

**Irwin M. Jacobs Elementary School
Plan Overview 2019-2020**

<i>Mission</i>					
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.					
<i>Vision</i>					
Irwin M. Jacobs Elementary School is committed to excellence in learning for all students by creating a culture of trust and cooperation. Students will be empowered to achieve success, within a safe learning environment that facilitates their academic, social, and emotional growth and well-being. As a community, we will guide students to develop the critical thinking and collaboration skills necessary to participate productively in a complex, culturally-diverse world.					
<i>Core Values</i>					
Irwin M. Jacobs students will					
<ul style="list-style-type: none"> - Be Responsible - Be Respectful - Commit to their learning 					
<i>Theory of Action</i>					
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.					
<i>Strategic Objectives</i>					
<i>High Quality Instruction</i>	<i>Effective Student Support Systems</i>	<i>Strong Family and Community Relationships</i>	<i>Organizational Team Excellence</i>	<i>Enhance Positive Public Profile</i>	
<i>Strategic Initiatives</i>					
<i>1.1 Create and implement</i>	<i>2.1 Create and implement a</i>	<i>3.1 Build and sustain two-way</i>	<i>4.1 Create and</i>	<i>5.1 Create and implement an effective</i>	

<i>a school Educational Equity Plan that includes tiered supports for all learners through MTSS ELA and Math.</i>	<i>school Educational Equity Plan that emphasizes differentiated instructional practices that are aligned to the DCAP.</i>	<i>communication using multiple modalities for authentic engagement.</i>	<i>implement a school Educational Equity Plan to attract a representative workforce.</i>	<i>communication plan to highlight Jacobs' school and programs.</i>
<i>1.2 Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and use of instructional technology through standards base instruction and the universal design of learning.</i>	<i>2.2 Provide differentiated professional development to all staff that focuses on tiered behavioral supports, collaborative behavioral outreach, and BBST supports.</i>	<i>3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate, and empower families.</i>	<i>4.2 Provide targeted professional development to build capacity of the district's staff.</i>	<i>5.2 Utilize a variety of media to maximize awareness and support of the School's goals, objectives and programs.</i>
<i>1.3 Increase student engagement through increasing student discourse and vocabulary acquisition.</i>	<i>2.3 Build authentic relationships to ensure students feel valued.</i>		<i>4.3 Use the evaluation process to enhance student engagement and teacher effectiveness.</i>	
<i>1.4 Use the data inquiry cycle to improve student achievement.</i>	<i>2.4 Analyze student behavioral data to effectively meet the needs of all learners.</i>			

Outcomes

Outcome 1.A

100% of grades 3, 4, 5 students will improve in SGP in reading and math as measured by 2019 and 2020 spring MCAS:

The percentage of grade 3 students meeting or exceeding in ELA will increase by 12% (48% to 60% achieving).

The percentage of grade 3 students meeting or exceeding in Mathematics will increase by 18% (32% to 50% achieving).

The percentage of grade 4 students meeting or exceeding in ELA will increase by 15% (25% to 40% achieving).

The percentage of grade 4 students meeting or exceeding in Math will increase by 22% (8% to 30% achievement).

*The percentage of grade 5 students meeting or exceeding in ELA will increase by 17% (33% to 50% achievement).
The percentage of grade 5 students meeting or exceeding in Math will increase by 22% (28% to 50% achievement).*

Outcome 1.A 100% of students in K-5 will demonstrate growth in ELA and Math fluency.

As measured by DRA2, 80% of students in K-5 will demonstrate grade level end of year targets.

As measured by Math Advantage, 80% of students in K-1 will demonstrate grade level end of year targets.

As measured by Star 360, 80% of students in grades 2-5 will demonstrate an average SGP of 60 (moderately ambitious).

Outcome 1.C Achieve 75% of DECE state set targets on MCAS criterion assessment.

Outcome 1.D Achieve an average SGP of 60 (moderately ambitious) in ELA for grades 2-5.

Outcome 1.E Staff will engage in year long PD to increase instructional capacity in the following areas: Analyzing and using data to drive instruction, Doug Duff - conceptual math, Inclusive Academy, ST math, SEI, and PD created following formal observations.

Outcome 2.A 100% of teachers will be implementing instructional plans to that aligns to the district's DCAP and supports all types of learners.

Outcome 2.B Staff will engage in year long PD to increase instructional capacity in the following areas: Analyzing and using data to drive personalized instruction, BBST, SEL - tiered behaviors, and SEI.

Outcome 2.C Jacobs will decrease chronic absenteeism by 3%.

Outcome 3.A Jacobs will use the Bloomz communication app 3 times a week to communicate school wide initiatives and updates.

Outcome 3.B Jacobs teachers will use Bloomz at least once a week to communicate classroom initiatives and updates.

Outcome 3.C Jacobs will engage in the district Open House, as well as the district parent/teacher conferences.

Outcome 3.D Jacobs will offer 8 parent community workshops.

Outcome 3. E Jacobs will send home a monthly newsletter informing parents of learning activities happening in school.

