



**Plymouth Public Schools**  
**Eli Terry Jr. Middle School Annual Report - 2019-2020**  
**Ms. Angela Suffridge, Principal**  
**Executive Summary**

**Summarize what you have been working on over the past 2-3 years**

Throughout the 2018-2019 school year, the staff at Eli Terry Jr. Middle School focused their efforts on building upon their knowledge and skills around restorative practices, relationship building, and research based instructional strategies. The staff created a physically, emotionally, and intellectually safe and respectful environment for each member of the school community, we provided additional opportunities for students to develop leadership skills, introduced the Yale Center of Emotional Intelligence RULER approach to staff, and updated safety protocols. Literacy teachers in grades 6 and 7 participated in the Teachers College Readers and Writer's Workshop Project, science teachers partnered with Capitol Region Education Council (CREC) and implemented the New Generation Science Standards and math teachers continued to utilize EnVision 2.0 as their primary resource in order to expose students to rigorous content. Once more, teachers restructured their learning environment and embedded the components of the gradual release of responsibility instructional framework that would foster student engagement and ultimately improve student performance.

**Summarize the major foci for 2019-2020 that will lead to improved student outcomes**

Throughout the 2019-2020 school year, Eli Terry Jr. Middle School will continue to develop and implement curricula that is cognitively demanding and challenging, plan and deliver high quality instruction, and foster students' self-awareness, which will result in improved academic performance for all students. To assist students in developing their self-awareness, they will be introduced to RULER and two anchor tools developed by Yale's Center of Emotional Intelligence. Staff will be trained in Meta Moment and Blueprint. Ongoing professional learning will be provided by CREC and Teacher's College as a means to support and enhance science and literacy instruction. The instructional framework will be implemented with increased attention to the *present* and *practice* components. Teachers will participate in self-reflection, peer assessment, and walkthroughs to promote ongoing improvement.

**Student Enrollment:**

	October 1, 2017		October 1, 2018		October 1, 2019	
<b>Race/Ethnicity</b>	Number	Percent	Number	Percent	Number	Percent
Native American	1	0.3	3	0.8	2	0.56
Asian	11	3.1	9	2.5	5	1.39
African American	6	1.7	6	1.7	11	3.06
Hispanic	16	4.6	16	4.5	18	5.01
White	316	90	319	90.1	323	89.97
<b>Total</b>	351	---	354	---	359	---

	Oct 1, 2017	Oct 1, 2018	Oct 1, 2019
% of Students Eligible for Free/Reduced Price Meals	31.3	41.8	49.1
% of 6 - 8 Students with Disabilities Requiring Special Services	19.4	18.1	19.5

### **Action Steps**

#### **District Primary Goals:**

##### ***Safety:***

The principal will work with the dean of students and the school level safety team to review the CIRMA report and identify opportunities for school security improvements. The team will convene 5 times throughout the year. The Safety Team will also review current internal practices and protocols and then provide training to staff where appropriate. Lockdown and/or fire drill procedures will continue and the teams will debrief with the intent of improving upon established practices.

##### ***Social Emotional Learning:***

The principal will work with the Dean of Students and the SEL Team to implement RULER and the anchor tools, specifically the School Charter and Mood Meter. Staff will embed these tools into their lessons and family morning meetings on a regular basis. By November 30th, staff will begin training on the final two anchor tools; Meta Moment and Blue Print.

***Developing Instructional Expertise***

Multiple data points will be reviewed by school level data teams that will drive decision making and action steps that will influence teaching and learning. Students who are not consistently meeting grade level expectations in reading and math will be identified, programs will be reviewed, and interventions will be implemented and monitored until adequate progress has been made. Teachers will be trained in the SRBI process. The Readers and Writer’s Workshop model will continue to be a focus area for English language arts. Teachers will continue to develop their knowledge and skills specific to the mini lesson, guided practice, and conferring. Social studies teachers will integrate literacy standards through research projects and book clubs. Science teachers will continue to work with CREC and develop assessments that align to the Next Generation Science Standards. Math teachers will work with the instructional coach to maximize the online Pearson Realize resources and tools as well as utilize data to target groups of students for guided instruction. All teachers will participate in professional learning focused on the instructional framework and walkthroughs will be conducted throughout the year to identify strengths and areas for growth.

***Updating and Enhancing Curriculum:***

The principal and director of curriculum and instruction will team up with teachers to review, develop, implement, monitor, integrate and evaluate curricula in all content areas. Throughout the 2019-2020 school year, math will be reviewed, fine arts will be developed, wellness, science, and innovative technologies will continue to be implemented, English language arts will be integrated and social studies and world language will participate in a series of evaluation protocols. Teams will utilize EduClimber, incorporate 21st century skills and best instructional practices to ensure students are provided with content that is rigorous, relevant and aligned to district goals.

