

Elizabeth Carter Brooks Elementary School

212 Nemasket Street,
New Bedford, MA 02740
Phone: 508-997-4511 Ext. 41550



School Improvement Plan 2019-2022

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

New Bedford Public Schools

School: Elizabeth Carter Brooks Elementary School

Address: 212 Nemasket St.

City/State: New Bedford, MA 02740

Phone: (508) 997-4511 ext.41550

Grades: Kindergarten – Fifth Grade

Student Enrollment: 295

School Improvement Leadership Team

Jennifer Medeiros, Principal

Stacy Sullivan, Manager of Educator Quality

Maggie Lawrence, Teaching and Learning Specialist

Sara Williams, School Adjustment Counselor

Joe Chagnon, School Psychologist

Jessica Amaral, Kindergarten Teacher

Kelly Keaton, 2nd Grade Teacher

Kimberly Calheta, 4th Grade Teacher

Renee Leblanc, Reading Specialist

Jennifer Drisko, Math Interventionist

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 21st 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 become academically proficient.

Strategic Objectives

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

<p>1.1 Use disaggregated data from various sources (paper-based and digital) to create and implement an instructional plan that</p>	<p>2.1 Build authentic, culturally responsive relationships through sustaining and expanding implementation of Morning Meeting & Closing Circle, as</p>	<p>3.1 Maintain an appropriate system of communication between home and school that provides evidence of academic and social/emotional supports,</p>	<p>4.1 Continue to recruit and support highly qualified staff who use a Growth Mindset to reflect upon their strengths and areas of growth of current practices.</p>	<p>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.</p>
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includes tiered levels of supports for all learners	well as initiating problem solving skills through Playworks Pro.	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.		
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 and new curriculum resources such as Into Reading and Ready Math, 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 Dart., Child & Family, STEAM Program, GOTR, Grow Education, Playworks Pro, 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 (Into Reading, iReady, PBIS, LETRS, LEXIA, Tiered Literacy, Playworks Pro, 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, analysis and inquiry and opportunities for instructional dialogue. 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	2.4 Accelerate student learning and growth by			

that focuses on how students can improve their performance.	Implementing and Sustaining a Co-teaching structure within the general education setting.			
Outcomes				
<p>Outcome 1.A-Data from STAR Reading and I-Ready Diagnostic Assessments will indicate a 40% reduction in the number of students not meeting grade level expectations</p> <p>Outcome 1.B-Data from STAR Assessments will indicate a 10% reduction of students not meeting grade level expectations</p> <p>Outcome 1.C- Data from STAR Assessments will indicate a 10% increase of students who exceed grade level expectations.</p> <p>Outcome 1.D-80% of students will have an SGP score of 60 or higher on STAR Early Literacy or STAR Reading.</p> <p>Outcome 1.E-100% of students will meet their typical growth score as measured by the I-Ready Diagnostic Assessment.</p> <p>Outcome 1.F-80% of students scoring in the red and yellow categories will meet their Stretch Growth Score as measured by the I-Ready Diagnostic Assessment.</p> <p>Outcome 1.G-Students will improve their vocabulary development and defining skills in order to communicate complete, specific, and meaningful thoughts verbally and in written form.</p> <p>Outcome 1.H-Students will improve their understanding of reading comprehension when analyzing a text to determine character motivation and perspective</p> <p>Outcome 1.I-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>Outcome 2.A-A decrease in the number of office referrals that was distributed to students from 2019-2020 to 2021-2022</p> <p>Outcome 2.B-Decrease the number of students being referred for special education testing</p> <p>Outcome 2.C-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>Outcome 2.D-An increase of student engagement to influence self-esteem and motivation on a student's enthusiasm and ability to learn.</p> <p>Outcome 3.A-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>Outcome 3.B-Meet or exceed the chronic absenteeism target</p> <p>Outcome 4.A-Through classroom observations, teachers will receive a rating of Proficient on Well-Structured Lessons, Adjustment to Practice, Meeting Diverse Needs, Quality of Effort & Work and Sharing Conclusions with Students</p> <p>Outcome 5.A-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>				

