

# Converse Elementary School

## 2021 - 2022

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# Beliefs, Mission, Vision and Values

## Beliefs

### **Converse School Believes...**

- All students can learn.
- All students need high expectations.
- Building positive relationships with students, colleagues, and families is crucial for successful learning.
- In providing each student a supportive, positive, and student-centered environment with an emphasis on academic and social-emotional support.
- Individual student growth should be recognized and celebrated throughout the year.
- Students are the future of our community; therefore, our focus will be on creating lifelong learners capable of being productive citizens.

## **Mission:**

Converse Elementary School staff and students, in partnership with all community stakeholders, will ensure success for our school of diverse learners in a safe, respectful, nurturing and student-centered environment in order to achieve high academic growth and development of character traits necessary for success while developing a love for learning.

## **Vision:**

The vision of Converse Elementary School is to promote student academic and social and emotional growth in order to prepare each student to perform, compete, contribute, and succeed in the twenty-first century.

## **Values:**

**Equity:** Converse staff seek to identify and apply appropriate and impactful evidence-based instructional practices that value the background of every student and help prepare each of them for success. There may be different approaches for different students. Curriculum is responsive and affirming.

**High Expectations:** Converse staff strives to ensure we create and maintain high expectations for all students; we hold students accountable for reaching the same bar while honoring that arrival at mastery is individualized.

**Individual and Collective Efficacy:** Converse staff strives to build collective efficacy to create beliefs that we can make an impact on each and every Converse student.

**Activation:** Converse staff is committed to putting forth deliberate effort as well as structures to ensure teaching and learning are efficient and focused.

# What is your school's reimagined story?

We believe in doing good work that matters, and in choosing that, nudging others toward doing the same.

Strengths:

- Students feel safe and secure and are vulnerable to new learning
- Staff are empowered and supported by colleagues and administration
- Staff positivity and buy-in
- Staff consistency/low staff turnover

Challenges:

- A shortage of teaching staff who look like our students
- Attendance-absences and tardies
- A need for accelerated learning as a result of COVID

- **Identifies points of pride and assets.**
- **Identifies past/present challenges (use of quantitative & qualitative data)**
- **Embeds a nuanced understanding of the community, points of pride and challenges from qualitative data (asset mapping, empathy groups, etc).**
- **Includes a description of what the “reimagined” schooling experience will be - includes hopes & dreams that are aligned to the overall vision of the school (make sure to include vision and mission statements)**
- **Overall message is connected and responsive to the students/audience and school community**
- **Addresses policies and practices that need to potentially change; Addressing areas of inequity and how that looks different in a “reimagined” school narrative (equitable)**

# Continuous Improvement Plan Goals

## Priority Area Literacy SMARTE Goal

During the 2021-2022 academic year, Converse staff will decrease the equity achievement gap of students using culturally responsive instruction and the use of common assessment data in literacy using IRLA and ENIL data in School Pace.

## Priority Area Mathematics SMARTE Goal

During the 2021-2022 academic year, Converse staff will decrease the equity achievement gap of students using culturally responsive instruction and the use of common assessment data in math.

## Priority Area Building Choice SMARTE Goal (i.e. climate and culture, students and parent engagement, club participation, etc.)

Converse Staff will cultivate a growth mindset and lifetime love of learning by utilizing evidence-based practices to build students' academic, social, and emotional skills, as evidenced by student and staff surveys, building behavioral data, and administrative feedback.

## CONTINUOUS IMPROVEMENT PLAN

### Priority Area Literacy SMARTE Goal:

#### 1.0 What are your key Equity Audit takeaways (2 - 3) related to Literacy?

- Curriculum must infuse culturally responsive information into instructional approaches
- Teachers must develop appropriate lessons for our english language learners

#### 2.0 What are your key quantitative and qualitative data takeaways related to Literacy?

- Instructional areas of growth are rigor, relevance, and learner engagement
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#### 3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- Building individual and collective teacher efficacy
- Culturally responsive curriculum will increase intrinsic motivation and thus increase student achievement

#### Theory of Action Statement:

During the 2021-2022 academic year, Converse staff will decrease the equity achievement gap of students using culturally responsive instruction and the use of common assessment data in literacy using IRLA and ENIL data School Pace.

