

Duxbury Public Schools



**School Improvement Plan:
Alden School
2026-2027**

***The Duxbury Public Schools commit to the following Core Values:
Relationships, Inclusivity, Students-First, and Empowered Learners & Educators***

School Councils

School Councils are part of the Education Reform Law of 1993 that ensures meaningful involvement of parents, community members, and school staff. The establishment of School Councils is one of the most important provisions of the law and is considered an integral component of district best practices.

The School Council, co-chaired by the school principal, is required to:

1. meet regularly throughout the school year,
2. assist in the identification of the facility and educational needs of students,
3. make recommendations for the development, implementation, and assessment of programming,
4. assist in the review of the annual school budget,
5. promote relevant professional development,
6. review and make recommendations for the school handbook, and
7. develop school improvement plan goals that are consistent with the goals and standards of the district and the Department of Elementary and Secondary Education (DESE).

School Council Members:

Parent / Guardian: Amanda Dery
Parent/ Guardian: Nicole Doyle
Parent/ Guardian: Adam Houk
Parent/Guardian: Allyson Neeley
Faculty Member: Kelly Murray
Faculty Member: Katelyn Holt
Faculty Member: Michelle McKay
Faculty Member: Abby Armstrong
Community Member: Ritamarie Benoit
School Committee Liaison: Jenna Wechsler
Administrator: Rebecca Long

The initiatives outlined in the 2026-2027 Alden School Improvement Plan are aligned with priorities identified in the following documents:

DPS Strategic Plan

[Duxbury Portrait of a Graduate](#)

[DPS Equity Audit](#)

Alden School Improvement Plan: 2026-2027	
STRATEGIC OBJECTIVE 1: Operationalize PK-12 Portrait of a Graduate	
Alden Initiative 1:	By June 2027, Alden School faculty will identify a common understanding of the Portrait of a Graduate through established opportunities within curriculum, instruction, assessment, and school culture.
Action Steps:	● Gather information to inform the District Portrait of an Alden Learner a. Identify existing connections between Portrait of a Graduate competencies and Alden’s curriculum, instruction, assessment, and school culture. b. Gather parent/caregiver input through surveys and established groups, including School Council and PTA, to identify priorities for a Portrait of an Alden Learner. ● Develop a Portrait of an Alden Learner that reflects stakeholder input and connects the District’s Portrait of a Graduate to the upper elementary experience. ● Align Portrait of an Alden Learner with other schools to ensure alignment and coherence across grade levels.
Evidence/Data:	● Grade Level, Staff, School Council, Student Council and Other Meeting Agendas ● Stakeholder Survey Feedback (Identified themes and priorities) ● Draft Portrait of an Alden Learner document
STRATEGIC OBJECTIVE 2: Focus on Student Learning and Growth	
Alden Initiative 2:	By June 2027, 100% of students, including those identified in high-needs groups and receiving MTSS interventions, will meet or exceed their typical growth targets on literacy and math benchmark assessments through the implementation of a refined, data-informed MTSS process.
Action Steps:	● Establish a shared understanding of the MTSS framework and expectations among all stakeholders.

	● Refine MTSS protocols and data sources to support consistent, data-informed decision-making. ● Identify and streamline Tier II and Tier III intervention resources across grade levels to ensure consistency and alignment. ● Establish clear entrance, progress-monitoring, and exit criteria for students receiving targeted interventions. ● Utilize enVision Math intervention and differentiated supports to address identified student needs while maintaining access to grade-level instruction. ● Regularly review student growth and intervention data through data and progress monitoring meetings to adjust supports, groupings, and interventions as needed.
Evidence/Data:	● iReady reading and math benchmark data ● Intervention Decision Making Framework ● Data and Progress Monitoring Meeting Protocols and Schedules ● Communication with Families ● Professional Learning Community and Grade Level Discussions
STRATEGIC OBJECTIVE 3: Empower Faculty and Staff	
Alden Initiative 3	By June 2027, Alden School will strengthen a collaborative and empowered staff culture by establishing structured opportunities for peer observation and feedback, shared leadership, and collaboration that build trust, strengthen professional practice, and foster a shared commitment to the school community.
Action Steps:	● Implement a structured peer observation and feedback cycle to promote reflection, collaboration, and shared learning among staff. ● Create opportunities for grade-level and cross-grade collaboration focused on instructional practices, student needs, and schoolwide priorities. ● Provide staff leadership opportunities through professional learning, committees, schoolwide initiatives, and Dragon House activities. ● Highlight and share effective instructional practices during grade-level and staff meetings to promote collective learning. ● Gather staff feedback through surveys and the Alden Advisory Group to monitor participation and identify opportunities to strengthen trust, collaboration, staff voice, and professional learning. ● Use staff feedback to refine professional learning, collaboration, and leadership opportunities throughout the year.
Evidence/Data:	● Peer observation participation and feedback forms ● Staff survey results (Sogolygistics formerly K-12 Insight Survey) ● Alden Advisory group feedback ● Grade-level and staff meeting agendas/notes ● Staff participation in leadership roles, committees, professional learning, and schoolwide initiatives ● Dragon House activities and staff participation
STRATEGIC OBJECTIVE 4: Maximize Organizational Partnerships and Collaboration	

Alden Initiative 4	By June 2027, our Alden School Building Committee will engage in the MSBA Feasibility Study process to examine current facilities, identify instructional and programmatic needs, and establish shared priorities for future learning environments aligned to the District's vision.
Action Steps:	• Collaborate with the Alden School Building Committee and project team throughout the MSBA Feasibility Study process to understand requirements, timelines, and key decision points. • Identify current and future instructional and programmatic needs and explore how learning environments can support collaboration, flexibility, student-centered learning, and equitable access. • Engage staff, students, families, district leaders, and community members to gather input and identify priorities for future learning environments. • Synthesize stakeholder input, facility information, and instructional priorities to establish shared priorities aligned with the District's vision and Portrait of a Graduate/Learner and guide the next phase of the feasibility study.
Evidence/Data:	• Building Committee meeting agendas and minutes • Stakeholder survey and feedback data • Instructional and programmatic needs identified • Connections to the District's Portrait of a Graduate/Learner • Shared priorities and recommendations for future learning environments