

CUSHING SCHOOL SCHOOL IMPROVEMENT PLAN



2020-2021

School Council Members

Donna Moffat, Principal

Ellen Davis, Art Teacher

Kate Martin, Grade 4 Teacher

Carol Griffin, Parent Representative

Julie Barron, Parent Representative

Suzanne O'Brien, Parent Representative

Linda Reimels, Community Representative

Nicole Brandolini, School Committee Representative

School Council Dates

December 2 & 9, 2020	February 2020	May 2020
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District Plan Overview

Mission

The mission of Scituate Public Schools is to... Graduate well-rounded global citizens with the skills, passion & confidence to make a positive impact in our world.

Vision

A district known for its innovative, world class education. The Scituate Public Schools prepares its students to succeed in an increasingly globalized society by providing authentic, consistent & innovative curriculum. Our educators meet the needs of all students through engaging, rigorous & research based instructional pedagogy. Our students actively engage in their learning; in schools with flexible learning spaces. Our students graduate as resilient, balanced and well-rounded global citizens able to make a positive impact in the world.

Core Values

The Scituate Public Schools believes in

- Building relationships as the foundation for a safe and supportive community
- Success for all students
- Active engagement in learning
- A growth mindset that fosters personal excellence, resilience and perseverance
- Integrity, mutual trust, collaboration and respect for all
- Embodying these values is everyone's responsibility

Pillars of Our Work

1. Safe & Strong Reopening

2. Diversity, Equity & Inclusion

Cushing School Overview

Cushing School Mission

Cushing School strives to provide an environment conducive to the fullest possible development of each student. We endeavor to meet the needs of students with diverse learning styles and a wide range of abilities and goals. The ongoing renewal of these programs is sustained by the belief that enabling students in the present is helping them build lives as contributing adults. We work to maximize learning opportunities that address students' academic, social, and emotional needs by being exposed to a variety of instructional approaches and learning experiences.

Pillar 1: Safe and Strong Reopening

Goal: By June 2021, the Cushing Community will develop and implement the Scituate Safe and Strong Plan for the 2020-2021 school year. Focus will be placed on developing and executing accessible, effective standards-based curriculum that can be delivered both in-person and remotely supportive of student engagement, health, wellbeing, and safety.

Objectives:

- Ensures both physical and virtual learning environments are accessible, welcoming, and safe for all students.
- Provide support to all educators and teams to adapt as needed and implement standards-based units comprised of well-structured lessons, in-person and online, such that students are able to learn the knowledge and skills defined in state standards/local curricula supportive of student engagement, health, well-being, and safety.

Action Item	Timeline	Evidence	Stakeholders Responsible
1. Create a reopening plan allowing students to attend school within a hybrid model or fully remote model. Revisit as appropriate to increase	September 2020 Revisit January 2021	The district wide plan and action steps.	District Leadership Team Elementary Leadership Team Cushing Staff Cushing Instructional Leadership

the amount of in-person teaching and learning time in the hybrid model.			Team
2. Construct scheduling that promotes daily connections between students and educators, provides time for teacher collaboration and planning, and ensures services and supports to students with disabilities and English learners.	Established September 2020	Family/Staff/Student feedback through surveys Surveys, standardized and benchmark assessments, student attendance	Classroom teachers Principal Parents/Caregivers Cushing Instructional Leadership Team
3. Create procedures for monitoring student attendance and engagement and developing plans to support students who become disengaged.	Established October 1 2020	Surveys, standardized and benchmark assessments, Student Study Team, Data Team Meetings, Parent/Teacher communication and conferences Health/Wellness Team Meetings Check-in with Specialists Attendance Records	Principal School Secretaries School Adjustment Counselor School Psychologist Teachers
4. Collect feedback from students to check in on their well-being and assess their needs, and provide resources to support students with their mental health and well-being, while offering flexibility and empathy.	Survey established October 22; will be shared out each term.	PEAR Results (5th grade) Student Study Team Meetings, Data Team Meetings, Student surveys; Health/Wellness Team meetings; Lunch Groups, Individual and Small Group Counseling; Social Skills Groups	Principal School Adjustment Counselor School Psychologist Teachers Students Families SED team Health/Wellness Team Speech/Language Personnel
5. Collect feedback from students to check in on their academic progress	Nov/December 2020	STAR Assessments Benchmark Data	Teachers and Support Personnel Math/Literacy Specialists

