

## School Improvement Plan 2021-2022

SCHOOL NAME: Hamilton Avenue School



### SIP Membership

Name	Role in School
Shanta Smith	Principal
Cherisse Barrett	Learning Facilitator/Literacy Coach/Literacy Specialist
Gloria Sprigg	Kindergarten Teacher
Coren Riccio	Third Grade Teacher
Eric Lane	Library Media Specialist/Link It Super User
Emily Khoshaboo	Social Worker
Randi Coughlin	Math Interventionist
Stephanie Paulino	Multilingual Learner Teacher
Celeste Vigliotti	Special Education Teacher

<p>Introduction to your SIP/ School Profile</p> <p>(approximately 100 words)</p>	<p>Hamilton Avenue School is a magnet school located in the Chickahominy section of Greenwich, CT. The school's diverse community of kindergarten to fifth grade learners emanates the spirit of inquiry and tenacity. At Hamilton Avenue STEAM Magnet School, we work together to instill a love of learning in our scholars by preparing them to be successful in a rapidly changing and diverse global society. We believe by focusing on the funds of knowledge of our scholars and families and building learning environments with rigorous and equitable instruction, our scholars will develop the skills necessary to respond to failures and successes with reflection, empathy and resilience promoting growth for all Hamilton Avenue School scholars.</p>
<p>Equity Vision Statement</p> <p>(approximately 50 words)</p>	<p>At Hamilton Avenue STEAM Magnet School, we are committed to the creation of an equity-driven school where all staff work together to forge an equity belief school climate based upon universal equity principles, common definitions of educational equity and systems, structures and processes identified to address disproportionality and bias leading to improved outcomes for all learners.</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>Hamilton Avenue scholars will engage in monthly goal setting to provide them with insight into their academic performance in ELA resulting in a 25% or more increase in growth on English Language Arts assessments from the beginning of the year until the end of the year from baseline across multiple measures. (Baseline: ELA Link It 20% mastery, Baseline: Lexia-50% of scholars reached end of year benchmark)</p>	<p>Goal setting is a high yield instructional strategy that has proven to accelerate student learning and achievement. Last year, staff began to implement goal setting strategies with students using one of the English Language Arts assessments in the Spring which resulted in the majority of those students demonstrating gains in their academic achievement. This year, we are expanding this goal setting focus to all students in grades K-5 in the area of English Language Arts. Additional components will be documented in the action plan.</p>
<p><b>SEL Goal</b></p>	<p>As a result of students and staff increasing their focus on social and emotional learning to make the personal connections necessary to provide students with a holistic understanding of the value of education and implementing strategies to build the students' personal and interpersonal capacities the percent of students responding favorably to the section- <i>Valuing of School</i> on</p>	<p>83% of our grade 3-5 Hamilton Avenue scholars think that school will be useful in the future. However, only 37% of the grade 3-5 Hamilton Avenue scholars indicated that they often use ideas from school in their life. This year, we will focus on promoting student agency through our first annual STEAM Challenge Symposium and school-wide goal setting. Our action plan includes additional steps to meet this goal which include SEL and PBIS initiatives.</p>

	the <b>Panorama Survey</b> will increase to 75%. (Baseline: 71%).	
<b>FaCE Goal</b>	As a result of the Hamilton Avenue School staff implementing the Families as Partners in Learning program focused on increasing families sense of being a welcomed partner and a valued voice in the education of their children and increasing families confidence in being able to support their child at school and at home there will be a 10% increase in the number of families reporting that they feel confident supporting their child's learning at home and a 5% increase in the number of families that feel welcome at school resulting in an 80% favorability rating on these indicators for the end of the year Panorama Survey (Baseline: Families Feel Welcome 75%, Baseline: 70% Families Feel Confident Supporting Child's Learning at School and at Home).	70% of families who took the Panorama Survey responded favorably to the question "How confident are you in your ability to support your child's learning at home?" and 75% of the families responded favorably to the question, "Although COVID limited visitation this year, parents/guardians generally feel welcome at my child's school?" With the addition of a new math program for students in grades K-5 and the launch of our first annual STEAM Challenge Symposium, we want to make sure that families feel confident supporting their child with these new initiatives. During this school year, Hamilton Avenue School staff will implement the Families as Partners in Learning Program designed by Consultant Patti Jomo that includes a further enhanced framework and system for building relationships and structured dialogue between educators and families with regard to the academic, personal and interpersonal growth of their children and to support the parents with these initiatives.
<b>Teacher/Staff School Climate</b>	As a result of implementing tiered actions and interventions to improve teacher agency, self-efficacy and well-being (i.e., at school/grade/team/individual level), teachers and staff will report at least a 15% increase from year to year in their positive rating of the school climate (current baseline is 42%). The school	42% of the teachers rated the school climate favorably on the Panorama Survey. Although the percentage of teachers who rated the school climate favorably increased from 38% to 42% on the most recent 2020-2021 Panorama Survey, several areas within the school climate rating in the teacher/staff school climate survey results remained stagnant or declined from year to year. Therefore, this year we will intentionally focus on ways

	<p>leadership team will establish collaborative efforts with teachers, staff and PBIS/SEL district consultants aimed at reinvigorating a positive school culture and a collaborative and nurturing climate in school, as reported by at least 70% or more of the staff surveyed annually through Panorama.</p>	<p>to address these areas collectively as a staff with specialized support from the SEL/PBIS district facilitator. These strategies are delineated in our action plan.</p>
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**ACTION PLAN: Hamilton Avenue School**

<b>Strategy:</b> (For each strategy, list the steps that will be implemented to accomplish the strategy.)	<b>Timeline</b>	<b>Person(s) Responsible:</b>	<b>Impact on Learning</b>	<b>Revisions (if needed)</b>	<b>Date Completed</b>
STRATEGY--ELA Goal Setting leading to ELA Proficiency Growth  STEPS-- <ol style="list-style-type: none"> <li>1. Goal Setting : All K-5 scholars will set goals related to Lexia usage and/or units</li> <li>2. Goal Setting Conferencing: Teachers will conference with scholars regarding their ELA goals</li> <li>3. Parent Engagement with ELA Growth: Teachers will share certificates with parents to communicate student progress</li> <li>4. Small Group Data-Driven Instruction: Teachers will deliver explicit data-driven differentiated instruction to provide high-dosage small group lessons focused on the</li> </ol>	September 2021-June 2022	Teachers, Learning Facilitator, Students & Parents	Consistent use of ELA student goal setting, teacher implementation of SGI and conferring about literacy skills will lead to an increase in the number of students working on grade level in ELA.		





<p>3. Gratitude Publicity Partnership with PTA: Members of the PTA will work with Hamilton Avenue School staff to showcase and celebrate our success within the school community and the town of Greenwich</p>	<p>November 2021-Ongoing</p>	<p>PTA, Parents, Administrators, Staff</p>			
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