

## School Improvement Plan 2021-2022

(DRAFT - Further Update 11/20/21)



**SCHOOL NAME: Riverside**

SIP Membership	
Name	Role in School
Christopher Weiss	Principal
Safiya Key	Assistant Principal
Lynn Sterner	Literacy Specialist
Catherine Gunthrope	Math Interventionist
Kimberly Rich-Zeale	Math Interventionist
Meaghan Theile	Grade K Teacher
Kiesha Neitzell	Grade 1 Teacher
Audrey Barrette	Grade 2 Teacher
Stacy Mozer	Grade 3 Teacher

Bill Ronk	Grade 4 Teacher
Jayne Hirshfield	Grade 5 Teacher
Carrie Hancock	ALP Teacher
Lauren Regan	Special Education Teacher

<p>Introduction to your SIP/ School Profile</p> <p>(approximately 100 words)</p>	<p>Riverside School is historically a high-performing school. This past school year we continued this success on the SBA, despite the challenges all GPS schools faced with the many COVID-19 Health and Safety requirements in place for everyone's safety. Now with all students back in person, we look forward to implementing the Big Ideas Math program and resources to further strengthen our math instruction and build on our parent communication, especially in the area of math.</p> <p>We will also be continuing the focus on our students' and staff's social and emotional well being, including further developing mindfulness and making personal connections to others. This work will help all students and staff continue to 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."</p> <p>Schlund and Weissberg (CASEL), May 2020</p>
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<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 help all of our students to be successful.</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:

<b>Goals:</b> (Written in SMART language)		<b>Goal Rationale:</b> (Explain why your building chose each of these goals in approximately 100 words per goal.)
<b>Academic</b>	Teachers will build capacity and use Big Ideas Math as an instructional tool to meet the learning needs of their students resulting in an overall increase in the SBA mathematics scores from 84% to 86% proficiency or higher.	The effective implementation of Big Ideas Math will be critical to the success of our students during this transition year. The program comes with a multitude of elements and tools to support student learning. Teachers will focus on learning and implementing the program effectively to achieve maximum results for each student.
<b>SEL Goal</b>	Students and staff will focus on social and emotional learning to make the personal connections necessary to respond to failures and successes with reflection and resilience resulting in an 80% or higher favorable response rate on survey questions tied to "School Belonging" to the grade 3-5 Panorama student survey (up from our current result of 78% from the Spring 2021 survey).	<p>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>4 questions asked about School Belonging to grade 3-5 students on the Panorama Survey:</p> <ol style="list-style-type: none"> <li>1) How much support do the adults at your school give you?</li> <li>2) How well do people at your school understand you as a person?</li> </ol>

		<p><b>3) How much respect do students at your school show you?</b></p> <p>4) Overall, how much do you feel like you belong at your school?</p> <p>Essential to this work will be the Second Step program provided to students in each homeroom during CounSEL time. 100% of all classroom teachers will deliver the program with consistency.</p> <p>In addition, our school social worker will be teaching Second Step lessons in each classroom a few times this year, focused on helping students to share about themselves, to build up empathy in each student and for the students and the teacher to get to know each other even better as a classroom community, and to increase the level of respect students show to each other in the classroom and around the building.</p> <p>This work will help address questions 2 and 3 above and have a positive impact on questions 1 and 4 as well, to improve our results in the category of “school belonging” on the Panorama student survey to be taken in the spring of 2022.</p> <p>“The pandemic has further on 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,</p>
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		relationship building, and collective resolve as we innovate and rebuild our education systems.” -Schlund and Weissberg (CASEL), May, 2020
<b>FaCE Goal</b>	Teachers will utilize the parent communication tools in Big Ideas Math including the unit letter, the connected standards, and extra tools to strengthen pathways of communication between the school and home. Based on the structure of the program, there will be a higher frequency of parent letters which will provide additional feedback to parents. The aim of these actions is to result in an 80% or higher favorable response rate regarding “School Fit” on the end-of-year Panorama Parent survey (up from our current result of 78% from the Spring 2021 survey).	<p>“Families should also be involved in the lifeblood of the school: instruction and curriculum.” --Fisher, Frey, Smith and Hattie, 2021</p> <p>Parents will want to know and understand the Big Ideas Math program. The changes to the scope and sequence from prior years will be important to communicate to parents. As such, we will utilize the parent communication tools in Big Ideas Math to deepen parental understanding of the expectations for each unit.</p> <p>Additionally, we will continue to refine our communication structures around all essential school operations based on parental input. The pandemic has made it difficult to engage parents and help them feel they are a critical part of the success of our school.</p>

