



## Thompson School Improvement Plan Arlington Public Schools

### **Framing**

This School Improvement Plan is a tool that allows schools to describe values, drivers, specific foci, and how adult teams are working to improve Instructional Equity, *Belonging*, Systems/Structures, and Practices to benefit all students, and how this aligns with the district vision and mission.

### **Part I:**

<b>School Information</b>
<b>Principal: Karen Donato</b>
<b>Assistant Principal: Chrisna Chevalier</b>
<b>School Council Members: Currently recruiting members</b>
<b>Members of Instructional Leadership Team (ILT): Ally Magalhaes, Sonya Connelly, Nicole Melnik, Kate Caplin, Courtnei Fassel, Siobhan Foley, Margaret Faith, Joseph Guidoboni, Masha Pandre, Christine Fanciullo</b>

<b>APS Vision Statement</b>
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. APS Mission
<b>APS Mission Statement</b>

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.

### APS Strategic Priorities

#### Arlington Public Schools Strategic Priorities:

1. **Ensuring Equity and Excellence:** The Arlington Public Schools will ensure equity, excellence, and access to rigorous learning experiences for all students. All graduates will be prepared to achieve their choices of post-secondary education, career, and community contribution.
2. **Valuing All Staff:** The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding opportunities for leadership and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.
3. **Improving Infrastructure, Operations, and Sustainability:** The Arlington Public Schools will maintain a system of schools that is safe, well-maintained, sustainable, and fiscally responsible, with the appropriate tools and resources to support best educational practices and an optimum teaching and learning environment.
4. **Sustaining Collaborative Partnerships:** The Arlington Public Schools will partner collaboratively with families in meeting the educational needs of all students; facilitate consistent two-way communication; and provide timely, transparent, relevant, and accessible information to all stakeholders.

[Five-Year Strategic Plan](#)

### School Vision & Mission Statement

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!”***

## 2023 Thompson Data Sources

### **Data Sources:**

- Thompson Elementary Fall 2023 Enrollment Demographics
- DESE District Profile
- 2023 Accountability Rating
  - MCAS Spring 2023, ELA, Math, Science
    - Achievement and Student Growth Percentages
- DIBELS 8th Edition K-3rd Grade Benchmark Assessments
- Panorama Spring 2023 Teacher Survey - Belonging and Rigorous Expectations

### Thompson Elementary Fall 2023 Student Enrollment Demographics

Title	% of School	% of District	% of State
First Language not English	17.5	13.4	25
English Language Learner	8.8	5	12.1
Low-income	21.9	10.5	42.3
Students With Disabilities	15.5	16.5	19.4
High Needs	37.5	28.2	55.1

Student Enrollment by Race/Ethnicity (2022-23)			
Race	% of School	% of District	% of State
African American	5.4	3.3	9.4
Asian	12.7	12.6	7.3
Hispanic	8.8	7.3	24.2
Native American	0	0	0.2
White	63.1	68.1	54.4
Native Hawaiian, Pacific Islander	0	0.1	0.1
Multi-Race, Non-Hispanic	10	8.5	4.4

**Thompson Elementary Fall 2023 Staff Demographics**

Race/Ethnicity	School	District	School %	District %
African American	1	24.9	1%	3%
Asian	4	33.5	6%	4%
Hispanic	0.1	24.8	0%	3%
White	65	805	93%	89%
Native American	0	1	0%	0%
Native Hawaiian, Pacific Islander	0	2	0%	0%
Multi-Race, Non-Hispanic	0	10.8	0%	1%
Males	8.5	190.1	12%	21%
Females	61.6	711.9	88%	79%
FTE Count	70.1	902	100%	100%

**Thompson Elementary 2022-2023 Attendance Data**

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

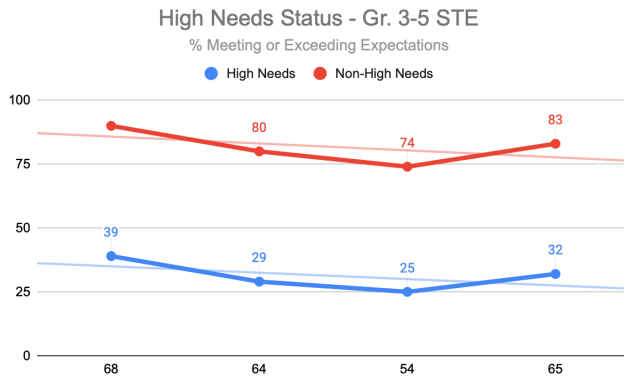
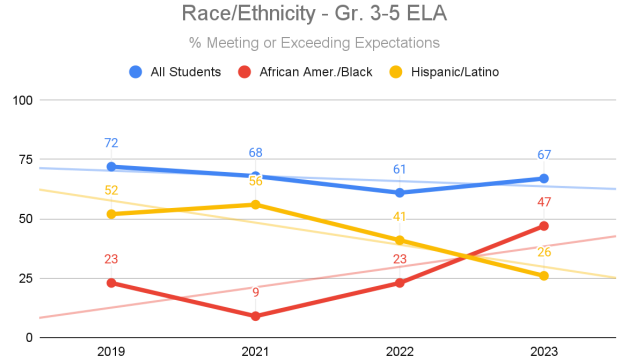
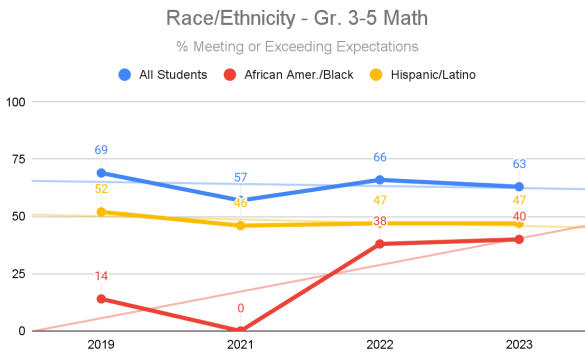
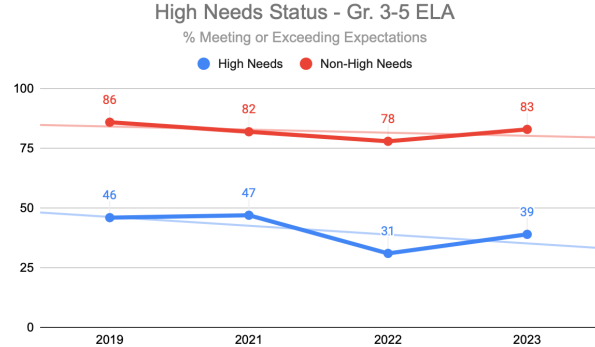
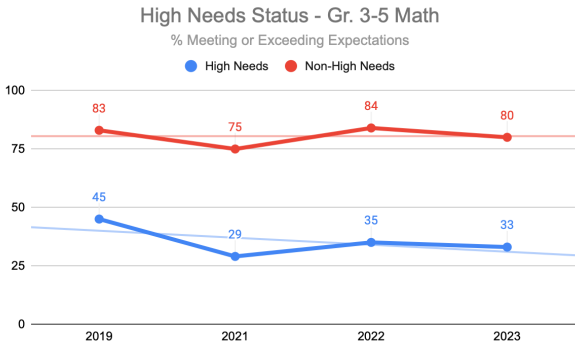
## 2023 Accountability Rating and MCAS

Overall classification	Reason for classification
Requiring assistance or intervention	In need of focused/targeted support Low participation rate: Students w/disabilities
Progress toward improvement targets	Accountability percentile
81% - Meeting or exceeding targets	87

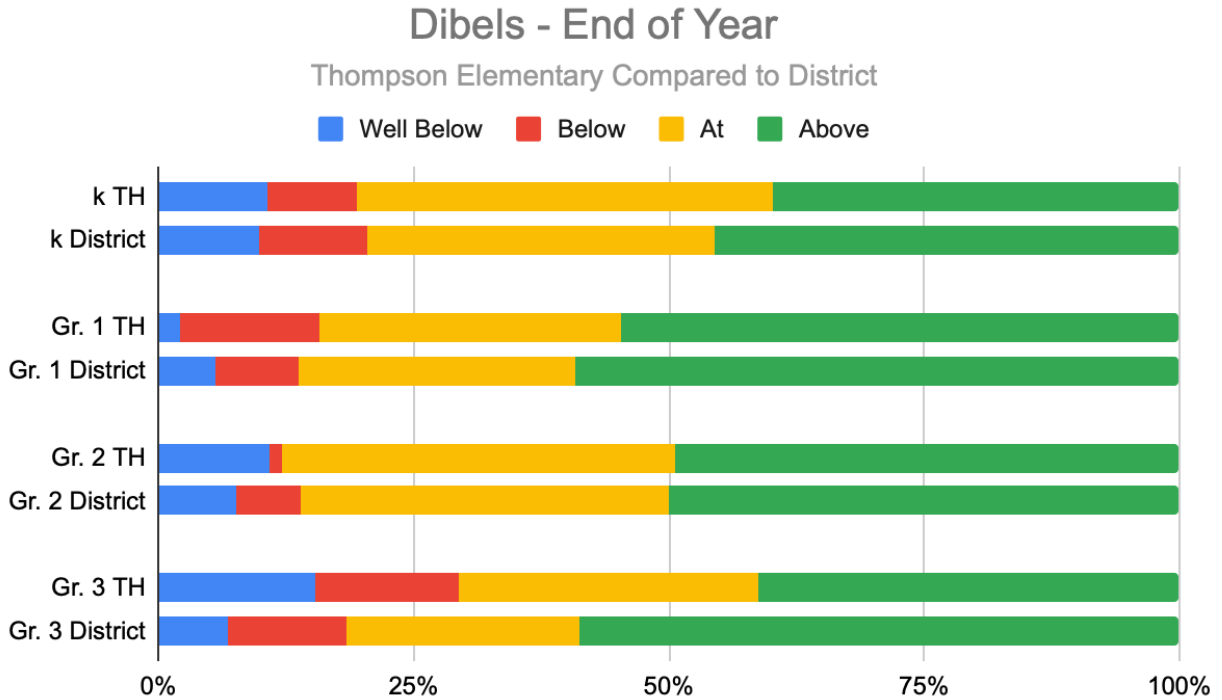
Mathematics achievement - MCAS average composite scaled score				
Group	2022 Achievement	2023 Achievement	Change	2023 State Target
All Students	508.8	506.9	-1.9	510.3
Lowest Performing	484.4	490.4	6	489.7
High needs	492.7	491.4	-1.3	495.2
Low income	487.7	488.6	0.9	490.1
EL and Former EL	499.6	492.6	-7	502.6
Students w/ disabilities	491	489.6	-1.4	494.2

English language arts achievement - MCAS average composite scaled score				
Group	2022 Achievement	2023 Achievement	Change	2023 State Target
All Students	507.2	508.2	1	510.1
Lowest Performing	486.9	491.5	4.6	492.6
High needs	492.5	493.3	0.8	495.3
Low income	490.2	491.2	1	493.1
EL and Former EL	495.5	489.7	-5.8	497.3
Students w/ disabilities	488.9	489.9	1	490.9

Science achievement - MCAS average composite scaled score				
Group	2022 Achievement	2023 Achievement	Change	2023 State Target
All Students	503.9	508.4	4.5	505.6
High needs	488.8	490.8	2	492.3



## DIBELS 8th Edition K-3rd Grade Benchmark Assessments



## Panorama Spring 2023 Thompson Teacher Survey

### Summary

Topic Description	Results	Comparison
<p><b>Belonging</b></p> <p>How much faculty and staff feel that they are valued members of the school community.</p>	<p><b>71%</b></p> <p>▲ 3 since last survey</p>	<p><b>56%</b>    Arlington (MA)</p>
<p><b>Cultural Awareness and Action (Adult Focus)</b></p> <p>How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.</p>	<p><b>84%</b></p> <p>▲ 21 since last survey</p>	<p><b>58%</b>    Arlington (MA)</p>
<p><b>Professional Learning</b></p> <p>Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.</p>	<p><b>53%</b></p> <p>▼ 1 since last survey</p>	<p><b>38%</b>    Arlington (MA)</p>
<p><b>Well-being</b></p> <p>Faculty and staff perceptions of their own professional well-being.</p>	<p><b>69%</b></p> <p>▼ 1 since last survey</p>	<p><b>64%</b>    Arlington (MA)</p>

## Panorama Fall 2022 3-5 Student Survey

### Summary

Topic Description	Results	Comparison
<b>Cultural Awareness and Action</b> How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school	<b>32%</b> ▼1 since last survey	<b>33%</b> Arlington (MA)
<b>Rigorous Expectations</b> How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.	<b>69%</b> ▼4 since last survey	<b>72%</b> Arlington (MA)
<b>School Climate</b> Perceptions of the overall social and learning climate of the school.	<b>58%</b> ▼2 since last survey	<b>64%</b> Arlington (MA)
<b>School Safety</b> Perceptions of student physical and psychological safety at school.	<b>61%</b> ▼3 since last survey	<b>71%</b> Arlington (MA)
<b>Sense of Belonging</b>	<b>63%</b> ▼4 since last survey	<b>68%</b> Arlington (MA)
<b>Teacher-Student Relationships</b> How strong the social connection is between teachers and students within and beyond the classroom.	<b>64%</b> ▼2 since last survey	<b>66%</b> Arlington (MA)



## Data Portrait

*What is your school's story? What does the data say?*

*Please cite data sources and get micro*

	<i>What overall strengths do you notice when looking across relevant data sources?</i>	<i>What evidence is there, if any, of systemic inequities with regard to focal students?</i>	<i>What other areas of growth or questions are raised that deserve further drilling down into the data?</i>
<b>Academic Achievement</b>	<p>Those who don't require additional support in any subgroup category continue to do well in our MCAS.</p> <p>Thompson continues to meet or exceed the state-determined benchmarks for MCAS in our three assessments.</p>	<p>High-needs focal groups continue to underperform, with a larger decrease in EL students' achievement as measured by MCAS.</p> <p>Gaps continue to persist among focal groups, highlighted by an unchanging gap in our high-needs students compared to non-high-needs. The gap exists for all MCAS assessments.</p>	<p>What other data sources can we access to help see the student as a whole? (Nurse visits, absenteeism, additional academic assessments)</p> <p>Now that Dibels is administered to grades K-3, can it be used to track progress for our focal groups?</p> <p>Can our EL data be broken down further to analyze individual students?</p> <p>How does our programming for refugee students impact their growth? How can that be measured more effectively?</p>
<b>Instructional Opportunity</b>	<p>Across the district, students reported improved academic rigor, as measured by Panorama.</p>	<p>What practices are we using to engage ALL students in the curriculum? Do our underperforming students need different ways to access/other interventions?</p>	<p>Are there particular areas assessed on MCAS that our curriculum is not targeting?</p> <p>Does our curriculum represent our student's and community's culture, language, and overall assets that they offer?</p> <p>Besides improving student discourse, what other instructional strategies can be leveraged to improve student outcomes?</p>
<b>Social-Emotional</b> <ul style="list-style-type: none"> <li>● Chronic Absenteeism</li> <li>● Panorama</li> <li>● Qualitative Data</li> </ul>		<p>Across the district, student belonging has steadily decreased, as measured by Panorama.</p> <p>For Thompson, chronic absenteeism continues to occur for focal groups, specifically for students who</p>	<p>Does the Mental Health screener data reflect the same subgroups of concern?</p> <p>How can we improve attendance for our chronically absent focal groups?</p>

