

Converse Elementary School
2022-2023

Principal: Leah Malott
Assistant Principal: Ryan Stengl
1602 Townline Avenue
Beloit, WI 53511

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Beliefs, Mission, Vision and Values

Converse School Believes...

- All students can learn.
- All students need access to a safe and inclusive learning environment.
- 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 (WHOLE CHILD) environment with an emphasis on academic and social-emotional support.
- Individual student growth should be recognized and celebrated.
- 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 school 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, social, emotional, and behavioral 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 responsive and impactful evidence-based instructional and social emotional behavioral practices that value the background of every student and help prepare each of them for success.

High Expectations: Converse staff strives to create and maintain high expectations for all students; we foster individual student growth to meet and exceed grade level proficiency.

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 creating structures to ensure teaching and learning are efficient and focused.

What is your school's reimagined story...

State school's strengths and challenges as identified in your Needs Assessment reimagining your story:

We believe in doing good work that matters and expecting others to do the same.

Strengths:

- Students feel safe, secure, and open to new learning
- Staff are empowered and supported by colleagues and administration
- Positive building culture and staff buy-in
- Staff retention
- Family participation at school events


Challenges:

- A shortage of teaching staff who look like our students
- Attendance-absences and tardies - Continue for 22-23
- A need for accelerated learning to address learning gaps and attendance concerns

Opportunities:

- Continue to offer engagement opportunities for parents, families, and community members
- Build connections with community stakeholders
- Bridge gaps with community resources

School Title I Components Checklist

<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent / Guardian Meeting <ul style="list-style-type: none"> <input type="checkbox"/> (Hyperlink Presentation) Title 1 presentation points: Converse Elementary School 2022-2023 <input type="checkbox"/> (Hyperlink Invitation to ALL Families) <input type="checkbox"/> Meeting Date _____ <input type="checkbox"/> Meeting Time _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Title I Family Engagement Plan (Areas Identified in CIP) <ul style="list-style-type: none"> <input type="checkbox"/> Hyperlink Website Link
<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Compact <ul style="list-style-type: none"> <input type="checkbox"/> Compact Document (Hyperlink) <ul style="list-style-type: none">  2022-2023 Converse Family Contract <input type="checkbox"/> Return Rate Data (Hyperlink) 	<ul style="list-style-type: none"> <input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish <ul style="list-style-type: none"> <input type="checkbox"/> Callout <input type="checkbox"/> Newsletter (Hyperlink) <input type="checkbox"/> Website <input type="checkbox"/> Weekly Classroom Communication via LMS or other means
<ul style="list-style-type: none"> <input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook 	
<ul style="list-style-type: none"> <input type="checkbox"/> CIP Aligned Title I Budget Submitted 	
<ul style="list-style-type: none"> <input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data) 	<ul style="list-style-type: none"> <input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district

❑ Parent Suggestion Box present in each school's Main Office

websites: (to be posted in newsletter and through TITLE communication/education)
<https://dpi.wi.gov/licensing/license-lookup>

Continuous Improvement Plan Goals

Priority Area Literacy SMARTE Goal

By May 31, 2023, 45% of Converse Kindergarten through third grade students will be on target for IRLA reading level.
By May 31, 2023, 85% of Converse 4K students will recognize _____ letters.

Priority Area Mathematics SMARTE Goal

By May 31, 2023, 85% of Converse students will improve by one addition level in the SDB- created fact fluency assessment.

By May 31, 2023, 85% of Converse students will complete the following fact fluency targets from the school District of Beloit created fluency assessment:

4K: Count to _____

Kindergarten: Addition, complete level 0

1st Grade: Addition, complete level 1

2nd Grade: Addition, complete level 2

3rd Grade: Multiplication, complete column 1 (focus - 0,1,2,5,10)

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

Converse students will be agents of their own learning. Students and staff will work collaboratively to build a caring, positive and inclusive classroom.

All Converse students will set personal goals in each of the following areas: Literacy, Math, and Behavior. Every student will conference with a staff member on a quarterly basis to review their goals and adjust them if necessary.

All Converse families will complete a goal-setting sheet that is sent home during the first week of school.

CONTINUOUS IMPROVEMENT PLAN

Priority Area Literacy SMARTE Goal:

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

- Culturally responsive lessons and approaches are non negotiable
- Appropriate instructional practices for all disaggregated groups of students

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

- Power goals need to be student specific and rigorous
- IRLA data shows the following proficiency levels in each grade at EOY: K - 21%, 1 - 22%, 2 - 21%, 3 - 19%.. Converse was 20.8% proficient building wide. Converse will increase the EOY proficiency to level to 45% by June, 2023.
- Grade 3 Forward data shows 13% proficient which is far below the 46% IRLA data.

