



**ANDOVER SCHOOL COMMITTEE**

SC ROOM Key: I.O. = Information Only; A.R. = Action Request

THURSDAY, MAY 20, 2021

Virtual Open Meeting Broadcast by AndoverTV

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**Public Participation**

Public Input should follow School Committee [policy BEDH](#) Public Comment at School Committee Meetings and [policy BEDH-E](#) Guidelines for Public Comment.

<p><b>Public input via email:</b>  <a href="mailto:scremote@andoverma.us">scremote@andoverma.us</a>  <i>please include name and address along with comments</i></p>	<p><b>Public input via live video:</b>  <a href="#">Registration link</a></p>
<p>Members of the public who wish to provide written Public Input, or to provide comment or ask a question on a particular agenda item can do so by sending email to the above email address. The public is encouraged to email questions ahead of time, and we will do our best to relay questions received during the meeting to the School Committee.</p>	<p>The Committee welcomes members of the public to provide live video comment during the Public Input portion of the agenda. To participate via video, you must register in advance and the meeting administrator will move you from a WebEx lobby into the main meeting at the appropriate time. To participate in this way, please register using the above link.</p>

- I. School Committee Meeting – Call to Order **6:00 PM**  
*Executive Session: Meet in Executive Session pursuant to G.L. chapter 30A, section 21(a), purpose (3) to discuss strategy with respect to bargaining with unionize personnel, namely the Andover Education Association (AEA) Unit A and Andover Assistants’ Organization because an open session may have a detrimental effect on the litigating position of the Committee. The Committee will reconvene in regular session at approximately 6PM.*
- II. Resume SC Regular Open Session Meeting **7:00 PM**
  - A. Recognitions/Communications I.O.
  - B. Public Input
  - C. Response to Public Input
  - D. Education I.O.
    - 1. Learning model updates (high school) I.O.
    - 2. Vaccine clinics for students and staff (Rita Casper) I.O.
    - 3. Field Trip Approval: WMS to Belize April 2022 (Steve Chinosi) A.R.
    - 4. Chromebook Rental Pilot Program (Steve Chinosi & Paul Puzanghera) A.R.
  - E. New Business A.R.
    - 1. Policy EBCFA, Face Coverings A.R.
    - 2. Addition of AEA stipends (Jess Porter) A.R.
    - 3. School Improvement Plans I.O.
    - 4. High School Start Time I.O.
    - 5. Open Meeting Law complaint A.R.
  - F. Consent Agenda A.R.
    - 1. Surplus Textbooks/Supply Disposal Inventory Form
    - 2. Grants/Donations to District:
    - 3. SC Meeting Minutes:
  - G. Adjournment A.R.

*Pursuant to Governor Baker's March 12, 2020 Order Suspending Certain Provisions of the Open Meeting Law, and the Governor's March 15, 2020 Order imposing strict limitation on the number of people that may gather in one place, this meeting of the Regular School Committee Meeting will be conducted via remote participation to the greatest extent possible. Specific information and the general guidelines for remote participation by members of the public body and/or parties with a right and/or requirement to attend this meeting can be found on the Town website. For this meeting, members of the public who wish to watch the meeting may do so in the following manner: Andover public access television (Comcast Channel 99, Verizon Channel 43) or streamed on the Andover TV Education Channel at [www.andovertv.org](http://www.andovertv.org). Every effort will be made to ensure that the public can adequately access the proceedings in real time, via technological means. In the event that we are unable to do so, despite best efforts, we will post on the AndoverTV website an audio or video recording, transcript, or other comprehensive record of the proceedings as soon as possible after the meeting.*

**File: EBCFA - FACE COVERINGS**

The Andover Public Schools District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE), the Massachusetts Department of Public Health (DPH), and the Massachusetts Executive Office of Energy and Environmental Affairs, the following requirements are in place until further notice.

