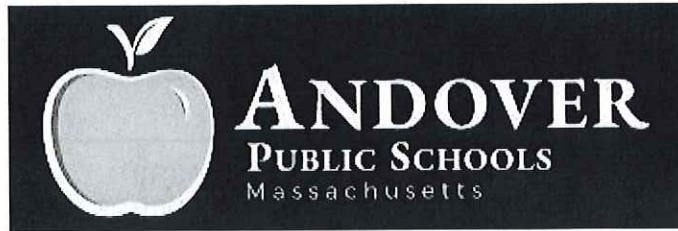


West El School Council
Maker Space
February 2, 2023
8:15 AM

Agenda

1. Introductions
2. Review School Improvement Plan
3. Staffing Update
4. Mission Statement
5. Plan future meetings and dates

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School Improvement Plan
2022-2023

West Elementary School SIP

WEST ELEMENTARY SCHOOL
58 BEACON STREET
Andover, MA 01810

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Draft MISSION & VISION STATEMENT

GOAL 1 ~ MATH
GOAL DESCRIPTION The goal is to implement Eureka Math ² across all elementary classrooms with consistency and cohesion.
CURRENT STATUS/DATA/REASON FOR THE GOAL A new curriculum was needed after 8 years of Math in Focus and students needed to improve their achievement in math. Eureka Math ² supports a student centered approach to learning mathematics which leads to more student engagements and a deeper understanding of math.
IMPROVEMENT BENCHMARKS All students will demonstrate improvement in their math knowledge through Eureka Math ²

- Kindergarten classrooms will consistently use phonemic awareness programs to support whole class and small group instruction.
- Kindergarten Teachers will focus on teaching Phonological and Phonemic Awareness in a more cohesive and consistent manner across the district.
- Kindergarten students' development of phonological and phonemic awareness skills will result in cumulative improvements in the areas of reading, writing and spelling.

GOAL 3 Implementation of Content Focused Coaching

GOAL DESCRIPTION

The goal is to establish a consistent, systematic vision for content focused coaching in all elementary schools by the end of the 2022-2023 school year. Content-focused coaching if implemented coherently across all schools will create a staff culture of practitioners who engage in professional discourse, rigorous planning, and continuous reflection to ensure student learning and outcomes in content areas.

CURRENT STATUS/DATA/REASON FOR THE GOAL

This year, Andover has increased the number of math coaches and has added ELA coaches.

IMPROVEMENT BENCHMARKS

All staff will see the value in that “Coaching is for everyone” as evidence by:

- Curriculum cohesion within and across schools
- Achieving professional practice goals
- Improved student data on formative and summative assessments
- Professional growth in pedagogy and content knowledge
- Positive responses to staff surveys to be administered three times throughout the year

STRATEGIES/ACTIVITIES

PERSON(S) RESPONSIBLE

TIMELINE

Coaches build relationships with all teachers

Coaches, Teachers

Ongoing

Consistent messaging across all schools about the role of coaches in APS	Jason DiCarlo, Beth Miner, Maura Donoghue, Principals, Assistant Principals	Ongoing
Principals and coaches work in collaboration and partnership as instructional leaders within a building.	Coaches, Principals, Assistant Principals	Ongoing
Teachers will actively seek out collaborating with coaches individually and with their grade level team.	Coaches, Teachers	Ongoing
Classroom walk-throughs and visits show evidence of curriculum cohesion and effective instructional practice.	Jason DiCarlo, Beth Miner, Maura Donoghue, Coaches, Principals, Assistant Principals	Ongoing
Collaborative planning shows evidence of using the Planning Framework.	Coaches, Teachers	Ongoing
<p>OUTCOMES</p> <p>Teachers will see the value of collaborating with coaches was a way to create a culture of professional learning and collaboration.</p> <p>Teachers will view content coaching as a highly effective support system to influence and support instructional change in healthy and productive ways.</p> <p>Teachers will see Improved student outcomes and increased engagement in classrooms.</p>		