

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

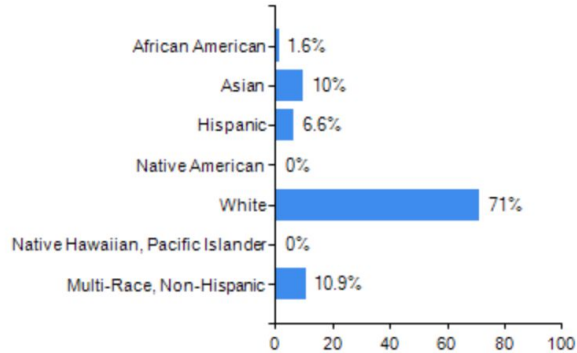
The Brackett School believes that academic and social-emotional learning are equally important and interconnected to each other. Our learning community provides meaningful and engaging instruction because we actively and deliberately work to invest students in their learning. We cultivate a sense of belonging, growth and joy that empowers students to achieve their maximum potential and to be their best selves both academically and personally. We work to strengthen healthy relationships, partner with families, and instill in students to find joy in learning, share their voices and contribute to the the Arlington community of WE.

School Vision Statement

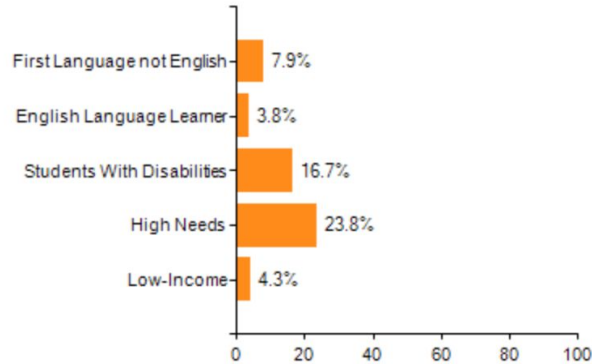
The Brackett Elementary School community develops confident, caring, resilient, and responsible students who strive to achieve their personal best. The Brackett School community provides a safe, welcoming, and supportive learning environment with high expectations where everyone feels a sense of belonging,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

Enrollment Data

Student Race and Ethnicity



Selected Populations



Enrollment by Grade 2022-2023

Kindergarten	84
First	54
Second	66
Third	68
Fourth	97
Fifth	60

Enrollment by Gender

Male	231
Female	198
Non-binary	
Total	429

Data Sources to Inform Planning

1. Instructional Leadership Team, Staff, Council Members, ACE* Meetings with Teaching Teams, Brackett Families
2. Summative and Formative Assessments (DIBELS, iReady, DRA, Math Surveys, Benchmark Assessments)
3. MCAS Results (High Needs and Trends by year, Standards)
4. Panorama Survey (Cultural Awareness)
5. Arlington Equity Audit

Mathematics and ELA data, including MCAS 2022 data demonstrate a need to build classroom communities where all students experience success and varied needs are met, in doing so, student achievement improves. When reviewing 2022 MCAS data in Math, ELA and Science, it is clear that our students with a risk indicator are not making progress at the same rate of their peers and are more likely to demonstrate partial grade-level proficiency. The graph on slide five shows the performance of students in the high-needs category. Instructional Leadership team discussions will continue to be centered on disaggregating the data to better understand how different student groups are doing.

Arlington Equity Audit Recommendations (supporting objective 3)

1. Require ongoing professional development in diversity, equity and inclusion practices so that all staff have the training, tools, and resources they need to be able to equitably serve all students in the district.
2. Begin to transition from a culture of compliance and accountability towards one of student-centeredness and inclusion so that all students are known, heard and provided the education they need to be successful.

