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# *Aldrich Intermediate School Improvement Plan*

## *Executive Summary 2018-19*

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**Address:** 1859 Northgate Dr.   **|Phone:** 608-361-3600

**|Grades:** 4-8

**|Principal:** Mr. Joe 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 most recent 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 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.

## Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

**Math:** At least 3% of Aldrich students will move to the proficient level (51st %ile or higher) as measured by the Math MAP Assessment by comparing results from the spring of 2018 to the results from the spring of 2019.

**Literacy:** At least 3% of Aldrich students will move to the proficient level (51st%ile or higher) as measured by the Reading MAP Assessment by comparing results from the spring of 2018 to results from the spring of 2019.

**Learning Environment:** Reduce the number of referrals assigned to Aldrich students by 15% during the 2018-19 school year as compared to the total number of referrals assigned during the 2017-18 school year.

## Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

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

### Math Action Steps:

1. We will use **PLCs** to analyze data and **plan for differentiation** for all students.
2. **Effective Educator (EE):** Implementation of ONE component of full implementation through the "Self-Selected," **PPG #3**.
3. We will conduct **Fidelity of Implementation (FOI)** Walkthroughs **with full fidelity**.

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

### Literacy Steps:

1. All staff will engage in Professional Development and the literacy staff will participate in **Student-Centered Coaching Cycles** with Reading Specialists/Literacy Coaches.

2. Effective Educator (EE): Implementation of **ONE component of full implementation** through the “Self-Selected,” PPG #3.
3. We will use PLCs to analyze data and **plan for differentiation** for all students.

**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.
2. Identify students on behavior contracts from 2017-2018 and place those students on behavior contracts after their 3rd referral
3. Share staff-to-staff behavior management strategies through staff meeting discussions, book study offerings, teacher-to- teacher observations, email ideas, etc.

## 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.

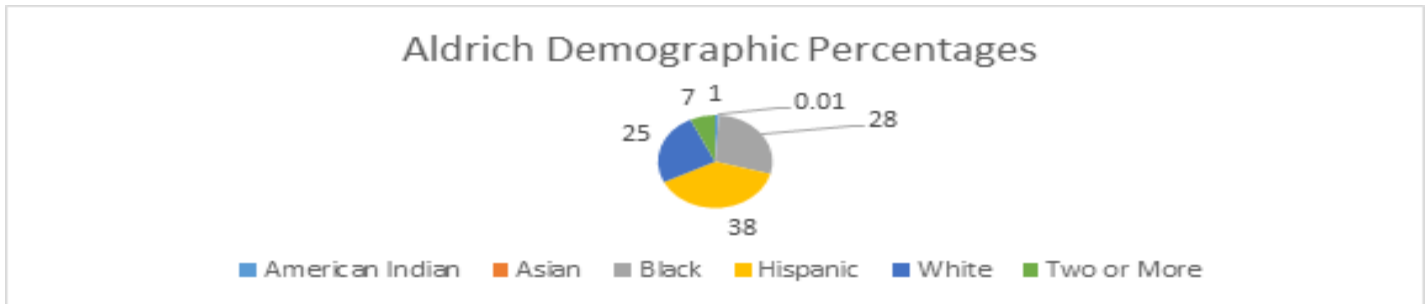
**Plan:** Empower parents to take an active role in their child’s academic life.

