

Luther Conant School
School Improvement Plan
School Year 2021-22



Members of the School Council

Abigail C. Dressler, Interim Principal

Valery Gransewicz, Interim Assistant Principal (Ad hoc member)

Nancy Auger, Teacher

Katelyn Norsworthy, Teacher

Debby Lee, Parent

Dan Birchall, Parent

Tyler Russell, Community Member/School Resource Officer

School Council Meeting Dates

September 29, 2021

November 3, 2021

January 19, 2022

March 9, 2022

April 13, 2022

June 8, 2022

All meetings will be held over Zoom at 3:30 p.m.

Overview

In developing a School Improvement Plan (SIP), each school develops four or five school-wide goals for the upcoming year. Multi-year goals are encouraged. For multi-year goals, the language for intended outcomes, actions steps and measurement should be updated annually to reflect work specific to the academic year.

Goal-Setting:

Schools should select four or five high impact goals for the year. In selecting goals school should balance three priority areas:

Student Learning

- Two goals should be focused on specific areas of student learning or achievement gaps that the schools will close during the period

District-wide Coherence

- Two goals should be aligned with specific Strategic Objectives in the District Strategy

School-specific Opportunities for Improvement

- Additional Goals are at the discretion of the school (i.e. climate and culture, communication, etc.)

Goals may span more than one area (student learning, district-wide coherence, or school specific opportunities). For example a student learning goal may also serve as a goal that is aligned with district-wide coherence. Similarly, a goal focused on improving student learning in a specific domain may also be a goal that is specific to an individual school.

SIP Definitions:

Goal:	The clear statement of what the school will improve during the period of time for which the School Improvement Plan is written. The goal is written in outcome-oriented language.
Alignment:	A statement that provides a rationale for <i>why</i> the school selected this goal and may include background information and data as appropriate. This can also include a statement of how the goal aligns with District Strategic Objectives or Initiatives from the District Strategy.
Outcome:	A narrative that describes both the starting point of reference for the goal as well as a picture of what will look different when the goal has been achieved. The outcome provides data and <i>targets</i> that allow the school to benchmark progress toward the goal and allow for the school to assess completion of the goal.
Strategy:	The strategy is the action plan for the goal which includes the combination of action steps, measurement, timelines and ownership necessary to achieve the goal.
Action Steps:	The specific actions that members of the school will take in order to achieve the goal
Measurement:	The qualitative or quantitative ways that members of the school community will know the <i>action steps</i> have been achieved or completed.
Timeline:	The specific timeline intended for each of the action steps that the school has committed to meeting.
Ownership & Enactment:	Defines who is responsible for various action steps, and the elements of the steps for which they are responsible.
Resources:	An analysis of existing and new resources that will be necessary to achieve the goal.

Goal #1: English Language Arts

(What area of student learning do we want to improve?)

Students in Kindergarten through Grade Three will be assessed using the DIBELS (*Dynamic Indicators of Basic Early Literacy Skills*) tool in September/October 2021, January 2022, and then again in May/June 2022.

Fall assessment scores will be used as one data point to consider if a student requires intervention. Fall scores that are at or below DIBELS Benchmark designations for strategic and/or intensive intervention will be discussed during a building-based MTSS data meeting, to be held no later than October. Students who require additional support will be monitored in consultation with the Reading Specialist.

Alignment:

(We chose this goal because...; The stated goal is aligned with the District Strategic Objective/ Initiative to...)

This goal was chosen to align with District Strategy **Equitable Opportunities and Outcomes**, 3.2: Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.

Outcomes:

(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)

Description of Starting Point (Baseline):

In past years, all first graders were assessed with DIBELS, and selected Kindergarten and Second Grade students were also assessed. This school year, all students in Kindergarten through Third Grade will be assessed in the fall, winter, and again in the spring.

Description of what will be different when the goal is achieved?

When this goal is achieved, at a minimum we will have three DIBELS assessments completed for all primary students. Data will be used to inform instruction, intervention, and determine whether additional assessment protocols are indicated. 95% of all students will read at grade level, as the research indicates is an achievable goal.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>-MTSS Data Meetings will be scheduled regularly to provide time and structure to support data review.</p> <p>-All classrooms will implement a WINN block</p> <p>-Core classroom instruction that implements systematic and explicit phonics instruction</p> <p>-When indicated, targeted instruction will be planned for students that complements and extends core classroom instruction</p>	<p>-All students who are in the red or yellow zones will make progress by June 2022.</p> <p>-95% of all students will read at grade level, as the research indicates is an achievable goal.</p> <p>-Other assessment protocols may be implemented (Quick Phonics/Spelling Screener, the PAST, Heggerty Assessment, Developmental Spelling Inventory, Benchmark Assessment System, etc.)</p>	<p>Students will be assessed three times per year: September/October 2021, January 2022, and May/June 2022.</p>	<p>Principal, Reading Specialist, Literacy Coach, Reading Assistant, Classroom Teachers</p>

What existing resources will you leverage to implement this action plan? What additional resources might you need?

