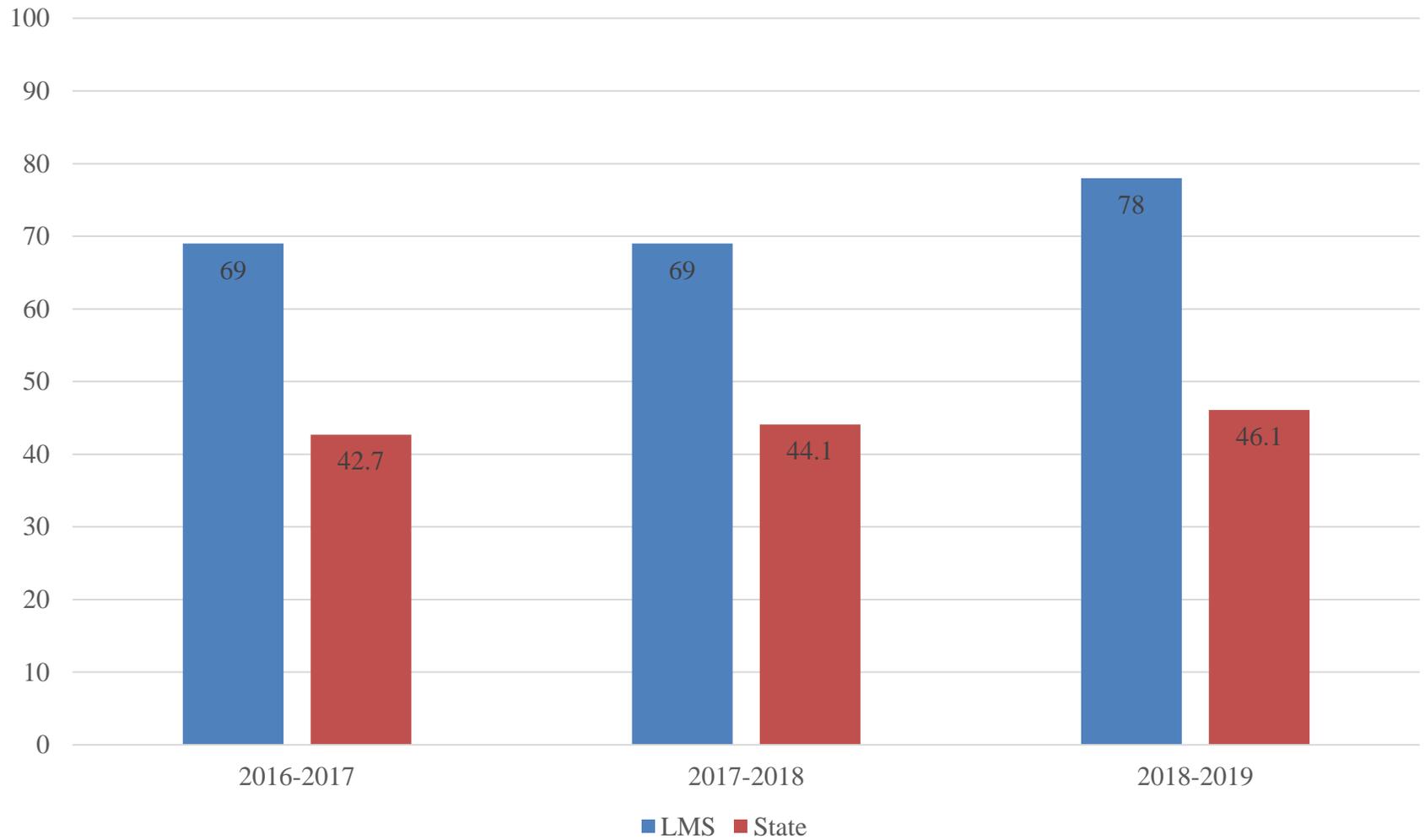
Smarter Balanced – 2018-2019



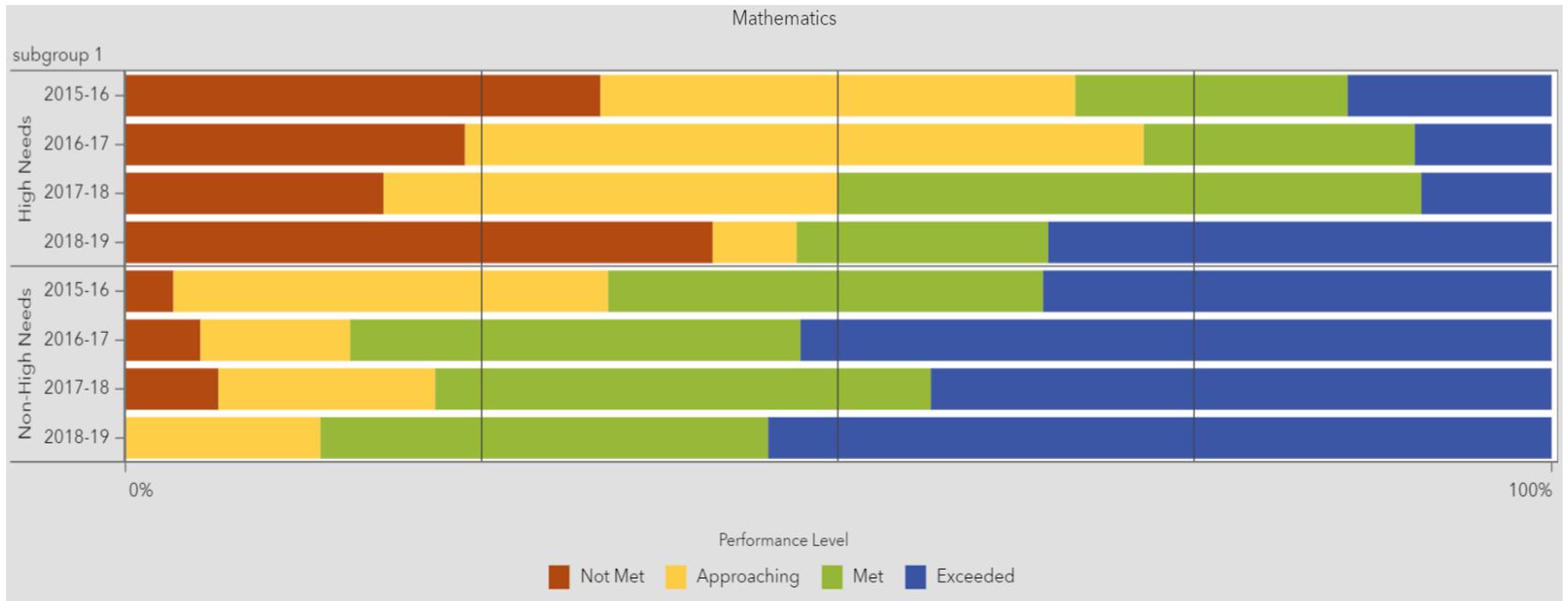
4 Year Smarter Balanced Trend Data: Grade 7 - ELA



