



Annie E. Fales Elementary School

Improvement Plan

2024-2025

The Fales School Council is pleased to present our 2024-2025 School Improvement Plan for review. This plan was created by the Fales School Council and was created through collaboration and feedback received from our Westborough/Fales colleagues and families. The areas for improvement that we have addressed are aligned to the District's Strategic Plan goals. We are excited to put these goals into action.

2023-2024 Fales School Council

Miriam Aframe	Parent/Guardian Representative
Lisanne D'Errico	Staff Representative
Nishit Mehta	Parent/Guardian Representative
Kavitha Nutakki	Parent/Guardian Representative
Maryann Stannard	Staff Representative / Principal
Ariel Villa	Staff Representative

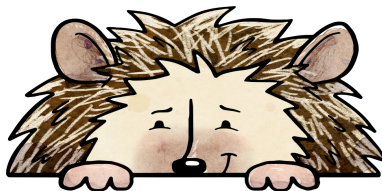
This plan includes the following sections:

❖ Update from 2023/2024 School Year:

- **[Teaching and Learning](#)**
- **[Wellness & Relationships](#)**
- **[Communications, Community & Connection](#)**
- **[Management & Operations](#)**
- **[Facilities](#)**

❖ Key Goals & Actions Steps in the Following Areas for the 2024/2025 School Year:

- **[Teaching and Learning](#)**
- **[Wellness & Relationships](#)**
- **[Communication, Community & Connection](#)**
- **[Management & Operations](#)**
- **[Facilities](#)**

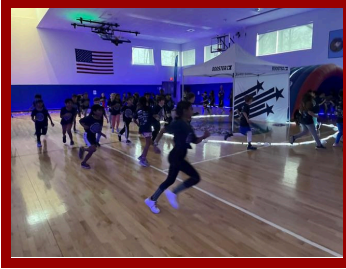


Updates from the Fales Elementary 2023-2024 School Year: School Improvement Focus 1 - Teaching and Learning



- Kindergarten, 1st and 2nd Grade Teachers participated in professional development with the literacy coordinator to dig deeper into phonics instruction and implement the Phonics to Reading Program with a UDL lens
- Kindergarten, 1st, and 2nd Grade Teachers worked with the math coordinator on topics including math fluency, Eureka Squared, the workshop model and more with an overarching UDL lens
- 3rd Grade Teachers focused on utilizing book clubs to build student agency to think, talk, and write more deeply about text.
- Each grade level team worked in collaboration with the school librarian and the Science and/or Social Studies curriculum coordinator to design and implement an inquiry based unit that was integrated into the existing curriculum.
- Kindergarten, 1st, 2nd, and 3rd grade teachers were presented with an overview of upcoming writing instructional shifts (including scope/sequence, sample units, etc.) for implementation in the 24-25 school year.
- Kindergarten through 3rd grade teachers and staff participated in professional development focused on co-regulation techniques and strategies to support students and staff.
- Kindergarten through 3rd grade implemented the Updated K-2 District Assessment Plan
- The 3rd Grade had representatives from all three elementary schools help with the exploration of the implementation of an Adaptive Digital Reading Screener in 3rd grade and the decision was made to move forward with the screening in the 24-25 school year.
- Provided opportunities for outdoor hands-on learning experiences for students.
- Implemented the digital literacy curriculum with new shifts based on feedback from the previous school year to establish shared consistency of experiences for all students.
- Continued to develop staff skills on SmartBoard technology in classrooms through training opportunities.
- Developed K-3 technology user guidelines and a vision for staff, students, and families that outline core values for 1:1 iPad technology use in the elementary classroom.
- Provided K-3 teachers additional professional development for growing best practices on iPad integration.
- Provided professional development for multiple teams on co-teaching best practices which included significant opportunities for reflection, planning, as well as observations and reflective feedback.