A face mask that, per DPH guidance:

- covers the nose and mouth;
- fits securely and comfortably against the side of the face;
- is secured with ties or ear loops;
- allows for breathing without restriction;
- does NOT have an exhalation valve or vent;
- can be laundered and machine dried without damage or change of shape if a multi-use mask;
- is a fresh surgical mask if single use

must be worn by all individuals in school buildings, on school grounds and on school transportation, even when social distancing is observed.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- o has trouble breathing;
- o is unconscious;
- o is incapacitated;
- o cannot remove a face mask without assistance

Accommodations will be made for individuals for whom face masks are not possible due to medical conditions, disability impact, a significant impediment to communication, or other health or safety factors, which for students may include behavioral challenges. Medical documentation acceptable to APS is required for a requested accommodation. Any accommodations must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances. Parents may not excuse their child from the face mask requirement by signing a waiver.

Face masks will not be required when 6 feet of social distancing is enforced:

- o during approved mask breaks of less than 15 minutes indoors;

- o while eating or drinking during designated snack and lunch;
- o while alone in an office or classroom;
- o during physical education classes; and
- o during athletics as defined by the MA EEA

A student's face mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face mask or face covering. However, the district will supply a disposable face mask for individuals who arrive at a building, or want to board school transportation, without one.

If students are in violation of this policy, the building principal or designee will consult with the parent/guardians to determine whether an accommodation is appropriate, or the student may be removed from in-person learning in the school building until such time as they can comply with the requirement, or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

CROSS REF: [EEAEC](#): Student Conduct On School Busses

[GBEB](#): Staff Conduct

[JIC](#): Student Discipline

[KE](#): Public Complaints

LEGAL REF: Commonwealth of Massachusetts, COVID-19 Order No.

31 <https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS: Center for Disease Control and Prevention - Considerations for Wearing Masks -

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary Education - Reopening Guidelines - <http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts - Mask Up MA! <https://www.mass.gov/news/mask-up-ma>

Massachusetts Executive Office Of Energy And Environmental Affairs  
Workplace Safety And Reopening Standards For Businesses And Other Entities  
Providing Youth And Adult Amateur Sports Activities

SOURCE: ANDOVER - September 2, 2020 (adopted from MASC August 2020 template) Updated 10/1/20

# ANDOVER MIDDLE SCHOOLS – SCHOOL IMPROVEMENT PLAN IMPLEMENTATION DIAGRAM 2021-2022

Doherty Middle School ❖ West Middle School ❖ Wood Hill Middle School

## Vision

The vision of Andover’s Middle Schools is to provide students with a challenging, innovative, and engaging academic program while also ensuring that they are safe, supported, and connected to the larger community around them.

## Mission

*Doherty Middle School, West Middle School, and Wood Hill Middle School* will focus on the uniqueness and success of each student, fostering essential knowledge, skills, and values that lead to lifelong learning. By encouraging risk-taking, by cultivating respect for diversity and by empowering teachers, students, and parents, the middle schools strive to be a community of learners and leaders. All members of our community will feel that they have something to contribute, and that they belong. Cooperation, service, communication, and a positive school climate will characterize all of our efforts to serve students.

## Core Values

Respect ❖ Engagement ❖ Achievement ❖ Inclusion ❖ Leadership ❖ Teamwork

### Social Emotional Learning Goal Strategy 1

To develop and implement a remote learning schedule and plan that provides dedicated time for social-emotional learning and to select and provide professional development in a social-emotional learning program for implementation during this time.

#### Objectives

1. To encourage all students to share leadership roles and responsibilities.
2. To provide dedicated time within the schedule for social-emotional learning activities.
3. To establish clear expectations for student character and conduct, both in their day-to-day interactions and when using social media and technology.
4. Partner with parents to provide information that helps them support their children throughout the middle school years.
5. To create opportunities for parents and community members to collaborate with teachers to provide cultural learning opportunities and celebrations for students and community.
6. To provide ongoing professional development in the areas of racism, bias and social injustice to establish and maintain a culture and set of practices that are respectful, inclusive, and contribute to a safe environment for all.

#### Actions & Assessments

- Staff develops and refines student schedule to include dedicated time for social emotional learning activities.
- Teachers/admin review expectations and laws regarding bullying/harassment and responsible digital citizenship with students.
- Teachers/Admin/social workers/digital learning coaches join with PAC to create and provide parent forums regarding issues around adolescent development, race and social justice, specifically as it pertains the use of social media.

