

Lexington Public Schools
2007-2008 Elementary School Improvement Plan
Bowman School, Mary Antón, Ed.D. Principal

The Lexington Public School Elementary Principals, in keeping with a system-wide focus on improving school achievement, have collaborated in developing common goals and expectations that support the 2007-2008 system goals to:

1. Ensure that the academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences.
 2. Ensure that faculty and staff are of high quality and are enabled and supported to perform at the highest possible professional level.
- This plan is linked to our system-wide goals, as well as articulating ways in which our individual school efforts may diverge.

The Bowman School is a dynamic learning environment that is fortunate to have a diverse student population and a strong, dedicated and caring parent community. Currently comprised of 476 students, 24 general education classrooms and 2 district-wide classrooms, Bowman is also home to 50 students who are assessed at the beginning to transitional level of English Language Learning and a total of 110 students who speak language a language other than English at home. As a school we continue to pursue goals that will support the high academic achievement of all our students.

We are committed to providing a strong academic experience for all our students!

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>	<p>System-Wide Links</p> <p>1C. Continue to expand the district’s capacity to use data to assess programs and student work.</p> <p>2A. Support teacher professional development</p> <ul style="list-style-type: none"> • focus on development of professional learning communities • provide embedded professional development <p>2C Expand the capacity of the school system to deliver services</p> <ul style="list-style-type: none"> • increase collaboration among all educators in order to provide coordinated delivery of instruction and learning opportunities • continue to review and expand service delivery models <ul style="list-style-type: none"> • Build database reflecting students’ performance level • Analyze student performance data • Investigate the use of a literacy block schedule that supports the coordination of literacy services • Utilize PLC groups to determine strategies to improve student achievement • Set and evaluate performance improvement targets • Develop grade level common assessments • Identify Tier I, Tier II, and Tier III interventions and provide professional development in these areas in these areas (e.g. RAVE-O – Gr. 1/2) • Provide School-based professional development for teachers in Sheltered English Instruction (Category 2) and Second Language Acquisition (Category 1) to address needs of English Language Learners 	<p>2007-2009</p>	<ul style="list-style-type: none"> • MCAS Scores • District Wide Literacy Assessments • Grade level Common assessments 	<p>All students will meet or exceed the benchmarks outlined on the Literacy Assessment grid including: Scott Foresman unit assessments, DRA scores, fluency goals, and 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 the DOE</p>	<p>Current Performance – Students in grades 3-4 exhibit weakness in FY07 MCAS scores which will require strengthening of early literacy program</p> <p>Gr. 5 performance strong</p>	<p>Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Literacy Coach</p>

Goal	Strategies	Timeline	Evidence /Data	Performance Targets	Level of Achievement	Person responsible
<p>Goal 2: Math</p> <p>Increase student achievement on both formal and informal assessments of math skills and knowledge.</p>	<p>System-Wide Links</p> <p>1A. Conduct Year 2 of the K-12 curriculum review of Mathematics</p> <ul style="list-style-type: none"> • plan sustained professional development • provide lesson-modeling, coaching and mentoring opportunities for teachers • identify ways that teachers and students can effectively use new technology • meet with grade-level teams and curriculum specialists to share best practices <p>1C. Continue to expand the district’s capacity to use data to assess programs and student work</p> <p>2A. Support teacher professional development</p> <ul style="list-style-type: none"> • focus on development of professional learning communities • provide embedded professional development <p>2C Expand the capacity of the school system to deliver services</p> <ul style="list-style-type: none"> • increase collaboration among all educators in order to provide coordinated delivery of instruction and learning opportunities • continue to review and expand service delivery models 	2007-2009	<ul style="list-style-type: none"> • MCAS Scores • District Wide Math Assessments • Common Grade level 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 DOE</p>	<p>Current Performance – Students in grades 3-5 exhibit weakness in FY07 MCAS scores which will require strengthening of early mathematics program Gr. 5 performance strong</p>	<p>Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Math Intervention Specialist</p>

Goal	Strategies	Timeline	Evidence /Data	Performance Targets	Level of Achievement	Person responsible
<p>Goal 3: Strengthen Overall School Effectiveness (Factors Identified from Research that Influence Achievement – Marzano, 2003)</p> <ul style="list-style-type: none"> • challenging goals & effective feedback • parent & community involvement • safe & orderly environment • staff collegiality & professionalism • classroom management • motivation 	<p>1C. Expand the district’s capacity to use data to assess programs and student work 1D. Continue to improve the safety programs in all schools 2A. Ensure faculty and staff are enabled and supported to perform at the highest possible level</p> <ul style="list-style-type: none"> • support PLC’s as a way to respond to <i>assessed student needs</i> • provide embedded professional development tied to new curriculum and <i>instructional implementations</i> <p>2C. Expand the capacity of the school system to deliver services</p> <ul style="list-style-type: none"> • increase collaboration among all educators • review and expand service delivery model 	2007-2009	<ul style="list-style-type: none"> • Staff Survey of School Effectiveness (Marzano, 2003) • Parent Survey of school effectiveness • Data collection, tracking of interventions • Staff survey re: Open Circle • Establishment and evaluation of behavior protocols 	<ul style="list-style-type: none"> • 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. 		Administration, Faculty, Students and Parents