

Jackson Street: School Improvement Plan, 2021-2022

Pedagogical Framework: The purposes of school are to teach children to think deeply, carefully, and critically about all things, to help them understand and have confidence in their own unique set of strengths and struggles, and to empower them to combine their critical analyses and their strengths to help make a kinder, wiser, more just, more beautiful world. These purposes are reflected in the NPS transfer goals, and are inherently cross-curricular. For example, one of the math transfer goals is, “*Make sense of novel, messy problems (problems that lend themselves to a variety of approaches, representations, and solutions), and persevere in solving them.*” Another way of thinking about this is that our job is to teach children to know their own minds and to understand the world around them. Therefore, our work must be based on our understanding of each unique child in our care. We must create classroom spaces where all children are willing to show us who they are. It is also the only way to build the trust necessary for all kids to access meaningful, rich, complex academic experiences.

This pedagogical framework means that the work of schools is unequivocally entwined with anti-bias, anti-racist work. In order for educators to see and celebrate the unique brilliance of each of their students, they must dismantle their own internal biases. In order for each student to trust their school grown-ups and make themselves vulnerable enough to take the risks necessary to learn, they must know with certainty that their identities are seen and valued. In order for our children to grow into people who can help build a better world, we must teach them to see its shortcomings. In partnership with caregivers, these are the values that guide this plan and our work at the Jackson Street School.

Goal 1: Educators will **differentiate instruction** in all directions so that all learners have access to appropriately challenging, meaningful work that represents their interests and identities, is student guided and centered, and is aligned to district and state standards (multi-year).

Connection to District Improvement Plan (2021-2024)

Goal 3: Provide instruction and curriculum that empower all students to explore who they are, to embrace and honor the world around them, to identify and think critically about the messages they receive, and to be powerful contributors to change.

| Action Strategy | Evidence of Success |
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| <p>Educators at Jackson Street will work to better understand the reasons for and measures of the education debt owed to our students of the global majority, including the ways systemic oppression has impacted our most vulnerable learners. We will also examine the dilemma in relying on standardized assessments for measuring student knowledge, which show a narrow aspect of student understanding, and exclude the multitude of ways that exist for students to learn and to show what they know.</p> | <ul style="list-style-type: none"> ○ Decrease the negative difference between Hispanic/Latinx students’ and white students’ scores by 33% by 2023-2024 on the MCAS and Aimsweb. ○ Students will say that they are learning and that they love learning. |
| <p>Educators at Jackson Street will use part of our time together in faculty and ESP meetings to deepen our collective understanding of differentiation. We will draft a vision for differentiation in our school.</p> | <ul style="list-style-type: none"> ○ Increase the percentage of 5th graders who read books in class that include people who are similar to me. By 2024, 54 to 61% of NPS 5th graders agree or strongly agree with this item. (DIP) |
| <p>We will use part of each building-based grade level meeting to share and discuss differentiation opportunities for upcoming units and lessons.</p> | <ul style="list-style-type: none"> ○ Increase the percentage of “developing” or “transforming” culturally relevant practices observed during structured classroom observations. By 2024, 25% increase over baseline. (DIP) |
| <p>A representative group of educators at Jackson Street will form an assessment team that will define and help bring into practice the way we use qualitative and quantitative data in a holistic way to help us understand our students’ strengths and areas for growth. Part of this work will be based on the information provided by our curriculum that is meant to help us assess our students in a meaningful way that is related to the MA Frameworks/CCSS.</p> | <ul style="list-style-type: none"> ○ Increase the percentage of NPS educators evaluated as being proficient or exemplary on Standard II: By 2024, at least 90% of NPS educators will be rated proficient or exemplary on Standard II. (DIP) |

- Increase the number of curriculum units reviewed using the 7 Forms of Bias Protocol: By 2024, 100% of NPS curriculum units will be reviewed using protocol. (DIP)
- The way teachers speak to their differentiation practices in formal and informal conversations about students
- The way students speak to their experiences of being appropriately challenged
 - Lesson plans with evidence of differentiation in all directions
 - Variety of student work
- Beginning and end of year surveys for students to assess their experiences of being appropriately challenged
- Teacher-collected, curriculum-based data on students' strengths and areas for growth

Goal 2: Educators will develop and implement a plan to strengthen our **home-school partnerships**, our ability to collaborate with and engage all families, and to make our decision-making groups more representative of the Jackson Street community (multi-year).