		<p>identify as Hispanic or Latinx. For the 2022-2023 school year, 36.2% of students missed 10% or more days, with an average of approximately 17 days, in total.</p>	<p>Can we leverage parent outreach to improve a sense of belonging and attendance rates among our students?</p>
<p><b>Culture &amp; Climate</b></p> <ul style="list-style-type: none"> <li>● Panorama</li> <li>● Participation</li> <li>● Qualitative Data</li> </ul>	<p>For staff who responded, there was generally a positive response to the culture and climate in the building.</p> <p>The staff's Sense of Belonging increased to 71% positive response, a significant average relative to the district's 56% positive response.</p> <p>An astounding 84% responded positively to learning and discussing issues centered on race and ethnicity, highlighted in the Cultural Awareness and Action category.</p>	<p>What does the District responses to the PD questions look like compared to Thompson?</p>	<p>Can the Panorama survey be coordinated to simplify expectations for schools?</p> <p>How can we improve the diversity of our staff to better represent the diversity of our students?</p>

### **Part III: Strategic Goals and Initiatives**

Identify school-based strategic goals based on areas of growth identified in Part II above. Indicate which APS priority and *Focal Group* each goal addresses. Also, indicate how the goal addresses *Belonging*. Goals should be specific, measurable and include action steps required to achieve goals.

<b>Strategic Goals and Action Steps</b>	
<b>Strategic Academic Goal 1: <i>What do we want for students?</i></b>	
We will continue to address the opportunity and achievement gap in literacy between high-needs and non-high-needs students by adopting the Expeditionary Learning (EL) English Language Arts curriculum and expanding our use of <a href="#">high-quality, universal screening assessments</a> to all grades K-5th grade, to identify opportunities for supplemental reading intervention.	
<b>Current Progress/Status:</b> Before the pandemic, and subsequently, our high-needs students have achieved significantly below our non-high-needs students as measured by the ELA MCAS. Over the past five years, on average, high needs students have 41% of students earning scores in the Meeting and Exceeding categories, as opposed to 82% for non-high needs.  Additionally, the average score for high-needs students decreased from 498 in 2019 to 493 in 2023.  As measured by Dibels, approximately 81% of our K-3 students are at or above reading levels, slightly lower than the aggregate district average of 83%.	<b>SMART Success Target:</b> With a focus on high-needs students, we will prioritize improving ELA achievement as measured by the MCAS and Dibels assessments.  We will improve the average score for high-needs students to pre-pandemic levels of 498, at minimum, as measured by the ELA MCAS, for aggregate grades of 3-5.  We will increase our overall percentage of students at or above reading levels to 85%, on aggregate, for our K-3 students.
<b>Initiative: <i>What do faculty &amp; staff need to improve?</i></b>	
Staff in Grades 1 and 3, as part of Cohort 1, will receive cohesive support and professional learning opportunities around implementing the EL Curriculum. The cohort's work will encompass aligning the curriculum with the standards and application of the EL High Leverage Instructional Practices.  Staff across all grades will begin unpacking and utilizing EL High Leverage Instructional Practices and their application across all curriculum areas. This will assist with preparing Cohort II for	

implementation. Thompson will focus on the practices of Deepening Student Discourse and Engaging Students with Protocols.

<b>Action Steps</b> <i>How will we improve it?</i>	<b>Person/Team Responsible</b>	<b>Status</b>
1) Over the course of the year, via monthly early release time, all staff will experience professional development of the EL Education curriculum to ensure they understand the pedagogy and high-leverage instructional strategies, starting with Cohort 1 in grades 1 and 3.	1) Coaches, Teachers (early EL implementers), Curriculum Directors, Building Administrator	
2) During ACE meetings, grade-level teaching teams will review assessment data three times a year to identify areas of strength and areas that require additional support and use this information to inform instructional decisions.	2) Classroom teachers, Coaches, Curriculum Directors, Content interventionists, SpEd and related Service Providers, and Building Administrators.	
3) Families/Caregivers will be provided benchmark and progress monitoring assessment data, including communication that clarifies the plan to support students who are identified as in need of supplemental supports.	3) Classroom teachers, Coaches, Curriculum Directors, Content interventionists, SpEd and Related Service Providers, and Building Administrators.	
4) Regular communication with families via Principal Updates around EL High Leverage Instructional Practices and what they look like in practice in our classrooms.	4) Principal	

**Strategic Academic Goal 2: *What do we want for students?***

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.

