

**Bowman Elementary School
School Improvement Plan
2007-2009
SCHOOL IMPROVEMENT PLAN
&
PROGRESS REPORT
OCTOBER 2008**

Bowman School Council

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Goal	Strategies	Timeline	Evidence /Data	Performance Targets	Level of Achievement	Person Responsible
<p>Goal 1: Literacy</p> <p>Increase student achievement on both formal and informal assessments of literacy skills and knowledge.</p>	<ol style="list-style-type: none"> 1. Build database reflecting students' performance level 2. Analyze student performance data 3. Investigate the use of a literacy block schedule that supports the coordination of literacy services 4. Utilize PLC groups to determine strategies to improve student achievement 5. Set and evaluate performance improvement targets 6. Identify and implement Tier I, Tier II, and Tier III interventions 7. Develop grade level common assessments 8. Provide school-based professional development for teachers in Sheltered English Instruction and Second Language Acquisition to address needs of English Language Learners 9. Response to Intervention/ Progress Monitoring Pilot at Grade 1 & 2 in reading 10. Professional development for teachers in the areas of Comprehension and fluency 	2007-2009	<ul style="list-style-type: none"> • MCAS Scores • District Wide Literacy Assessments • Grade level common assessments • Class Attendance Rosters 	<p>All students will meet or exceed the benchmarks outlined on the Literacy Assessment grid: Scott Foresman unit assessments, DRA scores, fluency goals, and/or proficiency on the MCAS and/or meet IEP Goals</p> <p>Teachers with LEP students in classrooms will have training in one or more categories as required by DESE</p>	<ol style="list-style-type: none"> 1. Established 2. Developing 3. Established 4. Established 5. Developing 6. Developing 7. Developing 8. Established 9. Established 10. Established 	<p>Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Literacy Coach, ELL curriculum coordinator</p>
<p>Goal 1: Literacy 2008-2009 Highlights</p> <ul style="list-style-type: none"> ■ Entire staff analyzed MCAS data, under-performing students were identified, action plans were developed to target students in different subsets (special education, METCO, ELL, general services), staff members K-5 implemented supporting promising practices ■ Literacy Task Force created to provide staff with information and workshops in vocabulary, comprehension (funded by LEF) ■ Grades 1-2 Literacy workshop model revised to provide opportunities for double and triple dosing of literacy intervention through regular education at the early grades including reading specialist support in classrooms 3-4 days a week, special education collaboration, and administrator active support. ■ Continuation of use of First Grade RAVE-O ■ Implementation of Comprehension promising practices at all levels through investigation using 1) Comprehension Tool Kit 2) Constructing Meaning (Boyles) ■ Implementation of promising "word work strategies" through use of Words their Way at Grades 2-3 (to be expanded FY10 to Gr. 4) ■ Aimsweb literacy benchmark data was taken and analyzed for all Gr. 1-2 students, progress monitoring of underperforming gr. 1-2 students was done by reading specialists and 1-5 grade special education students with reading goals to monitor improvement and provide information about need for intensity of services. ■ Extended RAVE-O used for target Gr. 3-4 METCO students (resulting in a move of one category in MCAS for all e.g. NI to P). ■ Creation of a Non-Fiction leveled library with texts at a range of levels. ■ Met AYP for all subgroups with improvement rating for ELA "Above Target", with an overall performance rating of "Very High", with a aggregate improvement of 5.6 percentage points, 14.3 percentage point improvement in special education 						