Connection to District Improvement Plan (2021-2024)

Goal 1: Empower and engage caregivers and the community through classroom, school, and district collaboration that is culturally responsive and values anti-bias/anti-racist practices.

| Action Strategy | Evidence of Success |
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| <p>As a school, we will work to more regularly and systematically communicate with caregivers about curriculum. We will share what we are working on as well as information about the pedagogical values and ideas that guide our work.</p> | <ul style="list-style-type: none"> ○ The next school survey organized by the School Council will show an increase in caregiver satisfaction with the amount and type of information we share about curriculum. ○ Increase the % of caregivers who find the district very or extremely responsive to their input/concerns and decrease the % of caregivers who find the district not very responsive or extremely unresponsive to their input/concern. By 2024, 45% find the district very or extremely responsive. Less than 15% find the district not very responsive or extremely unresponsive. (DIP) ○ Increase the % of caregivers who hold historically marginalized identities who complete the Ed Trust Survey. By 2024, 25% of respondents hold a disclosed historically marginalized identity. (DIP) |
| <p>Teachers will regularly (at least three times a year) use communication tools to invite caregivers to share information about their learners in their home environments.</p> | <ul style="list-style-type: none"> ○ Families will report feeling valued as their childrens’ first teachers and teachers will have a clear picture of what their students are like when they are not in their classrooms. |
| <p>Educators and caregivers will come together in interest-based groups to explore the ways Jackson Street can further embody anti-bias, anti-racist values, and to make a plan together for how to bring that work more to life in all grade levels. While the value of that work speaks for itself, we will link our plan to the</p> | <ul style="list-style-type: none"> ○ How safe and seen ALL members of the JSS community feel ○ The way teachers and caregivers speak to the role anti-bias, anti-racist values play out in their classroom |

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| <p>NPS transfer goals, to the MA frameworks, and to the recently adopted Social Justice Standards. The purpose of this linking is to show that ABAR work is not an add-on; it is fundamentally entwined with our shared standards.</p> | <ul style="list-style-type: none"> ○ The way teachers and caregivers speak to the connections between ABAR work and our shared standards ○ Students' demonstration of our ABAR values and ability to meet the Social Justice Standards ○ Pre- and post-group experience surveys for all members to assess depth of understanding regarding the ways anti-bias, anti-racist values and actions play out at our school ○ Analysis of student reflections, conversations, class contributions, and work |
| <p>Educators, the School Council, the PTO, School Committee members, and others will work together to learn how we can better reach and support all Jackson Street families, and how we can make our various groups more representative of the JSS community. We will incorporate what we learned into our practice, and we will document those practices.</p> | <ul style="list-style-type: none"> ○ How safe and seen ALL members of the JSS community feel ○ Representative attendance in school groups and at school functions <ul style="list-style-type: none"> ○ Documentation that comes out of this work <ul style="list-style-type: none"> ○ Longevity of practices |

Goal 3: Jackson Street will be a community of care, where all stakeholders work together to care for ourselves, care for others, and to care for our environment. We will take into account our intersecting identities and our positions on the ladder of privilege and we will work to generously redistribute our relative resources in enacting this care with purposeful intention. We will model this care for our students (multi-year).

Connection to District Improvement Plan (2021-2024)

Goal 2: Strengthen and sustain professional growth opportunities and collaboration for district employees with a focus on equity and anti-bias work in order to increase student engagement and mastery of content area standards (i.e. learning goals).

| Action Strategy | Evidence of Success |
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| The principal will make space at all Jackson Street meetings for educators to connect, vent, share, and celebrate. | We will continue to consciously appreciate and collectively reflect on the fact that we work in a school community with a shared vision for making a better world through education, and that we are in meaningful partnership with caregivers to bring that vision to life. |
| We will continue to find ways to collaborate with community partnerships that will support our work of caring and allow educators to be alongside their students as community members. | |
| We will allow ourselves to stop working at a reasonable hour, and to enjoy our evenings and weekends. We will drink tea. | |
| Our Tier I mindfulness teacher will continue to teach classes for grown-ups. | |
| We will continue the many Jackson Street traditions that have already been established in this vein, including morning meditation, assemblies, Hershey's Kisses, and Code of Conduct Meetings. | |
| Members of the Jackson Street Community will form affinity groups. | |
| ...maybe someday we'll be allowed to have dance parties again. | |