**Current Progress/Status:** *What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)*

Per Panorama data, under Rigorous Expectations, 50% of students reported that teachers had high expectations of them, and 69% of students reported they are consistently expected to explain their answers.

**SMART Success Target:** *What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)*

By the end of the school year, all elementary school teachers will consistently incorporate EL Education high-leverage instructional practices, including protocols and strategies to deepen student academic discourse, into their daily lessons.

Panorama Rigorous Expectations overall favorable response percentage will increase from 69% to at least 75%.

**Initiative:** *What do faculty & staff need to improve?*

Increase Instructional Practices focused on student-centered learning and student voice to promote belonging.

**Action Steps**

*How will we improve it?*

**Person/Team Responsible**

**Status**

- 1) Introduce a variety of protocols (such as Riddle Discussions or Think-Pair-Share) to teachers through ACE, Staff Meetings, and Weekly Bulletins, and plan their use in classroom instruction.
- 2) Collaborate with teachers during ACE meetings to select appropriate protocols for different subject areas and grade levels.
- 3) Organize opportunities for teachers to observe experienced educators effectively using protocols and deepening student discourse in their classrooms,

1. ILT, Instructional Coaches, Curriculum Directors and Teachers
2. ILT, Instructional Coaches, Teachers, and Building Administration
3. ILT, instructional coaches, teachers, and administration

<p>starting with our Instructional Leadership Team (ILT).</p> <p>4) Staff meeting time will allow for teachers to share their successful experiences and strategies with colleagues.</p> <p>5) EL Implementation grades (1st and 3rd) will meet during district professional development to share best practices and successful implementation of EL high-leverage practices.</p> <p>6) Districtwide, Cohort 1 staff piloting EL, in conjunction with ELA Coaches, will develop a bank of resources to support Cohort 2 implementation.</p> <p>7) Identify a protocol for analyzing student work that supports the strategy of student discourse as the focal instructional practice to be implemented across subject areas.</p>	<p>4. Building Administration</p> <p>5. Teachers and instructional coaches</p> <p>6. Teachers and instructional coaches</p> <p>7. Teachers, instructional coaches, and administration</p>	
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**APS Strategic Priority Addressed:** Initiative 1.3: Implementing MTSS

**Strategic Culture Climate Goal 3: *What do we want for students?***

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 this is most urgent for our students who identify as students of color, LGBTQ+, low-income status, multilingual learners, and students who receive services through an IEP/504 plan.

**Current Progress/Status:** *What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)*

**SMART Success Target:** *What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)*

<p>59% of Thompson 3-5 Graders responded favorably when asked “How well do people at your school understand you?”</p> <p>During Empathy Interviews conducted at the end of last year, students reported they feel they belong when they are with their friends. 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.”</p>	<p>By expanding the practice of conducting empathy interviews, coupled with the focus on utilizing protocols to increase student discourse, we will increase favorable student responses around belonging, on the Panorama survey by at least 11%.</p>
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**Initiative: *What do faculty & staff need to improve?***  
Our goal is to foster an atmosphere where students can bring their full identities to school and trust that they will be respected for who they are and inspired to be their best selves. All students should have a sense of belonging as a valued part of an inclusive learning community.

In order to reach this goal, faculty, staff, and families need learning opportunities focused on school culture, climate, and the social-emotional lives of our students.

<b>Action Steps</b> <i>How will we improve it?</i>	<b>Person/Team Responsible</b>	<b>Status</b>
<ol style="list-style-type: none"> <li>1) EL implementation teams will work with our APS SEL Dept. to articulate how SEL and academic learning are integrated within the EL curriculum.</li>   <li>2) To foster an environment that reflects the diversity of our student body and promotes a sense of belonging among families from various cultural backgrounds, staff will adorn common areas with cultural artwork representing different cultures, incorporate multilingual signage throughout the school, and include a wide range of culturally diverse books, stories, and resources in the classroom library</li> </ol>	<ol style="list-style-type: none"> <li>1. Grade level teams, SEL Dept., Principal, Assistant Principal</li>   <li>2. Students, Art teacher, Music Teacher, PTO, DIG, ML Staff</li> </ol>	

