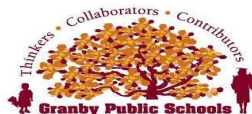




Wells Road Intermediate School

School Improvement Plan

2019-2020



Granby Public Schools

Vision, Mission, Achievement Goal, Learning Principles, Theory of Action



Vision: Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century Citizenship.

Mission: All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

Achievement Goal:

Students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Learning Principles:

Reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and serve as guiding principles to which staff and students are held accountable.

Students learn best when teachers provide opportunities for them to:

- Contribute to the creation of a positive, safe and supportive learning environment that personalizes learning, celebrates growth and fosters risk-taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice and demonstrate perseverance;
- Engage in authentic, real-world and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that teachers model and structure to foster independence.

Theory of Action:

We know teacher quality has the greatest impact on increasing student learning.

Therefore, if students are providing access to highly effective teachers who also develop caring responsive relationships, **AND** if the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of:

- standards-based curriculum,
- data driven decision making
- effective teaching strategies,
- ongoing monitoring, and
- flexible time for struggling learners,

THEN we will meet the needs of all learners and all students will achieve at high levels.

2014-2019 Board of Education Goals

The 2014-2019 five-year Board of Education goals to support the district's vision, mission and achievement goal:

1. *Provide a rigorous and diverse 21st Century Curriculum.*
2. *Invest in the professional capital of the staff.*
3. *Develop an operational plan that ensures continued success in an environment of declining enrollment.*
4. *Promote positive engagement and communication with the community.*
5. *Explore opportunities for alternative revenue sources.*
6. *Influence local and state educational policy.*

Vision, Mission and District Achievement

Goal: To enhance the school culture by focusing on building positive relationships between staff, students and families.

Action Steps

Enhance and use Collaborative Problem Solving practice

Increase adult supervision on the playground

Share and discuss data from Minute Meetings with a specific focus on students who report “no friends” and “no trusted adult” at school

Review and revise the schoolwide positive behavior system

Evidence/Measurements

Assessment of Lagging Skills and Unsolved Problems (ALSUP) and Plan B sheet

Office referral data during lunch/recess waves

100% of students report at least one friend and name one “trusted adult” in the building

Reduction in negative and aggressive student behaviors

Student Achievement

Goal: All 3rd grade students will increase literacy and numeracy as measured by STAR reading and math, BAS assessment and Calkins writing. The average growth target (ELA and Math combined) for 4th and 5th grade students will increase from 77% to 80% as measured by SBAC 2020.

Action Steps

Use tiered intervention (SRBI) to support student learning needs.

Co-create goals with students using progressions, checklists and rubrics to understand their strengths and instructional needs to access the next level.

Increase use of math strategies' progression (concrete-representational-abstract)

Evidence/Measurements

SIT Data

Data sources:

- Benchmark Assessment System (BAS)
- Calkins writing rubric
- SBAC
- STAR reading/math reports
- Math unit assessments

Instruction

Goal: **Teachers will increase opportunities for students to take ownership of their learning to enhance engagement and independence.**

Action Steps

- Use feedback from Instructional Rounds to strengthen instructional strategies
- Provide students with specific and actionable feedback (including repertoire of strategies for improvement)
- Enhance instruction to include authentic audience and purpose to increase engagement, choice and stamina
- Anchor math instruction with a standards focus

Evidence/Measurements

- Lessons/instruction including clear learning targets, personalized student learning goals, and interactive notebooks
- Student made learning goals and self-reflection responses
- Increased student growth and/or proficiency on District and State assessments
- Granby Educator Growth Continuum- Focus Area 1.3