



School Improvement Plan

Litchfield Intermediate School

2020-2021



District Mission:

The mission of the Litchfield Public Schools is to provide all students with appropriate academic and personal learning experiences within a safe and supportive educational environment. In partnership with our parents and community, we challenge every learner to acquire the knowledge, skills, and personal attributes needed to become productive and self-directed citizens.

District Motto:

Student first in everything we do.



Our Mission

The mission of the Litchfield Intermediate School community is to provide an education that leads students to a full and productive life. Our goal is to offer a safe learning environment in which all students develop to his or her full potential. We work to promote an atmosphere of collaboration, cooperation and open communication among students, staff, parents, and community. We strive, through encouragement and guidance, to have students become productive members of a diverse and changing society.

Contributors

Certified Staff

Laurie Behmke
Melissa Brutting
Michael Bucci
Tina Cordani
Kirsten D'Amore
Danielle DeLisle
Shelly Hill
Alex Kidd
Tara Kraut
Kelly Leifert
Rebecca Lemnotis
Megan McCane
Jamie McDevitt
Melissa Michaud
Michael Pascento
Peter Perkins
Adam Piechowski
Julie Rooney
James Rosa
Nadene Stevenson
Kathleen Sullivan
Karen Tesch
Kimberly Thompson

Classified Staff

Kathy Bryant
Erika Magdole
Mary McDevitt
Susan Stonehill
Kerri Lacilla
Danielle Eichman
Dawn Gorack
Kevin Brennan
Nelson Dube
Nancy Light
Tim Wilcox
Jose Sandoval

Parents

Michele Mongeau
Adam Jenkins
Michele Saunders

Students

Lillian Markavich
Dylan Maroon
Luke Adams

B.O.E.

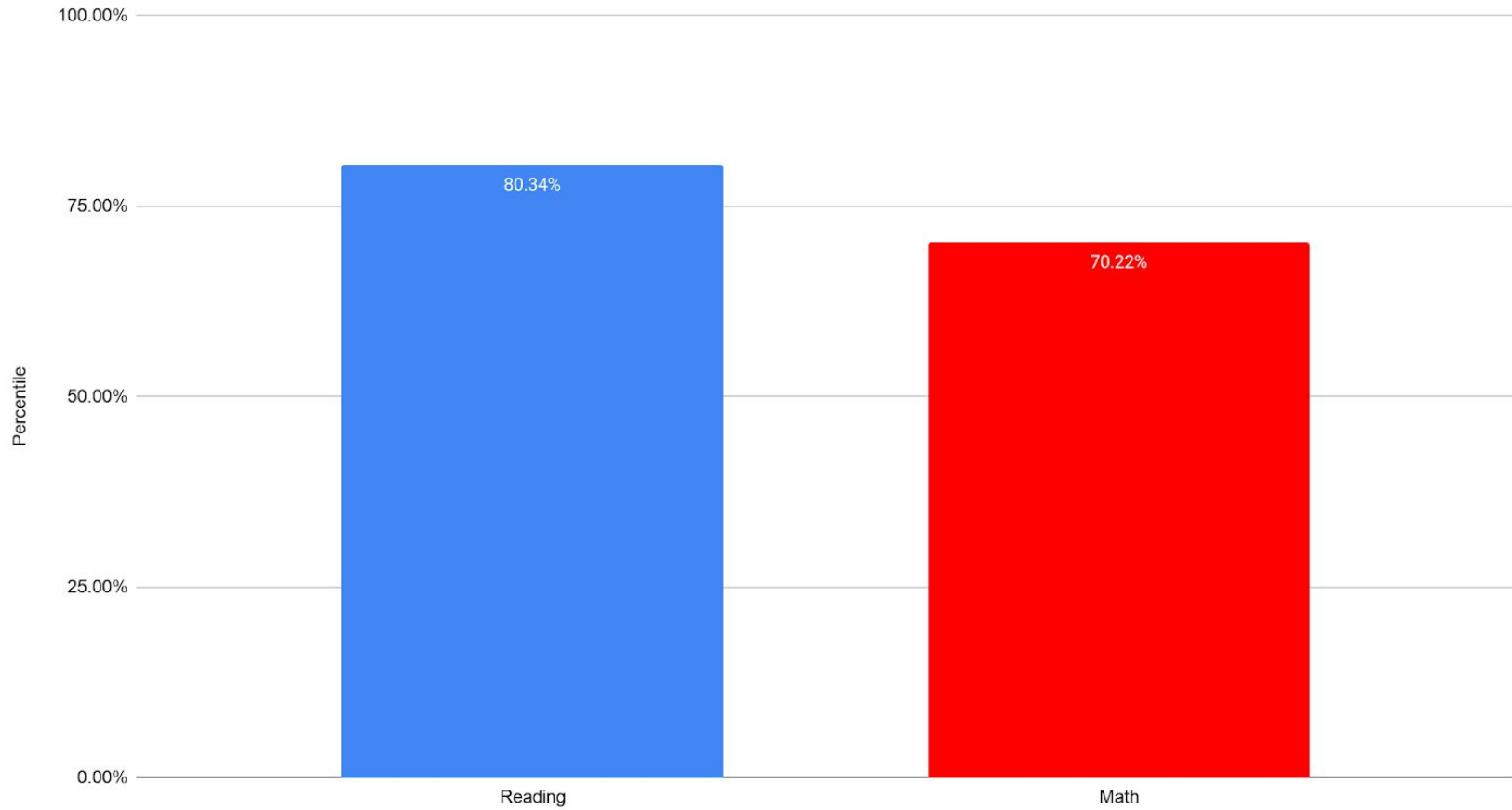
Matthew Terzian
Daniel Clock
Steven Malo
Donald Falcietti
John Morosani
David Pavlick
Tina Reardon
Lynn Stone
Wayne Shuhi

