

## Cameron School Improvement Plan Update - April 2020

submitted by Michelle Melick, Principal

### **Goal 1:**

*During the 2017-2018 school year all teachers will incorporate reading anchor standards into their curriculum at least once per six day cycle to improve student performance on the reading anchor standards on the 2018 MCAS test so all students are within five percentage points of the state average.*

During whole-staff professional development and department meetings, teacher teams focused on how to incorporate reading standards into the curriculum across all content areas. All department heads, along with the library media specialist and Sage teacher, worked collaboratively to provide teachers with appropriate resources and strategies to support students' ability to access nonfiction texts.

School leaders continue to provide feedback to teachers on student progress using i-Ready and MCAS data during curriculum meeting time and building-based professional development days.

In subsequent years, the Cameron leadership team has developed more robust systems for capturing and analyzing instructional and student achievement data. This includes calibrated classroom visit rounds in which every core classroom teacher is observed at least one time per 6-day cycle using a district rubric, and regular weekly monitoring of i-Ready instructional data. This shift to more frequent and consistent analysis of data has led to a more focused approach to administrative, department, and faculty meetings so as to emphasize those areas in which we have identified a need to grow.

**Goal 2:** *During the 2017-2018 and 2018- 2019 school years, students will improve their ability to write a constructed response and synthesize information from multiple texts, as measured by ELA MCAS results, so all students are within two percentage points of the state average.*

Students completed a constructed response pre-assessment and self-reflection to help teachers identify each student's writing strengths and areas of weakness. English language arts (ELA) teachers and the library media specialist deliver lessons to build students' skills in accessing and annotating texts online in order to cite textual evidence in their writing, as emphasized in the Massachusetts curriculum frameworks. Teachers confer with students individually during class in order to provide targeted feedback and meet their specific needs. Students write constructed responses that require the synthesis of information in each ELA unit. This work is ongoing.

**Goal 3:** *Educators will increase personalized learning opportunities for Cameron students through the use of Universal Design for Learning, Teaching and Learning Alliance and Summit Platform. The pace of learning and the instructional approach will be optimized to meet the needs of each learner; consequently, instructional approaches may vary based on individual needs.*

The Universal Design for Learning (UDL) team continues to receive training in instructional strategies to provide access to all types of learners while removing barriers to learning. This year Cameron Middle School's UDL team has had three full days of professional development as well as access to a targeted assistance trainer who provides on-site support three times a year. The UDL team serves as the school's inclusive practices leadership team, sharing what they have learned with the entire Cameron staff through school-based professional development days. The team regularly conducts classroom walkthroughs using a look-for document and shares trends of strengths and focus with the staff. Our two Summit teams receive professional development on instructional practices several times a year. Additionally, Cameron has a

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Summit coach who works with our Summit teams four times over the course of the year to conduct observations, provide feedback, look at data, and offer professional development. The leadership team and Summit teachers meet virtually twice each month with a Summit leader to look at data and set goals.

**Goal 4:** *Cameron Middle School will continue to promote Core Values that support the social and emotional well-being of all students through the implementation of Tier II Positive Behavioral Intervention and Supports (PBIS). Through the use of Tier I and Tier II PBIS, discipline referrals will decrease by 10% as compared to the 2016- 2017 school year.*

School leaders hold monthly grade level community meetings with all students throughout the school year focusing on our core values of Perseverance, Respect, and Ownership (PRO). In addition, teachers deliver seven PBIS lessons at the start of the year with booster lessons as needed during our intervention block. Staff also reinforce our core values by awarding Cameron Cash throughout the school year to recognize PRO behavior. Reward activities are offered monthly for students who are chosen as Core Value Leaders. Additionally, all Cameron students meet with adviser groups twice per cycle. The PBIS Tier 2 team meets weekly to look at data and place students identified as needing further support into Tier 2 interventions tailored to meet their individual situations. The PBIS Tier 2 team meets monthly with each grade level academic team to discuss progress of these interventions.

**Goal 5:** *Cameron Middle School will improve accessibility and communication with our Cameron families and students to promote an open and collaborative relationship.*

The building principal communicates with families via email by sending the Cameron Family Newsletter each week to inform parents and guardians about school happenings. The parent teacher organization works collaboratively to bring parents, students, and teachers together through a variety of events including the Scholastic Book Fair and annual pot-luck dinner. All teachers at Cameron Middle School reach out to families to communicate positive news through Good News Postcards. Families are invited to several evening events at Cameron such as the winter band and orchestra concert, the school musical, and chorus concerts.

**Goal 6:** *Cameron Middle School leadership will continue to provide professional development to all staff focused on increasing personalized learning opportunities for all students.*

School leadership utilizes building based professional development time and staff meeting time to share Universal Design for Learning strategies with the Cameron staff. The Summit teachers continue to receive professional development on the use of the platform and meet virtually with a coach on a biweekly basis. Interdisciplinary teams meet once a week to plan personalized learning opportunities for their students and meet with their departments weekly to collaborate.

