



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 in 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 21st 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.

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Vision, Mission & District Achievement Goal

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 between staff, students and families.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Enhance Collaborative and Proactive Solutions procedures	Core Team (CPS)	Bi-weekly meetings (B Days) October-June)	CPS materials including: <ul style="list-style-type: none"> • ALSUP • Plan B 	Assessment of Lagging Skills and Unsolved Problems (ALSUP) and Plan B sheet
Increase adult supervision on the playground	Principal (to hire)	Daily- school year	<ul style="list-style-type: none"> • Lunch/Recess TA (3) • Teachers 	Office referral data during lunch/recess waves
Implement consistent Morning Meeting	Classroom teachers	Daily- school year	<ul style="list-style-type: none"> • Responsive Classroom- <u>The Morning Meeting Book</u> • Schedule to ensure start time of 8:30. 	<ul style="list-style-type: none"> • Granby Educator Growth Continuum- Focus Area 1.1 and 1.2 • Classroom observation
Implement consistent Second Step Curriculum	Classroom teachers	Weekly- school year	Second Step Program materials	Student use of 2nd Step Strategies (clam down, problem solving, empathy, etc.)
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"> • School psychologist • Staff 	September-October for whole school. (At risk students December, March and May)	Minute Meeting Survey (iPad)	100% of students report at least one friend and name at least one "trusted adult" in the building
Review, revise and implement a schoolwide positive behavior system	<ul style="list-style-type: none"> • Principal • Leadership Team • Faculty 	School year	TBD based on system	Reduction in referrals
Increase school-family communication	Teachers	School year	Time to make calls and email	Positive phone calls home, District website, Weekly Eblasts

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Student Achievement

Goal:

All 3rd grade students will increase literacy and numeracy achievement as measured by STAR reading and math, BAS reading, Calkins writing and SBAC 2020 performance.

All students in grades 4 and 5 will meet at least 75% of their growth target in ELA and Math as measured by SBAC 2020.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Use tiered intervention (SRBI) to support student learning needs	<ul style="list-style-type: none"> Classroom teachers Interventionist Student Intervention Team (SIT) 	School year	<ul style="list-style-type: none"> Time for SIT meeting SRBI 2.0 Handbook 	SIT Data
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"> Classroom teachers/PLC teams Instructional coaches 	School year/ PLC- weekly meetings	ELA instructional coach	Data sources: <ul style="list-style-type: none"> BAS Calkins writing rubric SBAC STAR reading/math reports Math unit assessments
Co-create goals with students to understand their strengths and instructional needs to access the next level	Teachers	School year	<ul style="list-style-type: none"> Literacy Continuum STAR instructional reports Instructional coaches Literacy consultant 	
Plan and conduct guided reading and strategy groups to increase comprehension and build vocabulary	Reading teachers	School year	<ul style="list-style-type: none"> STAR instructional reports Instructional coaches 	
Consistent use of running records (including analysis m-s-v) as part of reading assessment data and goal setting	Reading teachers	Approximately twice a month- based on student need.	<ul style="list-style-type: none"> ELA instructional coach Running Records 	

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Increase use of math strategies' progression (concrete-representational-abstract)	<ul style="list-style-type: none"> • Math teachers • Instructional coaches 	School year	Math instructional coach	
Increase math talk for strategy and problem solving	<ul style="list-style-type: none"> • Math teachers • Instructional coaches 	School year	Math instructional coach	

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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
Use feedback from Instructional Rounds to strengthen instructional strategies	<ul style="list-style-type: none"> Teachers Instructional Rounds Team 	Instructional Rounds <ul style="list-style-type: none"> October 2019 April 2020 	Time to work with instructional coaches, and/or literacy consultant	Lessons/instruction including clear learning targets, personalized student learning goals, and interactive notebooks
Provide students with specific and actionable feedback (including repertoire of strategies for improvement)	<ul style="list-style-type: none"> Teachers Students 	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"> PLC teams Instructional coaches 	School year	Time to work with instructional coaches, PLC teams and/or literacy consultant	Increased student growth and/or proficiency on District and State assessments
Continue student directed parent conferences in order to establish student goals	<ul style="list-style-type: none"> Teachers Students 	<ul style="list-style-type: none"> December 2019 March 2020 	Time to plan. Student created graphic organizer to lead conference	Feedback from teachers, families and students
Build teacher capacity through instructional coaching	<ul style="list-style-type: none"> Teachers Instructional coaches 	School year	Time to work with instructional coaches	Granby Educator Growth Continuum-Focus Area 3.3
Anchor math instruction with a standards focus	<ul style="list-style-type: none"> Math teachers Instructional coaches 	PLC- weekly meetings	Time to work with instructional coaches and PLC teams	Granby Educator Growth Continuum-Focus Area 1.3