



School Improvement Plan 2019-2020

SCHOOL NAME: New Lebanon 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:

(example--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:

<p>Goals: (Aligned to District Strategic Plan Goals and written in SMART language, remember to embed your SEL and FaCE goal(s) within the Personal & Interpersonal goal(s) according to your school needs/priorities. Schools may elect to have more than one Personal/Interpersonal goal(s).</p>		<p>Goal Rationale: (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.)</p>
<p>Academic</p>	<p>New Lebanon School will meet/exceed the percentage of students projected to achieve at/or above benchmark (59%) in Reading (grade 2 STAR) and 55% SBA (grades 3-5) based on the ECRISS Growth Model (Source: ECRISS Document Library)</p> <p>New Lebanon School will meet/exceed the percentage of students projected to achieve at/or above benchmark (54%) in Math (grade 2 STAR & grades 3-5 SBA) based on the ECRISS Growth Model (Source: ECRISS Document Library)</p> <p><u>ELA - 32% of low propensity NL students will achieve High Growth in ELA as measured in the Spring Benchmark.</u></p> <p><u>Math - 24% of low propensity NL students will achieve High Growth in Math as measured in the Spring Benchmark.</u></p> <p><i>At this point, we would like to start with a realistic and relevant goal that the teachers feel like they can attain. This will be a part of a three year growth plan, increasing by 5% points each year based on end of year data. Percentages above represent a 5% increase from the 2018-2019 school year.</i></p>	<p>VOG alignment: Students will master a core body of knowledge.</p> <p>Students identified as having low propensity in 2019-2020 and in need of targeted intervention.</p>

<p>Personal (SEL Goal here)</p>	<p>New Lebanon School will increase a minimum of 5 percentage points to 59% of students expressing "favorable" opinions on the Panorama School Safety topic.</p>	<p>VOG alignment: Students will conduct themselves in an ethical and responsible manner. Students will respond to failures and successes with reflection and resilience.</p> <p>We will continue to implement best practices of PBIS for all students as well as directly teach SEL lessons through the Second Step curriculum.</p> <p>To make this more personal this year, teachers will continue instructing the students in a research based, explicit, developmental program to develop social skill capacities and understandings in all students. This Second Step Program provides students with consistent social skills learning that addresses students' personal needs and provides alternative behaviors. This builds on the Dojo application in that it is more explicit than simply 'catching' students following the norms.</p>
<p>Interpersonal (FaCE Goal here)</p>	<p>New Lebanon School will increase a minimum of 5 percentage points to 42% of parents expressing "favorable" opinions on the Panorama Family Engagement topic.</p>	<p>New Lebanon is participating in the Families as Partners in Learning Grant funded by the Greenwich Alliance for the 2019-2020 school year.</p> <p>By June 2020, the Greenwich Public Schools (GPS) will empower families as stakeholders and enhance family engagement at New Lebanon School by increasing families' sense of being a welcomed partner and valued voice in the education of their children, and by increasing families' confidence in being able to support their child's learning at home.</p> <p>More than 50 years of research shows that family engagement is one of the most powerful predictors of children's development, educational attainment, and success in school and life, and that building these family partnerships can lead to more vibrant learning communities. Karen Mapp, Faculty Director of Harvard University's Policy Education and Management Master's Program, notes with regard to her research (Henderson & Mapp, 2002) that "when parents are engaged and involved,</p>

		<p>their children succeed. Specifically: Their children’s grades go up. They attend school more regularly. They are more likely to enroll in higher level programs. They are more likely to graduate and go on to college. They are more excited and positive about school and learning. They have fewer discipline issues inside and outside class.” (Reference: Mapp, Karen L., Carver, Ilene, & Lander, Jessica (2017). <i>Powerful Partnerships, A Teacher’s Guide to Engaging Families for Student Success</i>, 6.)</p> <p>Additionally, a critical aspect of the GPS Strategic Plan and lead strategy for making learning personal is understanding the unique strengths, interests, talents, needs, and cultural backgrounds of each student. The Connecticut definition document on family engagement notes, “families and educators both bring valuable knowledge to the table. Parents know their children, culture and community. Educators are trained in curriculum and child development. Their deep knowledge and skills are complementary, overlapping and essential to ensuring success for all children.”</p>
Teacher/Staff School Climate	New Lebanon School will increase a minimum of 5% percentage points (to 49%) of staff/teachers expressing "favorable" opinions on the Panorama Feedback and Coaching topic.	We believe that through ongoing and regular coaching and feedback, teachers will have concrete ways to adjust their practice which will in turn positively impact student achievement.

