Potter Road Elementary School
Framingham Public Schools
School Improvement Plan
2017-2020

School Council Members

Katie Bach	Jeffrey Weinstein
Kevin Harris	Karin Agte
Mary Cahill Farella	Susan Moriarty
Jon Halpin	Dana Feingold
Lisa Slavin	Luisa Callahan
Ariane Martins	Barbara Rappaport
Michelle Lund	

Meeting dates: January 31st, March 28th and April 25th, 2018

MISSION STATEMENT OF POTTER ROAD ELEMENTARY SCHOOL:

Potter Road Elementary School's staff, families, and community empower learners to achieve excellence in the following:
• Academic performance and critical thinking
• Individual growth and accountability
• Independent and cooperative work
• Academic rigor and risk taking within a safe and nurturing environment
• Innovative thinking and proficiency in technology

VISION:

The vision of Potter Road Elementary School's community is to create a safe environment for teaching and learning, which fosters the development of responsible, caring students who are lifelong learners. Students will achieve academic excellence and be prepared to meet the challenges of a culturally diverse society.   We will accomplish this through continual collaboration among staff, families, and students.

In the next ten years, Framingham's EL population will continue to grow. More teacher training on the needs of EL students, along with materials, technology and building renovations will be in order to meet the needs of our increasing population.

Executive Summary:

Due to its large EL population and current bilingual program in Kindergarten, Potter Road Elementary School is in the unique position to add a Two Way Portuguese Bilingual Program to the school.   As a result, beginning in the 2018-19 school year PRS will introduce its Two Way Portuguese program to enhance the school's culture and create a bilingual, biliterate and bicultural school.   The intention is for the program to begin simultaneously in Kindergarten and first grade.

This three year school improvement plan reflects the implementation of this program while focusing on continuous improvement in all academic areas at Potter Road.   Goal one focuses on the implementation of the two way Portuguese program and the necessary steps to help make it successful.   Our second goal is aimed at helping to continue to create a data-driven culture and climate at Potter Road in which educators hone in on necessary instructional focus areas for their students.   Goal three allows Potter Road to continue the work it started building a framework of social emotional learning with our PBIS (Positive Behavioral Intervention and Supports) program.   Our fourth goal will help educators in our primary grades teach the fundamentals of reading and writing with consistency and fidelity.   Goal five helps to build community across our new two way program.   Finally, Potter Road's sixth goal helps educators to foster a community of reflection and collaboration within a professional learning community.

Potter Road Elementary School's goals are intended to provide our entire community with a vision, mission and a path to successfully carry them both to fruition.

SCHOOL COUNCIL GOALS

Standard I: Curriculum, Planning, and Assessment
The Framingham Public Schools "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" (DESE, 2012).

School Improvement Goal Statement of Purpose

Goal 1:

In consultation with the Bilingual Department of Framingham Public Schools and MABE (Mass Association of Bilingual Education), we will plan, design and implement a Two-way Portuguese program.

Rationale:

Our rationale behind this is based on the population of students at Potter Road.   We have 12 TBE Kindergarten students who will transition into the two way program in first grade.   This was a natural progression as an additive program to assist those native Portuguese speakers with the opportunity to learn English and keep their heritage language.   We also view it as an opportunity for those native English speakers interested in taking part in the program.   Potter also has close to 30% ELs and if you factor in former ELs, we have close to 40%.   In all, there are 21 home languages spoken at Potter--40% of those speaking Portuguese.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
● Meet with MABE, bilingual director and superintendent to discuss feasibility of the program	September-October 2017	● Provide high quality teaching and learning to all students	● To promote bilingualism, biliteracy, biculturalism, high academic achievement, and cross-cultural competency	● Portuguese curriculum materials ● Staff have been identified in the budget proposal
● Create a timeline detailing all	October - December 2017	● Support a culture of rigor and	● Successful planning and	

necessary steps of program implementation		excellence for all students in all settings.	timeline will establish a strong dual language learning culture within the school	
● Create presentation to be presented on informational nights to parents and community	November 2017	● Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools.	● Ensure that the community understands what the program will look like at Potter Road	
● Determine staffing needs that support the model chosen	November 2017-January 2018	● Support a culture of rigor and excellence for all students in all settings.	● Map out budget needs and understand the infrastructure needs within the school for the program. (i.e. additional space that will be needed for classroom)	● Salary for staff but initial funding should only include shifting staff resources within/among grade levels
● Meet with essential staff concerning the infrastructure and rollout of the plan	Ongoing	● Support a culture of rigor and excellence for all students in all settings.	● Staff will understand their role in the implementation of the two way immersion program.	
● Visit other two way programs throughout the state	Brockton-December 12, 2017	● Support a culture of rigor and excellence for all	● Understand how other dual language	

	Barbieri - January 2018 Cambridge - February 2018	students in all settings.	immersion program run.	
● Planning meetings with MABE and FPS bilingual department	October 2017 November 2017 December 2017	● Support a culture of rigor and excellence for all students in all settings.	● Determine the specifics of the program and understand what's necessary to ensure success for the program.	

