

# **Bowman Elementary School School Improvement Plan 2009-2011**

## **Bowman School Council**

|                 |                  |                                     |        |
|-----------------|------------------|-------------------------------------|--------|
| Mary Anton      | Principal        | Laurie Buchta                       | Parent |
| Iris Goldfarb   | Teacher          | Polly Kienle*                       | Parent |
| Michele Welch   | ETL/Psychologist | Marcy Lee                           | Parent |
| Ellen Quirk     | Teacher          | Lorelle Yee*                        | Parent |
| Ellen Michelman | Community        | *new parent members not yet elected |        |

**Bowman Elementary School  
Lexington Public Schools  
2009-2011 School Improvement Plan**

| SMART Goal  | Strategies   | Time-line | Evidence /Data  | Performance Targets   | Level of Achievement | Person Responsible   |
|---|--|-----------|---|---|----------------------|--|
| Goal 1: Literacy<br><br>80% of all students will meet proficiency standards within Tier I, and students identified below proficient will demonstrate 15 % improvement on selected summative assessments by June 2010. | <ol style="list-style-type: none"> <li>1. Build database reflecting students' performance level</li> <li>2. Identify technology tools to aggregate and analyze student performance data</li> <li>3. Provide professional development for staff regarding collection and analysis of data</li> <li>4. Continue to provide professional development regarding effective literacy instruction (Comprehension, Fluency, Writing, Focus on Non-Fiction)</li> <li>5. Implement Aimsweb fully in grades 1, 2; Pilot in Grades K. 3-5</li> <li>6. Utilize the SMART Goal process within PLC teams to determine current levels of performance and to monitor and improve students progress.</li> <li>7. Develop formative assessment tracking protocol/tool(s) in School-Based PLCs.</li> <li>8. Implement and refine Tier I, II, and III intervention / instruction</li> <li>9. Implement Aimsweb data assessment system K-5</li> <li>10. Participate in system-wide ELA curriculum review</li> <li>11. Target and track intervention for students in the MCAS categories of NI &amp; W</li> </ol> | 2009-2010 | <ul style="list-style-type: none"> <li>• MCAS Scores</li> <li>• District Wide Literacy assessments</li> <li>• Grade level common assessments</li> </ul> | 80% of all students will meet proficiency standards within Tier I, and students identified below proficient will demonstrate 15 % improvement on selected summative assessments by June 2010. |                      | Administration<br>Faculty (all teachers)<br>Curriculum Coordinator<br>Specialist Teachers<br>Technology Director<br>Support Staff<br>Literacy Coach<br>Extended Learning staff |

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| <p>Goal 2: Math</p> <p>80% of all students will meet proficiency standards within Tier I, and students identified below proficient will demonstrate 15 % improvement on selected summative assessments by June 2010.</p> | <ol style="list-style-type: none"> <li>1. Build database reflecting students' performance level</li> <li>2. Identify technology tools to aggregate and analyze student performance data</li> <li>3. Pilot FASTTMATH software for instruction, assessment of basic facts</li> <li>4. Provide professional development for staff regarding collection and analysis of data</li> <li>5. Utilize the SMART Goal process within PLC teams to determine current levels of performance and to monitor and improve students progress.</li> <li>6. Develop formative assessment tracking protocol/tool(s) in PLC School-Based PLCs.</li> <li>7. Identify and develop a tiered intervention system for mathematics K-5</li> <li>8. Provide professional development regarding updated differentiation strategies</li> <li>9. Target and track intervention for students in the MCAS categories of NI &amp; W</li> </ol> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• MCAS Scores</li> <li>• District Wide Math assessments</li> <li>• Grade level common assessments</li> </ul> | <p>80% of all students will meet proficiency standards within Tier I, and students identified below proficient will demonstrate 15 % improvement on selected summative assessments by June 2010.</p> |  | <p>Administration<br/>Faculty (all teachers)<br/>Curriculum Coordinator<br/>Specialist Teachers<br/>Technology Director<br/>Support Staff<br/>Math Intervention Specialist<br/>Extended Learning staff</p> |
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| <p>Goal 3: Strengthen Overall School Effectiveness</p> <ul style="list-style-type: none"> <li>• Increase focus on Students Learning through Action Research and the development of Professional Learning Communities</li> <li>• To build community through an increased focus on the understanding of, and respect for, individual differences at home and in the larger world</li> </ul> | <ol style="list-style-type: none"> <li>1. Initiate and support Professional Learning Communities (PLC's) <ol style="list-style-type: none"> <li>a. Develop Teams</li> <li>b. Develop SMART Goals Focused on Student Achievement in Math or Language Arts</li> <li>c. Provide Professional Development in areas of formative assessment and promising instructional practices</li> </ol> </li> <li>2. Investigate and implement other school-based systems for increasing student self-regulation/motivation</li> <li>3. Implement LPS diversity curriculum: Windows &amp; Mirrors</li> <li>4. Establish academic curricular connections for Bowman-Sagam Kenya, school partnership including service learning, cultural exchange and integration of sister school topics into existing curriculum</li> <li>5. Establish opportunities for wider Bowman and Lexington community to learn about the Bowman-Sagam partnership and to participate in this partnership</li> <li>6. Work with district director of technology to implement a technology plan that enhances the quality of technology materials and use in the building.</li> </ol> | <p>2009-2010</p> | <ul style="list-style-type: none"> <li>• Evidence of Team AR/Smart Goals</li> <li>• Evidence of implementation of common assessments</li> <li>• Evidence of sharing of Best Practices</li> </ul> | <ol style="list-style-type: none"> <li>1. 100% of all Bowman Teachers will participate in a PLC which looks at student data, establishes a SMART goal, provides focused instruction in response to the data, and reports results by May 2010</li> <li>2. Behavioral and Motivation PLC will track positive and negative data, establish a smart goal, implement promising practices and report back to the school community by May 2010</li> <li>3. 100% of the classroom teachers will implement the diversity curriculum independently or with guidance support.</li> <li>4. Classroom teachers will work to integrate the Sagam sister school partnership into existing curriculum at 100% of the grade levels. Pilot implementation of curriculum lessons will occur at each grade level</li> <li>5. Additional opportunities for outreach to the community will be developed.</li> <li>6. 100% of grade 3-5 teachers will use laptops for student work. 30% of classroom teachers K-5 will work with innovative technology curriculum or software.</li> </ol> | <p>Faculty, Administration, Central Office Administration</p> <p>Bowman Staff, Parents, Greater community</p> |
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| 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 stage implementation may include: 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 are in the developing stages. Developing stage implementation may include: basic professional development, continuing professional development planned, initial data from target areas collected, pilot projects initiated, teams/systems functioning effectively in some areas (e.g. grade level PLC's have set and evaluated improvement targets <i>in some areas</i> and are working with data around targets).  |
| ESTABLISHED | Strategies in this category have been established. Established stage implementation may include: on-going professional development plan, completed initial professional development, completed at least one cycle of data collection and revision (if appropriate), established school based teams, documented formal or informal growth in areas toward academic achievement goal.   |
| REFINING    | Strategies in this category are in the refining stage. Refining stage implementation may include: completed original SIP goals 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). |

**Rubric for School Improvement Plan Outcomes**