

Brackett Elementary School



2021-2022 Brackett School Council Members

Stephanie Zerchykov	Principal
Nicole Schwartz	Assistant Principal
Suzanne Kaminski	First Grade Teacher
Cali Russo	Third Grade Teacher
Claire Abbott	Parent Representative

Allan Feinstein	Community Representative
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BRACKETT ELEMENTARY SCHOOL

66 EASTERN AVENUE, ARLINGTON, MA 02476

PH: 781-316-3702

ARLINGTON PUBLIC SCHOOLS

869 MASSACHUSETTS AVENUE, ARLINGTON, MA 02476

PH: 781-316-3000

School Values

Our school community connects our work to Brackett's three Core Values: *Respect, Responsibility and Love of Learning*.

Respect for ourselves, others and our learning environment.

Responsibility for our choices and actions.

Fostering a *Love of Learning* is embedded in all that we do.

Brackett School Educational Mission Statement

The Brackett School recognizes that academic and social-emotional learning are equally important. We are committed to helping every student achieve emotional, social, and academic success. We strive to create a healthy learning environment that promotes academic excellence, empowers students to achieve their maximum potential and be their best selves. We work to build healthy relationships, partner with families, and prepare students for responsible participation in our school community.

School Vision Statement

The Brackett Elementary School community develops confident, caring, resilient and responsible students who strive to achieve their personal best. The Brackett School community provides a safe, welcoming, and supportive learning environment with high expectations in which everyone is included, strong, healthy relationships are fostered, and achievements of all kinds are celebrated.

2021-2022 Enrollment Data

Enrollment by Grade	
Grade	School
Kindergarten	59
First	68
Second	71
Third	97
Fourth	63
Fifth	84

Enrollment by Gender	
	School
Male	247
Female	195
Non-binary	0
Total	442

Enrollment Data			
Race	% of School	% of District	% of State
African American	1.6	3.4	9.3
Asian	10.0	12.9	7.2
Hispanic	6.6	6.5	23.1
Native American	0.0	0.0	0.2
White	71.0	69.6	55.7
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	10.9	7.6	4.3

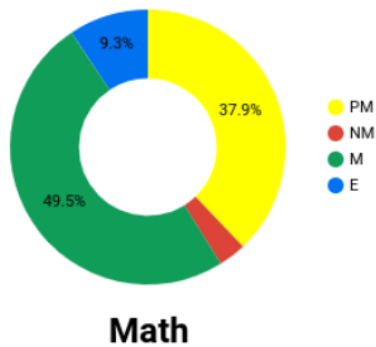
2021-2022 Selected Populations

Selected Populations			
Title	% of School	% of District	% of State
First Language not English	7.9	12.0	23.9
English Language Learner	3.8	4.2	11.0
Low- Income	4.3	11.5	43.8
Students with Disabilities	16.7	15.9	18.9
High Needs	23.8	27.9	55.6

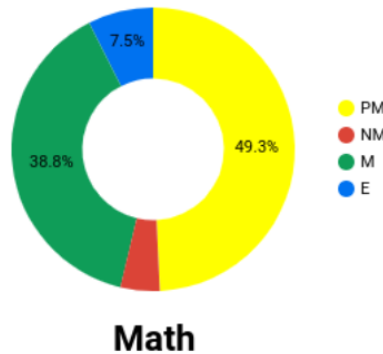
Data to Inform Planning

Mathematics [data](#), including MCAS 2021 are demonstrating a need to design mathematics classroom communities where all students are experiencing success and where varied math needs are being met and student achievement is improving.

