Bates Elementary School
School Improvement Plan 2023-2024

Our goals this year			
What do we hope to improve?	**How will we measure it?**	**Start**	**Goal**
Reduce chronic absenteeism	Reduce the % of students who are chronically absent	21.2% (SY22-23)	18.2%
Improve performance as measured by MCAS	Increase meet/exceed ELA and math proficiency rates:	ELA- 35% (SY22-23) math - 34% (SY22-23)	ELA - 41% math - 39%
Improve performance as measured by ACCESS	Increase the % of students who demonstrate adequate progress:	56% (SY22-23)	61.5%
Increase observation & feedback	Increase "Perceptions of the amount and quality of feedback faculty receive"	How often: 67% (SY22-23) How useful: 81% (SY22-23)	How often: 82% How useful: 91%
Improve stakeholder perception data	Families will have favorable perceptions of their child's learning-related behaviors.	No Baseline	70%
	Increase the"belonging" composite on annual survey to indicate if students feel like valued members of the community:	58% (SY22-23)	73%
	Increase annual teacher well being and belonging composites	Well being- 70.5% (SY22-23) Belonging- 78.5% (SY22-23)	Well being- 80.5% Belonging- 88.5%

How will we reach our goals?

We have three "big rocks" this year – these are our focus areas for improvement for our school!

	What is our big rock?	What will our students experience as we grow in this area this year?	How will we know if it is working?
Big Rock 1.1 Elevate Learning	Students will become independent learners through a focus on these practices: ● Comprehensible input - Language that can be understood by listeners despite them not understanding all the words and structures in it ● Fostering meaningful interactions among students with a focus on elevating depths of knowledge ● Lessons based on grade-level standards that are aligned to the task at hand and help students learn and apply transferable knowledge and skills	Multilingual learners and students with disabilities will increase their access to grade-level standards as well as an increased level of English language development in listening, speaking, reading and writing. All students will experience a deeper understanding of the priority standards included in each unit of study as teachers shift the cognitive lift of the lessons to students, thereby promoting academic ownership, opportunities to develop problem-solving skills and perseverance.	ACCESS Data - number of students who make adequate progress will increase An increase in the overall proficiency on STAR testing (math and ELA)
Big Rock 1.2 Elevate Learning	Improve student achievement with the implementation of data-informed, standards-based reteach opportunities to address gaps in learning	Mastering of priority standards by engaging in lessons that are retaught, if necessary, based on data analysis conducted by their teachers during looking at student work data meetings A more targeted use of interventions intended to move students along their individual learning continuums	Reteach and reassessment of priority standards based on end-of-unit common assessment will yield higher rates of mastery Math and ELA STAR SGPs and percent proficient (meeting and exceeding benchmark) will increase by year end
Big Rock 2.1 Empower Educators	Provide guidance, training, and support to teachers that is asset-based, actionable, and student-centered	Clear, concise, thorough, actionable, and timely feedback on teaching practices that directly impacts students' access to quality lessons	Teachers will be observed employing feedback provided by administration and coaches in their daily lessons
Big Rock 3.1 Center Belonging	Create a joyful, welcoming, and supportive school community that values social/emotional well being and supports diversity, equity and inclusion.	Happy, socially/emotionally regulated students who enjoy coming to school and participating in their learning experiences	A decrease in chronic absenteeism and an increase in the "sense of belonging" category as measured by the Panorama survey
Big Rock 3.2 Center Belonging	Create opportunities for authentic family partnerships and leverage those relationships to understand barriers to attendance, thereby reducing chronic absenteeism	An increase in communication with families, thereby strengthening school-to-home connections and sense of belonging	Improved student attendance resulting in stronger learning outcomes for learners. Percent of families who feel like valued members of our school community as evidenced by the year-end survey