

# Brophy Elementary School Improvement Plan Update - April 2020

*submitted by*

Dr. Frank Rothwell, Principal and Dr. Caitlin Long, Vice Principal

**Goal 1:** Deepen content knowledge in ELA/Math standards. Grade level collaboration to develop, implement, reflect, and refine common lessons across the classes in each grade; use of a common learning plan template.

**Progress toward goal:** Literacy and math coaches lead grade level teams (HR, special educator, and ESL teachers) in the co-planned construction of standards-aligned, high quality, and developmentally appropriate lessons during year three of our co-planning structure. Literacy, Math, and ELD coaches facilitate with teachers the creation, improvement, and execution of high-quality and differentiated lessons based on grade-level standards. ELD and SpEd participation in these conversations ensures scaffolds and supports are built into all lessons, as appropriate, and that the needs of all learners are prioritized.

**Goal 2:** Implement multiple and varied groupings with meaningful learning tasks: supporting all students in academics and social emotional development. Assessments to drive instruction and to differentiate and adjust instruction.

**Progress toward goal:** Coaches, administrators, and teachers utilize a number of school structures to best determine, monitor, and adjust multiple and varied groupings for students. Student groupings are discussed in co-planning, where teacher teams intentionally plan lessons and supports for specific groups and specific individuals. Administrators, coaches, and teachers monitor the effectiveness of groups during data chats and make adjustments at multiple intervals. Co-teachers are expected to embed assessments into each lesson to make appropriate shifts as needed.

**Goal 3:** Uses a variety of culturally responsive practices and communication strategies to support every family to participate actively in the classroom and/or school community.

**Progress toward goal:** Added two new Dual Language classrooms, bringing the number to four. The ELD coach and Bilingual Dept. has led the professional learning and supported the curriculum development for this new program. We welcomed two new bilingual Sp.Ed. teachers to our staff. Student Support Team, composed of the school nurse, psychologist, social workers, principal and assistant principal, meets weekly to support students with the highest needs and build school-wide structures. The School Leadership Team (SLT) and English Language Development (ELD) teams also continue to lead our work in culturally responsive family engagement. Brophy prioritizes two-way communication with all families in multiple languages. 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.

**Goal 4:** Develop shared leadership using grade level and school leadership teams, focused on improving student achievement.

**Progress toward goal:** Brophy School's Instructional Leadership Team (ILT) refreshed its membership and practices beginning in January 2020. The ILT, comprised of the Principal, Vice Principal, Special Education teachers, English Language Development teachers, meets every other Tuesday morning to share leadership responsibilities, and use and analyze school-wide and grade level data to lead to instructional improvement and, in turn, improve student growth and achievement. This year, the ILT has looked at math and ELA data and identified and communicated short and long term next steps for grade level teams. In addition, the SLT, comprised of coaches and administrators, has met bi-weekly this school year and collaborated on planning professional development and staff meetings.

## Dunning School Improvement Plan Update - April 2020

Submitted by Michele Schecter, Principal & Kathie Lasky, Assistant Principal

**Goal 1:** Ensure the delivery of high quality instruction, including content, instructional practices, consistent and accurate assessment, data analysis, reflection, and feedback, by all staff and executed in all instructional settings.

Through the implementation of I-Ready diagnostic and instructional component usage across grade levels, weekly literacy and math coach guidance around curriculum, and data driven analysis of assessment and adjustment of practice especially to those students not meeting grade level expectations, as well as regularly scheduled data meetings (Academic Review Team - ART, Instructional Leadership Team - ILT, data-chats and consults), we have continued to review, analyze and plan for ensuring high quality instruction around instructional practices for students not meeting grade level standards, specifically highlighting those with in high need sub-groups.

**Goal 2:** Strengthen the social emotional learning of all students through the planning and implementing of a school-wide multi-tiered positive behavior and support system to address social emotional learning concepts.

We are working toward strengthening our social emotional learning of all students through the robust implementation of Tier 1 programming (PBIS, Zones of Regulation, Restorative Practices and Character Themes), increased teacher resources, use of whole school common language, the development of teams and regular meetings (Tier 1, Tier 2, Student Support Team), and increased whole-school use and monitoring of SWIS data.