**Smarter Balanced Assessments (SBA)**

<b>Strategy Type (I, A, PD)</b>	<b>Strategies (what adults will do)</b>	<b>Result Indicator (measurement and accountability tool)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
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Literacy				
A	Develop, implement and vett formative and summative assessments.	Assessment calendar and collection of student work (Summative Assessments-Published in EduClimber)	Class teachers Instructional coach	November 15 January 15 March 15 May 15
I/A	Incorporate SBAC-like items, including IABs related to the 3 claims (research, reading, speaking & listening), into lessons, tasks, and assessments.	100% of ELA teachers will administer the IAB's at least 3X per year. Airways Reporting reflected on department Agendas Collection of student work	ELA teachers Social studies teachers Instructional coach	October 30 November 30 December 30 March 30 April 30 May 30
I/A/PD	Plan and deliver daily lessons that include guided practice (small group and/or conferencing) that includes targeted teaching points and monitored student independent practice that is differentiated.	1. 60% of teachers will demonstrate "clear evidence" of guided Instruction as measured by the Student Independence Walkthrough Template 2. 100% of students will meet the targeted SGP of at least 40 on STAR Assessment	Classroom teachers Instructional coach	January 15 February 30 March 15 April 30 May 30
I/PD	Plan and deliver high quality lessons that include performance of understanding and feedback that will leverage improved learning outcomes	1. 70% of teachers will provide a performance of understanding during random collections, self-reflection and walkthroughs	Classroom teachers	January 30 March 30 May 15
I/A	Plan and deliver high quality lessons that include activating learning, learning targets, and modeling skills and strategies that will advance learning	1. 85% of teachers will demonstrate "clear evidence" of focused instruction as measured by the Student Independence Walkthrough Template 2. 100% of students will meet the	Classroom teachers Instructional coach	October 15 November 15 December 15 January 15 March 15 May 15

		targeted SGP of at least 40 on STAR Assessment		
I	Embed Teacher's College test prep strategies	100% of the ELA teachers will utilize the Teacher's College test prep unit, by delivering a full 4-6 week unit to help students transfer their learning to SBAC.	Instructional Coach ELA teachers	March 30
A	Utilize EduClimber and review STAR, SBAC, Fountas and Pinnell data to determine targeted interventions and instructional needs.	Tiered intervention groups	Classroom teachers Co-teachers Instructional coach	September 15 December 30 March 15 May 30
A/I	Monitor and evaluate student progress in Tier 2-3 intervention	F&P STAR Pre-post Assessments	Principal Literacy Specialist Intervention Teachers	October 15 December 15 February 15 April 15 June 1
I	Develop and implement a comprehensive <b>push-in</b> model of tiered service delivery focused on improving reading outcomes	*Push-in protocol *Lesson plans F&P STAR	Grade 6 ELA teachers Literacy Specialist Intervention teacher	October 15* December 30 March 15* May 30
<b>Mathematics</b>				
I/A	Incorporate SBAC-like items and IABs, related to the domains, into daily lessons, tasks and assessments.	1. 100% of students will meet the targeted SGP of at least 40 on the STAR Assessment 2. 100% of Math teachers will administer an IAB at least 5X per year 3. Visible during walkthroughs,	Classroom teachers Instructional coach	October 30 November 30 December 30 March 30 April 30 May 30

		observations, instructional rounds, and coaching		
I/A	Plan and deliver high quality lessons that include activating learning, learning targets, and modeling skills and strategies that will advance learning	<p>1. 100% of teachers will demonstrate “clear evidence” of focused instruction as measured by the Student Independence Walkthrough Template</p> <p>2. 100% of students will meet the targeted SGP of at least 40 on the STAR Assessment</p>	Classroom teachers Instructional coach	<p>October 15</p> <p>November 15</p> <p>December 15</p> <p>January 15</p> <p>March 15</p> <p>May 15</p>
I/A/PD	Plan and deliver daily lessons that include guided practice (small group) that includes targeted teaching points and monitored student independent practice that is differentiated.	<p>1. 75% of teachers will demonstrate “clear evidence” of guided Instruction as measured by the Student Independence Walkthrough Template</p> <p>2. 100% of students will meet the targeted SGP of at least 40 on the STAR Assessment</p>	Classroom teachers Instructional coach	<p>January 15</p> <p>February 30</p> <p>March 15</p> <p>April 30</p> <p>May 30</p>
A	Incorporate spiral review through the use of daily independent or group work. Provide additional targeted instruction for students with gaps.	100% of math teachers will embed spiral review in their daily lessons Visible during walkthroughs, observations, instructional rounds, coaching, and random collection	Classroom teachers	<p>October 15</p> <p>November 30</p> <p>January 15</p> <p>April 30</p>
A	Utilize STAR data and additional data (M-CAP/M-COMP/SBAC) available in EduClimber to determine tiered interventions and instructional needs.	Tiered intervention groups and targeted instruction	Classroom teachers Co-teachers Instructional coach	<p>September 15</p> <p>December 30</p> <p>March 15</p> <p>May 30</p>
A/I	Monitor and evaluate student progress in Tier 2-3 intervention	MCAP/MCOMP STAR	Principal Instructional Coach	<p>October 15</p> <p>December 15</p>

		Pre-post Assessments IXL diagnostics	Intervention Teachers	February 15 April 15 June 1
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### CMT Science/NGSS Pilot

