




N. Mianus
School Improvement Plan 2018-2019

SCHOOL NAME: North Mianus

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 community through dialogue, service, and/or leadership

Key Levers of Change: (As you choose your key lever (below), you will refer back to these in the action plan.)

- Creating a more personalized learning environment

- Empowering stakeholders (Students, Staff, Parents, Partners)
- Reimagining time and space

BELIEF STATEMENT LINKING VISION OF THE GRADUATE AND THE KEY LEVERS OF CHANGE:

We believe that by partnering with students to create a more personalized learning environment, we will help students to respond to failures and successes with reflection and resilience. We believe that by giving students ownership and creating a more personalized learning environment, we will help them to pursue their unique interests, passions and curiosities.

GOALS:

Goals: (Aligned to District Strategic Plan Goals and written in SMART language)		Goal Rationale: (Explain why your building chose each of these goals and why you believe your goals will help to develop the capacity chosen under the Vision of the Graduate.)
Academic	North Mianus Elementary School will exceed the percentage of students projected to achieve at/or above benchmark on the STAR(1-2),SBA(3-5) in Math and ELA based on the ECRISS growth model and achieve high growth for 30% of the identified “low propensity” students (grades 1-5) who are projected to not meet benchmark in either ELA or Math	Our review of Personalized Learning Profiles indicates that a deeper analysis is needed to determine gaps in learning and to develop personalized learning experiences to assist students in filling those gaps to meet the learning progressions. The data enabled students to determine where growth was needed and to become more engaged in the learning process. Students’ next step is in selecting learning activities that match what those gaps and their understanding of their learning is.
Personal	By the Spring of 2019, 80% of students will communicate with parents the goals they have set and the activities they engage in during the learning process using processes appropriate to a student’s developmental level (as measured using a Google Spreadsheet or parent survey). (FaCE Goal Fundamental 2)	Student discussions with parents have traditionally lacked detail. We want to empower students with structures and talking points about the reasons for choosing the goals they choose and how they chose the playlist activities that they have chosen.
Interpersonal	By the Spring of 2019, 100% of students in grades 3-5 will take part in project based activities related to community service projects designed by students in	The Vision of the Graduate seeks to develop Interpersonal Capacities that prepare students to be “citizens of the world”. Our goal will support students in learning to advocate for ideas, causes and actions and to

	partnership with teachers (partners in learning)	contribute to community through dialogue, service and/or leadership.
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ACTION PLAN:

Action 1:						
Goal(s) Addressed: (Right click on the box and select the ✓ to identify the goals that apply) ✓ Academic ✓ Personal ✓ Interpersonal		Key Levers of Change Addressed: (Right click on the box and select the ✓ to identify the levers of change that apply) ✓ Personalized Learning <input type="checkbox"/> Empowering Stakeholders <input type="checkbox"/> Reimagine Time and Space				
Timeline	Strategy: (consider how the PL Playbook influence and support the adult actions)	Person(s) Responsible:	Measures of Success		Status Update	Revisions
			Impact on Teacher Practice	Impact on Learners		
By Unit	Creating and Implementing Playlists that incorporate goal setting focusing on Student Ownership through links to student interest, curiosity and passions--planning time to create playlists, working with coaches, divide workload among teachers for the development of playlists, conduct interest inventories, data analysis, explore intrinsic/extrinsic motivators in order to develop more focused playlists, incorporate goal setting,	First, Second, Third, Fourth, Fifth Grade Teachers, ELL, Sped and ALP, PE (gymnastics unit)	Shifts role of the teacher to soliciting partnership with learners. Provide time for 1-on-1 and small group instruction/conferencing. Incorporate student interests more. Measure of Success: Administration will work with coaches to create a checklist	Using the evidence from the goals listed above--Increased independence. Self-directed. Self-paced learning. Co-designing learning experiences. Increased engagement. Use reflections to develop goals and action plans. Students describe own growth. Improved critical	2/19-K, 1 are implementing playlists in math and humanities. 3-5 3 rd grade is using playlists in all curricular areas 4 th grade has begun using choice	

