

## School Improvement Plan 2021-2022



**SCHOOL NAME: Glenville School**

SIP Membership	
Name	Role in School
Klara Monaco	Principal
Barbara Oxe	Assistant Principal
Samantha Barbagallo	Kindergarten Team Leader
Elizabeth Laverty	First Grade Team Leader
Cortney Rosenberg	Second Grade Team Leader
Lexy Hanley	Third Grade Teacher
Tara Harvey	Fourth Grade Team Leader
Kerri Levine	Fifth Grade Teacher
Julia Haas- Godsil	Math Interventionist

Kim Papa	Math Interventionist
Carole Marotto	Literacy Specialist
Lauren Boucher	Literacy Specialist
Katie Natale	Special Education Teacher
Kristen Sylvester	Specialist Team Leader/ Learning Facilitator
Jacqueline Carlin	Media Specialist/ Learning Facilitator

<p>Introduction to your SIP/ School Profile (approximately 100 words)</p>	<p>As we begin to “rebound” from the unprecedented disruption to learning since the spring of 2020, it is important as educational institutions that we pay attention to communication, teacher and student agency and efficacy, and targeted instruction (Fisher, Frey, Smith &amp; Hattie, 2021). As such, Glenville Elementary School will focus on these concepts with the implementation of Big Ideas Math, focusing on school climate and connections, partnering and communicating with families, and accelerating the learning for all students through targeted small-group instruction.</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 academic acceleration for all of our students. By providing rigorous tasks, opportunities to work together collaboratively, targeted small group instruction and developing student agency, we recognize each student’s starting point and provide the instructional and social-emotional supports to accelerate their learning.</p>

**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 the community through dialogue, service, and/or leadership

**GOALS:**

<p><b>Goals:</b> (Written in SMART language)</p>		<p><b>Goal Rationale:</b> (Explain why your building chose each of these goals in approximately 100 words per goal.)</p>
<p><b>Academic</b></p>	<p>70% of students in grades 3-5 will score at Meets or Exceeds Benchmark on the SBA Math in spring 2022. (baseline 68% average of all 3 grades in spring 2021 administration)</p> <p>70% of students in grades K- 2 will meet expectations on the spring 2022 Big Ideas end of year Math Assessment.</p>	<p>The effective implementation of Big Ideas Math will be critical to the academic success of our students in the area of math. The program comes with a multitude of elements and tools to support student learning. Teachers will focus on learning each of the tools and implementing them effectively in order to achieve maximum results for each student.</p>
<p><b>SEL Goal</b></p>	<p>The percent of students responding favorably to the section- <i>Valuing of School</i> on the <b>Panorama Survey</b> will increase to 70% (baseline 68%)</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.” Schlund and Weissberg (CASEL), May 2020</p>

<p><b>FaCE Goal</b></p>	<p>The percent of parents responding favorably to the section <i>School Fit</i> on the <b>Panorama Survey</b> will increase to 79 % (baseline 74 %)</p>	<p>Parent Engagement is a critical component of school and student success. This is an area of focus of the District Strategic Plan and an area of needed improvement in the school according to the Panorama Survey Results.</p> <p>Parents will want to know and understand the Big Ideas Math program. The changes to the scope and sequence from prior years will be important to communicate to parents. As such, we will utilize all of the parent communication tools in Big Ideas Math in order to deepen parental understanding of the expectations for each unit.</p> <p>Additionally, we will continue to refine our communication structures around all essential school operations based on parental input. The pandemic has made it difficult to engage parents and help them feel they are a critical part of the success of our school.</p> <p>Teachers will send increased academic communication to parents informing them of upcoming units, additional supports for students and individual performance toward standards.</p>
<p><b>Teacher/Staff School Climate</b></p>	<p>The percent of staff responding favorably to the section <i>School Climate</i> on the <b>Panorama Survey</b> will increase to 70%. (Baseline 67%)</p>	<p>This is an area of focus of the District Strategic Plan and an area of needed improvement in the school according to the Panorama Survey Results. “High achieving students have more positive interactions with adults” (Fisher, Frey, Smith &amp; Hattie, 2021). “Students have more positive attitudes when</p>

		<p>they work together cooperatively than when they compete or work alone, individualistically. Students are more positive about the subjects being studied, the teacher, themselves as learners in that class, and are more accepting of each other when they work together cooperatively” (Johnson &amp; Johnson, 2021).</p>
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**ACTION PLAN:**

