



Fuller Middle School
School Improvement Plan
2017-2020

SCHOOL COUNCIL & ILT SUB-COMMITTEE MEMBERSHIP and MEETING DATES

<ul style="list-style-type: none">● Jose P. Duarte● Larnell Flannagan● Kara Fink● Julie Gelardi● Jenine Lawton● Antonio Marin● Susanne Olson● Heather Ostendorff● Maria Quirarte-Perz● Aaron Sicotte● Martha Turner● Kristen Williams	<ul style="list-style-type: none">● Lisa Cogliandro● Molly Dunne● Antonio Marin● Caitlin O’Neil● Brigid Rowlings● Joseph Santiago-Silvestri● Mark Spillane● Kerry Wood
--	---

Meetings dates:

1. January 22, 2018
2. February 12, 2018
3. March 19, 2018

SCHOOL SITE COUNCIL MISSION

The mission of the Fuller School Site Council is to serve as the decision-making body for policy and budget decisions. The School Site Council is committed to supporting the principal in enhancing the academic, social, physical, and emotional development of every student. This commitment is grounded in a philosophy based on differentiation, participation, high expectations, cooperation, and respect for all.

SCHOOL SITE COUNCIL GOALS

The Fuller Middle School Council strives to celebrate our diverse community, strengthen family engagement and participation, foster support through outreach partnerships, and assist in the management of the academic program as outlined in the educational mission of the Framingham Public Schools.

Statement:

Fuller Middle School strives to promote the academic, social, physical, and emotional development of every student. Fuller Middle School works to help all students learn and grow by fostering strong relationships with its diverse community of families, caregivers, the community, and organizations. The Fuller community is committed to the principles of differentiation, participation, high expectations, cooperation, and respect for all.

Executive Summary

The community of Fuller Middle School is committed to the academic, social, physical, and emotional development of every student. This commitment is supported by a philosophy based on differentiation, participation, high expectations, cooperation, and respect for all.

In order to meet this goal, we are strengthening our culture of shared leadership and responsibility while also developing a collective understanding of the practices that promote academic rigor to ensure our students are able to demonstrate the 21st century skills of critical thinking, communication, collaboration, creativity, and citizenship. We are building curriculum around STEAM (Science, Technology, Engineering, Arts, Mathematics) to fully engage students in their own learning and to develop a strong culture of inquiry and accountability. In addition, we are strengthening our practices around PBIS (Positive Behavior Interventions and Supports) to ensure the emotional and social well-being of all of our students.

Our School Improvement Plan represents a significant amount of analysis of data in order for us to address our strengths and weaknesses in our academic instruction, our professional culture, and our care for the social and emotional well-being of all of our students. Fuller Middle School will continue to use our School Improvement Plan to guide our instructional practices in order for all of our students to grow both academically and emotionally. This plan is the result of collaboration between Fuller Middle School, district leadership, Department of Elementary and Secondary Education's District and School Assistance Center (DSAC) and School Works. This plan articulates current strategies implemented in 2017-2018 as well as new strategies for 2018-2019. Throughout the 2018-2019 academic year, this plan will be monitored by the school and its collaborative partners and additional action steps will be identified for implementation in 2019-2020.

Fuller Middle School will continue to grow and develop its programs to ensure that every student is fully engaged in their own education. We will use our core values to guide us on our journey towards excellence: Respect, Responsibility, and Results.

Our work is aligned to the standards as outlined in the District Strategic Plan, as well as the evidence-based turnaround practices as listed below:

Standard I: Curriculum, Planning, and Assessment

Evidenced Based Practice 1: Leadership, Shared Responsibility, and Professional Collaboration

High Leverage Goal #1: Fuller Middle School is committed to providing all students with a rich educational experience to promote 21st century skills (critical thinking, communication, collaboration, creativity, and citizenship). To meet this goal, Fuller Middle School will maintain and nurture its professional culture of collegiality, shared decision-making, and collaboration between the administration and school faculty. This will cultivate a learning environment that fosters rigor, diversity, problem solving, inquiry, reflection, and student ownership.

