

**CARL C CUTLER MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2011 – 2014**

COVER PAGE

School Name: Cutler Middle School

School District: Groton

Name of Principal: Dr. S. Carboni

Current School Year: 2011-2012

Please check all applicable boxes below:

Needs Improvement: Year 1 Year 2 Year 3

Whole School: Reading Mathematics Participation

Subgroup Reading: Students with Disabilities English Language Learners Black Hispanic Economically Disadvantaged White

Middle School Mission:

1. Provide a gradual transition from the relatively self-contained elementary program to the departmentalized high school;
2. Create an atmosphere which fosters optimum student growth in the basic subject areas by allowing for flexible scheduling of class time;
3. Provide exploratory programs in other academic and skill areas which capitalize on the natural intellectual curiosity of this age group;
4. Develop the physical, social, and creative potential of the student;
5. Foster the development of responsibility through self-discipline and independent learning;
6. Enhance the student's self-concept and tolerance of others;
7. Provide special services to accommodate the unique needs of individual students;
8. Provide co-curricular activities to involve students in areas of their particular interests;
9. Encourage parents and community to become involved in the educational process.

The school data team authored this plan and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan. Its members include:

School Data Team

Judith Goldsmith-Karp, Assistant Principal
Patricia Hird, Grade 6 Teacher
Mary Klar, Grade 7 Teacher
Alison Cochrane, Grade 8 Teacher
Patricia Berggren, Special Education Teacher
Raechel Killeen, Intervention Specialist

GOALS:

1. The percentage of Black, Free/Reduced Lunch, and Special Education student sub-groups who score goal and higher in reading will increase 15 percentage points over a 3 year period as measured by the CMT 2014 while accelerating achievement for all students.
2. The percentage of students referred to administration for discipline will be reduced by 50 percentage points over a 3 year period as measured by school discipline data for 2014.

SUBGROUP OBJECTIVES:

- 1a. Increase reading proficiency in the Black students subgroup by a minimum of 15% as measured by CMT 2014.
- 1b. Increase reading proficiency in the Students with Disabilities subgroup by a minimum of 15 % as measured by CMT 2014.
- 1c. Increase reading proficiency in the Free/Reduced Lunch subgroup by a minimum of 15% as measured by CMT 2014.

CUTLER MIDDLE SCHOOL IMPROVEMENT PLAN

2011 - 2014

GOAL 1: The percentage of Black, Free/Reduced Lunch, and Special Education student sub-groups who score goal and higher in reading will increase 15 percentage points over a 3 year period as measured by the CMT 2014 while accelerating achievement for all students.

OBJECTIVE 1a: Increase reading proficiency in the Black students sub-group by a minimum of 15% as measured by CMT 2014.

OBJECTIVE 1b: Increase reading proficiency in the Students with Disabilities sub-group by a minimum of 15 % as measured by CMT 2014.

OBJECTIVE 1c: Increase reading proficiency in the Free/Reduced Lunch sub-group by a minimum of 15% as measured by CMT 2014.

Identified Need(s)	Tier 2 Indicator (adult action(s) that will impact student achievement)	School Strategies	How will we monitor and provide evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>CMT 2011 Reading Whole School % Proficient or Above Gr. 6 – 92 Gr. 7 – 93.9 Gr. 8 – 91.2</p> <p>CMT 08 Reading Subgroup = Free/Reduced Lunch % Proficient or Above Gr. 6 – 75 Gr. 7 – 82.4 Gr. 8 – 80</p> <p>CMT 08 Reading Subgroup = Special Education % Proficient or Above Gr. 6 - 80 Gr. 7 – 44.4 Gr. 8 – 80</p>	<p>- 100% teachers (general education, special education, special area), student support staff and administrators will participate in the data team process.</p>	<p>New Strategies:</p> <ul style="list-style-type: none"> - Identify areas of need in target sub-group populations - Provide time for grade level data team meetings (including SPED) to meet three times a month for 45 minute sessions - Implement district protocols for data team meetings - Give formative reading assessment to all new students who enter during the school - Align school goals to district benchmarks - Align IEPs to grade level performance expectations 	<p>Principal/Designee Will:</p> <ul style="list-style-type: none"> - Regularly review grade level data team meeting minutes - Disseminate data regarding reading skills to each grade level data team by the first week of September through the school data team - Collect results quarterly of formative reading assessments that assess reading skills and ensure that the school data team sets short-term goals for all students and sub-groups - Attend and participate in grade level data team 	<p>Provide All Staff with Professional Development In and For:</p> <ul style="list-style-type: none"> - School Data Team members will receive professional development embedded in the School Data Team process to enable members to effectively analyze data and monitor and monitor progress. -SRBI Process - Mentoring for new teachers - Formative Reading Assessments (STAR, DAW, MAP, DRP, Read 180) - Effective Teaching Strategies for the identified sub-groups

