



**Mary E. Stapleton Elementary School**  
**School Improvement Plan**  
**2017-2020**

## **SCHOOL COUNCIL MEMBERSHIP & MEETINGS**

Anne Diaz	Principal
Allison Benabdallah	Assistant Principal
Michelle Biasella	Assistant Principal
Janina Almeida	Parent
Jennifer Birch-Israeloff	Teacher
Angie Caryl	Parent
Kristin Chouinard	Teacher
Ann Fernandes	Parent
Brian Fanous	Parent
Kelly Gleason	Teacher
Judith Locke	Community Representative
Lianne Manzella	Teacher
Rachel Richer	Parent
Aljani Stanley	Parent

### **Meeting Dates**

Monday, November 20, 2017 @ 7:00pm

Monday, December 11, 2017 @ 7:00pm

Monday, January 8, 2018 @ 7:00pm

Monday, March 12, 2018 @ 7:00pm

Monday, April 2, 2018 @ 7:00pm

### **Stapleton School & School Council Mission Statement:**

At Stapleton Elementary School we recognize that each child is unique. We empower students to achieve their academic potential and develop their individuality. We nurture the minds and spirits of our students in a safe, friendly, and caring environment.

### **Stapleton School Core Values:**

#### **Be Respectful**

*Keep personal space*

*Demonstrate appropriate language and actions*

*Treat yourself and others kindly*

#### **Be Responsible**

*Know and follow school rules*

*Accept consequences for your choices and actions*

*Follow directions the first time*

**Be Ready**

*Try your best*

*Look, Listen, Learn*

*Remain on task*

**Stapleton Elementary School Improvement Plan Executive Summary**

**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 #1**

*Over the next three years, teachers will develop, implement, and improve upon standards-based math instruction that allows for opportunities for student engagement, growth, and achievement. The success of this goal each year will be determined by students’ growth on assessments (i-Ready, MCAS, end-of-module assessments, formative assessments).*

**School Improvement Goal Statement of Purpose**

Our goal is for all students to receive high-quality, differentiated, standards-based instruction in order to increase student engagement, growth, and achievement in mathematics.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Administer i-Ready diagnostic three times per year to assess students’ growth	Years 1,2,3 Fall, Winter, Spring	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)	Students will meet or exceed expected annual scale score for Reading and Math all three years.	Year 1-3: i-Ready Diagnostic, i-Ready instructional path, computers, headphones Year 2 & 3: full-time math coach

Students will spend at least 30 minutes a week on the i-Ready instructional component for targeted math lessons	Years 1,2,3	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)	Teachers will track individual student lessons and monitor student response to instruction in order to design and implement targeted interventions and extensions.	i-Ready Diagnostic, i-Ready instructional path, computers, headphones
Teachers will progress monitor and determine areas for targeted intervention and extension using common end of module assessments	Years 2,3	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)	This progress monitoring will help guide the design and implementation of differentiated instruction in order to increase students' performance in mathematics.	i-Ready accounts for all teachers, training for new teachers, refreshers for all teachers Common end of module assessments Use of Tier 2 and tier 3 interventions (Number Worlds and TouchMath)
Weekly PLCs	Years 1,2,3	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)	Year 1 and 2 - Common planning for Math units using a guided math/ workshop model, collaborating and sharing resources within and between grade levels  Year 3 - Focus on sharing student work and analyzing error patterns and areas of strength	Copies of <i>Guided Math</i> and <i>Guided Math in Action</i> , full-time literacy coach to facilitate PLCs, increase 0.5 math coach to full time
PLC for Grades K-5 -Vertical conversations	Year 3	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)	Year 3 - Focus on vertical conversations that center on the progression of	Full-time math coach

			standards and expectations	
Flipped staff meetings to provide for focused professional development.	Year 2	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)	The ability to devote time specific to targeted areas of need	
Each grade level will meet weekly with coaches and/ or administration to focus on differentiated, standards-based instruction	Years 1,2,3	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)	Unit and individual lesson planning focusing on standards-based instruction and assessments, scope and sequence planning to align lessons	Full-time literacy coach, increase 0.5 math coach to full-time
Hold instructional leadership team meetings each month to analyze data trends, reflect on instruction, and plan for ongoing progress monitoring	Year 1	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)	Grow teacher leaders and strengthen distributive leadership within PLCs	Funding for ILT to meet monthly for 3 years (\$27.13 x 8 staff x 10 meetings=\$2,170.40 per year), increase 0.5 math coach to full time
Opportunities for peer observation of math instruction	Year 2	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)	Improved collaborative reflection to inform instruction and strengthen vertical alignment	substitute coverage, identify lab teachers to be observed in district
Design and implement consistent math assessments at all grade levels	Year 2	This is related to District Goal #1 and #2 (Standard 1) and District Goal #2 (Standard 2)		Full time math coach and/or math curriculum team

