

School Improvement Plan 2021-2022



SCHOOL NAME: New Lebanon School

| SIP Membership | |
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| Name | Role in School |
| Alexandra Michaelson | Principal |
| Lindsey Eisenstein | Assistant Principal and PLC Leader (PBIS/SEL Team) |
| Cara Vitolo | Interventionist and PLC Leader (Data Team) |
| Sandra Corrente | Social Worker and PLC Leader (Family Engagement Team) |

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| <p>Introduction to your SIP/ School Profile</p> <p>(approximately 100 words)</p> | <p>We believe that by focusing on growth of all stakeholders' in the areas of social emotional and academic domains, our students will rise to their potential while forging their own unique path toward the <i>Vision of the Graduate</i>.</p> <p>"Test scores and measures of Achievement tell you where a student is, but they don't tell you where a student could end up."--Carol Dweck</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 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 be successful. We continue to strengthen our partnership with families to improve student engagement and achievement.</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.) |
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| Academic | <p>39% of students in grades 3-5 will score at “Meets” or “Exceeds” Benchmark on the SBA Math in Spring 2022. <i>*This is a 5% increase of the deficit.</i></p> <p>50% of students in grades 3-5 will score at “Meets” or “Exceeds” Benchmark on the SBA ELA in Spring 2022. <i>This is a 4% increase of the deficit.</i></p> <p>Teachers will focus on three areas of Big Ideas Math Implementation: Teaching the program in order, implementing the vocabulary, and utilizing the parent communication tools.</p> | <p>Our district and school are committed to a rigorous, Standards-based curriculum.</p> |

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| SEL Goal | The percent of students responding favorably to the section “School Safety” on the Panorama Survey will increase to 68% (baseline 65%). | <p>School climate continues to be an area of needed improvement based on our Panorama Survey Results and an understanding that a positive school climate has a direct impact on student performance. We believe by focusing on our students’ and staff’s social and emotional learning, students and staff will make the personal connections 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>VOG Alignment</p> <ul style="list-style-type: none"> • 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. |
| FaCE Goal | The percent of parents responding favorably to the section “School Fit” on the Panorama Survey will increase to 82% (baseline 78%). | <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 New Lebanon School has focused on through a grant with the Greenwich Alliance for the previous two years.</p> <p>“The only way to prevent COVID-19 from deepening inequality for an entire generation of children is to equip families to support learning at home. This is especially true in the pivotal early grades, in which children’s learning requires frequent adult facilitation.” Alejandro Gac-Artigas, the Founder and CEO of Springboard Collaborative</p> |
| Teacher/Staff School Climate | The percent of staff responding favorably to the section “School Climate” on the Panorama Survey will increase to 72% (baseline 69%). | Teacher/Staff School Climate is a critical component of school and student success. This is an area of focus of the District Strategic Plan and an area New Lebanon School continues to focus on. |

ACTION PLAN: With data at the forefront, we will reimagine systems and curricular materials that will create personalized approaches to teaching and learning to target the needs of *all* learners.

| 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 |
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| ACADEMIC STRATEGY-- Small Group Literacy Block & Data Analysis Cycle STEPS-- <ol style="list-style-type: none"> 1. Create a rotation of small group rotations (8 weeks in length). 6 weeks of instruction will be implemented, followed by one week of assessment administration, and one week of data analysis per cycle. 2. Utilization of F&P and TC meta analysis to determine on a micro level the strengths and specific target areas for each student's instruction. 3. Create groups for systematic phonics instruction for students in grades which do not have a current Tier 1 phonics instruction program. 4. Assess targeted students using the PAST and CORE phonics assessments and continue to use these as progress monitoring tools. 5. Engage ALP, SPED, ESL, general education/classroom, literacy specialist, literacy coach, and interventionists in small group data analysis and cross-class grouping meetings. | October 1, 2021- June 2022 | Administrators, Literacy Specialists, Classroom Teachers, ALP, ESL, Interventionists, Literacy Coach, Special Education Teachers | <p>As a result, of the implementation of the listed strategies, 39% of students in grades 3-5 will score at "Meets" or "Exceeds" Benchmark on the SBA Math in Spring 2022.</p> <p>As a result of the implementation of the listed strategies, 50% of students in grades 3-5 will score at "Meets" or "Exceeds" Benchmark on the SBA ELA in Spring 2022.</p> | | |
| ACADEMIC STRATEGY-- Data Rotations & Collaboration Meetings STEPS-- <ol style="list-style-type: none"> 1. Implement data cycle rotations on Tuesdays for each grade level team, | October 2021 - June 2022 | Administrators, Literacy Specialists, Classroom Teachers, ALP, ESL, Interventionists, | <p>As a result, of the implementation of the listed strategies, 39% of students in grades 3-5 will score at "Meets" or "Exceeds" Benchmark on the SBA Math in Spring 2022.</p> | | |

