

Dr. Albert F. Argenziano School



School Improvement Plan 2023-2025

Mission statement

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.



Milestones

between 2018 - 2022

- Student Wellness
- Equity

2018 - 2019

Goals established to address inequities, student wellness, sense of belonging and reduction of discipline referrals.

2018

2019

2020 - 2021

Training and implementation of Responsive Classroom approach in grades 1st - 4th. PD: Teaching Racially and Ethnically Diverse

2020

2021

2022 - 2023

PD: Best teaching practices that support learning for all students including multilingual learners and students with disabilities. **5th Gr SEI 1 added**

2022

2019 - 2020

Training and implementation of Responsive Classroom approach grades 5-8. PD: Identity and Unconscious Bias. **Kinder SEI 1 added**

2021 - 2022

Continued implementation of RC approach. PD and implementation of Social Justice Standards across all grades.



What did we not get to in our previous plan?

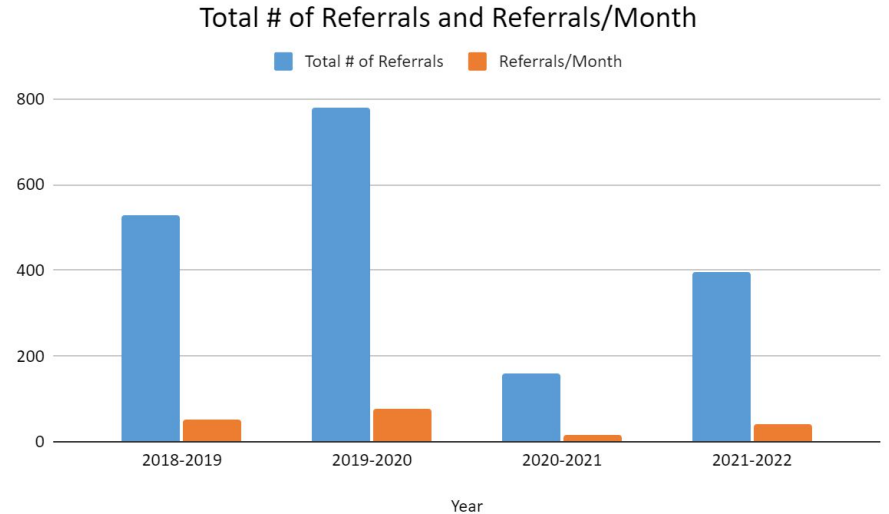
<p>Academic Goal 2018-2020</p> <ul style="list-style-type: none">• <i>Developing students' abilities to express their thinking through writing across all content areas.</i>	<p>2019-2020</p> <p>We started Professional Development on writing curriculum (horizontal/vertical) alignment.</p>	<p>We were not able to develop this academic goal in depth due to the pandemic and the shift on SEL work.</p> <p><i>This is a goal that we still need to work on. As part of the academic goal of improving overall literacy skills.</i></p>
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Social Emotional Learning : *Where are we now?* *What does the data show?*

Based on Discipline Data

- 4th year implementation of Responsive Classroom Approach in the middle school.
- 3rd year implementation in grades 1 -5.
- Consecutive and targeted Professional Development to address biases and their impact in our behaviors.
- Professional Development and full implementation of Social Justice Standards. This is year two of implementation in our school.

****Significant reduction in conduct referrals***



Social Emotional Learning : *Where are we now?*

What does the data show?

Based on Conditions for Learning Survey Results (CFLS): **Strong sense of belonging and value of diversity across the school community**

Students

95% agree/strongly agree that AFAS **values the diversity** of students and families.

94% agree/strongly agree that **they work well with others that look different** than them.

Parents

80% of parents who complete the CFLS say that they **always/usually feel accepted** as a member of their child's community

89% of parents who completed the CFLS **strongly agree/agree** that the school values the diversity of the students and families

Staff

95% agree/strongly agree that AFAS **values the diversity** of students and families.

78% state that students usually/always work well with others including those who look different than them.

Social Emotional Learning Problem and Goal

Problem: Inconsistency and lack of fidelity of the use of responsive classroom approach in every classroom. A number of staff members are not trained in the Responsive Classroom approach. Classroom teachers are not yet trained on restorative justice practices.

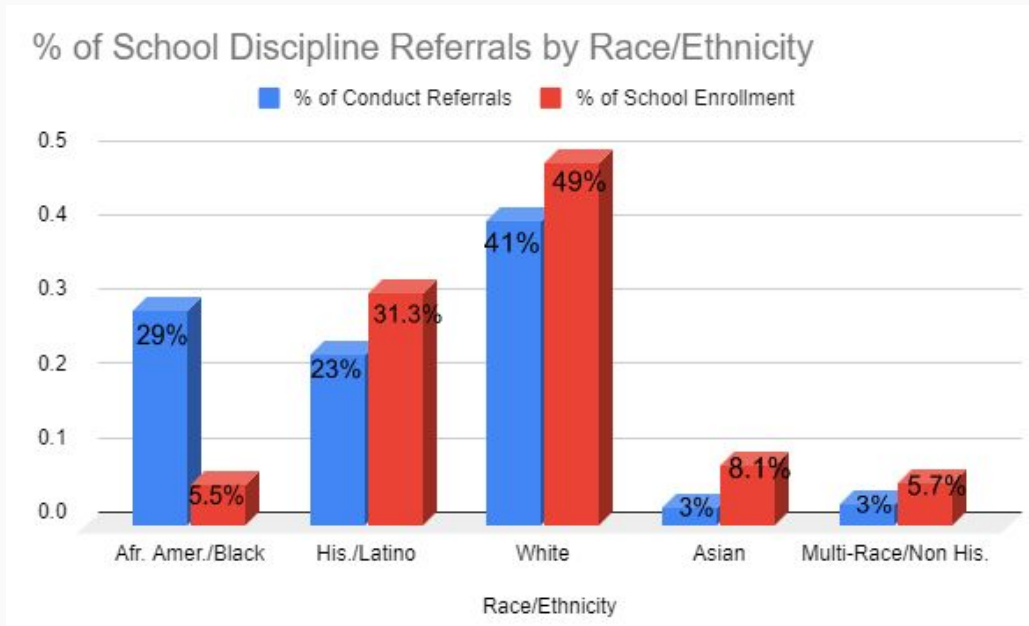
Goal: By the end of the school year 2023-2024, 85% of the educators will have been trained in responsive classroom training and will demonstrate fidelity of implementation of the practices in their classrooms.