School Improvement Vision

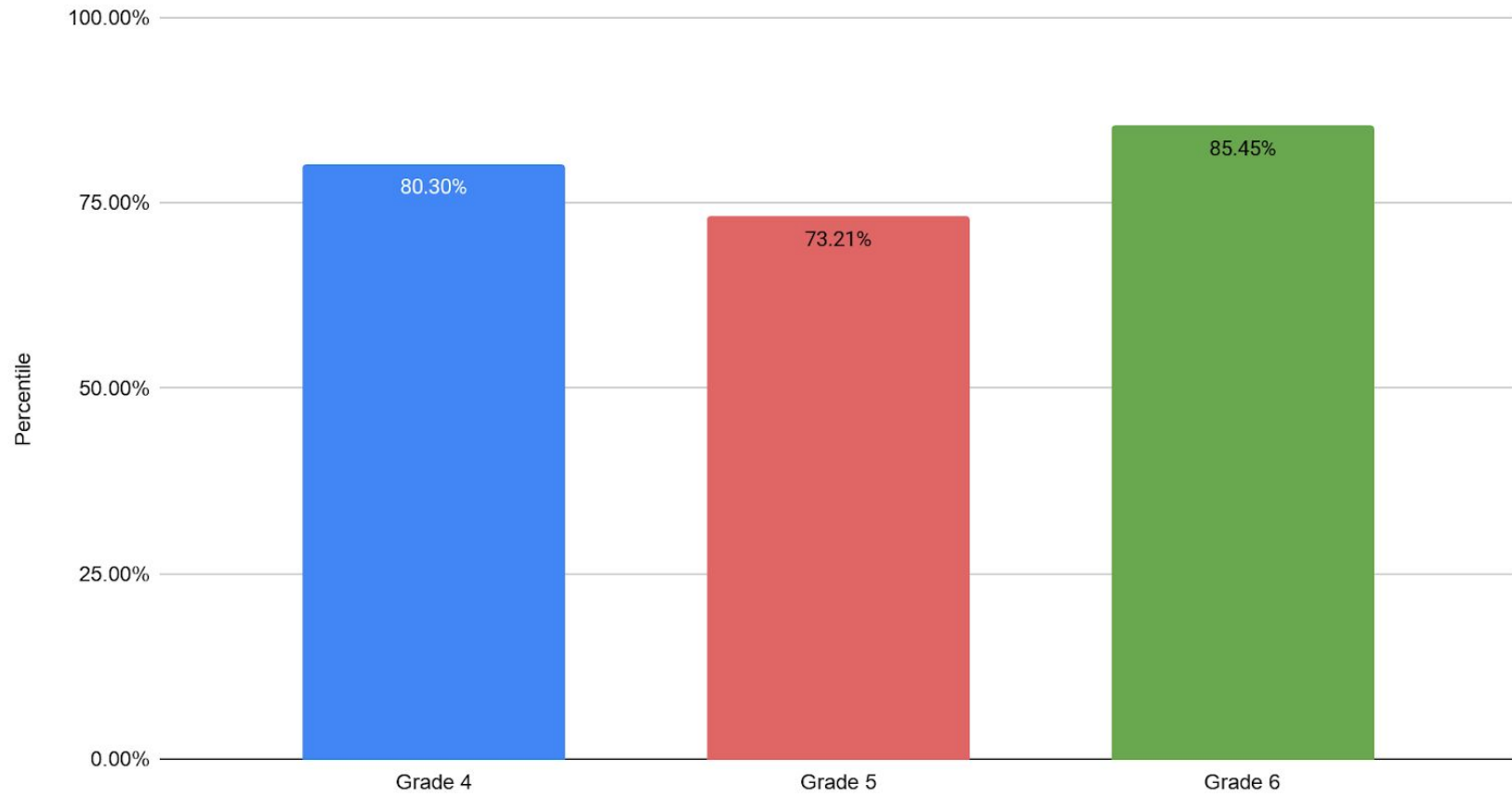
Curriculum	<i>CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.</i>
Instruction	<i>INSTRUCTION will be driven by individual student need.</i>
Assessment	<i>Multiple forms of ASSESSMENT (qualitative and quantitative) will be used to measure progress and inform decisions.</i>
Positive School Climate	<i>POSITIVE SCHOOL CLIMATE will align with the mission, vision, core values and goals of the school.</i>

MAP School Performance Summary - Fall 2020:

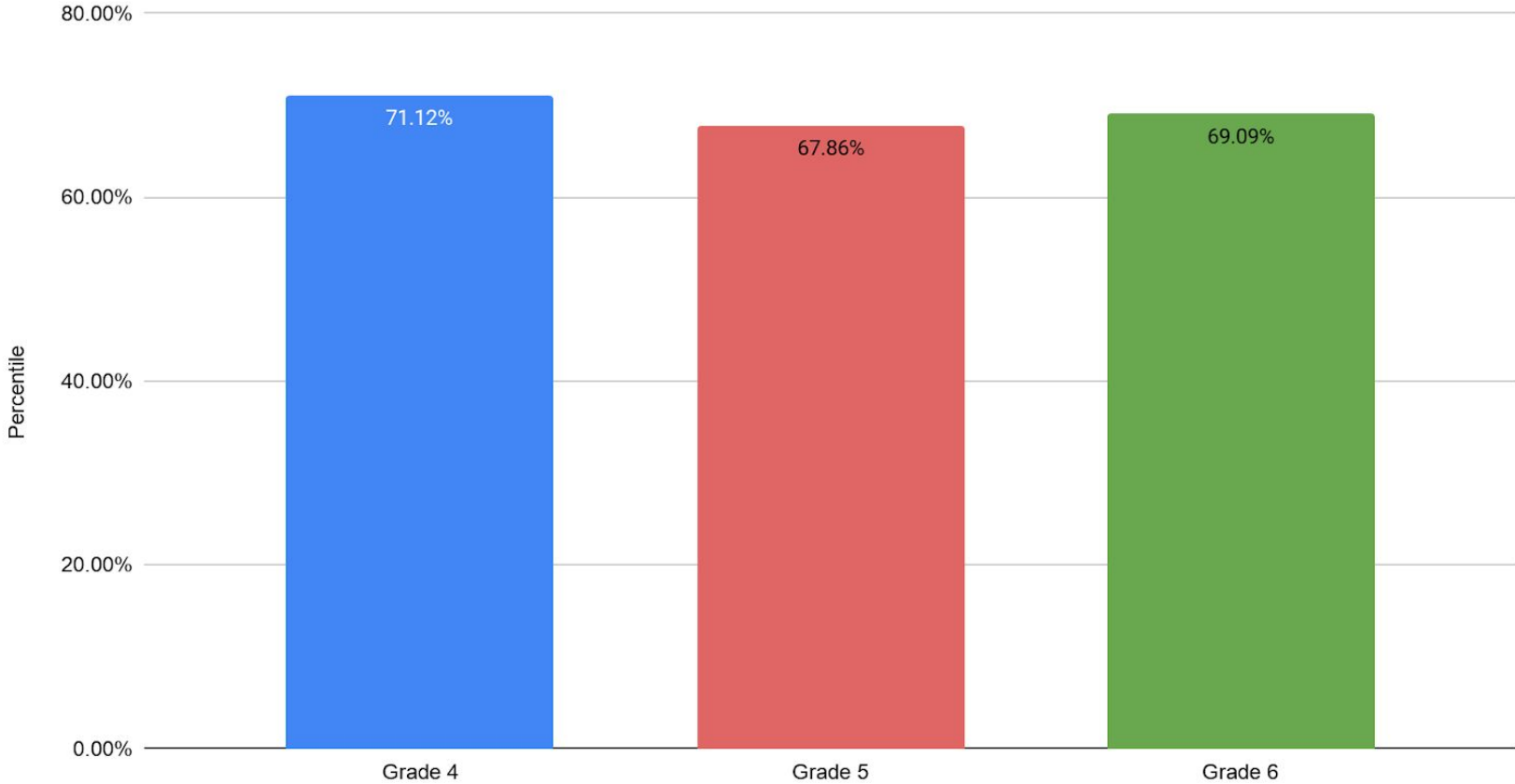
MAP Fall 2020
Grades 4-6: 50th Percentile and Above



