



**Dr. Albert F. Argenziano School**  
**School Improvement Plan Year 2**  
**2023- 2024**

**Administrators**

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## **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.

## **About our community**

The Albert F. Argenziano School is one of the six Pre-K through 8th schools in the city. The school sits at the heart of Somerville's Union Square area. As part of our positive behavior systems, we encourage all members of the community, students, teachers, staff, and administration to be *Safe, Kind, Responsible and Respectful*. We introduced the use of the Responsive Classroom approach three years ago which has resulted in the building of strong and safe classroom communities, a significant reduction of discipline referrals and a greater sense of belonging for our students to be able to realize their potential and understand how they are valued in the community.

## **Students**

This academic year, 2023 - 2024, enrollment has fluctuated between 560 - 570. The students who make up our school's population come from twenty different countries from around the world including the United States, Brazil, El Salvador, Guatemala, Dominican Republic, China, Colombia, United Arab Emirates, Honduras, Japan, Morocco, Thailand and Venezuela among others. The multicultural composition of our student population makes the Argenziano School a unique place to grow and learn. We house the district's Sheltered English Immersion (SEI) Program in Kindergarten through 5th grade. This program includes newcomer and integrated classrooms. We offer our community the opportunity for students to be in integrated groups where some students are multilingual learners and others are native speakers of English. Newcomer students are enrolled in SEI-1 classes where the focus is on improving English proficiency and developing social and academic language while embracing cultural differences and bilingualism.

| Focus Area   | Updated data for focus area   | Additional data  |
|--|---|--|
| 1. Equity  | <a href="#">Discipline Data Analysis</a><br><a href="#">Teacher Equity Readiness Survey</a><br>Conditions for Learning Survey <ul style="list-style-type: none"> <li>• Student</li> </ul> | Number/Percentage of teachers/staff: <ul style="list-style-type: none"> <li>• Trained in Responsive Classroom Approach</li> <li>• Level 1 Training in Restorative Justice</li> </ul> |
| <b>Equity problem</b> of practice identified: Even though there has been a significant reduction in schoolwide conduct referrals, Black and Hispanic students remain disproportionately represented in our school's discipline data.   |   |  |
| 2. Academics   | <a href="#">MCAS</a><br><a href="#">ACCESS</a><br><a href="#">DIBELS</a> 2023 - 2024<br><a href="#">i-Ready (Reading)</a>   | Reading Intervention Data <ul style="list-style-type: none"> <li>• Lexia Interventions (Gr 3-8)</li> <li>• Reading groups (Gr 1 -3)</li> </ul>                                       |
| <b>Academics problem</b> of practice identified: Using the data available, we found that a percentage of students greater than the norm ( <i>as described in Tiered Instruction</i> ) are reading and writing below grade level across most grades.  |   |  |
| 3. Social Emotional Learning   | Conditions for Learning Survey <ul style="list-style-type: none"> <li>• Staff</li> <li>• Student</li> <li>• Parent</li> </ul>   | Number/Percentage of teachers/staff officially trained in Responsive Classroom and for Restorative Justice   |
| <b>SEL problem</b> of practice identified: 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. |   |  |

***\*Please note that there are links to the discipline data analysis within the title of the Focus Area Equity and academic data within the title of Focus Area of Academics.***

## Focus Area/Goals: Equity

| Focus Area | Goal   | Short term and/or Long term Outcomes  | Indicators/Measures   | Data Source   |
|------------|--|---|---|---|
| 1          | <i>By the end of the 2023-2024 school year, educators will complete the Inclusive Conversations professional development in order to give educators the tools to address biases and reduce the disproportionality gap in conduct referrals by 50%.</i> | Align classroom expectations with developmentally and culturally competent practices                            | Referral data more proportional to racial representation                          | Please take a look at six year analysis of our <a href="#">Discipline/Referral data</a> (linked here) |
|            |  | Curriculum design that is reflective of student demographics and voice.   | Increase in engagement and student feedback                                       | Conditions for Learning Survey. (My teachers connect...; I have a voice...)                           |
|            |  | 10-12 educators will elect to participate in the AFA Inclusive Conversations professional development offering. | More staff self-selecting to participate in equity based professional development | <a href="#">Teacher Equity Readiness Survey</a>   |

