

R.K. Finn Ryan Road Elementary School
School Improvement Plan 2020-2021
Sarah Madden, Principal

Our overarching hope is that Ryan Road School is a place where children laugh and enjoy learning, where they want to come to school, where they continually gain skills, character, and confidence, and where they feel supported by a strong and caring learning community.

Essential Questions for our work ahead:

1. How can we use student learning data to help guide differentiated instruction? How can we ensure that all learners be included and have opportunities to grow?
2. How can we collaborate with one another to best support all of our students, ensuring that they feel valued and included in all aspects of our school and classroom communities?
3. How can our Social Science curriculum help to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world?
4. How does remote learning during a pandemic impact our work, and how can we ensure that students, caregivers, and educators are supported during these challenging times? How can we make sure that teachers create engaging online lessons with clear expectations to help students and caregivers at home during this remote learning?

Goal #1: Instruction

1. Our Data Team will work with teachers throughout the year to figure out how to complete school-wide assessments and analyze the data in order to help guide academic decisions and interventions.
2. Our school will continue to access technology tools to make remote learning accessible to all learners.
3. Our school will make learning materials available to students through technology and caregiver pick up.
4. Teachers will offer a virtual “Open House” or Academic Information Night to caregivers to help answer questions and communicate about grade level expectations.

Goal #2: Social Emotional Learning

1. Our district is working with author, Lourdes Alvarez-Ortiz this year. We are working closely with her text, *Teaching to Strengths: Supporting Students Living with Trauma, Violence, and Chronic Stress*. Our school staff will participate in professional development with the author throughout this school year as we:
 - *Identify students’ existing strengths.*
 - *Honor, value, and acknowledge these strengths.*
 - *Help students become aware of their strengths.*

• *Build instructional programming that boosts social ties and networks by drawing from students' strengths.* (p.14)

2. We will implement the new district Code of Conduct, Character, and Support, which has the following Guiding Principles:
 - Teaching social and emotional skills is as important as teaching academic content.
 - How we teach is as important as what we teach.
 - Great cognitive growth occurs through social interaction.
 - How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
 - What we know and believe about our students—individually, culturally, and developmentally—informs our expectations, reactions, and attitudes about those students.
 - Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Goal #3: Equity

1. Our new district Social Studies curriculum will be implemented around the new State History and Social Science Framework recently published by the Massachusetts Department of Elementary and Secondary Education. As a school, we will think especially about the second Guiding Principle: “An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.” We will continue to increase our anti-bias literature selection in our library and in our classroom libraries and discuss how understanding others strengthens our citizenship.
2. As a building leader, the principal will participate in Culturally Responsive Practice Leadership Academy. The CRPLA aims to support district leadership in building internal local capacity to weave culturally responsive practices and a racial equity lens throughout our pedagogy, policies, structures, and systems.
3. One Wednesday of each month the district will be implementing Anti Bias, Anti-Racist (ABAR) and Restorative Practices PD.
4. In order to help us communicate equitably with all caregivers, we will access Lionbridge (phone translation), Class Dojo (which translates for students, caregivers, and teacher connections), and MailChimp (which translates any school communication to caregivers).

Members of our school community will also serve on the District Improvement Planning Committee, which will hold monthly meetings throughout the 2020-2021 school year.