

**Elementary School  
School Improvement Plan  
End of Year  
2016-2017**

**Site Council Members:**

Melissa Abraham, Parent - FY16-FY17 Term\*

Seth Moeller, Parent - FY16-FY17 Term\*

Amy Selinger, Parent - FY17-18 Term

Alison Stevens, Parent- FY17-18 Term

\*PTA elections in June 2017

Kathy Caron, Teacher

Rosanne Barbacano, Teacher

Melinda Loof, Teacher

Beth Glick, Recorder

Mary Antón, Principal

# Elementary School Improvement Plan 2016-2017

## Goal 1: Academic

Action	Outcomes	Completed	On Going	No Action
Focus on Adult Learning and Growth	<ol style="list-style-type: none"> <li>1. Establishment of a PL structure for faculty that integrates work required by supervision &amp; evaluation with Building-wide focus on implementing the reading workshop &amp; piloting new pro-social/social justice curricula with continued attention to high leverage strategies                             <ol style="list-style-type: none"> <li>a. Feedback</li> <li>b. Differentiation</li> <li>c. Promotion of Effort &amp; Persistence</li> </ol> </li> <li>2. Establishment of multiple opportunities for Teachers to participate in building based leadership</li> <li>3. Use of Lab Wednesday PL structure to support district-wide and building based initiatives</li> <li>4. Provide opportunities for Job Embedded coaching and coaching opportunities for aspiring teacher-leaders</li> </ol>		X	
Use of Data/PLCs	<ol style="list-style-type: none"> <li>1. Continued refinement of Data Team structure to provide for quick, nimble and responsive interventions</li> <li>2. Establishment of a list of interventions and potential providers</li> <li>3. Use of the District-wide task committee's binder to support intervention efforts</li> <li>4. Research and adoption of a set of guiding questions to explore when discussing intervention and referral of students of color or linguistic diversity</li> <li>5. Review of established "Support Teams" and their efficacy                             <ol style="list-style-type: none"> <li>a. Academic support team</li> <li>b. PBIS support team</li> <li>c. Classroom-wide Consultation team</li> </ol> </li> </ol>	X	X	X
		X		

	<ul style="list-style-type: none"> <li>d. Special Education Consult team</li> <li>e. Referral to Special Education review team</li> </ul> <p>6. PLC collaboration with Lab Wednesday structures to support student learning and professional practice goals</p>		X	
Focus on Reading Instruction	<ul style="list-style-type: none"> <li>1. Establishment of a summer planning team comprised of teachers and support staff from all levels</li> <li>2. Creation of a PL outline for 8-10 faculty meeting and principal Thursday dates to include: <ul style="list-style-type: none"> <li>a. Clear faculty understanding of architecture of mini-lesson</li> <li>b. 100% classroom use of new Units of Study in Reading</li> <li>c. Focus on the use of “data” to inform small group and conferring lessons</li> <li>d. Focus on use of data for differentiation</li> <li>e. Focus on embedding perspective taking and cultural understanding into the readers workshop across grade levels.</li> <li>f. Clear outline of implementation expectations</li> <li>g. Integration with writing (and other subject areas)</li> </ul> </li> <li>3. Lab Wednesday and coaching support for teachers tied to faculty PL</li> <li>4. Training and support modules for IAs and KAs in workshop model</li> <li>5. Parent workshops around supporting students learning to read (K-2) and around expectations for deep, reflective questioning while reading (3-5)</li> </ul>	X	X	
Focus on Mathematics Instruction	<ul style="list-style-type: none"> <li>1. Continued 100% use of Math workshop model in classrooms</li> <li>2. Expansion of the use of “Week of Inspiration” and mathematics growth mindset (Jo Boaler - Stanford) across grade levels</li> <li>3. Use of 2-3 faculty meetings and Lab Wednesdays for refinement of math questioning and differentiation.</li> <li>4. Support of teachers through PLCs and coaching in mathematics</li> <li>5. Continued work with special educators to support the needs of all students within the mathematics classroom</li> </ul>	X	X	X
Focus on Technology	<ul style="list-style-type: none"> <li>1. Establishment of continued pilots using coding at the younger grades</li> <li>2. Exploration of the feasibility of creation of a “maker space” in the library</li> <li>3. Establishment of co-taught lessons on ethical technology use between IT, library media and counseling</li> <li>4. Increased use of social media as a teaching tool</li> </ul>	X	X	X

