



Greenwich Public Schools

Adapt, Advance, Achieve:

Connecticut's Plan to Learn and Grow Together

School Information

School:	Glenville School
Principal:	Klara Monaco
School Year:	2020-2021

SIP Membership

Name	Role in School
Klara Monaco	Principal
Barbara Oxer	Assistant Principal
Sam Barbagallo	Kindergarten Teacher
Elizabeth Laverty	First Grade Teacher
Cortney Rosenberg	Second Grade Teacher
Randall Horton	Third Grade Teacher
Tara Harvey	Fourth Grade Teacher
Kerri Levine	Fifth Grade Teacher
Julia Haas-Godsil	Math Specialist
Carole Marotto	Literacy Specialist
Jacqueline Carlin	Media Specialist
Kristen Sylvester	Music Teacher

Academic Goals Rationale: Teachers will utilize Linkit! assessment data to guide instruction resulting in student academic growth.

VOG alignment:

Master a core body of knowledge, established in local curricular documents reflecting national and state standards as well as workplace expectations.

All students will develop their individual academic capacities.

This year, the SIP Team will focus on: Social Emotional Learning and wellbeing of our students which includes continued connectedness with families as well as utilizing Linkit! assessment data to guide instruction resulting in student academic growth.

Academic Goal:

Teachers will build capacity and use Linkit! data as an instructional tool for effective decision making and action planning to meet the learning needs of their students.

SEL Goal:

Provided with full access to the Second Step materials and or other District SEL resources, Glenville School will increase the number of teachers regularly teaching 1 SEL activity daily by using Second Step Program and will communicate with all families over the course of the year.

We believe by focusing on our students' and staff's social and emotional learning, students and staff will make the personal connections necessary to respond to failures and successes with reflection and resilience.

“The pandemic has further illuminated the need for SEL to care for ourselves, our students, and their families. COVID-19 has also exposed existing inequities in education and may fundamentally change how we conceive of school. Now more than ever, we must call upon our empathy, resilience, relationship building, and collective resolve as we innovate and rebuild our education systems.”

Schlund and Weissberg (CASEL), May 2020

<p>Introduction to your SIP/ School Profile</p>	<p>We believe by focusing on our students' and staffs' social and emotional learning, students and staff will make the personal connections necessary to respond to failures and successes with reflection and resilience.</p> <p>“The pandemic has further illuminated the need for SEL to care for ourselves, our students, and their families. COVID-19 has also exposed existing inequities in education and may fundamentally change how we conceive of school. Now more than ever, we must call upon our empathy, resilience, relationship building, and collective resolve as we innovate and rebuild our education systems.”</p>
<p>Equity Vision Statement</p>	<p>Everyone within our school community feels heard, cared for, and connected as a community of scholars who are supported to achieve their full academic and social potential.</p>
<p>Your School's Key Strengths</p>	<p>Teachers at Glenville School have been working on "school connectedness" over the past few years in order to foster and maintain strong connections with students and families. Positive teacher-student relationships promote a higher degree of closeness and support, and contribute to higher student academic performance and resiliency. (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Curby, Rimm-Kaufman, & Ponitz, 2009; Ewing & Taylor, 2009; Hamre & Pianta, 2001; Rudasill, Reio, Stipanovic, & Taylor, 2010).</p>
<p>Progress Made During Prior Year</p>	<p>Last year we asked students, "How well do people at your school understand you as a person?" to gauge whether students had strong and meaningful connections with teachers and staff. When surveyed in the Fall of 2019, 69.2% of students responded favorably. In February, the percentage of students that felt connected to the teachers and staff increased to 85.2%. We were unable to administer the final survey due to distance learning last spring. However, we are confident that we would have reached our ultimate goal of 90% favorable responses on the Spring 2020 Panorama Survey.</p>
<p>Areas of Continued Growth for Upcoming Year</p>	<p>During the last school year, teachers were introduced to the LinkIt! platform. Select grade levels began to explore the use of this tool. However, with in-person instruction cut short due to the pandemic, teachers were not fully able to study its capabilities. This year, teachers received professional development on how to implement LinkIt! before the school year began, and will continue to learn how to best utilize the tool in order to inform their instruction.</p>