*ACE - A shared commitment to action, assessment and adjustment

C intentional collaboration

E relentless focus on evidence

*Creating Classroom Culture
to foster belonging, joy,
growth and empower our
students.*

SUPPORT SOCIAL AND EMOTIONAL NEEDS

- Be intentional
- Create a warm classroom
- Focus on relationships
- Focus on learning new skills and strategies
- Broaden our definition of success

OPEN, HONEST COMMUNICATION WITH PARENTS

- Share how communication will happen
- Be sure to celebrate all students
- Build trust by keeping information confidential
- Be clear, specific and timely

ENSURE EVERY VOICE IS HEARD

- Think-pair-share
- Turn and Talk
- Monitor student participation
- Vary active learning strategies
- Use classroom norms
- Student Government

OFFER AUTHENTIC LEARNING EXPERIENCES

- Share why skill is important to learn
- Provide clear learning objectives
- UDL
- Reflect on the process (not the activity)
- Share your learning

FACILITATE SUCCESSFUL COLLABORATION

- Set norms
- Model expectations
- Create a plan to keep track of projects contributions
- Follow up/Feedback

Data Sources to Inform Planning

Panorama survey shows the percentage of favorable responses to Cultural Awareness and Action questions. The survey shows a need for additional work in cultural responsiveness in our community.

Students	Brackett	District
At your school, how often are you encouraged to think more deeply about race-related topics?	21%	24%
How comfortable are you sharing your thoughts about race-related topics with other students at your school?	27%	31%
How often do students at your school have important conversations about race even when they are uncomfortable?	3%	6%
When there are major news events related to race, how often do adults at your school talk about them with students?	22%	25%
Families		
How confident are you that adults at your child's school can have honest conversations about race?	27%	38%
To the best of your knowledge, when there are major news events related to race, how often do adults at your school talk about them with students?	21%	43%
Teachers		
How well does your school help staff speak out against racism?	28%	39%

Strategic Objectives and Initiatives, Objective 1

Equity and Climate

We will increase our understanding of social justice identity, culturally responsive practices and equitable student voice. Brackett staff will embrace courageous conversations, listening to varied student voices, professional development and actively develop collaborative partnerships with Brackett families to build a welcoming, equitable community where all voices are heard and respected.

Strategic Initiative 1: To provide in all curriculum areas content access points to build a deeper sense of belonging for students, in order to strengthen student engagement.

Action Steps:

Responsible Teams and People:

Engage Brackett staff in a series of activities at faculty meetings, ACE meetings, and Common Planning time to deepen their understanding of culturally proficient instruction. Examples:(identity work,[book studies](#), articles, culturally proficient instructional strategies across disciplines, student discourse, and power of our words.)

Instructional Leadership Team,
Administration, Brackett Staff
Peer Observations
Consultant

Brackett staff will continue to deepen their understanding of identity, and how to engage students in conversation around culture/ race. Work with Instructional Leadership Team /Consultant and plan focus faculty workshops, student/family presentations.

Brackett Staff, Families, Consultant,
Students and Administration
Team - Resolving Race(ism) Dilemma
Conference, SEL

Engage students through music,art, physical education to express their identity and heritage, and teach them about belonging to a culture, which results in developing their cognitive well-being and inner self-worth.

Music, Physical Education and Art
Teachers, Administration

Strategic Objectives and Initiatives, Objective 1 continued

<p>Establish a Student Council based in three committees: Student Issues, Spirit, Community Service to provide a structured forum to share their voice and shape school climate and culture.</p>	<p>Administration, teachers, students, families.</p>
<p>Organize resources at ACE and Common Planning Time with our Director of Equity and Inclusion, SEL and Social Studies Coach support as it relates to culturally responsive teaching and learning, a sense of belonging for students and families to ensure opportunity for all with an inclusive lens.</p>	<p>Brackett Staff, DEI Director, Administration, Social Studies Coach, Instructional Leadership Team</p>
<p>Brackett School paraprofessionals will continue to partake in monthly professional development on:</p> <ul style="list-style-type: none">● Engaging in activities, articles, and meetings regarding the power of their words when interacting with students both in the classroom and in unstructured situations.● Varied means for collecting data and collaborative problem solving● Engage in professional development in how to use language, the use of labels, and inclusive practices to de-escalate situations● How to engage with the classroom and individual students during instructional blocks	<p>Special Education Staff, Related Service Providers, SEL Coach, Social Workers, Administration, BCBA</p>

Strategic Objectives and Initiatives, Objective 1 continued

Outcomes and Benchmarks

Description:

- Staff will learn and use equitable strategies that increase a child's sense of belonging, provide more equitable opportunities for learning and will promote active and stronger student engagement.
- Increase the percentage of positive responses on the cultural awareness survey of Panorama Survey by students, families and teachers by 20%
- Third, Fourth and Fifth grade MCAS results will show a decrease in achievement disproportionality between high needs and non-high needs, resulting in less than 20% difference over 3 years

Professional Development to Support Objective 1

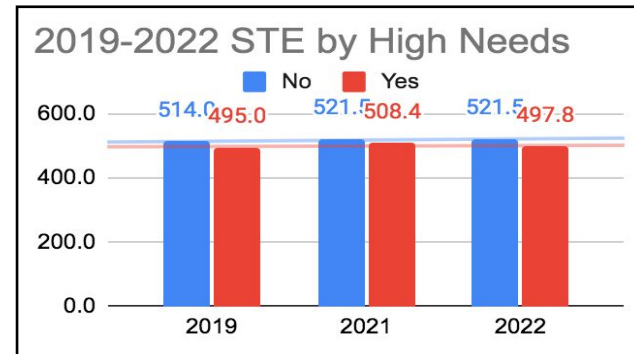
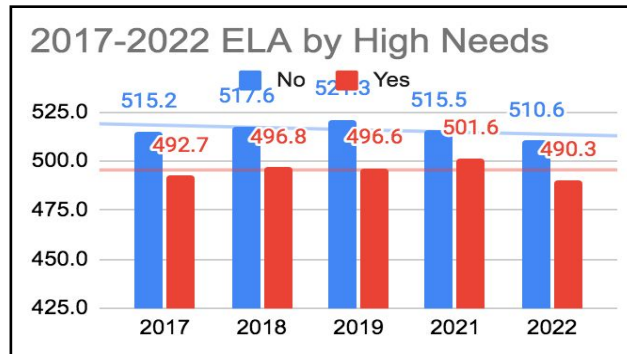
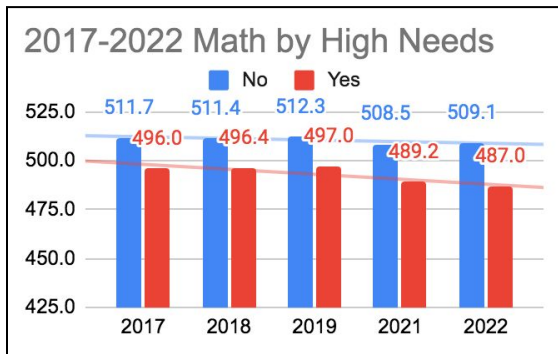
- Conferences, workshops, speakers
- Attend the Resolving Race (ism) Dilemma
- District Professional Day -November 8 Diversity, Equity, Inclusion
- Instructional Leadership Team and coaches professional development workshops
- Training for Teaching Assistants working with students
- Student Council established.
- Peer observations in classrooms

District Resources to Ensure Success

- Weekly grade level ACE meetings to review data and observations and student work in the classroom
- Wednesday early release time
- DEI director
- SEL and Curriculum Coaches
- Consultant

