

**Ashley Elementary School  
Plan Overview 2020-2021  
10/15/2020**

<b><i>Mission</i></b>				
We are committed to motivating and supporting all students as they become academically and socially responsible citizens throughout their journey to becoming lifelong learners.				
<b><i>Vision</i></b>				
Encourage a commitment to academic excellence through positive, equitable and dynamic learning experiences.				
<b><i>Core Values</i></b>				
If we strengthen teaching and learning by building educators’ instructional skills, increase family/community engagement and focus 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 <b>respect</b> , take <b>ownership</b> for our learning, and create a safe and positive school through our <b>actions</b> ).				
<b><i>Theory of Action</i></b>				
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.				
<b><i>Strategic Objectives</i></b>				
<b>1. High Quality Instruction:</b> <i>Increase student achievement by strengthening teaching and learning.</i>	<b>2. Effective Student Support Systems:</b> <i>Create an inclusive, culturally responsive learning environment.</i>	<b>3. Strong family and community relationships:</b> <i>Empower families and the community through collaboration</i>	<b>4. Organizational Team Excellence:</b> <i>Cultivate and recruit a highly skilled workforce.</i>	<b>5. Enhance Positive Public Profile:</b> <i>Implement effective strategies to raise the profile and reputation of Ashley School.</i>
<b><i>Strategic Initiatives</i></b>				
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% each year, from 35% in 2019 to 47% in 2021 and 59% 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% each year, from 35% in 2019 to 47% in 2021 and 59% in 2022. (revised due to pandemic/hybrid model)

**Outcome 1.D Increase the percentage of K-1 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% each year, from 55% in 2020 to 75% in 2022.

**Outcome 1.E Increase the percentage of K-1 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)

*Note: This Plan Overview template depicts a plan with four strategic objectives. Delete or add a column, as necessary, to accommodate a plan with three or five strategic objectives.*

## Ashley Elementary School Action Plan Template, 2020-21

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

**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

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Continue to use district developed monitoring tool to measure implementation of Educational Equity practices during Learning Walks.	Principal, TLS	Sept 2020- June 2021	

### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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	May 2021	

**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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Continue participation in Tiered Literacy Academy to build capacity of teachers.	Principal, Tiered Lit Team	9/2020-6/2021	
Provide PD on ELA curriculum maps and Standards Based Lesson Planning/Delivery Provide PD on adjusting ELA curriculum maps to accommodate hybrid learning.	Principal, TLS	9/2020-6/2021	
Provide PD on effective writing instruction	Principal, TLS	9/2020-6/2021	
Survey teachers to determine areas of need related to use of instructional technology during hybrid learning.	Principal	10/2020	
Participate in LETRS training (grade 2 cohort)	Principal	10/2020	

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Development of comprehensive PD calendar for 2020-21 school year.	Principal, TLS	Oct 2020	
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, TLS	Sept-June	
Post PD surveys will provide feedback to drive future PD needs (SMART PD evaluations)	Principal	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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Review STAR, Lexia and Freckle data by subgroup and teacher to determine focus areas for PD and TLS support.	Principal, TLS, classroom teachers	Oct-June	
Provide Foundations PD to grades 1 and 2. Provide PD to grade K if available.	Principal	Sept	
Provide PD on adjusted ELA curriculum maps/math curriculum maps (due to hybrid learning)	Principal, TLS	Sept	
Teachers will continue to incorporate math strategies from professional development opportunities (Doug Duff PD, SMART PD videos)	Principal, TLS	Oct-May	

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Ashley School grade 3-5 teachers will demonstrate effective use of data analysis in lesson planning.	Principal, 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, Positive Climate, Analysis and Inquiry and Instructional Dialogue.	Principal, TLS, PRAB	Sep-June	
100% of grade K, one and two teachers will use Foundations program with fidelity. Special education teachers will incorporate modified Foundations into their service delivery where applicable (IEP goals)	Principal, TLS	Sep-June	
100% of teachers will create and deliver standards-based lesson plans focused on adjusted ELA and Math curriculum maps.	Principal, TLS	Nov-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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Evaluate virtual field trip opportunities that provide learning opportunities for students that lead to college and career readiness (e.g. Sea Lab, Buttonwood Zoo, Mystery Science)	Principal, classroom teachers	Sept-June	

**Measuring Impact**

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

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

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Use district monitoring tool to determine the baseline of the implementation of equity practices.	Principal, 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, 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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Design and provide follow up PD based on teacher survey and Learning Walk data on Positive Environment.	Principal, 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, TLS	Oct	

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Effective use of DCAP and Whole Child Student Support Team forms and protocols.	Principal, 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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Continue to utilize NBPS District Look-For Rubric and Monitoring Tool related to Positive Climate.	Principal, TLS	Sep	
Incorporate strategies for improving student/staff relationships into SEL PD.	Principal, TLS, SAC	Nov	

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Establish a baseline using NBPS District Look-For Rubric and Monitoring Tool related to Positive Climate.	Principal, TLS	Oct	
100% of staff will demonstrate at least a 20% improvement in meeting Positive Climate Look-Fors as evidenced during Building Learning Walks, District Learning Walks and Observations.	Principal	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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Conduct an inventory of available supports in Ashley School during hybrid model, including virtual supports.	Principal, SAC, TLS	Oct	
Review Whole Child Student Support Team protocol and forms.	Principal, TLS	Oct, Nov, Jan	

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
PD on DCAP and Whole Child Student Support Team. Whole Child Student Support Team meeting notes.	Principal, 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, 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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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**

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

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Create building expectations for implementing parent-teacher conferences to cultivate two-way communication and authentic relationships.	Principal, 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, TLS, SAC, classroom teachers	Oct	
Principal and SAC will identify supports, including virtual supports, currently available to Ashley Families and assess their effectiveness.	Principal, SAC	Nov	

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Team continues PD on next steps in PBIS.	Principal, PBIS team		

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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 SWIS data and other 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**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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 considering hybrid model 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**

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

*Note: This Action Plan template depicts an example for one strategic initiative. For each strategic initiative, develop one set of aligned benchmarks – for both Process and Early Evidence of Change.*

## NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

**What Are Mission, Vision and Core Values?** The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

**What is a Theory of Action?** The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

**What Are Strategic Objectives and Initiatives?** Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

**What Are Outcomes?** Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

**What are Process Benchmarks?** These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

**What are Early Evidence of Change Benchmarks?** These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

**What is the status column for?** This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.