



SCHOOL IMPROVEMENT PLAN

SCHOOL NAME

SCHOOL YEARS

Mindess School ▾

2023-2024

VISION			
<p>The Ashland Public Schools strives to be a model district that creates a culture of inclusivity for our diverse students and staff who:</p> <ul style="list-style-type: none">• feel safe and supported,• are empowered by the academic and social-emotional skills to pursue their chosen path, and• embrace their roles as positive contributors to local and global communities.			
MISSION			
<p>We are committed every minute, every hour, every day, to every student.</p>			
STRATEGIC PRIORITIES			
<ul style="list-style-type: none">• Equity• Social emotional learning• Resource management• Curriculum and programming			
STRATEGIC OBJECTIVES			
EQUITY	SOCIAL EMOTIONAL LEARNING	RESOURCE MANAGEMENT	CURRICULUM AND PROGRAMMING
<ul style="list-style-type: none">• Maximize the academic growth of every student• Provide more equitable access to all levels of curriculum and activities to provide more students with growth opportunities• Promote appreciation of diverse perspectives to foster mutual respect and cultural understanding• Improve upon and utilize fair and unbiased disciplinary practices• Engage all families as partners in the educational process	<ul style="list-style-type: none">• Enhance student social and emotional well-being• Ensure all students have a sense of belonging and are connected to the school community• Continuously improve school climate & culture• Improve communication of SEL efforts and results to parents and the community	<ul style="list-style-type: none">• Provide safe environments for all students and staff• Improve technology infrastructure and its integration into teaching and learning• Prioritize facility enhancement and maintenance over the long term in a cost efficient manner• Enhance advocacy efforts and identify revenue sources to maximize resource opportunities	<ul style="list-style-type: none">• Improve student learning, curriculum, and consistency of instruction, aligned to the Vision of the Graduate, across grades• Create comprehensive & individualized professional development opportunities to be able to meet each student’s academic, social, and emotional needs as well as ensure the application of culturally responsive teaching practices• Expand academic and extracurricular offerings to increase student opportunities to explore areas of interest• Create effective, equitable and sustainable systems of collaboration and scheduling to maximize student

Strategic Priority						
Equity ▾						
Strategic Objectives	Person(s) Responsible	Goal	Action Items	Indicators of Success	Timeline	Resources Needed
Promote appreciation of diverse perspectives to foster mutual respect and cultural understanding	Principal Assistant Principal Director of EL Director of SEL Teacher Leaders Mindess Faculty	Part One: Mindess staff will develop a shared understanding of equity and culturally responsive schools.	Part One: Staff will work through the self assessment of culturally responsive schools in order to determine individual and community on-ramps for equity work. Staff will participate in Professional Development facilitated by teacher leaders. Leadership will consult with outside agency, Adaptive X.	Part One: Staff will begin to use common language around Culturally Responsive Teaching. Staff will incorporate a minimum of two new culturally responsive activities or lessons.	Part One: October 23 -June 2025	Part One: Collaborate with Adaptive X Culturally Responsive Teaching and the Brain Being the Change Sara Ahmed
Provide more equitable access to all levels of curriculum and activities to provide more students with growth opportunities	Principal Assistant Principal Teacher Leaders School Psychologist	Part Two: Mindess Staff will continue to develop an understanding of Learning Disabilities and Social and Emotional Disabilities. This understanding will support a broader use of UDL in curriculum planning.	Part Two: Staff will participate in Professional Development that will include text protocols from research articles on the following topics: <ul style="list-style-type: none">- Dyslexia- ADHD- Anxiety- Hearing Loss- Mood Disorder	Part Two: Staff will begin to use common language around equitable practices. The RtI Team (Instructional Support Team) will encourage use of UDL practices to enhance Tier One Support. Strategies will be based on deeper understanding of Learning Disabilities and Social Emotional Disabilities.	Sept 24 - June 25	
Strategic Priority						
Social Emotional Learning ▾						
Strategic Objectives	Person(s) Responsible	Goal	Action Items	Indicators of Success	Timeline	Resources Needed

Ensure all students have a sense of belonging and are connected to the school community	Principal Assistant Principal Mindess Faculty SEL Team	Students and faculty will participate in Mindess Community Learning.	Mindess will facilitate cross grade level learning experiences for all students on a monthly basis.	Students will demonstrate through a survey two adults and one student they are connected to as a result of the Mindess Community Learning experience.	June 2023	Admin will create and share a school wide plan.
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Strategic Priority

Resource Management ▾

Strategic Objectives	Person(s) Responsible	Goal	Action Items	Indicators of Success	Timeline	Resources Needed
Provide safe environments for all students and staff	Principal Assistant Principal	Learn, share, and model crisis prevention and response steps in the new building.	Practice fire drills, evacuation drills, and active shooter drills.	Successful completion of all drills.	2023-2024	Collaboration with Police and Fire.
Provide safe environments for all students and staff	Principal Assistant Principal	Develop, share, and model safe routines for transitions in the new building.	Develop and refine plans for: <ul style="list-style-type: none">- Arrival- Dismissal- Recess- Lunch	Safe and efficient transitions.	Fall - Winter 23-24	

Strategic Priority

Curriculum and Programming ▾

Strategic Objectives	Person(s) Responsible	Goal	Action Items	Indicators of Success	Timeline	Resources Needed
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Improve student learning, curriculum, and consistency of instruction, aligned to the Vision of the Graduate, across grades	Principal Assistant Principal Reading Specialists Reading Coach	Mindess will dedicate three data meetings to analyze reading growth and determine target areas for instruction for students.	Calendar three data meetings Determine protocol for meetings Determine target areas for students Create small reading groups	Reading instruction will be delivered in small groups.	June 2024	Amplify iReady Data Protocol
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