**Goal 3:** Increase opportunities for meaningful involvement for families and community members, in both classroom and school activities, as well as opportunities to share in decision making, while maintaining a foundation of mutual trust and respect.

We have made steady progress increasing meaningful involvement for families and community members through increased collaboration and outreach efforts with our PTO and School Council. We have increased our communication efforts using social media, email, "Notes from the Office", various apps online, and home visits to newcomer families, as well as ensured translation of languages including both Spanish and Portuguese speaking families. While we have had good attendance at many events, we continue to work on increasing attendance from all families.

**Goal 4:** Establish a community of practice through shared responsibility and professional collaboration that supports the Dunning mission statement: *At Dunning School our mission is to provide a rigorous education within a nurturing environment, to ensure that all students learn to be respectful, independent thinkers and problem solvers. We believe that all students will achieve at high levels.*

We have made steady progress in supporting our school mission through the development and/or reorganization of teams (ILT, grade-level teams, STEAM, PBIS, Tier 2) as well as engaging in intentional targeted work emphasizing shared norms for collaboration and teamwork to participate in collaborative conversations enhancing teacher efficacy and discussions focused on problems of practice that lead to actionable steps for supporting student learning in the classroom.

## Hemenway School Improvement Plan Update - April 2020

Elizabeth Simon, Principal

**Goal 1:** Promote the learning and growth of all students by utilizing high quality assessment throughout all curriculum areas. Teaching teams will analyze student work, performance and growth data and utilize this data to inform and strengthen instruction to meet all student needs through targeted, differentiated instruction across the curriculum. Each academic year, this goal will be measured by i-Ready and/or MCAS data to determine if all Hemenway students, in kindergarten through grade 5, achieve a student growth percentile of 60% or above in Math and English Language Arts (ELA).

Each grade level teaching team meets weekly with the literacy, math and ELD coach to focus on intentional student-centered collaborative planning. During this collaborative team time staff are engaged in designing standards based instruction, analyzing student work and student data to develop their lesson unit/plans and developing strategies, interventions and enhancements to support all students. i-Ready and Imagine learning programs are aligned to the Massachusetts standards and provide an individualized path for students to learn and grow. All students use these platforms for at least 30 minutes per week in both reading and math; and are progress monitored weekly by their teacher. Data Chats are conducted with all classroom teachers, ESL teachers, special educators, coaches and administration [three times per year] to review every student's progress and to create an action plan for continued student growth. The Leadership Team meets weekly to determine the focus for each week's team time, to review coaching cycles and to identify areas to focus on moving forward. The Support Staff meet weekly with administration to review academic and behavioral data [SWIS] and use this data to ensure all students' needs are being addressed using the 4-Step Process [1-Teacher meets with grade level team, 2-confer with counselor on student concerns decide who should attend the TAT/SBLAT, 3-TAT- Teacher Assistance Team or SBLAT - School Based Language Assessment Team, 4-SET - Student Evaluation Team ]. SPED TEAM updates are reviewed. The Instructional Leadership Team (ILT) meets at least monthly to review academic and behavioral data [i-Ready/Imagine Learning/2019 MCAS/SWIS/Panorama, etc.] and to provide a schoolwide action plan to support student learning outcomes.

**Goal 2:** Students at Hemenway will increase the time spent using digital technology across the curriculum. Our goal is for all students, kindergarten through grade 5 to learn basic computer literacy, keyboarding, research and digital citizenship skills. In addition, all students will spend at least 30 minutes per week using the i-Ready instructional component for reading and at least 30 minutes per week for math. We will track usage of the i-Ready instructional component by student.

All students are using technology across all grade levels including i-Ready, Imagine Learning; with digitally based resources being accessed in all grades across the curriculum. Students in grades 2-5 are also using Google classroom. Students are using a variety of digital tools to present their learning including Google slides, Flipgrid and class DoJo. Library Media class instruction is based upon the Massachusetts State digital literacy standards with all students K-5 participating. Teaching teams, coaches and administration are progress monitoring student progress using i-Ready and Imagine Learning.

