

**VINCENT M. IGO ELEMENTARY SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**  
**2022-2023**



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# FOXBOROUGH PUBLIC SCHOOLS

## District Plan Overview Plan for Success 2020-2025

### MISSION

The mission of the Foxborough Public Schools, guided by its core values and in collaboration with the community, is to engage all students in a safe and inclusive learning environment with rich, intellectual, artistic, and character-building educational experiences which empower them to become healthy, productive, and responsible leaders, innovators, and global citizens.

### VISION

The Foxborough Public Schools will inspire all students to succeed in and contribute to an ever-changing global society by fostering dynamic, equitable, and integrated learning experiences.

### CORE VALUES

- Challenging and innovative educational experiences promote academic excellence by meeting the diverse needs of all students in ways that engage them in their learning.
- A safe, supportive, and collaborative environment fosters positive attitudes among students and school staff.
- Relationships built on mutual respect and kindness among parents, teachers, town organizations, residents and the entire school community ensure a quality education, and are cultivated by ongoing communication and shared resources
- Embracing the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.

### THEORY OF ACTION

If we provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff; provide opportunities for educators to collaborate and create common, equitable learning experiences; provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community; and foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion, then our students will succeed in and contribute to an ever-changing global society, by fostering dynamic and integrated learning experiences.

<b>PILLARS OF OUR WORK</b>			
<b>Facilities &amp; Infrastructure</b>	<b>Teaching, Learning, &amp; Pedagogy</b>	<b>Well-being</b>	<b>Diversity, Equity, &amp; Inclusion</b>
<b>STRATEGIC OBJECTIVES</b>			
<b>1. Provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff.</b>	<b>2. Provide opportunities for educators to collaborate and create common, equitable learning experiences.</b>	<b>3. Provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community.</b>	<b>4. Foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion.</b>
<b>STRATEGIC INITIATIVES</b>			
1.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures.	2.1 Develop and implement district-wide, consistent Multi-Tiered Systems of Support to ensure equitable opportunities for all learners.	3.1 Assess the district or school's current SEL Programs and practices to evaluate their quality and build from strengths.	4.1 Identify ways to diversify hiring practices using an equity lens.
1.2. Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning	2.2 Align and create common curriculum documents for all grades and content areas that include opportunities for inquiry-based learning with real-world connections and appropriate rigor.	3.2 Develop and implement district wide consistent SEL assessments/screener to inform/drive SEL curriculum, instruction, and related PD.	4.2 Sustain & expand DEI initiatives that enable students, families, and staff to experience the freedom of full expression through the lens of compassion, connection, & diversity.
1.3 Develop a sustainability plan for technology supports, teaching and learning.	2.3 Identify, administer, and utilize data from Universal Screening tools, such as for a dyslexia screening.	3.3 Build systems to provide ongoing embedded professional development in social, emotional and physical support for all stakeholders.	4.3 Ensure all adults have the skills & knowledge to meet the changing student population/demographics through ongoing professional development by continuing to focus on cultural proficiency and celebrate diversity.
	2.4 Develop, implement, and utilize standards-based common assessments.	3.4 Link evidence-based SEL programs and practices with student-centered curriculum, instruction and environments.	

## IGO ELEMENTARY SCHOOL OUTCOMES

**Pillar 1: Facilities & Infrastructure:** Provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff.

- Conduct Safety Audit of School Facilities and Grounds (FFD, FPD, B&G)
- Collaborate with outside consultants to conduct safety and threat assessment of school
- Explore opportunities for outdoor learning spaces/resources

**Pillar 2: Teaching, Learning, & Pedagogy:** Provide opportunities for educators to collaborate and create common, equitable learning experiences.

- Continue to develop and strengthen Multi-tiered System of Supports (MTSS) model
- Implement recommendations from the ELA Curriculum Review
- Continued professional development in math curriculum
- Strengthen Student Success Team (SST) and Professional Learning Communities (PLC)

**Pillar 3: Well-being:** Provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community.

- Implement Panorama lessons and tiered support (SEL assessments/screener)
- Utilize MTSS to address SEL and physical well-being of students
- Expand resources to support adult well-being

**Pillar 4: Diversity, Equity, and Inclusion:** Foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion.

- Create opportunities for students, families, and staff to celebrate diversity, ensure equity, and practice universal inclusion
- Implement recommendations from FPS district DEI committee

<b>Pillar 1: Facilities &amp; Infrastructure</b>	
<b>Strategic Objective</b>	1. Provide a safe, secure, supportive, responsive, and innovative learning environment for all students and staff.
<b>Strategic Initiative</b>	(1.1) Conduct safety audit of school facilities and grounds in collaboration with Foxborough Fire, Foxborough Police, and FPS Buildings & Grounds (1.2) Collaborate with outside consultants to conduct safety and threat assessment of school (1.3) Explore opportunities for innovative learning spaces and resources.

