



**Carmen Arace Middle School
School Plan of Excellence
2022-2023**

Mission

Our mission is to deliver a first-class education that prepares students to achieve within and beyond school.

We aspire to have 100% of our students meeting state performance goals.

2022-2023 Goals

1. At least **80%** of students will meet or exceed the state goal level 3 in ELA and Math as measured by the spring 2023 Smarter Balanced Assessment.
2. At least **80%** of students will meet ELA and Math annual growth targets as measured by the spring 2023 I-Ready Benchmark Assessment.
3. At least **80%** of students/families will say their teachers keep them informed of student progress, as measured by the May 2023 Students/Families Survey of Teachers.
4. By June of 2023, we will reduce chronic absenteeism from 19% to 10%, as identified by Next Generation Accountability System.
5. By June of 2023, we will reduce suspensions by 10%, as measured by the ED 166 Student Disciplinary Data Collection report.
6. At least **95%** of students will be on track for graduation as identified by Next Generation Accountability System.
7. At least **80%** of students will feel Socially and Emotionally supported in their learning environment, as measured by the Student/Family Feedback of Teachers Survey and the Annual District Climate Survey.
8. Community partnerships will be sustained and expanded.

2022-2023 Social- Emotional Learning Goals

1. Students will learn and use 10 social emotional vocabulary words (improved mental health and heightened self-awareness), as measured by classroom observations.
2. Students will demonstrate improved organizational skills (enhanced executive functioning), as measured by classroom observations.
3. Students will learn how to address/manage their emotions to achieve school and life success (stress management and/or perseverance), as measured by classroom observations.

Link to SEL Goals:

<https://docs.google.com/presentation/d/13TzYqkkKxvJfamFihDJ85KgAzSNyHW-S/edit?usp=sharing&oid=115827318717322883595&rtpof=true&sd=true>

Each priority has a role in supporting the goals. Students will progress as adults increase their skills and expertise in addressing the needs of children.

Priority 1: Holistic Accountability <i>Vision Statement: Carmen Arace Middle School educators will work collaboratively to analyze data, engage in rich discourse around monitoring progress towards achieving school accountability goals, and develop high leverage strategies that lead to changes in adult practices, which result in increased student achievement.</i>			
Core Strategies High-leverage priorities: limited in number; coherently inter-connected	Action Steps Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	Fidelity Indicators Evidence we will use to demonstrate completion of action steps within established timelines	Indicators of Adult Progress How we will determine changes in adult practices over time
Refine the Data Team Process.	<ol style="list-style-type: none"> Continue to meet in grade/instructional/vertical teams to identify strengths and areas in need of improvement. Administer Data Team Process to make the practice a more meaningful and relevant experience. 	<ol style="list-style-type: none"> Bi-weekly/Monthly examine and analyze data to inform next steps for improvement Fall and spring survey data points will be analyzed and used to inform next steps for improvement 	<ul style="list-style-type: none"> Teachers identify areas of development for students through data teams
Provide professional learning and refresher training on using I-Ready, I Excel (IXL), Newsela, and Interim Blocks Assessments to enhance teaching and learning.	<ol style="list-style-type: none"> Inventory teacher professional learning needs and provide accordingly Work with Director of School Improvement to develop a progress monitoring tool 	<ol style="list-style-type: none"> Starting in the fall and continue based on staff needs Start in the fall to use it by January 	<ul style="list-style-type: none"> All teachers will be proficient with using: <ul style="list-style-type: none"> I-Ready to identify student need, form invention groups, and access appropriate lessons based on student need IXL to deliver deliberate practice and monitor progress Newsela to increase non-fiction reading and writing IABs to assess learning Teachers and the Literacy Coach/Consultant revise curriculum pacing guides based on data
Conduct Walkthroughs and observations with feedback (WOF) to enhance direct instruction and cooperative learning.	<ol style="list-style-type: none"> Use leadership team to create teacher buy-in and a culture around improving instruction through WOF Use data team time to identify focus areas for walkthroughs Facilitate collegial visits 	<ol style="list-style-type: none"> Start in the fall and revisit on an ongoing basis, looking for improvement Ongoing to monitor progress 	<ul style="list-style-type: none"> All teachers will participate in collegial visits and walkthroughs in efforts to improve their instruction.

