



SCHOOL IMPROVEMENT PLANS

2026-2027 SCHOOL YEAR

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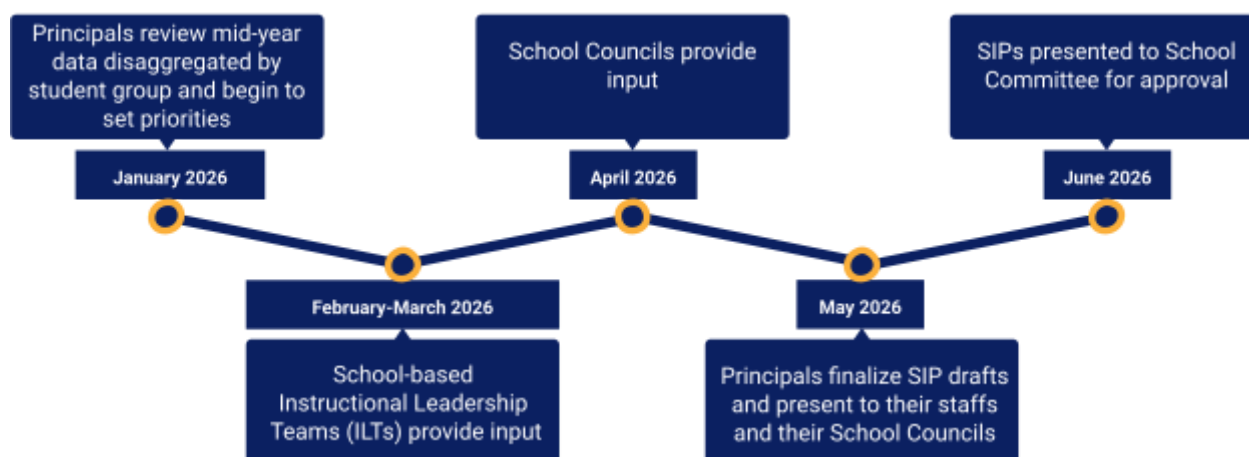
Executive Summary

School Improvement Plans (SIPs) are intended as high-level, goal oriented documents. Each year, school leaders draft and submit SIPs for the next school year to the Malden School Committee for approval. Per Malden School Committee Policy BDFA each SIP is created in consultation with each school's School Council.

School Improvement Plan Writing Process

Beginning in January 2026, school leaders met regularly with district administrators, fellow school leaders, their Instructional Leadership Teams (ILTs), and their School Councils to brainstorm, draft, and revise their SIPs.

In meetings with all of these groups, principals dove deep into data, reviewing responses from the staff and caregiver surveys, interim assessment data, classroom observation data, responses from student focus groups, and more. This thorough review of data informed selection of their priorities in each section of the SIP as well as the strategies and activities they chose to make progress on those priorities. After the data review, ILTs and School Councils continued to have a role in reviewing drafts of the SIP and providing feedback on priorities and their associated activities. The below timeline reflects a broad overview of the work conducted over the last five months.



School Improvement Plans Structure

For school year 2026-2027, all School Improvement Plans for Malden Public Schools follow the same general structure, with varying details and elements as applicable to the school.

All schools will have an instructional priority, an MTSS priority, and an attendance priority. Within each priority, schools have indicated the activities they will undertake to make improvements as

well as the measures they will use to make sure they are making progress. All of this work is in an effort to make progress towards each school's student growth targets. Each SIP will be amended in the fall to include growth targets based on start-of-year data. This will allow schools to capture both growth and achievement over time.

I. Growth Targets <i>Student learning goals for SY27 will be set based on Fall baseline results to capture both growth and achievement over time</i>		
II. Instructional Priority - Strategies/Activities - Progress Monitoring	III. MTSS Priority - Strategies/Activities - Progress Monitoring	IV. Attendance Priority - Strategies/Activities - Progress Monitoring

When reading through each SIP, please note that any text highlighted in light blue is a prompt or instruction and plain text is the school's response.

Progress Monitoring and Interim Reporting

- **September 2026:** Updated MHS Improvement Plan
- **Early October 2026:** MCAS and accountability results
- **Mid-October 2026:** SIP growth targets shared with committee based on beginning-of-year data
- **February 2027:** mid year data review
- **June 2027:** SIP SY28

Additional District Expectations of All Schools in SY27

All schools will carry out the district-wide programmatic expectations listed below as part of their school improvement plans for SY27. In order to carry out these district-wide programmatic expectations, schools will conduct work related to instructional leadership, observations and feedback, professional development, intervention and support for student attendance. The school-specific SIPs later in this document will speak to the systems that schools will use to continue to build a common vision of effective instruction and intervention, and then invest in building educator capacity to carry out that vision.

Math Intervention

In SY27, all K-8 schools will have time for math intervention in addition to literacy intervention. Educators will use time in PD blocks to review data related to student progress in math, assign students to intervention groups, develop interventions, and vertically align math interventions across grade levels. Math coaches, educators of all grade levels, and math assistants in each K-8 building will continue to support math intervention.

Students with Disabilities

In SY27, each school is centering the needs of students with disabilities in its professional learning endeavors. As a district, we have collaboratively outlined an arc for our professional development (PD) for next school year and SIPs are written in the context of this roadmap. The arc centers on the science of learning, with components on the science of attention, processing, and practice. The idea behind this science of learning approach is to lay stronger foundations for all educators that will equip them, as they read and interpret student IEPs, to better support students with disabilities (and all students) within their respective content areas.

Each school is also placing an emphasis on the co-teaching relationship and designing schedules that allow for co-teachers to have meaningful time to co-plan. During co-planning time, educators will build IEP literacy, learn strategies for specially designed instruction, and co-plan with their coaching partner(s). Schedules are also built to ensure substantially separate educators also have access to PD blocks and coaching.

The budget includes new district-wide support for special education teachers. These supports include an additional program manager focused on specialized instruction and two additional special education coaches. All of these new positions are intended to support teachers with instructional strategies in both inclusive and substantially separate learning environments. These new supports will strengthen instruction for students with disabilities.

Student Success Team Process

As part of the district's reflection on the results of the Special Education Audit and Program Review, the teaching and learning and the special education teams are in the process of jointly reviewing and revising the Student Success Team (SST) process across schools. Next year, all educators will participate in data driven reviews for all of their students. This will take place monthly in collaborative afterschool meetings led by educators. After reviewing data, SSTs will discuss student needs and collaborate on designing interventions to meet those needs. Educators will return to these teams and continuously track data to reassess interventions that best meet student needs throughout the year.

Science

The district is investing in two (2) STEM coaches to support middle school and high school STEM instruction. This work will build on the DESE grant the district has received to support Open Sci Ed instruction across all middle school programs. In addition, the high school STEM coach will lead STEM-specific PD blocks for high school science teachers, as well as provide individual coaching to educators.

EL Programming

English Learners in Malden will be served via an integrated Sheltered English Immersion Program, during which students receive sheltered access to Tier 1 content instruction, as well as specific instruction in English Language development, differentiated based on their level of English proficiency. Per DESE Guidance, all students receive sheltered content instruction from SEI-endorsed educators; students at ELD 1 and 2 also receive two blocks a day of English Language Development service delivery, focused on their language acquisition. Students at ELD 3 and 4 receive one block a day of English Language Development service delivery, usually through inclusion support.

Budget & Class Size

The 2026-2027 budget is currently pending the approval of the full School Committee. Following approval, the budget will be publicly shared. Class size is a budgetary consideration. All class size projections for SY27 are consistent with class size goals outlined in our Collective Bargaining Agreement with the Malden Education Association.

Extracurriculars

Each K-12 school has a dedicated list of exploratory classes offered including but not limited to: art, PE, STEM and music. Pending budget approval in June, K-12 schools will be allocated funds for after-school extracurricular activities. The only anticipated change in programming for SY27 includes: (pending budget approval) allocation of a Library/Media Specialist position to the Salemwood School to give students the same access to their school library as students at the other

K-8 schools. Salemwood was the only K-8 school without a dedicated person in this position the last two school years.

Family Survey

As occurred this year, the annual district-wide family survey will be conducted in the winter of 2026/27; results will be analyzed by school teams and the district team with implications for the SIP implementation.

Beebe School Improvement Plan

Instructional Priority

What is your school year 2026-2027 Instructional Priority? *This priority describes what you would like to see in classrooms...*

District priority: **“Students doing the heavy lifting”**

“All students are thinking (evidence of active reading, writing, speaking or work of the discipline) on task for most of the time, and there is evidence of student enjoyment, sense-making, risk-taking, asking questions and considering ideas of others”

School Focus Area:

By the end of the 2027 school year, 80% of K-8 students, including students requiring differentiated instructional supports, will engage with grade-level academic content through personalized scaffolds and instructional strategies, resulting in increased proficiency with grade-level academic writing as measured by classroom assessments, agreed upon rubrics, student work, and progress monitoring data.

Strategies/Activities

Professional Development Arc of the Year

Time of year:	Do Right by all Kids: Teachers will...
August-October [Kick-off on Opening Day]	The science of attention <i>District strategies:</i> • Moments of Genuine Connection • 2 minute hook • Chunk Directions
Nov-January [Kick-off on Nov PD day]	The science of processing <i>District strategies:</i> • Accountable talk <i>Additional school strategy(s):</i> • Writer’s response
February-June [Kick-off on Jan PD day]	The science of practice <i>District strategies:</i> • Retrieval Practice ○ Questioning ○ Response text

Instructional Leadership Practice

Instructional Leadership Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Instructional Leadership Meetings</i>	High level statement: <i>Where will you focus your instructional leadership efforts this upcoming year?</i> Observation & Feedback School decision points: <i>When will your Admin team regularly meet to talk about instruction (APs, Ps, Director, Coaches and PM as appropriate)?</i> • Conduct “calibration walks” with 1 APs and coaches (on a rotating cadence) to calibrate on “heavy lift” (monthly) • Facilitate monthly leadership meetings with APs, P, and Director to practice facilitation of professional development • Facilitate monthly leadership/ILT meetings to establish goals for every PD cycle based upon full-year SMARTIE goal <i>When will your ILT meet, and how will their input inform admin team conversations about instruction?</i> • Continue to meet monthly to analyze data and assess how the systems are working.
<i>PD Block:</i> • <i>Conditions</i> • <i>Unit Study</i> • <i>Lesson Study</i> • <i>Student Work Analysis</i> • <i>Peer Observation Debrief</i> • <i>Intervention</i>	<i>How will you utilize PD Block to make progress towards your identified focus area?</i> • We will utilize the PD block to provide support/training to teachers in the areas of unit study, pedagogical strategies that support student attention, processing, and practice, and analyzing student work to inform future instruction. Role clarity: <i>What will each individual be responsible for with respect to PD block?</i> • Principal: ○ Meet w/ leadership team to determine efficacy of PD block based on data collected ○ Ensure data collection tracker disaggregates data (including performance of students with disabilities) • Admin team [APs/HPs]: ○ Co-lead PD block with coaches • Coaches: ○ Co-lead PD block with APs • Director: ○ Observe & give feedback on PD block when present at home school • Program Manager: ○ Consult with the leadership team on supports for students with disabilities ○ Participate in observation walks to gauge efficacy of strategies on the engagement of students with disabilities

	○ Consult with teachers and leadership team on appropriate curriculum for substantially separate classrooms ● ILT members ○ Meet monthly to plan facilitation of professional development time. ○ Collect non-evaluative data that captures progress towards SMARTIE goal ○ Meet monthly to review trends in spreadsheet and determine if any course-corrections (shifts in approach, coaching, or PD) are necessary. School decision points: ● <i>Which protocol(s) will you prioritize during PD Block?</i> ○ Unit study ○ LASW ● <i>Who will facilitate each PD Block?</i> ○ APs will co-lead PD block with coaches ● <i>How frequently will PD Block meet?</i> ○ Meet every other week in admin-guided professional development time to support educators in collaboratively identifying pedagogical shifts to improve outcomes for all students, incorporate our High Impact Teaching Strategies and use the evidence of student learning to plan intervention.
<i>Observation & Feedback</i> ● <i>Conditions</i> ● <i>Ongoing Cycles</i> ● <i>Learning Walks</i>	<i>How will you utilize Observation & Feedback to make progress towards your identified focus area?</i> ● Develop and communicate a coaching plan for each quarter of the year, collaboratively among the Instructional Leadership Team that includes a vision for the purpose of observation and feedback, how coaching is determined, and roles and responsibilities across instructional leaders. Role clarity: <i>What will each individual be responsible for with respect to observation & feedback?</i> ● Principal : ○ Engage in non-evaluative observations ○ Participate in the identification of caseloads of educators for support cycles. ○ Work together collaboratively and be true “thought-partners” around common instructional leadership responsibilities (share effective practices, ask each other for advice, unofficially co-observe to calibrate) ● Admin team [APs/HPs] ○ Participate in the identifying of ‘caseloads’ of educators for support cycles ○ Facilitate professional for teaching teams, ○ Engage in non-evaluative observations while collaboratively planned lessons are being taught. ○ Regularly praise and elevate “bright spots” from educator practice and

	students carrying the “heavy lift” in building meetings, regular memos, student awards, and unofficial communications. ○ As necessary, take on additional coaching responsibilities for specific educators with particular needs, as determined by the Principal ○ Work together collaboratively and be true “thought-partners” around common instructional leadership responsibilities (share effective practices, ask each other for advice, unofficially co-observe to calibrate). ● Director ○ Conduct monthly calibration walks with the Principal, content coaches and APs ● Program Manager: ○ Consult with the leadership team on supports for students with disabilities ○ Participate in observation walks to gauge efficacy of strategies on the engagement of students with disabilities ○ Consult with teachers and leadership team on appropriate curriculum for substantially separate classrooms ● ILT members ○ Participate in observation walks to gauge efficacy of strategies on the engagement of students ○ Support facilitation of small groups during faculty meetings to discuss the observation feedback and bring challenges back to the larger group. School Decision Points: ● Articulate the vision and purpose of observation and feedback (peer observation, learning walks, coaching, evaluations) ○ The purpose of observation and feedback for our admin team & ILT is to take stock of general trends in the school to inform PD efforts ■ The purpose of Peer obs/feedback is both to take stock of general trends in the school to inform PD efforts and to Share effective practices with colleagues ■ The purpose of coaching/evaluative observations is to provide educators with face-to-face, helpful feedback that will help them grow. ● <i>How will you communicate this to all staff?</i> ○ The principal will share this in the welcome-back presentation on Opening Day ● <i>How will you determine who gets coaching and when?</i> ○ Plan for coaching: ■ First quarter: all new teachers ■ Second, Third and Fourth quarter: Based on observation data and student work analysis (in PD blocks)
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	• <i>What are the roles and responsibilities of instructional leaders in providing coaching?</i> ○ We aim to have a moment of genuine connection with every staff member before doing an observation ○ We aim to provide 1 (ideally 2) short (10 min) observations with face-to-face feedback (even 5 minutes) before putting a formal observation in Vector.
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Progress Monitoring

PD Arc of the Year

Observable goal:

80% of K-8 students, including students requiring differentiated instructional supports, will engage with grade-level academic content through personalized scaffolds and instructional strategies, resulting in increased proficiency with grade-level academic tasks

We will conduct weekly classroom observations for the purpose of collecting data on the number of:

- Students (disaggregated by ML and SWD status) purposefully engaged with content
- Teachers' use of identified playbook strategies

Tracking mechanism:

Observation data related to instructional strategies in use in the observation classroom and the corresponding number of students in the observation classroom engaged in learning, disaggregated for students with disabilities and multilingual learners will be submitted via Google Form after each observation.

