

***Skinner Road School  
School Improvement Plan  
2021-22***



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## **Skinner Road School – School Improvement Plan 2021-22**

### **Skinner Road School Building Instructional Leadership Team Prepared this Document:**

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### **Introduction**

Every year Skinner Road school staff creates a school improvement plan which provides an overview of the initiatives and priorities being implemented in the building. This plan includes the mission statement and goals of the Vernon Board of Education, as well as, the individual school improvement initiatives that are aligned to the district mission and goals. The goals and priorities at Skinner Road School are developed to increase student achievement while improving the environment in which all students learn.

### **Vernon Board of Education Mission Statement**

The Vernon Public Schools, in partnership with family and community, is committed to provide a quality education, with high expectations, in a safe environment, where all students become independent learners and productive contributors to society.

### **Vernon Board of Education Vision Statement**

Every graduate is a *Critical Thinker, Collaborator, Communicator, Resilient Individual, and Responsible Citizen.*

### **Vernon Board of Education Equity Stance**

The Vernon Public School district recognizes and values the rich diversity of race, ethnicity, abilities, gender identity, sexual orientation, and economic background of our students.

We also acknowledge the existence of a range of inequities that exist across our nation and within our local community that impact our students. These inequities create disproportionate outcomes ranging from gaps in academic achievement to dropout rates. The impact of these gaps extend well beyond school, correlating with indicators of physical health, emotional well-being, income, and civic participation.

Equity in education is achieved when student outcomes are not predicted by gender, race, ethnicity, economic background, sexual orientation, language or abilities and where all students reach a level of efficacy and competence that supports a rewarding and productive life.

This requires the elimination of inequitable policies, programs and practices that currently contribute to disproportionate learning and achievement among student groups. In addition, it requires the identification and implementation of new strategies that promote equitable experiences and outcomes.

In order to provide an equitable education for all students, the Vernon Public School district, in partnership with the community, will:

- Focus on inclusive Pre-K education and other research-based practices known to reduce bias and discrimination while reducing gaps
- Provide access, experiences and opportunities through an inclusive, student-centered environment that values voice and choice resulting in equitable outcomes
- Develop systemic practices that allow all students to learn from others that represent a broad range of backgrounds and experiences
- Recruit and retain a faculty and staff more representative of the experiences and backgrounds of students
- Support a professional learning community where educators have an equity lens, self-awareness, and professional skills to support all students

*Our commitment to equity allows us to achieve our Mission, ensuring that every student can become an independent learner and a productive contributor to society.*

### **Vernon Board of Education Core Beliefs**

1. Build and improve relationships and partnerships with family and community.
2. Increase the achievement of every student through high quality curriculum, instruction and assessment.
3. Promote safe environments that are socially, emotionally, and physically conducive to learning.

**Skinner Road School Vision:**

Skinner Road School is a collaborative community of learners. Staff work alongside students to achieve their highest level of excellence. Our school fosters an environment where individuals feel comfortable, wanted, valued, accepted, and safe.

**Skinner Road School Mission:**

Our mission in partnership with family and community is to provide students with a strong educational foundation that will prepare them for success in life.