**Goal 3:** Increase opportunities for students to engage in behaviors that promote social, emotional and physical wellness for all Hemenway students. All students have an hour of art, music, and physical education instruction per week. Each classroom teacher provides direct, explicit instruction of social skills using the Open Circle Social Competency Curriculum at least 30 minutes per week. Teachers are accessing Responsive Classroom training and piloting implementation. We have fully implemented our tier I school-wide Hemenway PAWSitive Behavioral Intervention Program [PBIS], and we are working to fully implement tier II positive behavioral and intervention supports by the end of the 2017/2018 school year. Progress toward achieving our SEL goal will be measured by analyzing SWIS data and Panorama Survey results.

This year we have SEL instruction 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 are implementing the following components of Responsive Classroom in all classes K-5: Morning Meeting, Quiet Time, and Closing Meeting. PBIS is being implemented school wide: Tier 1 support includes explicit teaching of Hemenway Expected Behaviors across all settings, the use of class Paws and individual Paws to positively reinforce expected behavior, as well as individual,

## Hemenway School Improvement Plan Update - April 2020

Elizabeth Simon, Principal

whole class and school wide celebrations to reinforce students exhibiting expected Hemenway behavior. Tier 2 and Tier 3 supports are developed as needed including Check-in/Check out, HUG [am check-in, mid day check-in, end of day check-in], behavioral support plans. Increased use of SWIS data schoolwide to identify areas of need.

**Goal 4:** Engage and collaborate with all families in the Hemenway community through parent-teacher conferences, PTO meetings and events, curriculum night, ongoing classroom and school-wide communication. As measured by the Panorama Survey in spring 2018. School council will review formative data on parent participation in parent-teacher conferences [in person/on phone], and attendance at school sponsored events.

We have made steady progress in increasing meaningful involvement for families and community members through collaborating with our PTO and School Council. *Hemenway Happenings* and now *Hemenway Virtual Happenings* is sent out in all three languages [English, Portuguese and Spanish]. We use Connect-Ed as a means to communicate important information to all families in three languages. Our PTO meetings include staff presentations on Literacy, Math, PBIS, the Nurse, PE, Music, MCAS and other topics of interest. We are hoping to have these presentations recorded and posted to the website with language accessibility. The PTO continues to offer family events after school hours including: Around the World Fair, Spooktacular, Kid's Night Out, Parents' Night Out, Family Game Night, Family Science Night, Family Picnic, etc. Teachers have signed up for the Home Visit program to visit with families of ELL students in their home [offered through the Bilingual Department]. We are tracking attendance at Parent-Teacher conferences. If after repeated attempts by the teacher/support staff to have a parent attend/participate in a conference either in person or by phone, administration contacts the parent to facilitate the parent in participating in a Parent-Teacher Conference. We are continuing to explore ways to increase attendance at all school events for all families.

**Goal 5:** To engage all teaching teams in professional development and grade level coaching cycles to foster our school-wide initiative of Making Student Thinking Visible. *"To build on, and to continue to support, our professional culture of collaboration and life-long learning in order to support teachers in designing and implementing standards-based curriculum to increase student achievement and growth."*

We continue to work tirelessly and are making progress toward achieving our goal. Hemenway staff meetings are focused on curriculum development, analyzing student data, increasing our 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. Our Team Time is essential to moving this work forward as coaches [Literacy, Math, ELD] meet with teaching teams weekly to support the development of unit and lesson plans that support all students having multiple opportunities across the curriculum to make their thinking visible [turn and talk academic conversations, sentence starters, student friendly learning and language objectives, modeled and guided practice during the mini lessons, etc. Teachers continue to engage in after school courses; often enrolled in the same course and meeting on their own time to collaborate and share their learning; highlighting the implications for strengthening their instructional practice. During COVID 19 we are 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. Together Hemenway staff will continue to collaborate on providing students with high quality student engagement and reinforcement opportunities. All staff are committed to continuing to reach out to students and their families during this challenging time.

