

**FINAL REPORT**  
**Bridge School**  
**School Improvement Plan**  
**2015-2016**

**Site Council Members:**

Kimberly Hensle Lowrance, Parent

Lee Noel Chase, Parent

Angela Chang, Parent

Min Zhang Parent

Nimisha Asthagiri, Parent

Wendy Riseborough, Parent

Susan Orenstein, Community Member

Russell Bosbach, Teacher

Deirdre Schadler, Teacher

Kristen Gray, Teacher

Debbie Side, Teacher

Lynnette Allen, Teacher

Jean Kelly, Teacher

Zelda Rubenstein, Teacher

Erin Maguire, Assistant Principal (non-voting member)

Bronte Abraham, Parent/Co Chair

Meg Colella, Principal/Co Chair

## Bridge School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><b>INSTRUCTION</b> <b>Academic Goal 1:</b></p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p>	<p><u>PLC/DATA TEAMS</u></p> <ul style="list-style-type: none"> <li>-Provide Professional Learning (PL) for Professional Learning Community (PLC) Teams as needed (This PL can be embedded through the coaching model)</li> <li>-Utilize Google docs for reporting and tracking Developmental Reading Assessment (DRA)/ AIMSweb, mathematics, and other assessment data in conjunction with PLC meetings</li> <li>-Conduct PLC/Data Meetings to review district/school assessment data to determine teaching strategies</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>-Continue implementation of Teachers' College Writer's and Reader's Workshop:               <ol style="list-style-type: none"> <li>1. score 3 on demand writing prompts and discuss results and trends during PLC meetings</li> <li>2. utilize literacy coach and</li> </ol> </li> </ul>	<p>2015-2016</p>	<ul style="list-style-type: none"> <li>-Participate in PLC meetings (Principal and AP), On a 8 week cycle, meet with PLC teams, review data, help to plan instruction</li> <li>-Review PLC meeting notes, discuss/reflect with staff at faculty and principal meetings, observe implemented strategies during informal classroom visits and formal observations</li> <li>-Use Faculty Meetings to share effective differentiation structures</li> <li>-Classroom visitation/ walkthroughs by Principal, Assistant Principal, and Educational Team Supervisor</li> <li>-Implement school wide writing assessment 3 x year</li> <li>-Review writing assessment rubrics and data tracking spreadsheets</li> <li>-Participate in classroom reader's and writer's</li> </ul>	<p><i>Students achieved proficiency goals established by:</i></p> <p>PLC common pre-, post-, and formative assessment results District assessments results MCAS results</p> <p><i>Highly effective teaching strategies were correlated to learner needs as evidenced by:</i></p> <p>PLC/ Data Team process Students achieved higher levels throughout the school year on the DRA and on school wide writing prompts, more students were taught in small group, focused guided reading and writing groups, special education students met benchmark or increased their levels by 1.5 school years Data Team/CAT process Maintained or reduced RtI services throughout the course of the year based on Action Plan data Writing assessments results improved Mathematics differentiation increased during mathematics workshop Increased modeling of lessons by staff for colleagues including reader's and writer's workshop and mathematics differentiation</p>	<p><u>PLC/DATA TEAMS</u></p> <ul style="list-style-type: none"> <li>-PLC Leadership Team members visited other grade level PLC meetings, discussed what they learned, problem solved together</li> <li>-Met monthly to discuss issues, concerns, provide support</li> <li>-Four cycles of Data Meetings have occurred. Students were discussed utilizing data, action plans were formed, interventions occur on an 8 week cycle. Students who meet benchmark were dismissed from cycle</li> <li>-Principal and AP rotated and participated in PLC meetings</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>-Teachers' College Writer's and Reader's Workshop has been implemented in most classrooms, Writer's Workshop PL occurred twice during the year through TC, Principal time was allocated for grade level common planning time for</li> </ul>

