

# E.C. Brooks Elementary School

## Plan Overview 2019-2022

### *Mission*

We are committed to developing a community of learners who are academically proficient, demonstrate strong character, and exhibit self-confidence

### *Vision*

We strive to ensure that E.C. Brooks students achieve high standards of academic, emotional, and social success for all students in an exemplary, child centered, safe, and supportive teaching and learning community. We commit to preparing our students to function in a technologically advanced society by developing 21<sup>st</sup> century skills, while promoting hands-on experiences and project based learning.

### *Core Values*

E.C. Brooks Students know how to:

- be **RESPECTFUL**
- be **OPEN-MINDED**
- **ACT SAFELY**
- be **RESPONSIBLE**

### *Theory of Action*

If we strengthen our teaching and learning by building on educator’s instructional skills in order to meet the diverse needs of all students, adjust our practices as needed, promote high quality effort and work and provide targeted, growth-producing feedback; students will then demonstrate measurable growth and be academically proficient.

### *Strategic Objectives*

<b>1. High Quality Instruction</b> Increase student achievement by strengthening teaching & learning	<b>2. Effective Student Support Systems</b> Create an inclusive, culturally responsive learning environment	<b>3. Strong family and community relationships</b> Empower families and the community through collaboration	<b>4. Team excellence</b> Cultivate and recruit a highly skilled workforce	<b>5. Public Confidence &amp; Pride</b> Implement effective strategies to raise the profile and reputation of E.C. Brooks Elementary School
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### *Strategic Initiatives*

1.1 Use disaggregated data from various sources (paper-based and digital) to create and implement an	2.1 Build authentic, culturally responsive relationships through sustaining and expanding	3.1 Maintain an appropriate system of communication between home and school that provides evidence of	4.1 Continue to recruit and support highly qualified staff who use a Growth Mindset to reflect upon their strengths	5.1 Create and implement an effective communication plan to highlight the positive programs and events that
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instructional plan that includes tiered supports for all learners	implementation of Morning Meeting & Closing Circle, as well as initiating problem solving skills through Playworks.	academic and social/emotional supports, while maximizing the Family Engagement Team's ability to promote engagement of all families through monthly academic, theme-based & PBIS events while adhering to the safety guidelines due to COVID-19.	and weaknesses of current practices.	increase a sense of pride within the school.
1.2 Provide differentiated professional development to all staff that includes strengthening the teacher's ability to deliver high quality, standards-based instruction. This includes integration of technology platforms to support student learning and growth.	2.2 Fidelity to our Tier I PBIS system that provides students with a safe and positive learning environment where they are comfortable taking academic risks, while developing our skills to identify, develop, and implement a plan of action for Tier II students.	3.2 Continue to build community partnerships (Foster Grandparent Program, UMass, Child & Family, etc.) to encourage the development of the whole child at E.C. Brooks while adhering to the safety guidelines due to COVID-19.	4.2 Develop the capacity of school-based instructional leaders by attending District PLC's (PBIS, LETRS, LEXIA, Tiered Literacy, Playworks, etc.) that provide professional development opportunities to teachers which will support student learning.	5.2 Utilize a variety of media to maximize awareness and support of E.C. Brook's goals, objectives, and programs.
1.3 Plan rigorous standards-based instruction through the implementation of well-structured lessons with a high degree of student engagement opportunities and adjust practice as needed according to individual student needs.	2.3 Maximize our Whole Child Support Team to review case studies and identify academic, behavioral and socio-emotional supports for students. Data will be analyzed to develop a plan of action that includes interventions and accommodations based on individual needs of students.	3.3 Use of PBIS & Attendance Data to assist families in problem-solving matters related to social, emotional, behavioral, and attendance concerns.	4.3 Use data analysis through the collaboration of SILT, Grade Level/Vertical Team Meetings, Data Meetings, etc. to adjust practice and build capacity for teachers to meet the needs of all learners.	
1.4 Provide students with timely, targeted feedback				