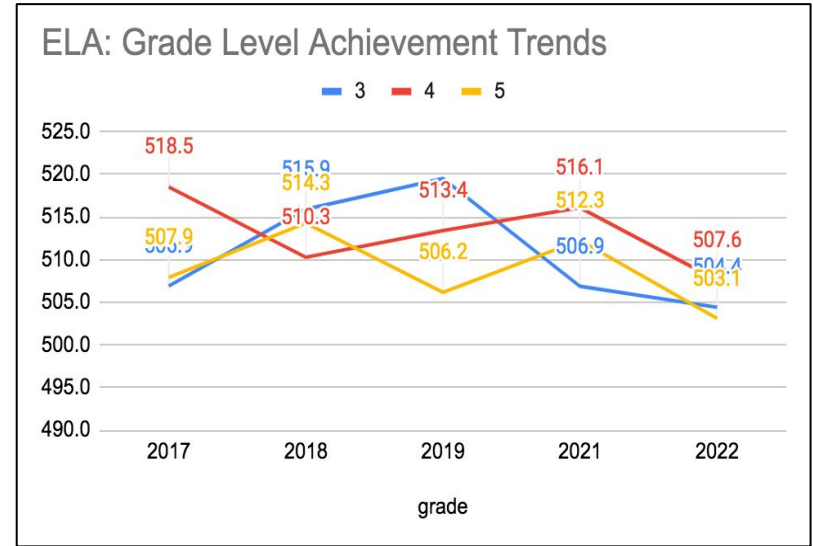
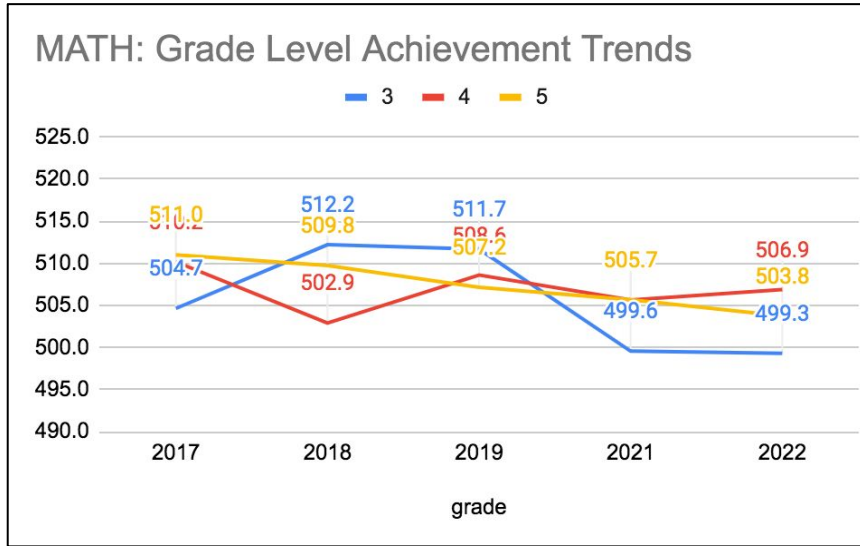
Data Sources to Inform Planning

MCAS data over the past five years demonstrates the difference in scores in Math, ELA, and Science of students who performed in the high needs subgroup compared to that of their peers.



All Grades 3-5	2021 Math (High Needs)	2021 Math (Non-High Needs)	2021 ELA (High Needs)	2021 ELA (Non-High Needs)	2021 Science (High Needs)	2021 Science (Non-High Needs)	2022 Math (High Needs)	2022 Math (Non-High Needs)	2022 ELA (High Needs)	2022 ELA (Non-High Needs)	2022 Science (High Needs)	2022 Science (Non-High Needs)
Exceeding expectations	0% -11%	11%	11% -5%	6%	9% -24%	33%	0% -8%	8%	0% -3%	3%	8% -11%	19%
Meeting expectations	28% -17%	45%	33% -40%	73%	64% 6%	58%	17% -32%	49%	42% -35%	77%	44% -25%	69%
Partially meeting expectations	61% 18%	43%	39% 18%	21%	27% 17%	10%	58% 19%	39%	46% 26%	20%	36% 26%	10%
Not meeting expectations	11% 9%	2%	17% 17%	0%	0% 0%	0%	25% 22%	3%	13% 1%	0%	12% 10%	2%

