



Converse Elementary School

Ms. Leah Gordon-Malott: Principal

Ryan Stengl: Assistant Principal

1602 Townline Avenue

Beloit, WI 53511

School Profile

School Mission	The mission of Converse Elementary School, a partnership of students, families, educators, and the community, is to provide each student with the opportunity to grow academically, socially, and emotionally and to ensure all students will attain a high level of academic achievement as well as develop and demonstrate the character necessary for success by engaging students with rigorous and relevant curriculum combined with high-quality student centered instruction which integrates technology in a safe, nurturing environment.
School 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.

Leadership Team Members		
Name	Position/Role	Years at Current School
Leah Gordon-Malott	Principal	17.5
Ryan Stengl	Assistant Principal	1
Barb Birk	ELL	
	STEM Coach	
Holly Hollembeak	Literacy Coach	7
Carrie Espenscheid	4K teacher	
Mariann Rufer	K teacher	
Heather Cesarz	K teacher	
Benji Klett	1st grade teacher	
Heather Dominguez	2nd grade teacher	9
Sara Bailey	3rd grade teacher	
Sally Fairbairn	Special Ed Case Manager	
Janine Brass	Specialist	

School Improvement Goals

Priority Area 1: Literacy

By Spring 2020, Converse 5K-3 students scoring at or above the national mean will increase by at least 5% from 62.5% to 67.5% as measured by the Spring MAP Reading assessment.

Priority Area 2: Mathematics

By Spring 2020, Converse 5K-3 students scoring at or above the national mean will increase by at least 3%-5% from 73% to 76%-78% as measured by the Spring MAP Math assessment.

Priority Area 3: Learning Environment

Reduce the number of tardies received by Converse students by 10% during the 2019-2020 school year as compared to the total number of tardies received during the 2018-19 school year.

CONTINUOUS IMPROVEMENT – PLAN

Priority Area 1: Literacy 2019-2020

District Strategic Plan Goal – Literacy: The number of students scoring proficient or advanced in literacy will increase between 5-7% as measured by the Wisconsin Forward Exam.

Theory of Action: **If our instructional team (administrators, coaches, teachers, para-educators) are skillful in implementing quality differentiated teaching practices that lead to ongoing and continued progress in literacy and math, then each student will demonstrate ongoing improvement in literacy and math.**

- *If Student Learning Outcomes (SLO's) are aligned to the School Learning Outcome, **then** instruction will be focused toward ongoing student growth.*
- *If ongoing professional development and training is applied to the classroom instructional planning and practices, **then** instruction with fidelity will improve.*
- *If teachers and students receive timely, descriptive feedback, **then** reflective practices will improve.*
- *If Professional Learning Communities (PLC's) and instructional teams regularly plan, collect, analyze, collaborate, and act on data, **then** the data will be used to facilitate, differentiate, and refine instruction.*
- *If our instructional team creates a positive learning environment that supports rigorous, engaging, standards based instruction, **then** disruptive behaviors will decrease and student academic performance will increase.*

(SCHOOL) Literacy SMART Goal (Annual Growth):

By Spring 2020, Converse 5K-3 students scoring at or above the national mean will increase by at least 5% from 62.5% to 67.5% as measured by the Spring MAP Reading assessment.

Evidenced Based Improvement Strategies (IDENTIFIED WITH BOLD PRINT)	Professional Learning/ Collaboration Focus
1. Staff will clearly communicate the focus for each lesson. <ul style="list-style-type: none"> A. Learning Targets demonstrating curricular fidelity for each lesson, posted, and referred to during all lessons. B. Anchor Charts relevant to current unit, posted, and referred to during all lessons. 	<p style="text-align: center;"><u>PROFESSIONAL LEARNING</u></p> <ol style="list-style-type: none"> 1. How to implement Backwards Design in order to implement universal learning targets. 2. Coaching to support the creation of clear learning targets in the form of student learning that permit viable methods of assessments.

<p>C. Reading & Writing Workshop: Daily conferring with students will occur.</p> <p>D. Each unit's essential vocabulary posted on learning walls created with students and referred to during all lessons.</p>	<ol style="list-style-type: none"> 3. Coaching to support the creation of essential vocabulary active learning walls to support student learning goals. 4. Utilize PLCs to ensure grade group pacing is consistent with district expectations.
<p>2. Staff will implement Tier 1 differentiation within each lesson.</p> <p>A. Data relevant to Tier 1 Universal differentiation will include:</p> <ol style="list-style-type: none"> 1. Creation of at least one literacy course in Schoology by November 1, 2019 2. Demonstrated use of SmartNotebook (or other resources) to differentiate for students within the Schoology framework by 11/1/19. 3. The implementation of differentiated instruction. <ol style="list-style-type: none"> a. Formative assessment to drive strategy based groupings. b. Use of timely and meaningful feedback. c. Flexible grouping 	<p style="text-align: center;"><u>PROFESSIONAL LEARNING</u></p> <ol style="list-style-type: none"> 1. What is differentiation? 2. How is the RtI framework supported within the classroom and throughout the school? 3. Knowledge of STEM integration and technology resources as tools for differentiation. 4. How to form and implement flexible groups. 5. Informal and formal formative assessment practices. 6. How to offer clear and meaningful formative feedback to students. 7. Aligning teacher SLOs with the Converse SIP plan. 8. Utilize PLCs to discuss data to drive Tier 1 instruction and Tier 2 flexible grouping within the Units of Study.
	<p style="text-align: center;"><u>PROFESSIONAL LEARNING</u></p> <ol style="list-style-type: none"> 1. Sources of relevant formative and summative data. 2. Relevant understanding and application of DuFour's Four Essential Questions. <p style="text-align: center;"><u>COLLABORATION FOCUS</u></p> <ol style="list-style-type: none"> 1. Differentiation. 2. Data analysis during PLC's. 3. Coaching to support Tier 1/Tier 2 Universal Instruction 4. Cross Elementary (district) and in building collaboration.

