

Gibbs School
41 Foster Street
Arlington, MA 02474
Mme Pierre-Maxwell, Principal
GIBBS SCHOOL SCHOOL IMPROVEMENT PLAN
2022 - 2025



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).

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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 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.

Objective I: Instructional Goal

Ensure continuity of service delivery and programming at Gibbs for students transitioning from elementary school, and improve on our practices for tier II and tier III reading support at Gibbs.

Action Step 1: The Gibbs staff will learn how reading is delivered across the seven elementary schools and what programs are being used particularly for students who are still in need of intensive reading instruction by grade 6.	Primary Responsible Person(s): Reading teachers; Special Education Chair & Administration Secondary Responsible Person(s): LC & ELC teachers	Timeline: Yearly by Dec. RE: 5th Yearly by May RE: 4th Yearly by June RE: 3rd
Action Step 2: Collect reading data for incoming 6th graders no later than the 2nd quarter of their last year in elementary school in order to plan for appropriate groupings and staffing for their transition and reading instruction at Gibbs.		
Action Step 3: Streamline and standardize the process across the seven elementary schools for recommending students for reading services at Gibbs.	Primary Responsible Person(s): Special Education Chair, Gibbs/OMS Special Education Coordinator & Gibbs' & elementary Administration** Secondary Responsible Person(s): Reading teachers	Timeline: 2022 - 2023 School Year
Strategic Initiative 2: Improve on our practices for tier II and tier III reading support at Gibbs.		

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Action Step 1: Address the high number of students with intensive reading needs; make a plan to leverage current resources; and evaluate what other resources we may need.	Primary Responsible Person(s): Reading teachers; Special Education Chair & Administration	Timeline: Yearly by Jan. RE: 5th
Action Step 2: Develop short-term school-wide response to intervention strategies focused on reading for general education students.	Primary Responsible Person(s): Reading teachers; Director of ELA	Timeline: Yearly until established
Approach/Strategies: What we will do to realize this goal?		
<ul style="list-style-type: none"> Collaborate with elementary administration & staff to timely collect the necessary reading data for 3rd, 4th, and 5th graders 	Primary Responsible Person(s): Gibbs Admins & Special Education Chair	Timeline: Yearly
<ul style="list-style-type: none"> Create an official transition team to: <ul style="list-style-type: none"> create proper protocols, matrices, templates to collect the needed data; schedule transition meetings; and facilitate conversations with key stakeholders such as elementary teachers, admins, and parents/guardians of incoming 5th graders 	Primary Responsible Person(s): Gibbs Admins & Special Education Chair	Timeline: Yearly
<ul style="list-style-type: none"> Gibbs representation at elementary school end of year reading recommendation for 4th & 5th graders 	Primary Responsible Person(s): Gibbs Reading teachers & Special Education Chair	Timeline: Yearly
Measures: What will we do to monitor our progress toward this goal?		
<ul style="list-style-type: none"> Create a checklist with timelines to assist in implementing the action steps and give timely reminders and support as needed 	Primary Responsible Person(s): Special Education Chair	Timeline: Quarterly and/or as required

Messaging: How we will convey intent of this focus area to teachers, students, and parents & How we will communicate progress towards goals or course of corrections to Gibbs community.		
<ul style="list-style-type: none"> First parents/guardians transition forum by principal and transition team members During individual students' meeting with their parents/guardians Teachers to their individual students; and, During SIP update presentation to staff, Council members, and School Committee members 	Primary Responsible Person(s): Gibbs Admins; Transition Team Members; Gibbs Teachers	Timeline: Transition meetings; general school conference meeting; individual student meetings as scheduled
Professional Development & other Action Steps to Support Objective I		Funding for:
Logistics: <ol style="list-style-type: none"> Time for Reading Team members to collect, review data and collaborate on possible protocols & solutions Interviews with elementary reading specialist Time for Reading Team members (elementary and Gibbs) to collect, review data and collaborate on possible protocols & solutions Admin/reading teachers to establish protocols for reading placement in 6 grade Types of professional development/capacity building required: <ol style="list-style-type: none"> O.G training for Gibbs Reading & Special Education Teachers Gibbs representative or outside consultant to conduct a thorough review of elementary school reading delivery, and share with Gibbs staff Interdisciplinary collaboration ELA/Reading Department & Special Education Department Admin/ reading teachers to develop short-term school-wide response to intervention strategies focused on reading for general education students (short/long term interventions) 		<ol style="list-style-type: none"> Transition Team Stipend Funding for OG training Reading consultation funding Transitional Coordinator
District Resources to Ensure Success		Staffing Placement
<ul style="list-style-type: none"> Access to elementary school reading data Vertical planning and collaboration (elementary reading department & Gibbs Reading transition team) 		Reading Teachers move from ELA to Special Education Department

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- Placement of Gibbs Reading Teachers under the Special Education Department

Objective II: Equity and School Culture Goal

Gibbs School teachers and staff will work to improve the culture and climate of the school by focusing on inclusive, equitable, and collaborative practices. We will begin this process by exploring each other's our identities and creating a space where all are explicitly welcome and intentionally included.