Data Sources to Inform Planning

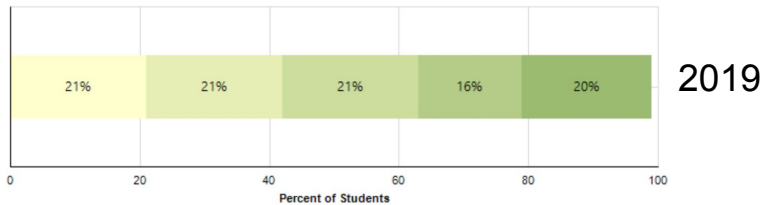
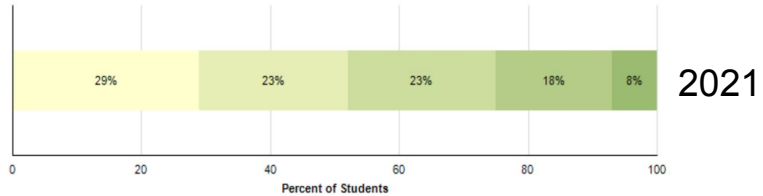
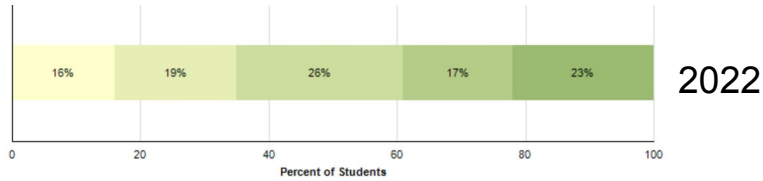
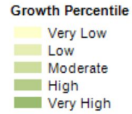


These graphs show a downward trend in achievement over time in both Math and ELA which appears to highlight a need for increased student voice, and student engagement. Also, it suggests a need for curriculum realignment.

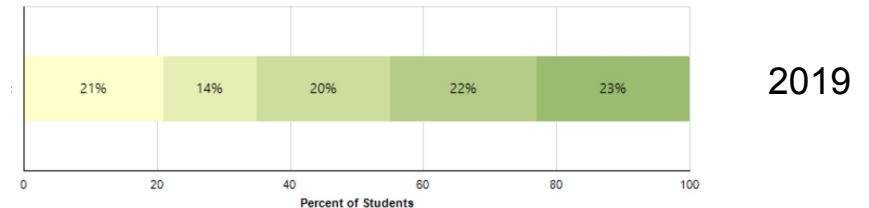
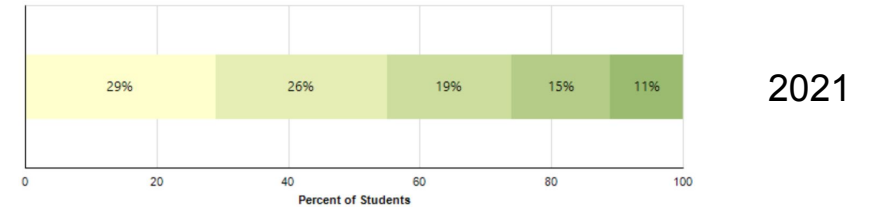
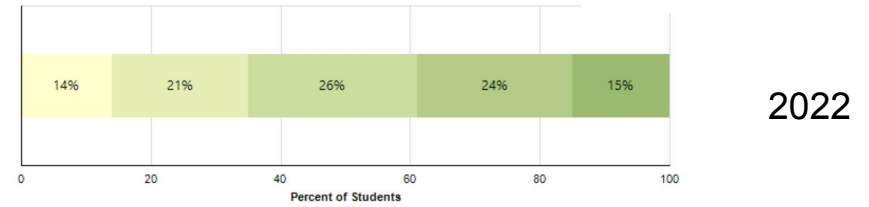
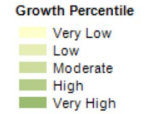
Data Sources to Inform Planning

Below is the growth distribution of students for the past 3 years, demonstrating a rebound in 2022 compared to 2019 levels.

Brackett Growth Distribution, ELA



Brackett Growth Distribution, Mathematics



Data Sources to Inform Planning

2021-22 iReady Assessment ELA Data

This table shows percentiles for student achievement in reading comprehension for Grades 3-5 by category. IReady data demonstrates that our phonics instruction and phonics curriculum significantly increased phonological awareness and phonics skills as assessed on the iReady assessment. Further, the iReady data demonstrated a need to strengthen vocabulary development, reading comprehension and writing skills.

