

School Improvement Plan 2022-2023



SCHOOL NAME: Cos Cob School

SIP Membership	
Name	Role in School
Kerry Gavin	Interim Principal
Karen Vitti	Acting Assistant Principal
Joleigh Mora	Literacy Specialist
Crystal Kitselman	Math Specialist
Cindy Woodring	Kindergarten teacher
Diana DiGiovanna	1st Grade Teacher
Holly Krahe	2nd Grade teacher
Michelle Priszano	3rd Grade teacher
Sofia Silva	4th Grade teacher
Alison Wellington	5th Grade teacher

<p>Introduction to your SIP/ School Profile (approximately 100 words)</p>	<p>In elementary school, we believe that all students can achieve at a high level and we have the awesome responsibility of building the foundation for the fourteen capacities of the district’s Vision of the Graduate.</p> <p>From an academic standpoint, though our scores have taken a hit over the past few years, we are optimistic at Cos Cob school that our students will demonstrate a heightened ability to reach their targeted goals. To realize this, we are dedicated to delivering high quality curricula via research-based instructional practices. The Big Ideas math program has already helped us to make some gains and it provides the scope and sequence for excellence in math. In addition, the newly created Math Progressions document will be extremely helpful in targeting instruction for students lacking prerequisite skills. Across grades, the focus will be on data-driven, small group, targeted instruction. We will also focus on collaboration and teamwork; with students working on differentiated assignments through the use of menus, stations and playlists. Next, the district has moved toward a more streamlined and systemic set of tiered supports for all students. This new MTSS process will provide a roadmap for ensuring all students are on target to meet their goals or receive interventions if they are not. Finally, Families As Partners In Learning, a new initiative aimed at strengthening the family-school connection will be implemented to foster a more readily collaborative and transparent relationship between teachers and parents.</p> <p>Vital to any desired academic achievement is the existence of a safe school climate where all members of the school community feel that they have a voice and are known and cared for as individuals. To that end, we must focus on our students' social and emotional learning, assist in fostering personal connections between students and staff and explicitly teach and model for our students how to respond to failures and successes with reflection and resilience.</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 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

- ✓ 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:

Goals: (Written in SMART language)		Goal Rationale: (Explain why your building chose each of these goals in approximately 100 words per goal.)
Academic	<p>55% of students in grades 3-5 will meet or exceed their desired growth goal by Spring 2023 on the Math SBA.</p> <p>The baseline for CCS-40%</p> <p>80% of students in grade 2 will meet expectations on the Spring 2023 Math benchmark assessment Form C.</p>	<p>Based on our year over year SBA data, as well as our students' performance in the classroom, it is evident we should continue to focus on our instructional practices in the area of math. We are making good progress in this area and want to continue this trajectory. Additionally we will focus on 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>SEL Goal</p>	<p>The percent of students responding favorably to the the question “How well do people at your school understand you as a person?”- on the GPS Survey will increase to 85%</p> <p>Baseline for CCS-75%</p>	<p>School climate and fostering a sense of belonging for our students continues to be an area of needed improvement based on our GPS Survey Results. We also recognize that a positive school climate, where students feel a sense of belonging, has a direct impact on student performance. We believe by focusing on our student's 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.</p> <p>VOG alignment:</p> <p>Conduct themselves in an ethical and responsible manner. Respond to failures and successes with reflection and resilience.</p> <p>Collaborate with others to produce a unified work and/or heightened understanding.</p>
<p>FaCE Goal</p>	<p>The percent of parents responding favorably to the section Home School Connection on the GPS Survey will increase to 88%</p> <p>Baseline for CCS is 83% (district average 79%)</p>	<p>Parent Engagement is a critical component of school and student success. This is an area of focus for the District Strategic Plan.</p>
<p>Teacher/Staff School Climate</p>	<p>The percent of staff responding favorably to the section School Climate on the GPS Survey will increase to 80% .</p> <p>Baseline for CCS- 51 % (district average 60%)</p>	<p>School climate is a critical element of a school’s level of success. This is an area of focus for the District Strategic Plan.</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 Diagnostics to create specific pathways for students for practice with skills using the IXL platform and to support targeted, small group instruction</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 end of October 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, stations and/or playlist content as well as small group instruction.</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>6. Teams will use Building-based meetings to analyze data to plan Tier One instruction</p>	<p>Bi-monthly</p>	<p>Administrators / Staff/specialists</p>	<p>Student performance in math will improve as they focus on targeted instruction.</p>		
<p>7. Teachers will utilize and supplement Big Ideas Math to meet the needs of our students through regular meetings with the district Math Coordinator and/or district academic consultant.</p>	<p>Monthly</p>	<p>Math Coordinator / Administrators / consultant/ Staff</p>	<p>Student performance in math will improve as they focus on targeted instruction</p>		
		<p>Administrators/coordinators.consultant</p>	<p>Student understanding and performance in math will be improved. Reteaching and</p>		

