Irwin M. Jacobs
School Improvement Plan

School Year 2018-2019
School: Irwin M. Jacobs
Principal: Kerry S. Kennedy

Section 1. Set goals aligned to the District Plan:

1. *[ELA/Math Gr. 2-5]* One hundred percent (100%) of teachers will facilitate the learning growth of their students so that eighty percent (80%) of their students achieve their target score or projected score on STAR, whichever is higher, by EOY.
2. *[ELA /Math Gr. preK-2]* One hundred percent (100%) of teachers will facilitate the learning growth of their students so that eighty percent (80%) of their students are proficient in DIBELS (applies to Gr. K and 1) based on composite score, or other grade level predetermined benchmarks (Gr. PreK-1).
3. *[Student Support Systems]* One hundred percent (100%) of students will be tiered (tiers 1, 2, 3) for Positive Behavorial Interventions and Supports (PBIS) and one hundred percent (100%) of staff will implement the PBIS plan to decrease the number of office referrals by fifty percent (50%)
4. *[ESL] 50% more* Students will exit from ESL programming (Increase from 6% to 12%) and reduce number of students dropping a level on ACCESS (9% to 4.5%), decrease number of students remaining at same level from (17%-8.5%) and increase number of students making gains on ACCESS from (3.5%-7% or higher)
5. *[Parent and Community Engagement]* Eighty percent (80%) of parents/guardians will participate in school family functions and/or communicate with teachers/staff at least one time per trimester during the 2018/2019 school year.

	SY17-18 (Historical)			SY18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5						
ELA	40%	495.6	40.2	60%	498	50%
Math	27%	487.1	25.75	40%	490	40%

	BOY 18-19 (Historical)			EOY 18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5						
ELA	Grade 2– 26% Grade 3–16% Grade 4– 24% Grade 5 -17%	Grade 2 – 133 Grade 3 – 193 Grade 4 – 335 Grade 5 – 456		Grade 2 74% Grade 3– 71% Grade 4 –74% Grade 5–71%	Grade 2 – 327 Grade 3 – 436 Grade 4 – 520 Grade 5– 630	Grade 2 – 50 Grade 3 – 50 Grade 4 –50 Grade 5 –50
Math	Grade 2 – 14% Grade 3 –24% Grade 4 –32% Grade 5 –18%	Grade 2 –325 Grade 3- 422 Grade 4 – 520 Grade 5–644		Grade 2 –70% Grade 3–74% Grade 4–76% Grade 5–72%	Grade 2 – 502 Grade 3 –593 Grade 4 – 654 Grade 5 –710	Grade 2 – 40 Grade 3 –40 Grade 4 –40 Grade 5 –40

	BOY 17-18 (Historical)			EOY 17-18 (Goals)		
	% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	
DIBELs Data ~ Grade K-1-2						
DIBELs Composite Score	Grade K – 33% Grade 1 – 46%	Grade K – 67% Grade 1 – 54%		Grade K – 80% Grade 1– 80%	Grade K– 20% Grade 1– 20%	

Section 2. Use data to determine school-specific strengths and weaknesses

(a) What progress did your school make last year?

Irwin M. Jacobs school received an ELT/OST grant, which expanded the school day by one hour. This time allows for an Advancement Time period which targets tier groups for strategic supports and interventions. A SPARK science lab was established to enhance STEAM within the school through a hands-on approach. Kindergarten attends SPARK lab for 45 minutes/weekly and grades 1-5 attend the lab for 90 minutes/weekly. As part of the ELT grant, Jacobs School is a Project-Based Learning (PBL) school and all grades participate in grade level created projects throughout the year, with supports from

community partners. The OST program and summer program enhance ELT project-based learning, targeting school-wide areas of concern.