**SRS Goals and Strategies, 2021-22**

School Year: 2021-22				Blueprint for Success Focus Area: Rigorous Curriculum (reading)								
<b>Goal 1A:</b> →Increase reading achievement for all students.												
<b>Metric 1:</b> Reading achievement for grades K-1 will increase 10% from fall 2021 to spring 2022 as measured by the DIBELS composite score.												
<b>Metric 2:</b> ELA achievement for grades 3-5 will grow one performance level, or maintain at goal, as measured by the Pre and Post Interim Assessment Blocks (IAB)s during the 2021-22 school year. This will be measured from students progressing through below standard, at/near standard to above standard.												
<b>Metric 3:</b> Reading achievement for all students in grades 2-5 will meet their growth target as measured by IReady from October 2021 to March 2022.												
Metric 1-Dibels	Fall 2021	Spring 2022	+/-		Fall 2021	Spring 2022	+/-					
Kindergarten				Gr. 1								
Metric 2	IAB 1 Pre	IAB 1 Post	+/-	IAB 2 Pre	IAB 2 Post	+/-	IAB 3 Pre	IAB 3 Post	+/-	IAB 4 Pre	IAB 4 Post	+/-
Grade 3												
Grade 4												
Grade 5												
Metric 3	I-Ready Fall 2021	I-Ready Spring 2021	% of students meeting their growth target									
Grade 2												
Grade 3												
Grade 4												
Grade 5												
<b>Theory of Action:</b> If teachers deliver high-quality small group instruction and they continue to participate in job-embedded professional development, then students will make a year or more of progress.												
Strategies			Staff Responsible	Resources & Learning Needed			Timeline	Intended Outcomes				

<p>Gradual Release of Responsibility model: - small groups and individual conferring</p>	<p>Classroom Teachers Reading Teachers Principal</p>	<p>Daily schedule PD: Consultants, Instructional Coaches, &amp; Reading Teachers PLCs, Common planning time</p>	<p>Sept. '21 – June '22 – PD, PLCs</p>	<p><u>Evidence:</u> – lesson plans, observations, PD agendas, assessments</p> <p><u>Short-Term Impact &amp; Longer-Term Outcomes:</u> – weekly planning for conferences &amp; groups – targeted &amp; differentiated instruction – student growth</p>
<p>Conferring</p>	<p>K-5 teachers Reading Teachers Special Ed Teachers Principal</p>	<p>Literacy Footprints (LF) materials PD on LF &amp; Phonics/Phonemic Awareness PLC Team meetings Assessment data Heggerty Phonemic Awareness READCONN FandP Leveled Literacy</p>	<p>Sept. '21 – June '22 – PD, PLCs – SRBI</p>	<p><u>Evidence:</u> – lesson plans, observations, PD agendas, assessments, data binder</p> <p><u>Short-Term Impact &amp; Longer-Term Outcomes:</u> – weekly planning for conferences &amp; groups – targeted &amp; differentiated instruction – student growth</p>

**Goal 1B:**→ Increase math achievement for all students.

**Metric 1:** Math achievement for grades K-1 will increase 20% from fall 2021 to spring 2022 as measured by the District fluency assessment.

**Metric 2:** Math achievement for grades 3-5 will grow one performance level, or maintain at goal, as measured by the Pre and Post Interim Assessment Blocks (IAB)s during the 2021-22 school year. This will be measured from students progressing through below standard, at/near standard to above standard.

**Metric 3:** Math achievement for all students in grades 2-5 will meet their growth target as measured by IReady from October 2021 to March 2022.

Metric 1- Fluency	Fall 2021	Spring 2022	+/-		Fall 2021	Spring 2022	+/-
Kindergarten				Gr. 1			

Metric 2	IAB 1 Pre	IAB 1 Post	+/-	IAB 2 Pre	IAB 2 Post	+/-	IAB 3 Pre	IAB 3 Post	+/-	IAB 4 Pre	IAB 4 Post	+/-
Grade 3												
Grade 4												
Grade 5												

Metric 3	I-Ready Fall 2021	I-Ready Spring 2021	% of students meeting their growth target
Grade 2			
Grade 3			
Grade 4			
Grade 5			

**Theory of Action:** If we deliver instruction that is rigorous, includes accountable talk, and is differentiated, then student achievement will increase.

