

Mary E. Stapleton

Framingham Public Schools

Where every child can and will reach high levels of achievement

Standard I: Curriculum, Planning, and Assessment

“Promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.”

Massachusetts Department of Elementary & Secondary Education (2012)

School Improvement Goal

Over the next three years, teachers will develop, implement, and improve upon standards-based math instruction that allows for opportunities for student engagement, growth, and achievement. The success of this goal each year will be determined by students' growth on assessments (i-Ready, MCAS, end-of-module assessments, formative assessments). Alignment to District Improvement Plan Goal 1.0, 1.1

Action Steps & Timeline

- Using iReady, students will be progress monitored and receive challenging math instruction at their exact level.
- Teachers will use time with their Math Coach and in their Professional Learning Communities to enhance their Math instruction utilizing Math Workshop.
- Teachers will have monthly meetings to review data from iReady, and use the data to guide instruction. Differentiation will also be discussed and developed so all learners may experience success.
- Use current strategies like making thinking visible and brain based education.

Expected Outcomes

Through improved collaboration and using data to drive instruction, students will be expected to demonstrate at least a year's growth

Standard II: Teaching All Students

“Promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.”

Massachusetts Department of Elementary & Secondary Education (2012)

We understand that when we attend to the social and emotional learning needs of our students, then our students are empowered to construct their own learning.

School Improvement Goal

The purpose of this goal is to ensure that students are provided with appropriate tools and strategies so that they can acquire the skills to help them effectively navigate and/or manage the complex and challenging aspects of their lives, both in and out of school. Similar to the notion that you teach reading skills to a struggling reader - positive behavior may also be taught.

Action Steps & Timeline

- Continuation of PBIS Tier 2 and school-wide implementation of Check In Check Out and Positive Bus Behavior in conjunction with Bus Caucus if permissible
- Utilization of Zone of Regulation - a program that helps student identify their emotions and use strategies to self regulate
- Implement Doc Wayne Program - a program that fuses sports and therapy to at-risk students
- Continue the Character Trait of the month - mentor texts that all students experience
- Use the Tough Kid Behavior Toolkit to develop positive behavior strategies that are class and child specific

Expected Outcomes

Using the data collected on behavior, the expected outcome is a decrease in office referrals and suspensions.

Standard III: Family and Community Engagement

“Promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.”

Massachusetts Department of Elementary & Secondary Education (2012)

School Improvement Goal

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

Action Steps & Timeline

- Complete a family digital survey, find the preferred method of communication- using that data chose a school-wide technology to communicate (Remind, S'More type blog, Facebook, Twitter)
- Provide translations in English, Spanish and Portuguese in all home communications and at events
- Offer simulation nights so families can experience the curriculum such as STEAMathon and Family Reading Nights
- Develop Community Family Outreach Program, connecting families to programs available

Expected Outcomes

Through data collected by parent attendance and surveys, we will continue to find successful ways to reach out to families

Standard IV: Professional Culture

“Promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.”

Massachusetts Department of Elementary & Secondary Education (2012)

School Improvement Goal

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

Action Steps & Timeline

- Create Professional Learning Communities where educators work together to create an atmosphere of lifelong learning
- Develop and utilize walk-through protocols
- Encourage educators to ask each other to help collect data from their teaching
- Vertical alignment of all grade levels so teachers can see where students come from and where they are going

Expected Outcomes

- All students are our students
- Collaboration across all members Stapleton

Reflections on 2017-2018

- Staff professional development opportunities for Math Workshop including book study
- Staff led professional development opportunities at FTA Day including Tier II & Tier III Math Intervention: Number Worlds, Crisis Prevention Institute Skill Review, Breakout EDU, It's Time to Break Out of the Box!, Introduction & Benefits of Google Classroom & Google Forms and The District: Where We've Been, Where We Are and Where We Are Going
- STEAMathon Parent Night, over 375 people were in attendance
- Successful transition from one leadership team to another
- Hosted the 2nd Annual Digital Learning Day- Professional Development around technology facilitated by administrators and teachers
- In reading, we increased Tier 1 from 35% to 49% and we decreased Tier 3 from 20% to 13%
- In Math, we increased Tier 1 from 29% to 48% and decreased Tier 3 from 20% to 10%

Questions?
