J.H. Gaudet Middle School SIP

School Improvement Plan (2023-2024)

Ensuring Success for Every Student

Vision

We are committed to a collaborative culture of professional learning communities, where we challenge, inspire and empower ALL students. Through innovation and personalization, we ensure that all students acquire the skills, knowledge, and confidence necessary to become college and career ready.

Values

WE BELIEVE ALL STUDENTS CAN LEARN: All students can learn in a collaborative culture that is focused on results.

In a collaborative culture there is a systematic process in which teachers work together interdependently to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.

WE BELIEVE IN SELECTING, DEVELOPING AND SUPPORTING HIGHLY EFFECTIVE AND CARING STAFF : We hold High Standards and Accountability for our MPS Staff
We are dedicated to improving our processes for recruiting, selecting, placing, supporting, and retaining effective teachers, and principals.

We are committed to providing evidence-based professional development that addresses the needs of Middletown and the students we serve.

WE BELIEVE IN PROVIDING AND MAINTAINING A SAFE, SUPPORTIVE, AND INSPIRING ENVIRONMENT.: Safe supportive schools are what our community deserves
Middletown is committed to building safe and supportive learning environments that are conducive to the overall health of our staff, students and families. Schools will be culturally responsive, inclusive, and socially aware. All Middletown schools hold a zero-tolerance policy on any violence, bullying, harassment, or substance use.

WE BELIEVE IN THE EFFECTIVE MANAGEMENT OF RESOURCES THAT FOSTER PARTNERSHIPS AND COLLABORATION: Engagement of family school and community partnerships is essential in helping students achieve at their maximum potential.
Middletown recognizes that school-family and community partnerships can improve the academic outcomes of our students.

Connections must begin in early childhood though a student's high school years in MPS. We must recognize signs of disengagement and provide our families with connections that cut across the spectrum of social, health, and academic needs.

WE BELIEVE IN EXCELLENCE IN ALL WE DO: To ensure success for all students, we must have a tight focus on learning and set high expectations for our students and ourselves.
We are committed to the four critical questions.

What is it we want students to learn?

How will we know if they've learned it?

What will we do if we haven't learned it?

What will we do if they already know it?

Collaborative teams that embrace and commit this inquiry process promote active student learning and truly ensure success for students.

Theory of Action

If School...

1.Engages students in high quality tier one instruction

2. Invests in the professional learning of teachers, leaders and school staff

3. Provides systematic research based interventions to students in literacy and math

4. Enlists our community partners and engage our Middletown families

Then School can...

We can create conditions that foster a commitment of common purpose

and meaningfully improve student learning and growth

So that...

every student who enrolls in our schools will be ensured an environment for optimal growth and successful preparations for college, career and life

Needs Assessment

Needs assessment

Our School Improvement team has met for the past two school years to take a deep dive into the deficiencies that we see in our data. We have recently had a grade configuration change, as well as total change in administration. It was very clear from our initial assessment that the school was at a low point in its history, and that we needed to take action. Fortunately the staff was eager to pinpoint areas of immediate need and to develop strategies to address them.

We used RICAS/ NGSA data as well as Exact Path data (our universal screener) as our primary sources of student achievement data. In addition we reviewed foreign language pass fail rates (for high school credits) as well as Algebra 1 HS credit rates for our advanced students. While we do not have any identified subgroups for accountability purposes on our report card, we do recognize areas of need. Our IDEA students are continuously underperforming, and because of our town demographics, including the War College and the increasing number of Spanish and Portuguese speaking residents, we recognize we may qualify for a subgroup in the near future. In addition, we saw that in the last two years prior, generally speaking we had kids demonstrating low growth, from one year to the next on RICAS.

Culture and climate have been a major area of concern for the staff at GMS, and we used survey works to highlight this. In the 22/23 school year we continued one last time to focus on culture and climate as a broad topic. The SIT team decided that the culture of the building had been a real barrier to progress, and it needed to be addressed immediately. In the future 23/24 we may narrow this goal to a more specific attendance goal for students and staff.

It was very clear that we have suffered from attendance issues stemming from the pandemic, and we reviewed attendance separated by groups, grades, and on individual student levels. Our attendance data was some of the worst in the state. We identified a need for clear reporting, clear definitions of how to report, and processes for student support.

