

# The Public Schools of Northborough and Southborough

Ten Schools, Three Districts, One Community of Learners

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## Fannie E. Proctor School

### Fannie E. Proctor School Improvement Plan 2021-2024

September 2023

#### ***School Council Membership***

Stacy Mahoney- Principal

Mark Doherty, School Behavior Specialist

Diane Gage-School Nurse

Suzanne Cieslica-Parent

Maria Florencia Rodriguez Brasco-Community Representative

Elizabeth Murphy-Parent

#### ***Mission***

Educate, Inspire, and Challenge

#### ***Core Values***

- Integrity
- Empathy
- Inclusivity
- Equity
- Perseverance
- Respect

#### ***Vision: Profile of a Graduate***

##### **Our Students Will Be:**

##### **Collaborators**

- Enrich the learning of self and others through teamwork.
- Solicit and respect diverse perspectives and contributions.
- Seek, contribute, and react to feedback to achieve shared outcomes.
- Recognize and leverage strengths to build collective commitment, action, and understanding.

##### **Critical and Creative Thinkers**

- Transfer and connect knowledge and skills to deepen understanding.

- Demonstrate thinking that is clear, rational, open-minded, and informed by evidence.
- Use disciplinary knowledge and skills in routine and innovative ways.
- Make informed decisions, solve problems, and use a variety of tools to deepen learning.

**Communicators**

- Articulate thoughts and ideas using oral, written, and non-verbal communication skills for a range of purposes and audiences.
- Listen to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use technological skills and contemporary digital tools to explore and exchange ideas.

**Socially and Civically Engaged**

- Demonstrate personal, civic, and social integrity through ethical and empathetic behaviors.
- Recognize individual and communal impact on others and the natural world.
- Value and embrace diverse cultures and unique perspectives through mutual respect and open dialogue.

**Growth-Oriented**

- Cultivate positive attitudes and habits about learning.
- Pursue one’s own interests and curiosity to experience new learning.
- Consistently improve the quality of one’s own thinking by skillfully analyzing, assessing and reconstructing.
- Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

**Healthy and Balanced**

- Develop and demonstrate awareness, sensitivity, concern, and respect to connect with self and others’ feelings, opinions, experiences, and cultures.
- Use reflective practices to understand one’s personal strengths, challenges, and passions.
- Make choices to support a lifestyle that is healthy, both physically and mentally.
- Demonstrate resilience through the ability to manage emotions, stress, and challenges.

**School Data Profile**

[Proctor School Data Profile](#)

**Theory of Action for 2023-2024**

*If... All teachers develop a shared understanding of the MA DLCS standards and are coached and supported in integrating high-priority standards into existing disciplinary units*

*Then... Students will have relevant experiences that increase their digital literacy knowledge and skills*

*If... All educators develop a shared vision of equitable and inclusive communities/classrooms and have designated time to grapple with issues of unconscious bias and antiracist education*

*AND.. if educators consistently provide opportunities for students to see representations of individuals who are not like them and individuals who are like them in classrooms, content, and curriculum*

*Then... All students will feel connected, valued, welcome and contributing to our schools.*

*If ... Educators within and across schools develop a shared understanding of a common framework about how we support social and emotional learning and align curriculum and instruction to that framework through collaborative decisions about a District approach to SEL*

*Then.. Students will access strategies and skills to manage social and emotional challenges in support of their mental and physical wellbeing and learning.*

District Strategic Objectives 2020-2026	School Strategic Initiatives 2021-2024
<p>1. <b><u>Empowering Learners:</u></b> <i>Implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.</i></p>	<p><u>Goal 1:</u> Provide opportunities for students and educators to use technology to solve problems, learn, and communicate.</p> <p>A. Plan for the continued implementation of meaningful, high-quality digital literacy and computer science curriculum and instruction aligned to the standards.</p> <p><u>Goal 2:</u> Developing and deepening our knowledge and understanding of Wit &amp; Wisdom Comprehensive ELA Curriculum.</p> <p>A. Deepen our understanding of the Wit &amp; Wisdom Comprehensive ELA Curriculum in order to support educators in the implementation of all instructional and assessment components with a high degree of fidelity.</p>
<p>2. <b><u>Equity of Opportunity:</u></b> <i>Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.</i></p>	<p>Goal: Maintain inclusive classroom communities and school environments that provide equal access to learning for all students and meet their individual needs.</p> <p>A. Develop and implement coherent systems for collecting and using student learning data to better understand the needs of individuals and groups of students.</p>
<p>3. <b><u>Healthy and Balanced Learners:</u></b> <i>Prioritize social, emotional, and physical well-being of students.</i></p>	<p><u>Goal:</u> Develop and implement a coherent and systematic approach to social and emotional learning (SEL) within and across schools.</p>

