

# Sanborn School Improvement Plan 2017-2019

## 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.

<b>Goal</b>
To continue to support the Social Emotional needs of our students by integrating SEL throughout the entire school day.
<b>Actions &amp; Assessments</b>
<ul style="list-style-type: none"> <li>• Implement Responsive Classroom's Morning Meeting routine (greeting, message, sharing, group activity) daily in all K-5 classrooms.</li> <li>• Develop with staff, students, and families shared character education values that are consistently used and referred to schoolwide K-5.</li> <li>• Promote a culture that values diversity and is sensitive and responsive to different culture and economical needs of a diverse student population.</li> <li>• Initiate school-wide innovative ways throughout the school year to create a school culture that is sensitive and empathetic to one another.</li> </ul>

<b>Goal</b>
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.
<b>Actions &amp; Assessments</b>
<ul style="list-style-type: none"> <li>• Ensure lesson delivery in reading, writing and math follows a consistent format in all classrooms</li> </ul> <p style="margin-left: 20px;">Launch (15m) Explore (45m) Summary (15min.)</p> <p style="margin-left: 20px;">This format will ensure time during the Explore part of the lesson for teachers to meet with small groups of students.</p> <ul style="list-style-type: none"> <li>• Expand repertoire of ways to ensure students are engaged in their learning. Strategies will include: consistently and frequently using student discourse in the classroom, technology integration, applying strategies from book study: Teach Like A Pirate, UDL strategies, etc.</li> <li>• Work to implement a Readers' Workshop model is effectively implemented in all classrooms</li> <li>• Meet regularly (4x a year for ½ day) with grade level teams to ensure grade-level standards driven curriculum alignment is happening across all grade-level classrooms.</li> </ul>

<b>Goal</b>
To monitor student progress diagnostically and plan for each student to have the proper supports to reach proficiency.
<b>Actions &amp; Assessments</b>
<ul style="list-style-type: none"> <li>• Conduct three data meetings per year, using DIBELS and other data points, to track progress and to identify students in need of targeted reading interventions</li> <li>• Identify a data collection tool for measuring students' social, emotional and behavioral growth.</li> <li>• Create structured time (CPT and/or Faculty meetings) for teachers to look at student work to determine timely next steps to drive instruction.</li> <li>• Continue to improve the MTSS model to include robust Tier 1 supports and timely Tier 2 and Tier 3 interventions and balancing direct teacher instruction and supports with technology.</li> <li>• Build classroom libraries, by purchasing new leveled books and genres that support a variety of readers w/in a classroom.</li> </ul>

*\*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.*