

King Philip Middle School Development Plan 2014-15

November 15, 2014



The mission of the West Hartford Middle Schools, as learning centers which reflect the uniqueness of early adolescents and the diversity of our community, is to actively engage students in the pursuit of academic excellence by challenging all students to learn through involvement in a rigorous curriculum within a rich school culture, that encourages independent thinking, self-worth, and mutual respect..

Resources that drive this plan include the District Development Plan and data can be found [here](#).

School Steering Committee / Department Vertical Team

Joy K. Wright, Principal
Justin Gusy, Assistant Principal
Marc Kotler, Assistant Principal

West Hartford Public Schools
50 South Main Street
West Hartford, CT 06107
(860) 561-6600
www.whps.org

Introduction

The King Philip (KP) Development Plan is designed to provide an overview of our school's priorities and their alignment to the priorities and strategic initiatives of the West Hartford Public Schools. They are developed to promote the achievement of King Philip's mission, core values, and goals, and to help guide and facilitate teacher development plans and professional learning objectives.

Our goals and Big Rocks (priorities) were identified through a synthesis of input from the KP Staff. The initiatives in the SDP are intended to support the WHPS mission, its core values, and its strategic initiatives outlined in the District Development Plan. Most importantly, they support each Middle School Student in realizing his or her potential through high expectations, appropriate academic and social support, a rigorous and relevant curriculum, and dynamic teaching.



District Goal One:

Advance achievement for all students and reduce disparity between and among groups.

KP Building Strategic Initiative: Big Rock-Student Success: *Equip students with the tools necessary to demonstrate 21st Century Knowledge and Skills.*

Critical Action in support of Strategic Initiative

- 1.1. Use all of the elements of the Model of Continuous Improvement to design and implement instruction and assessments that incorporate the key instructional shifts necessary to achieve depth of understanding.
 - Support department development plans in the continued implementation of the Common Core State Standards, dynamic instruction, formative and summative assessments, data analysis, and intervention supports as needed.
 - Collaborate with department supervisors to support continuous improvement through collaborative inquiry teams
 - Provide for a building schedule that allows for the five content areas and UAs to meet once per week for the purpose of continuing the curriculum work/assessment design/data review needed to support student growth.
- 1.2. Incorporate principles of universal design for learning, differentiation strategies, culturally relevant pedagogy, formative assessment practices, and intervention strategies to provide equitable access to curriculum, meet individual student learning needs, and reduce disparities in achievement for all students.
 - Collaborate with department supervisors and UDL School Cohort members to identify a plan for appropriately implementing UDL principles and practices.
 - Continue the SRBI process of tiered interventions focussing on Tier 1, Tier 2 and Tier 3
 - Through the revised CREST (Collaboratively Reaching Every Student on Team) process, work within teams to identify students who are not meeting with success in multiple areas and create/monitor interventions (with fidelity) to support student success
 - Continue to use Individual Performance Plans (IPPs) to identify/design Tier 1 and Tier 2 interventions for students who have a D or F at progress report and/or report card time
 - Design and promote school wide interventions that meet student learning needs and provide an equity of support
 - Support the district development plan to increase and support efforts toward culturally relevant strategies that enhance the learning for our diverse population of students
- 1.3. Promote positive and productive curricular and instructional changes that focus on critical thinking & problem solving, communication & collaboration, creativity & innovation, information & media literacy, and life & career skills. Incorporate developmentally appropriate performance measures and other authentic learning experiences to demonstrate relevance and gauge students' abilities to apply their learning.

Resources that drive this plan include the District Development Plan and data can be found [here](#).

- We will use directed team time, building CSI time, and specific faculty meetings to support teachers collaborating to design instructional strategies that provide students with the ability to demonstrate the four Cs.
- Implement structures and practices toward a full Student Success Plan
 - Continue “mini-capstone” for 8th grade students that focus on career pathways
 - Implement digital portfolios to support students’ curation of evidence toward their identified goals and progress toward mastery of content standards (involves all content areas)

1.4. Increase opportunities for staff participation and engagement in monitoring or developing standards, curriculum, instruction, and assessment in order to establish a comprehensive district curriculum with learning objectives specifying the knowledge and skills students must acquire by grade and subject.

