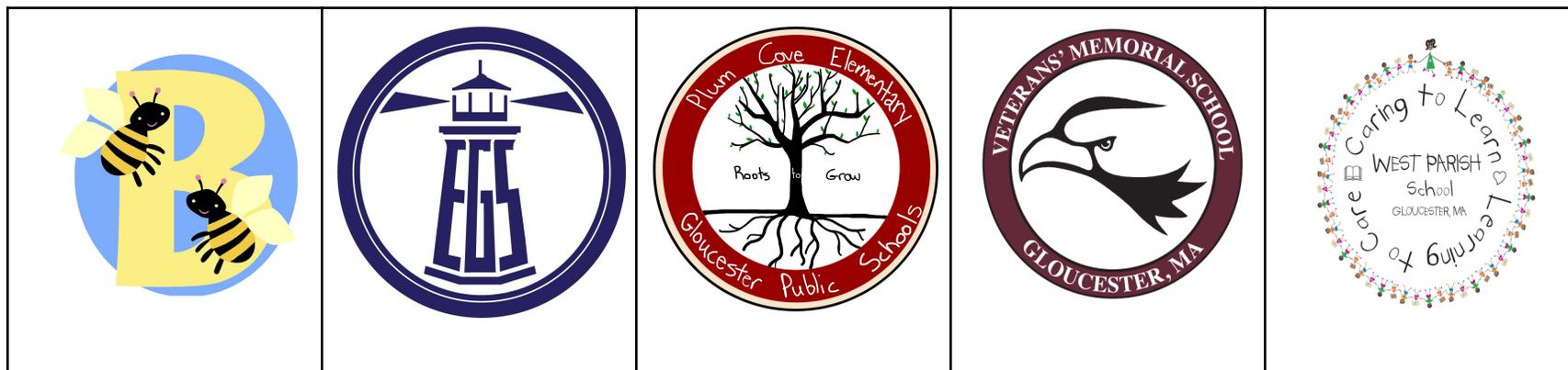


# Gloucester Public Schools



## 2021-22 School Improvement Plan

**Beeman - East Gloucester - Plum Cove - Veterans' Memorial - West Parish**

**Elementary Schools**

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## **The Gloucester Public Schools Mission Statement**

*Our mission is for all our students to be successful, engaged, life-long learners.*

### **Site Based School Council Purpose**

The School Based Site Council is a planning and advisory group composed of the principal, parents, teachers, and a community member. The principal works with the Council to identify the educational needs of students attending the school, review the annual budget, and prepare a school improvement plan. The plan addresses issues such as professional development, student learning time, parent involvement, safety and discipline, and ways to meet the diverse learning needs of the students in the school. Each school Council in the district submits its school improvement plan annually to the school committee. During the school year, the Council will review and recommend the school's budget while also addressing other school-wide goals.

### **Overview**

The Covid-19 global pandemic forced the wholesale reconfiguration of our schools during the 2020-21 school year. All aspects of school needed to be reimaged in order to comply with local, state, and federal health requirements. This work was challenging but highly rewarding. We successfully built and staffed GPS Remote Academy to accommodate the needs of students who were unable or unwilling to attend school in-person. We successfully built an in-person learning model that maximized the amount of time elementary school students were able to attend school. Our learning model ensured that all elementary school students were learning in-person 4 hours a day while only needing to do 1 hour of remote in order to meet time on learning requirements. Most importantly, we kept our schools running every single day thanks to the determination, hard work, and commitment of our students, parents, and staff.

The investment we made in keeping our schools open during the 2020-21 school year is exactly what will pay the largest dividends during the 2021-22 school year and beyond. Our largest strength is the commitment we made to time on learning and our core mission of providing quality instruction to all students. This improvement plan is an extension of the outstanding work done during the 2020-21 school year and the beginning of how we help students recover academically, socially, and emotionally from this crisis.

Pandemic schooling highlighted the power of focusing on fundamental rather than tangential goals. With this in mind, our plan focuses on literacy, math, attendance, and the social and emotional well-being of students. By focusing on core objectives, we expect maximum efficacy in its delivery and successful implementation. We strive to balance the pre-pandemic need for structure and clear objectives with the post-pandemic need for flexibility, creativity, and ingenuity. While each elementary school has its own unique needs and attributes, our core mission, objectives, and underpinnings are universal

## **Executive Summary**

Our goals for the 2021-22 school year are focused on math and literacy instruction, attendance, and students' social and emotional well-being.