<p>Connection Between School's Work and District's Vision of the Graduate</p>	<p>Last year our school goals focused more on the interpersonal capacities of the Vision of the Graduate. Teachers and staff members learned valuable tools and strategies they could use to connect with their students on a deeper level. We will continue this work during the 2020-2021 school year. This year our SEL goal focuses on one of the Vision of the Graduate's personal capacities, "Respond to failures and successes with reflection and resilience." It has been a tumultuous few months and we feel this would be the most meaningful way to support our students during the 2020-2021 school year.</p>
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Strategies				2020-2021	Glenville School	
Academic						
Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success	
Administer Forms A , B & C on grade level of Linkit!	All students	Classroom teachers in grades 2-5	3 times per year	Form A administration Between November 1-14, Form B by 1/27 and Form C by 6/11	Students growth on grade level standards as evidenced by Linkit! assessment EOY data.	
Teachers will collaborate with Data Specialists to find and interpret data in the new Linkit! system	Classroom teachers, ALP teachers and academic specialists	Building Principal/AP	3 times per year	Datasheets and meeting notes	Teachers become more familiar with Linkit! as a data dashboard and assessment system to help inform instruction as evidence by planning minutes and lesson plans.	
Teachers identify standards that students are weak in.	Classroom teachers, ALP teachers and academic specialists	Building Principal/AP	3 times per year	Datasheets and meeting notes	Ongoing personalized learning opportunities for students as evidenced by teacher differentiated lessons and student work samples regarding grade level standards.	
Teachers design and pull students for differentiated small group instruction	Classroom teachers, ALP teachers and academic specialists	Building Principal/AP	All academic areas	Teacher data analysis, instructional plans and classroom observations	Student specific skill acquisition as evidenced by growth in Linkit!	
Based on weak student performance on specific standards, teachers will review progressions to do a deep study on the prerequisite skills needed and examine teaching practices in order to enhance student learning in the younger grades.	Kindergarten and First Grade Teachers	Building Principal/AP	All academic areas	Teacher data analysis, instructional plans and classroom observations	Student specific skill acquisition as evidenced by growth in Linkit!	
SEL and FaCE						
Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success	
Implement Second Step Curriculum	Classroom Teachers	Building Principal/AP	Ongoing	Classroom observations and teacher newsletters	Increase in student connectedness as evidence by EOY student survey	
Implement PBIS Strategies	Classroom Teachers	Building Principal/AP	Ongoing	Classroom Observations	Increase in student connectedness as evidence by EOY student survey	
Include Social/Emotional Read Alouds	Classroom Teachers	Building Principal/AP	Ongoing	Classroom Observations	Increase in student connectedness as evidence by EOY student survey	
Mindfulness Activities in all classroom setting	All Teachers	Building Principal/AP	Ongoing	Classroom Observations	Increase in student connectedness as evidence by EOY student survey	
Cultivating Student Picture books focused on building resilience	School Data Team	Building Principal/AP	Books ordered by November	Recorded read alouds	Increase in student connectedness as evidence by EOY student survey	
Establishing morning and afternoon class meetings	Classroom Teachers	Building Principal/AP	Ongoing	Master schedule	Increase in student connectedness as evidence by EOY student survey	
Kindness Commitment included in all Town Meetings	All Staff	Building Principal/AP	Ongoing	Town Meeting presentations and activities	Increase in student connectedness as evidence by EOY student survey	
Develop a collection of Diversity books for the classroom	Classroom Teachers	Building Principal/AP	Books ordered by November	Recorded read alouds	Increase in student connectedness as evidence by EOY student survey	
Google Meets or Phone with each parent 3 times per year	Classroom Teachers	Building Principal/AP	3 times per year	Teacher schedule and Google Classroom links	ways to support learning at home as evidence by EOY parent survey	
newsletter an at home link (how parents can support student learning	Classroom teachers, ALP teachers and academic specialist	Building Principal/AP	With weekly newsletters	Teacher Newsletters	with their child as evidence by EOY parent survey	
Send pre/post reading and math letters	Classroom Teachers	Building Principal/AP	Every Unit	Teacher logs	Parents informed of student performance as evidence by EOY parent survey	
Communicate results of student-led goal setting conferences with parents	Classroom Teachers	Building Principal/AP	1 to 2 times per year	Teacher logs	Parents informed of student performance as evidence by EOY parent survey	
Conduct Google Meet parent/ student check-ins	Classroom Teachers	Building Principal/AP	Once Yearly	Teacher logs	Parents informed of student performance as evidence by EOY parent survey	