					<p>boards across curricular areas.</p> <p>5th grade is using playlists in math.</p> <p>All grade levels have moved to extensive data collection and analysis of pre-unit assessments and exit slips to plan for each playlist.</p> <p>Standards from previous grades are now included in 3-5 and assessed for mastery.</p>	
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	<p>highlight themes associated with interests, curiosities and passions in the 2nd STEP curriculum. During conferences, students will explain the links among 2nd STEP, playlists and their interests, curiosities and passions. Teachers will teach students structures and work with them to develop talking points for discussions with their parents.</p>		<p>to be used in reviewing grade-level ed playlists to better align with district strategic plan.</p> <p>Measure of Success: Informal walkthroughs will be conducted to note implementation of playlists (with a focus on Wave 1 and 2 classrooms). Ongoing</p> <p>Measure of Success: Administration will use district created “Look For” checklist in personalized learning playbook and feedback to teachers will relate to elements of success as well as areas needing growth. Ongoing</p> <p>Measure of Success:</p>	<p>thinking. Learners will describe the most suitable learning pathway and format for their current academic level. <u>Measures of Success:</u> SDT will create a conferring checklist for students to use when conferring with parents on their goals (to be completed by first week of Dec.)</p> <p>SDT will create a checklist of essential elements for effective conferences to be used throughout the school. (before holiday break)</p>	<p>Art- three grades are now using choice of mediums in planning their art work. ELL/Sped support classroom playlists.</p> <p>5th grade- student led conferences. Dec.2018 All grades 1-5 have students sharing their goals with parents during the second and third trimester. As of 2/19 many classes have already shared their goals using the checklist SDT created.</p>	
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			<p>Teachers will provide student artifacts in the form of reflections/completed playlist data in Wave 1 and 2 classrooms. Specialists using playlists this year will also provide artifacts (student work samples, reflections, exit slips, etc.)</p> <p>Once per semester</p> <p>Measure of Success: Teachers will provide evidence in the use of pre and post assessment data and exit slips in the production and implementation of playlists.</p>			
Yearlong	Integrating choice throughout the day--entry, seating, tasks, introduce math Playlists, center time, Choice Boards,	Kindergarten-Fifth Grade	Shifts role of the teacher to soliciting partnership with learners. Provide	Increased independence. Self-directed. Self-paced big		

	assist students with linking choice to personal goals, highlight themes associated with interests, curiosities and passions in the 2nd STEP curriculum. Teachers will teach students structures and work with them to develop talking points for discussions/conferencing with their parents.		time for 1-on-1 and small group instruction/conferencing. Incorporate student interests more.	Co-designing big experiences. Increased engagement. Use reflections to develop goals and action plans. Students describe own growth.	Completed during the month of December-Jan.2019	
Yearlong	Incorporating the Personalized Learning with Habit of Mind concepts into the classroom, highlight themes associated with interests, curiosities and passions in the 2nd STEP curriculum	Music	Provides more time for 1-on-1 instruction/conferencing. Refinement of feedback.	More refined skill. Self-assess to play on beat and sing in tune. Increased ownership of sight reading and internalization and application of music concepts.	2/19- Music- in process	
Yearlong	Incorporate the Studio Habits of Mind (Project Zero)--district content with student ownership and choice of medium, highlight themes associated with interests, curiosities and passions in the 2nd STEP curriculum	Art		Increased ownership of the Studio Habits of Mind and the application of these habits in choosing mediums to display mastery of the standards. Measure of Success: videos of work using	Ongoing in Art	