ACTION PLAN:

Action 1 - Academic		
Goal(s) Addressed: (Right-click on the box and	Key Levers of Change Addressed: (Right-click on the box and select the ✓ to identify the levers of change that apply)	

select the ✓ to identify the goals that apply) <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Personal (SEL) <input type="checkbox"/> Interpersonal (FaCE)		<input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Empowering Stakeholders <input type="checkbox"/> Reimagine Time and Space					
Timeline	Strategy: (consider how the PL Playbook influences and supports the adult actions)	Person(s) Responsible:	Impact on Learning		What Evidence will be collected	How often? Or Completion Date	Status update
			Teacher will.....	Student will.....			
Ongoing during assessments	Staff will provide appropriate accommodations for math assessments to properly assess students math skills without taxing reading skills	Teachers and Staff	Provide appropriate accommodations for students with reading deficits	Show knowledge of the specific content area being assessed, not just their ability to read	Assessment Data	June 2020	
Ongoing	Staff will increase their focus on math fluency and math reasoning/problem solving in all grades	All teachers of math	Include more Greg Tang techniques (ie: number bonds & bar models) and various types of word problems/reasoning problems.	Gain a better number sense and demonstrate multiple ways to solve problems.	Ongoing walkthrough data	Weekly	
Ongoing	Staff will partner with students to continue student academic goal setting	All teachers	Set SMART goals with students	Become more invested in their learning and will become more engaged in their educational experiences as it becomes more personal.	Student Goal Setting Sheets/Binders	Ongoing June 2020	
Ongoing	Teachers will guide students to be able to successfully complete student-led conferences	Teachers and Students	Provide opportunities for student-led conferences. Explicitly teach how to	Successfully complete a student-led conference	How many students are able to	2x/year (December and March)	

			lead a successful student-led conference		complete a student-led conference		
Ongoing	Administrators will perform regular walk throughs and provide frequent feedback to teachers	Principal and Ass't Principal	Improve instruction and understanding based on regular, specific, and actionable feedback	Improve their academic performance based on teachers making small changes to their practice directly focused on students' academic improvement	Walkthrough notes	Weekly	
Ongoing	Staff will utilize Partners in Learning "Look Fors" from the PL Playbook	Principal and Ass't Principal	Focus instruction on a few targeted strategies identified through the use of the PL Playbook (Partners in Learning).	Be afforded more voice and choice in their approach to learning through the use of strategies from the PL Playbook.	Walkthrough notes, formal observations, and WAVE 3 CIPL observations	Ongoing June 2020	
Ongoing	Teachers will explicitly teach IABS (1 for every unit) and analyze results with item by item analysis	Teachers and Specialists	Identify areas of difficulty for the students and add this evidence to their knowledge of students and how to better personalize for them. Additionally, teachers will become more familiar with the assessment language and will infuse this language purposefully in their lessons.	Become more familiar with the assessments, specifically the assessment language and the way questions are posed. They will develop strategies to tackle problems and solve them.	Every Unit	Every Unit	

Ongoing	Teachers and Administrators will utilize instructional coaching to improve pedagogical skills	Teacher, Administrators, and Coaches	Enhance their teaching skills and offer more opportunities for students to make learning personal.	Engage in personalized lessons to meet their specific academic strengths and weaknesses	Monthly Coaching Meeting notes	Monthly	
Ongoing	Staff will utilize Professional Learning Communities	All Staff	All teams engage in an ongoing cycle of: <ul style="list-style-type: none"> •Gathering evidence of current levels of student learning •Developing strategies and ideas to build on strengths and address weaknesses in that learning •Implementing the strategies and ideas •Analyzing the impact of the changes to discover what was effective and what was not •Applying the new knowledge in the next cycle of continuous improvement. 	Engage in personalized lessons to meet their specific academic strengths and weaknesses/areas of growth	PLC notes	2 times per month	

