Potter-Burns Elementary School

School Improvement Plan (2026-27)

Pawtucket Schools provide high quality, engaging, and rigorous academic opportunities by fostering culturally competent and equitable learning environments for all students and families within our community.

Vision

Continuously improving educational excellence and global citizenship for ALL, while practicing compassion, supporting collaboration, and developing courage.

Values

Excellence: Excellence - We pursue the highest standards in academic achievement and organizational performance.
Excellence

Equity: Equity - We foster an environment that serves ALL students and aspires to eliminate OPPORTUNITY gaps.

Equity

Student Focus: Student Focus - We singularly focus on meeting our students' needs and supporting them in fulfilling their potential.

Student Focus

Innovation: Innovation - We encourage creativity and adaptability to new ideas and methods that will support and improve student learning.

Innovation

Accountability: Accountability - We accept responsibility for our successes and challenges and seek to transparently share our work in an ethical manner, as we strive towards innovative improvement.

Accountability

Theory of Action

If School...

1. Sets a high expectations for educational excellence that is grounded in the belief that all students can and will achieve standards based outcomes.

2. Develops policies and practices that enable all students to achieve this high bar for excellence through school-based services that are supported by evidence and research

3. Engages stakeholders to co-develop core policies, practices, and opportunities in response to community needs.

4. Partners with state agencies and other LEAs for feedback and collaboration,

Then School can...

1. Ensure all schools meet or exceed the high expectations set for educational excellence and student outcomes.

2. Create conditions that meaningfully improve student learning and growth.

So that...

> All levels of the Pawtucket educational system and community work together to enable equitable opportunities and excellent outcomes for students.

Needs Assessment

Potter-Burns Elementary School conducted a comprehensive needs assessment through the analysis of student achievement, growth, and attendance data from the 2024–2025 school year. Data reviewed included performance on the RICAS English Language Arts (ELA) and Mathematics assessments, the NGSA Science assessment, student subgroup performance, growth indices, and chronic absenteeism rates.

Analysis of the 2024–2025 RICAS ELA assessment data indicates that student achievement in literacy remains an area of significant concern. Only 26.8% of students met or exceeded proficiency expectations in ELA, meaning approximately 73% of students did not demonstrate grade-level proficiency. Potter-Burns received 2 out of 4 achievement points in ELA, with an academic proficiency index of 42 out of 100. While some student groups performed near the overall school average, several subgroups demonstrated notably lower performance. English Learners had an ELA proficiency index of 26, and Students with Disabilities demonstrated the lowest performance with an index of 18. These subgroup trends indicate persistent achievement gaps in literacy that require targeted instructional supports and interventions.

Although overall ELA proficiency remains low, growth data demonstrates an area of relative strength. Potter-Burns earned 2 out of 3 growth points in ELA, with an overall growth index of 1.01 out of 2, indicating that many students are making typical growth compared to academic peers statewide. Additionally, 31% of students demonstrated high growth in ELA. However, subgroup analysis reveals continued concerns for Students with Disabilities, whose growth index was 0.77, significantly below the school average and below expected growth targets.

The School Improvement Team identified ELA as a high-priority need after reviewing five years of RICAS data and district reading diagnostic data, particularly at the K–2 level. The team determined there is a relative need to increase achievement in English Language Arts with a specific focus on foundational reading skills. Root cause analysis identified significant gaps in student learning related to phonemic awareness, phonics, and writing instruction. The team determined that inconsistent curriculum implementation, curricular gaps, and inconsistent intervention practices contributed to these challenges. Specifically, the school identified a lack of consistency in phonemic awareness and phonics instruction, insufficient intervention systems for lagging foundational skills, and a need for explicit, modeled, and ongoing professional

development for teachers and staff to improve targeted literacy instruction. In writing, the team identified curricular incongruence between reading genres and writing genres addressed within instructional units, indicating a need for improved curriculum alignment and professional learning to strengthen writing instruction.

On the 2024–2025 RICAS Mathematics assessment, approximately 25.2% of students met proficiency expectations, meaning roughly 75% of students did not meet grade-level standards in mathematics. Potter-Burns earned 2 out of 4 achievement points in mathematics, with a proficiency index of 44 out of 100. Subgroup data again highlights significant disparities. Students with Disabilities had the lowest mathematics proficiency index at 19. These results indicate a need for stronger standards-based mathematics instruction, increased intervention supports, and opportunities for students to engage in mathematical reasoning and problem-solving.