	<ul style="list-style-type: none"> <li>a. Twitter</li> <li>b. Blogging</li> <li>c. Websites - and more</li> </ul> <p>5. Implement pilot Digital Citizenship curriculum as developed summer 2016 by IT, Library-Media and Counseling</p>	X		
Focus on the Coordination of Special Education and RTI	<ul style="list-style-type: none"> <li>1. Establishment of a committee of special educators, reading specialists, math specialists and classroom teachers to <ul style="list-style-type: none"> <li>a. discuss guidelines for when to move from the RTI process to evaluation,</li> <li>b. to look at historical Bowman data to examine cases where we might have either gone too quickly to eval or not quickly enough</li> <li>c. Examine parental request data</li> </ul> </li> <li>2. Increase the opportunities for special education and general education teachers to receive specialized research-based reading training</li> <li>3. Expand the training of classroom teachers and implementation and use of "First Grade RAVE-O"</li> </ul>	X	X	
Focus on Cultural Proficiency	<ul style="list-style-type: none"> <li>1. Building on this year's faculty work: <ul style="list-style-type: none"> <li>a. establish teacher teams to plan pilot curricula - integrating pro-social teaching structures with global understandings and citizenship work</li> <li>b. Establish teacher teams to create projects to understand student and family perspectives</li> <li>c. Engage in book discussion groups around culturally proficient teaching methodologies</li> <li>d. Plan and implement parent outreach around celebrating diversity and global understanding</li> </ul> </li> </ul>	X	X	

# Elementary School Improvement Plan 2016-2017

## Goal 2: Social Emotional

Focus Area	Implementation Steps	Completed	On Going	No Action
Focus on Pro-Social Support Systems and Intervention	<ol style="list-style-type: none"> <li>1. Coordinate implementation of pilot curricula in global understandings with existing curricula of responsive classroom and Open Circle</li> <li>2. Continue to collect and monitor data on student pro-social interventions and use this data to determine and implement additional groups or class based curricula</li> <li>3. Continue our vocabulary enriched pilot classroom structures in grades 4 &amp; 5 and embed social thinking language within these structures</li> <li>4. School-wide focus on using the language of “growth mindset” and on targeted counseling groups supporting students’ development of growth mindset attitudes</li> </ol>	X	X X X	
Focus on Training for Support Staff	<ol style="list-style-type: none"> <li>1. Continued bi-weekly meetings with SSPs (recess and cafeteria supervisors) with a focus on:               <ol style="list-style-type: none"> <li>a. Pro-social management of student challenges</li> <li>b. Use of Social Thinking/Responsive Classroom language</li> <li>c. Understanding culture and diversity in children</li> </ol> </li> </ol>		X	
Focus on Parent Involvement & Engagement	<ol style="list-style-type: none"> <li>1. Increase opportunities for parents to learn about the curricular work of the schools in between formal conferences and report cards</li> <li>2. Increase the opportunities for parents to hear about the PL work of the teaching staff</li> <li>3. Offer parent book groups on topics related to student growth mindset and emotional success</li> <li>4. Explore the creation of parent/child/staff book discussion evenings</li> <li>5. Continue to partner with the PTA to expand outreach to new families and to families</li> </ol>	X	X X X	X

Focus on Stress Reduction & Balance	<ol style="list-style-type: none"> <li>1. Integrate PL, Professional Practice and Student Learning Goals for educators to work on common foci</li> <li>2. Partner with PTA to provide forums for parent education</li> <li>3. Work to increase the involvement of families who speak other languages than English in the school</li> <li>4. Implement curricular lessons in each grade level that focus on management of stress</li> <li>5. Implement small group and individual interventions for students who exhibit anxiety or stress</li> </ol>	X	X	X
-------------------------------------	--	---	---	---

## Elementary School Improvement Plan 2016-2017

### Goal 3: Enrollment & Growth

Focus Area	Implementation Steps	Completed	On Going	No Action
Focus on System-wide Reassignment	<ol style="list-style-type: none"> <li>1. Provide information/meeting time to the community, as appropriate, around buffer zone considerations</li> <li>2. Support superintendent and school committee, as requested, in considerations that might impact buffer zone and redistricting decisions</li> <li>3. Provide clear communication to parents of any decisions made by the School Committee around redistricting and buffer zones</li> <li>4. Facilitate transition of students, as decisions are made, to new schools or into Bowman School</li> </ol>	X		X  X X
Focus on Building Projects	<ol style="list-style-type: none"> <li>1. Coordinate school functioning with construction of new modular classrooms</li> <li>2. Facilitate appropriate use of space in time prior to modular completion</li> <li>3. Facilitate staff moves into modular space upon completion</li> <li>4. Facilitate communication with parents around construction, logistics of traffic and parking during construction, and all other logistical considerations for student safety</li> </ol>	X X		X

