

Muddy Brook Regional Elementary School School Improvement Plan 2015-2017

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

School Improvement Plan Goals

Students will demonstrate growth in multiple academic disciplines especially Math, ELA, science and social emotionally. They will demonstrate this based on multiple measures including locally based performance assessments connected to our environment.

In 2015-2016 our focus is to increase rigor, student engagement and effective effort through collaborative work.

We will:

- increase inter-disciplinary project based work while also improving vertical alignment of reading and math instruction
- increase and improve the quality of student discourse including teaching and using academic language
- improve instruction for ELL and SPED students across the curriculum
- analyze a variety of student work to inform decisions; focus schoolwide on increasing rigor
- model the belief at every level that *we are all learners*. Reflect individually and in teams and make dynamic shifts in practice where evidence calls for shifts.
- celebrate effective effort and learning demonstrated by students at the class, building and community level.
- differentiate and create behavioral health programming to improve the overall learning climate for all students

Learning and Teaching

Staff

Lessons will become increasingly interdisciplinary, clear and supportive of student discussion. Peer observations will focus on observing and developing strategies to improve student discourse including the use of academic vocabulary across the curriculum.

Students

Students will regularly discuss and develop their ideas. Students will actively practice using academic vocabulary in discussion. They will also develop skill to listen to others and build on what has been said already in conversation.

Curriculum

Staff

Grade level teams will develop and teach model interdisciplinary units of study incorporating science, math and ELA by June 2016. We will continue to develop and share in Atlas Rubicon Understanding By Design Units of study aligned with the Massachusetts Common Core State Standards. Each interdisciplinary unit will include performance based end of unit assessments.

We will identify and teach academic vocabulary to all students prekindergarten – 4. All observations will focus on strategies for improving the quality and quantity of student discourse in classrooms.

Instruction and learning of ELL's will improve with increased vertical alignment of curriculum and intentionality using evidence based teaching strategies.

Using data, Muddy Brook intervention and classroom teachers will deepen collaboration to align and refine reading and math instruction to increase student achievement.

We will also focus specifically on closing achievement gaps among ELL and SPED students.

Students

Students will increasingly engage in multidisciplinary units and will have increased choice representing their learning.

Students will have additional opportunities to share their learning and support learning of others in cross grade level collaborations.

Assessment and Evidence

Staff

We will identify qualities of effective performance assessments to measure student growth and understanding.

Muddy Brook staff will continue to implement a robust system of progress monitoring to benchmark student achievement and inform instruction. We will increasingly contextualize these data with authentic student work including end of unit performance tasks to ensure students develop skill, interests, and initiative. We will focus additionally on responding to data on underperforming subgroups.

Students

Students will increasingly self-assess in all subjects and will be in conversation with their teachers and each other about next steps they will take to support their own learning.

Culture and Connectedness

Staff

We will improve communication and parent accessibility to school. We will refine weekly communication home from the principal. Parent conferences and report cards will include a focus on the home-school connection and partnership. Community nights including literacy night will focus on sharing student work with families and two way communications between families and Muddy Brook faculty and staff.

Staff, starting with the principal, assistant principal and the instructional leadership team will, and in collaboration with the school council and student representatives, develop a three year plan for improving school culture and connectedness to foster students becoming independent learners including sharing responsibility for ensuring a welcoming and caring community at school.

We will better support student and educator emotional needs with the recognition that all students need social emotional support, guidance, and mindful development. In 2015 – 2017 we will additionally build a program for students with significant behavioral health needs. This program will support students unable to regulate in the regular classroom, and it will support all students and staff in maintaining a positive learning environment in every classroom. Additionally, we will partner with community groups including but not limited to Berkshire Health Systems, the Canyon Ranch Institute, Kripalu, Macony Pediatrics, CHP and the Brien Center to offer programs for students and staff to develop a culture of optimal health and wellness for all.

Staff and Students

Staff and students will identify leadership opportunities across the school day where students make contributions to the school.

Students

Students will welcome community members to assemblies, concerts, and events. Student decision making and voice will become central in both celebrations and problem solving within the school community.

This year students will inform planning and initial field testing to cultivate a positive climate for all.

