



## School Improvement Plan 2019-2020

**SCHOOL NAME:** North Mianus

### **Strategic Plan Goals - Vision of the Graduate Capacities:**

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:**

- 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 and implementing positive behavior supports, we will help students to respond to failures and successes with reflection and resilience. We believe that by giving students ownership and creating a more personalized learning environment, we will help them to pursue their unique interests, passions and curiosities.*

**GOALS:**

<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 & Interpersonal goal(s) according to your school needs/priorities. Schools may elect to have more than one Personal/Interpersonal goal(s).)		<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>North Mianus School will meet/exceed the percentage of students projected to achieve at/or above benchmark in ELA (grade 1-2 STAR Early Literacy/Reading (87%); grade 3-5 SBA (83%) based on the ECRISS Growth Model (Source: ECRISS Document Library).</p> <p>North Mianus School will meet/exceed the percentage of students projected to achieve at/or above benchmark in Math, grade 1-2 STAR (89%), grades 3-5 SBA (82%) based on the ECRISS Growth Model (Source: ECRISS Document Library).</p>	<p>Our review of Personalized Learning Profiles indicates that a deeper analysis is needed to determine gaps in learning and to develop personalized learning experiences to assist students in filling those gaps to meet the learning progressions. The data enabled students to determine where growth was needed and to become more engaged in the learning process. Students' next step is in selecting learning activities that match what those gaps and their understanding of their learning is.</p>

	24% of Low Propensity students will achieve High Growth in Math and 25% in ELA as measured in the Spring Benchmark.	
<b>Personal (SEL Goal here)</b>	By Spring of 2020, 100% of NMS teachers/staff will have a positive behavior system implemented in their classrooms and will consistently use the office discipline referral process as measured by SWIS data and walkthrough observations.	We are in our first year of implementing PBIS at NMS. Although we do not have many serious behavior referrals we need to collect consistent data on the number and type of classroom discipline issues. We will review SWIS data regularly as a PBIS team and staff to support the positive behavior intervention systems within the building.
<b>Interpersonal (FaCE Goal here)</b>	By the Spring of 2020, 80% of students will make appropriate choices in student-led conferences demonstrating their understanding of themselves as a learner and using processes appropriate to a student's developmental level. (Face Goal Fundamental 2)	Student discussions with parents have traditionally lacked detail. We want to empower students with structures and talking points about their work, the reason for choosing their goals and how they chose the playlist activities they have chosen. They will use these skills during the second student-led conference in the Spring.
<b>Teacher/Staff School Climate</b>	North Mianus School will increase a minimum of 5 percentage points (to 84%) of staff/teachers expressing "favorable" opinions on the Panorama School Climate Survey.	Based on Panorama data, our scores indicate that our overall school climate score is currently 79%. This compares favorably to the district's average of 56%. The school data team analyzed the data and determined that supporting staff internally with the implementation of new initiatives and providing professional support is an area for continued focus. Research indicates that working collaboratively and supporting school and district initiatives provides positive results and greater commitment and ownership of the work.

**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) ✓ Academic ✓ Personal (SEL) ✓ Interpersonal (FaCE)		<b>Key Levers of Change Addressed:</b> X Personalized Learning X 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.....			
By June 2020	Grade K	Grade K Teachers	Meet with coaches monthly to continue Wave 2/3 personalization and develop playlists across math using station rotations and choice boards. Coaches will observe instruction using playlists and provide feedback.	Learn how to rotate through stations and work independently during math centers.	Evidence of lesson plans incorporating the use of playlists and choice boards/rotations.	Ongoing	
			Collaborate monthly with district Foundations support team to refine initial implementation of	Practice daily Foundations routines including skywriting and word writing.			

