



## **F A Cleveland Elementary School**

School Improvement Update of the 2020-2022 Plan

### **Principal:**

Nancy H. Coppola

## **School Mission Statement**

The mission of the Frederick A. Cleveland School is to work together as a community to meet the needs of our students as they develop the skills needed to interact with the world.

To achieve success and build dreams,

Students will learn to:

Become critical thinkers

Acquire self-confidence

Develop communication skills

Show respect for others

Value diversity

Become lifelong learners

## PRIORITY AREAS

- 1. Social Emotional Learning: Support Children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.**

**Update:** To meet this goal, a 'Yoga 4 Classrooms' choice board was created by one of our teachers. This choice board encouraged teachers to work with students on relaxation techniques to reduce anxiety. It also helped students to express and balance their emotions. We found that using this program has helped to build community and connectedness.

We continue to use our indoor and outdoor sensory paths to help students ease anxiety and enhance focus. Our School Adjustment Counselor has been visiting school often since our return to check in on students and assess their emotional well being. She has shared a number of resources and activities for teachers to use in the classroom to enhance their social emotional learning.

Our staff are attending culturally responsive training to increase their understanding of different cultures and how they can bring that knowledge and acceptance to their students. Our students are fortunate enough to have an assembly with Ivy Watts from Impact Norwood. Bringing speakers into the district has helped to bridge the gap between cultures at our school.

- 2. Teaching and Learning: Multi-Tiered System of Supports (MTSS): To develop a multi-tiered system of support focusing on system-level change to be implemented to better meet the individual needs of students. A well-coordinated and highly structured new system of collaborative instruction will address**

**students' academic and non-academic needs.**

**Update:** To meet this goal, we began by analyzing outcomes of our SST Meetings over the past two years. Our data showed that during the 2018-2019 school year, 28 students were in the SST process and 20 of those students were recommended to Special Education for testing. (It should be noted that 8 of those were parent requests.) This put our referral to Special Education at 42 %. During the 2019-2020 school year, 19 students were referred to the SST Team and only 4 of those students were recommended for testing through Special Education. (There was one parent request). This brought our rate of referrals down to 21%. We are currently looking at what changes took place between those two years that helped to decrease our number of referrals. Obviously, one difference was that in-person schooling ended in March of that year. However, we did note that providing teachers with more common planning time to discuss students and modifications for at risk students may have contributed to this decrease in numbers. We also qualified for Title I that year and had additional staff to work with our at risk students. We will continue to analyze data and focus on how to individualize learning for our at-risk students. We are optimistic that having a fulltime interventionist will have a positive impact on these students.

**3. Literacy: Fully implement the new My View reading program into Grades 1 -5 to provide consistent, sequential instruction for reading, comprehension and writing.**

**Update:** To date, all teachers have been trained in implementing My View in their daily instruction. Due to Covid restrictions, teachers have not started classroom centers for My View, but are differentiating instruction to meet students needs. Common planning time has provided teachers with the time to explore opportunities for integrating literacy with other content areas. Our special education teachers have worked in collaboration with our classroom teachers to provide support for struggling students in the area of reading. Having

all staff trained and using My View has resulted in a more collaborative learning environment for both staff and students.

**4. Facilities: To optimize teaching, personalize learning, and increase student engagement, the Cleveland School will examine existing space and make changes to meet the demands of 21<sup>st</sup> Century learning.**

**Update:** To meet this goal has definitely been a challenge this year due to covid restrictions. It is hard to make creative, welcoming spaces for learning at 6 feet apart! However, we have purchased all new desks for grade one students. These desks are triangular and allow for both individual and small group seating configurations. Thanks to Joe Kidd and the Technology Department, we now have Smartboards in every classroom and all specialists also have mobile boards. Due to the increase of classes in our school, now housing 17 classrooms instead of 15, we have had to “create” spaces for small groups to work with staff. We have purchased room dividers for our hallways and divided existing rooms into multiple spaces as well. Our specialists now share a classroom, and we have had to use our Conference Room as an isolation room during Covid. To meet the remaining objectives under this goal, we will have to wait until Covid restrictions are lifted.

**5. Community Relationships: Continue to engage both parent and non-parent communities through both face-to-face communication and digital means.**

**Update:** As a result of Covid, we have actually increased our use of digital communication with all parents, particularly those of our ELL students. All of our PTO flyers and our bi-weekly Cleveland Connection now go home digitally. Using our new contract with Telelanguage, we feel we’ve been better able to meet the needs of our English as a Second Language families.

All of our parent conferences have been conducted face-to-face on the computer. Our IEP meetings have also been virtual throughout the year. We have found that this is actually easier for parents and that participation has increased using this means of communication. As a

result, next year, all IEP meetings will be held virtually to accommodate parents.

Finally, due to Covid restrictions, we were not able to invite parents into the building to help support our ELL parents as planned. As we move into year two of this plan, that will be our major focus.