Equity: *Where are we now? What does the data show?*

Based on Discipline Data; CFLS; Teacher Survey

Discipline data shows:

- 5.5% (28) of our student population identifies as African American or Black
- 29% of the conduct referrals were submitted for this 5.5% of students
- 3 out of 4 African American/Black students received a conduct referral

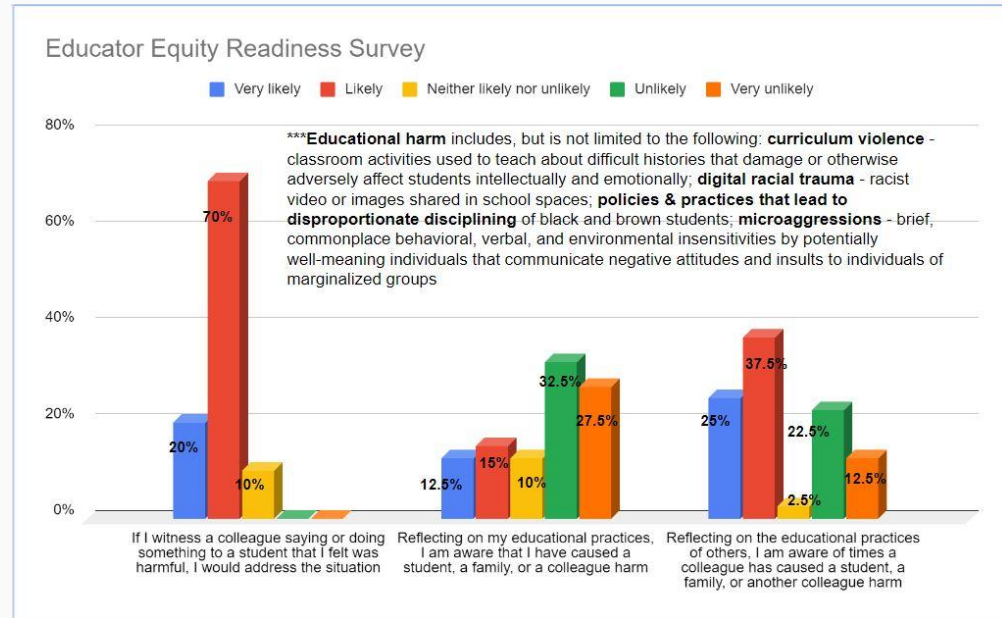


Educator Readiness Survey

Educational harm includes, but is not limited to the following: **curriculum violence** - classroom activities used to teach about difficult histories that damage or otherwise adversely affect students intellectually and emotionally; **digital racial trauma** - racist video or images shared in school spaces; **policies & practices that lead to disproportionate disciplining of black and brown students**; **microaggressions** - brief, commonplace behavioral, verbal, and environmental insensitivities by potentially well-meaning individuals that communicate negative attitudes and insults to individuals of marginalized groups

90% of our educators are ready to address behaviors that may cause harm.

While reflecting on the educational practices of others, 62.5% of the educators are very likely/likely aware of times when a colleague has caused a student, family or another colleague harm.

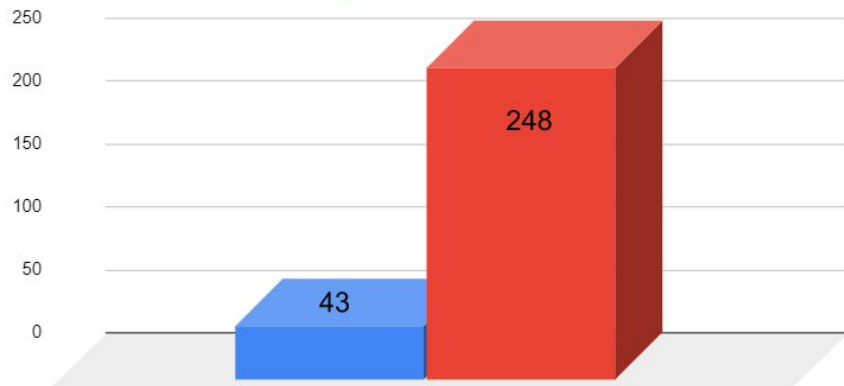


Equity: *Where are we now? What does the data show?*

Based on Discipline Data; CFLS; Teacher Survey

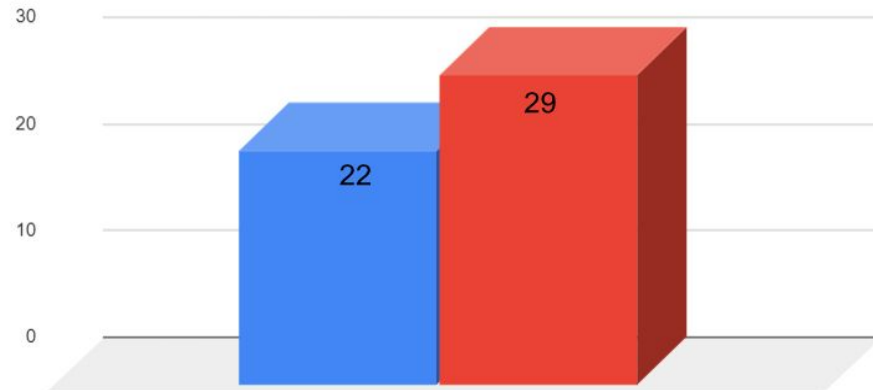
White Students at AFAS SY 21-22

■ # of Individual Students Who Received Conduct Referrals
■ # Enrolled at AFAS



African American/Black Students at AFAS SY 21-22

■ # of Individual Students Who Received Conduct Referrals
■ # Enrolled at AFAS



Equity Problem and Goal

Problem: Even though there has been a significant reduction in schoolwide conduct referrals, Black students remain disproportionately represented in our school's discipline data.

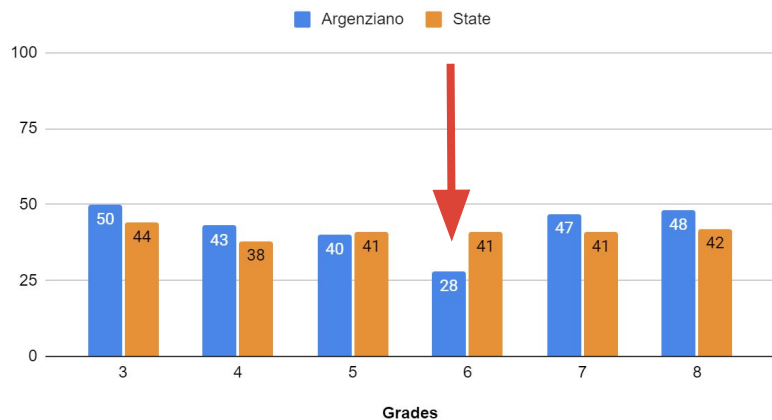
At least one conduct referral was submitted for 76% of our Black students!

