

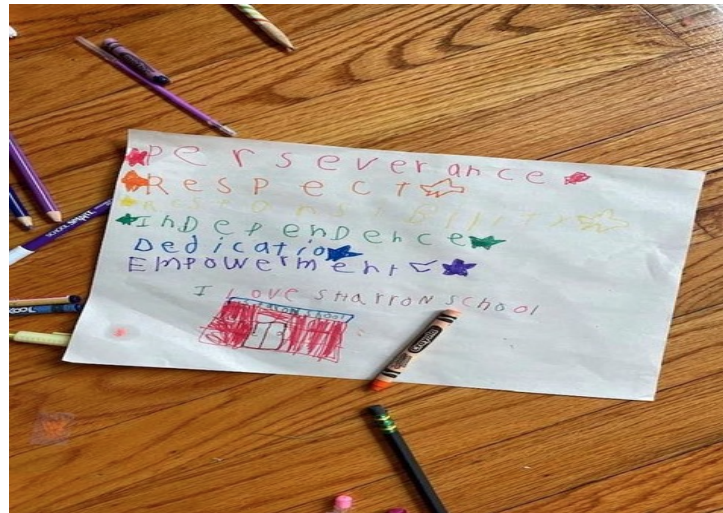
Stratton School 2021-22 School Improvement Plan

Contributing Members of Stratton School Instructional Leadership Team: Ashly Nolan, Ashley McMachon, Erin Spinney, Beth Federico, Tina Sullivan, Michael Hanna, Jillian Hurley, Stewart Deck, Jenn Madyda, Kendra Meller, Pam Muise, Michelle Fraser
Stratton School Council: Michelle Fraser, Pam Muise, Erin Spinney, Michael Hanna, Kim Pratt, Maddie Bransford, Janine Duffy, Kim Van Winkle, Brenda Mahoney, Andrea Haas, Catherine Egan



Stratton School Values

P.R.I.D.E: Perseverance, Respect & Responsibility, Independence, Dedication, Empowerment



School Mission Statement
The parents and guardians, faculty, and staff of the Stratton School, are committed to providing quality education for our children that promotes lifelong learning. We believe each child will reach his or her potential. This is accomplished by: recognizing and appreciating each student's particular strengths, respecting diversity, recognizing different learning styles, demonstrating mutual respect and caring, fostering moral and ethical values, developing personal responsibility, encouraging social, physical, emotional, academic, and creative growth, and helping our children achieve competence in basic skills.

Stratton School Constitution
Article I: Be kind, Safe and Respectful Article II: Always Show PRIDE towards yourself, others and Stratton School Article III: Never Give Up

Data Review Process Used to Inform Plan:

The key source of data used to initiate design for goals 1-3 were data from recent MCAS in Mathematics. Math MCAS Achievement Data from 2021 shows that 54% of students Not Meeting and Partially Meeting across all grades 3-5 at Stratton School; Not Meeting: 16%, Partially Meeting: 38%. 56% of this cohort are students with IEPs. There was an urgency created for closing this achievement gap on the part of the school administration, instructional leadership team and general faculty. In reviewing this data with all faculty on September 8th, 2021, there were 3 conclusions reached that led to the development of this plan:

- 1.) Student achievement on Math MCAS is one indicator among many that reports on math student achievement generally, but it reports on elements of math instructional practice from grades K-5, not MCAS test grades only;
- 2.) There is clear evidence from educational research that closing the achievement gap across all disciplines is most effective in the context of a school wide implementation of Multi Tiered Systems of Support (MTSS) (Fiend, Chard & Baker, 2021; Mikesell, 2020)
- 3.) There is clear evidence from educational research that closing the achievement gap is only accomplished through a foregrounding of high quality teacher language that emphasizes equity, both in the classroom and with children, and among professionals outside of the classroom. (Darling-Hammond, 2010; Pollock, 2017)

The following data was used to initiate design for goal 4. Along with enrollment growth, much of the programming space constraints are unique to Stratton School as the location of the largest substantially separate program in the district:

- The one Occupational/Physical Therapy room services a total of 46 students. The room also serves as the office of 5 adults consisting of OT/PT/PT asst/ AT and the BCBA when on site. The OT room consists of a large swing that had to be mounted to the ceiling, and a climbing wall.
- It was necessary to reduce the substantially separate special education (SLC) classrooms from 3 to 2 this year, combining SLC grades K-1 and grade 2-3. Many students are paired with a 1:1, leading to frequently 7+ adults and 13+ students all with significant programming space needs.
- Stratton School has the second highest number of High Need students in the district, including 2nd highest number of ELL students (38) now with two teachers in one classroom.
- The specially designed Art classroom (Stratton Building Project, completed Fall, 2018) is now needed for a general education classroom; Art programming is in the cafeteria when not in general education classrooms. Without plant augmentation, Music will also need to be out of its room since we will be adding another 4th grade general education classroom.
- Kindergarten is now separated into two different parts of the building. Two classes no longer have their own bathrooms for children who have just recently learned how to navigate the bathroom by themselves.
- The principal and assistant principal are now sharing one small office in order to make space for Learning Specialist programming.