that focuses on how students can improve their performance.				
<b>Outcomes</b>				
<p><b>Outcome 1.A</b>-Data from STAR Assessments will indicate a 40% reduction in the number of students not meeting grade level expectations</p> <p><b>Outcome 1.B</b>-Data from STAR Assessments will indicate a 10% reduction of students not meeting grade level expectations</p> <p><b>Outcome 1.C</b>-There will be an increase of 10% of students who exceed grade level expectations in STAR ELA, STAR MATH, and Early Literacy</p> <p><b>Outcome 1.D</b>-80% of students will meet or exceed their individualized scaled score target in STAR ELA, STAR Math, and Early Literacy</p> <p><b>Outcome 1.E</b>-Students will improve their vocabulary development and defining skills in order to communicate complete, specific, and meaningful thoughts verbally and written form.</p> <p><b>Outcome 1.F</b>-Students will improve their understanding of reading comprehension when analyzing a text to determine character motivation and perspective</p> <p><b>Outcome 1.G</b>-Students will develop their Conceptual understanding of Math through the implementation of models and best practices such as the open number line, the part-whole model, and decomposition of numbers in order to explain and demonstrate their thinking using academic language (orally) and in writing</p> <p><b>Outcome 2.A</b>-A decrease in the number of office referrals that was distributed to students from 2019-2020 to 2020-2021</p> <p><b>Outcome 2.B</b>-Decrease the number of students being referred for special education testing</p> <p><b>Outcome 2.C</b>-Instructional practices will explore various teaching styles and digital resources to meet the needs of individual students and to further the learning, while taking advantage of the diversity of the students to enrich their learning experiences</p> <p><b>Outcome 2.D</b>-An increase of student engagement to influence self-esteem and motivation on a student's enthusiasm and ability to learn.</p> <p><b>Outcome 3.A</b>-90% of families that attend school-based curriculum events and respond to a survey stating that they walked away with a better understanding of what their child is learning in the classroom.</p> <p><b>Outcome 3.B</b>-Meet or exceed the chronic absenteeism target</p> <p><b>Outcome 4.A</b>-Through classroom observations (in-person &amp; virtual), teachers will receive a rating of Proficient on Well-Structured Lessons, Adjustment to Practice, Meeting Diverse Needs, Quality of Effort &amp; Work and Sharing Conclusions with Students</p> <p><b>Outcome 5.A</b>-Effective communication will take place with families utilizing our website, social media, robo calls, and monthly newsletters that increase the awareness of the positive initiatives/programs/events taking place at E.C. Brooks</p>				

*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.*

# E.C. Brooks Elementary School

## Action Plan Template, 2020-2021

**Goal 1: High-Quality Instruction-Increase student achievement by strengthening teaching and learning**

**Strategic Initiative 1.1 Use disaggregated data from various sources (paper-based and digital) to create and implement an instructional plan that includes tiered supports for all learners**

**Monitoring Progress**

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Consistently analyze all formative and summative assessments and use that data to drive instruction and adjust practices. Student goals will be adjusted as needed upon data conclusions and feedback will be provided to students on ways to show growth.	<ul style="list-style-type: none"> <li>● Leadership Team</li> <li>● Support Staff</li> <li>● Teachers</li> </ul>	September 2020-ongoing	<ul style="list-style-type: none"> <li>● <b>In Progress</b>- Weekly Data Meetings and/or Common Planning Meetings</li> </ul>
Individual student data will be posted, updated, and maintained either digitally or displayed physically on a classroom wall or through individual student data binders to measure progress towards intended outcomes on individual student learning goals.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● TLS</li> <li>● Teacher</li> <li>● Student</li> </ul>	September 2020-ongoing  Updated Weekly	<ul style="list-style-type: none"> <li>● <b>In Progress</b></li> </ul>
Ongoing Look at Student Work to provide targeted feedback, group students for specific instructional purposes, and to inform instructional practice.	<ul style="list-style-type: none"> <li>● Leadership Team</li> <li>● Support Staff</li> <li>● Teachers</li> </ul>	September 2020 - ongoing  -Occurring Daily	<ul style="list-style-type: none"> <li>● <b>In Progress</b></li> </ul>

