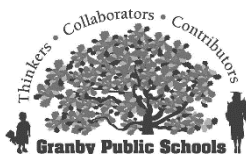


Wells Road Intermediate School  
School Improvement Plan  
2020-2021



## 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 21<sup>st</sup> 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 provided 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:

- Provide a rigorous and diverse 21<sup>st</sup> Century Curriculum.
- Invest in the professional capital of the staff.
- Develop an operational plan that ensures continued success in an environment of declining enrollment.
- Promote positive engagement and communication with the community.
- Explore opportunities for alternative revenue sources.
- Influence local and state educational policy.

## Wells Road Intermediate School

### Vision, Mission & District Achievement Goal

To enhance the school culture by focusing on building positive relationships student to student and staff to student.

*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;*

**Goal:**

To enhance the school culture by focusing on building positive relationships for all students, staff and families and develop opportunities to create diverse experiences through literature.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Implement a schoolwide positive behavior system/philosophy	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> <li>Faculty</li> <li>School psychologist</li> </ul>	Prior to May 2021	TBD based on system	Completion of systematic school wide positive behavior system/philosophy (Tier I level)
Complete and analyze data from SAEBER (Social emotional screening tool) in order to help identify emotionally struggling students.	<ul style="list-style-type: none"> <li>Faculty</li> <li>School psychologist</li> </ul>	<ul style="list-style-type: none"> <li>October/November 2020</li> <li>January/February 2021</li> <li>May 2021</li> </ul>	Time (survey and scoring)	(see above)
Share and discuss data from Minute Meetings with a specific focus on students who report "no friends" and "no trusted adult" at school	<ul style="list-style-type: none"> <li>School psychologist</li> </ul>	<ul style="list-style-type: none"> <li>October/November 2020</li> <li>January/February (Students of concern) 2021</li> <li>May (3<sup>rd</sup> and 4<sup>th</sup>) 2021</li> </ul>	Minute Meeting Survey (iPad)	100% of students report at least one friend and name at least one "trusted adult" in the building
Increase diverse book collection and implement "First 50" book challenge	<ul style="list-style-type: none"> <li>Media Specialist</li> </ul>	<ul style="list-style-type: none"> <li>"First 50" December 2020</li> <li>"Next 50" May/June 2020</li> </ul>	Books	Increase of diverse books in the library.  Student discourse regarding different perspectives.

Wells Road Intermediate School

**Student Achievement**

**Goal:**

By June 2021, at least 80% of students will make an average growth (SGP- 40%-60%) as recorded by the STAR assessment (reading and math).

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Increase use of coaches (math and literacy) to work with general and special education teachers to examine student work and identify next steps for instruction	<ul style="list-style-type: none"> <li>Classroom teachers/PLC teams</li> <li>Instructional coaches</li> <li>TC Staff Developer</li> </ul>	School year/ PLC- weekly meetings	Teachers College Staff Developer	Data sources: <ul style="list-style-type: none"> <li>BAS</li> <li>STAR reading/math reports</li> <li>Math unit assessments</li> <li>Interim Assessment (IAB)</li> </ul>
Co-create goals with students to understand their strengths and instructional needs to access the next level	Teachers	School year/ PLC- weekly meetings	<ul style="list-style-type: none"> <li>Literacy Continuum</li> <li>STAR instructional reports</li> <li>ELA coaches</li> <li>TC Staff Developer</li> <li>Reading Intervention</li> </ul>	
Plan and conduct guided reading and strategy groups based on reading data including running records, teacher observation, BAS and STAR instructional reports.	Teachers	School year	<ul style="list-style-type: none"> <li>STAR instructional reports</li> <li>ELA instructional coaches</li> </ul>	
Increase use of Interim Assessments (IAB)	Teacher	Monthly and/or length of Unit of Study	Instructional coaches Teachers	
Increase use of math strategies' progression (concrete-representational-abstract)	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional coaches</li> </ul>	School year	Math instructional coach	
Increase math talk for strategy and problem solving	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional coaches</li> </ul>	School year	Math instructional coach	

# Wells Road Intermediate School

## Instruction

**Goal:** *Students learn best when teachers provide opportunities for them to: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways.*

Teachers will increase opportunities for students to engage and/or co-create real-world authentic projects (why) which incorporate clear standards (what). This will allow for students to take ownership for their learning and lead them to independently apply strategies.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Strengthen instructional strategies to include clear learning targets, and personalized student learning goals	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional coaches</li> <li>TC Staff Developer</li> </ul>	School year	Time to work with instructional coaches, and/or literacy consultant	Lessons/instruction
Provide students with specific and actionable feedback (including repertoire of strategies for improvement)	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> </ul>	School year	Materials for charts, "Exit tickets," learning progressions, checklists etc.	Student made learning goals and self-evaluations
Enhance instruction to include authentic audience and purpose to increase engagement, choice and stamina	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional coaches</li> </ul>	School year	Time to work with instructional coaches, PLC teams and/or TC Staff Developer	Increased student growth and/or proficiency on District and State assessments
Build teacher capacity through instructional coaching	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional coaches</li> <li>TC Staff Developer</li> </ul>	School year	Time to work with instructional coaches and TC Staff Developer	Granby Educator Growth Continuum-Focus Area 3.3
Anchor math instruction with a standards focus	<ul style="list-style-type: none"> <li>Math teachers</li> <li>Instructional coaches</li> </ul>	PLC meetings	Time to work with instructional coaches and PLC teams	Granby Educator Growth Continuum-Focus Area 1.3