Charles S. Ashley Elementary School
School Improvement Plan
2021-22

Ashley S.I.L.T. Team: Christine M. Pugliese (Principal), Elizabeth Hutchison (Manager of Educator Quality), Kim LeBlanc, Donna McQuade, Yadira Boone, Grace Cabral, Marcia Guy, Gayle Freitas, Sue Pratt, Carolyn Houghton-Papas, Jennifer Machado, Garrett Gomes, Jennifer Thomas

Ashley Elementary School
Plan Overview 2021-22
10/15/2021

Mission
We are committed to motivating and supporting all students as they become academically and socially responsible citizens throughout their journey to becoming lifelong learners.

Vision
Encourage a commitment to academic excellence through positive, equitable and dynamic learning experiences.

Core Values
If we strengthen teaching and learning by building educators' instructional skills, increasing family/community engagement and focusing on social/emotional well-being, then all students will achieve growth, become academically proficient and become responsible citizens who exhibit R.O.A.R. (treat each other with **respect**, take **ownership** for our learning, and create a safe and positive school through our **actions).**

Theory of Action
If we cultivate high quality instruction, provide effective student support systems, and build strong family and community relationships, then all students will achieve their full potential.

Strategic Objectives				
1. High Quality Instruction: *Increase student achievement by strengthening teaching and learning.*	**2. Effective Student Support Systems:** *Create an inclusive, culturally responsive learning environment.*	**3. Strong family and community relationships:** *Empower families and the community through collaboration*	**4. Organizational Team Excellence:** *Cultivate and recruit a highly skilled workforce.*	**5. Enhance Positive Public Profile:** *Implement effective strategies to raise the profile and reputation of Ashley School.*

Strategic Initiatives				
1.1 Promote strategies in the district Educational Equity Plan that provide tiered supports for all learners	2.1 Support educational equity practices that align with the district Educational Equity Plan strategies.	3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.	4.2. Provide targeted professional development to build capacity of the district's staff.	5.1. Create and implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.

1.2 Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology to build staff capacity.	2.2 Provide differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child to build staff capacity.	3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate, and empower families.		
1.3. Implement instructional strategies and an aligned curriculum that promote high expectations and engagement in all classrooms.	2.3 Build authentic relationships and a learning environment that ensures students feel valued.			
1.4 Expand learning opportunities for all students that lead to college and career readiness	2.4 Use tiered supports to effectively meet the social/emotional needs of all learners.			

Outcomes

Outcome 1.A. Increase the percentage of grade 3-5 students who meet or exceed grade level expectations on the ELA MCAS.

The percentage of students who meet or exceed grade level expectations will increase by at least 12 percentage points each year, from 35 percentage points in 2019 to 47 percentage points in 2021 and 59 percentage points in 2022. (revised due to pandemic/hybrid model)

Outcome 1.B Increase the percentage of grade 3-5 students who meet or exceed grade level expectations on the Math MCAS.

The percentage of students who meet or exceed grade level expectations will increase by at least 12 percentage points each year, from 35 percentage points in 2019 to 47 percentage points in 2021 and 59 percentage points in 2022. (revised due to pandemic/hybrid model)

Outcome 1.D Increase the percentage of K-2 students who score At or Above Benchmark on STAR Early Literacy EOY.

Outcome 1.D Increase the percentage of K-1 students who score At or Above Benchmark on STAR Early Literacy EOY by at least 10 percentage points each year, from 55 percentage points in 2020 to 75 percentage points in 2022.

Outcome 1.E Increase the percentage of K-5 EL students making progress toward English language proficiency as measured by the ACCESS test.

The percentage of grade K-5 EL students making progress according to ACCESS test results will increase by 5% each year, from 72.4% in 2019 to 87.4% in 2022.

Outcome 2.A Decrease the chronic absenteeism rate for students in grades 1-5.

Decrease chronic absenteeism by 3% over the next three years from 8.4% in 2019 to 5.4% in 2022.

Outcome 3.A Increase the favorable response rate, about Ashley School, on the district family and community engagement surveys.

Results from district created survey will be used to develop target areas for the following school years.

(survey attempted during parent/teacher conferences but did not work out) benchmark

Outcome 5.A Increase the type of media used to raise the profile and reputation of Ashley Elementary School.