**Fuller Middle School Turnaround Plan Update - April 2020**  
**Submitted by Kerry Wood, Principal**

**Turnaround Plan High Leverage Goal 1:**

*Our systems and structures ensure the entire Fuller staff has a shared ownership with individual and collective responsibility for improving instruction and monitoring strategies because every student is capable of high achievement and growth.*

Fuller Middle School has established a common agenda template and meeting norms in order to create a uniform system to document and facilitate meetings across all teams and committees in the school. The administrative team created a Classroom Visit Rounds tracking system to ensure that each classroom is visited at least once per cycle; notes from these visits are documented on a common spreadsheet in order to identify trends to inform professional development. Teachers and grade-level teams analyze student data from formal and informal assessments and identify instructional priority areas across teams and disciplines during their Professional Learning Community (PLC) meetings, which take place once per six day cycle. The Instructional Leadership Team (ILT) created a structure for Peer Observation Visits and a system to collect data from these visits; between February and the beginning of March, 36 peer visits have taken place. Progress monitoring of benchmarks of this goal occurs every 30 school days.

**Turnaround Plan High Leverage Goal 2:**

*Teachers and students are immersed in a culture where data is continuously gathered and analyzed in order to assess student learning, adjust instruction, and optimize growth and achievement for all students.*

Professional development this year has focused on Universal Design for Learning instructional practices to ensure that teachers provide all students with access to grade appropriate, rigorous curriculum and student choice in expressing their understanding of content. All teachers meet with department heads once per cycle for curriculum meetings to create consistency of pacing, use of meaningful tasks, and assessments; ELA, math, and special education teachers co-plan all lessons. Teachers meet in their Professional Learning Communities (PLCs) each cycle to analyze student data, set measurable goals, and monitor progress of the effectiveness of intervention strategies. The English language development (ELD) coach provides both team and individual coaching and feedback in effective sheltered English instruction (SEI) practices. A rubric for academic conversations and a criteria of success have been developed and are used across all disciplines; teachers are focusing on creating additional opportunities for students to engage in academic discourse. Progress monitoring of benchmarks of this goal occurs every 30 school days.

**Fuller Middle School Turnaround Plan Update - April 2020**  
**Submitted by Kerry Wood, Principal**

**Turnaround Plan High Leverage Goal 3:**

*Teachers and staff know students' assets, needs, learning gaps and targets; they match, progress monitor, and adjust interventions and accelerate learning so that all students grow and reach or exceed learning targets.*

As of the iReady Winter diagnostic taken in January 2020, 46% of students have already met 100% of their annual growth for Reading and 44% of students have already met 100% of their annual growth for Math. Currently, 40% of students have passed at least 70% of their iReady lessons in Reading and 61% of students have passed at least 70% of their iReady lessons in Math. The school's intervention team has developed a tiered menu of supports and interventions based on the Multi-Tiered Systems of Support (MTSS) model, and the ILT has created a system for tracking student data which grade-level teams are using to inform academic and Social Emotional Learning (SEL) interventions. Progress monitoring of benchmarks of this goal occurs every 30 school days.

**Turnaround Plan High Leverage Goal 4:**

*The Fuller Middle School community fosters a safe and supportive school climate in which all identities and cultures are valued and nurtured, so that all students develop a sense of their own agency and role in local and global communities.*

The student support staff have developed and implemented a number of SEL courses to support tier 2 students. The ILT created and administered a student self-reflection survey, which was administered in English, Spanish, and Portuguese, to measure student engagement and sense of belonging; increases overall have been noted between survey results from September and February. From January to March, there has been a 28% decrease in the overall suspension rate compared to the 2018-19 school year and a 60% decrease in the suspension rate for students with disabilities during the same time period. Progress monitoring of benchmarks of this goal occurs every 30 school days.

## Walsh School Improvement Plan Update - April 2020

submitted by Patrick Johnson, Principal

**Goal 1:** *Ensure that all students have personalized learning opportunities, measured by observations, student work, and feedback. Create learning opportunities to increase the transliteracy\* skills for 100% of the student population to emphasize the 21<sup>st</sup> century skills of analytical thinking, flexible thinking, and reasoning as measured by focused walk-throughs and observations.*

We have successfully completed our work with NE Basecamp this year. They have provided a series of professional development sessions to the Walsh staff on building personalized learning tasks for students and the development of rubrics. We also are continuing to use classroom walkthroughs to capture data with a focus on the student learning experience. Walsh staff offer students voice and choice by incorporating multiple opportunities for students to show understanding and reasoning. Examples of this work include the Grade 8 Holocaust research paper and presentation, regular use of Socratic seminars, and literature circles at all grade levels. Furthermore, department heads have continued their work with our outside consultant on providing effective feedback to educators.

**Goal 2:** *Improve the social and emotional well being of all students at Walsh measured by attendance data, student and parent surveys, and referral data.*

The Walsh leadership team continues to review both Panorama and MetroWest Adolescent Health Survey data to plan professional development for staff and to develop systems to improve the social and emotional supports available for all students. We have an active advisory program called Connections in which all students participate. The Connections lessons are delivered twice per school cycle, on days 3 and 6.

