

Strategic Objectives

◆ **Strategic Objective #1: Foster the development of flexible and innovative learning environments**

Overview: The flexible modern learning environments being built today promote and support a range of learning activity, no longer confining students to a single desk and chair for everything they do. These learning environments support strengths-based teaching and can offer students and teachers flexibility, openness and access to resources, and can be configured to meet the changing requirements.

◆ **Strategic Objective #2: Maximize community engagement**

Overview: Schools, parents, and the community should work together to promote the health, well-being, and learning of all students. When schools actively involve parents and engage community resources, they are able to respond more effectively to the health-related needs of students. Family and community involvements foster partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. And they help children and youth develop healthy behaviors and promote healthy families.

◆ **Strategic Objective #3: Expand authentic learning experiences and assessments for all students**

Overview: Authentic learning refers to a wide variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications. Students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed in college, careers, and adulthood if what they are learning mirrors real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school.

◆ **Strategic Objective #4: Increase personalized learning**

Overview: The term personalized learning refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning is generally seen as an alternative to so-called “one-size-fits-all” approaches to schooling in which teachers may, for example, provide all students in a given course with the same type of instruction, the same assignments, and the same assessments with little variation or modification from student to student. The goal of personalized learning is to make individual learning needs the primary consideration in important educational and instructional decisions.

◆ **Strategic Objective #5: Foster social-emotional learning**

Overview: Provide a safe and supportive learning and social environment where each member of the educational community can achieve in a respectful and productive environment and where students will grow in the five Social-Emotional Learning Competencies: Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making, and Self-Management.

Section 1: School Improvement Goals for 2019-2020 (New Goals/Connections to District Strategic Plan)

Objective Area Goals
Foster the development of flexible and innovative learning environments
SIP Goal #3: Provide a physically and emotionally flexible and safe environment for all learners
Maximize community engagement
SIP Goal # 1: Expand the available approaches for addressing the social emotional learning needs of students and staff.
SIP Goal #3: Provide a physically and emotionally flexible and safe environment for all learners
Expand authentic learning experiences and assessments for all students
SIP Goal # 2: Support Challenging instruction for all learners
Increase personalized learning
SIP Goal # 2: Support Challenging instruction for all learners
Foster social-emotional learning
SIP Goal # 1: Expand the available approaches for addressing the social emotional learning needs of students and staff.

Section 2: School Overview School Demographics

Enrollment and Class Size Information:

2018-2019		
Grades Served		PreK-1
Total School Enrollment		259
Enrollment by Grade Level		
Grade Level: Pre-K		54
Grade Level: Kindergarten		96
Grade Level: Grade 1		109

Student Information:

Subgroups	Number of Students	% of Population
Native American	0	0
African American	6	.02%
Asian	42	16%
Hispanic	9	.03%
White	197	76%
Other/Mixed-Race	5	.01%
Special Education	70	27%
Low Income	49	18%
English Language Learners	7	.02%
First Language Not English	7	.02%

Section 3: Update on Goals from 2017-2020 School Improvement Plan:

The 2017 – 2020 school year goals and objectives were:

Goal #	Objective
Goal #1	Integrate Mathematical practices into daily lessons to improve math instruction for all student.
Goal #2	Provide a balanced literacy approach to meet the needs of all learners using data to drive instruction.
Goal #3	Continue to research and integrate STEAM connections for students and with support of community members based on current mapped curricula.
Goal #4	Increase both staff and student wellness through programming which targets social emotional well-being.

Summary of Progress Made on 2017-2020 Goals:

SIP GOAL #1 Results from 2017-2020

SIP Goal # 1: Integrate Mathematical practices into daily lessons to improve math instruction for all students.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	Anticipated End Outcome
Train and provide professional development and coaching for K/1 to best understand how the mathematical practices can be applied in developmentally appropriate way.	Feedback from teachers is that on-going development and understanding of implementation would be beneficial	Julie Flynn	June 2018	Increase consistent integration of mathematical practices in classroom instruction
Evaluate and revise currently mapped curriculum with Origo lessons. Creation and implementation of supplemental lessons to support extension and remediation	On-going understanding of mathematical practices and how to integrate through Origo lessons as well supplemental lessons will benefit all learners.	K/1 teachers	June 2018	Well rounded unit plans which target a range of learners.
During the 2018-2019 school year we: This past year, the Math Coach position was cut from the districts budget. In lieu of this, Mary Coakley will be providing staff PD to support the completion of this goal. In addition, Ms. Calo held a district Math Summit in the Winter of 2019 in which several NGES staff attended. The focus of the Math Summit was to discuss what is working, what we could improve upon, and what might the district do to ensure that improvement. Lastly, this Fall NGES has begun a pilot of Splash Math. Splash Math is an adaptive and personalized online math practice program which is currently being utilized in the context of Math workshop as an independent practice station. Splash Math is also a resource which has been made available to parents to support continued practice at home.				
Status of Goal: Met.				

