

**Bowman Elementary School
School Improvement Plan**

2018-2019

Site Council Members:

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Goal 1: Academic

Focus Area	Outcomes	Completed	On Going	No Action
Focus on Adult Learning and Growth: Exploration of Models of PL to Increase Staff and Student Learning	<ol style="list-style-type: none"> 1. Establishment of multiple opportunities for Teachers to participate in building based leadership 2. Use of Lab Wednesday PL structure to support district-wide and building based initiatives 3. Provide opportunities for Job Embedded coaching and coaching opportunities for aspiring teacher-leaders 4. Provide opportunities for teachers to participate in continued refinement of the Dismantling Racism curriculum 5. Continuation of an “Equity Leaders” seminar for teachers who wish to explore certification as principal/assistant principal, and wish to learn structures for systemic equity change 6. Explore use of Project-Based Learning with Staff 			
Focus on Mathematics Instruction: Math Mindset, Math Talks and Conceptual Problem Solving in Workshop	<ol style="list-style-type: none"> 1. Creation of a mathematics PD committee 2. Implement 8-10 faculty days (15-20 hours)of continued math PL, with a focus on Math Talks and the establishment of Math Tasks that provide low floor, high ceiling events and culturally responsive practice 3. Share best practices among and across grade levels 4. Utilize Math Coach to support development of open-ended questioning language 5. Continued support of special educators in mathematics 6. Explore integration of math with other areas to pilot Project Based Learning events 			
Focus on Literacy Instruction: Continued implementation of Readers and Writers Workshop	<ol style="list-style-type: none"> 1. Continue to participate in the Teachers College PL 2. Increase the use of the Lab Wednesday structure to support high level group coaching 3. Continue to engage in planning for new unit implementation in PLCs 4. Expand the connections between literacy and our Dismantling Racism Curriculum (e.g. Civil Rights and Immigration in Grade 4; Slavery and Colony Formation Gr. 5; Experience of Wampanoag in Gr. 3 and bias in story) 5. integration of literacy with other areas to pilot Project Based Learning events 6. Educators will examine the different types and purposes of literacy assessments (diagnostic, screening, progress monitoring and outcome) in the elementary program and will refine 			

	their usage within a balanced literacy framework (e.g. explore and implement the BAS)			
Diversity, Equity and Inclusion Focus on Social Justice Instruction: Refining and Expanding our Dismantling Racism Curriculum	<ol style="list-style-type: none"> 1. Continue to work with RIDES (Reimagining Integration for Diverse and Equitable Schools) to train interns and to examine next steps in creating open and equitable spaces 2. Convene a planning team in the summer to assess our current level of curriculum completeness 3. Create, refine and re-write essential lessons and examine lessons by level for overlap 4. Engage in PL during faculty meetings and Principal Thursdays to continue to train and support staff in culturally responsive teaching methodology and curriculum continuation 5. Expand our “Narratives project to collect faculty and staff narratives 6. Expand our “Narratives” project to collect family and individual student narratives 7. Present equity work to the district and interested outside organizations as teacher interest allows. 8. Refocus our student learning goals directly on underperforming students of DESE “high risk” groups. 			
Focus on Technology: Robotics and Coding	<ol style="list-style-type: none"> 1. Continued exploration of the integration of robotics into classrooms 2. Expanding coding projects to interested classrooms 			
Focus on Coordination of Special Education and RtI	<ol style="list-style-type: none"> 1. Establishment of a committee of special educators, reading specialists, math specialists and classroom teachers to discuss: <ol style="list-style-type: none"> a. guidelines for when to move from the RTI process to evaluation, b. to look at historical Bowman data to examine cases where we might have either gone too quickly to eval or not quickly enough c. Look at use of the PAR and how it can inform RtI needs for Kindergarten d. Training for classroom teachers on Special Education responsibilities, Form completion and responsibilities in the RtI process 			

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Goal 2: Social Emotional/Mental Health

Focus Area	Outcomes	Completed	On Going	No Action
Focus on Pro-Social Support Systems and Intervention: Restorative Justice, Stress Reduction and Pro-Social Interventions	<ol style="list-style-type: none"> 1. Continue to coordinate between the Dismantling Racism curriculum work and students' emotional/inclusion needs 2. Exploration of Restorative Justice programs and their potential for integration with the Dismantling Racism curriculum 3. Continued work with vocabulary enriched classrooms at Grades 4 & 5 4. Exploration and implementation of a fourth grade student efficacy program 			
Focus on Training for Support Staff	<ol style="list-style-type: none"> 1. Continued bi-weekly meetings with SSPs (recess and cafeteria supervisors) with a focus on: <ol style="list-style-type: none"> a. Pro-social management of student challenges b. Use of Social Thinking/Responsive Classroom language c. Understanding culture and diversity in children 2. Continue to Collaborate with L'Extended Day to provide some support for pro-social staff training 			
Focus on Parent Involvement and Engagement	<ol style="list-style-type: none"> 1. Increase opportunities for parents to learn about the curricular work of the schools in between formal conferences and report cards (math, literacy, social thinking, social justice) 2. Increase the opportunities for parents to hear about the PL work of the teaching staff 3. Offer parent discussion groups on topics related to student growth mindset and emotional success 4. Explore the creation of parent/child/staff book discussion evenings 			

Focus on Mental Health Balance and Stress Reduction	<ol style="list-style-type: none"> 1. Continue to integrate school-based and district initiatives through PL, Professional Practice Goals and Student Learning goals to create common foci 2. Provide parent workshops around topics related to stress and child-rearing 3. Continue to implement individual support and small group intervention for students who exhibit signs of stress 4. Continue to provide 1:1 parent, teacher and staff support as needed 			

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Goal 3: Safety and Operations

Focus Area	Implementation Steps	Completed	On Going	No Action
Focus on Leadership Transition	<ol style="list-style-type: none"> 1. Engage in Entry Conversations (Focus Groups, Summer Dialogue Days, etc) with new administrator(s) Superintendent, Principal, Assistant Principal. 2. Stakeholders Meetings (Teachers, Parents, Staff) to share Grade Level and Interest groups belief around what makes Bowman special and should not change, and perceived areas for growth. 3. Balance continuation of on-going projects and directions with interests/passions of new administrative leadership 			
Focus on Safety	<ol style="list-style-type: none"> 1. Continue to coordinate with Crisis Response Team for efficient and effective responses to emergency situations 2. Work with the district to implement systematic ALICE training for staff and students 3. Provide Parents with information on ALICE protocols and building safety 			