Goal: By the end of the 2023-2024 school year, Argenziano educators will complete the Inclusive Conversations professional development in order give educators the tools to address biases and as a result reduce the disproportionality in conduct referrals by 50%.

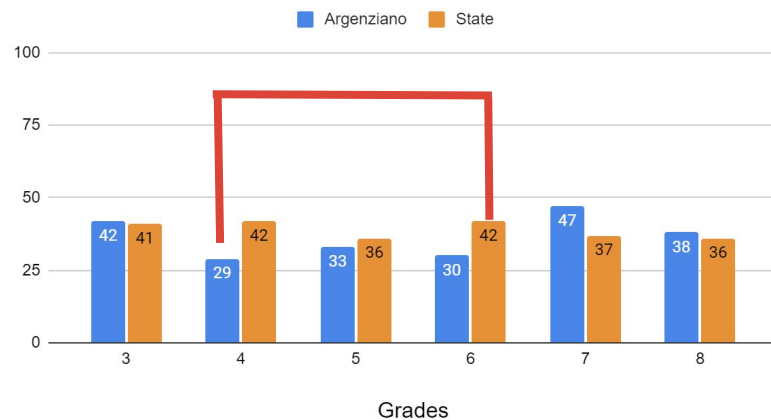
Academics: *Where are we now? What does the data show?*

Based on 2022 MCAS results

English Language Arts Exceeding/Meeting vs. to State

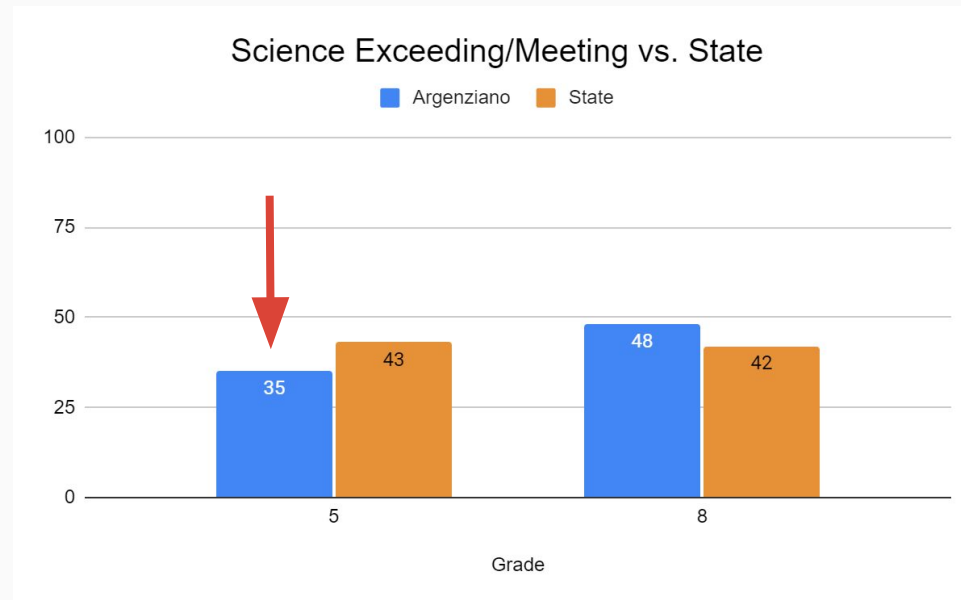


Mathematics Exceeding/Meeting vs. State



Academics: *Where are we now? What does the data show?*

Based on 2022 MCAS results



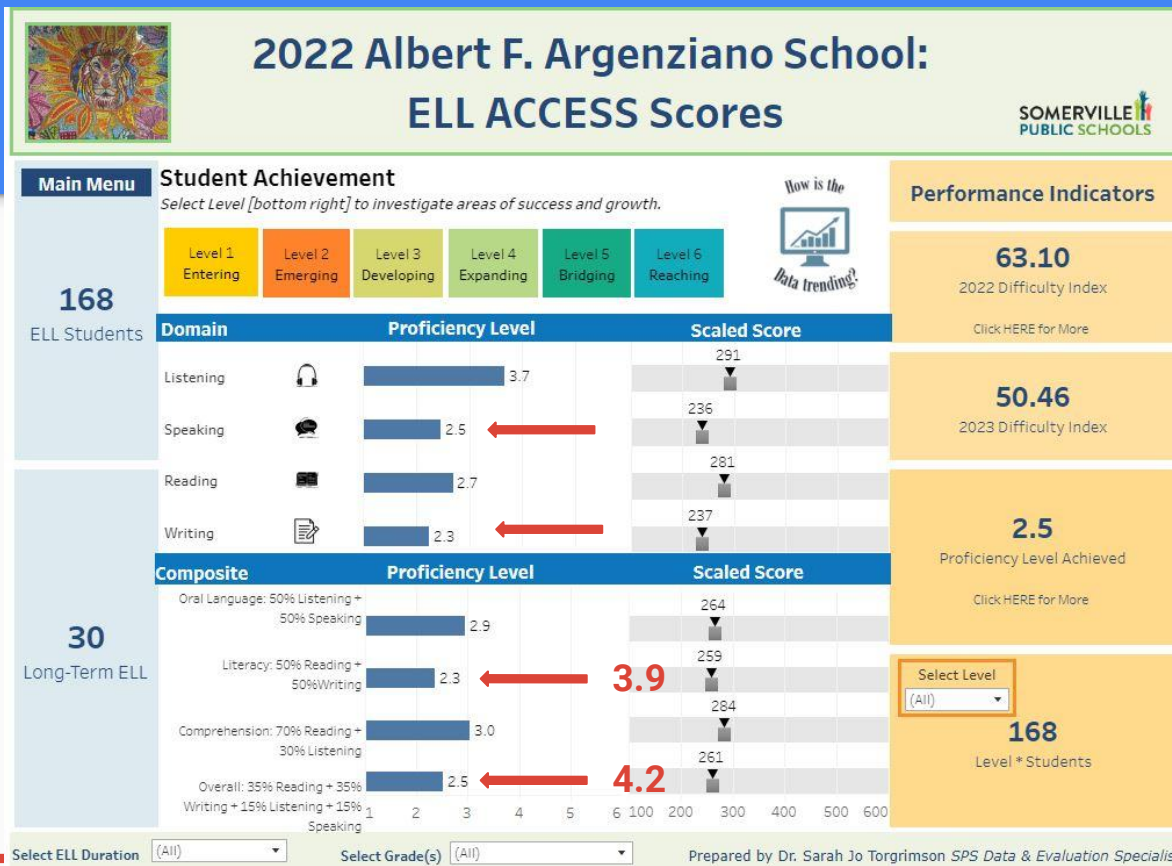
Academics: *Where are we now? What does the data show?*

Based on 2022 MCAS results

ELA Proficiency		
School Wide		
Exceeding	4.4%	41.4%
Meeting	37.0%	
Not Meeting	22.2%	58.6%
Partially Meeting	36.4%	
# of students	297	

Mathematics Proficiency		
School Wide		
Exceeding	5.0%	35.6%
Meeting	30.5%	
Not Meeting	23.2%	64.4%
Partially Meeting	41.3%	
# of students	298	

Academics: Where are we now? What does the data show?