<b>Describing Implementation</b>				
<p>The Igo School is committed to providing a safe, supportive, responsive and innovative learning environment for all students and staff. We will continue working with local Police, Fire and experts in emergency response planning to enhance safety. Also, our school will continue to explore innovative learning environments beyond the classrooms.</p>				
<b>Monitoring Progress</b>			<b>Measuring Impact</b>	
<p>Process Benchmarks: What will be done, when, and by whom</p>			<p>Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact</p>	
<b>Process Benchmark</b>	<b>Person(s) Responsible</b>	<b>Date</b>	<b>Evidence of Change Benchmark</b>	<b>Status</b>
Implement recommendations from the safety audit.	-FPS Leadership Team	June 2023	School Crisis Plan reflects the recommended changes/additions from the Synergy911 safety audit.	In-Progress
Implement recommendations from FPD and FFD.	-FPS Leadership Team	June 2023	Drills conducted in collaboration with FDB and FFD to conduct safety walks, participate in drills, and implement recommendations for improvements.	In-Progress

Install communication board(s) at playground(s).	-Principal -Director of Student Services -Consult with building Special Education Team	Sep 2022	Preschool and K-2 playgrounds will have communications boards that are easily accessible and may be used by all students.	Completed
Collaborate with community organizations to assist in creating outdoor learning spaces.	-Principal -PTO -School Council	June 2023	Students have spaces and opportunities to engage in learning outdoors and beyond their classrooms.	In-Progress

**Pillar 2: Teaching, Learning, & Pedagogy**

<b>Strategic Objective</b>	2. Provide opportunities for educators to collaborate and create common, equitable learning experiences.
<b>Strategic Initiative</b>	(2.1) Continue to develop and implement a Multi-Tiered System of Support (MTSS) model. (2.2) Participate in first year of Universal Design for Learning (UDL) MTSS Academy. (2.3) Implement recommendations from the ELA Curriculum Committee. (2.4) Strengthen Co-Teaching/Inclusion Model

**Describing Implementation**

The Igo School continues to provide structures for educators to support equitable learning experiences for all students. These structures include the use of a multi-tiered system of support framework that drives our efforts. In addition to strategic professional development for all staff this work includes Data, Team, Professional Learning Communities (PLC), Student Success Teams (SST) and Building Based Support Teams (BBST).

<b>Monitoring Progress</b> Process Benchmarks: What will be done, when, and by whom			<b>Measuring Impact</b> Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact	
<b>Process Benchmark</b>	<b>Person(s) Responsible</b>	<b>Date</b>	<b>Evidence of Change Benchmark</b>	<b>Status</b>
Continue to develop and strengthen Multi-tiered System of Supports (MTSS), implementation of UDL strategies and co-teaching/Inclusion special education model, including providing professional development for staff.	-Principal -Director of Student Services -Directors of Curriculum -Teachers	June 2023	Instructional practices show evidence of tiered instruction and co-teaching as identified through walkthroughs and observations.	In-Progress

Implement recommendations from the ELA Curriculum Review, including professional development for Phonemic Awareness, Phonics, Reading, and Writing instruction.	-ELA Director of Curriculum -Teachers -Literacy Specialists	June 2023	Implementation of the Empowering Writers curriculum in all grade levels. Schedules reflect the ELA Curriculum review recommendation for 120 daily minutes of instruction. PD opportunities for staff focus on Phonemic Awareness, Phonics, Reading, and Writing instruction.	In-Progress
Continued professional development in math curriculum for existing staff and introduction and capacity building for all new staff	-Principal - Math Director of Curriculum - Teachers	June 2023	Teachers and assistants possess in-depth knowledge of grade-level math standards, instructional strategies, and resources	In-Progress
Strengthen Student Support Team (SST) and Professional Learning Communities (PLC) while maintaining continued discussion and collaboration of differentiation/UDL during PLCs with curriculum directors and educators.	-Principal -Literacy Specialist -Grade Level Teams	June 2023	Meetings occur regularly with a schedule to support them. PLC teams discuss data, challenges, curriculum and other grade level topics with goal-oriented outcomes.	In-Progress

<b>Pillar 3: Well-being</b>	
<b>Strategic Objective</b>	3. Provide the necessary supports to ensure healthy minds and healthy bodies for all members of the school community.
<b>Strategic Initiative</b>	3.1 Implement Panorama lessons and tiered supports of Social/Emotional Learning (SEL) universal screener. 3.2 Utilize Multi-tiered Systems of Support (MTSS) to address social/emotional and physical well-being of students. 3.3 Implement recommendations from district’s Mental Health Team in order to Continue to develop a student culture that emphasizes the balance between psychological safety and accountability.

