



## Greenwich Public Schools

Adapt, Advance, Achieve:

Connecticut's Plan to Learn and Grow Together

### School Information

School:	New Lebanon School
Principal:	Alexandra Bartholomew Michaelson
School Year:	2020-2021

### SIP Membership

Name	Role in School
Alexandra Bartholomew Michaelson	Principal
Lindsey Eisenstein	Assistant Principal and Safe School Climate PLC Team Leader
Sabrina Motta	Administrative Intern and Family Engagement PLC Team Leader
Patti Jomo	Families as Partners in Learning Consultant
Cara Vitolo	Interventionist and Data PLC Team Leader

#### This year, the SIP Team will focus on:

##### Academic Goal Rationale

Linkit! Is a new tool with the purpose of providing teachers with actionable data to drive instruction. The focus of our goal this year is to help teachers become proficient in using this new instructional tool.

##### 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.

##### 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 Rationale**

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.”

**SEL Goal**

Provided with full access to the Second Step materials, The Nurtured Heart Approach Professional Development, and other district SEL resources (see SEL Activities 2020-2021), New Lebanon School will increase the number of teachers regularly teaching Social and Emotional Learning.

Schlund and Weissberg (CASEL), May 2020

**Parent Engagement Goal Rationale**

“The only way to prevent COVID-19 from deepening inequality for an entire generation of children is to equip families to support learning at home. This is especially true in the pivotal early grades, in which children's learning requires frequent adult facilitation.” Alejandro Gac-Artigas, the Founder and CEO of Springboard Collaborative

**Parent Engagement Goal**

New Lebanon School Staff will communicate with families at least once per month on academic and social emotional strategies that can be used in the home setting.

<p>Introduction to your SIP/ School Profile (approximately 100 words)</p>	<p>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.</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>Schlund and Weissberg (CASEL), May 2020</p>
<p>Equity Vision Statement (approximately 50 words)</p>	<p>As a school community, we believe that building a positive learning environment where all members are valued and respected for their unique strengths and differences, is fundamental to student success. By fostering a sense of curiosity and a love of learning in our students, we help them become responsible, self-motivated learners. Our focus is on building social emotional capacities while also increasing the level of cognitive engagement for our students. By providing rigorous tasks, opportunities to work together collaboratively, and developing student agency, we are helping all of our students be successful. We continue to strengthen our partnership with families to improve student engagement and achievement by setting a clear vision for success.</p>

<p>Your School's Key Strengths (approximately 50 words)</p>	<p>By setting a clear vision for success each year, meeting regularly, and keeping student focus at the forefront of our work, our staff is able to come together, share their expertise, and grow their practice to achieve our intended outcomes. As a whole, our staff continuously works on providing evidenced-based, current strategies and instructional practices to improve the learning for all students. As a school community, and with the direction of our School Data Team, we organize and plan strategically. Our staff uses data to plan for and meet the needs of all of our students.</p>
<p>Progress Made During Prior Year (approximately 50 words)</p>	<p>Prior to the shutdown, Second Step was implemented across the K-5 classrooms. School-wide PBIS implementation was in progress - it had been fully developed in the year prior. Class dojo is used as a strong communication tool and PBIS tool. Families as Partners in Learning was in Year 1 of implementation and had several strong data outputs displayed in end of year and post-conference reporting.</p>
<p>Areas of Continued Growth for Upcoming Year (approximately 50 words)</p>	<p>We are continuing to focus on using actionable data to drive instruction and monitor progress. In addition, and this year with an added emphasis, our primary focus is on the social emotional health and well being of our students and staff. This year in particular, as we move forward from the school closure during Spring 2020, this is of the utmost importance. Our staff will work to develop personal connections and engage all learners. We continue to utilize the Second Step curriculum, district SEL resources, and engage in ongoing Professional Development with The Nurtured Heart Approach.</p>
<p>Connection Between School's Work and District's Vision of the Graduate (approximately 50 words)</p>	<p>Our students will acquire a core body of knowledge and develop their individual academic, personal, and interpersonal capacities. This year our focus will be on interpreting, evaluating and synthesizing information, responding to failures and successes with reflection and resilience, and contributing to the classroom community.</p>