## McCarthy Elementary School Improvement Plan Update - April 2020

Submitted by Cynthia Page, Principal

### **Turnaround Practice # 1. Leadership, Shared Responsibility, and Professional Collaboration**

Preferred State: An established community of practice through leadership, shared responsibility, and professional collaboration where administrators and teachers (through teacher teams or involvement in the ILT) are actively monitoring and assessing the implementation and impact of key improvement strategies and classroom instructional practices.

*Our Instructional Leadership Team (ILT), in conjunction with the Center for Collaborative Education, has been using the Data Inquiry Cycle to interpret data, determine action steps, and monitor the ensuing progress. Using some of this data, instructional decisions were made to determine focused staff development. All teachers participated in data chats with coaches and administrators. We are continuing to refine a structure for disseminating information from the ILT to the whole school and building the instructional toolbox of our ILT.*

### **Turnaround Practice # 2. Intentional Practices for Improving Instruction**

Preferred State: A well defined, understood and implemented common understanding of high-quality instruction in ELA and Math is observable in content, strategies, and pedagogy among all staff at McCarthy Elementary School.

*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 target to strengthen access and break down barriers to Tier I instruction. Teachers are participating in peer observation cycles to share and grow instructional practices.*

### **Turnaround Practice # 3. Providing Student-Specific Supports and Instruction to All Students**

Preferred State: The school has developed a well-orchestrated system of ongoing data collection and analysis that informs a continuously responsive and adaptive system of tiered instruction directly attentive to students' specific needs.

*The School Leadership Team (administration and coaches) and Instructional Leadership Team have used multiple data points (iReady, Imagine Learning, Standards Mastery, End of Unit Assessments) to inform tiered support for student specific needs. This data has driven our professional development, Tier 2 classroom instruction, and interventions. Using the district District Curriculum Accommodation Plan (DCAP) McCarthy is piloting a new Teacher Assessment Team process/structure to identify specific student supports.*

### **Turnaround Practice #4. School Climate and Culture**

Preferred State: The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

*Second Step and the Zones of Regulation 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. Regular communication between admin and teachers, admin and families, teachers and families, and building these relationships has been a focus this year. To further develop these structures, Title I funds will be used to hire a Social-Emotional Behavior coach for the 20-21 school year.*



## Potter Road School Improvement Plan Update - April 2020

submitted by Larry Wolpe, Principal

**Goal 1:** In consultation with the bilingual department of FPS and MABE, we will design and implement a two-way Portuguese program.

In addition to expanding the 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.

**Goal 2:** We will create a culture of data-based assessment including analysis, reflection, and feedback so that educators can effectively plan for and target the individual student needs.

Through data chats, ILT meetings, PLCs, consults, and MTSS work, stakeholders review, analyze, and action plan using academic and social-emotional data from adaptive technology, curricular assessments, MCAS, SWIS, and informal assessments

**Goal 3:** Since SY 2017-18 and moving forward, we will continue to implement PBIS and will introduce Tier 2 PBIS school-wide to better support the whole child.

Tier 1 PBIS includes a monthly focus on targeted behavior in specific areas of the building; Second Step, a Brazilian version of Second Step, and Zones of Regulation are used school-wide as Tier 1 Instructional materials.

**Goal 4:** We will implement and support a robust, aligned and responsive Multi-Tiered System of Support (MTSS) for the literacy needs of all students in grades K-5.

Teachers focus on designing standards-based lessons with an emphasis on explicit vocabulary, reading strategies, and a clear standard as well as UDL principles.

**Goal 5:** We will continue to embrace and strengthen relationships and partnerships with families in an effort to foster community and increase parental involvement in student education.

Through the PTO, social media, email, and Family Learning Nights we are connecting with a wide cross-section of our population; we will recruit members of the School Council to represent the changing population of Potter Road and work to improve communication for all.

**Goal 6:** We will develop and support a teacher-driven Professional Learning Community to increase student learning and culture amongst staff, therefore creating a culture of shared responsibility for student learning.

There is 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.