### Action plan and strategies: Equity Goal

| Focus Area | Strategy   | Milestones of success   | Timeline                     |
|------------|--|---|------------------------------|
| 1          | 1.a Develop trauma informed, culturally relevant and developmentally appropriate classroom expectations and discipline practices through training in Responsive classroom practices and restorative justice. | Reduction in discipline referrals of students of color; referrals are proportional to racial representation<br><br>Staff trained in Restorative Justice practices | SY 2022-2023<br>SY 2023-2024 |
|            | 1.b Provide students with access to culturally relevant instruction and resources  | Educators audit teaching resources for diverse representation<br><br>Educators incorporate student feedback in curriculum development                             | SY 2022-2023<br>SY 2023-2024 |
|            | 1.c Provide school based professional development opportunities around anti-racist, inclusive and equitable practices.   | An increase in educators electing to participate in anti-racist, equity-based learning opportunities  | Summer 2023<br>SY 2023-2024  |

| Strategy | Milestones completed between January 2023 and January 2024   | Milestones Behind Schedule  | Any Adjustments to Plan?  | Additional Comments  |
|----------|--|---|---|--|
| 1.a      | <p>The School Team of Admin, Support staff and some educators completed the Restorative Justice Training Level 1. Significant reduction of discipline referrals as compared with SY 2019 - 2020. <i>(Completed on June 2023)</i></p> <p>Classroom teachers have initiated training on Restorative Justice Level 1. One teacher per grade level is attending the training. <i>(Ongoing 2023 - 2024)</i></p> | N/A   | <p><b>Potential considerations for SY 24-25.</b></p> <p><b>Audit on fidelity to Responsive Classroom practices during morning meetings and advisory period.</b></p> <p><b>Integrate Trauma Sensitive Practices Training or Professional Development</b></p> | <p>Referrals went down from 530 (2019) to 481 (2023).</p> <p><u>Current year's discipline data is showing a projected increase in conduct referrals overall and for the subgroups.</u></p> <p><a href="#">Discipline/Referral data</a></p> |
| 1.b      | N/A  | <p>Equity Team develops and/or adopts tools to audit curriculum materials for cultural sensitivity.</p> <p>Educators audit teaching resources for diverse representation.</p> | We need to develop a tool or find one that can help teachers do this work.  | Could the district teams consider this as they are auditing the new curriculum for ELA. Can the Curriculum Directors and Coaches engage in this work?  |
| 1.c      | <p>Nine educators completed the Inclusive Conversations Professional Development <i>(June 2023)</i>.</p> <p>Whole school team began the integrated training on Inclusive Conversations during school based PD <i>(Ongoing between Jan. - May, 2024)</i></p>  | Our goal was to start in September 2023. The equity team had to prepare and we were able to start the whole school professional development in January 2024.                  | Extend training timeline to SY 2024 - 2025.   |  |

## Focus Area/Goals: Academics

| Focus Area | Goals  | Short term and/or Long term Outcomes   | Indicators/Measures   | Data Source  |
|------------|--|--|---|--|
| 2          | <p><i>80% of the students in grades K-3 will demonstrate 1.5 year growth in reading by the end of the school year 2023-2024 as measured by the DIBELS.</i></p> <p><i>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 including ACCESS for English Language Learners.</i></p> | Improve students' reading levels by at least one grade level as measured by DIBELS and i-Ready   | Increased scores in decoding, fluency, and/or comprehension per each benchmark window (varies per grade and per student)  | i-Ready<br>DIBELS<br>ACCESS<br>MCAS  |
|            |  | Improve students' writing skills by creating grade-level rubrics that are based on MA writing standards and assess by using writing samples throughout the year. | <p>Idea development becomes more clearly focused and well-explained</p> <p>Correct use of conventions improves, including sentence structure, word usage, capitalization, punctuation, and spelling</p> | SPS Essential Writing Skills Rubric  |
|            |  | Improve the overall multilingual learner students' scores on reading and writing as measured by ACCESS.  | <p>ML students making consistent growth in decoding, vocabulary development, fluency, and comprehension</p> <p>ML students showing improvement in syntax and word choice in writing.</p>                | ACCESS<br>Interim formative assessments<br>SPS Essential Writing Skills Rubric |

