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

<u>Goal 1</u>: Ensure an equitable and inclusive system that makes the advantages of education accessible to all.

<u>Goal 2</u>: 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.

<u>Goal 3:</u> 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 *Fundations* 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.

Curriculum and Instruction

Objective	DIP Alignment	Activities	Target Population	Responsibility	Measurable Outcomes
Instructional and assessment design in mathematics and reading engages students in rigorous, standards-based, student-centered learning.	G2	Grade level teams align instruction to reflect common, measurable outcomes. We focus on rigor and adopt new benchmark assessments in mathematics to better reflect standards and MCAS expectations. Teams regularly reflect student work on common formative assessments and use data to inform instruction.	All Students	Principal, Assistant Principal and Faculty	Students meet grade level benchmarks and demonstrate growth towards Massachusetts 2017 mathematics and ELA standards.
		Purchase and use high interest leveled books that support literacy learning connected to interdisciplinary units of instruction. Purchase and implement <i>Fundations</i> with fidelity in grades K-3. Train staff using an outside consultant and through collaboration with the Northampton Public Schools. Attend summer training at the Literacy Institute in Northampton. Deploy ipads and chromebooks with adaptive technology to support students in practicing math fluency with regular feedback.		Tech Team, Administrative Team and Faculty	
		Analyze services provided at each			

Goal 1: Improve and align math and reading instruction.

Increased staff capacity to co-teach using an inclusive model for instruction.	G1 and G3	grade level. Develop heterogeneous class groups that also support push in services to classrooms. Learn social and emotional	All Students	Administrators and Faculty	Evidence of student growth and achievement especially among high needs student sub-groups.
Optimal delivery of services in inclusive settings - fewer transitions for students.		learning techniques and response to trauma. Train with inclusion specialist Lisa Dieker.			Students experience fewer transitions. Instruction is aligned across tier 1, 2, and 3. Teachers increasingly work together in the general education classrooms to provide an integrated cohesive day for students.
	G2	 Faculty and staff expand competency in the use of differentiated instruction and the use of formative assessments to monitor and support student learning through Peer observation Vertical team Collaboration Goal setting / supervision Teacher and team PD Data based decision making to provide supports and services for students quickly as needed 			Collaboration between general education teachers, learning specialists, special education teachers and related service teachers increase to provide cohesive instruction for all students.
Align early childhood practices with National Association for the Education of Young Children Standards. Achieve NAEYC accreditation.	G2	Use streamlined accreditation process for recertification. Enlist the BHRSD Policy committee to make changes necessary to meet new standards.	All early childhood students	Principal, Assistant Principal and Early Childhood staff	Reduce the number of students requiring tier 2 and tier 3 interventions over the span K-4. Reduce the achievement gap between the thirty and forty percent of our incoming high-risk. Kindergarten students as evidenced by BAS assessments in grade three.

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 paraprofession als, 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 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. Analyze actual time on learning and interruptions. Use data to address distractions. 	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
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

Continue to develop community partnerships	G1 G2 G2	Deepen third grade partnership with the Norman Rockwell museum Develop collaborative work between Jacob's Pillow Staff and the Second Grade Team	Second and Third Grade Students	Administrators, Specialists, Second and Third Grade Faculty Teams	Evidence of increased student access, connectedness, and achievement especially among high needs student sub-groups
Develop a sustainable model for Project Connection and Out of School Time for all students	G1 and G3	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.	All Students	Administrators and PC staff	Sustainable high quality out of school learning for all students.
Continue to refine the Collaborative Care model for wraparound services		Administrators, clinical team, Macony Pediatric Staff, United Way, Brien Center and Berkshire Health Systems staff		G1 G3	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.

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
Distribute teacher leadership	G 1	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. Review the results and build a 2-3 year school improvement plan		Administrators, faculty, staff	A school improvement plan that reflects the voice of the faculty and staff
Adequate time and resources for actualizing school improvement		Review collaborative opportunities and teacher leadership model and meeting structures. Make changes as needed.			A school improvement plan with clear objectives, activities, and due dates.
		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			Increased ownership and faculty / staff satisfaction
Build the collective capacity of the faculty / staff		Provide opportunities for faculty and staff to lead and facilitate components of the school improvement plan			