

Converse Elementary School Improvement Plan 2016-2017



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Section 2: School Profile

Our Vision...

Our mission for our school is to provide each student with the opportunities to grow academically, emotionally, and socially. Our main focus is student achievement. In order for us to provide the best instructional practices for our students, we must continue to grow as a Converse team. We will work together and support one another as we focus on RtI, Early Learning Targets, authentic assessments that drive instruction, and the Common Core State Standards.

Our Values for Learning...

In order for our children to become successful learners and leaders of tomorrow, the Converse School community believes in:

- **The Climate of a Professional Learning Community:** We strive to function as a professional learning community working toward all stakeholders demonstrating a shared mission, a shared vision for teaching and learning, and excellence in professional performance.
- **High Expectations:** We believe each student has the ability and the right to learn. We expect that all of our students will learn and achieve to their highest potential. We believe that all staff must hold high expectations for themselves and for each student's academic success.
- **Aligned Curriculum and Best Practices in Instruction:** We believe that relevant learning aligned to Common Core State Standards and district benchmarks, as well as learning that incorporates critical thinking skills, authentic experiences, discovery through problem solving, and cooperative learning will result in the highest academic achievement possible and generate positive self-esteem among all of our students.
- **Multicultural Diversity:** We create and embed into learning experiences the critical cultural and linguistic diversity necessary to unite our staff, students, and parents within a culturally sensitive framework.
- **Diverse Learning Styles:** We believe that students bring diverse learning styles to school. We view learning styles as strengths and utilize a variety of educational strategies and materials to maximize students' learning potential.
- **Community Involvement:** We expect that our students become actively involved in their community; and that community agencies, local businesses, parents, and neighbors become active partners in educating our children.
- **Shared Decision-Making:** We encourage and support parents, students, staff, and community to cooperatively participate in making school decisions around teaching and learning at our school.
- **Fiscal Responsibility:** We believe that all of our fiscal resources must be aligned and allocated

to support the most important place in our school - the classroom. Our resources will be used responsibly and in alignment with the educational plan of our school.

- **Assessment:** We believe that the assessment of our students is critical in driving instruction so that we meet individual students' academic needs. We use multiple measures in order to help us understand the strengths, abilities, and skills of our students, which will in turn facilitate strategies for continuous improvement.
- **Collaboration:** We strongly believe in collaboration with each other to learn, to grow, and to strengthen our work as professionals. We believe that collaboration with parents is imperative for generating support for student learning at Converse Elementary School.
- **Continuous Improvement:** We seek to continuously improve services to students and their families. Professional development and collaborative time, as well as district and building coaches, gives teachers the support needed to effectively use data for student achievement.

We Believe That...

- Each individual is unique, has worth, and can be a successful learner
- Respecting and appreciating our diversity strengthens and enriches our community
- Honesty, integrity, and openness are essential to building trust
- Everyone is responsible for his or her decisions and actions
- Family experience is a vital influence in the development of a child
- Education is a shared responsibility involving students, families, educators, and the greater community
- Hard work expands opportunities throughout life
- Achieving excellence in a changing world requires continuous progress
- Higher expectations lead to higher performance
- Service to and compassion for others lead to personal growth and a stronger community
- Education is essential to a healthy community and a strong America

Our Story...

Converse Elementary was originally built in 1951. The school was named after Frank E. Converse who was a well-known Beloit educator, principal of the high school (1897-1903), and superintendent of schools (1898-1932). The school originally was a K-6 school until 1995 when the sixth grade was moved to the middle school. It remained a K-5 school until 2011 when a district-wide reconfiguration of schools was undertaken, making it a K-3 building. A new addition was added in 2012 and the school now houses students in grades 4K- 3.

Of our 420 total students, 50.7% are female and 49.3% are male. Our students come from a variety of racial/ethnic backgrounds: 46.2% are Caucasian, 25% are Hispanic, 15.9% are African-American, and 10.5% are two or more ethnicities. Our population includes 14% of students that receive special education services; 9% are English Language Learners (ELL); and 76% are Economically

Disadvantaged.

Converse Elementary School has maintained a strong, unified vision for teaching and learning supported by our school's Site Plan. Our school utilizes specific instructional strategies and resources:

A comprehensive balanced literacy framework including:

- Lucy Calkin's Reader's Workshop
- Pinnell & Fountas Phonics (K-2)
- Lucy Calkin's Units of Study for Teaching Writing
- Soar to Success (Tier 2)
- Leveled Literacy Intervention (Tier 3)

Math Investigations in Number, Data, and Space

Dreambox

Fact Fluency

Discipline-based art, music, media, and physical education programs

Inclusion of special needs students

ELL services

Co-teaching (professional educators, para-educators, volunteers, etc.)