### Action plan and strategies: Academics Goal

| Focus Area | Strategy  | Milestones of success   | Timeline                        |
|------------|---|---|---------------------------------|
| 2          | 2.a During professional development, reestablish focus and providing training on best teaching practices for <b>all</b> learners  | Teachers differentiate curriculum, instruction, and assessments to support diverse learners<br><br>Students receive instruction and supports that meet their individual needs | SY 2022- 2023 to SY 2023 - 2024 |
|            | 2.b Springboard after school reading intervention program to target 50 - 60 students in grades PreK - 3.  | Students receive targeted small group reading instruction tailored to their needs   | Winter and Summer 2023          |
|            | 2.c Provide access to reading intervention platform Lexia to students in grades 1st - 3rd reading below grade level and ensure 20 min in school intervention on a daily basis | Students progress will be monitored using the assessment data tools provided by Lexia   | Winter and Spring 2023          |

| Strategy | Milestones Completed:<br>between January 2023 and<br>January 2024  | Milestones Behind Schedule | Any Adjustments to Plan?   | Additional Comments             |
|----------|--|----------------------------|--|---------------------------------|
| 2.a      | <p>Complete school based professional development on best teaching practices SY 22-23. <i>(Completed on June 2023)</i></p> <p>Expanded professional development on best teaching practices to include data-driven decision making to develop interventions during x-block. <i>(Ongoing SY 2023 - 2024)</i></p>   | N/A                        | <p>Engage in a collective conversation to establish a whole school team understanding of what academic excellence looks like in every classroom.</p> <p>Use i-Ready assessment data to design small group instruction based on needs during x-block time.</p> <p>Use grade level meetings to discuss data and interventions.</p> | Continue to provide PD SY 23-24 |
| 2.b      | <p>Students participated on the Springboard Reading Program</p> <ul style="list-style-type: none"> <li>• Spring Afterschool program (30 students in 1st - 3rd)</li> <li>• Summer Program (16 students in 1st - 3rd)</li> </ul> <p><i>((Completed on June 2023)</i></p> <p>Reading interventions extended to students in the SEI -1 program grade 2. <i>(Ongoing SY 2023 - 2024)</i></p> <p>Educators in grades K - 3 adopted student learning goals around writing and developing writing skills that meet the expectation, rigor, and demands of our district writing essentials, MCAS, and access.</p> | N/A                        | <p>Address writing goal SY 2023 - 2024.</p> <p>Adjustment to writer's workshop. The district suggests starting between Jan- Feb. Kindergarten team decided to start in October. ACCESS testing requires these skills and</p>   |                                 |



|     |  |   |  |   |
|-----|--|---|--|---|
|     | The kindergarten team started the writer's workshop earlier than established in the scope and sequence.  |   | students are evaluated in January.   |   |
| 2.c | <p><i>Not achieved in SY 2023- 2024.</i></p> <p>Adopted Lexia intervention for students in grades 3-5 reading two grade levels below according to i-Ready (<i>Ongoing Jan - June 2024</i>)</p> | Unable to provide access to reading intervention platform Lexia to any student due to roadblocks in the Central office process. | <p>Central Office did not finalize approval of Lexia accounts SY 22-23.</p> <p>Requested accounts again in SY 2023 - 2024.</p> | <p>Target grades 3-5 students reading two grade levels or more below according to the September i-Ready Reading diagnostic test.</p> <p>January 2024 -90 students in grades 3-5 have been connected to the platform through the school.</p> |

## Focus Area/Goals: Social-Emotional Learning

| Focus Area | Goal   | Short term and/or Long term Outcomes  | Indicators/Measures  | Data Source                           |
|------------|--|---|--|---------------------------------------|
| 3          | <i>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.</i> | Provide training to 5-10 teachers during Spring and summer 2023.  | Number of untrained teachers that complete the Responsive Classroom course                                 | Certificates of completion of courses |
|            |  | Demonstrate consistent implementation of practices during morning and advisory meetings.                              | During quarterly walkthroughs, document % of teachers using practices during morning and advisory meetings | Walkthrough tracker                   |
|            |  | Implementation of RC practices with fidelity should lead to decrease disruptive behavior in classrooms and at school. | Decreased conduct referrals and disruptions in classrooms  | Discipline referral data              |