<p>3) Continued partnership with Wee the People for Enrichment Workshops for students and Professional Development for Staff to support our BIPOC youth, staff and families.</p> <p>4) Partnership with MARC for professional development for Staff and Workshops for students around peer relationships, and social emotional development.</p> <p>5) Conduct empathy interviews with student representatives in grades 3-5 on what Belonging means to them as it relates to school</p> <p>6) Continued implementation of PBIS to promote positive school culture.</p>	<p>3. PTO, DIG, Grade Level Teams</p> <p>4. PTO, Principal, Assistant Principal, Staff</p> <p>5. Principal, Assistant Principal, Social Workers</p> <p>6. PBIS Team, Staff, Principal, Assistant Principal</p>	
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**APS Strategic Priority Addressed:** Initiative 1.2: Student Belonging and Adult Support

**Strategic Family Engagement Goal 4: *What do we want for students?***

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

We know this is most urgent for our families with students who identify as students of color, LGBTQ+, low socio-economic status, multilingual learners, and students who receive services through an IEP/504 plan.

**Current Progress/Status:** *What does this look like now? (Cite data for all students collectively and separately by focal identity marker.)*

Pre-Covid our volunteerism, opportunities for families to connect during the school

**SMART Success Target:** *What realistic targets will we reach for this year for all students collectively and separately by your focal identity marker? (Include same data sources)*

Caregivers will have the opportunity to participate in classroom visits, celebrations, and conversations with



<p>day, and with school administration was consistent. We are currently rebuilding our practices around family engagement.</p> <p>Our students who identify as Hispanic (8.8%) or African American (5.4%) have significantly higher rates of absenteeism than their peers.</p>	<p>school staff and administration, during the school day, at least 3 times this school year.</p>
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**Initiative: *What do faculty & staff need to improve?***  
 Staff will engage in regular communication with families around their student’s academics, social, and emotional well-being. Staff and Administration will provide opportunities for caregivers to attend special events, volunteer in the classroom, and engage in conversation regularly.

<b>Action Steps</b> <i>How will we improve it?</i>	<b>Person/Team Responsible</b>	<b>Status</b>
<ol style="list-style-type: none"> <li>1) With a particular focus on our socio-economically disadvantaged and MLL families, we will increase communication with parents and caregivers to keep them informed about school practices, events and their child's progress.</li> <li>2) Increase communication efforts in an effort to Involve families and community members in school events, and volunteer opportunities, through direct phone calls, and increased usage of translation platforms such as Lexikeet.</li> <li>3) Engage with parents and community members from diverse cultural backgrounds to gather insights and ideas for creating an inclusive school environment. Collaborate on cultural awareness initiatives and events.</li> <li>4) Identify families from various cultures, who speak multiple</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers, Administration</li> <li>2. Teachers, Administration, PTO</li> <li>3. Teachers, Administration, PTO, DIG</li> <li>4. Administration, Administrative</li> </ol>	

languages, who would serve as liaisons for newcomers.	Assistant	
<b>APS Strategic Priority Addressed:</b> Initiative 4.3: Communication and Partnership		

**Part VI: Resources/Supports**

<b>Resources to Ensure Success</b>			
List resources required to facilitate and enable success for each strategic goal and its related initiatives. Please be as specific as possible			
<b>Goal:</b>	<b>Resources Needed (Time, Training, Materials, etc.):</b>	<b>District Department Support</b>	<b>School Budget Implications</b>
<b>Strategic Academic Goal 1:</b>	Time, Professional Development, Curriculum Materials	All	
<b>Strategic Academic Goal 2:</b>	Time, Professional Development, Curriculum Materials	All	EL Curriculum resources and Professional Development
<b>Strategic Culture Climate Goal 3:</b>	Time, Professional Development	All	Cost sharing with PTO/DIG for funding of outside organizations, books
<b>Strategic Family Engagement Goal 4:</b>	Time, Outreach, Translation	All	