

**Muddy Brook Regional Elementary  
School  
School Improvement Plan  
2017-2018**

***Muddy Brook Mission***

Children will, as a result of their time at Muddy Brook Elementary School:

- Approach life and future challenges with joyful curiosity and the skills to succeed.
- Ask good questions, seriously consider big ideas, and effectively communicate their thinking.
- Develop knowledge of their strengths and challenges that will lead to a strong sense of self and increased confidence.
- Care for and respect themselves and each other, and, connect with their community.
- Relish learning from differences and embrace diversity.

***Core Values***

Be kind    Be responsible    Work Hard

*Develop a sense of purpose.*

**Data**

**Muddy Brook 2017 Reports**

***BHRSD School Improvement Plan Goals***

**Goal 1:** Ensure an equitable and inclusive system that makes the advantages of education accessible to all.

**Goal 2:** Foster the use of instructional materials and assessment strategies that focus on increasing student engagement and rigor through complex thinking and connections to the community's history, environment and culture.

**Goal 3:** Implement strategies and programs that provide safe, positive, healthy and inclusive learning environments that address all students' needs.

## Context

At Muddy Brook it is a core value to teach to and support the whole child. Students' days are a balance of academic learning, physical activity and deep engagement in the arts. Each year students work with their teachers and a community partner in the arts on an interdisciplinary unit of study that connects to our cultural and physical landscape. Social emotional learning including developing a sense of purpose and commitment to the success of the whole community is a focus through every day.

Early literacy and mathematics learning are focus areas for improvement at Muddy Brook. Over the last three years between thirty and forty percent of our incoming kindergarteners have scored at high risk for failure based on the Brigance Early Childhood screening.

This year we are introducing vertical teacher leadership teams focused on literacy and math. These teams include a classroom teacher at each grade level, the principal and assistant principal, a special education teacher and a learning specialist.

### **In 2016-2017 Muddy Brook teachers met throughout the year to answer the question:**

What makes a productive learning day for students?

Based on the results of conversations and analysis of benchmark and MCAS data priorities for 2017-2018 are to:

- Review mathematics and English Language Arts learning and teaching and shift practice to meet demonstrated needs.
- Create classroom groups to support efficient service delivery in the most inclusive setting possible.
- Reduce transitions and offer services in the regular classroom where possible.
- Balance learning time with activity (introduce Fit Bursts).
- Increase time on learning. Make sense of where services and learning time is missed and address this.
- Strengthen early literacy learning. Implement *Foundations* to guarantee aligned phonics instruction with fidelity in grades Pk-3. Purchase leveled books to support social studies and science learning.
- Focus our second year of Investigations implementation needs to include review and alignment of internal assessments with new standards and MCAS expectations. Improve alignment with standards.
- Set high expectations for students in mathematics including meeting fluency benchmarks for the grade level and supporting student's regular effort with multi-step problems that require representation and choosing appropriate operations for the context.
- Continue to develop community partnerships.
- Train all staff in social emotional learning including trauma informed strategies.
- Align all efforts with new standards and MCAS tests to improve scores.
- Follow the MCAS development plan for 2017.
- Align early childhood practices with National Association for the Education of Young Children Standards. Participate in the streamlined accreditation process for recertification.
- Leverage vertical leadership teams to ensure improvement efforts in math, ELA and culture & community through thoughtful collaboration.





Align and strengthen writing instruction using Teachers College Reading and Writing rubrics for teachers, student rubrics for self-assessment and both vertical team and faculty wide conversation to norm expectations at each grade level.	G2	Use faculty meetings, team time and PD to assess current student work at each grade level. Establish benchmarks in writing about reading and using conventions to focus instruction.	Early childhood students	Early childhood teachers and paraprofessionals, administration, nurse, custodial team, BHRSD Policy Committee All Staff	Guaranteed high quality early childhood programming for all of our youngest students.  Establish grade level benchmarks in writing. Increase rigor and expectations for all students related to writing. Increase the number of students meeting grade level benchmarks
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### Culture and Connectedness

Goal 2: Ensure a balanced and joyful day for students with academic rigor, immersion in the arts, physical activity and connection to our larger community.

Objective	DIP Alignment	Activities	Target Population	Responsibility	Measurable Outcomes
Balance focused academic learning with physical activity and immersion in the arts.	G3	Introduce Fit Bursts (8 - 12 minute intense workouts on a regular basis for all students)  Expand specials (art, PE, library, computer, music) to 55 minutes.	All Students	Administration Leadership teams and Specialists	Evidence of increased student connectedness and success  Reduction of referrals to the office for lack of focus/ concentration
	G3	Analyze actual time on learning and interruptions. Use data to address distractions.			
Celebrate student growth and achievement		Celebrate individual progress toward grade level benchmarks in math fluency and ELA	All students	Administration, Faculty and Staff	Evidence of increased student connectedness and success

<p>Continue to develop community partnerships</p>	<p>G1 G2 G2</p>	<p>Deepen third grade partnership with the Norman Rockwell museum</p> <p>Develop collaborative work between Jacob's Pillow Staff and the Second Grade Team</p>	<p>Second and Third Grade Students</p>	<p>Administrators, Specialists, Second and Third Grade Faculty Teams</p>	<p>Evidence of increased student access, connectedness, and achievement especially among high needs student sub-groups</p>
<p>Develop a sustainable model for Project Connection and Out of School Time for all students</p>	<p>G1 and G3</p>	<p>Meet regularly with PC staff, the Director of Learning and Teaching and K-8 administration. Enlist community partners. Develop and implement an action plan to sustain and expand Out of School opportunities to include all students.</p>	<p>All Students</p>	<p>Administrators and PC staff</p>	<p>Sustainable high quality out of school learning for all students.</p>
<p>Continue to refine the Collaborative Care model for wraparound services</p>		<p>Administrators, clinical team, Macony Pediatric Staff, United Way, Brien Center and Berkshire Health Systems staff</p>		<p>G1 G3</p>	<p>Student's needs are met at school at home and in the community. Efforts to support students and families are aligned, cohesive and strong. Students at risk for failure thrive.</p>

## Organizational Design

Goal 3: To further develop a school shared governance structure responsible for shaping the school’s improvement plan, academic goals, advocating for and problem-solving for the concerns of faculty and staff, students, families and community partners, and improving communication between the administration and the faculty and staff.

Objective	DIP Alignment	Activities	Target Population	Responsibility	Measurable Outcomes
<p>Distribute teacher leadership</p> <p>Adequate time and resources for actualizing school improvement</p> <p>Build the collective capacity of the faculty / staff</p>	G 1	<p>Vertical ELA, Math and instructional leadership teams meet through the year to analyze data, identify and implement targeted shifts in practice to meet improvement goals.</p> <p>Review the results and build a 2-3 year school improvement plan</p> <p>Review collaborative opportunities and teacher leadership model and meeting structures. Make changes as needed.</p> <p>Utilize the Vertical Team Leadership model to serve as conduits between the District and School to create structures and lead the work of the school improvement plan</p> <p>Provide opportunities for faculty and staff to lead and facilitate components of the school improvement plan</p>		Administrators, faculty, staff	<p>A school improvement plan that reflects the voice of the faculty and staff</p> <p>A school improvement plan with clear objectives, activities, and due dates.</p> <p>Increased ownership and faculty / staff satisfaction</p>