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

<table>
<thead>
<tr>
<th><strong>Mission</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>We are committed to motivating and supporting all students as they become academically and socially responsible citizens throughout their journey to becoming lifelong learners.</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Vision</strong></th>
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<tbody>
<tr>
<td>Encourage a commitment to academic excellence through positive, equitable and dynamic learning experiences.</td>
</tr>
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<tr>
<th><strong>Core Values</strong></th>
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<tbody>
<tr>
<td>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).</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Theory of Action</strong></th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

| **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. |

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

### 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.
<table>
<thead>
<tr>
<th>Outcome 2.</th>
<th>Decrease the chronic absenteeism rate for students in grades 1-5.</th>
<th>Decrease chronic absenteeism by 3% over the next three years from 8.4% in 2019 to 5.4% in 2022.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 3.</td>
<td>Increase the favorable response rate, about Ashley School, on the district family and community engagement surveys.</td>
<td>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</td>
</tr>
<tr>
<td>Outcome 5.</td>
<td>Increase the type of media used to raise the profile and reputation of Ashley Elementary School.</td>
<td>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)</td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>Process Benchmark</th>
<th>Person Responsible</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to use district developed monitoring tool to measure implementation of Educational Equity practices during Learning Walks.</td>
<td>Principal, MEQ, TLS</td>
<td>Sept 2021-June 2022</td>
</tr>
</tbody>
</table>

**Measuring Impact**

<table>
<thead>
<tr>
<th>Early Evidence of Change Benchmark</th>
<th>Person Responsible</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>100% of classroom teachers will demonstrate at least a 20% (if not at 80%) increase from the baseline of the implementation of equity practices.</td>
<td>Principal, MEQ</td>
<td>May 2022</td>
</tr>
</tbody>
</table>
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.

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<tr>
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<tbody>
<tr>
<td>Continue participation in Tiered Literacy Academy and GLEAM initiative to build capacity of teachers.</td>
<td>Principal, MEQ, Tiered Lit Team, GLEAM Team</td>
<td>9/2021-6/2022</td>
</tr>
<tr>
<td>Provide PD on ELA curriculum maps and Standards Based Lesson Planning/Delivery as they relate to Into Reading resources.</td>
<td>Principal, MEQ, TLS</td>
<td>9/2021-6/2022</td>
</tr>
<tr>
<td>Provide PD on effective writing instruction</td>
<td>Principal, MEQ, TLS</td>
<td>9/2021-6/2022</td>
</tr>
<tr>
<td>Provide PD on Math curriculum maps and Standards Based Lesson Planning/Delivery as they relate to I-Ready Math resources.</td>
<td>Principal, MEQ, TLS</td>
<td>9/2021-6/2022</td>
</tr>
<tr>
<td>Survey teachers to determine areas of need related to the continued use of instructional technology.</td>
<td>Principal, MEQ</td>
<td>10/2021</td>
</tr>
</tbody>
</table>

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<tr>
<th>Early Evidence of Change Benchmark</th>
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<tbody>
<tr>
<td>Development of comprehensive PD calendar for 2021-22 school year.</td>
<td>Principal, MEQ, TLS</td>
<td>Oct 2021</td>
</tr>
<tr>
<td>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.</td>
<td>Principal, MEQ, TLS</td>
<td>Sept-June</td>
</tr>
<tr>
<td>Post PD surveys will provide feedback to drive future PD needs (SMART PD evaluations)</td>
<td>Principal, MEQ</td>
<td>Sept-June</td>
</tr>
</tbody>
</table>
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.

