



# School Improvement Plan

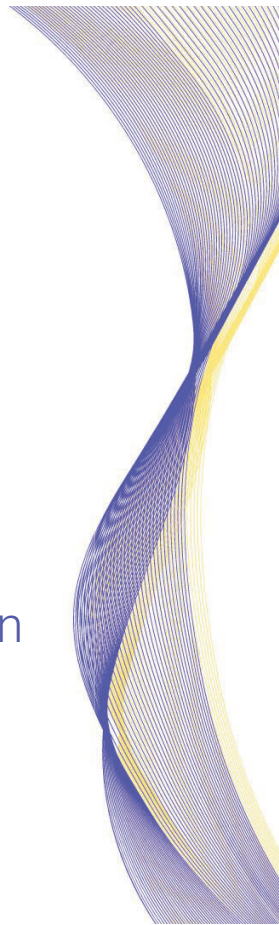
**School:** Salemwood School

**Leader:** Van Huynh, Lauren McGonagle, Jane Wright, Kristen Reidy

**Date:** 3/28/24

---

*2024-2025 School Year*





# School Improvement Plan

## Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in Malden Public Schools Three-Year Academic Targets for [ELA](#) and [Math](#).

An effective SIP will:

- Build off of previous work in your school, including last year's SIP
- Be based in an analysis of data about your school's performance
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the SIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

The School Improvement Plan (SIP) serves as a road map that provides clarity to specific priorities and actions that are most important for this academic year. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's improvement initiative. Schools must use the UnboundEd [GLEAM Framework](#) to guide the development of the SIP.



# School Improvement Plan

**PURPOSE of the School Improvement Initiative:** Articulate in a few sentences what you hope to achieve by participating in your School Improvement initiative. In identifying the purpose and priorities teams should consider the questions in the [GLEAM Framework](#) and your desired results and outcomes:

- Describe the purpose of your school improvement efforts.
- What are its intended outcomes, internally and externally?
- Frame this through the experience of those most impacted: how does this proposal impact the students/communities with the greatest needs?
- How does this proposal aim to enhance students' sense of belonging and bridge the opportunity gap?

# School Priorities for the SIP

- **Priorities 1 & 2: Improve Instructional Practice = Improve Students Outcomes**
  - Focus on Literacy, Numeracy outcomes for all students
  - Use of Student Data to Drive and Inform Instruction
- **Priority 3: Diversity, Equity, Inclusion and Belonging Goal (UnboundEd GLEAM):**
  - Promote Diversity, Equity, Inclusion, and Belonging - Foster a collaborative and inclusive environment that prioritizes diversity, equity, and inclusive practices, ensuring every student feels a sense of belonging.
- **Priority 4: SEL: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.**
  - Eliminate/reduce chronic absenteeism



## Problem of Practice:

Educators will adapt curricular materials and deliver grade-level, engaging, affirming and meaningful instruction in every class, every day.

Educators will also assign work, tasks and activities that will promote student engagement.

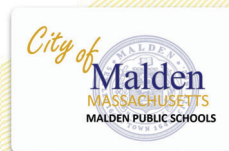
By increasing engagement in all content areas, our goal is that student attendance will be positively impacted.

### Focus Questions aligned to GLEAM:

- *Are our lessons worthwhile? (Meaningful)*
- *Is the lesson tied to a grade-level curriculum outcome or outcomes? (Grade-level)*
- *Is the lesson content based on a learning trajectory? (Grade-level)*
- *Does the lesson meet student needs? (Engaging)*
- *What evidence of high expectations for all students do we see in the kinds of tasks students are asked to do and in the work they produce? (Meaningful)*
- *Do we see evidence of high expectations in student participation in the lesson? (Engaging)*
- *What is the teacher doing that sends a message of high expectations and student support promoting academic achievement for all students? (Affirming)*
- *What level of productive engagement do you see between the students and the tasks they have been given? (Engaging)*
- *What evidence do we see that teachers are using a variety of strategies to make content concepts clear (that is modeling, using visuals, differentiating instruction, providing hands-on activities, using body language and gestures, using or providing for students the use of native languages, structured use of classroom assistants)? (Affirming)*
- *Are students being stretched and forced to use their brains to problem solve and do high level work? (Grade-level)*
- *Do we see examples of scaffolding being used by teachers to enable all students to meet the rigor requirements? (Grade-level)*

## Data Sources:

- [District Wide Goals](#)
- [Hanover Research Climate Survey Spring 2024](#)
- [Malden Public Schools Open Architect](#)
- Attendance Data (Open Architect and DESE Security Portal/EWIs)
- MCAS Targets (DESE Accountability Targets)
- [ELA](#) iReady (Targets)
- [Math](#) IXL (Targets)



# SMARTIE GOALS

- **Literacy:** During the 2024-2025 school year, the percentage of students one or more grade levels below will decrease by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment.
- **Numeracy:** During the 2024-2025 school year, the percentage of students one or more grade levels below will decrease by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment.
- **Equity:** By May 2025, 80% of classroom observations will show evidence of engaging, affirming and meaningful learning experiences as measured by the GLEAM observation rubric pertaining to these elements.
  - Hanover Climate Survey: Following the analysis of your school's climate survey outcomes, you have the opportunity to select an equity goal tailored to your specific contextual findings.
- **SEL:** Reduce Chronic Absenteeism - Of the 123 K-7 students who have attendance below 92%, 10% of that group will increase their presence at school in the 2024-2025 school year to 92% present or over.



**Priority #1: Improve student literacy performance based on relevant and timely data.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need, therefore resulting in improved student outcomes.

**School's Priority:**

Based on the 2023 - 2024 Data from Grade K-8 iReady, the percentage of students 1 or more grade levels below will decrease by 10% for the Spring 2025 benchmark as measured by the iReady assessment.

2023-2024 Data Grades K-8

Far Below (2+ grade levels) 45%

Below (1 grade level) 33%

**Desired Outcome:**

During the 2024-2025 school year, the percentage of students one or more grade levels below will decrease by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment.

Far Below (2+ grade levels) 45% - 10% = 35%

Below (1 grade level) 33% - 10% = 23%

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.



**Priority #1: Improve student literacy performance based on relevant and timely data.**

Literacy SMARTIE Goal: During the 2024-2025 school year, the percentage of students one or more grade levels below will decrease by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Adjust classroom pedagogy of Amplify curriculum to align with the components of GLEAM	Educators, Admin, Directors, and Coaches	Aug 2024-June 2025	-Walk-throughs by admin to support implementation compliance with feedback with a standardized tool.
Professional development for staff on designing lessons that: <ul style="list-style-type: none"> <li>• Focus on important grade-level concepts/content that leads to further concepts or skills in the discipline</li> <li>• Links to a learning trajectory</li> <li>• Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons</li> <li>• Elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding</li> <li>• Acknowledges and supports all students and their readiness and ability to master content knowledge and reasoning processes</li> </ul>	Directors, Coaches, and Admin	August/Sept monthly	-Affirming acknowledge various approaches as valid//student conversations that are purposeful and not derail lesson -Wait time for students to try before explain

**Priority #1: Improve student literacy performance based on relevant and timely data.**

Literacy SMARTIE Goal: During the 2024-2025 school year, the percentage of students one or more grade levels below will decrease by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Educators and literacy coach will collaborate in the planning of lessons.	Coaches and Educators	Monthly Sept-June	-Coaching cycles in elem/PLC in middle school
Educators will have opportunities to conduct peer observations of effective literacy practices.	Educators	Ongoing	-Coverage will be provided for educators to do peer observations -As needed, educators will be supported to observe in other buildings (primarily middle school)
Students will engage in strategic groups, academic conversation and partner work to improve conceptual understanding and academic discourse.	Educators and Coaches	Ongoing	
Provide educators with feedback from a lens of GLEAM	Educators Coaches, Admin and Directors	Ongoing	-Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument

**Priority #1: Improve student literacy performance based on relevant and timely data.**

<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person/Team Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Provide a variety of supporting and enriching methods and materials along with necessary scaffolds to make content standards accessible to all students.	Educators, Directors and Coaches	Ongoing	-Additional professional development as needed.
Use of formative assessment at the end of each class to measure students' progress towards mastery of the daily objective. Plan for purposeful movement of students in and out of strategic groups using formative data.	Educators	Ongoing	-Coaching cycles. Coaches, educators and admin

**Priority #1: Improve student literacy performance based on relevant and timely data.**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
By 9/30/24	i-Ready Benchmark Assessment	-Students who are working below grade level may be recommended for groups with literacy assistant(s) to work on closing gaps. This will happen in data meetings.
Ongoing	Student engagement with Grade-Level, Engaging, Affirming and Meaningful tasks.	
By 12/22/24	i-Ready Benchmark Assessment	-Students who are working below grade level may be recommended for groups with literacy assistant(s) to work on closing gaps. This will happen in data meetings.
Ongoing	All students will be engaged in a developmentally appropriate, engaging, and comprehensive curriculum as measured by classroom observation and learning walks	
By 6/2/25	i-Ready Benchmark Assessment	

**Priority #2: Improve student numeracy performance based on relevant and timely data.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:**

Based on the 2023 - 2024 Data Grade K-8 IXL the percentage of students 1 or more grade levels below will decrease by 10% for the Spring 2025 benchmark as measured by the iXL assessment.

2023-2024 Data Grades K-8

Far Below (2+ grade levels) 33%

Below(1 grade level) 33%

**Desired Outcome:**

During the 2024-2025 school year, the percentage of students one or more grade levels below will decrease by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment.

Far Below (2+ grade levels)  $33\% - 10\% = 23\%$

Below (1 grade level)  $33\% - 10\% = 23\%$

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, educator's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #2: Improve student numeracy performance based on relevant and timely data.**

Numeracy SMARTIE Goal: During the 2024-2025 school year, the percentage of students one or more grade levels below will decrease by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Adjust classroom pedagogy of Eureka <sup>2</sup> & Open Up Resources to align with the components of GLEAM	Educators, Admin, Directors and Coaches	Aug 2024-June 2025	-Walk-throughs by admin to support implementation compliance with feedback with a standardized tool.
Professional development for staff on designing lessons that <ul style="list-style-type: none"> <li>- focus on important grade-level concepts/content that leads to further concepts or skills in the discipline</li> <li>- Links to a learning trajectory</li> <li>- Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons</li> <li>- elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding</li> <li>- acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes</li> </ul>	Directors, coaches and admin	August/Sept monthly	

**Priority #2: Improve student numeracy performance based on relevant and timely data.**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Math coach and educators will collaborate in the planning of lessons.	Coaches & Educators	monthly Sept-June	-coaching cycles in elem/PLC in middle school
Educators will conduct peer observations of effective mathematical practices.	Educators	ongoing	-Coverage will be provided for educators to do peer observations -As needed, educators will be supported to observe in other buildings (primarily middle school)
Students will engage in strategic groups, academic conversation and partner work to improve conceptual understanding and academic discourse.	Educators, & coaches	ongoing	
Provide educators with feedback from a lens of GLEAM	Educators, coaches, admin and directors	ongoing	-Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument

**Priority #2: Improve student numeracy performance based on relevant and timely data.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Students will be actively engaged in learning activities through the entire math period. Students will engage in academic discourse peer-to-peer, in strategic groups and as a whole class.	Educators & students	ongoing	-Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument -lab classrooms
Provide a variety of supporting and enriching methods and materials along with necessary scaffolds to make content standards accessible to all students.	Educators, directors and coaches	ongoing	-PD
Use of formative assessment at the end of each class to measure students' progress towards mastery of the daily objective. Plan for purposeful movement of students in and out of strategic groups using formative data.	Educators	ongoing	
Educators will meet and analyze benchmark data 3 times per year with Math Coach. Informed decisions will be made with this data to create intervention groups.	Educators, directors and coaches	ongoing	-Scheduled data meetings to review BOY, MOY, and EOY data.



**Priority #2: Improve student numeracy performance based on relevant and timely data.**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
By 9/30/24	iXL Benchmark Assessment	Students who are working below grade level may be recommended for groups with math assistant(s) to work on closing gaps. This will happen in data meetings with educators and grade level teams.
Ongoing	Students engagement with grade-level, Engaging, Affirming and Meaningful tasks seen during observations & Instructional rounds as documented in their notes (Feedback from Instructional Rounds)	
By 12/22/24	iXL Benchmark Assessment	Students who are working below grade level may be recommended for groups with math assistant(s) to work on closing gaps. This will happen in data meetings with teachers and grade level teams.
Ongoing	All students will engaged in a developmentally appropriate, engaging, and comprehensive math interactive, and comprehensive math curriculum as measured by classroom observation and learning walks	
By 6/2/25	iXL Benchmark Assessment	

### Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students.

**Theory of Action:** By strategically and intentionally placing DEIB at the core of our instructional practice we will address racial inequities that result in more equitable outcomes for underrepresented populations.

**DEIB SMARTIE Goal:** By May 2025, 80% of classroom observations will have evidence of affirming instruction as part of the GLEAM framework. Educators will provide equitable instruction that acknowledges students' funds of knowledge as evidenced by connecting student culture language and experiences to the content. Educators will use student knowledge as a bridge for learning. Educators will provide opportunities for students to see themselves as confident problem solvers and intellectual consumers of knowledge.

**School's Priority:** Based on the fact that we will have consistent curricular materials across all four content areas (ELA, Math, Science and Social Studies) for the first time in the 24-25 school year, we must also align the focus of our classroom observations to focus on equitable access to these curricula. Educators will provide equitable instruction that acknowledges students' funds of knowledge as evidenced by connecting students' culture, language and experiences to the content when applicable. Educators will use student knowledge as a bridge for learning and provide opportunities for students to see themselves as confident problem solvers and intellectual consumers of knowledge. Classroom observations will target these expectations and feedback will support educators in bettering implementation.

**Desired Outcome:** By May 2025, 80% of classroom observations will show evidence of engaging, affirming and meaningful learning experiences as measured by GLEAM observation rubric pertaining to these elements.

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?) Through instructional rounds and data analysis, we have noticed that our students are more often engaged in tasks that involve remembering and understanding than in tasks that involve analyzing, evaluating, and creating. Some students aren't getting enough opportunities to practice higher order thinking skills and to take an active role in the learning process.*

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students.**

Equity SMARTIE Goal: By May 2025, 80% of classroom observations will show evidence of engaging, affirming and meaningful learning experiences as measured by GLEAM observation rubric pertaining to these elements.

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Provide staff with training to increase student engagement and provide opportunities for staff to collaborate with colleagues about student engagement.	Directors and coaches	Ongoing	PD, district support
Elicit from staff information and feedback about engagement practices being used successfully.	Administration & staff	Ongoing	Staff meetings, PLCs, staff outreach

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Strengthen outreach and connections with families and respond to families' questions, concerns & ideas.	All staff	Ongoing	Translation services
Conduct an internal review of our discipline process, to audit disciplinary outcomes for fairness and consistency, and include student leaders such as Student Council	Administration, students, and ILT team	Begin in August 2024 then ongoing	ASPEN data sheets
Ensure consistent practices that promote physical, emotional and identity safety of students and staff.	Educators & Administration	Ongoing	Observation reviews, Conduct reviews
Evaluators will perform targeted observations of student engagement strategies and provide focused and meaningful feedback to educators.	Educators & Administration	Ongoing	

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students.**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
11/24	Evidence of family outreach to engage families in the classroom and at school events.	
Quarterly	Reduction in major offenses - office discipline referrals	Additional training on the use of the PBIS matrix

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

**Theory of Action:** By strategically and intentionally building students' social emotional competencies we empower them to be successful members of the school community and beyond.

**SEL Chronic Absenteeism SMARTIE Goal:** During the 2024-2025 School Year, the Salemwood School Attendance rate will increase by 3% (80.7%)

**School's Priority:** 123 students grades K-7 (attached slide linked below) attend school less than 92% of the time.

**Desired Outcome:** Reduce Chronic Absenteeism - Of the 123 K-7 students who have attendance below 92%, 10% of that group will increase their presence at school in the 2024-2025 school year to 92% present or over.

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?) Data reflects that in some cases, daily attendance is under prioritized as other obstacles for families act as Families also use school time to travel for family or other reasons.*

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

SEL SMARTIE Goal: Reduce Chronic Absenteeism - Of the 123 K-7 students who have attendance below 92%, 10% of that group will increase their presence at school in the 2024-2025 school year to 92% present or over.

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Admin reviews attendance weekly	Admin Team	August/Sept - ongoing	Aspen/Open Architect Data
AP of Grade levels meet with student and families to discuss attendance from 2024-2025 SY	APs	By end of September	Attendance Spreadsheet
Admin and Attendance Supervisor will have monthly meetings to discuss students who are exhibiting chronic absenteeism	Admin Team and Attendance Supervisor	Sept-ongoing	
Student, Family and AP meet quarterly	APs, Attendance Supervisor as needed	Quarterly	
Perfect Attendance Assembly	Grade Level Team and assigned AP	Quarterly	

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
11/4/24	Admin Team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents/caregivers	Grade Level Assemblies for Perfect Attendance
1/24/25	Admin Team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents/caregivers	Grade Level Assemblies for Perfect Attendance
4/4/25	Admin Team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents/caregivers	Grade Level Assemblies for Perfect Attendance
6/6/25	Admin Team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents/caregivers	Grade Level Assemblies for Perfect Attendance
Daily	Daily class attendance	
Monthly	Attendance letters sent out quarterly?	





