

**Jireh Swift Elementary
Plan Overview 2019-2022
September 2019**

Mission				
<p>Our mission at Swift is to ensure we are providing children with a safe and conducive educational environment that challenges students to think critically, be creative, and apply what they have learned. It is a place where all children will be engaged in their learning. Our goal, as a professional learning community, is to provide children with the tools needed to meet or exceed grade-level standards. We look forward to positively impacting children’s lives and fostering a cooperative relationship with families.</p> <p>We are committed to developing a community of learners who are academically proficient, demonstrate strong character, and exhibit self-confidence.</p>				
Vision				
<p>Our vision is for all students at the Jireh Swift School to be knowledgeable and acquire specific standards beyond what the MCAS dictates; preparing all students to think critically, problem solve, imagine, create, express, synthesize, and apply information to real-life situations.</p>				
Core Values				
<ul style="list-style-type: none"> • Students will be exposed to a positive learning environment, celebrate and show great success and become well-rounded learners socially and academically. • Students will take responsibility for their learning and be able to reflect and judge their work. • Students will demonstrate leadership qualities by showing respectful behavior at all times. 				
Theory of Action				
<p>At Jireh Swift if we strengthen and facilitate effective integration of Standards based instruction that is focused, positive, differentiated, and engaging to include all stakeholders, then we will increase student motivation, academic success, and develop a love of continuous learning where student will become positive community role-models.</p>				
Strategic Objectives				
<p>1. High Quality Instruction Increase student achievement by strengthening teaching and learning in order to promote in-depth learning, extend thinking and academic exploration.</p>	<p>2. Effective Student Support Systems: Create an inclusive, culturally responsive learning environment in order to promote the learning and growth of all students.</p>	<p>3. Strong Family /Community Relationships: Empower families and the community through collaboration in order to build effective partnerships which promote learning.</p>	<p>4. Organizational Team Excellence: Cultivate and recruit a highly skilled workforce in order to strengthen teaching and learning for all students.</p>	<p>5. Enhance Positive Public Profile: Implement effective strategies to raise the profile and reputation of the Jireh Swift School.</p>
Strategic Initiatives				
<p>1.1. Create and implement a School Educational Equity Plan that includes tiered</p>	<p>2.1. Create and implement a district Educational Equity Plan that emphasizes</p>	<p>3.1. Build and sustain two way communication using multiple modalities for</p>	<p>4.1. Create and implement a School Educational</p>	<p>5.1 Create and Implement an effective communication</p>

supports for all learners through MTSS Tiered Literacy Academy, Universal Design for Learning, RTI, UDL studies, and Conceptual Math Understanding through Doug Duff.	educational equity practices. Through PBIS Academy I and II, Zones of Regulation, Playworks, Mindfulness, and Disrupting Poverty book study.	authentic engagement through strategies from <u>Teach Like A Champion</u> , School Council Meetings, 3 E's, and multiples modes of communication such as DOJO, email, newsletters, etc.	Equity Plan to build and sustain a highly skilled workforce through targeted and quality Professional Development.	plan to highlight NBPS schools and Jireh Swift's programs to increase pride in the school system.
1.2. Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology.	2.2. Provide differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child.	3.2. Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.	4.2. Provide targeted professional development to build capacity of the district's staff.	5.2 Utilize a variety of media to maximize awareness and support of the Jireh Swift's goals, objectives, and programs.
1.3. Implement instructional strategies and an aligned curriculum that promotes high expectations and engagement in all classrooms	2.3. Build authentic relationships to ensure students feel valued through Character Trait of the Month, Recognition Incentives through PBIS, and frequent Student Climate Surveys to evaluate student/staff relationships.			
1.4. Create and strengthen pathways that will expand learning opportunities for all students that lead to college and career readiness.	2.4. Use tiered supports to effectively meet the needs of all learners.			

Outcomes

- **Outcome 1.A.** 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% each year, from 44% in 2019 to 50% in 2022(MCAS); 44% 2018 EOY STAR to 50% EOY 2021
- **Outcome 1.B.** Increase the percentage of grade 2-5 students who meet or exceed expectations on the Math MCAS and or STAR. The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 32% in 2019 to 36% in 2022 (MCAS); 54% 2018 EOY STAR to 61% EOY 2021
- **Outcome 1.C.** Increase the average scaled score of Early Literacy Students (K-2) as measured by IStation using 2019 BOY data as our baseline. The percentage of students who meet or exceed grade level

benchmark will increase by 4% each year based on 3 years of data.

