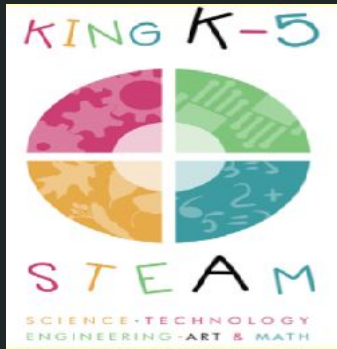
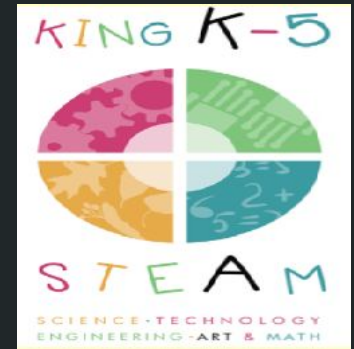


George P. King Elementary School



Framingham Public Schools
Where every child can and will reach high levels of achievement



Standard I: Curriculum, Planning, and Assessment

“Promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives”

Massachusetts Department of Elementary & Secondary Education (2012)

School Improvement Goal #1

Promote the learning and growth of all students by utilizing high quality assessment throughout all curriculum areas. Teaching teams will analyze student work, informal/observational data, performance and growth data and utilize this data to inform and strengthen instruction to meet all student needs through targeted, differentiated instruction across the curriculum.

Relevance to FPS Strategic Plan

High Leverage District Goal 1.1

Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback.

High Leverage District Goal 2.2

Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs

Summary of Action Steps & Timeline

- Data Team (established and consistently meeting)
- GLIM meetings (Grade Level Intervention Meetings)
- MCAS training for all staff (new to King this year)
- School-wide assessment calibration of district literacy assessments
- Establishment of RTI Block Pilot for grade 1
- STEAM and PBL Assessment development
- ESL Writing Assessment (PD for staff)

Expected Outcomes

- Consistently scheduled Data Team Meetings and reports back to staff
- All staff will participate in PD related to meeting the writing needs of ESL students, along with appropriate training for MCAS.
- At least one new STEAM and PBL assessment developed each year
- Common staff understanding of administration and scoring of literacy assessments.

School Improvement Goal #2

Throughout the 2017-2020 school years, the King School Staff will continue to develop new units of instruction that focus on STEAM integration and Project Based Learning, along with appropriate assessments to accompany each unit. The goal will include additional integration of the 5Cs of STEAM Education (collaboration, communication, creativity, critical thinking, and citizenship).

Relevance to FPS Strategic Plan

High Leverage District Goal 1.1

Review, Update and Implement Curriculum for All Content Areas at All Grade Levels

High Leverage District Goal 2.3

Strengthen Commitment to Science, Technology, Engineering, Arts, and Mathematics (STEAM) Across the District

Summary of Action Steps & Timeline

- Creation of additional integrated STEAM units which include all areas of the grade level curricula along with collaboration with specialist, ESL, and SPED teachers.
- Creation of STEAM/PBL Assessments for each integrated unit.
- Continued and increased STEAM and PBL professional development with MOS Sabbatical, Buck Institute, and WPI.
- STEAM Buddies in grades K-5.
- STEAM Exhibitions--modifications? Updates?
- Makerspace review for grades 3-5 materials.

Expected Outcomes

- At least one new STEAM/PBL unit each school year per grade level
- At least one new STEAM/PBL assessment each school year per grade level.
- Professional Development schedule which reflects work with WPI, MOS, and STEAM Coach.
- Newly purchased Makerspace materials for intermediate grades.

Standard II: Teaching All Students

“Promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency”

Massachusetts Department of Elementary & Secondary Education (2012)

We understand that when we attend to the social and emotional learning needs of our students, then our students are empowered to construct their own learning

School Improvement Goal #3

The King community will promote and maintain the academic, emotional and social well-being of all the students. We will support a culture of rigor and excellence in a positive school environment. This will include proactive and targeted strategies based on the specific needs of the King students.

Relevance to FPS Strategic Plan

High Leverage District Goal 2.0

Promote academic achievement and social and emotional growth for all students.

High Leverage District Goal 2.1

Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs

High Leverage District Goal 2.2

Support a culture of rigor and excellence for all students in all settings.

