

**MABELLE M. BURRELL ELEMENTARY SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**  
**2023-2024**



**SCHOOL COUNCIL MEMBERS:**

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**FOXBOROUGH PUBLIC SCHOOLS**  
**District Plan Overview**  
**Plan for Success 2020-2025**

| <b>MISSION</b>   |
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| <p>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.</p>   |
| <b>VISION</b>  |
| <p>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.</p>   |
| <b>CORE VALUES</b>   |
| <ul style="list-style-type: none"> <li>• Challenging and innovative educational experiences promote academic excellence by meeting the diverse needs of all students in ways that engage them in their learning.</li> <li>• A safe, supportive, and collaborative environment fosters positive attitudes among students and school staff.</li> <li>• 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</li> <li>• Embracing the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.</li> </ul> |
| <b>THEORY OF ACTION</b>  |
| <p>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.</p>   |

| <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.                       |   |

## BURRELL ELEMENTARY SCHOOL OUTCOMES

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

- (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.

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

- (2.1) Continue to develop and implement at 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

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

- 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.

**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.

- 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

| <b>Pillar 1: Facilities &amp; Infrastructure</b> |  |
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| <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) Coordinate with Foxborough FFD and FPD and PTO to provide safety enrichment opportunities for K-1 students.<br>(1.2) Collaborate with school and district related service providers to enhance multi-sensory resources.<br>(1.3) Explore opportunities for innovative learning spaces and resources. |

| <b>Describing Implementation</b>   |
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| The Burrell 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. |

| <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 Junior Police Academy for K-1 students.  | -Principal<br>-FPD<br>-PTO            | June 2024 | Students are enrolled in program and learn about police education, fitness, and community service                                     | In-Progress |
| Create sensory pathways and regulation stations, both in and around school.                        | -Principal<br>-Burrell OT             | June 2024 | Sensory pathways and regulation stations are installed. Staff and students are educated on how to use them.                           | In-Progress |
| Collaborate with school and community organizations to assist in creating outdoor learning spaces. | -Principal<br>-PTO<br>-School Council | June 2024 | Students have spaces and opportunities to engage in learning outdoors and beyond their classrooms.                                    | In-Progress |

| <b>Pillar 2: Teaching, Learning, &amp; Pedagogy</b> |  |
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| <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.<br>(2.2) Participate in Universal Design for Learning (UDL) MTSS Academy.<br>(2.3) Implement recommendations from the ELA Curriculum Committee.<br>(2.4) Strengthen Co-Teaching/Inclusion Model |

**Describing Implementation**  
The Burrell 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><br>Process Benchmarks: What will be done, when, and by whom   |  |           | <b>Measuring Impact</b><br>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      |
| 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<br>-Director of Student Services<br>-Directors of Curriculum<br>-Teachers | June 2024 | Instructional practices show evidence of tiered instruction and co-teaching as identified through walkthroughs and observations.                                      | In-Progress |
| Continue to implement recommendations from the ELA Curriculum Review, including professional development for Phonemic Awareness, Phonics, Reading, and Writing instruction.  | -ELA Director of Curriculum<br>-Teachers<br>-Literacy Specialists                    | June 2024 | Implementation of the Empowering Writers curriculum in all grade levels. Schedules reflect the ELA Phonics, Reading, and Writing instruction.                         | In-Progress |
| Strengthen opportunities and resources for common planning time.   | -Principal<br>-ILT<br>-Teachers  | June 2024 | Create master schedule with increased opportunities for common planning time among all teachers. Implementation of online lesson planning and collaboration platform. | 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<br>-Literacy Specialist<br>-Grade Level Teams                             | June 2024 | 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> |  |
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| <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 Continueing to implement Panorama lessons and tiered supports of Social/Emotional Learning (SEL) universal screener.<br>3.2 Utilize Multi-tiered Systems of Support (MTSS) to address social/emotional and physical well-being of students.<br>3.3 Continue to implement recommendations from district’s Mental Health Team in order to develop a student culture that emphasizes the balance between psychological safety and accountability. |

**Describing Implementation**  
The Burrell 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.

| <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 and second step lessons.   | -Classroom Teachers<br>-School Psychologist<br>-School Counselor | June 2024 | Students receive targeted and whole class instruction from lessons on Panorama Playbook and Second Step Curriculum.                   | In-Progress |
| Continue to offer all grade-levels facilitated recess activities/clubs focused on developing student interests, team building, and good sportsmanship. | -Principal<br>-Counselor<br>-Teachers<br>-PTO                    | June 2024 | Students have access to and are engaged in non-academic activities, events, and extracurricular opportunities.                        | In-progress |
| Collaborate as grade level teams to identify and address general and specific SEL needs within classrooms and grade levels.                            | -Principal<br>-Counselor<br>-Teachers<br>-School Psychologist    | June 2024 | PLC schedules will have rotations of SEL focused meetings and SST meetings to support the social emotion well-being of our students.  | In-progress |

| <b>Pillar 4: Diversity, Equity, and Inclusion</b> |  |
|---|--|
| <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.<br>4.2 Implement recommendations from FPS District DEI Committee. |

**Describing Implementation**  
The Burrell 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 Burrell 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.

| <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      |
| Participate in District DEI Committee   | -Principal<br>-Burrell School DEI Representatives                               | June 2024 | Burrell staff will contribute to the FPS District DEI Committee and work to implement district wide initiatives within the Burrell.   | In-progress |
| Conduct Learning Walks to assess equitable representation and access to learning for our students and families across all school settings.  | -Principal<br>-DEI Representatives  | June 2024 | 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, and school wide book collections to be more inclusive and representative of our students, families, staff, and community.  | -Principal<br>- Teachers<br>- Counselor<br>- Librarian<br>-Literacy Specialists | June 2024 | The main building library and classroom libraries are inclusive and representative of our students, families, staff, and the larger community.  | 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 | -Principal<br>-DEI Representatives  | June 2024 | Staff have access to 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 community events that celebrate and embrace the diversity of the Burrell school community.  | -Principal<br>-ILT<br>-DEI Representatives<br>-PTO                              | June 2024 | Students, staff and families embrace and celebrate differences and similarities.  | In-progress |