			<p>Fundations program for phonics instruction</p> <p>Use pre, mid and post assessment data from Fundations to identify students' needs and plan for personalization</p> <p>Review data with students to create personalized goals and action plans in collaboration with the teacher</p>	<p>Meet with teachers one on one to review data and decide together on personalized goals.</p>	<p>Evidence of data review to determine student goals</p>	<p>Mid-year after work with coaches.</p>	
<p>By June 2020</p>	<p>Grade 1</p>	<p>Grade 1 teachers</p>	<p>Review and reflect on the student goal setting process. Create visual tools to highlight current student goals. Teachers will use this information to inform our small group instruction.</p> <p>Use assessment data to identify student needs and strengths to plan effective and personalized playlists and choice boards.</p>	<p>n/a</p> <p>Work at a level appropriate to their needs using playlists and choice boards.</p>	<p>Notes from meetings</p> <p>Playlists as artifacts.</p>	<p>June 2020</p> <p>Ongoing all year</p>	

			<p>Focus on working with number bonds to develop a strong understanding of numeracy to enhance conceptual understanding of addition and subtraction and application to word problems.</p>	<p>Become fluent in the creation of number bonds using flexibility in number combinations</p> <p>Use wordless books to create word problems.</p>	<p>Pre and post assessment tests.</p> <p>Math journal work</p> <p>Pre and post assessment tests</p>	Ongoing all year	
By June 2020	Grade 2	Grade 2 teachers	<p>New to Wave 3: Implement MATH station rotation based on pre assessment data to better meet the needs of all students.</p> <p>Meet each week with PLCs to develop station rotation activities and lessons for personalization focused on individual student data.</p> <p>Meet with coaches a minimum of 1x/month to review units of study in math and review pre and post assessment data.</p>	<p>Receive targeted small group instruction based on unit pre assessment data</p> <p>Set goals based on conference and pre assessment data</p> <p>Use WIND time to provide choices for students requiring reinforcement or enrichment of units &amp; standards</p>	<p>Bi-Weekly PLC notes</p> <p>Monthly coach reflection</p> <p>Pre and Post Assessment Data</p> <p>Evidence of teacher plans and station rotation</p> <p>Administrative/Deputy/Superintendent/CIPL Walkthroughs</p>	<p>Bi-Monthly</p> <p>1x/Month</p> <p>Per Unit</p> <p>Ongoing</p> <p>Ongoing</p>	

			<p>Note trends or patterns in areas of concern for reteaching.</p> <p>Use oral, written and digital tools to confer and goal set with students.</p> <p>Explicitly teach students how to confer with parents and develop a template with Todd White and/or coaches to help guide students and parents in conversation.</p>	<p>Students will work in small groups during WIND time (see lesson plans).</p> <p>Students will learn how to use their work in collaboration with teachers to set goals.</p> <p>Students will be able to lead a conference with support from the teacher and with a template to help lead the conversation.</p>	<p>Lesson plans</p> <p>Scheduled conferences in March/April</p>	<p>Ongoing</p> <p>March/April</p>	
	Grade 3	Grade 3 teachers	<p>Use STAR data to focus on the domains of concern and create personalized playlists for each domain.</p> <p>Pre teach key math vocabulary.</p> <p>Incorporate more project based learning to add authentic connections.</p>	<p>Work collaboratively with teachers to exercise “voice and choice” in identifying an appropriate playlist.</p> <p>Use vocabulary they have been taught in their journals, problem solving and discussions.</p>	<p>Completed playlists.</p> <p>Evidence of vocabulary being used in class discussions,</p>	<p>June 2020</p> <p>June 2020</p>	

			<p>Identify personal interest activities (using Student Interest inventory data) to raise the level of student engagement.</p> <p>Teach math by using a variety of patterns within the standards.</p>	<p>Use their interests as a hook to help increase their level of engagement.</p> <p>Learn that math equations can be solved by identifying a variety of patterns. This is an area identified as need.</p>	<p>Work with Greg Tang in Sept. and January. Artifacts of playlists and student work</p>	<p>January 2020</p>	
	Grade 4	Grade 4 teachers	<p>Use unit pre-assessments to goal set with each student, focusing on areas needing growth.</p> <p>Work closely with coaches to develop playlists, choice boards, game boards, and/or other resources to personalize learning.</p> <p>Review unit assessments to determine next steps.</p> <p>Explicitly instruct the class on the 6-step approach to solving</p>	<p>Review pre-assessment data to determine gaps in learning and develop goals.</p> <p>Choose playlists that support their learning needs and work closely with teacher to monitor progress.</p> <p>Use the 6-step problem solving method when solving word problems</p>	<p>Pre and post assessment data.</p> <p>Lesson plans and artifacts indicating use of these topics across curricular areas. Student math journals.</p> <p>Evidence of steps being posted and kept</p>	<p>June 2020</p> <p>Ongoing</p> <p>On going</p> <p>Ongoing</p>	