Strategies	Staff Responsible	Resources and Learning Needed	Timeline	Intended Outcomes (Early evidence, short term & long-term impact)
Rigor: DOK	Classroom Teachers Special Education Teachers Math Teachers Principal	Time in schedule Professional Development from Melissa Howey & Math Teachers PLCs	Sept. '21 – June '22 – PD, PLCs	<u>Evidence:</u> – lesson plans, observations, PD agendas, assessments  <u>Short-Term Impact &amp; Longer-Term Outcomes:</u> – weekly planning for conferences & groups – targeted & differentiated instruction – student growth
SRBI	Classroom Teachers Special Education Teachers Math Teachers Principal	Melissa Howey Math Interventionists	Sept. '21 – June '22 – PD, PLCs – SRBI	<u>Evidence:</u> – lesson plans, observations, PD agendas, assessments  <u>Short-Term Impact &amp; Longer-Term Outcomes:</u> – weekly planning for conferences & groups – targeted & differentiated instruction – student growth



School Year: 2021-22

Blueprint for Success Focus Area: School Climate/Culture

**Goal 2:** Develop a positive school climate/culture, so that student success will flourish.

**Metric 1:** Increase students' responses to "I have strategies to use when I am upset" from 68 % to 78% (Student Survey).

**Metric 2:** Increase the number of classroom/school/student celebrations to support the school social-emotional learning work (student belonging). Overall, how much do you feel like you belong at your school from 79% to 89%.

**Theory of Action:** If we learn and implement equity and trauma informed practices, then our students will be feel connected to and supported by the school.

Strategies	Staff Responsible	Resources and Learning Needed	Timeline	Intended Outcomes (Early evidence, short term & long-term impact)
			-	-
Second Step - Social Thinking curriculum	Grade K-5 & UA Teachers Social Workers Psychologist Administration	Curriculum materials Coaching from Dr. Viana Turcious-Cotto Time in schedule Professional Development	Sept. '21 – June '22 - PD, PLCs - SRBI	<u>Evidence:</u> - PD agendas - Lesson plans - Daily schedules - Surveys - student/teacher?  <u>Short-Term Impact &amp; Longer-Term Outcomes:</u> - Problem solving strategies utilized - Trauma informed lens and strategies are utilized

**Goal 3:**→ Engage families to build positive relationships that support learning and the development of the whole child.

**Metric 1:** → Decrease the percent of students that are chronically absent from 11.8 % EOY 2021 to 6.0 % EOY 2022.

**Metric 2:** → Increase families’ positive responses to “I am regularly informed about my child’s progress.” from 84% in fall 2020 to 90% in spring 2021.(Family Survey)

Metric 1: Chr. Abs.	20-21 EOY	21-22 Mid Yr	21-22 EOY
All Students	11.8%		
Caucasian	43%/41% (% of population of this demographic)		
African Amer.	11%/11%		
Hispanic/Latino	31%/25%		
Multi-Ethnic	3%/6%		
Asian	6%/12%		
SPED	29%/17%		

**Theory of Action:** If we develop an environment that values relationships, is supportive to students, families, and staff, and has a growth mindset, then a physically and emotionally safe environment will be in place to support developing the whole child.

Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes (Early evidence, short term & long-term impact)
Seesaw	Certified Staff	Seesaw Aperature assessment	Sept. '21 – June '22 – PD, PLCs – Data Teams	<u>Evidence:</u> – review of Seesaw posts  <u>Short-Term Impact &amp; Longer-Term Outcomes:</u> – Parents see feedback on student work. – Parents
Family Touchpoints: ● Classroom News ● Welcome Back communication ● Hopes and Dreams	Classroom Teachers		Sept. '21 – June '22 – PD, PLCs – Data Teams – SRBI	<u>Evidence:</u> – phone logs, conference schedules – number of postcards completed <u>Short-Term Impact &amp; Longer-Term Outcomes:</u> – consistent communication – increased personal connections
Family Events (TBD)	Certified Staff Administration		Sept. '21 – June '22 – PD, PLCs – Data Teams	<u>Evidence:</u> – agendas /flyers <u>Short-Term Impact &amp; Longer-Term Outcomes:</u> – increased connection with the school