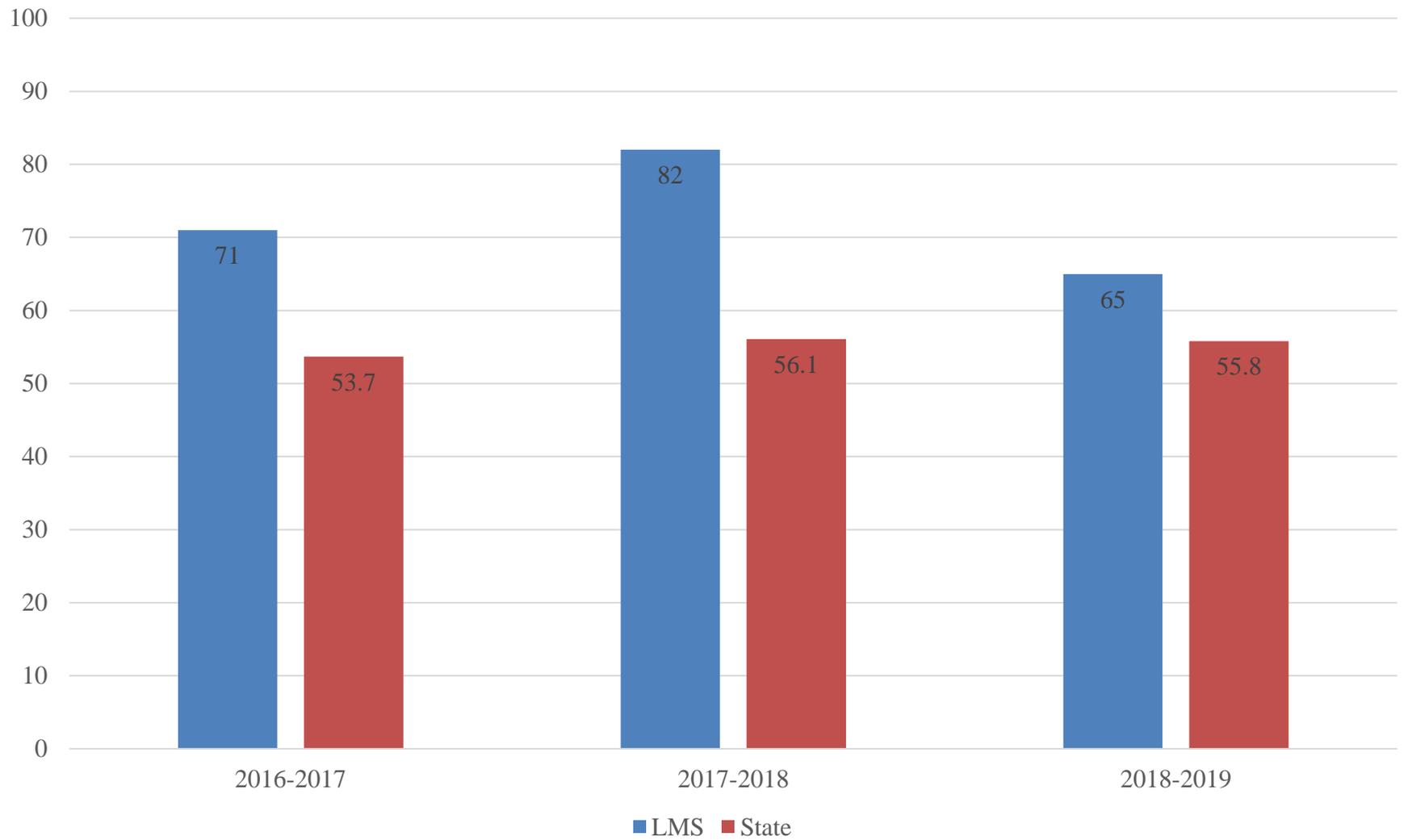
LMS Smarter Balanced Achievement Comparison - Grade 7 Math
Percent of Students Level 3 (Proficient) and Higher



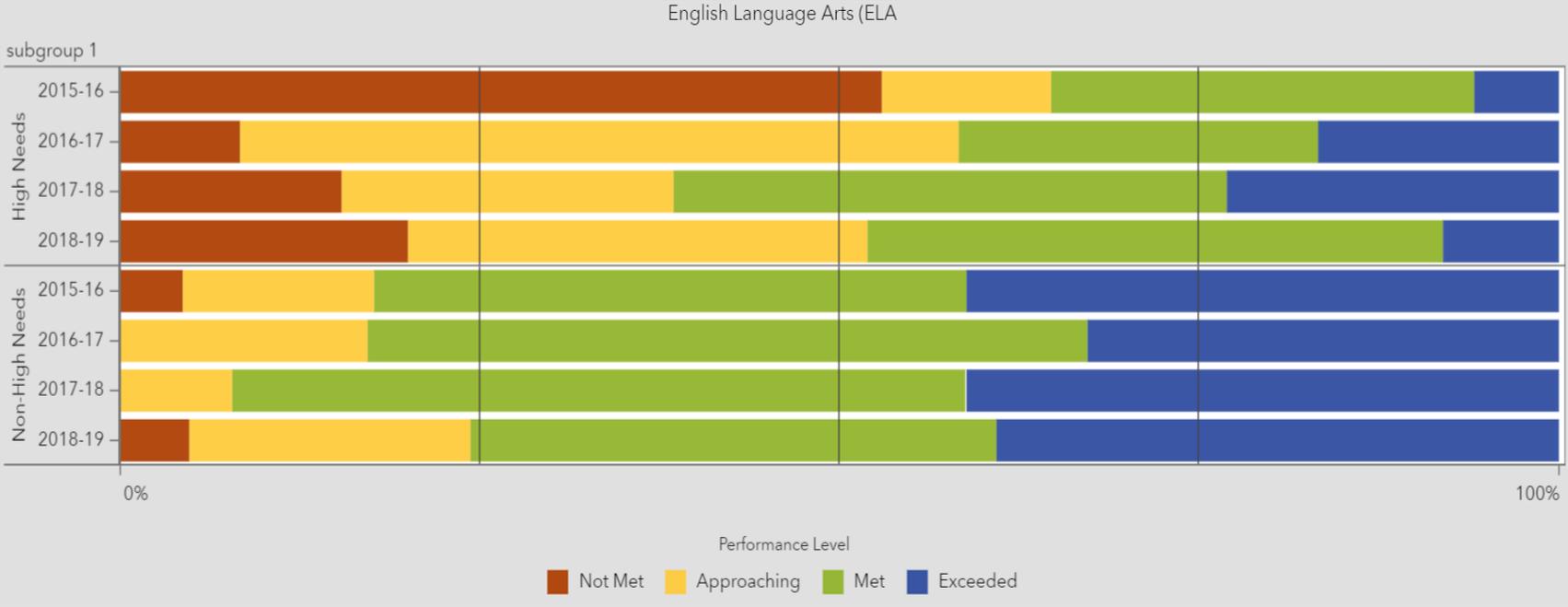
4 Year Smarter Balanced Trend Data: Grade 7 - Math



