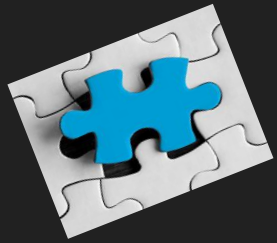


# **Elementary School Improvement Plan Updates & Elementary Handbook Approval**

Amy Bright, Assistant Superintendent for Elementary Education

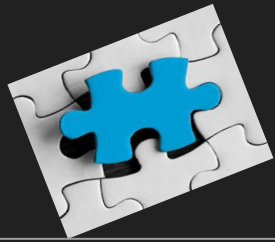


## Superintendent Goals: 2019-2020 Status Report

# Elementary School Improvement Plans & Handbook Approvals

## BLOCKS Pre-School

GOAL FOCUS	HIGHLIGHTS
Curriculum Development (Goal 1 & 2)	Six curriculum units have been developed and implemented with aligned standards based assessments; next steps include work with English Language Development coach to intentionally develop/integrate language goals, revision and enhancement of lessons based on students' needs and analyzing data from the assessments
Social Emotional Well-being of Students	Teachers continue to use their knowledge of Positive Behavioral Interventions and Supports; used existing resources to administer Teaching Pyramid Observation Tool (TPOT) in select classrooms and look forward to administering the TPOT in more classrooms next year; collaborated with Wilson's Social Emotional Behavioral Coach to train select teachers on Safety Care
Strengthen Partnerships (Goal 4 & 5)	Intentional partnerships with PTO to engage families continues to be a targeted focus; surveys were utilized to determine the best way to engage families; teachers and staff served on the Preschool Expansion Group; next steps include using the information gathered and existing partnerships to create a School Council
Professional Development	Staff participated in SEI training focused on language goals, language strategies and cultural proficiency; next steps include leveraging this work to revise the curriculum units

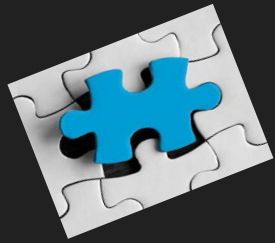


## Superintendent Goals: 2019-2020 Status Report

# Elementary School Improvement Plans & Handbook Approvals

## Barbieri Elementary School

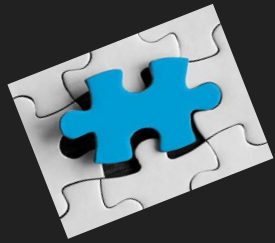
<b>GOAL FOCUS</b>	<b>HIGHLIGHTS</b>
Systems and Structures for Shared Ownership	Expanded Instructional Leadership Team (ILT) to create feedback loop to all constituent groups; used this structure to monitor professional development, analyze data and further school wide action planning
Data Informed Instruction	Key instructional practices were identified using the Classroom Visit Rubric (CVR) and the Instructional Leadership Team (ILT) utilized this information as another data point to self analyze progress in the three strands (Curriculum, Instruction and Assessment, and Accountability) of the Guiding Principles for Dual Language Education
Targeted Interventions	Multi-tiered supports are in place for students and are progress monitored through data chats and the Social Emotional Tier 2 committee
Strengthen Partnerships	Responsive Classroom has been implemented school wide to complement the Tier I PBIS program, CARE; professional development for teachers has occurred on supporting the district SEL curriculum, Zones of Regulation and Second Step; an Attendance Committee meets bi-weekly to monitor and provide early intervention to prevent chronic absenteeism



## Elementary School Improvement Plans & Handbook Approvals

### Brophy Elementary School

GOAL FOCUS	HIGHLIGHTS
Respectful and Professional Culture	Literacy, Math, and English Language Development (ELD) coaches facilitate with teachers the creation, improvement, and execution of high-quality and differentiated lessons based on grade-level standards; ELD and Special Education participation in these conversations ensures scaffolds and supports are built into all lessons, as appropriate, and that the needs of all learners are prioritized
Data Informed Instruction	Coaches, administrators, and teachers utilized a number of school structures to best determine, monitor, and adjust multiple and varied groupings for students; data chats are held throughout the year to discuss student growth and achievement and develop action plans for students
Increased/Enhanced Learning Opportunities	Added two new Dual Language classrooms, bringing the total number to four; administrators and coaches connect with each family who are at risk of chronic absenteeism; staff collaborates with outside partners to launch a produce distribution program at a local community center biweekly on Thursdays
Systems and Structures for Shared Ownership	Instructional Leadership Team (ILT) refreshed its membership and practices beginning in January 2020 to analyze school based data points to develop meaningful professional development including intentional use of staff meetings that promote teacher voice