### Progress Monitoring Goal Strategy 2 & 3

To monitor student progress and assess curricular strengths and areas of need through data analysis of curricular assessments, MAP assessment and Panorama survey.

#### Objectives

1. To use data to determine the effectiveness of remote learning approaches with regard to academic achievement of the common core standards and levels of student engagement.
2. To analyze data from district measures, including MAP assessment, to inform and refine teaching practices.
3. To collect and analyze data to determine the degree to which our middle schools have successfully ensured a healthy learning environment for all students and their families.

#### Actions & Assessments

- Teams at each grade level analyze results from district-determined measures, including MAP-to refine planning and delivery of instruction.
- Teams at each grade level assess the effectiveness of remote learning approaches.
- Regular meetings with student focus groups to develop strategies and monitor for a healthy and inclusive learning environment.
- Administrators continue to plan and deliver professional development driven by feedback from focus groups and survey results.

### Curricular Rigor Strategy 3

To develop and implement a remote learning schedule and plan to strengthen remote learning strategies and provide depth of instruction and personal connection with students.

#### Objectives

1. Work with district leadership team to identify and provide professional development and planning time focused on effective remote learning strategies.
2. To examine cross-curricular connections by grade level aligned with Massachusetts State Frameworks and Common Core.

#### Actions & Assessments

- Teachers increase frequency of SEI and UDL learning experience for students.
- DLS and teachers develop a comprehensive bank of curriculum materials.
- Faculty shares best practice at staff meetings.
- Administrators, teachers, and support staff participate in professional development.
- Schedule refined to support SEI/UDL.

## **AHS 2020-2023 School Improvement Plan**

### **Andover Public School Theory of Action**

#### **When we collaborate to:**

- Create safe, caring, and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical and emotional wellbeing.
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of effective effort and fosters inquiry, creativity and positive risk taking;
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency;

#### **Then all students will:**

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their own learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility, and commitment to civic engagement . . .

#### **So that all students are prepared to:**

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage and confidence;
- Make informed, just and ethical decisions; and
- Be connected and compassionate citizens who contribute to a diverse and global society.

#### **Goal**

Develop and implement shared and consistent learning targets that are aligned to the state curriculum standards within mixed learning environments. (remote, hybrid, and face-to-face).

#### **Actions:**

- **Create and/or improve curriculum documents for each content area that define course-wide learning targets**
- **Provide training for effective strategies for mixed-learning environments**
- **Provide training in high-leverage (research-based) instructional strategies**
- **Encourage the use of Professional Learning Group time to support this goal**

#### **Goal**

Integrate equity oriented social - emotional learning through culturally responsive practices in order to achieve an identity-safe school.

#### **Actions:**

- **Continue to develop H block curriculum for equity-oriented social emotional learning**
- **Audit course materials including (books, music, artworks, textbooks, articles) for equity and inclusivity**
- **Continue to provide training in anti-racist teaching practices and the communication of SEL/anti-racist teaching practices**
- **Review all systems that may perpetuate inequities including the student handbook, program of studies, leveling, grading policies, and student leadership**

#### **Goal**

Increase progress monitoring to inform our instructional strategies and to assess student achievement to ensure all students are able to achieve common learning targets.

**Actions:**

- **Create data teams and provide time for teachers to look at student work**
- **Increase the use of differentiated instructional strategies in response to student data**
- **Develop common assessments that address inequities between and among classes**
- **Create differentiated assessments, providing adaptations to meet the needs of all learners**

# Bancroft School Improvement Plan 2020-2022

## Andover Public School Theory of Action

### When we collaborate to:

- Create safe, caring and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical and emotional wellbeing;
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of effective effort and fosters inquiry, creativity and positive risk taking; and
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency.

### Then all students will:

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their own learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility and commitment to civic engagement.

### So that all students are prepared to:

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage and confidence;
- Make informed, just and ethical decisions; and
- Be connected and compassionate citizens who contribute to a diverse and global society.

### **Goal**

To continue to support the Social Emotional needs of our students by integrating SEL throughout the entire school day.

