



## School Improvement Plan 2018-2019

SCHOOL NAME: Parkway 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 creating a more personalized learning environment and empowering our students to set individual goals, our students will be better able to define, explore and solve complex problems and reflect on and communicate their progress.*

**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, at least 79% of Parkway School students will achieve at or above benchmark on the STAR (in grades 1 &amp; 2) and on the SBA (in grades 3, 4 &amp; 5) in Math and English Language Arts (ELS), based upon the ECRISS Growth Model.</p> <p>(Source: ECRISS Document Library Spring Proficiency Projections 2018-2019)</p> <p>Additionally, 20% of the students in grades 1-5 identified as having “Low Propensity” who are projected not to meet the benchmark in either ELA or Math will demonstrate “High Growth” (compared to the 2017-18 school year), in either ELA or Math, as measured by the STAR in grades 1 &amp; 2, and the SBA in grades 3 - 5.</p>	<p>We were very pleased with our ELA scores this year, which placed us in the top 3% of elementary and middle schools in the state. However, our students’ achievement in mathematics is lacking in comparison. Our students excel at computation, but have more difficulty recognizing what a problem is asking and then applying their mathematical reasoning to accurately solve complex problems. We are also concerned that our students are not demonstrating the level of growth from year to year that we expect, based upon their performance on curriculum based assessments.</p> <p>Our SIT Team has discussed some variables that may be contributing to our students’ math performance, which include: a lack of consistency in mathematical language modeled and taught from grade to grade, inconsistencies in the frequency and strategies children are taught to solve word problems, and effectively using the Math progressions to personalize instruction to provide remediation and enrichment, as needed. It is our contention that supporting a more comprehensive, building wide approach to math instruction, which includes focusing on these key areas, will help our students to further develop their academic capacities, as outlined in our Vision of the Graduate and support a higher level of performance.</p>

<p><b>Personal</b></p>	<p>By the spring of 2019, students will have set at least three goals for their learning. Developed in conjunction with their teacher, students will learn to analyze and reflect on their work and their strengths and needs as learners, to choose goals that are reasonable and attainable for their individual learning pathway. Students will determine how they will evidence mastery of their goal.</p>	<p>To build on the work that Parkway staff has done to personalize the learning for each of our students, we thought the logical next step was to support our students in being able to better understand themselves as learners. To that end, students must have a clear understanding of what they know and what they need to know, so they can set reasonable goals that are grounded in the curriculum that they can work toward achieving. We believe that the process of setting a goal and working toward achieving that goal will increase our students cognitive engagement and motivation to be successful.</p>
<p><b>Interpersonal</b></p>	<p>By the spring of 2019, students will be able to cite at least three of the Connecticut Core Standards that they have been working on over the course of the year and demonstrate their proficiency of that standard using performance based evidence (ie: an exemplar, a rubric, a running record, a unit test, a writing sample, etc.). This progress will be shared with parents during a classroom visitation, parent conference or via a videotaped presentation.</p>	<p>Last year our teachers created cover sheets to accompany F&amp;P Assessments, Math Unit Tests and On Demand Writing Samples, to help parents understand the content/skills upon which students were assessed and be better able to interpret their child's level of mastery. This year we wanted to build on this communication of progress by having our students learn to articulate the goals they are are working on to their parents. We also think it is important for students to be able to share how they are monitoring their progress in reaching their goals and how they will assess their mastery of the goals.</p>

**ACTION PLAN:**

<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> </ul> <p>Reimagine Time and Space</p>				
<p><b>Timeline</b></p>	<p><b>Strategy:</b> (consider how the PL Playbook influence and support the adult actions)</p>	<p><b>Person(s) Responsible:</b></p>	<p><b>Measures of Success</b></p>		<p><b>Status Update</b></p>	<p><b>Should we reference strategies in playbook, pg 23? Revisions</b></p>				
			<p><b>Impact on Teacher Practice</b></p>	<p><b>Impact on Learners</b></p>						

