

Alfred J Gomes Elementary

Plan Overview 2019-2022

9/9/2019

Mission				
We are committed to developing a community of learners who are academically and linguistically proficient; demonstrate strong character, self- confidence and cultural competency.				
Vision				
We strive to ensure that Alfred J. Gomes students will develop academically, socially and morally in a structured, accepting and caring environment. We commit to preparing our students to function in a technologically advanced society by developing 21 st century skills, while promoting cultural and civic awareness.				
Core Values				
Gomes School Students are Safe, Kind, Respectful and Responsible				
Theory of Action				
<i>If we implement the Gomes School 3 best practices of small group differentiated instruction, accountable talk and the Gradual Release model (with a targets focus on the YOU DO); students will then demonstrate measurable growth (as measured by at last 1-1.5 years of growth per academic year according to NBPS assessments) across educational domains in reading comprehension, vocabulary development and linguistic proficiency. Alfred J. Gomes School is Focused on Every Class, Every Student, Every Day.</i>				
Strategic Objectives				
1. High Quality Instruction: Increase student achievement by strengthening instructional practices	2. Effective Student Support Systems: Strengthen our inclusive and culturally responsive school community	3. Strong family and community relationships: Engage, Educate Empower, and our families and community through a strong collaborative partnerships	4. Team Gomes Excellence: Strengthen our Gomes School staff so they may further promote the learning and growth of all students through skilled, ethical, culturally proficient and collaborative practices.	5. Community Confidence and Pride: Strengthen the reputation and elevate the profile of the school.
Strategic Initiatives				
1.1 Rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps.	2.1 Maximize our Building Based Support team and SEI cycle review case studies to identify academic, behavioral and socio-emotional supports for students	3.1 Parent Family Engagement: Strengthen authentic relationships with families and the community to support students growth both academically and socio-emotionally	4.1 Professional Collaboration: All staff will consistently collaborate with colleagues to develop rigorous well-structured standards based units of instruction, analyze data, examine student	5.1 Create and implement a strategic communications plan that outlines specific steps for school to inform and engage both internal and external audiences.

			<i>performance and design appropriate scaffolded supports to accelerate student achievement.</i>	
<i>1.2 Looking at various data points to drive instructional practices at weekly Common Planning Times, individual teacher data meetings and SILT</i>	<i>2.2 Use a tired system of supports to meet the needs of all Gomes Students through the use of the NBPS DCAP protocol</i>	<i>3.2 Culturally Proficient Communication: build upon our two way communication system with families and the community to sustain and strengthen authentic relationships.</i>	<i>4.2 Shared Responsibility: All staff will consistently collaborate with colleagues within and beyond the classroom to consistently reinforce both learning and behavioral expectations for all students so we may be a united school community who share the responsibility of all Gomes Students.</i>	<i>5.2 Identify and craft compelling stories about the Gomes School and community and disseminate them widely through numerous channels including the press, social media, and other tools.</i>
<i>1.3 Teachers will utilize Gomes School's 3 best practices of; small group and or individualized differentiated instruction, accountable talk and the use of the Gradual release model to meet the diverse learning styles and needs of our students.</i>	<i>2.3 Fidelity to our PBIS program that provides students with a safe and collaborative learning environment where they can take academic risks.</i>	<i>3.3 Strengthen our learning Expectations for students in the area of work, effort, attendance and behavior and inform families and the community of these exceptions so learning may be accelerated.</i>	<i>4.3 Reflective Practice: All staff will regularly reflect on the effectiveness of their practices both individually and with colleagues to continuously reflect upon their instructional practices to accelerate student achievement.</i>	<i>5.3 Provide targeted Professional development to staff in order to build knowledge and skills on how to effectively market our school to increase school pride throughout the community.</i>
<i>1.4 Staff will provide effective "Analysis and Inquiry" opportunities to students through the use of higher-level skills, interdisciplinary application of knowledge and metacognitive tasks so they may become "Owners of their learning".</i>	<i>2.4 Implementation of the NBPS attendance protocol to increase student attendance and decrease chronic absenteeism.</i>			
<i>1.5 Provide Professional Development for staff that includes strengthening instructional</i>				

practices, informs cultural responsiveness and socio-emotional learning in order to support the whole child.				
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Outcomes

Outcome 1: Increase the percentage of grades 3-5 students who meet or exceed expectations on the ELA, Math and Science (gr 5 only) MCAS. The percentage of students who meet or exceed grade level expectations will increase by 8% each year, from 2019-2022.

