

**Casimir Pulaski Elementary  
September 2019-June 2022**

<b><i>Mission</i></b>
<p>Provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.</p> <p>*Over the course of this year, Pulaski Staff will be doing a book study on Fostering Resilient Learners by Kristen Souers w/ Pete Hall, as a catalyst for creating a vision, mission statement and core values. Our hope is for staff to become engaged in this process, reflect on the information and understand our why.</p>
<b><i>Vision</i></b>
<p>As a Visual and Performing Arts Magnet School, Casimir Pulaski Elementary utilizes arts integration to enhance learning; providing instruction in the academic disciplines through the integration of the visual and performing arts. Through these experiences, we educate the whole learner, focusing on such skills as critical thinking, investigation through creative ideas, and self-expression.</p> <p>*Over the course of this year, Pulaski Staff will be doing a book study on Fostering Resilient Learners by Kristen Souers w/ Pete Hall, as a catalyst for creating a vision, mission statement and core values. Our hope is for staff to become engaged in this process, reflect on the information and understand our why.</p>
<b><i>Core Values</i></b>
<p><b>Positive</b> <b>Respectful</b> <b>Inspiring</b> <b>Diversified</b> <b>Engaging</b></p>
<b><i>Theory of Action</i></b>
<p><i>If we believe all students can achieve at high levels, then they will.</i></p> <p><i>If we provide students with equitable access to standards-based content within a collaborative and student-centered environment, then students will get what they need to be successful.</i></p> <p><i>If student systems of support are effective, then students will benefit in the following ways:</i></p> <ul style="list-style-type: none"> <li>• Form positive relationships with adults and peers</li> <li>• Manage and self-regulate their emotions and behaviors</li> <li>• Develop a sense of competency and academic success</li> <li>• Experience physical health and well-being</li> <li>• Feel successful</li> <li>• Meet their student learning goals</li> </ul> <p><i>If we work together to uncover and understand student work and multiple data points and test out solutions together through rigorous use of data and reflective dialogue, then we will see an increase in learning and student achievement.</i></p> <p><i>If stronger family &amp; community relationships are created, then students will benefit in the following ways:</i></p> <ul style="list-style-type: none"> <li>• Achievement of better grades, test scores and attendance</li> <li>• Increase in self-worth, self-esteem, self-determination and motivation</li> <li>• Positive attitude about school that will result in improved behavior</li> <li>• Positive relationships with peers and adults</li> </ul>

<ul style="list-style-type: none"> <li>• Ability to consistently regulate emotions and utilize taught strategies that will maximize time on learning</li> <li>• Increased parent involvement</li> <li>• Increased engagement in the learning process</li> </ul>
<i>Strategic Objectives</i>

<p><b>1. High Quality Standards Based Instruction for All Students</b> Increase student achievement &amp; growth by strengthening teaching and learning.</p>	<p><b>2. Effective Student Support Systems</b> Develop and implement effective systems and structures that will cultivate an inclusive, culturally responsive learning environment that supports the academic and social emotional needs of ALL students</p>	<p><b>3. Data Culture that Supports Continuous Improvement</b> Commitment to use data for continuous improvement at the school and classroom levels and emphasizes collaboration and empowering both administration and teachers to make decisions regarding student growth and achievement.</p>	<p><b>4. Strengthen Family and Community Relationships</b> Support and positively impact family engagement to create a more welcoming, supportive, and inclusive relationship that fosters the growth and development of the whole child.</p>	<p><b>5. Public Confidence and Pride:</b>  Strengthen the reputation of Pulaski Elementary School</p>
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<i>Strategic Initiatives</i>				
<p>1.1 Implement the NBPS Educational Equity Plan that emphasizes educational equity practices.</p>	<p>2.1 Enhance the BBST process by implementing the Districts Accommodation Plan as part of the process in order to eliminate barriers to learning without decreasing expectations or changing the targeted standards.</p>	<p>3.1 Implement a continuous cycle of inquiry for all students and sub-groups of students in order to monitor equitable access.</p>	<p>4.1 Increase cultural awareness of all students and staff.</p>	<p>5.1 Identify, craft and widely disseminate information through social media and school website.</p>
<p>1.2 Provide differentiated PD to all staff that includes strengthening content, pedagogy, instructional technology and instructional strategies that align with the Pulaski 5*.</p>	<p>2.2 Provide differentiated PD to all staff that focuses on mindsets conducive to educating the whole child</p>	<p>3.2 Create systems that support with the collection, analysis, monitoring and manipulation of data</p>	<p>4.2 Provide differentiated PD to all staff that focuses on ways to Engage, Educate and Empower our families and community.</p>	

