

School Improvement Plan Overview

To ensure that every student has access to high-quality schools, the whole School Improvement Plan development, submission, and revision process should be aligned with ongoing strategic school improvement efforts at each school site as well as the district’s overall targets of the Superintendent’s Strategic Operating Plan. These efforts include: improving student achievement in LA, math, and science; increase achievement of high needs students to decrease the gap; create more educationally robust programs that meet student needs and interests; develop exemplary teachers and school leaders; ensure safe and attractive schools and develop external partnerships

PLAN
Plan 2018-2019 Revisit Priorities and Goals in 2019 - 2020
➤ Draft due November 2, 2018
➤ Shared with SGC November 13, 2018
➤ Revision due November 16, 2018
➤ Ongoing revisions due March 2019 MOY data
➤ Update June 2019 EOY data

SCHOOL: PRMS

DATE: JULY 21, 2017*

*Revised February 26, 2018

*Revised November 2018

*Revised January/February 2019

*Revised May 2019

2018-2019 School Improvement Plan

The purpose of the School Plan is to strategically establish goals, based on the unique needs of the school and demonstrate how they intersect with the district strategic operating plan. This is also an opportunity to align funding streams, staffing and other resources to ensure measurable outcomes established to monitor progress are being met.

VISION AND THEORY OF ACTION

VISION STATEMENT:

At Ponus Ridge Middle School “EVERY DAY COUNTS!” Our vision is to empower and inspire all students to acquire knowledge, skills and confidence necessary to become creative problem solvers, achieve personal goals and responsibly contribute to our diverse and ever changing world.

Theory of Action – If/then

If all PRMS teachers employ common instructional strategies, make effective use of common planning time, and data team meetings, while also consistently implementing the new curriculum with rigor and fidelity, while establishing a student-centered classroom where lessons are facilitated and students are allowed to explore, discover, and investigate, then, student outcomes, as evidenced by results on NWEA assessments three times/year, and SBAC results will demonstrate growth, learner independence, and teacher development.

If all students are provided with opportunities to advocate for their own learning and are encouraged to take responsibility and ownership for their learning by involving them in goal-setting meetings, then student

outcomes will demonstrate growth, as evidenced by results on the NWEA assessments three times yearly, and SBAC assessment, given one time annually.

If all families are provided opportunities to partner with the school, to increase knowledge about parenting middle school students and to have rich, transparent conversations about student progress, then more parents/guardians will feel engaged and empowered as evidenced by results on the School Climate Survey and other surveys.

If all students are provided opportunities to learn about healthy eating, physical activity, and opportunities to connect with peers and trusting adults, then students will feel healthier, as evidenced by results on the school climate survey and other student surveys.

HIGH SCHOOL

- Please complete the charts below as applicable

CT SAT - Percent of Students by Level

SAT	Level 1 CCR Not met	Level 2 Approaching CCR	Level 3 Met CCR Benchmark	Level 4 Exceeded CCR Benchmark
11th Grade				
EBRW				
2016-2017				
2017-2018				
Math				
2016-2017				
2017-2018				

CAPT Science - Percent of students at below basic, basic, proficient and at or above goal

CAPT SCIENCE	Below basic	Basic	Proficient	At or above Goal
10th Grade				
2015-2016				
2016-2017				
2017-2018				

PSAT Assessment - Percent of Students meeting benchmark

PSAT	Meeting Benchmark
9th grade	
2016-17	
2017-18	
10th Grade	
2016-17	
2017-18	
11th Grade	
2016-17	
2017-18	

- Please complete the charts below with individual grade levels and subgroup data. Who are our highest performing sub-groups? Hispanic students in all three grade levels in both ELA and Math
- Who are our lowest performing subgroups? African-American, SPED, and ELL in all 3 grade levels in both ELA and Math

SBAC Assessment - Percent of Students at Level 3 or 4

Grade Level 3 or 6	All	African American	Hispanic	White	Other	Special Education	ELL
ELA							
2016-2017	34%	26%	28%	63%	75%	6%	6%
2017-2018	33%	26%	28%	50%	n/a	10%	
Math							
2016-2017	28%	10%	18%	73%	50%	6%	2%
2017-2018	20%	10%	14%	44%	n/a	0%	