## Action Plan 2023-2024

*(Action plan will be assessed and updated annually.)*

<p>1. <b><u>Empowering Learners:</u></b> <i>Implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.</i></p>			
Action Steps	Person Responsible	Date	Status [future work, in process, completed]
<p><u>Goal 1:</u> Provide opportunities for students and educators to use technology to solve problems, learn, and communicate.</p> <p>A. Plan for the continued implementation of meaningful, high-quality digital literacy and computer science instruction aligned to the standards.</p>			

Teachers will design, implement and share lesson examples to integrate Digital Literacy and Computer Science Standards into pre-existing grade level curriculum through collaboration with Library Media Specialist, Instructional Technology Specialist and grade-level colleagues	Curriculum Coordinators Principals Grade Level PLC Teams School Based Staff	2023-2024	In Progress
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<b>Professional Learning Topic/ Approach</b>	<b>Time Allocated</b>	<b>Person Responsible</b>	<b>Date</b>
Provide dedicated opportunities for the Proctor School elementary grade-level educators, Library Media Specialist, and Instructional Support Specialist to co-plan lessons together.	Staff Gatherings Dedicated Gr, Lvl PLC Time	Principal Gr.-Level Educators Instructional Technology Specialist Library Media Specialist	2023-2024

**Measuring Impact-**

*Early Evidence of Change: Changes in practice, attitude, behavior and/ or outcomes you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys*

<b>Early Evidence Benchmark</b>	<b>Date (by when)</b>	<b>Status (future work, in process, completed)</b>
Educators executing lessons that address DLCS standards integrated into core disciplines.	2023-2024	In Process

**1. Empowering Learners:** Implement instructional practices that engage students in developing and demonstrating their knowledge and skills through rigorous, innovative, and relevant learning experiences.

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status [future work, in process, completed]</b>
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**Goal 2:** Developing and deepening our knowledge and understanding of Wit & Wisdom Comprehensive ELA Curriculum.

- A. Deepen our understanding of the Wit & Wisdom Comprehensive ELA Curriculum in order to implement all instructional and assessment components with a high degree of fidelity.

Teachers will engage in collaborative planning sessions based on the learning modules within the Wit & Wisdom Comprehensive ELA Curriculum	Curriculum Coordinators Principals Grade Level PLC Teams School Based Staff	2023-2024	In Progress
Teachers will engage in reflective conversations regarding the design and implementation of the lessons within the Wit & Wisdom Comprehensive Curriculum in order to make adjustments to practices that will meet the learning needs of all learners.	Curriculum Coordinators Principals Grade Level PLC Teams School Based Staff	2023-2024	In Progress

<b>Professional Learning Topic/ Approach</b>	<b>Time Allocated</b>	<b>Person Responsible</b>	<b>Date</b>
Provide dedicated training and job-embedded collaborative learning opportunities related to the Wit & Wisdom ELA Comprehensive Curriculum	Staff Gatherings Gr, Lvl PLC Time Professional Development Days	Curriculum Coordinators Principals Curriculum Leaders Staff Members	2023-2024
<b>Measuring Impact-</b>			
<i>Early Evidence of Change: Changes in practice, attitude, behavior and/ or outcomes you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys</i>			
<b>Early Evidence Benchmark</b>	<b>Date (by when)</b>	<b>Status (future work, in process, completed)</b>	
Educators discussing and planning for, and implementing the Wit & Wisdom Comprehensive ELA Curriculum.	2023-2024	In Process	

2. **Equity of Opportunity:** Provide all students access to challenging and culturally responsive learning experiences that meet their individual needs.

