

Hayden-McFadden Elementary School
“A School on the Rise”
2021 - 2022 Sustainability Plan

District: New Bedford Public Schools

School: [Hayden-McFadden Elementary School](#)

Academic Year: 2021-2022

Date Finalized and Submitted:



2021-2022 Hayden-McFadden Key Goals:

1. **ELA:** 100% of students will increase their ability to *access, read, and comprehend grade level text* as measured by state, interim, and common formative assessments.
2. **Math:** 100% of students will utilize three key number sense strategies: open number line, decomposition, and Part-Whole model to increase their ability to *access and understand grade level math concepts*. Growth will be measured by state, interim, and common formative assessments.
3. **SEL:** 100% of students will have access to and opportunities to learn social and emotional coping skills to be better able to *self-regulate, manage strong emotions, and advocate for themselves* when needed.

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EXECUTIVE SUMMARY

Who We Are

Hayden-McFadden Elementary School is a neighborhood school located in New Bedford, MA. Serving students in grades Pre-K-5, our staff, families, and community stakeholders are committed to a comprehensive and high-quality learning experience for each of our 651 students.

What We Believe

The Hayden-McFadden staff believes that all students should be afforded the opportunity to be a part of a school community that fosters positive relationships, creates a safe, supportive, and respectful learning environment, and provides learning opportunities that are accessible, rigorous, and aligned to standards.

As a part of the New Bedford Public School System, we are committed to aligning all of our efforts to support the district's **Theory of Action** which states:

If we strengthen teaching and learning by promoting equity, building educators' instructional skills, and building family and community partnerships that support student success, **Then** all students will achieve growth and be academically proficient.

Where We Are Going: School Plan Summary

All means all. This is the belief that drives our turnaround work. With the right systems, structures, and processes solidly in place, *all Hayden-McFadden students can and will show growth leading to each student reaching their full potential*. Therefore, it is our intent to remove the barriers preventing this from happening. Our efforts this year will be *focused, data driven, and grounded in both research and our own expertise*. We will not waiver on our stance that in order to accomplish our goals, all stakeholders will need to lean in and engage in executing our plan. Hayden-McFadden will continue to be a school that keeps all students at the center of our decision making, while challenging ourselves to work smarter for those we serve. Our team is committed and ready to “rise up” and keep emphasizing that with access to high quality instruction and social emotional support – *all students will show growth towards outcomes – no exceptions*.

Central to our plan is a focus on high quality, culturally responsive, tier 1/core instruction that accelerates the learning for all students. Through aligned professional development, focused observations, effective teacher feedback, maximization of the

daily instructional schedule, and the utilization of short term data cycles. tier one instruction will close gaps and ensure that at least 80% of our students show growth and achievement towards grade level standards.

STRATEGIC OBJECTIVES & INITIATIVES ALIGNED TO THE HAYDEN-MCFADDEN STRATEGIC PLAN AND PRACTICES

How the selected strategies support Hayden McFadden’s vision for the future

The approach to implementing strong systems, structures, and learning opportunities for all students resulting in measurable academic and social emotional growth aligns to our vision at Hayden-McFadden. In our action plans you will note these specific and narrow strategies to support our efforts.

We are proud that our school community embraces a shared vision for our students to ***become productive members of their community***. This includes ***100% of our students graduating from high school and entering college, vocational school, or the workforce***. Our vision is that ***Hayden-McFadden serves as the cornerstone to the community – a place where students are excited to learn, families feel welcomed, and staff are committed to the turnaround work***.

How the selected strategies build on our assets and address the root causes of our challenges

Hayden-McFadden has many assets including collaborative teachers, paraprofessionals, teaching and learning specialists, reading specialists, student support staff, strong community partners, and resources that provide opportunities for success. Our plan utilizes these assets and others to implement systems and strategies to overcome the numerous challenges that have hindered our ability to show significant and substantial growth and progress. Fidelity of implementation of such systems and strategies by school leadership and staff will be a top priority to ensure growth and progress.

While we have not and will not use our challenges as excuses, we must recognize that they exist. Particularly in this unprecedented time that the world is living through, we cannot ignore such challenges that may prevent progress. Some of these challenges include:

- unfinished learning as a result of the global pandemic
- early implementation of high quality culturally responsive curriculum and resources
- historically and continuing high levels of mobility throughout the year

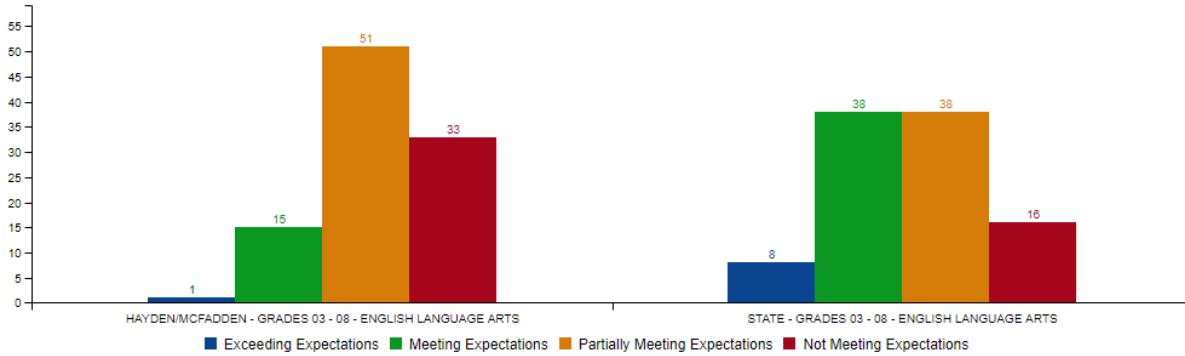
- evidence that the majority of our Level 1 and 2 students come from families who are not yet literate in their native language.

Hayden-McFadden Data Summary

Next Generation MCAS Tests 2021
 Percent of Students at Each Achievement Level for Hayden/McFadden
 Data Last Updated September 21, 2021.



[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	13	51	0	9	13	41	59	39	28	10	114	100	480.8	N/A	N/A
GRADE 03 - MATHEMATICS	5	33	0	5	5	28	31	40	64	26	114	100	464.4	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	19	49	1	6	18	43	52	38	29	13	85	99	483.6	N/A	N/A
GRADE 04 - MATHEMATICS	8	33	0	4	8	29	42	43	49	24	85	99	470.2	N/A	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS	17	47	1	8	16	39	39	41	44	12	87	99	476.0	29.7	65
GRADE 05 - MATHEMATICS	5	33	0	4	5	29	48	47	47	20	87	99	470.5	30.4	65
GRADE 05 - SCIENCE	8	42	0	7	8	36	39	39	53	19	87	99	471.2	N/A	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	16	46	1	8	15	38	51	38	33	16	286	99	480.2	29.7	65
GRADES 03 - 08 - MATHEMATICS	6	33	0	5	6	29	40	45	55	22	286	99	468.0	30.4	65
GRADES 05 & 08 - SCIENCE	8	42	0	7	8	34	39	41	53	17	87	99	471.2	N/A	N/A

School	Avg. SGP %	Meeting or Exceeding Expectations	Included in SGP	Part. Rate %
Abraham Lincoln	27.6	40	99	100
Alfred J Gomes	30.3	22	56	98
Betsey B Winslow	51.4	57	21	99
Carlos Pacheco	28.7	26	63	98
Casimir Pulaski	34.7	47	76	97
Charles S Ashley	25.9	43	30	100
Elizabeth Carter Brooks	31.6	53	21	100
Ellen R Hathaway	26.5	37	29	100
Elwyn G Campbell		32	18	99
Hayden/McFadden	29.6	16	65	99
Irwin M. Jacobs Elementary School	24.4	23	38	98
James B Congdon	29.8	51	42	100
Jireh Swift	37.7	44	24	100
John Avery Parker	29.9	29	29	98
John B Devalles	25.3	28	46	99
Keith Middle School	28.3	25	781	87
Normandin Middle School	29.4	27	888	88
Renaissance Community Innovation School	26.8	23	36	99
Roosevelt Middle School	24.6	20	672	91
Sgt Wm H Carney Academy	28.4	34	97	96
Thomas R Rodman		39	13	100
Trinity Day Academy	28.4	13	37	92
William H Taylor	31.0	59	28	100

Despite the challenges of the global pandemic, Hayden McFadden kept pace with the district mean for the Student Growth Percentile (SGP) with an SGP of 29.6. Hayden McFadden also had a 99% MCAS participation rate which is above the state average for 2021. With such a high rate of participation, the 2021 MCAS data provides an accurate baseline from which our school can reflect, analyze, plan, and take immediate action. We intend to use this data as a diagnostic tool from which we can build.