## Barbieri School Improvement Plan Update - April 2020

Susan McGilvray-Rivet, Principal

**Goal 1:** *Barbieri Elementary School is committed to increasing representation of school teams on the Instructional Leadership Team (ILT) to include a representative from each grade level team and ensuring each constituent group in the school is represented. Through increasing the ILT's membership to include all groups, a professional culture of collegiality, shared decision-making, and collaboration between the administration and school faculty will be nurtured. Additionally, Barbieri Elementary School will utilize existing collaboration structures to develop systems for exploring instructional practices, data analysis of assessments, intervention planning and progress monitoring of student achievement and growth.*

We have expanded our ILT to include representation from all professional level constituent groups in the school. There is a reciprocal reporting and feedback loop in place. The team regularly analyzes data on student achievement and progress, student behavior and current research to make decisions about instructional practices, professional development and further school-wide action planning.

**Goal 2:** *Barbieri Elementary School will identify specific instructional best practices that are aligned with the school's instructional focus. These practices will be clearly defined, supported, and implemented with fidelity.*

Key instructional practices were identified using the CVR tool. The implementation of these practices is consistently monitored and data are analyzed guiding the work of grade level teams and building based professional development. The ILT is currently engaged in completing a self-analysis of three strands (curriculum, instruction and assessment and accountability) of the Guiding Principles for Dual Language Education and will incorporate the findings into the next School Improvement Plan.

**Goal 3:** *Barbieri Elementary School will promote the academic growth and achievement, and social and emotional growth for all students through a system of supports, assessment, data analysis and feedback.*

Multi-tiered supports are in place to meet both the academic and social emotional and behavioral needs of our students. These are progress monitored through individual data chats and our social emotional tier 2 committee. We are still working on a system to consistently record and monitor tier 2 classroom based interventions.

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

Susan McGilvray-Rivet, Principal

**Goal 4:** *Barbieri Elementary School will cultivate shared behavioral expectations and practices, meaningful social-emotional supports for students, and strategies for engaging families that are culturally relevant and responsive.*

In addition to our long-standing PBIS program, CARE, we have now implemented Responsive Classroom school-wide. Our multi-tiered system of social emotional and behavioral supports includes four tier 2 options which are reviewed and monitored every 8-10 weeks. Professional development has centered on supporting the implementation of the new district Social Emotional Learning (SEL) curricula, Zones of Regulation and Second Step. An attendance committee meets at least bi-weekly to monitor and intervene early and often to prevent chronic absenteeism.

## BLOCKS School Improvement Plan Update - April 2020

submitted by Rosario Alvarez

**Goal 1:** *Over the next three years, teachers will work collaboratively with the preschool curriculum team on the development and implementation of six integrated curriculum units that allow opportunities for student engagement, growth and achievement.*

Six curriculum units have been developed and implemented in all preschool classrooms based on the Massachusetts preschool standards. These are living documents where staff refine, revise and enhance lessons based on student's needs. Our next steps are to work with an English Language Development Coach to develop/integrate language goals for our English Language Learners.

**Goal 2:** *Over the next three years, we will develop assessments linked to key standards within each curriculum unit in order to analyze student progress/needs and use this data to inform instruction and adjust practices accordingly.*

Assessments for unit lessons have been developed on key standards with modifications for our special education students. Staff have administered assessments and compared results as part of our professional development sessions. Schoolwide data was completed/compared in Fall 2019 from a teacher developed common assessment. In the Spring 2020 data collection continued and was compared schoolwide to observe the growth of children.

**Goal 3:** *Social Emotional Learning (SEL): Beginning in the 2017-2018 school year and continuing through the Spring of 2020, PBS (Positive Behavioral Support) coaches and teachers will develop a toolbox of classroom strategies that ensure a safe, positive and productive learning environment for all students as measured by Pyramid Model Staff Survey and Teaching Pyramid Observation Tool (TPOT).*

Preschool staff are familiar with the PBIS (Positive Behavioral Interventions and Supports) model and utilize their toolbox of strategies within their classroom with coaches providing support as needed. Using existing resources we were able to administer TPOT in select classrooms and look forward to administering the TPOT in more classrooms next year. Collaborated with Wilson Social Emotional Behavioral Coach to train select teachers on Safety Care. We continue to target support for individual students as well as classrooms based on observations and/or requests by staff.