## 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.

### School Improvement Goal

*Social Emotional Learning (SEL): Beginning in the 2017-2018 school year and continuing through the spring of 2020, all Stapleton students will receive support through evidence-based social-emotional learning (SEL) opportunities in order to promote positive social behavior and improve social-emotional and academic success.*

### School Improvement Goal Statement of Purpose

*The purpose of this goal is to ensure that students are provided with appropriate tools and strategies so that they can acquire the skills to help them effectively navigate and/or manage the complex and challenging aspects of their lives, both in and out of school.*

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Implement Second Step in all classrooms.	Year 1	This is related to District Goal # 1 (Standard 2)	Students will be able to demonstrate positive choices and social skills.	
Guidance counselor and classroom teachers will implement GoZen! for supplemental SEL lessons	Year 1	This is related to District Goal # 1 (Standard 2)	The current SEL curriculum will be enhanced.	GoZen! subscription
Identify Stapleton’s PBIS Tier 2 Team and attend PBIS Tier 2 team training.	Year 1	This is related to District Goal # 2 (Standard 2)	Team will learn how to implement the Tier 2 process in order to identify and support at-risk students who do not respond to tier 1 behavioral instruction and provide targeted support and interventions	Substitute coverage for PBIS tier 2 Team members

PBIS Tier 2 Team members and identified staff will receive training from DESE in CICO , a Check in /Check out for targeted Tier II students	Year 1	This is related to District Goal # 2 (Standard 2)	Students develop interpersonal relationships with adults outside of the classroom	CICO fees
Initial Implementation of PBIS Tier 2 process. - Develop forms to guide the process including screening instruments, nomination forms, intervention plans, and checklists.	Year 1	This is related to District Goal # 2 (Standard 2)	Identify at-risk students who do not respond to tier 1 behavioral instruction and provide targeted support and interventions	Funding for PBIS Tier 2 nomination meetings for 3 years (\$27.13 x 6 staff x 5 meetings=\$813.90 per year)
Develop a PBIS Tier 2 system for monitoring progress and evaluating outcomes.	Year 2	This is related to District Goal # 2 (Standard 2)	Use data for decision-making. To determine effectiveness of interventions and measures student growth.	
Maintain implementation of PBIS Tier 1 program	Years 1,2,3	This is related to District Goal # 1 (Standard 2)	Maintain a common, universal system and language throughout the school to sustain a productive, safe environment in which all Stapleton community members express clear expectations and understandings of their roles in the educational process.	Coaching stipends SWIS fees Student incentives
Implement and Zones of Regulation	Years 1,2,3	This is related to District Goal # 1 (Standard 2)	Students will learn to use explicitly taught strategies to identify their feelings and manage them with greater independence.	Purchase of updated materials.

Implement a positive bus referral system (Students can receive positive bus referral slips, which will be celebrated through morning announcements, bulletin board, and social media)	Years 1,2,3	This is related to District Goal # 1 (Standard 2)	Decrease in bus referrals Increase safety On schedule transportation Decrease in return of busses in the afternoon	Student incentives
Implement Doc Wayne program for targeted students	Years 2,3	This is related to District Goal # 1 and # 2 (Standard 2)	Targeted Tier 2 and 3 students	Funding TBD
Support staff and administration will read and discuss the "character trait book of the month" to classrooms	Years 1,2,3	This is related to District Goal # 1 (Standard 2)	Opportunities for non-classroom staff to make more personal and positive connections with students while teaching positive character traits and social behaviors.	Character trait books of the month (10 books x 18 classrooms x 3 years=\$)
Develop and implement activities to compliment the character trait books of the month	Year 2	This is related to District Goal # 1 (Standard 2)	Integration of character education into the culture of the school.	
Spreadsheet of mentor texts used in classrooms cross-referenced with character traits to also use as read-alouds each month	Years 1,2,3	This is related to District Goal # 1 (Standard 2)	Students are exposed to other examples of characters showing citizenship, cooperation, etc. on top of just book of month. (more opportunity for conversation)	
Teach and review of strategies for classroom teachers to implement and support Tier II and	Year 1	This is related to District Goal # 1 and # 2 (Standard 2)	Behavior errors will be corrected proactively. Reduction in major behavior referrals.	Tough Kid Tool box strategies book (each grade level has 1 or 2), Jessica Minahan powerpoint



Ill students within the classroom			Staff and students will report an improved school climate.	
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**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).