**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
STAR, Lexia, Freckle, MyON and Edulastic assessments are completed for all students in order to identify instructional reading and math practices.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● TLS</li> <li>● Teachers</li> </ul>	Sept. 2020-ongoing (District & School-Based Assessment Calendar)  Sep. 21 - Oct. 9, 2020 -BOY STAR Early Literacy, ELA, and Math, and Lexia-Auto Placement	<ul style="list-style-type: none"> <li>● <b>Completed</b> - Sep. 21 - Oct. 9, 2020 -BOY STAR Early Literacy, ELA, and Math, and Lexia-Auto Placement</li> </ul>

		<p>Nov. 9-20, 2020 - PM1 STAR Early Literacy, ELA, and Math</p> <p>Jan 19-Feb. 5, 2021 - MOY STAR Early Literacy, ELA, and Math</p> <p>March 15-26, 2021 - PM2 STAR Early Literacy, ELA, and Math</p> <p>May 24-June4, 2021 - EOY STAR Early Literacy, ELA and Math</p>	
Formative assessments/exit tickets (Checks for student understanding) are embedded into daily routines and throughout the lesson in order to make instructional decisions and provide scaffolds/supports for various needs of students based on those observations and documentation.	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>Sept.2020-ongoing</p> <p>-Occurring Daily within Classroom Instruction</p>	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>
Teams will analyze student data points and develop an action plan to implement for particular students.	<ul style="list-style-type: none"> <li>Principal</li> <li>TLS</li> <li>Teachers</li> <li>Support Staff</li> <li>WCST</li> </ul>	<p>October 30, 2020 and continuing each Monday and Friday from 1pm-2pm</p>	<ul style="list-style-type: none"> <li>DCAP and WCST expectations start date reviewed with staff on 10/8/2020</li> <li>WCST begins 10/30/2020</li> </ul>

**Goal 1: High-Quality Instruction-Increase student achievement by strengthening teaching and learning**

**Strategic Initiative 1.2 Provide differentiated professional development to all staff that includes strengthening the teacher's ability to deliver high quality, standards-based instruction. This includes integration of technology platforms to support student learning and growth.**

**Monitoring Progress**

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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Participate in tiered academies/trainings to build capacity of teachers: <ul style="list-style-type: none"> <li>➤ Tiered Literacy Academy</li> <li>➤ Lexia, MyOn, LETRS Training</li> <li>➤ Google Classroom</li> <li>➤ Other Technology Based Tools focused on increasing student engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● TLS</li> <li>● Tiered Literacy Team</li> </ul>	August 2020- June 2021	As scheduled
Design PD for Standards-Based Instruction that incorporates Tiered Levels of Support and embedded assessments utilizing Universal Design.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● TLS</li> </ul>	<b>Full Day PD:</b> <ul style="list-style-type: none"> <li>● 8/31/2020-9/4/2020</li> <li>● 9/8/2020-9/11/2020</li> <li>● 9/14/2020</li> <li>● 11/3/2020-11/4/2020</li> <li>● 1/25/2021</li> </ul> <b>1/2 Day PD:</b> <ul style="list-style-type: none"> <li>● 9/30/2020</li> <li>● 2/10/2021</li> <li>● 3/17/2021</li> <li>● 5/26/2021</li> <li>● 6/7/2021</li> </ul>	<ul style="list-style-type: none"> <li>● <b>In Progress</b></li> </ul>

### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Collaboration and planning between grade level teams will establish standards-based instruction that emphasizes the connection between planning, instruction, assessment, and student work analysis to create Tier 1, 2, and 3 supports within Core Instruction. This will occur for lessons planned in-person and/or virtually.	<ul style="list-style-type: none"> <li>● Leadership Team</li> <li>● Support Staff</li> <li>● Teachers</li> </ul>	August 2020- June 2021  Weekly-Wed & Fri	<ul style="list-style-type: none"> <li>● <b>In Progress</b></li> </ul>
Continue to utilize strategies learned from the Tiered Literacy Academy and LETRS Training along with other digital tools. These strategies will be evident in lesson plans and observed in learning walks.	<ul style="list-style-type: none"> <li>● Leadership Team</li> <li>● Tiered Literacy Team</li> <li>● Teachers</li> </ul>	August 2020- June 2021	<ul style="list-style-type: none"> <li>● <b>In Progress</b></li> </ul>
Consistent monitoring and analysis of student data within digital programs such as Lexia, MyOn and Freckle to guide instruction. Use of this data to efficiently assign appropriate digital material to students based on their individual needs.	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● TLS</li> <li>● Principal</li> </ul>	August 2020-June 2021	<ul style="list-style-type: none"> <li>● <b>In Progress-Daily</b></li> </ul>

