

# John Ashley School Improvement Plan



**2018-2019**

**Prepared and revised by**

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# Theory of Action

If we provide high quality, state-of-the-art curriculum and instruction, continually improve teaching by learning from student data through 21<sup>st</sup> century collaboration and problem solving, then students will accumulate the skills necessary to graduate from high school prepared for college, career, and full participation in a democratic society.

## Mission

The mission at John Ashley School follows the mission of the district which is to provide all students with the best possible education to enable them to experience the joy of reaching their full potential. A collaborative approach to educating the whole child is at the forefront of this undertaking. We strive to ensure that each student:

- Comes to school healthy and learns about and practices a healthy lifestyle;
- Learns in an intellectually challenging environment that is physically and emotionally safe;
- Is actively engaged in learning and is connected to the school and broader community;
- Is challenged academically and prepared for success.

By providing our students with the necessary knowledge, skills and expertise, we commit to preparing them to thrive in this global 21<sup>st</sup> century economy. Among the essential skills for success are critical thinking and problem solving, creativity and innovation, and communication and collaboration.

## Vision

A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.

West Springfield Public Schools fosters a school environment where family and community partnerships support students as they learn to be compassionate, empathetic, and healthy citizens. Our work is based upon 5 core competencies:

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills

- Responsible Decision Making

## Conditions for Improvement

- Student Assessment
- Tiered Instruction and Adequate Learning Time
- Professional Development and Structures for Collaboration
- Students' Social, Emotional, and Health Needs
- Family and Community Engagement

## Strategic Objectives, Initiatives & Projects

### Strategic Objective 1: Student Assessment

Staff will consistently use student data, both formative and summative, to target and modify instruction for students.

Activity	Timeline	Persons Responsible	Indicators of Success
The data team will determine a focus of inquiry and develop and/or identify a school wide method of tracking the data that informs ongoing practice and not just end of year data.	August- June	Data Team, Administrator, Director of Curriculum, Instruction and Assessment	<ul style="list-style-type: none"> <li>• Focus of Inquiry</li> <li>• Identification of a Data Tracking System</li> </ul>

Student behavior data will continue to be analyzed by the Behavior Support Team, shared with staff and used to inform schoolwide interventions.	August- June	Classroom teachers, Behavior Support Team, Administrator, PLCs	<ul style="list-style-type: none"> <li>• SWIS data</li> <li>• Behavior Support Team Minutes</li> </ul>
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### Strategic Objective 2: Tiered Instruction and Adequate Learning Time

Based on the specifics and severity of needs of the students, instructional staff will provide Tier II academic and behavioral intervention and support within the classroom on a regular basis.

<b>Activity</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Indicators of Success</b>
Instructional staff will continue to monitor student progress and incorporate effective and timely interventions in ELA and Math so that the students are able to master the kindergarten curriculum and achieve success.	Sept. - June	Classroom teachers, Paraprofessionals, Special Education teachers, Title I teachers, Administrator	<ul style="list-style-type: none"> <li>• Student results on ELA assessments</li> <li>• Student results on Math assessments</li> <li>• Lively Letter data</li> <li>• LLI data</li> </ul>
Behavior Support Team will define and provide tiered level	August- June	Behavior Support Team	<ul style="list-style-type: none"> <li>• Behavior Support Meeting Minutes</li> <li>• Tiered Level charts</li> </ul>

interventions for staff reference.			
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### Strategic Objective 3: Professional Development and Structures for Collaboration

Professional development for school staff will include both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching and peer led opportunities. We will implement structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration will be evaluated for their effect on raising student achievement.

