

Dr. Albert F. Argenziano School

School Improvement Plan

2024 - 2027



Mission, Vision, and Values

Vision:

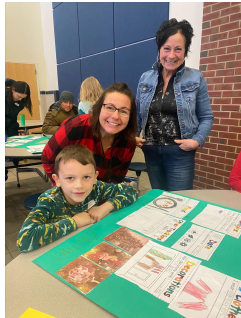
We envision a student-centered learning community where every student - honoring their unique strengths and backgrounds - is empowered to thrive academically, socially, and emotionally through tailored supports and equitable access to opportunity.

Mission:

The Albert F. Argenziano School is driven by the mission of supporting and fostering an educational environment that helps each student to realize their potential by developing students who are literate in all subject areas; experienced in current technologies; able to think critically, behave ethically, lead healthy lives, and assume the responsibilities of participation in a multicultural and multiracial society. In the Argenziano School community, all students, families, teachers, and staff feel welcome, safe, are treated with dignity and respect, and are free from discrimination and harm.

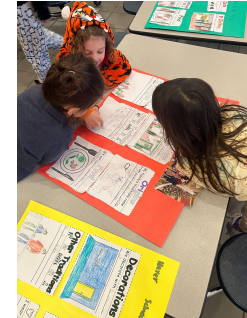
Core Values:

- Empathy
- Community
- Inclusivity
- Perseverance
- Growth



Community Values:

- Be Safe
- Be Kind
- Be Respectful
- Be Responsible



Accountability Data Pluses: Based on MCAS

- **49% Moderate progress towards targets**
- **Improved the performance target from 27% in 2023 to 64% in 2024**
- Received 2 out of 4 pts in overall ELA & Science achievement
- Received 3 out of 4 pts ELA growth and 2/4 in Math growth
- Received 3 out of 4 pts in English Language Proficiency
- 4 out of 4 pts in reducing Chronic Absenteeism
- English Language Learner (EL) and former EL exceeded target for Math and ELA
- Lowest Performing Group exceeded the targets in Math and ELA
- Math MCAS earned points for subgroups: Asian, Students with disabilities, EL, high needs, low income, lowest performing
- 41% of students are meeting or exceeding expectations in English Language Arts (ELA).
- Students with disabilities - 53% towards target in 2024 compared to 11% in 2023 when looking at overall data

Accountability Information

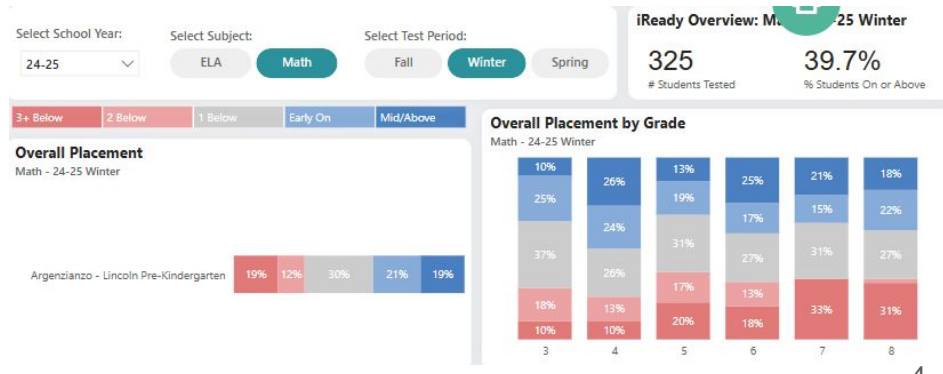
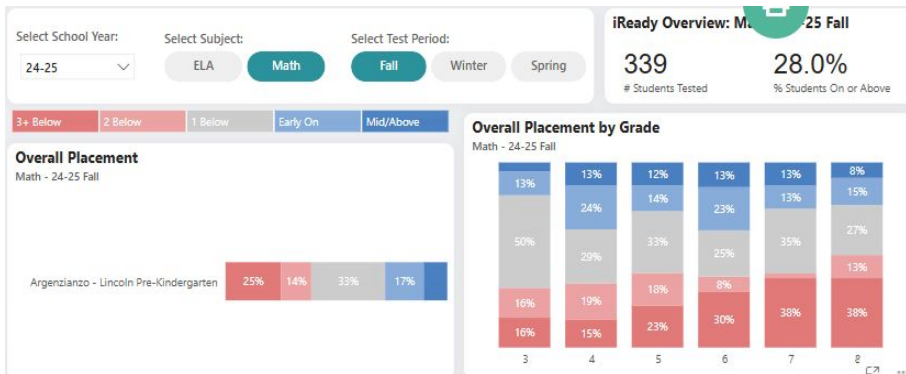
Overall classification		Not requiring assistance or intervention
Reason for classification		
Moderate progress toward targets		
Progress toward improvement targets		Accountability percentile
49% - Moderate progress toward targets		33