The School Improvement Team identified mathematics as a second high-priority need after reviewing five years of RICAS data and district mathematics diagnostic data, particularly in the early elementary grades. The team determined that foundational math skills remain an area of concern. Root cause analysis identified several contributing factors, including curricular gaps that limit opportunities for review and application of previously learned skills, curricular sequencing issues, and inconsistent implementation of mathematics instruction, especially at the K-2 level. Specific areas of concern included fluency and number sense, conceptual understanding of fractions, application of concepts in algebraic reasoning, and problem-solving skills. Additionally, the team identified that the current curricular scope and sequence for explicit instruction in the areas of geometry, measurement, and data concepts are addressed at the end of the school year, creating gaps in student understanding across grade levels. The team also identified a need for improved curriculum sequencing aligned to testing schedules and more balanced coverage of mathematical concepts throughout the school year.

On the 2024–2025 NGSA Science assessment, only 17.5% of students met proficiency expectations, with approximately 83% of students not meeting standards. This data suggests substantial gaps in students' understanding of scientific concepts, inquiry practices, and academic vocabulary. The science proficiency index is 40 out of 100. Students with disabilities again had the lowest science proficiency index at 19. The low proficiency rates indicate a need for stronger alignment to NGSA standards, increased instructional rigor, and more consistent integration of hands-on, inquiry-based science learning experiences across grade levels.

The School Improvement Team identified science as a third high-priority need after reviewing three years of NGSA data. The team determined there is a relative need to increase achievement in science with a focus on problem-solving skills and the application of scientific knowledge. Root cause analysis identified inconsistent implementation of the current science

curriculum as a major contributing factor. Additionally, the curriculum is not green-rated and as such, lacks sufficient hands-on investigations and opportunities for students to apply learned concepts through inquiry and problem-solving activities. The team also identified that district instructional focus calendars and allocated instructional minutes limit opportunities to embed consistent daily science instruction. Finally, uncertainty regarding ongoing professional learning, coaching, and curriculum support for teachers was identified as a barrier to effective implementation of a new science curriculum across grade levels.

Attendance data further identifies an important nonacademic need impacting student learning outcomes. Potter-Burns Elementary School reported a chronic absenteeism rate of 21.7% during the 2024–2025 school year. While the majority of students are attending school consistently, more than one-fifth of students are missing a significant amount of instructional time. Chronic absenteeism likely contributes to lower academic performance and disproportionately affects students already identified as academically at risk.

The School Improvement Team identified attendance as a fourth high-priority need after reviewing attendance data across the district. The team determined there is a need to both improve daily attendance rates and reduce chronic absenteeism. Root cause analysis identified several contributing factors, including a lack of common district resources and systems for attendance notifications, the absence of a clear truancy protocol, and a need for increased parent education regarding the importance of regular attendance. Transportation barriers were also identified as a significant concern, particularly for families who lack reliable transportation or avoid attendance during inclement weather. The team identified the need for the district to consider additional transportation supports for students that do not qualify for transportation due to distance from school but do communicate individual needs that present barriers to regular attendance, especially in inclement weather.

Despite these challenges, several strengths were identified through the needs assessment process. Potter-Burns Elementary School demonstrated 100% participation rates in both ELA and Mathematics accountability measures, reflecting strong assessment participation. Additionally, ELA growth data suggests that many students are making academic progress despite low overall proficiency rates. Continued staff commitment to student support, intervention programming, and continuous improvement remains an important foundation for future growth.

Priority 1: Strengthening Foundational Literacy Skills and Standards-Based ELA Instruction

Potter-Burns Elementary School will improve student achievement and growth in English Language Arts through the implementation of consistent, evidence-based literacy instruction

focused on phonemic awareness, phonics, reading comprehension, and writing. The school will strengthen Tier 1 instruction, intervention systems, curriculum alignment, and professional learning opportunities to address achievement gaps and improve outcomes for all students.