**School-Wide
ACCESS results for all
ELLs**

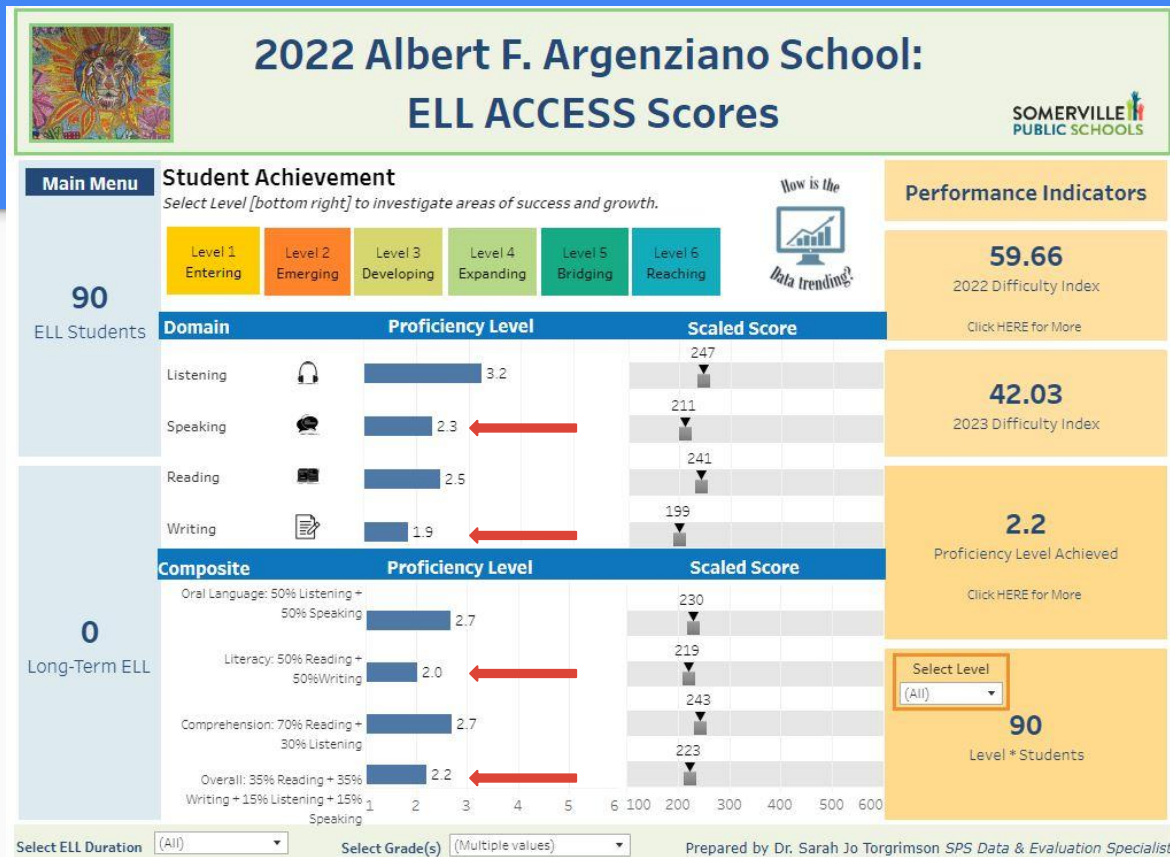
Overall Literacy = 2.3



Academics: Where are we now? What does the data show?