Grade level 4 or 7	All	African American	Hispanic	White	Other	Special Education	ELL
ELA							
2016-2017	30%	16%	27%	43%	100%	6%	3%
2017-2018	34%	19%	28%	64%	n/a	7%	
Math							
2016-2017	18%	7%	14%	26%	100%	3%	3%

2017-2018	28%	22%	17%	61%	n/a	7%	
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Grade Level 5 or 8	All	African American	Hispanic	White	Other	Special Education	ELL
ELA							
2016-2017	45%	36%	40%	63%	83%	13%	0%
2017-2018	30%	17%	29%	39%	n/a	0%	
Math							
2016-2017	30%	7%	27%	49%	50%	0%	3%
2017-2018	27%	14%	25%	36%	n/a	3%	

CMT Science - Percent of students at below basic, basic, proficient and at or above goal

CMT SCIENCE		Below basic	Basic	Proficient	At or Above Goal
5th or 8th Grade					
2015-2016		24%	17%	20%	39%
2016-2017		20%	12%	18%	51%
2017-2018		n/a	n/a	n/a	n/a

PSAT - 8th Grade

PSAT	Mean Scores
8th grade	

2016-2017	398 - ERW 385 - Math
2017-2018	365 - ERW 374 - Math
2018-2019	375 - ERW (+10) 383 - Math (+9)

Northwest Evaluation Association MAP Assessment – Grades 3-10

Average RIT Score – Fall, Winter, Spring

	Fall	Winter	Spring	Percent of students who met projected growth Fall to spring
Grade 3 All Students				
Math				
2016-2017				
2017-2018				
Grade 4 All Students				
ELA				
2016-2017				
2017-2018				
Math				
2016-2017				
2017-2018				
Grade 5 All Students				
ELA				
2016-2017				

2017-2018				
Math				
2016-2017				
2017-2018				
Grade 6 All Students	Fall	Winter	Spring	Percent of Students who met projected growth Fall to Spring
ELA Grade 6				
2016-2017	208	213.1	216.2	68%
2017-2018	207.2	212.3	213.8	63%
2018-2019	210.6	214.7		
Math Grade 6				
2016-2017	208.7	213.2	217.1	55%
2017-2018	209.4	213.5	217.4	55%
2018-2019	210.4	212.8		
Grade 7 All Students				
ELA				
2016-2017	209.1	213.7	216.1	66%
2017-2018	211.8	213.7	215.3	57%
2018-2019	213.5	216.8		
Math				
2016-2017	212.1	216.8	220.7	64%
2017-2018	216.8	224.9	226.2	75%

2018-2019	216.7	220.2		
Grade 8 All Students				
ELA				
2016-2017	216.0	222.1	224.8	79%
2017-2018	213.7	217.7	218.4	63%
2018-2019	216.9	223.0		
Math				
2016-2017	221.2	226.6	230.2	73%
2017-2018	218.8	224.6	224.9	65%
2018-2019	220.9	223.4		
Grade 9 All Students				
ELA				
2016-2017				
2017-2018				
Math				
2016-2017				
2017-2018				
Grade 10 All Students				
ELA				
2016-2017				
2017-2018				
Math				

2016-2017				
2017-2018				

mCLASS Dibels – Percent of Students at or above benchmark based on composite score

ONLY Elementary Schools

Subject Area Grades K-2		School Overall			District Overall		
		Fall	Winter	Spring	Fall	Winter	Spring
ELA	All students						
	2015-2016						
	2016-2017						
	2017-2018						
	K All Students						
	2015-2016						
	2016-2017						
	2017-2018						
	Grade 1 All Students						
	2015-2016						
	2016-2017						
	2017-2018						
	Grade 2 All Students						

	2015-2016						
	2016-2017						
	Grade 3 All Students						
	2015-2016						
	2016-2017						
	2017-2018						

STUDENT PERFORMANCE DATA ANALYSIS

This section of the document will support your identification of focus areas for your school. You should use 1 page to answer the questions.

