



School Improvement Plan
2025 - 2026

Bancroft Elementary School



Mission

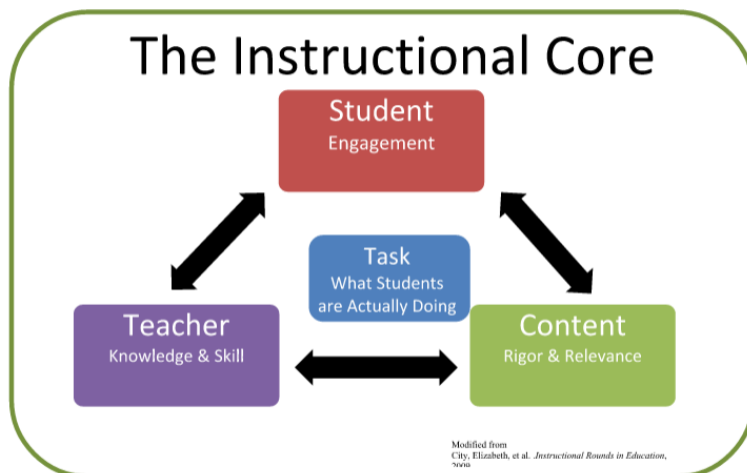
Our Core Purpose with Distinction

Educate our students to be resilient, engaged, lifelong learners and compassionate community members, who are critical thinkers, collaborative problem solvers, and positive contributors to a diverse and rapidly changing society.

All Students Belong, Strive, and Thrive

Introduction to the 2025–2026 School Improvement Plans

Focusing on the Instructional Core: Content, Pedagogy, and Students



As we enter the 2025–2026 school year, our focus remains steadfast on strengthening the instructional core—the dynamic relationship between **content**, **pedagogy**, and **students**—as the foundation for school improvement and student achievement.

The instructional core is where learning happens. When we improve the quality of the content students engage with, deepen the instructional practices teachers use, and enhance student engagement in their learning, we drive meaningful, lasting growth. This year’s School Improvement Plans are designed to advance these three interdependent components through focused, collaborative work grounded in high expectations, inclusive practices, and equity-driven instruction.

We are building on our existing curriculum implementations, including **Eureka Math²** and **Arts & Letters**, which embed evidence-based and culturally responsive approaches. Our plans center on the belief that all students, when empowered with rigorous content, supported by skillful teaching, can rise to meet and exceed grade-level standards.

This plan outlines specific goals, benchmarks, and activities that reflect our shared commitment to instructional excellence. Through faculty collaboration, professional learning, and data-informed practice, we will continue to elevate the learning experience for every student.

[APS Strategic Roadmap](#)

[APS Literacy Vision and Theory of Action](#)

[APS Mathematics Vision and Implementation](#)

GOAL 1 ~ ELA		
GOAL DESCRIPTION The goal is to launch and implement Arts & Letters across all elementary classrooms with consistency and cohesion.		
CURRENT STATUS/DATA/REASON FOR THE GOAL The 2024 Literacy Audit indicated that APS should consider the adoption of a high-quality instructional material (HQIM) to better support students in the area of reading comprehension and writing. After following a thorough “Investigate and Select” process outlined in the Massachusetts Department of Elementary and Secondary Education’s “Implement MA” guidance, APS adopted <i>Arts & Letters</i> at the elementary level. <i>Arts & Letters</i> supports a student-centered approach to literacy learning, grounded in critical thinking which leads to a deeper understanding of how students read, write, and interact with text.		
IMPROVEMENT BENCHMARKS All students will demonstrate improvement in reading comprehension and written expression as measured in <i>Arts & Letters</i> curriculum-embedded assessments and APS benchmark assessments. Teachers will demonstrate an understanding of <i>Arts & Letters</i> lesson structure and instructional practices within.		
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
<i>Arts & Letters</i> Launch and Lead training for teachers and administration.	Great Minds https://greatminds.org/	June-August 2025
Continuous professional development centered around <i>Art & Letters</i> module planning to support consistent and cohesive implementation.	Jason DiCarlo, Maura Donoghue, Literacy Coaches	Sept. 2025-June 2026 Early Release Days, Content Meetings, Common Planning Times
Teachers and building leaders will work collaboratively with literacy coaches to help with intellectual preparation to internalize module arcs and content stages.	Teachers, Principals, Assistant Principals, Jason DiCarlo, Maura Donoghue, Literacy Coaches	Sept. 2025-June 2026 Ongoing

Teachers and Administrators will collaborate to educate and communicate with the community and parents around HQIM and <i>Arts & Letters</i> .	Principals, Asst Principals, Jason DiCarlo, Maura Donoghue	Sept. 2025-June 2026 Ongoing
Frequent teacher observations, support, feedback, and evaluations through consistent observation and data collection to inform instruction	Principals, Asst Principals, Jason DiCarlo, Maura Donoghue	Sept. 2025-June 2026 Ongoing
OUTCOMES • Teachers will concentrate on approaching literacy instruction in a more cohesive and consistent manner following the <i>Arts & Letters</i> lesson structure, as well as the <i>Arts & Letters</i> scope and sequence. • All stakeholders will develop an understanding of the <i>Arts & Letters</i> program and how we can maximize this high-quality instructional material to improve student outcomes. • Teachers will use rich and challenging literacy content to engage students in deep, critical thinking in order to develop a more complex understanding of grade-level text. • Teachers will create safe, supportive literacy learning environments where students participate in high-level conversations about reading and writing by communicating their ideas, critiquing the reasoning of others, and reflecting on their thinking.		