Additionally, after we celebrated our growth related to ACCESS scores in 2019, our 2021 ACCESS scores also call for celebration due to the following data points:

- 99% participation rate;
- 27% of our English Learners grew 1-3 proficiency levels
- 33 students met exit criteria during the preliminary data stage

**To note: 2020 state assessments were not administered due to the global pandemic.*

How the selected strategies will ensure equity, including racial equity, and the implementation of culturally proficient practices in the school

Hayden-McFadden is committed to providing culturally relevant learning experiences to honor the unique diversity of our neighborhood community school. As a result of the generosity of a community donor, our school was provided with a small library of culturally diverse literature from which we will continue to build. Through the implementation of our new ELA curriculum, Wonders, along with this more inclusive library of books, Hayden-McFadden will provide students with culturally relevant literature and experiences in order to build more connections between home and school. We recognize that now more than ever, the conversation around equity and

access must happen on a regular and continuing basis. This year, as part of a district partnership with the YWCA, our staff will participate in professional development opportunities (both internally and externally) to help build our understanding around biases, equity, and culturally responsive teaching that will help all of our students succeed.

Turnaround Practices Reflection

The School Instructional Leadership Team (SILT) continues to analyze both the qualitative and quantitative information provided by the American Institute for Research (AIR) in the MSV report, district learning walks, district data meetings, and through feedback from an external partnership to better determine the most urgent needs for the 2021-2022 school year. We will continue to do so, at a minimum of every four weeks in an effort to guarantee that our decisions align to and support that which is outlined in this plan and that which is best for our students.

Hayden-McFadden (02010078) / New Bedford										
Turnaround Practices and Indicators	Ratings					Change				
	2014-15	2015-16	2016-17	2017-18	2018-19	2015-16 - 2014-15	2016-17 - 2015-16	2017-18 - 2016-17	2018-19 - 2017-18	Overall Change
	Turnaround Practice 1: Leadership, Shared Responsibility, Professional Collaboration	2 - Providing	2 - Providing	2 - Providing	2 - Providing	3 - Sustaining	0	0	0	1
1.1 Use of Autonomy	2 - Providing	1 - Developing	3 - Sustaining	3 - Sustaining	3 - Sustaining	-1	2	0	0	1
1.2 High Expectations	1 - Developing	1 - Developing	3 - Sustaining	3 - Sustaining	3 - Sustaining	0	2	0	0	2
1.3 Vision/Theory of Action	2 - Providing	2 - Providing	3 - Sustaining	2 - Providing	3 - Sustaining	0	1	-1	1	1
1.4 Monitoring School Progress	1 - Developing	2 - Providing	3 - Sustaining	3 - Sustaining	3 - Sustaining	1	1	0	0	2
1.5 Trusting Relationships	3 - Sustaining	3 - Sustaining	2 - Providing	1 - Developing	3 - Sustaining	0	-1	-1	2	0
1.6 Time Use	3 - Sustaining	2 - Providing	2 - Providing	2 - Providing	2 - Providing	-1	0	0	0	-1
1.7 Communication with Staff	2 - Providing	3 - Sustaining	3 - Sustaining	3 - Sustaining	3 - Sustaining	1	0	0	0	1
1.8 Sustainability		1 - Developing	1 - Developing	2 - Providing	3 - Sustaining	0	0	1	1	2
Turnaround Practice 2: Intentional Practices for Improving Instruction	2 - Providing	2 - Providing	3 - Sustaining	2 - Providing	2 - Providing	0	1	-1	0	0
2.1 Instructional Expectations *	1 - Developing	2 - Providing	2 - Providing	2 - Providing	2 - Providing	1	0	0	0	1
2.2 Instructional Schedule	1 - Developing	1 - Developing	3 - Sustaining	2 - Providing	2 - Providing	0	2	-1	0	1
2.3 Student Learning Needs Support	1 - Developing	2 - Providing	3 - Sustaining	3 - Sustaining	3 - Sustaining	1	1	0	0	2
2.4 Classroom Observation Data Use	3 - Sustaining	3 - Sustaining	3 - Sustaining	3 - Sustaining	3 - Sustaining	0	0	0	0	0
2.5 Student Assessment Data Use	2 - Providing	3 - Sustaining	3 - Sustaining	3 - Sustaining	3 - Sustaining	1	0	0	0	1
2.6 Teacher Progress Assessment Practices	3 - Sustaining	2 - Providing	3 - Sustaining	3 - Sustaining	3 - Sustaining	-1	1	0	0	0
2.7 Structures for Instructional Improvement	2 - Providing	2 - Providing	2 - Providing	2 - Providing	2 - Providing	0	0	0	0	0
2.8 Planning for Incoming Students (secondary schools only) *										
2.9 Systems for College and Career Advising (secondary schools only) *										
Turnaround Practice 3: Student-Specific Supports and Instruction to All Students	1 - Developing	1 - Developing	2 - Providing	2 - Providing	2 - Providing	0	1	0	0	1
3.1 Academic Interventions *	1 - Developing	1 - Developing	2 - Providing	2 - Providing	2 - Providing	0	1	0	0	1
3.2 Teacher Identification of Student Needs	1 - Developing	1 - Developing	2 - Providing	2 - Providing	2 - Providing	0	1	0	0	1
3.3 Schoolwide Student Supports *	2 - Providing	1 - Developing	3 - Sustaining	3 - Sustaining	3 - Sustaining	-1	2	0	0	1
3.4 Multitiered Systems of Supports *	1 - Developing	1 - Developing	3 - Sustaining	2 - Providing	1 - Developing	0	2	-1	-1	0
3.5 Academic Interventions for English Language Learners +		1 - Developing	2 - Providing	2 - Providing	2 - Providing		1	0	0	1
3.6 Academic Interventions for Students With Disabilities +		1 - Developing	2 - Providing	2 - Providing	2 - Providing		1	0	0	1
Turnaround Practice 4: School Climate and Culture	2 - Providing	1 - Developing	2 - Providing	2 - Providing	2 - Providing	-1	1	0	0	0
4.1 Schoolwide Behavior Plan *	3 - Sustaining	2 - Providing	2 - Providing	2 - Providing	2 - Providing	-1	0	0	0	-1
4.2 Adult-Student Relationships *	0 - Limited	1 - Developing	2 - Providing	2 - Providing	2 - Providing	1	1	0	0	2
4.3 Expanded Learning	1 - Developing	1 - Developing	3 - Sustaining	2 - Providing	3 - Sustaining	0	2	-1	1	2
4.4 Wraparound Services	1 - Developing	1 - Developing	2 - Providing	2 - Providing	2 - Providing	0	1	0	0	1
4.5 Family and Community Engagement	1 - Developing	2 - Providing	2 - Providing	3 - Sustaining	3 - Sustaining	1	0	1	0	2
Retired Indicators from 2016-17										
1.5 Instructional Leadership and Improvement	1 - Developing									
3.5 High Standards	1 - Developing									

Coding: 0 = Limited Evidence | 1 = Developing | 2 = Providing | 3 = Sustaining | 4 = Coherent Implementation (Turnaround Practices only)

Notes:
 * The indicator was revised during the 2018-19 school year.
 + Additional indicators that are applied to secondary schools (grades 6-12) only, starting in the 2018-19 school year.
 + The indicator was revised for secondary schools (grades 6-12) only starting in the 2018-19 school year.

All turnaround research supports the notion that “less is more”. In fact, in our own district, we have a school that earned the distinction of being named one of six schools in MA as a National Blue-Ribbon School. In conversations with the former site administrator of that school, our approach has been confirmed – stay focused on a few things and the school will “rise”. The former site administrator from this Blue Ribbon

School is now serving as the Curriculum Director and Assessment Manager of the District. She is partnering with Hayden-McFadden instructional leaders during Leadership Team Meetings, SILT, and Common Planning Time (CPT.) With her guidance we continue to focus on key areas within each turnaround practice that we believe will help us rise. Those areas are noted below.

Turnaround Practice 1: Leadership, Shared Responsibility, Professional Collaboration

Key area of Focus: Hattie’s research supports our decision to focus on area 1.6: ***time use for professional development and collaboration***. In fact, Hattie notes that the effect size for teacher efficacy is 1.57. Hattie defines teacher efficacy as a “shared belief that through collective action, teachers can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged”. To that end, our efforts to be deliberate in not only finding time for professional development and collaboration but ensuring that time will be focused on a collaborative cycle for improvement, will be our key area of focus within this practice. This will mean we will:

- Maximize the CPT schedule to allow collaboration between special education, ESL, and grade level teachers;
- Aligned and targeted professional development that supports teachers in their abilities to deliver high quality, accelerated teaching and learning opportunities for all students;
- Promote high expectations for all students through high quality tier 1 instruction;
- Utilize data cycles inclusive of frequent formative assessments and action planning that provides just in-time supports;
- Employ SILT to analyze school wide data to reflect and draw conclusions from the data that will lead to the development of action plans that ensure all students are making progress towards proficiency and growth towards learning outcomes; and
- Continue to strategically utilize our Teaching and Learning Specialists to support teachers in Standards I (Curriculum, Planning, and Assessment) & Standards II (Teaching All Students)

Turnaround Practice 2: Intentional Practices for Improving Instruction

Key area of Focus: Our primary areas of focus are 2.1: ***instructional expectations*** and 2.7: ***strategies for instructional improvement***. Our historical progress, dating back to 2014, indicates that we have yet to make substantial progress in these areas. In addressing these two areas we will be able to ensure that all classrooms will be working

towards fidelity of implementation of a few key learning practices connected to a larger school-wide instructional focus. Driven by data, teachers will monitor and adjust instruction accordingly without compromising the integrity of the focus and practices. This will mean we will:

- Utilize the Acceleration Roadmap to identify key learning practices to support instructional improvements post pandemic;
- Provide targeted and job embedded professional development around these key learning practices;
- Develop student learning goals to measure the impact of these learning practices on student growth and achievement;
- Monitor student growth related to the learning earning goals through frequent common, formative assessments in lieu of longer, less frequent interim assessments; and
- Respond to the data with just in time supports to ensure all students meet and exceed their learning goals.

Turnaround Practice 3: Student-Specific Supports and Instruction to All Students

Post pandemic, schools across the country are faced with the challenge of addressing unfinished learning; thus efforts in this area must be deliberate. We recognize that the global pandemic has impacted our “already” vulnerable student population. This makes providing student-specific, just-in-time supports, and instruction to ALL students a primary area of focus for Hayden-McFadden. The clock is ticking and one day lost is one day too many. Therefore, we must address each indicator within Turnaround Practice 3 to reduce the likelihood of permanent learning loss among our students. While this may appear to be a broad stroke response, we believe it will yield positive results which will help us support the needs of our students. This will mean we will:

- Ensure that all students have access to high quality, culturally responsive, tier one core instruction in, both, English Language Arts (ELA) and Math;
- Provide students just-in-time scaffolded supports during core, tier one instruction to allow all students the ability to access and interact with grade level material thus accelerating student learning;
- Maximize the student schedule to include a daily WIN (What I Need) block driven by common formative data;
- In response to the MSV report, we have developed a plan to maximize the teacher schedule to include time for ESL, Special Education, and SEL staff to work in collaboration with General Education teachers to effectively align supports to the student learning needs;

- Begin professional learning around Multi-Tiered Systems of Support (MTSS) including Universal Design for Learning (UDL) in order to provide targeted, student-specific interventions and extension learning experiences and opportunities for students to have agency over their learning; and
- To ensure equitable access to high quality tier one instruction for all EL students, the instructional model will ultimately transition to a co-teach model; and
- To ensure equitable access to high quality multi-tiered instruction for all students receiving special education, we will continue to provide a continuum of services ranging from pull out, push in, and co-teach based on students' needs and driven by the IEP.

Turnaround Practice 4: School Climate and Culture

As many would guess, the trauma of the global pandemic has been felt by the staff, students, and families of Hayden-McFadden. While we do not intend to use this as an excuse, we can't ignore this fact. Therefore, we intend to put our efforts in:

Key area of Focus: 4.4 Wraparound Services and External Partners. The old adage of *It Takes a Village* still remains true and is actually more urgent than ever before. In order for students to learn, they must be ready to learn. In order for our educators to teach, they must be ready to do so. With that in mind, we will ensure that each SILT meeting offers the opportunity to advocate for services needed for both students and staff. This unprecedented time in our history cannot be taken lightly and will require a focus on trauma informed decisions and conversations related to accessibility and equity.

