

**Bates Elementary School
Wellesley Public Schools
School Improvement Plan
2016-2019**

Focus Area: Social Emotional Learning

Because we passionately believe children’s emotional health and social relationships are critical to school success, we are committed to supporting students’ social emotional development.

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Train teachers in the Open Circle Revised Curriculum (<i>completed June of 2016</i>). 2. Teach the new Open Circle curriculum in all classrooms two lessons/ week. 3. Read and discuss the book <u>Grit</u> with interested teachers and community members. 4. Teach self-regulation strategies in identified classrooms using the Zones of Regulation curriculum and mindfulness strategies. 5. Teach yoga and team building skills to all students using Project Adventure activities in P.E. 6. Create “chill zones” in every classroom; teach calming strategies to all students. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Open Circle trainers 2. Open Circle revised curriculum 3. Text: <u>Grit</u> by Angela Duckworth 4. School psychologist/special educators 5. Project Adventure materials 6. Courses/conferences: IDEAS, Zones of Regulation 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Number of faculty attending Open Circle, Project Adventure, Zones of Regulation and Cultural Proficiency training. 2. Observation data will demonstrate students’ increased ability to identify emotions and choose appropriate regulating strategies.
<p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year Two: <i>Action in year two will be dependent upon progress in year one action plan.</i></p> <ol style="list-style-type: none"> 1. Train TAs and Specialists in the revised Open Circle training. 2. Expand use of Zones of Regulation and Project 	<p>Year Two: Open Circle Trainer Zones of Regulation curriculum Responsive Classroom materials</p>	<p>Year Two:</p>

	<p>Adventure curriculum to more classrooms/students. 3. Research Responsive Classroom practices. 4. Consult with district leadership team to identify next steps in deepening cultural competence for staff and parent community.</p>		
	<p>Year Three: <i>Action in year three will be dependent upon progress in year two action plan.</i></p>	<p>Year Three:</p>	<p>Year Three:</p>

Focus Area: Creative Schools

Because we passionately believe that creative expression, authentic and collaborative learning experiences are critical in today’s world, we are committed to creating an environment that motivates and engages students, inspires passionate curiosity, nurtures creative problem solving, cultivates critical thinking and encourages innovation.

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Teach the five <i>Week of Inspirational Math</i> (WIM) lessons in grades K-5 from Jo Boaler’s website youcubed.org. Identify opportunities throughout the curriculum to reinforce WIM messages. 2. Teach coding to all students during the Week of Code. 3. Identify opportunities to expand the use of Roamer Robots in grades K-3. 4. Identify potential spots for creative, authentic, or collaborative learning (“mini-C’s”) within the existing K-5 curriculum. 5. Collaborate with technology department to apply for a fall WEF grant to purchase a NAO robot. If grant is approved, purchase robot and provide training to staff. Teach students Choregraphe programming and give all students introduction to NAO robot with curriculum connections. (See Wellesley Free Library’s new robots here) 6. Implement Year 3 of “The Day of Play.” 7. Explore opportunities for project learning 3-4 times/year in authentic contexts at Bates such as the cafeteria recycling program, Bates vegetable garden, and green school initiatives. 8. Research a maker space for the Bates library. (<i>A makerspace is a place where students can gather to create, invent, tinker, explore and discover using a variety of tools</i>) 	<p>Year One:</p> <ol style="list-style-type: none"> 1. WIM lessons 2. Code.org 3. “Fundamentals of Creativity” article 4. WEF grant: NAO robot 5. Choregraphe software 6. Maker space materials 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Strengthen students’ understandings of core ideas taught in WIM. 2. Increase mini-c opportunities within the curriculum. 3. Expand coding and programming experiences.

	<p><i>and materials.)</i> 9. Showcase student passions and learning through annual events such as Science Fair and “Artstravaganza.”</p>		
	<p>Year Two: 1. Teach WIM lessons in K-5 classrooms and continue to integrate across the curriculum. 2. Share and analyze “mini-C” opportunities across Bates and other elementary schools. 3. Integrate NAO robot into Open Circle and across curriculum K-5. 4. Explore resources on Project Based Learning. 5. Plan project learning blocks once a month or mini-blocks more frequently. 6. Develop a maker space in the library. 7. Visit other schools who are currently using creative schools practices, a Robotics curriculum and/or have created a maker space at the elementary level. Share outcome of visits with staff.</p>	<p>Year Two: 1. Instructional Technology Specialist, Technology Director 2. Robotics curriculum resources 3. WEF grant 4. School visit</p>	<p>Year Two: 1. Students K-5 will increased learning opportunities within the Robotics curriculum.</p>
	<p>Year Three: 1. Develop a consistent set of best practices and curriculum opportunities for Creative Schools approaches. 2. Further develop Robotics curriculum in collaboration with Technology Department, Department Heads and K-12 Directors.</p>	<p>Year Three: 1. Robotics curriculum resources</p>	<p>Year Three:</p>

