
Aldrich Intermediate School Winter Improvement Plan

Executive Summary Winter Continuous Improvement 2018-19



Address: 1859 Northgate Dr. | Phone: 608-361-3600 | Grades: 4-8 | Principal: Mr. Joseph Vrydaghs

Program Focus

We envision Aldrich Intermediate School as a warm, welcoming community that is safe, caring, and that honors the diversity of its citizens. We are a learning community supported by families, students, and staff as partners within the context of that learning:

- PBIS School (Positive Behavior Interventions and Supports)
- Code of Conduct
- Curricular Fidelity
- PLC Centric (Professional Learning Community)
- DLI (Dual Language Instruction)
- Culture
- 3 National Board Certified Staff
- Beautification and Remodeling Facilities
- Diversity
- Shared Decision Making

Our school implements the Advancement Via Individual Determination (AVID) framework. This framework provides resources and supports for teachers to implement instructional strategies that yield positive academic results for students. In addition, students receive ongoing support around organizational, study and college preparatory skills to ensure they are successful in high school, as well as their post secondary educational experiences.

School Vision / Mission

The mission of Aldrich Intermediate School, a partnership of students, families, educators and the greater community, is to ensure each student will attain a high level of academic achievement as well as develop and demonstrate the character necessary for success by engaging students with challenging, relevant curriculum combined with high-quality instruction which integrates evolving technology in a safe, nurturing environment.

Strengths in 2017-2018 (Math, Literacy, Learning Environment)

Overall:

- We were the only Intermediate School to, “Meet Expectations” on the 2017-18 WI DPI School Report Card.

Math:

- **Forward (a state exam):** Hispanic, SwD (Students with Disabilities), and ELL (English Language Learners) students all scored within 1/10th of one percent of the state average for percentage of students scoring proficient on the Forward State Exam.
- **Maps (a district exam):** Of all our subgroups, Hispanic students in multiple grades earned the highest percentage of students meeting or exceeding the national mean. 8th grade is a relative strength, scoring “closest” to the national mean as a grade level, including no achievement gap at that grade level for African American students.

Literacy:

- **Forward (a state exam):** Hispanic students scored above our district average of Hispanic students scoring proficient and advanced.
- **Maps (a district exam):** Generally, 44% of our 8th graders scored proficient or advanced and specifically, 55% of our 8th graders identified as Hispanic scored proficient or advanced.

Learning Environment:

- Implementation of Behavior Contracts helped reduce the amount of referrals earned by our most challenging students by 5%.
- School of Recognition-Bronze Level for PBIS Tier 1 implementation
- Robust array of incentivized behavioral expectations

Progress in 2017 - 2018 (Math, Literacy, Learning Environment)

- Staff Culture-Our staff is happy to work at Aldrich and (Anecdotally & Qualitatively)
- PLCs-Create relevant, useful, collegial, data-centric experiences.
- Beautification and Remodeling significantly impacts Learning Environment (Students and Staff)
- Tier 3 Math Interventions for 4th and 5th graders this year!

Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)

- **Achievement Gaps:**
 - African-American students and SwD consistently underperform in both reading and math when compared to their peers.
 - African-American students and SwD consistently receive a higher rate of referrals when compared to their peers.
- **Learning Environments:** Consistently establishing and maintaining powerful and dynamic Learning Environments.
- **Family Engagement:** Increasing the involvement of our Aldrich families in our PTO and other Aldrich related activities.

Math Primary Goal, Plan, and Key Strategies for 2018-2019

Math Goal: The percentage of Aldrich students who meet or exceed the national mean will grow by at least 5% (>26%) as measured by comparing the percentage of students who met or exceeded the Maps math national mean in the Spring 2018 to the percentage of students who meet or exceed the national mean in the Spring of 2019.

Math Plan: All mathematics curriculum will be implemented with fidelity.

Math Action Steps:

1. Staff provides evidence of curricular fidelity.
 - a. Administrators implement with fidelity, FOI walkthroughs, mini observations, and debriefing meetings in order to collect data relevant to curricular fidelity. **Data Collection Essential to Curricular Fidelity will consist of these "Landmarks:"**
 - i. **Dreambox Usage in compliance with District Expectations**
 - ii. **Daily Learning Targets** relevant to the current unit, posted, and referred to during all walkthroughs.
 - iii. **Anchor Charts** relevant to current unit, posted, clearly visible, and referred to during all walkthroughs.
 - iv. **Essential Vocabulary** relevant to the current unit, posted and referred to during all walkthroughs.
2. Implement a differentiation focus in all PLC's.
 - a. Meet twice each month with Site/Leadership Team to share and support the vision of analyzation of data in order to plan universal (T1) differentiated instruction through the framework of DuFour's Four Essential Questions:
 - i. DuFour Essential Question #2: How will we know if our students know and understand? (Through PLC analysis of data.)
 - ii. DuFour Essential Question #4: What will we do if they do not "get it?" (Collaboratively plan for differentiation, for all students in their universal (T1) instruction, through the PLC process.)