Strategic Objectives and Initiatives:

1. Stratton School MTSS implementation <i>APS Goal Objective 1.1: Students will engage in inclusive pedagogy and curricula that are designed in response to the district's vision of Student as Learner and Global Citizen with an emphasis on anti-racist teaching practices, transferable skills and aligned with state standards and coherent within each discipline. The District will also address academic learning needs caused by the impact of the COVID-19 pandemic.</i>	
Strategic Initiative 1: Increase professional understanding of MTSS and its implication for practice	
Action Steps: Faculty and administration facilitated book and research groups, meeting once/month.	Responsible Teams and People: Faculty and Administration
Strategic Initiative 2: Design MTSS rollout for Stratton School for 2022-23	
Action Steps: Steering group created and charged with design of MTSS implementation plan.	Responsible Teams and People: MTSS steering group
Outcomes and Benchmarks	
Description: The essential elements of MTSS will be broadly understood by all members of Stratton faculty, with learning leaders facilitating the reading and research groups. A clear plan for 2022-23 implementation with targets and benchmarks will be developed	Target: A 2022-23 MTSS Implementation Plan
Professional Development to Support Objective 1	
MTSS expertise from in-district and out to lead and/or visit MTSS reading and research groups	
District Resources to Ensure Success	
Texts, compensation for meeting beyond the contractual day	

2. Narrow Math Achievement Gap

APS Goal Objective 2.1: Professional learning for educators will reinforce targeted components of the academic curriculum, social-emotional competencies, and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth. Data to be used will include, for example, district assessments, Equity and SEL Audit of Instructional Resources, MCAS, Youth Risk Behavior Survey, and the 2020-2021 Panorama surveys.

Strategic Initiative 1: Progress Monitoring and Design (PMD) weekly meetings will focus on identifying gaps in math learning, and design interventions

Action Steps:

- 1.) Create a calendar of weekly, grade level PMD meetings with focus on math learning; implement protocol for PMD meetings that ensure identification of learning gaps, plans for remedying them, and reviewing effectiveness of plans.
- 2.) Design and implement targeted math interventionist model

Responsible Teams and People:

Grade level PMD teams;
Administration; Math instructional coach and interventionist

Strategic Initiative 2: Increase proportion of productive and collaborative student discourse in math

Action Steps:

- 1.) Full faculty and individual faculty feedback sessions targeting increasing student to student discourse
- 2.) Learning Walks focused on student discourse

Responsible Teams and People:

Grade level PMD teams;
Administration; Math instructional coach and interventionist

Strategic Initiative 3: Math instructional coaching cycles

Action Steps:

- 1.) Design and implement instructional coaching that emphasizes narrowing achievement gap
- 2.) Implement instructional coaching approach consistent with district

Responsible Teams and People:

Math instructional coach, School Administration, Math Director, general & special education faculty.

Outcomes and Benchmarks

Description: Documented reduction in achievement gap between High Need Students and the aggregate student population in math.

Target: Assessment scores (MCAS, curriculum based, other) show a reduction in math achievement gap over scores from 2020-21 school year.

Professional Development to Support Objective 1	
To be determined by Math instructional coach; online or in person; readings and research	
District Resources to Ensure Success	
Off site and online Professional Development workshops and courses	
3. Increase effective teacher language for equity <i>APS Goal Objective 1.2: Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes decision-making, empathy, and the importance of positive relationships as the norm. The need for these skills is highlighted because of the social and emotional impact of the COVID-19 pandemic.</i>	
Strategic Initiative 1: Increase professional understanding about effective teacher language for equity	
Action Steps: Faculty and administration facilitated book and research groups, meeting once/month. Texts: Schooltalk by Mica Pollock; The Power of Our Words by Paula Denton	Responsible Teams and People: All faculty and administration
Strategic Initiative 2: Design and implement learning walk framework	
Action Steps: Faculty and administration will design and participate in classroom visits and feedback around best practices articulated in reading and research groups.	Responsible Teams and People: Volunteering faculty and administration, school social workers and psychologist.
Outcomes and Benchmarks	
Description: Persistent and prevalent adjustment to instructional language and professional dialogue to ensure more equitable outcomes	Target: Faculty Self-Assessment survey and informal Administration audit identifies shift in teacher language
Professional Development to Support Objective 1	
Onsite and Online workshops and courses from organizations focused on equitable language and Responsive Classroom	

District Resources to Ensure Success	
Texts purchasing; Professional Development costs	
<p>4. Augment physical plant of Stratton School</p> <p><i>APS Goal Objective 4.2: The District in collaboration with the Facilities Department will continue its efforts to provide a safe and healthy learning environment in all schools, as well as continue to evaluate building infrastructure needs and develop a plan for addressing these needs.</i></p>	
Strategic Initiative 1: Engage appropriate stakeholders to review space needs at Stratton School	
Action Steps: School Council meets with Superintendent and/or members of School Committee to present plant augmentation needs.	Responsible Teams and People: School Council, Administration
Outcomes and Benchmarks	
Description: Building augmentation plans completed by the end of 2021-22 school year.	Target: Building augmentations to allow for equitable APS programming to take place.
Professional Development to Support Objective 1	
N/A	
District Resources to Ensure Success	
TBD	