		3. Ongoing to monitor teacher effectiveness	
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Progress Assessment	Mid-Year Reporting Period Rating (1/30/2023)	End of Year Reporting Period Rating (6/13/2023)
How well are we meeting expectations	<input type="checkbox"/> Below <input type="checkbox"/> Approaching <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding	<input type="checkbox"/> Below <input type="checkbox"/> Approaching <input type="checkbox"/> Meeting <input type="checkbox"/> Exceeding

Core Strategy	Middle of Year Progress Report - Actions taken to date	End of Year Progress Report - Actions taken to date

Priority 2: Rigorous Curriculum, Instruction, and Assessment <i>Vision Statement: Carmen Arace Middle School will implement a standards-based literacy and numeracy curriculum, research-based instructional practices, and a rigorous and relevant assessment program across all content areas.</i>			
Core Strategies High-leverage priorities: limited in number; coherently inter-connected	Action Steps Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	Fidelity Indicators Evidence we will use to demonstrate completion of action steps within established timelines	Indicators of Adult Progress How we will determine changes in adult practices over time
Align curriculum with Common Core State Standards (CCSS), including those assessed in the Smarter Balanced Assessment, Preliminary Scholastic Aptitude Test (PSAT), Next Generation Science Standards Assessment (NGSS).	<ol style="list-style-type: none"> Collaborate in grade level teams to review and use high stakes assessment blueprints to inform our curriculum pacing guides Use data teams and building-based professional development days to enhance curriculum with tasks, items, and questioning that simulate the rigor and standards measured in high stakes assessments 	<ol style="list-style-type: none"> September-May/June Bi-weekly, ensuring targeted meetings 	<ul style="list-style-type: none"> Teachers will implement a standards-based curriculum
Monitor the use of Hattie's Effect Size strategies (HESS) including classroom management routines and differentiated instruction through	<ol style="list-style-type: none"> Observe teachers using: Explicit instruction, Classroom discussion, Feedback, Deliberate Practice, Cooperative Learning 	<ol style="list-style-type: none"> Ongoing classroom observations throughout the year to monitor effectiveness Ongoing classroom observations and 	<ul style="list-style-type: none"> Teachers will learn and use high effect size strategies to enhance instruction Teachers will learn to differentiate instruction Administration will monitor classroom instruction and

<p>observations with feedback to strengthen Tier 1 instruction.</p>	<p>2. Observe teachers using effective classroom management routines</p> <p>Resource: https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf</p> <p>3. Provide professional learning on differentiation through all teachers</p> <p>4. Facilitate collegial classroom teacher visits to share best practice and align teaching efforts</p>	<p>focus walks throughout the year to monitor effectiveness</p> <p>3. Ongoing to ensure development and improvement</p> <p>4. September-May to support teacher growth and effectiveness</p>	<p>provide professional learning where necessary including time for teachers to share best practice through collegial classroom visits</p>
<p>Refine assessment program to be more relevant to student need.</p>	<p>1. Meet with Assistant Superintendent, Director of School Improvement and the District Data Systems Coordinator (DDSC) to review the assessment calendar and ensure students are taking relevant assessments</p> <p>2. Work with the DDSC to develop a progress monitoring tool</p>	<p>1. Ongoing to ensure assessment relevance</p> <p>2. Ongoing to monitor student achievement and identify trends</p>	<ul style="list-style-type: none"> ● Test coordinator will ensure all assessment protocols and processes are conveyed and followed ● 100% of students will participate in all relevant and “required” benchmark, progress monitoring, and high stakes assessments
<p>Leverage Academy Blocks to establish to provide targeted small group instruction and deliberate practice.</p>	<p>1. Develop an instructional framework for Academy Block to include problems of the day, targeted instruction based on student need, deliberate practice to master standards/skills, and exit tickets to assess learning</p> <p>2. Assess for mastery of standards/skills mini-assessments (1-5 items)</p> <p>3. Academies:</p> <ul style="list-style-type: none"> ○ Numeracy will focus on prerequisite skills with exposure to grade level content and standards ○ Literacy will focus on vocabulary and text dependent questioning 	<p>1. September to June to establish effective structures and routines</p> <p>2. Bi-weekly to monitor student progress</p> <p>3. Ongoing to target instruction based on student need</p>	<ul style="list-style-type: none"> ● Teachers move students through tiers of instruction as students master standards.