High Leverage District Goal 3.0

Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools

Summary of Action Steps & Timeline

- Continue work of Tier 1 and Tier 2 PBIS Teams (Core Values, Check-In/Check-Out, SWIS data)
- Responsive Classroom Training and Implementation
- Social/Emotional GLIM meetings
- Doc Wayne/High School Mentor Interventions
- Possible opportunities to increase staff knowledge regarding cultural differences in social/emotional learning styles and behavioral responses

Expected Outcomes

- Staff fully trained in Responsive Classroom
- Full implementation of Responsive Classroom in combination with PBIS in grades K-5
- Reduced office referrals
- Professional Development plan that includes opportunities for staff to engage in discussions, workshops, and activities related to social/emotional development surrounding cultural differences and trauma.

Standard III: Family and Community Engagement

“Promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations”

Massachusetts Department of Elementary & Secondary Education (2012)

School Improvement Goal #4

All King School stakeholders will promote the learning and growth of every student through effective partnerships with families, caregivers, community members, and organizations.

Relevance to FPS Strategic Plan

High Leverage District Goal 3.0

Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools

Lever 3.0.1 and 3.0.2

Strengthen Family and Community Partnerships

Improve Communication with Stakeholders and Families

Summary of Action Steps & Timeline

- Continued implementation of community building, family curriculum nights, and PTO events
- Continue collaboration with Office of Community Resource Development to coordinate OST activities and events.
- All stakeholder plan regarding increasing attendance of families of color at school events.
- Continue ESL Department Home Visit Program
- Staff/PTO collaboration and communication
- Increased community connections for curriculum units (ie: STEAM connections)
- School Community Survey/Panorama Survey Results

Expected Outcomes

- Yearly calendar of events that is a collaborative effort between King School, OST/Explorers, and PTO
- Increased attendance of families of color at school events and in PTO Leadership positions.
- At least 1-2 newly formed community connections in order to enhance student, family, and staff experiences.
- Staff schedule for attendance at PTO meetings--rotations, grade level, staff point person

Standard IV: Professional Culture

“Promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice”

Massachusetts Department of Elementary & Secondary Education (2012)

School Improvement Goal #5

Maintain and nurture a collegial, collaborative, and professional culture among all staff that supports King Elementary School's focus to increase student achievement as a shared responsibility.

Relevance to FPS Strategic Plan

High Leverage District Goal 4.0

Create and nurture a collegial, collaborative, and professional culture among teachers that supports the district's focus on increasing student achievement.

High Leverage District Goal 4.1

Establish hiring practices that diversify school and district staff to reflect the student population of the Framingham Public Schools

High Leverage District Goal 2.0

Promote academic achievement and social and emotional growth for all students.

Summary of Action Steps & Timeline

- Review current staff core values and norms--adjust, modify, update if necessary
- Consistent protocols for PLCs
- Integration of new ASD classroom
- Instructional Rounds/Learning Walkthroughs
- Continue professional development around the topic of race, culture, and gender in schools.
- Hiring practices related to increasing staff of color in all areas of the school community.
- Creation of Staff Faculty/Staff Handbook

Expected Outcomes

- Consistent staff norms and core values in line with PBIS Core Values
- Increased staff knowledge on the integration of students with ASD.
- All staff participating in Learning Walkthroughs/Instructional Rounds in grades K-5.
- Staff meeting and PD schedule/calendar which includes reference to work with Esta Montano.
- Increased staff of color
- Completed Staff/Faculty Handbook

Reflections on 2017-2018

- Successful integration of 4th Kindergarten class--School has now grown to grades K-3.
- Additional STEAM units and curriculum maps created to align all subject areas for appropriate integration throughout the year
- STEAM professional development regarding creating assessments for integrated units and project based learning.
- Continued collaboration with Museum of Science for new grade level sabbatical at start of new school year
- Increased and consistent collaboration between Explorers'/OST in order to extend school day programming before and after-school.
- Creation of Third Grade Ambassador Program
- Continued collaboration with Doc Wayne and High School Mentors in order to support the social/emotional needs of specific students
- Successful implementation of PBIS Tier 2 Team and strategies (CICO)
- Have begun staff PD regarding race, culture, and gender in schools.

Questions?