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| <p>applicable specialists, and essentialists to examine school/grade-wide trends</p> <ol style="list-style-type: none"> 2. Create purposeful agendas and planning documents outlining the foci for the meetings, observations of the data, wonderings, trends, and next steps. 3. Implement Tier I, school wide, and grade level strategies, vocabulary, and content to address areas of need as evidenced by assessment data. | | <p>Literacy Coach, Special Education Teachers</p> | <p>As a result of the implementation of the listed strategies, 50% of students in grades 3-5 will score at “Meets” or “Exceeds” Benchmark on the SBA ELA in Spring 2022.</p> | | |
| <p>ACADEMIC STRATEGY-- Big Ideas Math implementation</p> <p>STEPS--</p> <ol style="list-style-type: none"> 1. All teachers will implement Big Ideas Math in sequence and order of the program. 2. All teachers will explicitly teach the vocabulary in the program as prescribed by Big Ideas Math. 3. Teachers will engage with parents & families to support the Big Ideas Math program at home by sending the Big ideas Math parent letters at the beginning and end of each unit. | <p>September 2021 - June 2022</p> | <p>Classroom Teachers & ALP Teachers</p> | <p>As a result of the implementation of the listed strategies, 50% of students in grades 3-5 will score at “Meets” or “Exceeds” Benchmark on the SBA ELA in Spring 2022.</p> | | |
| <p>SEL STRATEGY-- Calming Corner</p> <p>STEPS--</p> <ol style="list-style-type: none"> 1. The School Psychologist and School Social Worker will present lessons in each classroom to successfully set up calming corners. 2. The School Psychologist and School Social Worker will gradually release the responsibility of the Calming Corners to the classroom teachers to implement. 3. Student use of calming corner will increase when appropriate, reducing the number of discipline referrals | <p>2021 - 2022 School Year</p> | <p>Mental Health Staff (School Social Worker and School Psychologist), Classroom Teachers</p> | <p>As a result of the implementation of this strategy, the percent of students responding favorably to the section “School Safety” on the Panorama Survey will increase to 68% (baseline 65%).</p> | | |