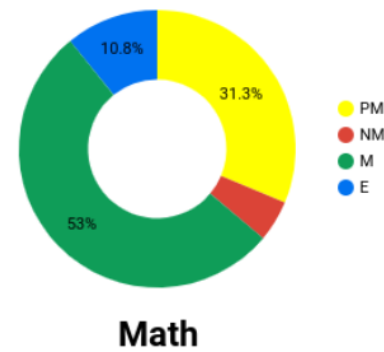
Composite of All Grades



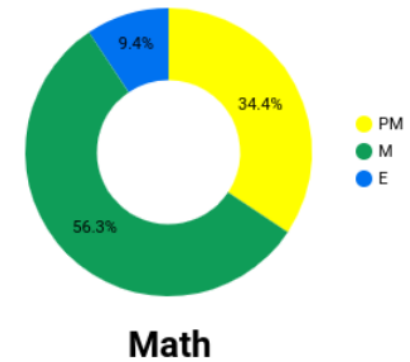
Third Grade



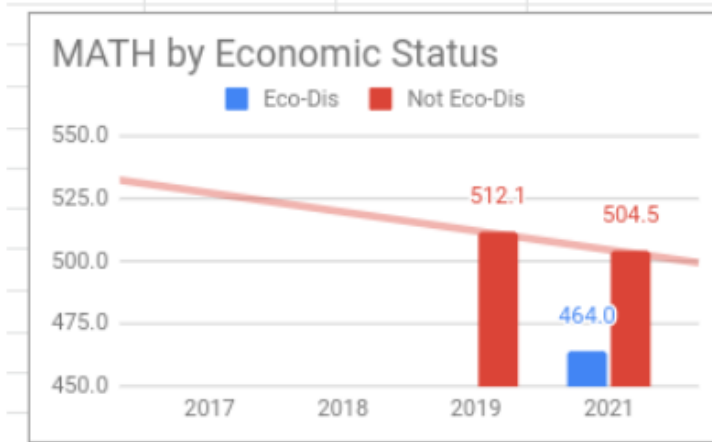
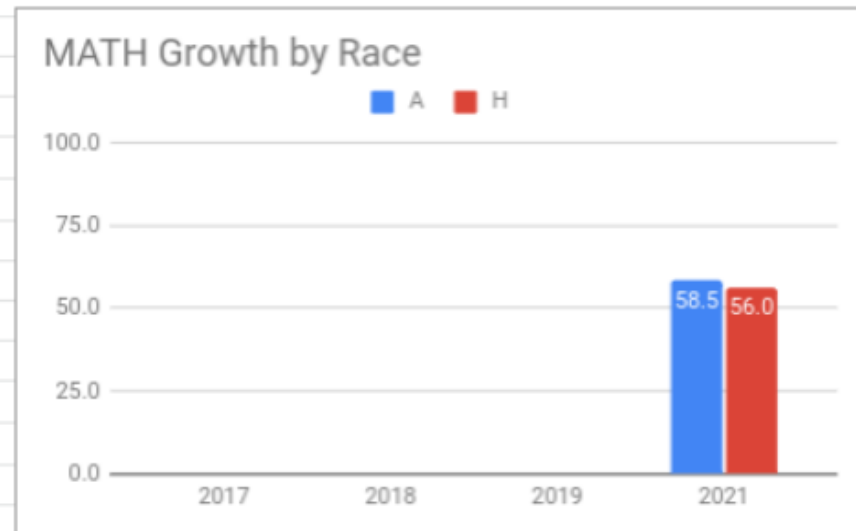
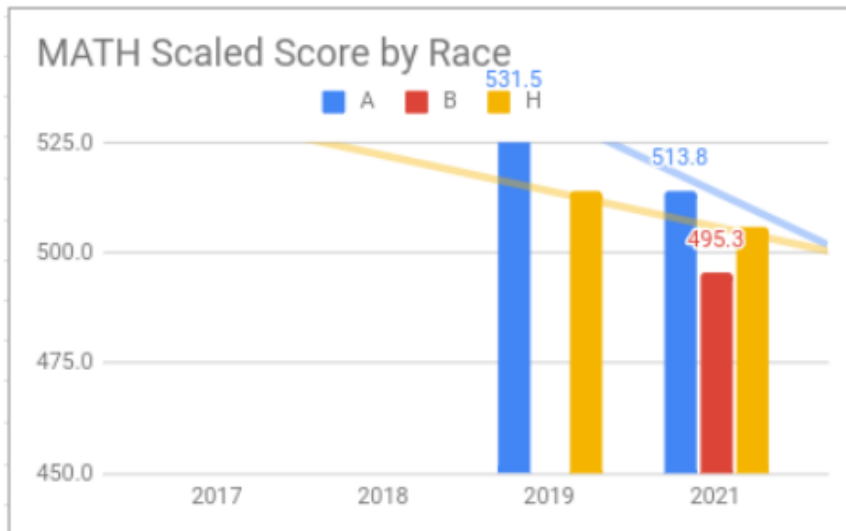
Fourth Grade



Fifth Grade



GRADES 3-5	2021	2020	2019	2018	2017	2015
Exceeding expectations	9.3%	N/A	12%	13%	12%	54% (advanced)
Meeting expectations	49.9 %	N/A	55%	52%	55%	31% (proficient)
Partially meeting expectations	37.9%	N/A	30%	29%	30%	11% (Needs improvement)
Not meeting expectations	2.9 %	N/A	3%	6%	4%	3% (warning)



Scaled Scores for math by demographics 2019 - 2021

When reviewing our most recent MCAS data, it is clear that our students identified with a risk indicator ([High needs](#)) are not making progress at the same rate of their peers and are more likely to demonstrate partial, grade level proficiency.

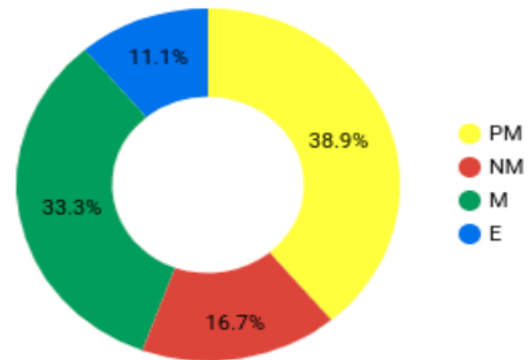
The chart below shows the performance of students in the high needs subgroup.

ALL GRADES 3-5	2021 Math	2021 ELA	2021 Sci	2019 Math	2019 ELA	2019 Sci	2018 Math	2018 ELA	2018 Sci	2017 Math	2017 ELA	2017 Sci
Exceeding expectations	2%	8%	9%	4%	4%	5%	0%	0%	15%	2%	0%	22 (A)
Meeting expectations	27%	52%	64%	36%	33%	32%	42%	39%	23%	36%	33%	43 (P)
Partially meeting expectations	62%	31%	27%	45%	49%	47%	36%	41%	46%	46%	45%	26 (NI)
Not meeting expectations	10%	10%	0%	15%	15%	16%	23%	20%	15%	16%	22%	9 (W)

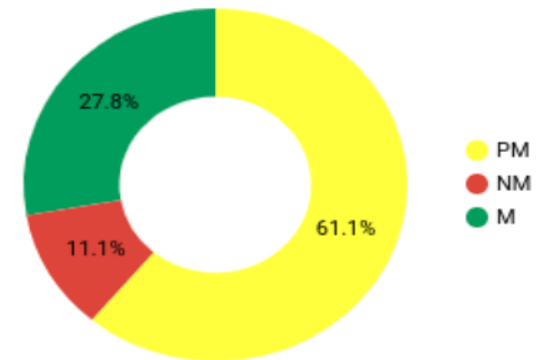
Below is the grade level data showing the difference in scores of students in the high needs subgroup compared to that of their peers.

3rd Grade-High
needs (18
students)