1:1 iPad Integration

Converse Elementary also offers a comprehensive program of services to students with special needs. Services are offered to students in 4K through grade 3. Students receive educational support in alignment with their individual education plans (IEP) in regular education classrooms, special education resources, and our CDS self-contained setting. We offer the services of a speech therapist, occupational/physical therapy, a part-time nurse, a part-time health room assistant, a part-time school psychologist, a full-time school counselor, para-educators, and three full-time special educators. We offer instruction and support to our special needs students with both academic and social skill problem-solving strategies. Through our referral process, we evaluate and develop IEPs for students within our Converse community.

Students with disabilities regularly participate in general education classrooms in an inclusive setting with necessary special education support. Special education students have access to school-wide instructional strategies as well as IEP-specialized strategies and technology to help meet each student's needs. Examples of support provided include:

- Functional Behavior Assessments and Behavior Intervention Plans
- Assistive technology to help with communication, mobility, access to materials, or other needs
- Daily living and social skills instruction

Our school continues to offer well-rounded learning opportunities for students by having a full-time art teacher, music teacher, physical education teacher, and library media specialist. Students also have a variety of after-school opportunities. Converse Elementary School offers the AGR program from

kindergarten through third grade in our classrooms, reducing class size.

Our Reasons for Celebration . . .

For the past five years, we have received the prestigious Wisconsin School of Recognition award. We have also been selected as a Spotlight School for the 2014-2015 and 2015-2016 school years.

Converse School continues to use data to enhance student learning. Our staff uses the results of standardized and formal tests (Forward/MAP/PALS) to conduct item analysis and to determine our needs and strengths in relation to teaching and learning.

Converse Elementary School continues to strive for a high level of parent and family involvement throughout the year. You will find our Family Involvement Policy in Section 7.

2015 - 2016 School Year Highlights

- Converse was selected for the fifth consecutive year as a Wisconsin School of Recognition
- Converse was selected as a Spotlight School for the second time
- Converse hosted 3 visits from outside school districts as part of the Spotlight Grant Program
- An Open House was held in August in which over 500 people attended
- We completed Year Two of PBIS Tier 2
- Quarterly PBIS Assemblies
- Weekly Cougar Paw drawings
- Parent/Teacher Conferences were held twice during the school year with 95% participation
- Each classroom had a weekly volunteer come into work with student
- Two school signs were held with extremely high participation
- Multicultural Assembly with Nightingale Steppers, Teju, Dr. Brenda Stiff, author, and Hispanic Dancers
- Math Night
- Student of the Week
- Students and Staff brought in bottles of water to help Flint, Michigan
- School Counselor facilitated groups with students including: Grief Group in conjunction with hospice, students with incarcerated parents group, self-confidence / self - esteem group, and friendship groups / new student groups.
- Holiday store for students to purchase gifts for family members
- 4K Orientation
- 5K Orientation
- Take your child to work day
- McNeel Expo to showcase Converse School
- Conference opportunities for staff such as Wisconsin State Reading Association, WEMTA, Wisconsin Kindergarten Conference, Green Lake Math Conference, Autism Society of Wisconsin Annual Conference
- Monthly district professional development

- After hours community involvement such as Cub Scouts and Pickleball

Section 3

Needs Assessment-READING

MAPS Data:

| | |
|---------------|------------------|
| Does Not Meet | Meets or Exceeds |
|---------------|------------------|

Reading

| | | 12-13 | 13-14 | 14-15 | 15-16 |
|------|----------------------|--------------|--------------|--------------|--------------|
| Kdgn | Norm Mean | 157.7 | 157.7 | 157.7 | 158.1 |
| | SDB Mean | 157.9 | 156.8 | 158.3 | 159.1 |
| | Converse Mean | 161.6 | 164.3 | 163.6 | 167.5 |
| 1st | Norm Mean | 176.9 | 176.9 | 176.9 | 177.5 |
| | SDB Mean | 174.3 | 172.5 | 171.5 | 174.3 |
| | Converse Mean | 178.7 | 174.2 | 176.5 | 180.1 |
| 2nd | Norm Mean | 189.6 | 189.6 | 189.6 | 188.7 |
| | SDB Mean | 183.6 | 182.3 | 184.1 | 182.8 |
| | Converse Mean | 187.7 | 186.7 | 185.9 | 189.1 |
| 3rd | Norm Mean | 199.2 | 199.2 | 199.2 | 198.6 |
| | SDB Mean | 193.5 | 191.5 | 192.2 | 192.1 |
| | Converse Mean | 196.1 | 195.6 | 199.9 | 197.7 |

Summary of Data

Relative to performance across the School District of Beloit, Converse's mean score is consistently above the district average across grade levels for reading.