Professional Development surveys will indicate favorable responses to PD sessions and provide feedback to drive future PD for staff at E.C. Brooks.	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership Team</li> </ul>	August 2020- June 2021	<ul style="list-style-type: none"> <li><b>In Progress</b>-After Administrative Periods and/or PD days</li> </ul>
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**Goal 1: High-Quality Instruction-Increase student achievement by strengthening teaching and learning**

**Strategic Initiative 1.3 Plan rigorous standards-based instruction through the implementation of well-structured lessons with a high degree of student engagement opportunities and adjust practice as needed according to individual student needs.**

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Review STAR, Lexia, and classroom data to determine focus areas to implement appropriate supports and interventions in the form of an action plan. Adjust focus areas and action plan by regularly analyzing data and targeting instruction to meet evidence-based needs.	<ul style="list-style-type: none"> <li>Principal</li> <li>TLS</li> <li>Teachers</li> </ul>	September 2020 - every 6 weeks	<ul style="list-style-type: none"> <li>10/1/2020 &amp; 10/8/2020 BOY STAR &amp; Lexia Data Analysis <b>Completed</b></li> </ul>
Lesson Plan Feedback provided to teachers regarding the school-wide look fors that should be embedded into daily routines/procedures	<ul style="list-style-type: none"> <li>Principal</li> <li>TLS</li> </ul>	Weekly	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>
Embed instructional dialogue & analysis and inquiry opportunities for students to explain their thinking and reasoning skills, while engaging in activities that promote students to lead their learning.	<ul style="list-style-type: none"> <li>TLS</li> <li>Teachers</li> </ul>	Daily	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>
Integrate technology into lessons to increase the capacity to provide both in-person and distance learning students with a high quality equitable education that increases the level of student engagement and participation.	<ul style="list-style-type: none"> <li>TLS</li> <li>Teachers</li> </ul>	Daily	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Adjustments to practices are made in connection to the data analyzed through formative assessments	<ul style="list-style-type: none"> <li>Leadership Team</li> <li>Support Staff</li> </ul>	September 2020-ongoing	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>		
Utilize the District Curriculum Maps and Instructional Guide	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	September 2020-ongoing	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>
Informal & Formal Classroom Observations conducted and high-quality feedback given regarding the school's focus areas around Well-Structured Lessons, Adjustment to Practice, Meeting Diverse Needs, and Quality of Effort & Work, and Sharing Conclusions with Students.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• TLS</li> <li>• District Leadership Team</li> </ul>	September 2020-ongoing	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>
Informal & Formal Learning Walks will be conducted (both in person and virtually) to observe that Instructional Dialogue, Analysis & Inquiry, Productive Grappling and a high degree of Student Engagement is taking place within the classroom learning activities.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• TLS</li> <li>• District Leadership Team</li> <li>• Teachers</li> </ul>	September 2020-Ongoing	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>

### Goal 1: High-Quality Instruction-Increase student achievement by strengthening teaching and learning

#### Strategic Initiative 1.4 Provide students with timely, targeted feedback that focuses on how students can improve their performance

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Develop standards-based rubrics that are shared and reviewed with students prior to a learning task to ensure students have a clear roadmap to success in the classroom. Provide digital access to rubrics so that students working at a distance can easily access these tools.	<ul style="list-style-type: none"> <li>• TLS</li> <li>• Teachers</li> </ul>	September 2020-Ongoing	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>
Conduct effective feedback cycles with students which includes: an analysis of student work, providing corrective feedback, student applies feedback, analysis of student work is repeated to ensure feedback was applied appropriately or to determine if additional feedback is required.	<ul style="list-style-type: none"> <li>• TLS</li> <li>• Teachers</li> </ul>	September 2020 - Ongoing	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>