Instructional Leadership Practice

Leadership goal:

- On a monthly basis walk-through 2 classrooms in each grade level (non-evaluative- less than 15 minutes) to “take the pulse” towards the SMARTIE goal and collect non-evaluative data.
- Every educator will be observed during a PD cycle, using the admin observation tracker.

Tracking mechanism:

- # of educators coached tracked by coaching tracker
- # of Learning Walks tracked by observation tracker
- Facilitation Quality tracked by PD Block observations

Impact goal: [Focused on classroom educator practice]

80% of K-8 students, including students requiring differentiated instructional supports, will engage with grade-level academic content through personalized scaffolds and instructional strategies, resulting in increased proficiency with grade-level academic tasks

Tracking mechanism:

- # of educators coached tracked by coaching tracker
- # of Learning Walks tracked by observation tracker
- Facilitation Quality tracked by PD Block observations

MTSS Priority

District priority: “Students who are scoring well-below grade level receive foundational literacy skills intervention”

*For your school: select a focus area (for example: a content area, grade level and/or student group: Grade 3 ELs, Grade 1&2 SWD) where you want to concentrate efforts and see measurable progress. **This focus area should be aligned to your student learning goal focus area above***

The writing performance of students with disabilities in grades 2 and 5.

Strategies/Activities

MTSS Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Student Interventions</i>	<i>What actions will you continue from last year to maintain success in this area?</i> ● Using data from the end of this year to start the groups right away ● Continue the walk to learn model so students are getting specific needs met in their small groups <i>What small shifts will you make to reduce disproportionate outcomes in student data?</i> ● Made adjustments in the schedule so literacy intervention blocks don't overlap in order to increase available staff. ● We will support intervention-based routines throughout the day in tier 1 instruction. ● Identify connected texts for grade K-2 that connect to the knowledge topics of the CKLA Tier 1 curriculum. School decision point: <i>What are the range (if any) of intervention options beyond foundational literacy skills that your school will support next year?</i> ● Fluency, morphology, and comprehension ● Writing in WIN block ● Math intervention (numeracy work) ● SEL (during WIN 1x week)

Progress Monitoring

Process goal:

- Pick a specific observable criteria from the UFLI fidelity checklist for school-wide observations

Tracking mechanism:

We will track observations in our google-form/spreadsheet. Our goal is once every two weeks an observation of every 2nd and 5th grade teacher during the intervention block.

Attendance Priority

Attendance Goal

While we will continue to monitor and address attendance concerns across all grade levels, during the 2026–2027 school year we will prioritize improving attendance for students identified as at risk for chronic absenteeism (attendance rates between 90%–93%). Our goal is to increase attendance rates for these students to 94%–96% by May 2027 through early identification, proactive family outreach, and targeted interventions.

Strategies/Activities and Progress Monitoring

<i>What group or grade level are you focused on moving the needle with this year in order to reach your attendance goals (see Part I)?</i> “Do Right by All Kids”	Identify students whose attendance was 90-93% in the 2025-2026 school year.
<i>What staffing structure will support your attendance systems</i> “Embrace Growth”	<i>Who will lead your attendance team?</i>[see guidance] ● Principal <i>Who will be on your attendance team?</i> [see guidance] ● Principal, assistant principals, guidance counselors and social workers <i>Who will take the lead on sending communications home regarding attendance?</i>[see guidance] ● Assistant Principals <i>Who will participate in monthly meetings with the Assistant Superintendent of Student Services regarding attendance data?</i>[see guidance] ● Principal, & assistant principals
<i>What key shifts in roles & responsibilities, as well as</i>	● Send welcome letter to all families emphasizing importance of attendance

<i>rationale will you need to communicate to staff?</i> <i>What input can you seek?</i> “Include and Collaborate”	• Welcome Back Event • Implement weekly attendance monitoring system • Utilize flowchart to monitor & respond to attendance trends • Hold biweekly check-ins for students with 3+ absences in a month • Plan teacher meeting to review threshold students, create connections and identify students for phone calls • We will develop student success plans for students out 3 days in the first 2 months. • Starting in November, letters will be sent to families whose students are nearing or at 3-4 days, followed by phone calls to help families access resources to support attendance. • Starting in December families for whom attendance did not improve will receive a second notice and be invited in for a meeting to develop a student success plan. • All students will receive attendance letters with report cards • Provide monthly updates to staff on progress toward goal • Identify students that are in danger of failing due to attendance. If any student has reached the threshold of attendance failure implement <u>Principal attendance appeal procedure</u> • Incentivize & celebrate the students who have 100% attendance - gift card prizes - quarterly. Measures: • Aspen
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Ferryway School Improvement Plan

Instructional Priority

What is your school year 2026-2027 Instructional Priority? *This priority describes what you would like to see in classrooms...*

District priority: **“Students doing the heavy lifting”**

“All students are thinking (evidence of active reading, writing, speaking or work of the discipline) on task for most of the time, and there is evidence of student enjoyment, sense-making, risk-taking, asking questions and considering ideas of others”

School Focus Area:

3-5 - Math: Computational - If teachers consistently implement Science of Processing and Science of Practice strategies, including Accountable Talk, Retrieval Practice, Self-Explanation, Take a Stand, and Micro-Modeling, while providing students with frequent opportunities to explain mathematical thinking, practice computation skills, and engage in rigorous grade-level tasks, then students in grades 3-5 will demonstrate increased computational fluency and corresponding conceptual understanding, accuracy, and confidence as measured through classroom assessments, intervention data, and MCAS-aligned math performance that includes demonstrated conceptual understanding.

6-8 - Math: Problem Solving & Application - If teachers consistently implement Science of Processing and Science of Practice strategies, including Accountable Talk, Retrieval Practice, Self-Explanation, Take a Stand, and Micro-Modeling, while increasing opportunities for students to engage in mathematical discourse, justify reasoning, analyze multi-step problems, and apply concepts in authentic problem-solving situations, then students in grades 6-8 will demonstrate improved problem-solving skills, mathematical reasoning, and application of grade-level standards as measured through classroom assessments, MCAS-aligned tasks, and math achievement data.

Strategies/Activities

Professional Development Arc of the Year

Time of year:	Do Right by all Kids: Teachers will...
August-October [Kick-off on Opening Day]	The science of attention <i>District strategies:</i> ● Moments of Genuine Connection ● 2 minute hook ● Chunk Directions <i>Additional school strategy(s):</i>

	● Strong Start ● Teacher Clarity
Nov-January [Kick-off on Nov PD day]	The science of processing <i>District strategies:</i> ● Accountable Talk <i>Additional school strategy(s):</i> ● Take a Stand ● Self-Explanation
February-June [Kick-off on Jan PD day]	The science of practice <i>District strategies:</i> ● Retrieval Practice <i>Additional school strategy(s):</i> ● Micro-Modeling

Instructional Leadership Practice

Instructional Leadership Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Instructional Leadership Meetings</i>	High level statement: <i>Where will you focus your instructional leadership efforts this upcoming year?</i> PD Block School decision points: <i>When will your Admin team regularly meet to talk about instruction (APs, Ps, Director, Coaches and PM as appropriate)?</i> ● Weekly - a consistent meeting of Admin, Coaches, and Director prior to full admin team meeting (8:00-9:00 every monday or 9-10 every tuesday) <i>When will your ILT meet, and how will their input inform admin team conversations about instruction?</i> ● Monthly ILT meeting facilitated by principal; ILT agenda will focus on debriefing observations and making recommendations for PD block topics ● ILT meeting notes will be reviewed and discussed during admin meeting
<i>PD Block:</i> ● Conditions ● Unit Study ● Lesson Study ● Student Work Analysis	<i>How will you utilize PD Block to make progress towards your identified focus area?</i> Role clarity: <i>What will each individual be responsible for with respect to PD block?</i> ● Principal: ○ Setting the vision for PD Block and communicating that vision to all staff ○ Collaborating on design/agenda for each month's PD block ● Admin team [APs/HPs]:

● <i>Peer Observation Debrief</i> ● <i>Intervention</i>	○ Collaborating on design/agenda for each month's PD block ○ Facilitating assigned PD Blocks ○ Completing classroom observations for staff in assigned PD blocks ● Coaches: ○ Collaborating on design/agenda for each month's PD block ○ Facilitating assigned PD Blocks ○ Completing classroom observations for staff in assigned PD blocks ● Director: ○ Collaborating on design/agenda for each month's PD block ○ Observing a snapshot of PD blocks each month and giving facilitators feedback ● Program Manager: ○ Collaborating on design/agenda for PD blocks for specialists (ex. ILP teachers) ● ILT members ○ Give input/recommendations on the PD block plan for next month based on review of school observation data ● Teachers ○ Complete PD block activities including: unit study, lesson study, looking at student work, peer observations and debriefs, and data meetings to plan for interventions ○ Bringing the correct materials based on the agenda of the PD block meeting ○ Respond to prompts during PD block with feedback/input School decision points: ● <i>Which protocol(s) will you prioritize during PD Block?</i> ○ Unit study ○ Peer observations ○ Looking at student work ○ Intervention planning ○ Grades 6-8 vertical PD Blocks ● <i>Who will facilitate each PD Block?</i> ○ Principal - Grade 4 PD Blocks ○ K-2 AP - Grades K, 1 & 3 PD Blocks ○ 3-5 AP - Support Grades 3-5 PD Blocks ○ 6-8 AP - Grades 6-8 PD Block ○ Literacy coach - Grade 2 PD Blocks ○ Math coach - Grade 5 PD Blocks ● <i>How frequently will PD Block meet?</i> ○ Twice per month
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<i>Observation & Feedback</i> • <i>Conditions</i> • <i>Ongoing Cycles</i> • <i>Learning Walks</i>	<i>How will you utilize Observation & Feedback to make progress towards your identified focus area?</i> • Develop and communicate a coaching plan for each quarter of the year, collaboratively among the Instructional Leadership Team that includes a vision for the purpose of observation and feedback, how coaching is determined, and roles and responsibilities across instructional leaders. Role clarity: <i>What will each individual be responsible for with respect to observation & feedback?</i> • Principal : ○ Communicate the vision for observation/feedback & coaching with staff so they know the purpose of observation/feedback and coaching, who is getting coached & when they can expect to get coached ○ co-observe with director and/or admin team monthly, enter observations in a tracker ○ Share high-level observation trends with staff • Admin team [APs] ○ 10 min observations in the classrooms related to your PD block ○ Entering observations in a tracker ○ Facilitate peer observations and debrief • Coaches ○ Observation/feedback for staff in coaching cycles with a focus on implementation of instructional strategies across disciplines: ■ First quarter: New teachers ■ Second quarter: Opt-in - middle school math teachers & co-teachers; K-2 teachers ■ Third quarter: Opt-in 3-5 math teachers & co-teachers; K-2 teachers ■ Fourth quarter: Opt-in any teachers • Director ○ Co-observe with principal, admin team, and/or coaches weekly, enter observations in a tracker ○ Support with planning instructional admin team meeting ○ Support APs with implementing observation schedule inclusive of their evaluation caseload with differentiated support • Program Manager: ○ Co-observe with admin and/or coaches • ILT members ○ Observe monthly and enter observations in a tracker School Decision Points: • Articulate the vision and purpose of observation and feedback (peer observation, learning walks, coaching, evaluations)
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	○ The purpose of observation and feedback for our admin team & ILT is to take stock of general trends in the school to inform PD block planning ○ The purpose of Peer obs/feedback is both to take stock of general trends in the school to inform PD efforts and to Share effective practices with colleagues ○ The purpose of coaching is to extend the learning from PD blocks and receive feedback on implementation of instructional strategies. Coaching activities include co-planning, observation/feedback, looking at student work, modeling and/or co-teaching. ● <i>How will you communicate this to all staff?</i> ○ The principal will share the vision for coaching during the first school-based PD day. ● <i>How will you determine who gets coaching and when?</i> ○ First quarter: New teachers ○ Second quarter: Opt-in - middle school math teachers & co-teachers; K-2 teachers ○ Third quarter: Opt-in 3-5 math teachers & co-teachers; K-2 teachers ○ Fourth quarter: Opt-in any teachers ● <i>What are the roles and responsibilities of instructional leaders in providing coaching?</i> ○ APs: Facilitating grade-level PD blocks as assigned ○ Coaches: ■ Math coach - new teachers (especially for ESL); math teachers & co-teachers ■ Literacy coach - new teachers; K-2 teachers ■ Maintaining a coaching log with high-level notes including the focus of coaching cycles and notes related to weekly meetings ■ Sending Google Calendar invitations to teachers on their coaching caseload ■ Facilitating grade-level PD blocks as assigned
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Progress Monitoring

PD Arc of the Year

Observable goal 1:

- We will do bi-monthly learning walks as an admin team focused on math in grades 3-8, and by the end of the first quarter, as a school we will be averaging 80% execution of the look-fors related to the target strategy

Observable goal 1 Tracking mechanism:

We will use the google form (related to the district look-for tool); however we will convert this form to an app to

make it easier to enter data.

Each admin and coach (and ILT member) will contribute to this form every time they observe, including learning walks and we will look at trends in the monthly admin meeting to plan PD.

Observable goal 2:

- By June 2027, the percentage of K-8 classrooms demonstrating consistent implementation of Science of Processing strategies, including Accountable Talk, Take a Stand, and Self-Explanation, will increase from baseline walkthrough data collected in Fall 2026 to at least 85% schoolwide as measured through administrative walkthroughs and observation tools.
- Success will be evidenced by increased student discourse, justification of thinking, and observable student “heavy lifting” during instruction across all grade levels.

Observable goal 2 Tracking mechanism:

Administration will conduct monthly K-8 walkthroughs using a shared Science of Processing tracker aligned to Accountable Talk, Take a Stand, and Self-Explanation. Classrooms will be scored using a simple 0-2 scale (0 = not observed, 1 = emerging, 2 = consistently observed) to measure implementation trends, student discourse, and evidence of student “heavy lifting.” Data will be reviewed quarterly to monitor growth, identify support needs, and measure progress.

Observable goal 3:

- By June 2027, the percentage of K-8 classrooms demonstrating consistent implementation of Science of Practice strategies, including Retrieval Practice and Micro-Modeling, will increase from baseline walkthrough data collected in Fall 2026 to at least 85% schoolwide as measured through administrative walkthroughs and observation tools. Success will be evidenced by increased opportunities for students to independently retrieve prior learning, practice skills consistently, and apply modeled strategies during instruction.

