

Andover Elementary School *Strategic Improvement Plan*

Andover Elementary School is a PreK-6 public school serving approximately 260 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 2026 - 2027 Commitment

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

Andover Elementary School Skills & Dispositions

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

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

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

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

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

What students can count on at AES:

Every child will be known. Every child will be challenged. Every child will belong.



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.

Achievement: Through the use of high quality research based instructional practices, AES will increase DIBELS, and ELA SBAC proficiency to 78%. Through the use of high quality research based instructional practices, AES will increase Math SBAC, iReady and MClass proficiency to 75%. We will increase our % of SBAC target achieved to 80%.

Key Literacy Strategies:

- Deepen PK–6 staff competencies in the science of reading: Moving from identification of gaps to confident, expert instructional decisions rooted in structured literacy.
- Embed multisensory learning and purposeful play as foundational practices across all grade levels.
- PK–6 staff will advance deeper comprehension conversations using text-dependent questions and accountable talk strategies – building on our established foundation toward more student-led discourse and complex text analysis.
- PK and K teachers will intentionally integrate high-quality systematic and explicit early literacy practices to support later success in Bookworms, UFLI, and Heggerty curriculums.
- Expand UFLI implementation with fidelity across K–3, using data to inform pacing and differentiation.

Key Mathematics Strategies:

- Advance Illustrative Math implementation across grade levels K–6 – shifting from mechanical delivery toward refinement, differentiation, and adaptation, while sustaining the integrity of math discourse, problem-solving, and conceptual understanding.
- Intentionally embed math discourse, visual models, and problem-solving into PK & K to set up later success in the Illustrative Math curriculum.
- Classroom teachers will strengthen high impact teaching strategies: Number strings, fluency-building routines, math discourse routines and visual models to deepen understanding.
- 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.
- Develop and align grading practices and rubrics that reflect conceptual understanding and mathematical reasoning across grade levels.

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:

- Increase use of the school-wide House System to foster cross age connections, build internal motivation, and deepen school wide community.
- Promote and explicitly teach our 5 key student attributes through developmentally appropriate instruction, accountable talk, collaborative learning experiences, restorative practices, and meaningful opportunities for problem-solving and student discourse.
- Elevate student voice, celebrate identity, and build a culture of shared ownership by recognizing students who embody these values across school and community environments.
- PK staff will establish consistent instructional goals and routines around SEL, including common language for identifying and naming feelings.

Restorative Practices - Building our Foundation:

- PD on the core elements of Restorative Practice: strengthen community, examine what we're already doing, and identify clear next steps.
- Implement daily circles across PK-6 as a proactive community-building practice and a preventive approach to challenging behavior.
- Introduce restorative questions as a consistent tool for addressing student conflicts.
- Develop a plan to proactively use RP to address challenging behaviors and follow up with restoration after incidents.

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:

- Hold regular data team meetings that allow for rich collaboration between general education, intervention, and special education staff - deepening the instructional decision-making work, not just the logistics.
- Improve alignment between Tier 1 instruction and Tier 2/3 interventions so students experience consistent strategies aligned with our tier 1 curriculum.

Special Education Strategies:

- Prioritize structured co-planning time between general and special education staff to align instructional supports and strengthen shared ownership.
- Expand use of visual supports & executive functioning strategies in classrooms.

Enrichment Strategies:

- 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 in tier 1 to foster student ownership, creativity, and engagement.
- Ensure K-6 students all have multiple opportunities to engage in STEAM applications both in and outside of their homeroom classroom.

Family Engagement Strategies:

- Ensure all families have 2 touchpoints each trimester regarding specific progress towards goals, strategies to support at home, or scaffolds used in the classroom.