

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>	Prioritize relationship building at the beginning of the year using the revised Open Circle scope and sequence designed by school adjustment counselors.	<p>Broaden the understanding of inclusion and belonging at our schools, to recognize the contributions and uniqueness of each learner regardless of disability, race, religion, sex, national origin, socioeconomic status, sexual orientation, gender identity, or expression.</p> <p>Participate in a district wide equity survey, 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>
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.	Reestablish connections with students across classrooms and grade levels (ie Buddy Classrooms, Pen Pals, etc.)	Partner with the new Director of Diversity, Equity and Inclusion around professional development that is focused on cultural proficiency in our schools, and the hiring of diverse faculty/staff, particularly educators of color.	Continue to provide the option of remote meetings to increase the ease with which parents can attend meetings and engage with the classroom.

<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

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Addendum: Willard Specific Initiatives

<p>Willard will train six staff members in the Orton Gilligham approach during the 21/22 school year.</p> <p>ELA curriculum specialist and reading specialist will pilot “Ready to Rise”, a six-week intervention program developed by Wilson and based on Foundations and other research based instructional practices. Intervention targets students in grades 1 and 2 to address interrupted learning. The students are chosen based on progress monitoring data, standardized assessments and teacher feedback. 24 students are participating (2x30 min/day). Using pretest and post test data to determine next steps. Feedback to be provided to Alcott and Thoreau.</p> <p>One kindergarten class, with support from the ELA curriculum specialist and reading specialist, will pilot Early Bird reading screener. Early Bird is a proactive, preventive approach to help identify struggling readers in Kindergarten. The systematic approach is based on the research of Dr. Nadine Gaab, Dr. Yaacov Petscher, and other leading literacy/brain scientists, and scientifically validated in school settings across the nation. Feedback to be provided to Alcott and Thoreau.</p>	<p>Work with the leadership team and entire faculty around ways to reinforce routines and procedures. Develop common expectations for shared spaces so that all staff can work together to help students meet these expectations after two highly atypical school years.</p> <p>The grade three team will pilot “Leader in Me”, a research-validated comprehensive process designed to address social emotional needs and the development of a strong leadership culture.</p>	<p>Continue the Willard Book, a teacher-led discussion group which focuses on issues of cultural competency, diversity, equity, and inclusion. The group meets in-person four times throughout the year approximately every six weeks. There is a different book and focus for each meeting.</p> <p>An additional co-teaching classroom has been created for grade four. (There has been a co-teaching section of grade 5 for over a decade). This collaborative instructional practice promotes an inclusive environment to help ensure that all students have access to the general education curriculum in a least restrictive manner. The classroom has a regular education teacher and a special education teacher. Together they jointly deliver instruction in a shared classroom to a diverse group of students, including those identified with disabilities and others who are not so identified.</p>	<p>Through partnership with the Concord Garden Club, create a student-led problem based learning initiative to research, plan, and budget a refresh of the landscaping on the campus.</p> <p>One grade 5 teacher will Pilot Henry’s Hat, an elementary education curriculum created by The Walden Woods Project. Henry’s Hat provides standards-based lessons and activities in a wide range of STEAM topic areas, including English Language Arts, Math, Science, Technology, Engineering, and Art. Students visit White’s Pond and learn about Henry David Thoreau while completing exercises which supports and enriches our existing grade 5 district curriculum.</p>
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