

Gibbs School
41 Foster Street
Arlington, MA 02474
Mme Pierre-Maxwell, Principal
GIBBS SCHOOL SCHOOL IMPROVEMENT PLAN
2021 - 2022



Members of Gibbs School Council

Sue Susman, Sarah Pangburn, Janelle Riccuiti, Gibbs Teachers, Kara Katz, Sean McElduff, Heather Peske, Gibbs Parents, Jen Rothenburg, Gia Greene, Community Members, Fabienne Pierre-Maxwell, Gibbs School Principal, Stephanie Greiner, Gibbs School Assistant Principal **Contributing Staff** Deborah Perry - K-12 Director of English, Alison Elmer Director of Special Education K-12, Rena Mello, Gibbs/OMS Special Education Coordinator, Director of DEI, Margaret Credle Thomas

Gibbs Vision Statement

The Gibbs School community is an environment where students and adults work cooperatively to strive for academic achievement and social-emotional growth. Our community encourages being **Understanding** of each other and what makes us unique, being **Unified** in our efforts to support one another's abilities to grow and learn and being **Unstoppable** when reaching for our personal and community goals.

Gibbs Mission Statement

In order to inspire and empower students to excel academically while emphasizing their social and emotional growth we will value the following elements in our daily work:

- **Academic Rigor:** Students experience a challenging, standards-based curriculum while developing an academic mindset, perseverance, learning strategies, and academic behaviors.
- **Social-Emotional Learning:** Students demonstrate resilience and persistence while developing skills related to cooperation, assertiveness, responsibility, empathy, and self control.
- **Project Based Learning:** Students gain knowledge and practice skills, including executive functioning, through the completion of projects that are taught and coached through a release of responsibility.
- **Resourcefulness:** Students become self-directed and independent learners with a growth mindset by identifying and pursuing goals that are important to them.
- **Community:** Students feel supported and safe emotionally, intellectually, and physically. Staff and students collaborate to create a cohesive sense of significance, belonging and fun using the philosophies and common vocabulary of Responsive Classroom.
- **Creativity:** Students are encouraged to take creative risks in all areas and are provided with academic choice that allows them to explore their own interests.

We will create this community by focusing on several different instructional methods that grow culture, academic competencies and social emotional competencies. Responsive Classrooms will help us do this.

Responsive Classroom is an evidence-based approach to teaching that focuses on the strong link between academic success and social-emotional learning (SEL).

We will think about the small community of responsive advisory, the larger learning community and then the largest, whole school community. The following methods will help us do this work.

- **Interactive Modeling** - An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic

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and social skills (such as engaging with the text or giving and accepting feedback).

- **Teacher Language** - The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- **Logical Consequences** - A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- **Interactive Learning Structures** - Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.
- **Responsive Advisory Meeting** - A routine that builds positive, meaningful relationships with caring adults and peers. Components: arrival welcome, announcements, acknowledgements, and activity.
- **Investing Students in the Rules** - Students collaborate to establish classroom expectations based on individual goals.
- **Brain Breaks** - Short breaks in lessons used to increase focus, motivation, learning, and memory.
- **Active Teaching** - A straightforward, developmentally appropriate strategy for delivering curriculum content. Components: teacher presentation, explanation, illustration, and demonstration.
- **Student Practice** - Students explore and practice the content and skills taught during a lesson, under the teacher's guidance.

Gibbs Core Values

Understanding: Helping students to understand differences, learning styles, and growth mindset are only some of the ways that we will work to create a community where we work to see one another and commit to helping each other succeed.

Unified: By understanding our goals and purpose as a school, we will work to support each other's abilities to make progress in all areas. We work to stay positive and help others stay positive.

Unstoppable: By being understanding of one another's needs and being unified in our goals and purpose we will develop the skills necessary to persevere, have grit and be unstoppable as we think critically and problem solve to be the best US.

