

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



G. R. Austin Intermediate School
School Improvement Plan
2021-2022

Respectfully Submitted by:
Dr. Elizabeth Sullivan, Principal

Freetown-Lakeville Regional School District Goal:

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

George R, Austin Intermediate School Goal #1:

By the spring of 2022, as we continue our second year of work with the staff of the Highlander Institute, we will create and share our vision for the academic and social-emotional growth of all our students through ongoing discussions within classrooms, the building, and with families.

We will make informed decisions and adjustments to practice based on student achievement and engagement, and through survey data intended to gauge our fostering a sense of belonging and partnership among students and families, as noted in the Acceleration Roadmap from Department of Elementary and Secondary Education. Additionally, as noted in the Acceleration Roadmap, we will monitor attendance closely, as we need our students to be present in order to address their academic and social-emotional growth.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS MEASURES OF PROGRESS	RESOURCES	COSTS
<p>1. Highlander Institute consultants have identified the following domains on which we will focus in order to bring our students toward the sense of belonging and partnership necessary to attain both academic and social growth:</p> <ul style="list-style-type: none"> ● awareness ● community building ● cognitive development 	<ul style="list-style-type: none"> ● We have created a design team made up of faculty, administrators, and parents to align around our vision, implement priority practices, and build a culture of continuous improvement ● We have scheduled three design team meetings in October, January, and June. ● We continue work on the draft of the GRAIS Design 	<ul style="list-style-type: none"> ● We will articulate a clear vision with all stakeholders in GRAIS ● An “ideal classroom” will be identified and defined through data collection, coaching and professional development ● We will work to prioritize IF/THEN statements and connect to priority practice (If students 	<p>Consultants from the Highlander Institute (Christina, Meg, Mike, and Danielle)</p> <p>Professional Development with the Highlander Institute</p>	<p>Contracted fee for Highlander Institute</p> <p>District-provided book-study books</p> <p>SEL PD for school adjustment counselor</p>

