

School Improvement Plan 2022-2023



SCHOOL NAME: Glenville School

SIP Membership	
Name	Role in School
Klara Monaco	Principal
Barbara Oxer	Assistant Principal
Joanne Riley	Kindergarten
Elizabeth Lavery	First Grade
Cortney Rosenberg	Second Grade
Dianne Barone	Third Grade
Dave Reetz	Fourth Grade
Michele Cooke	Fifth Grade
Julia Haas- Godsil	Math Interventionist
Kristen Sylvester	Specialists

Meg Presley	Special Education
Carolyn Kalinski	ALP Teacher

<p>Introduction to your SIP/ School Profile</p> <p>(approximately 100 words)</p>	<p>As we continue 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 & Hattie, 2021). As such, Glenville Elementary School will focus on these concepts with the implementation of Big Ideas Math, MTSS, 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>We also believe by focusing on our students’ and staff’s social and emotional well being, including developing mindfulness and making personal connections to others, they will develop the skills 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.” Schlund and Weissberg (CASEL), May 2020</p>
<p>Equity Vision Statement</p> <p>(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</p>

	<p>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>
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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>80% of students in grades 3-5 will meet or exceed expectations on SBA Math 2023.</p> <p>(77% met expectations on SBA in 2021-2022 SY)</p>	<p>The effective implementation of Big Ideas Math will be critical to the continued 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 implementing the BIM tools effectively in order to achieve maximum results for each student.</p> <p>Our district and school are committed to a rigorous, Standards-based curriculum.</p> <p>VOG alignment: Master a Core body of knowledge. Critically interpret, evaluate, and synthesize information</p>
Student SEL Goal	<p>The percent of students responding favorably to the section- School Belonging on the GPS Survey will increase to 70%</p> <p>Baseline for GS- 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."</p>

		<p>Schlund and Weissberg (CASEL), May 2020</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>
FaCE Goal	<p>The percent of parents responding favorably to the section Home School Connection on the GPS Survey will continue reflect 87%</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 GPS Survey Results.</p>
Teacher/Staff School Climate	<p>The percent of staff responding favorably to the section School Climate on the GPS Survey will increase to 70%.</p> <p>Baseline for GS- 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 GPS Survey Results.</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	Revisions (if needed)	Date Completed
Academic Goal- Math STRATEGY- Implementation of the MTSS process with Fidelity focused on targeted Core Instruction and TIER ONE Intervention. Implementation of the New MTSS protocol (effect size 1.29) Small Group Instruction (Scaffolding--effect size 0.82 and Deliberate Practice--effect size 0.79) for TIER 1 Intervention STRATEGY--Microteaching (effect size 0.88) in Collegial Groups Actions- 1. Teachers will use Benchmark Assessments in LinkIt!, as well as curriculum based unit assessments,	October, and January for Linkit				

to create Tier 1 small groups based on specific skills for targeted instruction for both reteaching and enrichment.	and after each unit assessment	Administrators All staff who teach math, SDT	Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.		
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	Beginning in September and then ongoing through the year	Administrators All staff who teach math	Student performance in math will improve as they focus on targeted small group instruction		
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	Beginning end of September and Ongoing	Administrators All staff who teach math	Students in need of support will be identified and interventions put in place.		
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	Beginning end of October and ongoing	Administrators All staff who teach math and the Interventionist	Student performance in math will be improved as students in need of support are identified and more intense interventions are put in place.		
5. Teachers will utilize and analyze Unit assessment data and IXL data					

for the creation of stations and playlist content as well as small group instruction	Beginning in September and then ongoing through the year	Administrators All staff who teach math	Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.		
<p>Staff and Student SEL-STRATEGY--The Safe School Climate Committee and PBIS team will focus on increasing positive school climate and school belonging..</p> <p>Increasing Student Emotional Learning through Implementation of the New MTSS protocol (effect size 1.29)</p> <p>Actions- 1. Bi-Monthly Town Meeting Celebrations focusing on Kindness</p>	Every other Month	Town meeting Coordinators, and/	More time will be focused on learning as less time should be spent on		

2. With the assistance of our Communit Service Council we will refine and expand the leadership opportunities for fourth and fifth grade students	Begin implementation by November	Community Service Coordinators and Administrator	behavior incidents and reminders. The level of behavior incidents in fourth and fifth grade will decrease and more time will be spent on learning.		
3. Continue to work on the implementation of PBIS, Second Step and Mindfulness practices.	All year	Safe School Climate Coordinator, all staff	More time will be focused on learning as less time should be spent on behavior incidents and reminders.		
4. Every class will establish a class PBIS plan with earned rewards	All year	All Certified Teacers	More time will be focused on learning as less time should be spent on behavior incidents and reminders. Student will work asa collective unit.		
5. The social worker will connect with students having difficulties with social situations, school anxiety or other worries	All year	Administration and the Social Worker	Boosting morale and school climate will lead to better outcomes for all!		

6. Small group instruction promoting positive students interactions	All year	Social worker and school psychologist	Teaching more appropriate social interaction will help establish a positive school climate will lead to better outcomes for all!		
<p>FACE- STRATEGY- EDIT</p> <p>Provide Parents with Frequent and Timely Communication</p> <p>Actions-</p> <p>1. Meet with Consultant, Patti Jomo to education teachers and families on how to establish strong partnerships.</p> <p>2. Principal to speak and present academic and general updates at PTA meetings.</p> <p>3. Weekly parent <i>GS Principal's Message</i> Smore newsletter</p>	<p>Once a trimester</p> <p>All PTA meetings</p> <p>Every Saturday</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p>	<p>Families will better understand their role in support their children's eucaation. Increased communication between teachers and families.</p> <p>Parents will be knowledgeable about what is happening in school and feel connected.</p> <p>Parents will be knowledgeable about what</p>		

4.Monthly grade level academic newsletters	Monthly	Grade Level teams	is happening in school and feel connected.		
5. Provide opportunities for parent involvement through PTA Volunteer opportunities	Ongoing	PTA, Principal	<p>Parents will be knowledgeable about the grade level curriculum and prepared to support their child.</p> <p>Parents will feel included and connected to the GS Community at large.</p>		