Observable goal 3 Tracking mechanism:

Administration will conduct monthly K-8 walkthroughs using a shared Science of Practice tracker aligned to Retrieval Practice and Micro-Modeling. Classrooms will be scored using a simple 0-2 scale (0 = not observed, 1 = emerging, 2 = consistently observed) to measure implementation trends, student practice opportunities, and evidence of independent application of skills and concepts. Data will be reviewed quarterly to monitor growth, identify support needs, and measure progress toward the schoolwide goal of 85% consistent implementation by June 2027.

Instructional Leadership Practice

Leadership goal:

- Weekly meeting with admin, coaches, and director happens 80% of the time it’s scheduled for
- Protocols and processes are in place during PD Block and their use is informed by data from classroom observations

Tracking mechanism:

Weekly agendas and notes for PD block planning that include reflections on and clear connections to data collected with district look-for tool

Impact goal: [Focused on classroom educator practice]

- As a result of selected PD block protocols, 75% of educators in the school will be observed implementing the target instructional strategies.

Tracking mechanism:

- Data Collected with district look-for tool
- Google spreadsheet reviewed by admin team weekly

MTSS Priority

<i>District priority: “Students who are scoring well-below grade level receive foundational literacy skills intervention”</i>
<i>For your school: select a focus area (for example: a content area, grade level and/or student group: Grade 3 ELs, Grade 1 & 2 SWD) where you want to concentrate efforts and see measurable progress. <u>This focus area should be aligned to your student learning goal focus area above:</u></i> • Grades K-3 students performing Below or Well Below Benchmark in foundational reading skills, with a particular focus on Multilingual Learners and Students with Disabilities. • Grades 4-8 students performing Below Benchmark in reading fluency and comprehension, particularly High Needs students, Multilingual Learners, and Students with Disabilities. • Students in grades K-8 identified through benchmark and intervention data as performing Below or Well Below Benchmark in mathematics.

Strategies/Activities

MTSS Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Student Interventions</i>	<i>What actions will you continue from last year to maintain success in this area?</i> • Coordinating between teachers and interventionists for consistent instruction • Continue peer to peer observations to ensure best practices are being shared • Maintain the size of the intensive intervention groups <i>What small shifts will you make to reduce disproportionate outcomes in student data?</i> • Ensure on the school schedule that there is no overlap between Literacy Intervention Blocks

	● Make sure that special education groups are in line with the size of our intensive intervention groups ● Find a way to make sure that the intensive intervention groups 5-days a week ● Reduce or eliminate the “screen teaching” during our intervention groups ● Increase instructional walk-throughs during Intervention Blocks ● Establish and implement “non negotiables” with regard to intensive intervention groups, special education groups, and ML groups School decision point: <i>What are the range (if any) of intervention options beyond foundational literacy skills that your school will support next year?</i> ● What are the range (if any) of intervention options beyond foundational literacy skills that your school will support next year? ○ Math intervention groups (6-8) ○ Book club groups (1-8) ○ Fluency groups (K-8)
PD Block Calendar	School decision points: ● Referring to the Draft SY26-27 Assessment Calendar, which weeks will PD Block be focused on reviewing data to create and plan for instructional groupings during intervention? (3x) Data Meeting 1: 9/21 - 10/2 Data Meeting 2: 1/25 PD Day & 1/26-1/29 for other grades if needed Data Meeting 3: 6/7 - 6/17 ● Referring to the Draft SY26-27 Assessment Calendar, which weeks will PD Block be focused on monitoring and documenting student progress? (At least 2x) Progress Monitoring 1: Week of Nov 9 & Nov 16 Progress Monitoring 2: Week of April 5 & April 12 High-Level Statement: We will review data to create and plan for intervention groups 3 times during the year: after the fall assessment window closes late September/early October, mid-year during the January PD day, and in June to make groups for next year. We will dedicate PD blocks to monitoring and documenting student progress twice during the year, at mid-points between intervention group cycles (Nov & April).

Progress Monitoring

Process goal:

- Administration, coaching team, & ILT will use checklist to provide feedback teachers at least bi-monthly

Tracking mechanism:

- Google Form to maintain archival notes about walk-throughs
- Data & information from the archival notes will drive the PD Block planning & agendas
- Feedback will be provided bi-monthly to teachers from one of the three sources; administrative team, coaches, ILT team

Attendance Priority

Attendance Goal

By June 2027, Ferryway School will increase overall attendance for Students with Disabilities (SPED) from 92.9% to 94% and reduce SPED chronic absenteeism from 18.8% to below 15% as measured through Open Architect attendance data. Additionally, grades K-2 will increase overall attendance to the school average of 94.8% and reduce chronic absenteeism from 16.9% to below the current schoolwide rate of 13.2% through targeted attendance interventions, proactive family outreach, and consistent progress monitoring.

Strategies/Activities and Progress Monitoring

<i>What group or grade level are you focused on moving the needle with this year in order to reach your attendance goals (see Part I)?</i> “Do Right by All Kids”	Ferryway School will focus specifically on improving attendance outcomes for Students with Disabilities (SPED) and students in grades K-2 during the 2026-2027 school year. Attendance data analysis identified both groups as areas requiring targeted intervention in order to meet our overall school attendance goals. While SPED attendance remained relatively stable at 92.9%, chronic absenteeism improved from 23.4% to 18.8%, demonstrating that current interventions are helping but additional work is needed to reduce chronic absenteeism below 15% and increase overall attendance to 94%. Additionally, grades K-2 remained below the schoolwide attendance average of 94.8%, with chronic absenteeism at 16.9%, significantly above the schoolwide rate of 13.2%. Early elementary attendance is a critical focus area because consistent attendance in the foundational years has a direct impact on literacy development, social-emotional growth, and long-term school success. Ferryway will prioritize proactive family outreach, early intervention systems, and consistent monitoring to improve attendance habits before patterns of chronic absenteeism become entrenched.
<i>What staffing structure will support your attendance</i>	Ferryway School will continue utilizing a collaborative attendance support structure that includes administration, counseling staff, the family liaison,

systems “Embrace Growth”	nursing staff, classroom teachers, special education staff, and office personnel. This structure is designed to ensure attendance concerns are identified early, monitored consistently, and addressed through both preventative and responsive supports. Assistant Principals will oversee grade-level attendance monitoring and intervention systems, while counselors and support staff will assist with outreach, barriers analysis, and student-specific support plans. Nurses will continue supporting families with medical-related attendance concerns and helping distinguish between unavoidable absences and patterns requiring intervention. Teachers will play a critical frontline role by maintaining strong family communication, identifying emerging attendance concerns early, and reinforcing positive attendance habits within classrooms. Office staff will support accurate daily attendance tracking and communication systems to ensure timely follow-up occurs. <i>Who will lead your attendance team?</i>[see guidance] ● Ferryway School’s attendance team will be led collaboratively by the Principal and Assistant Principals, with the Assistant Principals taking primary responsibility for grade-level monitoring, intervention coordination, and communication with support staff. Building leadership will oversee implementation of attendance systems, monitor progress toward SMARTIE goals, and ensure accountability across all attendance-related processes. <i>Who will be on your attendance team?</i> [see guidance] ● Principal ● Assistant Principals ● School Counselors ● School Nurses ● School Clerk/Main Office Staff ● Special Education Team Representatives ● Classroom Teacher Representatives ● ML Teacher Representatives ● McKinney-Vento Liaison (as needed) ● District Attendance/Student Services Representatives (as needed) This team structure allows Ferryway to address attendance concerns through multiple lenses including academics, mental health, medical needs, family outreach, housing instability, and transportation barriers. <i>Who will take the lead on sending communications home regarding attendance?</i>[see guidance]
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	● Assistant Principals, in collaboration with the Main Office will take the lead on attendance communications home. Classroom teachers will continue to maintain regular communication with families regarding day-to-day attendance concerns, while administration will oversee formal attendance notices, chronic absenteeism outreach, attendance meetings, and district-required communications. ● The school will continue utilizing ParentSquare, phone calls, letters, and translated communications to ensure families receive timely and accessible attendance information. <i>Who will participate in monthly meetings with the Assistant Superintendent of Student Services regarding attendance data?</i> [see guidance] ● The Principal and Assistant Principals will participate in monthly attendance meetings with the Assistant Superintendent of Student Services. Additional staff members, including counselors, nurses, family liaison staff, or special education representatives, may participate as needed depending on trends identified within attendance data or specific student support concerns.
<i>What key shifts in roles & responsibilities, as well as rationale will you need to communicate to staff?</i> <i>What input can you seek?</i> “Include and Collaborate”	Ferryway School will need to communicate a stronger shared ownership model around attendance, emphasizing that improving attendance is not solely the responsibility of administration, but a collective responsibility across the entire school community. Staff will need clear expectations around early identification of attendance concerns, proactive communication with families, documentation of outreach efforts, and participation in intervention planning when needed. A key shift will include moving from reactive attendance responses toward more preventative systems, particularly in grades K-2 and within SPED populations. Staff will be expected to identify patterns earlier, escalate concerns more consistently, and work collaboratively with support staff before attendance issues become chronic. Ferryway will seek staff input regarding: ● Barriers families are experiencing related to attendance ● Effective classroom-level incentives and relationship-building strategies ● Communication systems that improve family responsiveness ● Supports needed for students with high absenteeism ● Strategies for increasing student belonging and engagement ● Ways to improve consistency across grade levels regarding attendance expectations and follow-up

	Seeking staff voice will help ensure attendance systems are realistic, collaborative, and consistently implemented across the building rather than feeling like a top-down compliance initiative.
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Forestdale School Improvement Plan

Instructional Priority

What is your school year 2026-2027 Instructional Priority? *This priority describes what you would like to see in classrooms...*

District priority: **“Students doing the heavy lifting”**

“All students are thinking (evidence of active reading, writing, speaking or work of the discipline) on task for most of the time, and there is evidence of student enjoyment, sense-making, risk-taking, asking questions and considering ideas of others”

School Focus Area:

By June 2027, 100% of our students will have access to lessons designed with grade-level tasks or texts, developed with appropriate scaffolds, interventions and supports, that allow students to spend the majority of the lesson actively reading, writing or speaking about the tasks presented to them, with a particular focus on Grade 2 Literacy and student growth for our Multilingual Learners in grades 6-8.

Strategies/Activities

Professional Development Arc of the Year

Time of year:	Do Right by all Kids: Teachers will...
August-October [Kick-off on Opening Day]	The science of attention <i>District strategies:</i> • Moments of Genuine Connection • 2 minute hook • Chunk Directions <i>Additional school strategy(s):</i> • Teacher Clarity • Break it down
Nov-January [Kick-off on Nov PD day]	The science of processing <i>District strategies:</i> • Accountable talk <i>Additional school strategy(s):</i> • Everyone writes • Self explanation
February-June [Kick-off on Jan PD]	The science of practice <i>District strategies:</i>

day]	● Retrieval Practice <i>Additional school strategy(s):</i> ● Scaffolding challenging vocab and language
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Instructional Leadership Practice

Instructional Leadership Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Instructional Leadership Meetings</i>	High level statement: <i>Where will you focus your instructional leadership efforts this upcoming year?</i> PD Block School decision points: <i>When will your Admin team regularly meet to talk about instruction (APs, Ps, Director, Coaches and PM as appropriate)?</i> ● Admin team will meet weekly <i>When will your ILT meet, and how will their input inform admin team conversations about instruction?</i> ● ILT will meet monthly. A dedicated notetaker will provide minutes to admin team to connect the learning and feedback from both groups
<i>PD Block:</i> ● <i>Conditions</i> ● <i>Unit Study</i> ● <i>Lesson Study</i> ● <i>Student Work Analysis</i> ● <i>Peer Observation Debrief</i> ● <i>Intervention</i>	<i>How will you utilize PD Block to make progress towards your identified focus area?</i> Role clarity: <i>What will each individual be responsible for with respect to PD block?</i> ● Principal: ○ Organize the schedule, and appropriate coverage for staff to attend ○ Calibration walks with director on PD Blocks and walkthroughs ○ Monthly check ins during admin team meeting on PD Block progress ○ ● Admin team [APs/HPs]: ○ K-4 AP will rotate with ELA coach for lesson study facilitation ○ 5-8 AP will rotate with math coach for lesson study facilitation ● Coaches: ○ K-4 AP will rotate with ELA coach for lesson study facilitation ○ 5-8 AP will rotate with math coach for lesson study facilitation ● Director: ○ Bi-monthly meet with APs and coaches on lesson study facilitation ○ Calibration walks with director on PD Blocks and walkthroughs ○ ● ILT members ○ Provide feedback on PD Block structure and content during monthly ILT

	meetings School decision points: • <i>Which protocol(s) will you prioritize during PD Block?</i> ○ Unit Study ○ Lesson Study ○ Pedagogical Strategies ○ Looking at Student Work • <i>Who will facilitate each PD Block?</i> ○ Assistant principals and coaches • <i>How frequently will PD Block meet?</i> ○ Twice (2x) monthly
<i>Observation & Feedback</i> • <i>Conditions</i> • <i>Ongoing Cycles</i> • <i>Learning Walks</i>	<i>How will you utilize Observation & Feedback to make progress towards your identified focus area?</i> • Develop and communicate a coaching plan for each quarter of the year, collaboratively among the Instructional Leadership Team that includes a vision for the purpose of observation and feedback, how coaching is determined, and roles and responsibilities across instructional leaders. Role clarity: <i>What will each individual be responsible for with respect to observation & feedback?</i> • Principal : ○ Calibration walks with APs, directors, PMs, and coaches ○ Evaluation caseload • Admin team [APs/HPs] ○ Calibration walks with principals, directors, PMs, and coaches ○ Evaluation caseload • Coaches ○ Calibration walks with principals, directors and PMs ○ Engage in 6 week coaching cycles including observation and feedback among other activities • Director ○ Calibration walks with principal, APs, PMs, and coaches ○ Evaluation caseload • Program Manager: ○ Calibration walks with principal, APs, PMs, and coaches • ILT members

	○ Review data on observation and feedback trends School Decision Points: ● Articulate the vision and purpose of observation and feedback (peer observation, learning walks, coaching, evaluations) ○ Forestdale will use observation and feedback in learning walks, coaching, and evaluation capacities ● <i>How will you communicate this to all staff?</i> ○ Faculty meetings ○ ILT ● <i>How will you determine who gets coaching and when?</i> ○ Coaching caseloads will be determined at least quarterly through data driven decision making by the leadership team ● <i>What are the roles and responsibilities of instructional leaders in providing coaching?</i> ○ PD Block caseload and regular check ins with literacy and math coaches
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Progress Monitoring

PD Arc of the Year

Observable goal:

100% of students will have access to lessons designed with grade-level tasks or texts, developed with appropriate scaffolds, interventions and supports, with a focus on:

- Educators making genuine connections with students, starting a class with a 2 minute hook, and appropriately chunking directions.
- Every adult, educator, special educator, multilingual learner educator, ESP, etc. is meaningfully utilized

Tracking mechanism:

Google Form tracking observations and walkthroughs, tailored to the look-fors for this section of the arc of the year

Outcome Goal 1:

100% of students will have access to lessons designed with grade-level tasks or texts, developed with appropriate scaffolds, interventions and supports, with a focus on:

- All students are engaging in accountable talk observable through rigorous, evidence-based conversation, encouraging students to listen, build on ideas, and respectfully disagree with supporting evidence to peers.

