

# South School Improvement Plan 2018-2020

## **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.

The vision of Andover's Middle Schools is to provide students with a challenging, innovative, and engaging academic program while also ensuring that they

### **Goal**

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

### **Actions & Assessments**

Reinforcing the open circle and responsive classroom morning meetings with quarterly themes that are supported by literacy, assemblies, art, and activities across grades.

Training the instructional assistants to promote more meaningful recess and lunchtime and model citizenship and positive behavior.

Conduct monthly parent gatherings to help educate the parents on the curriculum and social and emotional programming available within and outside of the school and make them available for viewing after the fact.

### **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**

Establish a maker space program to be utilized throughout the school to support the existing curriculum.

Establish a before/after school enrichment program that would be spearheaded by the parents and supported by the teachers.

Adding a hands on curriculum night and curriculum overview for the parents, in conjunction with the curriculum coordinators.

Continued regular weekly/monthly teacher/parent communication.

### **Goal**

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

### **Actions & Assessments**

Conduct five 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 interventions.

Continue to track SEL health on Panorama and implement appropriate programs and interventions.

Continue to pilot DreamBox and Prodigy that will serve as data points in choosing program that best identifies growth and targeted area of need.

*\*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.*