

**Carrigan Intermediate School  
School Improvement Plan  
2016-2019**

**LITERACY**

Increase proficiency of our 5&6 grade literacy skills by a minimum of 5% as measured by SBAC testing, DRP assessments, Common Assessments, Performance Tasks, and teacher designed activities and assessments.

Current Status/Targets	Strategies/Adult Actions	Assignment of Responsibilities	Progress Metrics/Results Indicators	Progress Monitoring
<p><b>SBAC Scores</b></p> <p><b>SBAC-2014-2015</b></p> <p>5th Grade-45% Level 3 or above</p> <p>Claims</p> <p><b>Reading</b></p> <p>18% Above Standard</p> <p>44% At/Near Standard</p> <p>38% Below Standard</p> <p><b>Writing</b></p> <p>22% Above Standard</p> <p>52% At/Near Standard</p> <p>26% Below Standard</p> <p><b>Listening</b></p> <p>11% Above Standard</p> <p>66% At/Near Standard</p> <p>21</p> <p>23% Below Standard</p>	<p>Continue implementation of CCSS aligned ELA curriculum</p> <p>Continued access to teacher leaders who developed CCSS aligned curriculum to provide building based assistance/guidance</p> <p>Use of benchmark assessments and progress monitoring</p> <p>Literacy nights for parents Areas of focus include: Oral language development, vocabulary, and use of public library, presentation of Daily 5 Block Scheduling – SRBI</p>	<ul style="list-style-type: none"> <li>➤ Principal / Assistant Principal(s)</li> <li>➤ Classroom Teachers</li> <li>➤ Reading Consultant</li> <li>➤ Reading Teachers</li> <li>➤ Literacy Teachers</li> <li>➤ Special Education Teachers</li> <li>➤ EL Teachers/Para</li> <li>➤ Paraprofessionals</li> <li>➤ Tutors</li> <li>➤ Special Area Teachers</li> <li>➤ ELA Coordinator</li> <li>➤ Librarian</li> <li>➤ Computer Teachers</li> <li>➤ TAG Teacher</li> <li>➤ Special Area Teachers</li> </ul>	<p>Dibels-DORF-DRP</p> <p>LAS Links</p> <p>Common assessments</p> <p>Opinion, Narrative and Informational writing genre pieces</p> <p>Review data for CAs and Performance Tasks</p> <p>Tier students for SRBI groupings during Data Teams</p>	<p>Data Teams monitor results for CAs and Performance Tasks every 10 day cycle.</p> <p>Restructure SRBI groupings every 10 day cycle during Data Teams</p> <p>School-wide Data Team monitors trends across the grades and across the school</p> <p>Mid-marking period reports and quarterly report cards.</p>

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<p><b><u>Writing and Research/Inquiry</u></b> 26% Above Standard 57% At/Near Standard 17% Below Standard</p> <p><b><u>Grade 6-48% Level 3 or above</u></b> <b><u>Claims</u></b> <b><u>Reading</u></b> 15% Above Standard 51% At/Near Standard 34% Below Standard <b><u>Writing</u></b> 24% Above Standard 54% At/Near Standard 22% Below Standard</p>	<p>Period (Daily targeted reading intervention in all 5 areas of reading – phonemic awareness, phonics, vocabulary, fluency, and comprehension)</p> <p>Continue to build capacity: strategic model lessons provided by reading specialists to strengthen core instruction (Tier 1) Notice and Note Close Reading</p> <p>Classroom libraries to increase independent reading</p> <p>Daily 5 program to increase reading stamina and independence</p> <p>Embedded PD provided by Trish D'Amore demonstrating effective strategies for writing</p> <p>Nancy Boyle's Reading strategies</p> <p>Implementation of "Newcomer Curriculum" for Non Speakers (LAS 1) Emphasis on non-fiction text (Whole group and small group instruction)</p>	<p>Lesson planning reviews</p> <p>Classroom walk-throughs</p> <p>Monthly newsletters-- school-wide and classroom</p>	
<p><b><u>Listening</u></b> 10% Above Standard 75% At/Near Standard 15% Below Standard</p> <p><b><u>Writing and Research/Inquiry</u></b> 20% Above Standard 66% At/Near Standard 14% Below Standard</p> <p><b><u>SBAC-2015-2016</u></b> 5th Grade-48% Level 3 or above <b><u>Reading</u></b> 22 % Above Standard 53 % At/Near Standard 25 % Below Standard</p>			