OPTIONAL: Prior to answering the questions below, you may find it helpful to examine your school’s *historical* data and sub-group data when available. Collecting existing documentation you have will support your analysis.

Analyze students’ academic strengths, struggles and data trends. Use the data above to analyze the strengths and weaknesses in ELA and Math.

Where are the largest achievement gaps after looking at all the data in the charts above?

Overall, this year, the data indicates that students beginning of year assessments are higher than last year. We believe that the slight increase in scores can be attributed to the testing environment. This year, each day before testing, students exercised by walking for 15 minutes. Once in the testing session, students were tested in 30 minute increments daily. Students will test this same way for the end of year assessment for consistency.

Grade 6 - 2018-2019

- The 2015 normative data from NWEA indicates that EOY average score for grade 6 in reading was 215.8, and 225.3 in math. NWEA also indicates that 50-60% of students will meet or exceed their projected growth from fall administration to spring. The grade 6 students at PRMS ended the 2018 school year with a mean score of 213.8 on the reading assessment, and a mean score of 217.4 in math, falling short of the normative mean in both areas. Of the students assessed, 63% of students exceeded their growth projection in reading and 55% of students met or exceeded their growth projection in math from fall to spring in 2018. Though students did not meet the mean in reading or math of the 2015 norming study for reading and math, students at PRMS made substantial growth with majority of students exceeding their projected growth goal.

- The normative data indicates that the BOY average score for grade 6 in reading is 211.0. This shows that our students performed an average of 4 RIT points below the norm with a mean score of 207.0 for the 2018 BOY administration of NWEA, indicating reading to be an area of needed improvement for the 2018-2019 school year. (Data based off of 2018-2019 grade 6 students)
- The normative data indicates that the BOY average score for grade 6 in math is 217.6. This shows that our students performed an average of 7.5 RIT points below the norm with a mean score of 210.1 for the 2018 BOY administration of NWEA, making math an area of needed growth for Ponus grade 6 students for the 2018-2019 school year. (Data based off of 2018-2019 grade 6 students)

Grade 7 - 2018-2019:

- The 2015 normative data from NWEA indicates that EOY average score for grade 7 in reading was 218.2 and 228.6 in math. NWEA also indicates that 50-60% of students will meet or exceed their projected growth from fall administration to spring. The grade 7 students at PRMS ended the 2018 school year with a mean score of 215.3 on the reading assessment, and 226.2 on the math assessment, falling shy of the normative data in both areas. Of the students assessed, 57% of students exceeded their growth projection in reading and 75% of students met or exceeded their growth projection in math from fall to spring in 2018. Though students did not meet the mean scores in either areas of the 2015 norming study, students at PRMS made substantial growth with majority of students exceeding their projected growth goal.
- The normative data indicates that the BOY average score for grade 7 in reading is 214.4. This shows that our students performed an average of 1.6 RIT points below the norm with a mean score of 212.8 for the 2018 BOY administration of NWEA. (Data based off of 2018-2019 grade 7 students)
- The normative data indicates that the BOY average score for grade 7 in math is 222.6. This shows that our students performed an average of 4.6 RIT points below the norm with a mean score of 218.0 for the 2018 BOY administration of NWEA, indicating that math is an area in need of improvement for Ponus grade 7 students for the 2018-2019 school year. (Data based off of 2018-2019 grade 7 students)

Grade 8 - 2017-2018

- The 2015 normative data from NWEA indicates that EOY average score for grade 8 in reading was 220.1, and 230.9 in math. NWEA also indicates that 50-60% of students will meet or exceed their projected growth from fall administration to spring. The grade 8 students at PRMS ended the 2018 school year with a mean score of 215.3 on the reading assessment, and 226.2 on the math assessment, indicating that students performed below the normative mean in both areas. Of the students assessed, 57% of students exceeded their growth projection in reading and 75% of students met or exceeded their growth projection in math from fall to spring in 2018. Though students did not meet the means in the 2015 norming study, students at PRMS made substantial growth with majority of students exceeding their projected growth goal.
- The normative data indicates that the BOY average score for grade 8 in reading is 217.2. This shows that our students performed an average of .6 RIT points below the norm with a mean score of 216.6 for the 2018 BOY administration of NWEA, making this an area in need of improvement for Ponus grade 8 students for the 2018-2019 school year. (Data based off of 2018-2019 grade 8 students)
- The normative data indicates that the BOY average score for grade 8 in math is 226.3. This shows that our students performed an average of 1.1 RIT points below the norm with a mean score of 225.2 for the 2018 BOY

