



**Irwin M. Jacobs
2020 - 2021 School Sustainability Plan**

District: New Bedford Public Schools
School: Irwin M. Jacobs Elementary School
Academic Year: 2020 - 2021
Date Finalized and Submitted:



NEW BEDFORD PUBLIC SCHOOLS GOALS

GOAL 1: High Quality Instruction

GOAL 2: Student Support Systems

GOAL 3: Team Excellence

GOAL 4: Community Engagement

GOAL 5: Public Confidence and Pride

SECTION I: EXECUTIVE SUMMARY

Who We Are

Irwin M. Jacobs Elementary School is a neighborhood school located on the south end of New Bedford, MA. Serving students in grades pre k - 5, our staff and community stakeholders are committed to providing a rich learning experience for our 408 students. In the Spring of 2018, we moved to a brand new school that is well equipped and ready for rigorous, innovative, teaching and learning. Within the walls of the school, all students have access to one-to-one Chromebooks and state-of-the-art technology systems in the classroom, including LED projectors and interactive whiteboards. Our rooftop garden offers opportunities for community partners, families, students, and staff to collaborate on planning projects, learning, and sustaining the garden. A Family Learning Center, staffed by a full-time Family Support Specialist, provides a bridge between families and school, as well as community resources to assist families. A piano-lab, chorus, and instrumental lessons offer students an enrichment opportunity, along with weekly classes in Art, Music, Health, and Physical Education. Staffed by a full time Science teacher, the SPARK science laboratory offers students learning opportunities in all areas of STEAM, and is equipped for interactive lessons for students of all ages.

What We Believe

Irwin M. Jacobs staff believes in fostering strong positive relationships between students, staff, family and the community. The staff also believes in developing a safe, supportive and respectful school climate, and providing engaging, high quality teaching and learning for all students.

Theory of Action

If instructional personnel value the worth and capacity of each child in their classroom to achieve educational growth and are committed to applying learning strategies from effective and tiered instructional practices,

Then successful students will be able to effectively communicate knowledge and ideas through critical and collaborative thinking skills while maintaining a positive relationship with others and self as they make decisions for their career and/or college pathways.

Where We Are Going: School Plan Summary

At the very end of this journey, the Irwin M. Jacobs Elementary School will be a true community school where all children achieve academic, social and emotional success. All the school's resources and community partnerships will support a clear instructional focus so that all students are provided the opportunity to be intellectually challenged and to meet high standards in a supportive environment. All stakeholders will feel that they are valued contributors to a productive atmosphere where clear expectations, established systems, operational structures and shared leadership facilitate student learning. Students, staff and families will all be engaged in the life and learning of the school. Irwin M.

Jacobs Elementary School will be a place where people want to work, want to learn, and where students and families truly feel supported on their journey towards successful futures.

STRATEGIC OBJECTIVES & INITIATIVES ALIGNED TO SCHOOL PLAN PRACTICES

How the selected strategies support Irwin M. Jacobs School’s vision for the future

The Irwin M. Jacobs Plan outlines an approach to implementing strong systems, structures, and learning opportunities for all students resulting in measurable academic and social emotional growth. This is in line with our vision, which states that our job is to prepare students to ultimately participate productively in a culturally diverse world.

How the selected strategies build on our assets and address the root causes of our challenges

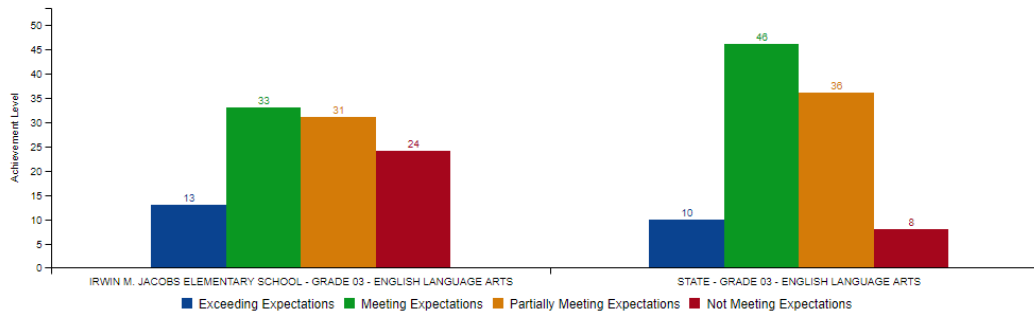
Irwin M. Jacobs Elementary has many assets such as staff willing to collaborate, strong community partners, and grant resources that provide opportunities for success. Our plan utilizes these strengths and others by implementing strategies to overcome the systemic, professional, and social-emotional challenges that have hindered our ability to progress. Systems and structures have not been implemented with fidelity in past years. Our plan identifies and develops sustainable systems and structures that will be systematically implemented and monitored with fidelity to ensure success. These systems and structures that are known to help schools to improve include having a common instructional focus and expectations and having a schoolwide behavior plan. In addition, these will be implemented in a way that develops a culture of communication.