<p><b><u>ACADEMIC</u></b></p>	<p><b>Grade levels will unpack the Math Progressions to help them to personalize the learning for their students.</b></p>	<p>K-5 Teachers</p>	<p>Teachers will personalize their instruction to provide greater challenge / remediation to their students</p>	<p>Students will have instruction that is more personalized to their unique strengths and needs</p>		
<p>Year-Long</p>	<ul style="list-style-type: none"> <li>Grade 4 &amp; 5 will form a PLC focusing on this problem of practice</li> </ul>	<p>Grade 4 &amp; 5 Classroom Teachers</p>	<p>DATA: +PLC Minutes</p>	<p>DATA: +End of Unit Tests +Performance Tasks</p>		
<p>11/7/18 (Gr 3-5) 1/28/19 (K-2)</p>	<ul style="list-style-type: none"> <li>A representative from each grade level will attend a whole day PD with Greg Tang at OGS</li> </ul>	<p>K-5 Teacher Representatives</p>	<p>Teachers will learn to replicate some of Tang’s instructional moves and will share these strategies with their peers and will implement them in their classrooms to support their students’ developing problem solving skills</p> <p>DATA: +Attendance at GT +Professional sharing of strategies</p>	<p>Greater facility interpreting, representing and solving complex math problems.</p> <p>DATA: +End of Unit Tests +Performance Tasks</p>		
<p>11/12/18</p>	<ul style="list-style-type: none"> <li>PD with T. White focused on using the Math progressions to personalize instruction</li> <li>Teachers will utilize Greg Tang resources- Tangy Tuesdays and Wordy</li> </ul>	<p>Grade 2 - 5 Classroom Teachers</p>	<p>Teachers will use their knowledge of the math progressions to personalize lessons and design playlists.</p> <p>DATA: +Attendance at T. White PD +Creation of two new playlists</p> <p>Teachers will utilize Tang’s instructional materials to support their students’ problem solving</p>	<p>Students will receive more targeted instruction to support high levels of achievement</p> <p>DATA: +End of Unit Tests +Performance Tasks</p> <p>Students will be engaged in higher level math problem solving activities.</p>		

<p>Fall, 2018 &amp; Winter, 2019</p>	<p>Wednesdays - to support varied opportunities to practice their Math problem-solving skills</p> <p><b>Teachers will create a comprehensive list of Math vocabulary that will be introduced at each grade, across all disciplines</b></p>	<p>School Improvement Team All Certified Staff</p>	<p>skills DATA: +Assignment of GT puzzles/problems at least 1x per month</p> <p>All teachers will more comfortably, intentionally and frequently use appropriate Math language during instruction</p> <p>DATA: +Creation of grade level list of Math Vocabulary +Walk throughs/Informal observations</p>	<p>DATA: +Frequent use (at least once per month) of GT materials</p> <p>Students will have improved comprehension of the complex mathematical language needed to solve challenging Math problems</p> <p>DATA: +Student use of Math vocabulary- as observed during walkthroughs and Informal observations.</p>		
<p>Fall, 2018 &amp; Winter, 2019</p>	<p><b>Teachers will develop a Math Problem Solving Checklist that will be used consistently, as appropriate, in grades K-5</b></p>	<p>School Improvement Team K-5, ALP, SPED</p>	<p>Teachers will have a common resource to use to teach students how to attack word problems</p> <p>DATA: +Creation of Problem Solving Checklist +Use of Problem Solving Checklist as observed during walkthroughs and Informal observations</p>	<p>Students will internalize these steps and how to execute them to solve complex problems</p> <p>DATA: +Use of Problem Solving Checklist, observed during walkthroughs and Informal observations</p>		
<p>Winter, 2019</p>	<p><b>Teachers will teach their students the various question types (+,-,x, x/x) appropriate to their grade level</b></p>	<p>K-5, ALP, SPED</p>	<p>Teachers will know what question types they are responsible to teach, and what students are expected to know at each grade level</p> <p>DATA: +Grade Level assignment of</p>	<p>Students' knowledge of the question types will help them to determine the operation needed to solve complex problems</p> <p>DATA: +References to question types as</p>		