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Continue to develop and implement the CREC curriculum, specifically summative assessments that are aligned to the NGSS Standards	Teachers will develop and refine NGSS aligned assessments	Grades 6-8 Science Teacher	September 26 December 10 March 4
I/A	Plan and deliver lessons that include the inquiry method with a focus on: <ul style="list-style-type: none"> <li>• activating learning,</li> <li>• learning targets,</li> <li>• modeling (when appropriate),</li> <li>• cooperative group work, and</li> <li>• performance of understanding</li> </ul>	100% of teachers will write high quality learning targets as outlined on the walkthrough rubric and model strategies when appropriate  Visible during walkthroughs, self/peer assessments, observations, instructional rounds, and coaching	Science and IT teachers Instructional coach	October 15 November 15 December 15 January 15 March 15 May 15

### Healthy Life Choices



Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Incorporate daily routines and goal setting to increase cardiorespiratory endurance, flexibility and muscular strength in daily instruction.	Improved student performance on the Connecticut Fitness Test  Visible during walkthroughs, observations, instructional rounds, and coaching	Physical education teachers	October 15 December 15 March 15
I	Plan and deliver lessons that include learning targets that are rigorous, teacher modeling, cooperative group work, and performance of understanding	100% of teachers will write high quality learning targets as outlined on the walkthrough rubric and model strategies during the  Visible during walkthroughs, self/peer assessments, observations, instructional rounds, and coaching	Physical education teachers	November 15 January 15 March 15 May 15

## Social Responsibility

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
--	Offer opportunities for students to participate in Kids in the Middle	10% of the students at ETJMS will enroll in KIM	KIM Advisors	2019 - 2020

--	Offer opportunities for ETJMS to be involved in the community through school-wide service projects.	10% of students will have opportunities to participate in school-wide/community service projects	Leadership Advisors	2019 - 2020
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### Balancing Diverse Beliefs/Reaching Solutions

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Continue to Implement Second Step with fidelity across grades 6, 7, & 8.	Second Step Schedule Second Step pre- and post-assessment results	Classroom teachers Second Step committee	November 30 December 30 January 30 February 30 March 30 April 30
PD	Provide professional development for staff on SEL (specifically Meta-Moment and Blue Print anchor tools)	Number of opportunities for SEL PD Staff sign in sheets	SEL Committee	August 28 November 30 March 30 May 30

### Self-Regulation Skills

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
A/I	Review Fall and Spring data to	40% of students enrolled in	Department Coordinator	Fall 2019

	ensure students are properly placed in math courses.	accelerated math courses		Spring 2020
A/I	Examine the schedule for the Algebra I exam and provide support after school in preparation for the exam	Percent of 8th grade students passing Algebra 1 state exam with at least a 70% (no curve)	Department Coordinator Algebra 1 teacher	March 2020
I	Continue to utilize restorative practices to build connections and relationships between peer to peer and student to teacher.	Percent of students missing more than 10 percent of the total number of days enrolled in the school year (for any reason)	All staff	2019 - 2020
--	Implement and monitor the process to address chronic absenteeism that includes communication with parents and students.	Percent of students missing more than 10 percent of the total number of days enrolled in the school year (for any reason)	Attendance committee	2019 - 2020
--	Students will work with teachers to develop the school Charter	There will be a decrease in the percent of calls to 211 from ____ to ____	Teachers/counselors	2019 - 2020
	Students will develop their capacity to use the mood meter.	There will be a decrease in the percent of calls to 211 from ____ to ____	Teachers/counselors	2019-2020

### School-Wide Instructional Goal

**Analysis of Practice:**

Based on discussions, data analysis (quantitative and qualitative), and student work identify a school-wide instructional

practice that should increase student learning across the school (e.g. focused instruction, guided instruction, collaborative learning, etc.). This will need to be discussed at the faculty or school data team level.

ETJMS will focus on developing and posting daily learning targets, success criteria and social purpose that align to the daily instruction and performance of understanding for all learners.

**Practice Goal:**

Decide on a SMART goal that quantifies what success on this practice would look like. Remember the SMART goal should be Specific, Measurable, Achievable, Relevant and Time-bound. Consider how you will measure this goal while you are writing the goal. There should be a hand to glove match.

By June 1, 2020, 100% of teachers will post learning targets, success criteria, and social purpose that align to daily lessons as measured by the district look-for document.

**Interim Data Collection on Practice Goal:**

Identify the interim data that is valuable to the team in determining progress towards the goal.

District administrators and school leadership team will conduct walk-throughs using the district look-for document monthly.

**Action Plan to Achieve Practice Goal:**

Identify the specific steps and strategies that your team will use to help all teachers achieve the goal.

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
	Leadership team will utilize the look-for document and determine strength and areas of growth	Monthly walk-through data	District administrators School leadership team	October 15 November 15 December 15 January 15 February 15

				March 15 May 15
	Teachers will engage in professional learning specific to learning targets, success criteria and social purpose	Participation in professional development	School leadership team	September 30
	Teachers will revise learning targets, success criteria and social purpose for their daily lessons based on feedback following walk through debriefing	Revised targets, criteria and social purpose	Classroom teachers	October 30 November 30 December 30 January 30 February 30 March 30 May 30