Action Plan

Curriculum, Learning and Teaching Target professional growth in areas of demonstrated need including , developing interdisciplinary units, improving mathematics instruction, refining and aligning reading instruction and improving work with ELL and SPED students.					
Action/ Objective	Major Tasks/Activities	Target Population	Responsibility	Dates	Measureable Outcomes
<p>Continue refining implementing the Educator Evaluation System with a strong emphasis on peer observation and continuous learning.</p>	<p>Move educator evaluation documentation to a digital platform with support from the district office.</p> <p>Align goals, action plans and evidence collection tightly with improvement plan goals and professional development and individual goals. All efforts support continuous growth for all staff members and students.</p>	<p>Ensure academic and social growth for all students.</p> <p>Make progress towards closing persistent gaps ELL and SPED students and regular education students.</p> <p>Improve SPED meetings with consistent norms.</p>	<p>All students PK-4</p>	<p>DDM team including administrator s and Union representatives All teachers and administrators.</p>	<p>Monthly meetings 10/15-6/17. DDM discussion is aligned with and woven into curriculum planning, evaluation work, and professional development throughout the year.</p> <p>Aligned performance assessments PK - 4 are documented in Atlas. These performances become part of student portfolios.</p> <p>Continuous learning and growth for all staff.</p>
<p>Work internally and with outside partners to develop interdisciplinary units of instruction at each grade level.</p>	<p>Provide an effective curriculum as measured by local assessments.</p> <p>Establish and articulate end of unit performance assessments that are reliable as District Determined Measures and reflect our mission and goals.</p>		<p>Students in grades, subjects, and subgroups where growth is below average</p>	<p>Administration and teachers</p>	<p>All students within a grade level are responsible for the same standards. Teachers and administrators meet regularly to analyze achievement and align efforts.</p>

<p>Improve math learning and instruction</p>	<p>Work with classroom teachers and the University of Arizona Math Progressions - http://math.arizona.edu/~ime/progressions/</p> <p>to align teaching from using strategies to understand the structure of the number system and operations to working efficiently with algorithms. Allocate staff meetings and professional development days to focus on math learning and instruction. Embed professional development with support from the Mount Holyoke Math group into horizontal and vertical team work focused on mathematics particularly in the number and operations strand.</p> <p>Add aligned after school math tutoring for students using Title 1 funds based on demonstrated needs.</p> <p>Create parent events focused on mathematics learning and teaching to project connection and parent engagement efforts including literacy night.</p> <p>Provide additional detail and support to parents for working on mathematics learning at home.</p>	<p>Students</p>	<p>Administrators and teachers in collaboration with Mount Holyoke Math specialists.</p>	<p>9/15 – 6/17</p>	<p>Math learning and achievement on local and standardized assessment improves particularly in the target area of number and operations.</p> <p>Students are exposed to consistent models and language for understanding math concepts and strategies. This is documented in Atlas and in peer and supervision and evaluation observations.</p> <p>Problems requiring higher level thinking are identified and emphasized at each grade level.</p> <p>Math journals are re-introduced across grade levels.</p>
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<p>Refine and Align reading instruction</p>	<p>Staff at each grade level receive summer training in guided reading and/or Orton Gillingham.</p> <p>Staff incorporate reading goal in action and professional development plans throughout the year.</p> <p>Grade level teams, learning specialists and SPED teachers set goals and develop action plans to better align instruction and guarantee students reading below grade level receive consistent and targeted instruction in the classroom and with learning specialists. BAS scores improve at every grade level from the previous year.</p>	<p>All students PK-4</p>	<p>Administrators and teachers</p>	<p>6/15 – 5/16</p>	<p>Students demonstrate increased growth on standardized reading assessments. Circulation of books from the school library increases. Families better understand how to support reading growth at home.</p>
<p>Improve instruction and learning of ELL students</p>	<p>Work with ELL consultant, Erin Hattaway, on focused observations and vertical teaming to improve and align ELL instruction. Track student progress using internal benchmarks.</p>	<p>ELL students</p>	<p>Administrative team and teachers serving ELL students.</p>	<p>12/15</p>	<p>Improved academic growth and social integration of ELL students.</p>

Assessment and Evidence

Muddy Brook will continue to implement a robust system of progress monitoring to benchmark student achievement and inform instruction. We will increasingly contextualize these data with authentic student work including end of unit performance tasks to ensure students develop skill, interests, and initiative. We will identify qualities of effective performance assessments to measure student growth and understanding. We will focus additionally on responding to data on underperforming subgroups.

<p>Action/ Objective</p>	<p>Major Tasks/Activities</p>	<p>Target Population</p>	<p>Responsibility</p>	<p>Dates</p>	<p>Measureable Outcomes</p>
<p>Articulate and establish end of unit performance assessments that are reliable measures of student growth</p>	<p>Develop shared understanding of high quality performance assessments through use of rubrics and protocols. Agree on benchmark examples.</p>	<p>All students Pk-4</p>	<p>Work on end of unit assessments is aligned with and woven into curriculum planning,</p>	<p>September 2014 – July 2016</p>	<p>End of unit assessments in writing, reading and math. Benchmarks examples to support reliability in scoring.</p>