**To note: During the 2019-2020 school year, no AIR/MSV observations and reports were completed due to the global pandemic.*

Hayden-McFadden Elementary School

Action Plan: 2021 – 2022

District: New Bedford School District

Date Developed: September 2021

Review Schedule of this Plan: Weekly by admin, Bi-weekly by SILT, and quarterly by all staff

School Instructional Leadership Team:

Member:

Tammy Morgan, Principal

Emanuel Vieira, Assistant Principal (PreK-2)

Amy Huston, Assistant Principal (3-5)

Rhonda Fitzgerald, Teaching & Learning ELA Specialist

Angie Tavares, Teaching & Learning Math Specialist

Julie Miller, Teaching & Learning ESL Specialist

Domenique Latessa, ESL Teacher

Julie Bosworth, Reading Specialist

Jasmine Gonzalez, 5th Grade teacher

Darcie Aungst, District Liaison

Kerry Purcell, External Partner

Email:

tmorgan@newbedfordschools.org

evieira@newbedfordschools.org

ahuston@newbedfordschools.org

rfitzgerald@newbedfordschools.org

atavares@newbedfordschools.org

jmiller@newbedfordschools.org

dlatessa@newbedfordschools.org

jbosworth@newbedfordschools.org

jgonzalez@newbedfordschools.org

daungst@newbedfordschools.org

kpurcell@focusedschools.com

Note: The major role of the SILT will be to monitor the progress towards our goals and determine action steps. Additionally, the SILT will work in collaboration with the Action Research Teams, Admin, and staff to make necessary modifications and adjustments to our goals and action steps throughout the year to ensure the desired results are achieved.

Goal 1: English Language Arts	Goal: 100% of students will show growth in their ability to access, read, and comprehend grade level text by achieving an SGP of at least 60 as measured by STAR and MCAS.
	Benchmark Goals: 1. Hayden-McFadden will see at least 10% increase in those students meeting or exceeding expectations from BOY to MOY to EOY on STAR.

	<ol style="list-style-type: none"> 2. In grades 1-5, at least 80% of students will meet or exceed the prioritized essential skills on the Wonders progress monitoring assessments. 3. In kindergarten, at least 80% of students will meet proficiency in all Heggerty Phonemic Awareness Skills. 4. Reduce chronic absenteeism by at least 5% from 28.81% (2020-2021 SY) to 23.81% (2021-2022 SY) to ensure students are afforded access to high quality, culturally responsive Tier One instruction.
	<p>Factors contributing to current success in increasing student outcomes:</p> <ol style="list-style-type: none"> 1. Access to high quality, culturally responsive, tier one core instruction for every student 2. Strategic use of personnel to provide targeted support to students during tier one core instruction 3. Access and analysis of appropriate and timely assessments including Lexia, Wonders, etc. 4. Grade level collaboration including ESL and special education teachers facilitated by TLS' and school administration. 5. Implementation of the Wonders Literacy Program in K-5 6. Implementation of Heggerty in PreK-2 7. Implementation of Wilson Foundations K-3 8. Selection of a small set of evidence-based learning practices to support reading comprehension 9. Professional development and targeted support for teachers related to high quality literacy instruction 10. 1:1 Student Chromebooks 11. Maximizing the students' daily schedule 12. A focus on maximizing the transfer and generalization of literacy skills in math, social studies, and science
	<p>Barriers that may contribute to the challenge of meeting our goal:</p> <ol style="list-style-type: none"> 1. Access to additional Social Emotional supports for our high trauma and homeless population 2. Lack of formal education and literacy at home 3. Limited background knowledge 4. A majority of students started the year significantly below grade level 5. Mobility of students throughout the year

Literacy Action Plan	Who is responsible?	Time Frame
Ensure all SILT agendas have dedicated time for ELA around the	Administration	By October 30,

