

Duxbury Public Schools



**School Improvement Plan:
Chandler School
2025-2026**

***The Duxbury Public Schools commit to the following Core Values:
Students First, Cooperative & Caring Relationships, Inclusivity, and Integrity***

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 one that professional staff considers 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: Cara Fuchs
Parent/ Guardian: Elysia Soloman
Parent/Guardian: Allison Conroy
Faculty Member: Maura Doyle
Faculty Member: Kaitlin Dunn
Faculty Member: Sherri Sewall
Community Member: Chris Coakley
Administrator: Erin Wieseahn

The initiatives outlined in the 2025-2026 Chandler School Improvement Plan are aligned with priorities identified in the following documents:

[DPS Strategic Plan](#)

[Duxbury Portrait of a Graduate](#)

[DPS Equity Audit & 2025-2026 Action Steps](#)

Chandler School Improvement Plan: 2025-2026			
STRATEGIC OBJECTIVE 1: Build connected and interactive school and community partnerships with a culture of care and trust, in service of education.			
Chandler Initiative 1:	During the 2025–2026 school year, we will lead and implement targeted strategies to improve student attendance by tracking and documenting interventions for all students approaching or exceeding 10% absenteeism. The goal is to reduce the number of students identified as chronically absent (missing 10% or more of instructional days) from 36 students in 2024–2025 to no more than 20 students by June 2026.		
Alignment with:	Strategic Plan	Equity Audit	Portrait of a Graduate
	Strategic Initiative 1.1, 1.2, 1.3 KPI: Reduction in Chronic Absenteeism Rate	Engage in Data Inquiry Cycles	- Communicators and Collaborators - Empowered and Healthy Individuals
Action Steps:	- Review attendance data from the past two years to identify patterns by grade level, demographic groups, and time of year in order to inform targeted interventions. - Review attendance data regularly throughout the school year to identify students at risk of becoming chronically absent and respond with timely supports. - Communicate clear attendance expectations to families and staff, and celebrate good or improved attendance through schoolwide recognition efforts. - Initiate proactive communication (calls, meetings, and letters) for students who accumulate five or more absences to identify barriers and provide supports. - Create and implement personalized attendance improvement plans for students approaching the chronic absence threshold, in collaboration with families and support staff. - Share data on reductions in chronic absenteeism and highlight successful strategies with school stakeholders.		

Evidence/Data:	• Student Attendance Records using Student Information System • Individualized Attendance Plans • Log of interventions for chronically absent students		
STRATEGIC OBJECTIVE 2: Integrate and practice inclusive and culturally responsive instruction for all students that reflects our core values.			
Chandler Initiative 2:	During the 2025–2026 school year, the school will use the DESSA Social-Emotional Learning (SEL) screener to identify students in need of support in the CASEL-aligned competencies. The screener will be administered twice per year (fall and spring) to monitor progress and measure growth. Counseling staff and classroom teachers will use the results to provide targeted SEL interventions and supports, with the goal of increasing the percentage of students demonstrating typical or strong SEL skills from the fall to the spring administration.		
Alignment with:	Strategic Plan	Equity Audit	Portrait of a Graduate
	Strategic Objectives 2.1 KPI: Implement a K-12 SEL Universal Screener	• Engage in Data Inquiry Cycles	• Empowered and Healthy Individuals • Communicators and Collaborators • Resilient and Flexible Learners
Action Steps:	• Conduct the DESSA SEL screener for all students to identify those who may need additional support in developing CASEL-aligned competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) - November 2025 • Counseling and classroom staff review DESSA results to identify individual student focus areas and trends within groups or classes, in order to plan for interventions and lessons • Communicate with families for those who will be receiving intervention. • Provide individual, small group, and whole class SEL lessons, and skill-building activities aligned to identified areas of need. • Track student participation and progress through counselor logs, teacher observations and feedback, and ongoing check-ins to adjust supports as needed. • Conduct the second administration of the DESSA to measure growth in CASEL-aligned competencies and evaluate the impact of SEL interventions. - March 2025 • Compare fall and spring data to measure student growth to inform planning for the 2026–2027 school year.		

Evidence/Data:	DESSA results from fall and spring		
STRATEGIC OBJECTIVE 3: Establish a PK-12-aligned standards-based curriculum.			
Chandler Initiative 3	During the 2025–2026 school year, all classrooms will fully implement the Core Knowledge Language Arts (CKLA) program with integrity to strengthen early literacy instruction. Implementation will be monitored through curriculum usage data, classroom walkthroughs, and teacher feedback. By June 2026, as an indicator of successful implementation, at least 85% of K–2 students will be reading at or above grade level, as measured by the end-of-year mCLASS Benchmark. Progress will be reviewed throughout the year to anticipate and support the expected implementation dip associated with a new program.		
Alignment with:	Strategic Plan	Equity Audit	Portrait of a Graduate
	Strategic Initiative 3.2, 3.5 KPI: Expansion of Real-World Learning Opportunities	- Enhance Culturally Responsive Leadership & Teaching - Engage in Data Inquiry Cycles	- Communicators and Collaborators - Resilient and Flexible Learners - Engaged Citizens
Action Steps:	- Targeted professional development, coaching, and collaborative planning time will be provided throughout the year to ensure instructional consistency and build teacher capacity. - Establish peer observation opportunities and grade-level collaboration time to support high-integrity implementation of CKLA and respond to teacher needs in real time. - Review and adapt CKLA lesson delivery to reflect inclusive, culturally responsive practices. - Host informational sessions for families to build understanding of the CKLA program and its impact on student literacy development. - Review implementation data three times per year with school leadership and teacher teams to monitor progress, identify trends, and make adjustments to support equitable student growth.		
Evidence/Data:	- Professional development implementation schedule - Educator feedback around implementation - Grade level/team meeting notes - Communication and feedback from families around the implementation		