GOAL 2 ~ Math

GOAL DESCRIPTION

As we begin Year 4 of curriculum implementation, our goal is to apply the professional learning from previous years to elevate Tier 1 mathematics instruction for all students.

CURRENT STATUS/DATA/REASON FOR THE GOAL

As part of a comprehensive implementation plan, teachers have engaged in professional learning over the past three years.

Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
• Fluency PD • EQUIP training • Data Dashboard Intro • Module Internalization • Grade Level Content • Coaching Cycles	• EQUIP analysis/planning • Formative Assessment PD • Grade Level Content • 5 Practices In Practice • Coaching Cycles	<i>K-2</i> Supporting All Students PL Intentional Planning PL Observational Assessment <i>3-5</i> Student Involved Assessment <i>K-5</i> Instructional Routines Models and Representation Coaching Cycles

These learning sessions built an understanding of:

- the curriculum components and content
- forms of data and their uses
- an understanding of the high-leverage instructional strategies included in our HQIM to support learning and intentional planning.

Teachers have begun to demonstrate an understanding of how to use the curriculum resources to intentionally plan lessons that have clear learning targets, tasks and feedback in service of student thinking and engagement.

Teachers in upper elementary have been exploring the idea of using student-involved assessment practices to build metacognitive skills that support student ownership of learning.

Teachers in lower elementary schools have been introduced to the idea of using observational assessment as a formative assessment tool to gather evidence of student learning.

IMPROVEMENT BENCHMARKS • All students will demonstrate growth in their content understanding over the course of a module as evidenced by multiple curriculum-embedded data sources. • All teachers will utilize high-leverage instructional practices to maximize student engagement. • All teachers will engage in intentional planning of math lessons with the collaborative support of their team and/or a math coach. • Students will demonstrate the ability to reflect on their own math learning using clear learning targets and teacher support.		
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
Communicate expectations of non-negotiables for mathematics instruction that support learning for all students.	Beth Miner	August 2025
Teachers, coaches and coordinator will work to create, share, and implement a consistent planning process for math lesson internalization.	Beth Miner, math coaches, classroom teachers	Instructional Planning Meetings (monthly) Early Release
Continued professional learning around using learning targets to clarify learning and to support student reflection.	Beth Miner, math coaches	Instructional Planning Meeting (monthly) Early Release
Instructional walk-throughs to analyze student learning and identify strengths and areas for growth.	Jason DiCarlo, Beth Miner, Principals, Assistant Principals	Ongoing
OUTCOMES • Student engagement during the math lesson will increase as a result of high-leverage instructional practices utilized by the teacher and/or students. • Students will gain increasing confidence in their math learning through the process of understanding and reflecting on learning targets. • Teachers will internalize a process for intentional planning that incorporates formative assessment strategies.		

GOAL 3 - Student-Centered Learning		
GOAL DESCRIPTION All students will be empowered to do the majority of the thinking during the lesson, in service of grade-level standards by participating in high-quality student-to-student academic discourse, experiencing productive struggle, and receiving and incorporating targeted and constructive feedback.		
CURRENT STATUS/DATA/REASON FOR THE GOAL Our Math and ELA curriculum resources embed evidence-based, inclusive, and culturally and linguistically sustaining instructional practices and pedagogy to ensure all students engage in the complex thinking and ideas embedded in each lesson. We are entering year four of Eureka² (Math) implementation and year one of Arts and Letters (Literacy). Teachers are currently engaging in ongoing learning of curriculum resources to strengthen instruction so that all students benefit from consistent opportunities to think, talk, and make sense of complex ideas. Recent focus has been placed on understanding the importance of student-to-student discourse and incorporating feedback from formative assessments as evidenced within lessons. Continued learning, internalization, and execution of the intentional evidence-based practices embedded in these curriculum resources continues to be a focus in effort to increase student outcomes.		
IMPROVEMENT BENCHMARKS - Teachers will facilitate and organize tasks to support every student's engagement in thinking, as supported by the current curriculum programs. - Teachers will facilitate purposeful student-to-student discourse aligned to the lesson's goals. - Teachers will use questions, tasks, or assessments to assess students' progress toward learning goals and to identify and respond to misunderstandings. - Teachers will use formative assessments, embedded within the curriculum programs, that provide asset-based feedback to shift the cognitive lift on to students.		
STRATEGIES/ACTIVITIES	PERSON(S) RESPONSIBLE	TIMELINE
Use faculty meetings to learn, reflect, and develop a shared understanding of evidence-based instructional practices	Principals, Assistant Principals, Coaches, Jason Dicarolo, Maura Donoghue, Beth Miner	Sept. 2025-June 2026 Faculty Meetings,, Common Planning Times
Instructional walk-throughs are used to gather	Principals, Assistant	Sept. 2025-June

evidence around student engagement and instructional practices with an increased focus on academic discourse and informative assessments, to inform the next steps.	Principals, Jason Dicarlo, Maura Donoghue, Beth Miner	2026 Ongoing
Frequent teacher observations, support, feedback, and evaluations through consistent observation to support instructional growth	Principals, Maura Donoghue, Beth Miner	Sept. 2025-June 2026 Ongoing
OUTCOMES • Students engage in the majority of the thinking by working through complex tasks aligned to grade-level standards. • Students participate in meaningful academic discourse by explaining their thinking, listening to peers, and using academic language. • Students persevere through productive struggle and apply strategies to make sense of challenging content. • Students respond to and apply feedback to refine their thinking, deepen their understanding, and improve their work.		