<p>and assess their needs, and provide resources to support students with their academic development.</p>		<p>Report Cards Student Attendance</p>	<p>Curriculum Coordinators Sped Team Principal</p>
<p>6. Ensure that educators have access to the core curriculum being used for each subject and grade level, relevant adaptations (including curricula relative to remote teaching) needed to function in online settings, and resources for learning at home (e.g. manipulatives, texts, foundational skills practice materials) aligned to essential content and learning targets.</p>	<p>Ongoing throughout the school year.</p> <p>Wednesday afternoon PD utilize collaboration across the district with colleagues both job alike and grade level in coordination with department heads and curriculum coordinators.</p>	<ul style="list-style-type: none"> ● Atlas Rubicon Curriculum Maps / Units of Study in collaboration with STEM / Literacy Curriculum Coordinators ● Surveys, standardized and benchmark assessments ● Observations / Walk Through notes, write ups, feedback 	<p>Teachers and Support Personnel Curriculum Coordinators Principal</p>
<p>7. Supporting collaboration and teaming structures (e.g., grade-level teams, course/content teams, co-teachers, etc.) to facilitate instructional planning and delivery in hybrid and remote settings.</p>	<p>October 2020 Curriculum Coordinators established a rotation of check in opportunities in collaboration with curriculum department coordinators.</p>	<ul style="list-style-type: none"> ● Atlas Rubicon Curriculum Maps / Units of Study in collaboration with STEM / Literacy Curriculum Coordinators ● Surveys, standardized and benchmark assessments ● Observations / Walk Through notes, write ups, feedback 	<p>Teachers Curriculum Coordinators Principal Curriculum Coordinators Teachers and Support Personnel</p>
<p>8. Preparing guidance, expectations, and supports for teachers to share with students and families, relative to how the curriculum will function</p>	<p>Establish relationships and engage with staff in a continuous cycle of this action step by October 1</p>	<ul style="list-style-type: none"> ● Atlas Rubicon Curriculum Maps / Units of Study in collaboration with STEM / Literacy Curriculum Coordinators 	<p>Principal Curriculum Coordinators Teachers and Support Personnel</p>

in all teaching and learning scenarios that may occur.	and continuous throughout the year.	<ul style="list-style-type: none"> • Surveys, standardized and benchmark assessments • Observations / Walk Through notes, write ups, feedback 	
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Pillar 2: Diversity, Equity & Inclusion

Goal: By June 2021 we will develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff.

Objective: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected.

Action Item	Timeline	Evidence	Stakeholders Responsible
<p>1. Provide staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.</p> <ul style="list-style-type: none"> • Faculty Meetings provide time for ongoing review and reflection of DEI resources • Continue work with staff on implicit bias 	By January 2021	Establishment of a collaborative professional development loop with the District DEI Team, building-based SED Team/Personnel.	Principal Teachers Support Personnel District DEI Team Building-based SED Team/Personnel. School Council (with report out to PTO) METCO Director