<ul style="list-style-type: none"> critical consciousness 	<p>Team Vision started in June by analyzing the synthesized data from the spring student surveys.</p> <p>“At GRAIS, we work to build a safe, well-balanced environment and community of trust that ensures students are engaged in the learning process and working collaboratively with peers and teachers to reach clear goals”.</p> <ul style="list-style-type: none"> Together, as educators, students, and parents we develop a community model of communication and expectations that focus on balance and the whole student. Students are encouraged to be active participants in their learning, advocating for themselves as they become comfortable and confident in all learning platforms and modalities, guided by clear learning objectives and goals that are driven by data and 	<p>are engaged learners, rather than compliant . . . then we might see students asking a lot of questions or we might see students seeking more challenging work.)</p> <p>By the spring, we will have made gains in students:</p> <ul style="list-style-type: none"> feeling a sense of belonging to the academic community supporting one another through challenges engaging in tasks that require higher order thinking owning their learning journeys and talking about themselves as learners expressing and demonstrating their learning in ways that sustain their cultural identities engaging in critical reflection around topics that relate to justice 	<p>Curriculum Leaders</p> <p>Administrators' Book Study: <u>UDL and Blended Learning--Thriving in Flexible Learning Landscapes</u></p> <p>Data Meetings</p> <p>Design Meetings</p> <p>School Adjustment Counselor</p> <p>Highly-skill grade-level paraprofessionals who work to make up instruction, remediate, and organize students who have be out of school.</p>	<p>and/or principal</p> <p>Salary Contracts</p>
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	<p>leverage blended learning.</p> <ul style="list-style-type: none"> ● Consultants/coaches have observed classes and will begin modeling to identify and define an ideal learning environment at GRAIS ● GRAIS' curriculum leaders will be supported in reflection activities and implementation of strategies tied to Design Team Vision ● Student data from the spring surveys will be used to create and foster relationships between teacher and student to set goals (provide autonomy and motivate the learner) for continuous improvement ● Participation in professional development opportunities with the Highlander Institute will guide our work ● The GRAIS school adjustment counselor will continue her work with the other SACs that began in 	<ul style="list-style-type: none"> ● believing what they are learning is valuable 	<p>Academic interventionists in each grade remediating in ELA and mathematics three days a week have fluid rosters to support students as needed.</p>	<p>ESSER Grant</p>
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	<p>the fall of 2017 to examine and adopt a social emotional learning program</p> <p>SEL Initiatives to Date (2017 - present) :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Jessica Minahan- The Behavior Code-Presentation to District <input type="checkbox"/> Charlie Applestein-No Such Thing as a Bad Kid-Presentation to District <input type="checkbox"/> Sarah Ward- Executive Functioning- Presentation to Grades K-8 <input type="checkbox"/> Sorraya Gomes- Competencies- Presentation to SEL Committee <input type="checkbox"/> Sorraya Gome- Competencies-Presentation to Families <input type="checkbox"/> Dr. Sullivan -SEL Competencies Presentation to All District Paras 			
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	<ul style="list-style-type: none"> <input type="checkbox"/> Denise Howley- -Presented to high school staff <input type="checkbox"/> SEL PD for Paraprofessionals- Case Studies from FLRSD <input type="checkbox"/> Julie Love- Developing Coping Skills -Presented to (K-3) <input type="checkbox"/> Julie Love- Understanding the Effects of Trauma -Presented to 5-8 <input type="checkbox"/> Establishment of an SEL Committee <input type="checkbox"/> VSEL vision created <input type="checkbox"/> Book Studies: <i>Lost at School</i> by Ross Greene; <i>No Such Thing as a Bad Kid</i> by Charlie Applestein; <i>Behavior Code</i> by Jessica Minahan; <i>Emotional Intelligence</i> by Daniel Goleman <input type="checkbox"/> “Angst” documentary for FLMS students and open to MS and GRAIS staff and families 			
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<p>2. Attendance has been identified as a concern statewide, as instruction time and time to hone the five most basic social competencies was impacted with early closure in 2019, the hybrid model of 2020, and the amount of time children have been/are required to isolate when they test positive for COVID-19 or are a close contact.</p> <p>GRAIS Attendance in 2021 to Date: 95.2 in September 94.1% in October 91.3% in November</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Several PD opportunities outside of district for administrators, and guidance/school adjustment counselor staff. <input type="checkbox"/> Reconvened SEL Committee in Fall 2021 • Meetings with staff will be facilitated by the principal and/or our school adjustment counselor to review strategies to support the social-emotional growth of intermediate school students. • Timely and relevant articles will continue to 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 as they have been • The adoption of a code of AQ for student absence 	<p>A 95% attendance rate, which is a typical definition of strong attendance, means that a student has missed approximately nine school days. Strong attendance is better defined as 97% or higher.</p> <p>As we will omit AQ absences from the percentage, we will also assume that cold and flu season will impact attendance greater than it has in the past, thus our goal will be 94% student attendance monthly.</p> <p>We will see students in school regularly without need to catch up and create a cycle of delay in delivery and receipt</p>		
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	<p>as a result of quarantine was implemented in the fall of 2022 in order to ascertain reason for ongoing absenteeism cases as they arise</p> <ul style="list-style-type: none"> ● Daily attendance is taken with total absences tallied at the end of each month for percentage of students present in each grade ● Daily attendance is noted by each homeroom teacher with initial outreach to homes coming from the nurse ● When absences are deemed not COVID-19 related, the principal makes contact in cases headed in the direction of excessive ● More than 10% of the 180 school days is considered excessive and reason for concern,so result in a letter from the principal first, and then a meeting between the principal and the parent/guardian ● Individual meetings with students to ensure there 	<p>of instruction, and thus mastery of skills.</p>		
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	<p>are no barriers to attendance</p> <ul style="list-style-type: none"> • The school resource officer is brought in on cases when necessary 			
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Freetown-Lakeville Regional School District Goal:				
Based on the use of multiple data sources which assess student learning, we will provide challenging, research based instruction and curriculum that meets the needs of all our students as they prepare for the 21st Century.				
George R. Austin Intermediate School Goal #2				
By the spring of 2022, all intermediate school students will be at or above grade level or will obtain their identified iReady stretch growth, in both reading and mathematics.				
CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
1. Both MCAS data and iReady data, though not as much as we anticipated,	<ul style="list-style-type: none"> • 2020 MCAS raw scores were shared 	Scheduled winter and spring iReady assessments	iReady Program and Toolbox	iReady Costs