## Superintendent Goals: 2019-2020 Status Report

# Elementary School Improvement Plans & Handbook Approvals

---

## Dunning Elementary School

<b>GOAL FOCUS</b>	<b>HIGHLIGHTS</b>
Data Informed Instruction	Implement and monitored results from iReady and Imagine Learning diagnostic and instructional component and utilized this data during Instructional Leadership Team and Academic Review Team meetings and data chats to analyze and plan for ensuring high quality instruction for all students with a targeted focus on students not meeting grade level standards
Social Emotional Well-being of Students	Implementation of Tier I programming for students (PBIS, Zones of Restorative Practices and Character Themes of the Month), use of whole school common language and the development of Tier I, Tier II and Student Support Team to help strengthen practices and analyze SWIS data
Strengthen Partnerships	Increased collaboration with PTO and School Council has resulted in steady progress in increasing meaningful involvement for families and community members
Systems and Structures for Shared Ownership	Development and reorganization of teams (Instructional Leadership Team, PBIS, Tier II) and intentional focus on shared norms of collaboration that help focus the work on shared problems of practice

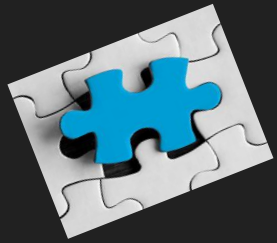


## Superintendent Goals: 2019-2020 Status Report

# Elementary School Improvement Plans & Handbook Approvals

## Hemenway Elementary School

GOAL FOCUS	HIGHLIGHTS
<b>Data Informed Instruction</b>	Use of student centered collaborative planning with teachers and coaches to analyze student work and student data to develop lesson unit/plans and developing strategies, interventions and enhancements to support all students; Support Staff, Instructional Leadership Team and the School Based Language Assessment Team meets regularly to create a schoolwide action plan to support student learning outcomes that is monitored with fidelity
<b>Increased/Enhanced Learning Opportunities</b>	Multiple learning platforms are utilized to enhance the learning experience for students; teaching teams, coaches and administration are progress monitoring student growth and achievement; Library Media Specialist focuses on digital literacy standards
<b>Social Emotional Well-being of Students</b>	SEL instruction is built into all classrooms using Second Step Social Competency Curriculum [replaces Open Circle], Zones of Regulation, explicit teaching of Academic Conversational skills, Character Trait of the Month and Responsive Classroom in all classrooms; classroom teachers have implemented the following components of Responsive Classroom in all classes K-5: Morning Meeting, Quiet Time, and Closing Meeting
<b>Strengthen Partnerships</b>	Working with individual teachers and teaching teams to design opportunities to grow their digital literacy skills: virtual staff meetings, website development, google classroom and teachers are exploring a variety of digital learning tools including Flip Grid, video read alouds, ClassDojo and Google Classroom
<b>Systems and Structures for Shared Ownership</b>	Team Time, staff meetings and professional development opportunities focus on curriculum development, analyzing student data, increasing the ability to embed SEI strategies in all instruction across the curriculum and ensuring there are multiple opportunities for all students to make their thinking visible across the curriculum



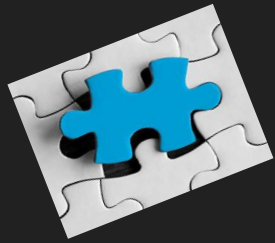
## Superintendent Goals: 2019-2020 Status Report

