



Arlington Public Schools
Education That Empowers

Thompson Elementary School
2023-2024 SCHOOL IMPROVEMENT PLAN
School Committee October 2023



Be a pineapple. Stand Tall. Be YOUR best!

Agenda



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- Introduction
- Thompson by the Numbers
- Priorities for 2023-2024
- Thompson Glows
- Thompson Grows
- Q&A





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Introduction

Thompson School takes great pride in its community. We are comprised of 522 students and over 75 staff. Our culture is one of acceptance and growth, where all are welcome. We believe in our partnership with our families and community at large, and strive to meet the needs of all of our students.

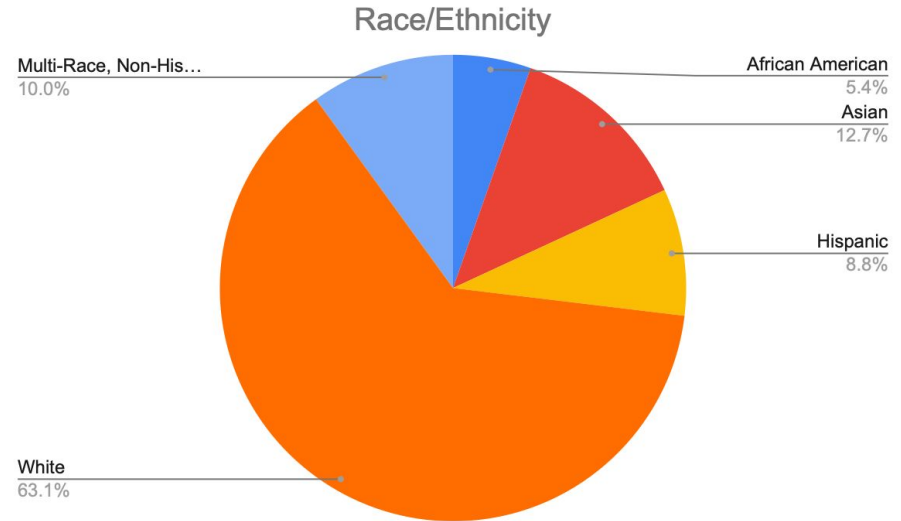


Thompson by the Numbers



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Grade	# of Sections	Total # Students
Kindergarten	4	86
Grade 1	4	91
Grade 2	4	97
Grade 3	4	86
Grade 4	4	86
Grade 5	4	76



	Level 1 & 2 Beginners	Level 3 & 4 Intermediate
ELL Students	23	23

2023-2024 School Priorities



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Strategic Academic Goal I

We will continue to address the opportunity gap in literacy between high needs and non-high needs students with the adoption of the EL English Language Arts curriculum and expanding our use of [high-quality, universal screening assessments](#) to all grades K- 5th grade, to identify opportunities for supplemental reading intervention.

Strategic Academic Goal II

We will improve the general classroom instruction for all students across subject areas by using protocols in order to increase students' engagement, consistent with the EL high leverage practices, which include deepening student discourse. We will improve student engagement and sense of belonging for all students by implementing EL high leverage instructional practices, including the use of protocols and deepening student discourse.

Strategic Culture Climate Goal III

We will improve Belonging for all students, as defined by being understood as a person, supported as adults, respected by other students, and having a general feeling of belonging. We know that this is most urgent for our students who identify as students of color, LGBTQ+, low socio-economic status, multilingual learners, and students who receive services through an IEP/504 plan.

Strategic Family Engagement Goal IV

We will improve Belonging for all families through establishing stronger communication practices, providing authentic ways for celebrating the rich diversity of our school community, and developing welcome teams for newcomers.

Thompson Priorities



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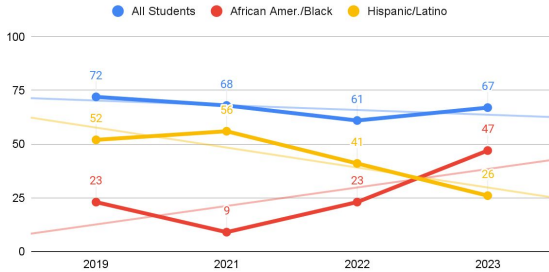
Thompson Strategic Academic Goal I

We will continue to address the opportunity gap in literacy between high needs and non-high needs students with the adoption of the EL English Language Arts curriculum and expanding our use of **high-quality, universal screening assessments** to all grades K- 5th grade, to identify opportunities for supplemental reading intervention.

Through the use of our universal screening assessment, Dibels, we have been able to identify students in grades K-3 who require targeted instruction. While we are slightly below the District average of 83%, we continue to target this grade span as the shift from learning to read, becomes reading to learn. Additionally, Thompson, overall continues to meet or exceed state-determined benchmarks in MCAS. Our High Needs focal groups continue to underperform, and our implementation of the screener at these grade levels provides additional information for tiered interventions to support closing this gap.