SIP GOAL #2 Results from 2017-2020

SIP Goal # 2: Provide a balanced literacy approach to meet the needs of all learners using data to drive instruction.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	Anticipated End Outcome
Provide a balanced literacy approach to meet the needs of all learners using data to drive instruction.	Instructional coaching supports teachers' instructional repertoire so that they can best meet students' learning needs.	Lisa Rice and Jen Mannion in conjunction with Julie Flynn and grade level teams.	January 2017-June 2018	A timeline and topic areas for coaching in literacy and writing will be developed. Implementation will be evidence of attainment.
Implement lessons and determine next steps.	Teachers will implement lessons and reflect on how they were received.	Grade Level teacher	Spring 2017-June 2018	New lessons will be implemented, analyzed and revised as needed.
Create and revise assessments to collect data to further inform instruction.	Teachers will use current assessments, revise as needed and create new assessments to align with writing standards.	Grade level teachers	Fall 2017-June 2018	New writing assessments will be created, implemented and revised as needed.
<p>During the 2018-2019 school year we: Grade level teams have met weekly with Mrs. Rice to address identified topics at each grade level. Grade has identified and worked on Non fiction writing while Kindergarten has identified and worked on diving into Reading A-Z as a resource. Grade level teams continue to meet weekly and throughout the school year run through the Data Meeting process to identify gaps, research and implement interventions and outcomes of intervention. Ongoing collaboration between Kindergarten and Grade 1 with regards to implementation of PRWE.</p> <p>Status of Goal: Met.</p>				

SIP Goal # 3: Continue to research and integrate STEAM connections for students and with support of community members based on current mapped curricula.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	Anticipated End Outcome
Research resources, enrichment and other materials/opportunities to link science, technology, engineering, mathematics and arts content.	Research suggests that play-based exploration with hands-on activities is critical during early childhood development and beyond. Early childhood students benefit from creative play situations/themed learning opportunities to engage in activities that forge connections across curriculum areas.	Grade level teachers, administration, Enrichment Coordinators	January 2017-June 2019	STEAM-based curricular connections mapped in Atlas will be evidence of attainment. Incorporation of STEAM related enrichment will also be evidence of attainment.
Create a survey to identify the resources within our immediate school community.	The importance of partnering with parents early on in a child's education cannot be understated. NGES staff truly value the input of parents as well their support and experience in related fields to make real life connections.	NGES SAC members, in collaboration with teachers.	June 2017	Parent and community involvement within their identified area of expertise.

Collaboratively plan 3 STEAM lessons/unit within each grade level.	Mapped Atlas curriculum in connection with teacher research as to connections across the curriculum.	Grade level teachers	June 2018	Implement of lessons/unit with on-going reflection to support further implementation of additional STEAM lessons.
<p>During the 2018-2019 school year we: STEAM has continued become integrated into practice at NGES. In addition to on-going additions to Atlas curriculum maps with connections to STEAM, teachers have identified numerous ways to incorporate it's themes within their daily instruction. Beginning in the Spring of 2018 and into this school year, our After School Enrichment Program has sought out STEAM related offerings through parent/community involvement. The 2nd Annual NGES EdCamp was held in the Spring of 2018 and the 3rd is scheduled for April 12th, 2019. EdCamp welcomes teachers, parents and community members to facilitate interest-based offerings to students, many of which incorporate the various components of STEAM. In addition to soliciting parent support through school wide invitation, parents were identified through the survey created and shared by the SAC in the Spring of 2018 based on specific areas of interest/expertise and willingness to facilitate and support our school.</p> <p>Status of Goal: Met.</p>				

SIP Goal # 4: Increase both staff and student wellness through programming which targets social emotional well-being.

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	Anticipated End Outcome
Establish school wide opportunities to address the physical well being of staff and students.	Research suggests that movement/exercise fuel the brain. Research by Terrence Dwyer found that exercise improves classroom behavior and academic performance	NGES SAC members in collaboration with parents and teachers	June 2019	Monthly school wide movement/exercise activities to be implemented across grade levels.

	(Dwyer, Sallis, Blizzard, Lazarus, & Dean, 2001			
Opportunities for after school enrichment which target the social-emotional needs of all students.	Currently, there are no after school opportunities available to NGES students that target social-emotional learning.	NGES SAC members in collaboration with PTG and teachers/parents	June 2019	One ASEP program per year to be offered to all students.
Research and determine if a PBIS model for all school supports would benefit NGES	Research suggests that proactive strategies for defining, teaching, and supporting appropriate student behaviors support creating a positive school environment	District BCBA, BSC's, in collaboration with NGES staff	June 2020	Pilot a PBIS model at NGES.
<p>During the 2018-2019 school year we: This past school year, NGES has put forth significant effort towards creating a shared understanding of the 5 components of SEL through staff meetings and professional development offerings. In collaboration with district administration, Julie Flynn has participated in a series of workshops put on by the ExSEL network with a focus on creating a consistent approach within the district for addressing the SEL needs of all students. Jessica Minahan served as a guest speaker in October 2018, to increase staff awareness around students who present with challenging behavior and trauma informed instruction. Staff revisited and revised out school vision, behavior response and reporting tool and have begun to implement components of a PBIS model through a school wide positive behavior plan to increase C.A.R.E.S beginning in less structured spaces (cafeteria, recess, specials). In continuing with increasing staff wellness as well, staff have engaged in various activities to support themselves including walk and talks to end staff meeting, paint night, monthly gratitude sharing at staff meeting, weekly "essential piece" pin acknowledgements form Principal, monthly staff breakfasts, and monthly committed to Collaboration open forum. 13 staff participated in voluntary SEL in the Classroom book study.</p> <p>Status of Goal: Progress.</p>				