If we take action to accelerate learning that was lost because of COVID...

USING rigorous, relevant, engaging instruction AND building relationships...

THEN we will see 80% of all students meet proficiency on grade level high frequency word recognition.

#### Converse Literacy SMARTE Goal (Annual Growth):

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
Focus on the 6 phases of learning <a href="#">Goodwin &amp; Gibson</a>	Professional learning and school climate	PD - "Using Brain Science to Make Learning Stick"	Exit Ticket for Staff engagement and discussion in book study	Title 1

<a href="#"><u>Instructional Practice Assessment for Converse</u></a>				
Rigorous, relevant lessons with high learner engagement in all core areas	Standards and curriculum development  Academic vocabulary focus	PD - “Classroom Instruction that Works and the 12 Touchstones of Good Teaching”	High student engagement indicated by ARC data in School Pace  -Vocabulary lists of essential vocabulary for each grade	Title 1
Using ARC with fidelity	Material development and reading strategies and philosophy	-PD with building ARC rep -Reading specialist and literacy coach for SDB -District professional development	-Power goals for all students -Conference with students every 2 weeks -Data meetings with Literacy Coach regarding power goals and student achievement in School Pace -100 Day book challenge	-Title 1 funds for 100 Day Book challenge
Building common pedagogy about Instructional Rounds & peer observations	School organization & Administration  Professional learning and school climate	PD - “Learning in the Fast Lane” grade-level book study (focus on vocabulary) with a follow-up from Dr. Ehrhart	-Exit Tickets from book study -Standards based differentiated lesson plan -Instructional practices observed and discussed with teachers by principals and coaches	Title 1
<b>Evidenced-Based Engagement Strategy</b>		<b>Participants</b>	<b>Success Indicator</b>	<b>Engagement Documentation</b>
<b>School Literacy Initiative</b> 1. 100 book Challenge (January 2022)		<b>Literacy Initiative</b> -100 book Challenge for students	<b>Literacy Initiative</b> -%age of students completing per	<b>Literacy Initiative</b> -Reading specialist/literacy coach is collecting the data

		classroom, per grade and per building	
<b>School Literacy Nights (Monthly)</b> <ol style="list-style-type: none"> <li>1. Open house (Bookmobile) - August</li> <li>2. Title 1 (Literacy &amp; Math) - September</li> <li>3. Trunk or Treat (Books given to families) - October</li> <li>4. Hispanic Heritage month (Based on a book with a project)</li> <li>5. Literacy Week - March</li> </ol>	<b>School Literacy Nights</b> Parents/guardians, family members	<b>School Literacy Nights</b> -Sign in sheet broken down by grade and demographic  -IRLA and MAP testing data, classroom learning readiness, reading logs	<b>School Literacy Nights</b> -Sign in sheet -Reading logs & assessment scores

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
<b>Term</b>	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. ARC- IRLA and ENIL</li> <li>2. 100 Book Challenge</li> <li>3. Literacy Nights</li> <li>4. Conferencing with Students every 2 weeks</li> </ol>	<ol style="list-style-type: none"> <li>1. Items are being placed in school pace</li> <li>2. 4 classrooms</li> <li>3. <b>Sign-in sheets</b></li> <li>4. <b>School Pace Data</b> analysis (Principal, AP &amp; Reading Specialist) <ol style="list-style-type: none"> <li>a. Kinder-</li> <li>b. 1st -</li> <li>c. 2nd -</li> <li>d. 3rd</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Increase the number of teachers updating data weekly</li> <li>2. Increase number of classrooms to include all teachers</li> <li>3. Continue with monthly events and target families who have not attended - Survey on Smore</li> <li>4. Maintain meetings with admin team and increased number of conferences with students</li> </ol>
<b>Term 2</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>		

	3.		
<b>Term 3</b>	1. 2. 3.		
<b>Summative</b>	1. 2. 3.		