	<p>trained staff to model and support implementation</p> <p>3. Unit of Study planning in grade level PLCs</p> <p>4. Share best practices during Data and PLC meetings</p> <p>-Conduct Literacy Team meetings to discuss, prepare, and extend current practices</p> <p><u>Mathematics:</u></p> <p>-Continue to encourage mathematics workshop model and provide PL for staff through coaching</p> <p>-Utilize PLC time and staff meetings to discuss best practices and differentiation strategies</p> <p>-Focus on high needs students to refine RtI approaches and closing gaps among students</p> <p><u>Intervention Team</u></p> <p>-Continue to have staff members (including teachers, special educators, Instructional Assistants (IAs), Kindergarten Instructional Assistants (KIAs), literacy and mathematics specialists provide the interventions (2-3 students per group)</p> <p><u>Other</u></p> <p>-Implement the draft district mission, vision and beliefs statements across all teams and</p>		<p>workshop lessons</p> <p>-Review mathematics assessments</p> <p>-Discuss progress with mathematics coach and department head</p> <p>-Observe RTI sessions</p> <p>-Share lesson plan ideas and activities used during PLC meetings</p> <p>-Use of faculty meeting and Thursday PL time to explore mission, vision,</p>	<p><i>Teachers employed a balanced assessment system including:</i></p> <p>Individual student assessments</p> <p>Classroom level assessments</p> <p>Common pre-, post-, and formative assessments</p> <p>Grade level common assessments</p> <p>State/national assessments</p> <p>Developmental Reading Assessment (DRA) scores, running records, Aimsweb results, writing rubric scores, district mathematics assessments, Assessing Math Concepts (AMC) results, FASTTMath data, Fraction Nation data, classroom assessments, classroom work samples</p> <p><i>Implementation of Teacher Evaluation System was systematic and supportive as evidence by:</i></p>	<p>implementation, literacy coach assisted staff in implementation through coaching and PL</p> <p>-Data Team and PLC meetings were used to discuss best practices as well as interventions for students below benchmark</p> <p><u>Mathematics</u></p> <p>-Data Team and PLC Meetings utilized to discuss best practices and refine RtI approaches -Professional learning at Bridge provided by the mathematics coach</p> <ol style="list-style-type: none"> <li>1. October 15, 2015 -Growth Mindset</li> <li>2. December 7, 2015 - Revisiting Math Workshop</li> <li>3. January 7, 2016 -Unit Planning</li> <li>4. May 12: Unit Planning with a focus on the Math Practices</li> </ol> <p><u>Intervention Team</u></p> <p>-This team was replaced by Data Team Meetings. Classroom teachers primarily provide RtI instruction, specialists assist when time permits</p> <p><u>Other</u></p> <p>-Supervision and Evaluation of staff proceeded as intended. Staff utilized PLC time as well</p>
--	---	--	---	---	--