Relative to normative data for the MAP assessments, Converse's mean spring kindergarten RIT has consistently above the norm mean for both reading from 2012-2016. The mean RIT for students in first grade at Converse had been above the reading norm means in the spring of 2012-2013, then in 2013-2015 it fell below the norm mean. In the Spring of 2015-2016, first grade is back above the reading and math norm means. Second grade's mean reading RIT has been below the normative mean in reading from 2012-2015. This past year, 2015-2016, second grade was above the norm mean for and reading. Converse's mean spring RIT for third grade had fallen below the norm mean for reading in 2012-2013 and 2013-2014, but the school exceeded the norm RIT in reading during the 2014-2015 school year. In the Spring of 2015-2016, third grade fell below the norm RIT in reading.

FORWARD EXAM DATA - SPRING 2016

Reading/Language Arts

| RDG/LA | | | | |
|--------|--------------|---------------------|--------------------|-----------------|
| | <i>State</i> | <i>Beloit Dist.</i> | <i>Beloit Elem</i> | <i>Converse</i> |
| Adv | 9.1% | 3.2% | 2.7% | 5.6% |
| Pro | 33.4% | 20.4% | 23.9% | 40.4% |
| Basic | 34.5% | 35.6% | 35.1% | 28.1% |
| BB | 21.5% | 39.7% | 37.5% | 24.7% |

| Eng/LA | 17 students | 19 students | 40 students |
|--------|---------------------|------------------------|---------------------|
| | <i>Af Am</i> | <i>Hispanic</i> | <i>White</i> |
| Adv | 5.9% | 0.0% | 10.0% |
| Pro | 35.3% | 36.8% | 42.5% |
| Basic | 11.8% | 31.6% | 35.0% |
| BB | 47.1% | 31.6% | 10.0% |

| Eng/LA | 75 students | 14 students |
|--------|------------------------|----------------------------|
| | <i>Eng Prof</i> | <i>Not Eng Prof</i> |
| Adv | 6.7% | 0.0% |
| Pro | 40.0% | 42.9% |
| Basic | 30.7% | 14.3% |
| BB | 21.3% | 42.9% |

| Eng/LA | 81 students | 8 students |
|------------|-----------------------|------------------------|
| | <i>Not Dis</i> | <i>Disabled</i> |
| Adv | 6.2% | 0.0% |
| Pro | 43.2% | 12.5% |
| Basic | 29.6% | 12.5% |
| BB | 21.0% | 62.5% |
| Not Tested | 0.0% | 12.5% |

| Eng/LA | 51 students | 38 students |
|--------|----------------------|--------------------|
| | <i>Female</i> | <i>Male</i> |
| Adv | 5.9% | 5.3% |
| Pro | 43.1% | 36.8% |
| Basic | 23.5% | 34.2% |
| BB | 23.5% | 23.7% |

| Eng/LA | 15 students | 74 students |
|--------|------------------------|------------------------|
| | <i>Not Econ</i> | <i>Econ Dis</i> |
| Adv | 13.3% | 4.1% |
| Pro | 53.3% | 37.8% |
| Basic | 20.0% | 29.0% |
| BB | 13.3% | 27.0% |

Needs Assessment-MATH

MAPS Data:

| | |
|---------------|------------------|
| Does Not Meet | Meets or Exceeds |
|---------------|------------------|

