

## Concord Elementary Schools - 2021-2022 School Improvement Plan -

### ***Elementary School Core Values and Learning Beliefs***

We educate all students to become independent lifelong learners, creative thinkers, caring citizens and responsible contributors in our increasingly diverse global society.

### ***Concord and Concord-Carlisle Regional School District Vision***

Students of Concord and Concord-Carlisle Regional Schools actively seek varied pathways through which they achieve their potential and find joy. They will possess a strong sense of self and embrace their responsibilities as members of both local and global communities.

### ***Concord and Concord-Carlisle Regional School District Vision of Student Learning***

I am a student in Concord Public Schools and Concord Carlisle High School.

- My safe learning environment is created by respectful relationships with my teachers and my peers.
- My teachers are knowledgeable, highly skilled and passionate.
- My teachers care about me by affirming me, giving me useful feedback, and working with me individually when I need it.
- I am learning important content based on agreed upon standards, clear goals, and real world applications.
- My learning experiences are engaging, enjoyable, and challenging.
- My learning experiences vary from one another (individual vs. group work; creative vs. repetitive practice; novel vs. known; digital vs. traditional; personal choice vs. consistent topic).
- I am learning how to learn by staying organized, breaking down assignments, managing my time, using all available resources, and always giving my best effort.
- I take risks, learn from my mistakes, and know every day that I am growing.
- When I struggle, I continue to grow and learn.
- With hard work, I will be prepared for higher learning, the work world, and knowledgeable citizenship in my community and the wider world.

I am a student in Concord Public Schools and Concord Carlisle High School.

### ***Concord and Concord-Carlisle Regional School District Core Values***

The Concord and Concord-Carlisle Regional School District values:

- Excellence
- Engagement
- Perseverance
- Inclusion
- Innovation

### ***Concord and Concord-Carlisle Regional School District Theory of Action***

*If we...*

- Provide engaging, innovative learning experiences that support multiple paths to success,
- Ensure our students' well being,
- Create a collaborative and inclusive culture that values diversity and the uniqueness of each learner, and
- Create a physical environment that catalyzes student learning,

*Then...*

- Our students will achieve their potential and find joy.

<b>CPS K-5 SIP Goals</b>			
<b>Multiple Paths to Success</b>	<b>Well Being</b>	<b>Inclusive Culture</b>	<b>Innovative Environment</b>
As we enter a new phase of the pandemic, we will foster student engagement, curriculum coverage and the academic growth of all students.	As we enter a new phase of the pandemic, we will adjust protocols to ensure the physical safety and mental well being of all students and staff.	As we enter a new phase of the pandemic, we will continue to work to ensure that all students feel valued, respected and welcomed.	We will identify the best innovations from school during COVID and carry them over into a typical post-pandemic school year.
<b>CPS K-5 SIP Initiatives</b>			
<p>Adjust COVID safety protocol in partnership with the School Committee and the Board of Health. Partner with CIC to implement pool testing and Test and Stay procedures to maximize efficiency and minimize lost instructional time.</p> <p>Continue to collaborate with Concord Board of Health and Concord public health nurse around contact tracing and changing COVID guidance and state protocols.</p>	Prioritize relationship building at the beginning of the year using the revised Open Circle scope and sequence designed by school adjustment counselors.	<p>Broaden the understanding of inclusion and belonging at our schools, to recognize the contributions and uniqueness of each learner regardless of disability, race, religion, sex, national origin, socioeconomic status, sexual orientation, gender identity, or expression.</p> <p>Participate in a district wide equity survey, inclusive of parents, staff and students. Use the data to inform the actions we take under our strategic initiative of establishing an inclusive culture for all members of the district community.</p>	<p>Implement new software procurement process to ensure best and highest use for teaching and learning.</p> <p>1:1 Devices will be available for judicious classroom use and for isolated cases of potential quarantine.</p>
Reintegrate students who were enrolled in our fully remote academies for the 20-21 school year using assessment data, Open Circle curriculum, social groups and other instructional practices to build relationships early in the year.	Reestablish connections with students across classrooms and grade levels (ie Buddy Classrooms, Pen Pals, etc.)	Partner with the new Director of Diversity, Equity and Inclusion around professional development that is focused on cultural proficiency in our schools, and the hiring of diverse faculty/staff, particularly educators of color.	Continue to provide the option of remote meetings to increase the ease with which parents can attend meetings and engage with the classroom.

