

School Improvement Plan 2022-2023



SCHOOL NAME: Parkway School

SIP Membership	
Name	Role in School
Mary Grandville	Principal
Matthew Cerruto	Assistant Principal
Alex Keane	Second Grade
Shelly O'Brien	Third Grade
Gabriele Duncan	Third Grade
Kristin Marchetti	Fourth Grade
Kim Zeale	Math Interventionist
Sarah Epron	FLES

Introduction to your SIP/
School Profile

(approximately 100
words)

Parkway has historically been a high-performing school. However, like most schools we felt the impact of learning loss during the pandemic. Many of our most successful instructional strategies were not able to be implemented as we prioritized mitigation strategies. As we are now able to teach in ways we know are successful, and as we redouble our efforts to get back to research-based, successful instructional practices, we are very optimistic that we will see high levels of progress. Our school will focus on data-driven, small group, targeted instruction. We will also focus on collaboration and teamwork; with students working on differentiated assignments, using menus and station rotations. Additionally, the implementation of the MTSS process this year will help to provide a systematic roadmap for ensuring all students are on target to meet their goals, and receive whatever support they need to be successful.

The Big Ideas math program has helped us to provide a much more comprehensive and consistent delivery of the math standards, and provides the scope and sequence for our students to achieve at the highest levels in math. The newly created Math Progressions document will be an important tool in helping teachers to more specifically plan and provide instruction to students who may be lacking prerequisite skills to master grade level content.

While we strongly believe in focusing on mastery of a core body of knowledge and a Standards-based academic curriculum, we believe that it is essential that we also continue to focus on our students' and staff's social and emotional well being. We want all of our stakeholders to feel a sense of belonging, and to recognize that each individual is an important and valued member of our school community. We will continue to cultivate mindfulness and emphasize the importance of making personal connections to others, to help them develop the skills necessary to respond to failures and successes with reflection and resilience.

Additionally, we want to continue our commitment to establishing warm, meaningful and collaborative home school connections with the parents of our students, where parents are truly our partners in their child's learning. **Families As Partners In Learning** is a program the district is embracing this year to build and strengthen family engagement at all eleven GPS elementary schools. The foundation of family engagement is the ability for teachers and families to share important information about a student that will support the child's learning, self-concept, and ultimately, their achievement.

	<p>This fall, parents are receiving “Welcome Calls” from general classroom teachers, Special Education teachers, English Language Learner teachers and Advanced Learning Program teachers. Teachers are learning about their students through the lens of the parents, which is critical to giving the students the best possible start to their new school year. We look forward to incorporating more strategies that parents and teachers can utilize to strengthen family engagement and build the kind of partnerships that best support student success.</p>
<p>Equity Vision Statement (approximately 50 words)</p>	<p>As a school, we believe that building a positive learning environment, where all members of our community feel valued and respected for their unique strengths and differences, is fundamental to our students’ success. By fostering a sense of curiosity and a love of learning in our students, we help them become responsible and 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 and opportunities to work together collaboratively, while also developing student agency, we are helping all of our students to learn the skills they need to be successful.</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

- X Master a Core body of knowledge
- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- X Explore, define, and solve complex problems
- Generate innovative, creative ideas and products

Personal Capacities

- Be responsible for their own mental and physical health
- X 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
- X Respond to failures and successes with reflection and resilience

Interpersonal Capacities

- X Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- X Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to the community through dialogue, service, and/or leadership

GOALS:

<p>Goals: (Written in SMART language)</p>		<p>Goal Rationale: (Explain why your building chose each of these goals in approximately 100 words per goal.)</p>
<p>Academic</p>	<p>80% of students in Grades 3-5 will Meet or Exceed the Mastery level on the SBA Math in Spring 2023.</p> <p>Parkway Baseline: 2022 - 72%, 2021 - 76%</p> <p>90% of students in Grade 2 will meet expectations on the Spring 2023 Math benchmark assessment (LinkIt!)</p> <p>Parkway Baseline: 2022 - 95%, 2021 - 77%</p>	<p>Based on our SBA data, as well as our students' performance in the classroom, it is evident that we need to continue to focus on our instructional practices in the area of math. We are making good progress in this area and want to continue our work in this area. Additionally, we will focus on incorporating the tenets of the new Multi Tiered System of Supports (MTSS) process and procedures to ensure students are making adequate progress and/or receiving appropriate intervention as needed.</p> <p>VOG alignment: Master a Core body of knowledge. Explore, define, and solve complex problems. Critically interpret, evaluate, and synthesize information</p>
<p>Student SEL Goal</p>	<p>The percent of students responding favorably to the section- School Belonging on the GPS Survey will increase to 75%</p> <p>Parkway Baseline: 2022 - 71%, 2021 - 76%</p>	<p>School climate and fostering a sense of belonging for our students continues to be an area we can improve upon, based on our GPS Survey Results. We also recognize that a positive school climate, where students feel a sense of belonging, has a positive impact on student performance. We believe that focusing on our students' emotional well being and helping them to feel part of a school community will help them to respond to failures and successes with reflection and resilience. This was an area of need identified through our GPS student survey.</p>