Action 2 - Personal		
Goal(s) Addressed: (Right-click on the box and	Key Levers of Change Addressed: (Right-click on the box and select the ✓ to identify the levers of change that apply)	

select the ✓ to identify the goals that apply) <input type="checkbox"/> Academic <input checked="" type="checkbox"/> Personal (SEL) <input type="checkbox"/> Interpersonal (FaCE)		<input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Empowering Stakeholders <input type="checkbox"/> Reimagine Time and Space					
Timeline	Strategy: (consider how the PL Playbook influences and supports the adult actions)	Person(s) Responsible:	Impact on Learning		What Evidence will be collected	How often? Or Completion Date	Status update
			Teacher will.....	Student will.....			
Weekly	Continued implementation of Second Step Curriculum with fidelity	Classroom teachers	Maximize learning by minimizing behavior disruptions and explicitly teaching and modeling expectations	Implement strategies in academic and social settings	Panorama School Climate results	Weekly Lesson Plans June 2020	
Ongoing	Ensure full implementation of PBIS strategies; Review all PBIS resources and school guidelines.	All school staff and students	Incorporate and utilize PBIS strategies into every day lessons	Apply PBIS strategies in every day learning	Dojo messages, points, and overall Dojo values (based on GPS norm categories), Behavior Incident Forms, SWIS data entries	Daily June 2020	
Ongoing	Student goal setting to support student ownership and self-regulated learning	Teachers and Students	Set expectations and provide students with the structures to direct their own goal setting as it relates to learning and	Become self-directed learners, leading to higher engagement in their learning. As a result, off-task behavior will	Student goal-setting worksheets	Ongoing June 2020	

			behavior	decrease			
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Action 3 - Interpersonal								
Goal(s) Addressed: (Right-click on the box and select the ✓ to identify the goals that apply) <input type="checkbox"/> Academic <input type="checkbox"/> Personal (SEL) <input checked="" type="checkbox"/> Interpersonal (FaCE)		Key Levers of Change Addressed: (Right-click on the box and select the ✓ to identify the levers of change that apply) <input type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Empowering Stakeholders <input checked="" type="checkbox"/> Reimagine Time and Space						
Timeline	Strategy: (consider how the PL Playbook influences and supports the adult actions)	Person(s) Responsible:	Impact on Learning		What Evidence will be collected	How often? Or Completion Date	Status update	
			Teacher will.....	Student will.....				
Ongoing	Academic Celebrations and Events	All teachers	Invite parents in to showcase student learning	Explain to their adult the purpose of their learning, the process, outcome, and assessment	Student work samples	Ongoing June 2020		
Ongoing	Bulletin Boards and Newsletters/S'More	All teachers, Administrators	Publicly showcase student work	Be recognized for ongoing accomplishments, build self-confidence	Student work Samples, Weekly S'More, Newsletters	Ongoing June 2020		
Ongoing	Dojo Messages	Teachers	Regularly communicate to parents both academic and behavior updates (strengths and areas of growth)	Have conversations with their families regarding school happenings, successes, and where they can continue to improve	Dojo Messages, Behavior Data	Ongoing June 2020		

Bi-weekly meetings	Adult ESL Classes	Greenwich Adult Continuing Education in partnership with New Lebanon	Promote the series of events to families	Promote the series of events to families	Attendance data, Panorama Data	Ongoing June 2020	
Ongoing	Book Study with Educators and Parents	Families as Partners in Learning Consultant - Patti Jomo	Consultant will lead a voluntary book study with educators on building powerful partnerships between teachers/staff and families.	Benefit academically and behaviorally from the increased partnership between home and school	Participation in book study (attendance) and parent feedback (Panorama Survey)	Fall and Winter Complete prior to additional March conference time	
November	Parent Workshop strategies for making the most of time with teachers, providing parents with specific direction on ways to have a positive and productive conversation with their student's teacher, and to support their child/ren's learning goals.	Families as Partners in Learning Consultant - Patti Jomo	Teacher will encourage parent participation	Students will encourage parent participation	Attendance Data, Dojo Records	November Parent Meeting	
Ongoing	Families as Partners in Learning Consultant will provide teachers and staff with an "Educator Training," in collaboration with district and school leaders. Professional Development will	Families as Partners in Learning Consultant - Patti Jomo	Attend Educator training and be able to implement strategies shared and taught	Benefit academically and behaviorally from the increased partnership between home and school	Teacher Attendance at Workshop, Panorama Survey Results	June 2020	

