



# *Bowman School Improvement Plan Year-End Report FY16*

## *Site Council Members*

*Mary Anton – Principal*

*Joshua Curhan, Teacher*

*Sarah Leveque, Teacher*

*Melinda Loof, Teacher*

*Melissa Abraham, Parent -- FY16 – FY17 Term*

*Amy Selinger, Parent -- FY 15-FY16 Term*

*Alison Stevens, Parent – FY15-FY16 Term*

*Seth Moeller, Parent FY 16 – FY17 Term*

*Recorder: Beth Glick, Assistant Principal*

**\* Elections conducted by the PTA in June, 2016**

<b>Bowman School Improvement Plan FY16</b>				
<b>Goal</b>	<b>Implementation School-Wide</b>	<b>Timeline</b>	<b>Monitoring</b>	<b>Results</b>
<b>Instruction Academic Goal 1:</b> If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all student will achieve at a high level.	Adult Learning/Growth 1. Identification and establishment of individualized goals for teachers in the area of strategy use, data use and promoting student achievement with particular attention to the three high leverage strategies of “feedback, differentiation, and promotion of effort and perseverance”. (Actions linked to New Teacher Evaluation System AND a continuation of past work)	Sept-Oct & May/June	Individual teacher goal conferences, informal classroom visits, formal observations	<i>Teachers all established student learning and professional practice goals. Five faculty meetings across the year were devoted to work on goal setting, evaluation and data use. Work on high level strategies of “feedback, differentiation, and promotion of effort and perseverance” were part of 13 meetings focused on math instructional content. Teacher teams, supported by administration, led most of the mathematics professional learning</i>
	DATA TEAMS/PLCs  2. Revision of the Data Team meetings as piloted and agreed upon among Bowman staff. Half-day data meetings and PLC follow-ups as appropriate. Use of formative and summative assessment to deepen understanding of student needs. Inclusion of deep discussion/extension opportunities around complex issues  Establishment of additional “Support Team” meetings:  a. PBIS team meeting (individuals); b) Academic Support team meeting (individuals); c) classroom-wide consultation meeting d) special education problem-solving meeting; e) traditional child-study for referral to special education  Refinement of protocols for data team cycle that operates in addition to PLC cycle.	July 1- June 30	Participation of all grade level teachers and reading and math specialists. Participation of special education as available.	<i>We fully implemented planned changes to Data Team meetings including:</i> <ul style="list-style-type: none"> <li>• <i>Standardized beginning and ending data team meetings</i></li> <li>• <i>PLC planning and modification of meetings 2, 3</i></li> <li>• <i>Move from Baseline Edge to google docs as Student Action Plan repository (required training all staff in use of google docs)</i></li> <li>• <i>Establishment of support teams and referral of some students to these additional support teams</i></li> </ul>
	3. Refinement of “In-House Professional Learning opportunities that provide Job Embedded Coaching, and opportunities for teachers who wish to try out coaching .  Focus areas: Math; Literacy; Social Thinking; Efficacy; PBIS	October-June	Teacher participation Administration Participation	<i>Standardized our use of Lab Wednesday time to provide a Lab experience for each grade level. Lab Wednesdays were provided for each Grade Level team two times a year in math and literacy. Opportunity for classroom teachers to try out coaching were embedded in this.</i>  <i>Establishment of three “vocabulary enriched classrooms” (1-grade 4; 2- grade 5) supported by SLP coaches            Co-Teaching model for PBIS with counseling department</i>
	4. Focus on Cultural Proficiency and what this means for our students and for our teaching	September-June and	ALL	<i>This was an area of strength for our faculty this year. Strong evidence of continued work to explore multiple</i>