<p><b>Teacher - School Climate</b></p>	<p>Positive ratings from the teachers about a “School Climate” will increase as a result of our efforts to improve teacher agency and collective teacher efficacy. We will increase the baseline score from 73% favorable to 75% or higher.</p>	<p>“Pandemic teaching, and to some extent, distance learning had a destabilizing impact on teachers.” --Fisher, Frey, Smith and Hattie, 2021</p> <p>By increasing the opportunities our teachers have to effectively collaborate, will will improve teacher agency and collective teacher efficacy. Additional times will be set aside for grade level, across grade level and across discipline planning and sharing. Substitute teachers will also be provided to each grade level and ALP (and specialist as requested) at least twice a year for collaboration and planning purposes.</p>
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# **ACTION PLAN:**

<b>Strategy:</b>  (For each strategy, list the steps that will be implemented to accomplish the strategy.)	<b>Timeline</b>	<b>Person(s) Responsible:</b>	<b>Impact on Learning</b>	<b>Revisions (if needed)</b>	<b>Date Completed</b>
STRATEGY--Academic--Use BIM Materials to Differentiate and Accelerate with fidelity  STEPS-- 1. Participate in BIM trainings and implement program with fidelity. 2. Differentiate instruction to target student needs to accelerate and reinforce learning. 3. Use LinkIt! and curriculum based assessments to create small groups based on specific skills for Tier 1 interventions. 4. Focus on the vocabulary component to ensure it is embedded consistently in all grade levels and in daily plans.	Ongoing throughout the year.  Training from 8/21- ongoing.  Work with math interventionists 10-11/21  Monthly check in with Math Interventionists	Classroom Teachers  Catherine Gunthrope  Kimberly Rich-Zeale  Christopher Weiss  Safiya Key			

<p>STRATEGY--FaCE--Provide Parents with Frequent and Timely Communication</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Big Ideas Math unit letters and standards prior to the unit of study.</li> <li>2. Supplemental communication regarding additional curriculum.</li> <li>3. Google Meets and phone calls home for increased face to face and other communication time as needed.</li> </ol>	<p>Ongoing parent emails, newsletters, phone calls and Google Meets</p> <p>Academic updates all year</p>	<p>Classroom teachers</p> <p>ALP Math Teacher</p> <p>Special Ed and ESOL Teachers</p>			
<p>STRATEGY--SEL--Use Second Step Lessons and morning meeting times to increase the percentage of students noting a favorable response to "School Belonging" on the Panorama survey of students.</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Teachers will implement the Second Step SEL program with fidelity throughout the year.</li> <li>2. The school social worker will provide additional Second</li> </ol>	<p>Ongoing throughout the year</p> <p>Classroom visits by administrators during the school year with feedback provided</p>	<p>Classroom teachers</p> <p>School social worker, Jessica Livingston</p> <p>Chris Weiss, principal</p>			

Step lessons in all classrooms to increase the sense “School Belonging” to be noted in the Panorama student survey in Spring of 2022.	Collaborating with our social worker and classroom teachers	Safiya Key, assistant principal			
<p>STRATEGY--To increase opportunities for teachers to effectively collaborate and have improved teacher agency with the goal of raising the favorable response to “School Climate” on the Panorama teacher survey results.</p> <p>STEPS--</p> <ol style="list-style-type: none"> <li>1. Set aside additional times for grade level, across grade level and across discipline planning and sharing.</li> <li>2. Substitute teachers will also be provided to each grade level and ALP (and specialists as requested) at least twice a year for collaboration and planning purposes.</li> </ol>	<p>Ongoing throughout the year</p> <p>Office meetings and planning for substitute coverage for team meetings</p> <p>Administrative team planning for PD times for teachers to collaborate</p>	<p>Office staff arranging substitute coverage.</p> <p>Administrative Staff providing opportunities for teacher collaboration.</p> <p>Certified Staff collaborating throughout the year</p>			