Results for ELLs in
Grades K - 2

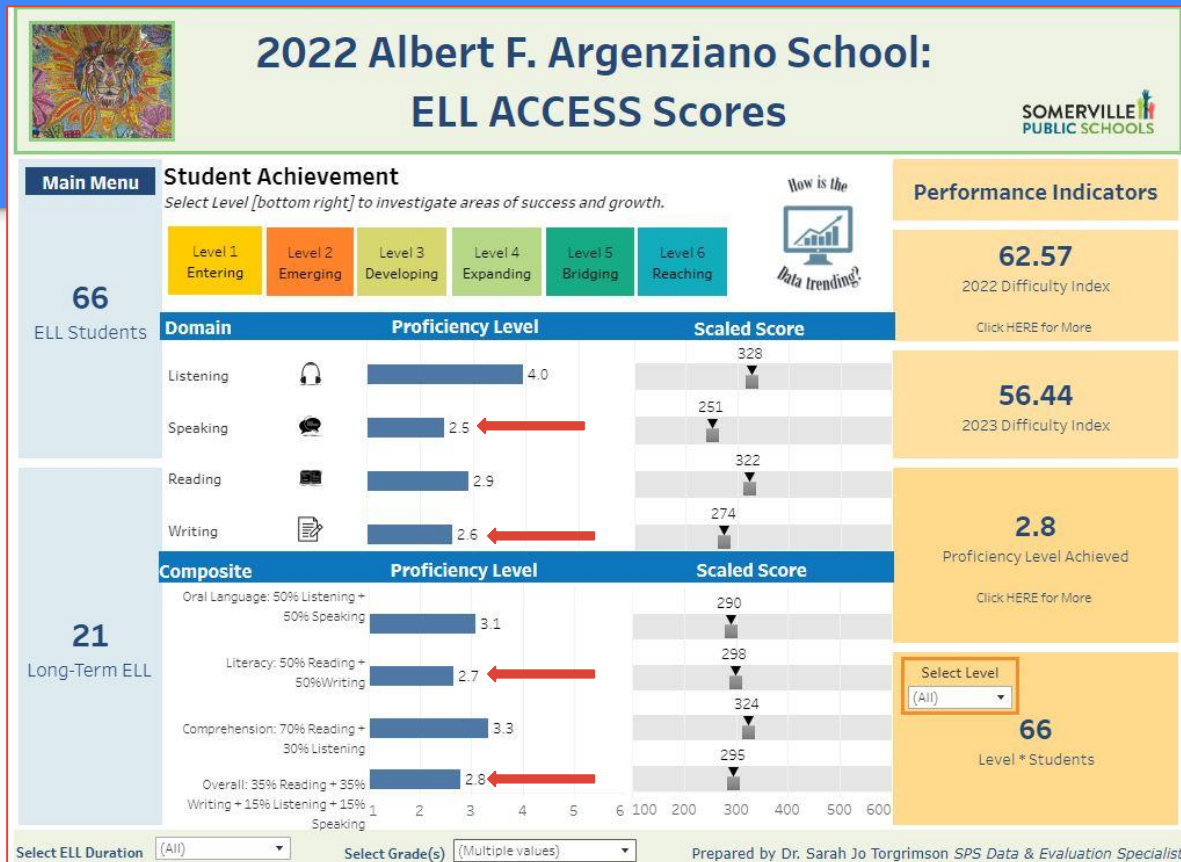
Overall Literacy = 2.0



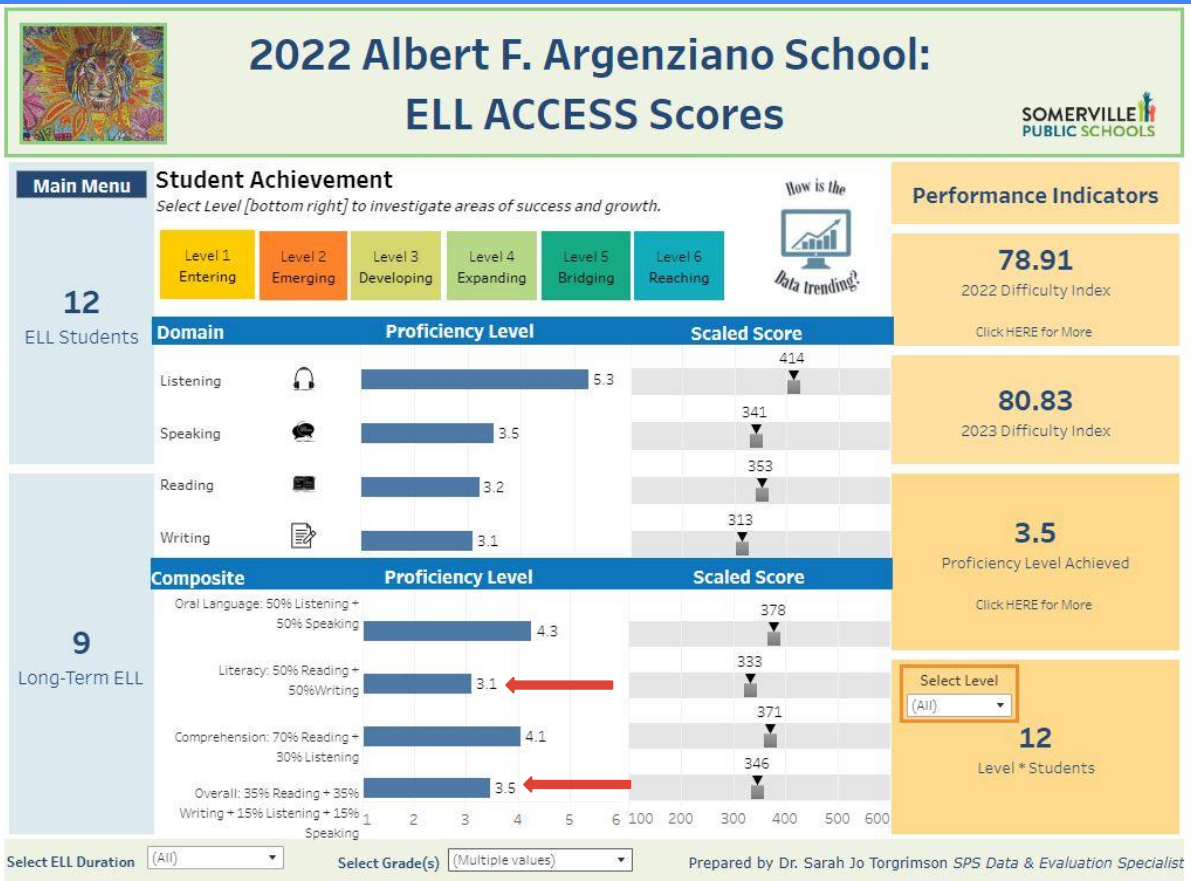
Academics: Where are we now? What does the data show?

Results for ELLs in
Grades 3 - 5

Overall Literacy = 2.9



Academics: Where are we now? What does the data show?