<b>Activity</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Indicators of Success</b>
All staff will be trained in de-escalation.	August-November	Director of Curriculum, Administrator, Ashley staff	<ul style="list-style-type: none"> <li>• Staff members utilize de-escalation strategies with students.</li> <li>• Professional Development Plan</li> </ul>
Staff will receive professional development in trauma based practices.	August - March	Director of Curriculum, Instruction and Assessment, Administrator, Ashley staff	<ul style="list-style-type: none"> <li>• Professional Development Points</li> <li>• Professional Development Plan</li> </ul>

<p>Training will be provided to support generating the will for inclusion and understanding its broad meaning including racial, gender, language, and disability inclusion.</p>	<p>August-June</p>	<p>Director of Curriculum, Instruction and Assessment, Administrator, Special Education Director, Classroom teachers, Special education teachers and paraprofessionals, School Adjustment Counselor, Administrator</p>	<ul style="list-style-type: none"> <li>● Professional Development Points</li> <li>● Professional Development Plan</li> </ul>
<p>Collaborative structures between special education staff, classroom teachers and Title 1 teachers will be strengthened to review data and implement targeted instruction providing tiered support according to severity of need.</p>	<p>August - June</p>	<p>Special education staff, Title 1 teachers, School adjustment counselor, Classroom teachers, Behavior interventionist</p>	<ul style="list-style-type: none"> <li>● Schedules</li> <li>● Collaboration Notes</li> </ul>
<p>Professional Learning Communities will utilize the PLC guide developed by the Data Team to provide an inquiry-based structure to the PLCs.</p>	<p>August- June</p>	<p>Administrator, Special education staff, Title 1 teachers, Classroom teachers</p>	<ul style="list-style-type: none"> <li>● PLC minutes</li> </ul>

**Strategic Objective 4: Students' Social, Emotional, and Health Needs: John Ashley School will create a safe school environment and make effective use of PBIS for addressing the social, emotional, and health needs of our students.**

<b>Activity</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Indicators of Success</b>
Tier 1 behaviors will be appropriately addressed by all staff using the “Menu of Consequences” resource to address Tier 1 behaviors.	August- June	Principal, Classroom Teachers, Paraprofessionals	<ul style="list-style-type: none"> <li>• Staff will deliver interventions and consequences with fidelity.</li> </ul>
Instructional Support Team will develop criteria for home visits.	August- December	Student Support Team	<ul style="list-style-type: none"> <li>• Developed criteria</li> </ul>
Positive Behavior Interventions and Support Team will create lesson plans for schoolwide areas to teach and reinforce schoolwide behaviors.	August- June	Positive Behavior Interventions and Support Team, Classroom teachers, Administrator	<ul style="list-style-type: none"> <li>• Schoolwide lessons</li> </ul>

<p>Homeless children and youth will be included in the school's ongoing needs assessment and will benefit from the schoolwide program designed to address those needs. John Ashley School will provide appropriate services for homeless students by maintaining regular, consistent communication with the district's homeless liaison to ensure that these student's needs are being addressed in a timely manner.</p>	<p>August-June</p>	<p>Administrator, School Adjustment Counselor, Classroom Teachers and Support Staff, Homeless Liaison</p>	<ul style="list-style-type: none"> <li>• School Adjustment Counselor</li> <li>• Communication Log</li> </ul>
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**Strategic Objective 5: Family-School Engagement: John Ashley School will develop strong working relationships with all families in order to support students' academic progress and social and emotional well-being.**

<b>Activity</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Indicators of Success</b>
<p>Develop a family assessment tool.</p>	<p>August- June</p>	<p>Principal, School Council Members</p>	<ul style="list-style-type: none"> <li>• Family assessment tool</li> <li>• Results from family assessment tool</li> </ul>

Provide increased opportunities for families to meet other families.	August-June	Principal, Classroom Teachers, Special Education Teachers, School Adjustment Counselor	<ul style="list-style-type: none"> <li>• Family survey results</li> </ul>
Look for new ways to meet the child's individual or special needs and provide resources within the community.	August-June	Principal, Classroom Teachers, Special Education Teachers, Paraprofessionals	<ul style="list-style-type: none"> <li>• Family survey results</li> </ul>
Continue to expand translation services.	August-June	Administrative Assistant, Classroom Teachers, Administrator, ELL Director	<ul style="list-style-type: none"> <li>• Family survey results</li> <li>• Key documents translated and provided to families.</li> </ul>
The school's website functionality will be improved as vehicle to share information about the school and what opportunities there are for parent volunteers.	August- June	Administrator, Director of Technology, Administrative Assistant,	<ul style="list-style-type: none"> <li>• Family survey</li> <li>• Ashley website</li> </ul>