Evidence / Source

(Provide evidence to support your school's progress throughout the year and root cause analysis)

Spring 2019	Links disabled - student data privacy
Fall 2019	Overall School Benchmark Data and Achievement Gap Data (All groups and subgroup) (Click on link to add in specific data to support your theory of action, SMART goal and achievement gap)
Winter 2020	(Link in specific data to support your data analysis)
Spring 2020	(Link in specific data to support your data analysis)

Goal 1 - Rational/Progress Reflection

(Provide a narrative of progress toward goal and any revisions/adjustments made in response to data review/reflection)

Goal Rational	Literacy curriculum will be implemented with fidelity, through Tier 1 differentiation, in order to provide access for all students to rigorous grade level academic standards. We chose these goals to ensure classrooms are purposefully posting learning targets, using anchor charts as teaching tools, and creating active vocabulary walls because these practices have not been performed consistently within classrooms. In addition, differentiation must be provided in the classroom using data to drive Tier 1 differentiation as well as Tier 2 flexible grouping to ensure all students' needs are being met.
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<p>Mid-Year Reflection</p>	
<p>End-of-Year Reflection</p>	

CONTINUOUS IMPROVEMENT – PLAN

Priority Area 2: Mathematics 2019-2020

District Strategic Plan Goal – Mathematics: All students will increase in math between 3-5% as measured by the Wisconsin Forward Exam.

Theory of Action: If our instructional team (administrators, coaches, teachers, para-educators) are skillful in implementing quality differentiated teaching practices that lead to ongoing and continued progress in literacy and math, then each student will demonstrate ongoing improvement in literacy and math.

- *If Student Learning Outcomes (SLO's) are aligned to the School Learning Outcome, **then** instruction will be focused toward ongoing student growth.*
- *If ongoing professional development and training is applied to the classroom instructional planning and practices, **then** instruction with fidelity will improve.*

- *If teachers and students receive timely, descriptive feedback, **then** reflective practices will improve.*
- *If Professional Learning Communities (PLC's) and instructional teams regularly plan, collect, analyze, collaborate, and act on data, **then** the data will be used to facilitate, differentiate, and refine instruction.*
- *If our instructional team creates a positive learning environment that supports rigorous, engaging, standards based instruction, **then** disruptive behaviors will decrease and student academic performance will increase.*

(SCHOOL) Mathematics SMART Goal (Annual Growth):

By Spring 2020, Converse 5K-3 students scoring at or above the national mean will increase by 3-5% from 73% to 78% as measured by the Spring MAP Math assessment.

Evidenced Based Improvement Strategies (IDENTIFIED WITH BOLD PRINT)	Professional Learning/ Collaboration Focus
1. Staff will clearly communicate the focus for each lesson <ul style="list-style-type: none"> A. Learning Targets demonstrating curricular fidelity for each lesson, posted, and referred to during all lessons B. Anchor Charts relevant to the current unit, posted, and referred to during all lessons. C. Dreambox Usage in compliance with District Expectations. D. Essential Vocabulary relevant to the current unit, created with students, posted, and referred to during all lessons. 	<p style="text-align: center;">PROFESSIONAL LEARNING</p> <ol style="list-style-type: none"> 1. How to implement Backwards Design in order to implement universal learning targets. 2. Coaching to support the creation of clear learning targets in the form of student learning that permit viable methods of assessments. 3. Utilize PLCs to ensure grade group pacing is consistent with district expectations.
2. Staff will implement Tier 1 differentiation within each lesson. <ul style="list-style-type: none"> A. Data relevant to Tier 1 Universal differentiation will include: <ol style="list-style-type: none"> 1. Creation of at least one literacy course in Schoology by November 1, 2019 2. Demonstrated use of SmartNotebook (or other resources) to differentiate for students within the Schoology framework by 11/1/19. 3. The implementation of differentiated instruction. 	<p style="text-align: center;">PROFESSIONAL LEARNING</p> <ol style="list-style-type: none"> 1. What is differentiation? 2. What is the difference between Tier 1 and Tier 2 differentiation? 3. Knowledge of the STEM framework and technology resources as tools for differentiation. 4. How to differentiate Dreambox lessons. 5. How to create and used guided groups. 6. Informal and formal formative assessment practices. 7. How to offer clear, actionable, formative feedback to students.