GRADE LEVEL 05 - MATHEMATICS																
Student Group	District								State							
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP (#)	Students Included	Part. Rate	% at Each Level				Incl. in SGP (#)
	#	%	E	M	PM	NM				#	%	E	M	PM	NM	
Accountability Subgroups																
Students w/ Disabilities	95	92	2	20	51	27	482.6	34.0	87	13,558	95	1	9	44	46	12,021
EL and Former EL	43	100	5	42	33	21	491.5	38.5	36	12,703	97	2	16	47	36	10,534
Economically Disadvantaged	43	96	2	14	42	42	476.9	22.4	36	25,984	96	1	13	52	35	23,089
High Needs	145	95	3	27	48	22	486.7	33.5	132	35,821	96	1	15	51	32	31,932
African Amer./Black	18	100	0	6	44	50	470.0		16	5,993	96	0	13	52	35	5,282
Asian	55	100	22	55	22	25	514.9	54.5	51	4,757	99	17	45	30	8	4,334
Hispanic/Latino	24	100	0	33	42	25	487.0	40.3	20	14,717	96	1	12	50	37	12,845
Multi-Race, Non-Hisp./Lat.	29	97	21	34	38	7	503.8	49.5	26	2,831	96	6	32	45	18	2,638
Nat. Haw. or Pacif. Isl.	2								2	48	98	10	38	33	19	45
White	314	95	5	50	40	5	500.3	37.5	303	36,903	97	4	37	47	12	35,045
Other Subgroups																
Male	212	96	8	47	36	8	500.2	37.3	201	33,598	97	4	30	45	21	30,769
Female	230	97	7	47	40	7	500.5	41.4	217	31,776	97	4	29	49	18	29,531
Title 1	20	95	0	40	50	10	493.9		19	30,551	96	1	18	51	30	27,614
Non-Title 1	422	96	8	47	37	7	500.6	38.3	399	34,830	97	7	40	43	11	32,697
Non-Disabled	347	97	9	54	35	2	505.1	40.9	331	51,823	97	5	35	48	13	48,290
Non-Economically Disadvantaged	399	96	8	51	38	4	502.9	41.1	382	39,363	97	6	40	44	10	37,219
EL	19	100	5	21	32	42	481.8		13	5,536	96	0	5	37	59	3,695
Former EL	24	100	4	58	33	4	499.2	39.9	23	7,167	98	3	25	54	18	6,839
Ever EL	46	100	7	41	33	20	493.1	38.4	39	13,534	97	2	16	47	35	11,336
Homeless	1								1	1,333	94	0	8	45	47	979
Military	3								2	593	96	3	30	52	16	512
Test Mode																
Tested In-Person	338	95	7	46	38	9	499.2	40.2	317	53,251	96	4	31	47	18	49,858
Tested Remotely	103	100	11	50	38	2	504.1	37.2	101	11,276	100	4	24	50	22	10,454
All Students																
2021	442	96	7	47	38	7	500.3	39.5	418	65,390	97	4	29	47	20	60,312