<b>Describing Implementation</b>	
<p>The Igo School remains committed to supporting the social and emotional well-being of all students. We provide structures to support social and emotional learning needs of all students. Our multi-tiered system of support framework provides the foundation to ensure equitable learning experiences for all students.</p>	
<b>Monitoring Progress</b>	<b>Measuring Impact</b>
Process Benchmarks: What will be done, when, and by whom	Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Process Benchmark	Person(s) Responsible	Date	Evidence of Change Benchmark	Status
Implement whole class, small group, and individual Panorama lesson.	-Classroom Teachers -School Psychologist	June 2023	Students receive targeted and whole class instruction from lessons on Panorama Playbook.	In-Progress
Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children	-Principal -Counselor -School Psychologist	June 2023	Families are provided workshops, informed/educated and open lines of communication are established.	In-Progress
Implement a Check in Check Out (CICO) system of support for students who need additional SEL interventions.	-Principal -Teachers -Counselor -School Psychologist	June 2023	Students in each tier are supported. Tier 2 and 3 students required additional SEL support receive that support proactively.	In-progress
Continue to foster a school culture that celebrates individual and collective identities	-Principal -Counselor -Teachers	June 2023	Students and staff are proud of their personal identities/backgrounds and possess a genuine sense of belonging in our school community	In-progress
Collaborate as grade level teams to identify and address general and specific SEL needs within classrooms and grade levels.	-Principal -Counselor -Teachers -School Psychologist	June 2023	PLC schedules will have rotations of SEL focused meetings and SST meetings to support the social emotional well-being of our students.	In-progress

**Pillar 4: Diversity, Equity, and Inclusion**

<b>Strategic Objective</b>	4. Foster and strengthen the respect and actions of staff, students, and families to celebrate diversity, ensure equity, and practice universal inclusion.
<b>Strategic Initiative</b>	4.1 Participate in FPS district DEI Committee to create opportunities for students, families, and staff to celebrate diversity, ensure equity, and practice universal inclusion. 4.2 Implement recommendations from FPS District DEI Committee.

**Describing Implementation**

The Igo School is committed to providing our students, families, and staff with an inclusive environment where all identities are valued, recognized, and celebrated. We will develop school specific goals and intended outcomes as a response of the district level goals created. The Igo school will work to promote strategies and best practices that create an inclusive and equitable environment for all. This includes assessing our current reality and expanding resources, practices, and learning opportunities that focus on the topics of diversity, equity, and inclusion.

Monitoring Progress	Measuring Impact
Process Benchmarks: What will be done, when, and by whom	



			Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact	
Process Benchmark	Person(s) Responsible	Date	Evidence of Change Benchmark	Status
Participate in District DEI Committee	-Principal - Igo School DEI Representatives	June 2023	Igo staff will contribute to the FPS District DEI Committee and work to implement district wide initiatives within the Igo.	In-progress
Conduct Learning Walks to assess equitable representation and access to learning for our students and families across all school settings.	-Principal - DEI Representatives	June 2023	Throughout the building, access to learning is consistently equitable. Access, both physical and in the form of information, is also equitable to all students and families.	In-progress
Assess and expand classroom, school book collections to be more inclusive and representative of our students, families, staff, and community.	-Principal - Teachers - Counselor - Librarian -Literacy Specialists	June 2023	The main building library and classroom libraries are inclusive and representative of our students, families, staff, and the larger community.	In-progress
Conduct student and family surveys to better understand DEI strengths, areas of improvement, and questions.	-Principal	June 2023	Survey results inform decision making for teaching and learning and building operations. Information is shared with the FPS District DEI Committee.	In-progress
Continue to explore professional development opportunities for administrators and teachers to develop skills on fostering inclusive learning environments and cultural proficiency and school wide DEI programs (e.g., No Place for Hate).	-Principal -DEI Representatives	June 2023	Staff have access to and participate in professional development that helps to strengthen their cultural proficiency and enhance their ability to provide inclusive learning environments where all students feel welcome.	In-progress
Hold at least two school community events that celebrate and embrace Igo School's diversity.	-Principal -School Council	June 2023	Students, staff, and families embrace and celebrate our differences as well as our similarities	In-progress