## Sample of Academic Interventions

- Purposeful use of data to drive students' academic decision making and student centered classrooms
  - I-Ready
  - IXL
- Benchmark data to create Tiered intervention groups
- Continuing HQIM PD in content areas
  - Focus on important grade-level concepts/content that leads to further concepts or skills in the discipline
  - Links to a learning trajectory
  - Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons
  - Elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding
  - Acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes
- Peer observation





# Attendance Interventions

- Attendance recognitions (Class, school & individual)
- Spirit weeks/days
- Parent/caregiver & student education
- PBIS
- Wake up calls

# School Improvement Plan

## Participants in creating the School Improvement Plan:

Name	Role	Race/Ethnicity
Van Huynh	Principal	Asian
Lauren McGonagle	Assistant Principal	Caucasian
Kristen Reidy	Assistant Principal	Caucasian
Jane Wright	Assistant Principal	Caucasian
Cara Hovhannessian	K-5 STEM Director	Albanian
Ariana Dwyer	Gr 6-8 Inclusion/Student Support/Team Leader	Caucasian
Laura Vago	Gr 7 Science/Team Leader	Caucasian
Nicole Precourt	Gr 6-8 Inclusion/Student Support	Caucasian
Catherine Booth	Gr 5 Math	Caucasian
Andie Siegel	Gr 4	Caucasian
Mikayla Benoit	Gr 3	Caucasian
Jie Han	Gr 2 SEI	Asian
Alana Parsons	Gr 1	Caucasian
Lindsay Rice	Literacy Coach	Caucasian
Sam Souza	K-4 Health	Portuguese

# School Improvement Plan

**School Leader Commitment:** My signature indicates that this plan provides focus and urgency to move the School Improvement initiative forward – and that the school’s leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

*Van Huynh*

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

**School Superintendent Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

*Alviera*

\_\_\_\_\_  
School Superintendent Signature

\_\_\_\_\_  
Date

**SSC Commitment:** My signature as SSC chair/co-chair indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

\_\_\_\_\_  
SSC Chair/Co-chair Signature

\_\_\_\_\_  
Date



# School Improvement Plan

**School:** Beebe

**Leader:** Kari-ann Murphy

**Date:** 05/15/24

---

*2024-2025 School Year*





# School Improvement Plan

The primary purpose of our School Improvement initiative is to cultivate an inclusive, equitable educational environment that maximally benefits all students, with an intensified focus on those who traditionally face the most significant barriers: BIPOC students, Multilingual Learners (MLLs), students in Special Education programs, and their families. By implementing targeted strategies to elevate these groups, our intended outcomes are twofold: internally, to enhance academic achievement and emotional well-being among these groups, and externally, to foster a stronger, more supportive community that reflects the diversity and potential of its members.

At the core of this initiative is the aim to bolster students' sense of belonging. Recognizing that a genuine sense of inclusion can profoundly impact academic motivation and engagement, our strategies include culturally responsive teaching practices, support for MLLs through both language development and content mastery, and tailored resources for Special Education that are both accessible and challenging. This holistic approach ensures that every student feels valued and understood within the school environment, thereby increasing their engagement and reducing disparities in educational outcomes.

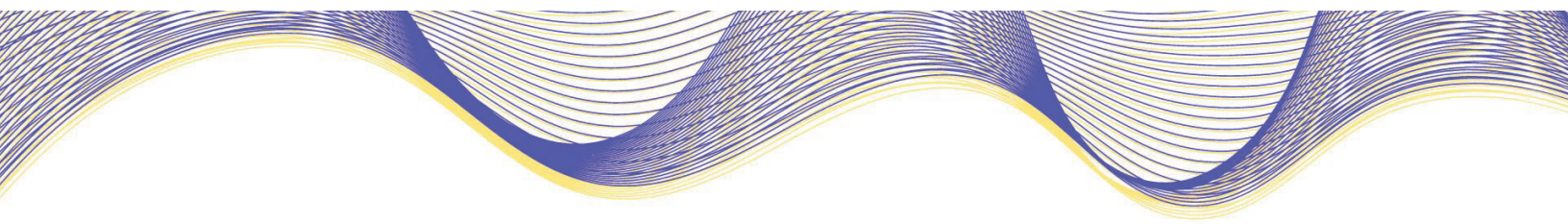
Through these focused efforts, we anticipate not only improved academic results but also stronger, more connected communities that champion the potential of every student, regardless of their background. By addressing the specific needs and challenges of our most vulnerable populations, we are committed to lifting the entire school community, creating a ripple effect that benefits all.



# School Priorities for the SIP

- **Priorities 1 & 2: Improve Instructional Practice = Improve Students Outcomes**
  - Focus on Literacy, Numeracy outcomes for all students including Multi Language students
  - Use of Student Data to Drive and Inform Instruction
- **Priority 3: Diversity, Equity, Inclusion and Belonging Goal (UnboundEd GLEAM):**
  - Promote Diversity, Equity, Inclusion, and Belonging - Foster a collaborative and inclusive environment that prioritizes diversity, equity, and inclusive practices, ensuring every student feels a sense of belonging.
- **Priority 4: SEL: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.**
  - Eliminate/reduce chronic absenteeism





## **Problem of Practice:**

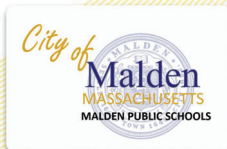
*Beebe's Problem of Practice* is to assign work/tasks/activities that require multilingual and IEP students to apply their learning in more demanding ways than remembering (Bloom's higher-order thinking skills). Educators will design and deliver grade-level, engaging, affirming, and meaningful instruction in every class, every day.





## Data Sources:

- [District Wide Goals](#)
- Hanover Research Climate Survey Spring 2024
- [Malden Public Schools Open Architect](#)
- Attendance Data (Open Architect and DESE Security Portal/EWIs)
- Disciplinary Data (Open Architect and ASPEN)
- [DESE Accountability Targets](#)
- Malden [ELA](#) iReady (Targets)
- Malden [Math](#) IXL (Targets)



# SMARTIE GOALS

- **Literacy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **Numeracy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **SEL:** The chronic absenteeism rate during the 2024-2025 school year, at the Beebe School will decrease by 10%.
- **Equity:** By May 2025, 80% of classroom observations will show evidence of engaging, affirming and meaningful learning experiences as measured by GLEAM observation rubric pertaining to these elements.





**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** At the 23-24 mid-year benchmark, 58% of students were scoring one or more grade levels below as measured by iReady testing, and 34% scoring at or above their grade-level.

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, professional learning community meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #1: Improve literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

- During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Professional development for staff on designing lessons that: <ul style="list-style-type: none"> <li>- Focus on important grade-level concepts/content that leads to further concepts or skills in the discipline</li> <li>- Links to a learning trajectory</li> <li>- Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons</li> <li>- Elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding</li> <li>- Supports teacher design of language objectives that support student learning and align with standards</li> </ul>	Directors, coaches & admin	August/Sept 2024-2025 monthly	<ul style="list-style-type: none"> <li>- Universal Design for Learning (UDL) Resources</li> <li>- PC on Curriculum T-1 support options</li> </ul>

**Priority #1: Improve literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

- During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
The Literacy coach will collaborate with teachers in the planning of lessons.	Coaches & teachers	monthly Sept 2024-June 2025	- coaching cycles in elem/PLC in ms
Teachers will use a variety of assessments (formative and summative) to inform their teaching to meet the needs of each student, reflect on each unit and share best practices during PD time.	Teachers, admin and coaches	Ongoing daily, weekly and monthly	- PD on data how to use data to inform instruction - UDL resources
Teachers will conduct peer observations of effective Literacy practices.	Teachers	3x a year	- possible during PLC and in lab classrooms for content teachers
Students will engage in strategic groups, academic conversation and partner work to improve conceptual understanding and academic discourse.	Teachers, students & coaches	Daily	
Provide teachers with feedback from a lens of GLEAM & worthwhile lessons	teachers, coaches, admin and directors	weekly	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Students will be actively engaged in learning activities through the entire literacy period.	teachers & students	Daily	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument
Implement Malden Public Schools' K-8 ML Program of Studies	ESL Teachers	Daily	<ul style="list-style-type: none"> <li>- ML program of studies</li> <li>- New Pilot materials</li> </ul>
<p>create, share and enact Student Success Plans for any ML student not achieving Language Proficiency Benchmarks.</p> <ul style="list-style-type: none"> <li>A. Identify areas in which the student needs improvement;</li> <li>B. Establish personalized goals for the student to attain English proficiency;</li> <li>C. Assess and track the progress of the student in the identified areas in need of improvement;</li> <li>D. Obtain and incorporate input from the parents or legal guardian of the student</li> <li>E. Review resources and services available to assist the student</li> </ul>	ESL Teachers	quarterly at progress and report cards, data midpoint	<ul style="list-style-type: none"> <li>- Ellevation</li> </ul>

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
By 9/30/24	iReady, Dibels Benchmark Assessment & WIDA language screener as benchmarks for progress	- WIDA rubrics may be used to verify screener validity for ML progress
Ongoing	Teachers' comfort with delivery of supported, grade-level instruction as evidenced by ILT notes, PLC discussions and feedback surveys	
Quarterly	Students engagement with grade-level, Engaging, Affirming and Meaningful tasks seen during observations & Instructional rounds	- Internally developed observation rubrics may be employed to calibrate observation evidence
By 12/22/24	iReady, Dibels Benchmark Assessment & WIDA language screener as benchmarks for progress	- WIDA rubrics may be used to verify screener validity for ML progress
Daily	All students will engage in a developmentally appropriate, engaging, and comprehensive math curriculum as measured by classroom observation and learning walks	- Internally developed observation rubrics may be employed to calibrate observation evidence
By 6/2/25	iReady, Dibels Benchmark Assessment & WIDA language screener as benchmarks for progress	- WIDA rubrics may be used to verify screener validity for ML progress
8/15/25	MCAS Scores	- WIDA rubrics may be used to verify screener validity for ML progress

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** At the 23-24 mid-year benchmark, 45% of students are scoring one or more grade levels below as measured by IXL testing, and 55% scoring at or above their grade-level.

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.



**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Numeracy SMARTIE Goal:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Adjust classroom pedagogy of Eureka <sup>2</sup> & Open Up Resources (OUR) math curriculum to align with the components of GLEAM (worthwhile lessons)	Teachers, admin, directors & coaches	Aug 2024-June 2025	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument,
Professional development for staff on designing lessons that <ul style="list-style-type: none"> <li>- Focus on important grade-level concepts/content that leads to further concepts or skills in the discipline</li> <li>- Links to a learning trajectory</li> <li>- Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons</li> <li>- Elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding</li> <li>- Supports teacher design of language objectives that support student learning and align with standards</li> </ul>	Directors, coaches & admin	August/Sept monthly	- Power-up (yr 1) & teach (more than 1 yr)

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Adjust classroom pedagogy of Eureka <sup>2</sup> & Open Up Resources (OUR) math curriculum to align with the components of GLEAM (worthwhile lessons)	Teachers, admin, directors & coaches	Aug 2024-June 2025	- bldg admin/coach attend and implement Lead PD by Eureka2 and OUR - Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument,
The math coach will collaborate with teachers in the planning of lessons through lesson study & coaching cycles.	Coaches & teachers	monthly	- Lesson Study tool - coaching cycles in elem/PLC in ms
Teachers will conduct peer observations of effective mathematical practices to improve students' understanding of concepts.	Teachers, lab classrooms	3x a year	- possible during PLC and in lab classrooms for content teachers
Students will engage in strategic groups, academic conversation and partner work to improve conceptual understanding and academic discourse.	Teachers, & coaches lab classrooms	Daily	

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide teachers with feedback from a lens of GLEAM & worthwhile lessons	teachers, coaches, admin and directors	Weekly	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument
Students will be actively engaged in learning activities through the entire math period. Students will engage in academic discourse peer-to-peer, in strategic groups and as a whole class.	teachers & students	Daily	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument - lab classrooms
Provide a variety of supporting and enriching methods and materials along with necessary scaffolds to make content standards accessible to all students.	teachers, directors and coaches	Daily	UDL PD and EL math training
Use of formative assessment at the end of each class to measure students' progress towards mastery of the daily objective. Plan for purposeful movement of students in and out of strategic groups using formative data.	teachers,	Daily	Assess PD by consultant for elementary

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide teachers with feedback from a lens of GLEAM & worthwhile lessons	teachers, coaches, admin and directors	Weekly	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument
Implement Malden Public Schools' K-8 EL Program of Studies	ESL Teachers	Daily	- ML program of studies - PD EL in math support strategies
<p>Create, share and enact Student Success Plans for any ML student not achieving math Proficiency Benchmarks.</p> <p>A. Identify areas in which the student needs improvement;</p> <p>B. Establish personalized goals for the student to attain math proficiency;</p> <p>C. Assess and track the progress of the student in the identified areas in need of improvement;</p> <p>D. Obtain and incorporate input from the parents or legal guardian of the student</p> <p>E. Review resources and services available to assist the student</p>	ESL Teachers, gen ed teacher and math coach	quarterly at progress and report cards, data midpoint	

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
By 9/30/24	iXL Benchmark Assessment	- Use of the language -focused student work analysis tool to validate benchmark results
Ongoing	Teachers' comfort with delivery of supported, grade-level instruction as evidenced by ILT notes, PLC discussions and feedback surveys	- Use of language-focused teacher lesson planning tool to support appropriate scaffolds
Quarterly	Students participate in grade-level, engaging, affirming and meaningful tasks seen during observations & Instructional rounds as documented in their notes	
By 12/22/24	iXL Benchmark Assessment	- Use of the language -focused student work analysis tool to validate benchmark results
Daily	All students will participate in a developmentally appropriate, engaging, and comprehensive math interactive, and comprehensive math curriculum as measured by classroom observation and learning walks	
By 6/2/25	iXL Benchmark Assessment	- Use of the language -focused student work analysis tool to validate benchmark results

### Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM

**Theory of Action:** By strategically and intentionally placing DEIB at the core of our instructional practice we will address racial inequities that result in more equitable outcomes for underrepresented populations.

**DEIB SMARTIE Goal:** By May 2025, 80% of classroom observations will have evidence of affirming instruction as part of the GLEAM framework. Teachers will provide equitable instruction with an asset orientation that acknowledges students' funds of knowledge as evidenced by connecting student culture language and experiences to the content. Teachers will use student knowledge as a bridge for learning. Teachers will provide opportunities for students to see themselves as confident problem solvers and intellectual consumers of knowledge.

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?).*

Affirm students' racial and ethnic identities, backgrounds, and perspectives; remove barriers to learning for our diverse learners; ensure curriculum includes diverse characters and content; and provide equitable instruction to meet all student needs."

**Desired Outcome:** *(What will be different at the end of SY 2024-2025 if you are successful in addressing this priority?)*

Educators will provide equitable instruction with an asset orientation that acknowledges what students already know, their cultural funds of knowledge, and prior experiences that can support them in the task or text. Educators will make authentic connections between academic concepts and topics and the knowledge students bring from their communities.

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)* Through instructional rounds and data analysis, we have noticed that our students are more often engaged in tasks that involve remembering and understanding than in tasks that involve analyzing, evaluating, and creating. Some students aren't getting enough opportunities to practice higher order thinking skills and to take an active role in the learning process.

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Elicit from staff information and feedback about engagement practices being used successfully.	Administration & staff	June. 2024	Survey
Identify how restorative circles may be used to support work in this area.	Administration & SEL team	Ongoing through year	
By the mid-point, staff will lead students through at least 2 community circles a month	Administration/students/staff	Jan 2024-5	
Strengthen outreach and connections with families in order to understand, include and affirm all cultures; respond to families questions, concerns & ideas.	SEL team, administration	Ongoing, Monthly	Translation services

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Conduct an internal review of our discipline process, to audit disciplinary outcomes for fairness and consistency, and include student leaders such as Student Cabinet and SEL team in the overall review process.	Administration, students, ILT & SEL team	Begin in Oct. 2024 then monthly	ASPEN data sheets
Work with SEL team to make necessary changes based on review's outcomes.	Administration, students, ILT & SEL team, Central admin.	Ongoing	
Flexible learning opportunities.	Teachers	Ongoing	
Ensure consistent practices that promote physical, emotional and identity safety of students and staff.	Teachers & Administration	Ongoing	Observation reviews, Conduct reviews
Evaluators will perform targeted observations of student engagement strategies and provide focused and meaningful feedback to teachers.	Administration & directors	Admin- daily Directors-monthly	Walk through documents from cross functional team



**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Monitoring the effectiveness of essential practices and structures that support student success.	Administration & directors	Sept 2024–Ongoing	
Discuss at School Site Council meetings how to improve a collaborative and inclusive school culture that values all students.	School Site Council	Sept 2024–Ongoing	

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
10/24	Staff Reflective Surveys as part of professional learning.	Pedagogy, planning, use of common planning time, coaching assignments, WIN
11/24	Evidence of efforts to engage families around their language and culture in the classroom and at school events.	NA
11/24	SEL Team Meeting Minutes	Changes may need to be made to the year-long professional development plan as needs are made known
10/24	Professional Learning Agendas and Materials	Depending on the schedule, staff attendance and coverage availability
Quarterly	Reduction in major offenses - office discipline referrals	Additional training, and feedback
Weekly	Observation evidence of circles	
Monthly	Faculty Meeting agendas/exit tickets	emergent priority matters may result in some topic adjustments

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

**Theory of Action:** By strategically and intentionally building students' social emotional competencies we empower them to be successful members of the school community and beyond.

