



## School Improvement Plan 2018-2019

SCHOOL NAME: Riverside School

**Strategic Plan Goals - Vision of the Graduate Capacities:** (Right click on the box and select the ✓ to identify the capacities that apply)

The Vision of the Graduate provides an aspirational goal linked to community values and expectations for academic, interpersonal, and social skills.

### Academic Capacities

- Master a Core body of knowledge
- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Generate innovative, creative ideas and products

### Personal Capacities

- Be responsible for their own mental and physical health
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience

### Interpersonal Capacities

- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership

**Key Levers of Change:** (As you choose your key lever (below), you will refer back to these in the action plan.)

- **Creating a more personalized learning environment**
- Empowering stakeholders (Students, Staff, Parents, Partners)
- Reimagining time and space

**BELIEF STATEMENT LINKING VISION OF THE GRADUATE AND THE KEY LEVERS OF CHANGE:**

*We believe that by partnering with students to create a more personalized learning environment, we will help students to respond to failures and successes with reflection and resilience.*

**GOALS:**

<b>Goals:</b> (Aligned to District Strategic Plan Goals and written in SMART language)		<b>Goal Rationale:</b> (Explain why your building chose each of these goals and why you believe your goals will help to develop the capacity chosen under the Vision of the Graduate.)
<b>Academic</b>	<p>In the Spring of 2019, we will exceed the expected rate of 85% of students in grades 3-5 scoring “At/Near Standard or Above Standard” on the Math subtest of the Smarter Balanced Assessment.</p> <p>In the Spring of 2019, we will exceed the expected rate of 87% of students in grades 3-5 will scoring “At/Near Standard or Above Standard” on the ELA subtest of the Smarter Balanced Assessment.</p> <p>In the Spring of 2019, we will achieve High Growth for 20% of the identified “Low Propensity” students (grades 1-5) who are projected not to meet benchmark in either ELA or Math as evidenced by STAR in grades 1-2 and SBA in grades 3-5.</p>	<p>Vision of the Graduate (VOG) alignment- Master a Core Body of Knowledge</p> <p>Our district and school are committed to a rigorous, standards-based curriculum.</p>
<b>Personal</b>	<p>As a result of participation in the Second Step program, and School-wide PBIS, 90% of the Social Emotional Learning and Learning Behaviors grades of the total of the school report cards will be “Consistent” by Spring of 2019.</p>	<p>VOG alignment - Conduct themselves in an ethical and responsible manner.</p> <p>Respond to failures and successes with reflection and resilience. In order to provide our students with consistent expectations, experiences, rewards and consequences, to shape their behavior, all staff will be implementing PBIS and Second Step. Our goal is to have the</p>

		students leave Riverside School as capable and responsible citizens who conduct themselves in ethical ways, and have the resilience to succeed.
<b>Interpersonal</b>	<p>By Spring 2019, 100% of staff will provide students the opportunity to meet the expectation of the TEPL indicator, “Communication and Collaboration”.</p> <p>Based on feedback from administrator observations to teachers (both formal and informal) taking place during the school year, students will be provided opportunities to demonstrate the “Meets Expectation” characteristics of the new TEPL indicator “Communication and Collaboration”.</p> <ol style="list-style-type: none"> <li>1) Learners choose a communication format, including the application of digital tools to create/support it, that is appropriate, efficient and effective for the purpose and audience.</li> <li>2) Learners clearly and logically communicate content that is well organized so that listeners/viewers can follow the line of reasoning.</li> <li>3) Learners respond appropriately to audience comment, reactions, and suggestions.</li> </ol> <p>Teachers will also review and discuss the descriptions provided on the rubric for the “Role of the Teacher” and the “Role of the Student” in each of these areas.</p>	<p>VOG alignment- Communicate effectively for a given purpose.</p> <p>Last year we focused on unpacking and implementing the New TEPL Indicator “Critical Thinking and Creative Problem Solving”. This year we will focus on the next indicator, “Communication and Collaboration”. This work will continue to help the teachers push their practice and prepare them to meet the students’ needs as we work toward more complex and rigorous expectations for all. The combination of these two years of work will strengthen our work on the “4Cs”: critical thinking, communication, collaboration, and creativity.</p> <p>According to the Partnership for 21<sup>st</sup> Century Learning: COMMUNICATION AND COLLABORATION is defined as follows:</p> <p><b>Communicate Clearly</b></p> <ul style="list-style-type: none"> <li>• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</li> <li>• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions</li> <li>• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)</li> <li>• Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact</li> <li>• Communicate effectively in diverse environments (including multi-lingual)</li> </ul>

