



## School Improvement Plan 2019-2020

SCHOOL NAME: Cos Cob 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><b>Goals:</b> (Aligned to District Strategic Plan Goals and written in SMART language, remember to embed your SEL and FaCE goal(s) within the Personal &amp; Interpersonal goal(s) according to your school needs/priorities. Schools may elect to have more than one Personal/Interpersonal goal(s).)</p>		<p><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.)</p>
<p><b>Academic</b></p>	<p>Cos Cob School will meet or exceed the percentage of grades 1-5 students who are expected to meet <b>Growth</b> in the Spring Benchmark measurement in Math and ELA/Reading as measured by ECRISS.</p> <p>15 % of Low Propensity students will achieve High Growth as measured by the Spring Benchmark</p>	<p>Our review of Personalized Learning Profiles, SBA and STAR indicates that a deeper analysis of specific individuals and sub-populations of students is needed. What we are currently doing is working for many students. For others, we need to better understand them as learners and what will work for them. We want ALL students to meet or exceed their growth projections and in order to accomplish this, we will conduct case studies of these underperforming groups and individuals.</p>
<p><b>Personal (SEL Goal)</b></p>	<p>Cos Cob School will increase a minimum of 5 percentage points to 82% with an ultimate goal of 90% of students expressing "favorable" opinions on the <b>Panorama School Belonging</b> topic</p>	<p>Sharing the Panorama results with our SDT and staff supported the work we did last year with the Second Step curriculum and having the students focusing on making appropriate choices assisting students to owning their own learning, thus empowering them with their learning. This process should also enable students to reflect on the successes and failures in their learning and show resilience through having an action plan for going forward. Student discussions with parents/guardians have traditionally lacked detail, a fact not exclusive to Cos Cob School. We want to empower students with structures and talking points about the reasons for choosing the goals they choose and how they chose the work that goes into their portfolios (mode chosen by the student, i.e. digital, paper, video, etc.). This structure will allow students to choose the work to present to parents that show successes, failures, reflections, planning and resilience.</p>

		This empowerment will support students' feeling of belonging.
<b>Interpersonal (FaCE Goal)</b>	Cos Cob School will increase the percentage of families who express "favorable" opinions to 36% on the <b>Panorama Family Engagement</b> topic	Using the Panorama Survey results and with input from the PTAC/PTA co-presidents it was decided that focusing on improving communication with parents via staff, students and PTA would help to not only educate the parents as to avenues of communication, but also provide them with multiple ways to become more engaged and involved at Cos Cob School. This will address both communication and family engagement in the Panorama survey.
<b>Teacher/Staff School Climate</b>	Cos Cob School will increase a minimum of 5 percentage points to 77 % with an ultimate goal of 90% of staff/teachers expressing "favorable" opinions on the <b>Panorama School Climate</b> topic	Sharing the Panorama results with our SDT and staff supported the work we did last year to build trust and relationships within Cos Cob School. We need to continue to better understand the specific needs of our staff, students and administration in order to continue to foster an atmosphere of mutual trust and respect. Addressing Staff-Leadership Relationships in conjunction with School Climate should provide the desired results.

**ACTION PLAN:**

<b>Action 1</b>							
<b>Goal(s) Addressed:</b> (Right-click on the box and select the ✓ to identify the goals that apply) <input checked="" type="checkbox"/> Academic <input checked="" type="checkbox"/> Personal (SEL) <input checked="" type="checkbox"/> Interpersonal (FaCE)		<b>Key Levers of Change Addressed:</b> (Right-click on the box and select the ✓ to identify the levers of change that apply) <input checked="" type="checkbox"/> Personalized Learning <input checked="" type="checkbox"/> Empowering Stakeholders <input type="checkbox"/> Reimagine Time and Space					
<b>Timeline</b>	<b>Strategy:</b>	<b>Person(s) Responsible:</b>	<b>Impact on Learning</b>	<b>Status</b>	<b>Revisions</b>	<b>Date</b>	