# Elementary School Improvement Plans & Handbook Approvals

---

## King Elementary School

GOAL FOCUS	HIGHLIGHTS
Data Informed Instruction	Data chats are held throughout the year to review academic, behavior and social emotional data to identify strengths, trends and performance concerns to plan for appropriate interventions; monthly Instructional Leadership Team (ILT) meetings are utilized to monitor the implementation of school-wide initiatives
Increased/Enhanced Learning Opportunities	A partnership with the Museum of Science and the District STEAM Coach has been strengthened to provide professional development and opportunities for exploration of STEAM within existing curriculum and instructional practices
Social Emotional Well-being of Students	Partnership with the District's Social Emotional Mental Health Team to provide teacher coaching cycles; professional development for teachers in Responsive Classroom, De-escalation and Rethinking Discipline
Strengthen Partnerships	Utilize partnerships with Doc Wayne, the New England Center for Children (NECC), Framingham High School mentors, the Home Visit program through the Bilingual Department to promote the home-school connection for students; maintained STEAM Resource Center through partnerships with parent volunteers and the District STEAM Coach



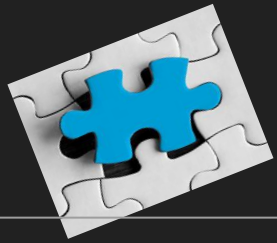
## Superintendent Goals: 2019-2020 Status Report

# Elementary School Improvement Plans & Handbook Approvals

## McCarthy Elementary School

GOAL FOCUS	HIGHLIGHTS
Systems and Structures for Shared Ownership	Our Instructional Leadership Team (ILT), in conjunction with the Center for Collaborative Education (CCE), has been using the Data Inquiry Cycle to interpret data, determine action steps, and monitor the ensuing progress to drive instructional decisions and determine staff development; use of data chats to discuss student progress with teachers, coaches and administrators.
Increased/Enhanced Learning Opportunities	Grade level teams meet with instructional coaches weekly to refine lesson plans and work collectively to create rigorous, standards based lessons, using different UDL strategies learned from our professional development; ongoing professional development to strengthen access and break down barriers to Tier I instruction
Targeted Interventions	The School Leadership Team (administration and coaches) and Instructional Leadership Team (ILT) have used multiple data points (iReady, Imagine Learning, Standards Mastery, End of Unit Assessments) to inform tiered support for student specific needs, drive professional development, Tier 2 classroom instruction, and interventions; McCarthy is piloting a new Teacher Assessment Team process/structure to identify specific student supports
Safe and Supportive Climate	Second Step and the Zones of Regulation curriculum have been introduced this year in all classrooms; Tier 2 PBIS structures and interventions have been put in place - Check-In Check Out (CICO) McCarthy Mentors, and regularly scheduled whole school meetings



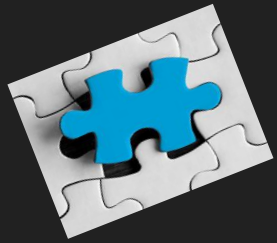


## Superintendent Goals: 2019-2020 Status Report

# Elementary School Improvement Plans & Handbook Approvals

## Potter Road Elementary School

GOAL FOCUS	HIGHLIGHTS
Increased/Enhanced Learning Opportunities	In addition to planning for the expansion of the Dual Language program to Grade 3, we continue to uphold and monitor the progress of the Three Pillars of Dual Language Education and develop cultural programming for parents of two-way students and the school community; teachers focus on designing standards-based lessons with an emphasis on explicit vocabulary, reading strategies, and a clear standard as well as UDL principles
Data Informed Instruction	Through data chats, Instructional Leadership Team (ILT) meetings, Professional Learning Communities (PLCs), consults, and Multi-Tier System of Supports (MTSS) work, stakeholders review, analyze, and action plan using academic and social-emotional data from adaptive technology, curricular assessments, MCAS, SWIS, and informal assessments
Social Emotional Well-being of Students	Tier 1 PBIS includes a monthly focus on targeted behavior in specific areas of the building; <u>Second Step</u> , a Brazilian version of <u>Second Step</u> , and <u>Zones of Regulation</u> are used school-wide as Tier 1 Instructional materials
Strengthen Partnerships	Through the PTO, social media, email, and Family Learning Nights connections are made with a wide cross-section of our population; recruitment of members to serve on School Council to represent the changing population of Potter Road and work to improve communication for all
Systems and Structures for Shared Ownership	Provided a weekly opportunity for grade-level collaboration around standards-based lesson planning and review of student work and data to promote equitable access to high-quality instruction via the use of protocols or book study references