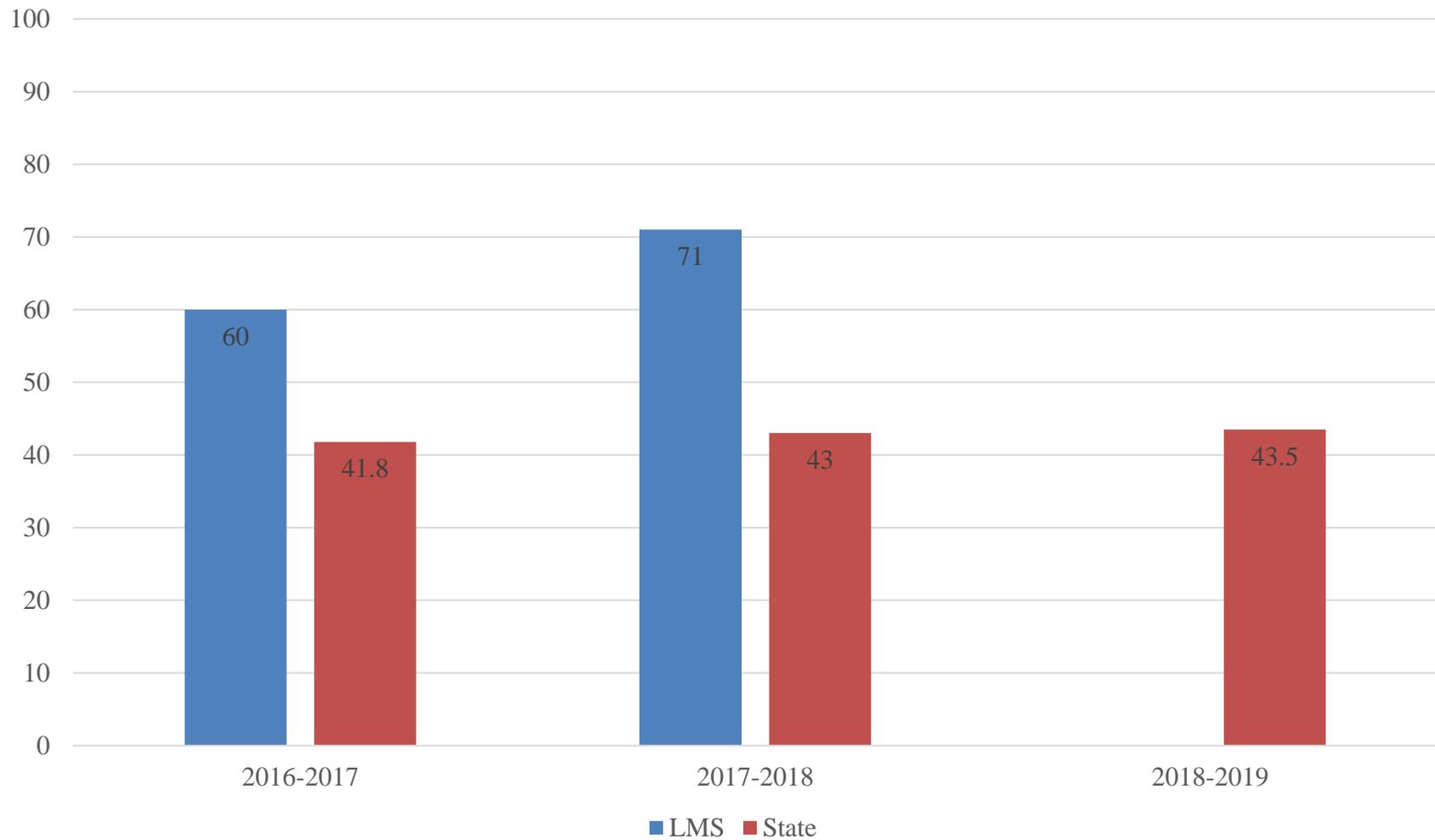
LMS Smarter Balanced Achievement Comparison - Grade 8 ELA
Percent of Students Level 3 (Proficient) and Higher.