MAP Fall 2020
Reading 50th Percentile and Above

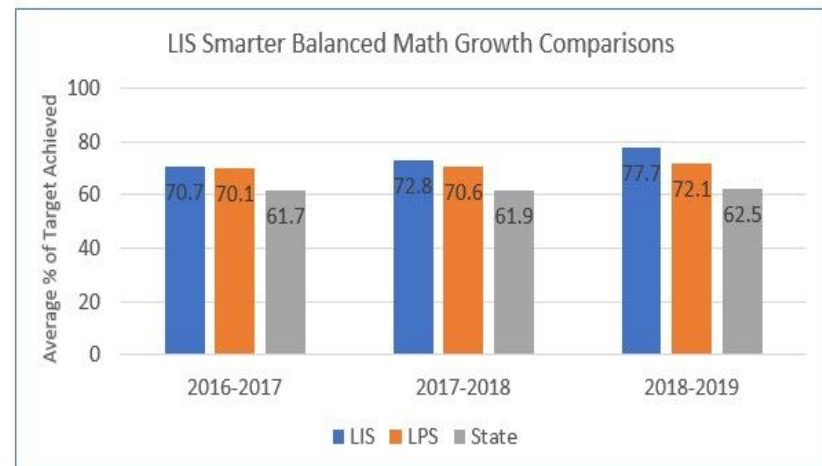
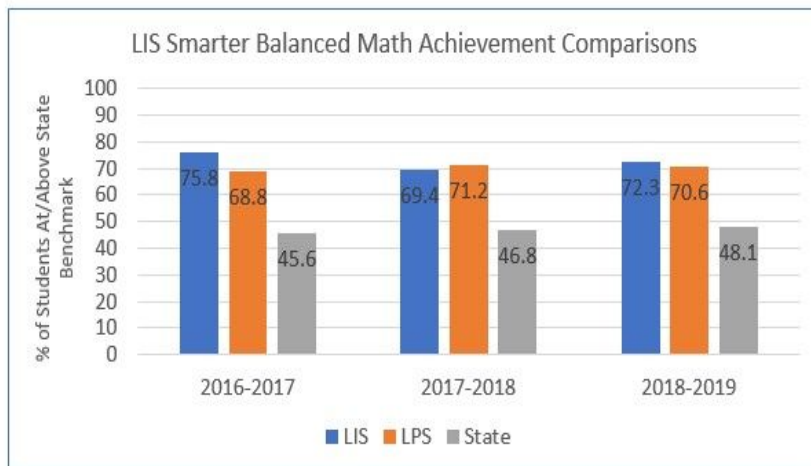
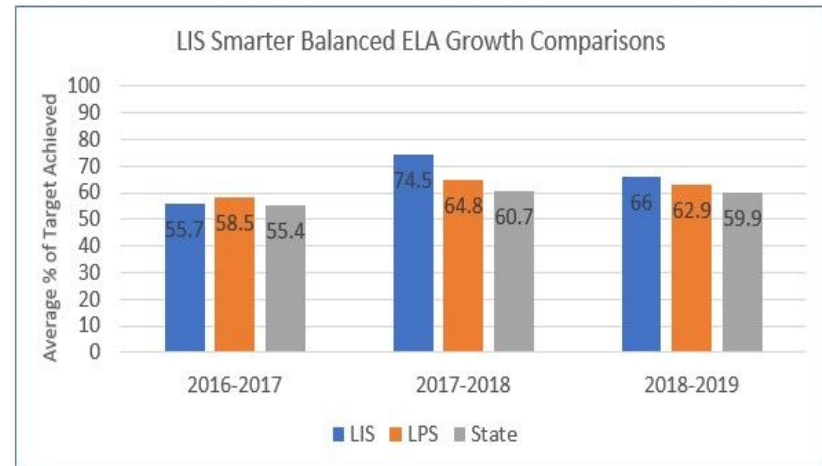
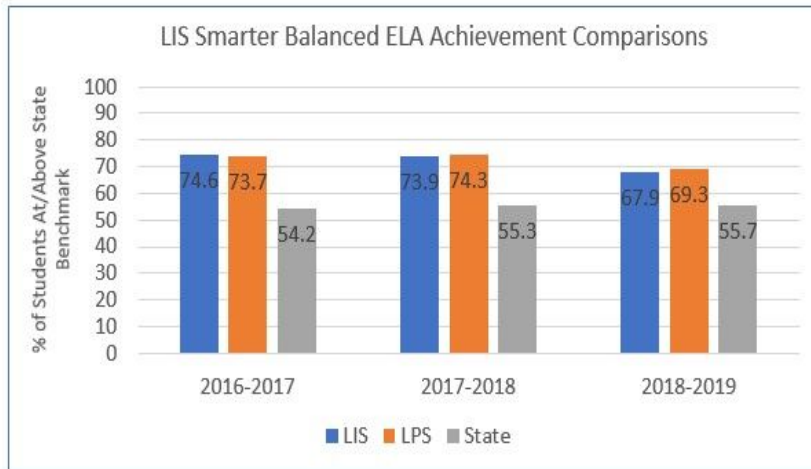


MAP Fall 2020
Math 50th Percentile and Above

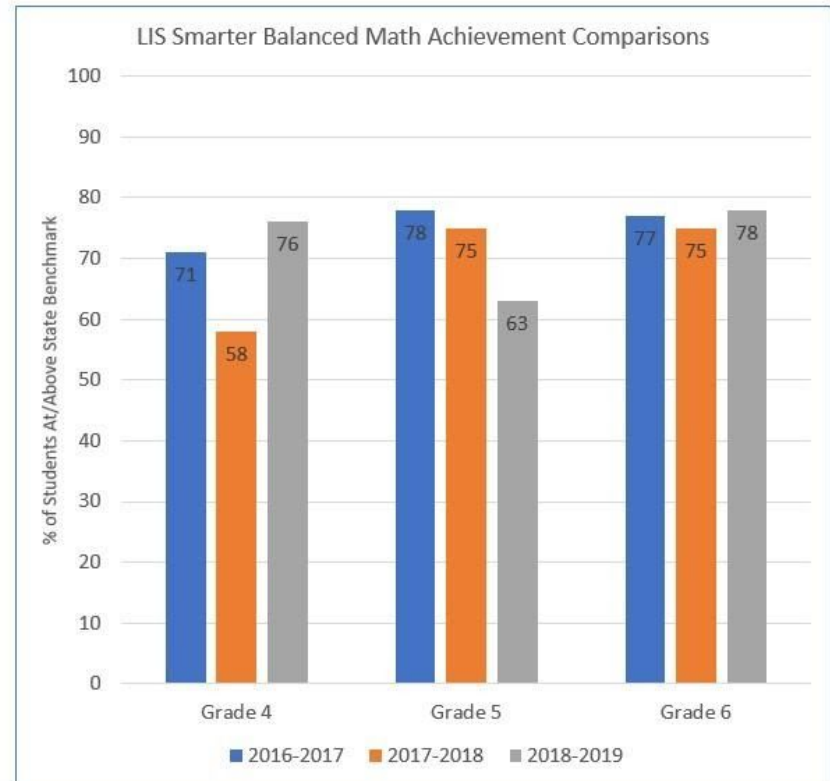
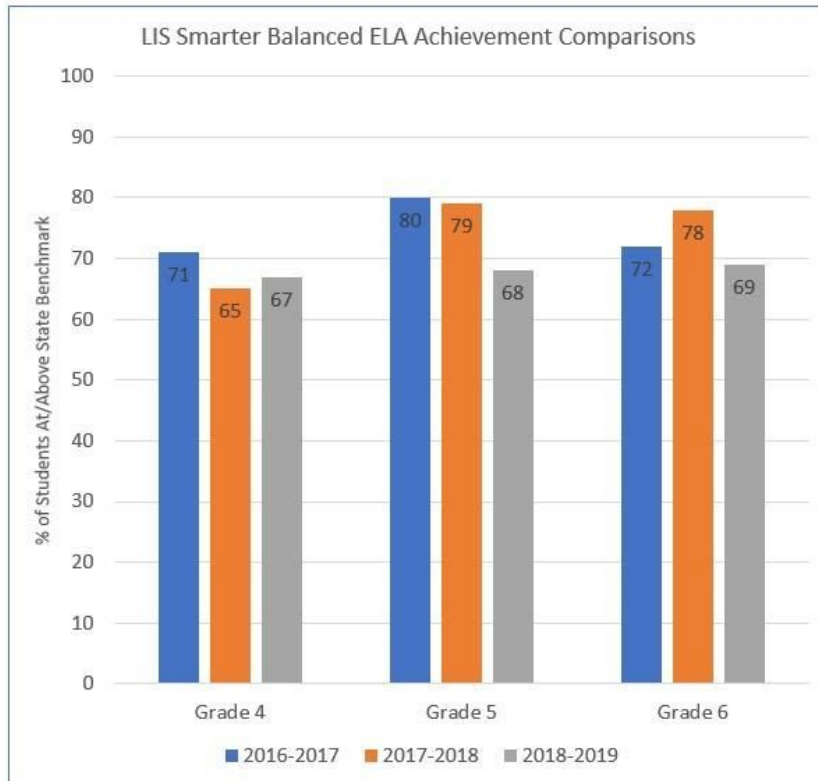


