

**Carlos A. Pacheco Elementary School  
Plan Overview [3 year plan]**

Year 2

October 6, 2020

<b>Mission</b>				
We are committed to providing students with a strong social emotional and academic foundation by meeting the needs of the whole child and closing the achievement gap.				
<b>Vision</b>				
We are creating future Whaler Graduates at Carlos Pacheco School by meeting students' individual needs and preparing them for their life journey.				
<b>Core Values</b>				
All Pacheco students and staff will be respectful, responsible, safe, and kind in the pursuit of academic excellence.				
<b>Theory of Action</b>				
By fostering a supportive school culture and climate, teaching and learning will be strengthened and students will achieve personal growth and be academically proficient.				
<b>Strategic Objectives</b>				
<b>1. Achieve High Quality Instruction</b>	<b>2. Implement effective student support systems</b>	<b>3. Develop and maintain strong family/community relationships</b>	<b>4. Organizational Team Excellence</b>	<b>5. Public Confidence and Pride</b>
<b>Strategic Initiatives</b>				
1.1 Target students in need of tiered supports and provide intervention.	2.1 Implement School Wide Positive Behavior System	3.1 Engage in 2-Way Communication using multiple modalities	4.1 Diversify staff through recruitment and hiring practices.	5.1 Engage families through social media by highlighting programs and events that increase a sense of pride.
1.2 Provide Differentiated Professional Development and Coaching	2.2 Provide Professional Development on PBIS, Playworks-Keep Playing and Trauma Sensitivity.	3.2 Create Family Engagement Opportunities that foster authentic engagement.	4.2 Utilize agendas, norms and protocols to maximize Professional Development.	

1.3a Develop Strong Literacy Foundations tied to standards based instruction.	2.3 Identify intensive targeted support through effective Whole Child Support Team, DCAP and SEI Cycle Reviews.		4.3 Share best instructional practices through internal visits and teacher videos.	
1.3b Build Students Conceptual Math Understanding				
<b>Outcomes</b>				
<p>Outcome 1.1- Close achievement gaps through intensive interventions. All student subgroups in grades 3-5 will reach their targeted scaled score/accountability target on MCAS in 2020, 2021, and 2022.</p> <p>Outcome 1.2- Teachers will receive a rating of Proficient or Exemplary on Well Structured Lessons, Adjustment to Practice, Meeting Diverse Needs, and Quality of Effort and Work as measured by the Mass Teacher Evaluation Rubric.</p> <p>Outcome 1.3a – All students will become proficient in the ELA standards addressed on monthly curriculum maps. Increase the percentage of grade 3-5 students who meet or exceed expectations on the ELA MCAS. The percentage of students who meet or exceed grade level expectations will increase by 4% from 2019-2021 from 46% in 2019 to 54% in 2021.</p> <p>Outcome 1.3b – All students will develop and maintain their conceptual understanding of math in order to explain and demonstrate their thinking using academic language (orally) and in writing as measured by CFA’s, STAR360 and math MCAS. The percentage of students who meet or exceed grade level expectations will increase by 4% from 2019-2021 from 47% in 2019 to 55% in 2021.</p> <p>Outcome 2.1 – Build authentic relationships with students to ensure they feel valued, safe, and supportive. Vocal surveys will consider Pacheco a strong school climate scoring 66-99 in engagement, safety and environmental climate.</p> <p>Outcome 2.2 – 60% reduction in office referrals/conduct cards resulting in disciplinary action from BOY to EOY.</p> <p>Outcome 2.3- 10% reduction in Special Education referrals from 2018-2019 to 2019-2020 and/or ACCESS level increase of at least 1 year level of growth.</p> <p>Outcome 3.1 – Build and sustain 2-way communication using multiple modalities including technology applications, phone calls, social media and surveys.</p> <p>Outcome 3.2 – Implement multiple access points and opportunities for collaboration and partnership with families and community.</p> <p>Outcome 4.1 – 20% increase in staff diversification.</p> <p>Outcome 4.2 – 100% of meetings will have agendas, norms, and protocols to maximize time and efficiency.</p> <p>Outcome 4.3 – All teachers will participate in at least 1 internal peer visit/video.</p> <p>Outcome 5.1 – At least one new media platform will be utilized to promote positive school interactions.</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.*