E.C. Brooks Elementary School Action Plan Template, 2021-2022

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"> ● Leadership Team ● Support Staff ● Teachers 	September 2021-ongoing	<ul style="list-style-type: none"> ● In Progress- Weekly Data Meetings and/or Common Planning Meetings
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"> ● Principal ● MEQ ● TLS ● Teacher ● Student 	September 2021-ongoing Updated Weekly	<ul style="list-style-type: none"> ● In Progress
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"> ● Leadership Team ● Support Staff ● Teachers 	September 2021 -ongoing -Occurring Daily	<ul style="list-style-type: none"> ● In Progress

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, I-Ready, Into Reading, Lexia, Freckle, and MyON assessments are completed for all students in order to identify instructional reading and math practices.	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS ● Teachers 	Sept. 2021-ongoing (District & School-Based Assessment Calendar)	<ul style="list-style-type: none"> ● Completed - Sep. 3 - Sept. 24 -BOY STAR Early Literacy, ELA, I-

		<p>Aug. 30 - Sep.24, 2021 - BOY STAR Early Literacy, ELA, I-Ready Diagnostic, and Lexia-Auto Placement</p> <p>Oct.25-Oct.29, 2021 - PM1 STAR Early Literacy and ELA</p> <p>Jan 10-Feb. 4, 2022 - MOY STAR Early Literacy, ELA, and I-Ready Diagnostic</p> <p>March 7-March 11, 2022 - PM2 STAR Early Literacy and ELA</p> <p>May 23-June 17, 2022 - EOY STAR Early Literacy, ELA and I-Ready Diagnostic</p>	<p>RReady Diagnostic, and Lexia-Auto Placement</p>
<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.</p>	<ul style="list-style-type: none"> • Teachers 	<p>Sept.2021-ongoing</p> <p>-Occurring Daily within Classroom Instruction</p>	<ul style="list-style-type: none"> • In Progress

Teams will analyze student data points and develop an action plan to implement for particular students.	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS ● Teachers ● Support Staff ● WCST 	<p>September 13, 2021 Follow-up WCST Meetings for students flagged for review in May/June 2021 begin</p> <p>October 18, 2021 WCST referrals for 2021-2022 school year begin. Meetings occur each Monday and Friday from 1pm-2pm</p>	<ul style="list-style-type: none"> ● DCAP and WCST expectations start date reviewed with staff on 9/1/2021 ● WCST begins Oct. 18, 2021
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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 and new curriculum resources such as Into Reading and Ready Math, to support student learning and growth.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Participate in tiered academies/trainings to build capacity of teachers: <ul style="list-style-type: none"> ➤ Tiered Literacy Academy ➤ Into Reading ➤ I-Ready ➤ Lynch Leadership Academy ➤ Lexia 	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS ● Tiered Literacy Team 	August 2021- June 2022	As scheduled
Design PD for Standards-Based Instruction that incorporates Tiered Levels of Support and embedded assessments utilizing Universal Design and resources and materials from the Into Reading and Ready Math curriculum	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS 	Full Day PD: <ul style="list-style-type: none"> ●8/30/21-9/1/2021 ●11/2/2021 ●1/24/2022 1/2 Day PD:	<ul style="list-style-type: none"> ● In Progress

		<ul style="list-style-type: none"> ● 9/29/2021 ● 11/17/2021 ● 2/9/2022 ● 5/25/2022 	
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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
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 in order to accelerate learning for all students. This will occur for lessons planned in-person and/or virtually.	<ul style="list-style-type: none"> ● Leadership Team ● Support Staff ● Teachers 	August 2021- June 2022 Weekly-Wed & Fri	● In Progress
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"> ● Leadership Team ● Tiered Literacy Team ● Teachers 	August 2021- June 2022	● In Progress
Consistent monitoring and analysis of student data within digital programs such as Into Reading, I-Ready, 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"> ● Teachers ● TLS ● Principal 	August 2021-June 2022	● In Progress-Daily
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"> ● Principal ● Leadership Team 	August 2021- June 2022	● In Progress-After Administrative Periods and/or PD days

