Hull Public Schools
Hull, Massachusetts 02045

JACOBS
SCHOOL IMPROVEMENT PLAN 2019-2020

Mission Statement: the Hull Public Schools provide a challenging and supportive learning environment to encourage all students to reach their greatest potential. We foster the growth of creative, curious, critical thinkers who are equipped to succeed as responsible, compassionate, and productive members of a diverse society.

Jacobs School Core Values:

Respect each other.
Act in ways that make our school safe, caring, and welcoming.
Do your best learning.

Jacobs School Council
Christine Cappadona, Principal and Chair
Parent Representatives: Allison Peterson and Jacqui Frongello
Teacher Representatives: Jessica Buonagurio, Cindy Whelan and Eileen Struzziery
Education Reform Act

Each year, school councils are to submit a school improvement plan to the School Committee. The Education Reform Act identifies the following information that school councils are to include in their plans:

a. Class size at Jacobs School complies with the school committee policy. Class size at Jacobs School complies with the school committee policy PreK-17; Grades K-4 – 22; Grades 5-12 – 30

b. The school department provides for staff development through local and grant funding. This money is used to financially support teachers wishing to attend workshops and district determined professional development

c. The school department allocates annual funding to support staff in the pursuit of higher education

d. Parents have opportunities to be involved at Jacobs School through the PTO, School Council, and through a variety of volunteer options

e. Jacobs School files a school safety and discipline report with the Department of Education each year

f. Jacobs School has established core values, which emphasize respect for everyone

g. Jacobs School offers an extended day before and after school through Kids Care

h. Jacobs School is a fully inclusive school. Teachers are cognizant of different learning styles and plan appropriately

i. Jacobs School complies with the Student Time on Learning Requirement of 900 hours
### LILLIAN M. JACOBS SCHOOL GOALS

**Goal 1: To improve instructional practices to challenge and support all learners**

<table>
<thead>
<tr>
<th>Key Actions</th>
<th>Benchmarks</th>
<th>Person (s) Responsible</th>
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</thead>
<tbody>
<tr>
<td>1. Identify and support opportunities for staff to engage in meaningful</td>
<td>Biweekly Grade level meeting time for teachers and staff.</td>
<td>Principal/Assistant Principal</td>
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<td>collaboration and professional development.</td>
<td></td>
<td>Teachers/Staff</td>
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<tr>
<td>2. Continue to refine the RTI model to maximize capacity to meet the specific</td>
<td>Schedule staff support for small group instruction during the school day.</td>
<td>Principal/Assistant Principal</td>
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<td>learning needs of all students.</td>
<td>Skill-specific, flexible groups created by grade level teachers and special education staff.</td>
<td>Teachers/ Special Education Staff</td>
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<td>A response to intervention model will continue to be refined and</td>
<td><em>The math intervention program</em> will assess, and identify students that have not reached the math</td>
<td>Instructional Coach</td>
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<td>implemented through differentiated instruction, interventions, and</td>
<td>benchmarks. Trimester assessments to monitor progress, drive instruction and groupings</td>
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<td>progress monitoring for both reading and math.</td>
<td>Differentiated Instruction</td>
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<td>3. Implement Kathy Richardson math intervention program</td>
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<td>4. Implement consistent Phonemic Awareness instruction Prek- grade 1</td>
<td>Grade level meeting time is used to collaborate.</td>
<td>Principal/Assistant Principal</td>
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<td>5. Finalize scope and sequence science curriculum (Stemscopes) K-5</td>
<td>Speech Language Pathologists model lessons Develop a scope and sequence for phonemic</td>
<td>Teachers/ Special Education Staff</td>
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<tr>
<td></td>
<td>instruction</td>
<td>Speech-Language Pathologists</td>
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<td></td>
<td></td>
<td>Instructional Coach</td>
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<td>6. Embed technology in daily instruction and assessment practices</td>
<td>Scope and sequence curriculum document</td>
<td>Principal/Assistant Principal</td>
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<td></td>
<td>Provide opportunities for staff to participate in differentiated professional development related to technology.</td>
<td>Teachers/ Special Education Staff</td>
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7. Maintain data team

A team consisting of building administrators, instructional coaches, reading specialists, special education teachers and classroom teachers

Review data each trimester to regroup students as needed for instruction in reading and math

Principal/Assistant Principal
Teachers/ Special Education Staff
Instructional Coach

8. Implement one project-based assignment at each grade level per Trimester

PD for project-based learning
Grade-level meeting time to develop projects

Principal/Assistant Principal
Teachers/ Special Education Staff
Instructional Coach

Goal 2: To provide positive learning experiences for students during and beyond the academic school day to strengthen the Jacobs Community.

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| 1. Continue to refine and support the implementation of school-wide social-emotional curriculum, and civility in our school. | Second Steps Curriculum implementation K-5
Measured by report cards, office referrals, and adjustment counselor referrals | Principal/Assistant Principal
Teachers, Staff
Adjustment Counselor/School Psychologist |
| Continue implementation of Calm Classroom 2x per day | Calm classroom activities | |
| Explore Toolbox Social-Emotional Curriculum | Train staff in Toolbox and implement throughout the building | Principal/Assistant Principal
Adjustment Counselors |
| 2. Students will continue to be consistently recognized for positive and responsible behavior aligned with core values across the school day. | Recognition of achievement and school core values during all school assemblies, blue notes and through social media | Principal/Assistant Principal
Teachers and Staff |
| | Increase student recognition | |
### 3. Continuation of Grade 5 Student Council
- **Staff and parent feedback**
- **Leadership opportunities for 5th-grade students**
  - **Assistant Principal**

### 4. Continuation of school-wide monthly assemblies
- **Plan monthly themed assemblies**
  - **Assistant Principal**

### 5. Provide routinely scheduled meetings with grade level teams to address social-emotional needs.
- **Identify students with social-emotional needs and provide support**
  - **Principal/Assistant Principal/Adjustment Counselor/Teachers**

### 6. Provide short term intervention groups for identified students with social-emotional needs
- **Teach social-emotional strategies through lunch groups**
  - **Adjustment Counselor/School Psychologist Teachers/ Staff**

### Goal 3: Create joint opportunities for partnerships between parents, community, and school.

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<tr>
<th>1. Increase parent understanding of how to support learning at home while encouraging practices that support student progress at school.</th>
<th>Communicate with parents/guardians through blue notes, blog, website and parent workshops</th>
<th>Principal/Assistant Principal Teachers/Staff</th>
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<td>2. Continue to develop a relationship with Holly Hill Farm</td>
<td>Establish a garden committee to work with PTO and Holly Hill Farm to develop garden projects further.</td>
<td>Principal/Assistant Principal PTO board and members/Teachers/Staff</td>
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<td>3. Facilitate opportunities for parents/guardians, community members, and senior citizens to contribute</td>
<td>Develop programs and events that encourage involvement Volunteer opportunities, career week, guest speakers for all school assemblies, school-wide events</td>
<td>Principal/Assistant Principal/School Council Members/PTO</td>
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<td>4. Partner with one organization within the community</td>
<td>Partner with the Senior Center *host workshops with 5th-grade students and senior’s within the community</td>
<td>Principal/Assistant Principal 5th-grade teachers</td>
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<td>5. Reinstate Career Week</td>
<td>Reestablish annual career week</td>
<td>Principal/Assistant Principal</td>
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