<b>Strategy:</b> <b>(For each strategy, list the steps that will be implemented to accomplish the strategy.)</b>	<b>Timeline</b>	<b>Person(s) Responsible:</b>	<b>Impact on Learning</b>	<b>Revisions (if needed)</b>	<b>Date Completed</b>
<p>STRATEGY---Academic--Teachers will build capacity and use Big Ideas Math and its resources with fidelity as an instructional tool to meet the learning needs of all their students.</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Participate in BIM trainings and implementation</li> <li>2. Frequent Targeted Small group instruction for all students               <ol style="list-style-type: none"> <li>a. Create playlists targeting student need to accelerate and reinforce learning</li> <li>b. Use LinkIt! and/or curriculum based assessments to create small groups based on</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. 8/30, 11/2, 1/14, 3/25</li> <li>2. Ongoing</li> <li>3. Ongoing</li> <li>4. July 2021 /ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1. All Classroom Math Teachers</li> <li>2. Classroom teachers and Math Interventio nists</li> <li>3. Classroom teachers and Math</li> </ol>	<ol style="list-style-type: none"> <li>1. Acceleration of math achievement and the closing of math deficit areas</li> <li>2. Acceleration of math achievement, closing of math deficit areas, use of data to inform instruction, addressing individual student need, personalizing instruction</li> <li>3. Increase ability to explain mathematical thinking, use and understand mathematical synonyms in real life</li> </ol>		<ol style="list-style-type: none"> <li>1. June 2022</li> <li>2. June 2022</li> <li>3. June 2022</li> <li>4. June 2021/ June 2022</li> </ol>

<p>specific skills for Tier 1 interventions</p> <p>c. Analyze Unit assessments for the creation of small group and playlist content</p> <p>3. Focus on the vocabulary component to ensure it is embedded in daily lesson language</p> <p>4. Increase Teacher collaborative planning time</p> <p>a. Team collaborative math planning</p>		<p>Interventio nists</p> <p>4. AP and Principal/ teachers</p>	<p>situations, comprehension of math problems within the classroom, real life and during standardized tests. In class support for students who are English Language Learners and who have language goals.</p> <p>4. Administration created schedules so teachers have common planning time.</p> <p>a. Teachers use professional learning communities to collaborate, problem solve classroom structures and content, resulting in meeting diverse student needs.</p>		
<p>STRATEGY--Student SEL- The Safe School Climate Committee will focus on increasing the students sense of belonging, respect and connectedness.</p> <p>STEPS--</p> <p>1. Create a new school-wide positive incentive plan</p>	<p>1. PBIS Team October 2021 and continuin g monthly</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Ongoing</p>	<p>1. PBIS Team members</p> <p>2.All teachers</p> <p>3. School Social Worker</p> <p>4. All teachers</p>	<p>1. Increased student awareness of actions as well as increased positive interactions with one another and staff</p> <p>2. Increased student awareness of actions and give students actionable steps for specific</p>	<p>1.</p>	<p>1. June 2022</p> <p>2. June 2022</p> <p>3. June 2022</p> <p>4. June 2022</p>



<ol style="list-style-type: none"> <li>2. Frequent Targeted Small group instruction for all students</li> <li>3. With the assistance of our new school social worker, we will provide opportunities to meet with students who require more emotional and behavioral support. <ol style="list-style-type: none"> <li>a. Support parents concerns</li> <li>b. begin running groups to support students struggling with anxious behavior</li> <li>c. meet with student who were previously remote to establish connectedness</li> </ol> </li> <li>4. Continue to work on the implementation of PBIS, Second Step and Mindfulness practices.</li> <li>5. Continue to brainstorm grade level ideas for Tier1 strategies and share at SSCC meetings.</li> <li>6. Town Meeting Committee will increase Kindness Initiative to include more respect focused actions.</li> <li>7. Classroom positive incentives</li> </ol>	<ol style="list-style-type: none"> <li>5. Ongoing</li> <li>6. Monthly</li> <li>7. Ongoing</li> <li>8. March 2022</li> </ol>	<ol style="list-style-type: none"> <li>5. All teachers</li> <li>6. Town Meeting committee</li> <li>7. All teachers</li> <li>8. District-- March 2022</li> </ol>	<p>weaknesses they have in the area of SEL.</p> <ol style="list-style-type: none"> <li>3. Reduce the number of referrals to the office and school psychologist for anxious behavior. Increase independence, self awareness, and students ability to self-regulate during academic times of the day.</li> <li>4. This will increase students' abilities to self-regulate and have a secondary impact on academic work as they learn to calm anxieties, work together, and focus.</li> <li>5. Increased student awareness of actions and problem solving techniques for across all school settings.</li> <li>6. Increased student awareness of actions and the development of a community atmosphere across grade levels.</li> </ol>		<ol style="list-style-type: none"> <li>5. June 2022</li> <li>6. June 2022</li> <li>7. June 2022</li> <li>8. March 2022</li> </ol>
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<p>8. Survey K-2 students with paper copy of Panorama survey to determine K-2 action steps</p>			<p>7. This will build rapport and strong classroom routines in individual classrooms. Once students develop these routines more time is available for small group, and conferring based instruction in both academic areas and social emotional skills.</p> <p>8. Will enable the staff to determine what is working and what isn't and determine the next steps for moving forward.</p>		
<p>STRATEGY--FaCE--Provide Parents with Frequent and Timely Communication</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Train staff and implement the Big Ideas parent communication tools and share with parents regularly</li> <li>2. Weekly parent Glenville Principal' Message Smore newsletter</li> </ol>	<ol style="list-style-type: none"> <li>1. 8/30, 11/2, 1/14, 3/25</li> <li>2. Weekly</li> <li>3. 2x month</li> <li>4. Monthly</li> <li>5. Sept, Feb, May</li> </ol>	<ol style="list-style-type: none"> <li>1. All Classroom Math Teachers</li> <li>2. Principal</li> <li>3. Classroom Teachers/ALP/Specialists</li> <li>4. AP</li> </ol>	<ol style="list-style-type: none"> <li>1. "Research shows that parental involvement in education leads to greater student success and increased confidence, according to the National PTA." (Brooks, 2019)</li> <li>2. Allow parents to be connected to the skills their child is learning in the classroom and</li> </ol>		<ol style="list-style-type: none"> <li>1. June 2022</li> <li>2. June 2022</li> <li>3. June 2022</li> <li>4. June 2022</li> <li>5. 5/25/22</li> <li>6. June 2022</li> <li>7. June 2022</li> </ol>