### **Actions & Assessments**

- Continue to refine and reflect on Responsive Classroom's Morning Meeting routine (greeting, message, sharing, group activity) daily as well as move to incorporate other elements: Language of Learning (student discourse) and Engaging Academics & Academic Choice
- Prepare our students to be global individuals who value diversity and are sensitive and responsive to different cultures by broadening our scope through a diverse text collection, cultural arts opportunities, the work of the Cultural Climate Committee (C3) committee, the Portal and other technologies that bridge our Bancroft community to the world at large
- Create a scaffolded support system for students with social, emotional and behavioral needs with specific interventions and specific entry and exit criteria

### **Goal**

To support teachers and administrators in engaging students in all curriculum areas through differentiated lessons and sharing of best practices that foster creativity, risk taking and effort.

### **Actions & Assessments**

- Continue to implement a Reader's Workshop model effectively in all classrooms, as well as *One Community, One Nation*, units in each grade level integrating social studies, literacy and the arts
- To strengthen remote learning strategies that provide depth of instruction and personal connection with individual and groups of students
- Encourage professional development and discussion that supports pedagogical approaches which focus on student engagement, collaboration and choice

*Examples include but are not limited to...*

1. Workshop model
2. Interdisciplinary planning
3. Project-Based Learning
4. Inquiry-based learning
5. Leadership opportunities
6. Technology integration

### **Goal**

To monitor student progress diagnostically and plan for each student to have the proper supports to reach proficiency.

### **Actions & Assessments**

- Conduct three data meetings per year, using DIBELS and other data points, to track progress and to identify students in need of targeted reading, math and SEL interventions
- Create structured time for teachers to look at student work to determine next steps to inform instruction and provide tiered interventions and/or extension to address student's individual needs
- Continue to provide families with feedback about learning targets and individual student progress, focusing on academics and social/emotional development

*\*Authentic learning engages students in the collaborative creation of products or solutions that require extended focus over time, match the complex real-world tasks and investigations of professionals in practice, and integrate knowledge from multiple disciplines.*

# High Plain School Improvement Plan 2020-2022

## Andover Public School Theory of Action

### When we collaborate to:

- Create safe, caring and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical and emotional wellbeing;
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of effective effort and fosters inquiry, creativity and positive risk taking; and
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency.

### Then all students will:

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their own learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility and commitment to civic engagement.

### So that all students are prepared to:

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage and confidence;
- Make informed, just and ethical decisions; and
- Be connected and compassionate citizens who contribute to a diverse and global society.

### **Goal**

To continue to support the Social Emotional needs of our students by integrating SEL throughout the entire school day.

### **Actions & Assessments**

- Continue to refine and reflect on Responsive Classroom's Morning Meeting routine (greeting, message, sharing, group activity) daily as well as move to incorporate other elements: Language of Learning (student discourse) and Engaging Academics & Academic Choice
- Prepare our students to be global individuals who value diversity and are sensitive and responsive to different cultures by broadening our scope through a diverse text collection, cultural arts opportunities, the work of the C3 committee, IDEA committee, the Portal and other technologies that bridge our High Plain community to the world at large
- Continue to refine and expand our scaffolded support system for students with social, emotional and behavioral needs with specific interventions and specific entry and exit criteria( T3 model)

### **Goal**

To support teachers and administrators in engaging students in all curriculum areas through differentiated lessons and sharing of best practices that foster creativity, risk taking and effort.

### **Actions & Assessments**

- Continue to implement a Reader's Workshop model effectively in all classrooms as well as *One Community, One Nation* units in each grade level integrating social studies, literacy and the arts
- To strengthen remote learning strategies that provide depth of instruction and personal connection with students
- Encourage professional development and discussion that supports pedagogical approaches which focus on student engagement, collaboration and choice

*Examples include but are not limited to...*

1. Workshop model
2. Interdisciplinary planning
3. Project-Based Learning
4. Inquiry-based learning
5. Leadership opportunities
6. Technology integration

### **Goal**

To monitor student progress diagnostically and plan for each student to have the proper supports to reach proficiency.