2018 Academic Data (MCAS, STAR, DIBELs, etc.):

MCAS Highlights:
- Grade 3 has 40% of students currently meeting or exceeding proficiency
- ELA (average) exceeded achievement targets across all areas

STAR360 Highlights:
- Grade 3 achieved 1.3 and 1.5 years of growth in ELA, finishing the year with a class average GE of 4.3 and 4.6. (2 classes)
- Grade 3 achieved 1.2 and 1.3 years of growth in Mathematics, finishing the year with a class average GE of 4.7 and 4.6. (2 classes)
- One grade 4 achieved 1.0 year of growth with an average GE of 5.3 and one grade 5 class achieved 1.3 years of growth with an average GE of 6.0 in Mathematics.
- Grade 3 newcomer class had the largest growth based on scaled score in Mathematics with a +132 SS.

DIBELS Highlight:
- Kindergarten, including the newcomer class, achieved an average of 83% proficiency, with a +48 differential from BOY to EOY.

Attendance Data:

According to MCAS, Jacobs School met expectations in attendance, receiving 4/4 of target points. We reduced the number of students in the chronically absent bucket and met our targeted goals.

Increase in Tardiness-decrease in absences

Family Engagement Data:

Families were involved but not fully engaged in events last year. The moves affected attendance, as the former Taylor building was not handicapped accessible, preventing some families from attending and PK families at Sea Lab remained too far from neighborhood school to attend events.

Offerings: Open House (70%), Literacy (30%), Math Nights (12%), Trunk or Treat (33%), Report Card Conferences (Poor attendance at only 15% per grade, on average).

Parent Cafés (Use of Computers for Academic Support, How Sleep Affects Education, Play Group supports) and were only attended by 5 families at each Café.

Presentation of Learning (45%) of all families attended EOY POLs with Kindergarten attendance the highest with 82% of families attending.

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

ELA:
Overall, writing, conventions, and essay were areas of concern as evidenced by the 2018 Spring MCAS. Responses were copied directly from the text and the writing did not answer what the question was asking.

	Essay	Writing	Conventions
Grade 3	42% of total possible points	35% of total possible points	52% of total possible points
Grade 4	39% of total possible points	34% of total possible points	46% of total possible points
Grade 5	29% of total possible points	36% of total possible points	43% of total possible points

According to STAR360 EOY ELA:

There was a substantial number of students in Levels 1 and 2, with a low percentage of students proficient in all participating grades..

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	% Proficient
2	25	12	8	11	0	20%
3	10	13	12	18	0	34%

4	7	13	16	15	0	29%
5	9	8	18	15	0	30%

Mathematics:

Overall, constructive responses and short answer questions were areas of concern as evidenced by the 2018 Spring MCAS.

	Constructive Response	Short Answer
Grade 3	39% of total possible points	56% of total possible points
Grade 4	42% of total possible points	40% of total possible points
Grade 5	21% of total possible points	23% of total possible points

Jacobs school needs a school-wide intervention in improving constructive responses and short answer problems, building foundations in grades preK-2 and targeted supports in grades 3-5. According to MCAS analysis, Grade 3 scored significantly below the state (-25) in Operations and Algebraic Thinking (Multiply and Divide within 100). Grades 4 and 5 scored significantly below the state in Number and Operations in Base 10, particularly in the area of performing multi-digit arithmetic of whole numbers equal to or less than 1,000,000. Fractions and decimal fractions were significantly an area of struggle, with −25 and −30 point differentials as compared to the state.

According to STAR360 EOY Math:

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	% Proficient
2	21	12	15	6	1	13%
3	6	8	15	22	1	44%
4	9	13	16	13	0	25%
5	8	17	16	9	0	18%

Grades 2, 4, and 5 demonstrated non-significant growth in students proficient in Math. Support is needed in these grades.