8. Administration will visit every class, every week and provide feedback to enhance teaching practices to support and stretch student learning	Weekly		Enrichment will be provided to meet the needs of all students.		
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<p><u>Staff and Student SEL and School Climate- STRATEGY-</u> The Safe School Climate Committee and PBIS team will focus on increasing positive school climate and school belonging.</p> <p><u>Actions-</u> 1. Monthly celebrations as a school on Fridays. Students and the SSCC will run different special activities and recognitions to support and promote positive behavior</p> <p>2. With the assistance of our school social worker, we will refine and expand the leadership opportunities for fourth and fifth grade students</p> <p>3. Continue to work on the implementation of PBIS, Second Step and Mindfulness practices.</p> <p>4. Use Phenomenal Phoenix stickers to notice and celebrate positive behavior</p>	<p>Monthly, beginning in November</p> <p>Begin implementation by November</p> <p>All year</p> <p>All year</p> <p>All year</p>	<p>Safe School Climate Coordinator, and SSCCCommittee/And PBIS team</p> <p>Administration and the Social Worker</p> <p>SSCC Coordinator, all staff</p> <p>SSCC, all staff</p> <p>Administration and the Social Worker</p>	<p>More time will be focused on learning as less time should be spent on behavior incidents and reminders.</p> <p>The level of behavior incidents in fourth and fifth grade will decrease and more time will be spent on learning.</p> <p>More time will be focused on learning and less time spent on behavior incidents and reminders.</p> <p>Recognition for positive behavior and celebrating will enhance our overall climate and encourage students to follow the norms.</p> <p>Students will demonstrate less signs of anxious behavior and will attend school regularly.</p>		
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<p>5. The social worker will connect with students having difficulties with social situations, school anxiety or other worries</p> <p>6. The SSCC and admin team will focus on gathering information and creating activities designed to increase the students' sense of belonging at school.</p> <p>7. Create a calendar of fall/winter events to boost morale and school climate</p> <p>8. Create a calendar of spring fun activities to boost morale and school climate</p>	<p>All year</p> <p>Posted by November 10</p> <p>Post by February 26</p>	<p>SSCC and Admin</p> <p>Administration</p> <p>Administration</p>	<p>Students will feel a greater sense of belonging and school connection</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. Weekly parent <i>All about the 07 Smore</i> newsletter</p> <p>5. Monthly grade level academic newsletters</p>	<p>August, November and ongoing</p> <p>By end of October</p> <p>All PTA meetings</p> <p>Every Friday</p> <p>Monthly</p>	<p>All Certified Staff Building Admin</p> <p>Classroom Teachers, ALP Teachers, ELL teachers, Special Education Teachers and Interventionists</p> <p>Principal</p> <p>Principal</p> <p>Grade level teams</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 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 the grade level curriculum and prepared to support their child.</p>		
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<p>6. Specialists will send home at least one newsletter per marking period.</p> <p>7. Provide opportunities for parent involvement through PTA Volunteer opportunities</p> <p>8. We are working as a district to find a way to add a second parent teacher conference in March.</p>	<p>Trimester</p> <p>Ongoing</p> <p>March</p>	<p>Art, Music, PE, Library Media</p> <p>PTA, Principal</p> <p>Principal and District leadership</p>	<p>Parents will be knowledgeable about the Specials curriculum and prepared to support their child.</p> <p>Parents will feel included and connected to the NSS Community at large.</p> <p>Parents will have a second opportunity to discuss their child's progress.</p>		
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