Potter Road School Improvement Plan
2020-2023

School Council:
Larry Wolpe, Principal
Michelle DaCosta, Assistant Principal
Dana Feingold, Literacy Coach
Michelle Thomas, Mathematics Coach
Luisa Callahan, English Language Development Coach
Karin Agte, Social Worker
Susan Moriarty, Teacher
Jeff Weinstein, Teacher
Lucas Malo, Parent
Mary Cahill Farella, Parent
Sarah Bowers, Parent
Rute Lima, Parent
Allison Camacho,Parent

School Improvement Plan -2020-2023

Goal 1: Adopt and implement culturally responsive practices in order to ensure the learning and growth of all students including students of diverse socioeconomic, racial, ethnic, cultural, gender and language backgrounds. (FPS Strategic Improvement Plan Alignment: 1.1, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 4.1, 4.2)

Action Steps	Strategic Plan Alignment	Timeline/Status
Provide staff with professional development to enhance culturally responsive instructional practices (pedagogical and classroom management practices).	2.1 Inclusivity & Support	In progress/ongoing
Maintain a school community that upholds the three pillars of a dual language program: bilingualism and biliteracy, high academic achievement, and sociocultural competence	1.2 Pathways to Success	In progress/ongoing
Provide staff with opportunities and materials to participate in book studies around racism and social justice education and culturally responsive pedagogical and classroom strategies	3.1. & 3.3 Windows & Mirrors	In progress/ongoing
Use PLC (Professional Learning Community) time to examine curriculum/classroom libraries for culturally relevant opportunities to ensure equity	1.1.Pathways to Success 2.1 Inclusivity & Support	In progress/ongoing
Recruit and maintain staff who reflect the diversity of our student population	3.3 & 3.4 Windows & Mirrors	In progress/ongoing
Host at least one meeting per year for families to share progress related to inclusivity	3.3 & 3.4 Windows & Mirrors	In progress/ongoing
School administration and Instructional Leadership Team will complete the Diversity Responsive Principal Tool in order to determine culturally responsive policies and practices that are or are not in place	3.3. & 3.4 Windows & Mirrors	In progress/ongoing
Review and monitor the following data regularly to identify areas of focus and insight into professional development needs; discipline data according to race, ethnicity, gender, developing bilingual status and disability as well as special education and intervention referrals	2.1 Inclusivity & Support 3.3 & 3.4 Windows & Mirrors	In progress/ongoing

Goal 2: Commit to academic excellence through the consistent implementation of universally-designed instructional practices that provide rigorous and engaging learning experiences for all students, so no matter their entry point, all students will grow at least one year every year.
(FPS Strategic Improvement Plan Alignment: 1.1, 1.2, 1.3, 1.4, 2.2, 3.2, 5.1)

Action Steps	Strategic Plan Alignment	Timeline/Status
Educators will participate in Data Chats that use student achievement and growth data and behavioral data to inform curriculum, instruction and assessment decision-making in the classroom and school-wide	1.3 & 1.4 Pathways to Success 2.2 Inclusivity and Support	In progress/ongoing
Instructional coaches and educators will continue to cultivate and participate in a student-centered coaching model	1.2 Pathways to Success	In progress/ongoing
Educators and educator teams (ILT, grade-level, support staff) will consistently monitor student data to inform instruction (including iReady, Imagine Learning, Benchmark Assessment System (BAS), Running Records, conference/anecdotal notes, formative assessments)	1.2, 1.3, & 1.4 Pathways to Success	In progress/ongoing
Design and tune lessons and assessments with a Universal Design for Learning lens	1.1, 1.2, 1.3, & 1.4 Pathways to Success	In progress/ongoing
Use formative and summative assessment data, including progress monitoring, to drive Tier I instruction and tiered intervention support to meet student growth goals	2.2. Inclusivity and Support 3.2 Windows and Mirrors	In progress/ongoing
Continued professional development for staff on effective literacy practices and math workshop	2.2. Inclusivity and Support 5.1 Equitable Access	In progress/ongoing