	(consider how the PL Playbook influences and supports the adult actions)		Teacher will.....	Student will.....	Update		Completed
Year long  September/ October 2019	<p><b>ACADEMIC ACTION:</b> Teachers will teach students how to reflect on work using failures, successes and goals with action plans so that they will be able to lead a conference with their parents.</p> <p><b>STEPS:</b></p> <ol style="list-style-type: none"> <li>1. Reexamine the “Themes for Reflection” sheets with concepts for use in student reflections</li> <li>2. Connect Themes of Reflection to the Critical Thinking and Creative Problem Solving TEPL indicator and VoG Academic, Personal and Interpersonal Capacities</li> <li>3. Meet with District Curriculum Coordinators to analyze results from SBA to determine which targets and</li> </ol>	SDT  SDT  Administration  Administration/SDT	<p>Teachers will continue to learn how to systematically teach students to reflect on the successes and failures of their work with subsequent action plans and how to lead a conference with their parents/ guardians.</p> <p>Teachers will work with their grade level teams, coaches, administration and vertical articulate within grades 2-5 to address student needs, set goals and create adult action plan.</p>	<p>Students better understand the themes of success, failure, reflection and resilience and apply that knowledge to the selection of work for conferring with the teacher and their parents/ guardians.</p> <p>Students will work with their teachers to help analyze their work to create individual personalized goals.</p> <p><b>MATH: Students will</b> Set personal goals based on skills that need reinforcement. Complete a</p>		<p><b>EVIDENCE/DATA</b> : August/ September: Check the “Themes for Reflection” sheets for quality and completeness</p>	<p><b>ACADEMIC STEPS:</b> 1.&amp; 2. September 2019</p> <p>3. &amp; 4. September 2019</p>

September 25, 2019	<p>claims to focus on in Math and ELA</p> <p>4. Work with coaches on the claims and targets to create a PD plan for staff</p> <p>5. Meet with Staff to analyze Panorama, SIP, STAR, ECRIS, SBA to create Adult action plans for goals.</p>	Administration		weekly spiral curriculum on previously taught skills as well as current skills.		5. September 11, 2019
September 10, 2019	6. Staff meets with Greg Tang for PD to address claims and Targets based on SBA analysis	SDT		Consistently complete Greg Tang's Tangy Tuesday and Wordy Wednesday as well as daily word problems.		6. September 25, 2019
September 25, 2019	7. Staff meets with Todd White to support implementation of personalized goals	Teachers K-5		Recognize and model multiple strategies for problem-solving.		7. September 10, 2019
September 25, 2019	8. Vertical Articulation K - 5 on math after Greg Tang PD	Administration/SDT		Complete exit slips, baseline assessments, unit assessments, etc.		8. October PLCs
September 25, 2019	9. Literacy Specialists will share with staff the ELA Literacy SBA Target Worksheet which staff will use in creating adult actions	Teachers K-5 and Literacy Specialists		Use number bonds and bar models to practice different strategies		9. September 11, 2019
October 2019	10. Staff meets as grade level teams with SPED and Literacy Specialists to create specific goals	Staff/Administration				10. September 25, 2019
						11. September 18, 2019 November 13, 2019 April 29,

	<p>and plans on how to support our low propensity/growth students</p> <p>11. Administration will participate in CIPL Walkthroughs to provide feedback to staff</p>	Administration				<p>October/ November: Grade level leaders communicate list of Second Step lesson' focus to specials and report to SDT</p>	<p>2020, June 10, 2020</p>
September 2019/ Ongoing	<p><b>PERSONAL/ INTERPERSONAL ACTIONS STEPS:</b></p> <p>1. Connect Themes of Reflection to the Critical Thinking and Creative Problem Solving TEPL indicator and VoG Academic, Personal and Interpersonal Capacities</p>	SDT				<p>Ongoing: Select Second Step Lessons that are connected and have grade level leader report at SDT.</p>	<p><b>PERSONAL /INTER PERSONAL STEPS:</b></p>
Ongoing	<p>2. Staff brainstorms ways to bring more parents into the school for activities to support parent engagement</p> <p>3. Staff brainstorms activities and strategies to support student sense of belonging</p>	SDT				<p>February: Video/photos of Mid year Student Led Conference</p>	<p>2. &amp; 3. September 25, 2019 and goal Setting meetings through October 15, 2019</p>
October/				<p><b>READING: Students will</b> Compare nonfiction topics</p>			<p>Greg Tang Halloween and Thanksgiving Challenge contest</p>

