

**Irwin M. Jacobs
2021 - 2022 School Plan**

District: New Bedford Public Schools
School: Irwin M. Jacobs Elementary School
Academic Year: 2021 - 2022
Date Finalized and Submitted: 10/7/2021



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SECTION I: EXECUTIVE SUMMARY

Irwin M. Jacobs Elementary School is a neighborhood school located at the south end of New Bedford, MA. Serving students in grades pre k - 5, our staff and community stakeholders provide a rich learning experience for our 376 students. We are a team of collaborative professionals that are committed and well equipped to offer rigorous, innovative, teaching and learning. As a diverse learning community, a nurturing and safe environment has been created to meet the academic and social emotional needs of all students both during and beyond the school day. A Family Engagement Center, staffed by a full-time Family Engagement Specialist, provides a bridge between families and school, as well as community resources to assist families.

Within the walls of our 21st Century school, all students have access to one-to-one Chromebooks and technology systems in the classroom, including projectors and interactive whiteboards. Our rooftop garden offers opportunities for community partners, families, students, and staff to collaborate on planning projects, learning, and sustainability. 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 fabrication laboratory offers students the resources and space for hands-on, inquiry-based experiences.

The 21st Century Community Learning Centers Innovation Academy supports and enhances Irwin M. Jacobs School's mission and values by offering out-of-school time (OST) project-based and service-based programs in the areas of STEM, literacy, and the specialized arts, with emphasis on cooperative and collaborative team activities fostering the creative and critical thinking necessary for 21st citizenship and adapting to an evolving workforce.

Our committees are represented by all grade levels (Prek - 5) and support staff, including SACs, Interventionists, Sp.Ed., Health, ESL, TLS, administrators, and community support members:

- School Instructional Leadership Team (SILT)
- Climate and Operations Leadership Team (COLT)
- Whole Child Team
- Wellness Team
- Health and Safety Team

Irwin M. Jacobs staff believes in fostering strong positive relationships between students, staff, family and the community. Our 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.

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 with 21st century skills to actively participate in citizenship and the workforce.

For the 2021/2022 school year, staff will receive school and district-based professional development in Universal Design for Learning (UDL), Houghton-Mifflin Into Reading and IReady Math curriculum, Positive Behavioral Interventions and Supports (PBIS), imbedded coaching for ST Math from Mindresearch, and High-Quality Project-Based Learning (HQPBL) from DESE 21st CCLC.

Academic:

Using a universal design approach to teaching and learning, we minimize academic, social-emotional, and physical barriers to maximize learning opportunities for all learners; auditory, visual/spatial, verbal, logical, physical, interpersonal, and intrapersonal. We implement SEI strategies, tiered instruction, and best teaching practices to maximize academic achievement.

Physical Health:

Our gross motor activities teach and promote an active lifestyle with emphasis on proper healthy routines and monitoring (stretching, cardio, and strength), while fostering teamwork, inclusivity, and sportsmanship. A combination of Food Program initiatives and Health instruction, enhanced with OST culinary and STEAM experiences, promote healthy diets to support active lifestyles.

Social-Emotional/Mindfulness:

We provide opportunities for social/emotional well-being by establishing a safe, learning environment through morning meetings and class/school-wide direct instruction and incentives. We clarify expectations, facilitate self-regulation, and foster mindfulness through reflective thought using a positive mindset approach and PBIS.

Family Engagement:

With an on-site family engagement center, resources and support are available to families. The Family Institute for Student Success (FISS) program navigates families on the structural and financial aspects of the school system and how to support the academic and social-emotional needs of their children.

Monthly after-school family experiences promote an active participation in school events, informational sessions, and the Parent/Teacher Organization (PTO).

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

Our challenges in 2021:

- Accelerate student achievement at core
- Continued transition to in-building from distanced/hybrid learning
- Reestablishing school routines and culture
- Social-emotional well being due to pandemic
- Establishing a PTO and overall parent involvement in the school process
- Staff professional development in new curriculum and initiatives

In September 2021, our school community is at full-capacity, opening up opportunities for community engagement, high quality, in-person instruction, and implementation of post-pandemic systems. This will be accomplished by utilizing our many assets; empowered leaders, strong community partnerships, and 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. Our 2021-2022 school 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.