				<p>various media.</p> <p>Reflection journals</p> <p>Portfolios (electronic)</p>		
Yearlong	<p>Conferring with students to set goals and record their efforts on the iPad with a focus on student ownership, implementing the use of Playlists during the gymnastic unit and setting up lessons on the Apple TV students can review independently to improve performance and provide opportunities for reflection and revision</p>	PE	<p>Shifts role from teacher to student as partner in learning . Journal or iPad tracks progress, peer and teacher feedback provides areas of needed growth.</p>	<p>Increased ownership of skill development and greater opportunities for students to design their own performances based on interests and skill level.</p>	Work in process	
Yearlong	<p>Students in grades 3-5 will engage in Project Based Learning activities using the Ben Bache site as a resource to prepare students for spring projects of their own creation related to community service.</p>	Grades 3-5 students and teachers	<p>Shifts role from the teacher to the student as partners in learning. Journal or iPad tracks progress, peer or teacher feedback provides areas of needed growth.</p>	<p>Students will develop greater ownership of their learning as they choose and develop community service projects to support greater awareness of causes they are passionate about.</p>	3rd-4th-5th-	

COMMUNICATION PLAN:

DATE	EVENT/MILESTONE	LEAD MESSENGER	TARGET AUDIENCE	COMMUNICATIONS CHANNEL/S	FORMAT	Date Accomplished
<i>[delivery or deadline date]</i>	<i>What task needs to be performed or information collected? What message or information needs to be delivered?</i>	<i>Who is responsible for executing? Who supports and in what role?</i>	<i>Who are you targeting for obtaining or delivering information?</i>	<i>How will you deliver your message, or obtain necessary information? What comm. channels will you use?</i>	<i>In what format will you present your message, considering audience, purpose and channel/s?</i>	
2018 2019						
June 2018 Faculty Meeting	Present the draft plan to garner input/share draft with Marc D'Amico, Ann Carabillo and Irene Parisi	Angela Schmidt and Kat Brunswick	Teachers	Orally	Presentation	June 2018
June 15	Communicate PLC protocols to SDT	Todd White	SDT	Training format	Presentation	June 15, 2018 and ongoing-shared guiding questions on 2/19
August	Present final plan to faculty	Angela Schmidt, Kat Brunswick and SDT	Teachers	Orally	Presentation	August 2018
Monthly	Conduct updates and revisions and communicate to the teachers	Angela Schmidt and Sarah Obuchowski	SDT then teachers	Group meeting	Presentation	September 20, 2018 November 30, 2018
Sept PTA	Present the SIP to the community	Angela Schmidt	Parents	Orally using the plan as a supporting document	Presentation	TBD- Awaiting final plan approval- shared at November PTA meeting and to be discussed at Ask the Administrator meeting on 2/27.
Weekly Principal	Provide updates to parents	Angela Schmidt	Parent	Orally using the plan as a supporting document	Newsletter	

Newslette r						
4 Ask the Principal Sessions	Provide updates to parents	Angela Schmidt	Parents	Orally using the plan as a supporting document	Group Discussion	November 1, 2018 (completed) Feb.27 th - discussion of student goal setting and PBIS
At Parent Conferen ces	During student-led conferences, fifth grade students will explain the links among 2nd STEP, playlists and their interests, curiosities and passions.	Teachers and Students	Parents	Orally using examples from the classroom	Conferences	December 2018 student -led conferences-5 th grade
Home-Sc hool Connectio n (Parent-St udent Conferen ces)	During conferences conducted at home between students and their parents, students will share their academic/personal goal using SDT created-data team goal sharing checklist and progress towards mastery.	Teachers, Students, School Data Team	Parents	Orally using student artifacts /SDT created goal sharing checklist.	Once per marking period	Parent survey results in Dec. indicate overall parent satisfaction with student led conferences.
Nov 28, Dec 5, Feb 20, May 29	Revisit plans during the 3 CIPL and Deputy visits.	Angela Schmidt, Sarah Obuchowski	Cabinet	Orally with follow-up in writing	Tour and discussion	Irene Parisi-Feb.20 th - conducted visits in 12 rooms data shared with staff..
August	Review the plan with the elementary strategic liaison, Marc D'Amico	Angela Schmidt	Strategic Liaison	orally	meeting	
Yearlong	Teachers in all grade levels and specials will communicate with parents a minimum of once a	Angela Schmidt All teachers	Parents	Written or digital through Smore	Communication to home.	

	month to provide updates on progress towards the SIP goals as well as personal goals.					Ongoing process. Admin. To collect samples of newsletters including updates at mid-yr. end of yr. conferences.
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