SBAC School Performance Summary 2019:

School Performance Summary

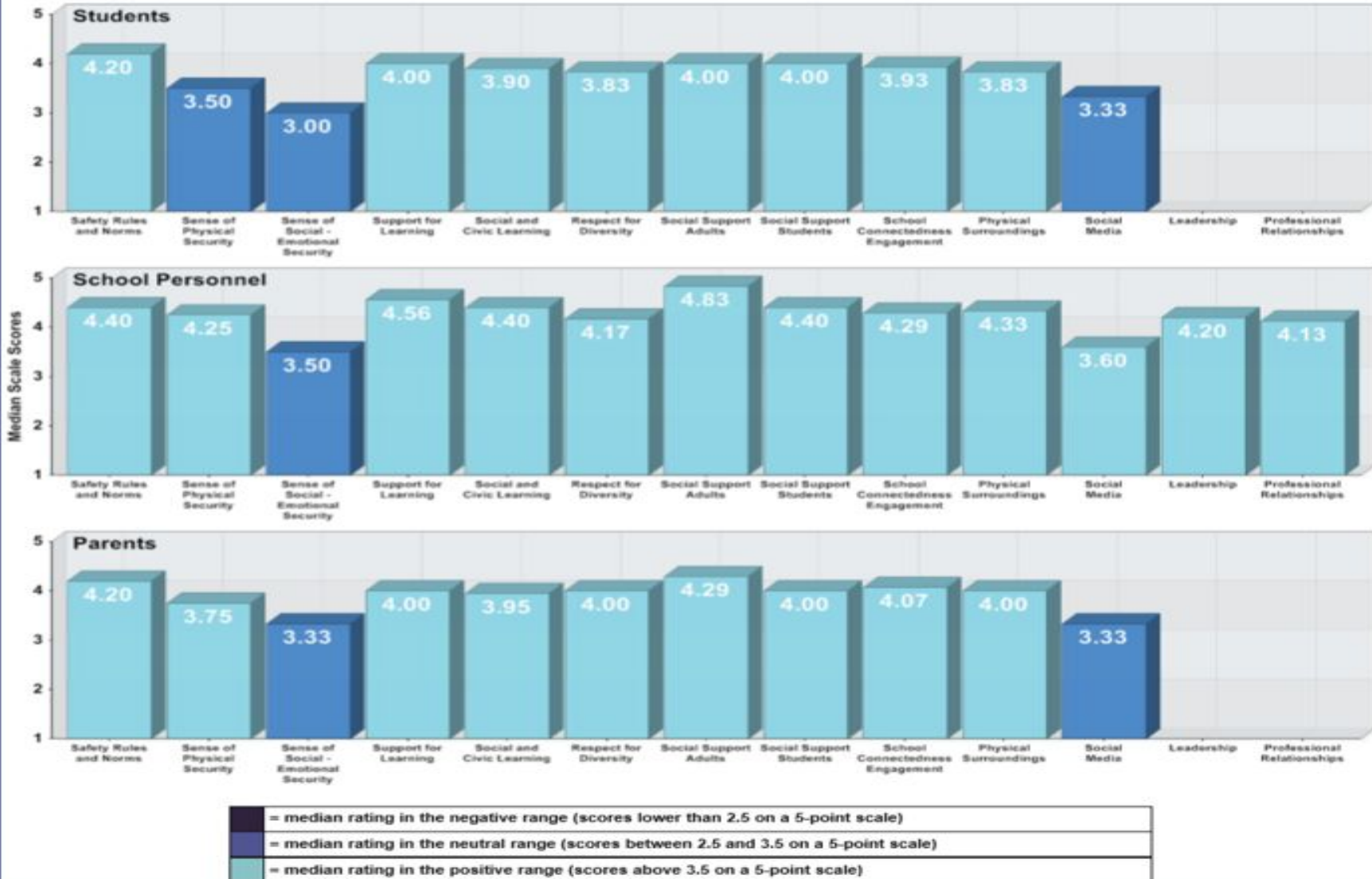


Grades 4-6 Smarter Balanced Achievements

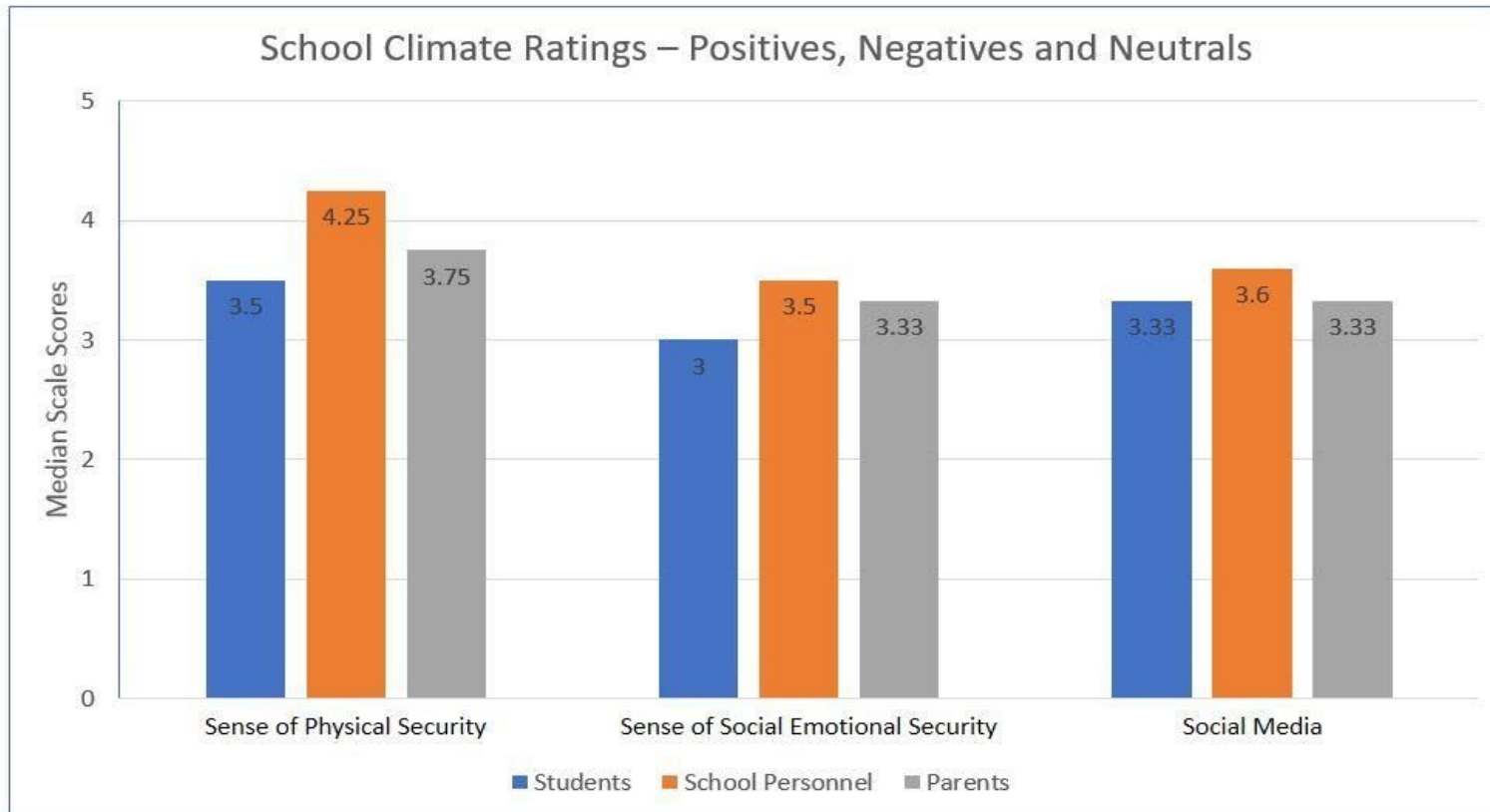


School Climate Survey Data 2019

School Climate Ratings - Positives, Negatives and Neutrals



School Climate Survey Data 2019



Negative Range: scores lower than 2.5 on a 5-point scale
Neutral Range: scores between 2.5 and 3.5 on a 5-point scale
Positive Range: scores above 3.5 on a 5-point scale

Needs Assessment

Quantitative Evidence of Areas for Focus

Curriculum

All teaching staff will analyze our units of study and our assessments to ensure alignment with standards. Data from all assessments will be utilized to measure the rigor of curriculum and instruction.

Instruction

Students (from 2019 survey)

Teaching and Learning:

- 70% of students felt positively about how they are supported in their learning. 25% rated this area as neutral
- 68% of students felt positively about social and civic learning. 31% rated this area neutral

Institutional Environment:

- 74% of students felt positively about school connectedness and engagement. 23% rated this area as neutral
- 65% of students felt positively about their physical surroundings. 30% rated this area neutral

School Personnel

Teaching and Learning:

- 97% of personnel felt positively about how they are supported in their learning. 3% rated this area as neutral
- 91% of personnel felt positively about social and civic learning. 9% rated this area neutral

Institutional Environment:

- 94% of personnel felt positively about school connectedness and engagement. 6% rated this area as neutral
- 86% of personnel felt positively about their physical surroundings. 30% rated this area neutral

Assessment

Smarter Balanced Assessment 2019 (SBA)

- 68% of students in Grades 4-6 achieved level 3 or above in the area of ELA
- 72% of students in Grades 4-6 achieved level 3 or above in the area of Math

MAP (Fall 2020)

- 73% of students in Grades 4-6 are projected to meet or exceed SBA Level 3 or 4 in Reading
- 45% of students in Grades 4-6 are projected to meet or exceed SBA Level 3 or 4 in Math

Climate

CSCI Results (Spring 2019)

The following 3 areas were identified by both parents and students as being in the neutral range on our survey, but received the lowest of all of our scores. We will focus on these areas this year in an effort to improve, as well as, the area of parent engagement.

