

Brckett School 2022-2023 Improvement Plan

Council Members

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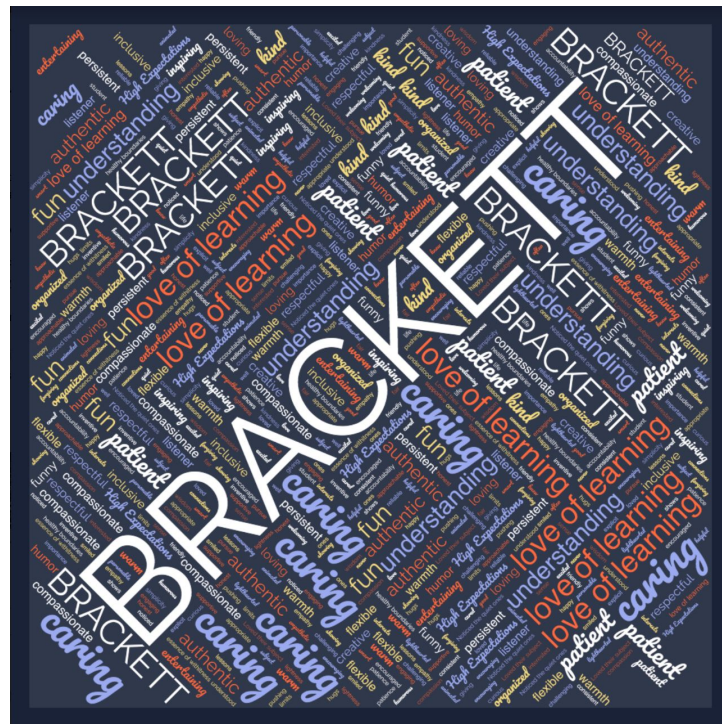
Elizabeth Johnson, Parent

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Contributors: Michelle Crowley, Math Coach; Lorraine Keir, Literacy Coach; Eileen Woods, Interim VP; Reviewed by: Instructional Leadership Team: Louisa Popkin, SPED, Hayley Finn, Teacher, Suzanne Kaminski, Teacher, Cali Russo, Teacher, Jenn Rich, Interim VP, Matthew Coleman, Math Director; Deb Perry, ELA Director; Brackett Staff

Agenda

Introduction to Brackett

Brackett Wins/Challenges

Brackett Roadmap

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Key Initiatives and Action Steps

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Q&A and Brackett Community Pictures



Introduction to Brackett



- Brackett is a vibrant and active learning community where we find joy in learning together guided by our mission, vision and core values of respect, responsibility and love of learning.
- 429 children in Grades K-5 classrooms, specialist areas, including our SLC-C 3-5 Learning Center.
- Brackett has a supportive culture and provides meaningful and engaging instruction because we deliberately work to invest students in their learning.
- The Brackett community and our 70 staff members are focused on developing and nurturing trusting relationships and fostering a sense of whole-school belonging.
- Brackett has an active and involved PTO, School Council, and Diversity, Equity, Inclusion Group.
- We continue to utilize our weekly grade level ACE blocks to collaborate with teachers, service providers and coaches on student performance and instructional practices.
- We cultivate curiosity through discovery and exploration and we facilitate and focus every faculty meeting on our initiatives through professional development.
- Our Instructional Leadership Team is nurturing the qualities required for equity, excellence and academic and social emotional growth for all students by building trusting relationships and a supportive culture with teachers, families, and students.
- We continue to empower students to develop a feeling of empowerment through a Growth Mindset.
- Brackett Student Government is actively working in Committees: Spirit, Student Issues, Community Service work, sharing their voice focusing on belonging and our community of WE.

*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

2022-2023 Brackett School Priorities



Equity and School Climate Objective

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

Instructional Discourse Objective

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.

Instructional Data/Differentiation Objective

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

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.

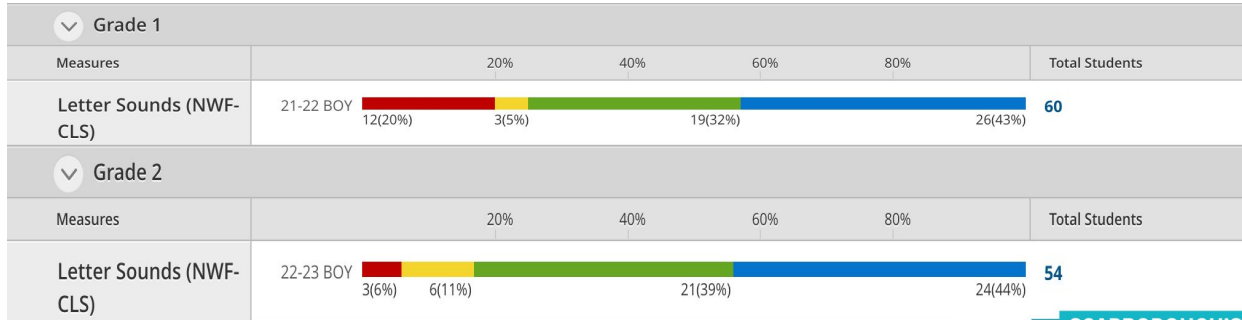
Students	Brackett	District
At your school, how often are you encouraged to think more deeply about race-related topics?	21%	24%
How comfortable are you sharing your thoughts about race-related topics with other students at your school?	27%	31%
How often do students at your school have important conversations 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%

Brackett Roadmap - ELA



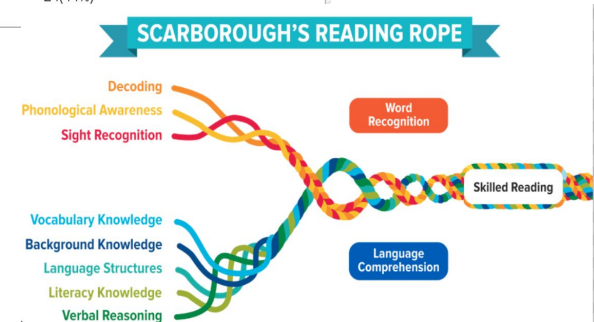
Where we are...

Brackett has embraced the district's science of reading initiatives and has been teaching phonological awareness and phonics in grades K-3 with fidelity. When we compare 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. IReady data in grades 3-5 confirms the strength of phonics knowledge.



Where we're going...

Brackett staff will continue to provide solid phonological awareness and phonics instruction - one half of Scarborough's Reading Rope. IReady results in grades 3-5 show a need for more targeted reading comprehension instruction in both fiction on nonfiction texts as well as a renewed focus on vocabulary building. MCAS data points to a strong need for improved writing instruction in both fiction and informational genres. Increasing student talk will build language skills which round out instruction necessary for strong readers.



Brackett Roadmap - Math

Where we are...

2022 MCAS Data shows that we were able to adequately teach all content areas to our students. All domains in grades 3-5 showed a positive differential between school and state percent of possible points. I-Ready data also points to positive growth trends across the content areas in Mathematics for grades 3-5.

*Brackett 2022 Mathematics MCAS Data -
School/State Difference in % Possible Points*

Domain	Grade 3	Grade 4	Grade 5
Geometry	10%	15%	19%
Measurement and Data	8%	11%	15%
Number and Operations in Base Ten	10%	9%	10%
Number and Operations – Fractions	5%	15%	11%
Operations and Algebraic Thinking	2%	13%	15%

Where we're going...

Mathematics MCAS data is showing a need for community building in which all students see themselves as capable problem solvers as well as a valuable member of the math community. A collaborative, universal approach to increasing discourse will lift the level of rigor and academic vocabulary in our classroom math discussions.

Brackett 2022 Mathematics MCAS Data - High Needs/Non-High Needs Student Performance

Performance Level	Grade 3 (High Needs)	Grade 3 (Non-High Needs)	Grade 4 (High Needs)	Grade 4 (Non-High Needs)	Grade 5 (High Needs)	Grade 5 (Non-High Needs)
Exceeding expectations	0%	8%	0%	10%	0%	9%
Meeting expectations	17%	49%	42%	67%	20%	71%
Partially meeting expectations	58%	39%	42%	24%	64%	21%
Not meeting expectations	25%	3%	16%	0%	16%	0%

Key Initiatives and Action Steps

Equity and Climate

- Brackett staff will continue to deepen their understanding of identity, and how to engage students in conversation around culture/ race. Plan focus faculty workshops, student/family presentations.
- To provide in all curriculum areas content access points to build a deeper sense of belonging for students, in order to strengthen student engagement.
- Increase our understanding of social justice identity, culturally responsive practices. Staff will embrace courageous conversations, listening to varied student voices, and actively develop collaborative partnerships with families.

Instructional Discourse Objective

- Build teacher capacity in Tier 1 instruction by integrating practices that improve student discourse.
- 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.
- 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.

Data/Differentiation Objective

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

Resources Needed 2023-2024 Q&A



Current Resources Available for Sustainability and Effectiveness

- Full time Literacy Coach, Reading Specialist and Interventionist
- Focusing our Faculty Meetings with Professional Development aligned with district and Brackett initiatives
- Full Time Math coach and interventionist
- Collaboration with Curriculum Directors and District Coaches

Needs to support the Brackett School Improvement Plan

- Ongoing professional development in the areas of differentiation, student discourse, culturally responsive teaching, and SEL practices
- Additional Reading Specialist and Math Interventionist

Brackett Community Pictures

