

Great Oak Elementary School  
School Improvement Plan  
2021-2022



Submitted on behalf of the Great Oak School Council  
By Martha Jancaitis, Principal

*School Improvement Plan*  
*2021-2022*

The 2020-2021 Great Oak School Improvement Plan goals were developed as a result of the DPS Strategic Plan with a priority on students' social emotional growth.

**Goal: Safe and Supportive Learning Environment**

**By June 2022, Great Oak School will implement a collaborative plan for building a sense of belonging and partnership with the school community.**

**Goal: Coherent Curriculum, Instruction, and Assessment**

**By June 2022, 80% of all students (K-5) will read at or above grade level as measured by a Running Record.**

**Goal: Diversity, Equity, and Inclusion**

**All students (PreK-5) will engage in multiple culturally responsive learning opportunities throughout the school year. DESE defines “culturally responsive” as *great teaching that is focused on promoting academic achievement, demonstrating cultural competence and fostering students sociopolitical awareness.* (Acceleration Roadmap, May 2021)**

**School Council Members:**

Martha Jancaitis, Principal

Keely Cahalane, Teacher

Jennifer Koulopoulos, Teacher

Katie Hislop, Parent

Lindsey L'Italien, Parent

Alexis Smith-Attuquayefio, Parent

Peggy St. Pierre, Community Member

**Goal: Safe and Supportive Learning Environment**

*All students will be supported in an inclusive, emotionally supportive and culturally responsive environment. (Strategic Plan 2018-2023)*

**GOAL: By June 2022, Great Oak School will implement a collaborative plan for building a sense of belonging and partnership with the school community.**

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>Final Accomplishments</b>
Guidance for work with students around their social-emotional skills will be provided during professional development time (scope and sequence).	September 2021- June 2022	Elementary SEL Team  All Elementary Staff	Open Circle Lessons/Resources  Zones of Regulation	There is a daily SEL block built into the schedule for each grade level.
Principal and Parent Advisory Council (PAC) will collaborate to plan community building events.	September 2021- June 2022	Principal Parent Advisory Council representatives	PAC donations	Many events were planned for families throughout the year, including Open House, Bingo Nights, a school wide Walk-A-Thon, and monthly slush days. There were many volunteer opportunities throughout the year as well.
Principal will establish an Attendance Committee to monitor student attendance monthly and collaborate with families and staff to offer support to improve attendance.	September 2021- June 2022	Principal Social Worker School Nurse Great Oak Staff	Department of Elementary and Secondary Education defines chronic absences as 10% of school year (18 days total)	Principal met routinely with the school social worker and nurse to discuss student attendance. We utilized PowerSchool reports to monitor attendance and reached out to families to offer support for students with chronic absences.
Principal will send a communication plan home to families in September, in families' preferred language, including email addresses of staff, phone numbers, and an explanation of our school goals. Plan will include a link to the school and district calendar. Weekly/monthly newsletters will be translated into families' preferred language.	September 2021- June 2022	Principal Administrative Assistant Great Oak Staff ESL teachers	Blackboard Connect	All communications are sent in a family's preferred language. Monthly newsletters are sent via Blackboard Connect, with links to the school website.

**School Improvement Plan 2021-2022**

**Goal: Coherent Curriculum, Instruction, and Assessment**

*Use an assessment system (formative and summative) to gain an understanding of and take action for each students' path to achievement (FAR Cycle). (Strategic Plan 2018-2023)*

**GOAL: By June 2022, 80% of all students will read at or above grade level as measured by the end of the year running records.**