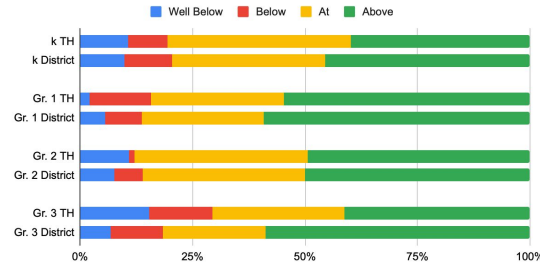
Race/Ethnicity - Gr. 3-5 ELA

% Meeting or Exceeding Expectations



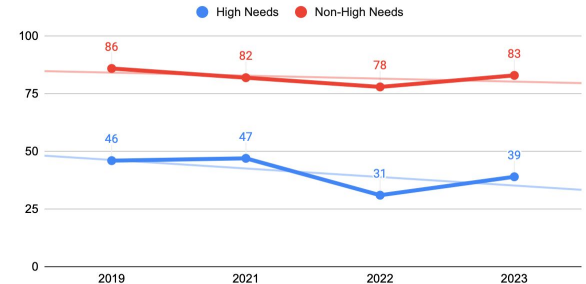
Dibels - End of Year

Thompson Elementary Compared to District



High Needs Status - Gr. 3-5 ELA

% Meeting or Exceeding Expectations



Thompson Priorities



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Thompson Strategic Academic Goal II

We will improve the general classroom instruction for all students across subject areas by using protocols in order to increase students' engagement, consistent with the EL high-leverage practices, which include deepening student discourse.

We will improve student engagement and a sense of belonging for all students by implementing EL high-leverage instructional practices, including protocols and deepening student discourse.

Engaging Students With Protocols

The protocols in the curriculum are one of the key ways that students are engaged in discussion, inquiry, critical thinking, and sophisticated communication. There are a variety of protocols in the curriculum, and all offer a structure and a set of steps to help students talk to each other and dig deeper into text or ideas. Protocols can be used throughout the school day, in any classroom, to promote student engagement and discussion.

- ★ Protocols are one of the best ways we know to help students be leaders of their own learning.
- ★ Making meaning together enhances learning. Rather than looking to the teacher for answers and information, protocols help students learn to find those answers themselves and with the help of their peers.

Protocols are a great way for students to learn and practice speaking and listening skills and to build their habits of character.

Deepening Student Discourse

Perhaps the best measure of an effective classroom is the quality of student conversation. With teacher modeling, Conversation Cues, sentence frames, consistent use of academic vocabulary, and a commitment by the teacher to draw out and celebrate student ideas, students can learn to have powerful, analytical conversations at all grade levels.

- ★ When students recognize that their ideas and opinions will be taken seriously by you and their peers - analyzed, critiqued, and built-upon - it lifts their commitment to sharing their best thinking.
- ★ Simple sentence frames can transform discussion in a classroom (e.g. "I would like to build on Chantelle's idea"; "I appreciate that idea, but I respectfully disagree"; "Can you offer some evidence?").
- ★ Prioritizing discourse in the classroom elevates student voice, develops their oral processing skills and deepens their learning.

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Thompson Strategic Culture Climate Goal III

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As Thompson continues to grow, so does our diversity.. We want to be sure that, in addition to our events that highlight our diversity, students feel seen and heard throughout our hallways, in their classrooms, and throughout their school day.

59% of Thompson 3-5 Graders responded favorably when asked “How well do people at your school understand you?”

During Empathy Interviews conducted at the end of last year, students reported the following:

- They feel they belong when they are with their friends at recess and in the cafeteria.
- They also reported that if the adults at school “let them talk, like right now” and “actually listen, don’t talk, like right now” it would provide additional opportunities to increase belonging.
- “Creating all gender bathrooms and the Rainbow Alliance has also made me feel like I belong.”



Thompson Priorities



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Thompson Strategic Family Engagement Goal IV

We will improve Belonging for all families through establishing stronger communication practices, providing authentic ways for celebrating the rich diversity of our school community, and developing welcome teams for newcomers.

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days (%)	Chronically Absent % (10% or more)	Chronically Absent % (20% or more)
All Student	93.7	11.2	52.2	17.7	1
Female	93.2	12	54.5	20.9	1.4
Male	94.2	10.3	49.6	13.8	0.4
Low Income	92.2	13.9	60.7	30.3	1.6
High Needs	93	12.6	56.5	23.5	1.5
LEP English language learner	94	10.6	52.5	12.5	0
Students with disabilities	93.6	11.5	53.6	19	1.2
African American/Black	94.2	10.2	39.3	25	0
Asian	93.3	11.4	55.1	18.8	0
Hispanic or Latino	90.6	16.8	70.2	36.2	4.3
Multi-race, non-Hispanic or Latino	94.2	10.5	50	12	0
White	94.1	10.6	50.5	15.1	0.9

Thompson “Glow”



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- Expansion of Instructional Leadership Team with representation from all grade levels, Service Providers, Support Staff, Specialists, and Instructional Coaches
- Use of ACE time to provide staff the opportunity for collaborative structures to analyze data and discuss instructional practices
- Growth in Math MCAS Scaled Scores and Growth Percentiles across all identified races
- PBIS Team, Schoolwide Expectations, and Reward System Implementation
- Partnership with Wee the People for Enrichment for Students and Professional Development for staff
- Partnership with PFLAG for Professional Development for staff around supporting our LGBTQIA+ students



Thompson “Grows”



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- Increase participation in Panorama Survey
- Our students who identify as Hispanic (8.8%) or African American (5.4%) have significantly higher rates of absenteeism than their peers
- Increase communication with caregivers around student progress as well as opportunities to come to school events with their student.
- Provide dedicated time and space to meet with specific populations of caregivers - MLLs, Special Education, socio-economically disadvantaged, families of color to elevate their voices in our school community.



Q&A



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