- **Outcome 1.D.** Increase the percentage of grade K-5 writing rubric scores in Narrative, Persuasive, Expository, and Response to Text as measured by the end of trimester benchmarks and participate in the Tiered Literacy Academy years 2 and 3.
- **Outcome 1.E.** Increase the percentage of grades K-5 EL students making progress on the ACCESS test. The percentage of grade K-5 EL students making progress according to ACCESS test results will increase by 5% each year, from 2019 to 2021.
- **Outcome 2.A.** Increase teacher and staff capacity on how to support students using Social Thinking tools effectively across all school environments as measured through SWIS data.
- **Outcome 2.B.** Increase the percentage of students who respond favorably on school climate surveys administered by trimester and MA DESE for improvement across all surveyed grade levels.
- **Outcome 3.A.** Increase the favorable response rate of the district family and community engagement surveys. Survey will be developed and administered during the 2019-2020 school year, and targets will be set for the following school years.
- **Outcomes 4.A.** Increase teachers' capacity for Universal Design for Learning (UDL) as evident through lesson planning and observation.
- **Outcome 5.A.** Increase the number and percent of positive media stories on a quarterly basis.

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.

Jireh Swift Action Plan Template, 2019-20

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

Strategic Objective1: High Quality Instruction Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.1: Create and implement a School Educational Equity Plan that includes tiered supports for all learners through MTSS Tiered Literacy Academy, Universal Design for Learning, RTI, UDL studies, and Conceptual Math Understanding through Doug Duff.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
RTI Model will be implemented to improve instruction using formative assessment such as STAR and Curriculum Benchmarks in ELA and Math grades 3-5.	<ul style="list-style-type: none"> • Swift Teachers • TLS • Principal 	August 2019- June 2020	
Implement backwards by design lesson planning (UDL) to develop rigorous, thoughtful instruction that targets the CCSS.	<ul style="list-style-type: none"> • Swift Teachers • TLS • Principal 	August 2019- June 2020	
Implement and design lessons that emphasize conceptual understandings and CCSS mathematical practices.	<ul style="list-style-type: none"> • Swift Teachers • TLS 	August 2019- June 2020	
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.	<ul style="list-style-type: none"> • Swift Teachers • TLS 	August 2019- June 2020	

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
RTI Model reviewed and adjusted to improve instruction every 6 weeks using formative assessment grade 3-5. <ul style="list-style-type: none"> • STAR ELA will show 44% 2018 EOY STAR to 50% EOY 2021 • STAR Math will show 2018 EOY STAR to 61% EOY 2021 	<ul style="list-style-type: none"> • Swift Teachers • TLS • Principal 	August 2019- June 2020	
Review, evaluate, and adjust backwards by design lesson plans to assess the impact of instruction as rigorous and targeted aligned to CCSS.	<ul style="list-style-type: none"> • Principal 	August 2019- June 2020	
Review, evaluate and adjust lessons that emphasize conceptual understandings and CCSS mathematical practices.	<ul style="list-style-type: none"> • Principal 	August 2019-June 2020	
Use the LASW Protocol to determine if students are able to explain and demonstrate their thinking using academic language (orally) and in writing.	<ul style="list-style-type: none"> • Swift Teachers • TLS • Principal 	August 2019-June 2020	

Jireh Swift Action Plan Template, 2019-20

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

Strategic Objective1: 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 content, pedagogy, and the use of instructional technology.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Create and implement Student Work Look For protocol with teachers to target the needs of students in writing focusing on Constructed Response in all genres.	<ul style="list-style-type: none"> • SILT Team 	August 2019- October 2019	
Provide professional development targeting conceptual understanding and the CCSS mathematical practices.	<ul style="list-style-type: none"> • Principal • TLS 	August 2019-June 2020	
Participate and implement Massachusetts Tiered Literacy Academy, Year 2 initiatives focusing on the Jireh Swift Plan and District Curriculum Maps.	<ul style="list-style-type: none"> • MTSS Tiered Literacy Academy 	September 2019-June 2020	

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 the Review of Student Work Look For's and student work samples, teachers target and plan instruction to meet the needs of 100% of students in: Narrative writing focusing on Constructed Response. Persuasive/Opinion writing focusing on Constructed Response. Research writing focusing on Constructed Response.	<ul style="list-style-type: none"> • SILT Team 	August 2019-June 2020	
An increase in lessons targeting and focusing on conceptual understanding and the CCSS mathematical practices will be observed in 100% of classrooms.	<ul style="list-style-type: none"> • Principal • TLS 	August 2019- November 2019	
Reviewed Massachusetts Tiered Literacy Academy Year 2 initiatives are adjusted and revised in the Jireh Swift Plan and District Curriculum Maps to meet student outcomes.	<ul style="list-style-type: none"> • Principal • MTSS TA • SILT Team 	November 2019-May 2020	

