## Muddy Brook Regional Elementary School

## 2018-2019 School Improvement Plan

**The Mission of the Berkshire Hills Regional School District**

**To ensure all students are challenged through a wide range of experiences to become engaged and curious learners and problem solvers who effectively communicate, respect diversity, and improve themselves and their community.**

**2018-2019 District Level Goals**

**OVERARCHING OUTCOMES:** All efforts directly support high quality instruction and learning for all students.

We will focus on three areas for 2018-2019:

1. Foster the use of instructional techniques in co-teaching, differentiation and Universal Design for Learning through professional development and teacher leadership in order to improve equity and outcomes for all students.
2. Align District and school policies, procedures and protocols for addressing student and school safety.
3. Develop an aligned system to track student demographic, academic and intervention data.
4. Improve collaboration with families and community organizations to support the needs of students and provide a safe and supportive environment.

**District Commitments:**

* Tools – develop and share materials and resources, timelines, benchmarks and electronic systems to support curriculum and evaluation.
* Data – gather and analyze multiple measures of student demographics, learning and growth to inform instruction, curriculum design and professional development offerings.
* Time –structure and align initiatives utilizing whole and half PD days, release time, team meetings, faculty meetings, District Office time, observations, school visits and other possibilities based on need.
* Funding – support work by developing teacher capacity and leadership through stipends, fellowships, conferences, and workshops.

## 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.

# Context/Background

The beginning of the 2018-2019 school year at Muddy Brook saw a change in leadership with Mr. Lee taking over for Ms. Berle following a four-year tenure at the school. A change to the structure of special education staffing caused the reassignment of Ms. Pegorari to a new position of Evaluation Team Leader. This required the hire of a new special education teacher, Rich Montano, who was appointed in August. The school’s speech and language pathologist resigned over the summer and a new SLP was appointed after the start of the school year. Another noteworthy transition is the appointment instructional leads and teacher team coordinators to assist in the collaborative leadership of the school.

In the last year, early literacy and mathematics learning were focus areas for improvement at Muddy Brook. Results from this year’s universal screeners used in early childhood and grades 1 and 2 suggest that expanded PK and EK enrollment and the implementation of new core programs such as Fundations are having a positive impact on our youngest learners.

In the last year, vertical teams looked at mathematics and reading, identifying areas for study and future alignment. Changes at the school delayed implementation of some initiatives for the start of 2018-2019 but the work of assessing the instructional program for continuity and effectiveness has continued. Areas of focus in the current year touch on and continue previous years’ goals and should be considered ongoing multi-year improvement targets.

It remains a core value at Muddy Brook 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 instruction that connects to our cultural and physical landscape. Continuing this integrated community collaboration remains an aspiration for this year. Another of the stated goals for this year focuses on Social Emotional Learning. This target for ongoing improvement mirrors the district’s Safe and Supportive Schools Plan and reflects the school’s firm belief that students learn more when they are part of a supportive, safe, welcoming community.

**Relevant Longitudinal Data 2018-2019**

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|  | Total School Enrollment | % Students with Disabilities | Average Daily Attendance | Total Suspension Days (ISS) | Total Suspension Days (OSS)  |
| 2015-2016 | 360 | 23% | 94% | 0 | 2 |
| 2016-2017 | 348 | 21% | 95% | 4 | 6 |
| 2017-2018 | 352 | 24% | 95% | 6 | 6 |
| 2018-2019 | 329 | 23% | 97% (to date) | 2 (to date) | 2 (to date)  |

The most observable trend in the data above is the steady decline in total school enrollment that is consistent with a trend of school-age enrollment around the region. It is also of note that the proportion of students with disabilities is higher than the state average with nearly a quarter of students qualifying for special education consistently over the last four years.

**MCAS and Assessment Trends**

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|  | K Brigance‘At-Risk’  | MCAS Grade 3 Reading% M/E / State  | MCAS Grade 3 Math%M/E/ State | MCAS Grade 4 ELA% M/E / State | MCAS Grade 4 Math% M/E / State |
| 2015-2016 | 25% | PARCC\*\* | PARCC\*\* | PARCC\*\* | PARCC\*\* |
| 2016-2017 | 42% | 16 / 47 | 14 / 49 | 38 / 48 | 34 / 49 |
| 2017-2018 | 15% | 44 / 52 | 45 / 50 | 65 / 53 | 39 / 48 |
| 2018-2019 | 15% | Spring 2019 | Spring 2019 | Spring 2019 | Spring 2019 |

The MCAS scores of 2016-2017 showed student performance well below the state average with third grade students performing the lowest. Improvement is noted in the 2017-2018 school year perhaps attributable to new curriculum in reading and enhanced efforts to provide academic interventions. Early childhood (Brigance/K Screening) data shows that significantly fewer students are were identified as ‘at risk’ starting with the beginning of the 2017-2018 school year. This data trend coincides with the implementation of the parent/child home visiting program, an initiative of CHP, United Way, and BTCF.

**SCHOOL IMPROVEMENT GOALS**

Goal 1: Social Emotional Learning/Safe Schools (Multi-year goal)

Rationale: This goal assumes the implementation of several points identified in the district ‘Safe and Supportive Schools’ document.