4 Year Smarter Balanced Trend Data: Grade 8 - ELA

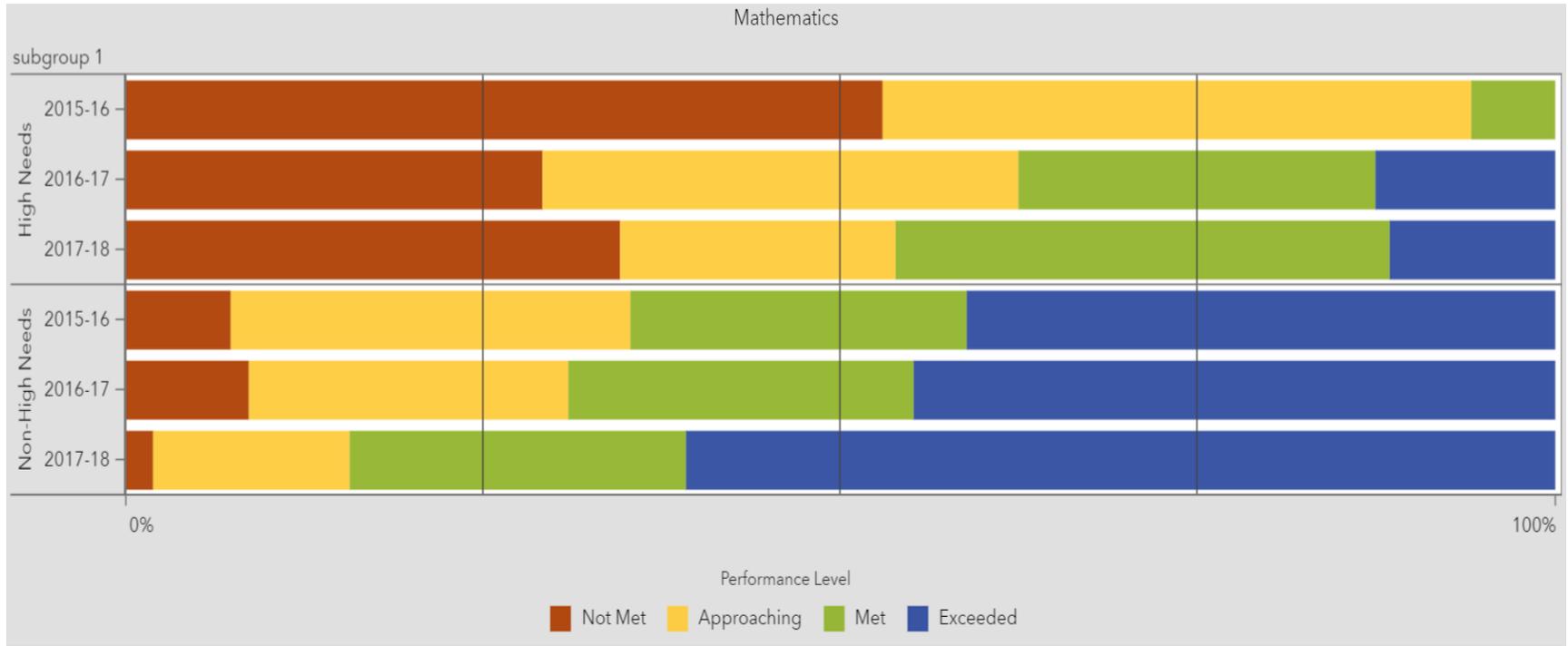


**LMS Smarter Balanced Achievement Comparison - Grade 8 Math
Percent of Students Level 3 (Proficient) and Higher.**



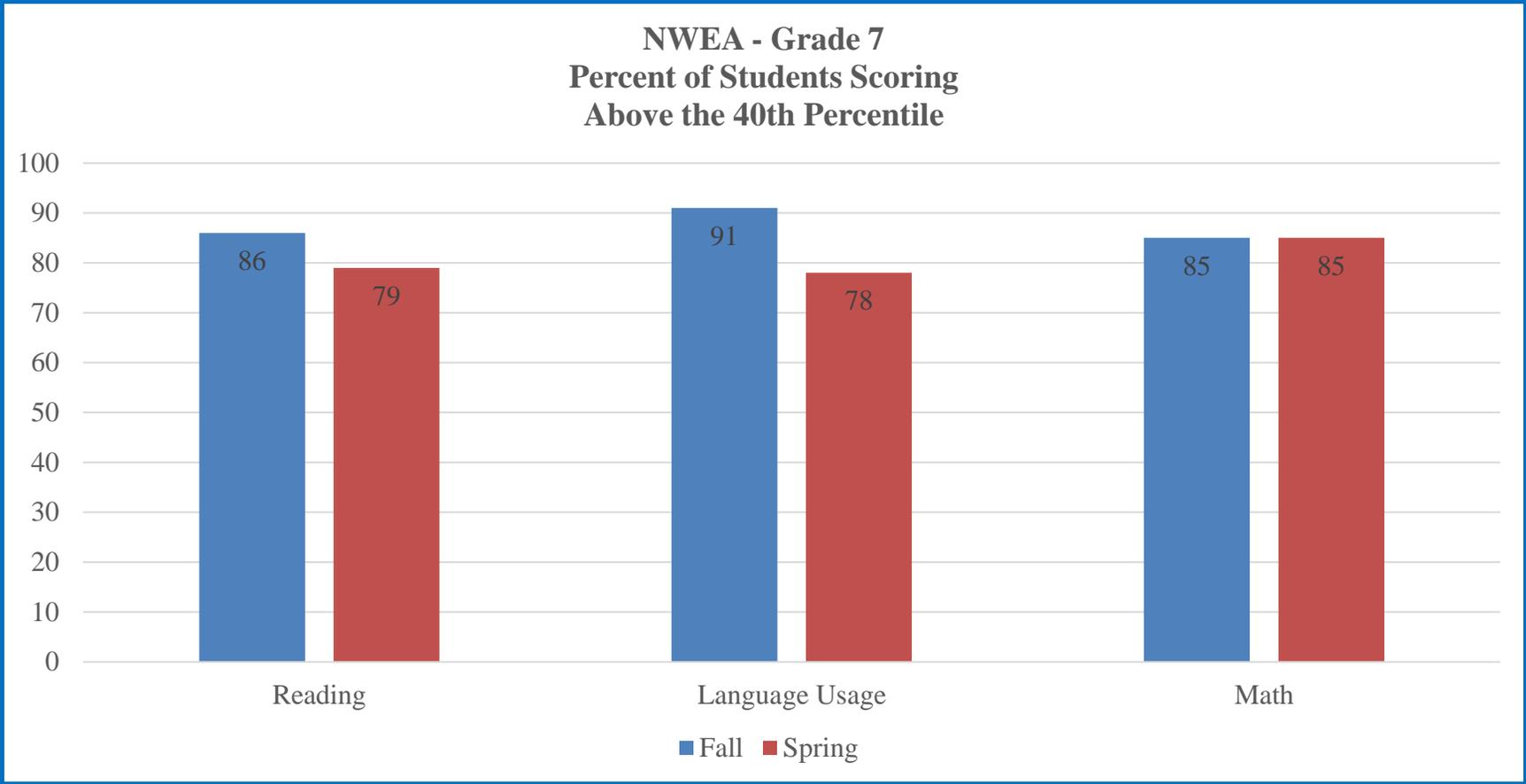
*** 2018 – 2019 8th Grade Math Data is Suppressed***