		<p>VOG: Alignment Conduct themselves in an ethical and responsible manner. Respond to failures and successes with reflection and resilience. Collaborate with others to produce a unified work and/or heightened understanding.</p>
<p>FaCE Goal</p>	<p>The percentage of parents responding favorably to the section Home School Connection on the GPS Survey will increase to <u>90%</u></p> <p>Parkway Baseline: 2022 - 81%, 2021 - 89%</p>	<p>Parent Engagement is a critical component of school and student success and a key part of the District's Strategic Plan. *The research base correlates parental involvement in school activities with:</p> <ul style="list-style-type: none"> ● Improved student outcomes/achievement, in some cases ● Higher homework completion rates, more time spent on homework, and more effective learning through homework ● Students' self-regulation, social skills, better behavior and discipline ● Lower drop-out rates and better attendance ● Students' positive engagement with peers and adults, and enhanced relationships between parents, teachers and students ● Increased feelings of competence or capability, positive engagement with learning and motivation to learn, persistence, and mastery goal orientations in which students seek challenging tasks and persist with academic challenges ● High student aspirations with regard to education, and a greater likelihood of enrolling in higher education

		<ul style="list-style-type: none"> Family members' increased involvement in adult education opportunities (<i>*Hargraves, Education Hub 4/8/2019</i>)
Teacher/Staff School Climate	<p>The percentage of staff responding favorably to the School Climate section on the GPS Survey will increase to <u>70%</u> .</p> <p>Baseline: 2022 - 66%, 2021 - 48%</p>	<p>School climate is a critical element of a school's level of success. Our school has shown significant growth in this area according to the most recent Teacher Survey. We hope to continue this upward trajectory so that all staff feel respected, optimistic, and connected to each other and to our school community.</p>

ACTION PLAN:

Strategy: (For each strategy, list the steps that will be implemented to accomplish the strategy.)	Timeline	Person(s) Responsible:	Impact on Learning	Any Revisions	Date Complete
<p><u>Academic Goal- Math</u></p> <p><u>STRATEGY</u>– Implementation of the MTSS process with Fidelity focused on targeted Core Instruction and TIER ONE Intervention.</p> <p><u>Actions-</u></p> <p>1. Teachers will use Benchmark Assessments in LinkIt!, as well as curriculum based unit assessments, to create small groups based on specific skills for targeted instruction- for both reteaching and enrichment.</p> <p>2. Teachers will use the IXL Math Diagnostics to create specific pathways for students to practice developing skills. Data from the IXL platform will provide teachers information to help them support targeted, small group instruction in the classroom</p>	<p>October and January for Linkit and after each unit assessment</p> <p>Beginning in September and then ongoing through the year</p>	<p>Administrators All staff who teach math, SDT</p> <p>Administrators All staff who teach math</p>	<p>Student understanding and performance in math will be improved. Reteaching and enrichment will be provided to meet the needs of all students.</p> <p>Student performance in math will improve as they focus on targeted instruction</p>		

<p>3. Teachers will use all available assessment data to determine areas of need and create targeted TIER ONE Interventions using the <i>BIM Math Cohesive Progressions</i> for specific students</p>	<p>Beginning end of September and Ongoing</p>	<p>Administrators, All staff who teach math</p>	<p>Students in need of support will be identified and interventions put in place.</p>		
<p>4. Students who are continuing to struggle even after a six-eight week TIER One intervention will be discussed by the MTSS team and a Tier two or three intervention created</p>	<p>Beginning November and ongoing</p>	<p>Administrators, All staff who teach math and the Interventionist</p>	<p>Student performance in math will be improved as students in need of support are identified and more intense interventions are put in place.</p>		
<p>5. Teachers will utilize and analyze Unit assessment data and IXL data for the creation of menus and/or station rotations.</p>	<p>Beginning in September and then ongoing through the year</p>	<p>Administrators, All staff who teach math</p>	<p>Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.</p>		