Jireh Swift Action Plan Template, 2019-20

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

Strategic Objective1: High Quality Instruction Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.3: Implement instructional strategies and an aligned curriculum that promotes high expectations and engagement in all classrooms

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
2017 ELA Massachusetts Curriculum Frameworks will be implemented using the district curriculum maps in all ELA core instructional classrooms to increase student proficiency.	<ul style="list-style-type: none"> • Swift Teachers 	August 2019-June 2020	
2017 Math Massachusetts Curriculum Frameworks will be implemented focusing on problem solving and Conceptual Mathematical Practices.	<ul style="list-style-type: none"> • Swift Teachers 	August 2019-June 2020	
Core Curriculum will be planned using the UDL Model and targeted CCSS to increase students practice with complex tasks and Formative Assessment.	<ul style="list-style-type: none"> • Swift Teachers 	August 2019-June 2020	

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
2017 ELA Massachusetts Curriculum Frameworks will be implemented in all ELA core instructional classrooms and district curriculum maps will be reviewed and adjusted to increase student proficiency.	<ul style="list-style-type: none"> • Swift Tiered Literacy Team 	August 2019-June 2020	
2017 Math Massachusetts Curriculum Frameworks will be implemented focusing on problem solving, conceptual understanding, and math calendars will have been reviewed and evaluated to target student achievement.	<ul style="list-style-type: none"> • Principal • TLS • Mrs. St. Michel 	August 2019-June 2020	
Core Curriculum shows an increase students practice with complex tasks and Formative Assessment in 100% of classrooms.	<ul style="list-style-type: none"> • SILT 	August 2019-June 2020	

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Strategic Objective1: High Quality Instruction Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.4: Create and strengthen pathways that will expand learning opportunities for all students that lead to college and career readiness.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Students in grades 3-5 will receive rigorous, targeted instruction daily in all tiers as evident in UDL lesson plans and student assessments.	<ul style="list-style-type: none"> • Swift Teachers • TLS 	August 2019-June 2020	
Create an intervention plan (RTI) based on progress monitoring, benchmark assessments and monthly Standards Based assessment data to meet the needs of all learners.	<ul style="list-style-type: none"> • Swift Teachers • TLS • Principal 	September 2019-June 2020	
Disaggregate multiple data points (e.g. CFA results, student writing, student survey results) and analyze sub groups of students.	<ul style="list-style-type: none"> • Swift Teachers • TLS • Principal 	September 2019-June 2020	

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
Evaluate lessons and rigor of objectives, to determine impact on understandings, and use the data cycle to continuously monitor and adjust instruction to meet the needs of all students.	Principal	August 2019-June 2020	
Adjusted and modified intervention plans (RTI) and small group instruction using progress monitoring, benchmark assessments and monthly Standards based assessment data will meet the needs of all learners.	<ul style="list-style-type: none"> • Principal • TLS • Swift Teachers 	August 2019-June 2020	
Use multiple data points to determine focus areas for professional development on improving student learning in all areas with a focus of high needs areas in the building.	Principal	August 2019-June 2020	

Jireh Swift Action Plan Template, 2019-20

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Strategic Objective 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.

Strategic Initiative 2.1: Create and implement a district Educational Equity Plan that emphasizes educational equity practices. Through PBIS Academy I and II, Zones of Regulation, Playworks, Mindfulness, and Disrupting Poverty book study.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Implement Year 3 of PBIS Academy Tier I and PBIS tier II Academy Year One to increase positive behavior and support as school-wide culture that celebrates success through teaching, modeling and practicing appropriate school-wide expectations.	<ul style="list-style-type: none"> • Principal • PBIS Team 	October 2019-June 2020	
Introduce and implement Playworks to increase social skills, problem solving and conflict resolution.	<ul style="list-style-type: none"> • Principal • Teamworks Coordinator • Teamworks Coach 	August 2019-June 2020	
Implement Zones of Regulation and Mindfulness to targeted students to create avenues for problem solving and self-regulation strategies.	<ul style="list-style-type: none"> • SAC 	August 2019-June 2020	
Continue studies on <u>Disrupting Poverty</u> to increase awareness, cultural efficacy, and develop teacher capacity to meet the needs of all learners in the classroom.	<ul style="list-style-type: none"> • Principal • SAC 	August 2019-June 2020	

