

# Sanborn School Improvement Plan 2020-2022

## Andover Public School Theory of Action

### When we collaborate to:

- Create safe, caring and culturally responsive classrooms and schools, and partner with families and the community to support students' academic growth and their social, physical and emotional wellbeing;
- Ensure that every student engages in a rigorous curriculum that is implemented consistently within and across schools;
- Provide inclusive instruction that engages every student in authentic learning experiences, demonstrates the power of active effort and fosters inquiry, creativity and positive risk-taking; and
- Monitor student progress diagnostically and plan instruction after thorough and thoughtful data analysis to ensure each student reaches proficiency.

### Then all students will:

- Demonstrate academic growth in foundational content and skills;
- Communicate effectively, think critically, problem-solve creatively, work collaboratively, and evaluate objectively;
- Be self-directed and persevering agents of their learning; and
- Demonstrate cultural awareness, an appreciation of self, empathy toward others, a sense of responsibility and commitment to civic engagement.

### So that all students are prepared to:

- Be lifelong learners able to pursue their personal and professional goals;
- Face adversity and ambiguity with intellectual skill, open-mindedness, adaptability, courage and confidence;
- Make informed, just and ethical decisions; and
- Be connected and compassionate citizens who contribute to a diverse and global society.

### **Goal**

To continue to support the Social - Emotional needs of our students by integrating SEL throughout the entire school day.

### **Actions & Assessments**

- Continue to reflect enhance on Responsive Classroom's Morning Meeting (greeting, message, sharing, group activity) and Closing Meeting daily in all K-5 classrooms and work to incorporate RC's Language of Learning (student discourse YEAR 2) and Engaging Academics & Academic Choice.
- Prepare our students to be global individuals who value diversity and are sensitive and responsive to different cultures by broadening our scope through a diverse text collection, cultural arts opportunities, the work of the C3 committee, and other means that bridge our Sanborn community to the world at large.
- Establish a multi-tiered system that supports students on social, emotional and behavioral needs
- Send 5 staff members to participate in the William and James SEL certification program starting in the Fall of 2020.
- Continue to strengthen and reinforce the values of Sanborn CARES to guide relationships with students, staff, and families.

### **Goal**

To support teachers and administrators in engaging students in all curriculum areas through differentiated lessons and sharing of best practices that foster creativity, risk-taking, and effort.

### **Actions & Assessments**

- Continue to implement a Reader's Workshop model as well as *One Community, One Nation* units in each grade level integrating social studies, literacy and the arts.
- To strengthen remote learning strategies that provide a depth of instruction and personal connection with students.
- Encourage professional development and discussion that supports pedagogical approaches which focus on student engagement, collaboration and choice
  1. Workshop model
  2. Interdisciplinary planning
  3. Project-Based Learning
  4. Inquiry-based learning
  5. Leadership opportunities
  6. Technology integration
- Continue to strengthen horizontal and vertical grade-level collaboration and planning using district curriculum maps.

### **Goal**

To monitor student progress diagnostically and plan for each student to have the proper supports to reach proficiency.

### **Actions & Assessments**

- Conduct three data meetings per year, using DIBELS and other data points, to track progress and to identify students in need of targeted reading, math and SEL interventions.
- Create structured time for teachers to look at student work to determine next steps to inform instruction and provide tiered interventions and extension to address student's individual needs (SPAA Meetings - Student Planning Academic Achievement)
- Continue to develop IAs in their capacity to effectively provide Tier I, II, and Tier III instruction so to continue to reduce the number of referrals for Special Education testing
- Enhance our capacity to utilize LLI at all grade levels