Initiative 1: ELA

Team Members: Kerry Kennedy, Daniel Viegas, Laura Borges, Catherine Rocha, Lara Mahan, Lori Silveira

Final Outcomes:
- One hundred percent (100%) of students will show growth and eighty percent (80%) of students will meet their target or projected score, whichever is higher, on STAR 360.
- Grades K to 5 will target writing strategies and topic development to improve student scores based on Pearson Writing to Sources and Grade Level Writing Rubrics

Teacher Practice Goals:

- Teachers will facilitate eighty percent (80%) meeting target or projected scores, whichever is higher, on STAR360. Teachers will conference with students to set monthly goals.
- Teachers will collaborate in horizontal and vertical teams to develop writing prompts in response to text and establish rubric scoring norms during the Looking at Student Work (LASW) cycle.
- Teachers will unpack 2017 MCAS ELA/Writing standards to understand MCAS expectations and use the backwards design process embedded in the curriculum to design lessons aligned to the standards
- Explicit instruction surrounding finding Main Ideas and Key Details
- Individual conferences and goal-setting with students and families

Student Learning Goals:

- Students will set monthly goals on STAR360 to achieve target or projected scores, whichever is higher.
- Students will use technology to write and edit their writing prompts, using appropriate conventions, topic development, and grammar to meet or exceed standards in writing.

What this means for teachers:
- Teachers should tie lessons to rigorous vocabulary and language acquisition, emphasize conceptual and contextual understanding, and use data cycles to continuously monitor and adjust instruction accordingly.
- Technology will be embedded in instruction to assist in reading fluency and writing.
- Teachers will use the gradual release model with the writing process, so students are writing daily and independently for increased periods of time.
- The writing process will be embedded in daily ELA blocks and cross-curricula strengthened and evidenced by PBL research with POLs for an audience of peers and community members.

- Student independence will be fostered by: Individual ponderings with real world connections, solid writing block for student-driven research

What this means for building leadership:
- Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and Looking at Student Work (LASW) protocol
- Advancement/Intervention plans will be created and implemented with monitoring during Learning Walks and Common Planning Times (CPTs)
- Lesson Plan reviews will focus on Tier 1 (Core) instructional practices that are Research-Based and inclusive of strategies to support students at Tiers 2 and 3
- Principal will ensure time for horizontal and vertical data meetings, focused on grade level expectations and planning for EOY expectations
- Vertical and Horizontal planning time in ILT, CPTs and PD

Key Milestones:

Nov. 1:	Feb. 1:	May 1:
➤ STAR/DIBELS BOY baselines	➤ STAR/DIBELS MOY benchmarks	➤ MCAS testing
➤ Set individual student goals based on BOY baselines and subsequent progress monitoring in STAR and DIBELS	➤ Review individual student goals based on MOY and subsequent progress monitoring	➤ STAR/DIBELS EOY benchmarks
➤ Schoolwide instructional practices: SEI strategies, Accountable Talk, Vocabulary instruction (Frayer, 7 step) are evident in at least 80% of general education classrooms, including Special Education, ESL and Specialists	➤ Progress Monitoring/assess goals (February, March, April)	➤ Review and assessment of school practices in writing
	➤ CPT writing cycle/ January, February, March, April LASW	➤ Goal monitoring and final progress monitoring
➤ Progress Monitoring/assess goals (October, November, December)	➤ ACCESS testing	➤ Completion of writing portfolios and review/distribution to upcoming teachers (June)
➤ CPT writing cycle/ September, October LASW	➤ MCAS testing	
➤ BOY baseline data	➤ Literacy Night	➤ DRA analysis
➤ 1 round of Progress Monitoring on STAR	➤ DRA quick checks	➤ Phonics Inventory K-2-Literacy Profiles
➤ DRAs	➤ Phonics Inventory K-2-Literacy Profiles	➤ EOY 80 SGP
➤ Phonics Inventory K-2-Literacy Profiles	➤ MOY 60 SGP	

Roadmap											
Activity		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Writing Cycle every 1st week of a 4 week CPT cycle: Unpacking 2017 MA Writing Standards, creating prompts/rubrics, and LASW											
STAR/DIBELS goal creation and reviews based											

on progress monitoring for next steps planning (whole group goals and individual student goals) - student conferences								
Use of technology (e.g. Voice Recorder) as a tool to assist fluency, comprehension, and editing								
STAR/DIBELS Progress Monitoring to tier Advancement Period groupings-Sharing with students and families								
Literacy Night-Academic focus								
Use of STAR instructional student/class report to target specific needs for small group/whole group instruction								
Provide, and include in instruction, exemplars for each rubric score								
Instruct and implement various forms of writing, depending on subject – cross-curricula								
Goal Setting and Conferences with students								
English in a Flash daily usage for all EL 1s & 2s								
CPTs to norm CFAs and use writing rubrics to align with MCAS and Jacobs Rubrics								
Analyze data and trends in ILT meetings and in CPTs horizontally and vertically								
Writing conferences with all students for goal setting								
Explicit feedback to students regarding writing goals and next steps								