The Reading specialist and Reading assistant will conduct DIBELS Assessments. Teachers who are interested will be trained in this assessment. Classroom educators in Kindergarten through Third Grade will implement Foundations programs with fidelity.

Classroom educators in Kindergarten & First Grade will implement Heggerty phonemic awareness programs with fidelity; First grade teachers will benefit from coaching from the literacy coach to achieve this goal.

<p>Goal #2: Mathematics <i>(What area of student learning do we want to improve?)</i></p>
<p>In order to deepen students' mathematical understanding, provide equitable outcomes and support vertical alignment, all elementary students will participate in the Illustrative Mathematics Program, Kindergarten through Grade Six.</p>

<p>Alignment: <i>(We chose this goal because...; The stated goal is aligned with the District Strategic Objective/ Initiative to...)</i></p>
<p>This goal was chosen to align with District Strategy Equitable Opportunities and Outcomes 3.2: Ensure effective evidence-based screening, instruction, and assessment in literacy, mathematics, social-emotional and behavioral learning in all general education classrooms PK-12.</p>

<p>Outcomes: <i>(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)</i></p>	
<p>Description of Starting Point (Baseline): Prior to 2021-2022, the six elementary schools did not have the same</p>	<p>Description of what will be different when the goal is achieved? All six elementary schools will utilize a common math program: Illustrative</p>

mathematics program.	Mathematics.
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Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>-Conant will have a full-time mathematics specialist and a half-time STEAM coach.</p> <p>-Conant will prioritize professional learning time on Illustrative Mathematics.</p> <p>-In data team meetings, time will be devoted to discussing and analyzing the iReady results and comparing and contrasting the results with Illustrative Mathematics assessments.</p>	<p>-Students will be assessed using IReady three times per academic year.</p> <p>-Students will participate in Illustrative Mathematics common assessments to measure progress toward anchor standards.</p> <p>-Data will be continuously reviewed in building-level data team meetings.</p> <p>-Implementation of Illustrative Mathematics lessons will be observed in all classrooms.</p> <p>-Students will show growth in IReady scores.</p>	<p>-IReady will be administered in the Fall, Winter, and Spring.</p>	<p>-Classroom teachers, the building administrators, the mathematics specialist, and STEAM Coach will work together to support the full implementation of Illustrative Mathematics.</p>

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What existing resources will you leverage to implement this action plan? What additional resources might you need?

The Conant mathematics specialist and STEAM Coach will provide ongoing professional learning and support to teachers.

<p>Goal #3: Social-Emotional Learning <i>(What area of student learning do we want to improve?)</i></p>
<p>Over the course of the next three years, our goal is to expand and increase the consistent use of evidence-based teaching practices which support and nurture students’ social and emotional development. In service of that goal, faculty and staff will expand Responsive Classroom implementation such that all students will engage in regular Morning Meetings as well as other Responsive Classroom practices (reinforcing language, interactive modeling, etc.)</p>

<p>Alignment: <i>(We chose this goal because...; The stated goal is aligned with the District Strategic Objective/ Initiative to...)</i></p>
<p>This goal was chosen to align with District Strategy Social-Emotional Learning 4.2: Embed and integrate instruction across general education classrooms K-12 that is aligned with core SEL competencies and which allows teachers to more proactively address social, emotional, and behavioral needs at the universal level.</p>

Outcomes: <i>(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)</i>	
Description of Starting Point (Baseline): Few Conant professional staff members have been trained in Responsive Classroom. At the conclusion of the 2020-2021 school year, based on data provided, only five out of twenty-two faculty reported being trained in Responsive Classroom. Some classrooms have a daily Morning Meeting time in which students have the opportunity to practice core competencies in Social-Emotional Learning; other classrooms do not.	Description of what will be different when the goal is achieved? This is a multi-year goal. During the summer of 2021, thirteen Conant faculty participated in voluntary Responsive Classroom training. When this goal is achieved, all students will participate in a daily Morning Meeting time that is based on Responsive Classroom methodologies.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<ul style="list-style-type: none"> -Faculty will be provided with Responsive Classroom training opportunities during the summer of 2021 and the summer of 2022, courtesy of the <i>Office of Teaching and Learning</i>. -Faculty will be provided with materials necessary to implement the strategies and routines 	<ul style="list-style-type: none"> -Grade-Level Teams will be asked to share successes and challenges in implementing Responsive Classroom during monthly “B Meeting” times. -Classroom teachers will be encouraged to implement a daily Morning Meeting. 	<ul style="list-style-type: none"> -Faculty training will be ongoing. New faculty will be asked to be trained within two years of the date of hire. -This is a multi-year goal. 	<ul style="list-style-type: none"> -The Conant Guidance Counselor, School Psychologist, Assistant Principal and Principal will model Morning Meeting routines during monthly Faculty Meetings.