Solidify a Mathematical pathway.	<ol style="list-style-type: none"> 1. Meet with all relevant district/building administration and staff to collaborate on advancement criteria 2. Utilize teachers/staff to provide job embedded professional development on differentiated instruction 	<ol style="list-style-type: none"> 1. Monthly to guide changes for improvement 2. September-May to improve instruction and build teacher capacity 	<ul style="list-style-type: none"> • Administration will communicate all advancement opportunities. • Staff will work collaboratively to enhance advancement opportunity programming and instruction through data teaming and best practice shares.

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Core Strategy	Middle of Year Progress Report - Actions taken to date	End of Year Progress Report - Actions taken to date

Priority 3: Positive School Climate

Vision Statement: Carmen Arace Middle School are creating a supportive school community that demonstrates enthusiasm for learning and respect toward all students, families and staff.

Core Strategies High-leverage priorities: limited in number; coherently interconnected	Action Steps Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	Fidelity Indicators Evidence we will use to demonstrate completion of action steps within established timelines	Indicators of Adult Progress How we will determine changes in adult practices over time
Focus on building a positive school climate.	<ol style="list-style-type: none"> 1. Develop school climate team to include certified and noncertified staff 2. Administer Annual District Climate Survey 3. Fill the hallways and walls with student work and student-centered visulas/pictures. 4. Require communication logs from teachers 5. Team meetings to focus on supporting the needs of students and school staff. 	<ol style="list-style-type: none"> 1. Fall to support positive school climate initiatives 2. Winter to gather data to inform next steps for climate improvement 3. Ongoing to build school pride 4. Monthly increase and ensure communication 5. Ongoing to monitor school improvement efforts 	<ul style="list-style-type: none"> ● 95% favorable responses will be given on the annual climate survey. ● Reduce Chronic Absenteeism by 10%
Empower students and families to advocate for/engage in the teaching and learning process.	<ol style="list-style-type: none"> 1. Administer Student and Family Feedback Surveys of Teachers 2. Administer the District Climate Survey 3. Continue to student council leaders 4. Elect new Parent-Teacher Organization officials 5. Send newsletters and updates to the school community that include information that support student achievement 6. Host team meetings with students town meetings/assemblies to discuss relevant topics, policies, and expectations 7. Host student conferences to set goals and reflect on their academics, 	<ol style="list-style-type: none"> 1. Fall, winter, and spring to use student and family feedback to inform action steps for school improvement 2. Winter to gather data to inform next steps climate improvement 3. Fall to initiate student empowerment 4. Fall to initiate parent-teacher partnership 5. Monthly/weekly to increase and ensure communication around student achievement 6. Monthly to reinforce school policies and heighten awareness 7. Quarterly to promote self-awareness and reflection 8. Ongoing to acknowledge accomplishments and build pride 	<ul style="list-style-type: none"> ● 80% favorable responses will be given on the Student and Family Survey of teachers. ● 95% favorable responses will be given from students and families on the annual climate survey. ● Teachers and administration will host Honor Roll and "Moving up" Ceremonies ● Administration will acknowledge all staff for their successes publicly in mass emails and staff meetings