Math

| | | 12-13 | 13-14 | 14-15 | 15-16 |
|------|----------------------|--------------|--------------|--------------|--------------|
| Kdgn | Norm Mean | 159.1 | 159.1 | 159.1 | 159.1 |
| | SDB Mean | 159.8 | 158.1 | 160.6 | 162.6 |
| | Converse Mean | 163.8 | 166.6 | 167.2 | 168.7 |
| 1st | Norm Mean | 179.0 | 179.0 | 179.0 | 180.8 |
| | SDB Mean | 177.5 | 174.8 | 175.1 | 179.2 |
| | Converse Mean | 180.7 | 177.4 | 178.4 | 182.5 |
| 2nd | Norm Mean | 191.3 | 191.3 | 191.3 | 192.1 |
| | SDB Mean | 189.8 | 188.2 | 188.2 | 187.7 |
| | Converse Mean | 193.9 | 189.7 | 192.3 | 192.7 |
| 3rd | Norm Mean | 203.1 | 203.1 | 203.1 | 203.4 |
| | SDB Mean | 199.8 | 197.9 | 197.8 | 197.6 |
| | Converse Mean | 201.5 | 199.7 | 204.3 | 203.6 |

Summary of Data

Relative to performance across the School District of Beloit, Converse's mean score is consistently above the district average across grade levels for math.

Relative to normative data for the MAP assessments, Converse's mean spring kindergarten RIT has consistently above the norm mean for math from 2012-2016. The mean RIT for students in first grade at Converse had been above the math norm means in the spring of 2012-2013, then in 2013-2015 it fell below the norm mean. In the Spring of 2015-2016, first grade is back above the math norm means. Second grade's mean math RIT was above the normative mean in math from 2012-2013. In 2013-13 the second grade mean fell below the norm. For the past two years, the second grade was above the norm mean for math. Converse's mean spring RIT for third grade had fallen below the norm mean for math in 2012-2013 and 2013-2014, but the school exceeded the norm RIT in both areas during the 2014-2015 school year. In the Spring of 2015-2016, third grade exceeded the norm RIT in math.

FORWARD EXAM DATA - SPRING 2016

| Math | | | | |
|--------------|--------------|---------------|--------------------|----------------------|
| | <i>State</i> | <i>Beloit</i> | <i>Beloit Elem</i> | <i>Convers e</i> |
| Adv | 7.8% | 3.0% | 3.7% | 12.4% |
| Pro | 34.4% | 17.4% | 21.0% | 40.4% |
| Basic | 32.5% | 35.4% | 42.2% | 30.3% |
| BB | 23.8% | 43.3% | 32.5% | 15.7% |

| Math | | | |
|--------------|--------------|-----------------|--------------|
| | <i>Af Am</i> | <i>Hispanic</i> | <i>White</i> |
| Adv | 0.0% | 5.3% | 22.5% |
| Pro | 41.2% | 31.6% | 50.0% |
| Basic | 41.2% | 36.8% | 15.0% |
| BB | 17.6% | 26.3% | 10.0% |

| Math | | |
|--------------|-----------------|-------------------------|
| | <i>Eng Prof</i> | <i>Not Eng Prof</i> |
| Adv | 14.7% | 0.0% |
| Pro | 41.3% | 35.7% |
| Basic | 29.3% | 35.7% |
| BB | 13.3% | 26.6% |

| Math | | |
|-------------------|----------------|-----------------|
| | <i>Not Dis</i> | <i>Disabled</i> |
| Adv | 11.1% | 25.0% |
| Pro | 44.4% | 0.0% |
| Basic | 32.1% | 12.5% |
| BB | 12.3% | 50.0% |
| Not Tested | | 12.5% |

| Math | | | | Math | | |
|--------------|---------------|--------------|--|--------------|-----------------|-----------------|
| | <i>Female</i> | <i>Male</i> | | | <i>Not Econ</i> | <i>Econ Dis</i> |
| Adv | 11.8% | 13.2% | | Adv | 20.0% | 10.8% |
| Pro | 35.3% | 48.7% | | Pro | 46.7% | 39.2% |
| Basic | 35.3% | 23.7% | | Basic | 20.0% | 32.4% |
| BB | 15.7% | 15.8% | | BB | 13.3% | 16.2% |

Section 4- Strategic Plan 2016 - 2017

Strategy 1: READING

Objective: Close the gap in reading performance

SMART goal – 80% of students will increase their overall RIT reading score by 5 points as measured by the MAPs Assessment by the Spring of 2017 as compared to the Fall of 2016 scores.