Results from staff/parent/community survey distributed through ClassTag will be used to drive creation of additional types of media featuring Ashley School (e.g. Facebook, Instagram)

Ashley Elementary School Action Plan Template, 2020-21

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.
Strategic Initiative 1.1: Promote strategies in the district Educational Equity Plan that provide tiered supports for all learners.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Continue to use district developed monitoring tool to measure implementation of Educational Equity practices during Learning Walks.	Principal, MEQ, TLS	Sept 2021- June 2022

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
100% of classroom teachers will demonstrate at least a 20% (if not at 80%) increase from the baseline of the implementation of equity practices.	Principal, MEQ	May 2022

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.2: Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology to build staff capacity.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Continue participation in Tiered Literacy Academy and GLEAM initiative to build capacity of teachers.	Principal, MEQ, Tiered Lit Team, GLEAM Team	9/2021-6/2022
Provide PD on ELA curriculum maps and Standards Based Lesson Planning/Delivery as they relate to Into Reading resources.	Principal, MEQ, TLS	9/2021-6/2022
Provide PD on effective writing instruction	Principal, MEQ, TLS	9/2021-6/2022
Provide PD on Math curriculum maps and Standards Based Lesson Planning/Delivery as they relate to I-Ready Math resources.	Principal, MEQ, TLS	9/2021-6/2022
Survey teachers to determine areas of need related to the continued use of instructional technology.	Principal, MEQ	10/2021

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
Development of comprehensive PD calendar for 2021-22 school year.	Principal, MEQ, TLS	Oct 2021
100% of classroom teachers will demonstrate 20% increase (if not already at/above 80%) on indicators related to PD topics during Learning Walks and Formal Observations.	Principal, MEQ, TLS	Sept-June
Post PD surveys will provide feedback to drive future PD needs (SMART PD evaluations)	Principal, MEQ	Sept-June

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.3: Implement instructional strategies and an aligned curriculum that promote high expectations and engagement in all classrooms.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Review STAR, ST Math and Lexia data by subgroup and teacher to determine focus areas for PD, TLS support and interventionist support.	Principal, MEQ, TLS, classroom teachers	Oct-June
Teachers will continue to incorporate math strategies from iReady professional development opportunities	Principal, MEQ, TLS	Oct-May

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
Ashley School teachers will demonstrate effective use of data analysis for lesson planning.	Principal, MEQ, TLS	Sep-June
100% of teachers will demonstrate an increase in the use of the Instructional Guide as measured through Learning Walks focused on Student Engagement, Analysis and Inquiry and Instructional Dialogue.	Principal, MEQ, TLS, PRAB	Sep-June
100% of grade K, 1 and 2 teachers will use Heggerty or Fundations as supplemental programs to increase student achievement in phonics/phonemic awareness.	Principal, MEQ, TLS	Sep-June
100% of teachers will create and deliver standards-based lesson plans focused on students meeting ELA and Math standards.	Principal, MEQ, TLS	Nov-June
100% of teachers will use ST Math to increase number sense and problem solving.	Principal, MEQ, TLS	Sep-June

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.4 Expand learning opportunities for all students that lead to college and career readiness.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Provide field trip or assemblies that provide learning opportunities for students that lead to college and career readiness (e.g. Sea Lab, Buttonwood Zoo, Mystery Science)	Principal, MEQ, classroom teachers	Sept-June

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
100% of teachers will incorporate virtual field trips into science/social studies lessons.	Principal, MEQ	Sept-June

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.
Strategic Initiative 2.1 Support educational equity practices that align with the district Educational Equity Plan strategies.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Continue to utilize district developed monitoring tool to measure implementation of Educational Equity practices that creates an inclusive, culturally responsive learning environment.	Principal, MEQ	Nov

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
Use district monitoring tool to evaluate the implementation of equity practices.	Principal, MEQ, TLS	Nov
100% of classroom teachers will demonstrate at least a 20% (if not at 80%) increase from the baseline of the implementation of equity practices.	Principal, MEQ, TLS	June

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.
Strategic Initiative 2.2 Provide differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child to build staff capacity.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Design and provide follow up PD based on observation data on culturally responsive learning environment.	Principal, MEQ, TLS	Oct
Provide PD on educating the whole child using the Instructional Guide, the revised District Curriculum Accommodation Plan (DCAP) and the revised Whole Child Student Support Team protocols and guidelines.	Principal, MEQ, TLS	Oct