Outcome Goal 1 Tracking mechanism:

Google Form tracking observations and walkthroughs, tailored to the look-fors for this section of the arc of the year

Outcome Goal 2:

100% of students will have access to lessons designed with grade-level tasks or texts, developed with appropriate scaffolds, interventions and supports, with a focus on:

- Educators will provide students time in class to retrieve information that they have heard and written using appropriate scaffolding.

Outcome Goal 2 Tracking mechanism:

Google Form tracking observations and walkthroughs, tailored to the look-fors for this section of the arc of the year

Instructional Leadership Practice

Leadership goal:

- Regular admin-guided professional development time that will support teachers to facilitate for students doing the heavy lift with appropriately designed scaffolds and supports
- Principals, APs and Coaches will meet regularly and work as a team to facilitate professional development time, then conduct non-evaluative observations as follow-up; data collected from these observations will drive PD through the year.

Tracking mechanism:

Google Form tracking observations and walkthroughs, tailored to the look-fors for this section of the arc of the year and the learning done in PD block, including but not limited to:

- # of learning walks
- # of educators participating in PD block
- Facilitation quality tracked by PD block observations

Impact goal: [Focused on classroom educator practice]

- 100% of students will have access to lessons designed with grade-level tasks or texts, developed with appropriate scaffolds, interventions and supports.
- Increase in Grade 2 DIBELS growth scores through dedicated pedagogical strategies and strategic response to data.
- Increase in Grades 6-8 ACCESS scores as a result of specific strategies for scaffolding and data inquiry.

Tracking mechanism:

- Google Form tracking observations and walkthroughs, tailored to the look-fors for this section of the arc of the year

MTSS Priority

District priority: “Students who are scoring well-below grade level receive foundational literacy skills intervention”

For your school: select a focus area (for example: a content area, grade level and/or student group: Grade 3 ELs,

Grade 1&2 SWD) where you want to concentrate efforts and see measurable progress. **This focus area should be aligned to your student learning goal focus area above:**

Literacy performance of students in grade 2

Strategies/Activities

MTSS Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Student Interventions</i>	<i>What actions will you continue from last year to maintain success in this area?</i> • Dedicated literacy intervention block • On level groups up to 20 students. Small groups organized by phonics skill of under 6 students for targeted specific skills during intervention block <i>What small shifts will you make to reduce disproportionate outcomes in student data?</i> • Design teacher grade level prep periods to maximize literacy assistants and reading specialists • Provide K-4 educator clarity on WIN expectations and supporting resources for math and writing • 5-8 students will be provided a dedicated literacy intervention block outside of ELA class period School decision point: <i>What are the range (if any) of intervention options beyond foundational literacy skills that your school will support next year?</i> • What are the range (if any) of intervention options beyond foundational literacy skills that your school will support next year? ○ When possible, identify students above grade level in literacy and in need of math intervention to form small groups
<i>PD Block Calendar</i>	School decision points: • Referring to the Draft SY26-27 Assessment Calendar, which weeks will PD Block be focused on reviewing data to create and plan for instructional groupings during intervention? (3x) ○ Based on staff survey feedback, PD block will occur 2x per month, and will continue to be on a static day of the week. vs. day of the calendar year ■ 1x per month will be Lesson Study ■ 1x per month is half Pedagogical Strategy, half benchmark assessment ○ At least 1x per month we will provide educators who serve multiple grade levels co-planning time with each grade level teams

	around PD block learning (if they're not a part of regularly scheduled PD block) ○ At least 3x per year grades 5-8 will substitute the pedagogical strategy meeting for a vertical content team strategy meeting ○ Instructional groupings will be created in the spring.
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Progress Monitoring

Process goal:

The leadership team will observe 2nd grade intervention blocks to ensure groupings and strategies meet the needs of our students 2-3x per month. This will be our focus in the fall; once these systems are in place we will use the UFLI fidelity check-list to give feedback to individual teachers.

Tracking mechanism:

We will track observations in our google-form/spreadsheet. Our goal is once every two weeks an observation of every 2nd grade teacher during the intervention block.

Attendance Priority

Attendance Goal

Throughout the 26-27 school year, we will monitor and address student attendance concerns across the building by focusing on students who fall into the “bubble” category (averaging 10-17 absences per year), and students who are identified at risk of falling into that category with the goal of reducing all students by 10%, and reducing our EL and Former EL students by 20% by June of 2027.

Strategies/Activities and Progress Monitoring

<i>What group or grade level are you focused on moving the needle with this year in order to reach your attendance goals (see Part I)?</i> “Do Right by All Kids”	Throughout the 26-27 school year, we will monitor and address student attendance concerns across the building by focusing on students who fall into the “bubble” category (averaging 10-17 absences per year), and students who are identified at risk of falling into that category with the goal of reducing all students by 10%, and reducing our EL and Former EL students by 20% by June of 2027. We will begin by utilizing the following strategies from our attendance playbook: ● Send welcome letter to families with a focus on the importance of attendance ● Identify all students who were in the bubble group for SY 25-26
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	● Identify all students in the student groups EL and former EL who fall into the aforementioned category ● Share data with staff as part of the opening day activities ● Establish “trust contacts” with the staff, so that every student has a staff person responsible for consistent communication with families for both relationship building and attendance purposes ● Incorporate attendance check-ins into the agenda for our weekly leadership team meetings ● Hold monthly meetings for students who are approaching excessive absences to create success plans ● Incorporate attendance check-ins with the school guidance and adjustment counselors into staff professional development time ● Utilize the district attendance playbook and principal attendance appeal protocol for addressing attendance issues throughout the academic quarters
<i>What staffing structure will support your attendance systems</i> “Embrace Growth”	<i>Who will lead your attendance team?[see guidance]</i> ● Principal <i>Who will be on your attendance team? [see guidance]</i> ● Principal, Assistant Principals, Guidance Counselor, School Social Workers <i>Who will take the lead on sending communications home regarding attendance?[see guidance]</i> ● Assistant Principals <i>Who will participate in monthly meetings with the Assistant Superintendent of Student Services regarding attendance data?[see guidance]</i> ● Principal, Assistant Principals, Guidance Counselor
<i>What key shifts in roles & responsibilities, as well as rationale will you need to communicate to staff?</i> <i>What input can you seek?</i> “Include and Collaborate”	School leaders will.. ● Start the year focusing with staff on attendance, and providing staff with lists of students who fell into the bubble category for SY 25-26. ● Monitor attendance regularly with counselors and administrative assistant ● Facilitate attendance related meeting agenda items ● Coordinate communication with families around attendance Educators will...

	● Consistently check in on attendance in team meetings and professional development ● Identify and raise student attendance concerns to school leaders and counselors ● Encourage students to maintain and improve daily attendance Support staff will... ● Respond to staff concerns around student attendance ● Participate in attendance meetings/agenda items ● Check in with students who need additional support ● Check in with families who need support getting their students to school
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Linden School Improvement Plan

Instructional Priority

What is your school year 2026-2027 Instructional Priority? *This priority describes what you would like to see in classrooms...*

District priority: **"Students doing the heavy lifting"**

"All students are thinking (evidence of active reading, writing, speaking or work of the discipline) on task for most of the time, and there is evidence of student enjoyment, sense-making, risk-taking, asking questions and considering ideas of others"

School Focus Area:

In the spring of 2026, please draft a strong hypothesis; this will be finalized in the fall.

Writing across disciplines (in Math, Sci, SS, and ELA) K-8 for SWD and MLL

Continuity across grade bands. Using the same graphic organizers, writing with colors (grades 4-5) and then bringing it into grade 6 and 7

Strategies/Activities

Professional Development Arc of the Year

Time of year:	Do Right by all Kids: Teachers will...
August-October [Kick-off on Opening Day]	The science of attention <i>District strategies:</i> • Moments of Genuine Connection • 2 minute hook • Chunk Directions <i>Additional school strategy(s):</i> • Strong Start: Design and establish an efficient routine for students to enter the classroom and begin class
Nov-January [Kick-off on Nov PD day]	The science of processing <i>District strategies:</i> • Accountable talk <i>Additional school strategy(s):</i> • Elaborative Rehearsal: The "Why" and "How" Technique: Students are

	prompted to explain why a fact is true or how it relates to a previous unit.
February-June [Kick-off on Jan PD day]	The science of practice <i>District strategies:</i> ● Retrieval Practice <i>Additional school strategy(s):</i> ● Micro-Modeling: Instead of modeling a whole process, model a tiny, specific "micro-move"

Instructional Leadership Practice

Instructional Leadership Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Instructional Leadership Meetings</i>	High level statement: <i>Where will you focus your instructional leadership efforts this upcoming year?</i> Observation & Feedback School decision points: <i>When will your Admin team regularly meet to talk about instruction (APs, Ps, Director, Coaches and PM as appropriate)?</i> ● Admin team will meet weekly afterschool (principal and assistant principals) ● Monthly with coaches + AP + P <i>When will your ILT meet, and how will their input inform admin team conversations about instruction?</i> ● ILT will meet monthly
<i>PD Block:</i> ● Conditions ● Unit Study ● Lesson Study ● Student Work Analysis ● Peer Observation Debrief ● Intervention	<i>How will you utilize PD Block to make progress towards your identified focus area?</i> Role clarity: <i>What will each individual be responsible for with respect to PD block?</i> ● Principal: ○ Approving and Communicating the upcoming month's PD block plans to all staff ○ Observing a snapshot of PD blocks each month and giving facilitators feedback ○ Collaborating on design/agenda for each month's block ○ Specific follow-up with staff, as needed. ● Admin team [APs/HPs]: ○ Collaborating on design/agenda for each month's block ○ Facilitating PD block for your assigned grade level ○ Follow-up observation once a month for staff in the PD block you facilitate ● Coaches:

	○ Collaborating on design/agenda for each month's block ○ Facilitating PD block for your assigned grade level ○ Follow-up observation once a month for staff in the PD block you facilitate ● Director: ○ Observing a snapshot of PD blocks each month and giving facilitators feedback ○ Collaborating on design/agenda for each month's block ● Program Manager: ○ Specific support re: PD blocks for SWD educators ● ILT members ○ Quarterly ILT members will be asked to participate in after-school training and then lead PD blocks related to the SST process ○ Give input/recommendations on the PD block plan for next month based on review of school observation data School decision points: ● <i>Which protocol(s) will you prioritize during PD Block?</i> ○ Lesson Internalization, Unit Internalization, Data Meeting ● <i>Who will facilitate each PD Block?</i> ○ Coaches and Assistant Principals ● <i>How frequently will PD Block meet?</i> ○ 2x monthly (every other week/10 school days)
<i>Observation & Feedback</i> ● <i>Conditions</i> ● <i>Ongoing Cycles</i> ● <i>Learning Walks</i>	<i>How will you utilize Observation & Feedback to make progress towards your identified focus area?</i> ● Develop and communicate a coaching plan for each quarter of the year, collaboratively among the Instructional Leadership Team that includes a vision for the purpose of observation and feedback, how coaching is determined, and roles and responsibilities across instructional leaders. Role clarity: <i>What will each individual be responsible for with respect to observation & feedback?</i> ● Principal : Co-observe with director every week (pick a rotation of classrooms + related PD block to observe) / enter observations in a tracker ● Admin team [APs/HPs] ○ 10 min Observations in the classrooms related to your PD block (enter observations in a tracker) ○ Facilitate quarterly peer-observations & debrief ● Coaches ○ Observation/feedback for staff you are coaching with a focus on writing across disciplines; ■ First and Second quarter: we will prioritize all new educators who are within their first 3 years of teaching in the first coaching cycle

	for a minimum of 6 weeks ■ Third and Fourth quarter: divide up staff to each have a caseload, (thats about 5 people per quarter each) ● Director ○ Co-observe with Principal weekly and support with planning instructional admin team meeting ○ Co-observe with APs/Coaches on a rotation at least once a month (for calibration) ○ Support APs to make an evaluation observation schedule and identify places where additional observation support is needed. ● Program Manager: ○ Co-observe co-teaching with Admin, Coaches ● ILT members ○ Observe monthly and enter observations in a tracker School Decision Points: ● Articulate the vision and purpose of observation and feedback (peer observation, learning walks, coaching, evaluations) ○ The purpose of observation and feedback is to ensure that the admin team and coaches are normed for building culture ○ The purpose of peer observations is for staff to norm on culture, best practices. ● <i>How will you communicate this to all staff?</i> ○ We will share our SIP during our June staff meeting. For next year, we will reshare during PD Blocks at the beginning of the year and then staff meetings. We will get educator feedback throughout the year using surveys. ● <i>How will you determine who gets coaching and when?</i> ○ New staff will be prioritized for the first coaching cycle, followed by staff previously identified as needing support. ● <i>What are the roles and responsibilities of instructional leaders in providing coaching?</i> ○ For administrators, they will engage in observations and provide feedback ○ For coaches, observing instruction and engaging in coaching cycles ○ For Directors, will engage in observations and provide feedback and engage in coaching cycles specific to their discipline.
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Progress Monitoring

PD Arc of the Year

Observable goal:

We would like all of our educators to establish an efficient entry routine (Do Now, Warm Up, Bell Ringer, etc) therefore we will conduct classroom observations weekly to observe the beginning of class and continue to be present during transitions. We will debrief our classroom observations as an admin using the observation tracker. As a school, we will be averaging 75% execution of a strong entry routine.

Tracking mechanism:

- Observation Tracker using a google form
- Educators will share reflections on the implemented strategies during PD Block

Outcome Goal 1:

We would see evidence of educators using instructional strategies during classroom observations and students using them in their academic discussions. As a school, we will be averaging 75% execution of accountable talk including the Why and How technique

Outcome Goal 1 Tracking mechanism:

- We will add to our Observation Tracker using a google form to include instructional strategies such as cold calling, accountable talk, sentence stems, etc.
- Educators will share reflections on the implemented strategies during PD Block

Outcome Goal 2:

We would see evidence of educators micro-modeling the instructional strategies during classroom observations.

Outcome Goal 2 Tracking mechanism:

We will add to our Observation Tracker using a google form. During the PD block, educators will share reflections on the implemented strategies during PD Block

Instructional Leadership Practice

Leadership goal:

Every educator will be observed monthly following the implementation of a new strategy.

Tracking mechanism:

Admin will input data using the previously created Google form.

Impact goal: [Focused on classroom educator practice]

75% of educators will be observed utilizing the instructional strategy of the month

Tracking mechanism:

Admin will input data using the previously created Google form. We will use a google form to calibrate on peer observations.