Initiative 2: Math

Team Members: Kerry Kennedy, Daniel Viegas, Donna Kirby-Blanchette, Karen Curran, Krystyna Schinigoi

Final Outcomes: By EOY,

- Eighty percent (80%) of students will achieve their target or projected scores, whichever is higher, as measured by STAR360.
- Eighty percent (80%) of students will achieve proficiency on grade level specific constructive responses based on MCAS rubric-Non-MCAS tested grades will adapt constructive response feedback, using MCAS-type rubric

Teacher Learning Goals

One hundred percent (100%) of teachers will plan and implement:

- Daily problem-solving in targeted concept areas

- Weekly constructed responses with Solve-and –Share
- KNSA (Keys to Literacy strategy) - as rolled out for Math CPT
- Individual goal setting and conferencing based on weekly and monthly targets on STAR

Student Learning Goals

- Students will set monthly goals on STAR360 to achieve target or projected scores, whichever is higher by EOY
- Students will be able to solve and share (written, verbally) outcomes of constructive response problems.
- Students will identify and use problem-specific strategies when answering constructive response problems.
- Students will become fluent in basic operations to facilitate multi-digit calculations.

What this means for teachers:

- Teachers will use the backwards design process embedded in the curriculum to design lessons in grade level teams that teach students problem-solving strategies and help them develop the resilience needed to grapple with complex problems. Available resources will be used to formatively assess within lessons and differentiate instruction based on those assessments.
- Strategies specific to each response will be taught to students, after they productively grapple with the problem and share out. These problems should be scaffolded according to student needs.
- Teachers will supplement the core instructional program with a variety of resources to help students develop a fact fluency (speed and accuracy) and decrease frustration levels when computing complex problems.

What this means for building leadership:

- Principal will provide feedback around the LASW protocol during CPTs, on weekly lesson plans and from observations and Learning Walks.
- TLS and Principal will support teachers for planning for Advancement groups, based on data and anecdotal notes
- CPTs will focus on data from MCAS, STAR, Benchmarks assessments and Prodigy reports and plan for next steps
- PD and ILT sessions, both horizontal and vertical, will allow for data analysis and next-step planning

Key Milestones:

Nov. 1:	Feb. 1:	May 1:
➢ Baseline assessments will be given	➢ Math CPT cycle and LASW	➢ Math CPT cycle will review data and LASW will continue for final areas of need
➢ Math CPT cycle and LASW for written responses	➢ STAR Progress Monitoring - review/assess goals for December, January, February	➢ MOY-EOY groupings for MCAS preparation
➢ STAR BOY and Progress Monitoring – review/assess goals for October, November	➢ Advancement schedules will continue for	➢ Final PNP reviews and recommendations for final next steps before MCAS and into summer and planning for OST/ELT
➢ Advancement groups will further support students in need in small groups	➢ Continued assessments of PNPs	
➢ Personal Needs Profiles for students in need of assistance created	➢ Accountable Talk, Prodigy and KNSA strategies are used 90% of classrooms	➢ Accountable Talk, Prodigy and KNSA strategies will be used
➢ Accountable Talk, Prodigy, KNSA and other strategies will be used in 75% of classrooms (SPED, ESL, General Ed.)	➢ MOY and PM will show	

