

Conant School
School Improvement Plan
School Year 2023-2024



Members of the School Council
Joseph Russo, Interim Principal
Allison Leahy, Assistant Principal (Ad Hoc)
Mairin Gulliver, Literacy Coach
Melissa Meek, Teacher
Ann Marie Pastor, Reading Specialist
Debby Lee, Parent
Dan Birchall, Parent

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, action 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, the 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:

Conant School will improve equitable academic, social-emotional, and behavioral outcomes by implementing a multi-tiered system of support at the school level.

Alignment:

The goal above aligns with our district's Strategy objective of equitable opportunities and outcomes and strategic initiatives 3.1, "Develop and implement an aligned, districtwide PK-12 multi-tiered system of support (MTSS) for students in literacy, mathematics, social-emotional and behavioral learning and 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:**Description of Starting Point (Baseline):**

Conant will be entering the second year of MTSS support with ongoing grade level data team meetings on a 6 week rotation. This will be supported by the Instructional Leadership Team (ILT) to help review school wide data and make adjustments to the MTSS process. The ILT will continue to meet monthly as well along with a few deep "Data Dive" meetings where student data is analyzed and action items are developed for the school.

The Literacy and STEAM coach, along with the Math Specialist and Reading Specialist participate in all data team meetings, along with the principal and assistant principal. Each grade level participated in regularly scheduled data meetings, alternating between ELA and Math. At the data meetings, educators reviewed

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

- The school will continue to develop a school schedule to support data meetings as well as daily intervention Flex blocks.
- We will continue to refine the protocols we use to run data meetings for all grade levels.
- We will work to include a focus on the area of SEL.
- All teachers will engage with Panorama and other curriculum resources in order to think together about how best to meet the SEL needs of our students.

<p>existing data to determine intervention groups focusing on lagging skills that are addressed in 6 week cycles.</p> <p>Classroom schedules incorporated a daily Flex Block (4x per week) where interventions could take place. Classroom assistant support was scheduled to provide additional staffing during FLEX blocks.</p> <p>A number of grades implemented a “walk to learn” model of intervention.</p>	
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Strategy			
Action Step(s)	Measurement	Timeline	Ownership & Enactment
<ul style="list-style-type: none"> Continue to refine the coaching process and implement coaching “cycles” Classroom teachers will become proficient at collecting and entering data (DiBELS) Classroom teachers will implement IM Cool Downs with fidelity, inputting data on trackers and adjusting instruction in response to assessment Grade levels will review data to determine student need and possible interventions (data meetings) 	<ul style="list-style-type: none"> Students progress toward learning targets will be screened three times annually with progress monitoring in between. These snapshots of student achievement will be used to both determine progress toward desired academic outcomes and 	<p>This is an on-going multi year implementation</p>	<p>ALL staff in the building (collective efficacy)</p>

<ul style="list-style-type: none"> • Expand and share resources used during Flex blocks • K-6 staff will participate in professional learning centered on the implementation of the new literacy program as well as continued PL on Illustrative Math • Grade 1 will use Universal Math Screener (Forefront) • K-6 staff will continue to implement and reflect on Illustrative Math • Use of data protocols • Parent Communication - communicate curriculum changes/adjustments both at a school and district level 	<p>aggregate student improvement.</p> <ul style="list-style-type: none"> • Dibels • Heggarty Screening • IM Cool downs • Gather feedback from various groups (ILT, Curriculum Team, Teachers) • Learning walkthroughs with ILT & Melissa Orkin • Examine Instructional Support Team notes and processes to assess the impact on intervention planning 		
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

- Incorporating regularly scheduled Data Meetings and daily Flex Blocks.
- Reading and Math Specialist as well as STEAM Coach, Literacy Coach
- Strong grade-level collaboration and systems that support trust building between classroom teachers and specialists and administrators.

Goal #2:

Conant School will improve students', staffs' and families' sense of belonging by strengthening the school's culture and climate by intentionally implementing culturally-responsive instructional practices and materials.

Alignment:

The goal above aligns with our district's Inclusive Strategy objective and strategic initiatives 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."

Outcomes:**Description of Starting Point (Baseline):**

- Many Conant staff have been SEED and Responsive Classroom teacher trained and use that knowledge to inform their curriculum design.
- CRTLs have led staff meeting PL to increase culturally responsive practices throughout the school.

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

- All students will feel a sense of belonging in the building because the culture and climate make them feel welcomed and valued
- Students will experience at least one project that has been refined with a culturally responsive lens.
- Conant's library will expand its selection for diverse books that reflect our students, including books in different languages.
- Student, staff, and families' survey results will show a stronger sense of belonging.