GMS has identified ELA and Math Achievement and Growth both as priorities for the school year. In addition, the SIT team felt that improving the culture of the building was going to be the third Priority, while starting the process for focusing on student attendance was our fourth. A more detailed look at our goals will be apparent in our SIP .

Priority 1: ELA Achievement

We believe that for students to be successful in life, they need to be literate and competent readers. We have identified a clear need for improvement, and are utilizing a number of strategies to improve achievement both on RICAS and on our universal screener, Exact Path.

SMART Goal #1 ELA: GMS plans to see a 25% increase of students at or above the 50th%, moving from 54% to 79% of all students. We also plan on seeing a 50% reduction in the number of kids in the lowest tier, moving from 16% of the school to 8% of the school.

Measurable Goals

Goal #1 - SMART Goal #1 ELA: Using our Universal Screener, Exact Path, GMS plans to see a 30% increase of students at or above the 50th%, moving from 59% to 89% of all students. We also plan on seeing a 50% reduction in the number of kids in the lowest tier, moving from 15% of the school to 7.5% of the school.

Initiative 1: High Quality Tier 1 Curriculum Implementation

Teachers will be in year one of implementation for a brand new ELA Curriculum.

Supporting Research and Evidence:

The state has required that we implement a HQ ELA Curriculum.

Action Step	Complete-Date
Teachers will participate in professional development opportunities, including but not limited to:ELA PLCs focused on implementation District provided implementation PD	06/21/2023

Initiative 2: Creation and Implementation of a targeted intervention block in schedule, and use of that block for targeted intervention, as documented in Branching Minds

Our goal was to implement a focused intervention block in our schedule where students will get focused intervention based on student data. The second half of that goal was to use the Branching Minds MTSS platform to create goals and document progress on those goals as the interventions were provided.

Action Step	Complete-Date
Teachers will utilize the THRIVE block, during the school day to implement targeted interventions for ELA, while documenting goals in, and documenting progress in BRANCHING MINDS, our new MTSS database.	06/21/2024

Initiative 3: Literacy Standards integrated and assessed in Social Studies Classes

Social Studies teachers, through collaboration with Ela teachers, will implement and assess reading and writing standards in their classes. Teachers will meet in PLC's to plan for implementation.

Action Step	Complete-Date
Teachers will meet in interdepartmental PLCs with ELA and Social Studies. Teams will identify best practices, rubrics and strategies that can be adopted in the Social studies classroom to support ELA	06/21/2023

outcomes. The teams will adapt rubrics, and strategies to fit their content.

Initiative 4: Beyond The Bell	
All ELA Teachers or teams of teachers, will refer students in need of additional supports to the Beyond the Bell, afterschool program. While in attendance, students will receive additional support, on ELA coursework.	
Action Step	**Complete-Date**
Teachers will identify students that would benefit from BTB, and submit names to coordinator. Coordinator then enrolls, outreaches and supports student attendance.	10/03/2022

Priority 2: Math Achievement

We believe that for students to be successful in life, they need to be competent in mathematics. We have identified a clear need for improvement, and are utilizing a number of strategies to improve achievement both on RICAS and on our universal screener, Exact Path.

Measurable Goals

Goal #1 - SMART Goal #2 MATH: GMS plans to see a 30% increase of students above the 50th%, moving from 45% to 75%. We also plan on seeing a 50% reduction in the number of kids in the lowest tier, moving from 20% of the school to 10% of the school.

Initiative 1: Implementation of a newly adopted, high quality curriculum in all Math classrooms.
Math teachers at GMS, have had focused and continued discussion in PLC's around the quality of their current curriculum, how students perform when used, and what deficiencies they have found within. From there, they have made a plan to address deficiencies, as well as apply their learnings to the curriculum adoption project.

Action Step	Complete-Date
Based on deficiencies and areas of student need, teachers will develop, lessons and or interventions for the THRIVE block, to supplement deficiencies. Teachers and colleagues will implement supports in class.	06/21/2024
All Math teachers at GMS will participate in content PLCs where they will reflect on implementation, brainstorm next steps and plan for an effective first year of implementing our new curriculum.	06/21/2024

Initiative 2: Beyond The Bell

All Math Teachers or teams of teachers, will refer students in need of additional supports to the Beyond the Bell, afterschool program. While in attendance, students will receive additional support, on Math coursework.