English Language Arts

Renaissance STAR Report

District Benchmark Distribution of Same Set of Students Over Multiple Years

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

Grade

2nd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 23 PR		24 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	2		40	63%	6	9%	5	8%	13	20%	64
2020-2021 School Year	1		11	32%	10	29%	2	6%	11	32%	34
FY School Year	K	No Activity Data Found	--	--	--	--	--	--	--	--	0

Grade

3rd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 23 PR		24 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	3		18	38%	8	17%	5	10%	17	35%	48
2020-2021 School Year	2		13	29%	4	9%	9	20%	19	42%	45

Grade

4th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 23 PR		24 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	4		26	45%	12	21%	10	17%	10	17%	58
2020-2021 School Year	3		29	52%	4	7%	6	11%	17	30%	56
FY School Year	2		14	27%	6	12%	9	17%	23	44%	52

Grade

5th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 23 PR		24 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2021-2022 School Year	5		16	30%	8	15%	11	20%	19	35%	54
2020-2021 School Year	4		15	29%	3	6%	13	25%	21	40%	52
FY School Year	3		10	20%	2	4%	7	14%	30	61%	49

Goals: All students will accelerate growth and progress in achieving proficiency in English/Language Arts.

Goal 1: Literacy	<ol style="list-style-type: none"> 1. By EOY 2022, a minimum of 60% of K-5 students will demonstrate grade level reading fluency as measured by grade level assessments. 2. By EOY 2022, a minimum of 60% of K-5 students will meet/exceed grade-level core expectations as measured by benchmark assessments. 3. By EOY 2022, a minimum of 60% of K-5 students will achieve grade level writing standards as measured by DESE writing rubrics and 2017 MA ELA Standards.
	Factors contributing to current success in increasing student outcomes:
	<ol style="list-style-type: none"> 1. Data-driven, differentiated small group instruction using the workshop model 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. Implementation of Houghton-Mifflin Into Reading Curriculum 5. Support staff to meet students' specific learning goals and targets
	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 support for our high trauma and MKV population. 3. Identify deficits and existing gaps due to hybrid/distance learning 4. Vocabulary and Writing Conventions show a downward trend in MCAS scores with lowest scores in Reading Literature 5. Increase ESL and SEI opportunities in speaking domain for ELs as indicated by downward trend on ACCESS 6. Daily phonemic awareness and phonics instruction from grades K-5 7. Direct writing instruction from grades K-5 in multi-genres.

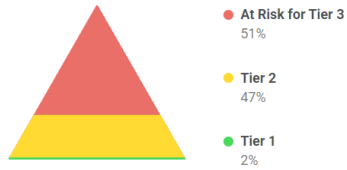
Literacy Action Plan	Who is responsible?	Time Frame
<u>Grade Level, Core instruction</u> Provide professional development for implementation of Houghton-Mifflin <i>Into Reading</i> with fidelity and utilize <i>Into Reading</i> for core grade level instruction keeping pace with the district standards-based curriculum map (K-5), including direct phonics and writing instruction. Imbed content and language objectives into instruction	Houghton-Mifflin PD NBPS and TLS Admin Classroom teachers and support staff	Begin by Early September Daily in the literacy block per school schedule Utilize weekly CPT
<u>Small-group instruction</u> Implementation of direct, small group instruction using the workshop model, embedding <i>Into Reading</i> and supplementary resources (Jan Richardson's Next Step Forward In Guided Reading framework, Heggerty, LETRS strategies, organizers) to target phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing at instructional levels Strategically utilize blended learning within workshop model (resources available: <i>Into Reading</i> , LEXIA)	Classroom teacher Support staff (ESL, Sp.Ed., Interventionist)	Begin by late September Daily, 20 minute sessions outlined per school schedule
<u>Writing</u> Provide consistent writing instruction utilizing NBPS scope-and-sequence/pacing: <ul style="list-style-type: none"> • Text dependent responses • Integrate writing in response to SPARK lessons • Incorporate writing into 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 and support staff	daily
<u>Assessment</u>	Admin	Ongoing

<p>Align, implement, and monitor school specific assessments for school wide data:</p> <p>District baseline/benchmarks/progress monitoring: Renaissance STAR360</p> <p>Formative: Into Reading weekly Assessment DRA2 (BOY, MOY, EOY) K-2 and students below grade level (gr. 3-5) Heggerty for fluency, as appropriate Entrance and/or exit tickets Curriculum writing rubrics and MA writing rubrics (grades 3-5)</p>	<p>TLS SILT</p> <p>Classroom Teachers Sp.Ed. Team Interventionists</p>	
<p><u>Planning and data inquiry</u></p> <p>Schedule Common planning between grade-level classroom teachers, interventionists, Sp.Ed., and ESL weekly</p> <p>Core and small group planning and instruction will be universally designed according to UDL framework and SE/ESL as appropriate</p> <p>Use data inquiry cycle (data analysis, LASW) to drive whole class, small group and individualized instruction.</p>	<p>Grade-level teams TLS Admin Whole Child Team</p>	<p>Cyclical - ongoing bi-weekly</p> <p>Grade-level and vertical CPT</p> <p>TCT</p> <p>Whole Child Team</p>