MTSS Priority

Strategies/Activities

MTSS Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
Student Interventions	<i>What actions will you continue from last year to maintain success in this area?</i> • Grouping students based on skills • Regularly meet to adjust student groupings <i>What small shifts will you make to reduce disproportionate outcomes in student data?</i> • At the beginning of the year and throughout the year in PD Block, admin, directors, and coaches will support teachers around best practices for foundational literacy intervention for MLs and SWDs School decision point: <i>What are the range (if any) of intervention options beyond foundational literacy skills that your school will support next year?</i> • What are the range (if any) of intervention options beyond foundational literacy skills that your school will support next year? ○ We will continue daily math intervention groups using Catalyst
PD Block Calendar	School decision points: <i>Referring to the Draft SY26-27 Assessment Calendar, which weeks will PD Block be focused on reviewing data to create and plan for instructional groupings during intervention? (3x)</i> We will review student groupings at least quarterly throughout the year <i>Referring to the Draft SY26-27 Assessment Calendar, which weeks will PD Block be focused on monitoring and documenting student progress?</i> We will review individual student data and document progress at least quarterly

Progress Monitoring

Process goal:

- We will pick a specific observable criteria from the UFLI fidelity checklist for school-wide observations and provide feedback to teachers on a monthly basis. We will rotate through a different criteria from this checklist on a monthly basis

Tracking mechanism:

- Shared google doc and form to track monthly observations of intervention teachers and share data at monthly staff meetings or bi-weekly PD Blocks

Attendance Priority

Attendance Goal

Increase school-wide average daily attendance to 95% or higher during the 2026-2027 school year, with a targeted improvement of at least 5 percentage points in student attendance during the months of August, December, and January, which have historically been the school's lowest attendance months.

Strategies/Activities and Progress Monitoring

<i>What group or grade level are you focused on moving the needle with this year in order to reach your attendance goals (see Part I)?</i> “Do Right by All Kids”	We will focus on improving attendance outcomes for our Multilingual Learners and Students with Disabilities, as these student groups currently demonstrate lower attendance rates than our school wide target. Our Multilingual Learners currently have an average rate of 93.7%, while Students with Disabilities have an attendance rate of 91.9%. By prioritizing support for these student populations, we aim to improve consistent access to instruction and strengthen overall student outcomes.
<i>What staffing structure will support your attendance systems</i> “Embrace Growth”	<i>Who will lead your attendance team?</i>[see guidance] • The school’s attendance team will be led by the principal, who will work collaboratively with assistant principals, counselors, teachers, and support staff to monitor attendance data, identify trends, and coordinate interventions for students experiencing attendance challenges. The principal will oversee the implementation of attendance initiatives, facilitate communication with families, and ensure that attendance improvement remains a school-wide priority aligned with student success and engagement. <i>Who will be on your attendance team?</i> [see guidance] • The school’s attendance team will consist of assistant principals, counselors, teachers, and support staff to monitor attendance data, identify trends, and coordinate interventions for students experiencing attendance challenges <i>Who will take the lead on sending communications home regarding attendance?</i>[see guidance] • Teachers will initiate conversations around attendance before moving up to Assistant Principals and/or counselors. In addition to communication via ParentSquare, teachers will be expected to have phone conversations with families of students who are not consistently attending school prior to referring them to counselors or APs for next steps around attendance support.

	<i>Who will participate in monthly meetings with the Assistant Superintendent of Student Services regarding attendance data?</i> [see guidance] • The principal will participate in a monthly meeting with the Assistant Superintendent of Student Services regarding attendance data. • Additional members of the attendance team, including counselors, assistant principals, and other support staff, may also participate as needed to review attendance trends, discuss interventions, and coordinate support for students and families.
<i>What key shifts in roles & responsibilities, as well as rationale will you need to communicate to staff?</i> <i>What input can you seek?</i> “Include and Collaborate”	Attendance will become a shared responsibility across the entire school rather than being viewed solely as an office or administrative task. • Teachers will play a more active role in monitoring student attendance patterns, communicating concerns to families early, and building classroom environments that encourage students to attend school consistently. Support staff, counselors, and administrators will work collaboratively to identify barriers to attendance and provide targeted interventions for students and families in need of support. • There will be an increased emphasis on proactive communication with families, particularly during historically low-attendance months such as August, December, and January. Staff may be asked to participate in outreach efforts, attendance celebrations, and school-wide initiatives designed to improve attendance. • The school will use attendance data more intentionally to monitor trends, identify students at risk of chronic absenteeism, and adjust supports accordingly. Teams may review attendance data regularly during meetings to ensure timely intervention and accountability. The rationale for these shifts is rooted in the strong connection between attendance, academic achievement, social emotional development, and student belonging. Improving attendance requires a collective effort and a consistent message from all adults in the building that students are valued, supported, and expected to attend school every day. By creating a more coordinated and proactive approach, the school can strengthen student engagement, reduce chronic absenteeism and improve outcomes for all students.

Salemwood School Improvement Plan

Instructional Priority

What is your school year 2026-2027 Instructional Priority? *This priority describes what you would like to see in classrooms...*

District priority: **“Students doing the heavy lifting”**

“All students are thinking (evidence of active reading, writing, speaking or work of the discipline) on task for most of the time, and there is evidence of student enjoyment, sense-making, risk-taking, asking questions and considering ideas of others”

School Focus Area:

Academic performance of SWD who are receiving academic services from student support staff (pull-out and push-in).

Strategies/Activities

Professional Development Arc of the Year

Time of year:	Do Right by all Kids: Teachers will...
August-October [Kick-off on Opening Day]	The science of attention <i>District strategies:</i> • Moments of Genuine Connection • 2 minute hook • Chunk Directions
Nov-January [Kick-off on Nov PD day]	The science of processing <i>District strategies:</i> • Accountable talk <i>Additional school strategy(s):</i> • Scaffolding Dense Texts
February-June [Kick-off on Jan PD day]	The science of practice <i>District strategies:</i> • Retrieval Practice <i>Additional school strategy(s):</i> • Show-me

Instructional Leadership Practice

Instructional Leadership Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Instructional Leadership Meetings</i>	High level statement: <i>Where will you focus your instructional leadership efforts this upcoming year?</i> Observation & Feedback School decision points: <i>When will your Admin team regularly meet to talk about instruction (APs, Ps, Director, Coaches and PM as appropriate)?</i> • Weekly w/ Director (Tues) • Bi-Weekly w/ Coaches & Director (This team will also be used to progress monitor struggling students) <u>Leadership Meeting Agenda (w/coaches)</u> 1. Watch video as an admin team & xCalibrate 2. Coaches report out on progress monitoring data & struggling teachers 3. Discuss District directives 4. Odds & Ends <i>When will your ILT meet, and how will their input inform admin team conversations about instruction?</i> • ILT will meet at least monthly. They will help to plan & facilitate faculty meetings. They will participate in learning walks and run the peer observation week of PD block for their grade.
<i>PD Block:</i> • Conditions • Unit Study • Lesson Study • Student Work Analysis • Peer Observation Debrief • Intervention	<i>How will you utilize PD Block to make progress towards your identified focus area?</i> • Role clarity: <i>What will each individual be responsible for with respect to PD block?</i> • Admin team [APs/HPs]: Communication about what student work to bring • Coaches: Communicate w/ teams about which lesson will be taught, prepping the template, Facilitating Lesson Study & Observing the Lessons, Attend LASW based on subject and all for middle school • Director and Program Manager: Attend on Tuesdays, give feedback to coaches on facilitation (plan so Tuesday is 7th and 3rd) • ILT members: Will lead “student learning walks” (aka peer observations) School decision points: • <i>Which protocol(s) will you prioritize during PD Block?</i> ○ Lesson Study ○ Looking at Student Work

	○ Data Analysis/Progress Monitoring ○ Peer Observations ● <i>Who will facilitate each PD Block?</i> ○ Admin team [APs/HPs]: Looking at Student Work ○ Coaches: Lesson Study, Data Meetings ○ ILT members: Peer Observations ● <i>How frequently will PD Block meet?</i> ○ 2x monthly
<i>Observation & Feedback</i> ● <i>Conditions</i> ● <i>Ongoing Cycles</i> ● <i>Learning Walks</i>	<i>How will you utilize Observation & Feedback to make progress towards your identified focus area?</i> ● Develop and communicate a coaching plan for each quarter of the year, collaboratively among the Instructional Leadership Team that includes a vision for the purpose of observation and feedback, how coaching is determined, and roles and responsibilities across instructional leaders. Role clarity: <i>What will each individual be responsible for with respect to observation & feedback?</i> ● Principal : ○ Schedule learning walks (10 min per class, grade-level/Content at a time) ○ Attend Grade-Level/Content Learning Walks and provide feedback (10 min in-person or emailed) ● Admin team [APs/HPs] ○ Attend Grade-Level/Content Learning Walks and provide feedback (10 min in-person or emailed) ○ Evaluate Educators- both announced and unannounced 25 min observations and debriefs ● Coaches ○ Attend Grade-Level/Content Learning Walks and provide feedback (10 min in-person or emailed) ○ Conduct intervention learning walks and report out ○ Observe educators after Lesson Study ● Director ○ Attend grade-level/Content learning walks weekly, Check-in on schedule to hold everyone accountable ○ Support APs to make an evaluation observation schedule and identify places where additional observation support is needed. ● Program Manager: ○ Attend ILP Learning walks & evaluate ILP teachers ● ILT members ○ Will attend an observation with an AP ○ Will lead student learning observations (aka peer observations) School Decision Points:

	● Articulate the vision and purpose of observation and feedback (peer observation, learning walks, coaching, evaluations) ○ The purpose of Learning Walk observation and feedback for our admin team & ILT is to take stock of general trends in the school to inform PD efforts, Coaching caseloads and support conversations ○ The purpose of Peer obs/feedback is to shift the focus to student learning and to Share effective practices with colleagues ○ The purpose of coaching/evaluative observations is to provide educators with face-to-face, helpful feedback that will help them grow. ● <i>How will you communicate this to all staff?</i> ○ Principal will communicate with Faculty Meetings & August PD Day ● <i>How will you determine who gets coaching and when?</i> ○ First quarter: New teachers, After that, coaching caseloads will be determined collaboratively at leadership meetings and will be Driven by assessment data and learning walk data. ● <i>What are the roles and responsibilities of instructional leaders in providing coaching?</i> ○ All Leadership will norm on how feedback is given to educators. All educators will receive coaching feedback after observations. Evaluations will be framed as a way of providing coaching feedback.
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Progress Monitoring

PD Arc of the Year

Observable goal:

- We will do weekly learning walks as an admin team, and by the end of the first quarter, as a school we will be averaging 75% execution of the look-fors related to the target strategy. In the PD block, we'll calibrate by watching a teaching video (ideally that show the strategies).

Tracking mechanism:

We will use the google form (related to the district look-for tool). Each admin and coach will contribute to this form every time they observe, including learning walks and we will look at trends in the monthly admin meeting to plan PD.

Instructional Leadership Practice

Leadership goal:

- Every educator is observed every 9 weeks by the leadership team (Admin, Coaches, Director) and gets coaching feedback. The observation is tracked in the tracker.

Tracking mechanism:

of educators observed will be planned out on an Admin calendar & tracked by observation tracker

Impact goal: [Focused on classroom educator practice]

80% of teachers will be asking students to do the heavy lift based on the MPS look-for tool.

Tracking mechanism:

- Look-For Tool Google Doc

MTSS Priority

District priority: “Students who are scoring well-below grade level receive foundational literacy skills intervention”

*For your school: select a focus area (for example: a content area, grade level and/or student group: Grade 3 ELs, Grade 1&2 SWD) where you want to concentrate efforts and see measurable progress. **This focus area should be aligned to your student learning goal focus area above***

Academic performance of SWD who are receiving academic services from student support staff (pull-out and push-in).

Strategies/Activities

MTSS Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Student Interventions</i>	<i>What actions will you continue from last year to maintain success in this area?</i> • Continue to progress monitoring • Taking inventory on who has been trained <i>What small shifts will you make to reduce disproportionate outcomes in student data?</i> • Set clearer expectations for intervention block at the end-of-year PD block • Create a calendar of observations & debriefs for the year with grade-level AP & Lit Coach • Protocol for progress monitoring • Kinder will take all assessments School decision point: <i>What are the range (if any) of intervention options beyond foundational literacy skills that your school will support next year?</i> • For K-4- Only literacy during intervention block; math during math intervention time (added on to math block) in the schedule. • 5-8- Math intervention

Progress Monitoring

Process goal:

- The Grade-level AP & Coach] will use a checklist to provide feedback based on student data at what frequency at least bi-monthly.

Tracking mechanism:

of observations & feedback

Attendance Priority

Attendance Goal

Increase school-wide average daily attendance to 95% or higher during the 2026-2027 school year, with a targeted improvement of at least 5% points in student attendance during the months of August, December and January, which have historically been the school's lowest attendance months.

Strategies/Activities and Progress Monitoring

<i>What group or grade level are you focused on moving the needle with this year in order to reach your attendance goals (see Part I)?</i> "Do Right by All Kids"	We will focus on improving attendance outcomes for our Multilingual Learners and Students with Disabilities, as these student groups currently demonstrate lower attendance rates than our school wide target. By prioritizing support for these student populations, we aim to improve consistent access to instruction and strengthen overall student outcomes.
<i>What staffing structure will support your attendance systems</i> "Embrace Growth"	<i>Who will lead your attendance team?</i> [see guidance] • Our school student support team will be led by the principal, who will work collaboratively with assistant principals, school social workers, school counselors, school nurses, teachers and support staff to monitor attendance data, identify trends and coordinate interventions for students experiencing attendance challenges. The principal will oversee the implementation of attendance initiatives, facilitate communication with families and ensure that attendance improvement remains a school-wide priority aligned with student success and engagement. <i>Who will be on your attendance team?</i> [see guidance] • The school's attendance team will consist of principal, assistant principals, school social workers, school counselor, school nurses

	and administrative assistants. <i>Who will take the lead on sending communications home regarding attendance?[see guidance]</i> - Teachers will initiate conversations around attendance before moving it up to school counselor/school social workers/assistant principals. <i>Who will participate in monthly meetings with the Assistant Superintendent of Student Services regarding attendance data?[see guidance]</i> - The principal will participate in a monthly meeting with the Assistant Superintendent of Student Services. Additional members of the attendance team may also participate as needed.
<i>What key shifts in roles & responsibilities, as well as rationale will you need to communicate to staff?</i> <i>What input can you seek?</i> “Include and Collaborate”	Attendance is a shared responsibility across the entire school rather than being viewed solely as an office/administrative task. -Teachers will play a more active role in monitoring student attendance patterns, communicating concerns to families early and building classroom environments that encourage students to attend school consistently. Support staff, counselors, and administrators will work collaboratively to identify barriers to attendance and provide targeted interventions for students and families in need of support. -There will be an increased emphasis on proactive communication with families, particularly during historically low-attendance months such as August, December and January. Staff may be asked to participate in outreach efforts, attendance celebrations, and school-wide initiatives designed to improve attendance. -The school will use attendance data more intentionally to monitor trends, identify students at risk of chronic absenteeism and adjust supports accordingly. Teams may review attendance data regularly during meetings to ensure timely intervention and accountability. The rationale for these shifts is rooted in the strong connection between attendance, academic achievement, social emotional development, and student belonging. Improving attendance requires a collective effort and a consistent message from all adults in the building that students are valued, supported and expected to attend school every day. By creating a more coordinated and proactive approach, the school can strengthen student engagement, reduce chronic absenteeism and improve outcomes for all students.