1.3 Implement standards-based instruction that engages students and promotes high expectations across all content areas through implementation of the Pulaski 5	2.3 Create a safe and supportive learning environment for ALL students and staff.	3.3 Use data to inform next steps and identify high priority areas.	4.3 Promote and support effective use of technology for collecting and analyzing family & community feedback	
1.5 Promote and support effective use of technology for enhancement of curriculum and instruction				

<i>Outcomes</i>
<p><b>Outcomes 1 &amp; 3 A. Increase the percentage of students in grades 3 – 5 who meet or exceed expectations on the ELA MCAS.</b></p> <ul style="list-style-type: none"> <li>• The percentage of students who meet or exceed grade level expectations in Grade 3 will increase by 4% each year, from 59% in 2019 to 71% in 2022.</li> <li>• The percentage of students who meet or exceed grade level expectations in Grade 4 will increase by 3% each year, from 61% in 2019 to 70% in 2022.</li> <li>• The percentage of students who meet or exceed grade level expectations in Grade 5 will increase by 6% each year, from 53% in 2019 to 71% in 2022.</li> </ul> <p><b>Outcome 1 &amp; 3 B. Increase the grade 5 student growth percentile on the ELA MCAS.</b></p> <p>The average SGP for Grade 5 students will increase from 45.3 (2019) to be equal to or higher than the state SGP of 50 in 2020 and beyond.</p> <p><b>Outcome 1 &amp; 3 C. Increase the average scaled score of students with disabilities on the ELA MCAS.</b></p> <ul style="list-style-type: none"> <li>• The average scaled score for students with disabilities in grades 3 – 5 will improve by 5 scaled score points on the ELA MCAS by 2022.</li> </ul> <p><b>Outcome 1 &amp; 3 D. Increase the average scaled score of EL students on the ELA MCAS.</b></p> <ul style="list-style-type: none"> <li>• The average scaled score for EL students in grades 3 – 5 will improve by 5 scaled score points on the ELA MCAS by 2022.</li> </ul> <p><b>Outcome 1 &amp; 3 E. Increase the percentage of students in grades 3 – 5 who meet or exceed expectations on the Math MCAS.</b></p> <ul style="list-style-type: none"> <li>• The percentage of students who meet or exceed grade level expectations in Grade 3 will increase by 7% each year, from 51% in 2019 to 72% in 2022.</li> <li>• The percentage of students who meet or exceed grade level expectations in Grade 4 will increase by 3% each year, from 62% in 2019 to 71% in 2022.</li> </ul>

- The percentage of students who meet or exceed grade level expectations in Grade 5 will increase by 6% each year, from 53% in 2019 to 71% in 2022.

**Outcome 1 & 3.F. Increase the grade 5 student growth percentile on the Math MCAS.**

- The average SGP for Grade 5 students will increase from 47.4 (2019) to be equal to or higher than the state SGP of 50 in 2020 and beyond.

**Outcome 1 & 3 G. Increase the average scaled score of students with disabilities on the Math MCAS.**

- The average scaled score for students with disabilities in grades 3 – 5 will improve by 6 scaled score points on the Math MCAS by 2022.