## CONTINUOUS IMPROVEMENT PLAN

### Priority Area **Mathematics** SMARTE Goal:

#### **1.0 What are your key Equity Audit takeaways (2 - 3) related to **Mathematics**?**

- Curriculum must infuse culturally responsive information into instructional approaches
- Teachers must develop appropriate lessons for our english language learners

#### **2.0 What are your key quantitative and qualitative data takeaways related to **Mathematics**?**

- Instructional areas of growth are rigor, relevance, and learner engagement
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#### **3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?**

- Building individual and collective teacher efficacy
- Culturally responsive curriculum will increase intrinsic motivation and thus increase student achievement

#### **Theory of Action Statement:**

During the 2021-2022 academic year, Converse staff will decrease the equity achievement gap of students using culturally responsive instruction and the use of common assessment data in math using fact fluency data.

If we take action to accelerate learning that was lost because of COVID...  
 USING rigorous, relevant, engaging instruction AND building relationships...  
 THEN we will see 80% of all students meet proficiency on grade level fact fluency.

#### **Converse **Mathematics** SMARTE Goal (Annual Growth):**

<b>Evidenced-Based Improvement Actions / Strategies (2 - 3)</b>	<b>Equity Area Targeted Component(s) Addressed</b>	<b>Professional Learning/ Collaboration Focus</b>	<b>Success Indicator</b>	<b>Funding Source (Title I - IV or other)</b>
Focus on the 6 phases of learning <a href="#">Goodwin &amp; Gibson</a>  <a href="#">Instructional Practice Assessment for Converse</a>	Professional learning and school climate	PD - "Using Brain Science to Make Learning Stick"	Exit Ticket for Staff engagement and discussion in book study	Title 1

Rigorous, relevant lessons with high learner engagement in all core areas	Standards and curriculum development of fact fluency -Math vocabulary	PD - “Classroom Instruction that Works and the 12 Touchstones of Good Teaching”	-Dreambox Challenge -Fact Fluency	-Title 1 (for math nights)
Coaching Cycles with Math Coach	Standards based instruction	Instructional Coaching	Data from coaching cycles	None
<b>Parent / Family Engagement Strategies for SMARTE Goal:</b>				
<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>	<b>Success Indicator</b>	<b>Engagement Documentation</b>	
DreamBox	Parents/guardians, students	Number of Lessons completed and growth	DreamBox dashboard	
Math engagement nights 1. Title 1 (Math & Literacy Night) 2. Bingo night (TBD)	Parents/guardians, students	-Sign in sheet broken down by grade and demographic	-Sign in sheet -assessment scores	
Fact fluency focus activities	Parents/guardians, students	Family communication (TBD - Survey, exit ticket, or SeeSaw)	-assessment scores	

## Progress Monitoring including Evidence / Source

(Document your school's progress throughout the year)

Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	<ol style="list-style-type: none"> <li>Math/Title 1 engagement night 9/30/21</li> <li>Trunk-or-treat</li> <li>Coaching cycles</li> </ol>	<ol style="list-style-type: none"> <li>Sign in Sheet (110+ attendees)</li> <li>Sign in Sheet (300+ attendees)</li> <li>xx coaching cycles with staff</li> </ol>	<ol style="list-style-type: none"> <li>Will host another math night Dec/Jan</li> <li>Will host another math night Dec/Jan</li> <li>Maintain coaching with instructional coach returns</li> </ol>
<b>Term 2</b>	<ol style="list-style-type: none"> <li>Hispanic Heritage Night</li> <li></li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Sign-in sheet (86 attendees)</li> </ol>	
<b>Term 3</b>	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>		
<b>Summative</b>	<ol style="list-style-type: none"> <li></li> <li></li> <li></li> </ol>		