**SEL Chronic Absenteeism SMARTIE Goal:** During the 2024-2025 School Year, the Beebe School Attendance rate will increase by 3% (80.7%)

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

- During the 2023-2024 School Year the Beebe School had a 93% Attendance rate.

**Desired Outcome:** *(What will be different at the end of SY 2023-2024 if you are successful in addressing this priority?)*

- Reduce Chronic Absenteeism - The chronic absenteeism rate during the 2024-2025 school year, at the Beebe School will decrease by 10% from 15%.
- 

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)* Many students were out as the result of being COVID Positive, or being a close contact to someone who was COVID positive. Students stayed home at a greater rate due to concerns about contracting COVID. Families also used school time to travel for family or other reasons, which they had not been able to do over the past 2 years.

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Frequent emails to parents & use of Class Dojo to keep parents informed	Teachers, admin	weekly	Aspen, blackboard, class DOJO
Continue to update the Beebe School Website to maximize communication.	Admin	weekly	
School Newsletter highlighting happenings monthly	Admin	Monthly	S'Mores, Facebook, Twitter, Dojo, School Website, email
Social Media: Highlight the happenings around the school and sharing of information.	Admin	Monthly	Facebook, Twitter, Dojo, School Website
Connect with at-risk students	Admin, staff, faculty, directors & District	daily	
Raise awareness of school personnel, parents, guardians, caregivers, and community partners of the effects of chronic absence and truancy.	Admin , social workers, guidance & District	Monthly	Translation
Inform parents of district attendance policy and impacts of chronic absenteeism on school and district supports	Admin, guidance, social workers, & District	Quarterly	Translation

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Emphasize the importance of regular school attendance to students with long-term, non-contagious diseases that tend to keep students at home (e.g., asthma, diabetes, epilepsy, and GI)	Admin, guidance, social workers, nurse & District	weekly	
Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance	Admin, guidance, Teachers & social workers	Monthly	
Minimize obstacles to attendance	Admin, guidance, social workers,	daily	Eliot, Wrap-around services, school attendance officer
create attendance support group whose focus is on ensuring the parent is aware of the absences and understands the educational implications for the student, identifying the reasons for the student absences, & working collaboratively to develop a Student Attendance Improvement Plan	Admin, guidance, social workers, teachers & staff	Monthly starting in Oct. 2023	ASPEN
Recognize classes that have 85% percent of students in regular attendance.	Admin, guidance, social workers, teachers & staff	Monthly	
Each week the leadership team will review the non-attendance report	Admin, & SEL team	weekly	

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Monthly	ASPEN attendance data	
bi-monthly	Leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents	Whole school or grade level assemblies availability of wrap around services
daily	Daily class attendance	
quarterly	number of class recognitions	
monthly	Attendance letters sent out	
monthly	Student attendance success plans	Plans adjusted based on outcome success



## Academic Interventions

- Purposeful use of data to drive instructional supports and support student learning
- I-Ready used to provide students with the opportunity to practice skills and identify areas of growth and support
- IXL used to provide students with the opportunity to practice skills and identify areas of growth and support
- Instructional Rounds
- Benchmark data to create Tiered intervention groups
- Student success plans for struggling students
- ML student success plans for struggling ML students
- PD on designing lessons that:
  - Focus on important grade-level concepts/content that leads to further concepts or skills in the discipline
  - Links to a learning trajectory
  - Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons
  - Elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding
  - Acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes
- Peer observations





## Attendance Interventions

- Welcome Back Week
- AttenDANCE
- On Time Raffles
- Attendance recognitions (Class, school & individual)
- Spirit weeks/days
- Parent & student education
- Attendance support group
- Home visits
- Wrap around
- PBIS



# School Improvement Plan

## Participants in creating the School Improvement Plan:

Name	School Team Membership / Stakeholders	Race/Ethnicity
Kariann Murphy	Principal	Caucasian
Kate Greco	Assistant Principal	Caucasian
Kevin Kilbride	Assistant Principal	Caucasian
Staci Rubin	Co-Chair/School Site Council	Caucasian
Elizabeth Paulsen Tonogbanua	Parent/School Site Council	Caucasian
Rosalie Norris	Community Member/School Site Council	Caucasian
Yihua Jiang	Community Member/School Site Council	Asian
Christopher Fitzpatrick	Teacher/School Site Council	Caucasian
Erin Chiesa	Teacher/School Site Council	Caucasian
Tiffany Pi	Elementary Teacher	Asian
William Enwright	Humanities Teacher	Caucasian
Michael Aliberte	Math Coach	Caucasian
Sean Weldon	Math Teacher	Caucasian
Caitlin Rodensky	Elementary Teacher	Caucasian
Wendy Yaakov	K EL Teacher	Caucasian
Tresha Bouldin	Fine Arts Teacher	Caucasian
Nicole Pallardy	EL Teacher	Caucasian

# School Improvement Plan

**School Leader Commitment:** My signature indicates that this plan provides focus and urgency to move the School Improvement initiative forward – and that the school’s leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

*Dr. Lavi-aron Murphy*

\_\_\_\_\_  
Principal Signature

May 28, 2024

\_\_\_\_\_  
Date

**School Superintendent Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

*Abigail*

\_\_\_\_\_  
Superintendent Signature

May 28, 2024

\_\_\_\_\_  
Date

**SSC Commitment:** My signature as SSC chair/co-chair indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

\_\_\_\_\_  
SSC Chair/Co-chair Signature

\_\_\_\_\_  
Date



# School Improvement Plan

**School:** Malden Early Learning Center

**Leader:** Tamara Lawrence

**Date:** May 15, 2024

---

*2024-2025 School Year*





# School Improvement Plan

## Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in Malden Public Schools Three-Year Academic Targets for [ELA](#) and [Math](#).

An effective SIP will:

- Build off of previous work in your school, including last year's SIP
- Be based in an analysis of data about your school's performance
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the SIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

The School Improvement Plan (SIP) serves as a road map that provides clarity to specific priorities and actions that are most important for this academic year. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's improvement initiative. Schools must use the UnboundEd [GLEAM Framework](#) to guide the development of the SIP.



# School Improvement Plan

**PURPOSE of the School Improvement Initiative:** Articulate in a few sentences what you hope to achieve by participating in your School Improvement initiative. In identifying the purpose and priorities teams should consider the questions in the [GLEAM Framework](#) and your desired results and outcomes:

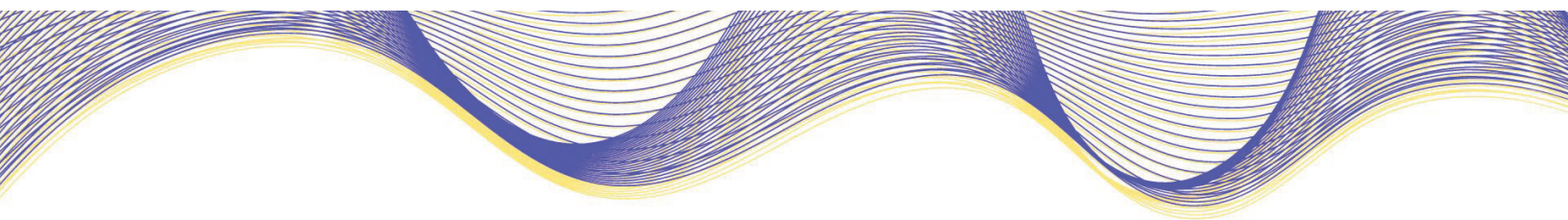
- Describe the purpose of your school improvement efforts. What are its intended outcomes, internally and externally? Frame this through the experience of those most impacted: how does this proposal impact the students/communities with the greatest needs, particularly BIPOC students, Multilingual Learners (MLLs) and Special Education and families?
- How does this proposal aim to enhance students' sense of belonging and bridge the opportunity gap?



# School Priorities for the SIP

- **Priorities 1 & 2: Improve Instructional Practice = Improve Students Outcomes**
  - Focus on Literacy, Numeracy outcomes for all students including MLLs
  - Use of Student Data to Drive and Inform Instruction
- **Priority 3: Diversity, Equity, Inclusion and Belonging Goal (UnboundEd GLEAM):**
  - Diversity, Equity and Inclusion – Create a collaborative and inclusive culture that values diversity, equity and inclusive practices.
  - Center students voices and needs at the top of all conversations, plans, and activities.
- **Priority 4: SEL: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.**
  - With the support and encouragements of both staff and families, students will develop skills to regulate their emotions and actions. Students will learn to solve problems both individually and collaboratively.





# Problem of Practice:

## Developing a “Problem of Practice”

The Problem of Practice is intended to focus the attention of the school on an *instructional challenge* that you care about and believe that addressing would lead to meaningful improvements in the instructional core. Focus questions are designed to guide the Instructional Walks. They should address specific aspects of the instructional core on which you would want observational data to help you understand your Problem of Practice.

School identifies a problem of practice that:

- focuses on the instructional core,
- is directly observable,
- is actionable,
- connects to a broader strategy of improvement, and
- is high-leverage



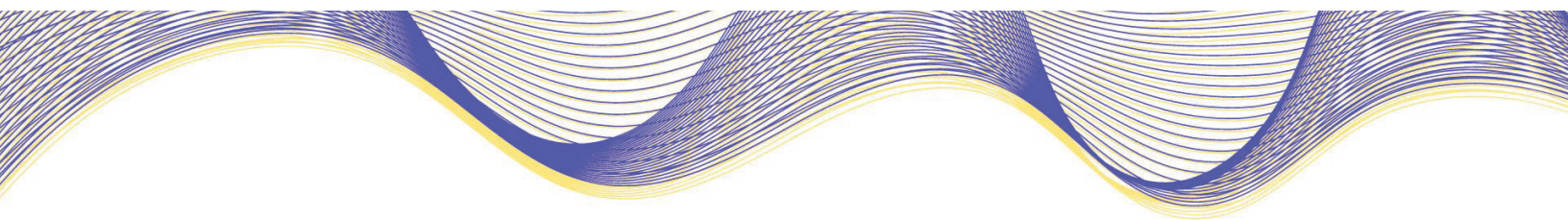


# Problem of Practice:

## Focus Questions aligned to GLEAM:

- Are our lessons worthwhile? (Meaningful)
- Is the lesson tied to a grade-level curriculum outcome or outcomes? (Grade-level)
- Is the lesson content based on a learning trajectory? (Grade-level)
- Does the lesson meet student needs? (Engaging)
- **What evidence of high expectations for all students do we see in the kinds of tasks students are asked to do and in the work they produce? (Meaningful)**
- Do we see evidence of high expectations in student participation in the lesson? (Engaging)
- **What is the teacher doing that sends a message of high expectations and student support promoting academic achievement for all students? (Affirming)**
- What level of productive engagement do you see between the students and the tasks they have been given? (Engaging)
- What evidence do we see that teachers are using a variety of strategies to make content concepts clear (that is modeling, using visuals, differentiating instruction, providing hands-on activities, using body language and gestures, using or providing for students the use of native languages, structured use of classroom assistants)? (Affirming)
- Are students being stretched and forced to use their brains to problem solve and do high level work? (Grade-level)
- Do we see examples of scaffolding being used by teachers to enable all students to meet the rigor requirements? (Grade-level)





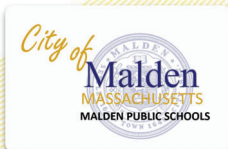
## Problem of Practice

How can we optimally place and transition preschool students within the framework of a Least Restrictive Environment (LRE) to ensure they acquire the necessary skills for Kindergarten readiness? By considering developmental milestones and language acquisition, and utilizing multiple assessments such as the VB-MAPP, inclusion checklist, and initial evaluation data, we can better understand how restrictive placements impact students' ability to develop the foundational skills crucial for success in Kindergarten.



## Data Sources:

- [District Wide Goals](#)
- [\*\*Hanover Research Climate Survey Spring 2024 \(Link when available\)\*\*](#)
- VB MAPP
- Inclusion Checklist
- Initial Evaluations
- Benchmark Assessment/ Report Card
- Indicator 7 Data
- Classroom Data Collection
- FBA, where applicable
- Formative assessments



# SMARTIE GOALS

- **Literacy:** Literacy: By June 2025, 100% of students in the October cohort (started before 10/15/24), will grow by one rating score on five literacy indicators measured on the report card checklist as compared to their Fall 2024 baseline score. 70% of students in the half-integrated/half-ILP and the reverse integrated classes will grow by one rating score on five literacy indicators.
- **Numeracy:** Numeracy: By June 2023, 100% of students in the October cohort (started before 10/15/24), will grow by one rating score on four numeracy indicators measured on the report card checklist as compared to their Fall 2024 baseline score. 70% of students in the half-integrated/half-ILP and the reverse integrated classes will grow by one rating score on four numeracy indicators.
- **SEL:** Using the Pyramid Model and MTSS strategies, 100% of classroom teachers will implement strategies and support protocols to help students develop the skills needed to regulate their emotions and feeling. This will allow them to increase their ability to communicate their needs in an age appropriate manner.
- **Equity:** By May 2025, 100% of classroom observations will show evidence of engaging, affirming and meaningful learning experiences as measured by GLEAM observation rubric pertaining to these elements. The ELC will use the implementation of the Amplify curriculum to measure and track GLEAM practices.





**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** By June 2025, 100% of students in the October cohort (started before 10/15/24), will grow by one rating score on five literacy indicators measured on the report card checklist as compared to their Fall 2024 baseline score. 70% of students in the half-integrated/half-ILP and the reverse integrated classes will grow by one rating score on five literacy indicators.

**Desired Outcome:** A greater number of students will have access to their typical peers and the general education curriculum, providing more opportunities to develop the academic and social-emotional skills necessary for Kindergarten readiness. This inclusive approach allows students with and without disabilities to learn and grow together, enhancing literacy, problem-solving abilities, and emotional self-regulation. We are currently facing the challenge of having many students in substantially separate classrooms. This limited exposure to their typical peers hinders students with complex disabilities from being fully prepared for Kindergarten, affecting their trajectory as they move into K-8 schools. Consequently, the ELC must re-evaluate and potentially restructure the current system to better serve all students in the most inclusive environment possible.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person/Team Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Ensuring implementation of the Amplify curriculum.	Tamara, Alanna & District	Ongoing throughout the year	District Protocols for evaluations and walk through Planning sessions DESE Rubrics
Effectively using the supplements of the Amplify curriculum to meet the needs of all students.	Tamara	Ongoing throughout the year	Cross Functional Team planning sessions ELC Leadership Team Planning Sessions
Creating PLC time for teacher to collaborate.	Tamara	July- August 2024	Identify time within the schedule to hold PLCs (weekly/ biweekly)
Review report card benchmarks to ensure they align to the preschool standards.	Leadership Team	Sept- October	District Support- Dr. Pam S
Input and monitor data in the excel worksheet created	Teachers Tamara Alanna	September 2024 Jan 2025 June 2025	Spreadsheet
Engage in data analysis 3 times per year.	Leadership Team	September 2024 Jan 2025 June 2025	Create a shared analysis document

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
Sept. 2024	Ensuring implementation of the Amplify curriculum.	Teacher observations District walk- thrus Teacher artifacts
Ongoing SY 24-25	Effectively using the supplements of the Amplify curriculum to meet the needs of all students.	Teacher observations District walk- thrus Teacher artifacts
August 2024	Creating PLC time for teacher to collaborate.	Schedule of PLC times Running agenda and notes
Sept 2024, Jan 2025, & June 2025	Review report card benchmarks to ensure they align to the preschool standards.	Create an analysis record: Identify trends in the data, create or adjust goals based on the data
Sept 2024, Jan 2025, & June 2025	Input and monitor data in the excel worksheet created	Monitor the spreadsheet for completion

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**Numeracy SMARTIE Goal:** By June 2025, 100% of students in the October cohort (started before 10/15/24), will grow by one rating score on four numeracy indicators measured on the report card checklist as compared to their Fall 2024 baseline score. 70% of students in the half-integrated/half-ILP and the reverse integrated classes will grow by one rating score on four numeracy indicators.