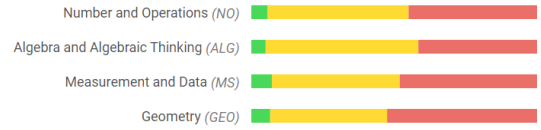
Mathematics

i-Ready Diagnostic Report

Overall Placement



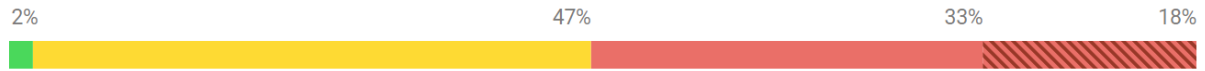
Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placement](#)

Overall Placement

Students Assessed/Total: 320/334



● Mid or Above Grade Level
 ● Early On Grade Level
 ● One Grade Level Below
 ● Two Grade Levels Below
 ● Three or More Grade Levels Below

	1 Student	6 Students	151 Students	104 Students	58 Students	
Grade K						0% 0% 100% 0% 0% 47/53
Grade 1						0% 2% 66% 32% 0% 50/52
Grade 2						0% 0% 31% 69% 0% 65/67
Grade 3						2% 4% 38% 42% 15% 48/48
Grade 4						0% 2% 36% 15% 47% 59/59
Grade 5						0% 4% 24% 27% 45% 51/55

Goal 2: Math	Goal: All students will accelerate growth and progress in achieving proficiency in Mathematics.
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	<ol style="list-style-type: none"> By EOY 2022, a minimum of 60% of K-5 students will demonstrate number fluency as measured by grade level fluency assessments. By EOY 2022, a minimum of 60% of K-5 students will meet/exceed grade-level core expectations as measured by benchmark assessments
	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 i-Ready reports to target students with specific instructional deficits Grade level collaboration in grades K-5 with coordinated MTSS blocks school-wide. Ready/i-Ready Math curriculum implemented with fidelity for core instruction grade K-5. Support staff to meet specific learning goals and targets
	Ongoing student needs:
	<ol style="list-style-type: none"> In need of extra language support for 60% EL population Increase in academic discourse using math vocabulary In need of additional Social Emotional support for our high trauma and MKV population. A lack of number fluency and number sense as demonstrated by the downward trend in MCAS scores. To challenge the students performing above grade level to maintain students at/exceeding core expectations

Math Action Plan	Who is responsible?	Time Frame
<p><u>Grade Level, Core instruction</u></p> <p>Provide professional development for implementation of <i>Ready Math/i-Ready</i> with fidelity and utilize <i>Ready Math</i> for core grade level instruction keeping pace with the district standards-based curriculum map (K-5)</p> <p>Try It, Discuss It, Connect It Model</p> <p>Direct instruction in number/fact fluency</p> <p>Imbed content and language objectives into instruction</p>	<p>Ready Math PD NBPS and TLS Admin</p> <p>Classroom teachers and support staff</p>	<p>Begin by Early September</p> <p>Daily in the math block per school schedule</p> <p>Utilize weekly CPT</p>
<p><u>Small-group instruction</u></p> <p>Implementation of direct, small group instruction using the workshop model, embedding <i>Ready Math</i> and supplementary resources (open number line, open array, manipulatives/organizers) to target number sense, fluency, conceptualization and application</p> <p>Strategically utilize blended learning within workshop model (resources available: i-Ready, ST Math)</p>	<p>Classroom teacher Support staff (ESL, Sp.Ed., Interventionist)</p>	<p>Begin by late September</p> <p>Daily, 20 minute sessions outlined per school schedule</p>
<p>ST Math Year 3 Implementation, with focus on Math Chats and objective completion to build conceptual knowledge and improve academic discourse</p> <p>Classroom data to be monitored by teacher/students and school data to be monitored by Mindresearch partner, Principal, Assistant Principal, and TLS</p> <p>Align ST Math objectives to district standards-based curriculum map when embedding ST Math into core instruction</p> <p>Provide imbedded professional development and coaching in ST Math “Math Chats”</p>	<p>TLS Mindresearch coach Admin Teachers</p>	<p>ongoing</p>
<p><u>Assessment</u></p> <p>Align, implement, and monitor school specific assessments for school wide data:</p> <p>District baseline/benchmarks/progress monitoring: i-Ready</p> <p>Formative:</p>	<p>Admin TLS SILT Classroom Teachers Sp.Ed. Team Interventionists</p>	<p>Ongoing</p>

