

**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:

- R***espect each other.*
- A***ct in ways that make our school safe, caring, and welcoming.*
- D***o 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

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

	Technology specialist will provide technology demonstrations during staff meetings and grade level meetings	Technology Specialist
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.

Key Actions	Benchmarks	Person(s) Responsible
1. Continue to refine and support the implementation of school-wide social-emotional curriculum, and civility in our school. Continue implementation of Calm Classroom 2x per day Explore Toolbox Social-Emotional Curriculum	Second Steps Curriculum implementation K-5 Measured by report cards, office referrals, and adjustment counselor referrals Calm classroom activities Train staff in Toolbox and implement throughout the building	Principal/Assistant Principal Teachers, Staff Adjustment Counselor/School Psychologist 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 Increase student recognition	Principal/Assistant Principal Teachers and Staff

3. Continuation of Grade 5 Student Council	Staff and parent feedback Leadership opportunities for 5 th -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.

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

