



Granby Elementary School

2021-2022 Continuous Improvement Plan Summary

Patti Schlaegel, Principal

At Granby Elementary we are committed to nurturing students academically, socially, and emotionally to support their ongoing growth and success.

We are proud of the mindset for growth and improvement that our school community holds.

Points of Celebration for Granby Elementary from 2020-21 Include:

- Continued focus on student growth in the areas of supporting an argument through writing with information text and the ability to model and reason through rich task mathematical problems.
- All staff participated in professional development around culturally responsive teaching and leading and the impact of implicit bias.
- Staff-led diversity, equity, and inclusion team was developed and created school-wide lessons for implementation in classrooms monthly.
- The building committed to work focused on meeting social-emotional needs of students and families while continuing to build a culture of empathy and support.

Focus Areas for Growth

One goal of our district improvement plan is that building leaders and teachers will use the 5-Step Process to develop, measure, and analyze effective instructional practices in order to reduce student subgroup achievement gaps by 50%, while increasing the quality of instruction for all students across all settings. The following action steps support this work:

Literacy Goal #1: Students will demonstrate reading comprehension knowledge by using textual evidence from informational text to effectively construct argumentative writing. Given an appropriate leveled informational text selection, 85% of students will create a piece of argumentative writing demonstrating growth as determined using a rubric for argumentative writing. Additionally, we aim for all grade levels to meet the achievement indicator level on Ohio's State Tests by the end of the 2022-23 school year.

ELA, EL, Science, and Social Studies teachers will provide opportunities for students to interact with informational text and produce pieces of writing using the text to support a claim. Math teachers will support this goal by providing students opportunities to justify mathematical thinking through writing using mathematical information to support claims. Instruction will occur based on student need determined by argumentative writing progress monitoring.

All ELA teachers will engage fully with the Units of Study writing curriculum and will utilize an approach to instruction based on student need as determined by a variety of assessments and classroom formative feedback. All ELA classrooms will feature the Structured Literacy instructional approach.

All teachers will participate in Teacher Based Teams with specific focus on raising rigor and expectations for all students through engaging in work and professional learning focused on providing feedback aimed at raising each individual student's writing and reading skills.

Mathematics Goal #2: Students will demonstrate the ability to use strategic extended thinking and reasoning to solve mathematical problems. Monitoring curriculum based assessments, 85% of students will demonstrate growth with use of mathematical practices 3 and 4. Additionally, we aim for all grade levels to achieve the achievement indicator level on Ohio's State Tests by the end of the 2022-23 school year.

Mathematics teachers will utilize Mathematical Practices in the classroom with a specific focus on modeling (MP 4) and reasoning (MP3) by providing students increased opportunities to interact with problems requiring usage of mathematical modeling and reasoning.

All teachers will participate in Teacher Based Teams with specific focus on raising rigor and expectations for all students through work focused on standards analysis and identifying areas for improvement through vertical grade level collaboration and professional development.

Climate/Culture Goal #3: Students and staff will demonstrate a commitment to celebrating diversity and fostering equity and inclusion in our classrooms. By the end of the 2021-22 school year we will see an increase in the areas of "Sense of Belonging" and percent of students reporting feeling respected by peers as reported by the Panorama Student Survey.

Examining curriculum and classroom resources so that all students are reflected in the curriculum.

Continuing professional learning on inclusive teaching practices to build understanding and best teaching practices.

Continuation of implementing Responsive Classroom practices to build and enhance a positive classroom community. Continuation of monthly diversity, equity, and inclusion classroom lessons (school-wide). Providing opportunities for students and staff to connect and develop knowledge and understanding of self and others.