implementation and monitoring of our ELA goals and action items as outlined in this SIP.	TLS for ELA School Instructional Leadership Team (SILT)	2021
Monitor the implementation of our school-wide, evidence-based ELA learning practices including the use of effective feedback, just-in-time supports, vocabulary development, and building background knowledge, to support our ELA SMARTe goal.	Administration SILT Classroom teachers	By November 1, 2021 and daily to follow
Design an ELA schedule that maximizes the time for students to work on grade-level ELA standards, appropriate for each grade level or grade level groups (Set minimum time expectations of 150 minutes for K-2 and 120 minutes for 3-5.).	Administration	By October 4, 2021
Strategically utilize blended learning within ELA blocks (resources available: Wonders, LEXIA).	Classroom teachers	Daily
Develop a targeted PD plan aligned to our selected learning practices in ELA and MTSS including UDL to increase student agency.	SILT CDAM of ELA	By November 30, 2021
Implement Heggerty (preK-2) and Wilson Foundations (K-3) with fidelity and use data and observations from this program to drive instructional decision-making.	Classroom teachers Support staff	Daily
Embed LETRS strategies to incorporate phonemic awareness and phonics as part of instruction (K-2). Utilize Wonders and Wilson phonics instruction, word analysis, and vocabulary (K-5).	Classroom teachers Support staff	Daily
Utilize McGraw Wonders for Tier One core instruction through blended learning, including direct phonics, grammar, and conventions instruction.	Classroom teachers, Support staff	BOY Daily in the literacy block per school schedule
Use common planning (CPT) to plan for and drive the development of high quality, culturally responsive Tier One instruction including providing students with just-in-time supports and described in the Acceleration Roadmap. Plan for WIN blocks, as appropriate, for tiered support and stretching.	Classroom teachers, Support staff TLS for ELA Administration Whole Child Team Reading Specialists	At least once in a 6 day cycle

Create grade level SMARTe goals to measure the impact of teaching on learning. Such SMARTe goals will focus on grade level appropriate interim measures and student work.	Grade level teams TLS for ELA Admin	By November 30, 2021
Schedule common planning between General Education teachers, ESL teachers, and Special Education teachers weekly to align and support our students with disabilities	Teachers TLS for ELA Admin	Ongoing

Goal 2: Math	Goal: 100% of students will utilize three key number sense strategies: open number line, decomposition, and the Part-Whole model to increase their ability to access and understand grade level math concepts. Growth will be measured by a regular analysis of student work, as well as, state, interim, and classroom-based assessments
	Benchmark Goals: <ol style="list-style-type: none"> Hayden-McFadden will see at least 10% increase in those students meeting or exceeding expectations from BOY to MOY to EOY as measured on iReady Diagnostic Assessments. All students will show growth towards their Math individualized targets as measured by i-Ready. All students will show growth as measured by classroom-based Ready Math assessments, including student work. Accelerate the growth rate of students with disabilities to at least 60 SGP at MOY and 80 SGP at EOY, as measured by iReady. Reduce chronic absenteeism by at least 5% from 28.81% (2020-2021 SY) to 23.81% (2021-2022 SY) to ensure students are afforded access to high quality, culturally responsive tier one instruction.
	Factors contributing to current success in increasing student outcomes: <ol style="list-style-type: none"> Access to high quality culturally responsive tier one curriculum and instruction for all students. Strategic use of personnel to provide targeted, just-in-time support to students during core instruction in order to access their grade level standards, materials, and tasks. Access and analysis of appropriate and timely assessments including iReady Diagnostics and Ready Math Comprehension Checks. Grade level collaboration in K-5 facilitated by TLSs and grade level team members. Fidelity of implementation of the Ready Math Curriculum during core math instruction in grades K-5. Student goal-setting following administration of key assessments including but not limited to the iReady Diagnostic. Selection of a small set of evidence-based learning practices (open number line, decomposition, and Part-Whole) to support math growth for every student

	<ol style="list-style-type: none"> 8. Professional development and targeted support for teachers related to high quality math instruction. 9. Small group instruction during core instructional block, including just-in-time supports. 10. Implementation of Ready Math in all grades.
	<p>Barriers that may contribute to the challenge of meeting our goal:</p> <ol style="list-style-type: none"> 1. Unfinished learning due to the COVID-19 pandemic. 2. Early implementation of a new math curriculum in K-5. 3. Increase in traumatic experiences, including homelessness in a significant number of our students, as a result of the COVID-19 pandemic.