<p>November 2019</p> <p>Ongoing</p> <p>February and May/June 2020</p>	<p>4. Identify and emphasize connected Second Step lessons</p> <p>5. Communicate to specials the Second Step lessons' focus to have a common language and expectation in order to support the learning going on in the classroom</p> <p>6. Grade level teachers will select the timeline (monitored by SDT) for leading students in selecting work aligned to their successes and failures with 3 themes for reflection (thinking and problem solving, communication, and social skills)</p> <p>7. At the middle and end of the year the teachers will work with students to choose the final pieces of work to use for reflection in the student-led conferences</p> <p>8. At the end of the</p>	<p>SDT</p> <p>Administration</p> <p>SDT</p>		<p>across multiple sources (text, video, audio recordings.</p> <p>Identify critical issues commonly seen in and across texts.</p> <p>Multiple exposures on how to form an opinion and support it with text evidence while using Notice and Note signpost strategies in both fiction and nonfiction.</p> <p>Set reading goals for each student to personalize their learning.</p> <p>Read sounds in isolation, as well as within text at their instructional levels</p> <p>Write words and sentences that include the focus and sounds and words</p> <p>Low propensity students will work with reading</p>		<p>May/June: Video examples of student-led conferences.</p> <p>Grade levels create questions for parents to use with students to encourage reflection at the end of the unit/trimester and grade level leaders bring to SDT.</p>	
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<p>Ongoing May/June 2020</p>	<p>unit/trimester teachers will send a list of questions for parents to use with students to encourage reflection.</p> <p>9. PTAC/PTA meetings bi-weekly.</p> <p>10. Staff will provide a summary of events and times that parents were engaged in school activities prior to the 2020Panorama survey.</p>	<p>Administration</p>		<p>specialists and ELL teachers 1 -3 times a week to receive additional</p> <p><b>MATH:Teachers will</b></p> <p>Continue to communicate with parents (SMORE, School to Home Letters,etc) on math units of study addressing pre-requisite skills and new skills that will be addressed during unit.</p> <p>Teachers will work with Greg Tang to specifically find ways to implement number bonds and Math concepts to support SBA and STAR</p> <p>Continue to use 5-Day approach to Problem Solving</p> <p>Provide opportunities for cooperative problem solving and</p>			
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				<p>peer-to-peer teaching.</p> <p>Recognize and model multiple strategies for problem solving.</p> <p>Pose rich math problems using DOK questions</p> <p>Require precise, appropriate mathematical vocabulary with a math glossary/journal and word bank..</p> <p>Consistently use Tangy Tuesday and Wordy Wednesday.</p> <p>Plan personalized and targeted intervention with the support of SPED, ELL, ALP, and math Interventionists with an emphasis on critical thinking and problem solving for spiral math with reviewing and revisiting concepts.</p> <p>Use IABs at</p>			
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				<p>various levels for practice and refinement of multi-step word problems</p> <p>Assess using: Baseline assessments Final assessments Performance tasks Exit tickets</p> <p><b>READING: Teachers will</b></p> <p>Continue to communicate with parents on reading and writing units of study addressing skills and new skills that will be addressed during unit.</p> <p>Teachers will work with Literacy Specialists in implementing the 5 Day Approach to Literacy incorporating reading passages and poems for</p>			
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				<p>emphasis on conventions of standard English to address Target areas.</p> <p>K-2 teachers will use Foundations daily with fidelity.</p> <p>Use DSA Developmental Spelling Assessments with Words Their Way sorts.</p> <p>Plan personalized and targeted intervention with the support of SPED, ELL, ALP, and Literacy Specialists with an emphasis on literary and informational texts</p> <p>Analyze data from on-demand writing assessments and utilize rubrics to set targeted and personalized goals.</p> <p>Explicit small group instruction of close reading</p>			
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				<p>strategies.</p> <p>Compare nonfiction topics cross multiple sources (text,video,audio recordings)</p> <p>Identify critical issues commonly seen in and across texts.</p> <p>Implement TC grammar and editing.</p> <p>Teach prefix, root, suffix units to break apart words to understand meaning.</p> <p>Incorporate DOL programs (analogies, geography, grammar)instruction</p>			
Yearlong	<p><b>SCHOOL CLIMATE ACTIONS STEPS:</b> Staff brainstorms ways to build school community to support school climate</p>	Administration/SDT	Staff will decide on a common Halloween theme costume and all will wear				10/1/2019 Cos Cob Family (Addam's

