



Wells Road Intermediate School
Continuous School Improvement Plan 2021-2022

Table of Contents

	<u>Page</u>
The Vision of the Graduate	2
Board Goal #1: Student Learning and Achievement	3-4
Board Goal #2: Community Engagement	5
Board Goal #3: Safety and Social-Emotional Well-Being	6
Board Goal #4: Budget Development and Fiscal Management	7
Board Goal #5: Embracing Diversity	8
Board Goal #6: Professional Learning	9

GRANBY PUBLIC SCHOOLS

Vision of a Graduate

All Granby Public Schools students will become resourceful learners and effective communicators who positively contribute at the local, national and global levels.

Resourceful Learners	<ul style="list-style-type: none">❖ Ask questions and identify problems or challenges❖ Identify strategies and methods for personal success❖ Explore and connect areas of interest❖ Set goals and persist in achieving these goals❖ Gather and evaluate a variety of sources and perspectives❖ Synthesize information and create solutions❖ Solve complex problems by applying approaches from multiple disciplines
Effective Communicators	<ul style="list-style-type: none">❖ Listen closely and respectfully participate in discourse❖ Value diverse voices and viewpoints❖ Prepare a message for an identified purpose and audience❖ Express ideas clearly in a variety of ways❖ Support arguments with evidence❖ Adapt and adjust thinking based on feedback and new learning❖ Use tools and technology flexibly and strategically
Positive Contributors	<ul style="list-style-type: none">❖ Develop meaningful connections with others❖ Collaborate for a common goal❖ Exhibit compassion and empathy❖ Make healthy and responsible decisions❖ Use personal talents and knowledge to contribute to society❖ Demonstrate civic responsibility❖ Understand that actions have impact on the local community, the country and our global society

Board Goal #1: Student Learning and Achievement

Improve student achievement, academic performance, and opportunity at all grade levels and all ability levels and decrease achievement gaps on the path to college and career readiness.

School Goals:

Wells Road Intermediate students will achieve levels of proficiency or higher on the state assessment by monitoring their growth and performance over time and providing high-quality effective instruction. (Strategic Initiative 1-D, 1-E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
<p>Math</p> <ol style="list-style-type: none"> 1. Planning and implementing math instruction that focuses on foundational skills and conceptual understanding <ol style="list-style-type: none"> a. Coaching and professional development for teachers in Math instruction (including math workshop) 2. Implement formative assessments, STAR and Interim Assessment Blocks (IAB) to monitor progress 3. Instructional Coaches to facilitate grade level team discussions that review student data 	<p>Math and Enrichment Coaches, Math Interventionist, Teachers and Principal</p>	<p>21-22 School Year</p> <p>STAR (3x/year) IAB (at least 4)</p> <p>1x/month</p>	<p>Purchase of new material and time</p> <p>Assessment Results and time</p>	<p>M1. Percentage of students in the following grades will achieve the subsequent score of proficient or better on the Smarter Balanced Assessment (SBAC). Grade 3- 70% Grade 4- 50% to 65% Grade 5- 47% to 69%</p> <p>M2. Utilize monthly grade level team meetings and weekly coaches' meetings (rotational) to have data discussions and plan small group instruction.</p>
<p>-----</p> <p>Reading / Writing</p> <ol style="list-style-type: none"> 1. Continued implementation of Reader/Writers Workshop model with a focus on small group instruction 2. Implement formative assessments, STAR and IAB to monitor progress 3. Grade Level/Department Team Discussions and planning of next steps 	<p>Literacy Coach, Reading Interventionist, Teachers and Staff Developer</p>	<p>21-22 School Year</p> <p>STAR (3x/year) IAB (at least 2)</p>	<p>Assessment Results and time</p>	<p>-----</p> <p>RW1. Percentage of Students in the following grades will achieve the subsequent score of proficient or better on the Smarter Balanced Assessment. Grade 3 - 75% Grade 4 - 66% to 70% Grade 5 - 72% to 75%</p> <p>RW2. Utilize monthly grade level team meetings and weekly coaches' meetings (rotational) to have data discussions and plan small group instruction.</p>