Early Learning Center School Improvement Plan

Instructional Priority

What is your school year 2026-2027 Instructional Priority? *This priority describes what you would like to see in classrooms...*

District priority: **“Students doing the heavy lifting”**

“All students are thinking (evidence of active reading, writing, speaking or work of the discipline) on task for most of the time, and there is evidence of student enjoyment, sense-making, risk-taking, asking questions and considering ideas of others”

School Focus Area:

If educators consistently implement structured, play-based, and developmentally appropriate instructional practices that include shared communication systems, visual and sensory supports, intentional curriculum adaptations, and collaborative planning across ILP and integrated settings, then students will demonstrate increased engagement, participation, communication, functional skill development, and measurable progress toward Kindergarten readiness aligned to the Massachusetts Preschool Learning Experiences Standards.

Strategies/Activities

Professional Development Arc of the Year

Time of year:	Do Right by all Kids: Teachers will...
August-October [Kick-off on Opening Day]	• Establish predictable classroom routines and visual schedules • Use common language and prompting systems across classrooms • Implement hands-on, multisensory learning opportunities • Embed visual, sensory, and communication supports throughout the day • Create intentional opportunities for peer engagement and play-based learning • Use interactive read alouds with questioning, prediction, and discussion opportunities • Build foundational counting and number communication skills through explicit instruction and visuals.
Nov-January [Kick-off on Nov PD day]	• Interactive read alouds and story retelling • Language expansion and modeling • AAC and shared communication systems • Embedded social communication opportunities • Structured peer interaction and collaborative play • Scaffolded writing, drawing, and storytelling opportunities • Explicit teaching of functional and developmental skills through play and routines

	• Strengthen number representation, sequencing, and math language across classroom routines and play.
February-June [Kick-off on Jan PD day]	• Repeated practice through predictable routines and centers • Embedded literacy and numeracy opportunities throughout play and daily activities • Use of manipulatives and concrete-to-abstract learning experiences • Opportunities for skill generalization across settings • Scaffolded independence and faded adult support • Explicit practice with counting, number representation, storytelling, and functional communication

Instructional Leadership Practice

Instructional Leadership Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Instructional Leadership Meetings</i>	High level statement: <i>Where will you focus your instructional leadership efforts this upcoming year?</i> PD Block Instructional leadership efforts will focus on strengthening inclusive, language-rich, developmentally appropriate instructional practices that increase student engagement, communication, participation, and Kindergarten readiness across ILP and integrated preschool settings. School decision points: <i>When will your Admin team regularly meet to talk about instruction (APs, Ps, Director, Coaches and PM as appropriate)?</i> • Admin team will meet weekly to review instructional practices, student data, integration supports, and collaborative teacher priorities. <i>When will your ILT meet, and how will their input inform admin team conversations about instruction?</i> • ILT will meet monthly to review implementation trends, staff feedback, curriculum access, and instructional needs. ILT input will directly inform PD planning, collaborative teaching priorities, walkthrough focus areas, and instructional decision-making.
<i>PD Block:</i> • <i>Conditions</i> • <i>Unit Study</i> • <i>Lesson Study</i> • <i>Student Work</i>	<i>How will you utilize PD Block to make progress towards your identified focus area?</i> • PD Blocks will provide structured opportunities for educators to collaborate around curriculum adaptation, inclusive instructional practices, communication systems, integration supports, student data, and developmental learning strategies aligned to Kindergarten readiness.

- Analysis • Peer - Observation - Debrief • Intervention	Role clarity: <i>What will each individual be responsible for with respect to PD block?</i> - Principal: - Monitor implementation, facilitate instructional vision, and support alignment across classrooms. - Director: - Coordinate district-wide priorities and alignment to DESE Preschool Standards. - Program Manager: - Coordinate scheduling, communication systems, intervention supports, and attendance at PD Blocks. - ILT members: - Facilitate collaboration, share effective practices, support peer learning, and identify classroom implementation needs. School decision points: <i>Which protocol(s) will you prioritize during PD Block?</i> - Prioritized protocols: Student Work Analysis, Peer Observation Debrief, Intervention Planning, Lesson Study, and collaborative problem-solving. <i>Who will facilitate each PD Block?</i> - PD Blocks will be facilitated collaboratively by administrators, ILT members, specialists, and teacher leaders depending on focus area. <i>How frequently will PD Block meet?</i> - PD Blocks will occur monthly.
Observation & Feedback - Conditions - Ongoing Cycles • Learning Walks	<i>How will you utilize Observation & Feedback to make progress towards your identified focus area?</i> - The Instructional Leadership Team will collaboratively develop quarterly coaching plans focused on inclusive instruction, student engagement, communication systems, curriculum adaptation, and integration practices. Observation and feedback systems will emphasize reflective practice, collaborative coaching, and continuous instructional improvement. Role clarity: <i>What will each individual be responsible for with respect to observation & feedback?</i> - Principal : - Conduct walkthroughs, evaluations, and coaching conversations aligned to schoolwide instructional priorities. - Director - Monitor alignment across classrooms and support systems-level instructional improvement particularly for MLL students. - Program Manager: - Support implementation logistics, coordination of related service provider

	schedules, and communication across teams. ● ILT members ○ Participate in peer observations, facilitate reflective discussions, and identify trends and needs from classroom practice. School decision points: ● <i>Articulate the vision and purpose of observation and feedback (peer observation, learning walks, coaching, evaluations)</i> ○ Peer Observations: Learning best practices from colleagues, ensuring consistency across classrooms ○ Learning Walks: Gather high-level trends on instructional priorities, inform PD and teacher support ○ Evaluations/Coaching: Provide coaching feedback and facilitate teacher reflection ● <i>How will you communicate this to all staff?</i> ○ Expectations and purpose will be communicated during Opening Day, faculty meetings, and PD Blocks. ● <i>What are the roles and responsibilities of instructional leaders in providing coaching?</i> ○ Instructional leaders will provide differentiated coaching support based on educator and classroom needs.
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Progress Monitoring

PD Arc of the Year

Observable goal:

Students are actively engaged for most of the instructional block through developmentally appropriate, play-based, and communication-rich instruction. Students participate using individualized supports and demonstrate increased attention, engagement, and peer interaction across settings.

Observable Goal Tracking mechanism:

- Learning walks
- Student engagement data
- Classroom observation tools
- Visual support implementation checklist

Outcome 1:

Students demonstrate increased expressive/receptive language, participation in classroom discussion, storytelling, numeracy, peer interaction, and ability to communicate ideas using verbal, visual, gestural, or AAC-supported responses. Students begin generalizing communication and functional skills across settings.

Outcome 1 Tracking mechanism:

- Communication sampling

- Student participation data
- Progress monitoring tools
- Related service collaboration logs
- Student work samples and storytelling artifacts

Outcome 2:

Students independently apply learned communication, numeracy, literacy, social-emotional, functional, and early academic skills across classroom settings and routines. Students demonstrate increased independence, engagement, peer participation, and Kindergarten readiness aligned to the Massachusetts Preschool Learning Experiences Standards.

Outcome 2 Tracking mechanism:

- Progress monitoring data
- Kindergarten readiness benchmarks
- Student portfolios and work samples
- Independence rubrics
- Transition readiness profiles

Instructional Leadership Practice

Leadership goal:

Instructional leaders will build educator capacity to implement inclusive instructional practices, common communication systems, curriculum adaptations, and collaborative planning structures that improve access and participation for all students.

Leadership goal tracking mechanism:

- # of learning walks completed
- Coaching tracker documentation
- Observation and walkthrough trends from google form
- PD implementation evidence
- Staff feedback surveys

Impact goal 1: [Focused on classroom educator practice]

Educators will consistently implement developmentally appropriate, communication-rich, and inclusive instructional practices that increase student engagement, participation, independence, and access to curriculum across settings.

Impact goal 1 tracking mechanism:

- PD attendance and participation logs
- Observation and walkthrough data collected on a google form
- Coaching notes
- Student engagement data
- Staff implementation reflections
- Collaboration meeting artifacts

Impact goal 2: [Focused on classroom educator practice]

Classroom educators will demonstrate increased use of student-centered, language-rich, and developmentally responsive instructional practices that improve access, participation, communication, and student outcomes across classroom settings.

Impact goal 2 tracking mechanism:

- Observation tracker data on google form
- Learning walk trends
- Coaching cycle documentation
- Educator reflection tools
- Student participation and engagement data
- Implementation fidelity evidence

MTSS Priority

District priority: “Students who are scoring well-below grade level receive foundational literacy skills intervention”

Preschool students demonstrating significant delays in communication, early literacy, social-emotional development, and functional readiness skills, particularly students with disabilities (SWD), will receive targeted, developmentally appropriate Tier II and Tier III interventions aligned to the Massachusetts Preschool Learning Experiences Standards to increase measurable progress toward Kindergarten readiness.

Strategies/Activities

MTSS Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Student Interventions</i>	<i>What actions will you continue from last year to maintain success in this area?</i> • Progress Monitoring MTSS improvement efforts will focus on strengthening progress monitoring systems, targeted interventions, and collaborative problem-solving practices to improve Kindergarten readiness outcomes for preschool students demonstrating significant delays in communication, early literacy, social-emotional development, executive functioning, and functional readiness skills. School decision point: <i>What are the range (if any) of intervention options beyond foundational literacy skills that your school will support next year?</i> • Functional communication and AAC supports

	• Social-emotional regulation interventions • Play and peer interaction groups • Executive functioning and self-regulation supports • Fine motor and sensory interventions • Early numeracy interventions using hands-on and concrete learning experiences • Language-rich small group instruction • Behavioral and transition supports • Targeted interventions supporting integration readiness and generalization of skills across settings
PD Block Calendar	<i>High level statement: How will you utilize PD Block to make progress towards your identified focus area?</i> PD Blocks will support educators in analyzing student data, developing targeted interventions, strengthening instructional grouping practices, and implementing consistent progress monitoring systems aligned to Kindergarten readiness goals. Role clarity: • Principal ○ Monitor MTSS implementation, facilitate data discussions, and support intervention planning. • Director ○ Ensure alignment of interventions with Preschool Learning Experiences Standards and inclusive preschool practices particularly for MLL students. • Program Manager ○ Coordinate scheduling, intervention logistics, and communication between teams. • ILT ○ Facilitate collaborative problem-solving, review intervention effectiveness, and support implementation of instructional strategies across classrooms. School decision points: • <i>Which weeks will PD Block be focused on reviewing data to create and plan for instructional groupings during intervention?</i> ○ PD Blocks focused on reviewing data and creating instructional groupings will occur a minimum of 3 times annually (Fall, Winter, Spring). • <i>Which weeks will PD Block be focused on monitoring and documenting student progress?</i>

	○ PD Blocks focused on monitoring and documenting student progress will occur at least 2 times annually following intervention cycles.
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Progress Monitoring

Process goal:

- Instructional leaders will implement consistent progress monitoring and collaborative data review systems to identify student needs, create targeted instructional groupings, monitor intervention effectiveness, and adjust supports in response to student progress

Tracking mechanism:

- SST meeting notes and data review artifacts
- Progress monitoring tools and student data trackers
- Instructional grouping documentation
- Intervention schedules and implementation logs
- Student growth data aligned to Preschool Learning Experiences Standards

Outcome goal: [Focused on classroom educator practice]

Educators will consistently utilize progress monitoring data, targeted instructional groupings, and developmentally appropriate interventions to increase student engagement, communication, early literacy, functional independence, and Kindergarten readiness outcomes.

Tracking mechanism:

- PD Block agendas and attendance logs
- Intervention grouping artifacts
- Progress monitoring documentation
- Observation and walkthrough data
- Student growth and intervention outcome data

Attendance Priority

Attendance Goal

By June 2027, the Malden Early Learning Center will improve overall student attendance and reduce chronic absenteeism by implementing proactive family engagement, consistent communication systems, and coordinated intervention supports, resulting in at least 95% of students attending school regularly and a measurable decrease in students identified as chronically absent, with a particular focus on students requiring intensive support services and students with disabilities.

Strategies/Activities and Progress Monitoring

<i>What group or grade level are you focused on moving the needle with this year in order to reach your attendance goals (see Part I)?</i> “Do Right by All Kids”	Preschool students demonstrating chronic absenteeism patterns, particularly students with disabilities (SWD), students requiring intensive support services, and students transitioning into school-based programming who may experience barriers to consistent attendance.
<i>What staffing structure will support your attendance systems</i> “Embrace Growth”	<i>Who will lead your attendance team?</i>[see guidance] • The attendance team will be led by the Principal to ensure coordinated attendance monitoring, intervention planning, and family support systems. <i>Who will be on your attendance team?</i> [see guidance] The attendance team will include: • Principal • Administrative Assistants • School Nurse The team will collaborate to review attendance data, identify barriers to attendance, coordinate interventions, and support students and families demonstrating chronic absenteeism patterns. <i>Who will take the lead on sending communications home regarding attendance?</i>[see guidance] • Classroom teachers and classroom teams will take the lead on proactive attendance communication with families, with additional support from administration, and nursing staff when attendance concerns require targeted intervention or follow-up. <i>Who will participate in monthly meetings with the Assistant Superintendent of Student Services regarding attendance data?</i>[see guidance] • The Principal and designated attendance team members will participate in monthly meetings with the Assistant Superintendent of Student Services to review attendance data, monitor progress toward attendance goals, and coordinate intervention supports for students experiencing chronic absenteeism.
<i>What key shifts in roles & responsibilities, as well as rationale will you need to communicate to staff?</i> <i>What input can you seek?</i>	Key Shifts in Roles & Responsibilities To improve student attendance outcomes, the Malden ELC will strengthen shared responsibility for attendance across all staff members. Attendance will be viewed as an important part of student access, participation, and Kindergarten readiness rather than solely a compliance issue.