2021

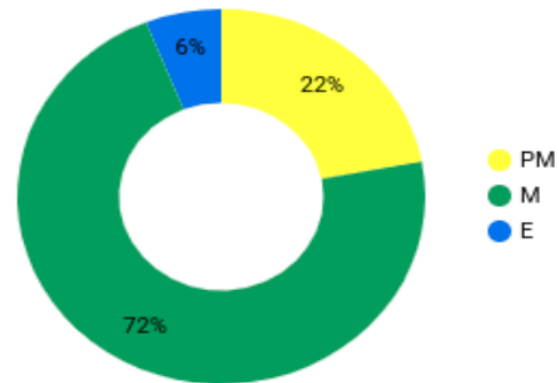


ELA

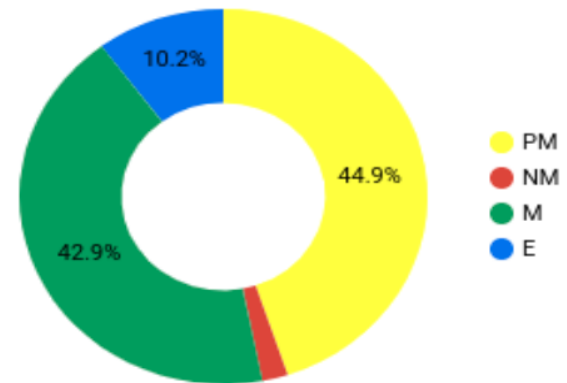


Math

3rd Grade-w/o
Highneeds (51
students)



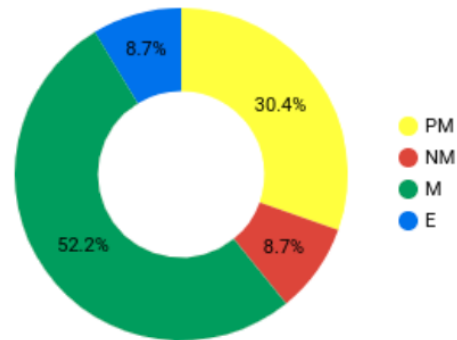
ELA



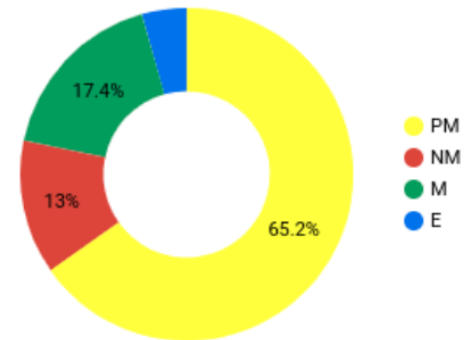
Math

4th Grade-High
needs (24
students)

2021

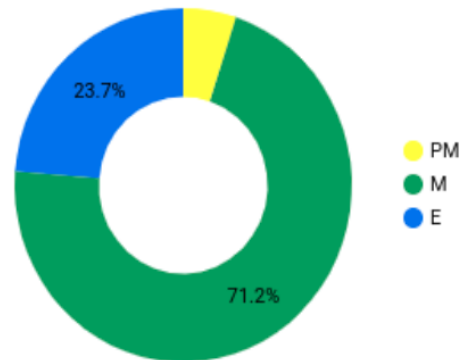


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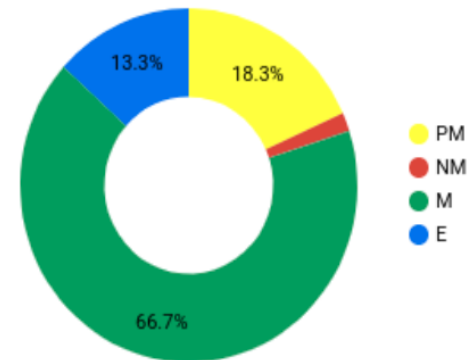


Math

4th Grade-w/o
Highneeds (61
students)



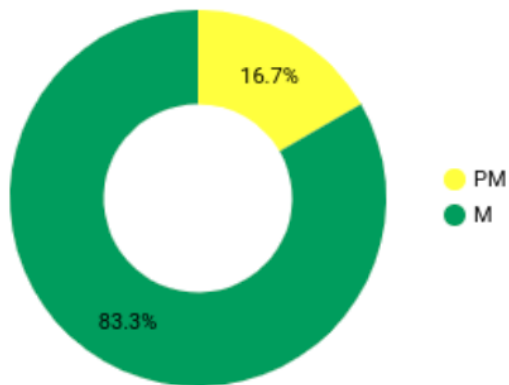
ELA



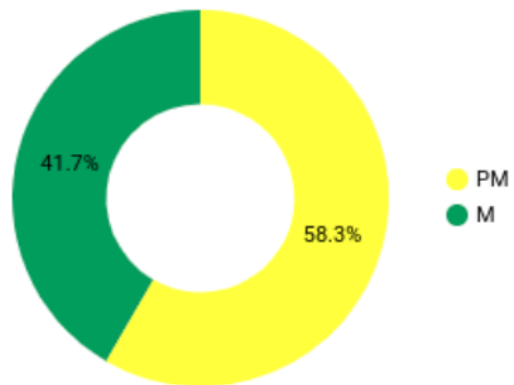
Math

5th Grade-High needs (12 students)