administration of NWEA. This data indicates that math will be an area of focus for grade 8 students during the 2018-2019 school year. (Data based off of 2018-2019 grade 8 students)

PERSISTENCE AND BEHAVIOR (ATTENDANCE, SUSPENSIONS, EXPULSIONS)

	Average Daily Student Attendance	Average Daily Teacher Attendance	Percent of Students Chronically Absent
2016-2017			
2017-2018			

According the Next Generation Accountability Report in 2014-2015, 12% of our students were chronically absent. The NGAR in 2015-2016 stated that 9% of our students were chronically absent. PRMS reduced that 3%. The strategies below, when implemented with fidelity, will continue to assist in reducing that number **(Chronically absent is 10% of total number of schools days at the time of data collection)**

Our Chronic Absenteeism data declined to approximately 8% as described in our State Accountability Index. It was close to 12% last year. The hiring of a Parent Outreach Worker, who works directly with our teachers in Progress Monitoring Meetings, has helped our school extend ourselves to families that were not as engaged. Additionally, the POW is a weekly member of our CST (Child Study Team). Our POW is a valuable member of our school community.

List 3 Strategies that you will implement to improve attendance for chronically absent students:

1. Incorporate our Parent Outreach Worker (Tier II) so collaboration with Homeroom teachers regarding absences is more deliberate. POW will have to check daily attendance to ascertain if student(s) signed in late
2. Homeroom teachers reporting students to POW after 2 absences in HR.
3. Social worker involvement for students who need Tier III support (contacting outside agencies, etc)

How will you measure the effectiveness of the attendance strategies?

- The Parent Outreach Worker meets with teachers 3-4 times /month during PMM. The number of students/families the POW has to contact – tallies on a monthly basis with outcomes. The POW reports directly to me. The POW will have data (month to month) outlining the steps taken to re-engage students, and the data describing the number of days absent before intervention, and the number of days absent after intervention

- The number of students HR teachers are reporting to the POW, and the subsequent follow up (see above).

SUSPENSIONS & EXPULSIONS

EOY 2015-2016	EOY 2016-2017	EOY 2017-2018
Number of Suspensions -	Number of Suspensions -	Number of Suspensions – n/a
Number of Expulsions – 0	Number of Expulsions – 0	Number of Expulsions - n/a

ONE PRIORITY SHOULD BE AROUND SCHOOL CLIMATE BASED ON SURVEY RESULTS OR CHRONIC ABSENTEEISM DATA

SCHOOL PRIORITY GOALS

School-wide Priority I:

GOAL 1 – IMPROVE ACHIEVEMENT OF PRMS STUDENTS IN READING (ELA) AND MATH, ENSURING STUDENTS ARE READY TO DO RIGOROUS HIGH SCHOOL WORK.

Math....

The data indicates that 50% of current 6th grade students met their projected growth during the 2017 EOY NWEA assessment. Our goal this year is for 60% of grade 6 students to meet or exceed their projected growth as evidenced by their performance on the 2018 EOY NWEA administration.

The data indicates that 50% of current 7th grade students met their projected growth during the 2017 EOY NWEA assessment. Our new goal this year is for 60% of grade 7 students to meet or exceed their projected growth as evidenced by their performance on the 2018 EOY NWEA administration.

The data indicates that 64% of current 8th grade students met their projected growth during the 2017 EOY NWEA assessment. Our goal this year is for 70% of grade 8 students to meet or exceed their projected growth as evidenced by their performance on the 2018 EOY NWEA administration.

ELA.....