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<p><b><u>Listening</u></b> 18 % Above Standard 74% At/Near Standard 9% Below Standard <b><u>Writing and Research/Inquiry</u></b> 21% Above Standard 58% At/Near Standard 21% Below Standard</p>	<p>Purposeful integration of technology to enhance instruction (ENO boards, SMART boards, Lexia) Teachers will facilitate interdisciplinary connections through the use of science and social studies readers (ie: Newsela)</p>		
<p><b><u>Grade 6-48% Level 3 or above</u></b> <b><u>Reading</u></b> 15% Above Standard 55% At/Near Standard 30% Below Standard</p>	<p>Continued use of the data team process with particular focus on selection of interventions and results indicators</p>		
<p><b><u>Listening</u></b> 12% Above Standard 74% At/Near Standard 14% Below Standard</p>	<p>Use of intervention programs for students exhibiting weakness with phonemic awareness and/or decoding (Tier 3)</p>		
<p><b><u>Writing and Research/Inquiry</u></b> 20% Above Standard 57% At/Near Standard 23% Below Standard</p>	<p>Teacher modeling of effective reading strategies during Data Team period to ensure consistency and fidelity across classrooms  Teacher use of Pearson Inform to track/analyze student data</p>		

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	<p>Increased language arts co-teaching periods (schedule will be developed for regular ed/SPED staff</p> <p>Increasing EL &amp; Reading support within grades 5&amp;6</p> <p>Technology-increase number of Enoboards, I-pads, use of Computers on Wheels</p> <p>My Learning Plan-- Danielson evaluation PDEC collaboration with RESC.</p>			
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<b>MATH</b> Increase proficiency of our 5&6 grade numeracy skills by a minimum of 5% as measured by Basic Skills Testing, SBAC testing, Common Assessments, Performance Tasks and teacher designed activities and assessments.				
Current Status/Targets	Strategies/Adult Actions	Assignment of Responsibilities	Progress Metrics/Results Indicators	Progress Monitoring
<b>SBAC</b> <b>2014-2015</b> % proficient and above Grade 5-23% <b>Grade 5</b> Claims <b>Concepts &amp; Procedures</b> 9% Above Standard 32% At/Near Standard 59% Below Standard  <b>Problem Solving and Modeling &amp; Data Analysis</b> 11% Above Standard 37% At/Near Standard 52% Below Standard <b>Communicating Reasoning</b> 11% Above Standard 49% At/Near Standard 40% Below Standard	Continued use of the data team process with particular focus interventions and results indicators  Purposeful integration of technology to enhance instruction (ENO boards, SMART boards, Symphony Math)  Block Scheduling – incorporating SRBI periods  Use of math Journals where appropriate and foster connection between literacy and numeracy  Continue to build capacity – strategic model lessons provided by math facilitators to strengthen core instruction (Tier 1)	<ul style="list-style-type: none"> <li>➤ Principal/Assistant Principal(s)</li> <li>➤ Classroom Teachers</li> <li>➤ Special Education Teachers</li> <li>➤ Math Facilitators</li> <li>➤ Math Aides</li> <li>➤ EL Teachers/Para</li> <li>➤ Paraprofessionals</li> <li>➤ Math Coordinator</li> <li>➤ TAG Teacher</li> <li>➤ Librarian</li> <li>➤ Computer Teachers</li> </ul>	Review Symphony Benchmark Assessments (if applicable)  Grade Level Mathematics Unit Common Assessments Aligned to CCSS  Performance Tasks  Dipsticks  Teacher created activities--GoogleDocs  Benchmarks  IAB's--SBAC	Baseline BOY / EOY Benchmark-- Grade 4 for Grade 5 Grade 5 for Grade 6  Proficiency or Above on Unit Common Assessments  Data Team Review on curriculum and CA performance on a 10 day cycle  School-wide Data team review for trends of positives and needs across each grade 5&6 and across the school as a whole.