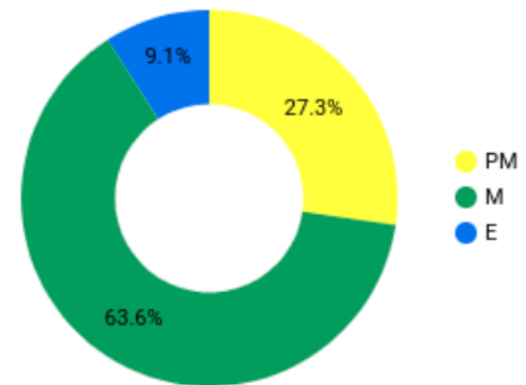
2021



ELA

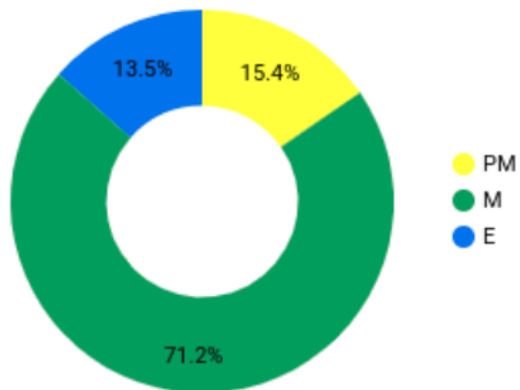


Math

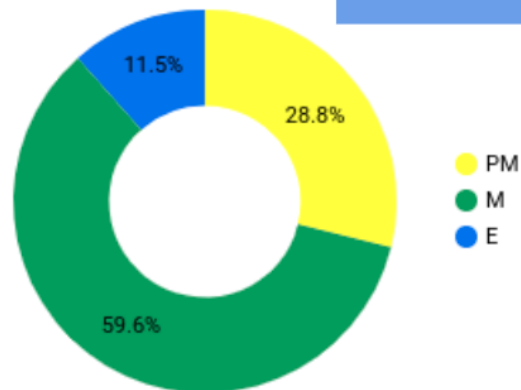


Science

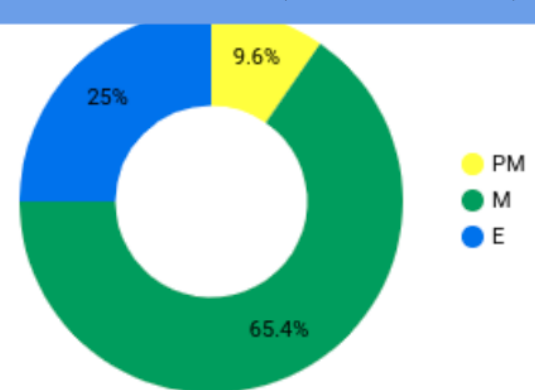
5th Grade-w/o Highneeds (52 students)