**School's Priority:** Given the age of the students, we will work to increase all students ability to recognize numbers, count numbers, understand the beginning concept of comparing quantities, build foundational math skills, gain mathematical vocabulary and problem solving skills.

**Desired Outcome:** A greater number of students will have access to their typical peers and the general education curriculum, providing more opportunities to develop the academic and social-emotional skills necessary for Kindergarten readiness. This inclusive approach allows students with and without disabilities to learn and grow together, enhancing literacy, problem-solving abilities, and emotional self-regulation. We are currently facing the challenge of having many students in substantially separate classrooms. This limited exposure to their typical peers hinders students with complex disabilities from being fully prepared for Kindergarten, affecting their trajectory as they move into K-8 schools. Consequently, the ELC must re-evaluate and potentially restructure the current system to better serve all students in the most inclusive environment possible.

**Root Cause(s) to Address Hypothesis of Priority:** Lack of a math curriculum specifically designed for preschool students.

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Numeracy SMARTIE Goal:** By June 2025, 100% of students in the October cohort (started before 10/15/24), will grow by one rating score on four numeracy indicators measured on the report card checklist as compared to their Fall 2024 baseline score. 70% of students in the half-integrated/half-ILP and the reverse integrated classes will grow by one rating score on four numeracy indicators.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Unpacking preschool standards related to numeracy	Tamara	Ongoing through December	MA DESE Preschool Standards
Create PLC time for teachers to plan math lessons.	Tamara	August 2024	Finding time within the school day Support adhering to the union contract Ensuring students are meeting their instruction minutes
Work with district Pre K-5 math Director to explore pre K math curriculum to support math instruction	Tamara & PreK- 5 Math Director	September - December 2024	Month Meetings with Math Program Director Cross Functional Teams
Input and monitor data in the excel spreadsheet.	Teacher	Sept 2024, Jan 2025, & June 2025	Create an excel data sheet
Engage in data analysis 3 times per year.	Tamara	Sept 2024, Jan 2025, & June 2025	Create an analysis record: Identify trends in the data, create or adjust goals based on the data



**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
Ongoing through December	Unpacking preschool standards related to numeracy	Schedule of PLC Time Running agenda and notes Workshop on unpacking standards
August 2024	Create PLC time for teachers to plan math lessons.	Schedule of PLC times Running agenda and notes Lesson plans
September - December 2024	Work with district Pre K-5 math Director to explore pre K math curriculum to support math instruction	Monthly meetings Running agenda and note Review possible curriculums
Sept 2024, Jan 2025, & June 2025	Input and monitor data in the excel spreadsheet.	Excel Spreadsheet
Sept 2024, Jan 2025, & June 2025	Engage in data analysis 3 times per year.	Create an analysis record: Identify trends in the data, create or adjust goals based on the data

### Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM

**Theory of Action:** By strategically and intentionally placing DEIB at the core of our instructional practice we will address racial inequities that result in more equitable outcomes for underrepresented populations.

**DEIB SMARTIE Goal:** By May 2025, 100% of classroom observations will show evidence of engaging, affirming and meaningful learning experiences as measured by GLEAM observation rubric pertaining to these elements. The ELC will use the implementation of the Amplify curriculum and additional supplements to measure and track GLEAM practices.

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?).* The ELC will continue to work of creating engaging, affirming and meaning lessons and activities for students throughout the school. The staff of the ELC will seek to ensure that all students feel like they belong in the classroom.

**Desired Outcome:** *(What will be different at the end of SY 2024-2025 if you are successful in addressing this priority?)*

- All students, with and without disabilities will be actively engaged in the general curriculum (with supports as needed)
- Classroom libraries and activities will reflect a diverse populations
- Celebrations will include a variety of cultures and traditions.
- Teachers will engage in conversations about equity, diversity and inclusion
- Create a google document of best practices for each other to use
- Students even more excited to come to school and sharing information about their cultures, traditions, etc

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Share and discuss the GLEAM rubric with staff.	Tamara	August -September 2024	Workshop/ class/ PD about UnboundEd GLEAM
Create a shared understanding around “engaging,” “affirming,” and “meaningful,” instruction.	Tamara	August -September 2024	Workshop/ class/ PD about UnboundEd GLEAM
Do classroom observation with the GLEAM framework in mind.	Tamara Alanna	Ongoing throughout the year	Support of the district
Create the GLEAM Team to support this work.	Tamara	September 2024	N/A

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
August 2024	Share and discuss the GLEAM rubric with staff.	During staff meeting August 2024 Google document/ form
August-September 2024	Create a shared understanding around "engaging," "affirming," and "meaningful," instruction.	Staff meeting Sept 2024
Ongoing throughout the year	Do classroom observation with the GLEAM framework in mind.	Teacher artifacts and observations Observation: both students and teachers are participating, investing, driving instructional practices and activities Tracker
August 2024	Create the GLEAM Team to support this work.	Team will meet monthly Participate in monthly walkthroughs

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

**Theory of Action:** By strategically and intentionally building students' social emotional competencies we empower them to be successful members of the school community and beyond.

**SEL Chronic Absenteeism SMARTIE Goal:** Using the Pyramid Model and MTSS strategies, 100% of classroom teachers will implement strategies and support protocols to help students develop the skills needed to regulate their emotions and feeling. This will allow them to increase their ability to communicate their needs in an age appropriate manner.

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?) The Malden ELC will work with children to gain the skills needed to regulate their feeling and emotions. The ELC team will work with children to develop their communication skills, both verbal and nonverbal skills,. The ELC will have a shared language to use with our students to reduce confusion and provide direct support to children in need.*

**Desired Outcome:** *(What will be different at the end of SY 2023-2024 if you are successful in addressing this priority?)*

- Increase communication skills
- Reduce the number of aloopments, especial during transitions
- Build in a sense of independence, when possible
- Help students develop agency to advocate for themselves
- Stronger engagement in variety of activities, especially for students with complex disabilities

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Re-engagement of the Pyramid Model	Tamara and DESE coordinator	September 2024	DESE Coordinator and supporting material
Creation of the Pyramid Model Team	Tamara and DESE coordinator	September 2024	Identify team possible team members
Identify 3-5 drivers that will be done with consistency across the school.	Tamara and DESE coordinator	September 2024, ongoing for implementation	MTSS and Pyramid model materials Time to met
Collaborate with DESE representative supporting this work.	Tamara	June- August 2024	Month meetings with the Pyramid Model Team

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
September 2024	Re-engagement of the Pyramid Model	DESE Workshop during professional development
September 2024	Creation of the Pyramid Model Team	Send out letter of interest
September 2024	Identify 3-5 drivers that will be done with consistency across the school.	Google Doc and posters around the school Workshops to support teachers with implementation
September 2024	Collaborate with DESE representative supporting this work.	Ongoing throughout the year





# School Improvement Plan

**School Leader Commitment:** My signature indicates that this plan provides focus and urgency to move the School Improvement initiative forward – and that the school’s leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

**School Superintendent Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.



\_\_\_\_\_  
School Superintendent Signature

\_\_\_\_\_  
May 15, 2024

\_\_\_\_\_  
Date

**SSC Commitment:** My signature as SSC chair/co-chair indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

\_\_\_\_\_  
SSC Chair/Co-chair Signature

\_\_\_\_\_  
Date



# School Improvement Plan

**School:** Ferryway School

**Leader:** Matthew C. Stahl

**Date:** May 15th, 2024

**DUE no later than May 15, 2024**

---

*2024-2025 School Year*



# School Improvement Plan

## Overview

The School Improvement Plan (SIP) process aims to develop a robust strategy for enhancing student achievement within the school, especially those with the greatest needs, particularly BIPOC students, Multilingual Learners (MLLs) and Special Education and families. The SIP should delineate the initiatives to be undertaken throughout the year to meet the end-of-year student achievement goals as specified in the Malden Public Schools Three-Year Academic Targets for ELA and Math.

An effective SIP:

- Builds upon prior efforts, including the previous year's SIP.
- Is rooted in an analysis of data pertaining to the school's performance.
- Reflects specific needs identified through data analysis and aligns with the priorities outlined in the SIP.
- Is regularly updated throughout the year in response to student performance data indicating progress off track.

The SIP functions as a guiding document, providing clarity on the key priorities and actions essential for the academic year. It ensures alignment among stakeholders, fostering a shared understanding of the implementation and progress of the school's improvement endeavors. The development of the SIP must adhere to the [UnboundEd GLEAM Framework](#).



# School Priorities for the SIP

- **Priorities 1 & 2: Improve Instructional Practice = Improve Students Outcomes**
  - Focus on Literacy, Numeracy outcomes for all students including MLLs
  - Use of Student Data to Drive and Inform Instruction
- **Priority 3: Diversity, Equity, Inclusion and Belonging Goal (UnboundEd GLEAM):**
  - Promote Diversity, Equity, Inclusion, and Belonging - Foster a collaborative and inclusive environment that prioritizes diversity, equity, and inclusive practices, ensuring every student feels a sense of belonging.
- **Priority 4: SEL: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.**
  - Increase student attendance rate and reduce chronic absenteeism





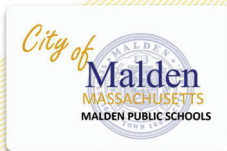
## Problem of Practice:

The problem of practice for Ferryway School is centered around the dual objectives of fostering increased staff collaboration and enhancing student engagement across all classrooms. Despite efforts to promote collaboration among staff members, there remains a need to establish sustainable structures and practices that encourage ongoing communication, sharing of best practices, and collective problem-solving. Additionally, while individual teachers demonstrate varying levels of success in engaging students, there is a recognized opportunity to implement school-wide strategies and instructional approaches that promote active participation, critical thinking, and meaningful learning experiences for all students. Addressing this problem of practice requires a comprehensive approach that integrates professional development opportunities focused on collaborative practices and student engagement strategies, while also providing ongoing support and resources to empower teachers in their efforts to create dynamic and inclusive learning environments.



## Data Sources:

- ❑ District Wide Goals
- ❑ Malden Public Schools Open Architect
- ❑ Attendance Data (Open Architect and DESE Security Portal/EWIs)
- ❑ Disciplinary Data (Open Architect and ASPEN)
- ❑ DESE Accountability Targets
- ❑ Malden ELA iReady (Targets)
- ❑ Malden Math IXL (Targets)



# SMARTIE GOALS

- **Literacy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **Numeracy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **SEL:** Reduce Chronic Absenteeism - Increase attendance overall to above 95% and reduce Chronic Absenteeism to below 15%.
- **Equity:** By May 2025, 80% of classroom observations will show evidence of **engaging** learning experiences as measured by GLEAM observation rubric pertaining to these elements.







## Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the 23-24 school year, 39% of all students, 66% of SPED students, and 62% of ELLs students are scoring below grade-level as measured by iReady testing, and 61% of all students, 34% of SPED students, and 38% of ELL students are scoring at or above their grade-level (as of mid-year benchmarks).

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, there is a need for targeted instructional strategies and curricular adjustments based on detailed student performance data. Without strategic use of this data, educators are unable to effectively address the diverse learning needs of students, particularly those who are struggling to meet grade-level expectations. This results in a significant percentage of students performing below grade level, indicating a gap in personalized and data-driven instructional approaches.



**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Locate more spaces within the Amplify/CKLA program to create more opportunities for student engagement and ownership, while also aligning with the components of GLEAM (worthwhile lessons).	Teachers, Admin, Directors & Coaches	Aug 2024-June 2025	<ul style="list-style-type: none"> <li>- CKLA &amp; Amplify targeted PD</li> <li>- Coaching and PD designed and led by TNTP partners to promote student ownership of learning</li> <li>- Regularly scheduled walkthroughs by school and district admin using the GLEAM rubric focused on student ownership</li> <li>- Ongoing coaching cycle by school literacy coach</li> </ul>
The Literacy coach will collaborate with teachers in the planning and differentiation of lessons.	Coaches & teachers	Monthly Sept-June	<ul style="list-style-type: none"> <li>- Coaching cycles as needed</li> <li>- HQIM</li> <li>- Suggest Monthly CPT with grade-level teams</li> </ul>
Teachers will engage in peer observations of effective Literacy practices and debrief with the literacy coach.	Teachers & coach	Ongoing	<ul style="list-style-type: none"> <li>- 'Lab' classroom participants</li> <li>- MPS 'peer observation' form</li> <li>- Pre- and debrief meetings</li> <li>- Literature/resources about the purpose of peer visits</li> </ul>

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Implement supports and resources located in CKLA 'Language Studio' curriculum and embedded supports in Amplify ELA curriculum	ESL Teachers & coaches	Ongoing	<ul style="list-style-type: none"> <li>- Coaching cycles by ESL coach</li> <li>- CKLA 'Language Studio' curriculum</li> <li>- Amplify ELA curriculum</li> <li>- 'Crosswalk' pacing guide of CKLA and 'Language Studio'</li> </ul>
In cases of ESL push-in, the classroom teacher and ESL specialist will communicate regularly on pacing, embedded scaffolds within the lesson, and opportunities for differentiated learning.	ESL Teachers, general education teachers, & coaches	Ongoing	<ul style="list-style-type: none"> <li>- Coaching cycles by ESL and literacy coaches</li> <li>- 'Crosswalk' Pacing Guide</li> <li>- PD on co-teaching by TNTP</li> <li>- Differentiated lesson plan exemplars and templates</li> </ul>
Develop and implement a specialized instructional model for SPED and ELL students that incorporates individualized teaching strategies and resources tailored to meet their unique learning needs.	Teachers & Administration	Summer planning & implementation in fall	<ul style="list-style-type: none"> <li>- Review of licensure for new structures</li> <li>- Re-arrangement of staffing as needed to support the model at each grade-level</li> </ul>

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
By 9/30/24	iReady and DIBELS Benchmark Assessments	
Ongoing	Increase in students' engagement and ownership of lessons as evidenced by walkthrough and observation notes, PLC discussions, and teacher and student feedback surveys	
Bi-Annually	Teachers will engage in peer observations to observe student engagement strategies within a CKLA and/or Amplify ELA lesson.	
By 12/22/24	iReady, QPS, and DIBELS Benchmark Assessments	
Ongoing	Walkthrough data from outside partners (i.e. UnboundEd, TNTP, DESE, etc.) note increased student engagement and ownership of lessons.	
By 6/2/25	iReady and DIBELS Benchmark Assessments	
8/15/25	MCAS scores are released	



**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the 23-24 school year, 59% of all students, 78% of SPED students, and 72% of ELL students are scoring below grade level as measured by IXL testing. 41% of all students, 22% of SPED students, and 28% of ELL students are scoring at or above their grade-level.

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Numeracy SMARTIE Goal:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Support teachers in implementing EM2 & Open Up Resources (OUR) with fidelity and in aligning with the components of GLEAM	Teachers, admin, directors & coaches	Aug 2024-June 2025	<ul style="list-style-type: none"> <li>- Bldg admin/coach attend and implement Lead PD by Eureka2 and OUR</li> <li>- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument</li> <li>- Ongoing support from math coach</li> </ul>
The math coach will collaborate and support teachers in the planning of lessons as needed.	Coaches & teachers	Monthly Sept-June	<ul style="list-style-type: none"> <li>- Coaches will support admin following Lead PD</li> <li>- Coaching cycles in elem/PLC in ms as needed</li> </ul>
Teachers will increase implementation of peer observations of effective mathematical practices at Ferryway and across the district.	Teachers, lab classrooms	Ongoing	<ul style="list-style-type: none"> <li>- Complete peer observation forms</li> </ul>

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Students will engage in strategic groups, academic conversation and partner work to improve conceptual understanding and academic discourse.	Teachers, & coaches lab classrooms	Ongoing	<ul style="list-style-type: none"> <li>- Differentiated Instructional Materials</li> <li>- Professional Development Programs</li> <li>- Collaborative Learning Technologies</li> </ul>
Provide teachers with feedback from a lens of GLEAM & worthwhile lessons	teachers, coaches, admin and directors	Ongoing	<ul style="list-style-type: none"> <li>- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument</li> </ul>

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
By 9/30/24	IXL Benchmark Assessment	
Ongoing	Teachers' comfort with delivery of supported, grade-level instruction as evidenced by ILT notes, team discussions and feedback surveys	
By 12/22/24	IXL Benchmark Assessment	
Ongoing	All students will engaged in a developmentally appropriate, engaging, and comprehensive math interactive, and comprehensive math curriculum as measured by classroom observation and learning walks	
By 6/2/25	IXL Benchmark Assessment	

### **Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values all students.**

**Theory of Action:** By strategically and intentionally placing DEIB at the core of our instructional practice and increasing student engagement, we will address racial inequities that result in more equitable outcomes for underrepresented populations.

**DEIB SMARTIE Goal:** By May 2025, 80% of classroom observations will have evidence of *engaging* instruction as part of the GLEAM framework. Teachers will provide engaging instruction with an asset orientation that acknowledges students' funds of knowledge as evidenced by connecting student culture language and experiences to the content. Teacher will use student knowledge as a bridge for learning. Teachers will provide opportunities for students to see themselves as confident problem solvers and intellectual consumers of knowledge.