## CONTINUOUS IMPROVEMENT PLAN

**Priority Area - School Choice SMARTE Goal: (i.e. climate and culture, students and parent engagement, MLSS, etc.)**

<b>1.0 What are your key Equity Audit takeaways (2 - 3) related to Family Engagement?</b>				
<ul style="list-style-type: none"> <li>Teachers must encourage family members and other community members of diverse backgrounds to act as role models and help students to develop their abilities and obtain needed resources.</li> </ul>				
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<b>2.0 What are your key quantitative and qualitative data takeaways related to Family Engagement?</b>				
<ul style="list-style-type: none"> <li>Converse had 18% of students in tier 3 attendance (engaged less than 50%) and 14% of students in tier 2 attendance (engaged 50% - 74%) at the end of distance learning during the covid pandemic.</li> </ul>				
<ul style="list-style-type: none"> <li>These percentages increased throughout the 2020-21 school year despite relentless efforts by Converse staff to keep families engaged in distance learning.</li> </ul>				
<b>3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?</b>				
<ul style="list-style-type: none"> <li>Increased student engagement will increase developmental readiness and confidence</li> </ul>				
<ul style="list-style-type: none"> <li>Increased readiness and confidence will ultimately lead to better attendance</li> </ul>				
<b>Theory of Action Statement:</b> Converse Staff will cultivate a growth mindset and lifetime love of learning by utilizing evidence-based practices to build students' academic, social, and emotional skills, as evidenced by student and staff surveys, building behavioral data, and administrative feedback.				
If we take action to increase family engagement by MAKING continuous family contacts when needed, holding parent meetings, AND building relationships...THEN we will see an increase in tier 1 attendance and a decrease of students who fall in tier 3.				
<b>(SCHOOL) Building Choice SMARTE Goal (Annual Growth):</b>				
<b>Evidenced-Based Improvement Actions / Strategies (2 - 3)</b>	<b>Equity Area Targeted Component(s) Addressed</b>	<b>Professional Learning/ Collaboration Focus</b>	<b>Success Indicator</b>	<b>Funding Source (Title I - IV or other)</b>

Equitable MLSS meetings	-Academic & Social-emotional progress -Due diligence for student universal needs	-Staff PD on MLSS/SIT process -Weekly grade-level PLCs to discuss student concerns -Weekly MLSS meeting with building team	-Identification of students in intervention and for a referral  -Equitable student representation amongst classrooms	None
Social Emotional Learning 1. Classroom Second Step Emphasis 2. Morning meetings 3. PBIS 4. Morning Announcements 5. Sensory Path 6. SDB Deescalation PD	Classroom Environment & Student regulation	-Walk through from Kari and Sam with general observations -Universal Morning announcement from administration -Staff collaboration with student services -Student recognition -Morning breakfast meetings (7:30-7:50) -Book study with admin -2 PD from student services regarding Desecration ( $\frac{1}{3}$ & $\frac{2}{2}$ )	1. Student engagement & participation 2. Student use of SEL vocabulary from morning meetings 3. 18-20 Student of the Week reactions 4. Monthly PBIS treat for student of the week 5. Decrease a student amount of time out the classroom 6. Prevention of student holds and staff reaction to student behavior	PBIS funds
Daily attendance contacts for absent/tardy students	Academic - Placement/Tracking and Grouping	-Weekly attendance team collaboration with Fred Atlas -Social Worker follow-up with families daily	-Decrease in tardies/increase in overall attendance	None
Family Availability	Family ability to engage and schools	Equity: Culturally Responsive Practices	Analysing school practices to determine barriers to families (ie.	