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GRADE LEVEL 05 - ENGLISH LANGUAGE ARTS																
Student Group	District								State							
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP	Students Included	Part. Rate	% at Each Level				Incl. in SGP
	#	%	E	M	PM	NM			(#)	#	%	E	M	PM	NM	(#)
Accountability Subgroups																
Students w/ Disabilities	95	92	2	34	48	16	490.4	33.2	88	13,602	95	1	15	50	34	480.0
EL and Former EL	43	100	5	44	40	12	494.5	39.6	36	12,697	97	3	23	48	26	484.7
Economically Disadvantaged	43	96	5	28	51	16	490.1	38.4	36	26,026	96	2	25	50	23	486.1
High Needs	145	95	4	40	43	12	494.2	36.9	133	35,862	96	3	25	50	21	487.2
African Amer./Black	18	100	6	17	67	11	489.1		16	5,994	96	3	26	50	21	487.2
Asian	55	100	20	58	18	4	511.7	44.1	51	4,760	99	17	47	29	7	506.7
Hispanic/Latino	24	100	8	38	38	17	494.8	44.9	20	14,733	96	3	23	50	25	485.1
Multi-Race, Non-Hisp./Lat.	29	97	7	62	28	3	506.2	39.0	26	2,829	96	10	41	39	10	499.9
Nat. Haw. or Pacif. Isl.	2								2	48	98	13	40	33	15	498.9
White	314	95	14	58	25	3	508.3	42.4	304	36,949	97	9	46	38	7	501.3
Other Subgroups																
Male	212	96	9	56	30	5	503.0	39.3	201	33,647	97	6	36	43	15	494.6
Female	230	97	17	55	25	3	510.8	45.0	218	31,791	97	9	41	39	10	498.9
Title 1	20	95	0	70	25	5	503.1		19	30,596	96	4	29	48	19	489.2
Non-Title 1	422	96	14	55	27	4	507.2	41.8	400	34,849	97	11	48	35	7	503.3
Non-Disabled	347	97	17	61	21	1	511.6	44.7	331	51,843	97	9	45	39	7	500.8
Non-Economically Disadvantaged	399	96	15	58	25	3	508.9	42.6	383	39,385	97	11	48	35	6	503.6
EL	19	100	0	37	47	16	490.0		13	5,510	96	0	5	45	49	470.3
Former EL	24	100	8	50	33	8	498.1	34.5	23	7,187	98	5	36	50	8	495.5
Ever EL	46	100	4	46	39	11	495.0	37.6	39	13,529	97	4	24	48	25	485.4
Homeless	1								1	1,330	95	2	17	47	35	479.1
Military	3								2	597	96	6	41	43	10	497.6
Test Mode																
Tested In-Person	338	95	11	56	29	5	505.0	40.6	318	53,377	96	8	40	41	11	497.5
Tested Remotely	103	100	23	54	21	1	513.8	47.7	101	11,227	100	6	34	45	15	492.8
All Students																
2021	442	96	14	55	27	4	507.1	42.3	419	65,454	97	8	39	41	12	496.7

GRADE LEVEL 06 - MATHEMATICS																
Student Group	District								State							
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP	Students Included	Part. Rate	% at Each Level				Incl. in SGP
	#	%	E	M	PM	NM			(#)	#	%	E	M	PM	NM	(#)
Accountability Subgroups																
Students w/ Disabilities	85	90	4	22	49	25	488.3	33.9	77	13,656	93	1	8	39	52	473.0
EL and Former EL	37	97	11	43	38	8	503.7	50.5	28	12,102	95	2	15	43	39	479.2
Economically Disadvantaged	57	98	2	25	56	18	488.5	31.3	51	26,375	94	1	13	47	39	478.3
High Needs	137	93	4	28	50	18	492.5	35.8	119	36,006	94	1	15	47	37	479.7
African Amer./Black	20	95	0	15	60	25	480.7		19	6,389	95	1	13	48	38	478.1
Amer. Ind. or Alaska Nat.	2								2	160	94	3	23	52	23	487.4
Asian	61	100	23	62	15	0	519.5	52.8	52	4,877	98	20	46	26	8	510.2
Hispanic/Latino	30	97	3	43	43	10	501.9	39.4	27	14,755	94	1	13	46	40	477.5
Multi-Race, Non-Hisp./Lat.	30	88	13	43	40	3	505.5	37.6	29	2,854	94	7	30	42	21	492.2
Nat. Haw. or Pacif. Isl.	1								1	67	94	10	27	49	13	494.3
White	316	95	9	54	31	6	505.1	35.1	300	37,257	96	4	36	45	15	494.4
Other Subgroups																
Male	245	95	9	52	31	7	505.1	33.8	225	34,336	95	5	28	43	24	489.6
Female	215	96	11	53	32	5	506.6	41.9	205	32,007	95	5	30	45	21	490.7
Non-Title 1	460	96	10	52	31	6	505.8	37.7	430	38,431	96	7	38	41	15	496.5
Non-Disabled	375	97	12	59	27	2	509.5	38.5	353	52,707	96	6	34	45	15	494.3
Non-Economically Disadvantaged	403	95	11	56	28	4	508.3	38.5	379	39,935	96	7	39	42	12	497.8
EL	15	94	7	40	47	7	498.1		9	4,363	94	0	3	30	67	466.0
Former EL	22	100	14	45	32	9	507.6		19	7,739	96	3	22	51	24	486.4
Ever EL	42	98	10	50	33	7	505.9	49.1	33	13,751	96	3	18	43	37	481.3
Foster	1								1	485	94	0	8	44	48	473.8
Homeless	1									1,314	90	1	6	41	52	471.6
Military	2								1	607	97	3	28	49	20	489.1
Test Mode																
Tested In-Person	349	94	10	52	33	5	505.4	36.6	328	52,816	94	5	31	44	21	490.8
Tested Remotely	106	100	11	58	27	4	507.2	41.2	102	12,705	100	5	23	46	26	487.2
All Students																
2021	460	96	10	52	31	6	505.8	37.7	430	66,372	95	5	29	44	23	490.1

