

BRACKETT ELEMENTARY SCHOOL

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Agenda



- Introduction to Brackett
- Brackett at a Glance: Wins and Challenges
- Priorities for 2021-22
- Key Initiatives and Action Steps
- Resources to Support Success
- Q&A



Brackett at a Glance

- Brackett is a learning community of 442 students in grades K-5
- Brackett is made up of 24 sections, including our Supported Learning Center 3-5 (SLC-C)
- We have approximately 70 staff members including five specialists, related service providers and paraprofessionals.
- Brackett has an active PTO, School Council, and Diversity, Equity and Inclusion Group
- Our strong School Community is a priority for families, staff, and students
- We utilize our weekly grade level ACE blocks to collaborate with teachers, service providers, and coaches on student performance and instructional practice
- We are dedicated to improving literacy instruction for all students
- Mathematics achievement and growth shows as an area that needs improvement
- We have a strong commitment to providing students with instruction that meets their needs so that they can access the curriculum
- Committed to increasing the achievement of our high needs subgroup

Brckett Priorities: Literacy

In our previous RTI model, we were limited with how many students could receive reading support from a reading specialist. This created the need to reflect on the model and reimagine how to target the needs of the largest number of students. With the addition of a third service provider we have nearly doubled our reach.

2018 Data	55 students served
	1.8 service providers

2019-2020 # of students		
1.8 service providers		based on June 2020 data
		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		
2 service providers		based on January 2021 data
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		

Brackett Priorities

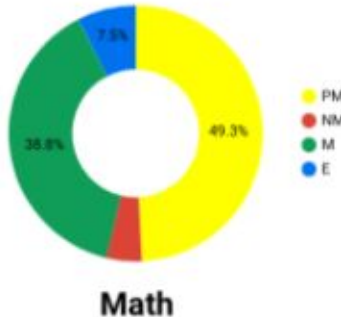
Mathematics [data](#)

Mathematics assessments, including MCAS 2021, are demonstrating a need to reflect on and design mathematics classroom communities where all students are experiencing success and where varied math needs are being met.

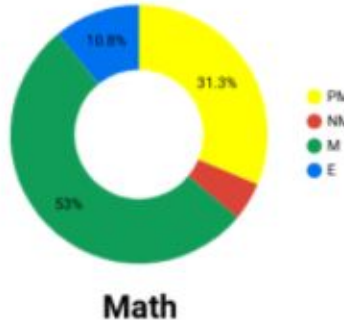
Composite of All Grades



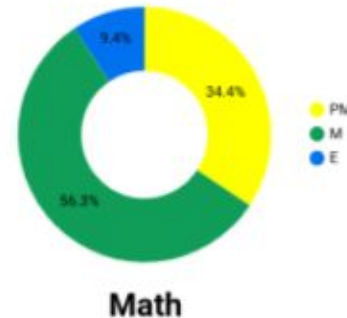
Third Grade



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)

Brackett Priorities

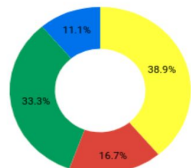
Selected Populations	
Title	% of School
First Language not English	7.9
English Language Learner	3.8
Low- Income	4.3
Students with Disabilities	16.7
High Needs	23.8

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.

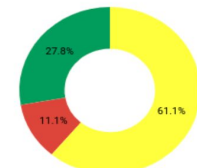
ALL GRADES 3-5	2021 Math	2021 ELA	2021 Sci	2019 Math	2019 ELA	2019 Sci	2018 Math	2018 ELA	2018 Sci	2017 Math	2017 ELA	2017 Sci
Exceeding expectations	2%	8%	9%	4%	4%	5%	0%	0%	15%	2%	0%	22 (A)
Meeting expectations	27%	52%	64%	36%	33%	32%	42%	39%	23%	36%	33%	43 (P)
Partially meeting expectations	62%	31%	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)

3rd Grade-High needs (18 students)

