

Andover Elementary School *Strategic Improvement Plan*

Andover Elementary School is a PreK-6 public school serving approximately 250 students. Our mission is to provide a creative and challenging curriculum for ALL in a safe environment while nurturing the values of responsibility, respectfulness and a desire for learning.

Our 2025 - 2026 Commitment

We will fiercely pursue academic excellence, emotional intelligence, and a community where belonging matters.

Andover Elementary School Skills & Dispositions

Communication: Listens actively to peers and adults, uses kind and clear words, and shares ideas confidently.

Collaboration: Works well in teams, takes turns, respects others' ideas, and helps solve problems together.

Motivation: Tries their best, shows effort even when it's hard, and sets personal goals.

Critical Thinking: Asks questions, makes connections, explains thinking, and solves problems in creative ways.

Integrity: Does the right thing even when no one is watching, tells the truth, and takes responsibility.



Academic Excellence - *If we do nothing else*, we will ensure every student engages in high-quality, evidence based grade-level instruction every day. We will monitor student learning through formative assessment, and respond with intentional, differentiated support. We will hold high expectations for student thinking, discussion, and growth across all content areas.

Literacy Achievement: Through the use of high quality research based instructional practices, AES will increase DIBELS, iReady and ELA SBAC proficiency to 75%. We will increase our % of SBAC target achieved to 80%.

Key Literacy Strategies:

- Build PK–6 staff competencies in the science of reading: Identifying and intervening in students with gaps in proficiency as well as the “what and how” of *structured literacy instruction*. Include staff competencies in multisensory learning and how to embed these into purposeful play and daily routines to set foundational skills for later success in complex reading.
- Embed bite-sized PK-6 PD into weekly data team meetings to support staff learning and application.
- K-6 Teachers will evaluate and plan to intentionally use high-quality instructional practices within the Bookworms, Foundations, and Heggerty curriculums. Teachers move from mechanical to refinement, differentiation, and adaptation while maintaining integrity of the programs.
- PK and K teachers will intentionally integrate high-quality systematic and explicit early literacy practices (e.g., dialogic reading, songs and rhymes, print-rich play centers) and document how these support later success in Bookworms, Foundations, and Heggerty curriculums.
- PK-6 staff will facilitate deeper comprehension conversations using text-dependent questions and accountable talk strategies.
- K-6 Staff will use frequent formative assessments to inform Differentiated Instruction (DI) block grouping and instruction.
- PK staff will use CTDOTS, observational checklists, language samples, and play-based assessments to plan small group and individualized support in emergent literacy and language.

PD Connections:

- One virtual coaching day with a Bookworms coach via the University of Delaware
- Monthly leadership collaboration sessions with schools across the country, facilitated by UD
- Hold Kinder and Pre-K “bridge meetings” where kindergarten teachers share which Pre-K skills are most predictive of reading success.
- PD with our reading consultant to increase the effectiveness of our small group and tiered systems
- Continued collaboration with Hebron and Marlborough to share best practices, calibrate RHAM preparedness, and grow PK-6 teacher networks.
- ReadConn 2.0 PD sessions with 8 staff members to drive continuous learning in the science of reading and leadership skills in implementing structured literacy instruction across all grade levels.

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Math Achievement: Through the use of high quality research based instructional practices, AES will increase Math SBAC, iReady and MClass proficiency to 70%. We will increase our % of SBAC target achieved to 80%.

Key Mathematics Strategies:

- Utilize Illustrative Math Curriculum with integrity across all grade levels 1-6, emphasizing math discourse, problem-solving, and conceptual understanding.
- Intentionally embed early math concepts in PK & K (counting, sorting, comparing, patterning, spatial awareness, measurement) into play-based activities and daily routines. Math talk and problem-solving are encouraged to set up later success in the Illustrative Math curriculum.
- K-6 teachers will implement the following high impact teaching strategies: Number strings, fluency-building routines, math discourse routines and visual models to deepen understanding.
- PK teachers will use developmentally appropriate math routines such as counting songs, finger plays, calendar routines, math storybooks, and hands-on manipulatives. Teachers model and facilitate math discourse by asking open-ended questions. Visual models are explored through real objects, ten frames, and simple charts.
- PK-6 teacher data team meetings focused on analyzing math misconceptions and formative assessments to guide instructional decisions and small group instruction.
- Implement grade-level lesson study cycles in which teams collaboratively write lesson plans with a focus on productive struggle, observe one another delivering the lesson, debrief and revise lessons to refine instructional impact.