	SGP of 60	in 100% of classrooms (SPED, ESL, Gen. ed) ➢ EOY data shows 80 SGP

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math CPT cycle (week two of four week cycles) - LASW		X	X	X	X	X	X	X	X	X
"Solve and Share" constructive responses - daily		X	X	X	X	X	X	X	X	X
Progress Monitoring Reviews and student conferences based on monthly goals – next steps		X	X	X	X	X	X	X	X	X
Rocket Math and Prodigy.com – building fluency-daily supports for applicable students			X	X	X	X	X	X	X	X
Math Family Night-to support home/school			X			X		X		
Professional Development targeting students with diverse learning styles						X	X			
Personal Needs Profiles-Gen. Ed., ESL and Sp. Ed. Created for students in need			X	X	X	X	X	X		
Parent Café to provide ideas for math supports at home						X	X			
MCAS Problem Solving Sessions-breakdown of problems			X	X	X	X	X	X		
PLC for staff during CPT						X	X			
Math Focused Learning Walks, Observations and ILT sessions		X	X	X	X	X	X	X	X	X

Initiative 3: Student Support Systems (SEL, SPED, ESL)

Team Members: Kerry Kennedy, Kris Welchman SAC, Dan Viegas, TLS, Monique Latessa
Sped/ESL Planning Team
PBIS Team

Final Outcomes:

By EOY:
> ➤ Decrease in referrals by 50% from 2017/2018 to 2018/2019 based on SWIS data (behavioral)
> ➤ Decrease in RTI referrals (Special Education)
> ➤ Five-year exit plan for EL students, with targeted identification, interventions, and supports based on SEI cycle reviews
> ➤ One hundred percent (100%) of all students will demonstrate growth in STAR or DIBELS, with eighty percent (80%) of students meeting target or projected score, whichever is higher

Teacher Practice Goals

- (SEL) Implementation, with one hundred percent (100%) fidelity, of PBIS plan, specifically in Zones of Regulation and mindfulness
- (Special Education/RTI) Identify and tier students by needs of support and interventions to decrease number of Special Education referrals
- (Special Education) Implementation of tiered phonemic based instruction
- Attend 10 hours of targeted special education professional development
- (ESL) One hundred percent (100%) of students will participate in ACCESS testing. Seventy five percent (75%) of EL students will make progress on ACCESS.

Student Learning Goals

> ➤ (SEL) Use of self-regulation using Zones of Regulation techniques to de-escalate in order to prevent learning disruptions and crisis situations
> ➤ (SPED) Meet target or projected score, whichever is higher, on STAR/DIBELS by EOY
> ➤ (ESL) Develop English Language to demonstrate progress on ACCESS test

What this means for teachers:
> ➤ Teachers will increase learning time with little disruption in the classroom with the implementation of PBIS. Using data driven planning for academic tiered intervention and supports, teachers will reduce number of Special Education referrals and progress to 100% student growth and 80% of students meeting targets or projected scores.
> ➤ The ESL data review cycle will formulate action plans with targeted supports to progress EL students in the classroom.

What this means for building leadership:
> ➤ All staff will take responsibility for all students and fully implement PBIS in all areas of the building. Classroom, SPED, ESL teachers, principal, and TLS will collaborate, review data, and plan supports for the teaching and learning of all students.
> ➤ Parents will learn how to implement similar strategies to support home/school connection.

Key Milestones:

Nov. 1:	Feb. 1:	May 1:
➤ SWIS Data Review (September)	➤ SWIS Data Review (December)	➤ SWIS Data Review (May/June)
➤ ESL Cycle Review (weekly)	➤ ESL Cycle Review (weekly)	➤ ESL Cycle Review (weekly)
➤ Goal Setting and Progress Monitoring STAR/DIBELS	➤ ACCESS Test	➤ Goal Reviews and next steps
	➤ Goal Setting and Progress Monitoring STAR/DIBELS	