<a href="#"><u>Equity: Wisconsin's Model to Inform Culturally Responsive Practices</u></a>	ability to learn about families		allowing virtual conferences)	
Developing relationships with students through supervision	Connecting with students	<ol style="list-style-type: none"> <li>1. Admin greets each bus every morning</li> <li>2. 10 minutes of SEL</li> <li>3. Lunchroom supervision with explicit teaching (admin supervise all lunches)</li> <li>4. Teacher rotation for lunchroom supervision (1 from each grade) plus admin</li> <li>5. Teachers not in the lunchroom are on outside supervision</li> </ol>	-Student referral numbers from lunch and playground	None
<b>Parent / Family Engagement Strategies for SMARTE Goal:</b>				
<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>		<b>Success Indicator</b>	<b>Engagement Documentation</b>
MLSS Meetings with parents present	Converse MLSS team		Family attendance and follow-up with area of concern (behavior, academics, etc...)	MLSS notes & documentation
Student Support team weekly attendance review	Pupil services, administration, district attendance liaison		Increased attendance and decreased tardies. (Tier 1,2,3 attendance Data)	-Agenda & notes -Skyward attendance records
Family events <ol style="list-style-type: none"> <li>1. SEL family night (TBN)</li> <li>2. Children's mental health table with strategies (TBN)</li> <li>3. Newsletter items (to discussed)</li> </ol>	Pupil services			Sign-in sheet broken down by grade and demographic



## Progress Monitoring including Evidence / Source

(Document your school's progress throughout the year)

Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. MLSS meeting with staff <a href="#">2021-22 Converse MLSS presentation</a></li> <li>2. Family Conferences <a href="#">Fall Conference Data 21-22</a></li> <li>3. Morning video meeting with building admin (2nd step analysis, SEL &amp; observations)</li> <li>4. Recognitions</li> <li>5. Supervision Schedule</li> <li>6.</li> </ol>	<ol style="list-style-type: none"> <li>1. See link</li> <li>2. 289 family conferences in October (%age)</li> <li>3. Daily video sample</li> <li>4. <a href="#">Link with student names</a></li> <li>5. Term 1 Classroom / Office Managed Behavior Data</li> <li>6. Behavior data</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly follow-up at PLC from administration and student services</li> <li>2. Maintain &amp; continue to offer virtual option for families</li> <li>3. Maintain daily admin video</li> <li>4. Main student recognitions</li> <li>5. Adjust supervision scheduled as needed</li> </ol>
<b>Term 2</b>	<ol style="list-style-type: none"> <li>1. Sensory Path installation</li> <li>2. Deescalation PD from Student Services</li> <li>3.</li> </ol>		
<b>Term 3</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		
<b>Summative</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		





# School Title I Components Checklist

<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Meeting             <ul style="list-style-type: none"> <li><input type="checkbox"/> (Hyperlink Presentation) <a href="#">Title 1 presentation notes</a></li> <li><input type="checkbox"/> (Hyperlink Invitation) <a href="#">Math/Title 1 Bingo Night</a></li> <li><input type="checkbox"/> Meeting Date <u>9/30/21</u></li> <li><input type="checkbox"/> Meeting Time <u>5:00</u></li> <li><input type="checkbox"/> Title 1 info shared in weekly newsletters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Engagement Plan (Areas Identified in CIP)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Hyperlink Website Link</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Compact             <ul style="list-style-type: none"> <li><input type="checkbox"/> Compact Document (Hyperlink) <a href="#">Parent-Teacher-Student Contract</a></li> <li><input type="checkbox"/> Return Rate Data (Hyperlink)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Callout</li> <li><input checked="" type="checkbox"/> Newsletter (Hyperlink) <a href="#">S'More Newsletter Example</a></li> <li><input type="checkbox"/> Website</li> <li><input checked="" type="checkbox"/> Weekly Classroom Communication via LMS or other means- (Seesaw, Dojo)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> CIP Aligned Title I Budget Submitted</li> </ul>	

- ❑ Parent Surveys Conducted at least twice per year (Hyperlink Survey Data)
- ❑ Parent Suggestion Box present in each school's Main Office

- ❑ Families have access to DPI Teacher Certification information through school and district websites