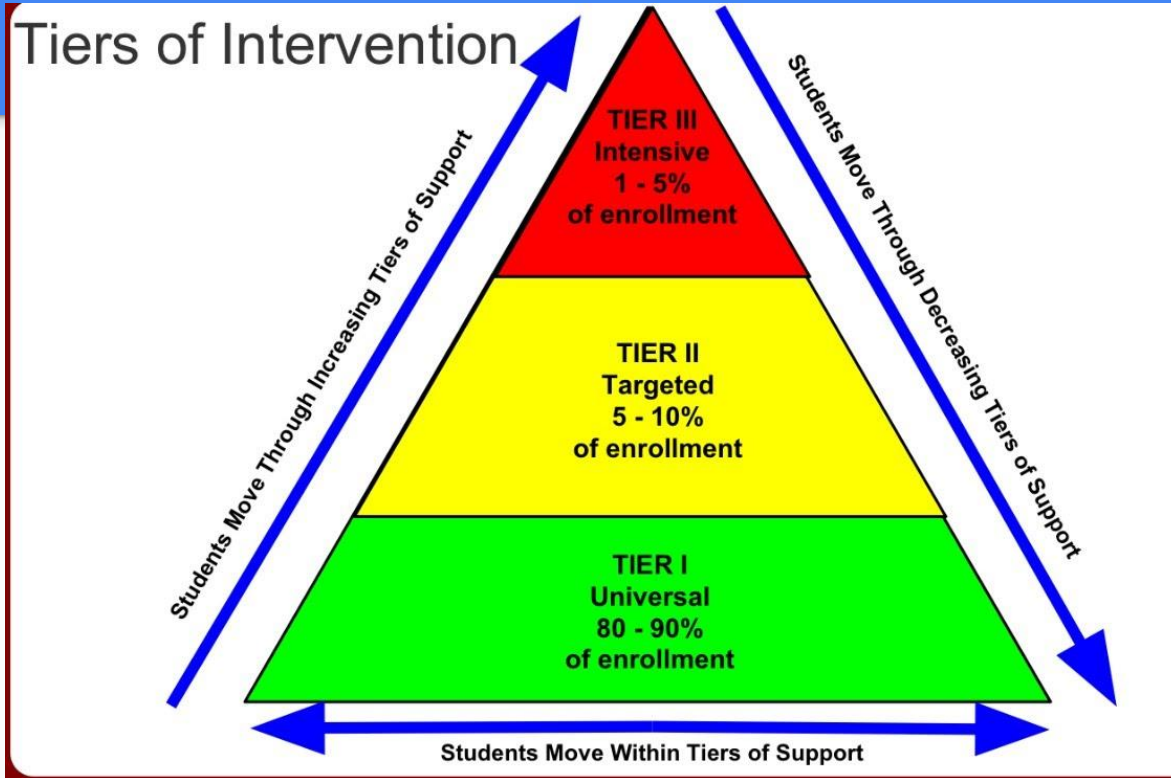


Results for ELLs in Grades 6 - 8

Overall Literacy = 3.1

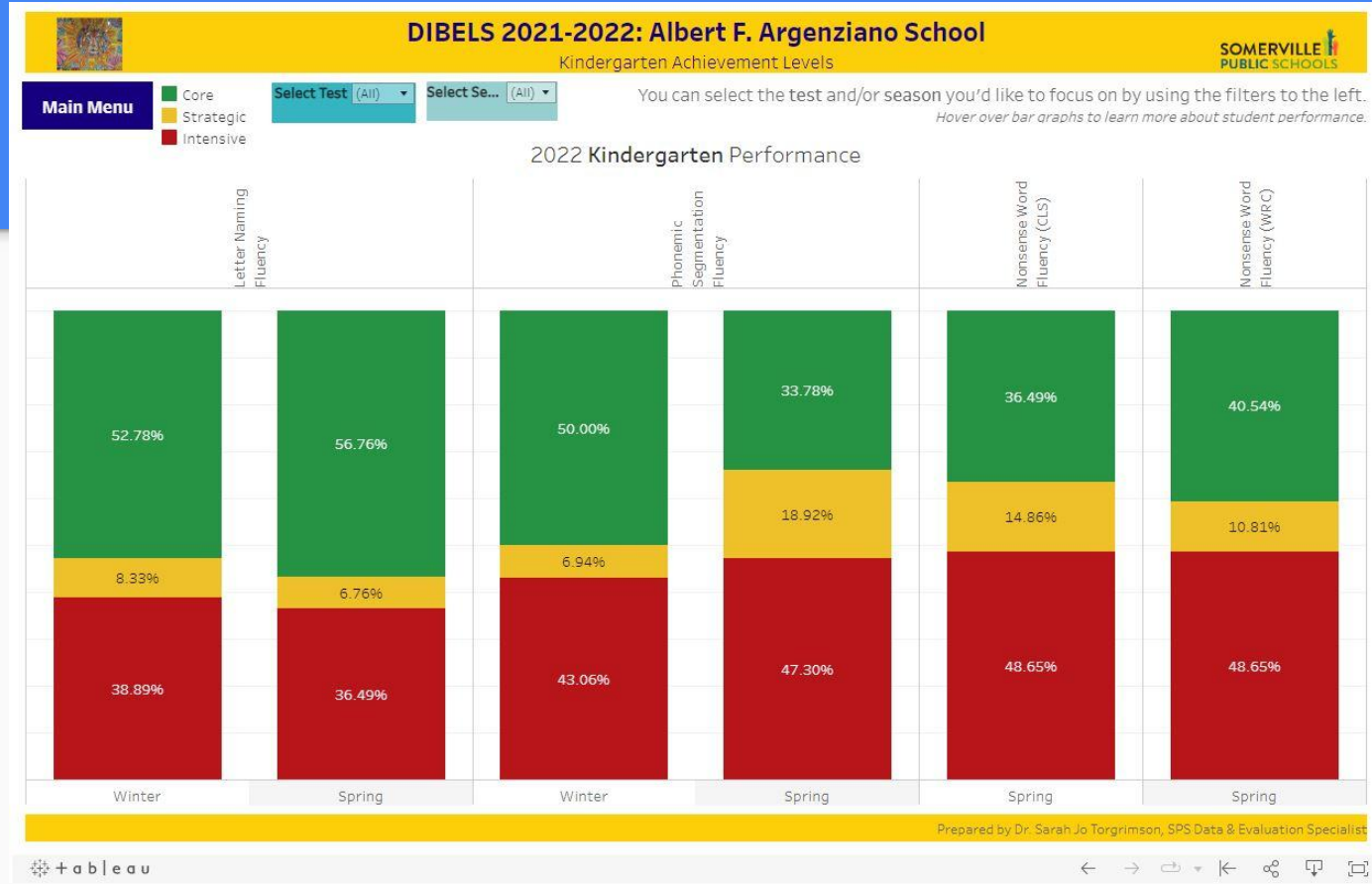


Tiered Instruction



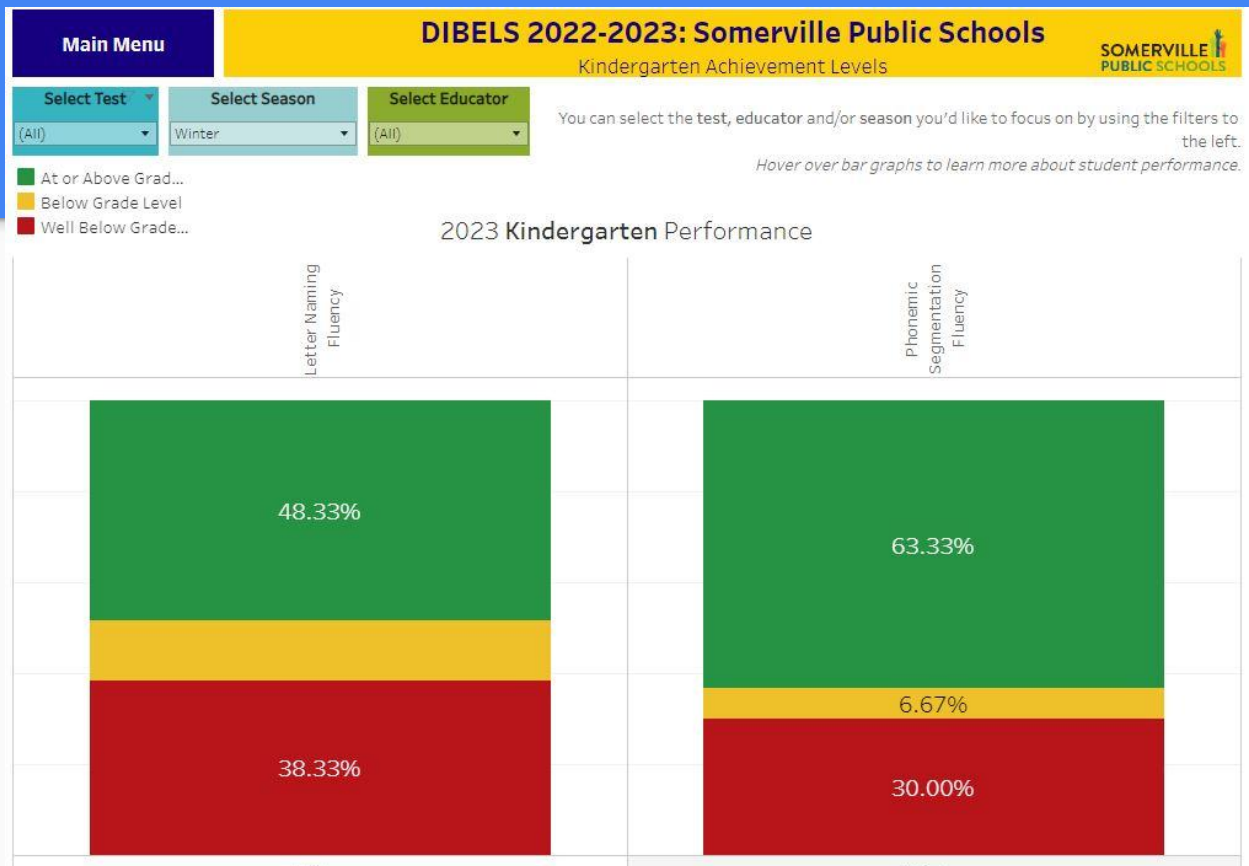