Goal 3: Cultivate an inclusive school culture that addresses social-emotional wellness by strengthening relationships and incorporating trauma-informed, evidence-based structures and supports that allow for all students, staff and families to feel engaged, safe, and valued. (FPS Strategic Improvement Plan Alignment: 1.1, 1.2, 1.3, 2.1/ 2.2, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3)

Action Steps	Strategic Plan Alignment	Timeline/Status
The consistent teaching of the learning and life competencies through Second Step Curriculum and Zones of Regulation	1.1, 1.2, & 1.3 Pathways to Success 2.2. Inclusivity & Support	In progress/ongoing
Continued use and expansion of Schoolwide Positive Behavior Intervention and Supports (PBIS) structures and supports to incorporate student voice and leadership	2.2. Inclusivity & Support	In progress/ongoing
On-going communication with families using Remind app and weekly communication	4.1, 4.2 & 4.3 Building Relationships	In progress/ongoing
Hiring of Social Emotional and Behavioral (SEB) coach	2.1 & 2.2 Inclusivity & Support	In progress/ongoing
Professional development related to trauma-informed practices	1.1, 1.2, & 1.3 Pathways to Success	In progress/ongoing
Continue home visits	4.1, 4.2 & 4.3 Building Relationships 5.1 Equitable Access	In progress/ongoing
Continue specialist SEL block	1.4 Pathways to Success	In progress/ongoing

Goal 4: Strengthen school, family, and organizational partnerships and engagement for all members of the school community. Create an inclusive environment and provide families with consistent and equal access to communications, activities, and decision-making opportunities. (FPS Strategic Improvement Plan Alignment: 1.1, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 5.1, 5.4, 5.5)

Action Steps	Strategic Plan Alignment	Timeline/Status
Establish and promote a shared definition of Family Engagement and identify the challenges and expectations for it within the school community.	1.1 Pathways to Success 2.2, 2.4, & 2.5 Inclusivity & Support 4.1, 4.2 & 4.3 Building Relationships 5.1, 5.4, & 5.5 Equitable Access	In progress/ongoing
School Council, ILT, PTO, and school staff will review the PTA National Family-School Partnership Standards and Implementation Guide to identify potential programs, practices or policies to encourage family/school partnerships and promote student success.	1.1 Pathways to Success 2.2, 2.4, & 2.5 Inclusivity & Support 4.1, 4.2 & 4.3 Building Relationships 5.1, 5.4, & 5.5 Equitable Access	In progress/ongoing
Create pathways to develop relationships with families so that all stakeholders are able to truly engage in school activities and decision making.	1.1 Pathways to Success 2.2, 2.4, & 2.5 Inclusivity & Support 4.1, 4.2 & 4.3 Building Relationships 5.1, 5.4, & 5.5 Equitable Access	In progress/ongoing
Build the capacity of staff and parents/guardians in technology knowledge and skills through in-school professional development, after school and evening workshops, self-paced webinars and teacher-parent partnerships.	1.1 Pathways to Success 2.2, 2.4, & 2.5 Inclusivity & Support 4.1, 4.2 & 4.3 Building Relationships 5.1, 5.4, & 5.5 Equitable Access	In progress/ongoing
Researching diverse community partnerships for broadening opportunities for staff and families	2.2, 2.4, & 2.5 Inclusivity & Support 4.1, 4.2 & 4.3 Building Relationships 5.1, 5.4, & 5.5 Equitable Access	In progress/ongoing
Hosting events in different venues to accommodate all stakeholders (e.g.: downtown, virtually, Framingham Public Library, etc.)	1.1 Pathways to Success 2.2, 2.4, & 2.5 Inclusivity & Support 4.1, 4.2 & 4.3 Building Relationships 5.1, 5.4, & 5.5 Equitable Access	In progress/ongoing