

Potter Road Elementary SCHOOL IMPROVEMENT PLAN UPDATE

PROGRESS TOWARD 2018-2019
GOALS AND ACTION STEPS



Standard I: Curriculum, Planning, and Assessment

High Leverage 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.

Action Step(s)	Updates and Deliverables	Next Steps
Utilizing the six guiding principles of the Dual Language education along with the guidance of MABE, Potter Road has implemented the Portuguese Two-Way Program in two Kindergarten classes, as well two first grade classes.	<ul style="list-style-type: none">● Determined the model.● Acquired necessary instructional materials● Hired and provided professional development to Two-Way teachers	<ul style="list-style-type: none">● Will continue to provide professional development to Two-Way staff.● Provide opportunities for all staff, families, and greater community to better understand what bilingualism looks like in our schools.

Standard I: Curriculum, Planning, and Assessment

High Leverage 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. (progress continued)

Action Steps	Updates and Deliverables	Next Steps
<ul style="list-style-type: none">• Work with both literacy, math, and Bilingual Curriculum Specialist to align Two-Way curriculum to MA standards.• Two-Way Team has reviewed the materials in place and necessary materials to order.	<ul style="list-style-type: none">• Collaboration with Two-Way teachers and the Bilingual Curriculum Specialist to create a Two-Way Learning Template for unit plans.• Two-Way team, along with the Bilingual Department have determined that they will continue using Utah Portuguese Materials.	<ul style="list-style-type: none">• Propose summer work to complete Two-Way Learning template and begin work on the second grade unit plans.• Order second grade Utah Portuguese materials, as well as other necessary materials to provide a rich bilingual/biliterate learning experience for the Two-Way students

Standard I: Curriculum, Planning, and Assessment

High Leverage 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.

Action Step(s)	Updates and Deliverables	Next Steps
Implementation and analysis of iReady data	<ul style="list-style-type: none">● Staff was trained was trained on the use of the diagnostic and instructional component● Diagnostics were administered - Fall and Winter● Protocol was developed for data chats● Data chats in October and February	<ul style="list-style-type: none">● Modify instructional practice after data analysis● Ongoing reflection on data analysis● Spring diagnostic and data chat

Standard I: Curriculum, Planning, and Assessment

High Leverage Goal 2: (continued) 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.

Action Step(s)	Updates and Deliverables	Next Steps
Monitor student progress using diagnostic tools, formative and summative assessments	<ul style="list-style-type: none">● Implementation of Professional Learning Communities (PLCs) using appropriate protocols● Data chats three times per year● Coach and teacher collaboration in monitoring student progress● Transition to increased targeted and strategy-based, small group instruction	<ul style="list-style-type: none">● Refine consistent and accurate assessment, data analysis, reflection and feedback, both in data chats and PLCs

Standard II: Teaching All Students

High Leverage Goal 3: During the 2017-2018 school year, in consultation with Positive Behavioral Interventions and Supports support across Framingham Public Schools, 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.

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none">● Follow up with Tier 2 progress for staff● Complete menu of Tier 2 supports so teachers know what is available● Continue to analyze data to determine impact of PBIS supports	<ul style="list-style-type: none">● Teachers can directly input data into SWIS● More clearly explained minor vs. major behavior issues for teacher ownership● Fidelity Inventory: 100% Tier 1, 50% Tier 2● PBIS Committee has grown to 9 educators● Created and shared a consequence continuum and behavior flow chart with staff● Transitioned to the use of paperless office referrals	<ul style="list-style-type: none">● Clearly define the roles and responsibilities of all staff in delivering Tier I and Tier II instruction and supports● Develop a plan to better educate parents about purpose of SEL/PBIS learning (video in Port./Eng) posted to website● Inform parents about SEL education in school (PTO meeting)● Implement universal screener for SEL needs for all students to identify students in need of Tier II SEL support

Standard II: Teaching All Students

High Leverage Goal 4: Potter Road will implement standards based instruction and best literacy practices such as close reading to support the literacy needs of students in grades 4 and 5.