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<p><b>Grade 6-25%</b> Claims <u>Concepts &amp; Procedures</u> 12% Above Standard 37% At/Near Standard 51% Below Standard</p> <p><b>Problem Solving and Modeling &amp; Data Analysis</b> 10% Above Standard 54% At/Near Standard 36% Below Standard</p> <p><b>Communicating Reasoning</b> 8% Above Standard 58% At/Near Standard 34% Below Standard</p> <p><b>2015-2016</b> % proficient and above Grade 5-26%</p> <p><b>Grade 5</b> Claims <u>Concepts &amp; Procedures</u> 14% Above Standard 33% At/Near Standard 53% Below Standard</p>	<p>Use of Envision website to support SPED population for introduction and review of basic skills</p> <p>Teacher use of Pearson Inform to track/analyze student data</p> <p>Continued access to teacher leaders who developed CCSS aligned curriculum to provide building based assistance/guidance</p> <p>Promote mathematics co-teaching periods for regular ed/SPED staff</p> <p>Math SRBI blocks built into the 10 cycle</p> <p>Modeling of Performance Task activities</p> <p>Continue review of curriculum fostering scaffolding of concepts in each unit and grade to grade.</p>		<p>Walk through during math periods by administration and Coordinator for positive teaching strategies employed for teacher leader modeling.</p> <p>Review of lesson plans</p>
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<p><b><u>Problem Solving and Modeling &amp; Data Analysis</u></b> 12% Above Standard 39% At/Near Standard 49% Below Standard</p> <p><b><u>Communicating Reasoning</u></b> 12% Above Standard 44% At/Near Standard 44% Below Standard</p> <p>Grade 6-34% % proficient and above</p> <p>Claims <b><u>Concepts &amp; Procedures</u></b> 18% Above Standard 41% At/Near Standard 41% Below Standard</p>	<p>Utilize teacher made worksheets and spiral concepts uploaded on Google docs. Dipsticks Extended response questions</p> <p>Common Core aligned review packets</p> <p>Revisions of Math CA's</p> <p>High Order Thinking and questioning strategies modeled by math facilitators</p> <p>Collaboration with EL for strategies</p> <p>Focus on claimsthat were on the lower end of SBAC reports for Grades 5 &amp; 6</p> <p>Common core aligned math centered activities</p> <p>Math teachers if Grades 5 &amp; 6 meet and collaborate during PD scheduled days</p> <p>Collaboration periods for Math teachers to center on needs of students for fluidity of SRBI groupings.</p>			
<p><b><u>Problem Solving and Modeling &amp; Data Analysis</u></b> 14% Above Standard 52% At/Near Standard 34% Below Standard</p> <p><b><u>Communicating Reasoning</u></b> 15% Above Standard 60% At/Near Standard 25% Below Standard</p>				

**SCIENCE**

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Current Status/Targets	Strategies/Adult Actions	Assignment of Responsibilities	Progress Metrics/Results Indicators	Progress Monitoring
<p><b>In Science, 80% of all students in grades 5&amp;6 will demonstrate movement towards proficiency or higher on grade level assessments and show a minimum of a 5% increase on the Grade 5 Science CMT.</b></p>				
<p>2014-2015 <b>CMT</b> Grade 5---68% Grade 6---NA</p>	<p>Update Curriculum to meet State Standards---moving to Common Core Standards</p>	<ul style="list-style-type: none"> <li>➤ Principal</li> <li>➤ Classroom Teachers</li> <li>➤ Reading Consultant</li> <li>➤ Reading Teachers</li> <li>➤ Literacy Teachers/paras</li> <li>➤ Special Education Teachers</li> <li>➤ EL Teachers/Para</li> <li>➤ Science Coordinator</li> <li>➤ Special Area Science Teachers</li> </ul>	<p><b>CMT</b> Scores for Grade 5 each year</p> <p>Beginning of Year Benchmark Testing</p> <p>Unit CA results---Data Team review for areas of concern as well as successes and effective teaching strategies</p>	<p>Beginning of Year Benchmark scores---needs assessment</p> <p>Mid-marking period and quarterly grades</p> <p>Unit CA results to be reviewed during Data Teams and Collaboration Periods CMT results</p>
<p>2015-2016 <b>Grade 5 CMT</b> <b>81% Proficient or Above</b></p>	<p>Collaboration between classroom Science teachers and Special Area Science Personnel.</p>			
<p>2015-2016 <b>Grade Level Benchmark</b> <b>Grade 5---65%</b> <b>Grade 6---52%</b></p>	<p>Hands-on activities for each unit.</p> <p>Professional Development to scaffold from Grade 4 to 5, 5 to 6, and 6 to 7 to ensure continuity.</p> <p>Math/Science/Literacy Night to involve parents in the educational process.</p> <p>Enhancement of Science concepts by incorporation of the Writing Project (Trish D'Amore)</p>			