## Carlos Pacheco Action Plan Template, 2020-21

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

**Strategic Objective/Initiative:** *High Quality Instruction/*

### 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>
Students identified for Tier 3 supports will receive intensive intervention weekly (1.1)	Interventionists, Classroom Teachers	Start date 10/30	
Differentiated Professional Development based on instructional strategies viewed in classrooms during observations and coaching.(1.2)	Principal, VP, TLS	School Year	In Progress
All Grade level classroom teachers will implement standards based monthly units of study (1.3 a)	Classroom Teachers, TLS	School Year	In Progress
Formative Assessments given by all classroom teachers(1.3 a)	Classroom Teachers, TLS	Daily	In Progress
Teachers in grades 3-5 will use Math MCAS based Common Formative Assessment/and or iReady to measure standards based learning. (1.3b)	Classroom Teachers	Monthly or Per maps	In Progress
Teachers in grades K-2 will use iReady Comprehension checks, BOY, MOY and EOY testing to track student growth.	Classroom Teachers	Per Maps	In Progress

## 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>
Students in Tier 3 interventions will make accelerated progress towards grade level standards as measured by specific formative assessment tools (i.e. Wilson, OG, iReady etc.) (1.1)	Interventionists, Classroom Teachers	School Year	In Progress
80% of SMART PD surveys will have favorable feedback (1.2)	All Staff	Monthly	In Progress
Looking at Student Work Protocol will be followed for each assessment during PD days to monitor impact and identify instructional adjustments necessary (1.1, 1.2, 1.3a, 1.3b).	Classroom Teachers, TLS	Monthly	In Progress
STAR/iReady testing will be completed at BOY, MOY, and EOY. Additionally, students will be progress monitored every 6-8 weeks. (1.3a, 1.3b)	Classroom Teachers	Per Calendar	In Progress
Teachers/ Staff will have the opportunity to complete Self-Directed PD for Culturally Responsive Teaching. Teachers will include additional culturally diverse literature in their lessons. (1.2, 1.3)	Classroom Teachers,  TLS	Monthly	In Progress
Teachers will increase use of data from programs (Lexia, Freckle, iReady) to differentiate and drive instruction.	Classroom Teachers,  TLS	School Year	In Progress

*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.*



## Carlos Pacheco Action Plan Template, 2020-2021

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

**Strategic Objective/Initiative:** *Implement effective student support systems*

### 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>
Continue to partake in PBIS year 3 cohort. Team will disseminate information to staff during Admin time.(2.1)	PBIS team	School Year	In Progress
PBIS team will train and maintain all staff in PBIS structures within the building. (2.2)	PBIS team  All Staff	Monthly	In Progress
Classroom teachers will be trained and expected to implement Playworks- Keep Playing at recess (2.2)	Classroom Teachers, Playworks- Keep Playing	Weekly	In Progress
Research Based Targeted Interventions in place for small groups of students in need of Tier 3 services. (2.3)	Interventionists	Daily	In Progress
School- wide zero tolerance bullying that promotes cultural acceptance (2.1)	PBIS Team  Classroom Teachers	School Year	In Progress

**Measuring Impact**

<p><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></p>	<p><b>Person Responsible</b></p>	<p><b>Date</b></p>	<p><b>Status</b></p>
<p>60% decrease in office referrals by end of year as documented by using SWIS. (2.1)</p>	<p>PBIS Team</p>	<p>School Year</p>	<p>In Progress</p>
<p>Recess based office referrals/conduct cards will have a 60% decrease by end of year as measured by SWIS. (2.2)</p>	<p>PBIS/Playworks Teams</p>	<p>School Year</p>	<p>In Progress</p>
<p>By EOY, 60% of students receiving interventions will close their gaps by 1 school year, as measured by STAR/iReady (2.3)</p>	<p>TLS to monitor</p>	<p>School Year</p>	<p>In Progress</p>