Focus Area: Tiered Instruction:

Because we passionately believe that every student needs to be successful we are committed to developing and refining a tiered system of instructional support so that all students are appropriately challenged and experience continuous growth.

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Identify common formative assessments and use looking at student work protocols with grade level teams and across grade levels to inform student goals and strengthen differentiated Tier 1 instruction. 2. Provide Professional Development for all teachers in best practices in Tier 1 differentiated instruction, particularly small group instruction in reading, writing and math. 3. Deepen professional learning by providing Math Lab and Literacy Lab structures for identified lab teachers in grades K, 1, 2, 3 and 5. 4. Provide opportunities for all teachers to visit lab classrooms at least twice a year with a focus strengthening Tier 1 instruction. 5. Use the DCAP to identify and provide accommodations for all students. 6. Establish a common protocol for the SST process and approach to RTI. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Common planning time 2. Math and literacy coaches, Head of Literacy & Math 3. Assistant Superintendent of Teaching and Learning 3. Faculty Meeting time/ Professional Development 4. Looking at Student Work (LASW) protocols 5. DCAP 6. Substitutes 7. Professional Conferences 8. RTI/SST Committee 	<p>Year One:</p> <ol style="list-style-type: none"> 1.. Increased use of LASW protocols by grade level teams. 2. Increased mastery of differentiated Tier 1 instruction. 3. Common understanding of the SST process and intervention strategies.
	<p>Year Two:</p>	<p>Year Two:</p>	<p>Year Two:</p>

	<ol style="list-style-type: none"> 1. Deepen teacher understandings of best practices in Tier 2 instruction. 2. Explore staffing and scheduling to increase opportunities for Tier 2 instruction. 3. Expand Math Lab and Literacy Lab professional development opportunities and increase visits for all teachers to lab classrooms. 4. Strengthen the routine of looking at student work to inform instruction in grade level teams and across grade levels. 	<ol style="list-style-type: none"> 1. Common planning time 2. Professional Development in Tier 2 instruction, Math lab and Literacy Lab 3. Scheduling committee 	<ol style="list-style-type: none"> 1.
	<p>Year Three:</p> <ol style="list-style-type: none"> 1. Solidify best practices in Tier 1 and Tier 2 instruction. 	<p>Year Three:</p>	<p>Year Three:</p>

Focus Area: Cultural Competence

Because we passionately believe that cultural diversity strengthens our community, we are committed to deepening our work around cultural competence for all educators and students through intentional opportunities to discuss race and culture, increased professional development offerings focused on cultural proficiency and a curriculum review that considers where/when our students experience culturally rich and diverse content.

Establish and begin to implement a coordinated, school-wide approach around cultural competence that promotes a deeper understanding of and commitment to the strengths of diversity.

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
Strategy #1: Focus on Every Child Every Day Strategy #2: Investing in our Educators Strategy #3: Broad-based World Class Curriculum	Year One: 1. Mark the METCO 50th anniversary as an opportunity to engage in reflections and conversations about race and culture in our school and district. 2. Support teachers and principal as they attend professional development offerings focused on cultural competence (e.g. IDEAS course, T& L PD). 3. Participate in the district’s review of current curriculum offerings that address race and diversity. 4. Utilize Mix it Up Day at lunch 3-4 times/year to encourage diverse and inclusive relationships. 5. Explore children’s literature and classroom lessons that promote diversity.	Year One: 1. Kalise Wornum, METCO Director 2. IDEAS course 3. T & L PD offerings 4. WPS Elementary Core Curriculum & Course Offerings 5. Teaching Tolerance 6. Children’s Literature	Year One: 1. All staff will participate in conversations about race and culture at Bates. 2. Students will have opportunities to build inclusive and diverse friendships.
	Year Two: <i>Action in year two will be dependent upon progress in year one</i>	Year Two:	Year Two:

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	<i>action plan.</i>		
	Year Three: <i>Action in year three will be dependent upon progress in year two action plan.</i>	Year Three:	Year Three: