

**Highlands Elementary School**

**School Improvement Plan**

**2020 - 2021**

**Submitted on behalf of the School Council by: John Obremski**

**SCHOOL COUNCIL MEMBERS**

**John Obremski, Principal**

**Edju Gasinowski, Grade Two Teacher  
/Assistant-to-the-Principal**

**Emily Kean, Fourth Grade Teacher**

**Nicole Trainor, Parent**

**Rebecca Vienneau, Parent**

**Renee Glover, Parent**

## School Improvement Plan 2020-2021

### **Goal #1**

**By June 2023:**

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

**GOAL #1: By June 2021, all students are engaged in their learning opportunities whether students are learning in school or remotely. Student engagement data will be collected and analyzed on a regular basis by teacher teams.**

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>Current Status</b>
Schools will utilize the beginning of school to provide closure from spring 2020 and develop classroom communities for the 2020-2021 school year.	June 2020- June 2021	All Elementary Staff	<ul style="list-style-type: none"> <li>● Open Circle Curriculum</li> <li>● Jessica Minahan Training</li> <li>● Classroom Teacher from the previous grade level</li> <li>● Curriculum/SEL Reopening Committee</li> </ul>	Student cohorts from spring 2020 remain the same for the current school year.
Teachers will engage in ongoing professional development focusing on supporting students' social-emotional well being.	June 2020- June 2021	All Elementary Staff	<ul style="list-style-type: none"> <li>● Professional Development Days in June and August 2020</li> </ul>	On June 19th, teachers virtually participated in professional development from Jessica Minahan and Research for Better Teaching.
Each school will establish a Student Engagement Team. This team will meet regularly to review engagement data from teacher teams.	June 2020- June 2021	Principal Social Worker Student Support Aide Specialists	<ul style="list-style-type: none"> <li>● Student Engagement Data collected by classroom teacher teams</li> <li>● DPS System for Tracking School Connectedness</li> </ul>	In spring 2020, schools utilized the <a href="#">DPS System for Tracking</a> .

## Goal #2

**By June 2023:**

*All students are independent learners who are active and responsible for their learning. (Strategic Plan 2018-2023)*

**GOAL #2: By June 2021, 80% of all students (K-5) will read at or above grade level as measured by a Running Record.**

Implementation Strategies	Time	Who	Resources	Current Status
<p>Beginning of the School Year:</p> <ul style="list-style-type: none"> <li>• Teachers will conduct running records on all students (1-5) in the fall.</li> <li>• Kindergarten teachers will utilize the Concepts about Print Assessment in the fall.</li> </ul> <p>Middle of the School Year and End of the School Year:</p> <ul style="list-style-type: none"> <li>• Teachers will conduct running records on all students (K-5) in the middle of the year and the end of the year.</li> </ul>	September 2020	Principals Curriculum Director Classroom Teachers Special Education Teachers ELL Teachers Reading Teachers Literacy Coach Elementary Librarian	DRA  TCRWP Running Records  TCRWP Concepts about Print Assessment	All students were administered a running record in December 2019/January 2020.
Teacher teams will utilize the FAR Cycle to plan for their daily implementation of reading workshop.	September 2020 - June 2021	Principals Curriculum Director Classroom Teachers Special Education Teachers ELL Teachers Reading Teachers Literacy Coach Elementary Librarian	Common Planning Time  Data Leadership Team/Coaching High Impact Teacher Teams Binder  Reading Units of Study	Use of the FAR Cycle was inconsistent during the spring of 2020.
Teacher teams will utilize the MTSS framework to plan for Tier 2 and Tier 3 instruction.	September 2020 - June 2021	Principals Curriculum Director Classroom Teachers Special Education Teachers ELL Teachers Reading Teachers Literacy Coach Elementary Librarian	Common Planning Time  Data Leadership Team/Coaching High Impact Teacher Teams Binder  Reading Units of Study  Jennifer Serravallo Reading Strategies Text	Use of the MTSS Framework was inconsistent during the spring of 2020.

### Goal #3

**By June 2023:**

*All students and staff will better understand the “why” regarding social justice and implicit bias. This will be supported by creating safe, supportive, culturally sustaining, and equitable learning environments.*

**GOAL #3: By June 2021, all students are engaged in at least ten inclusive, culturally, responsive learning opportunities.**

Implementation Strategies	Time	Who	Resources	Current Status
Students will engage with curriculum materials that represent a wide range of cultures, races, and perspectives.	Sept 2020 - June 2021	All Elementary Staff Elementary Librarian Library Aide	<ul style="list-style-type: none"> <li>● Global Read Aloud books/curriculum</li> <li>● Curriculum and Professional Development from Teachers’ College Reading and Writing Project</li> <li>● Teaching Tolerance Curriculum/Resources</li> </ul>	<p>Each elementary library contains over 160 culturally diverse titles for students in Pre-K-5.</p> <p>Library staff continues to analyze each collection and determine appropriate resources to purchase.</p>
Staff will engage in professional development regarding bias, race, equity in literature, and other topics in order to provide a culturally inclusive environment for all students.	Sept 2020 - June 2021	Elementary Staff District Administrators	<ul style="list-style-type: none"> <li>● Teaching Tolerance curriculum/resources</li> <li>● Implicit bias training</li> <li>● Center for Collaborative Education</li> </ul>	Staff engaged in implicit bias training in September 2020 and Cultural Proficiency in October 2020.