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<b>CLIMATE</b>				
<b>Increase parental involvement to support their children in the educational environment.</b>				
<b>Current Status/Targets</b>	<b>Strategies/Adult Actions</b>	<b>Assignment of Responsibilities</b>	<b>Progress Metrics/Results Indicators</b>	<b>Progress Monitoring</b>
<p>School Climate Survey –2015— Parent --results indicate that students need more information concerning social media communication</p> <p>Student results indicate that they feel less safe on the bus than in school.</p>	<p>Continued offering of wraparound support facilitated by school personnel (i.e. School Psychologist and School Social Worker)</p> <p>Continue to "Fall Focus" meeting at beginning of the school year to all for curriculum/instruction overview as well as all school related issues and initiatives to be presented to the Carrigan families.</p> <p>Continue "Caring Cougar Monthly" award. Students are selected based on qualities taught in the Second Step social skills curriculum (i.e. attitude, kindness, respect, ability to problem solve)</p>	<ul style="list-style-type: none"> <li>➤ Principal/Assistant Principal(s)</li> <li>➤ Social Workers</li> <li>➤ Psychologist</li> <li>➤ School Counselor</li> <li>➤ All teachers</li> <li>➤ Paraprofessionals</li> <li>➤ Custodial Staff</li> <li>➤ Kitchen Staff</li> <li>➤ Ancillary Staff</li> <li>➤ School Governance Council</li> <li>➤ Nurses</li> <li>➤ Parents</li> </ul>	<p>School Climate Survey</p> <p>School and Bus Referrals</p> <p>Positivity Based Assemblies</p> <p>Monitoring of "repeated" issues</p> <p>Lessening of Suspensions either in or out of School or from bus.</p>	<p>Second Step lessons with social media positives and negatives presented by Social Work and School Counselor.</p> <p>PTAsponsored programs geared towards positive relationships</p> <p>Scott Driscol—retired FBI agent --social media program--- INTERNET SAFETY CONCEPTS</p> <p>Review referrals from bus company for trends in offenses.</p> <p>School survey for students to obtain direction for future lessons/assemblies addressing bus issues.</p>
	Continued use of			

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	<p>PowerSchool by all certified staff members to log in all communication with parents or outside agencies.</p> <p>Crisis Team to monitor "at risk" students meeting one period every 10 days--also focus on attendance issues.</p> <p>School based attendance committee</p> <p>Second Step lessons that provide direct social skills instruction to all students</p> <p>Usable methods to foster conflict resolution, turn taking, and friendships</p> <p>School/District Survey</p> <p>Embedded professional development for teachers related to overall classroom management systems, whole class/individual reinforcers and consequences</p> <p>Evaluation of the physical environment as it relates to school climate.</p>			
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	<p>School Governance Council</p> <p>Parent operated PTA/PTA Facebook</p> <p>RemindApp/Edmodo, Class Dojo, Systemwide /Facebook/Phone App</p> <p>Phone Blasts</p> <p>Monthly school event notices</p> <p>Reading &amp; Math Newsletters</p> <p>Reading, and Math Nights to allow parents an insight to the curriculum and methods they may use at home to help their children achieve.</p> <p>District rules for bus/letters home/phone blasts</p> <p>Bus edicate reviewed during school assemblies</p> <p>Parent Visiting Day/Evening</p>			
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