



COLD SPRING

Elementary

SCHOOL IMPROVEMENT PLAN
2025 - 2028



SCHOOL COUNCIL MEMBERS

- Andrea O'Brien: Parent Representative
- Patrick Higgins: Parent Representative
- Barbara Pagnotti: Teacher Representative
- Amanda Pinto: Teacher Representative
- Luis Pizano: School Committee Member
- Stephanie Van Winkle: Principal

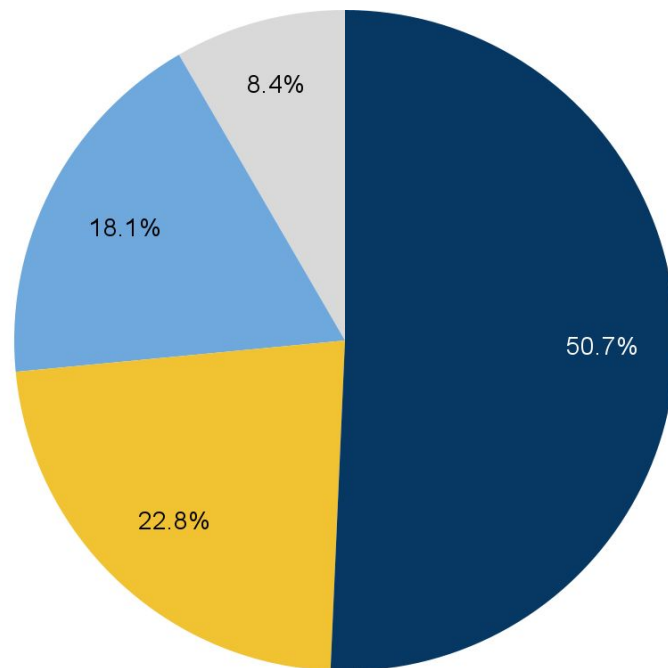




CSES DEMOGRAPHIC INFORMATION

Total Enrolled Students: 215

- Economically Disadvantaged
Population: 109
- English Language Learner Population
(*English, Brazilian Portuguese,
Portugal Portuguese, Haitian Creole,
Arabic, Russian*): 49
- Special Education Students: 39
- Remaining Students: 18

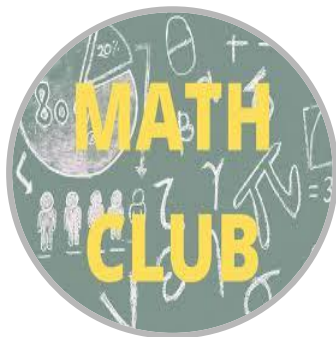




CSES AFTER SCHOOL CLUBS & ACTIVITIES



Garden Club



Math Club



Early Act Club



Songwriting Club



Student Leadership Club



Intro to Sports Club



Chorus



3D Engineering Club



CSES YEAR LONG INITIATIVES



School Wide Title I



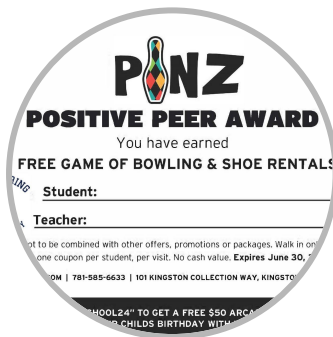
Big Brother Big Sister



YMCA Mentoring



Gosnold Counseling



Positive Peer Award



Cub Coins



CSES: WHAT'S NEW AND EXCITING

- Open House Presentation in Portuguese
- Morning Mantra
- Monthly Whole School Meetings
- Awesome Attendance Certificates & Pizza with Principal
- Council of Active Living Volunteers in Classrooms
- Celebrated Different Traditions & Holidays Throughout the Building
- Recognized & Celebrated Birthdays of the Month (students and teachers)
- Recognized & Celebrated Appreciation Days, themed weeks (i.e. Arts in Education week, Fire Prevention Week, School Psychologist Appreciation, etc.)
- Safety & Wellbeing Presentation in Portuguese to address the ICE/deportation fears of our families