Outcome 2: Each year from 2019-2022, as measured through ACCESS testing , 70% of identified EL students at the A.J. Gomes School will increase at least one English proficiency level or more; as well as exit 10% of EL students from ESL instructional services.

Outcome 3: Each year 100% of students will demonstrate measureable growth on district wide assessments as indicated by:

- Star 360 (grade 2-5) benchmark data each year from 2019-2022, the A.J. Gomes School will expect to see at least 10% of all students in “Not Meeting” move to “Partially Meeting” in ELA and Math, 40% of students move from either “Not Meeting” or “Partially Meeting” into “Meeting” and 10% of students move from “Meeting” to “Exceeding” each year from 2019-2022.
- DIBELS (grades K-1) A.J. Gomes School will expect to see at least 10% of all students categorized as “Intensive” move to “Strategic” in DIBELS, 40% of students move from either “Intensive” or “Strategic” into “Benchmark” and 10% of students move from “Benchmark” into “ Well Above Benchmark”; with the end result of 80% of students will achieving grade level Benchmark expectations by EOY each year.

Outcome 4: Weekly and monthly student attendance will be monitored so that the Gomes School will see a reduction in chronic absenteeism and may achieve the MCAS set target and receive a 4/4 on the MCAS Attendance indicator through 2022.

Outcome 5: Through the continued use of, Tier one, two and three interventions, our PBIS system and the Zones of Regulation program we will see a decrease by 3% each year in behavioral office referrals that lead to suspensions from 2019-2022.

Outcome 6: By tiering our Family engagement activities through NBPS three E’s of Engage, Educate and Empower each year we will have at least 80% of family members attend at least 2 district or school sponsored events throughout each school year.

Outcome 7: At least 80% of staff will utilize various types of correspondences such as (but not limited to) Class Dojo, Gomes Gazette, newsletters, and social media as well as various meeting and events to further engage, empower and educate the school community.

Strategic Objective/Initiative 1: High Quality Instruction: Increase student achievement by strengthening instructional practices

Monitoring Progress 1.1 Rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
100% of Gomes School academic staff will fully implement the NBPS Curriculum maps aligned to MA state frameworks in ELA, Math, Science and Social Studies.	Academic staff	BOY-EOY	Ongoing
100% of Gomes School academic staff will incorporate L Strategies and focused language objectives into all aspects of instruction to increase students' academic and linguistic proficiency; including but not limited to Cut and Grow, sentence frames, word banks, differentiated graphic organizers, RAFT, 7 step vocabulary and think-alouds to enhance student learning.	Academic staff	BOY-EOY	ongoing
100% of academic staff will actively participate in 3 CPT's per week in the areas of ELA, Math, Science and Social Studies with the Gomes School TLS to analyze students data and trends in order to plan for instruction.	Academic Staff	BOY-EOY	ongoing
Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis by attending CPT, teacher observations (5-7 per week) and learning walks.	Administration	BOY-EOY	ongoing

Measuring Impact 1.1 Rigorous standards-based instruction through the implementation of well-structured lessons that align to the common core and NBPS curriculum maps.

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
100% of Gomes School academic staff (Content Area Teachers and ESL teachers and SPED) will analyze state frameworks and students assessment data during CPT to plan standards based lessons as measured through CPT notes, teacher lesson plans, data binders, formal and informal observation and district learning walks.	Academic Staff	BOY-EOY	
100% of Gomes School academic staff (Content Area Teachers and ESL teachers and SPED) be expected to strive for deeper connections between their content curriculum by focusing on literacy and English language development while utilizing SEI strategies and academic vocabulary to increase student's	Academic staff	BOY-EOY	