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, analysis and inquiry and opportunities for instructional dialogue. Adjust practice as needed according to individual student needs.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Review multiple sources of data such as Into Reading, I-Ready, STAR, Lexia, as well as classroom data to determine focus areas to implement appropriate supports and interventions in the form of an action plan. Adjust focus areas and action plans by regularly analyzing data and targeting instruction to meet evidence-based needs.	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS ● Teachers 	September 2021 - every 6 weeks ¹	<ul style="list-style-type: none"> ● 9/16/2021 & 9/23/2021 BOY STAR ELA & I-Ready Diagnostic Data Analysis Completed
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"> ● Principal ● MEQ ● TLS 	Weekly	<ul style="list-style-type: none"> ● In Progress
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"> ● TLS ● Teachers 	Daily	<ul style="list-style-type: none"> ● In Progress
Integrate technology into lessons to increase the capacity to provide students with a high quality equitable education that increases the level of student engagement and participation.	<ul style="list-style-type: none"> ● TLS ● Teachers 	Daily	<ul style="list-style-type: none"> ● In Progress

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
Adjustments to practices are made in connection to the data analyzed through formative assessments	<ul style="list-style-type: none"> ● Leadership Team ● Support Staff ● Teachers 	September 2021-ongoing	<ul style="list-style-type: none"> ● In Progress
Utilize the District Curriculum Maps and Instructional Guide	<ul style="list-style-type: none"> ● Teachers 	September 2021-ongoing	<ul style="list-style-type: none"> ● In Progress
Informal & Formal Classroom Observations conducted and high-quality feedback given regarding the school’s focus areas around Well-Structured Lessons, Adjustment to Practice, Student Engagement, Meeting Diverse Needs, Quality of Effort & Work, Sharing Conclusions with Students, and Safe Learning Environment.	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS ● District Leadership Team 	September 2021-ongoing	<ul style="list-style-type: none"> ● In Progress
Informal & Formal Learning Walks will be conducted to observe that Instructional Dialogue, Analysis & Inquiry, and a high degree of Student Engagement is taking place within the classroom learning activities.	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS ● District Leadership Team ● Teachers 	September 2021-Ongoing	<ul style="list-style-type: none"> ● In Progress

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"> ● TLS ● Teachers 	September 2021-Ongoing	<ul style="list-style-type: none"> ● In Progress

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"> • TLS • Teachers 	September 2021 - Ongoing	<ul style="list-style-type: none"> • In Progress
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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"> • TLS • Teachers 	September 2021-ongoing	<ul style="list-style-type: none"> • In Progress
Standards-based rubrics are posted in each teacher's Google Classroom and provided to students 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"> • Teachers 	September 2021-ongoing	<ul style="list-style-type: none"> • In Progress
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"> • Principal • MEQ • TLS • Teachers 	September 2021-ongoing	<ul style="list-style-type: none"> • In Progress

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.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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"> • Teachers 	September 2, 2021 and ongoing daily	<ul style="list-style-type: none"> • In Progress

<p>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)</p> <p>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.</p>	<ul style="list-style-type: none"> ● Principal ● MEQ ● SAC/Playworks Team ● Teachers 	<p>September 2021 and ongoing weekly</p>	<ul style="list-style-type: none"> ● In Progress
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Measuring Impact

<p>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></p>	<p>Person Responsible</p>	<p>Date</p>	<p>Status</p>
<p>Implementation of a Responsive Classroom Approach embedded into daily routines in order to build positive relationships between staff and students.</p>	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS ● PBIS Team 	<p>September 2, 2021 and ongoing daily</p>	<ul style="list-style-type: none"> ● In Progress
<p>Students will be taught how to effectively collaborate with one another on ways to problem solve and use critical thinking skills, while utilizing accountable talk stems when having positive discussions with peers</p>	<ul style="list-style-type: none"> ● Principal ● MEQ ● SAC/Playworks Team ● Teachers 	<p>September 2, 2021 and ongoing daily during classroom instruction and Playworks Recess</p>	<ul style="list-style-type: none"> ● In Progress

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.