<p>Ready Math assessments Entrance and/or exit tickets</p>		
<p><u>Planning and data inquiry</u></p> <p>Schedule Common planning between grade-level classroom teachers, interventionists, Sp.Ed., and ESL weekly</p> <p>Core and small group planning and instruction will be universally designed according to UDL framework and SE/ESL as appropriate</p> <p>Use data inquiry cycle (data analysis, LASW) to drive whole class, small group and individualized instruction.</p>	<p>Grade-level teams TLS Admin Whole Child Team</p>	<p>Cyclical - ongoing bi-weekly</p> <p>Grade-level and vertical CPT</p> <p>TCT</p> <p>Whole Child Team</p>

Science

Goal 3: Science	Goal: Students will demonstrate grade-level proficiency in Science MCAS by grade 5
	By EOY 2022, K-5 students will develop and grow conceptual understanding of disciplinary core ideas, actively participate in science and engineering practices, and apply ideas to the natural and designed world.
	Factors contributing to current success in increasing student outcomes:
	<ol style="list-style-type: none"> All K-5 students receive specialized science instruction weekly by a science teacher Facility houses a SPARK fabrication lab with grade-level science kits and access to a rooftop garden and indoor hydroponics Community Partnerships (Sea Lab, Food Corp, Community Boating) 21st CCLC Innovation Academy
	Ongoing student needs:
	<ol style="list-style-type: none"> Written Expression and Overall Reading for Information scores on MCAS. Development of inquiry-based experimentation and problem-solving

Science Action Plan	Who is responsible?	Time Frame
<u>Assessment, Planning and Instruction</u> Direct SPARK/Science Lab instruction focusing on hands-on science and technology using the inquiry cycle, aligned to the 2016 Massachusetts Science Standards. MCAS Science Prompts (grades 3-5) and science notebooking/portfolio to assess inquiry cycle Apply informational strategies through scientific method Embed content and language objectives into instruction Planning and instruction will be universally designed according to UDL framework and SEI/ESL as appropriate	SPARK/Science Teacher	Follow school schedule, weekly
Provide and connect select literature during ELA core instruction and small group instruction to science, when applicable	Teachers	ongoing
<u>Sea Lab</u> Consult with NB Sea Lab Science facilitator for materials, resources and curriculum. Review and unpack 2016 Massachusetts Science Standards in collaboration with Sea Lab Grade 4 and 5 attend scheduled Sea Lab field trips for direct Sea Lab instruction	Science teacher Sea Lab staff Grade-level teachers	According to Sea Lab schedule
<u>Community Partners</u> Partner with Food Corp for field investigation utilizing the rooftop garden Partner with Community Boating for marine field investigations/sailing	Food Corp Community Boating Science teacher	Per schedule
Field Study aligned to 2016 MA Science Standards: <ul style="list-style-type: none"> Local community investigation (wetlands, beach, urban) Rotch duff Jones House Whaling Museum Buzzards Bay Acushnet Sawmill 	Science Teacher Classroom Teacher Support Staff	Per schedule

<p><u>21st CCLC Innovation Academy</u></p> <p>Provide STEAM programming for after-school enrichment</p> <ul style="list-style-type: none"> • Grow Getters (grades K-2) - Life Science • What's cooking? (grades 3-5) - Nutrition and Health • LEGO Coding - Technology and Engineering • Youth Opportunities Unlimited (Y.O.U.) - Life Science, Engineering <p>Summer programming - TBD</p>	<p>21st CCLC site coordinator</p> <p>21st CCLC teachers</p>	
<p><u>High-Quality Project-based Learning</u></p> <p>HQPBL team to attend weekly DESE sponsored synchronous and asynchronous professional development to establish and implement a project-based learning model for regular school/OST for 2022-2023</p>	<p>HQPBL Team</p>	<p>Beginning October 6 Weekly, Tuesdays</p>

Social-emotional Learning

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.
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	<ol style="list-style-type: none"> 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.
	Factors contributing to current success in increasing student outcomes:
	<ol style="list-style-type: none"> 1. PBIS program school-wide 2. Implementation of Zones of Regulation curriculum 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. 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 MKV population