3 Year Smarter Balanced Trend Data: Grade 8 – Math

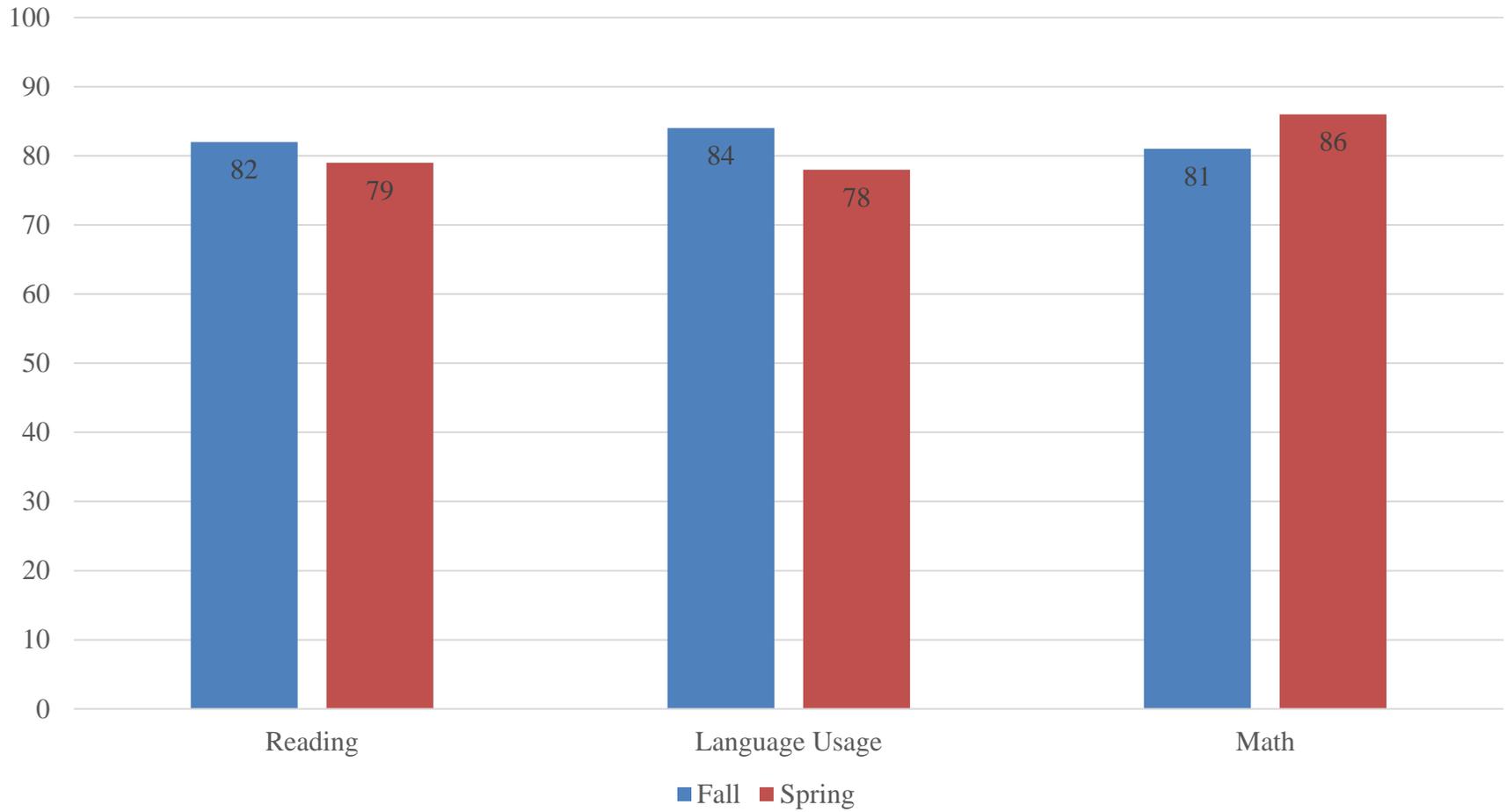


*** 2018-2019 8th Grade Math Data is Suppressed**

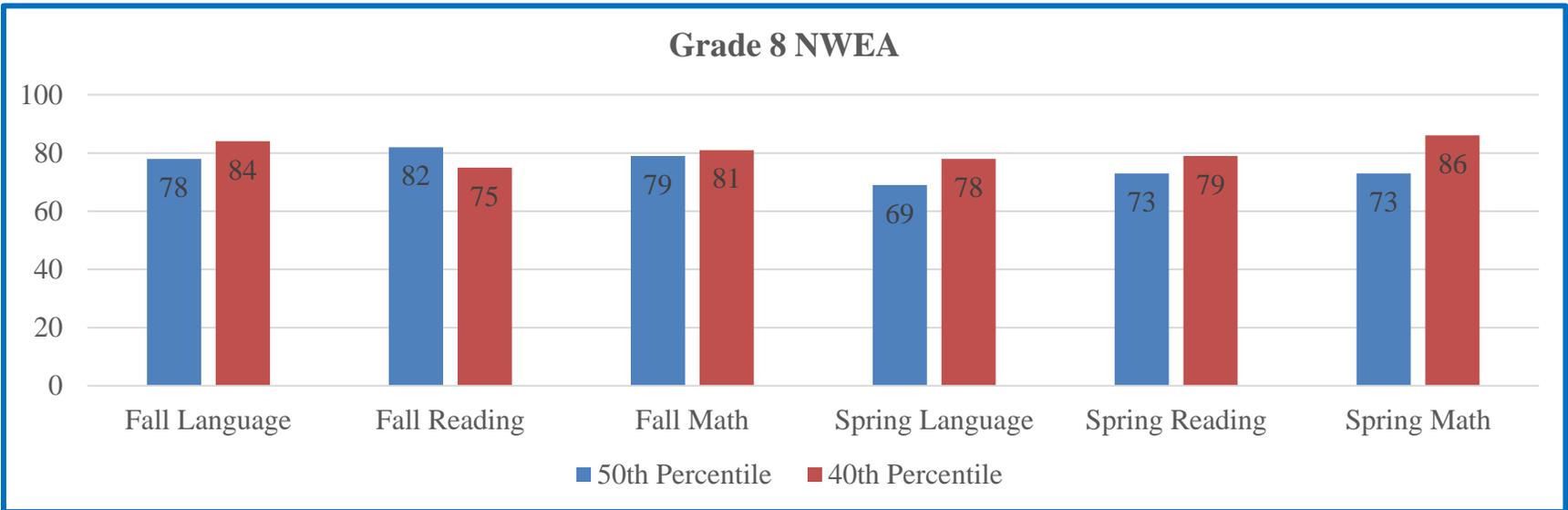
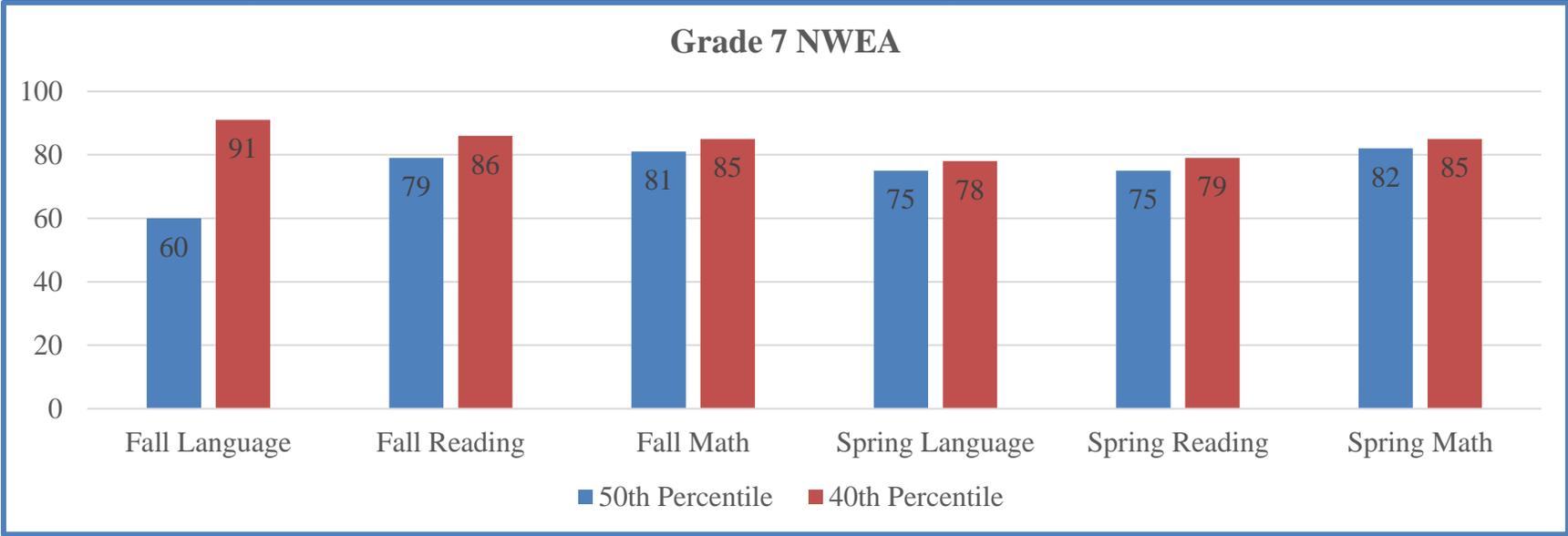
NWEA – MAP (Measurement of Academic Progress) Data - 2018-2019



