

**Congdon Elementary School**  
**Plan Overview 3 Year Plan**  
Drafted September 2019

***Mission***

*The mission of Congdon School is to enable and inspire our diverse student body to achieve academic excellence, self-confidence, healthy relationships, and a life-long love of learning through high-quality instruction, student supports, and school-wide systems that work together to meet the individual needs of each of our students.*

***Vision***

*Congdon's vision is that ALL students will speak, read, write, and solve problems at their grade level and beyond, that 100% of students will show growth in all areas, and that ALL students, faculty, staff, families, and community partners will feel safe and supported at our school.*

***Instructional Focus***

*At Congdon Elementary School all students listen and read to know; speak and write to show what they know. This instructional focus aligns with the 4 domains of language. Congdon provides explicit instruction and multiple opportunities to practice listening, reading, speaking, and writing. Woven throughout the instructional focus are critical thinking and problem solving skills. Our Instructional Focus is realized and enhanced by using the following School-Wide Evidence-Based Instructional Practices or SWEBIPs:*

- Accountable Talk, Academic Discourse, Student Voice
- Vocabulary Acquisition and Use Strategies (Frayer Model, 7 Steps, Morphology, Context Clues, Figurative Language)
- Annotation of Problems using KNSA
- Goal Setting with Individual and Small Group Student Conferencing on Progress and Next Steps

***Beliefs & Theory of Action***

*Beliefs: At Congdon School we believe that our work is extremely important. We believe that ALL students can grow and achieve at high levels and we never give up on any student even if the student feels like giving up on themselves.*

*Theory of Action: If we work together to create a safe, supportive, and caring learning environment for all stakeholders, then ALL students will achieve at higher levels and be happier at deeper levels.*

***Congdon Code – Core Values***

*Our entire school community is committed to living our core values which are to work hard, be nice, and stay safe.*

<b>Strategic Objectives</b>			
<b>1. High Quality Instruction:</b> increase student achievement by strengthening teaching and learning.	<b>2. Effective Student Support Systems:</b> <i>Create an inclusive, culturally- responsive learning environment</i>	<b>3. Strong Family/ Community Relationships:</b> Empower families and the community through collaboration.	<b>4. Team Excellence:</b> Cultivate a highly-motivated, skilled, and reflective team of educators and support staff.
<b>Strategic Initiatives</b>			
<b>1.1 Well-Structured Lessons:</b> create, submit, implement, and adapt standards-based units comprised of well-structured lessons that meet the needs of our diverse learners with tiered and equitable supports.	<b>2.1 Safe &amp; Collaborative Learning Environment:</b> develop students' relationships and communication skills by providing opportunities for students to work in diverse and equitable groups and utilize meaningful academic discourse through accountable talk.	<b>3.1 Culturally Proficient Communication:</b> demonstrate understanding and appreciation for different home languages, culture, and values.	<b>4.1 Professional Development:</b> provide targeted professional development based on staff interests, student needs, and staff capacity.
<b>1.2 Analysis &amp; Conclusions:</b> use a wide range of both formative and summative data to inform short and long-term instructional decisions that improve learning for ALL students.	<b>2.2 Student Motivation –</b> create and maintain a safe, supportive, and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.	<b>3.2 Two-Way Communication:</b> regularly and proactively communicate with families about teaching and student learning and performance using multiple two-way communication tools.	<b>4.2 Professional Collaboration:</b> consistently and effectively collaborate with colleagues on a wide-range of tasks including but not limited to: creating & implementing standards-based units & well-structured lessons, examining student work, analyzing student performance, and planning appropriate and effective interventions.
<b>1.3 Instructional Strategies:</b> implement all school-wide, evidence-based, instructional practices that promote high expectations and engagement in ALL classes.	<b>2.3 Sharing Conclusions-</b> prioritize collaboration amongst grade level colleagues and with Special Education and ESL teachers.	<b>3.3 Family and Community Engagement:</b> Implement multiple opportunities for collaboration and partnerships that educate and empower families to be actively involved in the school and in their child' education.	<b>4.3 Decision-Making Teams:</b> contribute and illicit relevant ideas and expertise to planning and decision making at the school level in teams such as SILT, COLT, PBIS, Trauma Sensitive Schools, FEC, ELPAC, and School Council.
<b>1.4 Student Engagement:</b> design and utilize instructional activities, strategies, and practices that motivate and engage ALL students in the content of the lesson and during independent work.	<b>2.4 Interventions:</b> Maximize the Building Based Support Team (BBST) process to identify academic, behavioral, social-emotional supports for students.		
	<b>2.5 Tiered Supports:</b> Use tiered supports to effectively meet the needs of ALL learners academically, socially, and emotionally. (RTI & PBIS)		

## ***Outcomes***

Outcome 1 – A: Increase the percentage of students reading at grade level according to DIBELS, STAR and DRAs to 80% in all grades by EOY.

Outcome 1 – B: Increase the percentage of students at grade level in Math according to STAR to 80% in all grades by EOY.

Outcome 1 – C: Increase the student growth percentile to accelerated growth (60 SGP at MOY and 80 SGP at EOY) for students in the partially meeting ELA and MATH expectations categories on STAR.

Outcome 1 – D: Maintain the student growth percentile of 50 SGP for students meeting ELA and MATH expectations on STAR and MCAS.

Outcome 2 – A: Maintain progress on the ACCESS test by moving English Learners at least one proficiency level per year.

Outcome 2 – B: Decrease the rate of chronically absent students by 5%.

Outcome 2 – C: Increase the number of students who respond favorably on the VOCAL school climate survey given by MA DESE.

Outcome 2 – D: Decrease the number of office referrals by 10%.