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Student Group	District								State									
	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP	Students Included	Part. Rate	% at Each Level				SS	SGP	Incl. in SGP
	#	%	E	M	PM	NM			(#)	#	%	E	M	PM	NM			(#)
Accountability Subgroups																		
Students w/ Disabilities	86	91	5	31	36	28	491.1	48.1	77	13,701	93	2	13	33	53	474.4	30.2	12,152
EL and Former EL	37	97	11	35	32	22	497.6	52.9	27	12,107	96	4	22	34	40	481.5	34.6	10,106
Economically Disadvantaged	57	98	5	37	32	26	490.6	41.8	50	26,393	94	4	23	36	37	483.5	31.0	23,503
High Needs	138	94	8	36	33	24	495.0	47.0	118	36,055	94	5	23	36	36	484.2	32.4	32,172
African Amer./Black	20	95	10	15	55	20	489.8		19	6,377	95	5	23	36	35	484.4	32.2	5,632
Amer. Ind. or Alaska Nat.	2								2	163	95	9	31	33	27	491.7	35.8	152
Asian	61	100	34	44	16	5	518.3	55.8	51	4,879	98	25	42	22	11	511.2	46.3	4,409
Hispanic/Latino	31	97	19	45	23	13	512.2	59.2	27	14,773	94	4	22	35	38	482.7	31.0	12,955
Multi-Race, Non-Hisp./Lat.	30	88	17	53	20	10	509.8	37.5	29	2,846	94	14	36	29	21	499.1	37.6	2,641
Nat. Haw. or Pacif. Isl.	1								1	66	93	17	32	30	21	499.1	39.8	60
White	317	96	28	47	18	6	515.9	55.8	300	37,351	96	14	41	30	15	502.0	39.2	35,382
Other Subgroups																		
Male	246	95	22	46	22	10	510.0	51.3	225	34,386	96	9	32	32	26	492.7	34.8	31,425
Female	216	96	32	45	18	5	519.4	58.1	204	32,054	95	15	38	30	18	500.7	40.0	29,786
Non-Title 1	462	96	27	46	20	7	514.4	54.5	429	38,535	96	16	41	28	15	503.4	40.9	35,950
Non-Disabled	376	97	32	49	16	3	519.4	55.9	352	52,756	96	15	40	31	14	502.0	39.0	49,079
Non-Economically Disadvantaged	405	96	30	47	18	5	517.7	56.2	379	40,014	97	17	43	28	12	505.1	41.2	37,725
EL	15	94	0	13	53	33	478.1		8	4,368	95	0	4	23	73	462.3	27.5	2,750
Former EL	22	100	18	50	18	14	511.5		19	7,739	96	6	31	41	21	492.0	37.3	7,356
Ever EL	42	98	17	36	29	19	501.8	56.7	32	13,751	96	6	23	34	37	484.1	35.3	11,702
Foster	1								1	485	94	3	17	34	46	477.9	30.2	435
Homeless	1									1,324	91	2	14	35	49	474.5	29.4	1,017
Military	2								1	607	97	12	34	34	19	497.6	36.9	515
Test Mode																		
Tested In-Person	351	95	26	48	21	6	513.9	54.3	327	52,936	95	13	36	31	20	497.8	38.4	49,531
Tested Remotely	106	100	33	40	19	8	516.1	55.1	102	12,674	100	10	30	33	27	491.7	32.4	11,701
All Students																		
2021	462	96	27	46	20	7	514.4	54.5	429	66,466	96	12	35	31	22	496.6	37.3	61,232