<p>show some decline in student performance. This is undoubtedly a result of the abbreviated 2019 school year, the flaws in the hybrid model in 2020, and the social-emotional wellness of our students.</p> <p>2020 MCAS Data: Grade 4 ELA 2% Exceeding 46% Meeting 40% Partially Meeting 11% Not Meeting Grade 4 Math 5% Exceeding 41% Meeting 45% Partially Meeting 9% Not Meeting Grade 5 ELA: 7% Exceeding 47% Meeting 40% Partially Meeting 6% Not Meeting Grade 5 Math: 7% Exceeding 36% Meeting</p>	<p>with staff in early September.</p> <ul style="list-style-type: none"> • The finalized results were analyzed and shared with curriculum leaders first, and then with all staff in October once they were no longer embargoed. • MCAS results were thoroughly reviewed by math/science teams and by ELA teams at grade-level data team meetings in October. • Additionally, there were reviews of data from prior years to help to identify any consistently strong or weak areas, overall at data team meetings. • Ongoing examination of current curriculum and teaching practices will identify how all students 	<p>Work as a content or grade level team to celebrate growth and to address needs and weaknesses.</p> <p>Completion of a staff book study facilitated by the principal aimed at teachers' rekindling their passion for teaching through attendance and participation in book club meetings and through written and shared reflections from October - May</p> <p>Department meetings, special education staff meetings, curriculum leader meetings, and elementary/intermediate level administrators continue to focus on teaching and learning</p> <p>As has been typical, we will see significant growth from the fall to winter assessments in both reading and math</p> <p>Students not making adequate progress will be</p>	<p>Curriculum Leaders</p> <p>Library/Media Specialist's Class</p> <p>Reading Specialist</p> <p>Classroom Libraries</p> <p>School Library</p> <p>ESL Teacher</p> <p>Google Accounts</p> <p>Data Meetings Elementary Admin. Meetings</p> <p>Feedback from Classroom Observations</p>	<p>Reading Specialist (Title I)</p> <p>Interventionists (ESSER Grant)</p> <p>Book purchases from the PTO for the Library</p>
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<p>48% Partially Meeting 9% Not Meeting</p> <p>2021 Fall iReady Data:</p> <p>Grade 4 <u>Mid or Above Grade Level</u> 23% Reading 5% Math <u>Early on Grade Level</u> 23% Reading 17% Math</p> <p><u>One Grade Below Grade Level</u> 38% Reading 59% Math <u>Two Grades Below Grade Level</u> 9% Reading 13% Math <u>Three or More Grades Below Grade Level</u> 8% Reading 6% Math</p> <p>Grade 5 <u>Mid or Above Grade Level</u> 19% Reading</p>	<p>needs will be addressed in Tier 1 and Tier 2 instruction.</p> <ul style="list-style-type: none"> • Curriculum leaders and content area teachers will continue to analyze data from MCAS and the iReady Reading assessments throughout the year. • Curriculum Leaders facilitated the testing schedules and analysis of iReady data in reading and math. • Common Planning Time (CPT) was used for Data Team Meetings at which students were identified as candidates to work with grade-level interventionists. • Interventionists met with teachers over two weeks in CPT to design schedules 	<p>referred to either an interventionist or the reading specialist</p> <p>Spring MCAS Dates:</p> <ul style="list-style-type: none"> • Grade 5 ELA - April 11 and 12 • ,Grade 4 ELA - April 13 and 14 • Grade 5 math - May 16 and 17 • Grade 4 math - May 18 and 19 • Grade 5 science - May 23 and 24 		
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<p>10% Math <u>Early on Grade Level</u> 21% Reading 22% Math <u>One Grade Below Grade Level</u> 31% Reading 46% Math <u>Two Grades Below Grade Level</u> 17% Reading 13% Math <u>Three or More Grades Below Grade Level</u> 11% Reading 9% Math</p>	<p>that would be least disruptive to classes.</p> <ul style="list-style-type: none"> ● Interventionists use both a push in and pull out models. ● Both interventionists are highly qualified teachers in the state. 			
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Freetown-Lakeville Regional School District Goal:

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

George R. Austin Intermediate School Goal #3:

By June of 2022, working with GRAIS families to ensure we are following the mandates from the state and district, the intermediate school staff will foster and promote the rebuilding of our relationships through clear and consistent communication from teachers and administration, by welcoming members of the school community to events and celebrations as often as possible, and by keeping our website current with updated news.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
<p>1. Due to the restrictions in place as a result of the COVID-19 pandemic, we have not had the family and community engagement we have been accustomed to at GRAIS since the winter of 2019.</p> <p>Focusing on the inclusion of all members of the Freetown and Lakeville School communities is a priority at the intermediate school, as we have long enjoyed wonderful relationships with the families of our learners.</p>	<ul style="list-style-type: none"> ● Grade Four Welcome Video Tour and Messages from Staff ● Most Highly Attended Open House in Six Years--Nearly 96% of families attended. ● Annual Turkey Trot ● Title I Night ● Monthly PTO Meetings ● School Council Meetings ● Design Team Meetings ● Thursday One-Call "Greetings from GRAIS" Messages ● Entries to the Friday Memo from Superintendent Medeiros 	<ul style="list-style-type: none"> ● Scheduled Meetings of the PTO, School Council, and Design Team ● Seasonal Events (music, art, curriculum, etc.) ● Consistent and complete communication to homes via one-call, superintendent's memo, school and district website, and teachers' modes of communication 	<p>PTO Board</p> <p>Design Team Parents and Teachers</p> <p>Curriculum Leaders</p>	<p>Highlander Partnership Cost</p> <p>Stipends</p>

	<ul style="list-style-type: none">● Teachers' use of Class DoJO and Remind● Google Classroom● Holiday Concerts- Winter and Spring● Spring Art/Music Night● Family Curriculum Night in March● Parent Volunteers			
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