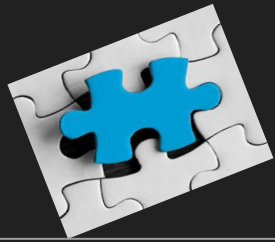


## Superintendent Goals: 2019-2020 Status Report

# Elementary School Improvement Plans & Handbook Approvals

## Stapleton Elementary School

GOAL FOCUS	HIGHLIGHTS
Data Informed Instruction	Literacy and Math collaboration time focused on intentional student-centered planning; use of school wide instructional programming data and behavior data is used by school leadership and the Instructional Leadership Team (ILT) to unpack student learning with teachers in data chats and drive decision around staffing and professional development
Social Emotional Well-being of Students	Intentional use of school wide behavior data to create reports that are shared and unpacked with grade level teams each month; PBIS Tier I team coordinated monthly community meetings; teachers implemented Social Emotional Learning curriculum in classrooms and across the school day; Doc Wayne program was funded and began implementation in March; sensory paths designed and installed to support sensory breaks
Strengthen Partnerships	School wide safety/behavior data communication plan created and reviewed by School Council monthly; created Family Workshop series in the Winter and Spring based on parent feedback; increased coordination and frequency of communication to all families in English, Spanish and Portuguese
Systems and Structures for Shared Ownership	Use of ILT subcommittees to leverage all staff and their unique lens to enhance school culture; Captain's Log utilized to streamline communication and accountability; designed learning experiences that leveraged the move to a virtual environment

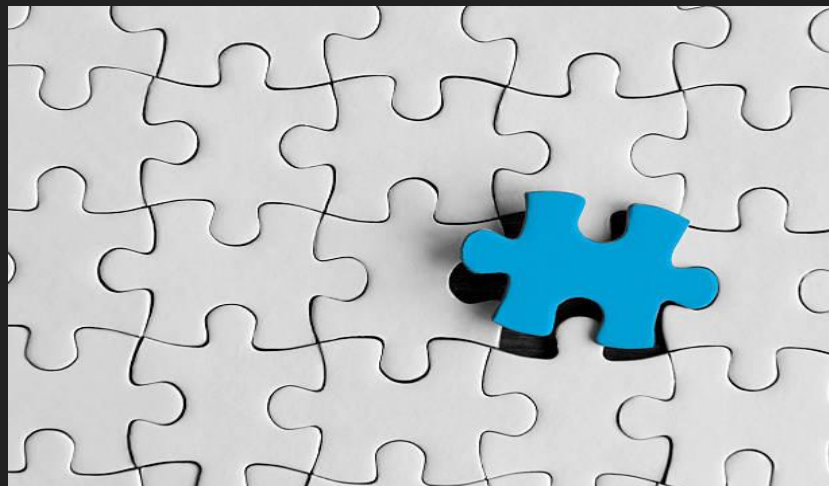


## Superintendent Goals: 2019-2020 Status Report

# Elementary School Improvement Plans & Handbook Approvals

## Wilson Elementary School

<b>GOAL FOCUS</b>	<b>HIGHLIGHTS</b>
Systems and Structures for Shared Ownership	Use of committees to monitor student growth and achievement including a re-established School Council; School Leadership Team facilitated two rounds of data chats and completed 100% of classroom visit rounds since October 11th which generated targeted and specific feedback to teachers
Increased/Enhanced Learning Opportunities	Professional development provided on a variety of topics including Language Objectives, Foundations, Math Workshop, SEL; created and administered formative assessments that were utilized to monitor student growth, make adjustments in Tier I instruction and assign intervention cycles for students
Data Informed Instruction	Use of Team Time to focus on student engagement strategies, anecdotal note taking, monitoring of student growth and achievement as well as access points and differentiation for learning. Created an intervention process to support students in Literacy and Math
Respectful and Professional Culture	Increased focus on building a positive school climate and culture including PAWS for Applause monthly student awards, IB Learner Profile read alouds of the month, creation of 5th Grade Student Council Ambassadors and increased local and global connections



**Questions?**