Congdon Elementary School
Plan Overview 3 Year Plan
Drafted September 2019, Updated October 2020

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.

Strategic Objectives			
1. High Quality Instruction: increase student achievement by strengthening teaching and learning.	**2. Effective Student Support Systems:** Create an inclusive, culturally- responsive learning environment	**3. Strong Family/ Community Relationships:** Empower families and the community through collaboration.	**4. Team Excellence:** Cultivate a highly- motivated, skilled, and reflective team of educators and support staff.
Strategic Initiatives			
1.1 Well-Structured Lessons: 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.	*2.1 Safe & Collaborative Learning Environment: 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.*	*3.1 Culturally Proficient Communication: demonstrate understanding and appreciation for different home languages, culture, and values.*	*4.1 Professional Development: provide targeted professional development based on staff interests, student needs, and staff capacity.*
1.2 Analysis & Conclusions: use a wide range of both formative and summative data to inform short and long-term instructional decisions that improve learning for ALL students.	*2.2 Student Motivation – 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.*	*3.2 Two-Way Communication: regularly and proactively communicate with families about teaching and student learning and performance using multiple two-way communication tools.*	*4.2 Professional Collaboration: 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.*
1.3 Instructional Strategies: implement all school-wide, evidence-based, instructional practices that promote high expectations and engagement in ALL classes.	*2.3 Sharing Conclusions- prioritize collaboration amongst grade level colleagues and with Special Education and ESL teachers.*	*3.3 Family and Community Engagement: Implement multiple opportunities for collaboration and partnerships that educate and empower families to be actively involved in the school and in their child's education.*	*4.3 Decision-Making Teams: 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.*
1.4 Student Engagement: design and utilize instructional activities, strategies, and practices that motivate and engage ALL students in the content of the lesson and during independent work.	*2.4 Interventions: Maximize the Whole-Child Support Team (WCST) process to identify academic, behavioral, social-emotional supports for students.*		

	2.5 Tiered Supports: Use tiered supports to effectively meet the needs of ALL learners academically, socially, and emotionally. (RTI/MTSS & PBIS)		

Outcomes

Outcome 1 – A: Increase the percentage of students reading at grade level according to STAR Early Literacy/Reading 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% in 2019-20 and 3% in 2020-21.

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 or virtual 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, 2020-2021

Strategic Objective/Initiative: High Quality Instruction/1.1 Well-Structured Lessons
Increase student achievement by strengthening teaching and learning.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Lesson Plans submitted electronically	Teachers	Weekly	
Review of lesson plans (elements of a good lesson & data driven plans)	Principal/AP/TLS	Weekly	
Learning walks with a focus on ELA and Math being aligned to lesson plans	Principal/AP/TLS	Weekly	
Identify, prioritize and address areas of growth in teaching and learning	Principal/ AP	Ongoing	
Classroom Observations (informal and formal)	Principal/AP/TLS		
Assessment results used for planning small groups and standards/skills	Teachers	Ongoing	
Assessment results used for planning small groups and standards/skills	Teachers	Ongoing	
BOY IPI results used in plans	Teachers	Oct 2020	
Lesson Studies	Teachers & TLS	January 2021	
Formative and summative assessment results used in plans	Teachers	Ongoing	
SILT Meetings to analyze school-wide data and determine next steps	SILT	Monthly	
PD on elements of a good lesson	TLS/Principal	Nov 2020	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Deeper understanding of the elements of a good lesson	Teachers	Nov 2020	

Increase in consistent use of the elements of a good lesson	Teachers	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 K-5	Teachers	Jan 2020	
Increased scaled scores for all students on M.O.Y. Star Math grades 1-5	Teachers	Jan 2020	
Improved M.O.Y. IPI scores – K-2	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 K-5	Teachers	June 2020	
Increased scaled scores for all students on E.O.Y. Star Math grades 1-5	Teachers	June 2020	
Differentiated instruction reflected in lesson plans and in practice	Teachers	Ongoing	

Congdon School's Action Plan Template, 2020-2021

Strategic Objective/Initiative: High Quality Instruction/1.2 Analysis & Conclusions

Increase student achievement by strengthening teaching and learning.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
ELA assessment results used for planning small groups and standards/skills	Teachers	Ongoing	
Math assessment results used for planning small groups and standards/skills	Teachers	Ongoing	
DRA & IPI results used in plans	Teachers	Ongoing	
Formative and summative assessments results used in plans	Teachers	Ongoing	
SILT Meetings to analyze school-wide data, determine next steps, & communicate	SILT	Monthly	
TCT Notes collected & reviewed	Teachers/Principal/AP/TLS	Weekly	
Collaboration Cycle Protocol (introduction in PD)	Principal/TLS	Nov 2020	
Looking at Student Protocol (introduction in PD)	Principal/TLS	Nov 2020	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Increase in consistent use of data in lesson plans	Teachers	Ongoing	
Increased scaled scores for all students on MOY/ EOY Star ELA grades K-5	Teachers	Jan- June 2021	
Increased scaled scores for all students on MOY/EOY Star Math grades 1-5	Teachers	Jan- June 2021	
Improved MOY/EOY IPI scores – K-2	Teachers	Jan- June 2021	
Improved reading levels for all students on MOY/EOY DRA, K-3	Teachers	BOY MOY EOY	

Differentiated instruction	Teachers	Ongoing	
Increase in intentional data discussions in TCT Notes	Teachers	Nov - Ongoing	
Increase in analyzing student work during TCT (evidenced in notes)	Teachers	Nov - Ongoing	