“Include and Collaborate”	Key Shifts to Communicate to Staff ● All staff play a role in promoting positive attendance and family engagement. ● Classroom teams will consistently monitor attendance patterns and communicate concerns early. ● Staff will use proactive, relationship-based communication with families to identify barriers and provide support before concerns escalate. ● The attendance team will coordinate interventions and supports for students demonstrating chronic absenteeism patterns. ● Increased collaboration between classroom staff, social work, nursing, related service providers, and administration will support students with attendance barriers. ● Attendance data will be reviewed regularly as part of MTSS and student support discussions. ● Communication systems and expectations for documenting outreach and concerns will become more consistent across classrooms. Consistent attendance is essential for: ● Building school routines and readiness ● Accessing communication, social-emotional, and academic learning opportunities ● Supporting skill generalization and developmental growth ● Strengthening relationships between students, families, and school staff ● Improving Kindergarten readiness outcomes aligned to the Massachusetts Preschool Learning Experiences Standards Staff Input to Seek ● Family barriers impacting attendance ● Effective communication strategies currently working with families ● Supports needed to improve attendance follow-up systems ● Feedback on attendance communication protocols ● Ideas for strengthening family-school partnerships ● Recommendations for improving transition and engagement supports for students
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Malden High School Improvement Plan

Adjustment to process given Principal transition

Since January, Malden High School House Principals have regularly met to develop a draft School Improvement Plan for SY27. House Principals deliberately worked with the Malden High School Instructional Leadership Team (ILT), which includes Teacher Leaders, coaches, Directors, and the HS Program Manager, to get input over the course of the drafting process.

The following proposed SIP for Malden High should be considered a working draft. Following the start of new Malden High School Principal Michael Sabin on July 1, this SIP will be further revised. As was noted in the Progress Monitoring and Interim Reporting section of this document, the district intends to bring an updated MHS Improvement Plan to the School Committee in September, 2026.

District investments

The following district expectations and investments are specific to making improvements at Malden High School. Malden High is still also expected to meet the district expectations for all schools outlined at the beginning of this document.

English Language Arts

In spring of 2026, the district completed a curriculum adoption process for grades 9 & 10 English Language Arts (ELA) and the Malden School officially adopted Fishtank for use in these classrooms starting in the fall of 2027. To support the implementation of Fishtank, the course assignments have been re-designed to allow for two dedicated ELA teaching teams, one supporting grades 9 & 10 and one supporting grades 11 & 12. This decision was also based on staff input and extends to co-teaching pairs to allow for more in depth co-planning. Based on staff and district input, the top priority in making ELA course assignments for SY27 was creating meaningful co-teaching pairs, who have regular time to co-plan for their students. The district-wide secondary literacy coach will also provide support for the implementation of Fishtank. A team of educators (referred to as an “Implementation Team”) this spring have been working with Content Directors to propose a professional development calendar for educators implementing Fishtank and to create resources for educators as they implement this new curriculum.

Math

At Malden High School, the district is investing in increased instructional time for math in grade 9. Next year, the school is actively exploring the feasibility of having 9th graders take Math 1 in such

a way that they take math every day (and take six classes overall instead of seven), to ensure stronger math foundations as they prepare to advance through high school.

Similar to ELA, math educators will have a dedicated math coach to support instructional strategies and curriculum pacing. There is also ongoing work to revise the high school math scopes and sequences to better reflect Massachusetts standards. Math educators will also have a co-teaching partner and time in the day for co-planning. To better support co-teaching in math, the district has partnered with DESE's inclusion and access network to provide additional PD and coaching to co-teaching teams to support effective instruction.

Special Education

The Malden High School student schedules were designed to be less restrictive for students with disabilities while still meeting their IEP and service requirements. Previously, students with disabilities had fewer opportunities to access electives. The new schedule design will allow for increased access to inclusion environments for students with disabilities including increased access to electives. In the sub-separate environment, students with disabilities will be able to access supports that are better aligned with their inclusion classes.

Competency Determination Assessments

As part of the Malden Public Schools' Competency Determination Policy, the set of Mastery Assessments approved by the school committee in spring 2026 will be finalized and piloted in the spring of 2027. This pilot will be a low-stakes way for students to take the assessments and will allow for educators (collaboratively with district staff) to review assessment results, examine disproportionality, and make adjustments to assessments and instruction in advance of these assessments being implemented as graduation requirements in SY28.

Instructional Priority

What is your school year 2026-2027 Instructional Priority? *This priority describes what you would like to see in classrooms...*

District priority: **“Students doing the heavy lifting”**

“All students are thinking (evidence of active reading, writing, speaking or work of the discipline) on task for most of the time, and there is evidence of student enjoyment, sense-making, risk-taking, asking questions and considering ideas of others”

School Focus Area:

Malden High School will improve upon **Grade 9 student outcomes for all students, including student groups such as students with disabilities**, by focusing on programming and skill building that allows for a positive transition to high school including:

- Self advocacy
- Time management
- Building and reinforcing connections to staff and peers
- Learning and strengthening leadership skills
- Creating engaging opportunities (extra-curriculars, school events, athletics) for students to connect within the school community.
- Classroom routines that promote risk taking and rigor

Strategies/Activities

Professional Development Arc of the Year

Time of year:	Do Right by all Kids: Teachers will...
August-October [Kick-off on Opening Day]	The science of attention <i>District strategies:</i> ● Moments of Genuine Connection ● Strong Start ● Chunk Directions
Nov-January [Kick-off on Nov PD day]	The science of processing <i>District strategies:</i> ● Accountable talk
February-June [Kick-off on Jan PD day]	The science of practice <i>District strategies:</i> ● Retrieval Practice

Instructional Leadership Practice

Instructional Leadership Practice	Include and Collaborate <i>To support effective instruction, Instructional Leaders will...</i>
<i>Instructional Leadership Meetings</i>	High level statement: <i>Where will you focus your instructional leadership efforts this upcoming year?</i> 9th grade instruction School decision points: <i>When will your various teams meet to talk about instruction</i> HPs and Principals will meet regularly ILTs will meet with the admin team: • Day of week: Thursday • Length: 60 or 90 minutes • Frequency: bi-weekly
<i>PD Block:</i> • <i>Conditions</i> • <i>Unit Study</i> • <i>Lesson Study</i> • <i>Student Work Analysis</i> • <i>Peer Observation Debrief</i> • <i>Intervention</i>	<i>How will you utilize PD Block to make progress towards your identified focus area?</i> Role clarity: <i>What will each individual be responsible for with respect to PD block?</i> • Principal: ○ Communicate purpose and utility of PD block consistently ○ Progress monitor the facilitation and quality of collaboration • Admin team [APs/HPs]: ○ Observe Lesson Study ○ Monitor for: ■ Facilitator engages all voices ■ Attendance & Participation ■ Facilitator addresses deficit thinking ■ Facilitator uses one of the 3 protocols ○ Provide feedback to facilitators • Coaches & Teacher Leaders: ○ Plan and Facilitate Lesson Study • Director: ○ Planning and facilitation support for facilitators ○ At ILT: Training for Facilitators to lead PD Block with one of the three protocols ○ Support with problem solving barriers to impactful collaboration • Program Manager: ○ define and group special educators into appropriate PD blocks ○ Attend and initiate pd block for pace and rise educators • ILT members:

	○ All educators who attend PD block will participate in ILT School decision points: ● <i>Which protocol(s) will you prioritize during PD Block?</i> ○ Facilitators select: ■ 1. Lesson Study (Tuning for non-shared content areas) ■ 2. Peer observation Debrief (Based on lesson or instructional strategy) ■ 3. Student work analysis with asset lens ■ <i>Groups should begin with norms and setting a foundation for collaborative work</i> ● <i>Who will facilitate each PD Block?</i> ○ Teacher Leaders ○ Coaches ○ ILT members ● <i>How frequently will PD Block meet?</i> ○ Every 8 days (~2 times per month) ○ Student master schedule and teacher prep periods will ultimately determine the PD block schedule
<i>Observation & Feedback</i> ● <i>Conditions</i> ● <i>Ongoing Cycles</i> ● <i>Learning Walks</i>	<i>How will you utilize Observation & Feedback to make progress towards your identified focus area?</i> ● Develop and communicate a coaching plan for each quarter of the year, collaboratively among the Instructional Leadership Team that includes a vision for the purpose of observation and feedback, ● How coaching is determined, and roles and responsibilities across instructional leaders. Role clarity: <i>What will each individual be responsible for with respect to observation & feedback?</i> ● Principal : Co-observe with each AP once a month ● Admin team [HPs and Program Manager] ● House Principal/ program manager will be responsible for contractually required observations/ evaluations. ● Quarter 1- HPs will focus on new teachers, and 9th grade teachers (within their discipline/ list of evaluatees) for high-frequency, 10 minute observations. Following these walk-throughs, teachers will be given feedback via email and/ or quick post-observation meetings. ● Quarter 2 and beyond- HPs will begin Vector official observations, while continuing with high-frequency, 10 minute observations ● Coaches ○ Coaches will complete a coaching cycle (including a pre-observation meeting, observation, and post-observation meeting) with all new teachers and 9th grade teachers within their discipline in Quarter 1 (coaches,

	directions and teacher leaders should communicate amongst themselves to ensure all 9th grade teachers and new teachers receive this support at least once) ○ Coaches will continue the coaching cycle with all teachers in their discipline in Quarter 2 and beyond (coaches, directions and teacher leaders should communicate amongst themselves to ensure all teachers are offered this support at least once) ● Directors – Content ○ Co-observe with HPs/Coaches on a rotation at least once a month (for calibration) ○ Support coaches to make a coaching schedule and identify places where additional coaching support is needed. ● Directors - Home ○ Review and summarize quantitative/ qualitative data from 10 minute walk throughs ○ Review and summarize quantitative/ qualitative data from coaching cycles completed by coaches, TL, directors ○ Co-observe with each AP once a month ● Teacher Leaders ○ Teacher leaders will complete a coaching cycle (including a pre-observation meeting, observation, and post-observation meeting) with all new teachers and 9th grade teachers within their discipline in Quarter 1 (coaches, directors and teacher leaders should communicate amongst themselves to ensure all 9th grade teachers and new teachers receive this support at least once) ○ Teacher Leaders will continue the coaching cycle with all teachers in their discipline in Quarter 2 and beyond
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Progress Monitoring

PD Arc of the Year

Observable goal:

Daily classroom instruction will include the following:

- Objectives that are student centered and involve students doing the “heavy lift”
- Daily moments where students can make connections between content and their cultural perspectives
- Appropriate scaffolding that is intended to support and engage individual student learning
- Appropriate chunking of directions that will support students and their educational plans

Strong Start-

- DO Nows, Openers, consistent classroom routines that are timed and defined in the class by department and school wide
- Grades or value for Do Now
- No bathroom breaks first and last 15 minutes (consistent)
- Cell phones away and out of sight

- Teachers at the doorway, welcoming students into the classroom at the start of class

Moments of Genuine Connection

- Moments to connect with kids during class
- Genuine connections w/families
- Peer to peer connection (student Icebreaker)
- Student to student Accountable Talk

Chunking- Supports all students by creating opportunities for checking for understanding. This allows for flexible options including individual and partner work.

Tracking mechanism:

Google tracker of observations

Instructional Leadership Practice

Tracking mechanism:

9th Grade "Flash" Feedback Tracker

Since the plan calls for high-frequency, **10-minute observations**, a simplified Google Sheet can help HPs and APs track volume and consistency.

- **Columns:** Teacher Name, Date, Observation Duration, Core Focus (e.g., Engagement, Literacy), and a "Feedback Sent" checkbox.
- **Goal:** Use conditional formatting to highlight teachers who haven't been visited in over 10 school days, ensuring no 9th-grade educator is left without support.

2. Instructional Calibration Dashboard

To support the Principal's goal of **weekly co-observations**, use a shared document to track alignment between observers.

- **Structure:** A table where two observers (e.g., Principal and 9th Grade HP) record their "glows" and "grows" independently for the same lesson, then meet to discuss discrepancies.
- **Tracking:** Note whether the feedback was calibrated (Yes/No) to identify areas where leadership needs to align their instructional vision.

Attendance Priority

Attendance Goal

Strategies/Activities and Progress Monitoring

<i>What group or grade level are you focused on moving the needle with this year in order to reach your attendance goals (see Part I)?</i> “Do Right by All Kids”	MHS will be focusing on transitional programming within the 9th grade to improve student attendance. We will collaborate with the RISE Network to create structures and support for on track/off track students. Data will be used to inform and drive 9th grade attendance.
<i>What staffing structure will support your attendance systems</i> “Embrace Growth”	<i>Who will lead your attendance team?</i>[see guidance] ● 9th grade academy teams <i>Who will be on your attendance team?</i> [see guidance] ● 9th grade teachers based on House system, school counselors, social workers, HPs <i>Who will take the lead on sending communications home regarding attendance?</i>[see guidance] ● 9th grade academy teams will use the “on track” system to monitor attendance. The academy teams will work with students and families to create interventions for those who are “not yet on track”. <i>Who will participate in monthly meetings with the Assistant Superintendent of Student Services regarding attendance data?</i> [see guidance] ● One member of the academy team (teacher, school counselor, social worker) will meet monthly with the Assistant Superintendent of Student Services.
<i>What key shifts in roles & responsibilities, as well as rationale will you need to communicate to staff?</i> <i>What input can you seek?</i> “Include and Collaborate”	We will need to schedule weekly academy team meetings where all members are present. This could occur during PD time

Appendix: Professional Development Plan Calendars

As a supplement to their School Improvement Plans, all schools were asked to submit Professional Development Calendars through at least Quarter 1 of SY27.