KEY Mid or above grade level Early on grade level 1 level below 2 levels below 3 or more levels below grade level

Brackett scores by Grade level	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Reading Comprehension Literature Relative Placement	Reading Comprehension Informational Text Relative Placement
Grade 3	100%	93%	100%	61%	76%	55%
	0%	0%	0%	28%	12%	27%
	0%	1%	0%	8%	5%	11%
	0%	6%	0%	1%	6%	6%
	0%	0%	0%	1%	1%	1%

Brackett scores by Grade level	Phonological Awareness Relative Placement	Phonics Relative Placement	High-Frequency Words Relative Placement	Vocabulary Relative Placement	Reading Comprehension Literature Relative Placement	Reading Comprehension Informational Text Relative Placement
Grade 4	100%	95%	100%	59%	70%	62%
	0%	0%	0%	23%	10%	15%
	0%	3%	0%	13%	16%	18%
	0%	0%	0%	2%	0%	2%
	0%	2%	0%	3%	3%	2%
Grade 5	100%	96%	100%	63%	59%	59%
	0%	0%	0%	13%	22%	13%
	0%	0%	0%	15%	10%	20%
	0%	0%	0%	4%	5%	4%
	0%	4%	0%	5%	5%	5%

Strategic Objectives and Initiatives, Objective 2

Instructional Objective 2

We will build teacher capacity in Tier 1 instruction by integrating practices that improve student discourse. As a result, all students will demonstrate increased proficiency using academic language and a rich vocabulary to express their thinking.

Strategic Initiative 1: Brackett staff will prepare strong readers and writers by supporting oral and written language development and daily interaction with a variety of texts to promote reading comprehension.

Action Steps:

Brackett's instructional team will collaborate to identify and use high-leverage instructional routines necessary to increase oral and written language, and student discourse to significantly impact reading comprehension:

- Teachers will provide equitable opportunities in reading and writing for all students to discuss their thinking and build oral and written language through read alouds, turn and talk, book clubs and group/partner work.
- Teachers will use a strengths-based lens to build on student's talents and use a growth mindset framework when giving student feedback.
- Teachers will identify strengths and weaknesses of our students to adjust the curriculum to promote growth.
- Coach will model high-leverage routines in the classroom. Teachers will observe coaches and other teachers using high-leverage routines.

Responsible Teams and People:

Teachers, Literacy coach, Reading Interventionists, Special Educators, SEL Coach, Paraprofessionals, Administration

Teachers will use nonverbal signals and sentence frames for students to be used K-5 to support and encourage participation in class discussions by all students.

K-5 teachers, Reading Interventionists, Special Educators, Paraprofessionals, Literacy coach, Administration

Strategic Objectives and Initiatives, Objective 2 continued

Strategic Initiative 2: Teachers will increase student engagement in Math by integrating reflective classroom math discussions, strengthening instructional math strategies that elicit mathematical thinking and discourse from students.

Action Steps:

Teachers would implement math strategies to increase student engagement and participation.

- Teachers will identify areas of student strength in classroom math discussions.
- Teachers will provide equitable opportunities for students to demonstrate growth in those math discussions.
- Teachers will plan with the building-based math coach to integrate frequent, sustainable strategies that increase student engagement such as: previewing lesson objectives, creating a supportive learning environment for productive math struggle, turn and talk, and partner/group work that will identify Tiered access points.
- Teachers will use a strengths-based lens (Korbett/Karp book) when providing student feedback to foster a growth mindset.
- Teachers in grades 2-5 will administer math reflection surveys (fall and spring) that demonstrate student sense of belonging in their math community.

Responsible Teams and People:

Classroom teachers, building-based math coach and interventionists, Special Educators, Paraprofessionals, and Administration

Teaching teams will train/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

Strategic Objectives and Initiatives, Objective 2 continued

Outcomes and Benchmarks

Description:

- Staff will analyze classroom achievement from qualitative data (teacher observations, student work, and formative assessments) and benchmark assessments to identify additional teaching opportunities.
- All students will actively and meaningfully participate in math and ELA discussions multiple times per week.

Target:

MCAS assessments will show a decrease in achievement disproportionality between high needs and non-high needs over the next 3 years. MCAS scores in ELA and MATH will increase by 10%

Our students will demonstrate an improved sense of belonging to their math community through data received in the reflection survey.

Professional Development to Support Objective 2

- Coaching support and coaching cycles
- Modeling/Introduction of using the Culturally Responsive Math Teaching Tool.
- Coaches and teachers will model nonverbal cues and sentence frames.
- Peer observations in classrooms.