SEL Action Plan	Who is responsible?	Time Frame
<u>Zones of Regulation/Mindfulness</u> Teach Zones of Regulation as Tier 1 approach for self regulation and monitor throughout the day Implement Zones of Regulation check-ins in morning and end of day meetings Disseminate concepts throughout the instructional day Utilize components for small group intervention to address individual SEL needs Weekly Mindfulness embedded into morning rituals and daily routines	SAC - facilitator All Staff	Ongoing
<u>PBIS</u> Climate and Operations Leadership Team (COLT) will plan and monitor PBIS Reassess and improve current PBIS Fully implement all components of PBIS throughout the day Implement Monthly Attendance Incentive Program	COLT - facilitators All staff	Ongoing
<u>Wellness Team</u> 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 Monitor data provided by PATCH/Attendance Team and collaborate with district Attendance Officer	Wellness Team	weekly
Refer students to Whole Child Team as appropriate to address individual needs	Whole Child Team Classroom Teacher School Adjustment Counselor Parent/Guardians	Ongoing
<u>Playworks</u> Playworks professional development will be provided to teachers and support staff Peer student coaches will be trained to assist in Playworks recess curriculum Playworks recess curriculum will be implemented with 100% fidelity	Playworks Coach Teachers and support staff	Per schedule

<p>Embed SEL initiatives into 21st CCCL Innovation Academy</p> <ul style="list-style-type: none"> • UNICEF Kid Power Program • Let Your Star Shine Musical/Instrumental Program <p>Summer: TBD</p>	<p>Site-coordinator 21st CCLC staff</p>	<p>Per schedule</p>
<p><u>Service Providers</u></p> <p>Identified students will meet with outside community service providers</p> <p>School Adjustment Counselor to collaborate with parent/guardian for referral process</p>	<p>Community service providers Parents/Guardians School Adjustment Counselor</p>	<p>Ongoing</p>
<p><u>Safety</u></p> <p>Establish a school safety team and designate responsibilities, establish proactive safety structures, and response protocols</p> <p>Provide professional development to staff on the following topics to provide safety and overall well being of students and staff:</p> <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 	<p>Admin School Adjustment Counselor Health Teacher Admin School Nurse</p>	<p>Ongoing</p>

Family Engagement

<p>Goal 5:</p>	<p>Goal: Increase parent involvement in student educational experience</p>
<p>Parent and Family Outreach</p>	<ol style="list-style-type: none"> 1. Establish partnership between families and school 2. Continue Family Institute for Student Success (FISS) Program 3. Establish a PTO and increase family involvement in the school experience

	4. 100% parent attendance for teacher/parent conference via Face-to-Face or phone communication.
	Factors contributing to current success in increasing family engagement outcomes:
	<ol style="list-style-type: none"> 1. Facility houses a family engagement center and is staffed by a full-time bilingual family engagement specialist 2. Utilization of family interpreter line 3. Family Institute for Student Success (FISS)
	Ongoing family needs:
	<ol style="list-style-type: none"> 1. Strengthen communication between school and families 2. Active involvement by families in the educational experience of students 3. Navigation through the school system process 4. Social -emotional support and resources for high-trauma and MKV families

Action	Who is responsible?	Time Frame
<p><u>Communication</u></p> <p>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)</p>	Family Engagement Specialist Staff	Ongoing
Create and distribute Family Survey for BOY and EOY to gauge overall school/family/community culture and climate	Parent Support Specialist	September/June
Create a Parent Handbook for PBIS and distribute to all families, including transfer families throughout the year	COLT - PBIS sub committee	Trimester 1
<p><u>Engagement</u></p> <p>Provide parent workshops monthly on the following topics:</p> <ul style="list-style-type: none"> • New school year family orientation • Academics • Parent/Teacher conferences • School-Wide Expectations and the Role of the Family <p>Extracurricular Family Engagement Experiences:</p> <ul style="list-style-type: none"> • October Spook-tacular • Book Fair • Movie Night • Academic Night • Field Day <p>Establish and cultivate relationships and partnerships through PTO</p> <p>Strengthen parent partnerships by establishing parent representative(s) for SILT and PBIS</p> <p>Explore and promote parent involvement in the classroom</p>	Family Engagement Specialist School Adjustment Counselor Admin TLS Teachers Student Families	Ongoing, Monthly
<p><u>Family Institute for Student Success</u></p> <p>Promote and recruit participants for FISS classes</p>	Family Engagement Specialist Wrap Around Manager	January
<p><u>PATCH/Attendance</u></p> <p>Work closely with PATCH/Attendance team to inform the work of Whole Child Team, Wellness Team, and Colt/PBIS subcommittee</p>	Parent Support Specialist Admin Patch/Attendance Team COLT Teachers and Support	Ongoing

Provide resources to parents, as appropriate, and incentives to students that promote positive academic behaviors and positive growth mindset

**Staff
School Adjustment
Counselor**

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