Beebe Professional Development Calendar

Quarter 1 Professional Learning Calendar

August			
TBD	Orientation		
TBD	Orientation		
August 24, 2026	PD Day		Framing the year
August 25, 2026	PD Day		
September			
September 9, 2026	Open House		
September 14, 2026	Faculty Meeting		Framing the PD Block
September 14, 2026	Gold Week PD Block 1	Unit Planning	math K-2//ELA 3-5
September 21, 2026	Blue Week PD Block 1	Unit Planning	math K-2//ELA 3-5
September 28, 2026	Gold Week PD Block 2	Instructional Support	Instructional Playbook/Attention
October			
October 5, 2026	Faculty Meeting		Playbook
October 5, 2026	Blue Week PD Block 2	Instructional Support	Instructional Playbook/Attention
October 12, 2026	Gold Week PD Block 3	Instructional Support	Instructional Playbook/SPED & ML
October 19, 2026	Blue Week PD Block 3	Instructional Support	Instructional Playbook/SPED & ML
October 26, 2026	Gold Week PD Block 4	Data	LASW/Strat. Observ. data
November			
November 02, 2026	Faculty Meeting		
November 2, 2026	Blue Week PD Block 4	Data	LASW/Strat. Observ. data
November 3, 2026	PD Day		
November 9, 2026	Gold Week PD Block 1	Unit Planning	ELA K-2//Math 3-5

November 16, 2026	Blue Week PD Block 1	Unit Planning	ELA K-2//Math 3-5
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Quarter 2 Professional Learning Calendar

November			
November 16, 2026	Blue Week PD Block 1	Unit Planning	ELA K-2//Math 3-5
November 18, 2026	Caregiver Conferences		
November 23, 2026	Thanksgiving week no PD		
November 30, 2026	Gold Week PD Block 2	Instructional Support	Instructional Playbook/Processing
December			
December 7, 2026	Faculty Meeting		
December 7, 2026	Blue Week PD Block 2	Instructional Support	Instructional Playbook/Processing
December 14, 2026	Gold Week PD Block 3	Instructional Support	Instructional Playbook/SPED & ML
December 21, 2026	Holiday Break No PD		
January			
January 4,2027	Faculty Meeting		
January 4, 2027	Blue Week PD Block 3	Instructional Support	Instructional Playbook/SPED & ML
January 11, 2027	Gold Week PD Block 4	Data	Benchmark
January 18, 2027	Blue Week PD Block 4	Data	Benchmark

Quarter 3 Professional Learning Calendar

January			
January 25, 2027	Gold Week PD Block 1	Unit Planning	math K-2//ELA 3-5
January 25, 2026	PD Day		
February			
February 1, 2027	Faculty Meeting		
February 1, 2027	Blue Week PD Block 1	Unit Planning	math K-2//ELA 3-5
February 8, 2027	Gold Week PD Block 2	Instructional Support	Instructional Playbook/Processing
February 15, 2027	Feb Vacation Week		
February 22, 2027	Blue Week PD Block 2	Instructional Support	Instructional Playbook/Processing
March			

March 1, 2027	Faculty Meeting		MCAS Training
March 1, 2027	Gold Week PD Block 3	Instructional Support	Instructional Playbook/SPED & ML
March 8, 2027	Blue Week PD Block 3	Instructional Support	Instructional Playbook/SPED & ML
March 10, 2027	Caregiver Conferences		
March 15, 2027	Gold Week PD Block 4	Data	LASW/Strat. Observ. data
March 22, 2027	Blue Week PD Block 4	Data	LASW/Strat. Observ. data
March 29, 2027	Gold Week PD Block 1	Unit Planning	ELA K-2//Math 3-5

Quarter 4 Professional Learning Calendar

April			
April 5, 2027	Faculty Meeting		Class Lists
April 5, 2027	Blue Week PD Block 1	Unit Planning	ELA K-2//Math 3-5
April 12, 2027	Gold Week PD Block 2	Instructional Support	Instructional Playbook/Practice
April 19, 2027	Apr. Vacation Week		
April 26, 2027	Blue Week PD Block 2	Instructional Support	Instructional Playbook/Practice
May			
May 3, 2027	Faculty Meeting		Class Lists/Schedules
May 3, 2027	Gold Week PD Block 3	Instructional Support	Instructional Playbook/SPED & ML
May 10, 2027	Blue Week PD Block 3	Instructional Support	Instructional Playbook/SPED & ML
May 17, 2027	Gold Week PD Block 4	Data	LASW/Strat. Observ. data
May 24, 2027	Blue Week PD Block 4	Data	LASW/Strat. Observ. data
June			
June 7, 2027	Faculty Meeting		Reflections
June 7, 2027	Gold Week		Benchmark Data
June 14, 2027	Blue Week		Benchmark Data

Ferryway Professional Development Calendar

Quarter 1 Professional Learning Calendar

<u>Month</u>	<u>Week of</u>	<u>Venue</u>	<u>Professional Learning School Content</u>
August	8/24	All District PD Day	
September	8/31	Faculty Meeting	Launch coaching vision & PD block vision with staff
	9/7	PD Block #1	Unit Study
	9/14	PD Block #1	Unit Study
	9/21	PD Block #2 (5-8)	Intervention Data meeting - create groups
	9/28	PD Block #2 (K-4)	Intervention Data meeting - create groups
October	10/5	PD Block #1 & Faculty Meeting	Lesson Study (with strategy follow up) / Faculty Meeting: Vertical Planning to unpack MCAS data and identify key standards + launch Peer Observations
	10/12	PD Block #1	Lesson Study (with strategy follow up)
	10/19	PD Block #2	LASW + Debrief Peer Observations
	10/26	PD Block #2	LASW + Debrief Peer Observations
November	11/2	All District PD Day & Faculty Meeting	PD Day School Time: Vertical Teams 6-8 + Grade Level Teams K-5 / Faculty Meeting: SST Process
	11/9	PD Block #1	Intervention Data - Progress Monitoring
	11/16	PD Block #1	Intervention Data - Progress Monitoring
	11/23	PD Block #2	Unit Study
		PD Block #2	Unit Study

Forestdale Professional Development Calendar

Month	Date	Venue	Professional Learning School Content
August	8/24 8/25	All District PD Day	Framing the Year
September	9/7	PD Block Week 1	Unit Planning
	9/8	Faculty Meeting	Overview of PD block, instructional coaching, framing the professional learning arc
	9/21	PD Block Week 2	Instructional Support/LASW
	9/22	ILT Meeting	Baseline data review, planning for PD block facilitation
	9/22	Open House/Back to School Night	
October	10/5	PD Block Week 3	Unit Planning
	10/6	Faculty Meeting	Previewing strategies, science of attention (moments of connection, teacher clarity, break it down)
	10/19	PD Block Week 4	Instructional Support/LASW
	10/20	ILT Meeting	Informal observation data, planning for PD block facilitation
November	11/2	All District PD Day	
	11/2	PD Block Week 5	Unit Planning
	11/10	Faculty Meeting	TBD
	11/16	PD Block Week 6	Instructional Support/LASW
	11/17	ILT Meeting	Informal observation data, planning for PD block facilitation

Linden Professional Development Calendar

Month	Week of	Venue	Professional Learning School Content
August	8/24	Linden	Beginning of the Year Routines / Classroom Set up
	8/25	Malden High	All District PD Day
September	9/1		
	9/7	PD Block	SY26-27 Objectives overview / Reshare SIP expectations / School Priorities
	9/14	Faculty Meeting	SY26-27 BOY Overview (SIP Expectations) / Attendance
	9/21	PD Block	BOY Data Meeting / Review Student Groupings
	9/28	ILT	Share Arc of Learning / Norm on Peer observations expectations
October	10/5	PD Block	Review MCAS Data by grade and content How to incorporate glossaries and graphic organizers for SWD and ML students
	10/12	Faculty Meeting	Follow up on Attendance / Share ILT Arc of Learning
	10/19	PD Block	Looking at Student Work
	10/26	ILT	Debrief Peer Observations / Calibrate
November	11/3	Malden High School	All District PD Day
	11/2	PD Block	Instructional Strategy Follow up from District PD Day
	11/9		
	11/16	Faculty Meeting	Monitor and Document Student Progress
	11/16	PD Block	Lesson Study
Quarter 2 Professional Learning Calendar			

	11/23	ILT	
	11/30		
December	12/7	Faculty Meeting	Instructional Strategy: Strong Start / Access Testing Training
	12/7	PD Block	Instructional Strategy Follow Up: Strong Start
	12/14		
	12/21	PD Block	Peer Observations
January	1/4	Faculty Meeting	Instructional Strategy: Elaborate Rehearsal
	1/11	PD Block	Instructional Strategy Follow Up: Elaborate Rehearsal
	1/18		
	1/25	ILT	
Quarter 3 Professional Learning Calendar			
February	2/1	Faculty Meeting	Instructional Strategy: Micro-Modeling
	2/1	PD Block	MOY Data Meeting
	2/8		
	2/15	February Vacation	
	2/22	PD Block	Adjust intervention groupings
March	3/1	Faculty Meeting	MCAS Training
	3/8	PD Block	Lesson Study
	3/10	Caregiver Conferences	
	3/15		
	3/22	PD Block	Looking at Student Work

	3/29	ILT	
Quarter 4 Professional Learning Calendar			
April	4/5	Faculty Meeting	Share trends from Learning Walks / Instructional Strategy Support
	4/5	PD Block	Lesson Study
	4/12		
	4/19	April Vacation	
	4/26	PD Block	Data Meeting: Looking at Student Work
May	5/3	Faculty Meeting	TBD
	5/10	PD Block	Lesson Study
	5/17		
	5/24	PD Block	Class Lists
June	6/7	Faculty Meeting	Closing out SY27 / Schedules
	6/7	PD Block	Celebration & Grows on PD Block Reflections & SY28 Planning
	6/21	PD Block	

Salemwood Professional Development Calendar

SY26-27 Salemwood Faculty Meeting & PD Block Plan

Thursday Faculty Meeting

Date/WK	Calendar Event	Draft Objectives	Link
8/24/26	PD Day	• Staff “Who’s Who” • Walkie/Text for Support: When & How • Attendance • Family Engagement • Team/Co-Teacher Contract • Behavior management strategies- motivation	
9/3/26	Faculty Meeting #1	• Police Department • Vector • PD Block Schedule • Leadership Opportunities • Excellent Teaching at Salemwood ◦ Learning Walk ◦ Observation ◦ Expectations	Auditorium
WK of 9/14	K-4 PD Block	• Who are our students? Data-dive/Intervention • Push-in Definition & Contracts	
WK of 9/21	5-8 PD Block	• Who are our students? Data-dive/Intervention • Push-in Definition & Contracts	
	ILT	• Determine ILT reps & how they will get input • Give input on SW version of protocols	
WK of 9/28	K-4 PD Block	• Lesson Study	
WK of 10/5	5-8 PD Block	• Lesson Study	

10/1/26	Faculty Meeting #2	Instructional Strategy #1 Follow-Up	Grade Bands (Consider a new teacher cohort)
WK of 10/12	K-4 PD Block *No School Monday	LASW	
WK of 10/19	5-8 PD Block	LASW	
	ILT		
WK of 10/26	K-4 PD Block	Peer Observations #1	
WK of 11/2	5-8 PD Block *No Tuesday Mtg	Peer Observations #1	
11/3/26	PD Day	Behavior Management & Student Motivation	
11/5 OR 11/12	Faculty Meeting #3	Instructional Strategy #2 Follow Up	Content Teams
WK of 11/9	K-4 PD Block *No school Wed		
11/16	5-8 PD Block		
		Week of Thanksgiving	
WK of 11/30	K-4 PD Block		
12/3/26	Faculty Meeting #4	Instructional Strategy #2.5 (CHOICE)	Content Teams
WK of 12/7	5-8 PD Block		
	ILT		
WK of 12/14	K-4 PD Block		
WK of 12/21/26	5-8 PD Block		

		Week of Winter Break	
WK of 1/4	K-4 PD Block		
WK of 1/11	5-8 PD Block		
1/7/27	Faculty Meeting #5	Mid-Year Learning Walk Trends	Auditorium
WK of 1/18	K-4 PD Block <i>*No School Monday</i>	• Data Dive	
1/25/27	PD Day		
WK of 1/25	5-8 PD Block <i>*No School Monday</i>	• Data Dive	
	ILT		
WK of 2/1	K-4 PD Block		
2/4/27	Faculty Meeting #6	• MCAS Training	Auditorium
WK of 2/8	5-8 PD Block		
		February Break	
WK of 2/22	K-4 PD Block	Instructional Strategy #3 Follow-Up	
3/1/27	5-8 PD Block	Instructional Strategy #3 Follow-Up	
3/4/27	Faculty Meeting #7	Instructional Strategy #3.5 (CHOICE)	
WK of 3/8	K-4 PD Block		
WK of 3/15	5-8 PD Block		
	ILT		
WK of 3/22	K-4 PD Block <i>*Half day Friday</i>		
WK of 3/29	5-8 PD Block		

	ILT	Staff & Family Survey	
4/1/27	Faculty Meeting #8	Staff & Family Survey	Auditorium
WK of 4/5	K-4 PD Block		
WK of 4/12	5-8 PD Block		
		April Break	
WK of 4/26	K-4 PD Block		
WK of 5/3	5-8 PD Block		
5/6/27	Faculty Meeting #9		
	ILT		
WK of 5/10	K-4 PD Block		
WK of 5/17	5-8 PD Block		
	ILT		
WK of 5/24	K-4 PD Block		
WK of 5/31	5-8 PD Block *No Monday		
6/3/27	Faculty Meeting #10	- Celebrations - Preview of SY26-27	
WK of 6/7	K-4 PD Block		
WK of 6/14	5-8 PD Block		

ELC Professional Development Calendar

<i>Month</i>	<i>Date</i>	<i>Venue/Meeting</i>	<i>Professional Learning Content</i>
<i>August</i>	<i>August 24, 2026</i>	<i>PD Day</i>	<i>Staff Professional Development</i>
<i>September</i>	<i>September 3, 2026</i>	<i>ELC Faculty Meeting</i>	<i>Schoolwide Priorities & Instructional Focus</i>
<i>September</i>	<i>September 15, 2026</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>
<i>October</i>	<i>October 1, 2026</i>	<i>ELC Faculty Meeting</i>	<i>Instructional Practices & Schoolwide Focus</i>
<i>October</i>	<i>October 13, 2026</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>
<i>November</i>	<i>November 3, 2026</i>	<i>PD Day</i>	<i>Staff Professional Development</i>
<i>November</i>	<i>November 5, 2026</i>	<i>ELC Faculty Meeting</i>	<i>Schoolwide Priorities & Collaboration</i>
<i>November</i>	<i>November 17, 2026</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>
<i>December</i>	<i>December 3, 2026</i>	<i>ELC Faculty Meeting</i>	<i>Instructional Reflection & Planning</i>
<i>December</i>	<i>December 15, 2026</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>
<i>January</i>	<i>January 4, 2027</i>	<i>Faculty Meeting</i>	<i>Mid-Year Priorities & Instructional Focus</i>
<i>January</i>	<i>January 25, 2027</i>	<i>PD Day</i>	<i>Staff Professional Development</i>
<i>January</i>	<i>January 19, 2027</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>

<i>February</i>	<i>February 4, 2027</i>	<i>ELC Faculty Meeting</i>	<i>Instructional Practices & Collaboration</i>
<i>February</i>	<i>February 23, 2027</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>
<i>March</i>	<i>March 4, 2027</i>	<i>ELC Faculty Meeting</i>	<i>Schoolwide Priorities & Reflection</i>
<i>March</i>	<i>March 16, 2027</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>
<i>April</i>	<i>April 1, 2027</i>	<i>ELC Faculty Meeting</i>	<i>School Improvement Planning</i>
<i>April</i>	<i>April 13, 2027</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>
<i>May</i>	<i>May 6, 2027</i>	<i>ELC Faculty Meeting</i>	<i>End-of-Year Reflection & Planning</i>
<i>May</i>	<i>May 18, 2027</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>
<i>June</i>	<i>June 3, 2027</i>	<i>ELC Faculty Meeting</i>	<i>Year-End Reflection & Transition Planning</i>
<i>June</i>	<i>June 15, 2027</i>	<i>ELC Building Meeting</i>	<i>Building-Based Collaboration</i>

DRAFT Malden High School Professional Development Calendar

Quarter 1 Professional Learning Calendar

<u>Month</u>	<u>Week of</u>	<u>Venue</u>	<u>Professional Learning School Content</u>
August	8/24	All District PD Day	<u>PD on</u>
September	8/31		
	9/7		September Faculty Meeting: • Co-teaching PD (learning and Tools)
	9/14		
	9/21		
	9/28		
October	10/5		October Faculty Meeting:
	10/12		
	10/19		
	10/26		
November	11/2	All District PD Day	
	11/9		
	11/16		
	11/23		