**Outcome 1 & 3 H. Increase the average scaled score of EL students on the Math MCAS.**

- The average scaled score for EL students in grades 3 – 5 will improve by 5 scaled score points on the Math MCAS by

**Outcome 2.A. Decrease the chronic absenteeism rate.**

- Decrease chronic absenteeism in grades 1 - 5 by 3% over the next 3 years from 8.9% in 2019 to 5.9% in 2022.

**Outcome 2.B. Increase the percentage of students who respond favorably on school climate surveys administered by MA DESE.**

- Increase all index scores in the areas of engagement, safety and environment.

Baseline data:

Overall school climate	Engagement climate	Safety Climate	Environment Climate
63	61	62	62

**Outcome 4.A. Use family engagement surveys to determine wants and needs of Pulaski families and community members.**

- Increase the number of events/activities that are held for Pulaski families and community members that focus on high academic and behavioral expectations for all students.

**Outcomes 5.A. Utilize social media as a platform to strengthen the reputation of Pulaski Elementary School.**

- Increase stakeholder engagement with positive content as measured by online activity (e.g. website traffic, clicks, Instagram followers, etc)

**High Quality Standards Based Instruction  
Core Actions**

**\*All actions must be aligned to standards**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Read About It:</b> Text Complexity	<b>Think About It:</b> Inquiry & Analysis	<b>Talk About It:</b> Engagement Through Verbal Expression	<b>Write About It:</b> Engagement Through Written Expression	<b>Reflect and Learn About It:</b> Checking and Adjusting
ALL students will engage daily with complex literature and/or informational text. <i>*With prompting and support for Kindergarten.</i>	ALL students will engage daily in higher order reasoning. <i>*With prompting and support for Kindergarten.</i>	ALL students will demonstrate daily their understanding through language modeling/instructional dialogue, collaboration and presentation. <i>*With prompting and support for Kindergarten.</i>	ALL students will demonstrate daily their understanding by writing for a range of tasks, purposes and audiences. <i>*With prompting and support for Kindergarten.</i>	ALL students will be provided with action oriented and detailed feedback that support students in improving their performance based on formative assessment.

*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.*

**Pulaski 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 Objective/Initiative:** *1.1 Implement the NBPS Educational Equity Plan that emphasizes educational equity practices.*

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Present staff with an overview of the the NBPS Diversity and Equity Plan.	Admin Team		
Equity PD Session 1 – Focus on definitions	Admin Team		
Equity PD Session 2 – How Teacher Efficacy and Mindsets About Learning impact equity.	Admin Team		
Equity PD Sessions 3+ (Multi-Session) - Key Components of Educational Equity	Admin Team		
Cycles of inquiry that focus on sub-groups of students.	Admin Team, TLs & Teachers		

**Measuring Impact**

<b>Early Evidence of Change Benchmark</b> <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
The terms Diversity, Equity, Inclusion and Excellence in Education are used appropriately in conversations and during self-reflection activities.	Admin Team		
Bias's and stereotyping are confronted in all classrooms and throughout the school.	Admin Team		
Inequities are discussed and explored during self-reflection activities data cycles	Admin Team, TLs & Teachers		
Key Components of Educational Equity are observed in observations and seen during learning walks	Admin Team, TLs		
Materials inventory will reflect an increase of culturally relevant and diverse classroom texts	Admin, TLs & Teachers		

