

**Muddy Brook Regional Elementary School
2019-2020 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.

2019-2022 District Level Goals

OVERARCHING OUTCOMES: All efforts directly support high quality instruction and learning for all students; we are committed to improving equitable outcomes for all students within the district.

We will focus on three areas for 2019-2020:

1. Articulate a coherent vision for the success of each and every student centered around the **Portrait of the Graduate**.
2. Develop teacher leadership and strong professional learning culture that will support ongoing reflection and improved instructional practices leading to improvement of student outcomes.
3. Develop community engagement with district initiatives to improve outcomes for all students through improved communication, collaboration, and outreach with community partners.

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

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.

School and District Improvement for 2019-2022: A Focus on Equity

As an overarching outcome for all district students, all three BHRSD schools will focus on equity and equitable educational outcomes over the span of the District Improvement Plan. An assumption present at all levels is that we will strive for instruction of the highest quality and effectiveness to meet the wide range of talents and interests present in our student body. To accomplish these aims we will grow in our use of inclusive educational practices and we will strive for cultural competence and social justice. Successful realization of these efforts will result in higher achievement for all students and enhanced opportunity for students in all subgroups.

Relevant Data 2015-2019

	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	24%	94%*	3	3
2019-2020	349	22%		0.5**	1**

** As of October 15

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

	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%	47 / 56	26 / 49	61 / 52	47 / 50
2019-2020		Spring 2020	Spring 2020	Spring 2020	Spring 2020

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. Muddy Brook was distinguished as a 'school of recognition' in 2018 for exceeding MCAS improvement targets.

Early childhood (Brigance/K Screening) data shows that significantly fewer students were identified as 'at risk' starting with the beginning of the 2017-2018 school year.

SCHOOL IMPROVEMENT GOALS

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

Rationale: All student achievement is predicated on a safe and supportive school environment. As with all developmental skills, children develop socially

Objective	DIP Alignment	Activities	Target Population	Responsibility	Measurable Outcomes
<p>Align training and support for all staff to implement school-wide social emotional curriculum and strategies consistently.</p> <p>Sustain an environment where students, families, and staff appreciate diversity and value diversity as component of a healthy and vital school community.</p> <p>Define S/E competencies and proficiencies desired in all students.</p> <p>Implement curricula and assessments to teach and measure growing social/emotional capacities.</p>	<p>Portrait of a Graduate</p> <p>Safe Schools</p>	<p>Mindfulness: Continue/expand mindfulness instruction in classrooms.</p> <p>In TTs use social emotional developmental continuum to chart student growth and set targets for future work.</p> <p>Continue and expand pro-social routines using Responsive Classroom and Social Thinking curricula.</p>	<p>All Students</p>	<p>Principal, Assistant Principal, ILGs and Faculty</p>	<p>Trackable reduction in social issues referred for intervention through incident reports.</p> <p>Positive ratings in end-of-year parent surveys related to school culture and student well-being.</p> <p>Improved overall climate for learning, observable in benchmark and state assessment performance.</p>

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.

Objective	DIP Alignment	Activities	Target Population	Responsibility	Measurable Outcomes
<p>Expand co-teaching to several grade levels throughout the school to provide a more inclusive experience for SWDs and others this year</p> <p>Build a cohort of co-teaching practitioners composed of regular education and special education teachers.</p> <p>Build capacity in budgeting and staffing to sustain co-teaching in the coming school years.</p> <p>Establish Co-teaching as the preferred method for serving SPED students</p>	<p>Inclusive Practices</p>	<ol style="list-style-type: none"> 1. Expand co-teaching in 3-4 MB classrooms with 2-3 of those classrooms being full-day co-taught. 2. Supervisors conduct frequent check-in and observation of co-taught classrooms. 3. Support faculty participation in ongoing PD, observation and consultancy by co-teaching expert. Continue PLC, and collegial exchange. 4. Implement and maintain the 2019-2020 school schedule considering the needs of an expanded co-teaching model. Plan for 2020-2021 with co-teaching as the primary mode of service delivery for SPED. 	<p>All students</p> <p>Students w/ disabilities</p>	<p>Administration</p> <p>Identified faculty</p> <p>Director of Teaching and Learning</p> <p>Director of Student Services</p>	<ul style="list-style-type: none"> • Successful delivery of SPED services through co-teaching model. (Specialized instruction delivered per IEP. IEP goals met at a rate equal to or better than previous.) • Maintain, increase rigor. Support of co-teaching enables effective differentiation at both ends of the spectrum. (measured through teacher report) • Higher achievement of SWDs and students without disabilities as measured by benchmarks and standardized testing (grades 3 and 4). • Improved confidence and sense of belonging amongst students. (Survey of co-teachers at year end).

Goal 3: Computational Fluency and Math Habits of Mind

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

Objectives	DIP Alignment	Activities	Target Population	Responsibility	Measurable Outcomes
<p>(Year 1) 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)</p> <p>(Year 1 and 2) What works? Gather and test teach practice and skill-building materials, including text-based series and instructional software/apps.</p> <p>(Year 2) build teacher capacities with training, expanded to other grade levels.</p> <p>Assess if parallel training (such as Math Habits) is enough to improve outcomes. Explore options for math programs.</p>	<p>Goal 1, Improving Student Outcomes</p>	<ol style="list-style-type: none"> 1. Support the work of the computational fluency study group. Provide time, coverage, materials and resources as feasible. 2. Test strategies and materials in 2018-2019. Implement new materials strategies: 2019-2020 3. TDG Math Habits Training, expand to grade 3 4. Acquire/view samples of math programs 5. Plan for additional resources as indicated in the FY21 Budget. 	<p>Students grades 1-4</p>	<p>Principal, faculty study group on computational fluency, Teachers</p>	<ul style="list-style-type: none"> • Higher Benchmark outcomes for year’s end. • Improved outcomes in Grade 3 and 4 Math MCAS • Stronger levels of preparation for middle school mathematics over time.

Goal 4: Learning about Careers

This goal has been added as an aspirational target. Taking cues from the efforts of the high school to create personalized pathways for college and career, the elementary program hopes to add experiences that allow students to more deeply understand the nature of careers, work, and vocations. This goal aims in part to inspire thinking about the future but also hopes to prompt broad participation in CVTE opportunities awaiting in future grades.

Objectives (1-2 years)	DIP Alignment	Activities	Target Population	Responsibility	Measurable Outcomes
<p>Understand best practices in career education at the elementary level.</p> <p>Establish career education goals aligned with social studies, science and other subject areas frameworks.</p> <p>Initiate 1-2 career learning experiences for students in grades 2,3, or 4.</p> <p>Align career learning efforts with district-wide continuum of skills and Pathways focus at other levels.</p>	<p>Portrait of the Graduate and integrated understanding of competencies.</p>	<p>In grade level teams, during two, one-month cycles, identified grade levels will explore, conceive and plan (or expand) limited career learning activities.</p> <p>Draft the parameters of career education at MBE: who? When? What?</p> <p>Execute at least one career education event. Evaluate. Adapt and possibly expand for future use.</p>	<p>Grades 2,3, or 4</p>	<p>TTC's, Teacher Teams, Administration.</p>	<p>Completion of targeted activities.</p> <p>Preparation for expanded work in 2020-2021</p>