### **Actions & Assessments**

- Conduct three data meetings per year, using DIBELS and other data points, to track progress and to identify students in need of targeted reading, math and SEL interventions
- Create structured time for teachers to look at student work to determine next steps to inform instruction and provide tiered interventions and/or extension to address student's individual needs
- Identify a data collection tool for measuring students' social, emotional and behavioral growth

## Sanborn School Improvement Plan 2020-2022

### Andover Public School Theory of Action

#### When we collaborate to:

- Create safe, caring and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical and emotional wellbeing;
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of active effort and fosters inquiry, creativity and positive risk-taking; and
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency.

#### Then all students will:

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem-solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility and commitment to civic engagement.

#### So that all students are prepared to:

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage and confidence;
- Make informed, just and ethical decisions; and
- Be connected and compassionate citizens who contribute to a diverse and global society.

#### **Goal**

To continue to support the Social - Emotional needs of our students by integrating SEL throughout the entire school day.

#### **Actions & Assessments**

- Continue to reflect enhance on Responsive Classroom's Morning Meeting (greeting, message, sharing, group activity) and Closing Meeting daily in all K-5 classrooms and work to incorporate RC's Language of Learning (student discourse YEAR 2) and Engaging Academics & Academic Choice.
- Prepare our students to be global individuals who value diversity and are sensitive and responsive to different cultures by broadening our scope through a diverse text collection, cultural arts opportunities, the work of the C3 committee, and other means that bridge our Sanborn community to the world at large.
- Establish a multi-tiered system that supports students on social, emotional and behavioral needs
- Send 5 staff members to participate in the William and James SEL certification program starting in the Fall of 2020.
- Continue to strengthen and reinforce the values of Sanborn CARES to guide relationships with students, staff, and families.

#### **Goal**

To support teachers and administrators in engaging students in all curriculum areas through differentiated lessons and sharing of best practices that foster creativity, risk-taking, and effort.

#### **Actions & Assessments**

- Continue to implement a Reader's Workshop model as well as *One Community, One Nation* units in each grade level integrating social studies, literacy and the arts.
- To strengthen remote learning strategies that provide a depth of instruction and personal connection with students.
- Encourage professional development and discussion that supports pedagogical approaches which focus on student engagement, collaboration and choice
  1. Workshop model
  2. Interdisciplinary planning
  3. Project-Based Learning
  4. Inquiry-based learning
  5. Leadership opportunities
  6. Technology integration
- Continue to strengthen horizontal and vertical grade-level collaboration and planning using district curriculum maps.

#### **Goal**

To monitor student progress diagnostically and plan for each student to have the proper supports to reach proficiency.

#### **Actions & Assessments**

- Conduct three data meetings per year, using DIBELS and other data points, to track progress and to identify students in need of targeted reading, math and SEL interventions.
- Create structured time for teachers to look at student work to determine next steps to inform instruction and provide tiered interventions and extension to address student's individual needs (SPAA Meetings - Student Planning Academic Achievement)
- Continue to develop IAs in their capacity to effectively provide Tier I, II, and Tier III instruction so to continue to reduce the number of referrals for Special Education testing
- Enhance our capacity to utilize LLI at all grade levels

# South School Improvement Plan 2020-2022

## Andover Public School Theory of Action

### When we collaborate to:

- Create safe, caring and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical and emotional well-being;
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of effective effort and fosters inquiry, creativity and positive risk taking; and
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency.

### Then all students will:

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their own learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility and commitment to civic engagement.

### So that all students are prepared to:

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage and confidence;
- Make informed, just and ethical decisions; and
- Be connected and compassionate citizens who contribute to a diverse and global society.

### **Goal**

To continue to support the Social Emotional needs of our students by integrating SEL throughout the entire school day.

### **Actions & Assessments**

Continue to implement the tenets of open circle in all K-5 classrooms via daily morning and closing meetings that afford students opportunities to learn about and practice social skills through greetings, sharing with each other, and reflecting on the highlights of their day.

To promote consistency and enhance the effectiveness of the Responsive Classroom Model, complete training for all classroom teachers in RC I & RC II and implement the language of learning (RC II) across all disciplines and social settings within the school.

Work in partnership with district/school-based providers to train staff around best practices to enhance our social academic support model at each grade level.