<ul style="list-style-type: none"> <li>3. Bi-Monthly grade level academic newsletters</li> <li>4. Monthly SESS Newsletters</li> <li>5. Three virtual SESS Parent Chats during the year</li> <li>6. Mrs. Monaco host Q&amp;A at PTA meetings</li> <li>7. Partner with PTA to create enrichment activities for our students</li> </ul>	<ul style="list-style-type: none"> <li>6. 9/3, 11/18, 1/12, 3/16, 5/25</li> <li>7. Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>5. Principal</li> <li>6. Principal</li> <li>7. Principal</li> </ul>	<p>provide them with opportunities to support the curriculum at home. Parents can also see how the curriculum evolves. It also allows parents to be connected to the school community as a whole.</p> <ul style="list-style-type: none"> <li>3. Allow parents to be connected to the skills their child is learning in the classroom and provide them with opportunities to support the curriculum at home. Helps facilitate discussions about school at home.</li> <li>4. Allows parents to have a better understanding of services, accommodations, and modifications that special education students are entitled to.</li> <li>5. Allows parents to have a better understanding of services,</li> </ul>		
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			<p>accommodations, and modifications that special education students are entitled to.</p> <p>6. Allows parents to be a part of the discussion, ask questions, and get answers to the most current happenings at school(ALP, COVID protocols, etc.)</p> <p>7. Increase amount of enrichment activities offered to students to make increase connections with their learning to the world around them ultimately enhancing student engagement in school.</p>		
<p>STRATEGY--Teacher/Staff School Climate--Increase Teacher and Student Efficacy and Agency</p> <p>1. Targeted Small group instruction based on academics and relationships</p>	<p>1.Frequently</p> <p>2. 11/3, 11/5, 11/10, 11/12</p>	<p>1. All staff</p> <p>2. Dr. Fabian Boie</p> <p>3. Kindness Committee</p>	<p>1. Increasing academic performance and positive teacher students relationships</p> <p>2. Increase positive student interaction</p>		<p>1. June 2022</p> <p>2. June 2022</p> <p>3. June 2022</p> <p>4. June 2022</p> <p>5. June 2022</p>

<ol style="list-style-type: none"> <li>2. Anti-bullying workshops for all classes</li> <li>3. Monthly Town Meetings with Kindness connections       <ol style="list-style-type: none"> <li>a. Week of Kindness</li> <li>b. Actionable kind acts</li> </ol> </li> <li>4. Daily Class Meeting (share info and make connections with one another)</li> <li>5. Increased choice in and voice in academics</li> <li>6. Community Service Council brainstorm school wide incentives       <ol style="list-style-type: none"> <li>a. Meet with each grade level</li> <li>b. Share out with PBIS Team</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>3. Monthly</li> <li>4. Daily in the morning</li> <li>5. Ongoing throughout academic and non academic tasks</li> </ol>	<ol style="list-style-type: none"> <li>4. Teachers</li> <li>5. All Teachers</li> <li>6. Student Community Service Council and PBIS Team</li> </ol>	<ol style="list-style-type: none"> <li>3. Increase positive collaboration and empathy</li> <li>4. Establish student connections, opportunities for bonding, building new relationships</li> <li>5. Promotes confidence and strong learner engagement</li> <li>6. Creates enthusiasm for learning</li> </ol>		<ol style="list-style-type: none"> <li>6. June 2022</li> </ol>
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