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>Final Accomplishments</b>
Teachers will utilize summer development time to analyze and reflect on reading data from the spring of 2021, in order to develop initial plans for student learning.	September 2nd and September 7th, 2021	All Elementary Staff	End of Year Data from Spring 2021	Middle of the Year (January 2022): 68% of grades 2-5 were reading at or above grade level.  End of Year (June 2022): 71% of grades 1-4 were reading at or above grade level.
Teachers will engage in professional development work around the areas of MTSS, High Impact Teacher Teams (FAR Cycle), and a Learning Acceleration approach.	September 2nd and September 7th, 2021	All Elementary Staff	RBT Materials  End of Year Data from Spring 2021  MTSS Guidance from Department of Elementary and Secondary Education  Acceleration Roadmap: Pathway to an Equitable Recovery (DESE)	The District Wide MTSS Leaders met in October, January and March of this school year.  At these meetings, teacher leaders engaged in professional learning around the FAR Cycle, Small Group Instruction and Feedback. Teacher leaders also shared their work across schools and set goals to focus their work with their teams during their MTSS meetings.
Teacher Teams will meet on a consistent basis to engage in the steps of the FAR Cycle.	September 2021- June 2022	All Elementary Staff	Formative Assessments Running Records Conference Notes Reading Teachers Literacy Coach	During the 2021-2022 school year, teacher teams implemented the FAR Cycle on a weekly basis. Each team recorded their weekly steps on a reflection sheet.
Teacher Teams will meet on a consistent basis to plan for the weekly intervention/extension blocks using formative assessments.	September 2021- June 2022	All Elementary Staff	Formative Assessments Running Records Conference Notes Reading Teachers Literacy Coach	During the 2021-2022 school year, teacher teams planned for and engaged students in intervention/extension blocks.

**School Improvement Plan 2021-2022**

**Goal: Diversity, Equity, and Inclusion**

*By June 2023, Provide professional learning for all educators to use instructional techniques that support student learning for all learners in an inclusive, emotionally supportive and culturally responsive way. (Strategic Plan 2018-2023)*

**GOAL: All students (PreK-5) will engage in multiple culturally responsive learning opportunities throughout the school year. DESE defines**

**“culturally responsive” as great teaching that is focused on promoting academic achievement, demonstrating cultural competence and fostering students sociopolitical awareness. (Acceleration Roadmap, May 2021)**

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>Teachers will engage in learning about identity, equity and inclusion utilizing:</p> <ul style="list-style-type: none"> <li>● <i>Be the Change: Lessons and Strategies to Teach Social Comprehension</i> by Sara Ahmed</li> <li>● <i>Each and Every Child: Using an equity lens when teaching in Preschool</i> from NAEYC.</li> <li>● <i>Start Here Start Now: A Guide to Antibias and Antiracist Work in Your School Community</i> by Liz Kleinrock</li> </ul>	<p>September 2nd and September 7th, 2021</p>	<p>All Elementary Staff</p>	<p><i>Be the Change: Lessons and Strategies to Teach Social Comprehension</i> by Sara Ahmed <i>Each and Every Child: Using an equity lens when teaching in Preschool</i> from NAEYC</p>	<p>During August/September mandatory professional development, all staff engaged in reading and discussing portions of the specific professional texts in the first column.</p> <p>Teachers began their year by building classroom communities, developing classroom agreements and engaging in identity work with their students.</p>
<p>PreK- 2 teachers will implement at least 6 “own voices” picture books with their students.</p>	<p>September 2021- June 2022</p>	<p>PreK-2 Teachers Social Worker Elementary Librarian and Library Aides Principal Curriculum Director</p>	<p>District determined texts with teacher support (lessons, discussion questions, historical context, etc.)</p>	<p>All teachers, PreK-5, read more than 6 culturally responsive texts over the school year.</p> <p><a href="#">Culturally Responsive Read Alouds List SY '21-'22</a></p>
<p>Grades 3-5 teachers will implement four Civics Units from Primary Source and read aloud <i>Stamped for Kids</i> adapted by Sonja Cherry-Paul.</p>	<p>September 2021- June 2022</p>	<p>PreK-2 Teachers Social Worker Elementary Librarian and Library Aides Principal Curriculum Director</p>	<p>District determined texts with teacher support (lessons, discussion questions, historical context, etc.)</p> <p>“Cornerstones for Civics Engagement”. Units provide: Culturally responsive and grade appropriate sources and student materials, content that integrates with social studies and literacy instruction.</p>	<p>Teachers in Grades 3-5 implemented four Civics Units from Primary Source.</p> <p>Teachers in Grades 4 and 5 read aloud selected chapters, from <i>Stamped for Kids</i> adapted by Sonja Cherry-Paul. The selected chapters were incorporated into specific civics units, where the content aligned. The selected chapters were read aloud as one of multiple texts presented over the course of a unit.</p>