| Action | Parties Responsible | Timeline | Evaluation | Budget | | |
|--|---|-----------|------------|--------|---------|-------|
| | | | | Site | Title I | Other |
| Plan 1: High academic expectations at each grade level will be clearly communicated with all stakeholders. | | | | | | |
| Classroom teachers will post ELT statements for literacy lessons. | Classroom teachers | Sept-June | | x | | |
| Staff will inform families about academic expectations in reading at Back to School Night. | All Staff | August | | x | x | |
| Staff will share MAPs growth data reading with parents at conferences | Classroom Teachers | February | | x | | |
| Staff will share information and strategies about reading with families during a “Reading Night” held at school. | All Staff | | | | x | |
| Plan 2: A district-wide student intervention system will be implemented. | | | | | | |
| Intervention/Enrichment blocks for Reading will be scheduled daily for 30-45 minutes depending on grade level | All Staff Title 1 Academic Support Teacher | Oct-June | | | x | |
| SIT Meetings for progress monitoring purposes and problem solving needs will be held weekly. | All Staff | Sept-June | | x | | |
| Staff will initiate contact with the building Reading Specialist for strategy or instructional support. | Classroom Teachers Special Education Teachers Math Liaisons Reading Specialist | Sept-June | | x | x | |
| A-Z and Raz Kids will be used to support students working on targeted skills | | | | | x | |

| | | | | | | |
|--|--|-----------|--|---|---|--|
| in appropriately leveled materials. | | | | | | |
| Plan 3: Strategies will be implemented to increase the performance of lowest-performing subgroups as identified by the district data. | | | | | | |
| Staff will analysis data during PLC meetings to identify low performing groups of students. | All Staff | Sept-June | | x | | |
| Staff will administer Touchpoints every four weeks for students performing below grade level. | Classroom Teachers | | | x | | |
| The principal will design building professional development activities that address effective learning strategies for students from identified subgroups | Principal | Sept-June | | x | x | |
| Staff will fully implement the Lucy Calkins Reading Workshop model for literacy | Classroom Teachers Reading Specialist | Sept-June | | x | x | |
| Staff will use additional funds to purchase books for classroom libraries to provide students with leveled reading material | Classroom Teachers Principal | | | | x | |

Strategy 2: MATH

Objective: Close the gap in math performance

SMART goal – 80% of students will increase their overall RIT math score by 5 points as measured by the MAPs Assessment by the Spring of 2017 as compared to the Fall of 2016 scores.

| Action | Parties Responsible | Timeline | Evaluation | Budget | | |
|--|---------------------|-----------|------------|--------|---------|-------|
| | | | | Site | Title I | Other |
| Plan 1: High academic expectations at each grade level will be clearly communicated with all stakeholders. | | | | | | |
| Classroom teachers will post ELT statements for math lessons. | Classroom teachers | Sept-June | | x | | |
| Staff will inform families about academic expectations in math at Back to School Night. | All Staff | August | | x | | |

| | | | | | | |
|--|---|----------------------------|--|---|---|--|
| Staff will share MAPs math growth data with parents at conferences | Classroom Teachers | February | | x | | |
| Staff will share information and strategies about reading with families during a "Math Night" held at school. | All Staff | | | | x | |
| Plan 2: A district-wide student intervention system will be implemented. | | | | | | |
| Classroom teachers will use the Guided Math framework to reteach concepts that were scored as basic or minimal on post assessments. | Classroom teachers | 4 wks after pre-assessment | | | x | |
| Classroom teachers will assign DreamBox activities to monitor fact fluency. | Classroom teachers | | | x | | |
| Intervention/Enrichment blocks for math will be scheduled daily for 30-45 minutes depending on grade level. | Classroom teachers | | | x | | |
| Classroom teachers will utilize SIT Meetings for progress monitoring purposes and problem solving needs will be held weekly. | All Staff | Sept-June | | x | | |
| Staff will initiate contact with the building Math Liaisons for strategy or instructional support. | Classroom Teachers Special Education Teachers Math Liaisons | Sept-June | | | x | |
| Plan 3: Strategies will be implemented to increase the performance of lowest-performing subgroups as identified by the district data. | | | | | | |
| Staff will analysis data during PLC meetings to identify low performing groups of students in math. | All Staff | Sept-June | | x | | |
| The building principal will design professional development activities that address effective learning strategies for students from identified subgroups | Principal | Sept-June | | x | x | |

| | | | | | | | |
|--|--|-----------|--|---|--|--|--|
| Classroom teachers will use the Guided Math framework to reteach concepts that were scored as minimal on the pre-assessment. | Classroom Teachers Reading Specialist | Sept-June | | x | | | |
|--|--|-----------|--|---|--|--|--|