PD Connections:

- Training on math discourse, questioning, and supporting student thinking through the use of *Building Thinking Classrooms* and *Illustrative Math*.
- Peer observations to allow teachers varied opportunities to reflect on high quality instruction.
- Provide professional learning focused on differentiation for advanced learners, including questioning techniques, tiered tasks, and curriculum compacting from our STEAM & Innovation Specialist.

Emotional Intelligence: *If we do nothing else*, we will model and teach self-awareness, self-regulation, empathy, and perspective-taking. We will respond to behavior through a lens of connection before correction. We will embed SEL into academic instruction, feedback, and daily routines.

SEL Achievement: We will ensure all students feel safe, emotionally supported, and connected to school through a strong SEL framework as measured by 90% positive feedback on the end of year student survey.

Key Strategies:

- Implement the *Zones of Regulation* curriculum across all grade levels with consistency and fidelity.
- Increase frequency in which we gather feedback from students in developmentally appropriate ways to ensure we're responding to the SEL needs of the students throughout the year.
- Build community through classroom routines and SEL-integrated instruction.
- Use behavior data and student feedback to inform classroom supports and identify students in need.
- Leverage the school-wide House System to foster cross age connections:
 - Family Meetings (whole-school): reinforce values, celebrate, and connect
 - House Meetings (50–60 students): build identity and belonging
 - House Huddles (10–12 students): cross-age mentorship, relationship-building, and adult connection
- Promote and explicitly teach our 5 key student attributes: Communication, Collaboration, Motivation, Critical Thinking, and Integrity
- Elevate student voice, celebrate identity, and build a culture of shared ownership by recognizing students who embody these values across school environments.

PD Connections:

- Ongoing SEL training and Zones refreshers
- Trauma-informed practices and relationship-centered discipline (restorative practices)
- Facilitation strategies for effective House Huddles

Where Belonging Matters: *If we do nothing else*, we will ensure every student is known, seen, and valued.

We will ensure that all students who require additional academic or behavioral support receive timely, evidence-based interventions and progress monitoring aligned with individual needs. We will meet the needs of high performing students with opportunities for enrichment based on student interests. We will honor families as part of our team and work together to serve the whole child.

Family Response: Through the implementation of strategies below, AES will increase our family response to "I am regularly informed of my child's progress at school" from 75% to 90%.

SRBI Strategies:

- Administer universal screeners (DIBELS, iReady, Math Acadience) three times annually.
- Hold regular data team meetings that allow for collaboration of general education, intervention, and special education staff to make instructional decisions.
- Provide targeted intervention blocks that are protected in the schedule and matched to specific student needs.
- Monitor student progress bi-weekly using structured data collection tools (including play-based observational tools, checklists, and anecdotal notes) and make adjustments to interventions as needed.
- Strengthen understanding of SRBI tiers, entrance/exit criteria, and fidelity of implementation.
- Improve alignment between Tier 1 instruction and Tier 2/3 interventions so students experience consistent strategies aligned with our tier 1 curriculum.
- Maintain fidelity with SRBI documentation, progress monitoring, and family communication. Ensure classroom teachers are regularly informed of the SRBI planning documents.

Special Education Strategies:

- Prioritize co-planning time between general and special education staff to align supports.
- Use "IEP-at-a-glance" tools to support teachers and support staff.
- Expand use of visual supports in classrooms (e.g., schedules, organizers, anchor charts).
- Apply Universal Design for Learning (UDL) strategies to promote access for all learners. Ensure special education students are meaningfully included in Tier 1 academic and SEL instruction.
- Foster a culture of shared responsibility for student success.

Enrichment Strategies:

- Identify students consistently exceeding grade-level expectations through formative and summative assessments, classroom observation, and performance tasks.
- Collaborate during data team meetings to plan enrichment lesson sequences that allow students to dive deeper into mastered standards, explore real-world applications, or engage in project-based learning.
- Incorporate choice and voice into enrichment activities to foster student ownership, creativity, and engagement.
- Leverage cross-grade opportunities, such as mentoring or co-investigation, to extend learning through our House system.

Family Engagement Strategies:

- Communicate results of benchmarking assessments three times per year to families. Include both written and video documentation of how families can best understand this information.
- Encourage families to attend parent-teacher conferences offered two times per year.
- Increase communication with the intervention team, special education team and families. This could be in the form of progress towards goals, strategies to support at home, or scaffolds used in the classroom.
- Continue monthly family engagement events offering a varied schedule to include opportunities for all families to engage.