District Resources to Ensure Success

- Investigations Scope & Sequence and materials, Student DreamBox and Lexia accounts
- Weekly grade level ACE meetings to review observations and student work in the classroom
- Building-Based Math and Literacy Coach and Math and Reading Interventionists
- SEL COACH

Data Sources to Inform Planning

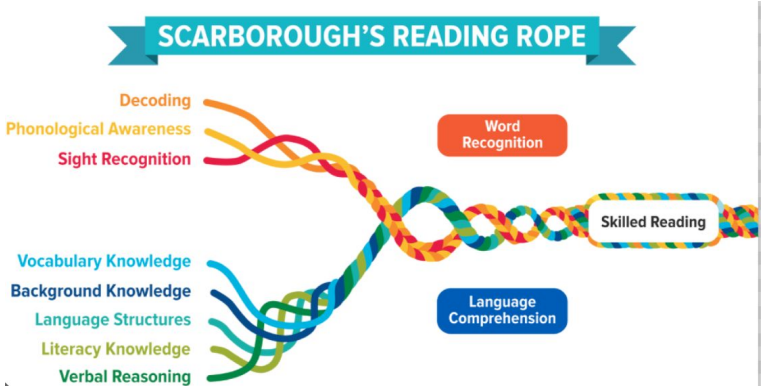
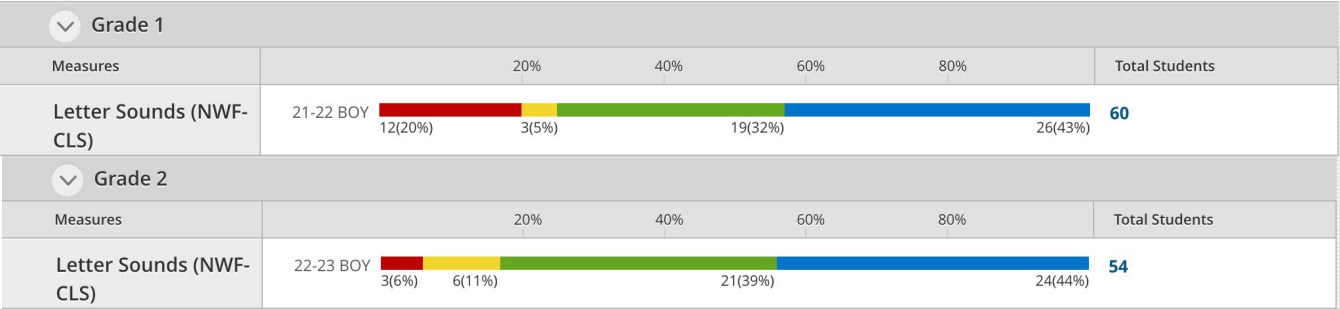
2021-22 DIBELS Assessment Data

This table shows grade-level growth on the DIBELS 8th Dynamic Indicators of Basic Early Literacy Skills. DIBELS measures fluency in letter naming, sight word recognition, decoding, oral reading and comprehension.

↑ District	School	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
Arlington School District						Current as of 09/17/2022
Grade K		Reference Data (Compare these results against a wider population)				
Brackett Elementary School	21-22 BOY	7(13%)	9(16%)	11(20%)	29(51%)	56
	21-22 MOY	10(18%)	10(18%)	11(20%)	24(44%)	55
	21-22 EOY	9(16%)	6(11%)	20(36%)	21(37%)	56
Grade 1		Reference Data (Compare these results against a wider population)				
Brackett Elementary School	21-22 BOY	8(13%)	6(10%)	19(32%)	27(45%)	60
	21-22 MOY	9(20%)	8(18%)	5(11%)	22(51%)	44
	21-22 EOY	4(6%)	12(18%)	20(29%)	32(47%)	68
Grade 2		Reference Data (Compare these results against a wider population)				
Brackett Elementary School	21-22 EOY	4(6%)	3(4%)	19(27%)	44(63%)	70
Grade 3		Reference Data (Compare these results against a wider population)				
Brackett Elementary School	21-22 EOY	12(12%)	11(11%)	20(20%)	55(57%)	98

Data Sources to Inform Planning

This graph compares the cohort of students in Grade 1 at the beginning of last year to those same students at the beginning of this year, We can see positive growth trends in phonics knowledge.