2021

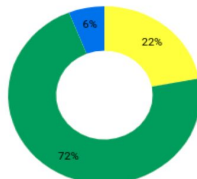


ELA

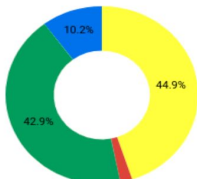


Math

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



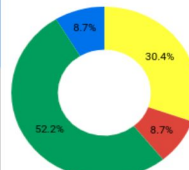
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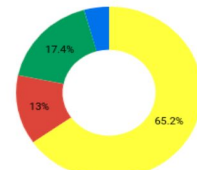
Math

4th Grade-High needs (24 students)

2021

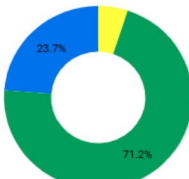


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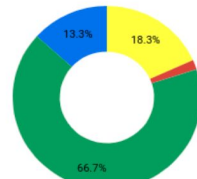


Math

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



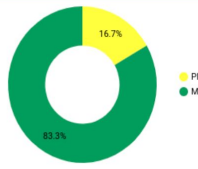
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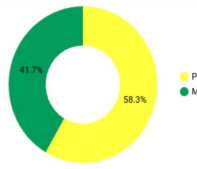
Math

5th Grade-High needs (12 students)

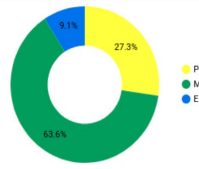
2021



ELA

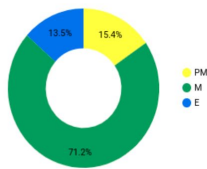


Math

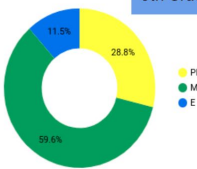


Science

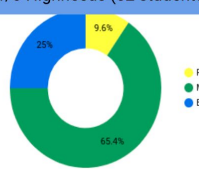
5th Grade-w/o Highneeds (52 students)



ELA



Math



Science

2021-2024 School Priorities



Instructional Objective 1

We 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.

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.

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.

Key Initiatives and Action Steps



Literacy

- Prioritize hiring a reading specialist
- Implement small group instruction for ALL students in all grade levels in a “press in” approach (collaboration between classroom teachers and reading specialists in facilitated 5-6 week inquiry cycles)
- Introduce core phonemic awareness and phonics curriculum in kindergarten through 3rd grade
- Assess all students K-5 using the DIBELS suite of literacy assessment tools, and learn to operationalize the results
- All students K-5 will be benchmarked and progress monitored using a district chosen comprehension assessment, DRA2 and/or iReady, pre and post unit assessments, and anecdotal data

Mathematics

- Improve student engagement in mathematics by focusing on participation and academic conversations
- Learn about and implement SEL into classroom mathematics communities
- Administer math reflection surveys (twice a year) to students in grade 2-5 focused on students’ sense of belonging to their mathematics community
- Create and utilize grade level curriculum resources that support students through intervention and enrichment activities

Equity and Culture

- Provide professional learning that connects differentiation techniques directly to our curriculum across all grade levels
- Provide targeted professional learning for our paraprofessionals
- Partner with the Director of DEI and organize listening sessions as it relates to culturally responsive teaching and learning with an inclusive lens
- Implement a Student Response Team (SRT) to provide recommendations to teachers for tiered intervention supports for students that benefit the whole child

Resources to Support Success



Current Resources Available for Sustainability and Effectiveness

- Full time district and building specialists to support the ACE block
- Early release schedule/calendar
- Building Based Math coach and interventionist
- Three reading specialists
- Collaboration with Curriculum Directors

Needs to support the Brackett School Improvement Plan

- Maintain the 3rd reading specialists hired 21-22 SY
- Ongoing professional development in the areas of differentiation, student discourse, culturally responsive teaching, and SEL practices
- Addition of a part-time social worker
- Addition of a special education teacher

Q & A