Strategic Objective/Initiative: High Quality Instruction/1.3 Instructional Strategies

Increase student achievement by strengthening teaching and learning.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
School-Wide, Evidence-Based, Instructional Practices (SWEBIPs) Reviewed & One-Pagers Shared	Principal/TLS	Nov 2020	
Incorporate The Big 5 of Reading into all lessons: Phonemic Awareness (Heggerty,) Phonics, Fluency, Vocabulary, Comprehension across all content areas	Teachers	Ongoing	
Incorporate KNSA, productive struggle, critical thinking, mental math, open-ended problem-solving, mathematical modeling utilizing manipulatives &/or DreamBox Learning into Math and Science	Teachers	Ongoing	
SEI Strategies PD	ESL Teachers	Nov 2020	
Incorporate explicit instruction and practice in speaking, listening, and listening comprehension	Teachers		
Learning walks with a focus on instructional strategies	Principal/AP/TLS	Weekly	
Provide reminders, helpful hints, and information concerning SWEBIPs in Weekly Update Google Document	Principal/TLS	Weekly	
Consistent and frequent observations	Principal & AP	Ongoing	
SILT Meetings to analyze SWEBIPs, determine next steps, & communicate out to staff	SILT	Monthly	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Increase in consistent use of SWEBIPs in lesson plans & during observations	Teachers	Ongoing	
Decrease in teacher talk and increase in student talk compared to baseline	Teachers	Ongoing	
Increased scaled scores for all students on MOY/EOY Star ELA grades K-5	Teachers	BOY/MOY/EOY	
Increased scaled scores for all students on MOY/EOY Star Math grades 1-5	Teachers	BOY/MOY/EOY	
Improved MOY/EOY IPI scores – K-2	Teachers	BOY/MOY/EOY	
Improved reading levels for all students on MOY/EOY DRA, K-3	Teachers	BOY/MOY/EOY	

Strategic Objective/Initiative 2: Effective Student Support Systems

Create an inclusive, culturally responsive learning environment.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
PD: Mindfulness	Julie Paquette	Aug 2020	
PD: District Curriculum Accommodation Plan (DCAP) & Whole Child Support Team Protocol Review (WCST)	Principal	Nov 2020	
Regular WCST Meetings following district protocol	WCST	Weekly	
Review and Implementation of PBIS strategies	COLT PBIS Team/ All Staff	Daily	
Review and Implementation of Trauma Sensitive Schools strategies & best practices	COLT TSS Team/All Staff	Daily	
Review and Implementation of PlayWorks	Teachers	Daily	

Review and Implementation of Mindfulness	COLT Mindfulness Team Teachers	Daily	
PD: Review of Tiered Attendance Protocols	Principal/AP/TLS	Nov 2020	
Daily attendance monitoring, recording, and phone calls	Secretary	Daily	
Classroom attendance recognition	SAC & Principal	Monthly	
Perfect attendance awards	SAC & Principal	Trimester	
Work with attendance officer to outreach and develop positive relationships with families with attendance struggles	Attendance Officer/ SAC/ Principal/AP/Secretary/ Teachers	Ongoing	
Leadership Team Meetings	Principal/AP/TLS/SAC/WAC	Fridays	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Daily incorporation of Mindfulness practices	Teachers	Ongoing	
Playworks: increased student activity and engagement during recess	PlayWorks Coaches Junior Coaches	Ongoing	
Decrease in student injury reports	Nurse	Weekly	
Improvement in attendance rates (decrease in chronic absence rate, increase in daily school attendance)	Principal/ AP/ Secretary/ SAC/ Attendance Officer/ Teachers	Weekly	
Decrease in student office referrals	SAC/WAC/COLT/Teachers	Ongoing	

Congdon School's Action Plan Template, 2020-2021

Strategic Objective/Initiative 3: Strong Family/Community Relationships
Empower families and the community through collaboration.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Two- way communication with families (Remind, Dojo, Phone calls, use of translation services)	Teachers	Ongoing	
Weekly updates on Facebook	Principal/FELT	Weekly	
Family Events (In person or virtual dependent on COVID restrictions)	All Staff	2x year	
Family Fun Nights (if possible dependent on COVID restrictions)	PTO	2x year	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
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/year	
Post "Fun Night" survey	Principal	2x/year	

Congdon School's Action Plan Template, 2020-2021

Strategic Objective/Initiative 4: Team Excellence
Cultivate a highly motivated, skilled, and reflective team of educators and support staff.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Survey teachers about professional development interests and needs	Principal/ TLS	September	Done
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	Monthly	
Schedule, set agenda, and facilitate grade level data meetings*	Principal/ AP/ TLS	Weekly*	
Review TCT Notes	Principal & AP	Weekly	
Support TCT	TLS	Weekly	

*during distance learning and/or after COVID-19

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Targeted, relevant professional development grounded in data & teacher surveys	Principal/TLS	Monthly	
Identify school-wide patterns and trends utilizing a variety of data points and develop action steps as a result	Principal/ SILT, COLT, ELPAC	Monthly	
Increase in teaching and learning discussion as described in TCT Notes	Principals/Teachers/TLS/AP	Weekly	

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 <u>mission</u> 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 <u>vision</u> is the school's aspirations for students and explains what the community values and why, and what future success looks like. <u>Core values</u> 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 <u>theory of action</u> 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? <u>Strategic objectives</u> 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." <u>Strategic initiatives</u> are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

What Are Outcomes? <u>Outcomes</u> 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.