Objective I: Instructional Goal

We believe that the environment we create and foster at Gibbs is directly connected to students' performance, participation in learning, interaction with peers and ultimately students' achievement. From 2021/22 to 2025/2026 school years, Gibbs faculty and staff will work on improving students' academic performance and adults' capacity by collecting and using formative & summative data to inform all instructional objectives. This data will highlight some of the root causes for students' poor performance and indicate how best to support and direct future teaching and learning.

Strategic Initiative 1: Achievement of substantial growth for all students members of each learning community with particular focus on our African-American/Black students who are not performing or making academic growth as substantial as their peers from other subgroups.

Action Step 1: Teachers will employ unified **and/or** differentiated classroom approaches to help students become engaged and vested participants in their learning through:

Part - A) **Discourse** (by creating opportunities for students to engage with diverse perspectives through selections of diverse literature, Book Clubs/Lit. Circles and other activities/projects.)

Part - B) **Questioning** (Students will learn how to skillfully pose specific questions to show increasing awareness of their subjective experience of a book, the author's purpose, narrative point of view, and theme in increasingly complex literature, through Book Clubs/lit circle, which in turn may enhance their comfort level in expressing their identity during class discussions however challenging/difficult.

Part - C) **Staff collaboration** throughout the year focused on: Reviewing and debriefing with other LC members, visiting each others' classrooms and shadowing students.

Nov. - June (2021 - 2022 / ELA Teachers)
2022 - 2026 - All teachers

Professional Development to Support Objective 1

Types of professional development/capacity building required:

- A. Summer workshop to review and plan use of discourse and questioning
- B. Institute on Discourse and Questioning commonalities in SS, Math, Science, ELC classes

District Resources to Ensure Success

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Time allocation for: <ol style="list-style-type: none"> 1. Team collaboration by subject 2. Interdisciplinary collaboration (CPT/PLC) 3. Admin/teachers collaboration (LC/Wed. Building Learning Time) 	
Objective II: Instructional Goal (Management and Operations) Growth & Improvement in transitional structure for teaching & learning for all students and specifically those with individualized plans as they move from elementary to Gibbs.	
Strategic Initiative 1: Examine and explore existing programming at each elementary school including (Supported Learning Center- Autism, Supported Learning Center Behavior, Supported Learning Center- Compass, Supported Learning Center- Dyslexia) to ensure effective and timely progress and academic growth for all students transitioning to Gibbs School with Special Education Services.	
Action Step1: Develop a group of educators to include: classroom teachers; special educator liaisons; Reading/Math intervention teachers; School Counselors and administration to visit the elementary schools and their programs for the purpose of proposing how to plan for those students' academic and social transition year at Gibbs.	January 2022; January 2023; January 2024; January 2025 Principal/Assistant Principal
Action Step 2: Ascertain the actual needs for tiered interventions (II & III) as defined by students' services and programs in 5th grade to effectively budget for staffing and assign physical space for the incoming 6 grade class. Collect data & create spreadsheets to present at budget meetings. Change our philosophy and practices regarding the creation of the schedule - Identify & designate space for special education programming at Gibbs	February - March 2022; February - March 2023; February - March 2024; February - March 2025 - Gibbs & Elementary Schools leaders
Action Step 3: Determine the needs of incoming students in terms of MCAS, Reading/Math intervention, individualized plans, and personnel required to meet the identified needs.	March - April 2022; March - April 2023; March - April 2024; March - April 2025 - Gibbs & Elementary Schools leaders
Action Step 4: Meet with the Director of Special Education and the Assistant Superintendent to create a "Best Options" plan to meet/satisfy needs highlighted in "Step 3".	April 2022; April 2023; April 2024; April 2025 - Alison Elmer & Dr. McNeal