The data indicates that 68% of current grade 6 students met their projected growth during the 2017 EOY NWEA assessment. Our goal this year is for 70% of grade 6 students to meet or exceed their projected growth as evidenced by their performance on the 2018 EOY NWEA administration.

The data indicates that 68% of current grade 7 students met their projected growth during the 2017 EOY NWEA assessment. Our goal this year is for 70% of grade 7 students to meet or exceed their projected growth as evidenced by their performance on the 2018 EOY NWEA administration.

The data indicates that 66% of current grade 8 students met their projected growth during the 2017 EOY NWEA assessment. Our goal this year is for 70% of grade 8 students to meet or exceed their projected growth as evidenced by their performance on the 2018 EOY NWEA administration.

School-wide Priority II:

GOAL 2 – INCORPORATE SOCIAL, EMOTIONAL LEARNING STRATEGIES INTO THE LEARNING ENVIRONMENT TO ADDRESS THE NEEDS OF ALL STUDENTS AND EMPOWER STUDENTS TO CREATE THEIR OWN PERSONAL SOCIAL EMOTIONAL GOALS.

*Initiate student led goal-setting meetings including social, emotional and academic goals.

*Developmental guidance co-taught lessons in Health class focused on social/emotional learning and growth.

*Implementation of restorative circles to expand the student/student and adult/student relationships.

School-wide Priority III:

GOAL 3 – ENGAGE AND EMPOWER PARENTS/GUARDIANS TO BE ACTIVE MEMBERS OF THE PRMS COMMUNITY.

*Share SGC work annually with parents/guardians.

Weekly emails sent to parents/guardians about PRMS events and opportunities.

Community meetings held at Norwalk Housing Authority locations.

*Monthly speakers present at Ponus Parent Hispanic Group or PTA meetings.

*Parent Handbook created to be distributed at Grade 6 Orientation and shared on PRMS website.

*Agenda of Grade 6 Orientation revised:

- Information regarding the building processes and procedures, social emotional development of students, PTA Role and SGC Role
- Curriculum information will be shared at September Open House, not Orientation
- Parent Handbook will be distributed.

Annual Comprehensive School Climate Inventory sent to parents/guardians by ELA teachers as well as Dr. Lewis.

*2018/2019 initiatives

School-wide Priority IV:

GOAL 4 – DEVELOP INTERNAL AND EXTERNAL PARTNERSHIPS TO INCREASE CONNECTIONS AND PROMOTE HEALTHY LIVING IN PRMS STUDENTS.

*Create SGC SEL subcommittee

*Share SGC work annually with PRMS Community.

Informational tables at the September Open House with information about NPS breakfast, lunch options, how to pay for meals, share nutritional education materials, guidance assistance, PTA, SGC, after school opportunities and distribution of student handbook.

*Teachers create and share “Trusted Teacher” welcome signs with students including 5-10 Fun Facts You May Not Know About Them.

*Student Survey created in Google Classroom asking students “Who are your trusted adults at Ponus?” and “Why They Feel Connected?)

*Initiate partnership with Family & Children’s Agency, Inc. (FCA) to provide counseling to small gender based groups at Ponus for one hour, two days a week.

*The Den for Grieving Kids provides small group grief counseling to students who have experienced loss once a week

*Incorporate Developmental Guidance Programs aligned with Health classes at Ponus.

*6th Grade Transition Program in Summer for 5 weeks

*Research implementing a trauma informed community

*Research weekly small group “advisory” meetings with the intention of implementing at some point
Comprehensive School Climate Inventory sent out annually to students.

*2018/2019 initiatives

ESTABLISH A GOAL FOR EACH PRIORITY THAT IS MEASURABLE. EX: REDUCE THE AMOUNT OF STUDENTS IN TIER 2 INTERVENTIONS FOR MATH BY 20% OR (20 STUDENTS) BASED ON DATA. HOW WILL YOU MONITOR THE GOAL TO DETERMINE IF IT IS ON TRACK?

SCHOOL-WIDE PRIORITY 1:

GOAL 1 – IMPROVE ACHIEVEMENT OF PRMS STUDENTS IN READING (ELA) AND MATH, ENSURING STUDENTS ARE READY TO DO RIGOROUS HIGH SCHOOL WORK.