**NWEA - Grade 8
Percent of Students Scoring
Above the 40th Percentile**



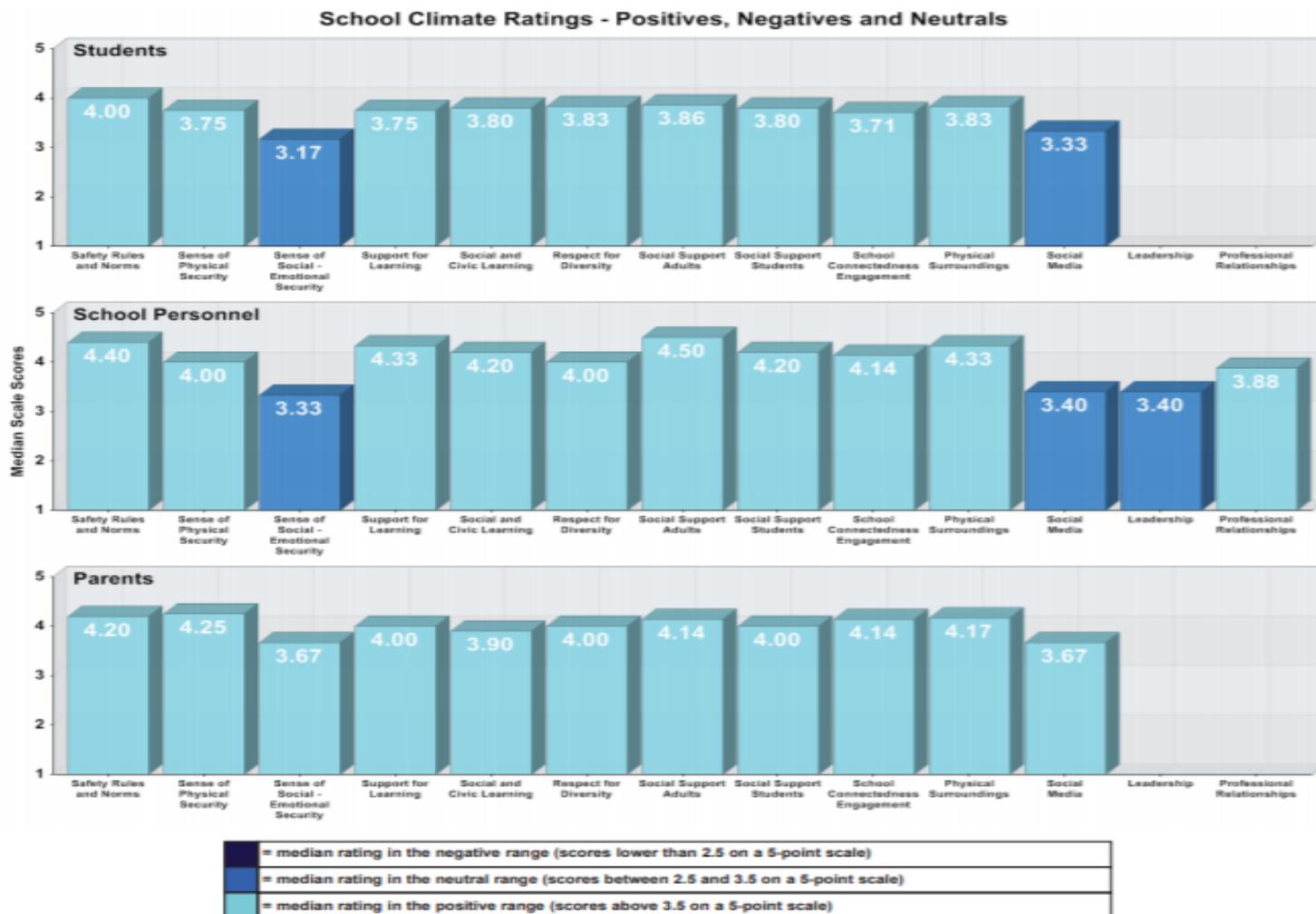
NWEA 50th Compared to 40th Percentile Achievement: Fall and Spring 2018-2019



School Climate Data

II. School Climate Overview

School Climate Ratings—Positives, Negatives and Neutrals



School Climate Data – Students

Group Ratings and Rankings

Median Scores and Rating Patterns — Students

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.00	2%	15%	83%
Physical Security	3.75	3%	31%	66%
Social - Emotional Security	3.17	19%	52%	29%
Teaching and Learning				
Support for Learning	3.75	3%	31%	66%
Social and Civic Learning	3.80	1%	27%	72%
Interpersonal Relationships				
Respect for Diversity	3.83	1%	29%	71%
Social Support - Adults	3.86		22%	78%
Social Support - Students	3.80	1%	22%	77%
Institutional Environment				
School Connectedness Engagement	3.71	3%	38%	59%
Physical Surroundings	3.83	2%	31%	67%
Social Media				
Social Media	3.33	5%	58%	37%
		= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)		
		= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)		
		= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)		

School Climate Data – Parents

Group Ratings and Rankings

Median Scores and Rating Patterns — Parents

Dimension	Median	Score Distribution		
Safety		33.3%	33.3%	33.3%
Rules and Norms	4.20	6%	94%	
Physical Security	4.25	19%	81%	
Social - Emotional Security	3.67	44%		56%
Teaching and Learning				
Support for Learning	4.00	12%	88%	
Social and Civic Learning	3.90	6%	94%	
Interpersonal Relationships				
Respect for Diversity	4.00	18%	82%	
Social Support - Adults	4.14	6%	94%	
Social Support - Students	4.00	13%	88%	
Institutional Environment				
School Connectedness Engagement	4.14	6%	94%	
Physical Surroundings	4.17	12%	88%	
Social Media				
Social Media	3.67	40%		60%
		= % of individual ratings in the negative range (scores lower than 2.5 on a 5 - point scale)		
		= % of individual ratings in the neutral range (scores between 2.5 and 3.5 on a 5 - point scale)		
		= % of individual ratings in the positive range (scores above 3.5 on a 5 - point scale)		

NEEDS ASSESSMENT

QUANTITATIVE evidence of areas for focus for 2019-2020

CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.

The Spring 2019 Comprehensive School Climate Survey results revealed that 66% of students rated “Support for Student Learning” in the positive range and 31% of students rated this domain in the neutral range.

Specifically:

- 73% of students Agreed or Strongly Agreed that “Teachers give me a chance to show them what I know and can do in many different ways.”
- 67% of students Agreed or Strongly Agreed that “Teachers challenge me to do more than I think I can.”

INSTRUCTION will be driven by individual student need (personalized learning).

The Spring 2019 Comprehensive School Climate Survey results revealed that 66% of students rated the “Support for Student Learning” domain in the positive range and 31% of students rated this domain in the neutral range.

Specifically:

- 76% of students Agreed or Strongly Agreed that “My teachers help me learn from my mistakes.”
- 75% of students Agreed or Strongly Agreed that “My teachers let me know I am doing a good job.”
- 73% of students Agreed or Strongly Agreed that “My teachers give me useful feedback on my work.”
- 67% of students Agreed or Strongly Agreed that “My teachers help me figure out how I learn best.”

- 62% of students Agreed or Strongly Agreed that “My teachers encourage me to try out my own ideas.”
- 60% of students Agreed or Strongly Agreed that “If I am confused about something in class, I feel comfortable letting my teacher know.”

Multiple forms of ASSESSMENT (qualitative and quantitative) will be used to measure progress and inform decisions.

Standardized Test Analysis:

Smarter Balanced

- 78% of 7th grade students and 65% of 8th grade students achieved Level 3 (Proficient) and higher on the Spring 2019 ELA Smarter Balanced Assessment.
- 78% of students in grade 7 achieved Level 3 (Proficient) and higher on the Spring 2019 Math Smarter Balanced Assessment. Grade 8 data has been suppressed.

NWEA MAP

- 79% of 7th grade students and 79% of 8th grade students achieved the 40th percentile or higher on the Spring 2019 Reading NWEA MAP Assessment.
- 78% of 7th grade students and 78% of 8th grade students achieved the 40th percentile or higher on the Spring 2019 Language Usage NWEA MAP Assessment.
- 85% of 7th grade students and 86% of 8th grade students achieved the 40th percentile or higher on the Spring 2019 Math NWEA MAP Assessment.