RTI										

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
(SEL) 11.5 hours of Professional Development	X	X	X	X	X					X
(SEL) Classroom Calm Down Zones	X	X	X	X	X	X	X	X	X	X
(SEL) Trauma Team – Supports and Intervention	X	X	X	X	X	X	X	X	X	X
(SEL) PBIS Model Throughout the Building	X	X	X	X	X	X	X	X	X	X
(SEL) SPARK Shout outs	X	X	X	X	X	X	X	X	X	X
(SEL) SWIS Data Reviews to target specific behavioral needs among grade levels		X		X	X		X		X	X
(SPED) 10 hours of Professional Development				X	X					
(SPED) SEPAC – Special Education Parent Advisory Council			X	X	X	X	X	X	X	X
Phonemic Based Reading Approach		X	X	X	X	X	X	X	X	X
LEXIA		X	X	X	X	X	X	X	X	X
MDIS/ My Sidewalks		X	X	X	X	X	X	X	X	X
21st Century Afterschool Program – targeted academic supports through Project-Based Learning			X	X	X	X	X	X	X	X
Use of technology to assist in Speaking, area of lowest scoring on ACCESS test		X	X	X	X	X	X	X	X	X
ESL Data Review cycle - weekly		X	X	X	X	X	X	X	X	X
English in A Flash		X	X	X	X	X	X	X	X	X

Initiative 4: Parent and Community Engagement

Team Members:
Kerry Kennedy,
Dan Viegas,
Veronica Ortiz, Kris
Welchman,
Monique Latessa,

Final Outcomes:
By EOY, Jacobs School will continue with Community Engagement as it supports our Project-Based Learning. Each grade will continue to partner with a local agency in the areas surrounding PBL. All families will become more engaged in the academic needs of students, beginning with Parent-Teacher conferences and including Presentations of Learning (POLs) for PBL and Parent Cafés that support specific needs of grade levels and families.

Teacher Practice Goals

Teachers will continue to use ClassDojo to communicate with families and ensure that culturally sensitive

translations are included in work being sent home and with notices and messages to families.

Student Learning Goals
- ➢ Students will create goals for assessments and targets for this year, based on STAR, MCAS and other data
- ➢ Office referrals will decrease, due to PD and strategies being implemented (along with recess time) to increase time on learning
- ➢ Students will continue to attend school, so that Jacobs once again meets the Accountability Targets in this area

What this means for teachers:
- ➢ Teachers will help students create goals, based upon data. Frequent check-ins will occur to ensure that students are on-target to meet set goals and help adjust if off-track.
- ➢ Common Planning time will be used to monitor student data and adjust re-teaching plans, based upon latest data

What this means for building leadership:
- ➢ All parties (students, families, teachers, administrators and community partners) will work together to help students meet goals. Each role within community is equally a part of student academic goals.
- ➢ Grade level teams take responsibility for PBL and POLs to share out collaborative efforts between all parties

Key Milestones

Nov. 1:	Feb. 1:	May 1:
➢ Open House initial engagement	➢ Math Night Planning will be finalized	➢ 100% of families will have attended 2 events
➢ Literacy Night event planning	➢ 100% of Families will have attended a conference to receive report card	➢ 85% of families will have attended more than 3 events-with all families having shown up for 2 report card conferences
➢ Outreach via Parent Support Specialist	➢ 85% of families will have attended one event and one visit for academic supports	
➢ New Families will have attended a new family event as a meet and greet (planned, if not implemented)	➢ PTO up and running	➢ PTO elections and financial planning
➢ 75% of all Families will attend at least one event throughout 1ˢᵗ Trimester	➢ Parent Cafés established for SY 19 with focus on academics	➢ Parent cafés with increased attendance
➢ Initial PTO planning session	➢ PBIS data reviews- Monitoring for decrease in Office Referrals and increase in time on learning	➢ PBL POLs for all grades
➢ School Council instituted		
➢ Report card conference schedule for December for coverage and scheduling families	➢ Parent café on attendance and link to scores (MCAS, STAR) and decrease in tardies	➢ Final calculations of PBIS-Office Referrals
➢ Baseline for tardiness		➢ Overall decrease in tardies for year
➢ Baseline for attendance and identification of Tiers 2-3 Attendance interventions	➢ Attendance tracking, monthly reviews and interventions, as needed, collaboration with Parent Support Specialist	➢ Attendance tracking, monthly reviews and interventions, as needed, collaboration with Parent Support Specialist
➢ Attendance tracking, monthly reviews and interventions, as needed, collaboration with Parent Support Specialist	➢ Work with Parent Support Specialist, Tier 3 interventions to reduce the number of students in need	➢ Celebrations across whole school