Strategies	Team Person Responsible	Time-line	Resources Needed	Evidence of Implementation
<p>Implement Tier II Math 180 instruction for students with Quantile levels 400-800.</p> <p>Grade 6 MI <635 (RIT <217)</p> <p>Grade 7 MI <650 (RIT <222)</p> <p>Grade 8 MI <695 (RIT <226)</p>	<p>Math 180 Teachers</p>	<p>Ongoing throughout the year</p>	<p>Math 180 materials</p> <p>Math Coach</p>	<p>Established caseload for Math 180 teachers</p> <p>During walkthrough evaluations, 100% of tier II students will be engaged with math 180 strategies as evidenced by the the tier II checklist</p>
<p>Professional development designed to build capacity in classroom teachers to deliver tier I instruction to students</p>	<p>Dr. Lewis</p> <p>Mrs. Katkocin</p> <p>Tier I math teachers</p> <p>Math Coach</p> <p>Tina Henckel</p>	<p>Ongoing throughout the year</p>	<p>Curriculum document</p> <p>Resources to support curriculum document</p>	<p>Decrease in tier II referrals as evidenced by MI and NWEA scores</p> <p>During walkthrough evaluations, 80% of teachers will be adhering to curriculum guides as evidenced by lesson alignment to the standards for the given unit</p> <p>Monthly principal assistant principal, and vertical house leader meetings will also assist in the development of this goal</p>

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
<p>Implement Tier II Read 180 instruction for students with Lexile levels 925-1185L+.</p> <p>Grade 6 RI <925L</p> <p>Grade 7 RI <970L</p> <p>Grade 8 RI <1010L</p>	<p>Tier II teachers</p> <p>Tier II HMH Coaches</p> <p>Dr. Lewis</p> <p>Jill Katkocin</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Read 180 software</p> <p>Access to chromebooks</p> <p>Math Coaches</p>	<p>Established caseload for Read 180 teachers</p> <p>During walkthrough evaluations, 100% of tier II students will be engaged with read 180 strategies as evidenced by the tier II checklist</p>
<p>Professional development designed to build capacity in classroom teachers to deliver tier I instruction to students</p>	<p>Dr. Lewis</p> <p>Mrs. Katkocin</p> <p>Tier I reading teachers</p> <p>Reading Coach</p> <p>Janine Goss</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Curriculum Document</p> <p>Resources to support curriculum document</p>	<p>Decrease in tier II referrals as evidenced by RI and NWEA scores</p> <p>During walkthrough evaluations, 80% of teachers will be adhering to curriculum guides as evidenced by lesson alignment to the standards for the given unit</p> <p>Monthly principal assistant principal, and vertical house leader meetings will also aid in this implementation</p>

School Wide Priority II –

GOAL 2 – INCORPORATE SOCIAL, EMOTIONAL LEARNING STRATEGIES INTO THE LEARNING ENVIRONMENT TO ADDRESS THE NEEDS OF ALL STUDENTS AND EMPOWER STUDENTS TO CREATE THEIR OWN PERSONAL SOCIAL EMOTIONAL GOALS.

Strategies	Team	Timeline	Resources Needed	Evidence of Implementation
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	Person Responsible			
*Initiate student led goal-setting meetings including social, emotional and academic goals.	Students, Teachers	Grades 6, 7, 8 - Spring 2019		<p>Students will lead goal-setting meetings, targeting their academic and social emotional learning needs.</p> <p>Students academic grades will increase every year</p> <p>8th Grade parents will feel more comfortable talking to teachers and will feel PRMS makes an effort to keep them informed about what is going on at the school -- this will be measured by an increase of parents agreeing with the following parent climate survey questions:</p> <p>___% of "parents and family members feel comfortable talking to teachers", ___% of parents/guardians who feel "my child's school makes an effort to keep me and my family informed about what's going on".</p>
*Developmental guidance co-taught lessons in Health class focused on social/emotional learning and growth.	Guidance counselor Health teacher	Grades 6, 7, 8 - Spring 2020		Co-taught classes in health will be focused on social and emotional learning needs of students
*Implementation of restorative circles to expand the student/student and adult/student relationships.	Administration Dean of Students Guidance Counselors Vertical House Leaders Students	June 2019	Restorative Practices Training Sessions	<p>Decrease in suspensions, verbal, and physical altercations.</p> <p>Improvement in student and adult relationships</p> <p>Meaningful, productive dialogue between students and adults</p>