Strengthen foundational literacy instruction and intervention practices

Measurable Goals

Goal #1 - By June 2027, students in Grades 3-5 will increase from 26.8% proficiency to 30% proficiency on the RICAS ELA Assessment. Students with disabilities will increase from 8% to 9.5% on the RICAS ELA Assessment. This goal is targeting approximately 220 students

Initiative 1: Improve student access to Tier 1 high quality instructional materials and instruction		
Increase equitable access to rigorous, standards-aligned Tier I instruction through the consistent implementation of high-quality instructional practices, evidence-based curricula, and targeted supports that meet the needs of all learners.		
Action Step	**Complete-Date**	**Notes**
Strengthen Tier 1 and intervention-based ELA instruction through the consistent use of appropriate accommodations, scaffolds, and supports aligned to individual student needs and IEP requirements.	06/11/2027	
Continued use of the schoolwide walkthrough tool to monitor the implementation of the district ELA curriculum, identify strengths and areas	06/11/2027	

for growth in instructional practice, and provide targeted feedback and support to ensure consistent, standards-aligned Tier 1 reading and writing instruction across all grade levels.	
Implement structured grade-level PLCs to regularly analyze end-of-unit assessment data and i-Ready Diagnostic results, identify student strengths and areas of need, and collaboratively plan instructional adjustments, targeted supports, and enrichment opportunities to strengthen Tier I reading instruction for all students.	06/11/2027
Implement a departmentalized instructional model at one identified grade level, with one dedicated teacher in the area of English Language Arts. Monitor implementation and student outcomes throughout the school year to evaluate the impact on instructional quality, student engagement, and academic achievement, and use findings to inform future scheduling decisions.	06/11/2027

Implement a systematic, explicit, and sequential foundational literacy program in grades K–2 to supplement the core reading curriculum and strengthen instruction in phonemic awareness, phonics, decoding, encoding, and high-frequency word recognition. Provide ongoing support and monitoring to ensure consistent implementation and improve early reading outcomes for all students.	06/11/2026	

Initiative 2: Improve the use of personalized learning and targeted interventions (Tier 2 and 3)

Efficiently implementing personalized learning and targeted interventions

Action Step	Complete-Date	Notes
All students, including students with disabilities, and MLL students in Grades K-5 will take an initial online diagnostic to identify a baseline for personalized learning	10/02/2026	
Administer and analyze i-Ready Diagnostic assessment data during established data review cycles to identify student needs, place students in	06/11/2027	

appropriate instructional pathways, and adjust supports as needed.	
Monitor i-Ready Personalized Instruction weekly to ensure students complete and pass a minimum of two pathway lessons per week, using completion and performance data to support accountability and maximize academic growth.	06/11/2027
Establish intervention groups at each grade level based on student skill needs and assessment data. When scheduling permits, intervention groups may extend across grade levels to create more targeted, skill-based groupings, ensuring students receive instruction aligned to their specific learning needs and accelerating academic growth.	06/11/2027
Implement UFLI Foundations as the school's standardized phonics intervention program to provide systematic, explicit literacy instruction for students identified as at risk in foundational reading skills, while monitoring student progress regularly to inform	06/11/2027

instructional adjustments and accelerate reading growth.		

Initiative 3: Strengthen Writing Instruction Across All Content Areas		
Improve student writing proficiency through the consistent implementation of high-quality, standards-aligned writing instruction, regular opportunities for authentic writing across content areas, and the use of data-informed instructional practices to support student growth.		
Action Step	**Complete-Date**	**Notes**
Ensure equitable access to writing instruction for all students by consistently implementing appropriate scaffolds, accommodations, and supports, including specially designed instruction for students with disabilities, to enable successful engagement with grade-level writing standards and tasks.	06/11/2027	
Develop and implement grade-level, standards-based writing rubrics to establish clear expectations for student writing, support consistent instructional practices, and provide a common framework for assessing student progress.	01/31/2027	
Collect and analyze student writing samples from all grade levels and content areas, including itinerant	06/11/2027	

subjects, three times annually. Engage staff in calibration and scoring protocols using developed common rubrics to ensure consistency, monitor student growth over time, and identify instructional strengths and areas for improvement.	
Continue implementation of the school's established writing strategy (RACEs) across all classrooms and content areas to provide students with a consistent approach to planning, organizing, and communicating their ideas in writing.	06/11/2027
Utilize PLC time to engage in professional learning and collaborative inquiry using The Writing Rope. Teachers will examine research-based writing practices, reflect on instructional implementation, and apply learning to strengthen writing instruction across all grade levels and content areas.	06/11/2027
Continued use of the schoolwide walkthrough tool to monitor writing instruction, identify strengths	06/11/2027

and areas for growth in instructional practice, and provide targeted feedback and support to ensure consistent, standards-aligned Tier 1 writing instruction across all grade levels.