English language proficiency and academic achievement.			
Administration will observe evidence of including but not limited to Cut and Grow, sentence frames, word banks, differentiated graphic organizers, RAFT, 7 step vocabulary and think-alouds to enhance student learning as measured through CPT notes, teacher lesson plans, data binders, formal and informal observation and district learning walks.	School and district based admin	BOY-EOY	
Through CPT meetings, lesson plans, observations and learning walks students will demonstrate application of their knowledge and skills through high order tasks so they may strength their abilities to inference, analyze, predict, hypothesize, investigate and interpret.	Academic Staff	BOY-EOY	
100% of academic staff at CPT will plan for rigorous and complex tasks for students to demonstrate and apply their learning through the use of Gomes school 3 best practices of ; small group and or individualized differentiated instruction, accountable talk and the use of the Gradual release model.	Academic staff	BOY-EOY	
Administration will provide timely and targeted feedback to teachers on their instructional practices and through both formal and informal observations, CTP, lesson plan review, pre and post conferences and data meetings.	Administration	BOY-EOY	

Monitoring Progress 1.2 *Looking at various data points to drive instructional practices at weekly Common Planning Times, individual teacher data meetings and SILT*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Individual teacher data defense meetings will be held every 2, 4 or 6 weeks depending on teacher tier to monitor individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps.	Academic staff	BOY-EOY	Ongoing
100% of academic staff with actively participate in 3 CPT's per week in the areas of ELA, Math, Science and Social Studies with the Gomes School TLS to analyze students data and trends in order to plan for instruction.	Academic Staff	BOY-EOY	Ongoing

Measuring Impact 1.2 *Looking at various data points to drive instructional practices at weekly Common Planning Times, individual teacher data meetings and SILT*

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
100% of Gomes School academic staff (Content Area Teachers and ESL teachers and SPED) will analyze state frameworks and students assessment data during CPT to plan standards based	Academic Staff	BOY-EOY	

lessons as measured through CPT notes, teacher lesson plans, data binders, formal and informal observation and district learning walks.			
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Monitoring Progress 1.3 Teachers will utilize Gomes School’s 3 best practices of; small group and or individualized *differentiated instruction, accountable talk and the use of the Gradual release model to meet the diverse learning styles and needs of our students.*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
100% of staff will have a targeted focus on the YOU DO portion of the Gradual release model utilizing higher order student tasks.	Academic staff	BOY-EOY	
Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis by attending CPT, teacher observations (5-7 per week) and learning walks.	Administration	BOY-EOY	Ongoing

Measuring Impact 1.3 Teachers will utilize Gomes School’s 3 best practices of; small group and or individualized *differentiated instruction, accountable talk and the use of the Gradual release model to meet the diverse learning styles and needs of our students.*

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
100% of Gomes School academic staff (Content Area Teachers and ESL teachers and SPED) be expected to strive for deeper connections between their content curriculum by focusing on literacy and English language development while utilizing SEI strategies and academic vocabulary to increase student’s English language proficiency and academic achievement.	Academic staff	BOY-EOY	
Administration will observe evidence of including but not limited to Cut and Grow, sentence frames, word banks, differentiated graphic organizers, RAFT, 7 step vocabulary and think-alouds to enhance student learning as measured through CPT notes, teacher lesson plans, data binders, formal and informal observation and district learning walks.	Administration	BOY-EOY	
Administration will observe 100% of academic staff modeling accountable talk by using high leverage opened ended questioning that will encourage an 80% increase in student instructional dialogue; as a result at least 80% of L students will increase their Access speaking sub test by 0.5.	Administration	BOY-EOY	
100% of academic staff at CPT will plan for rigorous and complex tasks for students to demonstrate and apply their learning through the use of Gomes school 3 best practices of ; small group and or individualized differentiated instruction, accountable talk and the use of the Gradual release model.	Academic staff	BOY-EOY	

Monitoring Progress 1.4 Staff will provide effective “Analysis and Inquiry” opportunities to students through the use of higher-level skills, interdisciplinary application of knowledge and metacognitive tasks so they may become “Owners of their learning”.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
100% of Gomes School academic staff will engage students in dialogue that is meaningful, connected to the curriculum and rich in content language that builds in complexity as the lesson/ skill progresses in order to promote cross curricula connections and in-depth learning.	All Staff	BOY-EOY	Ongoing
Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis by attending CPT, teacher observations (5-7 per week) and learning walks.	Administration	BOY-EOY	ongoing

Measuring Impact 1.4 Staff will provide effective “Analysis and Inquiry” opportunities to students through the use of higher-level skills, interdisciplinary application of knowledge and metacognitive tasks so they may become “Owners of their learning”.