School Wide Priority III –

GOAL 3 – ENGAGE AND EMPOWER PARENTS/GUARDIANS TO BE ACTIVE MEMBERS OF THE PRMS COMMUNITY.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
Weekly emails sent to parents/guardians about PRMS events and opportunities	Dr. Lewis	Weekly		
*Monthly speakers at Ponus Parent Hispanic Group and/or PTA meetings	Guidance Dept. PTA Ponus Parent Hispanic Group	Monthly		Increases parent/guardian knowledge about PRMS activities, middle school student emotional and physical development, healthy eating and parenting skills. Surveys will be distributed at the end of the meeting measuring increase of knowledge about specific topics.
Visit Norwalk Housing Authority locations	Dr. Lewis PRMS Staff SGC	Annually		Builds connection and trust with families
*Create Parent Handbook	SGC Members Dr. Lewis Mrs. Katkocin	Spring/Fall 2019		Policies and procedures including social emotional supports and initiatives (PBIS) at Ponus. Contacts for specific questions. Distributed at 6th Grade Orientation and available online via the PRMS website.
*Revise agenda of 6th Grade Orientation	Dr. Lewis Teachers	Fall 2019		
Send out School Climate Inventory Survey	Dr. Lewis ELA Teachers	Annually		Increase the % of parents filling out climate survey. Increase the % in the following questions: ___% of parents/guardians feel the “school tries to get students to join after school activities”,

<p>*2018/2019 initiatives</p>				<p>____% of parents/guardians feel the “school teaches his/her child how to express emotion in proper ways”, ____% of parents/guardians feel their “child has friends at school they trust and can talk to when they have problems”, ____% of “parents and family members feel comfortable talking to teachers”, ____% of parents/guardians who feel “my child’s school makes an effort to keep me and my family informed about what’s going on”.</p>
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School Wide Priority IV –

GOAL 4 – DEVELOP INTERNAL AND EXTERNAL PARTNERSHIPS TO INCREASE CONNECTIONS AND PROMOTE HEALTHY LIVING IN PRMS STUDENTS.

Strategies	Team Person Responsible	Timeline	Resources Needed	Evidence of Implementation
<p>*Convene SGC SEL subcommittee</p>	<p>M.J. Chironna Damon Lewis SGC</p>	<p>On Hold due to NPS Counseling Redesign Initiative (2019-2020)</p>		
<p>*Share SGC work annually with school community</p>	<p>SGC</p>	<p>September 2019</p>		
<p>*Increase community partners attending the September Open House</p>	<p>NPS Whitsons Representative After School Activity Contacts</p>	<p>Every September</p>	<p>Tables set up to disseminate information about Meal Options/ payment procedures, After School Activities etc.</p>	

*Teachers create "Trusted Teacher" welcome sign to share with students with 5-10 Fun Facts You May Not Know About Them	Joe Giandurco Dr. Lewis Teachers	February - April 2019	Poster board	This will increase connections between staff and students.
*Student Survey created in Google Classroom asking students "Who are your trusted adults at Ponus?" and "Why they feel connected?" *2018/2019 initiatives	Amy Jefferies-FCA Joe Giandurco SGC Teachers	February-April 2019		This will allow us to measure which students do not have one trusted adult to connect with.
*Initiate partnership with Family & Children's Agency (FCA) to run small gender based counseling groups	FCA – Amy Jefferies Guidance Counselors Social Worker	Spring 2019 - Two times a week for one hour		The purpose of the groups would be to educate the students about social and emotional learning.
*The Den for Grieving Kids provides small group grief counseling to students who have experienced loss once a week	The Den staff Guidance Counselors	Ongoing - once a week		The purpose of the small group sessions is to help students who are grieving.
*Incorporate Developmental Guidance Programs with Health classes at Ponus	Mr. Tejada and Guidance Dept. Ms. Riley - Health teacher Dr. Lewis	February 2019		School counselors, in collaboration with Ms. Riley, the Health teacher, teach our students grade appropriate coping and social skills through developmental school lessons.
*6th Grade Transition in Summer for 5 weeks	Carver Center Mr. Giandurco	Summer 2019		