<p>CMT 08 Reading Subgroup = Black % Proficient or Above Gr. 6 - 83 Gr. 4 – 71.4 Gr. 5 – 85.7</p>		<ul style="list-style-type: none"> - Differentiate instruction to accommodate diverse student learners -Creation of SPTO (Special Education Parent Teacher Organization) to foster parent/school relationships -Implement Parent Informational Nights based on development/educational needs of students -Hold yearly open house celebrations of student achievements <p>Continuation Strategies:</p> <ul style="list-style-type: none"> - Mentor new teachers - Continue to develop classroom libraries that include multi-cultural and non-fiction texts - Continue to implement Effective Teaching Strategies, with an emphasis on differentiation -Foster parent/school relationships 	<p>meetings on a rotating basis</p> <ul style="list-style-type: none"> -Observe lessons to ensure that differentiation is occurring <p>Grade Level Instructional Data Teams, Teachers and Intervention Specialist Will:</p> <ul style="list-style-type: none"> - Administer, collect and analyze formative reading assessment results (STAR, DAW, DRP, MAP, Read 180) - Use data to set short term learning goals (4 to 6 weeks) and related instructional plans -Progress monitor through the use of formative assessments -Utilize classroom Instructional Units - Participate in grade level data team meetings to review student achievement data from formative reading assessments - Agree on ground rules for meetings 	<ul style="list-style-type: none"> - Differentiated Instruction for all classroom teachers -Train appropriate staff in research-based reading protocols -Common Core State Standards -
---	--	--	---	--

			<ul style="list-style-type: none">-Provide explicit instruction and opportunities for targeted student population to review and practice all components of reading instruction: word attack skills, fluency, vocabulary and comprehension- Implement instructional accommodations and modifications in alignment with applicable IEP	
--	--	--	---	--

CUTLER MIDDLE SCHOOL IMPROVEMENT PLAN

2011 - 2014

GOAL 2: The percentage of students referred to administration for discipline will be reduced by 50 percentage points over a 3 year period as measured by school discipline data for 2014.

Identified Need	Tier 2 Indicator	School Strategies	How will we monitor and provide evidence of implementation and effectiveness?	Additional Skills, Knowledge and Support (Professional Development)
<p>- % of Students referred to office for behavior based on referred data</p> <p>2009-2010 32% 2010-2011 57%</p> <p>- There are students who are missing instructional time because they are not in class</p>	<p>- 100% of faculty and staff will participate in the review, development and implementation of school climate improvement campaign</p>	<p>New Strategies:</p> <ul style="list-style-type: none"> - Establish a Safe School Climate Committee charged with collating the referral data, and reporting of findings to entire faculty/staff - Become familiar with Positive Behavior Supports as a student behavior management system - Participate in the PBIS training/implementation (2012-2014) - Ensure that every student has an adult in school that they perceive to be their advocate <p>Continuation Strategies:</p> <ul style="list-style-type: none"> - Monitor attendance and tardiness of students - Foster parent/school relationships 	<p>Principal/Designee Will:</p> <ul style="list-style-type: none"> - Assemble and participate on the Safe School Climate Committee - Model respectful behavior in interactions with all school community members <p>Teachers Will:</p> <ul style="list-style-type: none"> - Establish classroom management plans - A representative group of teachers will participate on the Safe School Climate Committee - Model respectful behavior in interactions with all school community members - Intervene and respond as appropriate to every incident of disrespectful 	<p>Provide All Staff with Professional Development in and for:</p> <ul style="list-style-type: none"> - Positive Behavior Supports - School Climate including principles, practices and strategies necessary for creating physically, emotionally and intellectually safe and respectful schools

		<ul style="list-style-type: none">-Balance the conveyance of student expectations with re-teaching and consequences- Conduct periodic school assemblies reminding students about respectful behavior and equitable treatment for all	behavior	
--	--	---	----------	--