For the 2021-22 school year we will continue to have a math and literacy goal in each school. At this point in time, our internal diagnostic data looks stronger than we could have expected at the beginning of the year. This internal data at each school confirms that having in-person learning every day made a significant difference in maintaining and advancing students' math and literacy skills. Students recently finished MCAS which will also provide outside insight into how individual schools and the district as a whole compare to others within the state. While this data is still being compiled, there is no doubt that the disruption of education and everyday life has had a significant impact on students. The impact is not monolithic in nature. Students were impacted differently depending on their developmental age, grade-level, and socioeconomic condition. Our action plan attempts to address the complexity of the situation with nuance and precision, recognizing the needs of 1st graders are different from 5th graders. We recognize that our recovery response needs to be more nuanced than a quantifiable score on MCAS or any other single test.

Our second goal is to increase overall student attendance rates and the interventions we provide to those who are chronically absent. The pandemic highlighted that every day matters when it comes to a child's education. Those who were in school on a regular basis had better academic and social/emotional outcomes. The year also revealed a wide range of how parents and families think about school and the importance of attending every day. In the year ahead we will partner with Attendance Works to grow both our capacity to address attendance issues along with our ability to effectively communicate with families regarding its importance. We will work with them to develop a systematic approach to improve attendance and reduce chronic absence. This will be done in four phases and will include a document review, school self-assessment, district self-assessment, and building the capacity of our school and district teams.

Our third goal is to continue to prioritize the social and emotional needs of all students while simultaneously providing increased interventions for our most vulnerable students. We all know that students carried a heavy burden during the pandemic. Important milestones, rights of passage, social opportunities, and much more were delayed or canceled for most, if not all, students. As with academics, we know the impact was not monolithic in nature but rather felt differently depending on a child's developmental stage. Our action steps attempt to address the complexity of what students need by having a recovery plan that provides tools and resources to teachers, counselors, nurses, and other staff in order to empower them to address the needs of individual students and classes with nuance and precision.

### Elementary School Improvement Plan Goal 1

The Gloucester Elementary Schools will continue to provide Core Tier I ELA and math instruction while simultaneously providing increased Tier II & III interventions to meet known and emerging learning needs that increased due to interrupted learning during the pandemic.

<b>Goal</b>	<b>Strategies &amp; Action Steps</b>	<b>Lead Responsibility</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Outcomes</b>
Training for the Updated Edition of Math in Focus (MiF)	Train classroom teachers on the changes in the updated edition of MIF.	Assistant Superintendent, MIF Trainer, Math Coaches, Math Leaders, Classroom Teachers	June 1, 2021	MiF Trainer	All staff trained in new MiF
Implementing Updated Edition of MiF	The updated edition of the Math In Focus curriculum will be implemented.	Math Coaches, Math Leaders, Classroom Teachers, and Principals	Ongoing	Updated Edition of MiF	Consistent curriculum across grade levels and schools.
Piloting Core Literacy Programs	Teachers will pilot various literacy curriculum throughout the 2021-2021 school year and meet to discuss each program.	4 Pilot Teachers per building, Coaches, Principals	Ongoing	Pilot Program Resources	Updated Literacy Program will be explored and possibly selected.
Dyslexia Screener for Kindergarten	The new dyslexia screener will be implemented in kindergarten classrooms	Literacy Coaches and Kindergarten Teachers	Fall 2021	Dyslexia Screener and 3 iPads per Kindergarten classroom (36 total)	Early intervention support for students

ELA & Math Data Meetings: 3x per year	Administer and analyze DIBELS, STAR 360, ENI and ongoing curriculum common assessment measures	Literacy and Math Coaches, Teachers, Special Education Teachers, and Principals	Fall, Winter, Spring 2021-2022	Release time for meetings	Appropriate intervention groupings to teach students at their level of need.
Targeted interventions	Group students into intervention groupings that address specific needs identified in the benchmark testing	Coaches, Teachers, ESPs, Tutors	Ongoing	ESPs and Tutors (1 per building)	Students will receive instruction at their area of need.
Progress Monitoring	Student performance data will be used to track student achievement with a focus on the lowest 20% in literacy and math and plan specific strategies for modification of instruction at the classroom, intervention group and at individual student levels	Coaches, Teachers, ESPs, Tutors	Every 2 weeks for intensive Every 4 weeks for strategic	Intervention Programs	Student progress will be tracked and interventions will be adjusted as needed.
Dedicated common planning to promote collaboration	Student progress will be monitored and discussed during common planning times.	Principal, Coaches, Teachers	Ongoing	Common Planning Time	Collaboration among colleagues

**Elementary School Improvement Plan Goal 2**

The Gloucester Elementary Schools will continue to prioritize attendance for all students while simultaneously providing increased Tier II & III interventions to increase the attendance of chronically absent students in order to maximize student learning and outcomes.