How these strategies address the reasons Irwin M. Jacobs’ action plan

Next Generation MCAS Tests 2019
 Percent of Students at Each Achievement Level for Irwin M. Jacobs Elementary School
 Data Last Updated on September 24, 2019.



[More about the data](#)



| Grade and Subject | Meeting or Exceeding Expectations | | Exceeding Expectations | | Meeting Expectations | | Partially Meeting Expectations | | Not Meeting Expectations | | No. of Students Included | Avg. Scaled Score | Avg. SGP | Included in Avg. SGP | Ach. Pct |
|--|-----------------------------------|-------|------------------------|-------|----------------------|-------|--------------------------------|-------|--------------------------|-------|--------------------------|-------------------|----------|----------------------|----------|
| | School | State | School | State | School | State | School | State | School | State | | | | | |
| GRADE 03 - ENGLISH LANGUAGE ARTS | 45 | 56 | 13 | 10 | 33 | 46 | 31 | 36 | 24 | 8 | 55 | 496.5 | N/A | N/A | 20 |
| GRADE 03 - MATHEMATICS | 29 | 49 | 5 | 9 | 24 | 40 | 36 | 38 | 35 | 13 | 55 | 484.3 | N/A | N/A | 10 |
| GRADE 04 - ENGLISH LANGUAGE ARTS | 25 | 52 | 2 | 9 | 24 | 43 | 51 | 39 | 24 | 9 | 59 | 487.8 | 30.8 | 52 | 7 |
| GRADE 04 - MATHEMATICS | 7 | 50 | 0 | 8 | 7 | 41 | 49 | 39 | 44 | 12 | 59 | 474.8 | 16.2 | 52 | 2 |
| GRADE 05 - ENGLISH LANGUAGE ARTS | 31 | 52 | 0 | 7 | 31 | 45 | 60 | 39 | 9 | 9 | 55 | 491.8 | 46.8 | 53 | 17 |
| GRADE 05 - MATHEMATICS | 30 | 48 | 0 | 6 | 30 | 43 | 48 | 42 | 22 | 10 | 54 | 486.6 | 41.0 | 52 | 11 |
| GRADE 05 - SCIENCE | 22 | 49 | 2 | 8 | 20 | 40 | 63 | 39 | 15 | 12 | 54 | 487.1 | N/A | N/A | 17 |
| GRADES 03 - 08 - ENGLISH LANGUAGE ARTS | 34 | 52 | 5 | 10 | 29 | 42 | 47 | 37 | 19 | 11 | 169 | 491.9 | 38.9 | 105 | 16 |
| GRADES 03 - 08 - MATHEMATICS | 21 | 49 | 2 | 9 | 20 | 40 | 45 | 39 | 34 | 12 | 168 | 481.8 | 28.6 | 104 | 6 |
| GRADES 05 & 08 - SCIENCE | 22 | 48 | 2 | 8 | 20 | 39 | 63 | 40 | 15 | 12 | 54 | 487.1 | N/A | N/A | 17 |

| 2019 Progress toward improvement targets | | | | | | | |
|--|-------------------------------------|--|-----------------------|-------------|--|-----------------------|-------------|
| Indicator | | All students (Non-high school grades) | | | Lowest performing students (Non-high school grades) | | |
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 0 | 4 | - | 4 | 4 | - |
| | Mathematics achievement | 0 | 4 | - | 0 | 4 | - |
| | Science achievement | 3 | 4 | - | - | - | - |
| | Achievement total | 3 | 12 | 60.0 | 4 | 8 | 67.5 |
| Growth | English language arts growth | 1 | 4 | - | 3 | 4 | - |
| | Mathematics growth | 0 | 4 | - | 0 | 4 | - |
| | Growth total | 1 | 8 | 20.0 | 3 | 8 | 22.5 |
| High school completion | Four-year cohort graduation rate | - | - | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - |
| | High school completion total | - | - | - | - | - | - |
| Progress toward attaining English language proficiency | English language proficiency total | 3 | 4 | 10.0 | - | - | - |
| Additional indicators | Chronic absenteeism | 0 | 4 | - | 0 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - |
| | Additional indicators total | 0 | 4 | 10.0 | 0 | 4 | 10.0 |
| Weighted total | | 2.3 | 9.6 | - | 3.4 | 7.6 | - |
| Percentage of possible points | | 24% | | | 45% | | |
| Criterion-referenced target percentage | | | | 34% | | | |

The data from the MCAS assessments indicate that cohorts of students over time at Irwin M. Jacobs Elementary School has shown inconsistent grade level results over the last three testing administrations (2017,2018, 2019). Overall, the school-wide performance has consistently remained underperforming in the criterion reference and students meeting grade level expectations.

How the selected strategies will ensure equity, including racial equity, and the implementation of culturally proficient practices in the school

The Irwin M. Jacobs Elementary School community values students, families and staff from diverse cultures and backgrounds. We are committed to providing culturally relevant learning experiences to honor the unique diversity of our neighborhood community school. We will provide students with culturally relevant literature, experiences and events to build the connections between home and school. This will be accomplished through the Universal Design for Learning Guidelines, Growth Mindset teaching and learning, and daily Social & Emotional Learning.