			<p>problems as presented by Greg Tang.</p> <p>After meeting with Greg Tang, we realized that factoring within 100 is being overlooked as it impacts fluency and flexibility with numbers.. Fourth grade teachers will present a factoring problem to students daily.</p>	<p>Complete a factoring problem daily (whole group/small group and then move to independent) and discuss it with their group or class.</p>	<p>in math journals.</p> <p>PLC minutes indicating data review</p>	<p>Ongoing</p>	
	Grade 5	Grade 5 teachers	<p>Administer Student Interest Survey to determine student learning preferences</p> <p>Pre-assess each math unit, looking at standards for 3-6 to determine gaps and areas for further instruction.</p> <p>Create playlists that reflect student areas of need and learning style and gather information related to preferences</p>	<p>Self evaluate and goal set based on learner preferences</p> <p>Review pre-assessment data in collaboration with teachers to determine starting points and set goals for each unit</p> <p>After conferring with the teacher, students will identify appropriate playlist based on pre assessment data and learner preference</p>	<p>Student interest inventory</p> <p>Pre-assessment reflection</p>	<p>First week of school</p> <p>Ongoing by unit</p> <p>Daily/Weekly based on student outcomes</p>	

			<p>based on pre assessment data</p> <p>Create project based learning that supports math instructional units using Jo Boaler mindset activities and open middle problems as well as 3ACT math</p> <p>Provide choice activities daily during WIND with additional opportunities for both challenge and reinforcement to support student goals</p> <p>Use post assessment data to confer with students and determine next steps</p>	<p>Complete project based learning and reflect on goals and readjust as needed based on performance</p> <p>Voice and choice during WIND to provide additional reteaching or challenge to support standards</p> <p>Review post assessment data to determine need/mastery of goals and standards</p>	<p>Teacher created playlists with student input</p> <p>Project based learning artifacts</p> <p>Daily schedules</p> <p>Post unit assessment</p>	<p>Ongoing by unit</p> <p>Daily/Weekly based on student outcomes</p> <p>Ongoing by unit</p>	
	Art	Art teacher	Instruct students in working with Curriculum Unit idea books in 3rd-5th grade with 95% participation in a choice based art studio.	Create digital portfolios for each year in Google Drive and create a folder that will serve as an art portfolio to store their art work.	Completed portfolios (digital and folder)  Evidence of choice of mediums	June 2020  June 2020  Ongoing	

			Expand personalized learning to k,1 and 2 with modified choice.	Explore opportunities to work with a choice of mediums in art.	during walkthroughs.		
	Music	Music teacher	<p>Meet with the K-5 Core Music department to create lessons focused on Personalized Learning.</p> <p>Pose Essential Questions at the end of each step in the Conversational Solfege unit which demonstrates understanding.</p> <p>Create a fifth grade portfolio with technology applications.</p> <p>Confer and set goals with students to review and revise progress in the area of music theory.</p>	<p>n/a</p> <p>Respond to questions as they learn new steps in Conversational Solfege.</p> <p>Add evidence of their work including personal composition in fifth grade.</p>	<p>Ongoing</p> <p>ongoing</p>	<p>June 2020</p> <p>Ongoing</p> <p>ongoing</p>	
	P.E.	P.E. teachers	<p>Use fitness assessment results to confer with students and create goals</p> <p>Incorporate technology into student goal setting</p>	<p>Confer with teachers to set goals related to fitness assessment performance</p>	<p>Fitness assessment results &amp; goal setting form</p> <p>iPad/Google Sheet</p>	<p>Completed by November 2019</p> <p>Ongoing by unit</p>	

