



Cloonan Middle School



www.cloonanms.org

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Principal David Tate

Assistant Principal Lauren Mody

CLOONAN MIDDLE SCHOOL PRESENTATION TO THE BOARD OF EDUCATION ON THE 2011-2012 SCHOOL IMPROVEMENT PLAN, NOVEMBER 15, 2011

Good evening and thank you to Dr. Hamilton, Dr. Rauh and the Board for giving us this opportunity to share an overview of our work. I am David Tate, Principal of Cloonan Middle School since this past July 1. With me is Assistant Principal Lauren Mody. On entering my new role I first chose to lead the faculty in the study of Dr. Carol Dweck's book entitled *Mindset*. The thrust of the concept is around creating and enhancing a culture of continuous growth using data for feedback about our performance as educators, parents and students. This growth mindset also meshes with our work promoting the concept of Efficacy – the belief that smart is not something we already are, but something that we can get through hard work and effective effort. By reading, discussing and building on this concept we are redefining who we are at Cloonan and forming a deeper learning community. One outgrowth of this work was a reconstituted School Data Team that is comprised of a diverse collaboration of teachers from all disciplines. The group is supported by the participation of our central office cluster group led by Natalie Elder.

When we examined our longitudinal CMT data and our existing school improvement plan, we determined there were three themes by which we might revise our work; Focus, Feedback, and Follow-through.

Focus means narrowing the number of strategies we employ so they have greater impact on student performance. We chose to be more selective and identify strategies which could be applied across each grade level and every discipline to promote literacy and numeracy. We have learned that greater consistency in our instruction leads to greater mastery by our students. Focus also means a deeper analysis of the student achievement data. While we continue to identify patterns and trends among the students by whole school and NCLB subgroup, we also have looked more closely at the patterns and trends within an individual student's performance. This has allowed us to target the distinct educational needs of all students to move them from one CMT performance level to the next. This data analysis has been shared so that each teacher knows the learning needs of each their students. Our staff is also planning and implementing Family Activity Nights in Efficacy, Literacy, Math and Science with materials, activities and methods families can use at home to support student learning and strengthen our home / school partnership.

This leads us in turn to feedback. We are analyzing and discussing data in order to improve instruction. Data analysis is being used in our PLC's to inform instructional strategies. This is combined with the results of our district benchmark assessments, the Connecticut Benchmark Assessment System, and teacher designed assessments to create multiple data points from which we can develop feedback on the effect of the targeted SIP strategies. Our School Data Team has begun developing school-wide methods of collecting, charting and sharing data among staff. We will make data driven feedback a community wide effort including family, student and staff surveys. We will publish our SIP on our website as well as produce a student-friendly version of the SIP to help everyone understand our identified targets. It is equally important to us that the students develop their own ability to create feedback from their performance. Teachers employ data within classrooms to help students own the relationship between their effort and their achievement.



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Finally there is follow-through. Our Data Team chose to focus on school wide implementation of fewer strategies. We reorganized our work to more effectively monitor progress. Lauren and I are spending more time in classrooms and utilizing our central office support and technical assistance advisors to support staff in instruction. Consistent with our growth mindset we have also devoted resources to allow faculty to observe one another and reflect on their practice. We use money from our grants to provide tutoring and extend instructional time that students have with teachers beyond the school day. We are confident that through focus, feedback and follow-through our revised SIP will be an effective road map to achieving increased levels of performance for all our students.