

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



G. R. Austin Intermediate School
School Improvement Plan
2018-2019

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

By the end of the 2018-2019 school year, I will have shared my knowledge of and research in social-emotional competencies with my staff, other employees of the FLRSD, and the community through a variety of modalities in order to enhance the social and emotional development of the children at the intermediate school and throughout the district.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS MEASURES OF PROGRESS	RESOURC ES	COSTS
<p>Current research indicates that children are not coming into our classrooms with the five social-emotional competencies (self-awareness, self-management, relationship skills, responsible decision-making, and social-awareness) they will need to be self-motivated, work collaboratively, and manage expectations required for accessing curriculum.</p> <p>There is great need for educators to explicitly teach the five social-emotional</p>	<p>Professional development sessions will be conducted.</p> <p>There will be collaboration with the director of student services in the streamlining of how social-emotional IEP goals are written throughout the district for consistency.</p> <p>Meetings will be facilitated with the staff and our adjustment counselor to review strategies to support the social-emotional growth of intermediate school students</p> <p>Relevant information on SEL will be shared with my PTO and school council, and through communication with families through principal messages on our school website and</p>	<p>By the fall, all paraprofessionals in the FLRSD will have attended a training conducted by Dr. Sullivan on the five social-emotional competencies.</p> <p>By the winter, Dr. Sullivan will have begun to review social-emotional goals as currently written into IEPs and work with Ms. Kurlan and her staff to streamline the verbiage for clarity and consistency.</p> <p>By mid-fall, a schedule adjustment will have been made to allow for the</p>	<p>Curriculum Leaders</p> <p>Adjustment Counselor</p> <p>SE library</p>	<p>None</p>

<p>competencies to their students.</p> <p>Training of the staff is crucial so they embed practice of the skills into their practice.</p> <p>There is a need for school-based and district-based professional development in social-emotional competencies.</p>	<p>through one-call messages and in the superintendent's memo.</p> <p>Monthly curriculum leader meetings will also provide opportunities to discuss SEL.</p> <p>Monthly meetings with special educators, the K-5 sped coordinator, and the adjustment counselor will have great emphasis on the topic.</p> <p>The participation of 98% of the intermediate school staff in a shared professional practice goal (two-year book study: <i>No Such Thing as a Bad Kid</i>) will be directly related to this goal.</p>	<p>adjustment counselor and/or Dr. Sullivan to meet with whole grade level teams to discuss specific social-emotional matters involving students, to share strategies to address SE weaknesses, to enhance the attainment of SE competencies, and to share successes and struggles.</p> <p>By the spring, the PTO will have brought an assembly into the school focusing on social-emotional issues for the students.</p> <p>By the spring, 98% of the staff of AIS will have completed the first 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:

By working collaboratively, K - 5, to analyze data across schools and to implement effective tier one and tier two instructional strategies and interventions, all students and students with disabilities subgroup will show a steady increase of 3% - 5% in performance on ELA and math MCAS each year (9% to 15% over a three year period).

CRITICAL ISSUES			STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS									
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<p>AIS Math MCAS Data - Grade 5</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% of ALL students M></th> <th>%student s w/disab M></th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>59%</td> <td>3%</td> </tr> </tbody> </table>			Year	% of ALL students M>	%student s w/disab M>	2018	59%	3%	<p>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 GRADE and iReady assessments throughout the year.</p> <p>Math and ELA teams have developed common student learning goals to address areas of weakness on MCAS as part of their professional practice.</p>	<p>By June,by 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>By June, less than 10% of our students in grade four will score below grade level on the i-Ready diagnostic benchmark assessment in the number & operations domain.</p> <p>Greater familiarity with and an expansion of the STEMscopes curriculum will</p>		
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	<p>We will continue to participate in the curriculum writing team.</p> <p>We have expanded the special education service delivery model that we adapted last year, as we believe much of our success with our lowest performing students was due to this change.</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> <p>We will continue to use students' google accounts.</p>	<p>be noted by the end of this year.</p> <p>Targeted classroom observations (announced and unannounced) will serve to measure progress.</p> <p>The running google doc of CPT notes will focus on student work, curriculum, and instructional practices.</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>		
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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 2019, I will increase opportunities that promote physical, social, and emotional safety and wellness in our school community.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
<p>The intermediate level school creates an additional transition for students. Thereby may increase stress.</p> <p>This transition brings with it higher expectations for acquisition of social-emotional competencies, as well as academic performance.</p> <p>In order for students to perform well academically, they need to feel safe, both emotionally and physically.</p>	<p>SRO visibility will increase throughout the school to help promote clear expectations for hallway, bathroom, and playground behavior.</p> <p>Collaborations with the PTO will help to bring in a presentation on social-emotional matters.</p> <p>AIS will have formed a new bulletin board committee that will design displays with positive messages throughout the building and teachers will reference these messages regularly.</p> <p>There is to be an adjustment to the common planning schedule to allow for the principal and the adjustment counselor to meet with grade</p>	<p>Officer Bartholomew (SRO) will meet with Dr. Sullivan monthly to discuss issues or concerns.</p> <p>SRO will walk the building at least once a week. These walks will include the halls, cafeteria, and playground.</p> <p>There will be posting of and referral to classroom expectations and recess expectations.</p> <p>Bulletin boards will display positive messages and highlight pro-social behaviors.</p> <p>Teachers will begin to build a toolbox/library of resources from their sessions with Mrs. Pennini and Dr. Sullivan.</p>	<p>Dr. Sullivan's three-year research study on the topic of social-emotional learning will serve as a significant resource.</p> <p>The AIS adjustment counselor, Mrs. Pennini will serve as a resource.</p> <p>SE Library</p> <p>SRO</p> <p>Lakeville Fire</p>	<p>None</p> <p>Materials for Bulletin Boards</p>

	<p>level teams to provide necessary information on the social emotional goals of specific students, as well as to provide and discuss current literature on the topic.</p> <p>The adjustment counselor and Dr. Sullivan will develop a buddy system for all students new to the district throughout the year.</p> <p>There will be the creation of a social-emotional library section that guides students toward character education.</p> <p>There will be calibration of teacher-generated common expectations for behavior in class, at outside recess, and during inside recess.</p> <p>Teachers will work to embed SE instruction for students to develop and use soft skills.</p> <p>There will be coordination with the SRO and the Lakeville Fire Department for ALICE refresher sessions</p>	<p>All new students will complete a questionnaire with Mrs. Pennini about their transition to our school and the buddy system utilized to help them.</p> <p>A social-emotional library will be created and housed in the main office with books on a variety of topics including: following rules, listening to others, being polite, working through anger, etc.</p> <p>Three fire drills will be conducted and feedback from LFD will indicate areas of improvement, as needed.</p>		
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	with students and staff to conduct safety drills and for fire drills.			
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