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| <p>SEL STRATEGY-- Girl's Group</p> <p>STEPS--</p> <ol style="list-style-type: none"> 1. The mental health team will identify 5th grade girls who benefit from social and emotional support in regard to self-esteem, school belonging, and pro-social skills. The group will meet once per week and will complete a pre and post survey to evaluate the effectiveness of the program. | <p>2021 - 2022 School Year</p> | <p>Mental Health Staff (School Social Worker and School Psychologist), Guest Speakers</p> | <p>As a result of the implementation of this strategy, the percent of students responding favorably to the section "School Safety" on the Panorama Survey will increase to 68% (baseline 65%).</p> | | |
| <p>SEL STRATEGY-- Feeling Safe Lessons (Extra)</p> <p>STEPS--</p> <ol style="list-style-type: none"> 1. Kids in Crisis with the support of the mental health staff will implement feeling safe lessons to all grades since several cohorts of students did not receive the lessons due to the COVID-19 pandemic. | <p>November - December 2021</p> | <p>Kids in Crisis Staff, Classroom Teachers, Mental Health Staff</p> | <p>As a result of the implementation of this strategy, the percent of students responding favorably to the section "School Safety" on the Panorama Survey will increase to 68% (baseline 65%).</p> | | |
| <p>SEL STRATEGY-- Additional opportunities for Social and Emotional Learning (end of day, SS block)</p> <p>STEPS--</p> <ol style="list-style-type: none"> 1. Master Schedule includes 15 minutes of AM and PM time for each classroom to implement SEL, Morning Meetings, Routines, Mindfulness, <i>Second Step</i> lessons, or other routines to develop classroom culture and community. 2. Teachers will implement morning meeting and direct instruction of SEL with fidelity 5 days a week in the morning. | <p>September 2021 - June 2022</p> | <p>Classroom Teachers, Mental Health Support Staff, Administration Team</p> | <p>As a result of the implementation of this strategy, the percent of students responding favorably to the section "School Safety" on the Panorama Survey will increase to 68% (baseline 65%).</p> | | |

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| 3. Teachers will utilize a variety of resources including <i>Second Step</i> lessons and materials along with additional district approved mindfulness and SEL resources during morning meeting, social studies (as appropriate), and end of day meeting. | | | | | |
| FACE STRATEGY-- 2nd Parent-Teacher Conference (March Conference) STEPS-- <ol style="list-style-type: none"> 1. All staff will participate in a second parent teacher conference in March. 2. Parents will fill out the pre-conference questionnaire before the March conference to increase collaboration and communication pre-conference. This will also enhance the effectiveness and efficiency of the conference. | March 2022 | All Staff | As a result of the implementation of the action plan and strategies, the percentage of parents responding favorably to the section "School Fit" on the Panorama Survey will increase to 82% (baseline 78%) | | |
| FACE STRATEGY-- Welcome Calls STEPS-- <ol style="list-style-type: none"> 1. Teachers will engage in welcome calls to all families before the start of the school year. 2. Teachers will use the FAPIL guiding documents for welcome calls. | September 2021 | All Staff | As a result of the implementation of the action plan and strategies, the percentage of parents responding favorably to the section "School Fit" on the Panorama Survey will increase to 82% (baseline 78%). | | |
| FACE STRATEGY-- Parents of students with IEPs Listening Circles STEPS-- <ol style="list-style-type: none"> 1. School administrators will communicate Listening Circles in school wide parent communications. 2. Parents will engage in listening circles virtually and in person. | November 2021 - June 2022 | Administrators | As a result of the implementation of the action plan and strategies, the percentage of parents responding favorably to the section "School Fit" on the Panorama Survey will increase to 82% (baseline 78%). | | |

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| <p>FACE STRATEGY-- Emphasis on translated written communication materials</p> <ol style="list-style-type: none"> 1. School will provide documents for the special education families regarding PPTs and special education resources in the family's native language. 2. School staff will utilize Class dojo as a means of communication which features an automatic translation option. 3. School staff will utilize SMORE for newsletter options which allows automatic translation into more than 100 languages. | <p>September 2021 - June 2022</p> | <p>Administrators, All staff</p> | <p>As a result of the implementation of the action plan and strategies, the percentage of parents responding favorably to the section "School Fit" on the Panorama Survey will increase to 82% (baseline 78%)..</p> | | |
| <p>TEACHER/STAFF SCHOOL CLIMATE STRATEGY--SubCommittee of PBIS</p> <p>STEPS--</p> <ol style="list-style-type: none"> 1. PBIS/SSCC will meet monthly during the Wednesday PLC time. 2. A subcommittee of the PBIS team will utilize data from surveys and teacher input to create appropriate and responsive action items. | <p>September 2021 - June 2022</p> | <p>Administrators & PBIS Team</p> | <p>The percent of staff responding favorably to the section "School Climate" on the Panorama Survey will increase to 72% (baseline 69%).</p> | | |