Standard II: Teaching All Students

Evidenced Based Practice 2: Intentional Practices for Improving Instruction

High Leverage Goal #2: *Fuller Middle 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.*

Standard II: Teaching All Students

Evidence Based Practice 3: Providing Student-Specific Supports and Instruction to All Students

High Leverage Goal #3: *Fuller Middle School will promote academic growth and achievement, as well as social and emotional growth, for all students through a system and culture of supports, assessment, data analysis, reflection, and feedback.*

Standard III: Family and Community Engagement

Evidence Based Practice 4: School Climate and Culture

High Leverage Goal #4: *Fuller Middle School will improve communication between all partners in the school (students, families, teachers, administration, guidance, health services, and others) to share timely information, promote two-way interaction and increase family engagement.*

Standard IV: Professional Culture

Evidence Based Practice 4: School Climate and Culture

High Leverage Goal #5: *Fuller Middle School will increase the capacity of school faculty, staff, and administration to meet the social and emotional needs of each child to ensure all students are able and ready to learn and be successful, both in school and the community. To meet this goal, Fuller Middle School will strengthen and continue to support a restorative school culture that serves as a framework for professional collaboration, as well as adult-to-student and peer-to-peer interactions and relationships.*

SUMMARY MATRIX OF REVISED PRE TURNAROUND ACTION PLAN FOR 2018-2019

Standard I: Curriculum, Planning, and Assessment

The Framingham Public Schools “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” (DESE, 2012).

Evidenced Based Practice 1: Leadership, Shared Responsibility, and Professional Collaboration

High Leverage Goal #1: *Fuller Middle School is committed to providing all students with a rich educational experience to promote 21st century skills (critical thinking, communication, collaboration, creativity, and citizenship). To meet this goal, Fuller Middle School will maintain and nurture its professional culture of collegiality, shared decision-making, and collaboration between the administration and school faculty. This will cultivate a learning environment that fosters rigor, diversity, problem solving, inquiry, reflection, and student ownership.*

Evidenced Based Practice 1:	Summary of Current Strategies and Actions	Intended Modifications or New Strategies	Key Benchmarks for 2018-19
<p>Leadership, Shared Responsibility, and Professional Collaboration</p> <p><i>Leadership and teacher teams are established and being actively used to:</i></p> <p><i>(a) improve teaching and learning and</i></p>	<ol style="list-style-type: none"> 1. Administrative Team meets but not at regularly scheduled times 2. Team Leaders meet with administration on a monthly basis 3. Instructional Leadership and Data Teams have been merged as one Instructional Leadership Team (ILT) and meets monthly 4. Positive Behavior Intervention and Supports (PBIS) Teams meets on a monthly basis to support Tier 1 and Tier 2 interventions. 	<ol style="list-style-type: none"> 1. Fuller’s Instructional Leadership Team (ILT) will continue to plan and implement professional development that increases all staff’s ability to plan rigorous, standards-based lessons. 2. To increase the amount of time that Fuller’s staff engages in professional learning related to rigorous, standards-based instruction, Fuller’s Instructional Leadership Team (ILT) will conduct research on Professional Learning Communities (PLCs) to reach a common understanding of definition, purpose and protocols. 3. Fuller’s ILT will identify a time, structure and protocol for Professional 	<p>For school systems (<i>e.g., Instructional Leadership Teams, grade level teams; student support teams; PLCs, administrative teams</i>)</p> <ol style="list-style-type: none"> 1. Professional Learning Communities (PLCs) will convene a minimum of 4 times by June 2019. 2. During the 2018-2019 academic year, increased implementation of project-based learning experiences, interdisciplinary lesson planning, and collaboration as outlined in the Fuller STEAM plan. <p>For adults (<i>e.g., educators, support staff, instructional coaches, administrators</i>)</p> <ol style="list-style-type: none"> 1. By June 2019, all staff will have actively participated in at least one PLC.

<p><i>(b) monitor the effectiveness of turnaround strategies.</i></p>	<ol style="list-style-type: none"> 5. STEAM Team meets on a monthly basis to develop school-wide plan and design supports for staff to implement STEAM across curriculum. 6. Student Success Plans developed by leadership, Student Support Team (SST) and teacher teams. 7. Peer observations conducted by members of ILT. 8. Special Education and General Education English Language Arts (ELA) and Math teachers met once a school cycle to plan unit lessons for inclusion classes. 	<p>Learning Communities (PLCs) focused on best instructional practices.</p> <ol style="list-style-type: none"> 4. Fuller’s ILT will communicate to the faculty the purpose and protocols for PLCs. 5. Fuller staff will participate in PLCs during the second half of the academic year. 6. Fuller’s leadership team will convene at least once per school cycle, at a regularly scheduled time. 7. STEAM Leadership Team and STEAM coach will focus on communication and full implementation of STEAM Plan developed during 2017-2018 academic year. 	<ol style="list-style-type: none"> 2. By June 2019, all faculty will have implemented at least two STEAM projects, which will be presented at the end-of-year Exhibition of Learning. <p>For students:</p> <ol style="list-style-type: none"> 1. By June 2019, all students will have participated in, and completed, at least two STEAM projects which will be presented at the end-of-year Exhibition of Learning.
---	--	---	--

Standard II: Teaching All Students

The Framingham Public Schools “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” (DESE, 2012). We understand that when we attend to the social-emotional learning needs of our students, then our students are empowered to construct their own learning.