- b. Leadership Team and Admin review bi-monthly PLCs and PLC Notes in order to determine PLC differentiation Foci.
- 3. Implement differentiated instruction in all classrooms.
 - a. Implement with fidelity, EE mini and summary observations in order to collect data relevant to Tier 1/Universal differentiation. **Data relevant to Tier 1/Universal differentiation will consist of these "Landmarks:"**
 - i. Creation of at least one class in Google classroom
 - ii. Use of Ed Puzzle (or other resources) to differentiate for students.
 - iii. PLC Notes template addition: Reflections on the use of google classroom to differentiate for students.

Literacy Primary Goal, Plan, and Key Strategies for 2018-2019

Literacy Goal: The percentage of Aldrich students who meet or exceed the national mean will grow by at least 5% (>36%) as measured by comparing the percentage of students who met or exceeded the MAPS reading national mean in the Spring 2018 to the percentage of students who meet or exceed the national mean in the Spring of 2019.

Literacy Plan: All literacy curriculum will be implemented with fidelity.

Literacy Action Steps:

1. Staff provides evidence of curricular fidelity.
 - a. Administrators Implement with fidelity, FOI walkthroughs, mini observations, and debriefing meetings in order to collect data relevant to curricular fidelity. **Data Collection Essential to Curricular Fidelity will consist of:**
 - i. **Learning Targets** for the current unit, posted, and referred to during all walkthroughs.
 - ii. **Anchor Charts** relevant to current unit, posted, and referred to during all walkthroughs.
 - iii. **RUOS Only:** Unit specific, student conferring schedules posted or easily accessible for reference and also emailed to admin at the beginning of each unit.
 - iv. **Springboard Only:** Each unit's essential vocabulary posted, and referred to during all walkthroughs.
2. Implement a differentiation focus in all PLC's.
 - c. Meet twice each month with Site/Leadership Team to share and support the vision of analyzation of data in order to plan universal differentiated instruction through the framework of DuFours' Four Essential Questions:
 - i. DuFour Essential Question #2: How will we know if our students know and understand? (Through PLC analysis of data.)
 - ii. DuFour Essential Question #4: What will we do if they do not "get it?" (Collaboratively plan for differentiation, for all students, through the PLC process.)
 - d. Leadership Team and Admin review bi-monthly PLCs and PLC Notes in order to determine PLC differentiation Foci.
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Learning Environment Primary Goal, Plan, and Key Strategies for 2018-2019

Learning Environment Goal: Reduce the number of referrals assigned to Aldrich students by 10% during the 2018-19 school year as compared to the total number of referrals assigned during the 2017-18 school year.

Learning Environment Plan: To improve student behavior and school climate by providing strategies for staff and students to use to promote positive behavior.

Learning Environment Action Steps:

1. Reduce insubordinate behavior through specific lessons delivered and designed to teach replacement behaviors by teaching with fidelity (according to the Advisory Calendar) all Second Step lesson during Extended Advisory Mondays
2. Identifying “high fliers” (15 at a time) from 2017-2018 at the beginning of the year and placing students on behavior contracts after their 8th referral
3. Increasing efficacy and engagement of universal instruction through differentiation. PLC notes will reveal grade and subject area groups’ collaborative work to differentiate instruction.
4. Integrating Dr. Childs’ Student Governance directives into our existing 4 step ODR process and implementing the process with fidelity. Leadership/Site Team, Student Services, and Admin will collaborate to produce and communicate to staff our, Aldrich “Guiding Document” for the integration and implementation of Dr. Childs’ directives within our existing 4 step ODR process, **with modifications based on our own Learning Environment data.**

Family Engagement Primary Goal, Plan, and Key Strategies for 2018-2019

Parent Involvement Goal: The 2018-2019 Aldrich PTO will increase in average active participation by 50% (10) as compared to the average active participation of the 2017-2018 Aldrich PTO (5)

Parent Involvement Plan: Empower parents to take an active role in their child’s academic life through the Aldrich Parent Teacher Organization.

Parent Involvement Action Steps:

1. Create an “Academic Focus” to our PTO by offering a minimum of 4 academically focused PTO meetings during the second semester and compile minutes from each meeting in order to determine meeting foci.
2. Focus on fourth and fifth grade parents, specifically those with concerns regarding their Aldrich experience. and create a comprehensive roster of parents who participate in each PTO meeting which includes their student’s grade level in order to determine grade level focus.
3. Offer an “informational meeting” as the first PTO meeting which meets prior to the start of school. Compile minutes from each meeting in order to determine meeting foci.