Strategy			
Action Step(s)	Measurement	Timeline	Ownership & Enactment
<ul style="list-style-type: none"> • All elementary schools will have 2 Culturally Responsive Teacher Leaders. This position will offer collaborative planning and leadership for staff professional learning on culturally responsive teaching practice (ex: positive identity development, culturally sustaining curriculum materials, curation of developmentally appropriate vocabulary and conceptual framework for discussing topics related to identity.) • Students will record name pronunciations so that all staff can hear students say their own name and pronounce names correctly • CASEL Frameworks will be reviewed by staff • Scope and sequence that aligns identity work and Responsive Classroom will be explored • Consistent practice and protocols for student names (pronunciation) will be implemented • Auditing school and classroom libraries • Diversifying school and classrooms libraries • Identifying opportunities for curricular connections to expand culturally responsive practice • Review of social studies curriculum to identify opportunities to represent and center the histories of historically marginalized groups 	<ul style="list-style-type: none"> • Panorama - Staff, Student & Family • Audit of books in the library • Aligned and aligned values and beliefs in the school • Diversification of book collection 	<p>The action steps will take the entire 2022-2023 school year</p>	<ul style="list-style-type: none"> • Culturally Responsive Teacher Leaders • PTO - community conversations • Principal & Assistant Principal • Curriculum Team • SEED Trainers

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

- Culturally Responsive Teacher Leadership
- Instructional Leadership Team

Goal #3:

Improve social-emotional, mental health, and behavioral outcomes for students by shifting our environments, practices and supports so that students can more effectively access learning and cultivate constructive relationships

Alignment:

The goal above aligns with our district's Strategic objective of equitable opportunities and outcomes and strategic initiatives 3.5, "Revise disciplinary processes to employ restorative justice (responsive classroom) and ensure all students, including students from various subgroups, are treated fairly and equitably." and our Strategic objective of inclusive practices and strategic initiative 2.1 Strengthen school culture and climate by strengthening relationships between and among students and adults within the schools, with an emphasis on students from historically underrepresented groups.

Outcomes:**Description of Starting Point (Baseline):**

- Most of Conant's professional staff members have been trained in Responsive Classroom
- Morning Meetings are scheduled for all classrooms in all grade levels.
- Conant School has a CARES team, consisting of the Principal, Assistant Principal, School Counselor, School Psychologist and School Nurse, who meet bi-weekly to discuss students who may require additional support.
- Conant's School Counselor visits grade levels to deliver Second Step lessons on developmentally appropriate social emotional competencies.
- All School practices are agreed upon and shared so

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

- Students will feel a sense of safety and ownership of the school by being a part of the behavior expectations K-6 development.
- The school will have a common language for behavioral expectations.
- Social Emotional Skill instruction will be integrated into curriculum content throughout a student's day.

students have a clear understanding of expectations.	
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Strategy			
Action Step(s)	Measurement	Timeline	Ownership & Enactment
<ul style="list-style-type: none"> • Increase Responsive Classroom training for educators (goal is 100%) • Develop clear and consistent behavioral expectations and responses for all students • Consider implementing PBIS • Develop a behavior matrix for responding to student behaviors • Focus on adult SEL with CASEL 3 practices • Develop Common language for all educators and students in the school • Embed SEL skills in instruction • Responsive Classroom Schedule <ul style="list-style-type: none"> ◦ Morning Meeting, Quiet Time, Closing Circle & 6th Grade Advisory daily • Small Group/Individual short-term, solution-focused counseling • Usage of Jessica Minahan protocol for looking at challenging behaviors • Develop shared community norms 	<ul style="list-style-type: none"> • Number of Responsive Classroom trained staff • Completion of School/Building wide Behavioral Expectations • Panorama Data Students 3-6 • System for tracking behavioral referrals used with fidelity • Percentage of students that are chronically absent • Number of special education referrals through IST process 	Ongoing throughout the 2023-2024 school year	<ul style="list-style-type: none"> • Principal & Assistant Principal • All Staff • CARES Team • Students - behavioral expectations • Boardwalk Campus

<ul style="list-style-type: none"> • Focus on relationship building • Assabet Valley Wraparound services for Tier III • Cartwheel Care direct services for Tier III - grades 5 & 6 only 			
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What existing resources will you leverage to implement this action plan? What additional resources might you need?

- Responsive Classroom trainings for all staff
- Tier III support - AVC & Cartwheel
- CASEL Frameworks