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
Administration will observe evidence of including but not limited to Cut and Grow, sentence frames, word banks, differentiated graphic organizers, RAFT, 7 step vocabulary and think-alouds to enhance student learning as measured through CPT notes, teacher lesson plans, data binders, formal and informal observation and district learning walks.	Administration	BOY-EOY	
Administration will observe 100% of academic staff modeling accountable talk by using high leverage opened ended questioning that will encourage an 80% increase in student instructional dialogue; as a result at least 80% of L students will increase their Access speaking sub test by 0.5.	Academic	BOY-	
Through CPT meetings, lesson plans, observations and learning walks students will demonstrate application of their knowledge and skills through high order tasks so they may strength their abilities to inference, analyze, predict, hypothesize, investigate and interpret.	Academic Staff	BOY-EOY	
100% of academic staff at CPT will plan for rigorous and complex tasks for students to demonstrate and apply their learning through the use of Gomes school 3 best practices of ; small group and or individualized differentiated instruction, accountable talk and the use of the Gradual release model.	Academic staff	BOY-EOY	
100% of teachers will utilize think-a-loud strategies to model the progress of metacognition.	Academic Staff	BOY-EOY	

Monitoring Progress 1.5 Provide Professional Development for staff that includes strengthening instructional practices, informs cultural responsiveness and socio-emotional learning in order to support the whole child.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis by attending CPT, teacher observations (5-7 per week) and learning walks.	Administration	BOY-EOY	Ongoing
Selected staff will participate in the Inclusive Academy through the school year and provide strategies learned to the remainder of the staff in order to strengthen and deepen instructional practices and accelerate achievement.	Selected staff	BOY-EOY	SY 19-20- SY 21-22

Measuring Impact 1.5 Provide Professional Development for staff that includes strengthening instructional practices, informs cultural responsiveness and socio-emotional learning in order to support the whole child.

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
Administration will observe evidence of including but not limited to Cut and Grow, sentence frames, word banks, differentiated graphic organizers, RAFT, 7 step vocabulary and think-alouds to enhance student learning as measured through CPT notes, teacher lesson plans, data binders, formal and informal observation and district learning walks.	Administration	BOY-EOY	
Administration will provide timely and targeted feedback to teachers on their instructional practices and through both formal and informal observations, CTP, lesson plan review, pre and post conferences and data meetings.	Administration	BOY-EOY	
Staff participating in the inclusive academy will share information and strategies gained with grade level teams at CPT, staff meeting and professional development in order to increase our ability to provide a universal design approach to learning to all Gomes School students over the course of the next 3 school years.	All staff	BOY-EOY	SY 19-20- SY 21-22

Strategic Objective/Initiative 2: Effective Student Support Systems: Strengthen our inclusive and culturally responsive school community

Monitoring Progress 2.1 Maximize our Building Based Support team and SEI cycle review case studies to identify academic, behavioral and socio-emotional supports for students

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
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Staff will utilize the DCAP, BBST and SEI cycle review processes to promote an increase in student achievement and meet individual student needs.	Academic Staff	BOY-MOY	
Staff will engage in individual data review meetings every 6-8 weeks to discuss student instructional data, attendance, socio-emotional needs	Academic staff	October-May	

Measuring Impact 2.1 *Maximize our Building Based Support team and SEI cycle review case studies to identify academic, behavioral and socio-emotional supports for students*

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
100% of staff will utilize UDL and the NBPS DCAP protocol to that 100% of students will demonstrate active participation, ownership and engagement over their learning.	Academic staff	BOY-EOY	
Staff will ensure that at least 85% of students who are brought through the BBST and SEI cycle review process will be provided with appropriate referral, intervention and monitoring to promote an increase in student achievement and meet individual student need.	All staff	BOY-EOY	