- Support District and Department Development strategic actions and professional development plans

District Goal Two:

Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.

KP Building Strategic Initiative: Big Rock-Community Engagement:

Foster a sense of community that enriches the experience of middle school students by building relationships among the students, staff, families, and the community.

Critical Action in support of Strategic Initiative

- 2.1 Create the conditions that foster and support intellectually, physically, and emotionally healthy learning as a community to help all students realize their full potential.
 - Bolster our advisory model to build connections with our students and families and “teach (students) social and emotional skills, attitudes, and values with the same structure and attention that we devote to academic subjects.”
 - Focus on themes to promote our school expectations that students are RESPECTFUL, RESPONSIBLE and GOOD CITIZENS.
 - Engage students and teachers in the evaluation of the current program and plan a differentiated set of activities for 6th, 7th and 8th grade
 - Implement a new SST process through a revised team-based CREST model to identify and implement appropriate Tier 1, 2, and 3 interventions with fidelity
 - Increase staff and student access to technology to promote 21st Knowledge and Skills
 - Provide opportunities for students to receive support and participate in a range of opportunities outside of the classroom experience
 - Add 7/8 grade social coordinators
 - Maintain/increase the number of students involved in our intramurals program, drama program, and after school clubs
- 2.2 Create cultures that emphasize high expectations for student conduct, responsible behavior, and respect for others in order to achieve positive learning environments that support students’ physical and emotional well-being.
 - Continue to promote a culture and climate of kindness and respect where Character Counts!
 - Implement our first full year of PBIS with common expectations and procedures for students and staff
 - Increase student recognition to 80% or more through three tiers of recognition Student of the Month, Character Counts and Positive Post Cards
 - Implement the KP Choose Kind Challenge to promote a culture of kindness and respect
 - Expand the Safe School Climate Team to work with our diversity clubs and student council to explore ways to foster a more educated community towards tolerance and acceptance of differences
 - Increase discipline education by offering students opportunities to focus on character education (i.e. sportsmanship, making better choices, community service, etc.)

Resources that drive this plan include the District Development Plan and data can be found [here](#).

- Provide more opportunities to increase student voice and action in the school community
 - Redesign the Student Principal Advisory Committee to provide students with both a leadership role and a voice in our community.
 - Send students to leadership training opportunities to increase their student advocacy skills
 - Identify ways to involve students in sharing their learning/knowledge/skills with families and the greater community by targeting opportunities for them to serve as ambassadors or participate in school programming efforts

2.3 Develop and cultivate school-family-community partnerships in order to share responsibility in supporting students' success in school and through life.

- Establish a Partnership/Parent Engagement Committee to assess our current status, develop a vision, and design an action plan for creating a partnership school
- Provide 5 or more family programming events to promote student success and support school and family partnerships

2.4 Provide clear lines of communication to students and families regarding behavioral and learning expectations and progress toward expectations. Ensure timely and responsive feedback and continuously monitor communication systems to reduce or eliminate obstacles to effective communication.

- Increase methods to effectively communicate with families through our KP Connection, BlackBoard connect messages, social media and family surveys to increase feedback to the school
- Increase teachers' use of Powerschool to support two-way communication about students' performance/progress
- Create team goals focused on increasing communication with families around learning using multiple methods of communication (i.e. team homework calendars, email, phone calls home, etc.)
- Provide a welcoming atmosphere on the phone and in person for our families and community partners

District Goal Three:

Attract, retain and develop high quality staff by providing professional development resources and appropriate learning environments.

KP Building Strategic Initiative: Big Rock-Staff Professional and Personal Wellness: Support personal and professional wellness for staff by encouraging unity and professional growth.