● Opportunities for parents and community to become informed about the program through
   ○ parent meetings/ information nights
   ○ K Expo night
   ○ social media
	December 2017-March 2018	● Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools.	● Outline a consistent message for the Framingham community, incoming Kindergarten class and those currently enrolled in Potter Road	● Informing community of the program

● Kindergarten Tours	March 2018	● Foster community partnerships and support, engage and collaborate with every family in the educational mission of the Framingham Public Schools.	● Explain the program to potential K parents before they determine their selection of schools	
● Staff members and administration will	March 2018	● Create and nurture a collegial,	● Gain a perspective of best practices	● Cost of registration for

attend MABE conference		collaborative, and professional culture among teachers that supports the district's focus on increasing student achievement	throughout the state with dual language immersion programs.	MABE conference
• Two-Way Teachers and Administration along with collaboration with MABE will determine a Two-Way teacher schedule based on the model chosen, demonstrating equitable Portuguese and English instruction time across content areas	January-April 2018	• Support a culture of rigor and excellence for all students in all settings.	• All students will receive high quality and rigorous standards based education at Potter Road Elementary School	
• Two-Way Teachers and Administration will determine necessary assessments to be used in the program	Ongoing	• Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback.	• Assessment of students and "checking for student understanding"	• Bilingual department researching • Cost of assessments
• Introducing the program	April - September 2018	• Create and nurture a	• Creating a common	

model/schedule to all staff		collegial, collaborative, and professional culture among teachers that supports the district's focus on increasing student achievement	language and understanding amongst staff as to what to the program will look like.	
● Creating and implementing culturally proficient professional development including Book study of "Culturally Proficient Instruction"	Ongoing	● Create and nurture a collegial, collaborative, and professional culture among teachers that supports the district's focus on increasing student achievement	● Gaining a common understanding of cultural proficiency at Potter Road	
● Translating website and signs in school in Portuguese	Ongoing	● Work with ELD coach and teachers to create a welcoming school and classrooms that promote a multilingual and multicultural learning environment	● Creating a culture of biliteracy throughout the school	

• Bi-weekly meetings with staff involved with the program to discuss success and challenges	August 2018	• Collaborate with Two-Way Team to ensure cohesion of program, as well as provide continued alignment to MA standards	• Understanding what's working and what the needs are for the program	
• Continue consultations with MABE to identify PD needs and opportunities	Ongoing		• An outside review of PRS--creating a loop of continuous feedback and improvement	
• End of year review of the program (including surveys to community in both English and Portuguese)	April-June 2019	• Provide reflection and review of Two-Way model and implementation in order to modify and improve program	• Reflect and survey ways to strengthen program	
• Determining staffing needs for the second year of the two way program	April-June 2019	• Provide program with qualified teachers to ensure successful curriculum implementation	• Understanding the format/staffing of year 2	• Salary for staff
• Monthly information nights to inform parents	September 2018-June 2019	• Foster community partnerships and support all families within the Potter	• Build a positive relationship with parents and community regarding the program	

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed
		Road community on the mission and goals of the Two-Way program		
• Review program assessments to determine effectiveness and consider next steps	August 2019-May 2020	• Provide reflection and review of Two-Way model and implementation in order to modify and improve program		

Goal 2: To create a system and culture of data-based assessment including analysis, reflection and feedback so that educators will be able to effectively target the individual needs of students and purposefully adjust their instructional practices accordingly.

Rationale:

Our rationale is we need to provide data driven instruction in order to effectively meet the needs of all learners at Potter Road Elementary School.   In order to accomplish this, we must create a culture of data driven assessment and reflection to move forward.   Using data to inform instruction is crucial, especially as we begin to comply with the state's new system of accountability.   When we are able to successfully use data at Potter Road to move instruction forward, using a combination of formative and summative assessment, we will truly meet the needs of all learners in our school.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
• Train staff how to use the i-Ready program	September 2017-January 2018	• Increasing the consistency of high quality targeted teaching and	• The creation of a consistent method of diagnostic and instruction for all students	• $17,000 cost to Potter Road • $2,000 cost to FPS