**Strategic Objective/Initiative:** 1.2 Provide differentiated PD to all staff that includes strengthening content, pedagogy, instructional technology and instructional strategies that align with the Pulaski 5  
**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>
Admin and teachers will attend PD on new evidenced based programs (Foundations/Read 180/Systems 44)	Admin, TLSs and Teachers		
PD on Standards Based Math Map	TLSs		
Principal and TLS's will attend Math PD with Doug Duff.	Principal & TLSs		
Principal and TLS's will provide PD for teachers that will guide them on how to provide instruction to students that 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.	Principal & TLSs		
TLS will attend DESE workshops focusing on material alignment in Math.	TLS		
Tiered Literacy Team will attend all sessions.	Tiered Literacy Team		
Tiered Literacy Team will provide staff with information gathered at Tiered Literacy Sessions.	Tiered Literacy Team		
One member of the Tiered Literacy Team will enroll in the Literacy Graduate Course	Tiered Literacy Team Member		
Create and establish multi-series PD cohorts that align with the Pulaski 5 and the NBPS Instructional Practice Guide.	Admin & TLSs		
Differentiate PD for teachers based on information gathered through self-assessment, observations and multiple data points.	Admin & TLSs		
Provide PD on all instructional technology programs (IXL/Read 180, Systems 44, etc.)	IMS & TLSs		
Provide PD on Google Classroom	IMS & TLSs		

**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>
Use of open number lines, part-whole models and decomposition of numbers to explain and demonstrate understanding of Math standards.	Admin, TLSs and Teachers		

Teachers identify one language routine to incorporate during the Math block.	Admin, TLSs and Teachers		
#1 of the Pulaski 5 - Students are reading, writing and speaking about text for a majority of lessons.	Admin, TLSs and Teachers		
#2 of the Pulaski 5 – Students are doing a majority of the work during lessons across all content areas	Admin, TLSs and Teachers		
#3 and #4 of the Pulaski 5 – Students talk and ask questions about each other’s thinking in order to clarify or improve their understanding.	Admin, TLSs and Teachers		
#5 of the Pulaski 5 – Lessons are adapted based on student understanding	Admin, TLSs and Teachers		
Lesson plans document use of Google classroom and other software programs.	Admin, TLSs and Teachers		

**Strategic Objective/Initiative:** *1.3 Implement standards-based instruction and practices that engage students and promotes high expectations across all content areas.*

**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>
Every ELA standard at each grade level will be unpacked using a consistent process.	Admin & TLSs		
Monitor data from standards-based assessments	Admin, TLSs and Teachers		
DRA will be used to assess all students to determine targeted reading instruction and independent reading level.	Admin, TLSs and Teachers		
Continuation of Fun day Science Friday for all grade levels based on identified high priority standards	Admin, TLSs and Teachers		
Implementation of Building Based STAT Meetings to drive improvements by highlighting best practices and their impact on student achievement and to develop solutions to problems of practice	Admin, TLSs and Teachers		
Students will create and monitor their student learning goals. *Refer to 3.3 for more detail	Admin, TLSs and Teachers		

**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>



Admin directed agendas that document the unpacking of standards in ELA across all grade levels	Admin, TLSs and Teachers		
Schedule of building based STAT meetings.	Admin		
Creation of building based content teams	Admin		
Lesson plans reflect a decrease in use of Reading Street materials.	Admin, TLSs and Teachers		
DRA is completed on all students in grades K-5.	Admin, TLSs and Teachers		
80% of students will meet or exceed their MOY and EOY moderately ambitious student learning goals in ELA as evidenced by STAR, DRA and DIBELS data.	Admin, TLSs and Teachers		
80% of students will meet or exceed their MOY and EOY moderately ambitious student learning goals in Math as evidenced by STAR and fluency data.	Admin, TLSs and Teachers		
80% of students will comprehend and respond to complex text across all genres and disciplines as evidenced by standards based assessments.	Admin, TLSs and Teachers		
Documented use of Foundations, Read 180 and Systems 44 in ELA lesson plans.	Admin, TLSs and Teachers		
Creation of ELA block schedule that incorporates daily small group reading instruction in grades 3 - 5	Admin, TLSs and Teachers		
Schedule of BOY conferences with students.	Admin, TLSs and Teachers		

**Strategic Objective/Initiative:** *1.4 Promote and support effective use of technology for enhancement of curriculum and 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>
PD for students on digital citizenship.	IMS		
Provide all students in grades 3 – 5 with 1:1 Chromebooks	IMS		
IMC will work with teachers on understanding how to navigate the technological components of all necessary programs, devices and tools	IMS		