Critical Action in support of Strategic Initiative

- 3.1 Create environments of collective inquiry, leveraging the necessary structures, supports, and resources in order to improve teaching and learning for all students.
 - We will use the formal teacher supervision and evaluation system, informal observations/classroom visits and a series of New Teacher Orientation meetings over the course of the school year to assist teachers.
 - Support the district self-directed learning effort by providing staff with opportunities to share their learning with others
- 3.2 Design and implement ongoing professional learning opportunities for teachers and administrators that support a culture of distributed leadership, self-directed professional learning, and supervisory practices in service to teacher development. Align professional learning efforts to a common understanding of effective, high quality teaching that results in enhanced learning for all.
 - Create a School Improvement Committee to identify and design faculty meetings and building CSIs related to our Big Rocks
 - Implement a Lunch and Learn Series twice a month for during the day professional learning led by KP teachers/staff or district personnel
 - Develop flipped Faculty Meetings to provide more opportunities for faculty to engage in learning, collaboration, and team building opportunities
- 3.3 Build the diversity of our teaching population to more closely match the diversity of our student population in order to deepen our understanding, capacity, and effectiveness in helping all students realize their full potential.
 - Continue to support the District Development Plan

Resources that drive this plan include the District Development Plan and data can be found [here](#).

King Philip Indicators of Progress for School Goals

Goal One: Advance achievement for all students and reduce disparity between and among groups.

- o 1.1 Evidence toward a model of continuous improvement will include:
 - o Collaborative team minutes documenting the summary of their weekly work
 - o Collected documentation from department development plans
 - o Students meeting the identified mastery levels identified in teacher SLOs

- o 1.2 Evidence toward meeting student needs and reducing disparities will include:
 - o A three year plan of action (2015-2018) for training and implementation of UDL Principles created by KPs full leadership team and UDL cohort
 - o CREST data demonstrating Tier 1 & 2 interventions and evidence of progress
 - o Tier 3 intervention data (math and reading) identifying student progress (i.e. # of year's growth, lexile score increase, # of students exiting either a level of service or the program all together, etc)
 - o Collection of student IPPs and the documentation of success of identified interventions by an increase in the grade at mid-quarter progress or report card.
 - o A fully functioning schoolwide homework club as identified by the number of students attending and student/staff summary feedback on its usefulness in supporting students' growth and success
 - o Successful implementation of a schoolwide study skills class to support student skills

- o 1.3 Evidence toward providing authentic learning experiences for students will include:
 - o Department Development Plan strategic actions
 - o Updated Building Professional Calendar
 - o **100%** of 6th grade students will create a digital portfolio
 - o **100%** of 8th grade students will complete a "mini-capstone" focused on career pathways

- o 1.4 Evidence toward increasing staff participation and engagement in curricular/instructional work will include:
 - o Department Development Plans documenting the staff involved in the the professional work based on their calendar of district curriculum work.
 - o Survey data will include:
 - **75% (from 58.5%)** of staff will answer agree or strongly agree to: "The professional development I received this year provided me with teaching strategies to better meet the needs of my students."

Goal Two: Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.

- o 2.1 Evidence toward Advisory goals will include:
 - o Advisory activities for the 2014-2015 school year
 - o Student/teacher feedback on our current advisory model
 - o Plan of implementation for 2015-2016 advisory program
 - o Evidence toward CREST goals will include:
 - CREST team data sheet w. evidence of interventions and progress

Resources that drive this plan include the District Development Plan and data can be found [here](#).