CSES: CORE VALUES

The Cold Spring community strives to foster, promote and instill a positive and inclusive learning environment, where all students respect themselves, others, property and diverse perspectives. Where we instill a sense of accountability for actions and tasks promoting responsibility. Students are encouraged to be compassionate and understanding towards others developing kindness and empathy. CSES strives to create a welcoming, safe and supportive environment where all students feel valued, respected and safe enough to embrace challenges and see mistakes as opportunities for learning. Finally, CSES strives to develop life-long learners.

THEORY OF ACTION

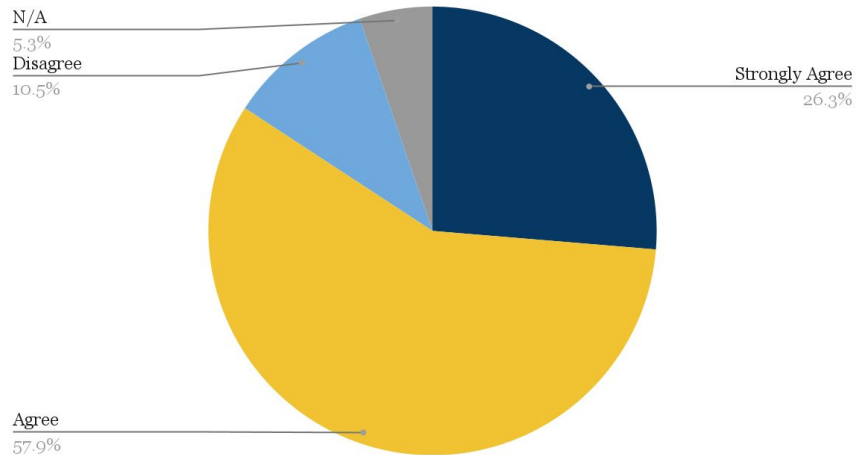
If we continue to work as a school community to enhance our ability to collaborate to improve teaching and learning, coordinate comprehensive services, partner with families, lead strategically and continuously improve, this should result in greater differentiation of instruction that addresses academic and social-emotional skills allowing all students to learn and thrive academically and socially.



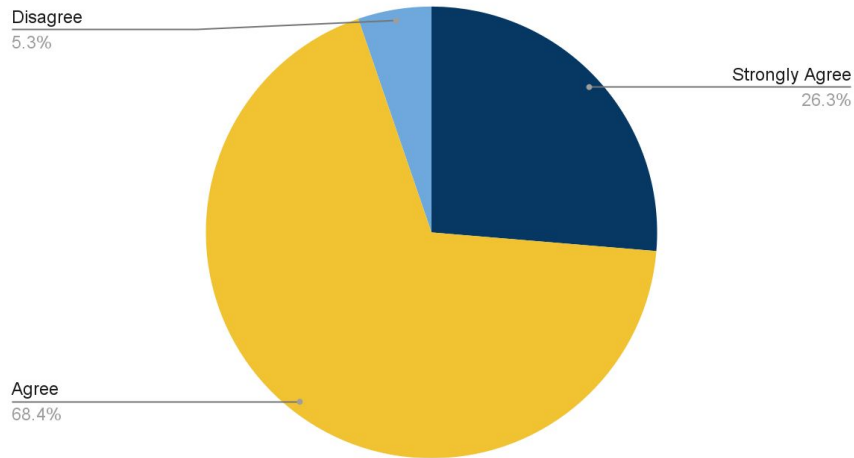
PARENT SURVEY INPUT: APRIL 2025

CURRICULUM AND INSTRUCTION

The rigor/challenge of the curriculum is appropriate



My child receives instruction based upon his/her individual needs.