**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

<b>School Name</b>	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

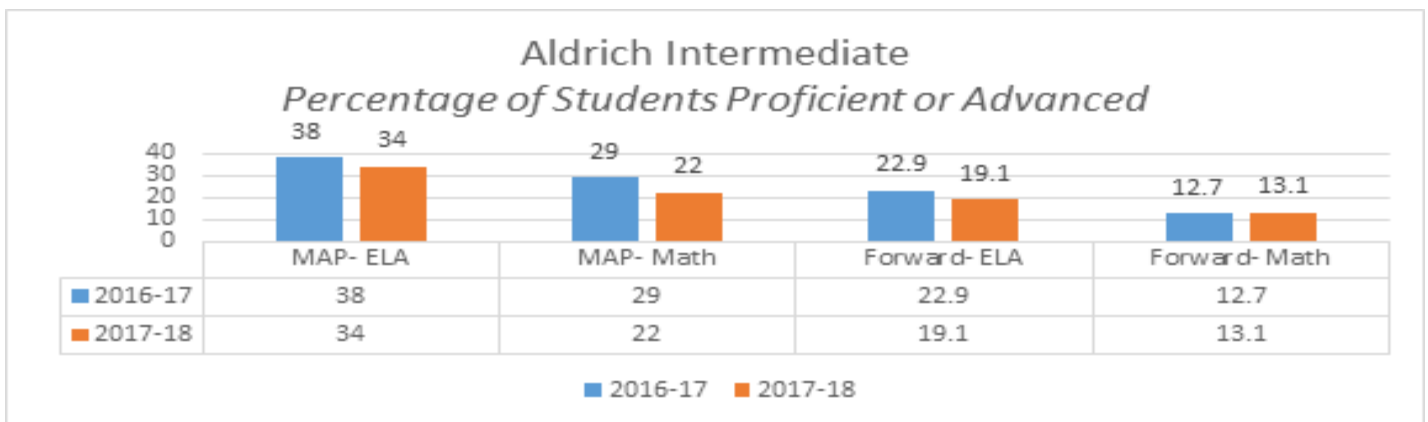


## Connection to District Goals:

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

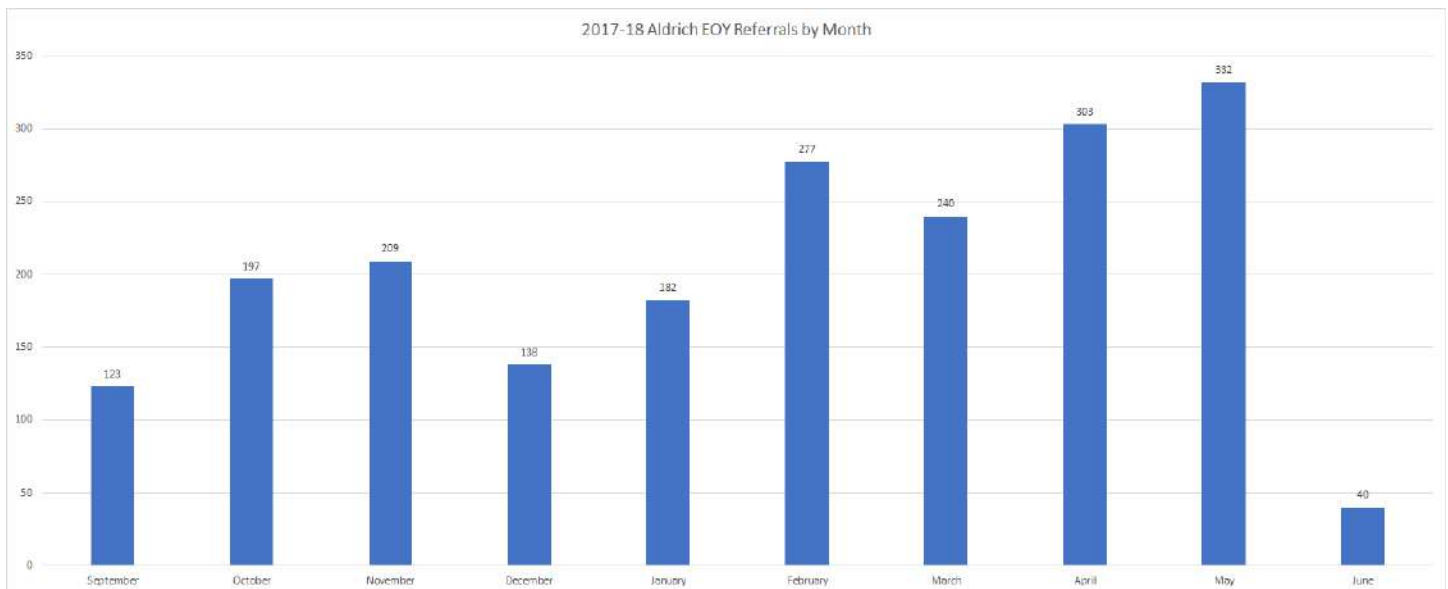
#### Teaching, Learning and Innovation

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.

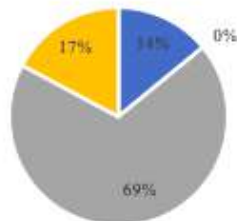


## Learning Environment

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.

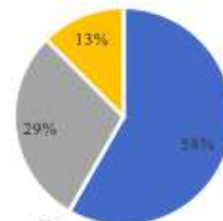


2. I feel like I do well at my job.



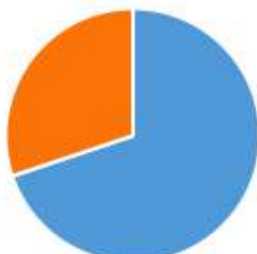
■ Always ■ Never ■ Often ■ Sometimes

2. I feel like my child does well in school.



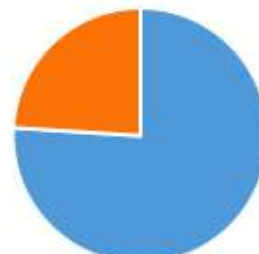
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2. I feel like I do well in school.



■ 1 ■ 2

2. I feel successful at school.



■ 1 ■ 2