<p>promoted in Responsive Classroom. For example: classroom teachers will have the Responsive Classroom chime, necessary books, and the Assistant Principal will maintain a lending library of additional books and materials.</p>	<p>Schedules will reflect minutes per week devoted to Social-Emotional-Learning time.</p> <p>-Students will be surveyed on the effectiveness of Morning Meeting time.</p>		<p>-The Assistant Superintendent for Teaching and Learning will be available to consult on implementation, as needed.</p>
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

<p>Goal #4: Diversity, Equity, and Inclusion <i>(What area of student learning do we want to improve?)</i></p>
<p>In an effort to build more inclusive and culturally sustaining spaces for our students, Conant faculty will participate in on-going professional learning to grow their culturally responsive teaching practice. Conant faculty will partner with Gates faculty to explore Sara K. Ahmed’s book, <i>Being the Change</i>. Educators will implement lessons and routines which encourage positive identity development (ex: identity mapping, windows/mirrors/sliding glass doors).</p>

<p>Alignment: <i>(We chose this goal because...; The stated goal is aligned with the District Strategic Objective/ Initiative to...)</i></p>
<p>The goal was chosen to align with the District's Strategy Inclusive Practices 2.2 and 2.3: Ensure that all staff engage in ongoing professional learning to implement culturally responsive and inclusive practices; Ensure that educators in all schools and classrooms employ practices and materials which are responsive to the diversity of our students and families.</p>

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Outcomes: <i>(What does this currently look like in your school (Baseline)? What will be different when this goal is reached? What is the overarching data that will show improvement and what is the target for improvement?)</i>	
Description of Starting Point (Baseline): Educators and staff at Conant offer a diverse range of experiences and familiarity with culturally responsive and anti-racist teaching practice. Several staff have completed the district’s SEED seminar, and six participated in a summer 2021 R&D to develop student resources for positive identity work. Others have less fluency with these concepts, as well as how to explicitly teach and discuss them with students. As a component of our work on this goal, exit tickets and feedback will be collected on a regular basis to assess student and staff comfort and understanding.	Description of what will be different when the goal is achieved? At a minimum, for the 2021-2022 school year, each teacher will be expected to identify and implement an explicit practice for learning and correctly pronouncing each student’s name within the first week of school. Additionally, students at all grade levels will participate in a developmentally appropriate identity mapping activity, which will evolve as the year goes on and relationships/community develops. In addition to this, there will be annotated resources, professional learning communities, and organized professional learning to support educators in this work.

Strategy			
Action Step(s) <i>What will you do to improve student learning? Are the steps integrated? Complementary? High leverage?</i>	Measurement <i>How will you assess progress toward this goal? What qualitative and/or quantitative data will you use?</i>	Timeline <i>What are the dates for completion?</i>	Ownership & Enactment <i>Who is responsible for the ownership and enactment of the action steps?</i>
<p>-Staff will have a foundational professional learning session on August 26th to review this overarching goal, as well as specific practices for positive identity development.</p> <p>-Over the course of the year, Conant and Gates will engage in a minimum of 4 professional learning afternoons focused on our reading of <i>Being the Change</i>, and have an opportunity to plan actionable steps and lessons in grade-level bands.</p> <p>-Each school will offer a growing library of resources (texts, digital, video, art) for both students and staff</p>	<p>-Staff will supply their routines for pronouncing student names as well as their plan for identity mapping during goal setting meetings with their evaluator.</p> <p>- Staff will be surveyed after each PL session to assess the impact of each session on their practice and planning</p> <p>- Select staff who participated in our R&D will create developmentally appropriate surveys for their students to evaluate the impact of specific assignments</p> <p>-As a result of this work, students will be able to see themselves reflected in the curriculum, materials, and resources available at school.</p>	<p>The goal of growing our capacity as a school to implement culturally responsive teaching practices is multi-year and ongoing. However, the goal of implementing a process for learning and pronouncing student names and an identity mapping activity will be completed in the 2021-2022 school year by all educators.</p>	<p>The principals and assistant principals of both Conant and Gates are responsible for supporting the implementation of the two, newly mandatory practices (names/identity as previously identified).</p> <p>School leadership, along with the Equity/Being the Change Critical Friends Group will be responsible for planning and delivering the four professional learning opportunities.</p>

What existing resources will you leverage to implement this action plan? What additional resources might you need?

District SEED leadership and resources, Sara K. Ahmed's *Being the Change*, existing staff expertise.