Ayer Shirley Regional Middle School

School Improvement Plan
School Committee Presentation
October 16, 2024
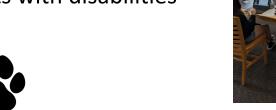
2023-24 Reasons to Celebrate/Challenges

Celebrations
- ELA and SS: successfully launched a new curriculum
- Learning Walks/Schedule: increased collaboration around instruction
- Peer Mediation/Mentors: empowered student leadership and agency
- MCAS Results
  - ELA - Grade 7 & 8 - 4% more proficient than state average
  - Math - Grade 6 & 7, 6.2 and 2.2% improvement in growth
  - STE - 17% more proficient than state average

Challenges
- Peer to peer relationships: student focus groups
- Co-teaching: meet needs of more students with disabilities in class
- Curriculum: continue to adopt and build on new curriculum
- MCAS Results:
  - ELA - overall decrease in proficiency/growth
  - Math - overall decrease in proficiency/growth
  - STE - proficiency gap for students with disabilities

Goal #1: Provide all students with rigorous grade level instruction in all content areas

Why:
- Launching more rigorous curriculum requires consistent collaboration around instruction
- Our staff and students are capable of high performance levels
- Academic achievement has fluctuated above and below state averages
- Instructional change is needed to engage all students in grade level content

Steps:
- Grade level teams will periodically analyze formative assessment data, including iReady, to identify trends and develop Tier 2 interventions
- Curriculum Partners will use co-planning time effectively to develop shared lesson plans and ensure rigorous grade level instruction
- ELA and Math coaches will support instructional strategies that challenges students to grapple with grade level thinking
- Instructional Leadership Team (ILT) will work together to review and guide curriculum partner protocols and outcomes
- ALLI team will spread the use of Applied Learning strategies into all STEM classes

Success:
- *Shared Lesson Plans* - team will develop lesson plans that effectively engage all learners
- *Progress Monitoring Data* - students will show consistent growth on benchmarks
- *Instructional Focus Areas* - teacher leaders will develop focus areas to guide collaboration around instruction
- *Student Success Plans* - grade level teams will coordinate stakeholders to support struggling students
- *Coaching Reflection* - teachers will engage with instruction coaches to develop greater efficacy

Goal # 2: Shift our approach to special education service delivery to increase student independence and Tier 1 access.

Why:
- We have a significant performance gap between our SWD and their peers
- Our resources for supporting them are substantial
- Engagement with grade level instruction greatest impact on closing equity gap for SWD
- Addressing their needs in an inclusive setting benefits all students

Steps:
- Special Education Teams will utilize the new IEP to ensure decisions center on student strengths and service delivery is designed to increase independence and access over time
- Special Education Teams will engage in professional development around the new IEP and lesson planning w/access points during biweekly meetings
- Special educators will co-plan with curriculum partners to address goal areas during inclusion classes
- General education teachers will incorporate co-teaching models into lesson planning during curriculum partner time.

Success:
- *New IEP implementation* - Special Education teachers will engage in Professional Development and develop a shared understanding
- *Service Delivery* - Special Education Teams will demonstrate strong focus on goal areas and developing student independence
- *Shared Lesson Plans* - teachers will collaborate to develop lessons that use multiple models of co-teaching
- *Benchmark Data* - disaggregated data will demonstrate consistent growth for students with disabilities

Goal #3: Develop a shared vision of a learner and foster a culture that promotes that vision.

Why:
- Opportunity to improve school by creating a shared vision and pulling together strengths of community
- Student focus groups express a need for support with developing and maintaining positive peer relationships
- Grade Level Teams can be utilized more effectively address student needs during the school day
- Students need explicit instruction to develop soft skills and contextualize learning

Steps:
- Administration will lead stakeholders in developing a Portrait of a Learner to create cohesive school culture
- All staff will reinforce Advisory Lessons using a reward system based on Panther Postcards
- Grade Level Teams will create and execute Tier 2 interventions for academic and social/emotional needs, generating a range of possible approaches to WIN time.
- Counselors will develop and implement Tier 2 and 3 interventions that provide explicit instruction to address students' social-emotional learning.

Results:
- *Portrait of Learner* - stakeholders will collaborate to develop a share vision that focus our shared efforts
- *School Culture Surveys* - Surveys including FOCAL data will show improved relationships between students and greater efficacy
- *Referrals for Mediation/Social Groups* - data will show consistent student use of resources and decrease in disciplinary referrals
- *Focus Groups* - students and teachers will communicate increased student engagement and improved student to student relationships

Thank you