		on-going		<p><i>diversities and on-going work develop a tool box of lenses to help support culturally proficient teaching.</i></p> <p><i>Highlights include:</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher and Staff participation in book groups focused on bias, understanding microaggressions and holding difficult conversations about race.</i></li> <li>• <i>Faculty discussions about transgender at the elementary level, elementary racial identity development</i></li> <li>• <i>Faculty conversations about current issues of violence against African Americans by police</i></li> <li>• <i>Examination of Culturally proficient practices in specific instructional content (through mathematics)</i></li> <li>• <i>Site Council and PTA discussions about transgender and diversity needs</i></li> <li>• <i>Staff presentation at Alumni of Color Conference HGSE; Lexington Learns and MESPA conference on Difficult Conversations across Cultures</i></li> <li>• <i>Invited participation in HGSE's Reimagining Integration Project (two workshops, site visit, project school invitation for FY17)</i></li> </ul> <p><i>Next steps to be developed (not yet implemented):</i></p> <ul style="list-style-type: none"> <li>• <i>Development of Anti-bias, Anti-racism curriculum for all levels</i></li> <li>• <i>Parent workshops on Cultural Proficiency</i></li> </ul>
5. Focus on curricular area of reading	September-June	Teacher participation Administrator observation	<p><i>Evidence of Successful focus on the curricular area of reading included:</i></p> <ul style="list-style-type: none"> <li>• <i>Participation of some staff in the TC Reading Institute in the summer.</i></li> <li>• <i>Provision of new materials K-2 for teams.</i></li> <li>• <i>Full implementation of new K program (including new materials)</i></li> <li>• <i>Use of Lab site PL model for implementation</i></li> <li>• <i>Parent Workshops in understanding reading and writing instruction in LPS</i></li> </ul> <p><i>Next steps to be developed (partially implemented):</i></p> <ul style="list-style-type: none"> <li>• <i>Training of IAs, KAs SSPs in understanding overarching goals and methods of TC Reading workshop instruction</i></li> <li>• <i>Training of IAs, KAs in ways to support intervention in the classroom</i></li> </ul>	

6. On-Going Focus on curricular area of Math and Math Workshop model	September-June	Teachers, Administration and Math Coaches; Math Grade Level Teacher-Leaders	<p><i>Evidence of successful exploration of math workshop practices included:</i></p> <ul style="list-style-type: none"> <li>• <i>Refinement of math workshop in each classroom, faculty discussion and sharing of successful elements of math workshop, use of clear learning objectives for math stations, differentiation of math lessons based on pre-assessment and student need as based on observations and coaching reports</i></li> <li>• <i>Investigation of math practices in conjunction with culturally proficient practice (Use of Jo Boaler's math and mindset practices, 8 teachers participating in her on-line course, etc).</i></li> <li>• <i>Parent Workshops in understanding mathematics instruction in LPS (parent coffee, evening workshop)</i></li> </ul> <p><i>Next steps (continue to implement):</i></p> <ul style="list-style-type: none"> <li>• <i>Training for IAs, SSPs, KAs in understanding math practices</i></li> </ul>
6. Establishment of a coordinated RTI/ Child Study intervention structure for K-5, and additional interventions for Grades 3-5	July – June	Leadership team time, RTI interventionist coordination	<p><i>Evidence of successful fourth year of pilot implementation includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Establishment of a common set of google docs to use across "child study" and RTI/data teams.</i></li> <li>• <i>Maintain a centralize data-base (google docs) for students and a "virtual" data wall for looking at struggling student progress.</i></li> <li>• <i>successfully negotiated a move Google docs for all data team and intervention lists.</i></li> </ul> <p><i>Next steps in process:</i></p> <ul style="list-style-type: none"> <li>• <i>Embed on-going questions designed to tease out issues around cultural proficiency in protocols and discussions</i></li> </ul>
7. Increase Teacher (Staff) Leadership opportunities through establishment of wider Leadership teams, committees to coordinate PL, and Team Leader opportunities.	September – June	Principal, union, teacher leadership team, individual teacher feedback	<p><i>Evidence of Effective Teacher Leadership development includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Staff presentation at Lexington Learns (38 proposals out of 160)</i></li> <li>• <i>Staff presentation at local, state and national conferences (AERA, NCTM, AOCC, MESPA, Lexington Learns)</i></li> <li>• <i>Active staff involvement in planning for professional learning in mathematics (13 faculty meetings); ELA implementation of new Units of Study in Reading; Cultural Proficiency planning for summer work (including Unit C staff)</i></li> <li>• <i>Staff attendance at a range of professional learning opportunities (within and outside of the district)</i></li> </ul>