**School's Priority:** Affirm students' racial and ethnic identities, backgrounds, and perspectives; remove barriers to learning for our diverse learners; ensure curriculum includes diverse characters and content; and provide equitable instruction to meet all student needs.

**Desired Outcome:** Educators will provide equitable instruction with an asset orientation that acknowledges what students already know, their cultural funds of knowledge, and prior experiences that can support them in the task or text. Educators will make authentic connections between academic concepts and topics and the knowledge students bring from their communities, thereby increasing student engagement and fostering a more inclusive and responsive learning environment.

**Root Cause(s) to Address Hypothesis of Priority:** *Through instructional rounds and data analysis, we have noticed that our students are more often engaged in tasks that involve remembering and understanding than in tasks that involve analyzing, evaluating, and creating. Some students aren't getting enough opportunities to practice higher order thinking skills and to take an active role in the learning process.*



**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Establish a mentorship program pairing ELL students with teachers or peers who provide academic support, cultural connection, and consistent communication to build stronger relationships and foster a sense of belonging within the school community.	Administration & ELLs Team	Fall 2024	<ul style="list-style-type: none"> <li>- Schedule for mentoring times</li> <li>- Facilitator for mentoring program</li> <li>- Conduit for students to gather feedback from other students about how to more feel like they “belong”</li> </ul>
Vertical meetings for grade-level teams to share best practices for increasing engagement. Facilitate collaborative planning sessions where teachers can work together to design engaging lessons.	Administration & Teachers	Ongoing	<ul style="list-style-type: none"> <li>- Schedule for these meetings</li> <li>- Coaching/observation opportunities in the classrooms</li> </ul>
Conduct regular professional development sessions focused on the GLEAM framework, emphasizing strategies for integrating students' cultural backgrounds, languages, and experiences into engaging instructional practices.	Administration	Early Release Days & Faculty Meetings	<ul style="list-style-type: none"> <li>- Schedule for these meetings</li> <li>- GLEAM curriculum/frameworks</li> <li>- Classroom observation form/expectations</li> </ul>
Organize and host monthly community engagement activities and events that involve students, families, and staff.	School Staff, PTO, Local Organizations	Monthly	<ul style="list-style-type: none"> <li>- School facilities</li> <li>- Community Centers/organizations</li> <li>- Partnerships with local businesses, community representatives, and organizations</li> </ul>

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
10/24	Staff Reflective Surveys as part of professional learning & established Student Engagement "look-fors"	
Ongoing	Evidence of efforts to engage families around their language and culture in the classroom and at school events including every call and paper announcement translated	
11/24	SEL Team Meeting Minutes	
10/24	Professional Learning Agendas and Materials	
Quarterly	Reduction in major offenses - office discipline referrals	
Quarterly	Student surveys & peer monitoring forms	
Monthly	Faculty Meeting agendas/exit tickets	



**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

**Theory of Action:** By strategically and intentionally building students' social emotional competencies we empower them to be successful members of the school community and beyond.

**SEL Chronic Absenteeism SMARTIE Goal:** During the 2024-2025 School Year, the Ferryway School Attendance rate will be above 95% and the Chronic Absence rate will decrease to below 15%.

**School's Priority:** During the 2023-2024 School Year the Ferryway School had a 93.9% Attendance Rate and a 20% Chronic Absent Rate (as of 5/15/2024). The goal for 2024-2025 is to increase the overall Attendance Rate to above 94% and the Chronic Absence rate below 20%.

**Desired Outcome:** Increase attendance overall to above 95% and reduce Chronic Absenteeism to below 15%.

**Root Cause(s) to Address Hypothesis of Priority:** Chronic absenteeism and poor school attendance has been exacerbated by shifting family priorities since COVID-19, where economic hardships and health concerns have taken precedence over regular school attendance. Furthermore, the disruption of routine and the need for greater engagement and connection with the school environment have left many students disengaged and less motivated to attend consistently.

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Create a culture in which all teachers and staff purposefully develop relationships with students.	Admin and teachers	Ongoing	- Journals on Aspen - 2-way Communication on Class Dojo - Explore potential schoolwide SEL initiative (ex. PBIS)
Monitor attendance and follow up on students with weak attendance.	Admin and Teachers	Ongoing	-ASPEN -Attendance letters -Info flyers on chronic absenteeism
Develop a school-wide 'launch' plan of implementing Class Dojo as a main mode of communication with families in K-4 and REMIND in 5-8.	Admin	Aug./Sept.	- ClassDojo platform - Training on ClassDojo - REMIND platform - Training on REMIND - PPT and resources on ClassDojo & REMIND to share with staff

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
School Newsletter highlighting happenings monthly	Principal	Monthly	-Smore
Social Media: Highlight the happenings around the school and sharing of information.	Admin	Ongoing	-School Twitter, Facebook, and Instagram accounts
Raise awareness of school personnel, parents, guardians, caregivers, and community partners of the effects of chronic absenteeism and truancy.	School and district admin	Ongoing	-Title I events -Back-to-School events and Open House -Info flyers on chronic absenteeism
Inform parents of district attendance policy and impacts of chronic absenteeism on school and district supports.	Admin	Ongoing	-Info flyers on chronic absenteeism -Attendance meetings

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance.	Admin	Quarterly	-Attendance posters -Incentives (i.e. pizza, stickers, etc.) -Data from past school years
Staff will develop opportunities and strategies to connect with the most 'at-risk' students	All staff	Ongoing	-Attendance data -List of 'at-risk' students by grade-level -Homeless/MKV list

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Daily	ASPEN attendance data	
Weekly	Leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents	
Daily	Daily class attendance	
Monthly	Class & grade-level recognitions	
Ongoing	Attendance letters sent out	
Quarterly	Student attendance 'success plans'	



## Academic Interventions

- I-Ready
- IXL
- UFLI
- Instructional Rounds
- Honors Pathway for upper grades
- Benchmark data to create Tiered intervention groups
- Student success plans for struggling students
- EL student success plans for struggling ELL students
- PD on designing lessons that:
  - Focus on important grade-level concepts/content that leads to further concepts or skills in the discipline
  - Links to a learning trajectory
  - Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons
  - Elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding
  - Acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes
- Parent workshops focusing on supporting learning at home
- Peer observations







## Attendance Interventions

- Welcome Back Week
- On Time Raffles
- Attendance recognitions (Class, school & individual)
- Spirit weeks/days
- Parent & student education
- Attendance support group
  - Saturday School for students with Chronic Attendance concerns
- Consistent reminders via communication apps for Chronic Attendance concerns
  - Specific schedule for when to make these calls based on established criteria
- R.I.S.E. Certificate Ceremonies

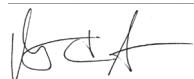
# School Improvement Plan

## Participants in creating the School Improvement Plan:

Name	School Team Membership /Stakeholders	Race/Ethnicity
Matthew C. Stahl	ILT/Principal	White
Erin Bennett	ILT/Assistant Principal	White
Erin O'Brien	ILT/Assistant Principal	White
Erika Israelson	ILT/Assistant Principal	White
Annie Mesidor	ILT/Kindergarten	African American
Sarra Bensabeur	ILT/First Grade	White/North African
Rayann Lavoie	ILT/Second Grade	White
Danielle Senopoulos	ILT/Third Grade	White
Violet Walsh	ILT/Fourth Grade	White
Doreen Donnarumma	ILT/Fifth Grade	White
Amanda Green	ILT/Fifth Grade	White
Ryan Maguire	ILT/Seventh Grade	White
Timothy Stratford	ILT/Eighth Grade	White
Steve Ayer	ILT/Math Coach	White

# School Improvement Plan

**School Leader Commitment:** My signature indicates that this plan provides focus and urgency to move the School Improvement initiative forward – and that the school’s leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.



\_\_\_\_\_  
**Principal Signature**

5/15/2024

\_\_\_\_\_  
**Date**

**School Superintendent Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.



\_\_\_\_\_  
**School Superintendent Signature**

May 20, 2024

\_\_\_\_\_  
**Date**

**SSC Commitment:** My signature as SSC chair/co-chair indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

\_\_\_\_\_  
**SSC Chair/Co-chair Signature**

\_\_\_\_\_  
**Date**



# School Improvement Plan

**School:** Forestdale School

**Leader:** Adam Weldai

**Date:** May 15, 2024

---

*2024-2025 School Year*





# School Improvement Plan

## Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in Malden Public Schools Three-Year Academic Targets for [ELA](#) and [Math](#).

An effective SIP will:

- Build off of previous work in your school, including last year's SIP
- Be based in an analysis of data about your school's performance
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the SIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

The School Improvement Plan (SIP) serves as a road map that provides clarity to specific priorities and actions that are most important for this academic year. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's improvement initiative. Schools must use the UnboundEd [GLEAM Framework](#) to guide the development of the SIP.



# School Improvement Plan

**PURPOSE of the School Improvement Initiative:** Articulate in a few sentences what you hope to achieve by participating in your School Improvement initiative. In identifying the purpose and priorities teams should consider the questions in the [GLEAM Framework](#) and your desired results and outcomes:

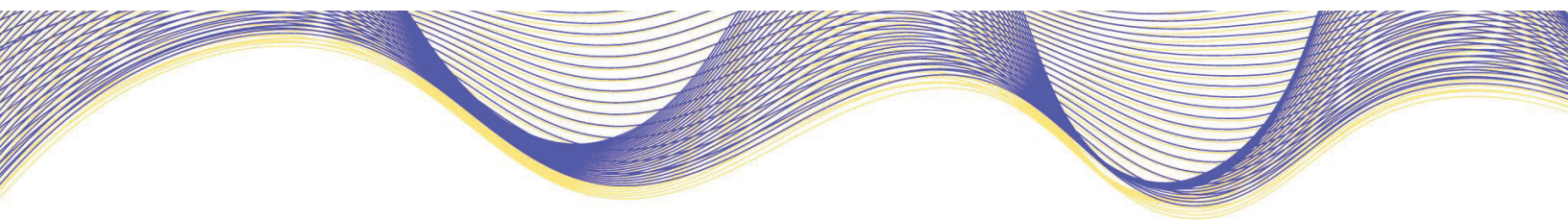
- Describe the purpose of your school improvement efforts. What are its intended outcomes, internally and externally? Frame this through the experience of those most impacted: how does this proposal impact the students/communities with the greatest needs, particularly BIPOC students, Multilingual Learners (MLLs) and Special Education and families?
- How does this proposal aim to enhance students' sense of belonging and bridge the opportunity gap?



# School Priorities for the SIP

- **Priorities 1 & 2: Improve Instructional Practice = Improve Students Outcomes**
  - Focus on Literacy, Numeracy outcomes for all students including MLLs
  - Use of Student Data to Drive and Inform Instruction
- **Priority 3: Diversity, Equity, Inclusion and Belonging Goal (UnboundEd GLEAM):**
  - Promote Diversity, Equity, Inclusion, and Belonging - Foster a collaborative and inclusive environment that prioritizes diversity, equity, and inclusive practices, ensuring every student feels a sense of belonging.
- **Priority 4: SEL: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.**
  - Eliminate/reduce chronic absenteeism





# Problem of Practice:

## Developing a “Problem of Practice”

The Problem of Practice is intended to focus the attention of the school on an *instructional challenge* that you care about and believe that addressing would lead to meaningful improvements in the instructional core. Focus questions are designed to guide the Instructional Walks. They should address specific aspects of the instructional core on which you would want observational data to help you understand your Problem of Practice.

School identifies a problem of practice that:

- focuses on the instructional core,
- is directly observable,
- is actionable,
- connects to a broader strategy of improvement, and
- is high-leverage





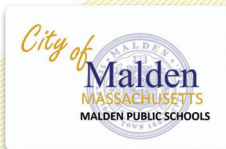


## **Problem of Practice:**

*Forestdale Problem of Practice: As indicated by MCAS, iReady, and IXL data, students with disabilities and multilingual learners are not performing at the level of their general education and native-English speaking peers. To promote shared responsibility and ensure access is being consistently provided to grade level content by way of Tier 1 instruction, the Forestdale team will work collaboratively to examine structural constraints, seek remedies, and develop strategies to mitigate the impact of these constraints.*

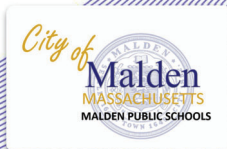
## Data Sources:

- [District Wide Goals](#)
- [Hanover Research Climate Survey Spring 2024](#)
- [Malden Public Schools Open Architect](#)
- Attendance Data (Open Architect and DESE Security Portal/EWIs)
- Your schools MCAS Targets (DESE Accountability Targets)
- Malden [ELA](#) iReady (Targets)
- Malden [Math](#) IXL (Targets)



# SMARTIE GOALS

- **Literacy:** By the end of the 2024-2025 school year, 75 percent of students will demonstrate mastery on the standards through meeting or exceeding expectations as measured by the iReady benchmark assessment. **At least 40% of Multilingual Learner students and Students with Disabilities enrolled more than 1 year will also meet or exceed expectations as measured by the benchmark assessment.**
- **Numeracy:** By the end of the 2024-2025 school year, 75 percent of students will demonstrate mastery on the standards through meeting or exceeding expectations as measured by the IXL benchmark assessment. **At least 40% of Multilingual Learner students and Students with Disabilities enrolled more than 1 year will also meet or exceed expectations as measured by the benchmark assessment.**
- **SEL:** Reduce Chronic Absenteeism - The chronic absenteeism rate during the 2024-2025 school year, at the Forestdale School will reduce to 10%.
- **Equity:** By May 2025, 100% of classroom observations will have evidence of affirming instruction as part of the GLEAM framework.





## **Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the mid-year benchmark from the 23-24 school year, 52% of students are scoring one or more grade levels below as measured by iReady testing, and 48% scoring at or above their grade level. MLL students are scoring 15% at or above grade level, and Students with Disabilities are scoring 14% at or above grade level.

**Desired Outcome:** By the end of the 2024-2025 school year, 75 percent of students will demonstrate mastery on the standards through meeting or exceeding expectations as measured by the iReady benchmark assessment. **At least 40% of Multilingual Learner students and Students with Disabilities enrolled more than 1 year will also meet or exceed expectations as measured by the benchmark assessment.**

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Adjust classroom pedagogy of the Amplify/CKLA program to align with the components of GLEAM (worthwhile lessons)	Classroom teachers, coaches, building leadership	8/24 - 8/25	<ul style="list-style-type: none"> <li>- CKLA &amp; Amplify component PD</li> <li>- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument</li> </ul>
Professional development for staff on designing lessons that: <ul style="list-style-type: none"> <li>- focus on important grade-level concepts/content that leads to further concepts or skills in the discipline</li> <li>- Links to a learning trajectory</li> <li>- Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons</li> <li>- elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding</li> <li>- acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes.</li> </ul>	Classroom teachers, coaches, building leadership	8/24 - 8/25	<ul style="list-style-type: none"> <li>- Affirming acknowledge various ideas valid/ student conversations that are purposeful and not derail lesson</li> <li>- Wait time for students to think before discussing</li> <li>- PC on Curriculum Tier 1 support options</li> </ul>

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
The coaching staff will collaborate with teachers in the planning of lessons.	Literacy, Special Ed Inclusion, ELL coaches	Ongoing	- coaching cycles in elem/PLC in MS
Teachers will use a variety of assessments (formative and summative) to inform their teaching to meet the needs of each student, reflect on each unit and share best practices during PD time.	Teachers	Ongoing	- PD on data how to use data to inform instruction
Teachers will conduct peer observations of effective Literacy practices.	Teachers, Coaching staff	Ongoing	- possible during PLC and in lab classrooms? - go across buildings for MS
Students will engage in strategic groups, academic conversation and partner work to improve conceptual understanding and academic discourse.	Teachers, Coaching staff	Ongoing	

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
<p>Create, share and enact Student Success Plans for any EL student not achieving Language Proficiency Benchmarks.</p> <ul style="list-style-type: none"> <li>Identify areas in which the student needs improvement;</li> <li>Establish personalized goals for the student to attain English proficiency;</li> <li>Assess and track the progress of the student in the identified areas in need of improvement;</li> <li>Obtain and incorporate input from the parents or legal guardian of the student</li> <li>Review resources and services available to assist the student</li> </ul>	<p>EL teachers, EL Coach, teaching staff</p>	<p>Ongoing</p>	<p>Once developed do we model this strategy and who/how</p>

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
9/24	iReady benchmark assessment, DIBELS screeners	Possible use of WIDA screeners and Ellevation tools
Ongoing	ILC notes, PLC discussions, and feedback surveys from staff	
Ongoing	Students engage with GLEAM tasks during observations and walkthroughs	Internally developed observation rubric and gleam rubric utilized
12/24	iReady benchmark assessment, mid year	
Ongoing	Students engage with GLEAM tasks during observations and walkthroughs	Internally developed observation rubric and gleam rubric utilized
6/25	iReady benchmark assessment, end of year	
8/25	MCAS scores	



**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the mid-year benchmark from the 23-24 school year, 55% of students are scoring one or more grade levels below as measured by iReady testing, and 44% scoring at or above their grade level. MLL students are scoring 27% at or above grade level, and Students with Disabilities are scoring 19% at or above grade level.