Monitoring Progress 2.2 *Use a tired system of supports to meet the needs of all Gomes Students through the use of the NBPS DCAP protocol*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
100% of staff Staff will implement universal positive behavior interventions through the use of PBIS action plan of Tier one, two and three support.	All staff	BOY-EOY	
School Adjustment counselors will implement the Zones of Regulation program through social skills groups with all students as well as targeted tier 2 small group sessions with students of need.	SAC	BOY-EOY	
Staff will make adjustments to their instructional practices through UDL to address individual student needs at the tier 1 level so that all students may have equal access to the curriculum and be fully engaged in their learning.	Academic Staff	BOY-EOY	
Staff will engage in individual data review meetings every 6-8 weeks to discuss student instructional data, attendance, socio-emotional needs	Academic staff	October-May	
100% staff will use a whole child approach to learning; establishing a classroom community that celebrates and affirms differences, similarities, identity, languages, strengths and challenges in a respectful fashion.	All staff	BOY-EOY	

Measuring Impact 2.2 Use a tired system of supports to meet the needs of all Gomes Students through the use of the NBPS DCAP protocol

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 SEL team will meet 1 x per month to review and revise the Gomes School SEL action plan and student data including but not limited to SWISS, attendance and Aspen journaling data.			
100% of staff will utilize UDL and the NBPS DCAP protocol to that 100% of students will demonstrate active participation, ownership and engagement over their learning.	Academic staff	BOY-EOY	
100% of academic and support staff will analyze data to determine if UDL and DCAP strategies are being effective and if not refer to BBBST or SEI cycle review as needed.	Academic staff	BOY-EOY	

Monitoring Progress 2.3 Fidelity to our PBIS program that provides students with a safe and collaborative learning environment where they can take academic risks.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
100% of staff Staff will implement universal positive behavior interventions through the use of PBIS action plan of Tier one, two and three support.	All staff	BOY-EOY	
The Gomes school will continue to strengthen our SEL team consisting of representatives of our PBIS 1, PBIS 2 and the climate and culture team to support a safe and supportive school.	SEL team	BOY-EOY 1x / month	
100% staff will use a whole child approach to learning; establishing a classroom community that celebrates and affirms differences, similarities, identity, languages, strengths and challenges in a respectful fashion.	All staff	BOY-EOY	

Measuring Impact 2.3. Fidelity to our PBIS program that provides students with a safe and collaborative learning environment where they can take academic risks.

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
1 time per month at data CPT staff will review SWISS data.	PBIS team	BOY-EOY at CPT	
The SEL team will meet 1 x per month to review and revise the Gomes School SEL action plan and student data including but not limited to SWISS, attendance and Aspen journaling data.	SEL team	BOY-EOY 1 x/ month	

The Gomes School will see an increase in students demonstrating Gomes School core values through a 20% decrease from SY 18-19 in Swiss office referral data.	All students	BOY-EOY	
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Monitoring Progress 2.4 Implementation of the NBPS attendance protocol to increase student attendance and decrease chronic absenteeism.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Staff will implement the NBPS district wide attendance protocol.	All staff	BOY-MOY	

Measuring Impact 2.4. Implementation of the NBPS attendance protocol to increase student attendance and decrease chronic absenteeism.

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 SEL team will meet 1 x per month to review and revise the Gomes School SEL action plan and student data including but not limited to SWISS, attendance and Aspen journaling data.	SEL team	BOY-EOY 1 x/ month	
100% of staff will utilize the NBPS attendance protocol to decrease absenteeism and chronic absenteeism.	All staff	BOY-EOY	
The attendance team will meet weekly (and with the attendance officers two times per month) to monitor student absences thus decreasing chronic absenteeism by 10% in compared to SY 18-19.	Attendance team	BOY-EOY 1 x / week and 2 x/ month	

Strategic Objective/Initiative 3: Strong family and community relationships: Engage, Educate Empower, and our families and community through a strong collaborative partnerships

Monitoring Progress 3.1 *Parent Family Engagement: Strengthen authentic relationships with families and the community to support students growth both academically and socio-emotionally*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Strengthen our ELPAC and hold at least 4 meetings throughout the school year.	PSS, Administration and ELPAC	BOY-EOY	

	committee		
Gomes School will increase participation at parent engagement events by 10% in comparison to SY 18-19 and maintain attendance data.	All staff	BOY-EOY	
Gomes School will host at least three School Council meeting with community partners to ensure quality and refine practices as necessary.	Administration	BOY-EOY	
The Gomes School Parent Support Specialist will collaborate with academic staff to support student need in order to accelerate growth and achievement.	Parent support specialist and Academic staff		
The Gomes school will provide a welcoming environment to all who enter our doors.	All staff	BOY - EOY	