Evidenced Based Practice 2: Intentional Practices for Improving Instruction

High Leverage Goal #2: *Fuller Middle 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.*

Evidenced Based Practice 2:	Summary of Current Strategies and Actions	Intended Modifications or New Strategies	Key Benchmarks for 2018-19
<p style="text-align: center;">Intentional Practices for Improving Instruction</p> <p><i>The school has set clear expectations for high quality instruction and instructional practices, reinforced through a system for monitoring and supporting teachers in improving classroom instruction.</i></p>	<ol style="list-style-type: none"> 1. Professional development and creation of Skills document with Teaching and Learning Alliance for English Language Arts (ELA) teachers. 2. Instructional Leadership Team (ILT) developed school-wide instructional focus: <i>Given Fuller Middle School’s definition of rigor and the school’s commitment to engage all students in rigorous tasks appropriate to the specific learner, all faculty and staff will create and implement units of study that consist of 45% level 3 and 4 tasks according to the Depth of Knowledge</i> 	<ol style="list-style-type: none"> 1. Fuller’s principal and Instructional Leadership Team (ILT) will research best practices, including those used internally and research-based 2. Fuller’s ILT will define the practices for school-wide and content-specific expectations 3. Fuller’s ILT will create an observation tool in the form of a data collection sheet or rubric, and develop a support plan for staff 4. Fuller’s ILT will communicate to faculty and staff the expectations and identified best instructional practices 5. Fuller’s building leadership and ILT will gather baseline data related to classroom utilization of identified instructional practices and will use this data to establish school-wide goals 6. Fuller’s building leadership and ILT will conduct regular and frequent 	<p>For school systems (<i>e.g., Instructional Leadership Teams, grade level teams; student support teams; PLCs, administrative teams</i>)</p> <ol style="list-style-type: none"> 1. By December 2018, Fuller will have an established system for consistent and frequent monitoring of instructional practices throughout the school, including monthly data cycles to establish next steps in school, team or teacher growth 2. By June 2019, 80% of classroom observations will show evidence of implementation of the identified instructional practices <p>For adults (<i>e.g., educators, support staff, instructional coaches, administrators</i>)</p> <ol style="list-style-type: none"> 1. By June 2019, all Fuller staff will know and be able to put into practice the identified instructional practices 2. By June 2019, increased discussion during co-planning meetings around identified

	<p><i>(DOK) chart. These units will push students outside of their own comfort zones by requiring them to use higher-order thinking and problem-solving skills.</i></p> <p>3. Fuller’s ILT provided initial faculty professional development related to this focus.</p>	<p>walkthroughs (weekly) using the established data collection tool, and will analyze the data from these observations on an ongoing basis to provide appropriate feedback to school, teams and teachers</p>	<p>instructional practices to best match practices to student need and learning experiences</p> <p>For students:</p> <ol style="list-style-type: none"> 1. By December 2018, 100% of students will be engaged in high-quality educational tasks that are standards-based. 2. By June 2019, 100% of students will be engaged in tasks that require the use of higher-level cognitive skills (Levels 3 and 4 of the Depth of Knowledge Wheel: Strategic and Extended Thinking) 45% of the time. 3. By June 2019, there will be an increase in student choice and voice, visible thinking and engagement in 100% of classrooms as evidenced by walkthrough data, as compared to the baseline data.
--	---	--	--

Standard II: Teaching All Students
Evidence Based Practice 3:
Providing Student-Specific Supports and Instruction to All Students

High Leverage Goal #3: *Fuller Middle School will promote academic growth and achievement, as well as social and emotional growth, for all students through a system and culture of supports, assessment, data analysis, reflection, and feedback.*