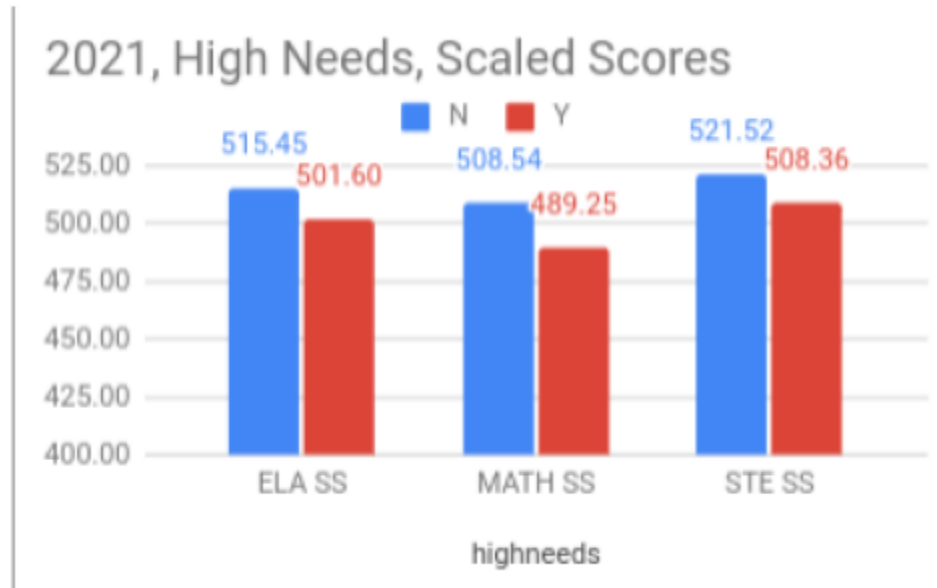
ELA



Math



Science



2017-2021
Scaled Scores for
ELA and Math for
students with IEPs

2021
High Needs Scaled
Scores

Reading Service

In our previous RTI model, we were limited with how many students could receive reading support from a reading specialist creating the need to reflect on the model and reimagine how to target the needs of the largest number of students.

2018 Data	55 students serviced by a reading specialist
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2019-2020 # of students		based on June 2020 data
1.8 service providers		
		TOTALS
K- 0		
1-- 15	3 IEPs	18
2-- 13	5 IEPs	18
3-- 3	6 IEPs	9
4-- 2	3 IEPs	5
5-- 4	4 IEPs	8
Total students serviced		58 students

2020-2021 # of students		based on January 2021 data
2 service providers		
Students with IEPs+reading goals		16
Students in Gen Ed with reading service		32
Total students serviced		48

October 2021	
3 service providers	
K - 15 students	
1 - 17 students	(+) 2
2- 25 students	(+) 7
3- 13 students	(+) 10
4- 9 students	(+) 5
5- 4 students	(+) 3
TOTAL: 110 students	

Strategic Objectives and Initiatives

Instructional Objective I Brackett teaching staff and administrators will prioritize reading and phonics instruction with daily whole group and small group skill instruction and continual progress monitoring using formal and informal reading assessments.	
Strategic Initiative 1: Brackett staff will implement a data-informed, collaborative, “press in” model for small group-targeted reading instruction and response to intervention.	
Action Steps:	Responsible Teams and People:
Prioritize the hiring of an additional reading specialist.	Classroom Teachers, Reading Specialists, Building Administrators, Central Office Cabinet Staff and Superintendent
All students K-5 will be benchmarked and progress monitored using a state approved screener, DIBELS 8th edition, to support targeted instructional opportunities and intervention.	K-5 teachers, Reading Interventionists, Special Educators, District ELA Coaches, Administration
All students K-5 will be benchmarked and progress monitored using a district chosen comprehension assessment, DRA2 and iReady, pre and post unit assessments, and anecdotal data to support targeted instructional opportunities and intervention.	K-5 teachers, Reading Interventionists, Special Educators, District ELA Coaches, Administration
Students in K-3 identified with phonological and phonemic awareness deficits will be assessed with quick screeners to pin-point specific areas of need.	K-3 teachers, Reading Interventionists
Teachers will meet monthly with grade-level colleagues, reading interventionists, and literacy coaches to support the implementation of assessment tools, analyze pre and post unit assessments, and review curriculum resources available to target instruction for students.	K-5 teachers, Reading Interventionists, Special Educators, ELA literacy coaches, Administration
K-5 teachers and reading interventionists will participate in facilitated 5-6 week inquiry cycles based on a variety of student literacy assessments and work samples in a collaborative, press-in approach with daily small-group literacy instruction.	K-5 teachers, Reading Interventionists, Special Educators, Paraprofessionals, ELA literacy coaches, Administration

