

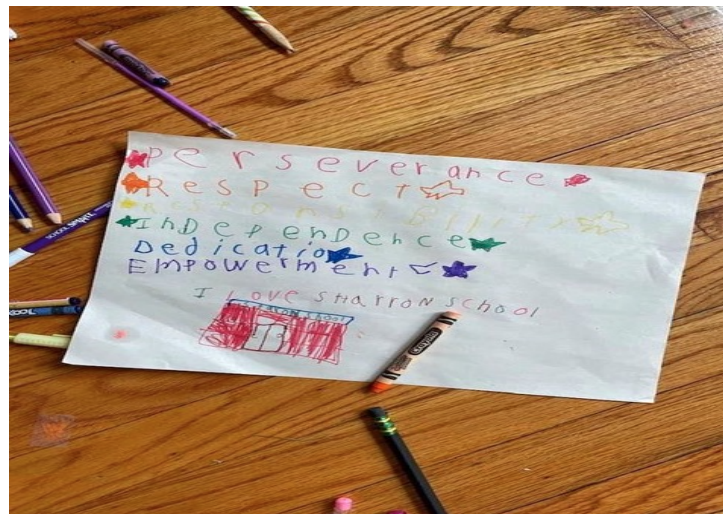
## Stratton School 2022-23 School Improvement Plan

Stratton School Council: Kimberly Bradshaw, Kelsey Cassata, Janine Duffy, Catherine Egan, Michael Hanna, Jillian Hurley, Danielle Kost, Heather Leet, Taylor O'Brien, Kathy Pham Evans, Zachary Schiller, Jerome Tharaud,



### Stratton School Values

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



<b>School Mission Statement</b>
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.

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

### Data Reviews Used to Inform Plan:

- On the Fall, 2021 administration of the Panorama Education survey (the last administration for all 3 stakeholders groups: Parents, Faculty and Students), the lowest area of positive response concerned Cultural Awareness and Action. Results of the Fall, 2022 administration are forthcoming, but results from Fall 2021 were analyzed over many days at the Summer 2022 Arlington All Leaders Workshop. Agenda for the Instructional Leadership Team and All Faculty meetings have been anchored to this area, focusing on cultivating a culture of Belonging.
- An overall reduction of .4 (FTE) Reading Specialist has accelerated the urgency to address mid range struggling readers in the general education classroom. [Sample cohort of 2nd grade reading](#) scores show the need to design and implement targeted reading interventions in the general education classroom.

## Strategic Objectives and Initiatives:

APS Strategic Initiative 1.1 - All students have equity of access to rigorous and comprehensive content implemented through inclusive and engaging instructional practices.	
<b>Stratton School Strategic Initiative 1: A focus on Belonging will emphasize Cultural Awareness and Action in all agenda for full faculty meetings throughout the school year.</b>	
Instructional Leadership Team will launch and lead as an incubator of the Belonging culture, collaboratively creating the agendas for full faculty meetings that will be focused on reviewing and making recommendations for new Tier 1 ELA curricular programs.	<b>Responsible Teams and People:</b> Instructional Leadership Team and Administration; Gene Thompson-Grove
<b>Stratton School Strategic Initiative 2: Relaunch Diversity and Inclusion Group (DIG) at Stratton</b>	
<ul style="list-style-type: none"> <li>Families and Administration along with faculty representatives will meet to lead initiatives throughout the school year, anchored to grade level DEI representatives.</li> <li>Research and initiate IDEAS course for Stratton faculty</li> <li>Advocate for 1.0 FTE Library/Media Specialist to design and implement anti-racist and DEI learning for all students</li> <li>Design and deploy a DEI monthly newsletter</li> </ul>	<b>Responsible Teams and People:</b> Family volunteers and administration
Outcomes and Benchmarks	
<b>Description:</b> By focusing on professional collaboration and communication, on the Spring administration of the Panorama survey, all stakeholders will report higher favorable responses to prompts centered on cultural awareness and action.	<b>Target:</b> A 10% increase from all stakeholder groups
Professional Development to Support Objective 1	
Collaboration and partnership with Gene Thompson Grove	
District Resources to Ensure Success	
Commitment to full faculty meeting agendas	

## APS Strategic Initiative 2.2: Reimagine Professional Development to Respond to Staff Needs

**Strategic Initiative 1:** Progress Monitoring and Design (PMD) weekly meetings will focus on identifying gaps in Reading learning, and design effective intervention frameworks to bring all students to grade level proficiency

- 1.) Create a calendar of weekly, grade level PMD meetings with focus on Reading 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 in class reading interventionist model

**Responsible Teams and People:**  
Grade level PMD teams;  
Administration; Reading instructional coach and Reading Specialist

**Strategic Initiative 2:** Reading 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:**

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

### Outcomes and Benchmarks

**Description:** Reading proficiency targets reached for all students in all grades

**Target:** Spring assessment scores (DIBELS, MCAS, other) show a 10% increase in reading achievement over scores from 2021-22 school year.

### Professional Development to Support Objective 1

Expert reading instructional methodologies from experts

### District Resources to Ensure Success

Funded substitute teachers for professional development such as Learning Walks, extended PMD design times

**APS Strategic Initiative 1:2:** All students have a supportive relationship with at least one adult at school, are engaged in their learning, and feel that they belong in the school community, which values and supports them and treats them equitably.

**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 psychologists.

#### Outcomes and Benchmarks

**Description:** Persistent and prevalent adjustment to instructional language and professional dialogue to ensure more equitable outcomes

**Target:** Relevant Panorama survey results increase by 10%

#### 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