Strategic Initiative 1: Invest in each student's academic and social emotional learning success, sense of belonging, and cultural competency. **Invest in each staff member's sense of belonging.**

Action Steps 1: Continue to teach Gibbs' core values (Understanding, Unified and Unstoppable) in advisory, and throughout the school day.

Primary Responsible Person(s): Advisory teachers & all Gibbs Staff

Timeline:
Daily

Action Step 2: Implement explicit instruction centered around identity, sense of belonging, and cultural competency. Embed these practices throughout the school day and across the curriculum.

Primary Responsible Person(s): Advisory teachers & all Gibbs Staff

Timeline:
Daily

Action Steps 3:
Gibbs will partner with the district Social Emotional Learning (SEL) team to utilize current resources to facilitate SEL implementation to address self-awareness, self-regulation and relationship building.

Primary Responsible Person(s): District SEL team in collaboration with the Advisory Planning team and Gibbs staff

Timeline:

Strategic Initiative 2: Build each community member's capacity and confidence in the area of social emotional intelligence & awareness, cultural proficiency and competency

Action Step 1: Every staff member is given the time and support to engage in one or more of these opportunities: A) I.D.E.A.S. Course B) Gibbs Reads Book Club (a variety of books to be recommended) C) Gibbs DEI Leadership Team D) Outside presenters for Gibbs professional development. E) Continued and differentiated Responsive Classroom training for current and new staff F) SEL Coaching and partnerships with a focus on students and staff wellbeing	Primary Responsible Person(s): district leadership; Gibbs admins; Secondary Responsible Person(s): Gibbs leadership team members; all Gibbs staff; SEL team	Timeline: Yearly Continuously
Action Step 2: Collaborate with Gibbs families to discuss and receive input about Gibbs' initiatives around cultural competency and sense of belonging.	Primary Responsible Person(s): Gibbs Admins; Transition Team Members; Gibbs School Council Secondary Responsible Person(s): Outside DEI Consultant(s); APS DEI Director; APS SEL Coaches	Timeline: Family Forum Events - School Committee Presentations
Approach/Strategies: What will we do to realize this goal?		
<ul style="list-style-type: none"> Timely analysis of the GAD-7 Mental Health Survey followed by action plan(s) for identified students Consistent planning for strong Tier I mental health and social emotional strategies for students Timely administering and analysis of SELIS and Panorama Survey followed by action (plans) Continued planning of strong advisory lessons 	Primary Responsible Person(s): School Counselors & admins; SEL Coaches; Mental Health Programming Specialists Secondary Responsible Person(s): Gibbs leadership & Advisory team members; all Gibbs staff	Timeline: Fall Winter Spring Summer, & Daily
Measures: What will we do to monitor our progress toward this goal?		
<ul style="list-style-type: none"> Create a checklist with timelines to assist in implementing the 	Primary Responsible	Timeline:

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<ul style="list-style-type: none"> action steps and give timely reminders and support as needed Timely communication to parents/guardians 	Person(s): Gibbs School Counselors & Admins	Quarterly and/or as required
Messaging: How we will convey intent of this focus area to teachers, students, and parents & How we will communicate progress towards goals or course of corrections to Gibbs community.		
<ul style="list-style-type: none"> Parents/guardians transition forum by principal and transition team members During individual students' meeting with their parents/guardians Teachers to their individual students; and, During SIP update presentation to staff, Council members, and School Committee members 	Primary Responsible Person(s): Gibbs Counselors, Gibbs Admins; Transition Team Members; Gibbs Teachers	Timeline: Transition meetings; general school conference meeting; individual student meetings as scheduled
Outcomes and Benchmarks		
Description: Panorama survey - students section: CULTURAL AWARENESS & ACTION	Baseline Target 21/22	Projected Target 22/23
<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? How often do you think about what someone from different ethnicity, race, or culture experiences? 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 adults at your school talk about them with students? How well does your school help students speak out against racism? 		
Professional Development to Support Objective II		Funding for:

<ul style="list-style-type: none"> • Regular professional development embedded within the school day focused on DEI. • Funding for teachers and staff to participate in professional development outside of the school day • District SEL resources and support are available through coaching, early-release PD days, and additional online tools as they become available. • Continued partnership with “Leading with Equity” Consultant, Ms. Gene Thompson Grove • DEI PD facilitated by APS DEI Director and/or Outside DEI consultant(s) 	<p>Teachers and staff to participate in professional development outside of the school day.</p> <p>A team of teachers and staff to work during the summer of 2023 to revamp the Advisory lessons.</p>
District Resources to Ensure Success	
<ul style="list-style-type: none"> • Provide resources to continue to revamp Advisory lessons over summer 2023. 	
<ul style="list-style-type: none"> • With intentional and explicit instruction of the CASEL SEL competencies and with embedded practices, Gibbs will continue to build and expand both adult and student SEL skills. 	

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Objective III: Management and Operations Goal Given the number of special education programmings currently in existence at the elementary schools (Supported Learning Center- Autism, Supported Learning Center Behavior, Supported Learning Center- Compass, Supported Learning Center- Dyslexia); Gibbs School will work on creating, identifying, and maintaining similar programmings to ensure effective and continuing services for all students during their transitional year at Gibbs.		
Strategic Initiative 1: Create space for special education programming at Gibbs that can accommodate the variety of needs incoming students from the seven elementary schools.		
Action Step 1: Identify and create space yearly based on the needs of actual/projected incoming students	Primary Responsible Person(s): Gibbs Admins	Timeline: Yearly
Action Step 2: Request and allocate funding for flexible furniture and materials for Gibbs' one(1) Supported Learning Classroom, its four (4) multi-purpose rooms	Primary Responsible Person(s): Gibbs Admins	Timeline: Yearly
Strategic Initiative 2: Manage Gibbs School resources to plan effectively to support individualized students' needs depending on the incoming cohorts from year to year		
Action Step 1: Identify staff expertise with specific knowledge/skills/certifications	Primary Responsible Person(s): Gibbs Admins	Timeline: Yearly
Action Step 2: Review and improve our transition processes; continue	Primary Responsible	Timeline:

to review scheduling practices	Person(s): Gibbs Admins and Gibbs Transition Team	Yearly until established
Approach/Strategies: What we will do to realize this goal?		
<ul style="list-style-type: none"> • Having Gibbs representative at all or most Annual/Re-eval for 5th graders • Having Gibbs representative at annual/tri-annual of students with intensive plans in 3rd & 4th grades • Create a cumulative folder (tangible or virtual) to follow the student and have a consistent plan for sharing this BEFORE student arrives at Gibbs • Consistent process for writing IEP service-delivery grids that match the schedule at Gibbs/Ottoson (moving from 5-day to 4-day cycle) • Parent orientation for 5th grade parents in winter, to start conversation regarding their students' transition to Gibbs • Clarify the shift from a five-day to a four-day rotating schedule and how this impacts the service delivery grid for both parents and elementary school staff 	Primary Responsible Person(s): district leadership; Gibbs admins; Secondary Responsible Person(s): Gibbs Special Education Chair	Timeline:
Measures: What will we do to monitor our progress toward this goal?		
<ul style="list-style-type: none"> • Create a checklist with timeline to assist in implementing the action steps and schedule timely reminders and support as needed • Timely communication to parents/guardians 	Primary Responsible Person(s): Admins	Timeline: Quarterly and/or as required
Messaging: How we will convey intent of this focus area to teachers, students, and parents & How we will communicate progress towards goals or course of corrections to Gibbs community.		
<ul style="list-style-type: none"> • Parents/guardians transition forum by principal and transition team members • During individual students' meeting with their parents/guardians • Teachers to their individual students; and, • During SIP update presentation to staff, Council members, and 	Primary Responsible Person(s): Gibbs Counselors, Gibbs Admins; Transition Team Members; Gibbs Teachers	Timeline: Transition meetings; general school conference meeting; individual student meetings as scheduled

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School Committee members		
Professional Development to Support Objective III		Funding for:
Provide training for all Gibbs classroom teachers on: <ol style="list-style-type: none"> 1. Co-Teaching philosophies & strategies 2. MTSS/UDL Lesson designing 3. Training/review on the implementation of the DCAP (District Curriculum Accommodation Plan) 4. Trainings that fit the needs of the incoming 6th grader (ex. Orton-Gillingham / Wilson Reading, Framing Your Thoughts, ext) 		Co-teaching for all teachers and staff. Executive Function training for all teachers and staff.
District Resources to Ensure Success		

Collect baseline data to the elements of reading -