Turnaround Practices Reflection - Coherent vs. Emergent, and Rationale

The SILT Team analyzed the qualitative and quantitative information provided by American Institute for Research (AIR) in the TSV report, District ASC data meetings, and Remote Learning to better determine the needs for the 2020-2021 school year. The turnaround rating indicators displayed great growth from the 2018-2019 school year, as the school received a rating of Coherent in $\frac{2}{3}$ of the categories, Emergent in $\frac{1}{3}$, and 0 in the Limited/Partial category. The 4 turnaround practices being measured and reflected upon are the following:

1. Leadership, shared responsibility, and professional collaboration (6/7 coherent):
 - a. The 6 indicators that are rated coherent in this category are use of autonomy, high expectations, support for school's sustainable process, trusting relationships,

communication with staff, and teacher leadership. The practices to support these ratings will continue and are outlined in the school plan.

- b. The 1 indicator that received a rating of emergent is use of time for collaboration. In order to improve this rating, we will target this by providing more structured time for collaboration amongst grade level teachers, interventionists, ESL teachers, Special Education teachers, and related services by providing a monthly collaboration and PD calendar. The focus for the increased collaboration amongst all teachers is to further align our practices, support the learning levels of all students (MTSS), and to achieve our student specific learning and behavioral goals.
2. Intentional practice for improving instruction (4/6 coherent):
 - a. The 4 indicators that are rated coherent in this category are instructional expectations, student assessment data use for school-wide decision making, student assessment and data for classroom instruction, and structures for instructional improvement. The practices to support these ratings will continue and are outlined in the school plan.
 - b. The 2 indicators that have a rating of emergent are instructional schedule and classroom observation data use. In order to increase the effectiveness and efficiency of the master schedule all teachers will have meetings with administrators to provide feedback, share input, and ask clarifying questions. The schedule has been created to support the MTSS model of learning, The Wonder Curriculum, and to strategically coordinate support staff across the school day to provide student instructional support. In order to increase the rating of classroom observation data use, administrators will plan student and professional practice goals that reflect the school plan. Administrators will also perform learning walks with a rubric created by the SILT team to norm instruction, provide feedback that aligns to the Massachusetts's Teacher's rubric & Jacobs' school plan, and tie observational feedback into the creation of on-going professional development.
3. Student specific supports and instruction to all students (2/6 coherent):
 - a. The 2 indicators that are rated coherent in this category are teacher training to implement student interventions and MTSS. The practices to support these ratings will continue and are outlined in the school plan.

- b. The 4 that have a rating of emergent are academic interventions, academic enrichments, academic supports for English Language Learners, academic supports for students with disabilities. In order to better support all learners, structured academic interventions for ELA and math will be implemented by a 60-minute block of instruction across all grade levels that consists of all support staff (including outside interventionists). Student data will be reviewed every 6 weeks during admin directed time, which will also be displayed on the monthly collaboration calendar. In addition, The Whole Child Support Team will continue to meet weekly to discuss progress and implementation of interventions. School climate and culture (3/5 coherent):

4. School Climate and Culture:

- a. The 3 indicators that are rated coherent are expanded learning, wrap around services and external partners, and family and community engagement. The practices to support these ratings will continue and are outlined in the school plan.
- b. The 2 indicators that are rated emergent are school-wide conduct expectations and adult-student relationships. In order to increase the ratings in these two areas staff and students will have to be aware of school-wide expectations and embed them into their daily rituals and routines. Student conduct issues will be handled fairly and equitably and focusing on the root cause of the behavior. The school adjustment counselor will assist teachers with student behaviors and appropriate consequences and will also do weekly check-ins and track student progress towards their behavior goals. In order to increase student and adult relationships, the school will put structures in place to help increase these relationships such as, mentor programs and social-emotional programs.

| District Strategic Objectives | | | | |
|--------------------------------------|--|------------------------------------|-------------------------------------|------------------------------------|
| High Quality Instruction | Effective Student Support Systems | Increased Family Engagement | Organization Team Excellence | Public Confidence and Pride |

The district strategic objectives are embedded into the Irwin M. Jacobs School Sustainability Plan Goals.



IRWIN M. JACOBS

Action Plan: 2020 – 2021

District: New Bedford School District

Date Developed: May 26, 2020

Review Schedule: May, June

School Instructional Leadership Team:

Member:

Rich Leeman, Principal

Patricia Barlow, Assistant Principal

Daniel Viegas, Teaching and Learning Specialist

Kimberly Fraine, Grade 1 Teacher

Karren Curran, Grade 1 Teacher

Sarah Carrelas, Interventionist

Anne Smith, ESL

Karen Frenette, ESL

Laura Borges, Grade 2

Joseph Silva, SPARK

Jaclyn Brush, Kindergarten

Jaqueline Ramsay, Grade 3

Caleigh DeSousa, K-2 SPED

Veronica Ortiz, Family Support Specialist

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| Goal 1: Literacy | Goals: All students will show significant growth and progress in achieving proficiency in English/Language Arts. |
| | <ol style="list-style-type: none"> 1. 80% of K-5 students will demonstrate grade level reading fluency as measured by grade level assessments. 2. 60-80% of all students will score meeting expectations on the STAR reading assessment. 3. 80% of students will achieve grade level writing standards as measured by DESE writing rubrics. |
| | Factors contributing to current success in increasing student outcomes: |
| | <ol style="list-style-type: none"> 1. Small group instruction/differentiation during core instruction block 2. Lexia and STAR Proficiency Predictability reports to target students with specific instructional deficits 3. Grade level collaboration in grades K-5 with coordinated MTSS blocks school-wide. 4. Piloting the Wonders Literacy Program. 5. Support staff to meet specific learning goals and targets 6. Strategic focus on students nearly/approaching proficiency by outside educational specialists |
| | Ongoing student needs: |
| <ol style="list-style-type: none"> 1. In need of extra language support for 60% EL population 2. In need of additional Social Emotional supports for our high trauma and homeless population. 3. Vocabulary and Writing Conventions show a downward trend in MCAS scores with lowest scores in Reading Literature 4. Daily phonemic awareness and phonics instruction from grades K-5 5. Directed writing instruction from grades K-5 in multi-genres. | |

| Literacy Strategic Initiatives | Who is responsible? | Time Frame | Date Completed |
|--|---|--|----------------|
| Implementation of Guided Reading using the workshop model. Embed Jan Richardson's Next Step Forward in Guided Reading resource as a framework to address Pre-A, Emergent, Early, Transitional, and Fluent readers identified by DRA2 and other assessment data points. | Classroom teacher Support staff (ESL, Sp.Ed., Interventionist) | Begin by September 21 Daily, 20-minute sessions outlined per school schedule | November 1st |
| Strategically utilize blended learning within workshop model (resources available: Wonders, Freckle, LEXIA) | Classroom teachers | Daily | On-going |
| Utilize Heggerty assessments for developing/guiding interventions and strategies for at risk students in phonemic awareness and phonics (K-2 and as needed in upper grades) | Classroom teachers, support staff (ESL, Sp. Ed, interventionist) | As needed | On-going |
| Embed LETRS strategies to teach phonemic awareness and phonics as part of instruction (K-2) Utilize Wonders phonics instruction, word analysis, and vocabulary (K-5) | Classroom teachers, support staff who have been trained. | Daily | On-going |
| Utilize McGraw Wonders for core grade level instruction through the universal design for learning to implement the district standards-based curriculum map (K-5), including direct phonics, grammar, and conventions instruction | Classroom teachers, support staff. Principal Assistant Principal TLS | Begin by September 21 Daily in the literacy block per school schedule Utilize weekly CPT | On-going |
| Provide professional development for implementation of Wonders with fidelity, continue training in LETRS/Haggerty, administering Lexia, teachers | Mcgraw representative LETRS representative Interventionist | Initial June 11-12, 2020 One PD session per month for | On-going |

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| observing each other's lessons, and technology for posting assignments | TLS Admin | admin-directed morning period | |
| Use data cycle (data analysis, Lexia, LASW) and horizontal common planning to drive whole class, small group and individualized instruction. | Classroom teachers, support staff. TLS Admin Whole Child Team | At least every six weeks | On-going |
| Align school specific assessments for school wide data: Early Literacy (BOY, MOY, EOY) K-2 and students below grade level (gr. 3-5) Wonders weekly Assessment Heggerty for fluency, as appropriate Renaissance STAR360 (BOY, MOY, EOY and progress monitoring) Freckle Assessments Exit tickets (at least 3 times, weekly) | Classroom teachers, support staff. TLS Admin Whole Child Team | Ongoing | On-going |
| Schedule common planning between grade level classroom teachers, SPARK teachers, ESL, and Sp.Ed. monthly, as well as vertical dialogue quarterly between grade levels | Teachers TLS Admin | Ongoing | On-going |
| Provide consistent writing instruction utilizing established weekly schedule: <ul style="list-style-type: none"> • Text dependent responses • Integrate writing in response to SPARK lessons • Teach lessons aligned writing standards to prepare for monthly writing CFAs (narrative, poetry, research/expository, and opinion/argument) • Incorporate writing conventions, grammar, and vocabulary • Utilize technology in writing instruction • Provide student exemplars from DESE Writing in Action and Achievethecore.org • Provide rubrics when administering common grade level assessments and collaborate to score, establish benchmarks, and use data to drive instruction | Teachers Admin TLS | daily | On-going |
| Vertical alignment of close reading strategies and writing (organizers, annotation, anchor charts) | Teachers Admin TLS | | On-going |
| Tier three students will receive interventions at least 3-4 times a week in addition to working in small group with their classroom teacher in ELA | Teachers Support Staff | At least 3 times a week | On-going |
| Inform students of content and language objectives | Teachers | daily | On-going |
| Core and small group instruction will be universally designed according to UDL guidelines Incorporate "Positive Growth Mindset" and "Failing Forward" into instruction based on Growth Mindset PLC | Classroom Teachers Admin TLS | Daily | On-going |
| Incorporate UDL guidelines to teach all students | Teachers | Daily | On-going |

