

School Improvement Plan 2022-2023



SCHOOL NAME: International School at Dundee

SIP Membership	
Name	Role in School
Dana Firmender	Principal
Eugene Matejek	Assistant Principal
Samantha Murphy	Kindergarten
Julie You	First Grade
Chelsea Sciaretta	Second Grade
Cristina Valdovinos	Third Grade
Daniel Lantigua	Fourth Grade
Jill Alander	Fifth Grade
Tami Summerton	Specialist
Patricia Caminiti	Specialist

Libby Craig	ALP
Lindsey Babyak	Special Education
Theresa McElroy	Speech/Language

<p>Introduction to your SIP/ School Profile</p> <p>(approximately 100 words)</p>	<p>Our school performance on the SBA Math tests has been consistently commendable, however, we are frustrated with the lack of a real positive response to strategies employed in recent years. We strive for significant and sustained improvement in the area of Math and are hopeful that the implementation of a new math program and accompanying components will yield desired results. It is our hope that using the program in the systematic sequence it is written in, along with establishing the foundation of a consistent vocabulary base will serve our students well. The implementation of MTSS and the addition of the fulltime math interventionist to the staff roster will also help identify and support those learners needing Tier Two and Tier Three instruction to augment their classroom instruction.</p> <p>The emotional well-being of students and staff is paramount to success in all other areas. In recognition of that belief, we are constantly striving to elevate personal interactions, as well as the environment to promote that state of well-being which will allow all to focus on new learning. We are putting stock in the continued use of Second Step with the added integration of the IB Learner Profile attribute traits. To complete the team of stakeholders, the parent community is an essential component to support and bridge the efforts of students and staff. In order to do so, parents need to be informed of the happenings and invited to engage in that support role. In recognition of that goal, we aim to communicate valued content to parents on a regular basis, along with invitations to interact and participate in selected home activities with their child(ren).</p>
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<p>Equity Vision Statement (approximately 50 words)</p>	<p>Our magnet program, the International Baccalaureate Primary Years Program, is a program found in elementary schools all over the world. The basic premise of the program is to “educate the whole child”, regardless of circumstances. This commitment to advance learning in the academic areas and the arts, while celebrating and advancing empathy, respect and understanding of other cultures, serves as the foundation of the program and is embedded in every aspect of the school. It also includes the teaching of character traits that embodies the global citizen. Our motto this year is, “We are better Together!”</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 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:

Goals:	Goal Rationale:
<p>Academic</p> <ul style="list-style-type: none"> ● 75% of students in Grade 2 will achieve a level 3 or better on Form C by Spring 2023 in Math. <p><i>(Linkit Baseline Form A: 40% are level 2 or below)</i></p> <ul style="list-style-type: none"> ● 80% of students in grade 3 will be at or above goal on Form C by Spring 2023 in Math. <p><i>(Linkit Baseline Form A: 61% are level 2 or below)</i></p> <ul style="list-style-type: none"> ● 92% of grade 4 students will achieve a level 3 or better on the 2023 SBA math assessment. <p><i>(SBA 2022 Baseline: 11% did not master content)</i></p>	<p>Our district and school are committed to a rigorous, Standards-based curriculum.</p> <p>VOG alignment: Master a Core body of knowledge. Critically interpret, evaluate, and synthesize information</p> <p>Consider the correlation between SBA and LinkIt. MTSS Tier 1 intervention - full time interventionist</p>

	<ul style="list-style-type: none"> ● 80% of grade 5 students will achieve a level 3 or better on the 2023 SBA math assessment. <p><i>(SBA 2022 Baseline: 24% did not master content)</i></p>	
Student SEL Goal	<p>The percent of students responding favorably to the section- School Belonging on the GPS Survey will increase to 83% .</p> <p>Baseline for ISD - 73%</p>	<p>The social-emotional wellbeing of our students is the most important component for us as educators and leaders. Research shows that when students are not feeling their best selves, they will not perform high academically. It is our goal to increase the social-emotional wellbeing of our students through the Second Step curriculum and schoolwide PBIS incentives.</p> <p>VOG: Alignment 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.</p>
FaCE Goal	<p>The percent of parents responding favorably to the section Home School Connection on the GPS Survey will increase to 88%.</p> <p>Baseline for ISD- 82%</p>	<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 of needed improvement in the school according to the GPS Survey Results.</p> <p>Using the parent survey information from the 21-22, the lowest percentage score in the Home School connection</p>

		category was in response to the question of how equipped parents felt in supporting their child's learning at home. Grade level teams are focused on communicating the strategies and resources to use and implement through their monthly newsletters and their interactions with parents to increase the favorable parent response to 88%
Teacher/Staff School Climate	<p>The percent of staff responding favorably to the section School Climate on the GPS Survey will increase to 75% .</p> <p>Baseline for ISD - 65%</p>	This is an area of focus of the District Strategic Plan and an area of needed improvement in the school according to the GPS Survey Results.