School Improvement Focus 2 - Wellness & Relationships



- Provided district based course offerings for staff to explore their own cultural proficiency and equity work and deepen their toolbox to have meaningful conversations with students around identity, race, and anti-bias.
- Continued weekly building based clinical team meetings with the building principal, school counselor, student services coordinator, school psychologist, school nurse, and school behavioral specialist to review student progress and areas for growth to determine next steps.
- Hosted storyteller Valerie Tutson who engaged students and staff in two different performances focused on the diverse and ancient cultures of Africa. One performance was for our kindergarten and first graders and the other performance was for our second and third graders. This performance was made possible through a grant that was awarded to our school community by the Westborough Cultural Council and Massachusetts Cultural Council.
- Created a shared definition of hate speech, reviewed our approach to hate speech, and identified areas for improvement and developed our ARISE protocol.
- Communicated with all families about the ARISE protocol and provided training for all staff on the ARISE protocol.
- Designed and implemented a district-wide Newcomers' Transitional Program that supported students that were struggling significantly in their transition into school and had a need for additional support in the following areas: Language Proficiency, Academic Performance, and Social Emotional Needs.
- Provided instruction for our students focused on the importance of treating each other with kindness and respect which included a focus on accepting that we are all different and the importance of valuing and celebrating our differences.
- Continued the work of diversifying literature in the classroom and library selections to carry a robust selection of diverse literature.
- Continue the implementation of a DEI school based council to assess our school practices and develop opportunities for staff and families to explore and discuss diversity, equity, and inclusion (i.e. storyteller performances, book of the month program, etc.)
- Continue our Fales CARES Code of Character Education community focus on the values of CARES (Cooperation, Act with Kindness, Respect & Responsibility, Empathy, Self Regulation & Self Control) and put them into our daily practice as citizens of our school and the greater Westborough community .
- Continued to focus as a faculty and staff on Inclusive Practices/Teaching All Students, with an emphasis on refining our understanding and implementation of (UDL) Universal Design for Learning to better meet the needs of all learners.
- Continue to utilize Student Difficulties Questionnaire data and other measures to develop skill based Social Emotional Learning groups for students in Tier II & III.
- Provided wellness opportunities for staff before and after school promoting staff connection, socialization, and wellness
- Supported our students, colleagues and families through the unexpected passing of our beloved School Counselor, Dana Catarius passed away unexpectedly during a planned heart surgery.
 - Counseling support and resources were made available for community members.
 - Opportunities were provided to engage with therapy dogs.

- Provided kindness rock painting opportunities for students and staff in her memory.

School Improvement Focus 3 - Communication, Community, & Connection



- Implemented the use of ParentSquare the District's new communication system. This was implemented at the building level for all communications such as the Weekly News and Notes, transportation updates as well as the Fales Parent Group communications. Some classroom teachers explored the tool during the year.
- Utilized our character program "Fales CARES" to connect with the community and provide opportunities for students to partner with and give back to the senior residents as well as town organizations such as Westborough's Kindness Week and the Westborough Food Pantry.
- I Achieved 100% completion of the First Day Packet by all families for the second year in a row through ongoing supportive and collaborative two-way communication between the Fales front office team as well as additional support staff with all families.
- Developed and implemented a new website in collaboration with the district and all schools.
- Implemented the new kindergarten through 3rd grade conference and report card schedule which provided two report cards and two conferences per school year
- Continued to provide daily morning announcements, monthly grade level character education lessons, acknowledgement of students practicing core values, and monthly school meetings highlighting our Fales Code of Character as well as our Second Step curriculum.
- Continued to provide the "Weekly News and Notes" which shares important information and dates with families.
- Continued to provide the "Friday Memo" for Fales staff which shares important information and dates with staff.
- Continued to translate all written communications in the needed languages and utilize translation applications and translators to make information (verbal and written) accessible for all.
- Continued to partner with the Fales Parent Group to bring events to school families and staff to foster connection and community (i.e. Family Fun Day, Book Fair, Staff Appreciation Luncheon and more).
- Provided refined support and resources to help our students and families in their transition to kindergarten.
- Hosted events to connect families with the school including open door day, summer story time, playground meet and greet, open house, Kindergarten Orientation, Open Door Day, classroom celebrations, performances, fundraisers, and more!
- Welcomed several new students during the school year by providing tours prior to students starting and when possible connection with the classroom teacher and school counselor.
- Participated in community events such as Kindness Week, The Wizards Basketball Game, Arts in Common, K-12 Art Show, Grade 3 Strings performance, Grade 2 Goin' Buggy Performance, Grade 3 Movin' On Performance, and more.

School Improvement Focus 4 - Management & Operations



- Implemented a refined master schedule that provided structure and consistent time for instruction which enabled students to receive consistent small group instruction, services and interventions.
- Continued to implement, refine, and provide feedback on our Targeted Support Team process to ensure consistency of meeting structure as well as documenting information in the form.
- Developed, documented and communicated guidelines for the use of the lower field for recess and asked for feedback to refine as needed.
- Continued to implement our AM/PM team time meeting model for grade levels and specialists (ESL, reading, SpEd) to collaborate together as needed.
- Provided an additional monthly meeting time for grade levels to collaborate during grade level character education lessons. These lessons are provided by the principal and school counselor.
- Utilized the health and safety committee, DEI council, SEL committee, and technology council to meet monthly to assess current practices and build on new initiatives for the school.