Sections 4 & 5: Goal Detail and Action Plans for 2019-2020

SIP GOAL #1 Action Plan

SIP Goal # 1: Expand the available approaches for addressing the social emotional learning needs of students and staff.

- District Strategic Connection:** Foster social-emotional learning and Maximize community engagement

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	Anticipated End Outcome
Establish a Social Emotional Learning Team (SELT)	The research is clear that we need to address the Social Emotional of our students "in order to motivate them to learn critical skills such as the ability to communicate, connect with others, resolve conflict, self-regulate, display kindness and empathy and cope with challenges." Dr. Shulamit Ritblatt • Jan 26, 2018	Julie Flynn	Quarterly Meetings throughout the 2019-2020 school year	Social Emotional Learning Team (SELT) to be formed and to convene on a quarterly basis.

Professional development for all staff	To ensure that instructional practices support the SEL needs of students, staff must be proficient in their understanding and approach.	Julie Flynn, SELT	½ day professional development days in the 2019-2020 school year	Through PD, all staff will demonstrate a shared understanding of the 5 components of SEL, as evidenced by integration of instructional practices which focus on explicitly addressing our students' needs.
SEL Parent Night	Engaging parents in the education of their child is integral to the success of the whole child. In an ever changing world, supporting parents understanding of the SEL needs of students will benefit the student, parent and overall educational experience for the family.	Julie Flynn, in collaboration with Elementary Administrators	Spring 2020	Parents will have the opportunity to explore and understand the 5 components of SEL, the instructional methods used to explicitly teach their child and ways in which they can support their child at home at SEL Parent Night in 2019-20.
Staff Wellness	As role models for our students, it is critical that teachers have identified self care strategies to support and sustain themselves when working with diverse populations whose SEL needs are in constant motion.	Julie Flynn, SELT	Spring 2020	Staff will have the opportunity to participate in bi-monthly activities throughout the year to support their wellbeing.

SIP GOAL #2 Action Plan

SIP Goal # 2: Support challenging instruction for all learners

- **District Strategic Connection:** Expand authentic learning experiences and assessments for all students **and** Increase personalized learning

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	End Outcome
Expand on personalized learning opportunities for all learners	See Overview of District Strategic Objective #4	All staff	Spring 2020	Weekly opportunities for teachers to meet to identify approaches and tools in which to support the needs of all learners. On-going curriculum work to identify ways to enrich as well remediate based on student need.
Comprehensive development of Maker Space Model for implementation in the library.	The Maker Space model allows for students to individually determine the materials and methods they use to solve a problem. This model increases creativity, individual decision making and problem solving skills.	Julie Flynn	Spring 2020	Timeline and topics (1-2 per month) for Maker Space Model in the library.
Evaluate current assessment practices and develop a means for collecting and analyzing student data in Math content area.	A standard method for benchmarking and progress monitoring student progress in the area of math will allow teachers to better analyze student needs as well determine more targeted intervention to support learning for all.	Julie Flynn, grade level teachers	Spring 2020	A standard practice for assessing all students in the area of Math.

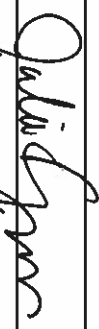



SIP GOAL #3 Action Plan

SIP Goal #3: Provide a physically and emotionally flexible and safe environment for all learners

- ◆ **District Strategic Connection:** Foster the development of flexible and innovative learning environments and Maximize community engagement

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Person(s) Responsible	Timeline (When will the activity occur?)	Anticipated End Outcome
Increased opportunity for teachers to develop flexible learning opportunities within classroom	Student choice is among one of the top motivators for driving student learning. Offering choice a flexible environment, choice of instructional method and activities will promote student ownership of their learning and increased independence.	Julie, grade level teachers	Spring 2020	All teachers at NGES will have equal opportunity and access to a flexible learning model, and will be able to demonstrate how students are offered increased offering for taking ownership of their learning through choice.
NGES Safety Protocols to be reviewed and refined	The safety of the students and staff at NGES is a priority in ensuring access to a physical and emotionally safe learning community.	Julie Flynn in collaboration with GFD, GPD and Central Office staff	Spring 2020	Revised protocols for: Fire Drill Lock Down Shelter in Place

Section 6: Signature Page

Name/Role	Signature
Julie Flynn, Co-Chair (Principal)	
Sarah Macomber, Co-Chair (Community Member)	
Andrea Anderson, Secretary (Teacher)	
Sue McCullen (Teacher)	
Justin Compton (Parent)	