Instructional Objective 3

Brackett staff will continue to implement a data-informed, collaborative model for Tier One Math and ELA instruction employing small group differentiation based on evolving student progress in grades K-5.

Strategic Initiative 1: Teachers will use core district formal and informal literacy assessments in phonics, phonological awareness, reading comprehension, vocabulary, and writing to monitor student progress and tailor instruction using flexible small groupings.

Action Steps:

Responsible Teams and People:

All students will be benchmarked and progress monitored using a state-approved screener (DIBELS, iREADY, DRA) to support targeted instructional opportunities and intervention.

K-5 teachers, Reading Interventionists, Special Educators, ELA Coaches, Administration

Teachers, coaches and specialists will collaborate during K-5 ACE meetings to analyze student performance data and work samples, to flexibly group and instruct students in differentiated small groups.

K-5 teachers, literacy coach, Reading Interventionists, ELA literacy coach, and Administration

Kindergarten, first and second grade teachers will increase students' phonemic awareness using the Heggerty Curriculum to engage students in daily oral and auditory lessons to isolate sounds, blend sounds, segment words into sounds, and manipulate sounds in words.

K-3 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. Teachers will use [Geodes](#) and other high interest decodable readers to provide additional phonics instruction through, knowledge-building texts.

K-3 teachers, Reading Interventionists, Special Educators, Paraprofessionals, Administration

K-5 Teachers, literacy coach and reading specialists, will work collaboratively to improve student's ability to express their ideas in writing including Topic development and conventions.

K-5 Teachers, literacy coach, reading specialist, administration.

Strategic Objectives and Initiatives, Objective 3 continued

Strategic Initiative 2: Teachers will use district formal and informal math assessments and screeners to monitor student progress and tailor instruction using flexible groupings.

Action Steps:	Responsible Teams and People:
<p>Brackett's instructional team will establish clear protocols for using an inquiry cycle to improve student achievement on curriculum unit assessments and common assessments.</p>	<p>Classroom teachers, Math Coach, Math Interventionist, Special Educators, Paraprofessionals, and Administration</p>
<p>Grade-level teacher teams will continue to collaborate with our math coach and math interventionist to learn and develop differentiation strategies to support the needs of all learners.</p> <p>Varied use of the extra days in the Investigations Scope and Sequence to implement small group and/or additional math instructional practices.</p> <ul style="list-style-type: none"> ● 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, Math Coach, Math Interventionist, Special Educators, Paraprofessionals, and Administration</p>
<p>All students K-3 will be progress monitored using a common fact fluency assessment to support targeted instructional opportunities and intervention.</p>	<p>K-3 teachers, Math Interventionists, Special Educators, Math Coaches, and Administration</p>
<p>Students 3-5 will be pre-assessed on key skills in order to determine students in need of pre-teaching and intervention. Students identified as needing intervention will be progress monitored throughout a curriculum unit by the interventionist.</p>	<p>Math interventionists, Special Educators, and Math coaches</p>

Strategic Objectives and Initiatives, Objective 3 continued

Outcomes and Benchmarks

Description:

- Grades K-5 will participate in an inquiry cycle during their grade-level ACE meetings and building-based meetings.
- All grade levels will incorporate flexible groupings to differentiate instruction for all students in ELA and math.
- Third, Fourth and Fifth grade MCAS scores in ELA and MATH will increase by 10% over 1 year.

Professional Development to Support Objective 3

- District-Wide professional development with grade level teams, coaches, and consultants.
- Modeling, coaching and peer observation to support book clubs, writing partnerships and small group work in literacy and math.

District Resources to Ensure Success

- FUNdations Scope & Sequence and materials, Heggarty Classroom materials, Decodable Texts and GEODES, Student LEXIA accounts
- Investigations resources, DreamBox and Culturally Responsive Mathematics Teaching Tool (CRMT) Observational Rubric.
- Weekly grade level ACE meetings to review data and plan instruction.
- Building-based math and literacy coach and interventionists.