



Thompson Elementary School  
187 Everett Street  
Arlington, MA 02474

## 2021-2024 School Improvement Plan

Updated Fall 2022

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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 motto has evolved with our implementation of PBIS. Our core values of being Safe, Respectful, and Responsible, are embedded within “Be a Pineapple. Stand tall and be YOUR best!”

#### District Vision Statement

The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

#### District Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

## Data to Inform Planning

### Math Performance By Race 2017-2022

When reviewing our 2021 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.

Our 2022 MCAS Data shows improvement across all race categories by both Scaled Scores and SGP.

MATH SCALED SCORE BY RACE						MATH SGP BY RACE					
Race	2017	2018	2019	2021	2022		Race	2018	2019	2021	2022
A	504.7	507.4	512.1	508	511.7		A	62.7	62.6	48.8	60.5
B	487.6	479.5	478.9	465.5	479.6		B	46.7	48.9	16	46.2
H	488.3	499.4	495.2	486.7	494.6		H	63.7	42.5	24.2	57.7
M	497.5	497.1	503.6	490.6	516.1		M	66.1	61.8	37.7	63.6
W	507.2	509.8	509.9	504.3	512.2		W	59.5	55.4	31.8	56.9
Total	503.2	506.1	506.7	499.7	502.8		TOTAL	60.2	55.3	32.5	56.9

An additional piece of data that also supports the need to further support our Black and Hispanic students is our Chronic Absenteeism data. The chart below shows that our Black and Hispanic students are absent at a significantly higher rate than their peers.

	2018	2019	2020	2021	2022
<b>African American/Black</b>	12	11.1	8.7	27.3	20
<b>Asian</b>	10.5	12.7	13.4	5.5	16.9
<b>Hispanic or Latino</b>	15.1	11.9	10.6	20.4	25.9
<b>Multi-race, non-Hispanic or Latino</b>	3.7	8.3	15	2.3	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.

The updated data from Fall of 2021, shows that our data did not improve, further supporting our Equity and School Culture goal. The Panorama data from Fall of 2022 is not yet available.

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

March 2021			Fall 2021		*+/-
Almost never	16%		Almost never	20%	*+4%
Once in a while	23%		Once in a while	27%	*4%
Sometimes	31%		Sometimes	30%	*-1%
Frequently	21%		Frequently	21%	*0

<b>Almost always</b>	9%		<b>Almost always</b>	3% <b>*-6%</b>
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**When there are major news events related to race, how often do adults at your school talk about them with students?**

<b>March 2021</b>			<b>Fall 2021</b>	<b>*+/-</b>
<b>Almost never</b>	15%		<b>Almost never</b>	21% <b>*+ 6%</b>
<b>Once in a while</b>	16%		<b>Once in a while</b>	19% <b>*+3%</b>
<b>Sometimes</b>	36%		<b>Sometimes</b>	36% <b>*0</b>
<b>Frequently</b>	20%		<b>Frequently</b>	16% <b>*-4%</b>
<b>Almost always</b>	12%		<b>Almost always</b>	9% <b>*-3%</b>

## Strategic Objectives and Initiatives

Thompson Instructional Objective #1 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 Utilize ACE/Team meeting time to have focused discussions on student, classroom and common assessments	Principal, Assistant Principal, Classroom Teachers, Coaches, Support Staff
1.2 Dedicate ACE/Team time to analyze student performance and monitor all students' progress	Principal, Assistant Principal, Classroom Teachers, Coaches, Support Staff
1.3 Create a document encompassing benchmark and progress data	Support Staff, Classroom Teachers

for each grade level to be utilized during meetings	
1.4 Identify a protocol for analyzing 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 Coach/Support Staff to design and implement lessons with key practices for facilitating math discourse	Principal, Assistant Principal, Classroom Teachers, Math Team, Support Staff, Team Chair
1.2 Ongoing Professional learning focused on engaging students in purposeful sharing of mathematical ideas, reasoning and approaches.	Principal, Assistant Principal, Classroom Teachers, Math Team, Support staff
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	
Training/consult around evidence based instructional practices that promote student discourse for classroom teachers/support staff - 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	
-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 style="text-align: center;">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 have 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/research an assessment to administer to assess current expectations and behavior interventions	Principal/Assistant Principal, PBIS Team, All Staff
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
1.5 Identify or create a tool to collect and analyze data regarding Office Referrals	Principal/Assistant Principal, PBIS Team
Outcomes and Benchmarks	
Description:	Target:
By establishing a PBIS team we will be able to focus efforts on	By implementing the PBIS framework, there will be a

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.	5% decrease in office referrals in each of the next three years.
Professional Development to Support Objective 1	
Participation in DESE PBIS Academy - <a href="#">PBIS Academy</a>	
District Resources to Ensure Success	
<a href="#">Positive Behavior Interventions and Supports</a>	
<p>Thompson Equity and School Culture Objective</p> <p>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.</p>	
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/identity, etc.). This document would be utilized as a guide to respond to and facilitate	DEI Coach, Principal/Assistant Principal, Staff with previous experience and training



difficult conversations with parents, students and staff.	
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 hispanic students will feel seen,heard, valued 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	
-20-25 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	