POSITIVE SCHOOL CLIMATE will align with the mission, vision, core values and goals of the school.

The Spring 2019 Comprehensive School Climate Survey results revealed that 29% of students rated “Sense of Social-Emotional Security” in the positive range and 52% of students rated this domain in the neutral range.

Specifically, Student results indicate:

- 40% of students Agreed or Strongly Agreed that, “I have been insulted, teased, harassed or otherwise verbally abused more than once in my school.”
- 51% of students Agreed or Strongly Agreed that, “Students at my school will try to stop students from insulting or making fun of others.”
- 45% of students Agreed or Strongly Agreed that, “Very few students in my school make fun of other students.”
- 42% of students Agreed or Strongly Agreed that, “There are groups of students in my school who exclude others and make them feel bad for not being a part of the group.”
- 45% of students Agreed or Strongly Agreed that, “I have seen other students insulted, teased, harassed or otherwise verbally abused more than once by other students in my school.”
- 49% of students Agreed or Strongly Agreed that, “Most students in my school try to treat other students the way they’d want to be treated.

Parent results indicate:

- 18% and 0% of parents Agreed or Strongly Agreed, respectively, that, “My child has been insulted, teased, harassed or otherwise verbally abused more than once in this school.”
- 59% and 0% of parents Agreed or Strongly Agreed, respectively, that, “Students at my child’s school will try to stop students from insulting or making fun of others.”
- 35% of parents Agreed or Strongly Agreed that, “Very few students in my child’s school make fun of other students.”

- 30% of parents Agreed or Strongly Agreed that, “There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.”
- 6% and 0% of parents Agreed or Strongly Agreed, respectively, that, “It is common to see students in my child’s school insulted, teased, harassed or otherwise verbally abused more than once by other students in my school.”
- 71% of parents Agreed or Strongly Agreed that, “Most students in my child’s school try to treat other students the way they’d want to be treated.”

Spring 2019 - 13.6% parents completed the Comprehensive School Climate Inventory.

QUALITATIVE evidence of areas for focus for 2019-2020

***CURRICULUM** will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.*

In 2018-19, the district set a goal to have all courses **Three Stages of Curriculum Development** (Desired Results, Assessment Evidence, Learning Plan) entered into our online platform: Rubicon Atlas. This year, all courses will be 100% complete, as well as vetted by colleagues to ensure readability and thoroughness. All courses will be aligned with State and/or National Standards, unit lengths will be assessed, essential questions will be reviewed, and resources will be verified for accuracy.

Spanish 8 and Chorus need to be completed so that the vetting process can then be accomplished.

Differentiation strategies and assessment alignment and rigor is an area of professional discourse to be continued from the 2018-2019 school year.

The science department is using a new resource (Stemscopes) which is more closely aligned with the Next Generation Science Standards (NGSS). This resource also has embedded enrichment and differentiated activities for students.

INSTRUCTION will be driven by individual student need (personalized learning).

Academic courses are taught during daily 50-minute periods. Teachers are available during 40-minute academic study periods daily so that students can receive additional instruction, review performance, and make up missing work, as needed. In addition, after school extra help for students is available four days a week for 35 minutes.

Tiered intervention and enrichment strategies are enhanced through the continued development of differentiated practices. These interventions and practices are discussed during daily Team (grade level) meetings, after school Common Planning Time for teachers, and during Professional Development.

The middle school program includes an increase in project-based learning, interdisciplinary units (at least 2 per year), and promotes individualized learning via student choice and appropriate level of challenge.

Multiple forms of ASSESSMENT (qualitative and quantitative) will be used to measure progress and inform decisions.

LMS teachers assess students using the following grading weights and categories:

- Formative Assessment = 45%
- Summative Assessment = 45%
- Process = 10 %

Formative assessments may be retaken prior to the corresponding summative. Teachers also use informal/ungraded assessments to guide instruction. The Smarter Balanced Assessment and NWEA/MAP data is analyzed to inform instruction and assess student needs. Academic teachers also use teacher-made baseline and two benchmark data points throughout the year. Smarter Balanced and NGSS interim assessments are administered, as practical, throughout the year to assess student performance.

The above data is reviewed systematically so that students can be identified to receive additional intervention, as needed.

POSITIVE SCHOOL CLIMATE will align with the mission, vision, core values and goals of the school.

LMS uses several strategies to promote a positive school climate. For example, our strong Advisory program runs daily for 25 minutes. During the Advisory period, students engage in our Social Emotional Curriculum (Second Step), read for pleasure, participate in student-led and school-wide Community Meetings, and enjoy a variety of clubs. All the while, students build stronger relationships with an adult in the building.

LMS is currently running several after school clubs and activities: STEM, Kids' Lit, Jazz Band, Choraleers, and *Shrek The Musical, Jr.* Most of our students also participate in our active athletic program. Approximately 20% of students reported that they do not participate in any of our extra-curricular activities.

FOCUS AREA INITIATIVES

CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.

Rubicon Atlas, the online curriculum storage warehouse, will be completed and reviewed for rigor and accuracy. Curriculum is aligned to state and/or national standards. All teachers are committed to student numeracy or literacy improvement goals.

INSTRUCTION will be driven by individual student need (personalized learning).

Instruction will be driven by classroom data analysis, as well as, grade-wide performance. Teachers will continue to implement differentiated instruction techniques, including an increase in enrichment activities, based on frequent and multiple forms of data analysis.

*Multiple forms of **ASSESSMENT** (qualitative and quantitative) will be used to measure progress and inform decisions.*

Teachers will review the rigor of summative assessments across the disciplines. Teachers will use aligned rubrics and participate in calibration exercises. Additional use of interim assessments, improved feedback, and reteaching will be implemented, as needed.

***POSITIVE SCHOOL CLIMATE** will align with the mission, vision, core values and goals of the school.*

Students will build a stronger sense of social and emotional security with the support of their teachers and advisors. Parents will increase their participation on our School Climate Survey in Spring 2020 to at least 50%.

SCHOOL IMPROVEMENT GOALS AND ACTION PLANS

CURRICULUM

VISION: All curriculum will be regularly analyzed, adjusted and strengthened to align with the rigor of each content area’s standards.

GOAL: To improve the consistency of our curricula across the disciplines with alignment to state and/or national standards.

STRATEGY: We will evaluate all curriculum documents for: alignment with standards, appropriate unit lengths, essential question will be reviewed, and resources will be verified for accuracy.

Implementer	Actions	Resources needed	Assessment methods
Teachers	<p>Update and vet all Rubicon Atlas stages and contents for each course at LMS.</p> <p>Assess student performance on benchmark and summative assessments based on State/National Standards.</p>	<p>Common Planning Time Professional Development Time Access to National and State Standards</p> <p>Data charts of student performance. Analyze student data during Team time.</p>	<p>Teachers will read through each other’s courses to check for readability, rigor, and completeness.</p> <p>Analyze student performance on benchmark and summative assessment data. Review Curriculum Maps for pacing.</p>

Principal	Vet all LMS Rubicon Atlas documents for LMS. Review accuracy of standard alignment. Review rigor of each course.	Access to National/State Standards. Data charts kept by teachers.	Review to be complete by June 2020. Analyze student performance on benchmark and summative assessment data.
-----------	--	--	--

INSTRUCTION

VISION: Instruction will be driven by individual student need based on current data and best practices.