School Improvement Focus 5 - Facilities



- Continue the composting and recycling program for students through direct instruction and improving lunchroom practices in the cafeteria.
- Introduced the Trex Recycling Program to students and the greater Fales community through shared videos and in-person lessons for students.
- Actively participated in the District-wide Green Team and implemented initiatives such as the Trex Recycling Program and engaged families to support the program through volunteering opportunities.
- Closed out our regular School Building Committee meetings.
- Painted some additional hallway walls with epoxy paint to improve cleanliness and durability.



Goals & Action Steps for the 2024/2025 School Year:

Annie E. Fales Elementary School Improvement Plan

School Improvement Focus 1: Teaching & Learning

Fales CARES About...



Key Initiatives	Goals	Action Team
<i>Professional Development: Social Emotional Learning</i>	<p>*Kindergarten-3rd Grade staff will participate in Responsive Classroom professional development with a UDL lens.</p> <p>*Continue the development and implementation of a K-3 district-wide therapeutic transitional program that is housed at Fales.</p>	Clinical Director, Clinical Team, Principal, Faculty & Staff
<i>Inquiry Research Projects</i>	*Continue the collaboration between grade level teams, the school librarian and the Science/SS curriculum coordinator to refine and enhance the engagement & implementation of our inquiry based units that are linked to existing curriculum.	Science and SS Curriculum Coordinators, Principal, Grade Level Teams, School Librarian
<i>Literacy Instruction</i>	*Kindergarten, 1st and 2nd Grade teachers will participate in PD with the literacy coordinator to dig deeper into the new writing workshop units with a UDL lens.	Literacy Curriculum Coordinator, Principal, Faculty & Staff
<i>Reading Assessment Overview</i>	<p>*Continue to Refine & Implement the Updated K-3 District Assessment Plan.</p> <p>*In 3rd grade implement the use of iReady which is a Digital Reading Screener and at K-2 the Literacy Footprints assessment.</p>	Literacy Curriculum Coordinator, Classroom Teachers

<i>Digital Literacy Instruction</i>	*Continue to implement the digital literacy curriculum with new shifts based on feedback from the previous school year to establish shared consistency of experiences for all students.	Principal, School Librarian, Classroom Teachers
<i>Makerspace Exploration</i>	*Continue to explore and develop Maker Space Innovation through the K-3 district MakerSpace committee chaired by the Science Curriculum Coordinator. Continue to define our philosophy for MakerSpace Exploration at K-3 and find ways to meaningfully integrate this work into the student's school experience.	Science Curriculum Coordinator, Principal, Faculty & Staff
<i>Outdoor Learning Experiences</i>	*Continue and enhance the collaboration of the Science Coordinator, and Fales Staff to grow our Fales School Garden and design outdoor hands-on learning experiences for students embedded with grade level curriculum. Determine if a Garden Committee should be created. *Expand the use of our outdoor learning spaces.	Science Curriculum Coordinator, Principal, Faculty & Staff
<i>SmartBoard Technology</i>	*Continue to develop staff skills on SmartBoard technology in classrooms through training.	Principal, Technology Staff, School Technology Council, Faculty & Staff
<i>iPad Technology and Use</i>	*Continue to review and focus on our K-3 technology user guidelines/ vision that outline our core values for 1:1 iPad and technology use in the elementary classroom when designing and implementing instruction across the curriculum. *Continue to offer K-3 teachers additional professional development for growing best practices with iPad integration.	Principal, Director of Technology, Assistant Superintendent, School Technology Council, Faculty & Staff
<i>ESL Professional Development</i>	*All staff will participate in professional development focused on developing awareness for all staff on appropriate ESL practices with a focus on improving student growth and support. *Provide additional ESL professional development to specific teams of teachers to further develop practices and strategies and allow for ongoing collaboration and consultation to enhance student growth and support.	Principal, Assistant Superintendent, English Language Education Director, ESL Teachers, Classroom Teachers
<i>Co-Teaching Practices</i>	*Continue to focus on co-teaching best practices through professional development for co-teaching teams, increased collaboration time, and opportunities for observations.	Principal, Assistant Superintendent, K-3 Literacy Coordinator, Student Service Coordinator, Co-Teaching Teams

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**School Improvement
Focus 2:
Wellness & Relationships**