Strategies Linkit				2020-2021	New Lebanon School	
Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success	
Linkit Introduction to platform	Teachers	Jen Lau	All certified teachers will complete the introduction to Linkit! platform from the GPS BOY PD catalogue	Completion in Google Classroom PD course	Completion in Google Classroom PD course	
Analyzing Data in Linkit	Teachers	Building Principal/AP	All certified teachers will engage in at least two "Data Dive" days in order to analyze data and trends	Attendance at Data Dive meeting	Teachers will articulate strengths, weaknesses, and trends of data during the "Data Dive" day.	
Understanding and choosing Linkit reports to create groups for differentiated instruction	Teachers	Building Principal/AP	All certified teachers will create groups for differentiated instruction in ELA and/or Math at least three times a year	Small group planning sheet	Teachers will create and plan differentiated groups based on data.	
Understanding and choosing Linkit reports to analyze individual student needs	Teachers	Building Principal/AP	All certified teachers will choose a Linkit report to align with an instructional need in their classroom	Printed reports to facilitate mid year data conferences	Teachers will bring reports to the mid year conference and articulate strengths, weaknesses, and growth of individuals, groups, and whole class.	
Using multiple data sources located in the Linkit platform to make instructional decisions	Teachers	Building Principal/AP	All certified teachers will use two or more data sources located in the Linkit! platform to create whole class or small group instructional plans	Choosing two or more data sources to guide "Data Dive" conversations	Teachers will have two actionable instructional goals by the end of data dive meetings	
SEL						
Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success	
Nurtured Heart Approach Professional Development	Teachers & Staff	Building Principal in collaboration with NHA Presenter	New Lebanon Staff (including professional assistants & front office staff) will engage in at least two Professional Development sessions with The Nurtured Heart Approach	New Lebanon Staff (including professional assistants & front office staff) will engage in at least two Professional Development sessions with The Nurtured Heart Approach	Teachers will use NHA language in daily communication with students as observed through informal administrator observations	
Develop a collection of multicultural books for the classroom celebrating diverse characters and authors	Classroom Teachers	Building Principal/AP in collaboration with Media Center Staff	Teachers will consult media staff and check out multicultural books at least twice per year	Teachers will consult media staff and check out multicultural books at least twice per year	Teachers will consult media staff and check out multicultural books at least twice per year	
SEL Section of Weekly Monday Memo features SEL Corner	Teachers & Staff	Building Principal/AP	New Lebanon School will increase the number of teachers regularly teaching one SEL activity daily using any district available resources	New Lebanon School will increase the number of teachers regularly teaching one SEL activity daily using any district available resources	New Lebanon School will increase the number of teachers regularly teaching one SEL activity daily using any district available resources	
Teachers are provided with weekly SEL District Lessons and Resources	Teachers & Staff	District Behavior Support Team	New Lebanon School will increase the number of teachers regularly teaching one SEL activity daily using any district available resources	New Lebanon School will increase the number of teachers regularly teaching one SEL activity daily using any district available resources	New Lebanon School will increase the number of teachers regularly teaching one SEL activity daily using any district available resources	
Implement Second Step Curriculum	Classroom Teachers	Building Principal/AP	Teachers will complete all Second Step Lessons for their corresponding grade level	Informal Walk-Through Observation	Informal Walk-Through Observation	
Implement PBIS Strategies	Classroom Teachers	Building Principal/AP	Teachers will complete all Second Step Lessons for their corresponding grade level	Informal Walk-Through Observation	Informal Walk-Through Observation	
Implement morning and afternoon class SEL-focused meetings	Classroom Teachers	Building Principal/AP	Ongoing	Master schedule	Increase in student connectedness	
Include Social/Emotional Read Alouds	Classroom Teachers	Building Principal/AP	Teachers will complete social/emotional read alouds throughout the year	Informal Walk-Through Observation	Informal Walk-Through Observation	
F.A.C.E. (FAMILY & COMMUNITY ENGAGEMENT)						
Strategy	Strategy Group	Lead Owner	End of Year Target	Evidence of Implementation	Evidence of Success	
Teachers engaged in Professional Development on Welcome Calls for Families	Classroom Teachers	Building Principal in collaboration with FAPIL Consultant	Teachers will engage in a Welcome call at the beginning of the year with all families	Teachers documented Welcome Calls through provided rubrics	Welcome Call Survey (see report)	
Family Engagement PLC Developed & Implemented	Teachers & Staff	Administrative Intern in collaboration with FAPIL Consultant	Family Engagement PLC will meet during every Building-Based PLC Scheduled Time	Family Engagement PLC will meet during every Building-Based PLC Scheduled Time	PLC Notes from Family Engagement PLC	
Parents of Students with IEPs Listening Circles	Families of students with IEPs	Administrative Intern, Pre-K SLP, School Social Worker, District Social Worker	Attendance at Listening Circles will increase throughout the school year	Attendance at Listening Circles	Reflection of Lead Owner during Intern/Principal Check-Ins	

Parent Focus Groups (Spanish-Speaking, New to School)	Families	Building Principal in collaboration with FAPIL Consultant & PTA	We will hold a minimum of two Parent Focus Groups	We will hold a minimum of two Parent Focus Groups	We will hold a minimum of two Parent Focus Groups
FAPIL Newsletters	Teachers & Staff	Building Principal in collaboration with FAPIL Consultant	Teachers will engage with 3-4 newsletters each year in order to better their understanding of Family Engagement	Teachers are provided with 3-4 newsletters each year right with content on the topic of Family Engagement	Teachers will engage with 3-4 newsletters each year in order to better their understanding of Family Engagement
Parent Conference Questionnaire	Families	Building Principal in collaboration with FAPIL Consultant	Families complete questionnaire and submit to teacher ahead of conference	Families complete questionnaire and submit to teacher ahead of conference	Families & teachers have deeper and more collaborative conversations as a result of the surveys
March Parent-Teacher Conference	Teachers & Families	Building Principal/AP	Teachers will engage in two Parent-Teacher Conferences during the 20-21 School Year	Teachers will engage in two Parent-Teacher Conferences during the 20-21 School Year	Teachers will engage in two Parent-Teacher Conferences during the 20-21 School Year
Send Second Step Family Letters	Classroom Teachers	Building Principal/AP/Administrative Intern	Classroom Teachers will provide Second Step Family Letters a minimum of five times per year to families	Classroom Teachers will provide Second Step Family Letters a minimum of five times per year to families	Classroom Teachers will provide Second Step Family Letters a minimum of five times per year to families