		<p><b>Collaborate with Others</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to work effectively and respectfully with diverse teams</li> <li>• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member</li> </ul> <p><a href="http://www.p21.org/storage/documents/4csposter.pdf">http://www.p21.org/storage/documents/4csposter.pdf</a>  <a href="http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf">http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf</a></p>
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**ACTION PLAN:**

<p><b>Action 1:</b> Student Ownership and Partners in Learning</p>						
<p><b>Goal(s) Addressed:</b> (Right click on the box and select the ✓ to identify the goals that apply)</p> <ul style="list-style-type: none"> <li>✓ Academic</li> <li>✓ Personal</li> <li>✓ Interpersonal</li> </ul>		<p><b>Key Levers of Change Addressed:</b> (Right click on the box and select the ✓ to identify the levers of change that apply)</p> <ul style="list-style-type: none"> <li>✓ Personalized Learning</li> <li>Empowering Stakeholders</li> <li>Reimagine Time and Space</li> </ul>				
Timeline	Strategy: (consider how the PL Playbook influences and supports the adult actions)	Person(s) Responsible:	Measures of Success		Status Update	Revisions
			Impact on Teacher Practice	Impact on Learners		

Ongoing  Minimum of three goals per student, throughout the year	100% of students will participate in goal setting with conferences/check-ins and the use of standard forms.	K-5 Teachers ALP Teachers Sped Teachers Administration	Teachers will support students in choosing appropriate goals and monitoring and evaluating their effectiveness.	Students will become partners in their learning through setting their learning goals and plans. They will assess, monitor and reflect on their own progress.		
Ongoing	Students will be provided opportunities for voice and choice through the use of menus/playlists, station rotations, goal setting, mode of presentation, etc.	All certified staff and Administration	Teachers will make connections to their students and know and understand them better as individual learners.	Students will be empowered to understand their needs, interests, passions and curiosities and to explore them.		
Ongoing  Completion by Spring 2019	Staff will implement the PL Playbook Plays related to, Goal Setting, Station Rotation and Making Choices (Curriculum Playlists). Wave 2 teachers will implement the above PL Playbook Plays as well as at least two more.	All certified staff and Administration	Teachers will make connections to their students and know and understand them better as individual learners.	Students will be empowered to understand their needs, interests, passions and curiosities and to explore them.	(Scheduled November 14, December 12 January 9)	
Ongoing  Completion by May 8, 2019	All staff will unpack and implement the new TEPL Indicator- <i>Communication and Collaboration</i> . The school administration will observe and provide individual feedback to staff on implementation.	All certified staff and Administration	Teachers will have a stronger understanding of how to teach these skills to students.	Students will become more adept at communication and collaboration and at communicating effectively for a given purpose.		

Assessment letters sent home with each new unit of study in math	All staff will communicate with parents on students' individual academic progress.	All certified staff and Administration	Increased communication with parents about specific issues students are having and giving parents ideas for how to work with their children.	Students will have the support of their families outside of school in order to provide consistent and aligned instruction and academic support.		
Ongoing Completion of All Second Step lessons	All staff will implement the Second STEP Program and PBIS with students in all school settings.	Classroom teachers All Staff Administration	All staff will implement common language and common expectations for behavior.	Students will have a clear understanding of the school wide expectations, including rewards and consequences. The percent of students following all school wide expectations on a consistent basis will increase.		

**COMMUNICATION PLAN:**

<b>DATE</b>	<b>EVENT/MILESTONE</b>	<b>LEAD MESSENGER</b>	<b>TARGET AUDIENCE</b>	<b>COMMUNICATIONS CHANNEL/S</b>	<b>FORMAT</b>
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<i>[delivery or deadline date]</i>	<i>What task needs to be performed or information collected? What message or information needs to be delivered?</i>	<i>Who is responsible for executing? Who supports and in what role?</i>	<i>Who are you targeting for obtaining or delivering information?</i>	<i>How will you deliver your message, or obtain necessary information? What comm. channels will you use?</i>	<i>In what format will you present your message, considering audience, purpose and channel/s?</i>
[MONTH or PHASE]					
Monthly	Review progress updates and revisions and communicate to the teachers	Christopher Weiss Safiya Key	SDT All Certified Staff	SDT meetings Staff meetings	Presentation
PTA Exec. Board Meeting October 2018	Present the SIP to the community	Christopher Weiss	PTA Exec. Board Members	Orally using the plan as a supporting document	Presentation
Monthly Principal Communications	Provide updates to parents and the community	Christopher Weiss	Parents	Written Monthly Communications	Newsletter/Emails
October 2018	SIP posted to the website	Christopher Weiss Fionnuala Browning	Parents and the larger community	School Improvement Plan posted to the website. Parent notified.	Written SIP on school website
Ongoing	Review progress updates and	Christopher Weiss	Parents	Occasional PTA Executive Board	Oral presentation

	revisions and communicate to the parent community			Meetings	
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