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| Objective | DIPAlignment | Activities | Target Population | Responsibility | Measurable Outcomes |
| Align training and support for all staff to implement school-wide social emotional curriculum and strategies consistently. Sustain an environment where students, families, and staff appreciate diversity and value diversity as component of a healthy and vital school community.  | G4SaSS | 1. Revisit data around social norms in IL groups. Identify areas for improvement.
2. Select appropriate SEL model based on needs and developmental fit of programs.
3. Provide training and materials for faculty to implement SEL sequence. (Second Step, Responsive Classroom, Social Thinking, combination, etc.)
 | All Students | Principal, Assistant Principal, ILGs and Faculty | By year end, create a sequence of SEL instruction and supports including time and programmatic expectations.  Trackable reduction in social issues referred for intervention through incident reports.  |
| Outline and define consistent behavioral expectations that staff will have knowledge and will communicate to students and families with common language. Data will be tracked using a common system. |   G2, G3,G4  SaSS | 1. Communicate to families via newsletter or other+ collaborate with PTA to host minimum one parent education event with SEL and social emotional wellness as focus.
 |   All Students Staff  Families |  Administration  Faculty PTA and families |  By year end, it is hoped components of SEL instruction will be identified and will start to be used daily in classrooms and across the school. Trackable reduction in social issues referred for intervention through incident reports.  |
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| Objective | DIPAlignment | Activities | Target Population | Responsibility | Measurable Outcomes |
| Employ co-teaching in several grade levels throughout the school to provide a more inclusive experience for SWDs and others this year Build a cohort of co-teaching practitioners composed of regular education and special education teachers.Build capacity in budgeting to expand co-teaching in the coming school year.  | Goal 1Inclusive Practices | 1. Pilot co-teaching in 3 MB classrooms during 2018-2019.
2. Supervisors conduct frequent check-in and observation of co-taught classrooms.
3. Support faculty participation in ongoing PD, a co-teaching PLC, and collegial exchange.
4. Plan the 2019-2020 school schedule and determine class placement considering the needs of an expanded co-teaching model.
 | All students Students w/ disabilities | AdministrationIdentified facultyDirector of Teaching and LearningDirector of Student Services | * Successful delivery of SPED services through co-teaching model. (Grade 4 Math, Grade 1 math, Grade 3 ELA. 2018-2019)
* Higher achievement of SWDs.

 * Improved confidence and sense of belonging amongst students. (Survey of co-teachers at year end).
* Expansion of co-teaching to 5 classrooms for the start of 2019-2020.
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Goal 2: Inclusive Practices and Co-Teaching (multi-year)

Rationale: This goal has been identified to align with a district focus on inclusive practices and Universal Design for Learning. Co-teaching describes the practice of classroom teachers and special educators teaching content together to a mixed group of disabled and non-disabled students. The model of co-teaching may allow for more consistent and effective modification of grade level content while allowing students with disabilities to be segregated to a lesser degree from their non-disabled peers. The model may also allow for more efficient use of staff resources.

Goal 3: Computational Fluency

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| Objectives | DIP Alignment | Activities | Target Population | Responsibility  | Measurable Outcomes |
| Assess the computational ability of MB students in grades 2-4. Make comparisons to state expectations and the expectations from other organizations (e.g. NCTM) Create a sequence document which pinpoints math fluency targets for grades 1-4. Improve student achievement with relation to number sense and computational fluency.  | Goal 1, Improving Student Outcomes | 1. Support the work of the computational fluency study group. Provide time, coverage, materials and resources as feasible.
2. Select materials or strategies to boost math fact and computational fluency.
3. Test strategies and materials in 2018-2019
4. Seek feedback from faculty re effectiveness of materials/ease of use/etc.
5. Plan for additional resources as indicated in the FY20 Budget.
 | Students grades 1-4 | Principal, faculty study group on computational fluency, Teachers | * Higher Benchmark outcomes for the COMP and CAP at year’s end.
* Improved outcomes in Grade 3 and 4 MCAS
* Anectdotal: teachers will report improved number sense and computational fluency within one year.
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Rationale: Review of school-based assessment data, MCAS, and observations of students’ computational abilities suggest that MB students are not sufficiently developing basic number sense, mastery of math facts, or grade-appropriate recall of computational facts that will lead to efficiency in future math learning. Several MB teachers have made this issue the focus of their professional learning goal for this year.

Goal 4: Writing Instruction (Multi Year)

Rationale: Writing instruction is a topic has been visited and re-visited by the MB faculty in several recent years. The work has resulted in the adoption of high quality writing instruction in many classrooms. But there does not appear to be common expectations about the amount of time teachers should engage in writing instruction. Targets for the type of writing at each grade level (narrative, expository, persuasive, writing about reading, etc.) are not commonly understood and there nor does there seem to be a common understanding of the writing skills that students should have developed at the end of each grade. A developmental continuum for writing appears to have been in use at one time, but is no longer referenced universally.

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| Objective | DIPAlignment | Activities | Target Population | Responsibility | Measurable Outcomes |
| This goal aims at bringing together a variety of practices and efforts around the school to form a *cohesive sequence* of writing instruction using effective and engaging programs and strategies. Additionally, this goal aims to connect writing instruction at MBRES with grade 5 and 6 expectations at MVMS.  | Goal 1, Improving Student Outcomes | 1. Survey of all practices of writing instruction across the school. Map. Share with staff
2. Identify areas of inconsistency and lack of continuity (opposing approaches, differing vocabulary.)
3. Identify key areas of focus for writing, a developmental continuum for each grade.
4. Examine effective writing sequence of high performing schools.
5. Participation in district PD, SRSD efforts or other, as assessment indicates.
 | All Students | AdministrationFacultyTeaching and Learning.  | 1. Creation of a ‘what to focus on’ guide for writing instruction.
2. Improvement in student abilities, measureable and observable by commonly understood targets such as: quality sentences in the earlier grades and quality paragraphs in the middle grades and cogent essays of 3 paragraphs in the upper elementary grades.
3. Improvement in grade 4 MCAS writing tasks as reflected in item analysis.
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