<p>Use data driven instruction, including the newly adopted Star 360 assessment and other progress monitoring tools, to identify any gaps from last year's unique school structure. Reestablish and strengthen RTI structures.</p> <p>In addition, evaluate the effectiveness of current RTI practices through committee work with a goal of clarifying, streamlining, and incorporating best tools and practices for the identification and support of struggling students.</p>	<p>Reacclimate students to typical daily routines (arrival, dismissal, restroom usage, hallway travel) to help us return to normal function and decrease anxiety.</p>	<p>Continue participation in the district wide cultural competency committee.</p> <p>Support ELA curriculum specialists to implement findings from literature review focused on assessing bias and representation in our curriculum.</p>	<p>Identify ways that SeeSaw and Google Classroom can continue to be powerful digital platforms that connect home and school.</p>
<p>Pilot Early Bird reading screener in kindergarten and Star CBMs for the early identification of reading challenges.</p> <p>Pilot Foundations "Ready to Rise" with students who were identified as having significant gaps due to interrupted instruction.</p> <p>Support additional staff in acquiring training and certification in the Orton Gilligham and Wilson approaches to systematic multisensory rules based reading instruction.</p>	<p>Follow the steps of a program adoption process to identify a new social/emotional learning curriculum prompted by the fact that the Open Circle curriculum is going out of publication. We aim to pilot on a small scale by the end of the 21/22 school year, a larger pilot during the 22/23 school year and full adoption the 23/24 school year.</p>	<p>Partner with the new in-district special education coordinator to create a more inclusive culture for students with disabilities through a needs assessment, professional development and an alignment of best practices across all three elementary schools.</p>	<p>Working with the Director of Teaching and Learning, use a Futures protocol to collect teacher feedback on the most impactful changes we implemented during COVID to bring forward into the 2021-2022 school year.</p> <ul style="list-style-type: none"> <li>● Embrace outdoor learning</li> <li>● Prioritize relationship building</li> <li>● Celebrate flexibility and resilience</li> <li>● Prioritize depth of knowledge over breadth</li> <li>● Incorporate new instructional practices discovered during hybrid teaching (use of technology, unique grouping strategies, different ways to demonstrate</li> </ul>

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**Addendum: Alcott Specific Initiatives**

<p>Alcott will train 6 staff members in the Orton Gilligham approach during the 21/22 school year.</p> <p>ELA curriculum specialist and reading specialist will participate in Year 1 of Literacy Collaborative training this school year. As we have had to suspend cross classroom reading groups in the primary grades during COVID, our ELA curriculum specialist and reading specialist will use what they are learning with Literacy Collaborative to support classroom teachers in meeting the literacy needs of all students in their classes.</p> <p>In grades K-2, with support from the ELA curriculum specialist and reading specialist, staff will implement Star Reading CBMs for early detection of reading challenges and progress monitoring. Data from Star Reading will be used to inform RTI supports, which will include LLI, Read Naturally Live, additional Foundations practice and, when appropriate, multi-sensory rules based reading support.</p>	<p>Work with kindergarten and 5th grade teachers to resume Alcott’s kindergarten buddy initiative. Develop new activities that can be conducted virtually or outdoors without increasing COVID risk.</p> <p>Work with leadership team and entire faculty around ways to reinforce routines and procedures. Develop common expectations for shared spaces so that all staff can work together to help students meet these expectations after two highly atypical school years.</p> <p>Resume annual Turkey Trot, which will finally allow parents to volunteer at school again because the event is entirely outdoors.</p> <p>Work with PTG to identify activities that allow families to connect with each other safely outside of school, particularly our youngest families who have missed out on being able to develop school based connections over the last two years.</p>	<p>Reestablish the METCO family and friends program to build community between our Boston families and our Concord families. As half day field trips are still difficult due to COVID, identify other community building events in Boston and in Concord that comply with COVID safety protocol.</p> <p>Staff will work with the new DEI Director and the new METCO Director to reflect on the instructional practices we use at Alcott to ensure that they are culturally responsive. Texts that may be used during this work include: <i>The Equity and Social Justice Education: 50 Critical Questions for Improving Opportunities for Black Students, Culturally Responsive Teaching and the Brain, Everyday Anti Racism: Getting Real About Race in School</i></p> <p>Continue to develop Alcott’s Branch program for students with emotional disabilities. Ensure that services are provided in the least restrictive environment. Support all staff to develop the skills needed to effectively meet the needs of students with social/emotional disabilities.</p>	<p>Through partnership with the PTG and Green City Growers, revitalize our student garden through lessons and hands-on experiences in the outdoor classroom.</p> <p>Work with Alcott technology specialist to adjust the way he supports classroom teachers. Help him shift his support from occurring in the technology lab to occurring in classrooms now that all students have 1:1 access to devices.</p>
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