



Ayer Shirley Regional Middle School

2025-2026 School Improvement Plan

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2025-2026 Reasons to Celebrate/Challenges

Celebrations:

- Accountability percentile rebounded to 56%, showing strong recovery after curriculum shifts.
- ELA achievement met or exceeded targets for all students, particularly High Needs and Students with Disabilities.
- Science proficiency increased to 62% while pursuing inquiry-based instruction.
- Collaborative planning and grade-level exposure have driven the most improvement.

Challenges:

- Chronic absenteeism rose overall, with higher rates among High Needs and Multilingual Learners.
- Math growth and achievement improved but remains below target.
- Greater consistency implementing differentiation and co-teaching practices needed.
- Need to developing shared expectations and language after curriculum implementation.



Goal 1: Design instruction that fosters ownership, critical thinking, and meaningful learning for all students.

Why?

To sustain achievement gains and ensure all students engage in grade-level tasks.

Steps:

- Grade-level teams develop shared norms for student ownership and productive talk.
- Curriculum teams design tasks and questions that promote higher-order thinking.
- Co-teaching pairs plan for multiple access points and scaffolded supports.
- Coaches and administrators provide aligned feedback and support through observations and planning facilitation.

Success:

- Increased student talk and ownership observed in walkthroughs.
- Lesson and unit plans consistently include critical thinking tasks.
- Positive trend in classroom academic growth and engagement indicators.



Goal 2: Provide timely, data-driven support for academic and social-emotional needs.

Why?

To close and prevent gaps in achievement through early, proactive supports

Steps:

- Curriculum partners regularly review benchmark and student work data.
- Grade-level teams adjust WIN Block interventions weekly.
- ELA and Math Boost blocks strengthened to target skill deficits.
- Counselors use the Mental Health Screener to provide timely support.
- STAT process revised for prompt and consistent interventions.

Success:

- iReady benchmark data shows measurable student progress.
- Improved attendance and engagement for previously at-risk students.
- Increase in development and implementation of STAT plans.



Goal 3: Define and share a clear vision of a learner to guide teaching and culture.

Why?

To align curriculum, instruction, and culture around essential skills, habits, and mindsets of an ASRMS graduate.

Steps:

- Collect input from students, families, and staff through surveys and focus groups.
- Vision Team synthesizes feedback to draft and refine a clear vision of a learner.
- Communicate the vision broadly through classrooms, community events, and displays.
- Faculty teams align lessons and expectations to the shared vision.

Success:

- Community members all provided opportunities to contribute to the vision.
- Vision of a Learner published and communication plan implemented.
- Stronger sense of belonging and shared purpose across the school community.



Goal 4: Strengthen Attendance and Engagement

Why?:

Chronic absenteeism remains one of the strongest barriers to student success and equity

Steps:

- Continue mentoring and family communication efforts for students at risk.
- Use attendance trends to inform grade-level and STAT discussions.
- Recognize and celebrate positive attendance improvements.
- Integrate belonging-focused initiatives (Vision of a Learner, student-led events) to make school a place students want to be.

Success:

- Decrease in chronic absenteeism across all subgroups.
- Students and families report stronger connection to school.



Co-Teaching Update

Last year we...

- Provided targeted co-teaching training and support for all Special Education inclusion teachers
- Conducted 1:1 interviews and joint walkthroughs to assess implementation and identify needs
- Used findings to refine the model for 2025–2026, shifting inclusion teachers to content-area (ELA/Math) assignments for deeper expertise and consistency

Student performance:

- Students with disabilities showed achievement gains in all subjects, exceeding ELA targets and improving in math.
- Growth remained typical but low in both ELA and math, indicating steady but modest progress.
- Chronic absenteeism increased significantly, emerging as a key barrier to continued improvement.

Actions this year:

- Continue exposure to grade-level content and Tier 1 engagement that led to achievement gains
- Deepen Special Ed teachers' roles in ELA and Math curriculum through new model - increased ownership of instruction and frequency of co-taught methods
- Develop targeted, just-in-time interventions to address skill gaps and provide timely support for students with disabilities



Thank You

Questions?