<p>Science</p> <ol style="list-style-type: none"> 1. Develop and implement a schedule for grades 3-5 to administer Next Generation Science Standards (NGSS) Interim Assessment Blocks to coincide with science units as an end of unit formative assessment to monitor progress. 2. Meet every 4-6 weeks with grade level teams to plan for NGSS standards based units, discuss data from unit assessments and IAB's to determine instructional needs as related to NGSS SBAC testing (focus on data, graphing, independent/dependent variables, etc.) 	<p>Science Coach, Teachers, Principal</p>	<p>21-22 School Year</p>	<p>Assessment Results, and time</p>	<p>Percentage of students in the following grades will achieve the subsequent score of proficient or better on the Smarter Balanced Assessment. Grade 5- 75%</p> <p>Meeting notes</p>
---	---	--------------------------	-------------------------------------	---

School Goals:

Wells Road Intermediate School will develop a culture of data in which teachers gather and analyze a variety of data sources to inform instruction for their class as a whole as well as individual students. (Strategic Initiative 1-I, I-J, I-M)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
<ol style="list-style-type: none"> 1. Create a system that uses grade level team meetings facilitated by instructional coaches to review data. 	<p>Instructional Coaches, Interventionists, Teachers and Principal</p>	<p>Monthly</p>	<p>Time</p>	<p>Creation of data tracking and note taking system including follow-up action steps</p>
<ol style="list-style-type: none"> 2. Implement Coach facilitated professional learning conversations (PLC). 	<p>Math, Science and Literacy Instructional Coaches, Principal, and Teachers</p>	<p>Weekly (Rotation)</p>		<p>Meeting notes</p>
<ol style="list-style-type: none"> 3. Develop School Improvement Team (SIT) Leadership in order to review school-wide data and align elementary schools. 	<p>SIT Leadership members, Content Area Specialists (CAS) Leaders and Principal</p>	<p>Approximately 1x/month (9 meetings)</p>		<p>Request for Assistance (RFA) data tracking system</p>
<ol style="list-style-type: none"> 4. Continue to improve SIT procedures with a focus on targeted strategies as well as Tier I goals that require data collection. 	<p>Math and Reading interventionists, Schools social worker and psychologist, Principal and Teachers</p>	<p>“C” Day rotation/21-22 school year</p>	<p>Time and strategies (Special Education Coach to support collection of strategies)</p>	

Board Goal #2: Community Engagement

Enhance communication and build trusting relationships with all stakeholders.

School Goals:

Wells Road Intermediate School, will enhance communication that reaches all stakeholders in a timely fashion. (Strategic Initiative 2-A, 2-E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Wells Road School and individual classroom teachers send weekly emails to families in order to establish consistent communication.	Teachers, Principal, Administrative Assistant	Weekly	Time	Weekly updates to share events and happenings within the school (Eblasts and Teacher communications).
2. Create and sustain a monthly Wells Road newsletter	Principal and Administrative Assistant	Monthly		Send Newsletter to stakeholders via Eblast and Social Media. Post on website
3. Have an active posting on LiveFeed (district website) and Facebook.	Principal, Administrative Assistant and Teachers	Weekly	Social Media Platforms	Post at least once a week on LiveFeed and Facebook
4. Continue to work collaboratively with the Parent Teacher Organization (PTO).	PTO and Principals	21-22 School Year	Time	

Board Goal #3: Safety and Social-Emotional Well-Being

Foster a safe and positive social-emotional environment for everyone.

