



Wells Road Intermediate School

Continuous Improvement Plan 2022-2023

# Table of Contents

Vision of the Graduate	2
Board Goal #1: Student Learning and Achievement	3
Board Goal #2: Community Engagement	4
Board Goal #3: Safety and Social-Emotional Well-Being	5
Board Goal #4: Budget Development and Fiscal Management	6
Board Goal #5: Embracing Diversity	7
Board Goal #6: Professional Learning	8
Professional Development Calendar	9
Assessment Calendar	10

# 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.*

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

## Board Goal #1: Student Learning and Achievement

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

**School Goal:**

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><b>Create a schedule with uninterrupted academic morning time.</b></p>	Content Area Specialist Leader, Leadership Team, Principal	June 2022	Google Spreadsheet	Observational
<p><b>Math</b></p> <ol style="list-style-type: none"> <li>1. Planning and implementing math instruction that focuses on foundational skills and conceptual understanding                             <ol style="list-style-type: none"> <li>a. Coaching and professional development for teachers in Math instruction.</li> </ol> </li> <li>2. Implement formative assessments, Acadience (math fluency), STAR, and Interim Assessment Blocks (IAB) to monitor progress</li> <li>3. Instructional Coaches to facilitate grade-level team discussions that review student data</li> </ol>	<p>Math and Enrichment Coaches, Math Interventionist, Classroom Teachers, Student Support Tutor, and Principal</p> <p>Classroom Teachers, Math Interventionists,</p> <p>Instructional Math Coach Enrichment Coach</p>	<p>22-23 School Year</p> <p>STAR (3x/year) Acadience (more than once a year for students below benchmark) IAB (at least 4)</p> <p>1x/month</p>	<p>Purchase of new material and time</p> <p>Assessment results and time IXL Math Interactive Notebooks</p> <p>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- 60% Grade 4- 63% to 69% Grade 5- 43% to 64%</p> <p>After reviewing data, plan for/create strategies based on formative assessment data.</p> <p>Student level data</p>
<p>-----</p> <p><b>Reading / Writing</b></p> <ol style="list-style-type: none"> <li>1. Continued implementation of Reader/Writers Workshop model with a focus on small group instruction</li> <li>2. Continue to implement formative assessments, STAR, Running Record, and IAB to monitor progress</li> </ol>	<p>Literacy Coach, Reading Interventionist, Classroom Teachers and Teachers College Staff Developer</p> <p>Classroom Teachers, Reading and Math Interventionists</p>	<p>22-23 School Year</p> <p>STAR (3x/year) IAB (at least 3)</p> <p>22-23 School Year</p>	<p>Assessment results and time</p> <p>Assessment results and time</p> <p>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 - 60 % Grade 4 - 60% to 70% Grade 5 - 57% to 62%</p>

<p>3. Grade Level/Department Team Discussions and planning of next steps</p>	<p>Literacy Coach, Classroom Teachers</p>	<p>At least 1x/week</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><b>Science</b></p>				
<p>1. Follow the 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.</p>	<p>Science Coach, Classroom Teachers, Principal</p>	<p>22-23 School Year</p>	<p>Assessment results and time</p>	<p>75% of students in the 5th grade will achieve the subsequent score of proficient or better on the Science Smarter Balanced Assessment.</p>
<p>2. Meet with grade-level teams to plan for NGSS standards-based units, discuss data from unit assessments (Claims-Evidence-Reasoning) and IABs to determine instructional needs as related to NGSS SBAC testing (focus on data, graphing, independent/dependent variables, etc)</p>	<p>Science Coach, Classroom Teachers</p>	<p>Every 4-6 weeks</p>	<p>Assessment results and time</p>	<p>Meeting notes</p>

## Board Goal #1: Student Learning and Achievement

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

**School Goal:**

Wells Road Intermediate School will continue to 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
1. Refine the system that uses grade-level team meetings facilitated by instructional coaches to review data.	Instructional Coaches, Interventionists, Teachers, and Principal	1x/month (2nd Wed.)	Time	Creation of data tracking and note-taking system including follow-up action steps
2. Enhance Coach facilitated professional learning conversations (PLC).	Math, Science and Literacy Instructional Coaches, Principal, and Teachers	1x/weekly (Rotation)	Time	Meeting notes
3. Continue to use School Improvement Team (SIT) Leadership to review school-wide data and culture.	SIT Leadership members, Content Area Specialists (CAS) Leaders and Principal	Approximately 1x/month (9 meetings) “C” Day rotation	Time	Utilize monthly grade-level team meetings and weekly coaches’ meetings (rotational) to have data discussions and plan small group instruction.
4. Continue to improve student intervention team procedures with a focus on targeted strategies as well as Tier I goals that require data collection.	Math and Reading interventionists, Schools social worker and psychologist, Principal and Teachers	22-23 School Year	Time and strategies (Special Education Coach to support collection of strategies)	Request for Assistance (RFA) data tracking system