### **Goal**

To support teachers and administrators in engaging students in all curriculum areas through differentiated lessons and sharing of best practices that foster creativity, risk taking and effort.

### **Actions & Assessments**

To increase collaboration and build our collective capacity, research, explore, and share with grade level colleagues, (district wide) our understanding of best practices in remote/blended learning.

Seek professional development opportunities that promote teaching methodologies that encourage student engagement, small group collaboration, and student choice, i.e., Workshop Model, Interdisciplinary planning, Project-based learning, Inquiry-based learning, Leadership opportunities, and Technology Integration.

Continue to implement our Reader's and Writer's Workshop models and *One Community, One Nation* units to integrate literacy and arts into our grade level social studies units.

### **Goal**

To monitor student progress diagnostically and plan for each student to have the proper supports to reach proficiency.

### **Actions & Assessments**

Continue to conduct data meetings (two benchmark and three progress monitoring), using DIBELS, Lexia, MAP and other data points, to track and to identify students in need of targeted reading, math, and SEL interventions.

Create structured time for teachers to look at student work to determine next steps to inform instruction and provide tiered interventions and/or extensions to address student's individual needs

Continue to develop IAs in their capacity to effectively provide Tier I, II, and Tier III instruction

*\*Authentic learning engages students in the collaborative creation of products or solutions that require extended focus over time, match the complex real-world tasks and investigations of professionals in practice, and integrate knowledge from multiple disciplines.*

# West Elementary School Improvement Plan 2020-2022

## Andover Public School Theory of Action

### When we collaborate to:

- Create safe, caring and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical and emotional wellbeing;
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of effective effort and fosters inquiry, creativity and positive risk taking; and
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency.

### Then all students will:

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their own learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility and commitment to civic engagement.

### So that all students are prepared to:

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage and confidence;
- Make informed, just and ethical decisions; and
- Be connected and compassionate citizens who contribute to a diverse and global society.

### **Goal**

To continue to support the Social Emotional needs of our students by integrating SEL throughout the entire school day.

#### **Actions & Assessments**

- Continue to refine and reflect on Responsive Classroom's Morning Meeting routine (greeting, message, sharing, group activity) daily as well as move to incorporate other elements: Language of Learning (student discourse) and Engaging Academics & Academic Choice
- Prepare our students to be global individuals who value diversity and are sensitive and responsive to different cultures by broadening our scope through a diverse text collection, cultural arts opportunities, the work of the C3 committee, the Portal and other technologies that bridge our West community to the world at large
- Create a scaffolded support system for students with social, emotional and behavioral needs with specific interventions and specific entry and exit criteria

### **Goal**

To support teachers and administrators in engaging students in all curriculum areas through differentiated lessons and sharing of best practices that foster creativity, risk taking and effort.

#### **Actions & Assessments**

- Continue to implement a Reader's Workshop model effectively in all classrooms as well as *One Community, One Nation* units in each grade level integrating social studies, literacy and the arts
- To strengthen remote learning strategies that provide depth of instruction and personal connection with students
- Encourage professional development and discussion that supports pedagogical approaches which focus on student engagement, collaboration and choice

*Examples include but are not limited to...*

1. Workshop model
2. Interdisciplinary planning
3. Project-Based Learning
4. Inquiry-based learning
5. Leadership opportunities
6. Technology integration

### **Goal**

To monitor student progress diagnostically and plan for each student to have the proper supports to reach proficiency.

#### **Actions & Assessments**

- Conduct three data meetings per year, using DIBELS and other data points, to track progress and to identify students in need of targeted reading, math and SEL interventions
- Create structured time for teachers to look at student work to determine next steps to inform instruction and provide tiered interventions and/or extension to address student's individual needs

Utilize Following Assessment Tools:

- \*Unit assessments-Math, Writing
- \*Foundations, FOSS
- \*DIBELS
- \*BAS Pilot
- \*Lexia
- \*MAP/NWEA
- \*MCAS
- \*Dream Box

*\*Authentic learning engages students in the collaborative creation of products or solutions that require extended focus over time, match the complex real-world tasks and investigations of professionals in practice, and integrate knowledge from multiple disciplines.*