Literacy Initiative: All students will show significant growth and progress in achieving proficiency in English/Language Arts (toward grade level benchmarks to be measured in September/October, January, and June)

| Grade Level | Reading Fluency Lexia Fluency Passages (% Meeting/Exceeding DRA grade level benchmarks) | | | Renaissance STAR Reading (2-5) STAR Early Literacy (K-1) (% Meeting/Exceeding) | | | Writing Grade Level Rubrics (% Meeting/Exceeding based on DESE MA writing rubrics) | | |
|-------------|---|---|--------------------------------|--|---|--------------------------------|--|---|--------------------------------|
| | <u>BOY</u> <i>Baseline</i> | <u>MOY</u> <i>Early Evidence of Change</i> | <u>EOY</u> <i>Benchmark</i> | <u>BOY</u> <i>Baseline</i> | <u>MOY</u> <i>Early Evidence of Change</i> | <u>EOY</u> <i>Benchmark</i> | <u>BOY</u> <i>Baseline</i> | <u>MOY</u> <i>Early Evidence of Change</i> | <u>EOY</u> <i>Benchmark</i> |
| <u>K</u> | | | | | | | | | |
| <u>1</u> | | | | | | | | | |
| <u>2</u> | | | | | | | | | |
| <u>3</u> | | | | | | | | | |
| <u>4</u> | | | | | | | | | |
| <u>5</u> | | | | | | | | | |

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| Goal 2: Math | Goal: All students will show significant growth and progress in achieving proficiency in Mathematics. |
| | <ol style="list-style-type: none"> 80% of K-5 students demonstrate number fluency as measured by grade level fluency assessments. 60-80% of all students will score meeting expectations on the STAR math assessment. 80% of students will achieve grade expectations while engaging in word problems as measured by DESE grade level rubrics. |
| | Factors contributing to current success in increasing student outcomes: |
| | <ol style="list-style-type: none"> Small group instruction/differentiation during core instruction block ST Math and STAR Proficiency Predictability reports to target students with specific instructional deficits Grade level collaboration in grades K-5 with coordinated MTSS blocks school-wide. EnVisions curriculum implemented with fidelity for core instruction grade K-5. Support staff to meet specific learning goals and targets Strategic focus on students nearly/approaching proficiency by outside educational specialists |
| | Ongoing student needs: |
| <ol style="list-style-type: none"> In need of extra language support for 60% EL population | |

2. In need of additional Social Emotional supports for our high trauma and homeless population.
3. A lack of number fluency and number sense as displayed by the downward trend in MCAS scores.
4. To challenge the students performing above grade level

| Math Strategic Initiatives | Who is responsible? | Time Frame | Date Completed |
|--|--|---|----------------|
| ST Math Year 2 Implementation, with focus on Math Chats, Puzzle Talks, and objective completion. Student data will be used as a tool to guide small group instruction. Classroom data to be monitored by teacher/students and school data to be monitored by Mind research partner, Principal, Assistant Principal, and TLS/Instructional Coach. | Classroom teacher Mindresearch partner Principal/Assistant Principal TLS | Begin by September 14 60 minutes weekly (K-1) 90 minutes weekly (2-5) | On-going |
| Align ST Math objectives to district standards-based curriculum map when embedding ST Math into core instruction Provide Professional development in new ST Math version | TLS | ongoing | On-going |
| K-2 students take early numeracy assessment and students in Grades 3-5 that are not proficient | Classroom teachers, Interventionist Early Numeracy Team | Begin by September January June | On-going |
| Grades K-5 take STAR Math assessment | Classroom teachers, TLS, Interventionist, SPED, ESL | September January May | On-going |
| Grades K-5 progress monitor STAR | Classroom teachers, TLS, Interventionist, SPED, ESL | Once a month | On-going |
| Skill-based exit tickets at least 3 times per week | Classroom teachers | At least 3 times per week | On-going |
| Centers (one for fluency and extension of number sense-what was focused on during whole group direct instruction) Use blended learning to incorporate Freckle to reinforce skills taught in core instruction and ST Math for inquiry-based learning | Classroom teachers | daily | On-going |
| Direct instruction focusing on number sense (all levels) | Classroom teachers | daily | On-going |
| All teachers will teach at small group- guided math instruction with 100% fidelity | Classroom teachers | daily | On-going |
| Grade level instruction will happen with 100% fidelity using Pearson Envision2.0 and district scope and sequence | Classroom teachers | daily | On-going |
| Core and small group instruction will be universally designed according to UDL guidelines Incorporate "Positive Growth Mindset" and "Failing Forward" into instruction based on Growth Mindset PLC | Classroom Teachers | Daily | On-going |
| All teachers will have content and language objectives in each lesson All teachers, ESL, specialists will CPT once a month for what the objectives are Focusing on mathematic academic vocabulary Focused language goals/language objectives | Classroom teachers, specialists, ESL teachers | Daily, weekly | On-going |