Priority 2: Strengthening Foundational Math Skills and Standards Based Instruction

Potter-Burns Elementary School will improve student achievement and growth in mathematics through the implementation of consistent, standards-based instruction focused on foundational math skills, number sense, conceptual understanding, and problem-solving. The school will strengthen curriculum alignment, instructional consistency, and intervention supports to improve outcomes for all students.

Strengthen foundational mathematics instruction, curriculum alignment, and intervention practices to improve student achievement and growth in mathematics for all students

Measurable Goals

Goal #1 -

By June 2027, students in Grades 3-5 will increase from 25.2% proficiency to 28% proficiency on the RICAS Math Assessment. Students with disabilities will increase from 10% proficiency to 12.0% proficiency on the RICAS Math Assessment. This goal is targeting approximately 220 students.

Initiative 1: Improve access to high quality evidence based Tier 1 programming

Collaboratively working teachers, principal, and support from the Office of Teaching and Learning will work to make sure all learning is rigorous and aligned to CCSS

Action Step	Complete-Date	Notes
Strengthen Tier 1 and intervention-based math instruction through the consistent use of appropriate accommodations, scaffolds, and supports aligned to individual student needs and IEP requirements.	06/11/2027	
Continued use of the schoolwide walkthrough tool to monitor the implementation of the district math curriculum, identify strengths and areas for growth in instructional practice, and provide targeted feedback and support to ensure consistent, standards-aligned Tier 1 reading and writing instruction across all grade levels	06/11/2027	
Implement structured grade-level PLCs to regularly analyze end-of-unit assessment data and i-Ready Diagnostic results, identify student strengths and areas of need, and collaboratively plan instructional adjustments, targeted supports, and enrichment	06/11/2027	

opportunities to strengthen Tier I reading instruction for all students.		
Implement a departmentalized instructional model at one identified grade level, with one dedicated teacher in the area of mathematics. Monitor implementation and student outcomes throughout the school year to evaluate the impact on instructional quality, student engagement, and academic achievement, and use findings to inform future scheduling decisions.	06/11/2027	

Initiative 2: Improve structure of high quality targeted intervention (Tier 2 and 3)

Ensuring that intervention times are evidence based, and targeted to student need

Action Step	Complete-Date	Notes
All students, including students with disabilities, and MLL students in Grades K-5 will take an initial online diagnostic to identify a baseline for personalized learning	10/02/2026	
Administer and analyze i-Ready Diagnostic assessment data during established data review	06/11/2027	

cycles to identify student needs, place students in appropriate instructional pathways, and adjust supports as needed.	
Monitor i-Ready Personalized Instruction weekly to ensure students complete and pass a minimum of two pathway lessons per week, using completion and performance data to support accountability and maximize academic growth.	06/11/2027
Monitor i-Ready Personalized Instruction weekly to ensure students complete and pass a minimum of two pathway lessons per week, using completion and performance data to support accountability and maximize academic growth.	06/11/2027
Establish intervention groups at each grade level based on student skill needs and assessment data. When scheduling permits, intervention groups may extend across grade levels to create more targeted, skill-based groupings, ensuring students receive instruction aligned to their specific learning needs and	06/11/2027

accelerating academic growth.	
Research, acquire, and implement evidence-based Tier 2 and Tier 3 math intervention materials aligned to identified student needs and grade-level standards. Provide ongoing professional learning, coaching, and collaborative planning opportunities to build staff capacity in the effective implementation of intervention programs and instructional strategies, ensuring targeted support that accelerates student mathematical growth.	06/11/2027

Priority 3: Reduce Student Chronic Absenteeism

Potter-Burns will implement a comprehensive attendance improvement plan focused on increasing daily student attendance and reducing chronic absenteeism. The school will strengthen early identification systems, family communication, student support structures, and intervention practices to improve attendance outcomes for all students.