**Desired Outcome:** By the end of the 2024-2025 school year, 75 percent of students will demonstrate mastery on the standards through meeting or exceeding expectations as measured by the iReady benchmark assessment. **At least 40% of Multilingual Learner students and Students with Disabilities enrolled more than 1 year will also meet or exceed expectations as measured by the benchmark assessment.**

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Numeracy SMARTIE Goal:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. **10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Adjust classroom pedagogy of Eureka Squared & Open Up Resources (OUR) math curriculum to align with the components of GLEAM (worthwhile lessons)	Classroom teachers, coaches, building leadership	8/24 - 8/25	<ul style="list-style-type: none"> <li>- bldg admin/coach attend and implement Lead PD by Eureka2 and OUR</li> <li>- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument</li> </ul>
Professional development for staff on designing lessons that <ul style="list-style-type: none"> <li>- focus on important grade-level concepts/content that leads to further concepts or skills in the discipline</li> <li>- Links to a learning trajectory</li> <li>- Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons</li> <li>- elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding</li> <li>- acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes</li> </ul>	Classroom teachers, coaches, building leadership	8/24 - 8/25	<ul style="list-style-type: none"> <li>- Affirming acknowledge various approaches as valid//student conversations that are purposeful and not derail lesson</li> <li>- Wait time for students to try before explain</li> <li>- Power-up (yr 1) &amp; teach (more than 1 yr)</li> </ul>

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Numeracy SMARTIE Goal:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. **10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Adjust classroom pedagogy of Eureka Squared & Open Up Resources (OUR) math curriculum to align with the components of GLEAM (worthwhile lessons)	Teaching staff, coaches	Ongoing	<ul style="list-style-type: none"> <li>- bldg admin/coach attend and implement Lead PD by Eureka2 and OUR</li> <li>- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument,</li> </ul>
The coaching staff will collaborate with teachers in the planning of lessons.	Coaches, teachers	Ongoing	coaches will come with admin to training <ul style="list-style-type: none"> <li>- lead PD</li> <li>- coaching cycles in elem/PLC in MS</li> </ul>
Teachers will conduct peer observations of effective mathematical practices.	Coaches, teachers	Ongoing	<ul style="list-style-type: none"> <li>- possible during PLC and in lab classrooms?</li> <li>- go across buildings for MS</li> </ul>

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Numeracy SMARTIE Goal:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. **10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Students will be actively engaged in learning activities through the entire math period. Students will engage in academic discourse peer-to-peer, in strategic groups and as a whole class.	Teaching staff	Ongoing	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument - lab classrooms
Create, share and enact Student Success Plans for any EL student not achieving Math Proficiency Benchmarks. <ul style="list-style-type: none"> <li>Identify areas in which the student needs improvement;</li> <li>Establish personalized goals for the student to attain English proficiency;</li> <li>Assess and track the progress of the student in the identified areas in need of improvement;</li> <li>Obtain and incorporate input from the parents or legal guardian of the student</li> <li>Review resources and services available to assist the student</li> </ul>	EL teachers, EL Coach, teaching staff	Ongoing	

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
By 9/30/24	iXL Benchmark Assessment	- Use of the language -focused student work analysis tool to validate benchmark results
Ongoing	Teachers' comfort with delivery of supported, grade-level instruction as evidenced by ILT notes, PLC discussions and feedback surveys	- Use of language-focused teacher lesson planning tool to support appropriate scaffolds
Quarterly	Students participate in grade-level, engaging, affirming and meaningful tasks seen during observations & Instructional rounds as documented in their notes	
By 12/22/24	iXL Benchmark Assessment	- Use of the language -focused student work analysis tool to validate benchmark results
Ongoing	All students will participate in a developmentally appropriate, engaging, and comprehensive math interactive, and comprehensive math curriculum as measured by classroom observation and learning walks	
By 6/2/25	iXL Benchmark Assessment	- Use of the language -focused student work analysis tool to validate benchmark results

### Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM

**Theory of Action:** By strategically and intentionally placing DEIB at the core of our instructional practice we will address racial inequities that result in more equitable outcomes for underrepresented populations.

**DEIB SMARTIE Goal:** By May 2025, 100% of classroom observations will have evidence of affirming instruction as part of the GLEAM framework. Teachers will provide equitable instruction with an asset orientation that acknowledges students' funds of knowledge as evidenced by connecting student culture language and experiences to the content. Teacher will use student knowledge as a bridge for learning. Teachers will provide opportunities for students to see themselves as confident problem solvers and intellectual consumers of knowledge.

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?).*

Affirm students' racial and ethnic identities, backgrounds, and perspectives; remove barriers to learning for our diverse learners; ensure curriculum includes diverse characters and content; and provide equitable instruction to meet all student needs.]"

**Desired Outcome:** *(What will be different at the end of SY 2024-2025 if you are successful in addressing this priority?)*

Educators will provide equitable instruction with an asset orientation that acknowledges what students already know, their cultural funds of knowledge, and prior experiences that can support them in the task or text. Educators will make authentic connections between academic concepts and topics and the knowledge students bring from their communities.]

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)* Through instructional rounds and data analysis, we have noticed that our students are more often engaged in tasks that involve remembering and understanding than in tasks that involve analyzing, evaluating, and creating. Some students aren't getting enough opportunities to practice higher order thinking skills and to take an active role in the learning process.

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Elicit information from staff and feedback about engagement practices being used successfully.	Administration & staff	June. 2024	Survey
Identify cultural competency inventories and schedule a plan for cultural celebrations for the year	Administration & SEL team	August, 2024	
Strengthen outreach and connections with families in order to understand, include and affirm all cultures; respond to families questions, concerns & ideas.	SEL team, administration	Ongoing, Monthly	Translation services

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Conduct an internal review of our discipline process, to audit disciplinary outcomes for fairness and consistency, and include student leaders such as Student Cabinet and SEL team in the overall review process.	Administration, students, ILT & SEL team	Begin in Oct. 2024 then monthly	ASPEN data sheets
Work with SEL team to make necessary changes based on review's outcomes.	Administration, students, ILT & SEL team, Central admin.	Ongoing	
Flexible learning opportunities.	Teachers	Ongoing	
Ensure consistent practices that promote physical, emotional and identity safety of students and staff.	Teachers & Administration	Ongoing	Observation reviews, Conduct reviews
Evaluators will perform targeted observations of student engagement strategies and provide focused and meaningful feedback to teachers.	Administration & directors	Admin- daily Directors-monthly	Walk through documents from cross functional team



**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Monitoring the effectiveness of essential practices and structures that support student success.	Administration & directors	Sept 2024–Ongoing	
Discuss at School Site Council meetings how to improve a collaborative and inclusive school culture that values all students.	School Site Council	Sept 2024–Ongoing	

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
10/24	Staff Reflective Surveys as part of professional learning.	Pedagogy, planning, use of common planning time, coaching assignments, WIN
11/24	Evidence of efforts to engage families around their language and culture in the classroom and at school events.	
10/24	Professional Learning Agendas and Materials	Depending on the schedule, staff attendance and coverage availability
Quarterly	Continued reduction in major offenses - office discipline referrals	Additional training, and feedback
Weekly	Observation evidence of circles	
Monthly	Faculty Meeting agendas/exit tickets	emergent priority matters may result in some topic adjustments

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

**Theory of Action:** By strategically and intentionally building students' social emotional competencies we empower them to be successful members of the school community and beyond.

**SEL Chronic Absenteeism SMARTIE Goal:** During the 2024-2025 School Year, the Forestdale School chronic absenteeism attendance rate will decrease to 10% (from 19.9%)

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

- During the 2022-2023 School Year the Forestdale had a 93.8% Daily Attendance rate, but a 19.9% chronic absenteeism rate.

**Desired Outcome:** *(What will be different at the end of SY 2024-2025 if you are successful in addressing this priority?)*

- Reduce Chronic Absenteeism - The chronic absenteeism rate during the 2024-2025 school year, at the Forestdale School will decrease to 10%.

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)* Many students were out as the result of being COVID Positive, or being a close contact to someone who was COVID positive. Students stayed home at a greater rate due to concerns about contracting COVID. Families also used school time to travel for family or other reasons, which they had not been able to do over the past 2 years.

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Frequent emails to parents & use of Class Dojo to keep parents informed	Teachers, admin	Ongoing	Aspen, blackboard, class DOJO
School Newsletter highlighting happenings monthly	Admin	Monthly	S'Mores, Facebook, Twitter, Dojo, School Website, email
Social Media: Highlight the happenings around the school and sharing of information.	Admin	Monthly	Facebook, Twitter, Dojo, School Website, Newsletter
Connect with at-risk students	Admin, staff, faculty, directors & District	Ongoing	
Raise awareness of school personnel, parents, guardians, caregivers, and community partners of the effects of chronic absence and truancy.	Admin, school social workers, guidance & District	Monthly	Translation
Inform parents of district attendance policy and impacts of chronic absenteeism on school and district supports	Admin, guidance, school social workers, & District	Quarterly	Translation

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Emphasize the importance of regular school attendance to students with long-term, non-contagious diseases that tend to keep students at home (e.g., asthma, diabetes, epilepsy, and GI)	Admin, guidance, social workers, nurse & District	Ongoing	
Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance	Admin, guidance, Teachers & social workers	Monthly	
Minimize obstacles to attendance	Admin, guidance, social workers,	Ongoing	Eliot, Wrap-around services, school attendance officer
create attendance support group whose focus is on ensuring the parent is aware of the absences and understands the educational implications for the student, identifying the reasons for the student absences, & working collaboratively to develop a Student Attendance Improvement Plan	Admin, guidance, social workers, teachers & staff	Monthly starting in Oct. 2023	ASPEN
Each week the leadership team will review the non-attendance report	Admin, & SEL team	weekly	

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

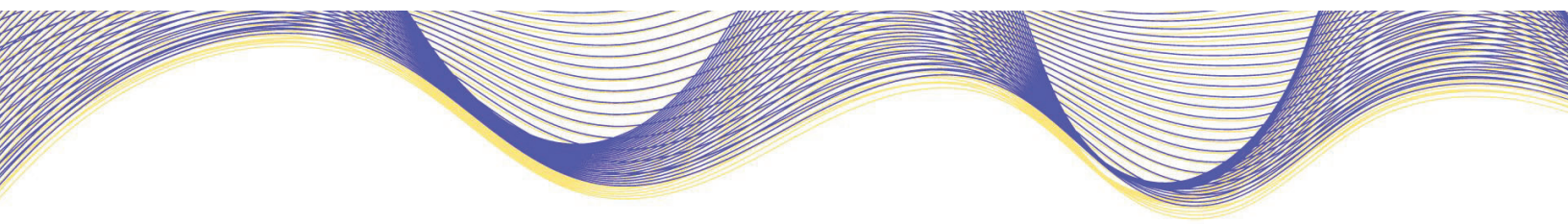
PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Monthly	ASPEN attendance data	
bi-monthly	Leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents	Whole school or grade level assemblies availability of wrap around services
daily	Daily class attendance	
quarterly	number of class recognitions	
monthly	Attendance letters sent out	
monthly	Student attendance success plans	Plans adjusted based on outcome success



## Sample of Academic Interventions

- I-Ready
- IXL
- Instructional Rounds
- Benchmark data to create Tiered intervention groups
- Student success plans for struggling students
- EL student success plans for struggling ELL students
- PD on designing lessons that:
  - focus on important grade-level concepts/content that leads to further concepts or skills in the discipline
  - Links to a learning trajectory
  - Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons
  - elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding
  - acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes
- purposeful use of data to drive students' academic decision making and student centered classrooms
- Peer observations





## Attendance Interventions

- Welcome Back Week
- Attendance recognitions (Class, school & individual)
- Spirit weeks/days
- Parent & student education
- Attendance support group



# School Improvement Plan

Participants in creating the School Improvement Plan:

Name	School Team Membership / Stakeholders	Race/Ethnicity
Adam Weldai	Principal	
Karie Carpenito	Assistant Principal	
Kenji Foster	Assistant Principal	
Lisa Keene	Team Chair	
Diana Sullivan	Special Education	
Pam Skinner	Social Studies/Science	
Claudia McCafferty	ESP/Parent/School Site Council	
Imene Bouziane Saidi	Parent/School Site Council Co-Chair	
Melissa Rice	Parent/School Site Council	
Emily Gomez	Parent/School Site Council	
Cary Lalonde	Parent/School Site Council	

# School Improvement Plan

**School Leader Commitment:** My signature indicates that this plan provides focus and urgency to move the School Improvement initiative forward – and that the school’s leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

*Adam Weldai*

*May 25, 2024*

-----  
Principal Signature

\_\_\_\_\_  
Date

**School Superintendent Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

*Adriana*

\_\_\_\_\_  
May 25, 2024

\_\_\_\_\_  
School Superintendent Signature

\_\_\_\_\_  
Date

**SSC Commitment:** My signature as SSC chair/co-chair indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

SSC Chair/Co-chair Signature

Date



# School Improvement Plan

**School:** Linden STEAM Academy

**Leader:** Rafael A. Garcia Jr.

**Date:** May 15, 2024

---

*2024-2025 School Year*





# School Improvement Plan

## Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in Malden Public Schools Three-Year Academic Targets for [ELA](#) and [Math](#).

An effective SIP will:

- Build off of previous work in your school, including last year's SIP
- Be based in an analysis of data about your school's performance
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the SIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

The School Improvement Plan (SIP) serves as a road map that provides clarity to specific priorities and actions that are most important for this academic year. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's improvement initiative. Schools must use the UnboundEd [GLEAM Framework](#) to guide the development of the SIP.



# School Improvement Plan

**PURPOSE of the School Improvement Initiative:** Articulate in a few sentences what you hope to achieve by participating in your School Improvement initiative. In identifying the purpose and priorities teams should consider the questions in the [GLEAM Framework](#) and your desired results and outcomes:

- Describe the purpose of your school improvement efforts. What are its intended outcomes, internally and externally? Frame this through the experience of those most impacted: how does this proposal impact the students/communities with the greatest needs, particularly BIPOC students, Multilingual Learners (MLLs) and Special Education and families?
- How does this proposal aim to enhance students' sense of belonging and bridge the opportunity gap?



# School Priorities for the SIP

- **Priorities 1 & 2: Improve Instructional Practice = Improve Students Outcomes**
  - Focus on Literacy, Numeracy outcomes for all students including MLLs
  - Use of Student Data to Drive and Inform Instruction
- **Priority 3: Diversity, Equity, Inclusion and Belonging Goal (UnboundEd GLEAM):**
  - Promote Diversity, Equity, Inclusion, and Belonging - Foster a collaborative and inclusive environment that prioritizes diversity, equity, and inclusive practices, ensuring every student feels a sense of belonging.
- **Priority 4: SEL: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.**
  - Eliminate/reduce chronic absenteeism





# Problem of Practice:

## Developing a “Problem of Practice”

The Problem of Practice is intended to focus the attention of the school on an *instructional challenge* that you care about and believe that addressing would lead to meaningful improvements in the instructional core. Focus questions are designed to guide the Instructional Walks. They should address specific aspects of the instructional core on which you would want observational data to help you understand your Problem of Practice.

School identifies a problem of practice that:

- focuses on the instructional core,
- is directly observable,
- is actionable,
- connects to a broader strategy of improvement, and
- is high-leverage





# Problem of Practice:

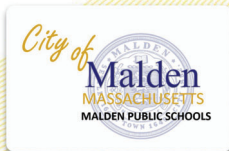
## Focus Questions aligned to GLEAM:

- Are our lessons worthwhile? (Meaningful)
- Is the lesson tied to a grade-level curriculum outcome or outcomes? (Grade-level)
- Is the lesson content based on a learning trajectory? (Grade-level)
- Does the lesson meet student needs? (Engaging)
- **What evidence of high expectations for all students do we see in the kinds of tasks students are asked to do and in the work they produce? (Meaningful)**
- Do we see evidence of high expectations in student participation in the lesson? (Engaging)
- **What is the teacher doing that sends a message of high expectations and student support promoting academic achievement for all students? (Affirming)**
- What level of productive engagement do you see between the students and the tasks they have been given? (Engaging)
- What evidence do we see that teachers are using a variety of strategies to make content concepts clear (that is modeling, using visuals, differentiating instruction, providing hands-on activities, using body language and gestures, using or providing for students the use of native languages, structured use of classroom assistants)? (Affirming)
- Are students being stretched and forced to use their brains to problem solve and do high level work? (Grade-level)
- Do we see examples of scaffolding being used by teachers to enable all students to meet the rigor requirements? (Grade-level)



## Data Sources:

- [District Wide Goals](#)
- [Hanover Research Climate Survey Spring 2024 \(Link when available\)](#)
- [Malden Public Schools Open Architect](#)
- Attendance Data (Open Architect and DESE Security Portal/EWIs)
- Your schools MCAS Targets (DESE Accountability Targets)
- Malden [ELA](#) iReady (Targets)
- Malden [Math](#) IXL (Targets)



# SMARTIE GOALS

- **Literacy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **Numeracy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **SEL:** Reduce Chronic Absenteeism - The chronic absenteeism rate during the 2024-2025 school year, at the Linden STEAM Academy will decrease by 10%.]
- **Equity:** By May 2025, 80% of classroom observations will show evidence of engaging, affirming and meaningful learning experiences as measured by GLEAM observation rubric pertaining to these elements.





