

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



G. R. Austin Intermediate School
School Improvement Plan
2019-2020

Respectfully Submitted by:
Dr. Elizabeth Sullivan, Principal

District Goal #1

We will foster a culture of professional responsibility, collaborative decision making, and shared practice where all members are collectively committed to our shared vision.

G.R. Austin Intermediate School Goal #1

In order to increase student engagement, and thereby student academic performance, by June of 2020, I will have worked closely with 98% (including five new hires this year) of my staff through the second year of a school-wide study of Charlie Applestein's book, *No Such Thing as a Bad Kid*.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS MEASURES OF PROGRESS	RESOURCES	COSTS
<p>Now, more than ever, children are coming into our classrooms without mastery of the five social-emotional competencies (self-awareness, self-management, relationship skills, responsible decision-making, and social-awareness).</p> <p>Students need to master these competencies in order to be self-motivated, work collaboratively, and manage expectations required for accessing curriculum.</p> <p>Research indicates that by the age of four 26% of children have experienced some sort of trauma. More and more, we are seeing the result of trauma</p>	<p>Professional development sessions have been and will continue to be conducted, districtwide.</p> <p>There will be collaboration with the director of student services in the scheduling of future professional development sessions on the topic of students' social-emotional needs and growth.</p> <p>Meetings will be facilitated by me and by our school adjustment counselor to review strategies to support the social-emotional growth of intermediate school students.</p> <p>Timely and relevant articles will be excerpted and shared with families through the one-call system, in the GRAIS section of the superintendent's memo, and on the school website in the principal's message section.</p>	<p>Starting in October, I will facilitate monthly book club meetings and observe suggested practices and strategies from the book in classrooms, as well as in parent and student meetings.</p> <p>I will read the clearly defined and assigned written reflections from the book study participants which will be uploaded to their TeachPoint portal and passed in in hard copy to me.</p> <p>The monthly meeting schedule was provided to participants in August.</p> <p>Each month, from October to June, written reflections will</p>	<p>Curriculum Leaders</p> <p>Adjustment Counselor</p> <p>Director of Student Services</p> <p>PD</p>	<p>None (Books were purchased in 2017.)</p> <p>Out-of-district PD opportunities for SAC and principal</p>

<p>manifest in problematic behaviors in school.</p> <p>It is imperative that educators develop a wider range of strategies in engaging children in lessons and in pro-social relationships with their peers.</p>	<p>Monthly curriculum leader meetings will also provide opportunities to discuss students' social-emotional well-being, and strategies that may be implemented to help with disruptive behaviors.</p> <p>Monthly meetings with special educators, the 4-12 sped coordinator, and the adjustment counselor will have great emphasis on the topic.</p> <p>The school adjustment counselor will meet with each grade level once every two weeks at scheduled common planning times to share current research on such topics as mindfulness in the classroom, for example.</p>	<p>be used in a round robin discussion format.</p> <p>By the spring, the students will have seen at least one in-school assembly on the topic of social-emotional awareness.</p> <p>By June, 98% of the staff of GRAIS will have completed the second year of a two-year goal centered around the study of the book <i>No Such Thing as a Bad Kid</i>.</p>		
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District Goal #2

Based on the use of multiple data sources, we will provide challenging, research-based instruction and curriculum that meets the needs of all our students.

G.R. Austin Intermediate School Goal #2:

In order to improve our MCAS scores in ELA, I will work along with Mr. Ward and Ms. Pineault on a common goal for students in grades 3-5 to address reading comprehension as a means to improve students' narrative writing by June of 2020.

By working collaboratively, 3 - 5, to analyze data across schools, improve instruction, identify students in need of reading intervention, and implementing more time on writing; we will see improvement in students meeting expectations on three of the four open response items on the MCAS.