Action Step	Complete-Date
Teachers will identify students that would benefit from BTB, and submit names to coordinator. Coordinator then enrolls, outreaches and supports student attendance.	10/03/2022

Initiative 3: Creation and Implementation of a targeted intervention block in schedule, and use of that block for targeted intervention, as documented in Branching Minds

Our goal was to implement a focused intervention block in our schedule where students will get focused intervention based on student data. The second half of that goal was to use the Branching Minds MTSS platform to create goals and document progress on those goals as the interventions were provided.

Action Step	Complete-Date
Teachers will utilize the THRIVE block, during the school day to implement targeted interventions for Math, while documenting goals in, and documenting progress in BRANCHING MINDS, our new MTSS database.	06/21/2023

Priority 3: Culture and Climate Goal

At GMS the SIT Team has identified culture, including morale, confidence in leadership, as high areas of need. The SIT team determined that without reaching this goal, other culture goals would not be practical targets.

Measurable Goals

Goal #1 - Attendance GMS plans to see a __20___% reduction in the number of students that are chronically absent in the 23/24 school year. We plan on seeing the reduction from 51.2% to below 36.2%.

Initiative 1: Student Engagement	
The staff is looking to increase student engagement in the school community, by offering multiple methods of input, both formal and informal. We know that students that are more engaged are more likely to attend school regularly.	
Action Step	**Complete-Date**
Principal and School Improvement team to develop and implement a survey that looks for ways to improve student engagement with GMS.	04/24/2024

Initiative 2: Schoolwide Attendance Protocols	
The GMS School Community, while working with our new Student Success Officer, plan on clarifying attendance coding to align with other district schools, automating letters and texts to parents, and implementing check ins with students that are chronically absent.	
Action Step	**Complete-Date**
SIT team met to discuss shift to this goal as our Culture and Climate Goal	10/11/2023

The SIT team has come up with the idea of a "GYSTS" or "Get your self to school" group. We think goal setting for students, and incentivizing positive results would be a positive support for many of our students who are chronically absent.	03/01/2024
Monthly Meetings with Student Success Officer. Identify kids who are approaching CA, or need letters, calls, visits and interventions.	06/20/2024
Clean up and standardize attendance coding in PowerSchool for consistency and clean state reporting	12/01/2023

Priority 4: MLL Student Success

GMS believes that all students deserve a high quality education and opportunities to access their education, despite their native language.

The MLL students at Gaudet have been identified as an underperforming subgroup. RIDE has identified this population as not meeting annual growth goals as set forth by the state. It is our goal to increase the quality of instruction here at GMS, so that all students meet statewide expectations.

Measurable Goals

Goal #1 - In order to meet RIDE's expectations, GMS plans on implementing a number of strategies so that on our school accountability report, we achieve 3 points instead of 2 points.

Initiative 1: Implementation of SIOP Strategy PD, and progress monitoring at GMS
At GMS we do not believe the district or the Town will provide adequate funding to support MLL students at GMS any time soon. We do not believe that it would be prudent for us to wait for that to happen. Instead we plan to add layers of support for these students. We will be introducing research based strategies that can be integrated into our regular core and co curricular classes. Staff will be trained on the strategies, and they will be implemented school wide. Principal to monitor regularly and provide feedback to teachers about implementation. As staff provide evidence of mastery, the SIT team may chose to drop mastered strategies, and add new strategies to our plan, so that the staff in constantly learning and implementing researched based strategies to support all learners, but specifically MLL students.

Action Step	Complete-Date
SIT Team to meet, and review accountability data.	01/10/2024
SIT Team to meet again. Niemeyer to present a plan on what a roll out of SIOP strategies will look like with staff and an example of what a walkthrough tool and feedback will look like. Team to take a deeper dive into instructional strategies, and decide on what they think would be good entry level strats to adopt.	01/29/2024
Roll out plan to faculty for adoption. Describe plan to provide professional development to staff, and methods to provide feedback.	02/07/2024
Begin collecting data/ monitoring implementation. Teachers to be provided feedback immediately through use of a walkthrough tool.	02/14/2024
Share out data with SIT Team.	04/17/2024