Math Action Plan	Who is responsible?	Time Frame
Ensure all SILT agendas have dedicated time for Math around the implementation and monitoring of our Math goals and action items as outlined in this SIP.	Administration TLS for Math SILT	By October 30, 2021
Design a Math schedule that maximizes the time for students to work on grade-level Math standards, appropriate for each grade level or grade level groups (Set minimum time expectations of 90 minutes for K-5.).	Building Admin	By October 4, 2021
Strategically utilize blended learning with the math block (resources available: iReady).	Classroom teachers	Daily
Develop a targeted PD plan to support capacity building in selected learning practices.	SILT	By November 30, 2021
Utilize the curriculum maps developed by the New Bedford Public Schools math department to support pacing to ensure all grade-level standards are covered by the end of the year.	Classroom teachers support staff TLS for Math	Daily
Utilize Ready Math (K-5) for core grade level instruction and small group accelerated learning with just-in-time support.	Classroom teachers, Support Staff. Administration TLS for Math	Daily
Provide scaffolded support for implementation of our key number sense strategies through targeted PD, teachers observing each other's lessons, TLS targeted support, and technology for posting assignments.	District Math Director TLS for Math Admin	As needed

Use common planning (CPT) to plan for and drive the development of high quality, culturally responsive tier One instruction; including providing students with just-in-time supports and described in the Acceleration Roadmap. Plan for WIN blocks, as appropriate,for tiered support and stretching.	Classroom teachers, support staff TLS for Math Whole Child Team	At least every six weeks
Create grade level SMARTe goals to measure the impact of teaching on learning. Such SMARTe goals will focus on grade level appropriate interim measures and student work.	Grade level teams TLS for Math Admin	By November 1, 2021
Schedule common planning between grade level classroom teacher and special education teachers monthly to align and support our students with disabilities	Teachers TLS for Math Admin	Ongoing

Goal 3: SEL	Goal: 100% of students will have access to and opportunities to learn social and emotional coping skills to be better able to self-regulate, manage strong emotions, and advocate for themselves when needed.
	Factors contributing to current success in increasing student outcomes: <ol style="list-style-type: none"> 1. Professional development that built an understanding of student needs as related to SEL. 2. Strategic use of professional development to embed topics; including trauma informed decision making, growth mindset, and equity. 3. Strategic use of Family Engagement Specialist, Wrap -Around Coordinator, and School Adjustment Counselors.
	Barriers that may contribute to the challenge of meeting our goal: <ol style="list-style-type: none"> 1. The general trauma and perceived negative impact of our global pandemic on family stability and student coping skills. 2. Beginning this school year with less social skills development time due to full distance and hybrid models of learning last year.

SEL Action Plan	Who is responsible?	Time Frame
Continue to have the SEL leadership team partner with SILT on the implementation and monitoring of our goals and action items outlined in this SIP around Social Emotional Learning.	Administration TLS SEL Leadership	Ongoing

	Team	
Embed SEL components throughout the instructional day using concepts from Zones of Regulation, Mindfulness, and Safe and Supportive Schools (formerly known as Trauma Sensitive Schools.)	Classroom teachers School Adjustment Counselors Admin	Daily
In collaboration with the SACs, utilize the Health Education teachers to provide high quality, culturally responsive tier one SEL instruction to all students using Social Thinking, Life Skills Training and the Massachusetts Health Curriculum Frameworks' Social and Mental/Emotional Health Standards and Skills. The School Adjustment Counselors will focus on small groups to provide tier 2 and 3 support in Zones of Regulation and Social Thinking curriculum.	Health Educators SACs	Weekly
Ensure every day starts with a morning meeting and breakfast in the classroom.	Classroom Teachers	Daily
Implement check in and check out meetings at the onset and closure of each instructional period/time frame to alleviate anxiety of the unknown and bring concrete closure to outcome and expectations.	All Staff	Daily
Utilize data at Admin meetings to make adjustments to services and recommendations to the SEL Leadership Team.	Admin	Monthly
Refer students to the Whole Child Support Team as appropriate to address individual student needs.	Whole Child Support Team Classroom Teacher School Adjustment Counselor Parent/Guardians	Ongoing
Ensure the attendance team monitors attendance data and collaborates with the district attendance officer.	Wrap, FES, nurses, and attendance officer, administration, SAC	Weekly
Utilize outside agencies as necessary to support student, staff, and family needs.	Community service providers Parents/Guardians School Adjustment Counselor	Ongoing

	EAP	
Provide required training to all staff including: <ol style="list-style-type: none"> 1. Mandated reporting 2. A.L.I.C.E. 3. Bullying Prevention 4. CPI 5. REMS Protocols 6. CPR Training and EPI PEN 	School Adjustment Counselor Health Teacher Admin School Nurse	As driven by state and district