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
By Spring of 2020 an increase in desired practices that were identified through analysis of the 2019 TFI (Tiered Fidelity Inventory) will be evident practices. Tier II TFI will be a baseline for continued planning.	<ul style="list-style-type: none"> • Principal • PBIS Team 	May 2020	
Playworks Coach shares monthly observational evidence with the team that students are improving behaviors and leaderships roles are developed with a decrease in student conflict and office referrals.	<ul style="list-style-type: none"> • Principal • Teamworks Coordinator • Teamworks Coach 	October 2019-June 2020	
Observational evidence through data collection shows that students are using self- choice for sensory stations and demonstrating the understanding of mindfulness strategies such as stop to take a breath.	<ul style="list-style-type: none"> • SAC 	August 2019-June 2020	
Shift and mindset is evident through observed and survey result data to show positive and respectful relationships, teacher to student, student to student, staff to staff are established.	<ul style="list-style-type: none"> • Principal • SAC 	August 2019-June 2020	

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Strategic Objective2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.

Strategic Initiative 2.2: Provide differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Conduct trainings promoting mindsets for learning such as equity, growth mindset, Universal Design for Learning, and belief in one's own agency.	<ul style="list-style-type: none"> • Principal • TLS • SPED Teacher • ESL Teacher 	August 2019-June 2020	
Provide professional development focused on the mindsets conducive to educating the whole child using the Instructional Guide, the revised District Curriculum Accommodation Plan (DCAP) and the revised district-wide BBST/SEI-PCR protocols and guidelines, as they relate to staff in various roles across the district.	<ul style="list-style-type: none"> • Principal • TLS • SPED Teacher • ESL Teacher 	August 2019-June 2020	

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
Inventory of past and upcoming student surveys to compare school climate data shows an increase of buy in for all stakeholders.	<ul style="list-style-type: none"> • Principal • TLS 	August 2019-June 2020	
New protocols and forms for student supports and referral data used by staff 100% of the time.	<ul style="list-style-type: none"> • Principal 	August 2019-June 2020	

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Strategic Objective2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.

Strategic Initiative 2.3: Build authentic relationships to ensure students feel valued.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Provide procedures and protocols on various models for relationship mapping, and support teams (Family and Community Engagement Team, Leadership Support Team, and PBIS) with implementation of these protocols.	<ul style="list-style-type: none"> • Family and Community Engagement Team • Leadership Support Team • PBIS Team 	September 2019-June 2020	
Principal will support teams in analyzing and planning strategies to improve student and staff relationships.	<ul style="list-style-type: none"> • Principal 	September 2019-June 2020	

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
Building Learning Walks indicators show an increase in student engagement, instructional dialogue, analysis and inquiry, and positive climate.	<ul style="list-style-type: none"> • Principal 	September 2019-June 2020	
Principal will see an increase of student engagement and learning in 100% of the classrooms.	<ul style="list-style-type: none"> • Principal 	September 2019-January 2020	
Increase in recognition of positive behavior at a 4:1 ratio	<ul style="list-style-type: none"> • PBIS Team 	September 2019-March 2020	

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Strategic Objective2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.

Strategic Initiative 2.4.: Use tiered supports to effectively meet the needs of all learners.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Implement year 3 PBIS, Social thinking, and Zones of Regulation work to decrease the number of tier 3 behavior, decrease Tier 2 and Tier 3 behavioral incidents and increase student time on learning.	<ul style="list-style-type: none"> • PBIS Team • SAC 	August 2019- June 2020	
Within the District Curriculum Accommodation Plan, clearly define expectations for the district’s multi-tiered system of supports, including definitions and examples of systemic components, accommodations and interventions and explain how they are used to support all learners.	<ul style="list-style-type: none"> • Principal • Student Support Team 	August 2019- June 2020	

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
Evaluate year 3 PBIS, Social thinking, and Zones work to decrease the number of tier 3 behavior, decrease Tier 2 and Tier 3 behavioral incidents and increase student time on learning based on SWIS data, Office Referrals, and student surveys.	<ul style="list-style-type: none"> • PBIS Team • SAC 	March 2020- June 2020	
District Curriculum Accommodation Plan is used by 100% of staff to establish benchmark data points, including Progress Monitoring, RTI 6 week interventions (behavior/academic), tutoring, observations, student work samples, and formative and summative assessments.	<ul style="list-style-type: none"> • Principal • Student Support Team 	August 2019- June 2020	

Jireh Swift Action Plan Template, 2019-20

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

Strategic Objective3: Strong Family /Community Relationships: Empower families and the community through collaboration.