#### 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
Analyze rubrics for Writing and other open-ended, project-based tasks to ensure they clearly align to grade-level standards and make adjustments as needed.	<ul style="list-style-type: none"> <li>• TLS</li> <li>• Teachers</li> </ul>	September 2020-ongoing	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>
Standards-based rubrics are posted in each teacher's Google Classroom and referred to before, during, and after instruction in order to link feedback to improvements in mastery of the standard as reflected in the rubric.	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	September 2020-ongoing	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>



Look at Student Work protocol is conducted with teams of teachers to determine specific growth-producing feedback for students and to develop a plan of action to improve instruction and student application of the standard.	<ul style="list-style-type: none"> <li>Principal</li> <li>TLS</li> <li>Teachers</li> </ul>	September 2020-ongoing	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>
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**Goal 2: Effective Student Support Systems-Create an inclusive, culturally responsive learning environment**

**Strategic Objective 2.1-Build authentic culturally responsive relationships through sustaining and expanding implementation of Morning Meeting & Closing Circle, as well as initiating problem solving skills through Playworks.**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Teachers will establish a positive educational environment through the implementation of a Morning Meeting and Closing Circle that aligns to grade level speaking and listening skills.	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	September 16, 2020 and ongoing daily	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>
Playworks Team will collect monthly data on how structured activities are taking place during recess, utilizing student role models that lead the group during problem-solving activities and collaboration. (2.4)  Register for and utilize Playworks “Keep Playing” weekly subscription to encourage play-based practices that support the social and emotional skill development and general well being of our students and each other.	<ul style="list-style-type: none"> <li>Principal</li> <li>SAC/Playworks Team</li> <li>Teachers</li> </ul>	October 2020 and ongoing weekly	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Implementation of a Responsive Classroom Approach embedded into daily routines in order to build positive relationships between staff and students.	<ul style="list-style-type: none"> <li>Principal</li> <li>TLS</li> <li>PBIS Team</li> </ul>	September 16, 2020 and ongoing daily	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>
Students will be taught how to effectively collaborate with one another on ways to problem solving and use critical thinking skills, while utilizing accountable talk stems when having positive discussions with peers	<ul style="list-style-type: none"> <li>Principal</li> <li>SAC/Playworks Team</li> <li>Teachers</li> </ul>	September 16, 2020 and ongoing daily during classroom instruction and Playworks Recess	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>

**Goal 2: Effective Student Support Systems-Create an inclusive, culturally responsive learning environment**

**Strategic Objective 2.2- Fidelity to our Tier I PBIS system that provides students with a safe and positive learning environment where they are comfortable taking academic risks, while developing our skills to identify, develop, and implement a plan of action for Tier II students.**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
A systematic approach will be utilized to document office/discipline referral procedures in order to hold students accountable for their actions and issue appropriate consequences as needed.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● PBIS Team</li> <li>● Teachers</li> </ul>	September 2020 and ongoing Daily  *Analysis of data trends and patterns occurs monthly	<ul style="list-style-type: none"> <li>● In Progress</li> </ul>
Staff will participate in various Professional Development Opportunities that are focused around Tier 1 and Tier 2 interventions and supports for students.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● PBIS Team</li> </ul>	Daily  PD-1 <sup>st</sup> Wednesday of each month	Classroom Instruction-Daily  Classroom SAC Support-Daily

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Decreased number of office referral/discipline referrals that are completed on an individual student which will improve student participation/engagement and academic performance.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● PBIS Team</li> <li>● Teachers</li> </ul>	*September 2020 and ongoing daily	<ul style="list-style-type: none"> <li>● In Progress</li> </ul>

Model positive and consistent expectations and build a common language and vision amongst staff as it pertains to PBIS and Zones of Regulation.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● PBIS Team</li> <li>● Teachers</li> </ul>	<p>*Aug. 2019 - established &amp; rolled out</p> <p>*September 2020 and ongoing daily</p>	<ul style="list-style-type: none"> <li>● In Progress</li> </ul>
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**Goal 2: Effective Student Support Systems-Create an inclusive, culturally responsive learning environment**