				<p><i>On-Going Steps:</i></p> <ul style="list-style-type: none"> <li>Continued encouragement of school and district-wide PL training</li> </ul>
9. On-going use of technology at all grades to foster engagement and learning	September-June			<p><i>Teachers have used technology to increase differentiation and engagement as evidenced by:</i></p> <ul style="list-style-type: none"> <li>Use of technology through "creation apps" (e.g. Explain Everything at Gr. 4; Twitter and blogging opportunities; expanded use of teacher websites)</li> <li>Expanded use of SmartTechnology at Grades 3-5 (SmartBoards in each classroom)</li> <li>Pilot at K-2 with Tufts Dev/Tech department in implementation of Scratch Jr at the early childhood level</li> <li>Exploration of use of alternative technologies (3D printing, maker spaces, robotics)</li> <li>Entire school move to Google Docs for data management, communication</li> </ul>
10. On-Going examination grade level special education model for levels of student support and impact on students. Examination of service delivery and the impact of evaluation schedules on services.	August – June	Special education group, general ed teachers, administration		<p><i>Evidence of special education model success/challenge will include:</i></p> <ul style="list-style-type: none"> <li>Parent surveys sent out after IEP meetings indicate that parents agree or strongly agree that <ul style="list-style-type: none"> <li>they were encouraged to ask questions</li> <li>they were given opportunities to voice their thoughts and concerns</li> <li>clear information was shared about child performance</li> <li>where there were disagreements, options available were explained</li> <li>parent concerns &amp; vision were included in the development of the IEP</li> </ul> </li> <li>The Special Education team uses extensive data collected during RTI to guide evaluations and determine what areas to assess further</li> <li>The Special Education Team is able to use extensive data gathered during RTI to determine eligibility for special education</li> </ul> <p><i>Next steps:</i></p> <ul style="list-style-type: none"> <li>The school is continuing to focus on creation of decision rules for how and when a determination is made to send students for a special education evaluation given extensive possible RTI available.</li> <li>Continued focus on groupings for special education services</li> </ul>

Goal	Implementation School-Wide	Timeline	Monitoring	Assessment
<p><b>Instruction Social-Emotional Goal 2:</b> If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</p>	<p>1. Continuation of Bowman Positive Behavioral Intervention PLC.</p> <p>a. identify sources of student anti-social behavior</p> <p>b. provide pro-social reteaching to specific groups</p> <p>c. increase pro-social instruction in classrooms and other spaces</p>	August – June	Teacher feedback, student incident report data	<p><i>Evidence of impact of the Positive Behavioral Interventions includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Development of an tracking system for student interventions that resulted in grade level data for sharing at each DATA TEAM meeting</i></li> <li>• <i>Targeted lessons for students in grade levels with elevated student interventions</i></li> <li>• <i>The counseling department provided the following tiered supports:</i> <ul style="list-style-type: none"> <li>- <i>Individual (82 students)</i></li> <li>- <i>Small group (112 students)</i></li> <li>- <i>Unscheduled Individual and Small group (105 students, 254 visits to the counseling office, 3198 minutes of counseling)</i></li> </ul> </li> <li>• <i>Following an increase in 4th grade interventions, whole class targeted lessons produced a 58% reduction in interventions</i></li> <li>• <i>Three targeted fifth grade groups interventions resulted from data teams.</i></li> <li>• <i>Adoption and use of Efficacy Curriculum (Jeff Howard) with groups of students of color</i></li> <li>• <i>92 PBIS classroom lessons were taught (co-taught) in grades (compared to &lt;36 last year.</i></li> <li>• <i>Continued use of the Fifth Grade Leadership Seminar as a PBIS model for developing pro-social leadership among all fifth graders.</i></li> </ul>
	<p>2. Provide training and support for SSPs and IAs (and Teachers) in Social Thinking language and support around appropriate interventions for playground and cafeteria.</p> <p>3. School-wide exploration of Tier 1 instruction around Social Thinking/Executive Functioning and identification of Tier 2 and Tier 3 interventions in this area.</p>	<p>September – June</p> <p>On-Going</p>	<p>Assistant Principal</p> <p>Principal, AP, Psychologist, Teacher Leaders, outside Experts</p>	<p><i>Evidence of impact technology on behavioral data collection</i></p> <p><i>Evidence for impact of PL will include:</i></p> <ul style="list-style-type: none"> <li>• <i>Bi-weekly meetings with SSP staff (cafeteria, recess supervisor), with focus on PBIS, social thinking language, responding to student behaviors</i></li> <li>• <i>Decrease in number of incident reports from past year baseline by 8%</i></li> </ul> <p><i>Evidence of work in Social Thinking/EF will include:</i></p> <ul style="list-style-type: none"> <li>• <i>teacher/staff participation in PL</i></li> <li>• <i>weekly co-taught lessons between classroom/guidance/SLP in grade 4 &amp; 5</i></li> </ul>