School Goals:

Fully implement a social and emotional well-being curriculum and behavioral expectations that provide a common experience for all learners and plans for intervention supports and crisis management for our students. (Strategic Initiative 3-A, 3-C)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Create a schedule that includes dedicated time for Morning Meeting and Second Step.	Principal, Teachers and staff	21-22 School Year	Second Step curriculum	All staff members will actively utilize skills and vocabulary from the curriculum.
2. Research and explore approaches/resources that support social emotional learning (SEL). Implement and attend professional development for the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework.	Principal, Teachers, SIT Leadership, Equity Committee	(Registration for Winter PD- January and February)	CASEL Framework & Protocols	Implementation of the CASEL SEL core competencies
3. Review Minute Meeting data to identify students at higher risk	School psychologist, Teachers		Google Spreadsheet School Social Worker	Identified students referred to the Scientific Research Based Intervention (SRBI) process
4. Morning Message from Principal including common SEL language and 2nd Step vocabulary.	Principal and Teachers	Daily	Time	Observational

Board Goal #4: Budget Development and Fiscal Management

Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments.

School Goals:

Continue to create a long-term financial plan which aligns with the vision of the Board of Finance. (Strategic Initiative 4-E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Work with all stakeholders within Granby Public Schools to ensure an up-to-date Small-Cap Budget that reflects the current needs of the middle school.	Principal, Content Area Specialists (CAS), and Teachers	21-22 school year	Time	Submission of Small-Cap Budget for Approval.
2. Monitor class sizes to ensure appropriate learning environments and staffing.	Principal			Observation of appropriate class size and staffing
3. Review Wells Road structures and staffing to ensure a supportive environment for students and staff.	Principal, Instructional Coaches, CAS Leaders, and Teachers			Summary of review discussed with the Superintendent and/or Assistant Superintendent

Board Goal #5: Embracing Diversity

Adopt and promote strong instructional, curricular, and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

School Goals:

Ensure system-wide practices and structures are in place at Wells Road Intermediate School to support the implementation of Granby Public Schools Anti-Bias/Anti-Racism Plan. (Strategic Initiative 5-A, 5-G, 5-I)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Granby Equity Team (GET) members meet with SIT Leadership to discuss and embed culturally proficient practices in daily routines, instruction, and materials.	Granby Equity Team (GET) Members (including Principal) and Connecticut Center for School Change Staff	21-22 School year	SIT Leadership/Equity Meetings, SIT Meetings, PLC Meetings	Observational Agenda and notes
2. First 50 - School-wide diverse book program. The Library-Media Specialist provides a book each day to classrooms. Teachers complete the read-aloud and lead a discussion or activity with students.	Library-Media Specialist, SIT Leadership, GET Members, Teachers		Books Time	First 50 book grid Student reflection Observational
3. Review SIT data with an equity lens	Reading and Math interventionists, School psychologist, social worker and Principal		Time SIT meetings	SIT notes and data
4. Participation in Teachers College (TC) Specialty Group- <i>Helping Each Other (and our Communities) Talk about-and Teach About Race, Racism, and Antiracism</i>	Library-Media Specialist	6 dates (10-6, 11-23, 12-14, 1-18, 3-8, 5-3)	Time	Observational data
5. Increase diverse literature collections in classrooms and Wells Road School library.	Library-Media Specialist, Literacy Coach, and TC Staff Developer	21-22 School year	Time Budget	Books

Board Goal #6: Professional Learning

Develop the instructional skills and strategies of our teaching staff through ongoing, meaningful, and systemic professional learning opportunities.

School Goals:

Implement a common instructional framework that aims to increase student engagement utilizing clear shared outcomes and practices. (Strategic Initiative 6-D, 6-E, 6-I)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Work with the Great Schools Partnership (GSP) to align and be consistent with shared outcomes.	GSP Consultant, Principal, CAS Leaders and Instructional Coaches	21-22 School Year	Money to fund GSP training	Teachers will utilize Great School Partnerships' best practices.
2. Build teacher capacity with the Teachers College Staff Developer for reading and writing	Literacy Coach, teachers, Principal	5x/school year	Time Coverage	Observational and progress monitoring data in reading and writing
3. Create and facilitate Grade Level Data Team meetings	Instructional Coaches, Principal and Teachers	Monthly		
4. Utilize Coaches to support curriculum strategies and instructional methods.		Weekly	Time	Agendas and Data