CRITICAL ISSUES		STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS												
<table border="1"> <tr> <th colspan="2">ELA MCAS Data - Grade 3 (Current Grade 4)</th> </tr> <tr> <th>Year</th> <th>% of ALL students M></th> </tr> <tr> <td>2019</td> <td>62%</td> </tr> </table> <table border="1"> <tr> <th colspan="2">AIS ELA MCAS DATA - Grade 4</th> </tr> <tr> <th>Year</th> <th>% of ALL students M></th> </tr> <tr> <td>2019</td> <td>50%</td> </tr> </table>		ELA MCAS Data - Grade 3 (Current Grade 4)		Year	% of ALL students M>	2019	62%	AIS ELA MCAS DATA - Grade 4		Year	% of ALL students M>	2019	50%	<p>2019 MCAS raw scores were shared with staff in early September.</p> <p>The final results were analyzed and shared with curriculum leaders first, and then with all staff in October once they were no longer embargoed.</p> <p>Dr. Sullivan met with the staff to review the accountability rating and celebrate AIS's success, as well as to identify areas of weakness in MCAS data at a staff meeting.</p> <p>MCAS results were thoroughly reviewed by math/science teams and by ELA teams at grade-level data team meetings October.</p>	<p>Areas of performance lower than the state on MCAS will have been identified by mid-October.</p> <p>Running notes written during CPT and shared in a Google document will focus on student work, curriculum, and Ready Reading assessment and instruction.</p> <p>Classroom observations by Dr. Sullivan will be targeted toward curriculum delivery, relevance to student learning objectives, and the differentiation of instruction through centers and with the assistance of the special educators.</p>	<p>Curriculum Leaders</p> <p>Ready Reading Assessments</p> <p>Ready Reading Instructional Licences</p> <p>Reading Specialist</p> <p>Classroom Libraries</p> <p>School Library and Library Media Specialist</p> <p>ESL Teacher</p> <p>Google Accounts for students in Grades 4 and 5</p>	<p>None</p> <p>Book purchases for classroom libraries and school library through PTO</p>
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AIS ELA MCAS Data - Grade 5		<p>Additionally, there were reviews of data from prior years to help to identify any consistently strong or weak areas, overall at data team meetings.</p> <p>Writing was identified as a weakness in both grades, and in grade 3 (current grade 4).</p> <p>We also noted areas on which we are consistently performing higher than the state.</p> <p>Ongoing examination of current curriculum and teaching practices will identify how all students needs will be addressed in Tier 1 and Tier 2 instruction.</p> <p>Curriculum leaders and content area teachers will continue to analyze data from MCAS and the Ready Reading assessments throughout the year.</p> <p>Implementation of Reading Reading in ELA classes in grades 4 and 5 began in September.</p>	<p>By June, using the MCAS scoring rubric, ELA teacher will see fifth grade students attain full credit in identifying and explaining the central idea in text.</p> <p>By June, grade four ELA teachers will see their students moving 1-2 levels in idea development and the use of conventions in narrative.</p> <p>By June, on the iReady diagnostic test, 70% of the 5th grade students will have met or exceeded their typical growth goal assigned by iReady.</p> <p>Department meetings, special education staff meetings, curriculum leader meetings, and elementary/intermediate level admin. will continue to focus on teaching and learning.</p>	<p>Data Meetings</p> <p>Elementary Admin. Meetings</p> <p>Feedback from Classroom Observations</p>
Year	% of ALL students M>			
2019	59%			

	<p>Two teachers from each grade level, along with Dr. Sullivan, will attend a train the trainer session on iReady instructional licences.</p> <p>Drs. Gablinske and Sullivan have determined that the expectation will be that all students work on iReady lessons at least 45 minutes per week.</p> <p>ELA teams have developed common student learning goals to address writing weakness on MCAS as part of their professional practice.</p> <p>We will continue our model of each inclusion team having one special educator dedicated to it, as we believe much of our success with our lowest performing students is due to this change we made two years ago.</p> <p>We will conduct monthly meetings with SpEd staff to look at our co-teaching model and instruction for students identified as students with disabilities.</p>			
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District Goal #3 We will foster and promote the building of relationships among families, the community and the school district to facilitate collaboration around the educational mission, vision and goals of the district.

G.R. Austin Intermediate School Goal #3

By June of 2020, GRAIS will have done the research, planning, and organizing necessary to honor the namesake of our school, George R. Austin, through a recognition ceremony and a portrait in the lobby.

With the support of my staff (14 on a committee, already), PTO, school council, and the high school art department; I have begun steps to have all students and staff at GRAIS learn about the man our school was named for. Additionally, a major topic to be discussed with students is, "What kind of person is honored by having a building named for him/her? What kind of character attributes make that happen?"

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
<p>Many years have passed since the middle school was named the George R. Austin Middle School. The intermediate school took over the name when FLMS opened. With the retirement of so many staff members, the history behind the naming of the school after former superintendent, Mr. Austin has been lost.</p> <p>The characteristics that are embodied by an individual who is honored by having a building named for</p>	<p>The George R. Austin Recognition Committee was developed in August, with 14 staff members joining.</p> <p>The help of PTO was enlisted for monetary support moving forward.</p> <p>A senior at ARHS has been selected to create a portrait of Mr. Austin that will adorned the GRAIS lobby in the spring.</p> <p>Discussions and writing assignments will be developed schoolwide with a focus on the attributes it takes to receive the honor Mr. Austin did.</p> <p>A ceremony to unveil the portrait will be planned.</p>	<p>Grade 12 art teacher met with Dr. Sullivan to discuss possible art contest.</p> <p>Greg Goodwin met with Dr. Sullivan to discuss removal of two bushes blocking the sign naming the school on the road in, as well as removing branches or moving a tree blocking the school name on the front of the building in the spring.</p> <p>Upon further discussion, the art teacher determined the interest in creating the portrait was found in one student, who is exceptionally talented in portraits.</p> <p>The selection of the artist and an overview of the plan was shared in the superintendent's memo in November.</p>	<p>PTO</p> <p>Recognition Committee</p> <p>Classroom Teachers and Paraprofessionals</p> <p>School Council</p> <p>ARHS Artist</p> <p>Facilities Director, Greg Goodwin</p> <p>Community</p>	<p>Art supplies for the senior ARHS artist who is painting the portrait.</p> <p>A PTO funded gift card for the artist</p> <p>Miscellaneous refreshments for the celebration ceremony.</p>

<p>him/her are special and rare in today's world.</p>		<p>The first committee meeting for the event is scheduled for January.</p> <p>The committee will meet four times or as needed to plan the event that will take place in June.</p> <p>A guest list of community members will be developed prior to April vacation.</p>		
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