

Stratton School 2021-22



ARLINGTON PUBLIC SCHOOLS

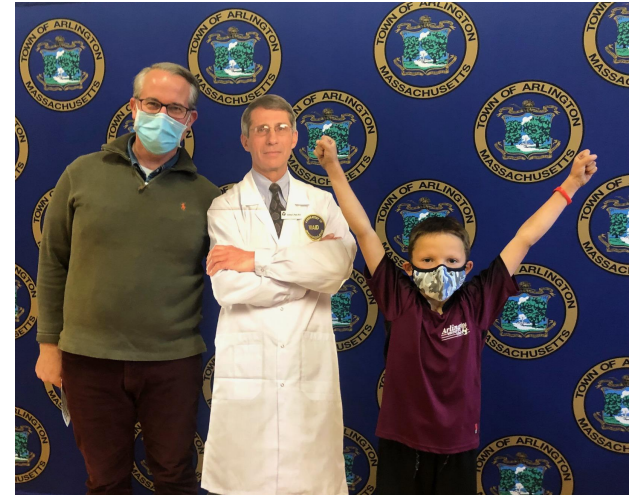


Agenda

- Stratton School Check In
- Glows!
- Grows!
- Focus Areas for 2021-22
- Key Initiatives and Action Steps
- Resources to Support Success
- Q&A

Stratton School Check In

- Increased enrollment of one classroom per year since 2018
- Double of ELL students since 2017
- 2nd highest percentage of econ. disadvantaged
- Home to largest substantially separate program
- Faculty and staff 30% growth since 2017
 - Largest cohort of paraprofessionals in all elementary
- 10th year principal leadership, 3rd year AP



Steady student achievement & adult learning



- Maintaining student achievement per MCAS
 - 2018 - 49% Criterion referenced target percentage
 - 2019 - 68% Criterion referenced target percentage
 - 60% Cumulative criterion-referenced target percentage = **Substantial progress toward goals**
- Authentic and effective implementation of Responsive Classroom and Social Thinking throughout the school.
 - Elimination of office referrals
 - Pervasive student leadership
 - 5th grade
 - General and Special Education classrooms
- Instructional coach collaboration
 - ACE meetings
 - Collaborative Learning

Focus Areas - Math achievement



- Math MCAS Achievement Data from 2021 for grades 3-5 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.
- Significant numbers of students Partially Meeting were within 5 scaled score points from Meeting, e.g. 10/17 PM in 4th grade
- Early meetings on local assessments indicate 'fact fluency' challenges founding many learning struggles.

Focus Areas - Physical Plant limitations



- 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 may also need to be out of its room depending on enrollments and section projections for Fall 2022.
- 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.
- Faculty have been shifted during the school year 2021-22 to accommodate space constraints, causing stress and transitional challenges for both staff and students.

2021-22 School Priorities



- MATH
 - PMD meetings
 - Curriculum calibration
 - Assessment review and edits
 - Learning Walks
 - Coaching Cycles
- PHYSICAL PLANT
 - School Committee meeting, 11/18!
 - School Council liaising to Town committees
 - School leadership and Superintendent

Assessment led instruction and Learning Walks



- Progress Monitoring and Design weekly meetings
 - 6 week calendar
 - Instructional coaches, interventionists, general and special education faculty
 - “Return” meetings scheduled

- Learning Walks survey results
 - Reviewed with School Leadership Team on 11/22
 - Launch plan for second semester

Resources

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- Compensation for substitute teachers
 - Long- and short-term plans for physical plant improvements

Q&A