PARENT SURVEY INPUT: APRIL 2025

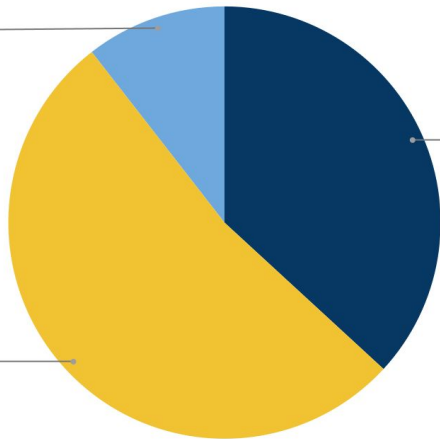
SCHOOL CULTURE

I feel welcomed and encouraged to be a partner in my child's education.

2 = disagree
10.5%

3 = agree
52.6%

4 = strongly agree
36.8%

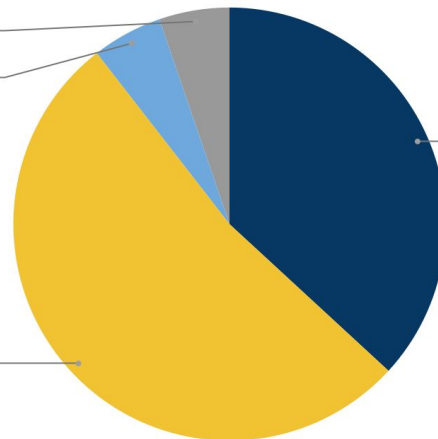


CSES promotes acceptance of all people and their abilities.

N/A
5.3%
1 = strongly disagree
5.3%

3 = agree
52.6%

4 = strongly agree
36.8%

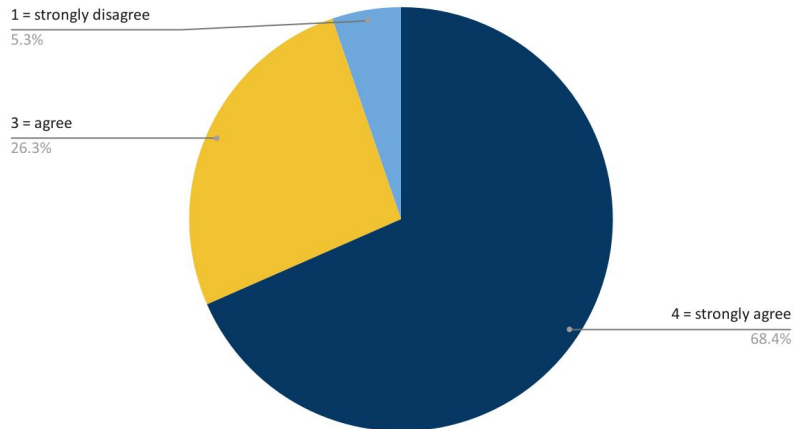




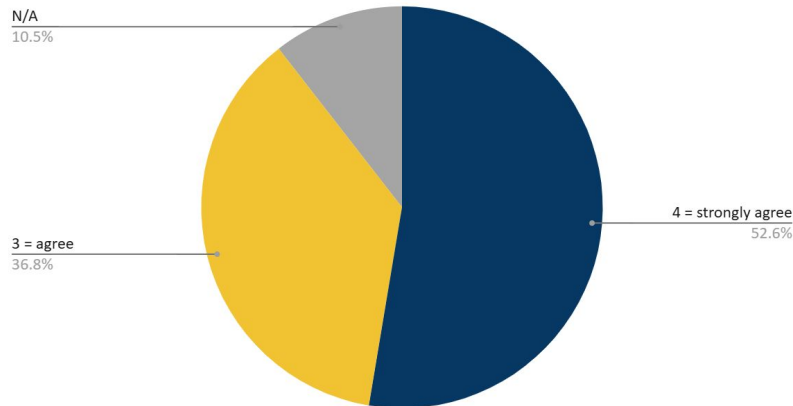
PARENT SURVEY INPUT: APRIL 2025

LEADERSHIP

The CSES principal does an effective job of communicating with us at home.