	<p>councils</p> <ul style="list-style-type: none"> <li>-Continue to implement and use the new Massachusetts Teacher Evaluation System with staff to provide more useful feedback to staff to increase teacher effectiveness and student academic and pro-social success</li> <li>-Provide opportunities for cross-school observations of both teaching and data team meetings</li> <li>-Utilize meeting time for planning of effective practices: Principal Thursdays/Faculty Meetings</li> <li>-Continue a focus on Cultural Proficiency with staff</li> </ul> <p><u>TECHNOLOGY:</u></p> <ul style="list-style-type: none"> <li>-Further enhance the PL provided to staff and students regarding Internet Usage, working in connection with the technology department</li> <li>-Provide embedded PL for training and collaboration</li> <li>-Continue to educate teachers and students in digital literacy, including the acceptable use of the Internet at school</li> <li>-Provide opportunities for parents to learn about ways to support their children in the digital age</li> <li>-Utilize cyber safety</li> </ul>		<p>and beliefs</p> <ul style="list-style-type: none"> <li>-The draft district mission, vision, and beliefs are practiced throughout teacher and team dialogue, instruction, decision-making</li> <li>-Nonprofessional learning and community partnerships</li> <li>-Track how frequently peer observations take place, ask for feedback from staff</li> <li>-Observe model lessons with staff</li> <li>-Provide time for follow up conversations and debriefing</li> <li>-Survey staff on cultural proficiency growth and determine future PL</li> </ul> <ul style="list-style-type: none"> <li>-Review student understanding of how to best utilize technology, observe PL and discuss impact with staff</li> <li>-Ask parents for feedback regarding parent evenings and literature shared with families on digital literacy</li> <li>-Work with staff implementing cyber safety curriculum to create and review assessments to determine benefits</li> <li>-Observe classrooms utilizing technology</li> </ul>	<p>Staff responded to feedback through evidence of increased best teaching practices</p> <p>Principal, AP, and ETS observed staff on a regular basis and provide timely feedback and conversations to build capacity among staff</p> <p><i>Teachers educated students regarding appropriate technology usage, teachers received further Professional Learning in this area, and parents had the opportunity to learn what was being taught in school and how to safeguard students at home as evidenced by:</i></p> <ul style="list-style-type: none"> <li>-appropriate use of technology by students was exhibited</li> <li>-staff participated in PL both during Faculty Meetings and embedded in the school day</li> <li>-technology specialist supported and coached teachers 1-1</li> <li>-parents were given written</li> </ul>	<p>as Principal Thursdays to work on uploading evidence and meeting timeline deadlines</p> <ul style="list-style-type: none"> <li>-Principal, AP, and ETS conducted observations on staff per the contract, feedback was given in person by the Principal and AP</li> <li>-Cross school observations by various classroom teachers and specialists took place</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>-AP, counselors, and librarian conducted various lessons in classrooms regarding internet usage and safety, using CommonSenseMedia.org curriculum</li> <li>-PL occurred during Faculty Meetings, Principal Thursdays, and within the school day for technology including a differentiated afternoon for use of Google Docs</li> <li>-The integration specialist provided PL for both staff and students during the school day</li> </ul>
--	--	--	---	---	---

	curriculum (gr. 2-5) both in library class as well as in the general education classroom		effectively, encourage staff to share at Faculty Meetings -Feedback from teachers and Instructional Technology (IT) staff regarding teacher involvement in using technology, encourage technology as part of goals and formal observations	explanations as well as oral presentations on the topic	as requested by teachers -Parents were provided with written information regarding ways to support their students at home while using the internet
--	--	--	---	---	---

## Bridge School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><b>INSTRUCTION</b> <b>Social/Emotional</b> <b>Goal 2:</b></p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<ul style="list-style-type: none"> <li>-Support work of Guidance Department curriculum review</li> <li>-Establish and implement new model for social worker at elementary level while connecting him to the other two social workers, guidance counselor, and nurse in regards to addressing mental health concerns</li> <li>-Continue to provide PBIS (Positive Behavior Intervention Support) on school-wide level with Bridge ABCs               <ol style="list-style-type: none"> <li>1. Expand the ticket program to focus not only on behavior but also character and attitude</li> <li>2. Align ASMM to focus on PBIS supports and Responsive Classroom Morning Meeting format</li> <li>3. Provide additional parent education on PBIS</li> </ol> </li> <li>-Continue to encourage community service among all students through the student government program</li> <li>-Continue to have the Therapeutic Learning Program (TLP) grow in solidifying skills and strategies that support the entire Bridge Community</li> </ul>	<p>2015-2016</p>	<ul style="list-style-type: none"> <li>-Meet with guidance counselor and department head regularly to provide input, and learn about the progress</li> <li>-Meet monthly with all mental health providers at Bridge to discuss students, problem solve, determine steps to move forward</li> <li>-Meet weekly with PBIS team, ask staff to provide input at Faculty Meetings regarding PBIS matrix and implementation</li> <li>-Highlight public service projects done by Student Council</li> <li>-Meet weekly with TLP team</li> </ul>	<p><i>Increased positive student behavior and enforcement of school wide expectations resulted as evidenced by:</i></p> <ul style="list-style-type: none"> <li>-Decrease in RtI for social and emotional needs based on Action Plan Data</li> <li>-More classes receive recognition for modeling the ABCs of Bridge School</li> <li>-ASMM continued to address PBIS initiatives and follow Responsive Classroom, Morning Meeting format</li> <li>-Staff utilize TLP staff expertise to decrease student behavioral challenges</li> <li>-Decrease in office referrals</li> </ul>	<ul style="list-style-type: none"> <li>-Four social workers met weekly to discuss and problem solve interventions and support</li> <li>-Monthly counselor meetings included the Principal, AP, nurse, and Guidance Department Head</li> <li>-PBIS:               <ol style="list-style-type: none"> <li>1. Tickets were expanded and All School Morning Meetings focused on the ABCs of Bridge, tickets included attitude and character as well as behavior</li> <li>2. Parents were provided further education regarding PBIS at a parent coffee conducted by AP and counselor as well as through the Bridge to Home Newsletter</li> <li>3. TLP staff provided PL along with counselors at various Faculty Meetings and supported staff and students through the Data Team Process</li> </ol> </li> </ul>