- Staff feedback on the effectiveness of the new model to support struggling students (twice per year)
 - Updated CREST plan of action for 2015-2016
- o Evidence toward Technology Goals will include:
- Percent of increase of technology tools from 2013-2014 to 2014-2015 school year
 - Full installation of technology purchased for the 2014-2015 school year before its end
 - The number of trainings offered to staff to increase staff capacity in using technology to support students growth as 21st century learners and staff effectiveness in using new technologies
 - Survey data will include:
 - Teacher responses will increase from **82% to 90%** to the question: “I have access to other resources that I need for my class(es).”
- o Evidence toward student participation in the KP Community will include:
- 3 social events for 7th and 8th grade with 50 or more attendees
 - Survey Data will include:
 - Student response will remain current or increase from **55% to 60%** to the question: “I am involved in extracurricular activities such as athletics, clubs, activities, school committees.”
 - Parent response will remain current or increase from **58% to 63%** to the question: “My child is involved in extracurricular activities such as athletics, clubs, activities, school committees.”
- o 2.2 Evidence toward a climate where Character Counts will include:
- Evidence of PBIS videos, forms, and staff feedback regarding our full year implementation
 - **70%** Students can accurately identify the school wide behavioral expectations through Morning Advisory survey
 - **80%** of students received some level of recognition as respectful, responsible and good citizens
 - Survey data will include:
 - **85% (vs 82%)** of students will respond with all of the time or most of the time to “I feel the students in this school are friendly.”
 - The percent of students responding yes to “I have seen or heard others being treated unfairly at school because of their race, academic achievement, ethnicity, gender, disability, physical appearance will decrease to **20% (vs. 30-39%)**
 - The percent of students responding yes to “I have been treated unfairly at school because of my physical appearance will decrease to **10% (vs. 19%)**
 - **80% (vs. 70%)** of students will respond with all of the time or most of the time to “I feel comfortable sharing my thoughts and ideas at this school.”
 - **70% (vs. 32%)** of teachers and staff will agree or strongly agree that “This school’s discipline program is effective.”
 - **80% (vs. 75%)** of families will agree or strongly agree that “The school promotes understanding among students from different backgrounds.”
 - KP’s administrators’ discipline responses to poor choices by students will detail a variety of approaches to deepen student understanding of the effects of poor choices

Resources that drive this plan include the District Development Plan and data can be found [here](#).

- and to encourage better choice selection in the future
- List of events where students served as KP Ambassadors
- o 2.3 Evidence toward effective school-family-community partnerships will include:
 - o Establishment of a Partner/Family Engagement Committee and an action plan for implementation for the 2015-2016 school year.
 - o List of family programming events accomplished for the 2014-2015 school year
 - o Survey Data will Include:
 - **88% (vs 83%)** of families will agree or strongly agree to “I feel comfortable sharing my thoughts and ideas at this school.”
 - **60% (vs. 48%)** of families will identify that they communicate (in person, phone calls, emails, etc.) with their child’s teacher **4-10** times or more during the school year.
- o 2.4 Evidence toward more effective communication with families will include:
 - o KP Connection Smores, BlackBoard Connect Schedule, Twitter Feed, and Survey responses
 - o Team goals and summary of evidence including but not limited to: team homework calendars, number of emails sent as a team, and increased phone calls home regarding student progress
 - o Training with office and security personnel around providing a family friendly school.
 - o Survey Data will include:
 - **88% (vs. 83%)** will agree or strongly agree to “I feel welcome at my child’s school.”
 - **80% (vs. 74%)** of families will agree or strongly agree to “I feel well informed about what is going in the classroom.”
 - **70% (vs. 58%)** of families will agree or strongly agree to “I feel administrators take into account the feedback I give when making decisions.”

Goal Three: Attract, retain and develop high quality staff by providing professional development resources and appropriate learning environments.

- o 3.1 Evidence toward creating improving teaching and learning for all students will include:
 - o TalentEd data
 - o New Teacher Orientation Agendas
 - o Evidence of teachers sharing about their self-directed learning may include:
 - CIT minutes, Lunch and Learn agendas, Faculty meeting/CSI agendas (building or department)
- o 3.2 Evidence toward ongoing professional learning for KP teachers and staff will include:
 - o School Improvement Committee Agendas and KP Professional Learning Calendar
 - o Lunch and Learn Calendar, agendas and attendance
 - o Evidence of flipped meetings
 - o Survey Response Data will include:
 - **83% (vs. 78%)** will agree or strongly agree to “I feel like I am a part of this school’s community.”
 - **75% (vs. 63%)** will agree or strongly agree to “School administrator(s) value teacher feedback.”
 - **75% (vs. 64%)** will agree or strongly agree to “My contributions are valued and important.”