Strategic Initiative 3.1: Build and sustain two way communication using multiple modalities for authentic engagement through strategies from Teach Like A Champion, School Council Meetings, 3 E's, and multiples modes of communication such as DOJO, email, newsletters, etc.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Identify what families and educators see as the most effective and preferred technology tools that support uniform and two-way communication (e.g. social media, apps).	<ul style="list-style-type: none"> • FEC • School Web Master 	October 2019	
Communicate with all parents and school staff about how to get involved and the purposes of various groups: Family Engagement Centers, Parent Ambassadors, Parent Councils, School Councils, Special Education Parent Advisory Council, English Learner Parent Advisory Council, and Parent Teacher Organizations within the New Bedford Public Schools.	<ul style="list-style-type: none"> • Principal • SAC 	September 2019-June 2020	
Develop an implementation plan to provide parents with access to the parent portal of NBPS's student information system.	<ul style="list-style-type: none"> • Principal 	October 2019	

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
Swift staff has implemented a positive system of communication and shares supports with parents and the greater school community, as well as sharing out progress and necessary mid-course corrections.	<ul style="list-style-type: none"> • FEC • School Web Master 	November 2019-June 2020	
Include Jireh Swift's family engagement plan amongst their schools' SIP referencing the NBPS 3 E's trajectory within their school	<ul style="list-style-type: none"> • Principal • SAC 	September 2019	
Jireh Swift School Family Engagement Team (FEG) team has-offered at least 1 tier 2 and 1 tier 3 parent engagement activities at their school.	<ul style="list-style-type: none"> • Principal 	September 30 th 2019- May 2020	

Jireh Swift Action Plan Template, 2019-20

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Strategic Objective 3: Strong Family /Community Relationships: Empower families and the community through collaboration.

Strategic Initiative 3.2: Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
In collaboration with community partners, expand opportunities that increase student and family voice and leadership.	<ul style="list-style-type: none"> • FEC 	September 2019- June 2020	
In collaboration with families our students will benefit from increased attendance and diversifying the family engagement activities that create an atmosphere in which parents and schools are aligned and working together to support student's full academic potential.	<ul style="list-style-type: none"> • FEC 	September 2019- June 2020	

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
Collect data on student attendance and inform families of 'at risk' students" to make informed decisions and plans to increase student attendance.	<ul style="list-style-type: none"> • FEC 	<ul style="list-style-type: none"> • November 2019 • March 2020 • June 2020 	
The principal along with the school is active in involving parents and community to establish better relationships and reputations in the community.	<ul style="list-style-type: none"> • Principal • Swift Staff 	September 2019-June 2020	
The principal with the family engagement team will continue to evaluate the effectiveness of ongoing family engagement initiatives and school attendance through looking at data.	<ul style="list-style-type: none"> • Principal • FEC 	September 2019-June 2020	

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Strategic Objective 4: Organizational Team Excellence: Cultivate and recruit a highly skilled workforce.

Strategic Initiative 4.1: Create and implement a School Educational Equity Plan to build and sustain a highly skilled workforce through targeted and quality Professional Development.

Strategic Initiative 4.2 Provide targeted professional development to build capacity of the district's staff.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Provide on-going targeted professional development for teachers that have an impact on student equity for learning across all academic, SEL, and relationship building domains.	<ul style="list-style-type: none"> • Principal • Student Support Team Members 	August 2019- June 2020	
Unpack NBPS Instructional Guide and its purposes for improving student instruction.	<ul style="list-style-type: none"> • Principal • Student Support Team Members 	August 2019- June 2020	

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 observations, surveys, and staff feedback, measurements will show an increase in strategies developed through professional development which impacts student learning.	<ul style="list-style-type: none"> • Principal 	September 2019-June 2020	

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Strategic Objective 5: Enhance Positive Public Profile: Implement effective strategies to raise the profile and reputation of Jireh Swift School and NBPS.

Strategic Initiative 5.1: Create and implement an effective communication plan to highlight NBPS schools and Jireh Swift's programs to increase pride in the school system.

Strategic Initiative 5.2 Utilize a variety of media to maximize awareness and support of Jireh Swift's goals, objectives, and programs.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Plan for and utilize various modes of communication to highlight goals, objectives, events and programs at the Jireh Swift School, such as, School messenger , Dojo, Facebook, flier, Principal Newsletter, Calendar, and school Website.	<ul style="list-style-type: none"> • Principal • FEC • Jireh Swift Staff • School Council • PTO 	August 2019- June 2020	
Plan quarterly parent events and to highlight programs and activities aligned with the school goals and objectives using a variety of media outlets.	<ul style="list-style-type: none"> • Principal • FEC • Jireh Swift Staff • School Council • PTO 	August 2019- June 2020	

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
An increase in awareness, support, and attitudes as measured through observations, surveys, and parent feedback and attendance at events,	<ul style="list-style-type: none"> • Principal • FEC • School Council • PTO 	September 2019-June 2020	

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.