The increased presence of CSES on Facebook/Principal Newsletter has given me a greater sense of school happenings.





PARENT SURVEY INPUT: APRIL 2025

VOICE YOUR OPINION

WHAT DO YOU FEEL SHOULD BE TOP PRIORITY
AT CSES DURING THE NEXT FEW YEARS?

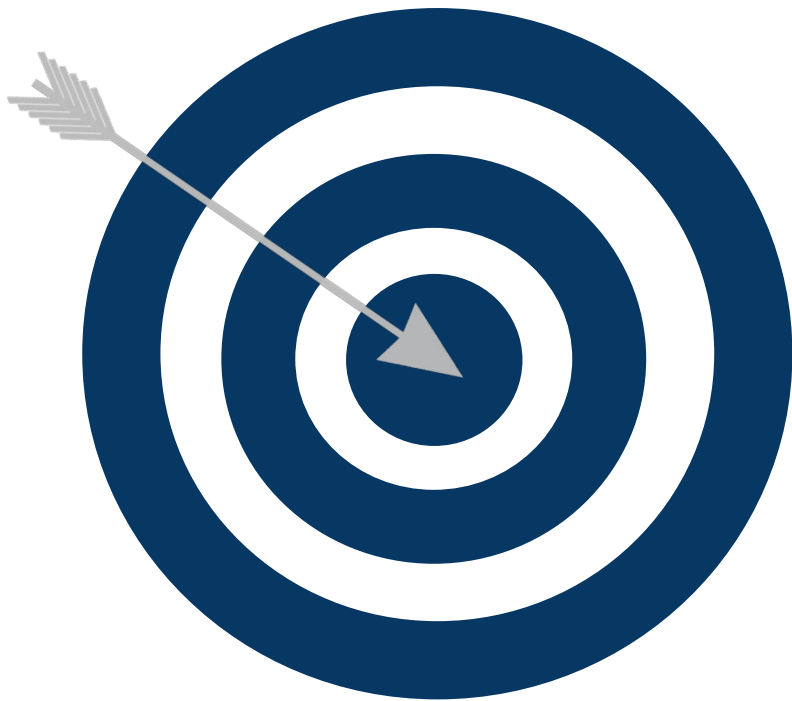
- ★ Building Updates
- ★ School Safety
- ★ Increase rigor of the curriculum
- ★ More focus on phonetic based reading
- ★ Having a better plan for disruptive children that are in the classroom.

IF YOU COULD CHANGE ONE THING ABOUT
CSES WHAT WOULD IT BE?

- ★ Nothing so far!
- ★ Playground
- ★ Using the space better for service providers, pave the bottom driveway
- ★ I love CSES! I wouldn't change a thing.
- ★ Car line
- ★ Put air-conditioning in the building.
- ★ More recess time and longer lunch



GOALS FOR 2025-2028



GOAL #1: Improve the outcomes of all learners through an inclusive and equitable education.

GOAL #2: Integrate Social Emotional Learning (SEL) into the school culture, promote positive relationships and a sense of belonging while promoting diversity and inclusion.

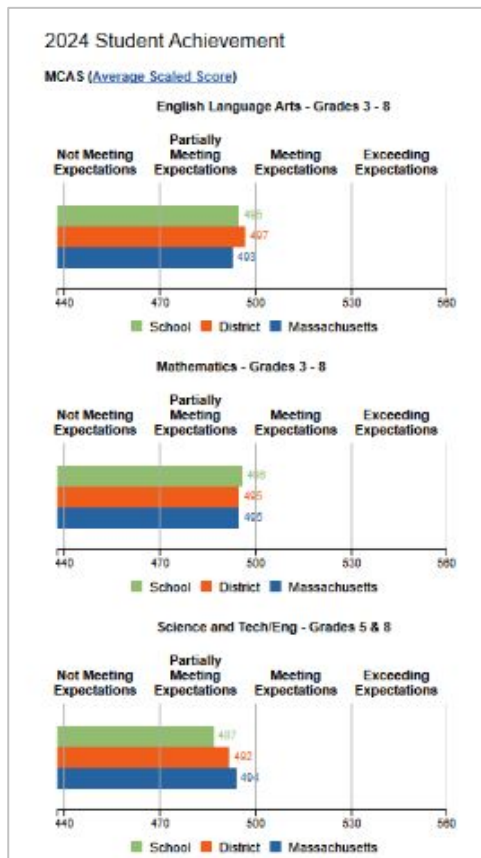
GOAL #3: Establish strong partnerships with parents and families and collaborate with community organizations to support students and families.