**Goal 4:** *Over the next three years, preschool staff together with the BLOCKS PTO and newly created school council, will continue to expand opportunities and family partnerships in order to improve communication, participation in school/district events and build positive relationships.*

BLOCKS Preschool has worked on developing parent participation through the PTO who continues to work on recruiting/engaging more families. A family survey was conducted to gather information regarding topics for parent meetings/best times to meet and challenges families encounter that impact their participation. At this time, a formal school council has not been established but remains a goal for this upcoming school year.

## **BLOCKS School Improvement Plan Update - April 2020**

submitted by Rosario Alvarez

**Goal 5:** *Over the next three years, the Early Childhood Office will collaborate with community and city organizations/agencies and the Department of Early Education and Care to explore expansion of preschool opportunities for Framingham preschool aged children.*

Early childhood FPS teachers and staff are participating in a Preschool Expansion Group with members of the community and administration. Information is being gathered in regards to programming, curriculum, community partners and finances. A summer program has been established to reach out to children who have no previous preschool experiences and offer a one month program in July 2020. This collaboration between the bilingual department and BLOCKS served 60 children in July 2019 and will serve 80 children in July 2020.

**Goal 6:** *Over the next three years, BLOCKS preschool staff will participate in collegial reflection of instructional practices and student performance in order to ensure ongoing improvement in staff development and student learning.*

The preschool staff participated in SEI training developing focused language goals, identified SEI students, language strategies and cultural proficiency. Based on this work, our plan of action includes support from an English Language Development Coach to revise/refine our instruction for students.

## King School Improvement Plan Update-April 2020

Submitted by Allison Benabdallah, Principal

**Goal 1:** Promote the learning and growth of all students by utilizing high quality assessment throughout all curriculum areas. Teaching teams will analyze work, informal/observational data, performance and growth data and utilize this data to inform and strengthen instruction to meet all student needs through targeted, differentiated instruction across curriculum.

GLIM meetings/Data Chats are regularly scheduled throughout the year to allow grade level teams an opportunity to review/analyze data, including MCAS, iReady, BAS, and SWIS to identify patterns, strengths and performance concerns among students and plan for appropriate interventions. Additionally, the Instructional Leadership Team meets monthly to review formal assessment data, discuss strategic approaches to strengthening curriculum and instruction, as well as the implementation of school-wide initiatives.

**Goal 2:** Throughout the 2017-2020 school years, the King School Staff will continue to develop new units of instruction that focus on STEAM integration and Project Based Learning. The goal will include additional integration of the 5Cs of STEAM Education (Collaboration, Communication, Creativity, Critical Thinking, and Citizenship).

Grade level teams work closely with the district STEAM coach to develop STEAM units and classroom STEAM lessons are frequently led by the coach that include new materials in grades 3-5. King has continued its partnership with the Museum of Science which has provided several focused teacher sabbaticals for all teachers to learn about and create ways to increase opportunities for students to engage in the science and engineering practices within integrated curriculum lessons. There is a large commitment to both the STEAM exhibition and Math/Science night during the year.

**Goal 3:** The King community will promote and maintain academic, emotional, and social well-being of all the students. We will support a culture of rigor and excellence in a positive school environment. This will include proactive and targeted strategies based on the specific needs of the King students.

Monthly social emotional themes, our core values, and PBIS provide a framework for grade level teachers to target specific lessons/activities. King has partnered with the district's Social Emotional Mental Health Team to support the social, emotional, and safety needs of students and staff through observations and teacher coaching cycles. In addition to district-wide PD, King staff members continue to participate in school-based professional development in Responsive Classroom and Rethinking Discipline and De-escalation. Additionally, we offer students targeted interventions such as Doc Wayne and Framingham High School Mentors as weekly Tier 2 supports for students.

**Goal 4:** All King stakeholders will promote the learning and growth of every student through effective partnerships with families, caregivers, community members, and organizations.

PTO has developed a consistent but varied schedule of fundraising and community building events throughout the school year. We have maintained a dedicated Makerspace/STEAM Resource Center which is overseen by the STEAM coach and parent volunteers. We began participating in the Home Visit Program sponsored by the Bilingual Department to promote and support the home-school connection for our bilingual families.