	<p>4. Parent education on pro-social behavior initiatives including behavioral intervention strategies and reporting</p> <ul style="list-style-type: none"> <li>a. site council</li> <li>b. parent coffees</li> <li>c. parent education conference</li> </ul> <p>5. Parent Survey</p>	On-Going	<p>Guidance, Admin, Psychologist, Teacher-Leaders</p> <p>Site Council</p>	<p><i>Evidence of successful work in this area includes:</i></p> <ul style="list-style-type: none"> <li>• addition of literacy and math focus to parent coffees</li> <li>• evening literacy (how to support your child in reading) and math workshops for parents</li> <li>• inclusion of discussion of transgender youth at site council and Parent coffees</li> <li>• inclusion of discussion of diversity initiatives at site council and parent coffees</li> </ul> <p><i>Evidence of successful work in this area includes:</i></p> <ul style="list-style-type: none"> <li>• parent survey &lt; 10% return</li> <li>• examination of why no returns</li> <li>• development of additional forums for discussion <ul style="list-style-type: none"> <li>- PTA board attendance by teachers</li> <li>- Forums for parents around concerns</li> <li>- Outreach to underrepresented groups</li> </ul> </li> </ul>
	<p>6. Continue to educate teachers and students in digital literacy including the acceptable use of the Internet at school, acceptable use of cell phones and digital images. Provide opportunities for parents to learn about ways to support their children in the digital age.</p>	On-Going	<p>Principal, Teachers, Parents, School Resource and Prevention Staff</p>	<p><i>Evidence of successful work in this area includes:</i></p> <ul style="list-style-type: none"> <li>• Direct instruction to students by Library Media specialist (techniques and strategies for safe use, internet safety and website evaluation)</li> <li>• IT specialist supports classroom teachers in safe and proper use of software</li> <li>• Parent consultation and meetings re: safe technology use</li> </ul> <p><i>Next Steps:</i></p> <ul style="list-style-type: none"> <li>• Summer workshop with Guidance, Technology and Library departments to create an elementary Digital Citizenship curriculum for the elementary schools</li> </ul>
	<p>7. Provide clear communication and information around next steps in the town-Wide construction projects</p>	On-Going	Administration	<p><i>Evidence of successful work in this area includes:</i></p> <ul style="list-style-type: none"> <li>• Meetings with site council, PTA and parent groups around various construction options</li> <li>• Site Council, Administration and PTA presence at school committee and forums around construction options and redistricting scenarios</li> <li>• Bowman School Forum on Redistricting for parents</li> <li>• Teacher collaboration with PTA around space needs</li> </ul>