**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the 23-24 school year, 54% of students are scoring one or more grade levels below as measured by iReady testing, and 45% scoring at or above their grade-level.

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the iReady Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
The Literacy coach will collaborate with teachers in the planning of lessons.	Coaches & teachers	September 2024-June 2025	- coaching cycles in elem/PLC in middle school
Teachers will use a variety of assessments (formative and summative) to inform their teaching to meet the needs of each student, reflect on each unit and share best practices during PD time.	Coaches & teachers	ongoing	- PD on data how to use data to inform instruction - UDL resources
Teachers will conduct peer observations of effective Literacy practices.	Teachers	ongoing	- possible during PLC and in lab classrooms for content teachers
Students will engage in strategic groups, academic conversation and partner work to improve conceptual understanding and academic discourse.	Teachers, students & coaches	ongoing	
Provide teachers with feedback from a lens of GLEAM & worthwhile lessons	Teachers, coaches, admin and directors	ongoing	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Students will be actively engaged in learning activities through the entire literacy period.	Teachers & students	Ongoing	<ul style="list-style-type: none"> <li>- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument</li> </ul>
Implement Malden Public Schools' K-8 ML Program of Studies	ESL Teachers	Ongoing	<ul style="list-style-type: none"> <li>- ML program of studies</li> <li>- New Pilot materials</li> </ul>
<p>Create, share and enact Student Success Plans for any ML student not achieving Language Proficiency Benchmarks.</p> <ol style="list-style-type: none"> <li>A. Identify areas in which the student needs improvement;</li> <li>B. Establish personalized goals for the student to attain English proficiency;</li> <li>C. Assess and track the progress of the student in the identified areas in need of improvement;</li> <li>D. Obtain and incorporate input from the parents or legal guardian of the student</li> <li>E. Review resources and services available to assist the student</li> </ol>	ESL Teachers	quarterly at progress and report cards, data midpoint	<ul style="list-style-type: none"> <li>- Ellevation</li> </ul>

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
By 9/30/24	iReady, Dibels Benchmark Assessment & WIDA language screener as benchmarks for progress	WIDA rubrics may be used to verify screener validity for ML progress
Ongoing	Teachers' comfort with delivery of supported, grade-level instruction as evidenced by ILT notes, PLC discussions and feedback surveys	
Quarterly	Students engagement with grade-level, Engaging, Affirming and Meaningful tasks seen during observations & Instructional rounds	Internally developed observation rubrics may be employed to calibrate observation evidence
By 12/22/24	iReady, Dibels Benchmark Assessment & WIDA language screener as benchmarks for progress	WIDA rubrics may be used to verify screener validity for ML progress
Ongoing	All students will engage in a developmentally appropriate, engaging, and comprehensive math curriculum as measured by classroom observation and learning walks	Internally developed observation rubrics may be employed to calibrate observation evidence
By 6/2/25	iReady, Dibels Benchmark Assessment & WIDA language screener as benchmarks for progress	WIDA rubrics may be used to verify screener validity for ML progress
8/15/25	MCAS Scores	WIDA rubrics may be used to verify screener validity for ML progress

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the 23-24 school year, 55% of students are scoring one or more grade levels below as measured by IXL testing, and 45% scoring at or above their grade-level.

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Numeracy SMARTIE Goal:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Adjust classroom pedagogy of Eureka <sup>2</sup> & Open Up Resources (OUR) math curriculum to align with the components of GLEAM (worthwhile lessons)	Teachers, admin, directors & coaches	Aug 2024-June 2025	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument,
Professional development for staff on designing lessons that <ul style="list-style-type: none"> <li>- Focus on important grade-level concepts/content that leads to further concepts or skills in the discipline</li> <li>- Links to a learning trajectory</li> <li>- Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons</li> <li>- Elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding</li> <li>- Supports teacher design of language objectives that support student learning and align with standards</li> </ul>	Directors, coaches & admin	August/Sept monthly	- Power-up (yr 1) & teach (more than 1 yr)



**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Adjust classroom pedagogy of Eureka <sup>2</sup> & Open Up Resources (OUR) math curriculum to align with the components of GLEAM (worthwhile lessons)	Teachers, admin, directors & coaches	Aug 2024-June 2025	<ul style="list-style-type: none"> <li>- Building admin/coach attend and implement Lead PD by Eureka<sup>2</sup> and OUR Math</li> <li>- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument,</li> </ul>
The math coach will collaborate with teachers in the planning of lessons through lesson study & coaching cycles.	Coaches & teachers	ongoing	<ul style="list-style-type: none"> <li>- Lesson Study tool</li> <li>- coaching cycles in elem/PLC in Middle School</li> </ul>
Teachers will conduct peer observations of effective mathematical practices to improve students' understanding of concepts.	Teachers, lab classrooms	ongoing	<ul style="list-style-type: none"> <li>- possible during PLC and in lab classrooms for content teachers</li> </ul>
Students will engage in strategic groups, academic conversation and partner work to improve conceptual understanding and academic discourse.	Teachers, & coaches lab classrooms	ongoing	

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide teachers with feedback from a lens of GLEAM & worthwhile lessons	Teachers, coaches, admin and directors	ongoing	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument
Students will be actively engaged in learning activities through the entire math period. Students will engage in academic discourse peer-to-peer, in strategic groups and as a whole class.	teachers & students	ongoing	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument - lab classrooms
Provide a variety of supporting and enriching methods and materials along with necessary scaffolds to make content standards accessible to all students.	teachers, directors and coaches	ongoing	UDL PD and EL math training
Use of formative assessment at the end of each class to measure students' progress towards mastery of the daily objective. Plan for purposeful movement of students in and out of strategic groups using formative data.	teachers	ongoing	Assess PD by consultant for elementary

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Provide teachers with feedback from a lens of GLEAM & worthwhile lessons	Teachers, coaches, admin and directors	ongoing	- Scheduled walk-throughs by admin to support implementation compliance with feedback with standardized instrument
Implement Malden Public Schools' K-8 EL Program of Studies	ESL Teachers	ongoing	- ML program of studies - PD EL in math support strategies
<p>Create, share and enact Student Success Plans for any ML student not achieving math Proficiency Benchmarks.</p> <p>A. Identify areas in which the student needs improvement;</p> <p>B. Establish personalized goals for the student to attain math proficiency;</p> <p>C. Assess and track the progress of the student in the identified areas in need of improvement;</p> <p>D. Obtain and incorporate input from the parents or legal guardian of the student</p> <p>E. Review resources and services available to assist the student</p>	ESL Teachers, gen ed teacher and math coach	Quarterly at progress and report cards, data midpoint	

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
By 9/30/24	iXL Benchmark Assessment	- Use of the language -focused student work analysis tool to validate benchmark results
Ongoing	Teachers' comfort with delivery of supported, grade-level instruction as evidenced by ILT notes, PLC discussions and feedback surveys	- Use of language-focused teacher lesson planning tool to support appropriate scaffolds
Quarterly	Students participate in grade-level, engaging, affirming and meaningful tasks seen during observations & Instructional rounds as documented in their notes	
By 12/22/24	iXL Benchmark Assessment	- Use of the language -focused student work analysis tool to validate benchmark results
Ongoing	All students will participate in a developmentally appropriate, engaging, and comprehensive math interactive, and comprehensive math curriculum as measured by classroom observation and learning walks	
By 6/2/25	iXL Benchmark Assessment	- Use of the language -focused student work analysis tool to validate benchmark results

### Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM

**Theory of Action:** By strategically and intentionally placing DEIB at the core of our instructional practice we will address racial inequities that result in more equitable outcomes for underrepresented populations.

**DEIB SMARTIE Goal:** By May 2025, 80% of classroom observations will have evidence of affirming instruction as part of the GLEAM framework. Teachers will provide equitable instruction with an asset orientation that acknowledges students' funds of knowledge as evidenced by connecting student culture language and experiences to the content. Teacher will use student knowledge as a bridge for learning. Teachers will provide opportunities for students to see themselves as confident problem solvers and intellectual consumers of knowledge.

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?).*

Affirm students' racial and ethnic identities, backgrounds, and perspectives; remove barriers to learning for our diverse learners; ensure curriculum includes diverse characters and content; and provide equitable instruction to meet all student needs.]"

**Desired Outcome:** *(What will be different at the end of SY 2024-2025 if you are successful in addressing this priority?)*

Educators will provide equitable instruction with an asset orientation that acknowledges what students already know, their cultural funds of knowledge, and prior experiences that can support them in the task or text. Educators will make authentic connections between academic concepts and topics and the knowledge students bring from their communities.]

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)* Through instructional rounds and data analysis, we have noticed that our students are more often engaged in tasks that involve remembering and understanding than in tasks that involve analyzing, evaluating, and creating. Some students aren't getting enough opportunities to practice higher order thinking skills and to take an active role in the learning process.

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Elicit from staff information and feedback about engagement practices being used successfully.	Administration & staff	June. 2024	Survey
Identify how restorative circles may be used to support work in this area.	Administration & SEL team	Ongoing through year	
By the mid-point, staff will lead students through at least 2 community circles a month	Administration/students/staff	Jan 2025	
Strengthen outreach and connections with families in order to understand, include and affirm all cultures; respond to families questions, concerns & ideas.	SEL team, administration	Ongoing, Monthly	Translation services

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Conduct an internal review of our discipline process, to audit disciplinary outcomes for fairness and consistency, and include student leaders such as Student Cabinet and SEL team in the overall review process.	Administration, students, & SEL team	Begin in Oct. 2024 then monthly	ASPEN data sheets
Work with SEL team to make necessary changes based on review's outcomes.	Administration, students, ILT & SEL team, Central admin.	Ongoing	
Flexible learning opportunities.	Teachers	Ongoing	
Ensure consistent practices that promote physical, emotional and identity safety of students and staff.	Teachers & Administration	Ongoing	Observation reviews, Conduct reviews
Evaluators will perform targeted observations of student engagement strategies and provide focused and meaningful feedback to teachers.	Administration & directors	Admin- daily Directors-monthly	Walk through documents from cross functional team

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Monitoring the effectiveness of essential practices and structures that support student success.	Administration & directors	Sept 2024–Ongoing	
Discuss at School Site Council meetings how to improve a collaborative and inclusive school culture that values all students.	School Site Council	Sept 2024–Ongoing	



**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
10/24	Staff Reflective Surveys as part of professional learning.	Pedagogy, planning, use of common planning time, coaching assignments, WIN
11/24	Evidence of efforts to engage families around their language and culture in the classroom and at school events.	
11/24	SEL Team Meeting Minutes	Changes may need to be made to the year-long professional development plan as needs are made known
10/24	Professional Learning Agendas and Materials	Depending on the schedule, staff attendance and coverage availability
Quarterly	Reduction in major offenses - office discipline referrals	Additional training, and feedback
Quarterly	Observation evidence of circles	
Monthly	Faculty Meeting agendas/exit tickets	Emergent priority matters may result in some topic adjustments

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

**Theory of Action:** By strategically and intentionally building students' social emotional competencies we empower them to be successful members of the school community and beyond.

**SEL Chronic Absenteeism SMARTIE Goal:** During the 2024-2025 School Year, the Linden STEAM Academy Attendance rate will increase by 3% (94%)

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?)*

- During the 2023-2024 School Year the Linden STEAM Academy had a 94% Attendance rate.

**Desired Outcome:** *(What will be different at the end of SY 2023-2024 if you are successful in addressing this priority?)*

- Reduce Chronic Absenteeism - The chronic absenteeism rate during the 2024-2025 school year, at the Linden STEAM Academy will decrease by 10% from 17.6%.
- 

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)* Many students were out as the result of being COVID Positive, or being a close contact to someone who was COVID positive. Students stayed home at a greater rate due to concerns about contracting COVID. Families also used school time to travel for family or other reasons, which they had not been able to do over the past 2 years.

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Frequent emails to parents & use of Class Dojo to keep parents informed	Teachers, admin	Ongoing	Aspen, BlackBoard Connect, ClassDojo
Continue to update the Beebe School Website to maximize communication.	Admin	Ongoing	
School Newsletter highlighting happenings monthly	Admin	Monthly	S'More, Facebook, Twitter, Dojo, School Website, email
Social Media: Highlight the happenings around the school and sharing of information.	Admin	Monthly	Facebook, Twitter, ClassDojo, School Website
Connect with at-risk students	Admin, staff, faculty, directors & District	Ongoing	
Raise awareness of school personnel, parents, guardians, caregivers, and community partners of the effects of chronic absence and truancy.	Admin , social workers, guidance & District	Monthly	Translation
Inform parents of district attendance policy and impacts of chronic absenteeism on school and district supports	Admin, guidance, social workers, & District	Quarterly	Translation

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Emphasize the importance of regular school attendance to students with long-term, non-contagious diseases that tend to keep students at home (e.g., asthma, diabetes, epilepsy, and GI)	Admin, guidance, social workers, nurse & District	Ongoing	
Display attendance graphs in prominent locations to show current attendance goals and comparisons between past and present school year attendance	Admin, guidance, Teachers & social workers	Monthly	
Minimize obstacles to attendance	Admin, guidance, School Adjustment Counselors	Ongoing	Eliot, Wrap-around services, school attendance officer
Create attendance support group whose focus is on ensuring the parent is aware of the absences and understands the educational implications for the student, identifying the reasons for the student absences, & working collaboratively to develop a Student Attendance Improvement Plan	Admin, guidance, social workers, teachers & staff	Monthly starting in Oct. 2023	ASPEN, Open Architect
Recognize classes that have 85% percent of students in regular attendance.	Admin, guidance, social workers, teachers & staff	Monthly	
Each week the leadership team will review the non-attendance report	Admin, & SEL team	Weekly	

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

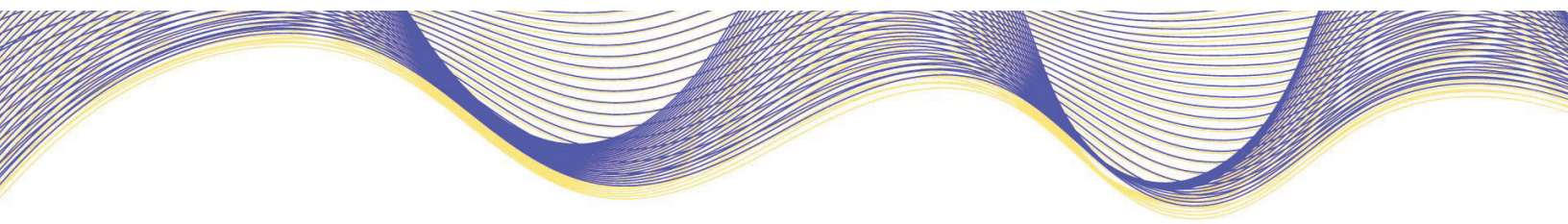
PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Monthly	ASPEN attendance data	
Bi-monthly	Leadership team will monitor and review the percentage of Regular Attenders, At-Risk, Chronic & Severe Chronic Absent students twice each month as a collaborative team. Data will help the team determine communication needs to students and parents	Whole school or grade level assemblies availability of wrap around services
Daily	Daily class attendance	
quarterly	number of class recognitions	
Monthly	Attendance letters sent out	
Monthly	Student attendance success plans	Plans adjusted based on outcome success



# Academic Interventions

- I-Ready
- IXL
- Instructional Rounds
- Benchmark data to create Tiered intervention groups
- Student success plans for struggling students
- EL student success plans for struggling ELL students
- PD on designing lessons that:
  - focus on important grade-level concepts/content that leads to further concepts or skills in the discipline
  - Links to a learning trajectory
  - Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons
  - elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding
  - acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes
- purposeful use of data to drive students' academic decision making and student centered classrooms
- Peer observations





## Attendance Interventions

- Welcome Back Week
- AttenDANCE
- On Time Raffles
- Attendance recognitions (Class, school & individual)
- Spirit weeks/days
- Parent & student education
- Attendance support group
- PBIS

# School Improvement Plan

## Participants in creating the School Improvement Plan:

Name	School Team Membership / Stakeholders	Race/Ethnicity
Rafael A. Garcia Jr.	Principal	Latino
Julie Jones	Assistant Principal 6-8	Caucasian
Jordan Yost	Assistant Principal 6-8	Caucasian
Eddie Rodriguez	Assistant Principal 6-8	Latino
Kim Gibbs	Math Coach	Asian
Kathleen Christensen	Literacy Coach	Caucasian



# School Improvement Plan

**School Leader Commitment:** My signature indicates that this plan provides focus and urgency to move the School Improvement initiative forward – and that the school’s leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

*Rafael A. Garcia Jr.*

Principal Signature

5/15/2024

Date

**School Superintendent Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

*Alvina*

School Superintendent Signature

May 20, 2024

Date

**SSC Commitment:** My signature as SSC chair/co-chair indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

**Linden did not have an SSC for SY23-24**

SSC Chair/Co-chair Signature

Date



# School Improvement Plan

**School:** Malden High School

**Leader:** Chris Mastrangelo

**Date:** May 15, 2024

---

*2024-2025 School Year*





# School Improvement Plan

## Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in Malden Public Schools Three-Year Academic Targets for [ELA](#) and [Math](#).