## SCHOOL ACADEMIC DATA

ELA Assessments										
iReady – standard view				SBA, percent at or above proficient						
Grade	Spring 2021	Fall 2021	Spring 2022	Grade	2016-17	2017-18	2018-19*		2021-22*	
					all students	all students	all students	cohort	all students	cohort
2 <sup>nd</sup>	59									
3 <sup>rd</sup>	59			3 <sup>rd</sup>	53	43	58	N/A	39	
4 <sup>th</sup>	45			4 <sup>th</sup>	45	60	70	N/A	40	
5 <sup>th</sup>	48			5 <sup>th</sup>	48	53	64	N/A	59	
Total Grades 2-5	53			Total Grades 3-5	48	52	64	N/A	45	

Math Assessments										
iReady – standard view				SBA, percent at or above proficient						
Grade	Spring 2021	Fall 2021	Spring 2022	Grade	2016-17	2017-18	2018-19*		2021-22*	
					all students	all students	all students	cohort	all students	cohort
2 <sup>nd</sup>	41									
3 <sup>rd</sup>	28			3 <sup>rd</sup>	38	31	53	N/A	33	
4 <sup>th</sup>	34			4 <sup>th</sup>	55	57	43	N/A	33	
5 <sup>th</sup>	39			5 <sup>th</sup>	38	37	32	N/A	29	
Total Grades 2-5	36			Total Grades 3-5	43	39	41	N/A	32	

\* Cohort percent includes students who attended VPS in the previous school year only.

### **Assessments Defined:**

**iReady** – This is an online, interactive learning environment designed to assess students and then provide individualized instruction based on each student’s learning needs in reading and math. After the assessment, students can log on at school or at home to complete lessons that target concepts the student missed on the assessment.

**Smarter Balanced Assessment (SBA)** – The State online assessment given to students in grades 3-8 in reading and math. This test will be given to students in the spring of 2018, and the individual results will be available to schools and parents in fall 2018.

### Historical Data

Survey	Question	Fall 2021		Spring 2022	
		# of Responders	percent positive	# of Responders	percent positive
Family	My child's school is welcoming. I am regularly informed about my child's progress.	178	84%		%
Staff	Our culture is purposeful, ant-biased, and supportive at SRS.	35	94%		%
Student	Overall, how much do you feel like you belong at your school?	142	79%		%

**SCHOOL WIDE PROFESSIONAL LEARNING PLAN**

**School Objective:** Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.

DATES	STAFF RESPONSIBLE	OUTCOMES
First Wednesday of the month	Certified staff	Staff will engage in whole school PD focused around improvement in teaching and learning.
Second and Fourth Wednesday of the month	Certified Staff	PLC meetings focused on data driven decision making for planning of instruction.
Maggie Roberts/Barb Golub	Admin/Certified/Staff	PD Consultants will support conferring methods with teachers to support student-centered learning.
PLC Teams	Admin, Certified Staff	Weekly meetings to analyze student work and plan targeted instruction
Ongoing	Instructional Coaches	Provide teacher support throughout the year to implement the curriculum with high quality teaching practices. Provide support to all teachers through CRS coaching days and individual requests.
Viana Turcios-Cotto	Admin/Certified Staff	PD Consultant will support the beginning of the year work around SEL. This support will be around welcoming students back into the classrooms to support student relationships and connectivity to the classroom community.

## School Priorities

### Social Emotional Learning

- Aperture SEL screener
- Zones of Regulation, grades 1-3

### Equity

- Equity Committee will provide resources and information to whole staff

### Family Engagement

- Hold in-person events as feasible (e.g. literacy night, etc)
- Offer choices for conferences, meetings, etc: zoom or in person

### Literacy Footprints

- Increase student access to chromebooks
- Increase teachers' knowledge of technology to support learning

### District Professional Development

- Instructional Elements
- Equity
- SEL

**Skinner Road School**  
**ACCOUNTABILITY INDEX**