**Goal 3:** *Foster an open and collaborative relationship with the parents and community at large.*

The principal sends home a weekly newsletter to the Walsh Community using the Smore platform so that it can be immediately translated by families as needed. Grade level teams and content departments also send home monthly newsletters to families. All departments are encouraged to invite parents into school to showcase student work whenever possible. Each year brings exciting opportunities for students to showcase their work, including such events as the Chinese New Year celebration, Two-Way Program celebrations, Holocaust Museum presentation, Robotics competitions, Drama productions, Arts Matter Day, and STEAM week demonstrations.

**Walsh School Improvement Plan Update - April 2020**

submitted by Patrick Johnson, Principal

**Goal 4:**

*(A) All Walsh staff will foster a safe, nurturing, and respectful learning and working environment, resulting in an increase in stakeholders (staff, parents, students) satisfaction.*

*(B) Create a Professional Learning Community rich in professional development focused on high expectations and continuous improvement for professional practice.*

Staff norms have been developed in collaboration with staff and are being used during all meetings.

Peer observation time is available to all staff members. School leaders provide classroom coverage to support this practice whenever needed. Grade-level meetings are held regularly, and monthly department meetings allow for vertical alignment of the curriculum. The addition of department heads in both Science and Social Studies has been critical to improving our school's professional culture.

## Framingham High School Improvement Plan Update- April 2020

submitted by Carolyn Banach, Principal

**Goal 1:** *Ensure that there is a written curriculum that has a consistent format among courses and disciplines. Curriculum maps will have units of study with guiding questions, learning objectives, assessment practices, instructional strategies, WIDA standards, tiered vocabulary, and integration of the dispositions in the Vision of the Graduate. National, state, and local data will be used to identify areas for instructional improvement and growth.*

Significant progress has been made toward this goal in preparation for our New England Association of Schools and College (NEASC) Decennial visit scheduled for November 2020. All curriculum maps are in the process of being updated to ensure consistency of formatting and information, and will include factors such as text alignment, content standards, key concepts, essential questions, and alternative assessments. All curriculum maps are due no later than June 24, 2020.

**Goal 2:** *Evaluate FHS alignment to the new NEASC Research Based Standards for Accreditation. Engage in the Self Reflection process through an evaluation of current conditions for student learning, capacity for continuous growth, identify priority areas for School Growth Plan, and establish the Vision of the Graduate.*

The Framingham High School Self Reflection, NEASC Collaborative conference, School Growth Plan, and statement of the Vision of the Graduate have been completed as a result of the NEASC self-assessment process.

**Goal 3:** *Personalized learning and SEL supports for all students that provide access to 21st Century learning opportunities, research/project based learning, and early college initiatives with higher education partners.*

Significant progress has been made toward this goal including the addition of our Advanced Placement Seminar and Research course, the proposal of a new master schedule which includes a flex block to personalize student experiences, the proposal of a Welcome to FHS learning center for all new students, and the proposal of an alternative pathways program to earn a diploma. Furthermore, we have successfully launched the Metrowest Early Scholars program which includes courses offered at Framingham High School during the school day co-taught by a Framingham High School teacher and a Framingham State University (FSU) professor, and after school on-site FSU and Mass Bay courses. School and district leaders participate in weekly meetings with our FSU and Mass Bay partners. Social emotional and personalized learning expansion includes our work with Engaging Schools to identify a problem of practice and resulting action plan, training for our first cohort of teachers in Universal Design for Learning, continuing to offer the Racial Equity in the Classroom course

## Framingham High School Improvement Plan Update- April 2020

submitted by Carolyn Banach, Principal

after school, and training for department heads on effective use of feedback.

**Goal 4:** *Strengthen school, family, and community partnerships to meet student learning needs and priority areas on the School Growth Plan.*

Significant progress has been made toward this goal. We have established an annual Step-Up day for incoming freshman students, scheduled over 100 college representative visits to FHS, opened a satellite office for the Metrowest College and Career Planning Center at FHS, and arranged for no cost SAT/ACT preparation courses at FHS. In addition, FHS has developed a partnership with the Network for Teaching Entrepreneurship (NFTE) to offer an Entrepreneurship class at our school. We have also expanded our partnership with The Learning Center for the Deaf to include American Sign Language courses as part of our program of studies. School administration uses various modes of communication to share information with families including Twitter, newsletters, Facebook, Flyer News, and email.

**Goal 5:** *Identify deficits in our school resources for learning relevant to school safety, security, and capacity.*

The District and Framingham High School are working in collaboration with TBA Architects to create a longitudinal plan for the utilization of space at FHS. We are reviewing a range of factors including room locations, square footage, course schedules, programs needs, and forecasting of future needs to ensure classroom assignments are as efficient as possible. We are also exploring room and office reassignments for the 2020-2021 school year that will improve our administrative presence throughout the school as well as ease of access for families and guests coming for special education meetings. Security upgrades include an additional 50 security cameras, installation of the Active Shooter Detection System, a staff and student identification card swipe process to enter the building, the automatic locking of our entry doors at 7:25 each morning, a visitor sign-in system, ALICE training, and the issuance of visitor badges that must be worn at all times.