## Bridge School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><b>Traffic Goal 3:</b> If the instructional leaders communicate clearly with all parties, focus on safety, and continue dialogue between all constituencies, then the implementation of new traffic procedures will develop and run smoothly.</p>	<ul style="list-style-type: none"> <li>-Share new traffic procedures with staff, students, and public through PTA Coffees, at Faculty Meetings, and at All School Morning Meetings</li> <li>-Send background information regarding how plan was formed, colored map depicting new procedures, and written explanation of procedures to parent community in spring, summer, and fall</li> <li>-Present information at School Committee Meeting May, 2015</li> <li>-Provide color depiction of new procedures in Main Lobby of Bridge School</li> <li>-Train staff on new procedures and safety measures</li> <li>-Ask for parent volunteers to assist in enforcement of procedures</li> </ul>	<p>2015-2016</p>	<ul style="list-style-type: none"> <li>-Review daily safety procedures and flow of traffic</li> <li>-Meet with traffic committee mid-year to determine effectiveness of goals</li> </ul>	<p>Successful implementation was evidenced by:</p> <ul style="list-style-type: none"> <li>-Less traffic violations</li> <li>-Efficient and safe drop off and pick up process was followed regularly and resulted in a shortened completion time</li> <li>-Parents expressed positive feedback</li> <li>-Suggestions were utilized for further refinement</li> </ul>	<p>-Traffic plan was implemented as described and is running smoothly</p>

## Bridge School Goals 2015-2016

Goal	Implementation	Timeline	Monitoring	Assessment	Results
<p><b>Safety Goal 4:</b>  <b>If we increase safety procedures in school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</b></p>	<ul style="list-style-type: none"> <li>-Implement the ALICE protocol (Alert, Lockdown, Inform, Counter, Evacuate)</li> <li>-Crisis Team develops action plans for phase 2 of roll out</li> <li>-Staff reviews protocols from 2014/2015 training</li> <li>-A student education and training system and timeline are developed</li> <li>-Parent education is prepared before student training</li> <li>-Parent meeting is held to discuss the "ALICE" protocol</li> <li>-Student education in "ALICE" protocol</li> <li>-Student and staff practice "ALICE" protocol with support from district and public safety officials</li> <li>-Crisis team, staff, and public safety de-brief on "ALICE" protocol, future recommendations are made</li> </ul>	<p>2015-2016</p>	<p>The school-based Crisis team recommends roll-out steps for students, staff, and parents in the "ALICE" –The school-based Crisis Team leads the staff, student, and parent education</p> <p>-The school participates in the "ALICE" protocol in the spring of 2016</p>	<p>-The school-based Crisis Team will determine a timeline and roll-out plan for full implementation by spring of 2016</p> <p>-Staff, students, and parents will provide feedback regarding understanding of the training and ways to improve in the future</p>	<p>-Further ALICE implementation did not occur, scheduled evacuation to a secondary location was canceled due to unforeseen circumstances</p> <p>-Bridge School will proceed further with ALICE implementation for parents and students along with the district guidelines</p>

Updated 5/2/16