Measuring Impact 3.1 *Parent Family Engagement: Strengthen authentic relationships with families and the community to support students growth both academically and socio-emotionally*

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
100% of Gomes Schools staff will welcome all who enter our doors through greeting them upon arrival, providing assistance in a timely fashion and or referring them to the appropriate parties for assistance.	All staff	BOY-EOY	
Gomes school will maintain attendance data at all engagement events including but not limited to ELPAC, night events, teacher conferences, embedded parent engagement events, school council etc, and increase participation by 10% from last year's attendance.	All staff	BOY-EOY	
BY EOY 100% of families will have attended one or more engagement event through various means of correspondence including but not limited to written communication, social media platforms, class dojo and provide city bus passes as needed.	All staff	BOY-EOY	
Relevant community partners will attend 2 out of 3 school council meetings and contribute to Gomes school growth and achievement to strengthen community partnerships.	Community partners	3 x /year	
The Gomes School Parent support specialist will attend the Parent Engagement CPT 1 x/ week with all grade levels as well as attend weekly BBST and SEI cycle review to support student needs in order to accelerate growth and achievement.	PSS	BOY - EOY	
10% of families with L's will attend at least 3 out of 4 ELPAC meetings then increase by 2% per academic year.	PSS	4 x/ year	

Monitoring Progress 3.2 *Culturally Proficient Communication: build upon our two way communication system with families and the community to sustain and strengthen authentic relationships.*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Strengthen our ELPAC and hold at least 4 meetings throughout the school year.	PSS, Administration and ELPAC committee	BOY-EOY	
Gomes School will host at least three School Council meeting with community partners to ensure quality and refine practices as necessary.	Administration	BOY-EOY	
The Gomes School Parent Support Specialist will collaborate with academic staff to support student need in order to accelerate growth and achievement.	Parent support specialist and Academic staff		
The Gomes school will provide a welcoming environment to all who enter our doors.	All staff	BOY – EOY	
100% of academic staff will have weekly communication with each student’s family to update them on their learning.	Academic staff	BOY-EOY	
The Gomes School will have all communications sent home in three languages including English, Spanish and Portuguese and seek support when translation is needed for other languages as needed.	All staff	BOY-EOY	

Measuring Impact 3.2 Culturally Proficient Communication: *build upon our two way communication system with families and the community to sustain and strengthen authentic relationships.*

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
100% of Gomes Schools staff will welcome all who enter our doors through greeting them upon arrival, providing assistance in a timely fashion and or referring them to the appropriate parties for assistance.	All staff	BOY-EOY	
BY EOY 100% of families will have attended one or more engagement event through various means of correspondence including but not limited to written communication, social media platforms, class dojo and provide city bus passes as needed.	All staff	BOY-EOY	
Relevant community partners will attend 2 out of 3 school council meetings and contribute to Gomes school growth and achievement to strengthen community partnerships.	Community partners	3 x per year	
The Gomes School Parent support specialist will attend the Parent Engagement CPT 1 x/ week with all grade levels as well as attend weekly BBST and SEI cycle review to support student needs in order to accelerate growth and achievement.	PSS	4 x per year	
Gomes School staff regularly update families through various means (in the students’ native language) including but not limited to written communication , face to meetings, telephone conferences , embedded parent engagement events	All staff	BOY-EOY	

and student driven data conferences on grade level curriculum and expectations throughout the year and provide supports so they may assist their child at home.			
100% of academic staff will maintain a parent/ family communication log and journal all necessary communications in aspen.			

Monitoring Progress 3.3 Strengthen our learning expectations for students in the area of work, effort, attendance and behavior and inform families and the community of these exceptions so learning may be accelerated.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Gomes School will host at least three School Council meeting with community partners to ensure quality and refine practices as necessary.	Administration	BOY-EOY	
The Gomes School Parent Support Specialist will collaborate with academic staff to support student need in order to accelerate growth and achievement.	Parent support specialist and Academic staff	BOY-EOY	
Gomes School will strengthen communication with families in regard to learning expectations for students.	All staff	BOY-EOY	

Measuring Impact 3.3. Strengthen our learning Expectations for students in the area of work, effort, attendance and behavior and inform families and the community of these exceptions so learning may be accelerated.