*Research and create a trauma informed community		Fall 2019		
*Research and implement weekly small group “advisory” meetings	SGC Guidance counselors Teachers	Ongoing	Spotlight articles to give teachers for “driving questions”	This will build trust, increase connections, and directly impact closer relationships between staff and students.
Distribute Comprehensive School Climate Inventory annually to students *2018/2019 initiatives				The data indicated that 20% of our students don’t feel “socially/emotionally secure”. The goal is to reduce the amount of students who feel this way to 17%.

SIP 3-2-1

3: What are three key messages about the School Improvement Plan you will communicate to teachers?

- a) We will communicate to teachers that the Curriculum written by MS practitioners in grades 6-8 in ELA and Math has to be implemented with fidelity in order for our students to maximize their growth
- b) We will continue to stress the importance of Tier II and III interventions, and how they have worked to accelerate the growth of students. This accelerated growth has a direct result of their mindset (growth), and the students transfer this mindset to their Tier I classes
- c) Strong emphasis on providing students with access to complex text, and HOT (higher order thinking) type activities. In Math, the emphasis will be on critical thinking and reasoning skills (one of the claims on the SBAC). How will all (especially our Math) practitioners provide students with the learning opportunities to truly exercise their brain?

2: What are two ways you will communicate to parents and the greater school community?

- a) Through our SGC, PTO, and Hispanic Parent Group
- b) Through our monthly newsletters to families, and weekly blasts via School Messenger

1: What is one way that you will monitor your progress towards achieving the goals of this SIP?

a) Our progress will be monitored by our on-going collaborative efforts with staff, students, and families.

SCHOOL IMPROVEMENT PLANNING REFLECTION RUBRIC

Indicator	Self-Reflection & Next Steps
<p>1. Data analysis is sufficient. The data analyzed focuses on the most important strengths and areas for improvement.</p>	<p>We will continue to look at NWEA, MI, PI, and RI data throughout the year.</p>
<p>2. Focused on gap closure. Data analysis, improvement plan, and action plan focus on gap closure for student groups (e.g. high needs, students with disabilities, ELLs). Root causes analysis goes deep enough to address changes in adult and student behaviors.</p>	<p>In 2016-2017, the achievement gap was closed in ELA by 32%, and in math by 37%</p>
<p>3. Objectives and initiatives focus on improving the instructional core. The strategic objectives and initiatives are targeted at improving learning and teaching in classrooms.</p>	<p>Yes they are. With the addition of a revised ELA curriculum, we will work to ensure they are implemented with fidelity.</p>
<p>4. All sections are clear. Data is presented clearly, objectives and initiatives are clearly described, and action plan steps are understandable.</p>	<p>Yes</p>
<p>5. Early evidence of change are measurable and actionable. Action Plan includes reasonable measures of gauging success by the end of November and includes clear implementation strategies and activities to achieve them.</p>	<p>Yes</p>
<p>6. Alignment of resources makes the plan achievable. There is evidence that financial resources, human resources, and professional development have been aligned to support the plan.</p>	<p>Yes, we have both and ELA and math coaches to assist with both the curriculum and tier II.</p>
<p>7. All sections of the SIP align to each other demonstrating solid thru-line (i.e. data analysis, theory of action, strategic objectives, strategic initiatives, action plan)</p>	<p>Yes</p>

8. The process was inclusive. There is evidence that BLDT members, SPMT (or equivalent), and other teachers/staff members were meaningfully involved in the development of the plan.

Our VHLs and SGC were a part of the creation of this document, and the analysis of data.