<b>Goal</b>	<b>Strategies &amp; Action Steps</b>	<b>Lead Responsibility</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Outcomes</b>
Increase proactive communication regarding attendance expectations	Proactively messaging to families regarding attendance expectations via school newsletters, class newsletters, and/or social media and school websites	Principal	Ongoing	N/A	Increased communication and understanding of attendance norms and expectations
Increase the monitoring and accountability for daily attendance	Follow up with all families that day to determine why a student is absent	School nurse & office staff	Ongoing	School Brains KiNVO	A full understanding of the specific causes of student absences
Increase the monitoring and accountability for attendance	Student attendance data will be monitored by principals and letters will be sent at regular intervals at a minimum in compliance with school committee policy at 5, 10 and 15 absences/tardies. Additionally, phone calls, parent conferences, and help for families who are approaching or met 10 absences.	Principal	Ongoing	School Brains KiNVO	Increase communication of attendance expectations while simultaneously offering school support to increase attendance

Identify students struggling with attendance and implement support	The attendance team will engage the family through coordinated outreach to determine the underlying cause of absences and create individual action plans	Principal, School Nurse, Office Staff, Counselors, Program Leaders, Attendance Supervisor	Ongoing	KiNVO	Decrease in chronic absenteeism
Increase communication with ELL families & those who do not regularly use email	Attendance teams will be trained and implement KiNVO to increase translated communication and our texting capacity	Principal, School Nurse, Office Staff, Counselors, Program Leaders, Attendance Supervisor	Ongoing	KiNVO	Increase communication of attendance expectations while simultaneously offering school support to increase attendance
Improve attendance policy and outreach documents	Partner with Attendance Works to develop new attendance policies and outreach documents	Principal and Attendance Teams	Ongoing	Attendance Work	Improve the effectiveness of attendance policies and corresponding documents
Build the capacity of the school attendance teams	Partner with Attendance Work for professional development to increase the capacity of our attendance teams	Principal and Attendance Teams	Ongoing	Attendance Work	Increased capacity of attendance teams and intern increase our capacity to reach all families and decrease chronic absenteeism

### Elementary School Improvement Plan Goal 3

The Gloucester Elementary Schools will continue to prioritize the social and emotional needs of all students while simultaneously providing increased Tier II & III interventions to increase the social, emotional, mental, and physical health of our most vulnerable students.

<b>Goal</b>	<b>Strategies &amp; Action Steps</b>	<b>Lead Responsibility</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Outcomes</b>
Prioritize Social Skills Groups	Identify students who would benefit from specific social skills instruction and implement social skills groups.	Principal, School Psychologist, Adjustment Counselor, and Teachers	Ongoing	School Psychologist and Adjustment Counselor	Improved social interactions
Prioritize cooperative learning	Reintroduce cooperative lessons and play through projects, exploration, and inquiry based instruction.	Literacy and Math Coaches, and Teachers	Ongoing	Common Planning Time	Increased student interactions
Explicitly teaching school-wide expectations	Explicitly teach the expectations in places such as the lunchroom, recess, the hallways, the bathroom, and for both arrival and dismissal.	Principal, Adjustment Counselor, School Psychologist, and Teachers	Fall and continued throughout the year	All School Meetings	Clear expectations throughout the school.
Advancing the social emotional curriculum beyond the foundation of Second Steps	Exploration of supporting social emotional curriculum such as videos from Class Dojo, Growth Mindset work, and other curriculums that promote student's resilience.	Principal, Adjustment Counselor, School Psychologist, and Teachers	Ongoing	Class Dojo, Growth Mindset, and other social emotional programs	Exploration of additional resources for social emotional programming
Research developmentally appropriate programming for substance abuse prevention	Research developmentally appropriate programming for substance abuse prevention	Principal, Adjustment Counselor, School Psychologist, PE Teacher, and Teachers	Ongoing	Substance Abuse Prevention Curriculum and/or speaker	Increased understanding of the dangers of substance abuse

Research developmentally appropriate programming for Internet Safety	Research developmentally appropriate programming for Internet Safety	Principal, Adjustment Counselor, School Psychologist, PE Teacher, and Teachers	Ongoing	Internet Safety curriculum and/or speaker	Improved digital citizenship
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