Action Step 5: Develop a plan for: Personnel assignment; send letter of placement to staff and/or post position if necessary.	May 2022; May 2023; May 2024; May 2025 Principal Pierre-Maxwell & Human Resource Director, Robert Spiegel
Action Step 6: Collect & review transitional notes from the 7 elementary schools; build the schedule for the incoming school year.	May - June 2022; May - June 2023; May - June 2024; May - June 2025 School Counselors: Emily Vincent & Ron Colosi; Principal/Assistant Principal
Professional Development to Support Objective 2	
Types of professional development/capacity building required: Summer workshop to review co-teaching protocols & planning strategies for Core & Teacher Liaisons	
District Resources to Ensure Success	
<ul style="list-style-type: none"> Identifying staff expertise with specific knowledge/ Skills/Certifications in the variety of disabilities of the incoming group of students to be assigned at Gibbs. Revisit the structure of Gibbs sub-separate programming by leveraging the current staff's capacity/placement to support the needs of our incoming students on a year to year basis. Review classroom space use and assignment yearly based on the needs of all incoming students Time allocation in district's Wednesday professional learning days for: Team collaboration for CORE teachers and teacher liaisons 	
https://profiles.doe.mass.edu/mcas/subgroups2.aspx?linkid=25&orgcode=00100000&fycode=2021&orgtypecode=5&	
Objective III: Equity and School Culture Goal Gibbs School teachers and staff will work to examine some of the root causes for the academic performance decline of its African-American/Black students subgroup.	
Strategic Initiative 1: Invest in each student's success, sense of belonging, and cultural competency by establishing more consistency and fidelity of Responsive Classroom (RC) practices through a supportive culture.	

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Action Step 1: A) Continue to set high expectations for all students B) Differentiate RC training for all staff, yearly C) Use PBIS as a vehicle for delivering RC practices and norms (Consistency of language/signage, etc.) D) Build students' capacity in the 5 CASEL Competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.)	Learning Community Teams, Gibbs administration & support staff Director of SEL & School Counseling: Sara Burd
Strategic Initiative 2: Expand each staff's capacity in the area of diversity, equity, inclusion, and cultural proficiency.	
Action Step1: Create a plan for all Gibbs staff to take the I.D.E.A.S. Course. Continue to work with Gibbs DEI Leadership Team and "Gibbs Reads Book Club" participants.	Director of District DEI: Margaret Thomas & Principal Pierre-Maxwell
Action Step 2: Use faculty meeting to discuss and analyze SELIS, Panorama, and MCAS data to drive students instruction	Principal & Other District Leaders, and Gibbs School staff
Action Step 3: Messaging & students work displays throughout the building reflecting a diversity of teaching and learning	Teachers, Students, and Staff
Action Step 4: Provide an opportunity for parents to review the SIP and engage in conversations with school council members.	Principal/Assistant Principal & School Council
Outcomes and Benchmarks	
Description: Panorama survey - students section: CULTURAL AWARENESS & ACTION	Target: Improve the incoming class responses to these questions from 2020 - 2021 to 2021-2022 by 20%.
<ol style="list-style-type: none"> How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school. How have results changed over time? How often do teachers encourage you to learn about people from different races, ethnicities, or cultures? 	

<p>3. How often do you think about what someone from different ethnicity, race, or culture experiences?</p> <p>4. At your School, how often are you encouraged to think more deeply about race-related topics?</p> <p>5. When there are major news events related to race, how often adults at your school talk about them with students?</p> <p>6. How well does your school help students speak out against racism?</p>	
Professional Development to Support Objective 3	
<ul style="list-style-type: none"> • Responsive Classroom training • CASEL Competencies training • PBIS Development & training • Data Wise training to facilitate data team meeting resulting on improvement of teaching and learning • IDEAS course and/or other cultural awareness and capacity building course 	
District Resources to Ensure Success	
https://profiles.doe.mass.edu/mcas/subgroups2.aspx?linkid=25&orgcode=00100000&fycode=2021&orgtypecode=5&	