	of interventions	➢

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Trimesterly scheduled family engagement events (Literacy Night, Math Night, Science Night) supporting curricular links and standards				X			X			X
Parent-Teacher Conferences-Dec. And March					X			X		
Parent Cafés to support areas of need for families (Held monthly and using Jacobs and Community Staff as presenters)				X	X	X	X	X	X	X
Project-Based Learning (PBL) Presentations of Learning (POLs)				X	X	X	X	X	X	X
English Classes for Families of ELs TBD					X					
21st Century ELT and OST Family Events TBD										
Community Partners to support PBL(GROW, DPW, FDRC, NBSO, Coastal Foodshed, NB Art Museum, Comm. Boating) planning for Projects & POLs at EOY		X	X	X	X	X	X	X	X	X
Creation of and scheduled meetings for PTO, Special Education PAC subgroup for Jacobs, School Council			X	X	X	X	X	X	X	X
Jacobs Data Books will be maintained to record attendance, STAR and other benchmark scores in addition to MCAS		X	X	X	X	X	X	X	X	X

Section 4. Develop a targeted PD plan to support SIP
(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Social Emotional Learning/ Positive Behavioral	• All teachers, regardless of subject matter or	• Staff are all interested in learning a	• Calming Corners, Consistent language and

Intervention and Supports	role will implement Zones of Regulation strategies and Trauma Informed practices within their classrooms. • Students will learn and implement self-regulation strategies and use as needed • Will learn de-escalation techniques and strategies to address potential crisis situations and avert them	consistent method of working with students at Jacobs. • 80% of staff are currently using Zones of Regulation • Year 3 of PBIS	practices will be utilized throughout the entire school. • De-escalation strategies will be used to prevent crisis situations • Decrease by at least 50% number of office referrals for students • Stronger connections (as found on surveys/SAYOs) between staff and students • 100% of staff using Zones of Regulation strategies
Special Education	• Differentiated scaffolds for all learners to teach all students (diverse learning styles) • Students in all categories/needs classes will raise proficiency levels on MCAS, STAR and regularly implement learned strategies • Use of visuals and academic supports to assist all learners	• Collaboration between teachers and support staff for best practices in teaching diverse learners through BBST, SPED team • Increased access to technology	• Staff will use technology and intervention strategies to support students • Use of varied scaffolds (videos, apps, manipulatives and other support tools) to support all learners • Stronger differentiation of lessons • Increased scores on all assessments
STEAM/ Science, Technology, Engineering, Arts, Mathematics	• Teachers will imbed STEAM focus in lessons and increase achievement in Math and Science • Students and teachers will	• SPARK lab participation • Previous strength in math (rote knowledge) • Interest in Non-fiction topics	• Collaboration for SPARK Lab time between teacher and SPARK Lab teacher- • Concentrated, focused Hands-on

| | become more fluent in math concepts and scientific knowledge after PD and lessons
• Math Fact practice (ELT/OST) will be implemented to strengthen math rote skills to assist with multi-step problem-solving
• Math language (written and oral share-outs) will be strengthened to help support how problems were solved | | lessons to bring science topics to life
• Math skills (conceptual) will improve on benchmark assessments and teachers will use conceptual skills to drive lessons
• Rote math fact recall will strengthen to improve ability to solve multi-step problems
• Written responses will increase in number, as more examples are shared for solving |

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

Focus area 1:	Social Emotional Learning/Positive Behavioral Interventions and Supports		
Instructional strategies:	Zones of Regulation, PBIS social expectations, Character traits: Respect, Responsibility and Safety	Approximate dates:	August 18 – December 12, 2018
Meeting	**Learning objectives for teachers**		**Support needed**
August 27, 28, 29	Teachers will discuss 2018/2019 PBIS structure and protocols to implement full PBIS system		Kerry Kennedy Kris Welchman PBIS team
September 12, 2018	Teachers will understand and implement the Zones of Regulation so students can identify feelings, self-regulate, and respond appropriately		Kris Welchman
September 18, 2018	Teachers will analyze SWIS data for trends and understand the behavioral flowchart to manage behaviors at the office and classroom levels		Kris Welchman
September 19, 2018	Teachers will explore how trauma affects students' abilities to learn in the classroom		Joel Ristuccia
October 16, 2018	Teachers will learn to recognize students in need of situational social-emotional supports and discuss de-escalation strategies-part 1		Kris Welchman