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| Align school specific assessments for school wide data: Early Numeracy Assessment Pearson Envision2.0 Topic Assessments Renaissance STAR360 (BOY, MOY, EOY and progress monitoring) Freckle Assessments Exit tickets (at least 3 times, weekly) | Teachers Admin TLS | | On-going |
| Use data cycle (data analysis, LASW) and horizontal common planning to drive whole class, small group and individualized instruction. | Classroom teachers, support staff. TLS Admin Whole Child Team | 6-week cycle | On-going |
| Schedule common planning between grade level classroom teachers, SPARK teachers, ESL, and Sp.Ed. monthly, as well as vertical dialogue quarterly between grade levels | Teachers TLS Admin | ongoing | On-going |
| Incorporate open number line to develop number sense (K-2) and open number line/open array (Gr. 3-5) | Teachers | Ongoing | On-going |
| Incorporate UDL guidelines to teach all students | Teachers | Ongoing | On-going |

Mathematics Initiative: All students will show significant growth and progress in achieving proficiency in Mathematics (toward grade level benchmarks to be measured in September/October, January, and June)

| Grade Level | Math Fluency Renaissance STAR CBM K-3 (% Meeting/Exceeding grade level benchmarks) | | | Renaissance STAR (% Meeting/Exceeding) | | | Word Problems CFA Grade Level Rubrics 4-5 (% Meeting/Exceeding based on DESE MA rubrics) | | |
|-------------|---|---------------------------------------|------------------|---|---------------------------------------|------------------|---|---------------------------------------|------------------|
| | BOY Baseline | MOY Early Evidence of Change | EOY Benchmark | BOY Baseline | MOY Early Evidence of Change | EOY Benchmark | BOY Baseline | MOY Early Evidence of Change | EOY Benchmark |
| K | | | / | | | / | | | |
| 1 | | | / | | | / | | | |
| 2 | | | / | | | / | | | |
| 3 | | | / | | | / | | | |
| 4 | | | | | | / | | | |
| 5 | | | | | | / | | | |



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|----------------|---|
| Goal 3: | Goal: |
| Science | All students will show significant growth and proficiency in Science. To improve scientific knowledge and skills in grades K-5 using informational texts, formative assessments, inquiry, and science notebooks across the content areas of reading, writing, and science, including a home/school connection. 60-80% of all students will score meeting expectations as measured by grade level assessment, STEM activities/rubrics scored. |
| | Factors contributing to current success in increasing student outcomes: |
| | <ol style="list-style-type: none"> 1. Science is integrated across the curriculum with additional programs in grades 1 and 5. 2. Increasing SPARK lab instructional minutes for grades 3-5 by 40 minutes a week |
| | Ongoing student needs: |
| | <ol style="list-style-type: none"> 1. Written Expression and Overall Reading for Information scores on MCAS. |

| Science Strategic Initiatives | Who is responsible? | Time Frame | Date Completed |
|--|--|--------------------------------|----------------|
| Co teaching model for SPARK/Science Lab instruction focusing on hands-on science and technology using the inquiry cycle, aligned to the 2016 Massachusetts Science Standards. | SPARK/Science Teacher Classroom Teacher Support Staff (para professionals) | Follow school schedule, weekly | On-going |
| Kindergarten will attend SPARK lab once a trimester Grades 1 and 2 will attend SPARK once weekly Grads 3-5 will attend SPARK twice weekly | SPARK/Science Teacher Classroom Teacher Support Staff (para professionals) | Follow school schedule, yearly | On-going |
| Kindergarten will schedule a TCt meeting with SPARK teacher First and second grade team will meet monthly with SPARK teacher for planning. Third, Fourth, and Fifth grade will meet biweekly with SPARK teacher for planning purposes. | SPARK/Science Teacher Classroom Teacher | Follow school schedule, weekly | On-going |
| Professional development sessions to review and decompose the 2016 Massachusetts Science Standards in collaboration with Sea Lab | Sea Lab SPARK teacher Grade 5 Team | August 2020, TBD | On-going |
| Consult with Sea Lab Facilitator Simone Bourgeois, for materials, resources and curriculum. | SPARK LAB (third, fourth and fifth grade teacher teams) | August 2020 | On-going |
| STEAM Night Art Fair (EOY) for grades K-2 SPARK Fair (EOY) for grades 3-5. | SPARK/Science Teacher Classroom Teacher | May 2021, TBD | On-going |
| Extracurricular activities (Whaling Museum, Rotch Duff Jones House, field trips, after school programs) that align with Science Standards. | SPARK/Science Teacher Classroom Teacher Support Staff (para professionals) | ongoing | On-going |
| G.R.O.W. program will collaborate with SPARK teacher, third grade teachers, and students to grow a community rooftop garden. Explore opportunities to distribute food to the community and cultural food fair. | GROW program Grade 3 Teachers SPARK teacher | ongoing | On-going |
| SPARK teacher will collaborate with grade-level teachers to incorporate Science Writing into writing block and align | Teachers SPARK teacher | TCT monthly | On-going |