Outcome 4.A When interviewing, Jacobs will interview potential candidates from all backgrounds.

Outcome 4.B Staff will engage in year long PD to increase instructional capacity in the following areas: Analyzing and using data to drive instruction, Doug Duff - conceptual math, Inclusive Academy, ST math, SEI, Analyzing and using data to drive personalized instruction, BBST, SEL - tiered behaviors, and SEI.

Outcome 4.C All developing staff will receive at least the required amount of observations as stated in the Unit A contract. All PTS staff will receive at least 2 formal observations.

Outcome 4.D All staff will receive timely feedback within 48 hours to ensure the opportunity of reflecting and planning with their evaluator and support staff for immediate implementation.

Outcome 5.A Jacobs will use the Bloomz communication app 3 times a week to communicate school wide initiatives and updates.

Outcome 5.B Jacobs will share the school's goals, objectives, and programs to all stakeholders through an informational brochure and Bloomz App.

Note: This Plan Overview template depicts a plan with four strategic objectives. Delete or add a column, as necessary, to accommodate a plan with three or five strategic objectives.

[Irwin M. Jacobs] Action Plan Template, 2019-20

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

Strategic Objective/Initiative: Indicator 1 - High Quality Instruction

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
BOY district benchmarks MOY district benchmark EOY district benchmark	Teachers and support staff	9/30/19 1/24/20 6/5/20	
ELA progress monitoring 6 weeks cycle - Grade level MCAS prompts	Teachers and support staff	Begin in Nov. End in May	
Math progress monitoring - 6 weeks cycle - grade level MCAS prompts	Teachers and support staff	Begin in Nov. End in May	
Weekly CPT with TLS and administration focusing on the inquiry cycle.	Teachers and support staff	Being in Sept.	

		End in June.	
Year long PD focusing on Tier 1,2,3 instruction	Teachers and support Staff.	Begins in Sept End in June.	
Early Numeracy and Two Pen Test math fluency assessments.	Teachers and support staff.	9/20/19 10/1/19 1/24/20 5/30/19 6/5/20	

Strategic Objective/Initiative: Initiative 2: *Effective Student Support Systems*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Administration will provide weekly feedback in formal and informal observations that are aligned to the instructional practice in the DCAP.	Principal, Assistant Principal	Begins in Sept.	

		Ends in June.	
Administration and TLS will perform weekly learning walks using a template with DCAP look fors.	Principal, Assistant Principal	Begins in Sept. Ends in June.	
Staff will engage in year long PD to increase instructional capacity in the following areas: Analyzing and using data to drive personalized instruction, BBST, SEL - tiered behaviors, and SEI.	Principal, Assistant Principal, SILT, SAC.	Begins in Sept. Ends in June.	
The wellness team will meet once a week to review students behavioral needs, behavioral forms, and review school wide behavioral lessons.	Principal, Assistant Principal, SILT, SAC	Begins in Sept. Ends in June.	
BBST will meet once a week to review students referred by teachers.	BBST	Begins in Sept. Ends in June	

Strategic Objective/Initiative: *Strong Family and Community Relationship*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Implement a BOY, MOY, and EOY survey with focus questions.	FEG team	October January May	
SAYO survey for OST	Tammy Barboza	October May	

Strategic Objective/Initiative: *Organizational Team Excellence*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Strategically partner with HCS to attract qualified candidates from all backgrounds.	Principal	On-going.	
Deliver targeted professional PD that aligns with SIP and school wide data points	Principal, Assistant Principal, TLS, SILT, Doug Duff.	Begins in Sept. Ends in June.	
Implementation of the Teacher Evaluation Cycle aligned to the	Principal,	Begins in	

DESE teacher rubric.	Assistant Principal.	Sept. Ends in June.	
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Strategic Objective/Initiative: *Enhance Positive Public Profile*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Implement a BOY, MOY, and EOY survey with focus questions.	Teachers and support staff	October January May	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Daily guided small group instruction for remediation and enrichment	Teachers and Support Staff (implementation and	On-going	

	planning) Administrators (evaluation/ feedback)		
Shared responsibility with grade level teams and support staff		On-going	
Full implementation of a rigorous workshop model in both reading and math (FLEX time)		End of Sept	
Embedded SEI Go To Strategies and best practices to meet the needs of diverse learners		On-going	
Staff engaging weekly in the inquiry cycle and using information for lesson planning		On-going	
Tier 1 instruction differentiated to the needs of the students - DCAP		On-going	
A decrease in student referral forms monthly.		Monthly	
Decrease in absenteeism by 3 percent or more monthly as compared to 2018-2019.		Monthly	

Note: This Action Plan template depicts an example for one strategic initiative. For each strategic initiative, develop one set of aligned benchmarks – for both Process and Early Evidence of Change.

NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

What Are Mission, Vision and Core Values? The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

What is a Theory of Action? The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

What Are Strategic Objectives and Initiatives? Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

What Are Outcomes? Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

What are Process Benchmarks? These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

What are Early Evidence of Change Benchmarks? These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

What is the status column for? This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.