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none">• Monthly meetings with Tara Trainor from Massachusetts Tiered Systems of Support (MTSS) (standards based planning and close reading/text based writing)• Goal: Learning and implementing evidence based practices in literacy• Involved in year three of the Department of Elementary and Secondary Education's MTSS Academy	<ul style="list-style-type: none">• Clear student understanding and engagement of objectives related to standards.• Teachers report on value of this work. They are seeing positive results in assessments-text based writing and iReady.• Examine implementation of work in grades 4 and 5.• Teacher team attended three times this year as well as school based visits from the trainer	<ul style="list-style-type: none">• Two more sessions with MTSS at Potter with a focus on Universal Design introduction (4th grade)• Continue implementation and focus on engagement of text.• Grade 4 and 5 share with faculty MTSS work.• Introduce and implement in grade 3 for next year.• Reflection on student work and lessons.

Standard II: Teaching All Students

How Potter Road is working to address chronic absenteeism

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none">• Principal's professional goal addresses chronic absenteeism• Weekly meetings with support staff to address absenteeism• Outreach to families of students who are absent• Principal reviews daily absenteeism	<ul style="list-style-type: none">• Community outreach regarding the importance of regular attendance• Review of data regarding absenteeism• Letters to families with five or more absences/additional contact with families	<ul style="list-style-type: none">• Training staff in the basics of how to address absenteeism in their classrooms (Tier 1)• Creating a multi-tiered approach to target chronic absenteeism• Consistency of targeting absenteeism in the school• Working with schools across the district that have already targeted absenteeism--adopt best practices

Standard III: Family and Community Engagement

High Leverage 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.

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"> ● Increase digital outlets used to communicate with families and stakeholders ● Creating opportunities for families to get together socially ● Teachers and families are encouraged to plan other events connected to classroom ● Ensuring translation of all correspondence from Potter Road to families and stakeholders 	<ul style="list-style-type: none"> ● Ability to update/excite the community ● Connecting community ● Sharing learning in the classroom (video) ● Potluck, Pumpkin Fair, school spirit and connection to other states ● “We Sing in Portuguese” night celebrating language acquisition ● Opportunities to learn about others; Picnics/outings - seeing other students out of school context/ parents getting to know one another and building a sense of community ● All correspondence from Potter Road to families and stakeholders 	<ul style="list-style-type: none"> ● Continued use of outlets to communicate regularly with families ● More targeted use of video clips for parents ● Build on our connections with other communities ● Continue to invite parents to targeted events focused on identified needs ● Work with specialists to have more Portuguese vocabulary put into place during specials.

Standard III: Family and Community Engagement

High Leverage Goal 5: (continued) Over the next three years, in conjunction with the Potter Road staff and PTO, will 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.

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none">• Working with the PTO to make the organization relevant to those in the two way program• Regular meetings with all families who are part of Potter Road's two-way Portuguese Immersion program	<ul style="list-style-type: none">• Morning coffee/information sessions around the dual language program• Meetings have been held and provided opportunities for feedback	<ul style="list-style-type: none">• Reach out to Portuguese speaking families and survey their needs• Increase the frequency of meetings to a monthly model

Standard IV: Professional Culture

High Leverage Goal 6: To develop and support a teacher-driven Professional Learning Community (PLC) 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.

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none">● Introduce the concept and structure of PLCs to Potter Road Staff including protocols● Professional development about the PLC Model	<ul style="list-style-type: none">● All staff have initial training and experience● Coaches and ILT members learn/practice protocols together, then model the approach in grade level teams or PD activities● Administrative team, coaches, ILT and grade level teams read articles about PLCs, review protocols for potential use, and are learning within the context of day to day operations	<ul style="list-style-type: none">● Continue learning about PLCs through practice and professional development● Continue to use protocols for meetings and reflect on use/implementation

Standard IV: Professional Culture

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Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none">• Look at the most recent student data and formulate an action plan• Each grade level, meeting, staff meeting, leadership meeting will follow the PLC model	<ul style="list-style-type: none">• All staff have used protocol for data chats, grade level discussion, and as a tool for looking at student work• Potter Road is strengthening our use of Protocols for meetings; student support meetings/consults, staff meetings, and other school-based discussions are guided by protocols and a common way to take roles and report back to staff	<ul style="list-style-type: none">• As each cycle is complete, the ILT and grade level teams review data using protocols to determine instructional shifts• Continue to use protocols for meetings and reflect on use/implementation