**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 (Friday Eblast from Wells Road)	Time	Weekly updates to share events and happenings within the school (Eblasts and Teacher communications).
2. Sustain a monthly Wells Road newsletter	Principal, Staff, and Administrative Assistant	First week of each month of the school year.	Publisher	Send Newsletter to stakeholders via Eblast and Social Media.
3. Have an active posting on LiveFeed (district website) and Facebook.	Principal	Weekly	Social Media Platform	Post at least once a week on LiveFeed and/or Facebook.
4. Encourage and incorporate student advocacy and voice in fundraisers and spirit days. Allow students to participate in communications to community for example write letters, create videos or posters.	Principal, Staff, Students	22-23 School Year (at least 3 x's)	Social Media Platform or Website	Document or video
5. Continue to work collaboratively with parent volunteers and the Parent Teacher Organization (PTO) to re-establish Room Parents, Mystery Readers, and other in-person activities.	Parent volunteers, PTO and Principals	22-23 School Year	Time	Observational

**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. Continue a schedule that includes dedicated time for Morning Meeting and Second Step.	Principal, Teachers, and staff	22-23 School Year	Second Step curriculum	All staff members will actively utilize skills and vocabulary from the curriculum.
2. Established a building SEL Committee to review schoolwide expectations, staff, and school culture.	Principal and Committee	4th Thursday/Month	District SEL Goal Plan	Progress towards/completion of SEL Goal Plan
3. Reviewed Minute Meeting data to identify students at higher risk. a. Intervention planning for flagged at-risk students	School psychologist, Social worker Teachers	September 6-October 28 November 2-Dec. 23	Google Spreadsheet	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
5. SEL Training with Justine Ginsberg (Trauma Informed and QPR)	Principal and Justine Ginsberg	August 25 September 28	Justine Ginsberg, FVHD	Observational
6. DESSA Training and administration	SEL Leadership Team and Principal	November 9-30 January 30-February 17 April 17-May 12	Aperture System	Fewer students that “flag” on SEL data Observational Interventional planning



## 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 Wells Road.	Principal, Content Area Specialists (CAS) Leaders	22-23 school year	Time	Submission of Small-Cap Budget for Approval.
2. Monitor class sizes to ensure appropriate learning environments and staffing.	Principal	22-23 school year (planning for 23-24 school year)	Enrollment projections	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, and CAS Leaders	22-23 school year (planning for 23-24 school year)	Budgetary support	Summary of review discussed with the Superintendent and/or Assistant Superintendent
4. Continue to review and analyze current student achievement data to ensure adequate support are in place.	Principal, Instructional Coaches, CAS Leaders, Math and Reading Interventionists	22-23 school year (planning for 23-24 school year)	Budgetary support	Data spreadsheets discussed with the Superintendent and/or Assistant Superintendent and/or Pupil Personnel Services Director

## 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)	22-23 School Year	SIT Leadership, 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 sheet Observational
3. Review SIT data with an equity lens	Reading and Math interventionists, School psychologist, social worker, and Principal	22-23 School Year	Time, Data Base (SIMS)	SIT notes and data
4. Increase diverse literature collections in classrooms and Wells Road School library.	Librarian	22-23 School Year	Books, Time, Money, Social Media Diverse Groups	Circulation Data
5. Increase Building Equity Team meetings to discuss issues specific to Wells Road.	Building Equity Team	4th Thursday of the month	Time (varied)	Observational data
6. Increase “E3” (Education, Excellence, and Equity) experiences during Faculty Meetings. Continue to build staff capacity to approach conversations during the academic day.	Building Equity Team	1st Wednesday of the month	Time (varied)	Observational data
7. Recognize and bring awareness to the Cultural Heritage Months identified through Granby Equity Team.	Principal, Staff (often highlighted by librarian, art, Spanish or music teacher)	Monthly	Time (varied)	Observational- For example: <ul style="list-style-type: none"> <li>● Bulletin Boards</li> <li>● Artwork</li> <li>● Morning Message (video)</li> </ul>
8. Continue to support diverse artwork and murals throughout the school.	Principal, Student Council, Art Teacher, Building Equity Team	TBD	Student Activity Funds	Mural Completion

## 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. <ul style="list-style-type: none"> <li>a. Increase of students using learning targets to reflect on their own progress and setting goals for growth.</li> </ul>	GSP Consultant, Principal, CAS Leaders, and Instructional Coaches	22-23 School Year	Funding	Teachers will utilize Great School Partnerships' best practices.  Observational and progress monitoring data in reading and writing.
2. Build teacher capacity with the Teachers College Staff Developer for reading and writing	Literacy Coach, teachers, Principal	5x/school year	Time Coverage	Observational Data
3. Participate in CREC Illustrative Math PD	Math Coach, teachers, CREC facilitator	5x/school year	Time Coverage	Observational Data
4. Facilitate Grade Level Data Team meetings	Instructional Coaches	1x/month	Time	Data Team Minutes
5. Utilize Coaches to support curriculum strategies and instructional methods, including teachers' participation in at least one coaching cycle during the school year.	Instructional Coaches, Principal, and Teachers	22-23 School Year	Time	Observational Data including evaluations
6. Support special education teachers with the implementation of CT-SEDS.	Content Area Specialist (CAS) Leaders	22-23 School Year On-Line Professional Development Meeting 1x/week 1x/month	Time	Observational Data and Special Education Reports