3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- Building collective efficacy
- High expectations

Theory of Action Statement:

During the 2022-2023 school year, Converse staff will

(SCHOOL) 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)
<p>High leverage learning strategies and instructional practices to differentiate instruction to meet student needs including:</p> <ul style="list-style-type: none"> • Equitable conference schedules (IRLA/ENIL) • Morning message • Coaching cycles for all teachers • Appropriate "Power Goals" assigned and reviewed weekly • Leveling collaboration discussions during each PLC • Students independent read for 30 minutes 	<ul style="list-style-type: none"> • High quality instruction • Strategic use of data • Appropriate leveling of all students • All students expected to independent read every day at home and at school 	<ul style="list-style-type: none"> • Coaching cycles for all teaching staff • Ongoing PD with ARC reps • Accelerated Learning resources (eg. "Learning in the Fast Lane", "Classroom Instruction that Works and the 12 Touchstones of Good Teaching") • Review of leveling videos during weekly PLCs 	<ul style="list-style-type: none"> • Conference schedules posted in classrooms • Weekly power goal review (classroom) • IRLA/ENIL data updates (end of each week) 	

daily at school AND at home				
Weekly PLC meeting to examine IRLA/ENIL data and develop specific growth plans for students (grade level teachers, admin, special educators, and coaches)	<ul style="list-style-type: none"> • Collaboration • Continuum of supports 	<ul style="list-style-type: none"> • MLSS PD - Equitable support • PLC systems and structures 	<ul style="list-style-type: none"> • Grade level PLC's assigned to Wednesday • Equitable MLSS referrals from classroom teachers 	
Student goal setting (student chosen-adult guided)	<ul style="list-style-type: none"> • Whole child 	<ul style="list-style-type: none"> • PBIS/SEB • New Root • Purposeful People 	<ul style="list-style-type: none"> • Quarterly goal check-in with selected building staff • Informal goal conversations 	

Parent / Family Engagement Strategies for SMARTE Goal:

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
Literacy events scheduled per quarter	Staff, student, family	Event attendance	
Title 1 Family Engagement Plan event	Staff, student, family	Event attendance; contract signed	
Shared goal statements	Staff, student, family		Quarterly goal check ins with staff
Classroom Reading volunteers	Family, community, peers		

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
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Term 1	1. 2. 3.		
Term 2	1. 2. 3.		
Term 3	1. 2. 3.		
Summative	1. 2. 3.		

CONTINUOUS IMPROVEMENT PLAN

Priority Area Mathematics SMARTE Goal:

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

- Culturally responsive lessons and approaches are non negotiable
- Appropriate instructional practices for all disaggregated groups of students

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

- Student proficiency benchmark data by grade level at EOY: K - 88%, 1 - 46%, 2 - 64%, 3rd Forward - 20%
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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 collective efficacy
- High expectations

Theory of Action Statement:

(SCHOOL) Mathematics 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)
<p>Weekly PLC meetings to examine district math benchmark data and discuss strategies to address:</p> <ul style="list-style-type: none"> • Number sense • Subitizing • Fact fluency • <p>(grade level teachers, admin, special educators, and coaches)</p>	<ul style="list-style-type: none"> • High quality instruction • Strategic use of data 	<ul style="list-style-type: none"> • Coaching cycles • Ongoing PD with ARC reps • Accelerated Learning resources (eg. "Learning in the Fast Lane", "Classroom Instruction that Works and the 12 Touchstones of Good Teaching") 	<ul style="list-style-type: none"> • Common benchmark assessment data • Fact fluency data • Coaching data 	

Student goal setting (student chosen-adult guided)	<ul style="list-style-type: none"> • Whole child 	<ul style="list-style-type: none"> • PBIS/SEB • New Root • Purposeful People 	<ul style="list-style-type: none"> • Quarterly goal check-in with selected building staff • Informal goal conversations 	
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants		Success Indicator	Engagement Documentation
Family math/ STEAM events scheduled per quarter	Staff, student, family		Event attendance	
Title 1 Family Engagement Plan event	Staff, student, family		Event attendance; contract signed	
Shared goal statements	Staff, student, family			Quarterly goal check ins with staff

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
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Summative	1. 2. 3.		

CONTINUOUS IMPROVEMENT PLAN

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

1.0 What are your key Equity Audit takeaways (2 - 3) related to Student Goal Setting?

- Families should help students set and meet goals
- Families may need help to define what they see as student success

2.0 What are your key quantitative and qualitative data takeaways related to Student Goal Setting?

- Students need timely, specific, and more frequent feedback on their progress
- Students can benefit from self reflection regarding academic and behavioral growth

3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- Students need to set and meet goals
- Students need specific and timely feedback

Theory of Action Statement:

(SCHOOL) Building Choice 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)
Student goal setting (student chosen-adult guided)	<ul style="list-style-type: none"> • Whole child 	<ul style="list-style-type: none"> • PBIS/SEB • New Root • Purposeful People 	<ul style="list-style-type: none"> • Quarterly goal check-in with selected building staff • Informal goal conversations 	
Goal setting with families	<ul style="list-style-type: none"> • Whole child 			
Monthly “Character Strong” focus points	<ul style="list-style-type: none"> • Whole child 	<ul style="list-style-type: none"> • PBIS/SEB • Purposeful People 	<ul style="list-style-type: none"> • Signs posted throughout the building • Students able to name the focus point each month 	

Parent / Family Engagement Strategies for SMARTE Goal:

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement
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			Documentation
Family Involvement Quarterly Challenges	<ul style="list-style-type: none">• Students• Staff• Parents		

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
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