Evidence Based Practice 3:	Summary of Current Strategies and Actions	Intended Modifications or New Strategies	Key Benchmarks for 2018-19
<p style="text-align: center;">Providing Student-Specific Supports and Instruction to All Students</p> <p><i>The school and teachers use a variety of ongoing assessments to identify student-specific needs, and a system to provide targeted, student-specific instructional interventions and supports to students.</i></p>	<ol style="list-style-type: none"> 1. Hold daily team or content area meetings to track and share data for purpose of making informed decisions regarding student needs. 2. Conference with students regarding performance in all content areas. 3. Convene the school Data Sub-Committee 4. Integration of Instructional Leadership and Data teams to form a single team with an instructional focus 5. Ongoing analysis of WIDA (academic language assessment) levels and Can-Do descriptors for English Learners (ELs) and Former English Learners (FELs) 6. Administer interim writing assessment for English Learners (ELs) 7. On-Demand writing and math constructed responses 8. Administer interim writing assessment for English Learners (ELs) 	<ol style="list-style-type: none"> 1. Fuller Instructional Leadership Team (ILT) will develop and/or strengthen the protocols and structures for data-focused meetings 2. All staff will participate in Sheltered English Immersion (SEI) training with SEI coach, on average, 3 times per year. 3. Instructional Leadership Team (ILT) will meet at least once per month to analyze data to identify priority instructional area(s) and determine action steps aligned to those areas. 4. Positive Behavior Interventions and Supports (PBIS), Restorative Leadership, and Supporting All Students (SAS) teams will be merged. They will analyze behavioral, attendance, and qualitative data, provide specific training and supports for teachers, and develop strategies to enhance school culture and climate. 5. Student Success Plans will be used as a Tier 2 intervention to address academic, attendance, social-emotional, and behavioral concerns, and will include data analysis, goal-setting, strategy deployment, and progress monitoring. 	<p>For school systems (<i>e.g., Instructional Leadership Teams, grade level teams; student support teams; PLCs, administrative teams</i>)</p> <ol style="list-style-type: none"> 1. By June 2019, all grade-level teams will have identified 6 benchmark assessments to be administered to all students 2. By June 2019, all staff will engage in frequent and regular (monthly) data conversations during co-planning and/or team meetings to identify areas of need and action steps for individual students. 3. By June 2019, the WIN block will be reviewed for effectiveness and revised as recommended by the school's Instructional Leadership Team (ILT) 4. By June 2019, there will be evidence of increased use of Tier 1 interventions in all classrooms 5. By June 2019, there will be an increased understanding and implementation of Restorative Practices throughout the school 6. By June 2019, there will be an increase in positive student behaviors across the school and a decrease in negative student behaviors as measured by SWIS data

			<p>For adults (<i>e.g., educators, support staff, instructional coaches, administrators</i>)</p> <ol style="list-style-type: none"> 1. By the end of each trimester, all staff will have a clear understanding of current SWIS (PBIS) data and its impact on necessary staff responses. 2. By June 2019, all teachers will be able to use data to identify and implement appropriate Tier 1 social-emotional interventions in their classrooms 3. By June 2019, all staff will engage in frequent and regular (monthly) data conversations during co-planning and team meetings to identify areas of need and action steps for individual students 4. By June 2019, all teachers will be able to make data-informed decisions regarding their classroom instructional practices to align to individual academic needs of their students <p>For students:</p> <ol style="list-style-type: none"> 1. By June 2019, 100% of students will show a year or more of growth in the areas of reading, writing, and mathematics as measured by benchmark assessments 2. By June 2019, 100% of students who are more than a year behind their peers academically will demonstrate more than a year's worth of growth in the areas of reading, writing, and mathematics as measured by benchmark assessments 3. By June 2019, 100% of English learners will demonstrate a year or more of growth in their English acquisition skills in the areas of reading, speaking, listening, and writing 4. By June 2019, 100% of students will be able to identify an adult in the building with whom they connect and feel safe 5. On a monthly basis, students will be informed about relevant PBIS and other school behavior data through team meetings.
--	--	--	--

Standard III: Family and Community Engagement

The Framingham Public Schools “promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations” (DESE 2012).

Evidence Based Practice 4: School Climate and Culture

High Leverage Goal #4: *Fuller Middle School will improve communication between all partners in the school (students, families, teachers, administration, guidance, health services, and others) to share timely information, promote two-way interaction and increase family engagement.*

Evidence Based Practice 4: School Climate and Culture	Summary of Current Strategies and Actions	Intended Modifications or New Strategies	Key Benchmarks for 2018-19
<p><i>The school has established a positive culture and climate for teachers, students, and families that includes shared behavioral expectations and practices, meaningful social-emotional supports for students, and strategies for engaging families that are culturally relevant and responsive.</i></p>	<ol style="list-style-type: none"> 1. Home Visitation Program 2. Monthly principal’s newsletter 3. Student-Family Handbook 4. Student award ceremonies and recognition 5. School website updates 6. Aspen X2 and Grades 7. Use of Social Media updates 8. Special events (e.g. Multicultural night, concerts, variety show, etc.) 9. Staff/family communications 	<ol style="list-style-type: none"> 1. School leadership will review and expand Home Visitation Program 2. The school and district will coordinate to produce high-quality professional development around implementation of Canvas 3. Staff will use Canvas as an online learning platform; parents will have access to student accounts via the Parent App; school personnel will identify students and families for whom online access is not convenient or available and develop alternate channels for communicating information 4. School administration will open access to the student portal in Aspen X2 to provide parents with access to student data (attendance, grades, etc) 	<p>For school systems (<i>e.g., Instructional Leadership Teams, grade level teams; student support teams; PLCs, administrative teams</i>)</p> <ol style="list-style-type: none"> 1. By June 2019, increase staff and family participation in Home Visitation Program by 50% 2. School website updated weekly to provide timely information of school-wide programs, services, and events 3. Increased participation by families and community partners at all school events and relevant meetings by 25% <p>For adults (<i>e.g., educators, support staff, instructional coaches, administrators</i>)</p> <ol style="list-style-type: none"> 1. By November 2018, all staff will use Canvas as an online learning platform <p>For students:</p> <ol style="list-style-type: none"> 1. By November 2018, 100% of Fuller students will be able to access grades online