Strategic Initiative 2: We will improve the phonics, phonemic, and phonological skills of students with the full implementation of FUNdations and Heggarty Curriculum in Grades K-3.	
Action Steps:	Responsible Teams and People:
Kindergarten, First and Second grade teachers will build students' phonemic awareness using the Heggarty Curriculum to engage students in daily oral and auditory lessons to isolate sounds, blend sounds, segment words into sounds, and manipulate sounds in words.	Kindergarten, First and Second-grade teachers, Reading Interventionists, Special Educators, Paraprofessionals, Administration
Kindergarten, First, Second and Third grade teachers will implement daily phonics instruction using the FUNdations curriculum; a multisensory, structured phonics program.	Kindergarten, First, Second and Third-grade teachers, Reading Interventionists, Special Educators, Paraprofessionals, Administration
Kindergarten, First, Second, and Third grade teachers will use Geodes and other high interest decodable readers to provide additional phonics instruction through decodable, knowledge-building texts.	Kindergarten, First, and Second-grade teachers, Reading Interventionists, Special Educators, Paraprofessionals, Administration
Outcomes and Benchmarks	
Description:	
<p>We will assess our Kindergarten through Fifth grade students using the state approved and district required benchmark assessments. We will review and identify instructional groups for additional teaching opportunities after each data cycle. 80% of students will meet grade level targets.</p> <p>100% of our students will receive small group reading instruction weekly.</p>	
Professional Development to Support Objective 1	
District-Wide professional development with grade level teams, ELA coaches, and consultants (e.g., Heggarty webinars, Dibels Training)	
District Resources to Ensure Success	
<ul style="list-style-type: none"> FUNdations Scope & Sequence and materials, Heggarty Classroom materials, Decodable Texts and GEODES, Student LEXIA accounts Weekly grade level ACE meetings District ELA coaches and Reading Interventionists 	

Instructional Objective 2

We will improve student achievement in math across all populations, especially our high needs populations, and build teacher capacity to employ strategies for ensuring equitable access to grade level curriculum standards.

Strategic Initiative 1: Teachers at the Brackett School will work with the building based math coach to reflect on the math community in their classroom and to build teacher toolboxes for meeting student math needs.

Action Steps:	Responsible Teams and People:
<p>Teachers will incorporate SEL practices into their math instruction.</p> <ul style="list-style-type: none">• Teachers will reflect on how to introduce Growth Mindset into the math learning community.• Teachers will explore how to encourage more student participation and student discourse in the classroom.• Teachers will learn strategies for providing meaningful feedback to students.• Teachers will be supporting students working in groups.• Teachers grade 2-5 will administer math reflection surveys that demonstrate student sense of belonging in their math community.	<p>Classroom teachers, building-based math coach, Math interventionist, Special Educators, SEL Coach, Paraprofessionals, Administration</p>
<p>Teaching teams will collaborate with our building based math coach and math interventionist to learn ways with which we can differentiate math instruction to support the needs of all learners. A collaborative effort will be made to create "tool boxes" for each grade level teaching team with varied resources for differentiating math instruction.</p> <ul style="list-style-type: none">• Varied use of the extra days in the Investigations Scope and Sequence to implement small group and/or additional math instructional practices.• Design and plan for differentiated instruction to meet the needs of all students requiring:<ul style="list-style-type: none">◦ Intervention support to remediate areas of weakness◦ Enrichment activities to enhance and promote academic growth for proficient students	<p>Classroom teachers, building-based math coach, Math interventionist, Special Educators, Paraprofessionals, Administration</p>
<p>The team will meet regularly during the Unit in ACE meetings in a cycle of sharing findings, considering next steps, trying new ideas, and building teacher content knowledge.</p>	<p>Classroom teachers, building-based math coach and interventionist, Special Educators, Paraprofessionals, Administration</p>