<p>Process Benchmark <i>What will be done, when, and by whom?</i></p>	<p>Person Responsible</p>	<p>Date</p>	<p>Status</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Principal ● MEQ ● PBIS Team ● Teachers 	<p>September 2021 and ongoing Daily</p>	<ul style="list-style-type: none"> ● October 6, 2021 - September PBIS data

		*Analysis of data trends and patterns occurs monthly	review Completed <ul style="list-style-type: none"> ● In Progress
Staff will participate in various Professional Development Opportunities that are focused around Tier 1 and Tier 2 interventions and support for students.	<ul style="list-style-type: none"> ● Principal ● MEQ ● PBIS Team 	Daily PD-1 st Wednesday of each month	Classroom Instruction-Daily Classroom SAC Support-Daily

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
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"> ● Principal ● MEQ ● PBIS Team ● Teachers 	*September 2021 and ongoing daily	<ul style="list-style-type: none"> ● In Progress
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"> ● Principal ● MEQ ● PBIS Team ● Teachers 	*Aug. 2019 -established & rolled out *September 2021 and ongoing daily	<ul style="list-style-type: none"> ● In Progress

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

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
<p>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.</p>	<ul style="list-style-type: none"> ● Principal ● WCST ● Teachers 	<p>September 13, 2021 Follow-up WCSTMeetings for students flagged for review in May/June 2021 begin</p> <p>October 18, 2021 WCST referrals for 2021-2022 school year begin. Meetings occur each Monday and Friday from 1pm-2pm</p>	<ul style="list-style-type: none"> ● DCAP and WCST expectations start date reviewed with staff on 9/1/2021 ● WCST begins for initial referrals 10/18/2021

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
<p>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.</p>	<ul style="list-style-type: none"> ● Principal ● Support Staff ● WCST ● Teachers 	<p>September 13, 2021 Follow-up WCSTMeetings for students flagged for review in May/June 2021 begin</p> <p>October 18, 2021 WCST referrals for 2021-2022</p>	<ul style="list-style-type: none"> ● DCAP and WCST expectations start date reviewed with staff on 9/1/2021

		school year begin. Meetings occur each Monday and Friday from 1pm-2pm	<ul style="list-style-type: none"> WCST begins for initial referrals: 10/18/2021
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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

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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"> Principal Family Engagement Team 	September 2021-June 2022	<ul style="list-style-type: none"> In Progress
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"> Principal Teachers Support Staff 	September 2021-June 2022 <ul style="list-style-type: none"> 12/8/2021- Parent-Teacher Conferences 	<ul style="list-style-type: none"> In Progress
The Family Engagement Team will plan monthly events in order to promote a positive school culture and bridge the gap from home to school while ensuring the health and safety of all students, staff and families.	<ul style="list-style-type: none"> Principal Family Engagement Team 	September 2021-June 2022 (Monthly) <ul style="list-style-type: none"> 8/31/2021 - Meet & Greet 	<ul style="list-style-type: none"> In Progress

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
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"> ● Principal ● Leadership Team ● Teachers 	September 2021-June 2022	<ul style="list-style-type: none"> ● In Progress
Positive relationships between teachers/families/students will promote academic success.	<ul style="list-style-type: none"> ● Principal ● Support Staff ● Teachers 	September 2021-June 2022	<ul style="list-style-type: none"> ● In Progress
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"> ● Principal ● Family Engagement Team ● Support Staff ● Teachers 	September 2021-June 2022	<ul style="list-style-type: none"> ● In Progress

Goal 3-Strong Family and Community Relationships

Strategic Objective 3.2 Continue to build community partnerships (Foster Grandparent Program, UMass, Playworks Pro, Grow Education, STEAM initiative, Girls on the Run, 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"> ● Principal ● Leadership Team ● SAC ● Teachers ● Playworks Pro ● GOTR ● Grow Ed ● STEAM 	September 2021-June 2022	<ul style="list-style-type: none"> ● In Progress

	<ul style="list-style-type: none"> Foster Grandparent Program 		
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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
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"> Principal Leadership Team SAC Teachers Playworks UMass Dart. Tutors GOTR Grow Ed STEAM Foster Grandparent Program 	September 2021-June 2022	<ul style="list-style-type: none"> In Progress

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

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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"> Principal MEQ SAC Attendance Officer 	Daily-Robo Calls Bi-Weekly-Attendance Meetings	<ul style="list-style-type: none"> In Progress