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
Relevant community partners will attend 2 out of 3 school council meetings and contribute to Gomes school growth and achievement to strengthen community partnerships.	Community partners	3 x / year	
The Gomes School Parent support specialist will attend the Parent Engagement CPT 1 x/ week with all grade levels as well as attend weekly BBST and SEI cycle review to support student needs in order to accelerate growth and achievement.	PSS	BOY - EOY	

Strategic Objective/Initiative 4: Team Excellence:

Strengthen our Gomes School staff so they may further promote the learning and growth of all students through skilled, ethical, culturally proficient and collaborative practices.

Monitoring Progress 4.1 Professional Collaboration: All staff will consistently collaborate with colleagues to develop rigorous well-structured standards based units of instruction, analyze data, examine student performance and design appropriate scaffolded supports to accelerate student achievement.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
All staff will consistently collaborate with colleagues to reflect on the effectiveness of their instruction, develop rigorous well-structured standards based units of instruction and language objectives, analyze data, examine student performance and design appropriate scaffolded supports to accelerate student achievement.	All staff	BOY-EOY	
CPT notes will be shared with all staff including but not limited to Specialists, ESL, Special's educators, SAC etc so that a cross curricular connections can be established and strengthened.	TLS	BOY - EOY	

Measuring Impact 4.1

Professional Collaboration: All staff will consistently collaborate with colleagues to develop rigorous well-structured standards based units of instruction, analyze data, examine student performance and design appropriate scaffolded supports to accelerate student achievement.

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
As a results of increased and focused teacher collaboration Gomes school will see at least a 1.0-1.5 increase in overall grade level academic growth as measured through NBPS assessments from BOY-EOY.	All staff	BOY-EOY	
100% of Staff will be increasingly prepared, follow norms and actively participate in PD, CPT and other meetings in order to strengthen instructional practices.	All staff	BOY-EOY	

Monitoring Progress 4.2 *Shared Responsibility: All staff will consistently collaborate with colleagues within and beyond the classroom to consistently reinforce both learning and behavioral expectations for all students so we may be a united school community who share the responsibility of all Gomes Students.*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
The Gomes School will refine and implement the Climate and culture action plan to strengthen staffs capacity to support student SEL needs.	SEL team	BOY-EOY	
CPT notes will be shared with all staff including but not limited to Specialists, ESL, Special's educators, SAC etc so that a cross curricular connections can be established and strengthened.	TLS	BOY-EOY	
Expectations for learning, behavior and demonstrating Gomes School 4 virtues of being Safe, Kind, Respectful and Responsible will be modeled by staff and communicated to families, the community and all outside agencies that interact with the Gomes School.	All staff	BOY-EOY	

Measuring Impact 4.2 Shared Responsibility: All staff will consistently collaborate with colleagues within and beyond the classroom to consistently reinforce both learning and behavioral expectations for all students so we may be a united school community who share the responsibility of all Gomes Students.

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
100% of staff will increase an overall shared responsibility for students as demonstrated through CPT notes , intervention block , service delivery, RTI, shared analysis of data and purposefully planning of instructions to meet all student’s needs.	All staff	BOY-EOY	
The attendance team will meet weekly (and with the attendance officers two times per month) to monitor student absences thus decreasing chronic absenteeism by 10% in compared to SY 18-19.	Administration	BOY-EOY	
The Gomes School will see an increase in students demonstrating Gomes School core values through a 20% decrease from SY 18-19 in Swiss office referral data.			

Monitoring Progress 4.3 Reflective Practice: All staff will regularly reflect on the effectiveness of their practices both individually and with colleagues to continuously reflect upon their instructional practices to accelerate student achievement.