			related to fitness assessment results	Digitally record and submit progress toward goal attainment			
	ELL	ELL	Review language levels and areas of strength and weakness with ELL students during conference.  Create choice activities to allow students to be partners in their learning	Track their progress once a month in English language progress.  Choose activities that suit personal interests and needs.	Evidence of charts for each student.  Evidence of choice in student artifacts and class walkthroughs.	June 2020	
	SPED	SPED	Collaborate with classroom teachers to support grade levels and students on their caseloads (see grade level- ongoing)	Work with modified curriculum to address IEP goals and state standards.	See grade level descriptors  Mastery data  Student artifacts	Ongoing  Ongoing	
	(Personal) Collect and monitor SWIS data for office referrals and behavior supports used with teachers, staff and administrators	All classroom and essential teachers, administrators, PBIS team	Explicitly teach school norms in all school locations (classroom, hallways, cafeteria, playground)	Demonstrate understanding of district norms in all school locations (classroom, hallway, cafeteria, playground)	Hawk Matrix, Norm Presentations in Classroom, Pop-Up Norm Days & Happy Hawk Assembly	First two months of school and ongoing throughout the year	

			<p>Document and collect discipline referrals for minor and major behavior</p> <p>Submit documentation daily for entry into SWIS</p> <p>Create a positive behavior support system in their respective classrooms</p> <p>Refer to PBIS-created discipline flow chart and form to determine next steps and/or consequences</p> <p>Meet as PBIS team to review SWIS data and identify trends and areas of continued behavior support and to develop action plan</p>	<p>Confer with teachers when discipline referrals are submitted</p> <p>Receive positive reinforcement from teachers &amp; staff in all school locations</p> <p>½ day meetings monthly: 10/17, 11/14, 12/12, 1/23, 2/7, 3/26, 4/23, and 5/28 and 6/11</p>	<p>Office discipline referral forms (minor &amp; major)</p> <p>SWIS data warehouse</p> <p>Administrator Walkthroughs</p> <p>Discipline FLOW chart</p> <p>SWIS records</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Created by September 2019 &amp; Ongoing use</p> <p>Monthly</p>	
	(Interpersonal) Plan and implement student-led conferences to demonstrate an understanding of each child as an individual learner	All classroom teachers- student led conferences	Explicitly teach students in grades K-5 how to successfully run a student-led conference	Practice explicitly taught skills with peers/teacher/parents	Artifacts representing explicitly taught strategies for student-led conferences	Ongoing	

		Goal setting- all classroom and essentials teachers	<p>Provide opportunities to practice through role play</p> <p>Provide appropriate comments/responses/questions for parents to foster greater communication between students and parents during conference</p> <p>Confer with students weekly to assist with goal setting and progress monitoring</p>	<p>Role play with peers on a regular basis</p> <p>Generate questions/comments/responses based on assessment data and teacher/student conference</p> <p>Exercise Voice and Choice in determining which artifacts best represent their work as learners</p> <p>Confer with teachers weekly to review progress towards goals and determine next steps</p>	<p>Digital Evidence (pictures and videos), walkthroughs Artifacts as evidence of communication given to parent to support conferences</p> <p>Teacher's anecdotal notes &amp; student goal setting sheets</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Weekly &amp; Ongoing throughout the year</p>	
	(Teacher/Staff School Climate) Increase favorable opinions by providing professional support to colleagues toward new initiatives	All teachers & staff	(School Data Team) review past and present Panorama results to determine root causes of lack of professional support amongst staff members.	n/a	<p>SDT monthly meeting notes &amp; Panorama data</p> <p>SDT monthly meeting notes</p>	<p>Monthly &amp; Ongoing</p> <p>Monthly &amp; Ongoing</p>	