TLS's will support teachers with integration of technological resources within their instruction.	TLSs		
Monitor current programs and research other evidence-based programs that meet the needs of our current learners.	Admin, IMC & TLSs		

**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>
Schedule assembly on digital citizenship for students.	IMS		
Appropriate technology use contract is created for students and signed by student and parents.	IMS		
All students in grades 3 – 5 are provided with 1:1 devices.	IMS		
Usage reports indicate that software programs are being used with the frequencies recommended for all students.	Admin, TLSs, IMS and Teachers		

**Strategic Objective/Initiative:** *2.1 Enhance the BBST process by implementing the Districts Accommodation Plan as part of the process in order to eliminate barriers to learning without decreasing expectations or changing the targeted standards.*

**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>
Provide all staff with PD on the NBPS Accommodation Plan	Admin		
Implement DCAP as part of the BBST process	Admin		
Review Tier 1 DCAP Monitoring Forms	Admin and BBST Team		
Continue to follow the BBST process	All		
Continue with Learning Walks that focus on sub-groups of students (EL learners, Hispanic-Latino, SWD, Lowest Performing student as identified by DESE)	Admin, TLSs, Teachers		

**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>
Submission of DCAP monitoring forms	Admin, TLSs, Teachers		
BBST is created for the 2019/2020 school year.	Admin, TLSs, Teachers		
Schedule of BBST meetings based on number of referrals	Admin, TLSs, Teachers		
BBST monitoring data reflects decrease in the number of referrals to SPED.	Admin, TLSs, Teachers		
Office discipline referral data reflects a decrease in the number of office discipline referral forms and disciplinary infractions.	Admin, TLSs, Teachers		

**Strategic Objective/Initiative:** 2.2 *Provide differentiated PD to all staff that focuses on mindsets conducive to educating the whole child*

**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>
PD on PBIS and Trauma Informed practices for new staff.	Admin		
Continue participation in PBIS and Safe and Supportive cohorts	School Teams		
PBIS and Safe & Supportive School Teams will provide PD on evidenced based practices, trauma sensitive strategies, mindfulness, positive intervention systems, zones of regulation, relationship building and restorative practices.	School Teams		
Implementation of Building Based STAT Meeting to drive improvements by highlighting best practices and their impact on student achievement and to develop solutions to problems of practice.	Admin & Teachers		

**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>
Classroom expectation are created by teachers and students and posted in each classroom.			
PBIS lesson plans are taught.			

Students earn pawson coins for demonstrating Pulaski PRIDE in various locations throughout the building.			
Increase in students asking for support when necessary	Admin, TLSs, Teachers		
Interactions with and among students that are uniformly respectful.	Admin, TLSs, Teachers		
Inappropriate/unexpected behavior is managed effectively and consistently within the classroom.	Teachers		

**Strategic Objective/Initiative:** *2.3 Create a safe and supportive learning environment for ALL students and staff.*  
**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>
Complete a book study on Fostering Resilient Learners: Strategies for Creating A Trauma-Sensitive Classroom.	Admin, TLSs, Teachers		
Create a mission, vision statement and identify core values.	Admin, TLSs, Teachers		

**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>
Schedule of admin-directed meetings that focus on completing the book study.	Admin, TLSs, Teachers		
Collection of words, phrases and statement from book study will be documented	Admin, TLSs, Teachers		
Journals will be provided to teacher for self-reflection.	Admin, TLSs, Teachers		
Families, community members and stake holders will be invited to collaborate with staff on the creation of the Pulaski vision, mission statement and core values.	Admin, Teachers		

**Strategic Objective/Initiative:** *3.1 Implement a continuous cycle of inquiry for all students and sub-groups of students in order to monitor equitable access.*

**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>
Build data literacy through the use of the NBPS Instructional Practice Guide DATA TEAM TOOLKIT.	Admin & TLSs		