GOAL #4: Create a welcoming and inclusive environment fostering diverse perspectives and ensuring equitable access to resources and opportunities for all students



GOAL #1: IMPROVE THE OUTCOMES OF ALL LEARNERS THROUGH AN INCLUSIVE AND EQUITABLE EDUCATION

- Promote an inquiry based approach to teaching and learning
- Refine the practice of “Science Notebooking” with K-2 “Notice and Wonder” focus and a 3-5 “Science Modeling” focus
- Enhance differentiation of approaching individual students within the classroom
- Reflect upon feedback yielded from mechanisms in place (ongoing discussions during Learning Walks, State and Local assessment data and Grade Level meetings with coaches and consultants)

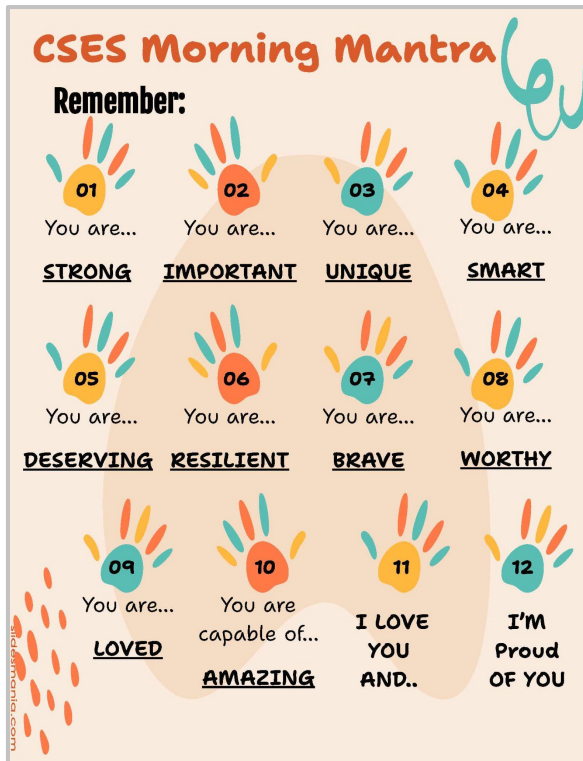




GOAL #2:

INTEGRATE SEL INTO THE SCHOOL CULTURE, PROMOTE POSITIVE RELATIONSHIPS AND A SENSE OF BELONGING WHILE PROMOTING DIVERSITY AND INCLUSION.

- Foster a positive and inclusive school culture that integrates SEL into all aspects of school life, promoting relationships and a strong sense of belonging for all students
- Whole School Monthly meetings will play a role in reinforcing the Core Values of CSES with our SEL mini-lesson, Reading Incentive Awards, Pinz Positive Peer winners, Attendance Certificates and Staff of the Month.
- Implementation of the CSES Morning Mantra of affirmations announced daily
- Deepen staff “toolboxes” with strategies in supporting students exhibiting a range of social-emotional needs (i.e. Trauma Sensitive School book study)
- Weekly case management meetings with School Psychologist, School Adjustment Counselor, Registered Behavior Technician (RBT), Nurse and Principal to identify student needs and match them with supports and services.