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status [future work, in process, completed]</b>
Goal: Foster inclusive classroom communities and school environments that provide equal access to learning for all students and meet their individual needs.			
A. Develop and implement coherent systems for collecting and using student learning data to better understand the needs of individuals and groups of students.			
Use data from literacy universal screeners (DIBELS), and assessments in the Wit and Wisdom Comprehensive ELA Curriculum in Grades K-5 to collaboratively analyze results and determine instructional pathways to meet the needs of all learners while continuing to progress monitor students.	District Leadership Curriculum Coordinators Principals School Based Staff	2023-2024	In Process
Implement the ST Math instructional program grades K-5 by following established timelines and protected time for incorporating it into the established time on learning for math.	District Leadership Curriculum Coordinators Principals School Based Staff	2023-2024	In Process
Provide math intervention for K-2 students utilizing the Title I math interventionists and Kathy Richardson instructional resources.	Building Principal PreK-5 Math Coordinator Title I Interventionist	2023-2024	In Process

<b>Professional Learning Topic/ Approach</b>	<b>Time Allocated</b>	<b>Person Responsible</b>	<b>Date</b>
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Provide teachers with professional learning time, grade level team time, and staff meeting time to collaboratively analyze results from literacy universal screeners (DIBELS, assessments in Wit and Wisdom assessments) in grades K-5 to determine instructional pathways.	Professional Learning Time Staff Gatherings Grade Lvl. Team Time	Curriculum Coordinators Principals Curriculum Leaders Staff Members	2023-2024
Provide teachers with professional learning time, grade level team time, and staff meeting time to collaboratively engage in instructional planning and data review for ST Math in order to determine instructional pathways.	Professional Learning Time Staff Gatherings Grade Lvl. Team Time	Curriculum Coordinators Principals Curriculum Leaders Staff Members	2023-2024

**Measuring Impact-**

*Early Evidence of Change: Changes in practice, attitude, behavior, and/or outcomes, you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys.*

<b>Early Evidence Benchmark</b>	<b>Date (by when)</b>	<b>Status (future work, in process, completed)</b>
Implementing district-wide literacy screening and assessment tools K-5.	2023-2024	In Process
Implementing ST Math district-wide.	2023-2024	In Process
Implementing routines and practices to examine and analyze data to inform instructional practice.	2023-2024	In Process

**3. Healthy and Balanced Learners: Prioritize social, emotional, and physical well-being of students.**

<b>Action Steps</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status [future work, in process, completed]</b>
Goal: Develop and implement a coherent and systematic approach to social and emotional learning (SEL) Pre-K-12 (tailored to building-level grades).			
Implement the Second Step curriculum across grade levels K-5 with an emphasis on building the social-emotional toolboxes of all students in alignment with the CASEL framework.	Principal All Staff Members SEL District Coordinator	2023-2024	In Process
Utilize the data from the social-emotional screener and school behavioral data, to determine student needs and plan for necessary support(s).	Principal All Staff members SEL District Coordinator	2023-2024	In Process

<b>Professional Learning Topic/ Approach</b>	<b>Time Allocated</b>	<b>Person Responsible</b>	<b>Date</b>
Provide the Proctor School staff members with training in the Second Step Program	Professional Learning Time Staff Gatherings Grade Lvl. Team Time	Principal Staff Members	2023-2024
Provide the Proctor School staff members with the opportunity to review student social-emotional data through a consultation model to identify student-based supports and interventions.	Professional Learning Time Staff Gatherings Grade Lvl. Team Time	Principal Staff Members District Leaders	2023-2024
<b>Measuring Impact-</b>			
<i>Early Evidence of Change: Changes in practice, attitude, behavior and/ or outcomes you should begin to see if the initiative is having its desired impact. These are not measurements of interim results. Early evidence benchmarks might be based on observations or surveys</i>			
<b>Early Evidence Benchmark</b>	<b>Date (by when)</b>	<b>Status (future work, in process, completed)</b>	
Completion of all Second Step lessons.	2023-2024	In Process	
Completion of SEL screener with all students in grades K-5	2023-2024	In Process	