Outcome 3 – A: Increase face to face family engagement to 80% as measured through event sign-ins.

Outcome 4 – A: 100% of teachers will utilize strategies learned in professional development as evidenced in observations both formal and informal.

## Congdon School's Action Plan Template, 2019-2020

### Strategic Objective/Initiative: High Quality Instruction

Increase student achievement by strengthening teaching and learning.

#### Monitoring Progress

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Review of lesson plans	Principal, AP	Weekly	
Learning walks with a focus on ELA and math	Principal, AP & TLS	Weekly	
Consistent and frequent observations	Principal and AP	Ongoing	
Introduction of new ELA curriculum map	Principal/ TLS/ AP	Sept 2019	
ELA B.O.Y. Assessments	Teachers	Sept 2019	
Math B.O.Y. Assessments	Teachers	Sept 2019	
B.O.Y. DIBELS Assessment, K & Grade 1	Teachers	Sept 2019	
B.O.Y. DRA, K- Grade 3	Teachers	Sept 2019	
Writing Baseline	Teachers	Beginning of new writing genre	
Writing Post Assessment	Teachers	End of each writing genre	
Lesson Studies	Teachers & TLS	Monthly	
Formative and summative assessments	Teachers	Ongoing	
SILT Meetings to analyze school-wide data and determine next steps	SILT	Monthly	

### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Increase in consistent use of the elements of a good lesson	Teachers	ongoing	
Identify, prioritize and address areas of growth in teaching and learning	Principal/ AP	ongoing	
Improve teaching practices and improved student outcomes	Principal/ AP/ TLS/ Teachers	ongoing	
Standards-based objectives evident in lesson planning	Teachers	Ongoing	
Increased scaled scores for all students on M.O.Y. Star ELA grades 2-5	teachers	Jan 2020	
Increased scaled scores for all students on M.O.Y. Star Math grades 2-5	teachers	Jan 2020	
Improved M.O.Y. DIBELS scores – K & Grade 1	teachers	Jan 2020	
Improved reading levels for all students on M.O.Y. DRA, K- Grade 3	teachers	BOY, MOY & EOY	
Increased scaled scores for all students on E.O.Y. Star ELA grades 2-5	teachers	June 2020	
Increased scaled scores for all students on E.O.Y. Star Math grades 2-5	teachers	June 2020	
Improved E.O.Y. DIBELS scores- K & Grade 1	teachers	June 2020	
Deeper understanding of the elements of a good lesson	Teachers/ TLS		
Differentiated instruction	Teachers	ongoing	

## Congdon School's Action Plan Template, 2019-2020

### Strategic Objective/Initiative: Effective Student Support Systems

Create an inclusive, culturally responsive learning environment.

#### Monitoring Progress

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
PD: Mindfulness	Julie Paquette	Aug 2019	
PD: DCAP	Principal	Sept 2019	
PD: Instructional Guide	Principal/ TLS	Ongoing	
Implementation of PBIS strategies	PBIS team/ all staff	Monthly	
Implementation of PlayWorks	Teachers	Daily	
Implementation of Mindfulness	Mindfulness Team	Daily	
Daily attendance phone calls	Secretary	Daily	
Classroom attendance recognition	SAC & Principal	Monthly	
Perfect attendance rewards	SAC & Principal	Trimester	
Work with attendance officer to outreach and develop positive relationships with families with attendance struggles	Attendance Officer, SAC & Principal	Ongoing	

### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Mindfulness pre/post test	Mindfulness Team	Sept 2019	
Playworks: increased student activity and engagement during recess	PlayWorks Coach and Teachers	June 2019	
Student injury reports	Nurse	weekly	
Attendance rate	Principal	weekly	

## Congdon School's Action Plan Template, 2019-2020

### Strategic Objective/Initiative: Strong Family/Community Relationships

Empower families and the community through collaboration.

#### Monitoring Progress

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Two- way communication with families (Remind, Dojo, Phone calls)	Teachers	ongoing	
Weekly updates on Facebook	Principal	weekly	
Family Events	All Staff	2x year	
Family Fun Nights	PTO	2x year	

#### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Number of views on Facebook	Principal	ongoing	
Increase in number of staff who utilize electronic communication tools	Teachers	ongoing	
Increase number of tools used to highlight Congdon School	Principal	ongoing	
Post Family Night Surveys	Principal	2x a year	
Post "Fun Night" survey	Principal	2x a year	



## Congdon School's Action Plan Template, 2019-2020

### Strategic Objective/Initiative: Team Excellence

Cultivate a highly-motivated, skilled, and reflective team of educators and support staff.

#### Monitoring Progress

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Survey teachers about professional development interests and needs	Principal	September	
Develop PD Plan and Units	Principal, TLS	October	
Schedule, set agenda, and facilitate regular SILT, COLT, PBIS, Trauma Sensitive Schools, FEC, School Council, and ELPAC meetings	Principal, TLS, AP, SAC, WAC	Monthly	
Schedule, set agenda, and facilitate grade level data meetings.	Principal, AP, TLS	Weekly	
Review TCT Notes	Principal & AP	Weekly	
Support TCT	TLS & Reading Specialist	Weekly	

#### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Targeted, relevant professional development grounded in data.	Principal/TLS		
Identify school-wide patterns and trends utilizing a variety of data points and develop action steps as a result.	Principal/SILT, COLT, ELPAC		

## NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

**What Are Mission, Vision and Core Values?** The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

**What is a Theory of Action?** The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

**What Are Strategic Objectives and Initiatives?** Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

**What Are Outcomes?** Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

**What are Process Benchmarks?** These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

**What are Early Evidence of Change Benchmarks?** These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

**What is the status column for?** This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.