Grade level teaching teams will engage with our building based math coach for multi-week inquiry cycles to deepen our understanding of available resources within the Investigation Scope and Sequence and to pilot strategies developed by teaching teams.	Classroom teachers, building-based math coach, Math interventionist, Special Educators, Paraprofessionals, Administration
Grade level Teaching teams will select a unit of focus and with the support of the Math Coach will collect data around student participation in math discussions.	Classroom teachers, building-based math coach, Administration
Teaching teams will familiarize themselves with the CRMT Observational Rubric to develop instructional responses to student participation in mathematics lessons, as well as support a structure for reflection and team discussions.	Classroom teachers, building-based math coach, Math interventionist, Special Educators, Paraprofessionals, Administration
Outcomes and Benchmarks	
Description:	Target:
<ul style="list-style-type: none"> We will follow classroom achievement from anecdotal data and benchmark assessments to identify instructional groups for additional teaching opportunities. All students will participate meaningfully in math discussions multiple times per week. 	<p>MCAS assessments will show a decrease in achievement disproportionality between high needs and non-high needs over the next 3 years.</p> <p>Our students will demonstrate an improved sense of belonging to their math community through data received in the reflection survey.</p>
Professional Development to Support Objective 1	
<ul style="list-style-type: none"> Coaching support and coaching cycles Modeling/Introduction of using the Culturally Responsive Math Teaching Tool. 	
District Resources to Ensure Success	
<ul style="list-style-type: none"> Investigations Scope & Sequence and materials, Student DreamBox accounts Weekly grade level ACE meetings to review observations and student work in the classroom Building-Based Math Coach and Math Interventionist SEL COACH 	

Equity and School Culture Objective

To ensure that all students have equitable access to curriculum and to remove barriers to learning, Brackett Elementary staff will demonstrate a commitment to inclusion through learning about and implementing strategies related to Universal Design for Learning, differentiation techniques, and Multi-Tiered Systems of Support.

Strategic Initiative 1: Provide professional learning on Universal Design for Learning and differentiation techniques.

Action Steps:	Responsible Teams and People:
<p>Brackett Elementary teachers will partner with the building BCBA, special education staff, SEL Coach, and building psychologist through professional development workshops around supporting students with:</p> <ul style="list-style-type: none"> Behavioral Management, Attention Deficit Hyperactivity Disorder and Executive Functioning, and Down's Syndrome <p>Professional Development workshops around De-escalation language, the use of labels, and Equity for all learners will also be included.</p>	<p>Classroom teachers, Paraprofessionals, Special Education Staff, Related Service Providers, School Psychologist, District SEL Coach, Social Workers, Administration</p>
<p>Brackett staff will deepen their understanding of differentiation instructional practices and lesson planning through facilitated workshops with expert consultants from CAST.</p>	<p>Classroom teachers, Special Education Staff & Service Providers, Paraprofessionals, Administration</p>
<p>Organize listening sessions with our Director of Equity and Inclusion as it relates to culturally responsive teaching and learning with an inclusive lens.</p>	<p>Brackett Staff, DEI Director, Administration</p>
<p>Brackett School paraprofessionals will partake in monthly professional development on:</p> <ul style="list-style-type: none"> Reading IEPs and understanding student learning goals and accommodations Varied means for collecting data and collaborative problem solving Classroom/Behavior management and the use of language to de-escalate situations How to engage with the classroom and individual students during instructional blocks 	<p>Special Education Staff, Related Service Providers, Social Workers, Administration</p>
<p>Brackett School will implement a Student Response Team (SRT) to provide recommendations to teachers for tiered intervention supports for students that benefit the whole child (academic and social emotional supports included)</p>	<p>Classroom teachers, Special Education Staff, Related Service Providers, Social Workers, SRT team, Administration</p>

Outcomes and Benchmarks

Description:
By focusing our efforts on differentiation techniques, teachers will learn strategies to better meet the diverse needs of their students.
Professional Development to Support Objective 1
<ul style="list-style-type: none"> • (2) Professional Development Workshops from CAST • Staff led professional development workshops • Training for Teaching Assistants working with students • Peer observations in classrooms
District Resources to Ensure Success
<ul style="list-style-type: none"> • Weekly grade level ACE meetings to review observations and student work in the classroom • Building based funds for External Professional Development opportunities from CAST • Tuesday early release time • DEI director • SEL Coach