October 17, 2018	Teachers will explore how trauma affects students' abilities to learn in the classroom	Joel Ristuccia
November 13, 2018	Teachers will practice de-escalation strategies that can be used to prevent crisis situations	Kris Welchman
November 14, 2018	Teachers will explore how trauma affects students' abilities to learn in the classroom-part 2	Joel Ristuccia
November 18, 2018	Teachers will explore how trauma affects students' abilities to learn in the classroom-implementation in classrooms	Joel Ristuccia

Focus area 2:	Special Education-Student Supports		
Instructional strategies:	Use of Manipulatives, - Scaffolding (anchor charts, video clips, problem-solving tools)	Approximate dates:	December 18 – March 27
Meeting	Learning objectives for teachers		Support Needed
TBD	Teachers will explore strategies for Mathematics to improve constructive responses in children with diverse learning styles		Kim Bettencourt Sandra Ford
TBD	Teachers will explore strategies for Writing to improve essays and conventions in children with diverse learning styles		Kim Bettencourt Sandra Ford
December 12, 2018	Teachers will understand the BBST function and referral process (Session I)		Holly DeMello
January 8, 2019	Teachers will review case studies to correctly implement the BBST process		Holly DeMello
February 5, 2019	Teachers will study and practice phonemic based strategies to help support students with diverse learning needs (preK-2)		Holly DeMello Monique Latessa
February 6, 2019	Teachers will study and practice phonemic based strategies to help support students with diverse learning needs (3-5)		Holly DeMello Monique Latessa
March 5, 2019	Teachers will distinguish between IEPs and 504 plans and how to accommodate/modify according to plans; teachers will learn the qualifications for sub separate placements		Monique Latessa
March 6, 2019	Overview of supports and services for students with diverse learning styles		Holly DeMello Monique Latessa
March 27, 2019	Teachers will understand and learn the process of data collection for referrals and how to write Part(B) of an Ed. plan		Monique Latessa

Focus area 3:	STEAM/Science, Technology, Engineering, Arts, Mathematics		
Instructional strategies:	Written responses in Math and Science, Manipulative support	Approximate dates:	August 28 – May 29
Meeting	Learning objectives for teachers		Support needed
August 28 - 29	Teachers will unpack the science scope and sequence and plan with the SPARK science lab teacher for the development of a co-teaching model and to map the year's science program based on the standards		Joseph Silva Daniel Viegas
October 24, 2019	Teachers will learn how to create and set-up various styles of notebooks for scientific inquiry and notation		Simone Bourgeois Daniel Viegas
TBD	Deconstructing math word problems by grade level		Sandy Ford
November 6, 2018	Backwards planning for project-based learning focused on STEAM Standards and student engagement with assistance from Community Partnerships		Kerry Kennedy Jen Ferland
Ongoing Teacher Planning	Common Planning Time (CPT) will occur to review Standards, map out lessons/units, review data and assess. Review		Kerry Kennedy Dan Viegas Joe Silva
Re-teach plans	CPT-Teachers/support team will create re-teach plans to implement during Advancement time to support areas of need		Kerry Kennedy Dan Viegas
January 28, 2019	PBL-STEAM PD-Unpacking standards, creation of map for PBL topics for remainder of year- Planning for PBL POLs		Kerry Kennedy Dan Viegas Jen Ferland
LASW protocol for written responses in STEAM	On-going during CPTs 1x monthly		Kerry Kennedy Dan Viegas
Ongoing CP	Teachers will review existing math resources through the lens of backwards design to ensure the lessons are created that maximize student growth through formative assessment and differentiation		Kerry Kennedy Dan Viegas Grade-Level Teams