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<th>Process Benchmark</th>
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<tbody>
<tr>
<td>Review STAR, ST Math and Lexia data by subgroup and teacher to determine focus areas for PD, TLS support and interventionist support.</td>
<td>Principal, MEQ, TLS, classroom teachers</td>
<td>Oct-June</td>
</tr>
<tr>
<td>Teachers will continue to incorporate math strategies from iReady professional development opportunities</td>
<td>Principal, MEQ, TLS</td>
<td>Oct-May</td>
</tr>
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<th>Early Evidence of Change Benchmark</th>
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<tbody>
<tr>
<td>Ashley School teachers will demonstrate effective use of data analysis for lesson planning.</td>
<td>Principal, MEQ, TLS</td>
<td>Sep-June</td>
</tr>
<tr>
<td>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.</td>
<td>Principal, MEQ, TLS, PRAB</td>
<td>Sep-June</td>
</tr>
<tr>
<td>100% of grade K, 1 and 2 teachers will use Heggerty or Fundations as supplemental programs to increase student achievement in phonics/phonemic awareness.</td>
<td>Principal, MEQ, TLS</td>
<td>Sep-June</td>
</tr>
<tr>
<td>100% of teachers will create and deliver standards-based lesson plans focused on students meeting ELA and Math standards.</td>
<td>Principal, MEQ, TLS</td>
<td>Nov-June</td>
</tr>
<tr>
<td>100% of teachers will use ST Math to increase number sense and problem solving.</td>
<td>Principal, MEQ, TLS</td>
<td>Sep-June</td>
</tr>
</tbody>
</table>
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.

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<tbody>
<tr>
<td>What will be done, when, and by whom?</td>
<td>Principal, MEQ, classroom teachers</td>
<td>Sept-June</td>
</tr>
<tr>
<td>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)</td>
<td></td>
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<tbody>
<tr>
<td>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</td>
<td>Principal, MEQ</td>
<td>Sept-June</td>
</tr>
<tr>
<td>100% of teachers will incorporate virtual field trips into science/social studies lessons.</td>
<td></td>
<td></td>
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</table>
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.

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<tbody>
<tr>
<td>Continue to utilize district developed monitoring tool to measure implementation of Educational Equity practices that creates an inclusive, culturally responsive learning environment.</td>
<td>Principal, MEQ</td>
<td>Nov</td>
</tr>
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<th>Early Evidence of Change Benchmark</th>
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<tbody>
<tr>
<td>Use district monitoring tool to evaluate the implementation of equity practices.</td>
<td>Principal, MEQ, TLS</td>
<td>Nov</td>
</tr>
<tr>
<td>100% of classroom teachers will demonstrate at least a 20% (if not at 80%) increase from the baseline of the implementation of equity practices.</td>
<td>Principal, MEQ, TLS</td>
<td>June</td>
</tr>
</tbody>
</table>
**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.

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<tr>
<td>Design and provide follow up PD based on observation data on culturally responsive learning environment.</td>
<td>Principal, MEQ, TLS</td>
<td>Oct</td>
</tr>
<tr>
<td>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.</td>
<td>Principal, MEQ, TLS</td>
<td>Oct</td>
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<tr>
<td>Effective use of DCAP and Whole Child Student Support Team forms and protocols.</td>
<td>Principal, MEQ, TLS, teachers</td>
<td>Sep-June</td>
</tr>
<tr>
<td>Inventory of PD opportunities posted on SMART PD.</td>
<td>Principal</td>
<td>Sep-June</td>
</tr>
<tr>
<td>Utilize survey results to drive SEL PD topics.</td>
<td>Principal</td>
<td>Sep-June</td>
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</table>
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.

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<tbody>
<tr>
<td>Continue to utilize morning meeting Caring Communities Curriculum.</td>
<td>Principal, MEQ, TLS</td>
<td>Sep</td>
</tr>
<tr>
<td>Incorporate strategies for improving student/staff relationships into SEL PD.</td>
<td>Principal, TLS, SAC</td>
<td>Nov</td>
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<tbody>
<tr>
<td>Establish a baseline using informal learning walks to determine Morning Meeting structures for each grade level.</td>
<td>Principal, MEQ, TLS</td>
<td>Oct</td>
</tr>
<tr>
<td>100% of staff will demonstrate at least a 20% improvement in meeting Positive Climate Look-Fors as evidenced during informal learning walks and Observations.</td>
<td>Principal, MEQ</td>
<td>June</td>
</tr>
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</table>
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.