		<p>5. Fuller leadership, School Site Council, Parent Teacher Organization and school staff will actively promote and support events for families and the Fuller community by coordinating with the Bilingual Family Engagement Coordinator, utilizing student invitations, and increasing individual family outreach</p>	
--	--	--	--

Standard IV: Professional Culture

The Framingham Public Schools “promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice” (DESE 2012).

Evidence Based Practice 4: School Climate and Culture

High Leverage Goal #5: *Fuller Middle School will increase the capacity of school faculty, staff, and administration to meet the social and emotional needs of each child to ensure all students are able and ready to learn and be successful, both in school and the community. To meet this goal, Fuller Middle School will strengthen and continue to support a restorative school culture that serves as a framework for professional collaboration, as well as adult-to-student and peer-to-peer interactions and relationships.*

Evidence Based Practice 4:	Summary of Current Strategies and Actions	Intended Modifications or New Strategies	Key Benchmarks for 2018-19
<p style="text-align: center;">School Climate and Culture</p> <p><i>The school has established a positive culture and climate for teachers, students, and families that includes shared behavioral expectations and practices, meaningful social-emotional supports for students, and strategies for engaging families that are culturally relevant and responsive.</i></p>	<ol style="list-style-type: none"> 1. Implement universal Tier I PBIS (Positive Behavior Interventions and Supports) programming, school-wide. 2. Provide professional development series for all instructional, support and administrative staff in Fundamentals of Restorative Practices 3. Professional learning community focused on incorporation of mindfulness practices in the instructional setting. 4. Maintain School Culture and Climate Leadership Committee 	<ol style="list-style-type: none"> 1. Fuller administration and support staff will develop and communicate systems and procedures to guide school-wide and student-specific interventions. 2. Establishment of clear, consistent procedures for implementing tiered non-instructional supports for all students. 3. Targeted, individualized professional development based on feedback from faculty and staff related to the following: <ol style="list-style-type: none"> a. <i>Restorative Practices</i> b. <i>Positive Behavior Interventions & Supports (PBIS)</i> c. <i>Trauma Sensitive Practices</i> d. <i>Mindfulness</i> 4. Student support staff, with the assistance of school teams and other appropriate personnel, will implement targeted Tier 	<p>For school systems (<i>e.g., Instructional Leadership Teams, grade level teams; student support teams; PLCs, administrative teams</i>)</p> <ol style="list-style-type: none"> 1. Integration of Restorative Practice, Supporting All Students (SAS), and PBIS teams to form a single team with social-emotional focus 2. Implementation of professional development related to trauma-sensitive instructional practices 3. By October 2018, newly developed manual of resources and protocols will be shared with all staff <p>For adults (<i>e.g., educators, support staff, instructional coaches, administrators</i>)</p> <ol style="list-style-type: none"> 1. Teachers will collaborate with Student Support Team to develop and implement Student Success Plans for those students who will benefit from additional supports (Tier 2)

		<p>2 and Tier 3 PBIS intervention school-wide for identified students</p> <p>5. Student Success Coach and outside agency will train newly-hired staff on Restorative Practices, refinement of current practices</p> <p>6. Student Success Plans will be used as a Tier 2 intervention to address academic, attendance, social-emotional, and behavioral concerns, and will include data analysis, goal-setting, strategy deployment, and progress monitoring.</p>	<p>2. By June 2019, evidence of increased incorporation of trauma-sensitive instructional practices school-wide</p> <p>For students:</p> <ol style="list-style-type: none"> 1. By June 2019, all students will have successfully participated in social competency and restorative practices education and experiences at least twice per school cycle. 2. By June 2019, at least 80% of students will report feeling a sense of belonging and safety at school, as measured through school-wide survey.
--	--	---	--