GOAL #3: ESTABLISH STRONG PARTNERSHIPS WITH PARENTS & FAMILIES AND COLLABORATE WITH COMMUNITY PARTNERS TO SUPPORT STUDENTS AND FAMILIES

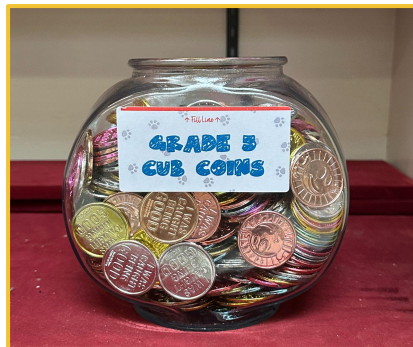
- Open and regular communication channels (weekly Principal Update Newsletter, social media, community meetings such as Portuguese translated Open House, Safety & Wellbeing of our Immigrant Students meeting, etc.) to keep families and community members informed
- Identify and engage stakeholders such as Council of Active Living, American Legion, Big Brother/Big Sister & the YMCA in mentoring/volunteering opportunities in the building.
- Mechanisms in place to ensure that information is presented in a clear, concise and accessible format, considering language barriers and diverse learning styles.
- Refine our practice in showing tangible, specific examples of how learning successes/challenges are manifesting for individual students.


The screenshot displays a digital newsletter interface. On the left, a 'Table of Contents' sidebar lists items such as 'Arts of Learning Massachusetts: Brazilian Beats Assembly', 'Tides', 'Club Soccer Plans (U) Area Review', 'Summer Theatre Camp', 'Our Dedication to Kate Messner', 'Our District One Author', 'We Did It! Welcome Our Friend', 'Film Back', 'Half Day - Wednesday, April 2, 2025', and 'Professional Appreciation Day, Wednesday, April 2, 2025'. The main content area features a vibrant floral border around the title 'PRINCIPAL VAN WINKLE'S WEEKLY UPDATE' and the date 'March 31, 2025'. Below the title, the headline reads 'Arts of Learning Massachusetts: Brazilian Beats Assembly'. The text describes a wonderful assembly for students from the Arts of Learning Massachusetts, highlighting the mission to provide youth of all abilities, identities, and backgrounds access to rich educational opportunities and a sense of belonging. It mentions a great opportunity for students to have fun and learn together through music and laughter, thanking the Cold Spring PTA and Arts for Learning of Massachusetts Brazilian Beats. A photo shows a group of students performing on a stage. On the right, a 'Share your newsletter' section offers options to 'Share with Email', 'Share on Email Notification System', and 'Share to The Shareable Hub'. It also includes social media sharing buttons for Facebook, Twitter, and Pinterest, along with 'Copy Link', 'Embed', and 'Print / Download' options. At the top right, there are buttons for 'Edit newsletter', 'Preview', and 'View Analytics', which shows a count of 438.



GOAL #4: CREATE A WELCOMING AND INCLUSIVE ENVIRONMENT FOSTERING DIVERSE PERSPECTIVES AND ENSURING EQUITABLE ACCESS TO RESOURCES AND OPPORTUNITIES FOR ALL STUDENTS

- Continue to broaden the use of culturally responsive sources in an effort to provide diverse perspectives in history and celebrate the many different cultures and traditions around the world
- Add to the emerging selection of literature set within the context of a diverse range of perspectives available as resources for teachers
- Continue the CSES Positive Behavior Incentive System (PBIS) to promote safe, supportive and inclusive learning environments
- Review CST process and RTI to guard against over-identification in Special Education





POSITIVE PEER AWARD

You have earned

1 FREE GAME OF BOWLING & SHOE RENTALS

Student: _____

Teacher: _____

Not to be combined with other offers, promotions or packages. Walk in only. Limit one coupon per student, per visit. No cash value. Expires June 30, 2024

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USE CODE "PINZSCHOOL24" TO GET A FREE \$50 ARCADE CARD WHEN YOU BOOK YOUR CHILD'S BIRTHDAY WITH US IN 2024!