			Payday Friday Breakfasts whole staff in Learning Commons 8 - 8:30 for sit down breakfast for socializing Celebrations at Faculty meetings More TGIF More Holiday parties Staff involved in/volunteer for: Bingo night Concerts Fall Festival May Fair Field trips Field Day Geo Bee 5th Grade play (These also support Parent Engagement) Every Friday is School Spirit Day				Family)  9/6/2019 Friday Breakfast started
Ongoing	SDT will meet throughout the year to monitor implementation and problem solve. SDT will review and reflect on last year's Student Led Conferences and fine tune and	SDT	Administration and staff will participate in Pie in Face and Dunk Tank incentives				

	plan for the mid year SLC. At the end of the year, SDT will meet to assess the impact of the plan.						

**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]						

June 2019		SDT meets to review 2018 SIP and draft 2019 SIP Present to staff	Gene Schmidt	Teachers	Orally	Smartboard presentation and Google Doc
August 2019		Administration meets with Todd White to discuss changes to draft based on new template	Gene Schmidt	Administration	Orally	Google Doc
September 10, 2019		Staff meets with Todd White and reviews Draft	Gene Schmidt	Teachers	Orally	Smartboard presentation and Google Doc
September 25, 2019		Staff meets on ERD to finalize goals and adult actions	Gene Schmidt	Teachers	Orally	Smartboard Presentation and Google Doc
September 25, 2019		Administration presents SBA, Panorama and STAR results; and draft of SIP at PTA meeting	Gene Schmidt/Anthony Duncan	Parents	Orally	Smartboard Presentation and Google Doc
October 2019		Present final SIP to staff Staff decide on common Halloween costume to help with school climate and building community	Gene Schmidt	Teachers	Orally	Smartboard presentation and Google Doc
November 2019		Administration presents SIP to PTA and Community puts on Website	Gene Schmidt	Parents	Orally using plan supporting document	Google Doc on Website
November 2019		Mini-Rounds for goal setting and reflection	Gene Schmidt	Teachers	Classroom visits with feedback	Classroom visits with written and oral feedback
November 2019		Wave III CIPL visitation rounds	Irene Parisi	Cohort of administrators	Classroom visits with feedback	Classroom visits with written and oral feedback

Monthly		Conduct updates and revisions and communicate to teachers	Gene Schmidt	Teachers	Group meeting	Smartbaord presentation and Google Doc
Monthly		Conduct updates and revisions and communicate to PTA	Gene Schmidt	Parents	Orally using plan supporting document	Group Discussion in meeting with Smartboard and Google Doc
February 2020		Mid-year Student Led Conferences where students will explain the links among Second Step, 3 themes, and their interests, curiosities, and passions	Teachers and Students	Parents	Orally using examples from the classroom and student work	Conferences
April 29, 2020		Wave III CIPL visitation rounds	Irene Parisi	Cohort of administrators	Classroom visits with feedback	Classroom visits with written and oral feedback

June 10, 2020		Wave III CIPL visitation rounds	Irene Parisi	Cohort of administrators	Classroom visits with feedback	Classroom visits with written and oral feedback
June 2020		Student Led Conferences where students will explain the links among Second Step, 3 themes, and their interests, curiosities, and passions	Teachers and Students	Parents	Orally using examples from the classroom and student work	Conferences