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<tr>
<td>Conduct an inventory of available supports in Ashley School as we return to in person.</td>
<td>Principal, MEQ, SAC, TLS</td>
<td>Oct</td>
</tr>
<tr>
<td>Review Whole Child Student Support Team protocol and forms.</td>
<td>Principal, MEQ, TLS</td>
<td>Oct, Nov, Jan</td>
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<tr>
<td>PD on DCAP and Whole Child Student Support Team. Whole Child Student Support Team meeting notes.</td>
<td>Principal, MEQ, TLS</td>
<td>Oct</td>
</tr>
<tr>
<td>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)</td>
<td>Principal, MEQ, TLS, SAC, classroom teachers</td>
<td>Sep-June</td>
</tr>
</tbody>
</table>
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.

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<tbody>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Nov</td>
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<tr>
<td>Based on results of stakeholder survey, preferred media sites will be created (e.g. Facebook, Instagram)</td>
<td>Principal, MEQ, TLS</td>
<td>Nov</td>
</tr>
<tr>
<td>Baseline data used to create technology tools that support uniform and two-way communication (e.g. social media, apps)</td>
<td>Principal, MEQ, TLS</td>
<td>Sept-June</td>
</tr>
</tbody>
</table>
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.

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<tr>
<td>Create building expectations for implementing parent-teacher conferences to cultivate two-way communication and authentic relationships.</td>
<td>Principal, MEQ, TLS, SAC, classroom teachers</td>
<td>Dec</td>
</tr>
<tr>
<td>Create building expectations for all teachers to cultivate two-way communication using a common app (ClassTag) and through Google Meets (Google Voice)</td>
<td>Principal, MEQ, TLS, SAC, classroom teachers</td>
<td>Oct</td>
</tr>
<tr>
<td>Principal and SAC will identify supports, including virtual supports, currently available to Ashley Families and assess their effectiveness.</td>
<td>Principal, MEQ, SAC</td>
<td>Nov</td>
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<tr>
<td>SAC will outreach families to provide off site and/or virtual supports to families upon referrals from staff.</td>
<td>SAC, Principal</td>
<td>Sep-June</td>
</tr>
<tr>
<td>Staff will incorporate family engagement strategies into their outreach to families.</td>
<td>Principal, classroom teachers</td>
<td>Sep-June</td>
</tr>
<tr>
<td>100% of classroom teachers will conference with at least 80% of their families during parent/teacher conferences.</td>
<td>Principal, classroom teachers</td>
<td>Dec</td>
</tr>
</tbody>
</table>
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.

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<tr>
<td>Team continues PD on next steps in PBIS.</td>
<td>Principal, PBIS team</td>
<td></td>
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<tr>
<td>Evidence of trauma sensitive practices and PBIS initiatives will be seen during learning walks and formal observations.</td>
<td>Principal</td>
<td>Oct-June</td>
</tr>
<tr>
<td>Decrease in discipline referrals as evidenced by office referral data (Aspen)</td>
<td>Principal</td>
<td>Oct-June</td>
</tr>
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</table>
**GOAL 5: Enhance Positive Public Profile: Implement effective strategies to raise the profile and reputation of Ashley School Strategic Initiative:**

Create and implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.

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<tr>
<td><strong>What will be done, when, and by whom?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize a variety of media to maximize awareness and support of Ashley School’s goals, objectives, and programs after surveying stakeholders to determine preferences.</td>
<td>Principal</td>
<td>Nov</td>
</tr>
<tr>
<td>Review current format for monthly family newsletter to maximize awareness of Ashley goals, objectives, and programs.</td>
<td>Principal</td>
<td>Nov</td>
</tr>
<tr>
<td>Review of Ashley tab on NBPS website to keep information about goals, objectives, events, and programs current.</td>
<td>Principal, TLS</td>
<td>Sept-June</td>
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<th>Early Evidence of Change Benchmark</th>
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<tr>
<td><strong>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on results of stakeholder survey, preferred media sites will be created (e.g. Facebook, Instagram)</td>
<td>Principal, Webmaster</td>
<td>Nov</td>
</tr>
<tr>
<td>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)</td>
<td>Principal, Grade level teachers</td>
<td>Nov</td>
</tr>
<tr>
<td>Monthly review and update of Ashley NBPS webpage</td>
<td>Webmaster, Principal</td>
<td>Oct-June</td>
</tr>
</tbody>
</table>