<p>Winter &amp; Spring 2019</p>	<p><b>Teachers will learn how to use the Interim SBAC Assessments to provide data from which they can personalize the instruction for their students.</b></p>	<p>Administrators Math Coaches Teachers in Grades 3-5, SPED &amp; ALP</p>	<p>question types. +References to question types as observed during walkthroughs and Informal observations</p> <p>Teachers will be able to gather specific assessment data from which to personalize their instruction</p> <p>DATA +Training in use of SBA Interim Assessments +Interim SBA Data Analysis</p>	<p>observed during walkthroughs and Informal observations</p> <p>Students will get the instruction they need to remediate and/or enrich their learning of specific mathematical concepts</p> <p>DATA +Personalized Instruction (indiv &amp; small group), evidenced through walkthroughs and Informal observations</p>		
<p><u><b>PERSONAL</b></u></p> <p>Winter &amp; Spring 2019</p>	<p><b>Teachers will analyze at least three lessons from the PL Playbook’s “Learning Partners” section to help them learn how to support their students in setting reasonable and attainable learning goals.</b></p>	<p>All Certified Staff Administrators</p>	<p>Teachers will learn how to strategically coach students to set goals</p> <p>DATA: +Playbook Review During Faculty Meetings (12/18, 1/19, 2/19)</p>	<p>Students will become more reflective of their skills and be able to set reasonable learning goals</p> <p>DATA: +Documented goals with pre/post data</p>		
<p><u><b>INTERPERSONAL</b></u></p> <p>Year Long</p>	<p><b>Using “I can” statements, students will be able to communicate a learning goal they are working on to their parents, with evidence</b></p>	<p>All K-5 Teachers, ALP, SPED and Specialists</p>	<p>Teachers will support their students in communicating their goals and progress toward goal mastery with their parents.</p> <p>DATA: +Evidence of student goals and progress toward mastery (hard copy or digital)</p>	<p>Students will learn how to set a reasonable goal, track it, evidence mastery, and then share this information with their parents</p> <p>DATA: +Evidence of goal and progress toward mastery (hard copy or digital)</p>		

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**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>
<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>

August, 2018	Share possible SIP goals with faculty to garner input	Mary Grandville & Jeffrey Libby	Teachers	Faculty Meeting	Discussion
September, 2018	Communicate PLC protocols to Staff	Mary Grandville & Jeffrey Libby	Teachers	Faculty Meeting	Presentation
October, 2018	Present Overview of SIP Goals to Parents	Mary Grandville	Parents	Open House	Presentation
November, 2018	Present the SIP to Faculty	Mary Grandville & Jeffrey Libby	Teachers	Faculty Meeting	Review of Draft
November, 2018	Share Draft of SIP to PTAC Reps	Mary Grandville & Jeffrey Libby	PTAC SIP Parent Reps	Meeting	Review of Draft
November, 2018	Present the SIP to the Parent Community	Mary Grandville	Parents	PTA Meeting	Discussion - using the plan as a supporting document



November, 2018	Publish SIP Plan on School Website	Mary Grandville Lea Attanasio	Community	School Website	SIP Plan
January - May 2019	Monthly Updates on Goal Progress	Mary Grandville	Teachers	Monthly Faculty Meetings	Discussion & Data Review
January - May, 2019	Monthly Updates on Goal Progress	Mary Grandville	Parents	The PEEK -Newsletter	Digital Update
May-June, 2019	Completion of Plan -Analysis of Progress toward Goals	Mary Grandville & Jeffrey Libby	Teachers	Faculty Meeting	Review of Data and Progress of SIP
June, 2019	Discussion of Goals for 2019-2020	Mary Grandville & Jeffrey Libby School Improvement Team	Teachers	Faculty Meeting	Discussion