Overall Results	Student Group Results	Detailed Data for Each Indicator
Overall progress toward improvement targets		
	2023	2024
Annual criterion-referenced target percentage	27%	64%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2023 x 40%) + (2024 x 60%)	49%	
	Moderate progress toward targets	

Academic Excellence Goal

*Improve students' academic achievement in Mathematics by implementing High-Quality Instructional Materials with fidelity, which will result in an increase of the average scale score **for all students** by 3 points increment each year for the next three years as measured by the Mathematics MCAS assessment used in grades 3 - 8.*

ELA	MATH	SCIENCE
M/E = 39%	M/E = 34%	M/E = 43%
AVG Scale Score = 490	AVG Scale Score = 487	AVG Scale Score = 490
SGP = 52.6	SGP = 43.8	N/A



Action Steps and Outcomes for Academic Goal

School Year 2024 - 2025

- 1.1a Implementation of Illustrative Math Curriculum in grades 2 - 5 with ongoing district provided professional development.
- 1.1b Use i-Ready personalized instruction tool during xblock 2x week in grades 6-8 as an intervention to develop math skills.

School Year 2025 - 2026

- 1.2a Implement IM in grades K-1 with ongoing professional development. In grades 2-5, enhance math lessons by including content and language objectives with identified essential vocabulary, language functions, and language strategies.

1.2b Expand the use of the i-Ready personalized instructional tool to grades 3-5. Students will use the tool twice a week for reading and twice a week for math.

School Year 2026 - 2027

- 1.3 In grades K-1, enhance math lessons by including content and language objectives with identified essential vocabulary, language functions, and language strategies.

Outcome: Meet the targets established by DESE.

Mathematics AVG Scale score Target:

2024 Achievement: 486.8

2025: 489.8

2026: 492.8

2027: 495.8

Equity and Access Goal

MCAS data revealed a significant gap and inequity!

- While 49% of White students made moderate progress toward their targets, only 12% of Hispanic/Latino students demonstrated limited or no progress toward their annual criterion-referenced targets.

When desegregating the **DIBELS data** for the subgroups, we found:

- 61% of the White students are at CORE or higher; 20% of the White students are in need of intensive interventions
- 28% of the Hispanic students are at CORE or higher; 59% of the Hispanic students are in need of intensive interventions
- This shows a reading performance gap of 33% when comparing White and Hispanic students.

When desegregating the **i-Ready data** for the subgroups, we found:

- 63.9% of the White students are reading on or above grade level
- 12.5% of Hispanic students are reading on or above grade level
- This shows a performance gap of 51.4% of students when comparing White and Hispanic students.

Hispanic Subgroup		White Subgroup	
Grade	% of students in need of intensive support	Grade	% of students in need of intensive support
K	68%	K	12%
1	56%	1	30%
2	65%	2	27%
3	47%	3	8%

34.5% of our students identified as Hispanic/Latino. Spring 2024 MCAS assessment data shows that this subgroup did not meet the targets set by DESE in all subject areas. Instead there was a decline on their average scale scores. Our goal is to meet the average scale score target set by DESE for the next three years in every subject area for this subgroup.

Action Steps and Outcomes for Equity and Access Goal

School Year 2024 - 2027

- 2.1 Use the LEXIA computer-based literacy intervention tool to support students who identify as Hispanic or Latino students and who are reading below grade level according to the i-Ready assessment in grades 3 - 5.
- 2.2 Using i-Ready personalized instruction tool during xblock 4x week in grades 6-8 targeting reading and math skills and expand to grades 3 - 5.

School Year 2025 - 2027

- 2.3 Develop and deliver professional development for vocabulary instructional strategies across all content areas.
- 2.4 Analyze the service delivery (SpEd, reading and ESL) for Hispanic students during core instructional time (ELA/MATH) to determine impact on exposure to grade level content.