Academics: *Where are we now? What does the data show?*

Kindergarten 2021 - 2022 End of Year Data



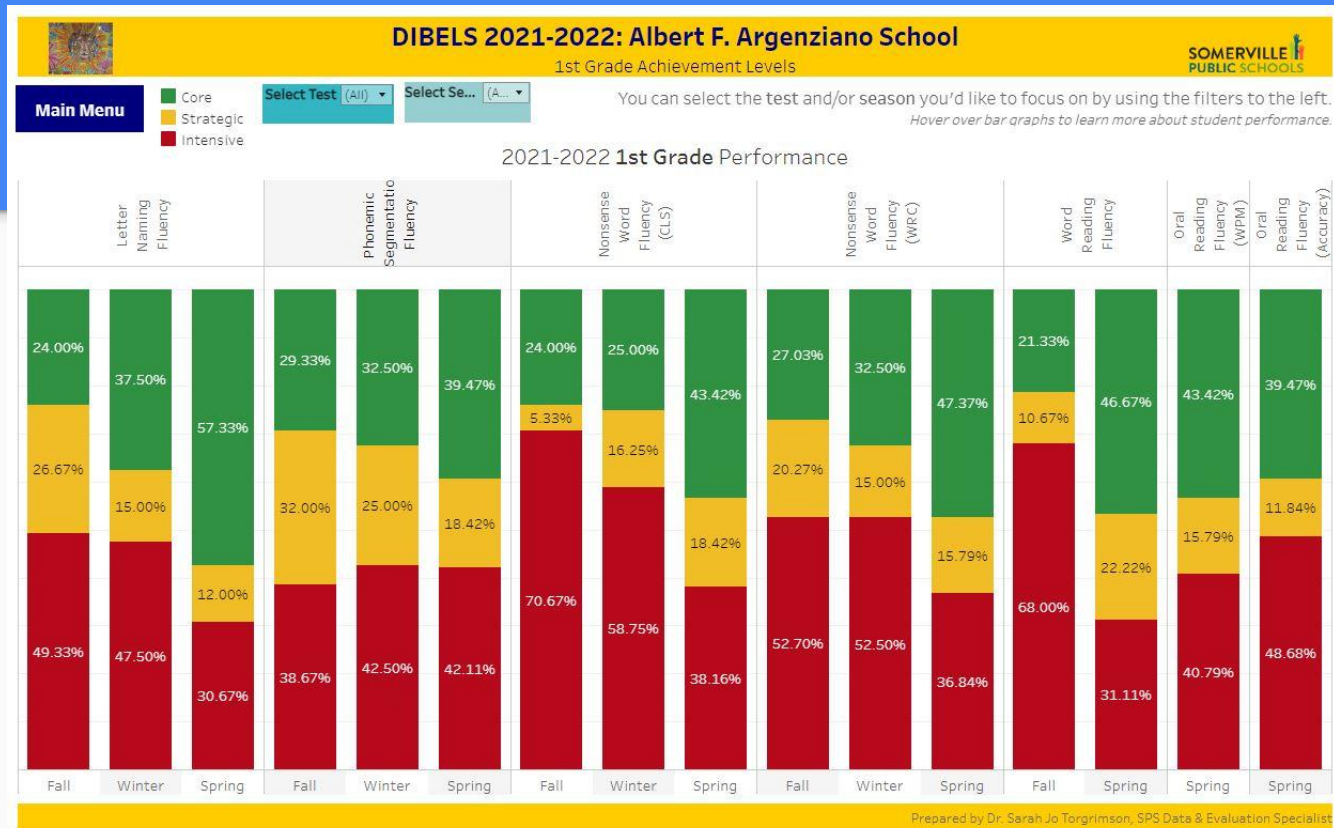
Academics: *Where are we now? What does the data show?*