Strategy 3: EQUITY

Objective: Close the achievement gap for Hispanic and African American students in reading.
SMART goal – The percentage of African American and Hispanic students scoring proficient or advanced on the 2017 Forward Exam will increase by at least 2% over the 2016 scores on the 2017 Forward Exam in reading.

| Action | Parties Responsible | Timeline | Evaluation | Budget | | |
|--------|---------------------|----------|------------|--------|---------|-------|
| | | | | Site | Title I | Other |

Plan 1: High academic expectations at each grade level will be clearly communicated with all stakeholders.

| | | | | | | |
|---|--------------------------------|-----------|--|---|--|--|
| PLC data analysis will disaggregate all data by targeted groups to monitor equity in achievement. | Classroom teachers | Sept-June | | x | | |
| Staff will teach test taking skills to 3 rd grade students prior to the administration of the Forward Exam | 3 rd Grade Teachers | Apr-May | | x | | |

Plan 2: A district-wide student intervention system will be implemented.

| | | | | | | |
|---|--------------------|-----------------|--|---|---|--|
| Students scoring within the 20-29 percentile on the winter MAPS assessment will be targeted for individual learning plans in reading and/or math. | Classroom teachers | February - June | | x | x | |
| Staff will administer Touchpoints every four weeks for students performing below grade level. | Classroom Teachers | | | x | | |

Plan 3: Strategies will be implemented to increase the performance of lowest-performing subgroups as identified by the district data.

| | | | | | | |
|--|---|-----------|--|--|---|--|
| 2 nd grade staff will implement an afterschool reading program for students under performing in reading | 2 nd Grade Teachers Principal | Jan - Mar | | | x | |
| Substitute teachers are | Classroom Teachers | October | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| provided for grade level teachers to meet, review MAPS data, and develop strategies for underperforming students. | | | | | | |
|---|--|--|--|--|--|--|

Strategy 4: Assessment and Instruction

| Action | Parties Responsible | Timeline | Evaluation | Budget | | |
|--|---|-----------|------------|--------|---------|-------|
| | | | | Site | Title I | Other |
| Plan 1: All instruction will be delivered with continuity and fidelity. | | | | | | |
| Educator Effectiveness will be fully implemented | Principal All Staff | Sept-June | | x | | |
| All available staff will provide intervention instruction for Reading and Math at each grade level which include Mathletics, Dreambox, GM, GR, LLI, and Soar to Success. | ELL, Support Staff, Reading Specialist, Special Education Staff, Classroom Teachers, Math Interventionist | Sept-June | | | x | |
| Lucy Calkins Units of Study for Teaching Writing will be taught in each K-3 classroom | Reading Specialist Regular Education Staff | Sept-June | | x | | |
| Differentiation at the Universal level will be fully implemented in all classrooms in both Reading and Math | Reading Specialist Regular Education Staff | Sept-June | | x | | |
| The building will follow the District Assessment Schedule and analyze the data through weekly grade level PLC meetings and quarterly data meetings | Principal All Staff | Sept-June | | x | | |
| The Reading Specialist will provide coaching in the use of the gradual release of responsibility model for staff who seek support or need increased skill performance in use of effective instructional practices. | All Staff Reading Specialist | Sept-June | | x | x | |
| Plan 2: All educators will collaboratively document that instructional decisions are responsive to data and show a positive impact on student achievement. | | | | | | |
| Through weekly grade group PLC meetings, staff will analyze their data in order to drive their instruction. | All Staff | Sept-June | | x | | |

| Strategy 5: Technology | | | | | | |
|--|---------------------|-----------|------------|--------|---------|-------|
| Action | Parties Responsible | Timeline | Evaluation | Budget | | |
| | | | | Site | Title I | Other |
| Plan 1: Integrate technology into teaching and learning across all grade levels and content areas to increase student academic achievement. | | | | | | |
| Staff will attend monthly professional development technology sessions | Innovative Coaches | Sept-June | | X | | |
| Innovative Coaches will work with individual educators based on their needs | Innovative Coaches | Sept-June | | X | | |
| 21st Century skills will be identified for the purpose of integrating these skills into the curriculum | All Staff | Sept-June | | X | | |
| Plan 2: All students in the district will have equitable access to the necessary hardware and software needed to meet grade level benchmarks. | | | | | | |
| All available funds will be allocated to support technology purchases for the purpose of building technology capacity in each classroom. | Principal | Sept-June | | | X | |
| Plan 3: Through standards, assessments, and professional development, all staff members will become increasingly proficient in using technology associated with their positions. | | | | | | |
| Staff will attend Professional Development Conferences when available. | Interested Staff | Sept-June | | | X | |
| Staff will attend trainings provided by Innovative Coaches. | Innovative Coaches | Sept-June | | X | | |