<p>and understanding.</p>			<p>evaluation work, and professional development throughout the year.</p>		
<p>Improved teaming between learning specialists and classroom teachers. Focus on sharing data and goals and aligning instruction.</p>	<p>Learning specialists and teachers meet every six weeks to review student data and set goals. Where progress is uneven two way conversations about next steps drive decision making. Short term specific goals with aligned strategies are supported in the classroom and with specialists.</p> <p>Learning specialists and classroom teachers meet to co-develop reading curriculum goals and units of instruction. Purchases of new materials are driven by specialists and teachers working together.</p>	<p>All students receiving services beyond the regular classroom.</p>	<p>Learning specialists, classroom teachers and administrators</p>	<p>10/14-7/16</p>	<p>Improved achievement on local and standardized assessments in math and reading.</p>
<p>Better articulate finish lines and flexibility for students working with learning specialists.</p>	<p>Identify targets both quantitative and qualitative that result in students moving in or out of working with specialists.</p> <p>Norm the referral process for special education services.</p>	<p>Students served by learning specialists</p>	<p>Classroom teachers, learning specialists, admin</p>	<p>8/14 – 6/15</p>	<p>Regular meetings result in aligned strategies and increased movement of students in and out of tiered interventions based on demonstrated and specific needs.</p>
	<p>Organize staff including teachers and admin to best support student success during informal parts of the day (coming in and out of the building, at recess, and lunch).</p>	<p>All students</p>	<p>All staff including teachers and administrators</p>	<p>9/14 – 6/15</p>	<p>Student behavior and ownership of community and learning improves based on survey results, discipline referrals, and student participation in clubs.</p>

Culture and Connectedness

Muddy Brook Elementary will support students, parents, staff, and community stakeholders in becoming stronger partners in education through improving communication and parent accessibility to school. We will increase volunteerism with a whole school “Story Kitchen” project aligned with reading and writing **instruction** and to support student voice. Students, parents, and teachers will share stories orally and in writing. Parent conferences will include a focus on the home-school connection and partnership. Community nights including literacy night will focus on sharing student work with families and two way communications between families and Muddy Brook faculty and staff.

We will better support student and educator emotional needs with the recognition that all students need social emotional support, guidance, and mindful development. We will expand supports for students with demonstrated high social and emotional needs and in order to ensure their access to the academic curriculum.

Action/ Objective	Major Tasks/Activities	Target Population	Responsibility	Dates	Measureable Outcomes
<p>Initiate and begin a three year plan to improve school climate and connectedness in collaboration with the School Council and students</p>	<p>Professional development for administrators and staff district wide in social emotional learning – best practices for MA educators conference.</p> <p>Training for all staff in trauma sensitive schools.</p> <p>Focused meetings to build out an improvement plan with the school council, and staff.</p> <p>Development of a three year action plan focused on social emotional health and well being.</p>	<p>All students and staff</p>	<p>Administrators, Staff, School Council, students</p>	<p>12/15 – 6/17</p>	<p>Increase in prosocial behaviors across classrooms and during transitions into the building, in classrooms and at lunch and recess. All students experience Muddy Brook as a caring community where they are connected to each other and multiple adults.</p> <p>Decrease in low level behaviors and inappropriate responses to frustration or anger.</p> <p>Regular meaningful celebrations of student success.</p>
<p>Increase volunteerism, student voice, and community partnerships with the school wide “Story Kitchen”.</p>	<p>Build on the success of the “story kitchen” project and connect it with community based storytelling efforts including the Mahaiwe Theater Story Circles.</p> <p>Expand volunteerism in the school day including work with parents, Simon’s</p>	<p>Students, staff and community</p>	<p>Administrators, teachers, skilled and new volunteers, and community</p>	<p>9/15- 9/18</p>	<p>Podcasts, transcribed stories, and artifacts for portfolios. Presentation and a Family Literacy Night in March celebrating student voice. Establishment of a digital archive for community stories.</p>

	Rock students, The Good Dog Foundation, the Jewish Federation of the Berkshires and senior citizens.		members		
Expand before school clubs to include the unicycle team, ukulele club and chess club and fit club.	Identify and enlist leaders (teachers and community members) to lead high interest activities to support student engagement and growth in non-routine activities. Support grant writing and fundraising where necessary. Monitor and support student and leader success.	Students	Administrators, teachers, community volunteers	10/15 – 6/16	Clubs meet daily or weekly all year with stable or increasing enrollment. Students perform in parades, concerts and or contests, or through sharing work/ achievements in assemblies or other forums.
Improve lunchroom climate and food	Improve routines entering, inside and leaving the cafeteria. Improve supervision and student accountability	students	Administrators, teachers, paraprofessionals and lunchroom staff	6/15 – 6/16	Cafeteria is calmer for all students. Food waste is reduced. Behavior referrals decrease.
Develop Therapeutic Learning Center Classroom	Establish entrance and exit norms for the program. Identify staff and allocate resources to build the program. Work with outside consultants and community partners including Holyoke Center School Staff, James Levine Associates, Brien Center, Macony Pediatrics, CHP, and others to coordinate aligned services.	Students with tier three behavioral health needs and their families	Administrators, teachers, paraprofessionals	1/15 – 6/17	All classrooms are safe and conducive to learning. Identified consistently dysregulated students are supported with a therapeutic program that combines social/emotional work with an academic curriculum. Entrance and exit norms for the program are established with the goal to support students for successful reintegration to the regular classroom.