Kindergarten 2022 - 2023 Winter Data



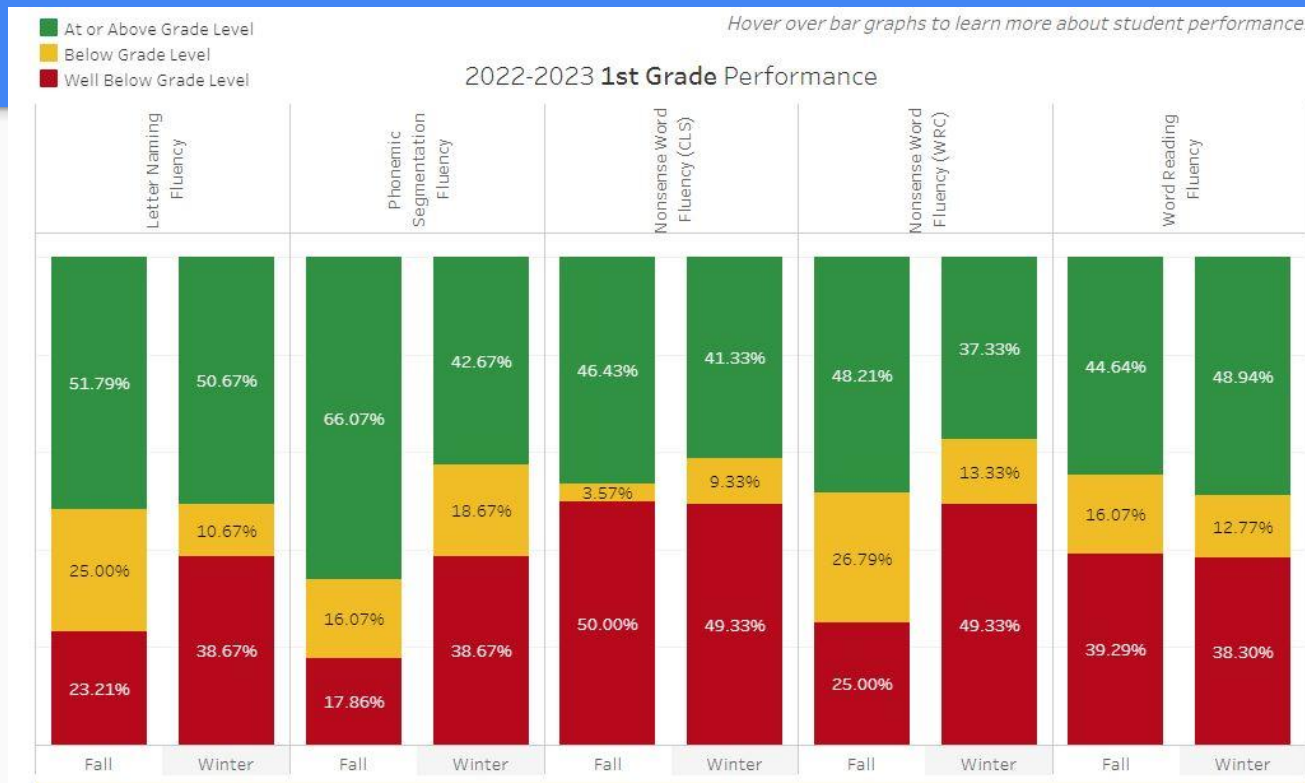
Academics: Where are we now? What does the data show?

1st Grade 2021 - 2022 End of Year Data



Academics: *Where are we now? What does the data show?*

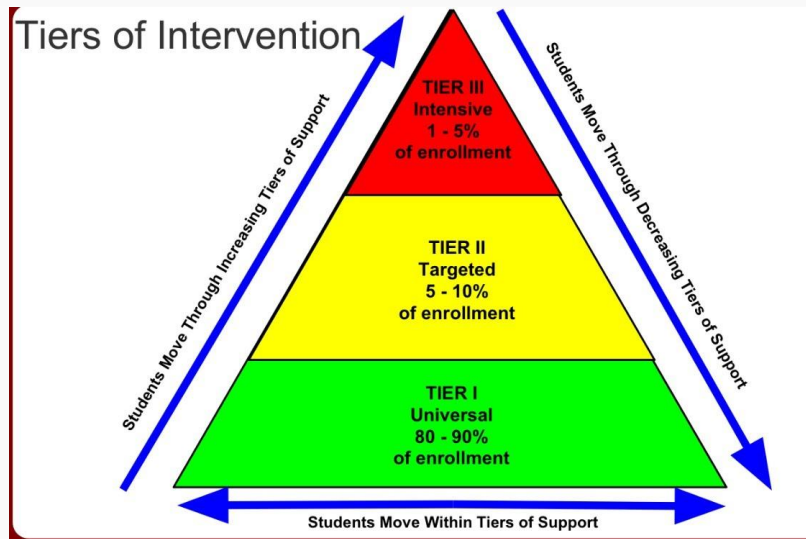
1st Grade 2022 - 2023 End of Year Data



Academics: *Where are we now? What does the data show?*

**Reading groups are pre-designed before school year ends and confirmed with the Fall DIBELS data. Regroupings done as students exit and/or after the Winter DIBELS data*

Grade	Gen Ed Students = Non-ELLs + ELLs	Reading Intervention (FALL)	ELLs Integrated	Percent of students requiring reading interventions
1	56	27	10	48%
2	69	26	12	38%
3	68	20	9	29%



Academics Problem and Goal

Problem: Using the data available, we found that a percentage of students greater than the norm (*as described in Tiered Instruction*) are reading and writing below grade level across most grades.

Goal: Improvement of Literacy Skills

80% of the students reading below grade level in K-3 will demonstrate 1.5 year growth in reading by the end of the school year 2023-2024 as measured by the DIBELS.

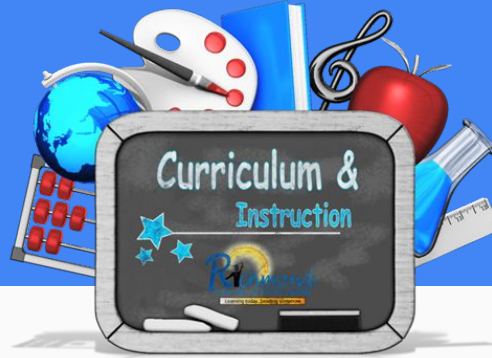
80% of the students in grades K-8 will demonstrate adequate yearly growth in writing by the end of the school year 2023-2024 as measured by the writing assessments and ACCESS for English Language Learners.

What do we need to accomplish our goals?



ESL Specialist to provide reading intervention to our ELLs

Disrupt the inequity that students in SEI 1 classrooms do not receive reading services because “they do not fit in groups” given that their skills “are too low” .



A districtwide effort to take a deep look at ELA instructional materials (“curriculum”)

ELA instructional materials created for remote learning are still being used across grades K-5. We need to look at rigor, differentiation and alignment of curriculum with research based practices such as the Science of Reading.



Maintain in our budget the funding to support SEL & Equity goals

To continue teacher training on responsive classroom practices, restorative justice and Equity.

Our team is ready to do the work!
This is US!



Questions/Feedback