Reduction of chronic absenteeism for all students

Measurable Goals

Goal #1 - By June 2027, decrease the percentage of students identified as chronically absent from 22% - 19%

Initiative 1: Multi-Tiered System of Supports (MTSS) for Early Identification and Family Communication of Student Risk for Chronic Absenteeism

Ensure early identification of students at risk for chronic absenteeism. Current and historical data will be used to proactively identify student/family needs and match them with appropriate levels of support. A family communication system will be developed to ensure that parents/families are consistently informed when students are identified for additional supports and are provided with ongoing updates regarding progress and next steps.

Action Step	Complete-Date	Notes
Establish and implement Tier 1, Tier 2, and Tier 3 attendance supports to promote regular attendance, identify and intervene early with at-risk students, and provide support for chronically absent students/families	06/11/2027	
Maintain a multidisciplinary attendance team that regularly reviews attendance data, identifies students at risk of chronic absenteeism, assigns appropriate interventions, and monitors progress to ensure timely and effective support.	06/11/2027	
Create and maintain a tiered attendance communication framework that engages families through proactive messaging, targeted support outreach, and formal intervention processes aligned with district attendance policies	06/11/2027	
Develop and implement a schoolwide attendance	06/11/2027	

outreach protocol that engages teachers, office staff, and support personnel in monitoring attendance, conducting timely family outreach, identifying barriers to attendance, documenting interventions, and referring students for tiered supports as needed		
Develop a schoolwide communication plan to educate families and students on the importance of regular attendance, clarify expectations and chronic absenteeism thresholds, and reinforce attendance through recognition of positive attendance trends	06/11/2027	

Initiative 2: Strengthen Student Attendance Through a Positive School Climate and PBIS Implementation

Improve student attendance by fostering a positive, inclusive, and engaging school culture through the consistent implementation of Positive Behavioral Interventions and Supports (PBIS), relationship-building practices, and targeted attendance interventions. The initiative will focus on increasing student connectedness, recognizing positive behaviors, and addressing barriers to attendance to ensure all students are engaged and present for learning.

Action Step	Complete-Date	Notes
Increase visibility of positive behavior expectations through signage, morning	06/11/2027	

announcements, and student-led messaging	
Re-establish schoolwide behavioral expectations and ensure they are explicitly taught, modeled, and reinforced across all settings.	06/11/2027
Communicate PBIS plan with students, staff and families	10/01/2026
Implement a structured system for recognizing positive attendance and behavior	09/01/2026

Priority 4: Strengthening Standards Based Science Instruction and Inquiry Learning

Potter-Burns Elementary School will improve student achievement and proficiency in science through consistent implementation of NGSA-aligned curriculum, increased opportunities for inquiry-based and hands-on learning, and strengthened instructional practices focused on problem-solving and application of scientific concepts. The school will provide ongoing professional learning and instructional support to improve outcomes for all students

Strengthen standards-based science instruction and inquiry learning to improve student achievement, problem-solving skills, and application of scientific concepts for all students

Measurable Goals

Goal #1 - By June 2027, students in Grades 5 will increase from 17.5% proficiency to 21% proficiency on the NGSA Science Assessment. Students with disabilities will increase from 8% to 9.5% on the NGSA Science Assessment. This goal is targeting approximately 80 students.

Initiative 1: Increase access to Tier 1 HQIM in science for grades K-5

Implementation of district selected green rated science curriculum

Action Step	Complete-Date	Notes
Ensure all grade level classrooms have access to new district science curriculum	08/25/2026	
Professional learning for all grade level teachers and special educators in implementation of new science curriculum	06/11/2027	
Continued use of the schoolwide walkthrough tool to monitor the implementation of the district-selected science curriculum, identify strengths and areas for growth in instructional practice, and provide targeted feedback and support to ensure consistent, standards-aligned Tier 1 science instruction across all grade levels.	06/11/2027	
Conduct regular PLC data review cycles to analyze unit assessment results, identify student strengths and learning gaps, and develop targeted instructional responses to improve student mastery of grade-level science standards.	06/11/2027	

Implement a departmentalized instructional model at one identified grade level, with one dedicated teacher in the area of social studies/science. Monitor implementation and student outcomes throughout the school year to evaluate the impact on instructional quality, student engagement, and academic achievement, and use findings to inform future scheduling decisions.	06/11/2027