Social Emotional Security:

- 32% of our students rated Social Emotional Security in the positive range and 44% rated it in the neutral range
- 45% of our staff rated Social Emotional Security in the positive range and 45% rated it in the neutral range
- 40% of our parents rated Social Emotional Security in the positive range and 53% rated it in the neutral range

Sense of Physical Security:

- 46% of our students rated Physical Security in the positive range and 44% rated it in the neutral range
- 70% of our staff rated Physical Security in the positive range and 30% rated it in the neutral range

- 63% of our parents rated Physical Security in the positive range and 38% rated it in the neutral range

Social Media:

- 38% of our students rated Social Media in the positive range and 54% rated it in the neutral range
- 54% of our staff rated Social Media in the positive range and 46% rated it in the neutral range
- 27% of our parents rated Social Media in the positive range and 73% rated it in the neutral range

Parent Engagement

11% of our parent group responded to the CSCI survey

Qualitative Evidence of Areas for Focus

Curriculum

- ELA teachers in grades 4-6 will continue to implement Columbia Units of Study in the areas of Reading and Writing. Begin the implementation of Columbia Virtual Units.
- Further strengthening of curriculum units in all content and special areas will continue this year
- Evaluate the math program and resources
- Align curriculum to state and national standards

Instruction

- All grade levels and subject areas will continue to implement the use of the workshop approach to instruction
- Tiered intervention and enrichment strategies will be enhanced through the continued development of differentiated practices
- Instructional Rounds will be utilized to develop coherence in our teaching strategies

Assessment

- Students will continue to exhibit areas of strength and areas in need of support on the SBA, SBA interim, MAP and grade level teacher-created assessments, F&P Benchmarks, and Teachers College Formatives

Climate

- As a school we will work to engage our parent community and receive more comprehensive feedback through our climate survey
- Address the social and emotional needs of our students, specifically in regards to their feelings toward personal safety and security

Focus Area Initiatives

One core initiative for each priority that will drive our improvement efforts. Each initiative should:

- *Be research-based*
- *Directly/indirectly impact student achievement*
- *Be high leverage*

Curriculum: *CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.*

Teachers and the principal will further align units of study with curriculum standards and document the units in the Google Platform for day-to-day teacher use.

Instruction: *INSTRUCTION will be driven by individual student need.*

Teachers will meet the needs of individual students by analyzing data and implementing curriculum through a modified workshop approach adhering to social distancing.

Assessment: *Multiple forms of ASSESSMENT (qualitative and quantitative) will be used to measure progress and inform decisions.*

Students will successfully demonstrate mastery of grade level standards on various assessment measures, including formative, summative and standardized.

Climate: *POSITIVE SCHOOL CLIMATE will align with the mission, vision, core values and goals of the school.*

Students will become more comfortable in their physical and social-emotional areas.

Parents will actively participate in school based surveys.

School Improvement Goals and Action Plans

Curriculum

<p>VISION: <i>CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.</i></p>			
<p>GOALS: <i>Teachers, Director of Curriculum and the Principal will further align units of study with curriculum standards and document the units in our Google Platform for day-to-day teacher use.</i></p>			
<p>STRATEGIES: <i>Through the refinement of our curriculum units, teachers and administrators will align our content areas across the building and across the district.</i></p>			
Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administration	<ul style="list-style-type: none"> Facilitate the analysis of the current units of study to ensure fidelity in the content and consistency across all grades Monitor the development and implementation of lessons and units linked directly to standards Utilize PD days to analyze and adjust 	<ul style="list-style-type: none"> CT Common Core Standards Curriculum/ Units of Study Teachers, Support Staff TC and Math Programs 	<ul style="list-style-type: none"> An analysis of student data to adjust corresponding units of study as needed Topic list of meeting discussions

	<p>the units of study</p> <ul style="list-style-type: none"> ● Facilitate weekly meetings to discuss units and lessons ● Facilitate the review and further development of the social studies curriculum units in grades 4-6 ● Review and align to standards 	<ul style="list-style-type: none"> ● Weekly Data Meetings ● Common Planning Time ● Professional development opportunities 	<ul style="list-style-type: none"> ● Current units of study and curriculum in published form on Rubicon
Teachers	<ul style="list-style-type: none"> ● Analyze the current units of study to ensure fidelity in the content and consistency across all grades ● Develop and implement lessons and units linked directly to standards ● Utilize PD days to analyze and adjust the units of study ● Engage in weekly meetings to discuss units and lessons ● Review and further develop social studies curriculum units in grades 4-6 	<ul style="list-style-type: none"> ● CT Common Core Standards ● Curriculum/ ● Units of Study ● TC Facilitator ● Teachers, Support Staff ● TC and Math Programs ● Weekly Data Meetings ● Common Planning Time ● Professional development opportunities 	<ul style="list-style-type: none"> ● An analysis of student data to adjust corresponding units of study as needed ● Topic list of meeting discussions ● Current units of study and curriculum in published form on Rubicon

Instruction

VISION:

INSTRUCTION will be driven by individual student need.