Professional Learning for 2018-2019 (Math, Literacy, Learning Environment)

1. Reading Specialists focused on coaching for our literacy staff
2. Provide professional development opportunities for all staff
3. Professional Development focus on differentiation
4. PLCs-Collaboration among staff around data analysis, identifying trends, creating and applying solutions-Staff to staff professional learning

Family and Community Engagement for 2018 - 2019

Primary Goal: 60% of Aldrich families will complete the parent engagement survey by October 5, 2018.

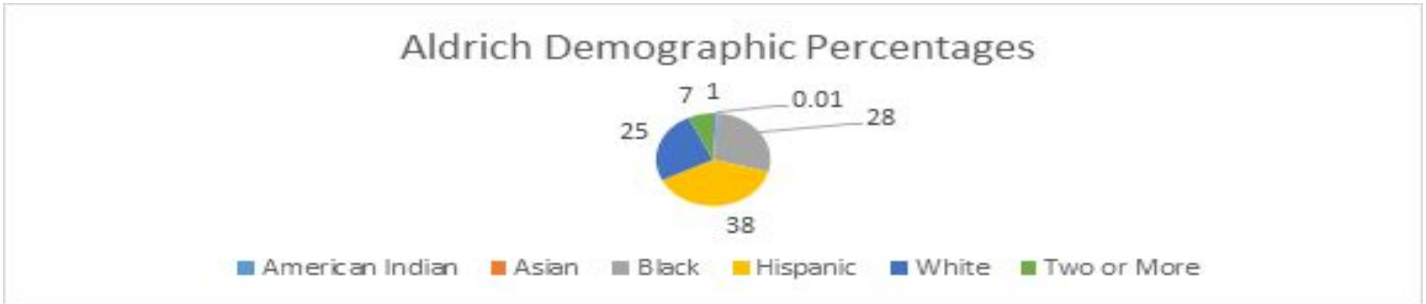
Plan: Empower parents to take an active role in their child's academic life.

Key Strategies:

1. Create an [Aldrich Family Survey](#) for our parents, administered to families through a variety of means
2. Review and analyze data from the survey during a September Site Team Meeting to inform/support next steps

School Name	Address	1859 Northgate Dr.	Developmental Bilingual Education	Yes
	Principal	Mr. Joe Vrydaghs	Dual Language Immersion	Yes
	Phone	608-361-3600	AGR	No
	4K	No	Attendance Rate	94.1%
	Title I	Yes	Total Enrollment	486
<i>2018-19 Data Profile</i>	Report Card Score	63.6	Report Card Rating	Meets Expectations

Demographics

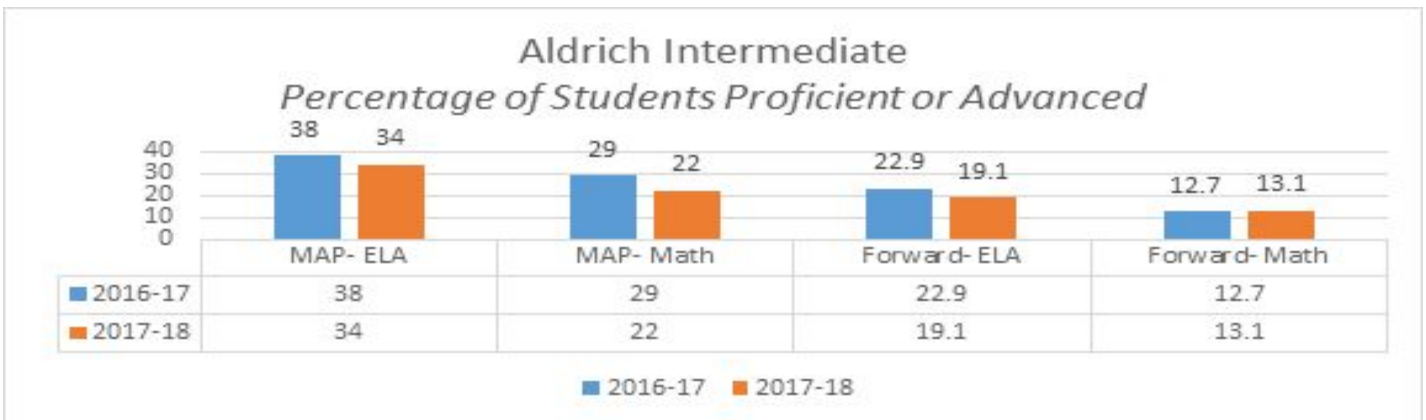


Connection to District Goals:

Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.

Teaching, Learning and Innovation

1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.



Learning Environment

School will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.