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
All staff will consistently collaborate with colleagues to reflect on the effectiveness of their instruction, develop rigorous well-structured standards based units of instruction and language objectives, analyze data, examine student performance and design appropriate scaffolded supports to accelerate student achievement.	All staff	BOY-EOY	
Staff will be provided with professional development and targeted peer observations on the alignment of the NBPS curriculum maps and Massachusetts State Frameworks, cultural responsiveness and socio-emotional learning in order to support the whole child.	Administration	BOY-EOY	
100% of staff will participate in post conferences observations within 5 days of the observations to reflect on the lesson and refine and adjust practices as necessary. Evaluators will conduct follow up observations to ensure adjustments have been successfully implemented.	All staff	BOY-EOY	
The Climate and Care team will conduct a staff wellness and fatigue survey with staff two times per year to determine staff capacity to support students SEL needs.	Climate and care team	2 x per year	

Measuring Impact 4.3. Reflective Practice: All staff will regularly reflect on the effectiveness of their practices both individually and with colleagues to continuously reflect upon their instructional practices to accelerate student achievement.

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
100% of Staff will be increasingly prepared, follow norms and actively participate in PD, CPT and other meetings in order to strengthen instructional practices.	All staff	BOY – EOY	
The Gomes school will see a 95% attendance rate for staff on a daily basis and increase our yearly staff attendance rate by 10% in comparison to SY 18-19 data.	All staff	BOY – EOY	
Teachers will participate in post observation conferences with administration to reflect upon and refine practices to improve student outcomes.	All staff	BOY-EOY	

Strategic Objective/Initiative: 5. Community Confidence and Pride:
Strengthen the reputation and elevate the profile of the school

Monitoring Progress 5.1 *Create and implement a strategic communications plan that outlines specific steps for our school to inform and engage both internal and external audiences.*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Identify data points to measure the effectiveness of our communication plan and participation/ engagement at events through communication efforts.	ILT and webmaster	By November 1	
Establish and maintain various means of communication including but not limited to social media, school website DoJO, newsletters, Robo calls, flyers, phone calls to increase participation and engagement.	All staff	BOY –EOY	
Develop and maintain a two-way communication plan with internal and external partners to ensure our plan is equitable and both culturally and socially responsive.	ILT and webmaster	BOY-EOY	
Remove barriers to access our communications	ILT and webmaster	BOY -EOY	
Establish systems for staff to share our school based and district information	ILT and webmaster	BOY EOY	

Measuring Impact 5.1 *Create and implement a strategic communications plan that outlines specific steps for our school to inform and engage both internal and external audiences.*

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
Gomes School will see a 10% increase from BOY-EOY in parent/ family participation in school engagement events.	All staff	BOY-EOY	

Gomes school will increase its stakeholders engagement through an increase of online / social medial activity as measure through likes, shares etc...	Web master	BOY – EOY	
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Monitoring Progress 5.2 *Identify and craft compelling stories about the Gomes School and community and disseminate them widely through numerous channels including the press, social media, and other tools.*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Use various means of communication via social media, school website DoJo, newsletters, Robo calls, flyers, phone calls to disseminate information about our school.	All staff	BOY-EOY	
Distribute a fact sheet of Gomes School yearly goals to support teaching and learning.	ILT	By nov 1	
Maintain a update a school website and Gomes School Facebook page so families and the community are aware of our initiatives, events and programing	webmaster	BOY-EOY	

Measuring Impact 5.2 *Identify and craft compelling stories about the Gomes School and community and disseminate them widely through numerous channels including the press, social media, and other tools.*

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
Gomes School will see a 10% increase from BOY-EOY in parent/family participation in school engagement events.	All staff	BOY-EOY	
Gomes school will increase its stakeholders engagement through an increase of online / social medial activity as measure through likes, shares etc...	Webmaster	BOY-EOY	

Monitoring Progress 5.3. *Provide targeted Professional development to staff in order to build knowledge and skills on how to effectively market our school to increase school pride throughout the community.*

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Train school staff on effective marketing of our school	ILT	BOY – EOY	
Establish a web master and provide him/ her with district wide Professional Development of effective use of all media and site management strategies.	Amin and webmaster	BOY-EOY	

Measuring Impact 5.3. *Provide targeted Professional development to staff in order to build knowledge and skills on how to effectively market our school to increase school pride throughout the community.*

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

Professional Development evaluation forms, exit tickets and increase in staff positive marking outreach to families and the community will show an increase in their knowledge and use of strategic communications to increase school pride throughout the community.	All staff	BOY-EOY	
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