	<ul style="list-style-type: none"> Teachers 	Monthly-Virtual Ceremonies	
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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
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"> Principal MEQ SAC Attendance Officer 	2x per month CHIPS Meetings as needed Home Visits	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"> Principal MEQ TLS SAC 	Weekly/Monthly	<ul style="list-style-type: none"> In Progress

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

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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 MEQ TLS	January 2022-New Hires begin	

<p>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.</p>	<ul style="list-style-type: none"> ● Principal ● MEQ ● Tiered Literacy Team ● Playworks Team ● PBIS Tier 1 Team ● PBIS Tier 2 Team 	<p>Full Day PD: <ul style="list-style-type: none"> ● 8/30/21-9/1/2021 ● 11/2/2021 ● 1/24/2022 </p> <p>1/2 Day PD: <ul style="list-style-type: none"> ● 9/29/2021 ● 11/17/2021 ● 2/9/2022 ● 5/25/2022 </p>	<ul style="list-style-type: none"> ● In Progress
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Measuring Impact

<p>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></p>	<p>Person Responsible</p>	<p>Date</p>	<p>Status</p>
<p>Attend the Job Recruitment Fair in order to hire highly qualified staff pertaining to open positions that may be available.</p>	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS ● SAC 	<p>March 2022</p>	
<p>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.</p>	<ul style="list-style-type: none"> ● Teacher 	<p>September 2021-June 2022 and ongoing daily</p>	<ul style="list-style-type: none"> ● In Progress
<p>Through informal and formal learning walks, the strategies learned in various Professional Development opportunities will be embedded into daily practices.</p>	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS 	<p>September 2021-June 2022</p>	<ul style="list-style-type: none"> ● In Progress

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, LEXIA, Tiered Literacy, MTSS, Playworks, Lynch, etc.) that provide professional development opportunities to teachers which will support student learning.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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"> ● Principal ● MEQ ● SILT Team 	September 2021-June 2022	<ul style="list-style-type: none"> ● In Progress Tiered Literacy, MTSS Academy, Equity, PBIS, Playworks Pro, iReady, Into Reading, Lynch

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
Through informal and formal learning walks, the strategies learned in various Professional Development opportunities will be embedded into daily practices.	<ul style="list-style-type: none"> ● Principal ● MEQ ● TLS 	September 2021-June 2022	<ul style="list-style-type: none"> ● In Progress
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"> ● Principal ● MEQ ● TLS 	September 2021-June 2022	<ul style="list-style-type: none"> ● In Progress

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

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Utilize various data points to analyze student growth and progression toward individual goals and academic success	<ul style="list-style-type: none"> ● Principal ● MEQ ● Leadership Team ● Support Staff ● Teachers 	September 2021-June 2022 Weekly Data Meetings/Common Planning	<ul style="list-style-type: none"> ● In Progress

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
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"> ● Principal ● MEQ ● Leadership Team ● Support Staff ● Teachers 	September 2021-June 2022 Weekly Data Meetings/Common Planning	<ul style="list-style-type: none"> ● In Progress

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

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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"> ● Principal ● MEQ ● SILT ● Family Engagement Team 	September 2021- Ongoing	● In Progress

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
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"> ● Principal ● MEQ ● SILT ● Family Engagement Team 	September 2021- Ongoing	● In Progress
Parent/guardian surveys will be given at various events throughout the year in order to drive future events	<ul style="list-style-type: none"> ● Principal ● MEQ ● SILT ● Family Engagement Team 	Meet & Greet @ BOY Open House Parent/Teacher Conferences Family Engagement Events (Virtual or Outdoors)	In progress

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

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Maximize our SILT to promote our school’s goals, objectives, vision, and mission to families/community members	<ul style="list-style-type: none"> ● Principal ● MEQ ● SILT 	<ul style="list-style-type: none"> ● 9/28/2021 ● 10/26/2021 ● 11/30/2021 ● 1/25/2022 ● 3/22/2022 ● 3/3/2022 ● 5/3/2022 ● 6/7/2022 	<ul style="list-style-type: none"> ● In Progress

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
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"> ● Principal ● MEQ ● SILT 	Monthly	<ul style="list-style-type: none"> ● In Progress