

Concord Elementary Schools - 2021-2022 School Improvement Plan -

Elementary School Core Values and Learning Beliefs

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

Concord and Concord-Carlisle Regional School District Vision

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

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

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

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

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

Concord and Concord-Carlisle Regional School District Core Values

The Concord and Concord-Carlisle Regional School District values:

- Excellence
- Engagement
- Perseverance
- Inclusion
- Innovation

Concord and Concord-Carlisle Regional School District Theory of Action

If we...

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

Then...

- Our students will achieve their potential and find joy.

CPS K-5 SIP Goals

Multiple Paths to Success	Well Being	Inclusive Culture	Innovative Environment
As we enter a new phase of the pandemic, we will foster student engagement, curriculum coverage and the academic growth of all students.	As we enter a new phase of the pandemic, we will adjust protocols to ensure the physical safety and mental well being of all students and staff.	As we enter a new phase of the pandemic, we will continue to work to ensure that all students feel valued, respected and welcomed.	We will identify the best innovations from school during COVID and carry them over into a typical post-pandemic school year.

CPS K-5 SIP Initiatives

<p>Adjust COVID safety protocol in partnership with the School Committee and the Board of Health. Partner with CIC to implement pool testing and Test and Stay procedures to maximize efficiency and minimize lost instructional time.</p> <p>Continue to collaborate with Concord Board of Health and Concord public health nurse around contact tracing and changing COVID guidance and state protocols.</p>	<p>Prioritize relationship building at the beginning of the year using the revised Open Circle scope and sequence designed by school adjustment counselors.</p>	<p>Participate in a district wide equity audit, inclusive of parents, staff and students. Use the data to inform the actions we take under our strategic initiative of establishing an inclusive culture for all members of the district community.</p>	<p>Implement new software procurement process to ensure best and highest use for teaching and learning.</p> <p>1:1 Devices will be available for judicious classroom use and for isolated cases of potential quarantine.</p>
<p>Reintegrate students who were enrolled in our fully remote academies for the 20-21 school year using assessment data, Open Circle curriculum, social groups and other instructional practices to build relationships early in the year.</p>	<p>Reestablish connections with students across classrooms and grade levels (ie Buddy Classrooms, Pen Pals, etc.)</p>	<p>Partner with the new Director of Diversity, Equity and Inclusion around professional development and cultural proficiency in our schools.</p>	<p>Continue to provide the option of remote meetings to increase the ease with which parents can attend meetings and engage with the classroom.</p>

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

Thoreau Specific Initiatives Aligned with Initiatives Above

<p>Develop written protocol for assessing and identifying students in need of interventions, what interventions, duration, progress monitoring and entrance/exit criteria.</p> <p>Implement procedure for notifying parents of beginning of the year assessment results and RTI status.</p> <p>Beginning in the summer of 2021 Thoreau will train 8 special education teachers in the Orton Gillingham approach to reading instruction.</p>	<p>Revitalize tier 2 interventions to support student social emotional health: lunch bunches, social skills groups.</p> <p>Identify ways in which parents can be connected to classes through the use of outdoor spaces.</p> <p>Rethink ways in which our community-building traditions: assemblies, Turkey Trot, plays, Book Character Parade can continue under current or future restrictions.</p>	<p>Partner with the DEI Director to connect PTG Multicultural and COAR Parent Teacher initiatives.</p> <p>Identify and implement best practices for promoting inclusive practices for special education students for promoting inclusion and belonging..</p>	<p>Relocate classrooms and offices damaged in the fire.</p> <p>Increase staffing to support students at lunch in the tent, as they move between the building and modular wind.</p> <p>Keep all members of the school community informed of restoration progress and troubleshoot scheduling and space challenges related to the fire.</p>
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