GOALS:

Teachers will meet the needs of individual students by analyzing data and implementing curriculum through a workshop approach.

STRATEGIES:

Through data review and professional development (Teachers College, Instructional Rounds) teachers, and the principal will align units of study with the workshop approach to instruction.

Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administrator	<ul style="list-style-type: none"> ● Provide teachers and with access to all necessary data points (MAP, SBA, CSCI) ● Weekly meetings to discuss and analyze student data and progress ● Continued implementation of Instructional Rounds 	<ul style="list-style-type: none"> ● MAP Results ● SBA Results ● CSCI Survey Data 	<ul style="list-style-type: none"> ● Assessment results imbedded in goal setting ● Weekly meeting agendas and notes ● Data team meetings

<p>Teachers</p>	<ul style="list-style-type: none"> ● Analyze data from formative and summative assessments to determine the needs of all students and track student progress ● Utilize the elements of the workshop method ● Identify students who may qualify for intervention or enrichment. ● Create and implement lessons and assessments to improve student mastery 	<ul style="list-style-type: none"> ● MAP Results ● SBA Results ● CSCI Survey Data ● Formative / Summative Assessments ● SRBI Meetings and Individual Plans ● Meetings: <ul style="list-style-type: none"> ● Grade Level ● Data Team ● Informal ● CARE Team 	<ul style="list-style-type: none"> ● Lesson and assessment samples ● Student data from assessments ● Use student conferencing and independent work performance ● Progress monitor students receiving support ● Grade level team meetings
-----------------	--	---	---

Assessment

<p>VISION: Multiple forms of <i>ASSESSMENT (qualitative and quantitative)</i> will be used to measure progress and inform decisions.</p>			
<p>GOALS: Students will successfully demonstrate mastery of grade level standards on various assessment measures, including formative, summative and standardized.</p>			
<p>STRATEGY: Standards-based lessons will be implemented to provide students with opportunities to meet grade level expectations as evidenced by various assessments.</p>			
Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administrator	<ul style="list-style-type: none"> ● Review formative and summative data ● Meet in data teams to reflect on assessment results and instructional practices that will positively affect student performance 	<ul style="list-style-type: none"> ● SBA ● SBA Interim ● NWEA MAP ● Math ● Reading ● Language ● Unit Assessments ● Formative and Summative assessments ● TC Learning Progressions (ELA) 	<ul style="list-style-type: none"> ● Review of student data for progress monitoring ● Crosswalk of standards to ensure alignment with assessments ● Analyze the successful transition to standard-based report cards

<p>Teachers</p>	<ul style="list-style-type: none"> ● Develop and administer formative and summative assessments aligned with standards ● Meet in data teams to reflect on assessment results and instructional practices that will positively affect student performance ● Develop differentiated assessments targeted at giving students the opportunity to display their mastery 	<ul style="list-style-type: none"> ● SBA ● SBA Interim ● NWEA MAP Math Reading Language ● Unit Assessments ● Formative and Summative assessments ● TC Learning Progressions (ELA) 	<ul style="list-style-type: none"> ● Results of student data used to revise methodology of instruction, assessments and resources ● Crosswalk of standards to ensure alignment with assessments ● Standard-based report cards
-----------------	---	---	--

Positive School Climate

VISION:

Positive School Climate will align with the mission, *VISION*, core values and goals of the school.

GOALS:

Students will become more comfortable in their physical and social-emotional areas. Parents will actively participate in school based surveys.

STRATEGY:

Through classroom-based and school-wide lessons and activities. students will develop a greater sense of self, develop strategies to manage and navigate social situations as well as improve their social/emotional well-being. Parents will be provided with opportunities to be actively engaged in the school and provide feedback when surveyed.

Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administrator	<ul style="list-style-type: none"> ● Provide professional development in the area of Restorative Practice ● Monitor the implementation of Second Step Program ● Establish advisory groups for grade six ● Provide opportunities for students to work with different cohort groups ● Budget for enrichment opportunities ● Schedule transition activities (Meet the Teacher, moving-up activities, etc.) ● Coordinate social/emotional 	<ul style="list-style-type: none"> ● Restorative Practice professional development ● School counselor ● Gizmo training ● Second Steps ● CSCI Survey results ● PTO ● LEF ● Twitter ● Instagram 	<ul style="list-style-type: none"> ● Survey of students ● Advisory topic logs ● List of enrichment opportunities ● Survey results

	<p>learning through Guidance and PE teacher</p> <ul style="list-style-type: none"> ● Proactively communicate with parents ● Provide in-school opportunities for parents to complete school-based surveys 	<ul style="list-style-type: none"> ● School Messenger ● Access to survey/ ● Computers during school events 	
Teachers	<ul style="list-style-type: none"> ● Utilize Restorative Circles ● Utilize restorative conversations ● Implement Community Circles ● Implement Second Step lessons ● Survey students to determine learning styles and interests ● Implement daily Advisory for Grade 6 ● Provide opportunities for students to work with different cohort groups ● Provide students with “enrichment” opportunities (assemblies, field trips, etc.) ● Transition activities (Meet the teacher, moving-up activities, etc.) ● Gizmo (Grade 4) ● Coordinate social/emotional learning through Guidance and PE teacher 	<ul style="list-style-type: none"> ● Restorative Practice professional development ● School counselor ● Gizmo training ● Second Steps ● CSCI Survey results ● PTO ● LEF ● Twitter ● Instagram ● School Messenger ● Access to survey/ ● computers during school events 	<ul style="list-style-type: none"> ● Survey of students ● Advisory topic logs ● Survey results