<p><u>Staff and Student SEL and School Climate- STRATEGY-</u> The Safe School Climate Committee will focus on increasing positive school climate and school belonging.</p>					
<p><u>Actions-</u> 1. Assemblies/Activities will be planned every other month to support and promote positive student behavior</p>	<p>Four Assemblies/Activities starting in November</p>	<p>Safe School Climate Coordinator, and SSCCommittee</p>	<p>More time will be focused on learning as less time should be spent on behavior incidents and reminders.</p>		
<p>2. Implement activities to develop the leadership qualities of students in Grades 3 -5 (Book Buddies, Halloween Carnival, Student Council, etc.)</p>	<p>Begin implementation in November</p>	<p>Administration</p>	<p>The level of behavior incidents in fourth and fifth grade will decrease and more time will be spent on learning.</p>		
<p>3. Continue to work on the implementation of Second Step and Mindfulness practices.</p>	<p>All year</p>	<p>SSCC Coordinator, all staff</p>	<p>More time will be focused on learning and less time spent on behavior incidents and reminders.</p>		
<p>4. Use Shout Outs to notice and celebrate positive behavior</p>	<p>All year</p>	<p>All Staff</p>	<p>Focusing on recognition for positive behavior and celebrating will enhance our overall climate</p>		

<p>5. The social worker will connect with all new students in the school - and their parents to support a positive transition to Parkway School</p> <p>6. Create Spirit Week events to boost morale and school climate</p> <p>7. The Social Committee & /or Administration will organize opportunities for staff to get together and connect as colleagues.</p>	<p>Sept & Oct. / Ongoing for new families</p> <p>2x per year (Targeting Oct & Feb.)</p> <p>Monthly</p>	<p>Administration and the Social Worker</p> <p>Administration & SSCC</p> <p>Social Committee & Administrators</p>	<p>and encourage students to follow the norms.</p> <p>Students and parents will make a connection to the Social worker who can help support the new student's positive acclimation to our school.</p> <p>Boosting morale and school climate will lead to better outcomes for all!</p> <p>Boosting morale and school climate will lead to better outcomes for all!</p>		
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<p>FACE- STRATEGY- Provide Parents with Frequent and Timely Communication as well as targeted training to build capacity and make them partners in learning.</p> <p>Actions-</p> <p>1. The district Parent Engagement consultant will provide professional development to teachers in the form of workshops and specialized newsletters.</p> <p>2. Teachers will make welcome calls to all parents of students in their classrooms the first few weeks of school. Calls will follow the guidelines in the Welcome Call Guide.</p> <p>3. Principal to speak and present academic and general updates at PTA meetings.</p> <p>4. The principal will continue to produce a weekly School Newsletter - "The PEEK!" - to keep families abreast of school events/happenings.</p>	<p>August, November and ongoing</p> <p>By the end of October</p> <p>PTA meetings</p> <p>Every Sunday</p>	<p>All Certified Staff Building Admin</p> <p>Classroom, ALP ELL, Special Education Teachers and Interventionists</p> <p>Principal</p> <p>Principal</p>	<p>Teachers will be better prepared to hold positive and productive conversations with their students' parents</p> <p>All families will have received a phone call by the end of October</p> <p>Parents will be knowledgeable about what is happening in school and feel connected and updated.</p> <p>Parents will be knowledgeable about what is happening in school and feel connected to our school community.</p>		
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<p>5. Weekly/Biweekly grade level academic newsletters</p>	<p>Weekly / Biweekly</p>	<p>Grade level teams</p>	<p>Parents will be knowledgeable about the grade level curriculum and prepared to support their child.</p>		
<p>6. Specialists will highlight a curricular update (Specialists' Spotlight") for The PEEK! every 5-6 weeks</p>	<p>At least 8 times throughout the year</p>	<p>Art, Music, PE, Library Media & FLES</p>	<p>Parents will be knowledgeable about the various curricula and better prepared to engage their child in curricula conversations.</p>		
<p>7. Provide opportunities for parent involvement through PTA Volunteer opportunities</p>	<p>Ongoing</p>	<p>PTA, Principal</p>	<p>Parents will feel included and connected to the Parkway Community at large.</p>		