An effective SIP will:

- Build off of previous work in your school, including last year's SIP
- Be based in an analysis of data about your school's performance
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the SIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

The School Improvement Plan (SIP) serves as a road map that provides clarity to specific priorities and actions that are most important for this academic year. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's improvement initiative. Schools must use the UnboundEd [GLEAM Framework](#) to guide the development of the SIP.



# School Improvement Plan

The primary purpose our School Improvement Plan is to review, improve, and implement instructional strategies that foster a sense of belonging and validate student's a personal experience, cultural background, and individual learning strengths and areas of need. By utilizing this approach students will gain a sense of connections while, at the same time, creating a stronger sense of community within Malden High School.

A byproduct of our targeted strategies will be an enhanced sense of belonging and connection. By enhancing these feelings students will see an increase in engagement. Our continued alignment with the [GLEAM Framework](#) will serve as a guide for instructional self assessment. Malden High School will analyze instructional strategies and adjust practice to assure that students have consistent access to grade level, engaging, affirming, and meaningful instruction.

Our commitment to this work will serve as an on-ramp to success for all learners. By aligning instruction, across all areas, we can anticipate improvement academically and in the areas of connection and engagement. This, in turn, will result in student success. These successes will have an effect on all aspects of the school culture including chronic absenteeism.



# School Priorities for the SIP

- **Priorities 1 & 2: Improve Instructional Practice = Improve Students Outcomes**
  - Focus on Literacy, Numeracy outcomes for all students including MLLs
  - Use of Student Data to Drive and Inform Instruction
- **Priority 3: Diversity, Equity, Inclusion and Belonging Goal (UnboundEd GLEAM):**
  - Promote Diversity, Equity, Inclusion, and Belonging - Foster a collaborative and inclusive environment that prioritizes diversity, equity, and inclusive practices, ensuring every student feels a sense of belonging.
- **Priority 4: SEL: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.**
  - Eliminate/reduce chronic absenteeism





## Problem of Practice:

Malden High School faces a critical challenge with low student success rates found in math MCAS and IXL data. This is particularly pronounced among our diverse learners, including multilingual and special education students. It has been noted that the current implementation of the new curriculum, Carnegie, needs opportunity to focus on student discourse to provide students learning experiences to increase levels of mathematical comprehension. We strive to improve student math proficiency by having all students make sense of problems and persevere in solving them. Lesson internalization will assist in the alignment to the Standards of Mathematical Practice.

We want our students to:

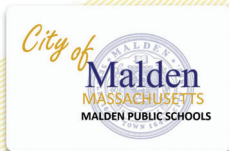
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

We will provide an action plan that will monitor instructional practices and student learning.



## Data Sources:

- [District Wide Goals](#)
- Hanover Research Climate Survey Spring 2024
- [Malden Public Schools Open Architect](#)
- Attendance Data
- [DESE Accountability Targets](#)
- Malden [ELA](#) iReady (Targets)
- Malden [Math](#) IXL (Targets)



# SMARTIE GOALS

- **Literacy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **Numeracy:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.
- **SEL:** Reduce Chronic Absenteeism - The chronic absenteeism rate during the 2024-2025 school year, at Malden High School will decrease by 8%.
- **Equity:** By May 2025, 80% of classroom observations will show evidence of engaging, affirming and meaningful learning experiences as measured by GLEAM observation rubric pertaining to these elements.







**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the 23-24 school year, 65% of students are scoring one or more grade levels below as measured by IXL testing, and 16% scoring at or above their grade-level.

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learners enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Professional development for staff on designing lessons that: <ul style="list-style-type: none"> <li>- Grade level standards and expectations for all learners</li> <li>- Analyzing IXL data and linking shortfalls to pointed instruction for improvement.</li> <li>- Supports teacher design of language objectives that support student learning and align with standard</li> <li>- Using data to support specific student need</li> </ul>	Directors, Coaches, Admin.	August 2024 - June 2025	
Teachers will use a variety of assessments (formative and summative) to inform their teaching to meet the needs of each student, reflect on each unit and share best practices during PD time.	Directors, Admin, Teacher Leaders	August 2024 - June 2025	PD on Data informed instruction
ILT Observations - Peer Observations	ILT	August 2024 - June 2025	

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

Critical Action to Address Root Cause & Achieve Desired Outcome	Person/Team Completing Action	Timeline	Resources Needed / Source
Provide teachers with feedback from a lens of GLEAM & worthwhile lessons	ILT, teachers, admin. and directors	Monthly	- Scheduled walkthroughs with ILT as well as staff volunteers
Establish a system to address ML students that are not meeting benchmarks: <ul style="list-style-type: none"> <li>● Identify areas of growth</li> <li>● Create individual goals</li> <li>● Create time and space for ML staff to meet and discuss individual student need across content areas</li> <li>● Create outreach opportunities with caregivers</li> <li>● Review resources and services available to assist the student</li> </ul>	ML staff, Teacher Leader, Director, Admin	Quarterly	Quarterly Progress Reports / Report Cards

**Priority #1: Improve student literacy performance based on relevant and timely data. Include literacy goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
9/24	IXL EOY Data, WIDA Results	Levels due to WIDA results
All year	Results from ILT and staff walkthroughs	
All year	Evidence of GLEAM in daily delivery	Rubric for GLEAM “Look Fors”
Fall, Winter, Spring	Results from IXL Diagnostics	Additional individual support, administration strategies
Quarterly	Report Card data	Creating individual plans of support for specific students.
8/25	MCAS Results	

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Theory of Action:** By strategically and intentionally using data to inform instructional and curricular decisions, priorities will be set based on student need therefore resulting in improved student outcomes.

**School's Priority:** In the 23-24 school year, 78% of students are scoring one or more grade levels below as measured by IXL testing, and 9% scoring at or above their grade-level.

**Desired Outcome:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

**Root Cause(s) to Address Hypothesis of Priority:** Based on data from classroom observations by administration, directors and outside partners, PLC meeting discussions and teacher requested professional development, teacher's understanding of how to balance grade-level instruction while supporting unfinished learning & students limited exposure to rigorous grade-level tasks.

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

**Numeracy SMARTIE Goal:** During the 2024-2025 school year, the percentage of students who demonstrate mastery of the standards through meeting or exceeding expectations will increase by 10% for the Spring 2025 benchmark as measured by the IXL Benchmark assessment. 10% of Multilingual Learner students enrolled more than 1 year will move from 2 or more grade levels below to on-grade level.

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Create intentional time for staff to continue to work collaboratively with the implementation of math curriculum to align with the components of GLEAM	Teachers, admin, directors & coaches	Aug 2024-June 2025	- Peer observation - ILT and Admin Walkthroughs
The math coach will create a schedule to allow for shared planning of lessons which will result in shared practices across all math levels	Coaches & teachers	ongoing	- Shared lesson plans - Shared strategies
Teachers will conduct peer observations of effective mathematical practices to improve students' understanding of concepts.	Teachers, Coach, Teacher leader	ongoing	- Coverage for scheduled classes
We strive to improve student math proficiency by having all students make sense of problems and persevere in solving them. Encourage and support student discourse to provide students learning experiences to increase levels of mathematical comprehension.	Teacher, students	ongoing	
Use of daily common formative assessment to measure students' progress towards mastery of the daily objective.	teachers,	ongoing	- Data share opportunities

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Establish a system to address ML students that are not meeting benchmarks: <ul style="list-style-type: none"> <li>• Identify areas of growth</li> <li>• Create individual goals</li> <li>• Create time and space for ML staff to meet and discuss individual student need across content areas</li> <li>• Create outreach opportunities with caregivers</li> <li>• Review resources and services available to assist the student</li> </ul>	ML staff, Teacher Leader, Director, Admin	Quarterly	Quarterly Progress Reports / Report Cards

**Priority #2: Improve student numeracy performance based on relevant and timely data. Include math goal for MLLs.**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
9/24	IXL EOY Data, WIDA Results	Levels due to WIDA results
All year	Results from ILT and staff walkthroughs	
All year	Evidence of GLEAM in daily delivery	Rubric for GLEAM “Look Fors”
Fall, Winter, Spring	Results from IXL Diagnostics	Additional individual support, administration strategies
Quarterly	Report Card data	Creating individual plans of support for specific students.
8/25	MCAS Results	
9/24	IXL EOY Data, WIDA Results	Levels due to WIDA results



### Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM

**Theory of Action:** By strategically and intentionally placing DEIB at the core of our instructional practice we will address racial inequities that result in more equitable outcomes for underrepresented populations.

**DEIB SMARTIE Goal:** By May 2025, 80% of classroom observations will have evidence of affirming instruction as part of the GLEAM framework. Teachers will provide equitable instruction with an asset orientation that acknowledges students' funds of knowledge as evidenced by connecting student culture, language and experiences to the content. Teachers will use student knowledge as a bridge for learning. Teachers will provide opportunities for students to see themselves as confident problem solvers and intellectual consumers of knowledge.

**School's Priority:** *(Given the goals identified, what problem needs to be addressed to achieve these goals?).*

Affirm students' racial and ethnic identities, backgrounds, and perspectives; remove barriers to learning for our diverse learners; ensure curriculum includes diverse characters and content; and provide equitable instruction to meet all student needs."

**Desired Outcome:** *(What will be different at the end of SY 2024-2025 if you are successful in addressing this priority?)*

Educators will provide equitable instruction with an asset orientation that acknowledges what students already know, their cultural funds of knowledge, and prior experiences that can support them in the task or text. Educators will make authentic connections between academic concepts and topics and the knowledge students bring from their communities.

**Root Cause(s) to Address Hypothesis of Priority:** *(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)* Through instructional rounds and data analysis, we have noticed that our students are more often engaged in tasks that involve remembering and understanding than in tasks that involve analyzing, evaluating, and creating. Some students aren't getting enough opportunities to practice higher order thinking skills and to take an active role in the learning process.

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

ACTIONS			
Critical Action to Address Root Cause & Achieve Desired Outcome	Person Completing Action	Timeline	Resources Needed / Source
Share ILT data from 2023-2024 Learning Walks	Principal	September 2024	
Create and share staff survey of best practices as they align to the GLEAM protocols	ILT	September 2024	
Continue the MHS Community Outreach program with an emphasis of on our ML families to deepen the caregiver - school connections	MHS Community Outreach Team	Quarterly	
Evaluators will perform evaluations that are focussed on engaging, affirming, and meaningful lessons.	Administration & directors	ongoing	- Walk through “Look Fors” established by ILT

**Priority 3: Diversity, Equity, Inclusion and Belonging - Create a welcoming, collaborative and inclusive school climate and culture that values All students. GLEAM**

<b>PROGRESS INDICATORS</b>		
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Potential Adjustments</b>
Fall 2024	Feedback survey from continent areas	Best practice, Enrichment Block
Quarterly	Feedback from caregivers and staff involved in Outreach Program	Communication methods, family resources
Monthly	Review discipline data to determine trends within specific groups	Review / adjust policy around school based discipline
September 2024	Create Student and Faculty Advisory Teams to focus on school climate concerns	Review policy based on team feedback

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

**Theory of Action:** By strategically and intentionally building students' social emotional competencies we empower them to be successful members of the school community and beyond.

**SEL Chronic Absenteeism SMARTIE Goal:** During the 2024-2025 School Year, Malden High School Attendance rate will increase by 5% (0.7%)

<p><b>School's Priority:</b> <i>(Given the goals identified, what problem needs to be addressed to achieve these goals?)</i></p> <ul style="list-style-type: none"><li>- During the 2023-2024 School Year Malden High School had a 89% Attendance rate.</li></ul>
<p><b>Desired Outcome:</b> <i>(What will be different at the end of SY 2023-2024 if you are successful in addressing this priority?)</i></p> <ul style="list-style-type: none"><li>- Reduce Chronic Absenteeism - Sample Goal: The chronic absenteeism rate during the 2024-2025 school year, at Malden High School will decrease by 8%.</li></ul>
<p><b>Root Cause(s) to Address Hypothesis of Priority:</b> <i>(What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)</i> Many students were out as the result of being COVID Positive, or being a close contact to someone who was COVID positive. Students stayed home at a greater rate due to concerns about contracting COVID. Families also used school time to travel for family or other reasons, which they had not been able to do over the past 2 years.</p>

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

<b>ACTIONS</b>			
<b>Critical Action to Address Root Cause &amp; Achieve Desired Outcome</b>	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
Frequent caregiver connection through email, calls, and talking points	Teachers, Administration	ongoing	Technology and appropriate software
Revamped and updated MHS Website	Administration	ongoing	
Nedlam News shared with families	Admin	Monthly	S'Mores, email
Form MHS Attendance Team	Teachers, Admin	Monthly	Aspen contact information
Highlight the direct connection of academic success to regular attendance to caregivers	Admin, guidance, social workers, nurse & District	Ongoing	

**Priority 4: Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Chronic Absenteeism**

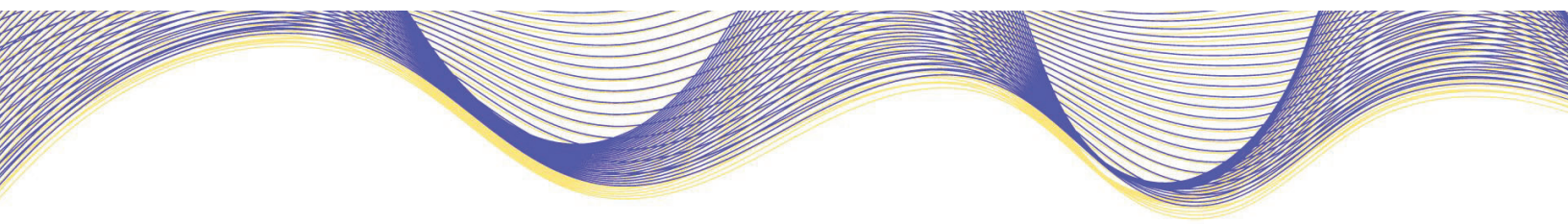
PROGRESS INDICATORS		
Indicator Date	Evidence to Determine Progress Toward Achieving Desired Outcome	Potential Adjustments
Ongoing	Weekly Attendance Review	
ongoing	Daily Attendance Tracking	
Semester	Pillar Awards	
ongoing	Attendance Letters	



## Academic Interventions

- Use IXL data to provide academic support for students
- Instructional Rounds
- Benchmark data to create Tiered intervention groups
- Student success plans for struggling students
- EL student success plans for struggling ELL students
- PD on designing lessons that:
  - focus on important grade-level concepts/content that leads to further concepts or skills in the discipline
  - Links to a learning trajectory
  - Build on the discipline-specific knowledge, skills and reasoning processes that students mastered in previous lessons
  - elicits evidence of understanding and reasoning processes by requiring students to do, make, say or write something that clearly develops their understanding
  - acknowledges and supports diversity in student readiness and ability to master content knowledge and reasoning processes
- Peer observations





## Attendance Interventions

- Welcome Back Week
- AttenDANCE
- On Time Raffles
- Attendance recognitions (Class, school & individual)
- Spirit weeks/days
- Parent & student education
- Attendance support group
- PBIS





# School Improvement Plan

**School Leader Commitment:** My signature indicates that this plan provides focus and urgency to move the School Improvement initiative forward – and that the school’s leadership team participated in the development of the plan and support its direction. My signature also indicates a commitment to ambitiously pursue the articulated goals, addressing priorities, and monitoring progress. Finally, my signature confirms that this plan is a living document and that adjustments will likely be needed based on ongoing data and lessons learned.

Chris Mastrangelo \_\_\_\_\_ May 15, 2024 It was submitted (LNM)  
Principal Signature Date

**School Superintendent Commitment:** My signature indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

*Alviera* \_\_\_\_\_ May 20, 2024  
School Superintendent Signature Date

**SSC Commitment:** My signature as SSC chair/co-chair indicates that this plan has been reviewed and the content of the plan is aligned with the needs of the school. My signature confirms a commitment to support the school in the implementation of this plan, while also holding the school’s leader accountable for its implementation.

SSC Chair/Co-chair Signature \_\_\_\_\_ Date