**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>
Schedule a training on the Looking at Student Work Protocol	TLS's		
Review the Collaborative Inquiry Cycle with teachers.	Admin & TLSs		
Create a schedule that reflects a continuous Inquiry Cycle.	Admin & TLSs		
Identify high leverage data sets to examine during the Inquiry Cycle.	Admin, TLSs, Teachers		
Schedule an admin-directed meeting to review MCAS accountability system.	Admin		
Schedule grade level MCAS data meetings to analyze 2019 MCAS data.	Admin		
Identification of high priority areas for whole building, grade levels, sub-groups and individual students	Admin, TLSs, Teachers		

**Strategic Objective/Initiative:** 3.2 *Create systems that support with the collection, analysis, monitoring and manipulation of data*

**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>
Principal will participate in the District Data Team	District Data Team		
Work with Data Team to conduct an audit of behavior management systems and determine next steps.	District Data Team		
Establish a library of professional development sessions that can be used to improve staff understanding of data science.	District Data Team		
Learn how to develop a dashboard	District Data Team		

**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>
Schedule of meetings to review different behavior management dashboards.	District Data Team		
Select schools to pilot behavior management dashboards.	District Data Team		

**Strategic Objective/Initiative:** 3.3 Use School Performance data to inform next steps and identify high priority areas.

**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>
Collaboratively analyze and monitor multiple data points by grade level and by sub-groups of students.	Admin & TLSs		

**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>
Schedule of monthly meetings to review data and determine next steps.	Admin & TLS's		
Identify ways to break up multiple data points by high priority sub-groups.	Admin & TLS's		
Create data collection sheets for teachers	TLSs		

**Strategic Objective/Initiative:** 4.1 Increase cultural awareness of all students and staff.

**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>
Implementation of School Wide Theme- A Trip Around the World	All Staff		
Incorporate cultural proficiency into the ARTS program that builds on the varying cultural and community norms of students and their families	Fine Arts		

Empowering families and the community through hosting culturally relevant family nights	PBIS Team		
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**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>
Creation of survey for students to identify what countries they would like to “visit” during the 2019/2020 school year	Admin, Teachers & Students		
Displays of learning will reflect school wide theme	Fine Arts Team  & PBIS Team		
Schedule opportunities for families and community members to visit classrooms and share information about their cultures.	PBIS Team		
Schedule meetings with Director of Food Services to incorporate culturally diverse foods into school lunch menu	Admin, Cafeteria Manager and Director of Food Services		

**Strategic Objective/Initiative:** 4.2 Provide differentiated PD to all staff that focuses on ways to Engage, Educate and Empower our families and community.

**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>
Work with Wrap Around Coordinators and the Family Welcome Center to create and implement PD	Admin		

**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>
Schedule of PD opportunities for staff	Admin & Wrap Around Coordinator		

Increase the frequency in which information is made available in the languages spoken by families and students.	Admin & Teachers		
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**Strategic Objective/Initiative:** 4.3 Promote and support effective use of technology for collecting and analyzing family & community feedback

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Create google surveys that will be provided to parents at school events to help determine next steps based on family needs and wants.	Admin		

**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>
Create survey.	Admin		
Share survey results with staff.	Admin		
Schedule of events address the needs and wants of families and community.	Admin & Teachers		

**Strategic Objective/Initiative:** 5.1 Identify, craft and widely disseminate information through social media and school website.

**Monitoring Progress**

<b>Process Benchmark</b> <i>What will be done, when, and by whom?</i>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Maintain school website	IMS		
Implement and maintain social media	Admin		
Establish systems to communicate new school mission, vision and core values.	Admin & School Teams		

**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>



Schedule of monthly website updates	IMS		
Create ProudPulaskiPrincipal Instagram page.	Principal		
Advertise Instagram page via all calls, newsletters, etc	Principal		
Instagram posts are made daily.	Principal		
Teachers send pictures to Principal to post on Instagram page.	Principal & Teachers		

*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.*

## 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.