**Strategic Objective 2.3- Maximize our Whole Child Student Support Team’s (WCST) ability to identify academic, behavioral and socio-emotional supports for students. Data will be analyzed to develop a plan of action that includes interventions and accommodations based on individual needs of students**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
In 4-6 weeks, the plan of action will be analyzed to review student data and the progress that has been made toward goals that were set in order to close the achievement gap.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● WCST</li> <li>● Teachers</li> </ul>	October 30, 2020 and continuing each Monday and Friday from 1pm-2pm.	<ul style="list-style-type: none"> <li>● DCAP and WCST expectations start date reviewed with staff on 10/8/2020</li> <li>● WCST begins 10/30/2020</li> </ul>

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Building teams will provide appropriate strategies/interventions/supports utilizing the District Curriculum Accommodation Plan to put in place for individual students who are having academic & behavioral concerns.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Support Staff</li> <li>● WCST</li> <li>● Teachers</li> </ul>	October 30, 2020 and continuing each Monday and Friday from 1pm-2pm	<ul style="list-style-type: none"> <li>● DCAP and WCST expectations start date reviewed with</li> </ul>

			staff on 10/8/2020 <ul style="list-style-type: none"> <li>• WCST begins 10/30/2020</li> </ul>
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### Goal 3-Strong Family and Community Relationships

**Strategic Objective 3.1** Maintain an appropriate system of communication between home and school that provides evidence of academic and social/emotional supports, while maximizing the Family Engagement Team’s ability to promote engagement of all families through monthly academic, theme-based & PBIS events while adhering to the safety guidelines due to COVID-19.

#### Monitoring Progress

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Maintain effective communication through E.C. Brooks Webpage, Facebook Page, Monthly Calendars, and Newsletters that highlight specific activities/events/celebrations that took place over the month.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Family Engagement Team</li> </ul>	September 2020-June 2021	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>
Maintain an open line of communication with all families in order to build the home-to-school connection that discusses academic progress, educational success/concerns, updates regarding the curriculum, and ways to assist at home through a variety of means (Class Dojo, email, weekly evaluations, parent phone call, etc.)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Support Staff</li> </ul>	September 2020-June 2021 <ul style="list-style-type: none"> <li>• 12/16/2020- Parent-Teacher Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>
The Family Engagement Team will plan virtual monthly events in order to promote a positive school culture and bridge the gap from home to school.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Family Engagement Team</li> </ul>	September 2019-June 2020 (Monthly) <ul style="list-style-type: none"> <li>• 9/15/2020 - Meet &amp; Greet</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In Progress</b></li> </ul>

#### Measuring Impact

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>

The multiple sources of media will encourage families to become more involved in their child's learning environment and stay up-to-date about specific events taking place.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Leadership Team</li> <li>● Teachers</li> </ul>	September 2020-June 2021	● <b>In Progress</b>
Positive relationships between teachers/families/students will promote academic success.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Support Staff</li> <li>● Teachers</li> </ul>	September 2020-June 2021	● <b>In Progress</b>
The increase of communication and strong relationships between home to school will have an increase in parent involvement and attendance at school-wide events.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Family Engagement Team</li> <li>● Support Staff</li> <li>● Teachers</li> </ul>	September 2020-June 2021	● <b>In Progress</b>

### Goal 3-Strong Family and Community Relationships

Strategic Objective 3.2 Continue to build community partnerships (Foster Grandparent Program, UMass, Child & Family, etc.) to encourage the development of the whole child at E.C. Brooks while adhering to the safety guidelines due to COVID-19.

#### Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Increase in the way students feel about school and themselves, while promoting self-awareness and encouraging positive interactions between peers; that correlate to academic success.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Leadership Team</li> <li>● SAC</li> <li>● Teachers</li> <li>● Playworks</li> <li>● UMass Dart. Tutors</li> <li>● GOTR</li> <li>● Foster Grandparent Program</li> </ul>	September 2020-June 2021	● <b>In Progress</b>

#### Measuring Impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
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<i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>			
Collaborate with the variety of Community Partnerships that will assist in closing the gap of struggling learners and offer additional support/programs that will develop the whole child.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Leadership Team</li> <li>● Teachers</li> <li>● SAC</li> <li>● Playworks</li> <li>● UMass Dartmouth Tutors</li> <li>● GOTR <ul style="list-style-type: none"> <li>● Foster Grandparent Program</li> </ul> </li> </ul>	September 2020-June 2021	● <b>In Progress</b>