GOAL: Teachers will meet the needs of all students by analyzing data and using varied differentiated instructional techniques.

STRATEGY: We will differentiate lessons based on formative and summative data. Tiered instruction and enrichment activities will be enhanced.

Implementer	Actions	Resources needed	Assessment methods
Teachers	Analyze data from informal, formal, and standardized assessments. Implement common literacy and numeracy strategies across the disciplines.	Smarter Balanced Assessment and Interim Assessment Data. NWEA MAP Data. Analyze summative, formative, and benchmark data. CSCI data. Data Team Meetings.	Student data/PowerSchool Students tracking individual data and building portfolios. Lesson Plans. Keeping pace with curriculum map. Smarter Balanced Interim Assessments.

	<p>Implement aligned numeracy and literacy rubrics to be used across the disciplines.</p> <p>Continue using Smarter Balanced worded questions across the disciplines.</p> <p>Use the Smarter Balanced Interim Blocks systematically and analyze student data.</p>	<p>CARE Meetings. SRBI Meetings.</p> <p>Access to Smarter Balanced Interim Assessments.</p>	
School Counselor	<p>Support students who struggle academically.</p> <p>Transition activities into LMS and to LHS.</p>	<p>PowerSchool. Access to classroom time for developmental guidance lessons and small group lessons, as needed.</p> <p>Communication with LIS and LHS staff. Access to 6th grade students.</p>	<p>Analysis of grade reports from PowerSchool.</p> <p>Teacher referrals based on data analysis.</p>
Principal	<p>Provide standardized data. Formal and informal observation and feedback regarding instruction. Assist with data analysis.</p>	<p>NWEA MAP data. Smarter Balanced data. CSCI data. Data Team Meetings. SRBI Meetings.</p>	<p>Formal Observation. Assessment analysis based on teachers' professional goals. Weekly agendas provided. Analyzing grade reports from PowerSchool.</p>

ASSESSMENT

VISION: Multiple forms of assessment (qualitative and quantitative) will be used to measure progress and inform decisions.

GOAL: Students will successfully demonstrate mastery of grade level standards.

80% of students will perform at the 50th percentile or higher on the NWEA/MAP Reading and Language Usage assessments.

70% of students will perform at the 50th percentile or higher on the NWEA/MAP Math assessment.

STRATEGY: We will analyze data in grade level teams and as a school. Provide quality feedback. Ensure learning in the formative stage of a unit to improve summative performance and deeper understanding.

Implementer	Actions	Resources needed	Assessment methods
Teachers	<p>Implement formative and summative assessments aligned with State/National Standards.</p> <p>Data analysis and discuss strategies to positively impact student performance.</p> <p>Differentiated strategies will be discussed and practiced to ensure student mastery of</p>	<p>Common Planning Time.</p> <p>Smarter Balanced Assessment and Interim Assessment data.</p> <p>MAP data.</p> <p>Benchmark data.</p> <p>Aligned Rubrics.</p> <p>PowerSchool grade reports.</p>	<p>Standards aligned on summative assessments and analyzed.</p> <p>Cross-discipline review of standards.</p> <p>Review data related to formative assessments that are retaken.</p> <p>Quarterly grade review.</p>

	<p>standards and enrichment activities.</p> <p>Assessment questions will be analyzed to align with standardized testing questions and expectations.</p> <p>Summative and benchmark assessments will be analyzed to ensure grade appropriate rigor.</p>		
Principal	<p>Mid-point and quarterly grade analysis.</p> <p>Review teacher goals and progress throughout the year.</p> <p>Review rigor of summative assessments.</p>	<p>PowerSchool. EdReflect.</p> <p>Smarter Balanced Assessment and Interim Assessment data.</p> <p>NWEA MAP data.</p> <p>Benchmark data.</p> <p>Aligned Rubrics.</p>	<p>Cross-discipline review of standards.</p> <p>Standards aligned on summative assessments and analyzed.</p> <p>PowerSchool reports.</p> <p>Report Cards.</p>

<p>School Counselor</p>	<p>Implement developmental guidance lessons so that students are prepared for middle school and again as they prepare for high school.</p> <p>Orientation activities for parents and students.</p>	<p>PowerSchool. Access to classroom time for developmental guidance lessons and small group lessons, as needed.</p> <p>Communication with LIS and LHS staff. Access to 6th grade students.</p>	<p>Analysis of grade reports from PowerSchool.</p> <p>Teacher referrals based on data analysis.</p> <p>Successful orientation of parents and students using PowerSchool.</p>
<p>Lead Teacher/ Team Leader</p>	<p>Help facilitate data analysis discussions and lead Team and SRBI meetings.</p>	<p>Team time. Standardized assessment reports and data. Benchmark data provided by teachers.</p>	<p>Student performance as seen on PowerSchool.</p> <p>Student performance on NWEA and Smarter Balanced Interim Assessments.</p>

CLIMATE

VISION: Positive school climate will align with the mission and belief statements of the school.

GOAL: Parents and students will increase the percentage of favorable responses under the category of Sense of Social-Emotional Security. At least 50% of parents will participate in school-based climate surveys.

STRATEGY: Principal and teachers will discuss climate needs at Community Meetings, Student-led Community Meetings, celebration of activities that students participate in outside of school, students will be encouraged to speak openly about climate needs (principal advisory group), no exclusion activities – such as, Ally Day and the Start with Hello program.

Teachers will individually reach out to parents to increase 13.6 to 50% participation on school-based climate survey.

Implementer	Actions	Resources needed	Assessment methods
Teachers	Analyze survey results. Encourage students to participate in school-based activities. Proactively communicate with parents or appropriate school staff when a concern arises.	Communication with School Counselor/Support Staff. CSCI data.	Spring School Climate Results. Parent participation on spring survey.
School Counselor/ Social Worker/School Psychologist	Peer mediation. Individual/Group counseling. Developmental Guidance Lessons. Ongoing climate/ student sense of emotional safety discussion.	Second Step Program. Time to push-in to classes.	Survey results. Success of peer mediation rates.

Advisors	<p>Implement Second Step Lessons. Assist students to lead Community Meetings. Build sense of group and safe setting for advisees. Recognize students for their outside of school activities and accomplishments.</p>	<p>Second Step Program. Resources for clubs. Community Meetings. Shout-outs on Bulletin Board. Good Notes Home.</p>	<p>School-based survey results. Each advisory will host at least one Community Meeting that is student-led.</p>
Principal	<p>Positively Promote school-based activities. Uphold school climate expectations for students. Organize and hold Fun Nights for students. Assist organization of Moving Up Ceremony and transition activities. Budget for enrichment opportunities – clubs. Proactively communicate with parents via Booster Club and newsletters. Principal advisory group (students) to discuss school climate needs.</p>	<p>School Messenger, Twitter, and Instagram. Monthly Booster Club Meetings. Meetings with students.</p>	<p>School-based survey results. Disciplinary Referrals. Booster Club Agendas and Minutes.</p>