**Goal 5:** Maintain and nurture a collegial, collaborative, and professional culture among all staff that supports King elementary School's focus to increase student achievement as a shared responsibility.

We have established norms and a PLC schedule with all staff contributing to creating learning/teaching opportunities across the curriculum. We continue our partnership with the Museum of Science for staff sabbaticals and the travelling programs that they offer. As our ASD program has developed, we collaborate with staff from other ASD classrooms as well as with the NECC staff to provide professional development throughout the year.



## Stapleton School Improvement Plan Update - April 2020

Brenda Maurao, Principal

**Goal 1:** 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.

- **Literacy and Mathematics collaboration time** for educators focuses on intentional student-centered planning that is facilitated by a coach (**weekly, 1 hour per content area**)
- **iReady** program utilized to create an individualized path for students to grow their skills and strategies aligned to grade level standards. In addition, the Imagine Learning program is available for beginner English Language Learners. (**progress-monitored weekly by teacher and students engage 30 minutes per week in Reading and in Math**).
- **Data Chats** held for every classroom to review the progress of every student in the building and create an action plan for continued growth. Participants include the classroom teacher, special educator, ESL teacher, coaches and administrators (**3 times per year- November, February and June**)
- **Professional Development** focused on Social Emotional Learning and Tier 2 Interventions (**November**); Behavior Continuum and Student Profiles (**December**); Math Workshop for Grades 1 and 3 (**Fall, Winter, Spring**); Cultivating Resiliency in Students and Staff (**March**); Teaching All Students (planned for May 2020, postponed due to COVID) and Reducing Anxiety and Challenging Behavior with Jessica Minahan (May- added as a virtual PD during COVID)
- **The Instructional Leadership Team** meets monthly to review academic and behavior data and action-plan improvement efforts school-wide including effective use of data and ways to progress monitor and design differentiated learning experiences for students. (monthly)
- **Staffing:** Additional positions were created and staff hired including campus aide, assistant principal, student success coach, and student support specialists (2). (January-March)

**Goal 2:** 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-wide behavior data** used to monitor improvement efforts related to the safety of students (and staff) as exemplified by the following: SWIS data procedures refined with educators (**December**); behavior data reports created and shared with grade level teams (**monthly**); behavior data used to determine Tier 2 interventions and allocation of support staff (**daily/weekly**)
- **PBIS Tier 1** team coordinates community meetings focused on the character trait of the month, school-wide spirit days, focus areas/locations to revisit with PBIS lessons based on behavior referrals (**monthly**)
- **SEL Curriculum/Programs** including Second Step, Zones of Regulation and Playworks integrated into the "morning meeting/SEL block" in classrooms and across the school day (**daily**)
- **Sensory Paths** were designed and installed to support sensory breaks and movement for intermediate and early-elementary students.
- **The Doc Wayne program** was funded and program staff began working with students in March.

**Goal 3:** 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-wide safety/behavior data** communication plan created (**January 2020**)
- **School-wide safety/behavior data** is reviewed by School Council Members and then shared with the school community (**monthly**)
- **Family Workshop Series** coordinated this winter and spring for Stapleton families aimed at addressing topics parents are requesting and supporting the continued growth of the inclusive culture at Stapleton (**January, March, April**)
- **Family News** sent to families to communicate improvement efforts, upcoming events and updates from grade levels, coaches and teams. New tools are being used to share this communication, including text messaging and SMORE (**weekly**)
- **Translators** present at all events coordinated by the school and all communication sent home is translated (**all**)

## Stapleton School Improvement Plan Update - April 2020

Brenda Maurao, Principal

year)

**Goal 4:** 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.

- **Captain's Log** sent to staff to communicate improvement efforts, upcoming events and updates/new learning from grade levels, coaches and teams. This communication often includes interactive opportunities like a padlet for sharing across staff. (**weekly**)
- **Instructional Leadership Team subcommittees** formed to include a specialist sub-group that allows Art, Music and PE educators to collaborate and use their lens to impact school culture (for example, they created a bonus grade 4 student art class for students during an SEL block) (**Monthly since February**)
- **COVID-19 Professional Learning:** We are maximizing this very uncertain time by designing learning experiences for staff that grow their digital literacy. Staff members are engaging in virtual meetings, creating websites and google classrooms and exploring/integrating a variety of digital learning tools including voice recordings, video-read-alouds and FlipGrid.