**Goal 3-Strong Family and Community Relationships**

**Strategic Objective 3.3- Use of PBIS & Attendance Data to assist families in problem-solving matters related to social, emotional, behavioral, and attendance concerns.**

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Decrease in the number of students that are absent, dismissed, and tardy in order to reflect additional time on learning	<ul style="list-style-type: none"> <li>● Principal</li> <li>● SAC</li> <li>● Attendance Officer</li> <li>● Teachers</li> </ul>	Daily-Robo Calls  Bi-Weekly-Attendance Meetings  Monthly-Virtual Ceremonies	● <b>In Progress</b>

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>

Utilize the Attendance Officer and the CHIPS Program to discuss attendance concerns and establish resources that may be needed for families.	<ul style="list-style-type: none"> <li>Principal</li> <li>SAC</li> <li>Attendance Officer</li> </ul>	<p>2x per month</p> <p>CHIPS Meetings as needed</p> <p>Home Visits</p>	As needed
Bulletin Boards in the Main Hallway Entrance that will promote Attendance Procedures and Roar Expectations. Photographs of students will be displayed to recognize performances.	<ul style="list-style-type: none"> <li>Principal</li> <li>TLS</li> <li>SAC</li> </ul>	Weekly/Monthly	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>

**Goal 4-Team Excellence-Cultivate and recruit a highly skilled workforce**

**Strategic Objective 4.1 Continue to recruit and support highly qualified staff who use a Growth Mindset to reflect upon their strengths and weaknesses of current practices.**

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Create and implement a plan to recruit highly qualified staff whose vision aligns with the mission of E.C. Brooks and understands the Social Emotional aspect of student needs.	Principal TLS	January 2021-New Hires begin	
Participate in on-going District Professional Development in order to build the capacity of the staff within Brooks School and to increase the level of instruction that's provided to the students.	<ul style="list-style-type: none"> <li>Principal</li> <li>Tiered Literacy Team</li> <li>Playworks Team</li> <li>PBIS Tier 1 Team</li> <li>PBIS Tier 2 Team</li> </ul>	<p><b>Full Day PD:</b></p> <ul style="list-style-type: none"> <li>8/31/2020-9/4/2020</li> <li>9/8/2020-9/11/2020</li> <li>9/14/2020</li> <li>11/3/2020-11/4/2020</li> <li>1/25/2021</li> </ul> <p><b>1/2 Day PD:</b></p> <ul style="list-style-type: none"> <li>9/30/2020</li> <li>2/10/2021</li> <li>3/17/2021</li> <li>5/26/2021</li> <li>6/7/2021</li> </ul>	<ul style="list-style-type: none"> <li><b>In Progress</b></li> </ul>

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Attend the Job Recruitment Fair in order to hire highly qualified staff pertaining to open positions that may be available.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● TLS</li> <li>● SAC</li> </ul>	March 2021	
Delivery of instruction will be reflected upon in order to adjust practice after analyzing student results and identifying strengths and areas of concern related to the lesson taught.	<ul style="list-style-type: none"> <li>● Teacher</li> </ul>	September 2020-June 2021 and ongoing daily	<ul style="list-style-type: none"> <li>● <b>In Progress</b></li> </ul>
Through informal and formal learning walks, the strategies learned in various Professional Development opportunities will be embedded into daily practices. <i>(Learning Walks may include attending Virtual Meetings)</i>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● TLS</li> </ul>	September 2020-June 2021	<ul style="list-style-type: none"> <li>● <b>In Progress</b></li> </ul>

**Goal 4-Team Excellence-Cultivate and recruit a highly skilled workforce**

**Strategic Objective 4.2 Develop the capacity of school-based instructional leaders by attending District PLC’s (PBIS, LETRS, LEXIA, Tiered Literacy, Playworks, etc.) that provide professional development opportunities to teachers which will support student learning.**