	<p>behaviors, and decisions</p> <p>8. Celebrate student, family, and staff success</p>		
Use Scientific Research-based Intervention strategies for behavior.	<ol style="list-style-type: none"> 1. Work with Climate Team and support staff to establish tiered supports to address student discipline 2. Develop a Collaborative and Proactive Solutions Team and enlist support from Climate Team members 3. Retrain staff in (CPS) 4. Use alternate learning environments to help reduce suspensions 5. Increase opportunities for reflection and meditations 6. Increase parent communication 	<ol style="list-style-type: none"> 1. Ongoing review of discipline data through SWIS and PowerSchool reports to inform next steps for climate improvement 2. Fall and ongoing to create a positive school culture and climate 3. Fall/winter to develop staff 4. Ongoing to promote alternatives for discipline 5. Ongoing to promote critical thinking and effective communication 6. Ongoing to maintain communication 	<ul style="list-style-type: none"> ● 95% favorable responses will be given on the annual climate survey.
Solidify Social-Emotional Learning (SEL) programming.	<ol style="list-style-type: none"> 1. Provide professional learning on SEL strategies 2. Implement “Wellness Wednesdays” to support the implementation of SEL instruction with fidelity. <p>Resources: Second Step</p>	<ol style="list-style-type: none"> 1. Ongoing to develop an SEL culture 2. Wednesdays to ensure consistent SEL instruction 	<ol style="list-style-type: none"> 3. 95% favorable responses will be given on the annual climate survey.
Enhance After School Programming and extended learning opportunities including sports and clubs.	<ol style="list-style-type: none"> 1. Leverage after school extended learning opportunities to reinforce learning 2. Use sports and clubs to develop the whole child 	<ol style="list-style-type: none"> 1. Fall - spring to provide additional learning opportunities 2. Fall - spring to provide additional learning opportunities 	<ol style="list-style-type: none"> 1. Increase enrollment in after school programming including sports/clubs.

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Priority 4: Family & Community Engagement

Vision Statement: *Carmen Arace Middle School will have thriving home-school partnerships that value and engage the knowledge and skills of families and community stakeholders to enhance overall student achievement.*

Core Strategies High-leverage priorities: limited in number; coherently inter- connected	Action Steps Specific implementation steps: prioritized; sequenced (where appropriate); limited in number	Fidelity Indicators Evidence we will use to demonstrate completion of action steps within established timelines	Indicators of Adult Progress How we will determine changes in adult practices over time
Build trusting relationships with families and the community through engaging communication, inventories, and transparency.	<ol style="list-style-type: none"> 1. Analyze the climate data from previous year to identify specific areas of need and set SMART goals relative to those areas 2. Host Open House 3. Work with the District Coordinator of Extended Learning and Family Community Engagement (DCELCE) to develop a compact to engage families and the community in the learning process. 4. Elect PTO Officers to facilitate meetings in support of student achievement 5. Send newsletters and updates to the school community that include information that support student achievement 6. Administer District Climate Survey 7. Administer Student and Family Feedback Survey 8. Require Parent Communication Logs from teachers 	<ol style="list-style-type: none"> 1. Fall to establish goals and objectives school improvements 2. September 22 to begin building a home-school partnership 3. Ongoing to engage families in the learning process 4. Start in the fall and continue monthly to engage parents in school improvement efforts 5. Monthly to foster communication and heighten awareness 6. Winter to measure school improvement 7. Fall, winter, and spring to monitor progress throughout the year 8. Quarterly foster communication and heighten awareness 	<ul style="list-style-type: none"> ● 100% of families will participate in school sponsored events and surveys ● 95% favorable responses will be given on the annual climate survey. ● 80% favorable responses will be given on the Student and Family Survey of teachers.
Engage community partnerships support student learning and school initiatives.	<ol style="list-style-type: none"> 1. Coordinate resources and services from the community 2. Participate in the community providers fair 3. Partner with local colleges and universities such as University of Saint Joseph (USJ) and University of Connecticut (UConn) 	<ol style="list-style-type: none"> 1. Quarterly acknowledgements (i.e., Rotary Club Awards, Superintendent Awards, Principal Awards) to support and celebrate student achievement 2. Quarterly academic-oriented programs for the school community to support school improvement efforts 	<ul style="list-style-type: none"> ● Community partnerships will be sustained and expanded.

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