ACTION PLAN:

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

<p>Academic Goal- Math</p> <p>STRATEGY- Implementation of the MTSS process with Fidelity focused on targeted Core Instruction and TIER ONE Intervention.</p> <p>Actions-</p> <p>1. Teachers will use Benchmark Assessments in LinkIt!, as well as curriculum based unit assessments, to create small groups based on specific skills for targeted instruction for both reteaching and enrichment.</p> <p>2. Teachers will use the IXL Diagnostics to create specific pathways for students for practice with skills using the IXL platform and to support targeted, small group instruction</p> <p>3. Teachers will use all available assessment data to determine areas of need and create targeted TIER ONE Interventions using the <i>BIM</i></p>	<p>October, and January for Linkit and after each unit assessment</p> <p>Beginning in September and then ongoing through the year</p> <p>Beginning end of September and Ongoing</p>	<p>Administrators, all staff who teach math, SDT</p> <p>Administrators, all staff who teach math</p> <p>Administrators, all staff who teach math</p>	<p>Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.</p> <p>Student performance in math will improve as they focus on targeted instruction</p> <p>Students in need of support will be identified</p>		
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<p><i>Math Cohesive Progressions</i> for specific students</p>			and interventions put in place.		
<p>4. Students who are continuing to struggle even after a six-eight week TIER One intervention will be discussed by the MTSS team and a Tier two or three intervention created</p>	<p>Beginning end of October and ongoing</p>	<p>Administrators All staff who teach math and the Interventionist</p>	<p>Student performance in math will be improved as students in need of support are identified and more intense interventions are put in place.</p>		
<p>5. Teachers will utilize and analyze Unit assessment data and IXL data for the creation of stations and playlist content as well as small group instruction</p>	<p>Beginning in September and then ongoing through the year</p>	<p>Administrators All staff who teach math</p>	<p>Student understanding and performance in math will be improved. Reteaching and Enrichment will be provided to meet the needs of all students.</p>		

<p>Staff and Student SEL- STRATEGY--The Safe School Climate Committee and PBIS team will focus on increasing positive school climate and school belonging.</p> <p>Actions-</p> <p>1. Monthly celebrations as a school on Fridays. Students and SSCC will run different special activities and recognitions to support and promote positive behavior</p> <p>2. With the assistance of our school social worker, we will refine and expand the leadership opportunities for fourth and fifth grade students</p> <p>3. Continue to work on the implementation of PBIS, Second Step and Mindfulness practices.</p>	<p>Monthly</p> <p>Begin implementation by November</p> <p>All year</p>	<p>Safe School Climate Coordinator, and SSCCommittee/And PBIS team</p> <p>Administration and the Social Worker</p> <p>Safe School Climate Coordinator, all staff</p>	<p>More time will be focused on learning as less time should be spent on behavior incidents and reminders.</p> <p>The level of behavior incidents in fourth and fifth grade will decrease and more time will be spent on learning.</p> <p>Students will demonstrate less signs of anxious behavior and</p>	<p>Safe talks</p>	
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4. Classroom/Schoolwide brain breaks	All year	Grade level teams, SSCC, all staff	will attend school regularly. Boosting morale and school climate will lead to better outcomes for all!		
5. The social worker will connect with students having difficulties with social situations, school anxiety or other worries.	All year	Administration and the Social Worker	Social-emotional support, and early intervention are vital to students' success.		
6. Highlight and celebrate IB learner attributes monthly.	Daily/Monthly	Administration	Being recognized as an IB learner will boost morale and keep students connected to our core values.		

7. Create a calendar of March Madness fun activities to boost morale and school climate	Post by February 26	SSCC/Administration	Boosting morale and school climate will lead to better outcomes for all!		
<p>FACE- STRATEGY- EDIT</p> <p>Provide Parents with Frequent and Timely Communication</p> <p>Actions-</p> <p>School will partner with Patti Jomo to strengthen communication and collaboration with family and community.</p> <p>Principal to speak and present academic and general updates at PTA meetings.</p>	<p>Ongoing</p> <p>All PTA meetings</p>	<p>Principal, assistant principal, all teachers</p> <p>Principal</p> <p>Principal</p>	<p>Family and community engagement will increase</p> <p>Parents will be knowledgeable about what is happening in school and feel connected.</p> <p>Parents will be knowledgeable about</p>		

Weekly parent <i>Firmender Friday Update</i> Smore newsletter	Every Friday		what is happening in school and feel connected.		
Special Education Newsletters	Quarterly	PTA, Asst. Principal	Parents of students with special needs will receive quarterly updates regarding special education		
Grade level academic /IB Unit newsletters	ongoing	Grade-level teams	Parents will be knowledgeable about grade level curriculum/IB units of study and prepared to support their child.		
Provide opportunities for parent involvement through PTA Volunteer opportunities	Ongoing	PTA, principal	Parents will feel included and connected to the ISD Community at large.		