| | | | |
|---|--|------------------------------|----------|
| McGraw Hill Wonders Literature to integrate Literacy and Science | TLS Admin | | |
| Incorporate UDL guidelines to teach all students | SPARK teacher Teachers | Ongoing | On-going |
| MCAS Science Prompts (grades 3-5) and science note booking/portfolio to assess inquiry cycle Apply informational strategies though scientific method | SPARK teacher Teachers | Monthly, cumulative | On-going |
| Establish a sign up and offer choice to students to visit the rooftop garden area as an option for exploration in Life Science and Physical Science during recess | Teachers Support Staff | Ongoing, per recess schedule | On-going |
| Grade Level assemblies presented by community partners/parents | Principal Assistant Principal Teachers | Monthly | On-going |

Science Initiative: All students will show significant growth and progress in achieving proficiency in Science (toward grade level benchmarks to be measured in September/October, January, and June)

| Grade Level | Science MCAS CFA (% Meeting/Exceeding based on DESE MA Science Rubrics) | | |
|-------------|--|--|-------------------------|
| | BOY <i>Baseline</i> | MOY <i>Early Evidence of Change</i> | EOY <i>Benchmark</i> |
| 3 | | | |
| 4 | | | |
| 5 | | | |

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|------------------------|---|
| Goal 4: SEL | Goal: To improve and support students' social and emotional coping skills so that they are better able to self-regulate, develop strategies to manage strong emotions and advocate for themselves when needed. |
| | 1. Decrease the need for students to be removed from class when in crisis; teach ways for students to handle and manage strong emotions/ maintain self-control. This year's CICO and Aspen referrals will be used as a baseline. |
| | Factors contributing to current success in increasing student outcomes: |
| | 1. Strong PBIS program school-wide 2. Implementation of Caring School Community social emotional program 3. Implementation of growth mindset teaching and learning 4. Weekly Whole Child Support Team data review and meetings |
| | Ongoing student needs: |

1. Managing self-control when experiencing strong feelings
2. In need of extra language support for 60% EL population
3. In need of additional Social Emotional supports for our high trauma and homeless population.
4. A lack of number fluency and number sense as displayed by the downward trend in MCAS scores.
5. To challenge the students performing above grade level

| SEL Strategic Initiatives | Who is responsible? | Time Frame | Date Completed |
|--|--|------------------------------------|----------------|
| With 100% fidelity, embed SEL component of the McGraw Hill Wonders ELA program extracurricular | Classroom teachers School Adjustment Counselor Admin | Daily | On-going |
| Implement Caring Communities Program in morning and end of day meetings. Disseminate concepts throughout the instructional day. Utilize components for small group intervention to address individual SEL needs | All Staff | Daily | On-going |
| Provide Caring Communities Professional Development to staff | School Adjustment Counselor Admin | September, 2020 | On-going |
| Teach Zones of Regulation as Tier 1 approach for self-regulation and monitor throughout the day | All staff | Daily | On-going |
| Fully implement all components of PBIS throughout the day | All staff | Daily | On-going |
| Implement bi-monthly house meetings and pep rallies Implement Monthly Birthday Celebration | PBIS Admin | Bi-Monthly, alternating Monthly | On-going |
| Climate and Operations Leadership Team (COLT) will plan and monitor PBIS, house meetings, and pep rallies | COLT | bi-weekly | On-going |
| Wellness Team to monitor Tier 2 and Tier 3 individual students and plan interventions (check-in/check-out, social contracting) Monitor the number of office referrals for admin/SAC intervention due to social-emotional outburst | Wellness Team | weekly | On-going |
| Refer students to Whole Child Team as appropriate to address individual needs | Whole Child Team Classroom Teacher School Adjustment Counselor Parent/Guardians | Ongoing | On-going |
| Monitor data provided by PATCH/Attendance Team and collaborate with district Attendance Officer | Wellness Team Attendance Officer | Monthly | On-going |
| Provide professional development/Book Study PLC for <u>Growth Mindset</u> by Carol Dweck | TLS Admin | Ongoing | On-going |