			<p>Pilot a vertical team meeting K-5 to look at a problem of practice to model professional responsibilities and collaboration</p> <p>Monitor results from data team pilot to support implementation of vertical PLCs K-5, building-wide</p> <p>Participate in SEL &amp; team building activities to promote greater sense of professional community</p> <p>Strategy meetings with SDT/PBIS to determine effective professional climate growth measures</p>		<p>as recorded in Schoology</p> <p>SDT meeting notes as recorded in Schoology</p> <p>Jeremy Boland/ Faculty Meeting Agenda</p> <p>Lisa Hudson SDT and PBIS notes</p>	<p>Monthly &amp; Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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**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	June 2019	Work as a SDT with Todd White to create draft SIP plan	Angela Schmidt Sarah Obuchowski	SDT members	Shared draft at faculty meeting on June 5th, 2019	Orally at meeting, copy in Schoology	Completed June 2019
June 2019 (Personal)	June 2019	Station rotation to collect feedback and data related to PBIS goals and action steps for 2019-2020 school year	PBIS Team	Teachers/Staff	Orally/Artifacts/Agenda for Faculty Meeting	Small groups with artifacts at each station.	Completed June 2019
June 5, 2019 Faculty Meeting	June 5, 2019	Present the draft plan to garner input/share draft	Angela Schmidt and Sarah Obuchowski	Teachers/Staff	Orally/Agenda for Faculty Meeting	Presentation	June 2019
October 2019 (Personal)	October 2, 2019	Present PBIS plan and materials to staff at faculty meeting	Sarah Obuchowski and PBIS Team	Teachers/Staff	Orally/Artifacts/Agenda for Faculty Meeting	Presentation	September 2019



October 21, 2019	October 21, 2019	Present final draft to faculty digitally	Angela Schmidt, Sarah Obuchowski	Teachers	Orally & Digitally	Presentation	August 2019
Monthly School Data Team Meetings	September 24, 2019	Conduct updates and revisions and communicate to the teachers	Angela Schmidt and Sarah Obuchowski	SDT teachers	Group meeting	Presentation	September 20, 2019 November 30, 2019
Monthly (Personal)	September 9, 2019	Review discipline referral data and conduct updates and progress on PBIS action plan and goals	PBIS Team	PBIS Team/ Teachers/Staff	Group meeting	Group discussion/Data Analysis	September 9, 2019
November PTA		Present the SIP to the community	Angela Schmidt	Parents	Orally using the plan as a supporting document	Presentation	TBD- Awaiting final plan approval- done October 2019.
Weekly Principal Newsletter		Provide updates to parents	Angela Schmidt	Parent	Orally using the plan as a supporting document	Newsletter	Ongoing all year
4 Ask the Administrator Sessions	October 8, 2019	Provide updates to parents and responds to parent questions/concerns.	Angela Schmidt	Parents	Orally using the plan as a supporting document	Group Discussion	October 8, 2019- January 2020 March 2020 As needed.
Dec 2019 Parent Conferences		During voluntary student-led conferences, fifth grade students and other grade volunteers will explain the links among 2nd STEP, playlists and their interests, curiosities and passions. Parents will receive progress updates.	Teachers and Students	Parents	Orally using examples from the classroom as well as written and digital artifacts.	Conferences	Conferences were completed

Home-School Connection (Parent-Student Conferences)		During conferences conducted between students and their parents, students will share their academic/personal goal using SDT created-data team goal sharing checklist and progress towards mastery.	Teachers, Students, School Data Team	Parents	Orally using student artifacts /SDT created goal sharing checklist.	March-April  Ongoing home updates on goal progress.	ongoing
PTA Meetings		Progress updates regarding SIP Plan monthly throughout the year from Principal and AP	Angela Schmidt and Sarah Obuchowski	Parents	Orally and in PTA Minutes	Presentation	ongoing
Team Building-Winter 2019/2020		Project Adventure team building activities	Jeremy Boland	Teachers/Staff	Faculty Meeting Agenda	Activity/Presentation	
June 2020 Present SIP Plan		Present SIP plan to staff to garner input and present to Ann Carabillo and Parent Liaison (Kyle Healy)	Angela Schmidt Sarah Obuchowski	Teachers/Staff	Orally	Presentation	June 15, 2020  October 11,2019
October 2020 Present Final SIP Plan		Present final SIP plan to faculty	Angela Schmidt Sarah Obuchowski School Data Team	Teachers/Staff	Orally	Presentation	October 2020
October/November 2020 PTA SIP Plan		Present SIP plan to the community	Angela Schmidt	Parents	Orally using SIP plan as supporting document	Presentation	TBD Awaiting Final Plan Approval