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
Effective use of DCAP and Whole Child Student Support Team forms and protocols.	Principal, MEQ, TLS, teachers	Sep-June
Inventory of PD opportunities posted on SMART PD.	Principal	Sep-June
Utilize survey results to drive SEL PD topics.	Principal	Sep-June

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.
Strategic Initiative 2.3 Build authentic relationships and a learning environment that ensures students feel valued.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Continue to utilize morning meeting Caring Communities Curriculum.	Principal, MEQ, TLS	Sep
Incorporate strategies for improving student/staff relationships into SEL PD.	Principal, TLS, SAC	Nov

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
Establish a baseline using informal learning walks to determine Morning Meeting structures for each grade level.	Principal, MEQ, TLS	Oct
100% of staff will demonstrate at least a 20% improvement in meeting Positive Climate Look-Fors as evidenced during informal learning walks and Observations.	Principal, MEQ	June

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.
Strategic Initiative: 2.4 Use tiered supports to effectively meet the social/emotional needs of all learners.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Conduct an inventory of available supports in Ashley School as we return to in person.	Principal, MEQ, SAC, TLS	Oct
Review Whole Child Student Support Team protocol and forms.	Principal, MEQ, TLS	Oct, Nov, Jan

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
PD on DCAP and Whole Child Student Support Team. Whole Child Student Support Team meeting notes.	Principal, MEQ, TLS	Oct
85% of students referred to Whole Child Student Support Team will show improvement in area identified by team as needing support (academic, behavioral, social/emotional)	Principal, MEQ, TLS, SAC, classroom teachers	Sep-June

GOAL 3: Strong family and community relationships: Empower families and the community through collaboration
Strategic Initiative 3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Identify what families and educators see as the most effective and preferred technology tools that support uniform and two-way communication (e.g. social media, apps)	Principal	Nov

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
Based on results of stakeholder survey, preferred media sites will be created (e.g. Facebook, Instagram)	Principal, MEQ, TLS	Nov
Baseline data used to create technology tools that support uniform and two-way communication (e.g. social media, apps)	Principal, MEQ, TLS	Sept-June

GOAL 3: Strong family and community relationships: Empower families and the community through collaboration
Strategic Initiative 3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate, and empower families.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Create building expectations for implementing parent-teacher conferences to cultivate two-way communication and authentic relationships.	Principal, MEQ, TLS, SAC, classroom teachers	Dec
Create building expectations for all teachers to cultivate two-way communication using a common app (ClassTag) and through Google Meets (Google Voice)	Principal, MEQ, TLS, SAC, classroom teachers	Oct
Principal and SAC will identify supports, including virtual supports, currently available to Ashley Families and assess their effectiveness.	Principal, MEQ, SAC	Nov

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
SAC will outreach families to provide off site and/or virtual supports to families upon referrals from staff.	SAC, Principal	Sep-June
Staff will incorporate family engagement strategies into their outreach to families.	Principal, classroom teachers	Sep-June
100% of classroom teachers will conference with at least 80% of their families during parent/teacher conferences.	Principal, classroom teachers	Dec

4. Organizational Team Excellence: *Cultivate and recruit a highly skilled workforce.*
Strategic Initiative 4.2. Provide targeted professional development to build capacity of the district's staff.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Team continues PD on next steps in PBIS.	Principal, PBIS team	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
Evidence of trauma sensitive practices and PBIS initiatives will be seen during learning walks and formal observations.	Principal	Oct-June
Decrease in discipline referrals as evidenced by office referral data (Aspen)	Principal	Oct-June

GOAL 5: Enhance Positive Public Profile: Implement effective strategies to raise the profile and reputation of Ashley School Strategic Initiative: 5.1. Create and implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date
Utilize a variety of media to maximize awareness and support of Ashley School's goals, objectives, and programs after surveying stakeholders to determine preferences.	Principal	Nov
Review current format for monthly family newsletter to maximize awareness of Ashley goals, objectives, and programs.	Principal	Nov
Review of Ashley tab on NBPS website to keep information about goals, objectives, events, and programs current.	Principal, TLS	Sept-June

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date
Based on results of stakeholder survey, preferred media sites will be created (e.g. Facebook, Instagram)	Principal, Webmaster	Nov
Based upon review of newsletter, revamp format to maximize awareness of Ashley goals, objectives, and programs. (Ex. Shorter, more frequent news on Instagram and School Messenger)	Principal, Grade level teachers	Nov
Monthly review and update of Ashley NBPS webpage	Webmaster, Principal	Oct-June