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| First Six Weeks text will be provided for teachers and modeled through grade-level PLCs, TLS, and admin | Classroom Teachers TLS Admin | September, 2020 | October |
| Playworks recess curriculum will be implemented with 100% fidelity | Teachers and support staff Phy.ed teacher Health Teacher | Daily | On-going |
| Playworks professional development will be provided to teachers and support staff | Phy.ed teacher Health teacher | Ongoing | On-going |
| Peer student coaches will be trained to assist in Playworks recess curriculum | Phy.ed. teacher Health teacher | Ongoing | On-going |
| Embed SEL initiatives into 21st Century Program Provide professional development for Zones of Regulation and PBIS to 21st Century After school staff | 21st Century afterschool staff School Adjustment Counselor | Daily | On-going |
| Create and provide parent/guardian workshops throughout the year for PBIS and SEL | Parent Support Specialist School Adjustment Counselor | Monthly, October-May | On-going |
| Target students will meet with outside community service providers School Adjustment Counselor to collaborate with parent/guardian for referral process | Community service providers Parents/Guardians School Adjustment Counselor | Ongoing | On-going |
| Weekly Mindfulness embedded into morning rituals and daily routines | All Staff | Ongoing | On-going |
| Provide professional development to staff on the following topics to provide safety and overall wellbeing of students and staff: <ol style="list-style-type: none"> 1. Mandated reporting 2. Suicide Prevention and Protocol 3. A.L.I.C.E. 4. Bullying 5. REMS Protocols 6. CPR Training | School Adjustment Counselor Health Teacher Admin School Nurse | TBD | On-going |

SEL Initiative: To improve and support students' social and emotional coping skills so that they are better able to self-regulate, develop strategies to manage strong emotions and advocate for themselves when needed.

| Grade Level | SEL Survey | | |
|-------------|-------------------------------|---|--------------------------------|
| | BOY <i>Baseline</i> | MOY <i>Early Evidence of Change</i> | EOY <i>Benchmark</i> |
| K-2 | | | |
| 3-5 | | | |

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| Goal 5: Parent and Family Outreach | Goal: Increase parent involvement in student educational experience |
| | <ol style="list-style-type: none"> 1. Families experience the system established in year one for regular two-way communication 2. Staff begins planning for FISS 3. Monthly opportunities are available for families to participate in their children’s learning. |
| | Factors contributing to current success in increasing student outcomes: |
| | <ol style="list-style-type: none"> 1. Strong PBIS program school-wide 2. Implementation of Caring School Community social emotional program 3. Implementation of growth mindset teaching and learning 4. Weekly Whole Child Support Team data review and meetings |
| | Ongoing student needs: |
| | <ol style="list-style-type: none"> 1. In need of extra language support for 60% EL population 2. In need of additional Social Emotional supports for our high trauma and homeless population. 3. A lack of number fluency and number sense as displayed by the downward trend in MCAS scores. 4. To challenge the students performing above grade level |

| Parent/Family Engagement Action Plan | Who is responsible? | Time Frame | Date Completed |
|---|---|--------------------------------|-----------------------|
| Create and distribute Family Survey for BOY and EOY to gauge overall school/family/community culture and climate | Family Engagement Specialist | June, 2020 May, 2021 | On-going |
| U’ Create a Parent Handbook for PBIS and distribute to all families, including transfer families throughout the year | COLT - PBIS sub committee | September 2020 Ongoing | On-going |
| Provide parent workshops monthly on the following topics: Remote Learning Literacy and Math PBIS Overview of School-Wide Expectations and the Role of the Family Growth Mindset Caring Communities and Zones of Regulation | Family Engagement Specialist School Adjustment Counselor Admin TLS Teachers | Ongoing, Monthly | On-going |
| Family/Community Engagement Activities with refreshments and on-site child care during workshop for attendees: GROW Garden Cultural Food Fair Trunk-or-Treat Literacy/Math Night STEAM Night Ice Cream Social Movie Night Field Day Friend for Lunch Luncheon with the Principal | Family Engagement Specialist Teachers Admin TLS Parents/Guardians | Ongoing, Monthly | On-going |
| Strengthen parent partnerships by establishing parent representative(s) for SILT and PBIS | Family Engagement Specialist Admin Parents/Guardians | Monthly | On-going |
| Continue to cultivate relationships and partnerships through PTO | Family Engagement Specialist Parents/Guardians Teachers and Support Staff | Ongoing, with Monthly Meetings | On-going |

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| Continue to convey information using a variety of media, including written notices, all-call and individual calls, Bloomz, conferences/Open House, and School website (translated) | Family Engagement Specialist Teachers and Support Staff Admin | Ongoing | On-going |
| Goal for 100% parent attendance for teacher/parent conference via Face-to-Face or phone communication. Notify parents at Open House of dates for Parent/Teacher Conferences | Family Engagement Specialist Classroom Teachers Admin | Twice a year | On-going |
| Work closely with PATCH/Attendance team to inform the work of Whole Child Team, Wellness Team, and Colt/PBIS subcommittee Provide resources to parents to parents as appropriate and incentives to students that promote positive academic behaviors and positive growth mindset | Family Engagement Specialist Admin Patch/Attendance Team COLT Teachers and Support Staff TLS School Adjustment Counselor | Ongoing | On-going |
| Friend For Lunch/Classroom Activity Luncheon with the Principal (parents, by grade level) | Family Engagement Specialist Family Representative Classroom Teacher/Support Staff Admin | Monthly, by grade level | On-going |
| Explore and promote parent involvement in the classroom | Classroom Teachers | Ongoing | On-going |
| Review Action Plan trimester | COLT | BOY, MOY, EOY | On-going |
| Jacobs staff will educate and support families with online learning/platforms. | Family Engagement Specialist Teachers TLS | Ongoing | On-going |