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Participate in various District trainings throughout the year to build the capacity of leadership teams in order to assist in translating that information over to classroom teachers.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● SIL Team</li> </ul>	September 2020-June 2021	<ul style="list-style-type: none"> <li>● <b>In Progress</b></li> </ul> <p>Tiered Literacy, Focused Schools, PBIS, Playworks, LETRS, Dr. Brown</p>

**Measuring Impact**



<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Through informal and formal learning walks, the strategies learned in various Professional Development opportunities will be embedded into daily practices. <i>(Learning Walks may include attending Virtual Meetings)</i>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● TLS</li> </ul>	September 2020-June 2021	● <b>In Progress</b>
Through informal and formal learning walks, look for adjustments to practice that teachers have embedded into their practice to meet the needs of the diverse learners in their classrooms. <i>(Learning Walks may include attending Virtual Meetings)</i>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● TLS</li> </ul>	September 2020-June 2021	● <b>In Progress</b>

#### **Goal 4-Team Excellence-Cultivate and recruit a highly skilled workforce**

**Strategic Objective 4.3- Use data analysis through the collaboration of SILT, Grade Level/Vertical Team Meetings, Data Meetings, etc. to adjust practice and build capacity for teachers to meet the needs of all learners.**

#### **Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Utilize various data points to analyze student growth and progression toward individual goals and academic success	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Leadership Team</li> <li>● Support Staff</li> <li>● Teachers</li> </ul>	September 2020- June 2021  Weekly Data Meetings/Common Planning	● <b>In Progress</b>

#### **Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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Formative/Summative Assessments are completed for all students in order to identify differentiation/scaffolds that need to be put into place during reteach opportunities for students who need further instruction understanding a given skill/concept.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Leadership Team</li> <li>● Support Staff</li> <li>● Teachers</li> </ul>	September 2020- June 2021  Weekly Data Meetings/ Common Planning	<ul style="list-style-type: none"> <li>● In Progress</li> </ul>
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**Goal 5-Public Confidence & Pride-Strengthen the reputation and elevate the profile of the school**

**Strategic Objective 5.1-Create and implement an effective communication plan to highlight the positive programs and events that increase a sense of pride within the school**

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
The reputation of Brooks School will continue to increase with the ongoing level of positivity and communication that shows the building is a welcoming place.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● SILT</li> <li>● Family Engagement Team</li> </ul>	September 2020- Ongoing	<ul style="list-style-type: none"> <li>● In Progress</li> </ul>

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Maintain effective communication through E.C. Brooks Webpage, Facebook Page, Monthly Calendars, and Newsletters that show a sense of pride that sits within the building	<ul style="list-style-type: none"> <li>● Principal</li> <li>● SILT</li> <li>● Family Engagement Team</li> </ul>	September 2020- Ongoing	<ul style="list-style-type: none"> <li>● In Progress</li> </ul>

Parent/guardian surveys will be given at various events throughout the year in order to drive future events	<ul style="list-style-type: none"> <li>● Principal</li> <li>● SILT</li> <li>● Family Engagement Team</li> </ul>	Meet & Greet @ BOY  Open House  Parent/Teacher Conferences	In progress
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**Goal 5-Public Confidence & Pride-Strengthen the reputation and elevate the profile of the school**

**Strategic Objective 5.2- Utilize a variety of media to maximize awareness and support of E.C. Brook’s goals, objectives, and programs**

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Maximize our SILT to promote our school’s goals, objectives, vision, and mission to families/community members	<ul style="list-style-type: none"> <li>● Principal</li> <li>● SILT</li> </ul>	<ul style="list-style-type: none"> <li>● 10/7/2020</li> <li>● 11/4/2020</li> <li>● 12/2/2020</li> <li>● 1/6/2021</li> <li>● 2/3/2021</li> <li>● 3/3/2021</li> <li>● 4/7/2021</li> <li>● 5/5/2021</li> <li>● 6/2/2021</li> </ul>	<ul style="list-style-type: none"> <li>● In Progress</li> </ul>

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>

Monthly newsletters will be sent home that highlight specific instructional practices that took place that connect to the Vision, Mission, and Goals of E.C. Brooks.	<ul style="list-style-type: none"><li>● Principal</li><li>● SILT</li></ul>	Monthly	<ul style="list-style-type: none"><li>● <b>In Progress</b></li></ul>
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