	include strategies for making the most of time with families - in addition to reporting progress in an understandable and actionable manner.						
Ongoing	Administrators will participate in Harvard University's online course on <u>Introduction to Family Engagement</u> Staff will also be provided with the opportunity to participate in the same online course.	Principal and Assistant Principal Optional for select staff	Have the opportunity to attend Harvard University's online course on <u>Introduction to Family Engagement</u> .	Benefit academically and behaviorally from the increased partnership between home and school	Panorama Survey	June 2020	
December	Enhanced Parent Teacher Conferences	Teachers and Families	Apply strategies learned from Families as Partners in Learning to improve conference experiences for families	Benefit academically and behaviorally from the increased partnership between home and school	Teacher and Family Feedback Data, Panorama Survey	June 2020	
March	Additional Parent Teacher Conference	Teachers and Families	Engage in an additional Parent-Teacher Conference, as outlined in the Families as Partners in Learning Grant.	Benefit academically and behaviorally from the increased partnership between home and school	Teacher and family feedback data	March 2020	
April	Field Test Recap Communication: Provide families and staff with an	Families as Partners in Learning	Receive updates on Families as Partners in Learning	Benefit academically and behaviorally from the increased partnership	Panorama Survey Data	June 2020	

	update of the project to date, encourage participation/feedback on 2020 Family Engagement Survey, and inform of next steps, expectations for remaining months of the school year.	Consultant - Patti Jomo, Principal, Assistant Principal		between home and school			
June	Review 2020 Panorama Survey Data for insights to report to Alliance and District Administration and to inform next steps	Families as Partners in Learning Consultant - Patti Jomo, Principal, Assistant Principal	Review Panorama Survey Data and begin to plan for next steps for the 2020-2021 school year	Benefit academically and behaviorally from the increased partnership between home and school	Panorama Survey Data	June 2020	

Action 4 - Staff/School Climate							
Goal(s) Addressed: (Right-click on the box and select the ✓ to identify the goals that apply)		Key Levers of Change Addressed: (Right-click on the box and select the ✓ to identify the levers of change that apply)					
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Timeline	Strategy: (consider how the PL Playbook influences and supports the adult actions)	Person(s) Responsible:	Impact on Learning		What Evidence will be collected	How often? Or Completion Date	Status update
			Teacher will.....	Student will.....			

Fall 2019	Creating digital tool to capture walkthrough feedback that can be immediately forwarded to teachers, enhancing the timeliness and effectiveness of the feedback.	Principal and Assistant Principal	Enhance their pedagogy based on effective and frequent feedback	Increase their level of engagement and academic skills	Walkthrough Data	Ongoing	
Ongoing	Weekly walkthroughs with timely, actionable, and manageable feedback	Principal and Assistant Principal	Enhance their pedagogy based on effective and frequent feedback	Increase their level of engagement and academic skills	Walkthrough Data	Ongoing	
October, January, & June	Teachers will engage in regular goal setting, based on data, and share their goals for feedback during goal setting meetings with administration	Principal, Assistant Principal, and Teacher	Continue to see the link between their TEPL goals and daily instruction	Increase their level of engagement and academic skills	Teacher goals submitted in TalentEd, Final Teacher Evaluation at the end of the year	3x/year June 2020	

COMMUNICATION PLAN:

ANTICIPATED DELIVERY DATE	ACTUAL COMPLETION DATE	EVENT/MILESTONE	LEAD MESSENGER	TARGET AUDIENCE	COMMUNICATIONS CHANNEL/S	FORMAT
<i>[ANTICIPATED DELIVERY/ IMPLEMENTATION DATE)</i>	<i>(ACTION VERIFIED AS COMPLETE)</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 the necessary information? What comm. channels will you use?</i>	<i>In what format will you present your message, considering the audience, purpose, and channels?</i>

[MONTH or PHASE]						
Monthly		Review progress updates and revisions to Action Plans and communicate to the teachers	Principal Assistant Principal	SDT All Certified Staff	SDT meetings Staff meetings	Presentation
November PTA Meeting		Present the SIP to the community	Principal Assistant Principal	Parents, Families, and Community members	Orally, PowerPoint (English and Spanish) using the plan as a supporting document	Slide Show/PPT Presentation
Weekly Updates from the Principal		Provide updates to parents and families	Principal	Parents	Written Weekly Newsletter	S'More, Posted to Website
November 2019		SIP posted to New Lebanon Website	Principal	Parents and the larger community	SIP Presentation Overview posted to the website	The SIP Plan will be posted to the New Lebanon website
Ongoing		Review progress updates and revisions and communicate to the parent and family community	Principal	Parents	Monthly PTA meetings	Oral presentation