<p>Goal 2: Math</p> <p>Increase student achievement on both formal and informal assessments of math skills and knowledge.</p>	<ol style="list-style-type: none"> 1. Build database reflecting students' performance level 2. Analyze student performance data 3. Create (FY08) and Implement (FY09) block schedule that supports the coordination of math services 4. Utilize PLC groups to determine strategies to improve student achievement 5. Develop grade level common assessments 6. Train teachers in tiered intervention strategies 7. Provide training for teachers in Sheltered English Instruction and Second Language Acquisition 	<p>2007-2009</p>	<ul style="list-style-type: none"> • MCAS Scores • District Wide Math Assessments • Grade level common assessments 	<p>-All students in grades k-2 will demonstrate proficiency on the Oral Assessments outlined in the Mathematics Core Assessment Grid and/or meet IEP goals.</p> <p>- All students in grades 3-5 will score proficient or higher on the MCAS assessment and end of year EDM assessment and/or meet IEP goals</p> <p>Teachers with LEP students in classrooms will have training in one or more categories as required by the DESE</p>	<ol style="list-style-type: none"> 1. Developing 2. Established 3. Established 4. Established 5. Developing 6. Developing 7. Established (all classroom teachers present in FY09 trained) 	<p>Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Math Intervention Specialist</p>
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<p>Goal 2: Mathematics 2008-2009 Highlights</p> <ul style="list-style-type: none"> ■ Entire staff analyzed MCAS data, under-performing students were identified, action plans were developed to target students in different subsets (special education, METCO, ELL, general services), staff members K-5 implemented supporting promising practices ■ Use of new end of the year mathematics check lists ■ Two grade level PLCs focused on mathematics intervention using the Intervention block ■ Faculty meeting PD focused on math connections including vocabulary and mental rotation. ■ Met AYP for all subgroups with improvement rating for Math "On Target", and overall performance rating "Very High" with a aggregate improvement of 3.9 percentage points, 7.0 percentage point improvement in special education
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<p>Goal 3: Strengthen Overall School Effectiveness</p> <ul style="list-style-type: none"> Increase focus on Students Learning through Action Research and the development of Professional Learning Communities To build community through an increased focus on the understanding of, and respect for, individual differences at home and in the larger world 	<ol style="list-style-type: none"> Initiate and support Professional Learning Communities <ol style="list-style-type: none"> Develop Teams Develop Goals Focused on Student Achievement in Math or Language Arts Provide Professional Development for staff on the development of PLCs Work with the district coordinators to establish a technology plan that enhances the quality of technology materials and use in the building. Establish a transition/vision team Evaluate current school effectiveness through a variety of surveys and measures linked by research to school effectiveness Establish consistent school-wide protocols for behavioral intervention, code of respect Training of support staff in methods to support pro-social behavior Investigate and implement measures to reduce student time out of class Continue Open Circle Sustainability Team Provide Open Circle Training for new staff. Review and implement safety systems for increased school day security Investigate and implement other school-based systems for increasing student self-regulation/motivation Pilot our new diversity curriculum: Windows & Mirrors Establish academic curricular connections for Bowman-Sagam Kenya, school partnership including service learning, cultural exchange and integration of sister school topics into existing curriculum Establish opportunities for wider Bowman and Lexington community to learn about the Bowman-Sagam partnership and to participate in this partnership Continue Bowman's focus on establishment and refinement of protocols and staff training for behavioral intervention and student management to support students time-on-learning 	<p>2007-2009</p> <p>2008-2009</p> <p>2008-2010</p> <p>2007-2010</p>	<ul style="list-style-type: none"> Evidence of Team AR/Smart Goals Evidence of implementation of common assessments Evidence of sharing of Best Practices 	<p>All Grade Level Teachers & Specialists will develop collaborative teams which will focus on student learning. Teams will utilize Team Meeting Feedback Forms to detail progress on:</p> <ul style="list-style-type: none"> Developing common assessments Analyzing data Sharing and creating lessons and strategies to improve student learning All students will remain in class 95-100% of the instructional day Individual student behavior plans will be updated to insure student availability for instruction All new staff will be trained in Open Circle Technology necessary for the effective functioning of an elementary school will be purchased and systems in place for its use through a combination of district level and PTA funds A school-wide Code of Respect will be in place that can be described by 95% of the students in gr. 3-5 and 80% of the students in grades 1-2. 	<ol style="list-style-type: none"> Established Established Established Established Refining Refining Established Established/Complete Refining Established/Complete Established Established Refining Developing Refining 	<p>Faculty, Administration, Central Office Administration</p> <p>Technology Staff, Bowman Staff</p>
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Goal 3: Strengthen Overall School Effectiveness – 2008-2009 Highlights

- Establishment of grade level PLCs with a focus on the improvement of Mathematics and Literacy instruction
- Establishment of a Behavioral/Motivation PLC focused on improving students time-on-learning, as an essential factor in student achievement
- Faculty PD on establishing student motivation, PLC functioning and formative assessment
- Investigate and train a pilot group of teachers to expand and deepen concepts from Open Circle training
- In collaboration with town facilities and PTA – fund raise, design, and build a new Outdoor Performance Center, relocate playground equipment to Bowman, replace blacktop, and provide new landscaping for a revitalized Bowman outdoor space
- Continuation of the Bowman-Sagam partnership with LEF funding for curricular connections and additional teachers to travel to Kenya

Rubric for School Improvement Plan Outcomes

CODE	DESCRIPTOR
NOT YET	Strategies in this category are not yet initiated
INITIATED	Strategies in this category are in the beginning stages of implementation. Beginning implementation includes some completed professional development, pilot initiatives planned, products in beginning stages, plan for next steps in process (e.g. understanding of the uses of a database, and preliminary collection of data are accomplished, but systematic data collection, warehousing and analysis is not complete)
DEVELOPING	Strategies in this category have basic professional development completed, continuing professional development planned, initial data from target areas collected, pilot projects initiated, teams/systems functioning effectively in some areas (e.g. grade level PLCs have set and evaluated improvement targets <i>in some areas</i> and are working with data around targets)
ESTABLISHED	Strategies in this category have an established on-going professional development plan, have completed initial professional development, have completed at least one cycle of data collection and revision (if appropriate), have established comprehensive school based teams, have seen formal or informal growth in areas toward academic achievement goal
REFINING	Strategies in this category have completed original SIP goal fully, but are in the revisit and extension stage. Work at this level includes expansion of successful practices to other grade levels or subjects, advanced professional development work in related areas, or enhanced capacity building in finely targeted areas(e.g. extended PD to deepen teachers understanding of a strategy or concept; advanced team work to deepen instructional power of interventions)