*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.*



## Carlos Pacheco Action Plan Template, 2020-2021

**Strategic Objective/Initiative:** *Develop and Maintain Strong Family/Community Relationships*

### 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>
100% of staff will implement and utilize Class DOJO to ensure 2-way parent communication (3.1)	All Staff	School Year	In Progress
School Council Will meet 4 times per school year to gain feedback from parents about school operations. (3.2)	Administration, Teachers, Community Member, Parents	11/30/20  2/8/21  4/5/21  6/7/21	Scheduled
Family Engagement Committee will work to implement 2-4 Curriculum based events for families and community partners. (3.2)	Family Engagement Committee	ON  HOLD  COVID	On Hold
Teachers and Staff will utilize The Lionbridge Translation Service to better communicate with parents, students and guardians. (3.1, 3.2)	All Staff	10/7/20	In Progress

**Measuring Impact**

<p><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></p>	<p><b>Person Responsible</b></p>	<p><b>Date</b></p>	<p><b>Status</b></p>
<p>By October 1, 2020 80% of families will be connected to DOJO and have a positive outreach from teachers. (3.1)</p>	<p>Classroom Teachers, Specialist Teachers, AP, Principal</p>	<p>10/1/20</p>	<p>Completed</p>
<p>By EOY 80% of families will attend one of the curriculum events held by Family Engagement Committee as measured by attendance sheets (3.2)</p>	<p>Family Engagement Committee</p>	<p>ON HOLD COVID</p>	<p>On Hold</p>
<p>By EOY all staff have documented use of Lionsbridge as needed.</p>	<p>All Staff</p>	<p>School Year</p>	<p>In Progress</p>

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## Carlos Pacheco Action Plan Template, 2020-2021

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

**Strategic Objective/Initiative:** *Organizational Team Excellence*

### 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>
Actively recruit and seek diverse workforce that meets the needs of Pacheco students. (4.1)	Administration	School Year	In Progress
Create common agendas, norms, and protocols to utilize year round. (4.2)	All Staff	School Year	In Progress

**Measuring Impact**

<p><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></p>	<p><b>Person Responsible</b></p>	<p><b>Date</b></p>	<p><b>Status</b></p>
<p>20% increase in staff diversification. (4.1)</p>	<p>Administration</p>	<p>School Year</p>	<p>In Progress</p>
<p>100% of meetings will have agendas, norms, and protocols. (4.2)</p>	<p>Administration</p>	<p>School Year</p>	<p>In Progress</p>
<p>All staff will implement at least one new instructional strategy monthly from PD to increased engagement for high needs, and EL students.(4.3)</p>	<p>Admin/TLS to provide PD  All Staff</p>	<p>Monthly</p>	<p>In Progress</p>
<p>Staff will implement at least one new assessment strategy monthly from PD to account for varying student learning styles, and cultural backgrounds. (4.3)</p>	<p>Admin/TLS to provide PD  All Staff</p>	<p>Monthly</p>	<p>In Progress</p>

*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.*

## Carlos Pacheco Action Plan Template, 2020-2021

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

**Strategic Objective/Initiative:** *Enhance Positive Public Profile*

### 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>
Increase the number of weekly posts by 50% on Pacheco Facebook Page/Pacheco School Website to promote our school's positive public profile. (5.1)	Health Teacher	Weekly	In Progress

### 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>
60% increase in overall parent contact as measured by DOJO/Facebook Page views, likes, and/or shares. (5.1)	Health Teacher	School Year	In Progress

## 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.