

Thompson Elementary School
187 Everett Street
Arlington, MA 02474

2021-2024 School Improvement Plan

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School Values

Thompson School students and staff continually strive to make our school a place where all are welcome. When it was rebuilt in 2013 a pineapple was incorporated into the design. The pineapple is the universal symbol of welcome and hospitality. Our core values of cooperation, assertion, respect, responsibility, encouragement, and being spectacular - Thompson C.A.R.E.S, have evolved into “Be a Pineapple - Stand Tall, Wear a Crown, and Be Sweet Inside and Out!”

School Vision Statement

Thompson School believes that all students have a right to high-quality learning opportunities in which their cultures, language, and experiences are valued and used to guide their learning.

School Mission Statement

Thompson School Mission Statement is under development at this time.

Data to Inform Planning

Math Performance By Race 2017-2021

When reviewing our most recent MCAS Data, it is clear that our Black and Hispanic students are not making progress at the rate of their peers. Of particular concern is that in 2021, in Math, our Black students performed 34 points lower than their peers, and our Hispanic students 13 points lower. Student Growth Percentile for both of those subgroups is significantly lower than their peers. The average SGP in Math is 32.5. Our Hispanic students SGP was 24.2 and our Black students SGP was 16.0.

Math Scaled Score by Race

race	2017	2018	2019	2021
A	504.7	507.4	512.1	508.0
B	487.6	479.5	478.9	465.5
H	488.3	499.4	495.2	486.7
M	497.5	497.1	503.6	490.6
W	507.2	509.8	509.9	504.3
Grand Total	503.2	506.1	506.7	499.7

Math SGP by Race

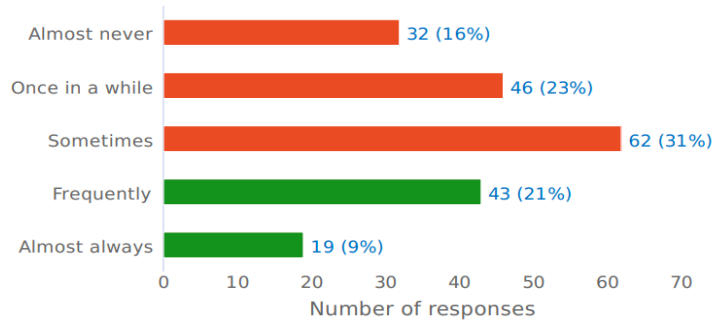
race	2018	2019	2021
A	62.7	62.6	48.8
B	46.7	48.9	16.0
H	63.7	42.5	24.2
M	66.1	61.8	37.7
W	59.5	55.4	31.8
Grand Total	60.2	55.3	32.5

Culture and Climate Survey Results

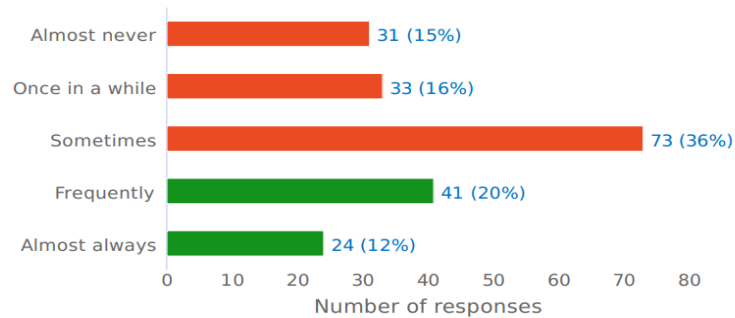
Dr. MacNeal's presentation, "Panorama Survey Results: Cultural Awareness in Action" in March of 2021, provided an overview of the District's results. Of particular note were the results related to students being encouraged to think about race related topics, and the adults in schools talking with students about major news events related to race. For Thompson, the combined responses of "Almost never, Once in a while, and Sometimes" were greater than 65% for both

of these questions. As one of the more diverse schools in the District, Thompson School is committed to engaging in these discussions with our students, and equipping our teachers with the awareness and structures of how to engage in this work.

At your school, how often are you encouraged to think more deeply about race related topics?



When there are major news events related to race, how often do adults at your school talk about them with students?



Strategic Objectives and Initiatives

If staff/teachers work to strengthen Tier 1 instruction and improve the instructional practice of student discourse, the percentage of all students meeting Math assessment benchmarks across all grades will increase.	
Strategic Initiative 1: Establish a Data Team Approach	
1.1 Establish ACE/Team meeting protocols for grades K-5 to focus on student, classroom and common assessments	Principal, Classroom Teachers, Support Staff,
1.2 Establish data team to analyze student performance and monitor all students' progress	Principal, Assistant Principal Staff trained in Data Wise/Collection, BCBA
1.3 Create a document encompassing benchmark and progress data for each grade level to be utilized during meetings	Math Coach, Support Staff, Classroom Teachers
1.4 Identify a protocol for looking and student work that supports the strategy of student discourse as the focal instructional practice to be implemented in Math	Principal/Assistant Principal
Strategic Initiative 2: Establish Collaborative Structures to Support Student Learning	
1.1 Collaborate with Math interventionists/support staff to support integration of math strategy(student discourse) into general content in 8 week cycles for each grade level.	Principal, Assistant Principal, Classroom Teachers, Math Team, Team Chair
1.2 Coordinate 6 week cycles, across all grade levels, to facilitate implementation of guided math groups.	Math Coach
1.3 Implement guided math groups at each grade level 4 days/week.	Principal, Assistant Principals, Classroom Teachers, Math Interventionists, support staff, Math Coach
Outcomes and Benchmarks	
Description:	Target:

By focusing our efforts on student discourse in Math, we will analyze the data from Unit Assessments, iReady, and MCAS to monitor the progress of our students. We will specifically focus on our Black and Hispanic students.	Black and Hispanic students will demonstrate increased engagement via student discourse and thus increase their Math MCAS scores by 15%
Professional Development to Support Objective 1	
<p>Training/consult around evidence based instructional practices that promote student discourse for classroom teachers/support staff</p> <ul style="list-style-type: none"> - Professional articles, research, and materials to support teacher understanding of student discourse - Collaboration with Math Curriculum Director and Math Coach around Math Discourse and Math Curriculum 	
District Resources to Ensure Success	
<ul style="list-style-type: none"> -Dedicated time for Leadership members along with math/special education staff to explore assessments that incorporate measurement of early basic math skills -Training in and Administration of assessments -Stipends for Data Leaders 	
<p>Thompson Instructional Objective #2:</p> <p>By establishing a PBIS Team to support staff and students, we will further our commitment to providing an environment where all students feel safe physically and emotionally, to learn and take risks, and staff has the tools and strategies to support them.</p>	
Strategic Initiative 1: Establish School-wide PBIS Team to support staff and students	
1.1 Solicit team members for the 2021-2022 School Year	Principal/Assistant Principal
1.2 Establish a monthly meeting schedule for internal team	Principal/Assistant Principal, PBIS Team
1.3 Provide classroom coverage for staff to attend PBIS Academy trainings	Principal/Assistant Principal
Strategic Initiative 2: Administer a needs based assessment	
1.1 Create/find an assessment to administer to assess current	Principal/Assistant Principal, PBIS Team, All Staff

expectations and behavior interventions	
1.2 Complete assessments and collect data	Principal/Assistant Principal, All Staff
1.3 Analyze data to identify areas of growth, and create plan to support identified areas	Principal/Assistant Principal, PBIS Team
1.4 Collaborate to establish school wide expectations and systems that support student growth and development for positive behavior	Principal/Assistant Principal, PBIS Team, All Staff
Outcomes and Benchmarks	
Description:	Target:
By establishing a PBIS team we will be able to focus efforts on improving school culture. The Team will represent the stakeholders in our school - teachers, support staff, special educators, teaching assistants - so that we have a shared understanding of the implementation of the PBIS framework. This will allow us to have consistent expectations, supports, and procedures for positive student behavior.	By implementing the PBIS framework, there will be a 5% decrease in office referrals in each of the next three years.
Professional Development to Support Objective 1	
Participation in DESE PBIS Academy - PBIS Academy	
District Resources to Ensure Success	
Positive Behavior Interventions and Supports	
Thompson Equity and School Culture Objective If staff engage in professional learning opportunities that increase their understanding and awareness of cultural bias, identify	

development and emphasize data-driven, culturally responsive teaching practices, student learning as measured by MCAS and benchmark math assessments will increase.

Strategic Initiative 1: Culturally Responsive Teaching

1.1 All staff will complete a needs assessment/survey regarding self-awareness/bias/identity development.	Principal/Assistant Principal, Leadership Team
1.2 Staff will engage in monthly dialogue groups/meetings (faculty meetings) examining specific chapters and key points from Culturally Responsive Teaching and the Brain. Each staff member will identify and implement 2-4 practices into their planning and instruction.	Principal/Assistant Principal, Professional Staff
1.3 Create a document with culturally responsive practices to utilize across content and social emotional realms (ie:ways to have a courageous conversation, talking about race, etc.). This document would be utilized as a guide to respond to and facilitate difficult conversations with parents, students and staff.	DEI Coach, Principal/Assistant Principal, Staff with previous experience and training
1.4 Grade level teachers/support staff will discuss personal experiences in the classroom/personally relating to cultural competency during ACE. Each staff person will keep a document with at least one insight each meeting to be shared verbally with administration during evaluation feedback meetings.	Principal/Assistant Principal/Grade Level Staff

Outcomes and Benchmarks

Description:	Target:
By consistently engaging in culturally responsive teaching practices, our black and brown, and hispanic students will feel seen and heard, and thus engage more fully in their learning.	Black and Hispanic students will demonstrate increased engagement, which will yield greater content mastery, as demonstrated by a 15% increase in their Math MCAS Scores.

Professional Development to Support Objective 1

- 15-20 minutes of one ACE time to engage in purposeful conversations per month
- At least 30 minutes of Monthly Faculty Meetings dedicated to activities/dialogue relating to equity/cultural competency
- Additional Staff participation in the IDEAS Course

District Resources to Ensure Success

- Early Release Time/Tuesday PD Calendar
- District Specialists Schedule with ACE Time built in
- Funding for potential out of District Professional Development or Consultation needs