

**Elementary School
School Improvement Plan
DRAFT
2017-2018**

Site Council Members:

Melissa Abraham, Parent - FY16-FY17 Term*

Seth Moeller, Parent - FY16-FY17 Term*

Kavita Ravi, Parent - FY17-18 Term

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Kathy Caron, Teacher

Rosanne Barbacano, Teacher

Melinda Loof, Teacher

Beth Glick, Recorder

Mary Antón, Principal

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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. Establish 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 possibilities for use of Instructional Rounds with staff 7. 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 the use of Instructional Rounds in mathematics 7. 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 			

	<ol style="list-style-type: none"> 4. Expand the connections between literacy and our Dismantling Racism Curriculum (Civil Rights and Immigration in Grade 4, etc) 5. Explore integration of literacy with other areas to pilot Project Based Learning events 6. Explore the use of Instructional Rounds in literacy 			
<p>Focus on Social Justice Instruction: Refining and Expanding our Dismantling Racism Curriculum</p>	<ol style="list-style-type: none"> 1. Convene a planning team in the summer to assess our current level of curriculum completeness 2. Create, refine and re-write essential lessons and examine lessons by level for overlap 3. Engage in PL during faculty meetings and Principal Thursdays to continue to train and support staff in culturally responsive teaching methodology and curriculum continuation 4. Explore the use of Instructional Rounds for looking at questions of equity 5. Expand our “Narratives project to collect faculty and staff narratives 6. Expand our “Narratives” project to collect family and individual student narratives 			
<p>Focus on Technology: Robotics, Coding and Maker Spaces</p>	<ol style="list-style-type: none"> 1. Continued exploration of the integration of robotics into classrooms 2. Expanding coding projects to interested classrooms 3. Exploration of 3D printer projects, maker space and media in the library 			
<p>Focus on Coordination of Special Education and RtI</p>	<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. To look at RAN/RAS, Aimsweb and other entry data for early identification of students at risk for reading failure and to provide timely research-based interventions 			

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Goal 2: Social Emotional

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. K-3 pilot work with vocabulary designed to support discussion 4. Continued work with vocabulary enriched classrooms at Grades 4 & 5 			
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. 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 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: Enrollment & Operations

Focus Area	Implementation Steps	Completed	On Going	No Action
Focus on System-Wide Enrollment	<ol style="list-style-type: none"> 1. Facilitate transition of students, as decisions are made, to new schools or into Bowman School 2. Monitor and Assign space to provide relief for programs that have been working in inadequate spaces as possible 			
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. Continue to work with staff to update/understand ALICE protocols 			