

DRAFT
Bridge School
School Improvement Plan
2016-2017

Site Council Members:

TBD, Parent
Lee Noel Chase, Parent
TBD, Parent
Julia Mabuchi, Parent
Kimberly Lowrance, Parent
Wendy Riseborough, Parent
Susan Orenstein, Community Member

Russell Bosbach, Teacher
Erin Cerat, Teacher
Debbie Side, Teacher
Lynnette Allen, Teacher
Jean Kelly, Teacher
Zelda Rubenstein, Teacher
Kristen Gray, Assistant Principal (non-voting member)

Bronte Abraham, Parent/Co Chair
Meg Colella, Principal/Co Chair

Bridge Elementary School Improvement Plan 2016-2017

Goal 1: Academic

Action	Implementation Steps	Completed	On Going	No Action
<p><u>PLC/DATA TEAMS</u> Continue to implement and make refinements to school based PLC and Grade Level Data Teams</p>	<p>-Provide Professional Learning (PL) for Professional Learning Community (PLC) Teams as needed (This PL can be embedded through the coaching model)</p> <p>-Utilize Google docs for reporting and tracking Developmental Reading Assessment (DRA)/ AIMSweb, mathematics, and other assessment data in conjunction with PLC meetings</p> <p>-Conduct PLC/Data Meetings to review district/school assessment data to determine teaching strategies</p> <p>-Implement the use of Learning Walkthroughs by staff members</p>			
<p><u>Literacy</u> Continue implementation of Teachers' College Writer's and Reader's Workshop:</p>	<p><u>Literacy</u></p> <ol style="list-style-type: none"> 1. Take part in the Teachers' College PL provided within the district 2. Utilize literacy coach and trained staff to model and support implementation 3. Unit of Study planning in grade level PLCs 4. Share best practices during Data and PLC meetings 5. Provide opportunities for cross grade level observations of reader's and writer's workshop as well as across the district 			
<p><u>Mathematics:</u> Embed professional learning opportunities, use RtI structures and continue to review math practices K-5 to support all students achieving at high levels in mathematics.</p>	<p>-Continue to encourage mathematics workshop model and provide PL for staff through coaching</p> <p>-Focus on high needs students to refine RtI approaches and closing gaps among students</p>			

	<ul style="list-style-type: none"> -Continue with implementation of DreamBox Learning as an intervention tool for students identified as at risk -PL will focus on the Standards for Mathematical Practice or integrating "low floor-high ceiling" problems for all students at each grade level -The PL will combine both of these ideas together in the same workshop if needed. -Utilize PLC time to discuss big ideas and content for each unit, differentiation, and student work -Work with the new Mathematics K-5 Department Head in order to build relationships with her/him and the Bridge Staff -Review mathematics assessments -Discuss progress with mathematics coach and department head -Observe RTI sessions -Share lesson plan ideas and activities used during PLC meetings 			
<p><u>Supervision & Evaluation/Collaboration</u> Use supervision and evaluation as a tool to increase student learning while also fostering collaboration across grade levels, departments and schools.</p>	<ul style="list-style-type: none"> -Track how frequently peer observations take place, -Observe model lessons with staff -Provide time for follow up conversations and debriefing -Continue to implement and use the Massachusetts Teacher Evaluation System with staff to provide more useful feedback to staff to increase teacher effectiveness and student academic and prosocial success -Provide opportunities for cross-school observations of both teaching and data team meetings -Utilize meeting time for planning of effective practices: Principal Thursdays/Faculty Meetings 			
<p><u>Technology:</u> Promote the use of technology as a tool for teaching and learning while maintaining student and staff safety and awareness related to technology and related policies.</p>	<ul style="list-style-type: none"> -Further enhance the PL provided to staff and students regarding Internet Usage, working in connection with the technology department -Provide embedded PL for training and collaboration -Continue to educate teachers and students in digital literacy, including the acceptable use of the Internet at school -Provide opportunities for parents to learn about ways to support their children in the digital age -Utilize cyber safety curriculum (gr. 2-5) both in library class as well as in the general education classroom 			

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Goal 2: Social Emotional

Action	Implementation Steps	Completed	On Going	No Action
<p><u>PBIS (Positive Behavior Intervention Support)</u> Continue to provide PBIS (Positive Behavior Intervention Support) on school-wide level with Bridge ABCs.</p>	<ol style="list-style-type: none"> 1. Expand the ticket program to be utilized by all staff in all areas of the day 2. Continue to align ASMM to focus on PBIS supports and Responsive Classroom Morning Meeting format 3. Provide additional parent education on PBIS <ul style="list-style-type: none"> -Continue to encourage community service among all students through the student government program -Implement a Bridge School Ambassadors program for students in K-3 to assist students at conflict resolution during recess -Continue the Bridge School Mediators program (grades 4-5) to problem solve recess issues among peers -Continue weekly TLP meetings to discuss students and provide PL for staff 			

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Goal 3: School Safety

Action	Implementation Steps	Completed	On Going	No Action
<p><u>School Safety</u> Review school safety procedures and provide informational sessions, professional learning opportunities, and collaboration opportunities with staff, students, parents, public safety staff and the greater Bridge School Community.</p>	<ul style="list-style-type: none"> -Implement the ALICE protocol (Alert, Lockdown, Inform, Counter, Evacuate) -Crisis Team develops action plans for phase 2 of roll out -Staff reviews protocols from 2014/2015 training -A student education and training system and timeline are developed -Parent education is prepared before student training -Parent meeting is held to discuss the “ALICE” protocol -Student education in “ALICE” protocol -Student and staff practice “ALICE” protocol with support from district and public safety officials -Crisis team, staff, and public safety de-brief on “ALICE” protocol, future recommendations are made -Implement various evacuation drills in alignment with the district 			