Key Initiatives	Goals	Action Team
<i>ARISE Protocol Training & Implementation</i>	*Continue to provide communication, training, instruction, and seek feedback on the ARISE protocol to refine our implementation of the protocol and to maintain our focus on this critical work with each other as a community in an effort to support the development of our students' skills as aware, caring and actively engaged citizens.	Principal, Faculty & Staff, District Leadership, Families, and Students
<i>Diversity, Equity, and Inclusion (DEI)</i>	*Continue district based course offerings for staff to explore their own cultural proficiency and equity work and deepen their toolbox to have meaningful conversations with students around identity, race, and anti-bias. *Continue the implementation of a DEI school based council with parent representation to assess our school practices and develop opportunities for staff and families to explore and discuss diversity, equity, and inclusion (i.e. community festival, staff book study, etc.)	Principal, District Leadership Team, Curriculum Coordinators, DEI Council, Faculty & Staff
<i>Social Emotional Learning</i>	*Continue our Fales CARES Code of Character Education community focus on the values of CARES (Cooperation, Act with Kindness, Respect & Responsibility, Empathy, Self Regulation & Self Control) and ensure those values are incorporated into our daily practice as citizens of our school and the greater Westborough community . *Maintain regular clinical meetings at K-3 building level with school counselor, school psychologist, student services coordinator, behaviorist, therapeutic interventionist, principal, and school nurse to review student progress and support student needs.	Principal, Student Service Coordinator, School Counselor & Psychologist, School Nurse, BCBA, SEL Committee, Director of Clinicians
<i>Staff Wellness and Connection</i>	*Embed wellness opportunities for staff before and after school promoting staff connection, socialization, and wellness.	P.E. Team, Principal, SEL Committee

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**School Improvement
Focus 3:
Communication,
Community & Connection**



Key Initiatives	Goals	Action Team
<i>Fales CARES</i>	*Utilize the character program "Fales CARES" to connect with the community and provide opportunities for students to partner with and give back to the senior residences, town organizations such as the Westborough Food Pantry, and town business.	Principal, SEL Committee, Faculty & Staff
<i>Parent Square Communication</i>	*Implement Parent Square as the platform for all school wide communications, newsletters, reminders, and updates as well as whole class communications from the teacher to families.	Principal, Administrative Assistants

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**School Improvement
Focus 4:
Management & Operations**



Key Initiatives	Goals	Action Team
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<i>Schedules</i>	*Implement and refine master schedule that provides structure and consistent time for instruction and ensures time for students to receive consistent small group instruction, services and interventions.	Principal, Faculty & Staff
<i>Targeted Support Team Process</i>	*Continue to refine and provide feedback on our implementation of our Targeted Support Team process. This will include consistency of meeting structure as well as documenting information in the form.	Principal, Clinical Support Team, Faculty & Staff
<i>Collaboration</i>	<p>*Continue to implement our AM/PM team time meeting model for grade levels and specialists (ESL, reading, SpED) to collaborate together as needed.</p> <p>*Provide additional monthly meeting time for grade levels to collaborate during our grade level character education lessons. These lessons are provided by the principal and school counselor.</p> <p>*Provide Special Education Teachers and Paraeducators weekly time to meet and collaborate as needed.</p> <p>*Meet monthly with different-school departments including specialists, reading, and ESL to collaborate.</p> <p>*Create opportunities for co-teaching ESL teams to have dedicated time to work together to design meaningful, inclusive instruction.</p>	<p>Principal</p> <p>Principal, Student Services Coordinator</p> <p>Principal, Specialists</p>
<i>Committees</i>	*Utilize our school council, team leader group, health and safety committee, DEI council, SEL committee, and technology council to meet monthly to assess current practices and build on new initiatives for the school.	Principal, Committee Participants

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**School Improvement
Focus 5:
Facilities**



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Key Initiatives	Goals	Action Team
<i>Composting and Recycling</i>	<p>*Continue the composting and recycling program for students through direct instruction and practice in the cafeteria.</p> <p>*Continue the Trex Recycling Program work to include seeking volunteers from the community to help with this effort on Saturdays across the district.</p>	Principal, Cafeteria Team, Custodial Team, Faculty & Staff
<i>Kindness Rock Garden</i>	<p>*Create and build a Kindness Rock garden in honor of our school counselor Dana Catarius and actively add to the garden throughout the years.</p> <p>*Build a Community Library that will be located by our Community Garden.</p>	Principal, Safe Routes to School Team, School Council, Building & Grounds Department