

**Elementary School
School Improvement Plan
Beginning Plan
2016-2017**

Site Council Members:

Melissa Abraham, Parent - FY16-FY17 Term

Seth Moeller, Parent - FY16-FY17 Term

Amy Selinger, Parent - FY15-FY16 Term*

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*PTA elections in June 2016

Joshua Curhan, Teacher

Sarah Leveque, Teacher

Melinda Loof, Teacher

Beth Glick, Recorder

Amy Selinger, Parent Co-Chair

Mary Antón, Principal

Elementary School Improvement Plan 2016-2017

Goal 1: Academic

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

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

	<ol style="list-style-type: none"> 4. Increased use of social media as a teaching tool <ol style="list-style-type: none"> a. Twitter b. Blogging c. Websites - and more 5. Implement pilot Digital Citizenship curriculum as developed summer 2016 by IT, Library-Media and Counseling 			
Focus on the 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 <ol style="list-style-type: none"> a. discuss 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. Examine parental request data 2. Increase the opportunities for special education and general education teachers to receive specialized research-based reading training 3. Expand the training of classroom teachers and implementation and use of "First Grade RAVE-O" 			
Focus on Cultural Proficiency	<ol style="list-style-type: none"> 1. Building on this year's faculty work: <ol style="list-style-type: none"> a. establish teacher teams to plan pilot curricula - integrating pro-social teaching structures with global understandings and citizenship work b. Establish teacher teams to create projects to understand student and family perspectives c. Engage in book discussion groups around culturally proficient teaching methodologies d. Plan and implement parent outreach around celebrating diversity and global understanding 			

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Goal 2: Social Emotional

Action	Implementation Steps	Completed	On Going	No Action
Focus on Pro-Social Support Systems and Intervention	<ol style="list-style-type: none"> 1. Coordinate implementation of pilot curricula in global understandings with existing curricula of responsive classroom and Open Circle 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 3. Continue our vocabulary enriched pilot classroom structures in grades 4 & 5 and embed social thinking language within these structures 4. School-wide focus on using the language of “growth mindset” and on targeted counseling groups supporting students’ development of growth mindset attitudes 			
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 			
Focus on Parent Involvement & 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 2. Increase the opportunities for parents to hear about the PL work of the teaching staff 3. Offer parent book groups on topics related to student growth mindset and emotional success 4. Explore the creation of parent/child/staff book discussion evenings 5. Continue to partner with the PTA to expand outreach to new families and to families 			

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

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