



School Improvement Plan 2023-2024


Saltonstall School




Our goals this year

What do we hope to improve?	How will we measure it?	Start	Goal
Student attendance	Reduce chronic absenteeism by 5 percentage points	23% (SY22-23)	18%
Improve performance as measured by MCAS	Increase meet/exceed ELA and math proficiency rates on MCAS by 10% by 2024 - 2025	ELA 33% Math 21% (SY22-23)	ELA 38% Math 29%
Improve performance as measured by MCAS	All grades/all subjects achieve >60 SGP on MCAS by 2024-2025	SGP: ELA – 47.4 Math – 40.1 (SY22-23)	SGP: ELA – 53 Math – 48
Improve performance as measured by ACCESS	Increase by 10% the % of students who demonstrate adequate progress	43% (SY22-23)	53%
Increase observation & feedback	Increase "Perceptions of the amount and quality of feedback faculty receive" by 15%, up from the current baseline of 29% favorable by 2024-2025.	29% (SY22-23)	35%
Improve stakeholder perception data	At least 2/3 of families have favorable perceptions of their child's learning related behaviors Increase by 15 percentage points in “belonging” composite on annual survey to indicate if students feel like valued members of the community by 2024-2025 At least 2/3 of families feel that their child's school is a "good fit," representing their perceptions of how well a school matches their child's developmental needs by 2024-2025.	Grades 3-5 53% Grades 6-8 28%	Grades 3-5 60% Grades 6-8 40%

How will we reach our goals?

We have targeted “big rocks” – 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?
<p>Big Rock 1</p> 	<p>We will create a learning environment where all students succeed academically. Develop students’ ability to engage with cognitively demanding work, while holding high expectations for all, using culturally relevant pedagogy, and high-leverage</p>	<p>Our students will be able to complete work at the grade level. Students’ scores in formative and summative assessments will increase and students will be able to explain what they are learning in a grade-level capacity.</p>	<p>The school’s scores on district common assessments and STAR data will show improved scores and teachers’ classroom data will show more students completing grade-level work.</p>

	and evidence-based instructional practices.		
Big Rock 1.2 	We will create a school-wide structure that provides consistent opportunities for educators to engage in the DII process in order to make data-informed decisions that meet the needs of all learners.	Students will experience more in-class, small group instruction at their academic level.	Administration and coaches will be able to see more small group instruction within classrooms and we should see students gaining more grade-level knowledge.
Big Rock 2.2 	We will provide feedback that is asset-based, actionable, and growth-oriented.	Teachers will be receiving more feedback from both coaches and administration that is bite-sized and actionable so that students are growing in order to move student learning on a continuum.	Administration and coaches will see feedback being implemented in classroom settings.
Big Rock 3 	We will develop and implement a playbook outlining clear school-wide routines and structures that provide a safe and positive school culture for all, ensuring that every student wants to be present at Saltonstall every day by making the learning engaging, empowering, and designed for each individual.	Students will know and understand the school and classroom structures and routines and are able to be successful in the classroom and school. In addition, they will want to come to school and be engaged in their learning.	Students and teachers will be engaged in classroom activities and students and teachers will be happy to be at school.