Outcome: Meet the targets established by DESE.

ELA AVG Scale score Targets (2.6 yearly increments)

2024 Achievement: 470.2
2025: 472.8
2026: 475.4
2027: 478

Mathematics AVG Scale Score Target 2.5 yearly increment)

2024 Achievement: 468.3
2025: 470.8
2026: 473.3
2027: 475.8

Wellness and Joy Goal

By implementing an evidenced-based and culturally responsive social and emotional PK-8 curriculum and school-wide Restorative Practices, student sense of belonging and school culture will be strengthened. As a result, the number of student conduct referrals will decrease over the three year timeframe of this School Improvement Plan.

Maintain a healthy learning environment:

- 95% of parents and 86% of students strongly agree/agree that students work well with other who are different from them
- 32% of staff members agreed that students usually stay calm and manage their emotions when they are upset while 83% of students said they stay calm and manage their emotions when stressed, upset or angry
- While 82% of the families agreed/strongly agreed school does a good job helping their child develop important social emotional skills, only 58% of the staff agreed/strongly agreed

Action Steps and Outcomes for Wellness/Joy Goal

School Year 2024 - 2027

- 3.1 All grade level teachers teach Second Step weekly. Second Step Completion: 80% of curriculum finished across all grade levels.
- 3.2 Continue training classroom teachers on Tier 1 Restorative Practices to foster community and are utilized in the majority of classrooms (80%) by June 2026.

School Year 2025 - 2027

- 3.3 Deliver relevant professional development for teachers to support SEL.
- 3.4 Implement restorative practices quarterly assemblies for students.

Outcome:

Strengthen Positive School Climate by:

- 10% reduction in number of students receiving 1 or more conduct referrals
- Equitable improvement in conditions for learning survey results (measurement still needed; from January to June)
- Restorative Practices across the school: Restorative Practices - Introduced in the majority of classrooms (80%) by June.
- 80% completion of Second Step Across all grade levels.

Family and Community Engagement Goal

By implementing a monthly parent newsletter that covers curriculum content in all subject areas and provides tools/resources that parents can use at home to support students' learning, parents will be connected to the curriculum and support their students at home.

As a result, there will be an improvement in the survey responses for families on the Conditions for Learning Survey related to communication with teachers.

Conditions for Learning Survey Data Parent Input

- 60.3% of the parents responded always/usually: *The school gives me clear information about how I can support my child's learning*
- 65.8% of the parents responded agree/strongly agree: *The school gives me clear information about academic expectations*
- 54.7 % of the parents responded always/usually: *The school provides a variety of opportunities to participate actively*
- 57.6% of the parents responded always/usually: *When my child has a need, the school involves me in decisions about how to support them*

Action Steps and Outcomes

School Year 2024 - 2027

4.1 Grade level teams will send a monthly newsletter which will include what is being taught in all subject areas and ways to support at home.

School Year 2025 - 2027

4.2 Teachers will increase opportunities for parents to come into the school and celebrate students' learning through sharing culminating projects across all grade levels at least twice a year.

4.3 Create and deliver math and literacy workshops to provide opportunities for parents to learn about the curriculum.

4.4 Work with the Parent Teacher Association to establish the Room parent program and increase the number of parents that volunteer for the different school events.

Outcome:

- Increase the percentage of parents responding “always” or “usually” by 10 percentage points. 22.64% of parents said this happens always, 37.74% said usually; 23.58% said sometimes and 11.32% said never. (This is a significant shift from the other responses)
- Increase the percentage of parents who agree: School gives me clear information about what my child is expected to learn each year: 27.78% of parents disagree; 5.56% strongly disagree; 51.85% agreed.

Acknowledgements

We would like to express heartfelt gratitude the Joint School Building Committee for their advocacy and to this committee, Mayor Ballantyne, her team, for prompt/effective action in facilitating the construction of the needed 5th grade classroom. The city team's efficiency in addressing this need will make a profound difference for our students and educators, in ensuring that they have the space they need to thrive.

We are deeply appreciative of the Mayor's dedication to the community and the swift steps she took to make this happen. Your leadership and teamwork are truly commendable, and I am confident that this new classroom will contribute significantly to the educational experience of all who use it.

Thank you again for your commitment and for always prioritizing the needs of our community.