

Gorman Fort Banks Elementary School

School Improvement Plan

2023-2024

School Site Council Members

Mark McAneny, Principal, Co-Chair

Kristen Reynolds, Assistant Principal

Crystal DeMayo, Teacher

Taylor Murphy, Teacher

Kaitlin Burroughs, Parent Representative

Julia Wilson, Parent Representative

Alice Reilly, Community Representative

Gorman Fort Banks School Improvement Plan 2023-2024

Objective: High quality, Rigorous instruction and Curriculum Alignment

Action (or Priorities)	Implementation (or Action) Steps	Completed	On Going	No Action
Provide for the needs of all students by making adequate interventions and services available.	1. Hire 1 FTE reading specialist to meet the needs of K-2 struggling students and improve the capacity of staff to meet student needs 2. Hire 1 FTE School Adjustment Counselor to meet the social and emotional needs of students which include impacts associated with post-pandemic, community and national trauma-heavy experiences. 3. Maintain manageable class and continue practice of additional staff if classes exceed 23 students/class. 4. Implement a 6-week data analysis cycle where interventions are identified for students not making adequate progress.			

Ensure the availability of instructional tools that provide for all teachers that will allow our ELL students to personalized learning better participate, communicate, collaborate and experiences for students socialize with their peers and teachers.

1. Identify and purchase a dedicated translation device

Objective: Teaching All Students in a Safe and Welcoming Environment				
Action	Implementation Steps	Completed	On Going	No Action

Continue explicit instruction of school's approach to social/emotional learning

- Enhance PBIS efforts by developing school-wide handbook that includes 3-tiered approach
- Establish criteria for identifying students that would benefit from further tier 2 support.
- Reconvene ABC team to continue to develop and align our approach to anti-bias, DEI and positive behavior systems across all classrooms.

Advance knowledge of and practices in place for school safety/emergency response system(s)

- Collaborate with Town officials to finalize GFB Emergency Protocols document so training for all staff may be scheduled and protocols can be shared with

parents/guardians.

- Provide specific training and practice to students on relevant elements of GFB Emergency Protocols.
- Conduct quarterly practice drills for staff and students on all relevant safety practices (ex.: ALICE, shelter in place, fire evacuation, safe room procedures, etc.)
- Expand accessibility and availability of safety care training (ex.: restraint, CPR, de-escalation strategies) to staff by including all and scheduling training on PD and/or early release days.
- Train staff in outreach/contact options associated with ALICE
- Provide parent information sessions for school/district emergency protocols

Objective: Professional Culture and Community Engagement				
Action	Implementation Steps	Completed	On Going	No Action

Improve efforts to engage and involve families of diverse cultures	<ul style="list-style-type: none"> • Plan events that promote engagement with culturally diverse families such as a school-wide culture day. • Establish a diverse group of parents/caregivers representing minority populations to assist in planning welcoming and culturally sensitive activities/events to ensure inclusivity of all families. 			
Provide effective/uncomplicated communication for ensuring caregivers are kept up to date on school affairs including curriculum	<ul style="list-style-type: none"> • Provide caregivers with general monthly grade level summaries that capture the focus of curriculum in core academic areas and grade level initiatives and activities • Expand communication and approaches to educating parents/caregivers about how to use the loop according to district/school procedures. 			
Provide professional development that meets the needs of staff and supports instructional practices and learning outcomes	<ul style="list-style-type: none"> • Ensure professional development is differentiated, reflects building-based, teacher-requested needs and that these needs be prioritized at the district level • Provide professional development to enhance the capacity of teachers in using new/recently received technology. 			