| Strategy 6: Family Engagement | | | | | | |
|--|------------------------|-----------|------------|--------|---------|-------|
| Action | Parties Responsible | Timeline | Evaluation | Budget | | |
| | | | | Site | Title I | Other |
| Plan 1: We will provide a monthly district wide calendar of events and activities that is available online and on paper to families, community members, and staff. | | | | | | |
| Assign personnel to be in charge of maintaining a district wide calendar | Converse Webmaster | Sept-June | | x | | |
| Plan 2: Family participation in school and district wide activities will increase annually. | | | | | | |
| A parent survey will be administered during winter conference | Principal Staff | February | | x | | |
| Staff will compile data to show the number of events and family participation in school activities. | Principal Home Liaison | Sept-June | | x | x | |

| | | | | | | |
|---|---|-----------|--|---|---|--|
| Staff will encourage parent/family participation in school activities. | All Staff | Ongoing | | x | | |
| Staff will be encouraged to participate in PTO meetings. | Principal Home Liaison | Sept-June | | x | | |
| Plan 3: The district will ensure all interactions and communications with families and the community are provided in English and Spanish. | | | | | | |
| Staff will ensure that all school correspondence is handed out to parents in both English and Spanish. | Principal ELL Staff District Services | Sept-June | | x | | |
| ELL staff will provide interpreter services for family events, conferences, etc. | Principal ELL Staff | Sept-June | | x | | |
| Plan 4: Every school will encourage and provide ongoing communication between home and school in order to meet the needs of students, families, and staff. | | | | | | |
| Staff will utilize the Converse website, monthly newsletter, letters home to parents, school calendar, School Messenger, telephone calls, email, and home visits | All Staff | Sept-June | | x | | |
| Staff will share the Converse School Compact getting them signed and returned | All Staff Parents | October | | | x | |

Strategy 7: Character

| Action | Parties Responsible | Timeline | Evaluation | Budget | | |
|---|--|-----------|------------|--------|---------|-------|
| | | | | Site | Title I | Other |
| Plan 1: Positive behavior management systems, consistent with the six character traits, will be implemented in all schools throughout the district. | | | | | | |
| Students will engage in character education lessons through the Second Step curriculum. | Classroom Teachers School Counselor | Sept-June | | x | | |
| School Counselor will provide lessons in Protective Behaviors. | School Counselor | Sept-June | | x | | |
| Staff will implement the Converse PBIS Plan with fidelity. | All Staff | Sept-June | | x | | |
| Staff will implement and complete all required PBIS surveys and evaluations. | All Staff PBIS Coordinators | Sept-June | | x | | |
| Plan 2: Each building will create regular celebrations for students, parents, and staff that display positive character traits. | | | | | | |
| PBIS will schedule Quarterly PBIS Assemblies. | Principal, PBIS Coordinators and Team | | | x | | |
| Principal will utilize a Staff Parking Spot as a staff incentive. | Principal | | | x | | |

Section 5 - School Wide Professional Development

Professional Development Needs

1. Response to intervention strategies/practices
2. Balanced Literacy
3. SIT Process
4. Professional Learning Communities continued implementation
5. District directed Professional Development - TBA
6. Further clarification in regard to AIMSweb and the SLD rule
7. Differentiating for ELL Students

Section 6 - Discipline Data

ODRs by Month - MINOR REFERRALS

| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|--------------|------------------|------------------|------------------|------------------|
| September | 2 | 5 | 5 | 7 |
| October | 26 | 31 | 26 | 2 |
| November | 25 | 23 | 26 | 20 |
| December | 28 | 23 | 27 | 70 |
| January | 29 | 45 | 65 | 27 |
| February | 32 | 37 | 62 | 31 |
| March | 41 | 41 | 49 | 5 |
| April | 48 | 41 | 36 | 14 |
| May | 38 | 45 | 46 | 29 |
| June | | 3 | | 1 |
| Total | 269 | 294 | 342 | 206 |

ODRs by Grade Level

| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|-----|------------------|------------------|------------------|------------------|
| 4K | N/A | 5 | 12 | 0 |
| 5K | 78 | 98 | 92 | 36 |
| 1st | 65 | 65 | 84 | 13 |
| 2nd | 61 | 56 | 75 | 111 |
| 3rd | 65 | 70 | 79 | 46 |

ODRs by Gender

| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|--------|------------------|------------------|------------------|------------------|
| Male | 131 (49%) | 149 (51%) | 171 (50%) | 133 (66%) |
| Female | 138 (51%) | 145 (49%) | 171 (50%) | 68 (34%) |

ODRs by Race

| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|-----------------|------------------|------------------|------------------|------------------|
| White | 110 (41%) | 103 (35%) | 113 (33%) | 96 (46%) |
| Black | 89 (33%) | 108 (37%) | 113 (33%) | 86 (42%) |
| Hispanic/Latino | 43 (16%) | 46 (16%) | 77 (23%) | 19 (9%) |
| American Indian | 1 (<1%) | 4 (1%) | 1 (<1%) | 0 (0%) |
| Multiracial | 26 (10%) | 33 (11%) | 38 (11%) | 6 (3%) |

Summary of Data

The total number of Office Discipline Referrals (ODRs) at Converse had been increasing from 2012 up until 2015. This may be in part related to a growing student population as well as more consistent documentation. In 2015 - 2016, the total number of ODRs went down compared to 2014-2015. In general, there are higher rates of referrals from December through the end of the school year compared to the first three months of school. In the past, the greatest number of referrals have come from 5K,

with generally comparable numbers from 5K through 3rd grade, and a small number of ODRs from the 4K classrooms. In 2015, 2nd grade had the most ODRs. From 2012-2015, ODRs were comparable to the building demographics with regard to gender. In 2015, there was an overrepresentation of males accounting for 66% of ODRs with building demographics for males at 49.3%. As pertains to race, there is somewhat of an overrepresentation of ODRs for African-American students (33-42%, with building demographics falling between 15.9% and 21.1%) and underrepresentation for Caucasian students (33-46%, building demographics 46.2-50.3%). The percentage of ODRs for students identifying as Hispanic/Latino, American Indian, and Multiracial is comparable to building demographics as a whole.

Section 7 - ESEA Compliance Family and Community Involvement

Converse Parent Involvement Policy 2016 - 2017

In acknowledgement of research proving that parental involvement raises the academic achievement of students, Converse Elementary School strongly encourages a partnership with parents/guardians. We have a very active PTO as well as having many parent volunteers. We strive to have one family night per month.

In order to continue building an effective home-school partnership, Converse Elementary School will provide the following:

- An annual Back to School Night where parents/guardians will meet their child's teacher and be reassured of their right and responsibility to be involved in their child's education.
- A flexible number of meetings and activities throughout the school year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local and state academic assessments. Meetings will focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.
- There will be a minimum of two scheduled parent conferences where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have. These conferences/meetings will be varied in order to accommodate the parents/guardians' schedules.
- Continuous communication to assist parents in understanding the school curriculum and student achievement through monthly newsletters, report cards, PBIS Plan Student Handbook, MAP, PALS and Badger Exam scores, and weekly communication folders as well as telephone calls and home visits.
- A Converse School Compact that outlines how parents, school staff, and students share the responsibility for improving learning.
- Converse Elementary School will involve parents through active recruiting for our Converse PTO.
- Each fall a Parent Survey will be provided for parent/guardian feedback in order to improve working relationships between school and home.
- Communication will be in both English and Spanish, depending on the family and will easily be understood by all.
- Parents/guardians and community members are always made to feel welcome at Converse Elementary School.

How can the section on equity be different than the other two sections? What are you doing differently to target those underperforming groups?

A-Z Books and Raz kids are what we put in the Title 1 funding description so I put it in here. How is it used? Is there any way it is used that would specifically target underperforming students?

What is/are Touchpoints? It is administered every 4 weeks to underperforming students? What is done with the results?

Is posting the ELTs enough? Should staff be ensuring that students know the learning targets?

Are there any special strategies that you use in intervention groups? What supports are given to the underperforming students that are different?

You talked about individual plans based on MAPS results – the grid? Students performing low-growth? How does that work? That should be included in the plan (I did put it in the equity section, but it probably isn't worded correctly.)

Providing subs for teachers to look at data and strategize what to do for students is a strategy that I put in under the equity section.