		learning/intervention		
● Administer the i-Ready diagnostic assessment 3 times throughout the year	October 2017,18, 19-initial assessment January 2018, 19, 20-winter assessment May-June 2018,19,20-end of year assessment	● Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback	● To gather data in reading and math that will help identify strengths and gaps at the school, grade, class and student levels	Laptops/Chromebooks/ Ongoing training and support for new staff
● Data team along with MTSS develops a protocol for looking at i-Ready data	● January 2018	● Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback		● Stipend for data team members
● Teachers, coaches and administrators, analyze the diagnostic assessment results	October 2017 (ongoing)	● Develop professional learning communities at grade levels and in content areas to analyze results of existing assessments and inform instruction	● Identify strengths and gaps at the school, grade, class and student levels ● Determine differentiation needs and strategies at the Tier 1 level ● Determine instructional groupings and targeted instructional focus	
● Providing targeted instruction through intervention,	Ongoing	● Use data from formative assessments and common summative	● To close the achievement gap and support all students as	

strategy groups, guided math and reading		assessments to drive instruction	determined by data analysis	
● Consistently monitor student progress using diagnostic tools, formative and summative assessments	Ongoing at PLC meetings	● Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback	● To determine if the chosen instructional method is yielding progress and if there needs to be a change in instructional practice	
● Staff professional development about types of assessments and effective student feedback	September 2018-May 2019	● Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback	● Teachers will begin to implement effective feedback strategies in response to student work and instructional goals	
● Staff will provide timely and effective feedback to students on a consistent basis	September 2019-2020	● Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback	● Improved student performance and student awareness of how to reach their goal(s)	

Standard II: Teaching All Students

The Framingham Public Schools "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" (DESE 2012). We understand that when we attend to the social-emotional learning needs of our students, then our students are empowered to construct their own learning.

<u>**School Improvement Goal**</u>

Goal 3: During the 2017-2018 school year, in consultation with PBIS support across FPS, Potter Road will continue the implementation of its multi-tiered system of supports--introducing Tier 2 PBIS school wide--to better support the academic, behavioral, and social/emotional needs of all students. The multi-tiered system of supports will continue to be implemented and supported by administration through 2020.

Rationale:

Our rationale behind this goal is to support Potter Road students who are unable or have a challenging time accessing curricula because they're unable to self-monitor or control their behavior. We must address the social/emotional learning of the students in order to enable them to access the curriculum. Currently, we do an effective job of providing Tier 1 and some Tier 2 interventions, but we need to get better at providing interventions for all of our students and continue with the creation and implementation of a multi-tiered system of supports.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
• Introduction of Tier 2 PBIS--	August 2017	• Support social emotional learning across the school	• Continued school wide understanding of PBIS and the importance of	

			consistency and data collection	
● Creation of a Tier 2 PBIS team to continuously analyze behavioral/social emotional data	August 2017	● Support social emotional learning across the school	● Providing data-driven social/emotional supports to students	
● Establish a consistent "check in-check out" system for Tier 2 students	August-September 2017		● Consistent intervention to support Tier 2 students	
● Regularly scheduled Tier 2 PBIS Team meeting	Ongoing	● Analyze social/ emotional data, academic growth, and achievement	● Provide targeted interventions for our most vulnerable students	
● Showing staff PBIS data throughout the course of the year	Ongoing	● Review status of district's multi-tiered system of support (MTSS) framework		
● Training for Tier 3 PBIS	Target date Spring 2018	● Implement district's multi-tiered system of support	● Provide targeted support for students not reached in Tier 1 and Tier 2 PBIS	
● Creation of a Tier 3 PBIS Team	Spring 2018			
● Introduce tenets of Tier 3 PBIS to staff	August-September 2018			
● Continued monitoring of all SWIS and CICO data	Ongoing			

School Improvement Goal

Goal 4: Potter Road will implement and support a robust, aligned and responsive Tiered System of Support (MTSS) for literacy needs of all students in grades K-3.

Rationale:

Our Potter Road Team of educators began working on this MTSS initiative during the 2016-2017 school year.   Since that time, through many collaborative meetings, the team has created a protocol for reviewing data in grades K-2 in an effort to provide a multi-tiered system of support targeted at literacy.   The purpose of this is to make sure that we work to meet the needs of all learners and target instruction.   As we work to do this, our hope is that we are able to target problems before they become larger issues.   An example of this would be trying to reduce the number of students identified as special education students through tiered instruction.   Moving forward, a long term goal is to encourage other grade levels to follow suit with this MTSS model.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
● Literacy team leaders meet with Hill for LIteracy (through DESE) *-(changed to Novak Educational Consulting)*	Monthly September 2017- June 2019	● Promote academic achievement in literacy for all students ● Deliver targeted supports and interventions using a data-driven approach, then students will receive differentiated instruction aligned with individual needs	● To have evidence-based literacy practices within a tiered model of instruction ● All students will demonstrate growth in foundational literacy skills	● Substitute teachers ● Teacher stipends

		to optimize their success		
• Implementation of Fundations with full fidelity	September 2017-ongoing	• Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs	• Stronger foundational literacy skills to allow for less student referrals and deficits in literacy	• Money for materials for Grade 3 if we adopt Fundations • Money for subs for PD