<ul style="list-style-type: none"> d. Formative assessment to drive strategy based groupings. e. Use of timely and meaningful feedback. f. Flexible grouping 	<ul style="list-style-type: none"> 8. Aligning teacher SLO's with the Converse SIP plan. 9. Utilize PLCs to discuss data to drive Tier 1 instruction and Tier 2 flexible grouping within the Go Math units. <p style="text-align: center;"><u>COLLABORATION FOCUS</u></p> <ul style="list-style-type: none"> 1. Differentiation. 2. Data analysis during PLC's. 3. Coaching to support Tier 1/Tier 2 Universal Instruction 4. Cross Elementary (district) and in building collaboration.
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Evidence / Source

(Provide evidence to support your school's progress throughout the year and root cause analysis)

Spring 2019	Links disabled - student data privacy
Fall 2019	Overall School Benchmark Data and Achievement Gap Data (All groups and subgroup) (Click on link to add in specific data to support your theory of action, SMART goal and achievement gap)
Winter 2020	(Link in specific data to support your data analysis)
Spring 2020	(Link in specific data to support your data analysis)

Goal 2 - Rational/Progress Reflection

(Provide a narrative of progress toward goal and any revisions/adjustments made in response to data review/reflection)

Goal Rational	In order to provide access for all students to rigorous grade level standards, all mathematics curriculum (GO MATH!) will be implemented with fidelity, through universal Tier 1 differentiation. We chose these goals to ensure classrooms are purposefully posting learning targets, using anchor charts as teaching tools, and creating active vocabulary walls
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	because these practices have not been performed consistently within classrooms. In addition, differentiation must be provided in the classroom using data to drive Tier 1 differentiation as well as Tier 2 flexible grouping to ensure all students' needs are being met.
Mid-Year Reflection	
End-of-Year Reflection	

CONTINUOUS IMPROVEMENT – PLAN

Priority Area 3: Learning Environment 2019-2020

District Strategic Plan Goal – Learning Environment:

Theory of Action: *If our instructional team creates a positive learning environment and effective family relationships that holds students and families accountable for attendance, then each student will be ready to learn during instructional time.*

(CONVERSE) Learning Environment SMART Goal (Annual Growth): Reduce the number of tardies per term received by Converse students by 10% during the 2019-2020 school year as compared to the average number of tardies received per term during the 2018-19 school year.

Evidenced Based Improvement Strategies	Professional Learning/ Collaboration Focus
<ol style="list-style-type: none"> 1. Staff will engage students and parents to improve attendance <ol style="list-style-type: none"> a. School community offers a warm and welcoming environment that emphasizes building relationships b. Staff will clearly communicate the importance of regular attendance c. Staff will clearly communicate what students are learning and the negative effects of chronic absenteeism 	<ol style="list-style-type: none"> 1. How can we create a school environment that families want to be part of and bring their children to? 2. How can we help families understand the importance of being on time each day? 3. How can we teach parents about the impact of chronic absenteeism? 4. How can we utilize the Before School Program to decrease the number of tardies?
<ol style="list-style-type: none"> 2. Staff will recognize good and improved attendance <ol style="list-style-type: none"> a. Staff will provide regular recognition and incentives to students who have good and improved attendance b. Staff will provide regular recognition and incentives to families who have good and improved attendance 	<ol style="list-style-type: none"> 1. What incentives can we provide to students to improve attendance? 2. What incentives can we provide to parents/families to improve attendance?
<ol style="list-style-type: none"> 3. Converse Elementary School will clearly communicate the expectation for regular attendance and monitor attendance data. <ol style="list-style-type: none"> a. Converse start time will be clearly posted on the Converse Elementary School website and Converse social media sites. 	<ol style="list-style-type: none"> 1. How can staff effectively access attendance data and communicate attendance concerns to families?

<ul style="list-style-type: none"> b. Converse start time will be posted on school doors and in the front office. c. Converse start time will be posted on the school sign and sandwich boards in front of the school. d. Skyward Attendance will be monitored on a quarterly basis. 	
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Evidence / Source (Provide evidence to support your school's progress throughout the year and root cause analysis)	
Spring 2019	Links disabled - student data privacy
Fall 2019	(Link in specific data to support your data analysis)
Winter 2020	(Link in specific data to support your data analysis)
Spring 2020	(Link in specific data to support your data analysis)

Goal 3 - Rational/Progress Reflection (Provide a narrative of progress toward goal and any revisions/adjustments made in response to data review/reflection)	
Goal Rational	In order to provide access for all students to rigorous grade level standards, district curriculum and Tier 1 differentiation, students need to be present at school at the start of the school day on a daily basis. The high number of tardies is limiting students' access to instruction, interrupting teachers' instructional time and affecting students' academic achievement.

Mid-Year Reflection	
End-of-Year Reflection	