**School Improvement Goal**

Over the next three years, staff will reach out to and engage ALL Stapleton families socially, emotionally and academically in order to improve communication and build positive relationships.

**School Improvement Goal Statement of Purpose**

The purpose of this goal is to identify and overcome communication barriers and diversify the parent population that attends events at our school in order to strengthen the home-school connection.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Utilize technology (school-based and within the classroom) in order to reach more families in a timely and consistent manner.	Year 1	This is related to District Goal #1 (Standard #3)	Enhanced home-school communication. Increased parent/guardian participation in all aspects of school.	Technology training for staff on technological communication (ex. Remind app, blogging, Twitter)
Develop a digital survey to identify family communication needs. (include tools and resources)	Year 1	This is related to District Goal #1 (Standard #3)	Determine priority areas to guide steps to improve family engagement.	Translation department would need to translate this survey into Spanish and Portuguese.
Track attendance at all parent teacher conferences	Years 1, 2, 3	This is related to District Goal #1 (Standard #3)		
Track attendance at all school-based events	Years 1, 2, 3	This is related to District Goal #1 (Standard #3)		

Offer consistent translations for everything that gets sent home, including PTO flyers.	Year 1	This is related to District Goal #1 (Standard #3)	Increase in parent participation in conferences, and increased student attendance at after school events (steamathon, family reading night)	Translation department would need to translate this survey into Spanish and Portuguese.
Curriculum night- have a sign up. Offer simulation experience and split grades by permit.	Year 2	This is related to District Goal #1 (Standard #3)		Additional permit per year
Focus of communication, curriculum, workshops (adults)	Year 2	This is related to District Goal #1 (Standard #3)		
Develop a school communication plan for families	Year 2	This is related to District Goal #1 (Standard #3)		
Develop community partnerships to provide learning experiences for students/families	Year 3	This is related to District Goal #1 (Standard #3)	Connect families to in-school and community supports and resources.	
Identify and create first steps in Stapleton home Visit Program for families who have not engaged.	Year 3	This is related to District Goal #1 (Standard #3)		

Additional funding for training of staff for the <i>Home Visit Program</i> to include more families beyond those of ESL students	Year 3	This is related to District Goal #1 (Standard #3)		Funding to train more staff in the Home Visit Program, stipends for staff to complete home visits, stipend for a school-based home visit coordinator
Identify Parent Ambassadors and parent partnerships	Year 3	This is related to District Goal #1 (Standard #3)		
Reach out to organizations- BOSE, EMC, etc. and parents within organizations Parent outreach- Bullying, tweens, transitions(grade , school)	Year 3	This is related to District Goal #1 (Standard #3)	Connect families to in-school and community supports and resources.	

### **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).

### **School Improvement Goal**

*Through Professional Learning Communities, Stapleton staff will participate in collegial reflection of instructional practices and student performance in order to ensure ongoing improvement in staff development and student learning.*

### **School Improvement Goal Statement of Purpose**

*Creating a collaborative culture at our school will allow staff to build on one another’s skill sets and create a positive, safe learning environment for both students and staff.*

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Implement staff book groups to utilize and strengthen our PLC skills	Year 2 Monthly (book changing every 3-4 months)	This is related to District Goal #1 (Standard 4).	Develop more collaborative groups around a shared goal	Dufour or other PLC texts
Design and implement school-wide professional development dedicated to PLC	Year 2	This is related to District Goal #1 (Standard 4).	streamlined understanding by staff of PLCs	Hire presenter to train staff on effective PLCs, approval of PD
Develop tools and protocols for PLC process	Year 2	This is related to District Goal #1 (Standard 4).		
Monitor and measure PLC effectiveness	Year 2	This is related to District Goal #1 (Standard 4).		Staff to conduct walk-throughs/observations to provide constructive feedback
Develop and conduct a PLC survey for all staff	Year 1	This is related to District Goal #1 (Standard 4).	Baseline data for staff understanding of PLCs and self-assessment of PLCs already in place	

Implement peer observation cycles 2 times per year.	Years 2,3	This is related to District Goal #1 (Standard 4).	Teams would observe each other and reflect in order to strengthen their PLC skills	Substitute coverage (2 subs x 3 x 6 grade levels x twice a year=\$)
Vertical alignment collaboration across grade levels at professional development early release days	Year 3	This is related to District Goal #1 (Standard 4).	Create a more well-rounded and aligned curriculum	