● Provide teachers with tools that will provide consistency in the implementation of a literacy assessment system and planning for instruction	February 2018-June 2019	● Develop a plan to support teachers in the use of data and the implementation of interventions	● Teachers will use the assessment flow chart to determine the instructional focus for Tier 2 students ● Teachers will demonstrate a consistent way to progress monitor students in intervention ● Teachers will evaluate and analyze student progress through the use of literacy data spreadsheets	

● Create and implement an intervention cycle every 8 weeks	February 2018- June 2020	● Develop a plan to support teachers in the use of data and the implementation of interventions	● Flexible grouping ● Students are receiving the intervention they need based on instructional focus ● Students will demonstrate progress	

● Pilot a group of students to engage in flexible groupings across the grade level	September 2018-June 2019	● Deliver targeted supports and interventions based on the analysis of data and identification of student-specific needs	● To determine if this model works and can be extended to other groups and grade levels in the future ● To allow teachers to be more efficient with planning and meeting students' needs	

● Provide Family Learning night highlighting top-ten literacy habits	September 2018-June 2020	● Promote learning and growth of all students through effective partnerships with family and community members	● To engage all families and community partners	

Standard III: Family and Community Engagement

The Framingham Public Schools "promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations" (DESE 2012).

<u>School Improvement Goal</u>

Goal 5: Over the next three years, in conjunction with the Potter Road staff and PTO, continue to embrace and strengthen relationships and partnerships with Potter Elementary School families in an effort to foster community.   As a result of these relationships we will create, build, and foster a stronger community of learners and families, thereby increasing parental involvement throughout Potter Road in student education.

Rationale:

Our rationale is to have greater involvement of all families at Potter Road with the education of their children. When we find opportunities for more families to get involved with students' education they will be more vested in the learning of their children.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
● Regular meetings with all families who are part of Potter Road's two-way Portuguese immersion program	Ongoing	● Improve multilingual communications	● Establish meaningful relationships with parents of both native Portuguese and native English speakers	
● Creating opportunities for families to get together socially	Ongoing	● Strengthen family and community partnerships	● Parents of students in the program develop relationships with each other	
● Ensuring translation of all correspondence from Potter Road including the website and signage throughout the building	Ongoing	● Improve multilingual communication	● Making the curriculum and the community accessible to all families	
● Working with the PTO to make the organization relevant to those in the two way program	Ongoing	● Increase and strengthen family and community partnerships	● Making the community accessible to all families	
● Create a family engagement "to	2017-18	● Increase and strengthen family	● Making the community	

do" list to share with all families		and community partnerships	accessible to all families	
● Host at least one family learning night per academic to engage families	Ongoing	● Increase and strengthen family and community partnerships		● Staff and volunteers from various clubs throughout Potter Road

Standard IV: Professional Culture

The Framingham Public Schools "promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice" (*DESE 2012*).

<u>School Improvement Goal</u>

Goal 6: To develop and support a teacher-driven Professional Learning Community at Potter Road in order to increase student learning and a collegial culture amongst staff. As a result of the expectations surrounding the Professional Learning Community, Potter Road will create a culture of shared responsibility for student learning which will positively impact the climate and educational experience for all students.

Rationale:

Our rationale behind this goal is to use collaborative time effectively in order to impact classroom instruction and student achievement. We intend to accomplish this through educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures. Our goal is to provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
• Introduce the concept and structure of PLC's to Potter Road Staff including protocols	August 2018-June 2019	• Develop plan to implement professional learning communities throughout the district	• Common vision for Potter Rd • Common understanding of PLC model • Team Norms • - create mission- why do we exist? Fundamental purpose of the school • vision, values and goals	• Full time coaches (Currently we have full time Literacy and ELD Coaches. Our math coach is part time.)
• Ongoing professional development about the PLC Model	August 2018-June 2020	• Develop plan to implement professional learning communities throughout the district	• Shared responsibility for student learning • Grade level teams will gain independence and confidence in running their own PLC meetings.	• Money for resources, including books about PLCs and associated models.
• Look at the most recent student data and formulate an action plan	September 2018	• Create a system and culture of consistent and accurate assessment, data analysis, reflection and feedback	• Teachers' instruction will reflect this plan of action • Students will receive the instruction needed as evidenced by the data	
• Each grade level, meeting, staff meeting, leadership meeting will	September 2018-June 2020	• Create and nurture a collegial, collaborative, and professional	• Greater focus on student learning and achievement • Challenging learning	

follow the PLC model		culture among teachers that supports the district's focus on increasing student achievement.	experiences for all students ● A school culture that nurtures staff collaboration and participation in decision-making ● Meaningful opportunities for professional growth	