### Action plan and strategies: Social Emotional Learning Goal

| Focus Area | Strategy  | Milestones of success   | Timeline                    |
|------------|---|---|-----------------------------|
| 3          | 3.a. Train staff members who have not been trained in Responsive Classroom        | 100% of educators are trained in Responsive Classroom   | Spring 2023 and Spring 2024 |
|            | 3.b Complete an audit of the fidelity of Morning Meeting / Advisory in classrooms | 100% classrooms have been audited<br><br>Teachers follow Responsive Classroom practices with fidelity | School Year 2023-2024       |
|            | 3.c Continue Restorative Justice training for staff (district started)            | Staff and students use Restorative Justice practices to address conflicts and increase student agency | School Year 2023-2024       |

| Strategy | Milestones Completed:<br>between January 2023 and<br>January 2024   | Milestones Behind Schedule   | Any Adjustments to Plan?   | Additional Comments   |
|----------|---|--|--|---|
| 3.a      | Eight educators participated in Responsive Classroom training <i>(Completed in Spring 2023)</i>   | Since we are only able to train 6-7 staff members each year, we still have 17 elementary school teachers who need training.<br>By the end of SY 23-24, 6 of these 17 educators would be trained. | N/A  | 2023 - 2024 Offer training to new educators   |
| 3.b      | Some informal observations have been taking place <i>(Ongoing 2023-2024)</i>  | Create a tool. Complete formal audit of the fidelity of morning meeting/advisory in classrooms   | N/A  | 2023 - 2024 complete informal assessment of fidelity to Responsive Classroom practice during morning meetings.  |
| 3.c      | Level 1 training of Restorative Justice for Administrators and Student Support Team. <i>(Completed SY 2022 - 2023)</i><br><br>Level 1 training for grade level teachers. <i>(Ongoing SY 2023 - 2024)</i><br><br>Level 2 training for Administrators and Support staff <i>(Ongoing SY 2023 - 2024)</i> | N/A  | CPI training for beginners and refreshers started in January 2024. | 2023 - 2024. Expanding training to one to two teachers per grade level.<br><br>16 staff members have completed the Level 1 training of Restorative Justice. |

| Goals 2022 - 2024  | Progress towards the Goals  | Milestones reached  |
|--|---|---|
| <b>1. Equity</b><br><br><i>By the end of the 2023-2024 school year, educators will complete the Inclusive Conversations professional development in order to give educators the tools to address biases and reduce the disproportionality gap in conduct referrals by 50%.</i>   | <input type="checkbox"/> Exceeded goal<br><input type="checkbox"/> Met goal<br><input type="checkbox"/> Significant progress<br><input checked="" type="checkbox"/> Some progress<br><input type="checkbox"/> No progress | <p>Nine educators completed the Inclusive Conversations Professional Development (<i>June 2023</i>).</p> <p>School -Wide Professional Development on Inclusive Conversations began in January 2024.</p> <p>The disproportionality gap is still present in this year's conduct referrals.</p>  |
| <b>2. Academics</b><br><br><i>80% of the students in grades K-3 will demonstrate 1.5 year growth in reading by the end of the school year 2023-2024 as measured by the DIBELS.</i><br><br><i>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 including ACCESS for English Language Learners.</i> | <input type="checkbox"/> Exceeded goal<br><input type="checkbox"/> Met goal<br><input checked="" type="checkbox"/> Significant progress<br><input type="checkbox"/> Some progress<br><input type="checkbox"/> No progress | <p>K-3 students participated in the Springboard Spring and Summer Reading Intervention program.</p> <p>Reading Interventions are provided to students in grades 1-3 including 2nd grade SEI 1 students. Lexia intervention is being provided for a total of 86 students in grades 3-7 who are reading 2+ years below grade level.</p> <p>In our review of the winter DIBELS assessment, it is evident that students have made significant progress. .</p> |
| <b>3. Social Emotional</b><br><br><i>By the end of the school year 2023-2024, 85% of the educators will have been trained in Responsive Classroom practices and will demonstrate fidelity of implementation of the practices in their classrooms.</i>  | <input type="checkbox"/> Exceeded goal<br><input type="checkbox"/> Met goal<br><input checked="" type="checkbox"/> Significant progress<br><input type="checkbox"/> Some progress<br><input type="checkbox"/> No progress | <p>Out of 32 homeroom classes, fifteen teachers have been trained in Responsive Classroom practices.</p>  |
| <b>Final Comments: At the end of the year 2023 - 2024, we will</b> take a step back with our team and reflect on all of the evidence and progress monitoring we have done. Have we achieved any of our short term or long term outcomes? Have we achieved any of our goals? What strategies worked and what did not work? Did we make any adjustments along the way or get any feedback from stakeholders?           |   |   |