<p>2. Cultivate authentic, culturally responsive relationships with all staff members.</p>	<p>September 2020 - Ongoing</p>	<p>Established expectations and promotion of school culture embedded into staff meetings, collaboration opportunities; with ongoing check ins and supports.</p>	<p>Principal Cushing Faculty & Staff ILT PBIS Committee</p>
<p>3. Implement systems that support a positive school environment across all learning contexts (in-person and remote)</p>	<p>Ongoing September 2020 through June 2021</p>	<ul style="list-style-type: none"> ● Connect 10 ● PBIS Team -- Cushing Houses of the Cats. Teachers use the house-points system in each classroom in-person and remotely as appropriate. ● Monthly Cushing Cats Community Gathering (Remotely). ● Wednesdays Open Circle with Cohorts A, B, and C. ● Remote Learning Expectations - reinforce ● Cushing Cat Connection weekly newsletter via Smore.com. 	<p>Principal Cushing Faculty & Staff ILT PBIS Committee Cushing PTO</p>
<p>4. Create a system to identify, intervene, and support students, families, and staff who may be experiencing trauma and/or require additional assistance from the school and community partners.</p>	<p>Established by December 1; ongoing.</p>	<ul style="list-style-type: none"> ● Administer PEAR ● Survey Student Study Team (SST) - Meet weekly ● Weekly Health/Wellness Teams ● Specialists meeting with School Psych and SAC to talk about kids and families 	<p>Principal School Nurse Teachers School Psychologist School Adjustment Counselor Families METCO Director SED Team</p>

<p>5. Conduct both in-person and virtual walk-throughs to support and reinforce an anti-racist and culturally responsive school environment.</p>	<p>Establish routine / expectations December 2020.</p>	<p>Ongoing walk-throughs, educator observation and reflection through the evaluation process</p>	<p>Principal Cushing Faculty & Staff Curriculum Coordinators DEI Director METCO Director</p>
<p>6. Seek out the perspectives, feedback, and voices of every demographic represented in the school community and incorporate those voices into decision-making around hybrid and remote learning.</p>	<p>3 times in the school year: surveys to be shared and analyzed each term.</p>	<ul style="list-style-type: none"> ● Connect sampling of families to check in across the grade level, see how learning is going ● Parent/Teacher Conferences ● School Council Work on SIP ● Curriculum Modification, Additions and Enhancements 	<p>Principal Teachers and Support Personnel Families School Council Students</p>
<p>7. Regularly reviewing disciplinary, attendance, engagement, and academic progress data, including grading, for students in both in-person and remote learning settings to identify and quickly address potentially biased policies and practices.</p>	<p>established September 2020 and is ongoing</p>	<ul style="list-style-type: none"> ● Attendance records ● Formal and Informal student assessment results ● Fall benchmarks Literacy/Math specialists, Curriculum Coordinators, Teachers, and Principal review academic progress of students. ● Collaborate with Curriculum Coordinators, SED Team/Personnel, and ELT to review and address potentially biased curriculum and assessments. 	<p>Principal Cushing Faculty & Staff Curriculum Coordinators</p>

<p>8. Work with educators to ensure that curricula and instructional materials promote understanding of the strengths and cultures of Black, Indigenous and People of Color, explicitly address systemic racism, and include authentic opportunities to help students make meaning of and process this moment in time (i.e., pandemic, protest movement against systemic racism).</p>	<p>Ongoing through June 2021</p>	<p>Establishment of PD opportunities and collaboration with DEI Director, District-wide DEI Committee, District SED Team and Building-based SED Team/Personnel, Curriculum Coordinators, and METCO Coordinator.</p>	<p>Principal Cushing Faculty & Staff Curriculum Coordinators METCO Director DEI Director Cushing SED Team</p>
<p>9. Provide and require participation in professional learning opportunities to help staff identify implicit bias, and to support anti-racist, asset-based teaching practices.</p>	<p>In conjunction with the PD council this will be ongoing through June 2021.</p>	<ul style="list-style-type: none"> ● Establishment of PD opportunities and collaboration ● DEI Elementary PD Working Group; PD Feedback Surveys 	<p>Principal Cushing Faculty & Staff Curriculum Coordinators METCO Director DEI Director Cushing SED Team</p>
<p>10. Model, support, and promote personal anti-racist work that addresses one's own explicit and implicit biases, blind spots, and behaviors.</p>	<p>Collaboration with PD Council ongoing through June 2021</p>	<p>Establish a PD review model moving forward to consistently revisit during PD opportunities.</p>	<p>District PD Council District Leadership</p>