**Woodrow Wilson School Improvement Plan Update**  
**Submitted by Purnima DeMorais, Principal**

**Woodrow Wilson aims to grow in leadership, shared responsibility, and professional collaboration. (Turn Around Practice 1: Levers 1.1 and 1.2)**

**A positive culture of shared leadership has developed** through increased participation in a variety of committees, including Instructional Leadership Team (ILT), PBIS Tier 1 and Tier 2 committees, 5th grade Student Council Ambassadors, re-established School Council, Student Support Team (SST) and School Leadership Team (SLT).

This SLT team facilitated **two cycles of data chats** with all teachers, focusing on creating a collaborative and reflective learning environment among staff. All coaches (Literacy, Math, Language Development, Student Success, Social Emotional Behavior, International Baccalaureate Coordinator) also are continuously collaborating with staff in **student-centered coaching cycles**.

Administrators have completed **100% of Classroom Round Visits (CVRs)** since Oct 11th. Targeted and specific feedback is provided to grade level teams via the Weekly Wilson Update.

**Woodrow Wilson aims to grow in intentional practices for improving instruction. (Turn Around Practice 2: Levers 2.1, 2.2, 2.3 and 2.4)**

Grade level co-planning meetings, now called TEAM TIME, have become more intentional to improve teaching and learning. Protocols for **unpacking standards** are utilized to analyze standards and **deepen knowledge of vertical alignment**.

Professional development on a variety of topics have been presented this year, including the **use of student data, Math Workshop, Foundations, Making Thinking Visible Routines, Student Engagement, Language Objectives, Visuals, Agency and Inquiry** and **SEL (Zones of Regulation, Second Step, PBIS)**.

Grade level teams have created and administered **formative assessments** to monitor student learning. In addition, grade levels created and administered **standards based assessments**, reviewing student work and data frequently as a grade level to monitor student growth. Standards-based lesson planning, data-driven, and differentiated instruction, and many targeted interventions in math and reading have helped Wilson to **increase its Tier 1 assessment results**.

**Woodrow Wilson aims to grow in the provision of student-specific supports and instruction to all students (Turn Around Practice 3: Strategic Objective 3.1 and 3.2)**

Grade level teams have focused upon **student engagement strategies, anecdotal note-taking, monitoring student growth, multiple access points and differentiation for learning**. They have integrated **tiered vocabulary, visuals, and scaffolds** across the curriculum to support learning of all students, particularly English Learners (ELs). In addition, an **intervention process** has been created and revised to support students needing instructional support in literacy and math based upon student data.

Interventionists trained by instructional coaches in research-based, data driven instruction have provided **targeted interventions** to students in the areas of literacy and math. With these additional supports, **the number of Tier 3 students has significantly reduced this year** (49% to 36% in literacy and 47% to 26% in math).

**Woodrow Wilson aims to improve our school climate and culture. (Turn Around Practice 3: Strategic Objective 4.1 and 4.2)**

There is an increased focus on building a **positive school climate and culture** for students and staff through: Monthly School Spirit Days, *PAWS for Applause* monthly student awards, Global Gathering school-wide assemblies, 5th grade Student Council Ambassadors, Ticket Events (dance party, movie, floor hockey game), and IB Learner Profile read alouds of the month. We have **increased local and global connections** in a variety of ways, including Police Officer & Firefighter guest readers, Museum of Science field trips and in-house programs, and borrowing historical artifacts from local museums. Furthermore, staff created a **"Sunshine Committee"** to plan staff events and initiatives to build community, show appreciation, and improve morale. In addition, the **Wilson Weekly Update** provides recognition to staff for risk-taking and innovative practices, while providing resources from all coaches to support both staff and students, encouraging staff members to share knowledge and innovative practices.

