Benjamin G. Brown School 1900-2025

2025-2027 School Improvement Plan

Core Values

- physical and emotional safety
- academic excellence
- equity and access
- data driven decision-making
- engagement with families
- shared responsibility for students' social emotional and academic growth

Goal One and Supporting Data

Priority Area: Academic Excellence

District Priority 1.3: Identify and implement best practices for targeted supports to meet the academic and social emotional needs of students

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2023 Achievement	2024 Achievement	Change	2024 Target	N	Points	Reason
All Students	511.8	515.3	3.5	514.5	96	4	Recovery Path: Exceeded Target
Lowest Performing	491.3	488.6	-2.7	496.4	20	3	Path Forward: Met Target
High needs	496.6	499.7	3.1	499.2	26	3	Recovery Path: Met Target

English language arts growth - Non-high school				About the Data
Group	2024 Mean SGP	N	Points	Reason
All Students	57.9	65	3	Typical Growth - High
Lowest Performing	45.3	20	2	Typical Growth - Low

The number of "lowest performing" students who meet grade-level standard in literacy will increase significantly; this will be reflected in the MCAS scores of our "lowest performing" students increasing to an average 50+ SGP and 500+ average scaled score in ELA, as well as a decrease of students in grades K-2 who score in the "intensive" or "strategic" levels on DIBELS EOY assessment by six percentage points, all by the spring of 2027.

Action Steps / Outcomes for Goal One

1.1 ==Each Fall, all classroom teachers will work with reading specialists, instructional coaches, and ESL teachers to create success plans for the 20% of students in their class most in need of literacy intervention.==

1.2 Monthly sessions (PD/CPT) to follow up on literacy interventions (and extensions) and students' progress

1.3 (2025/26) school-wide instructional focus on data analysis, targeted instruction (interventions and extensions), and improving xblock

1.4 (2026/27) school-wide focus on creating systems and developing methods for sharing students across classrooms during the intervention period for efficient delivery of interventions and extensions

1.5 Leverage CST to design individualized interventions for students with the most significant proficiency gaps

1.6 Annual (PTA conducted) read-a-thon and school-wide celebration of authors and reading.

The average SGP for our lowest performing students in grades 3-5 will rise from **45.3** (**2024**), to 48 in 2025, to 50 in 2026, to the target of **50+ in 2027**.
Perspective: *The average SGP for all students (including the "lowest performing") in **2024 was 57.9**.*

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Perspective: *The average scaled score for non lowest performing students in 2024 was 515.*

The number of students in grades K-2 who score in the "intensive" or "strategic" levels on DIBELS EOY assessment will go down from **23%** (**end of 2023**) to 21% in 2025, to 19% in 2026, to the target of **17% in 2027**.
Perspective: *The number of students who scored in the "intensive" or "strategic" on DIBELS in the fall of 2024 was 32%.*

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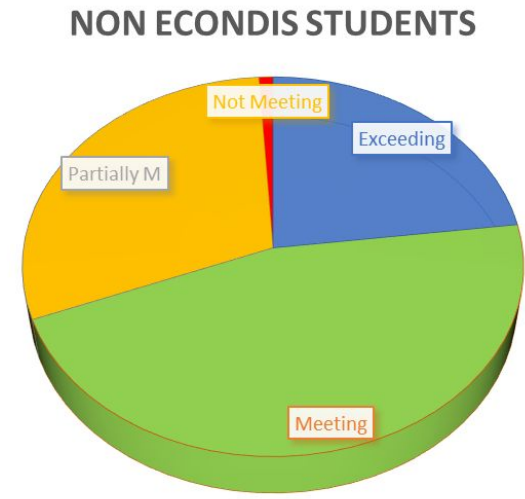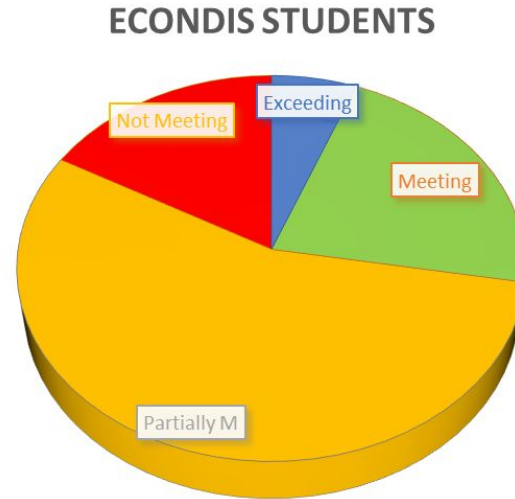**Perspective**: *The number of students who scored in the "intensive" or "strategic" on DIBELS in the fall of 2024 was 32%.*

Goal Two and Supporting Data

Priority Area: Equity and Access

District Priority 2.1: Develop a comprehensive system to disrupt persistent disparities across various student populations, with a particular focus on combating racial and ethnic inequities

Mathematics	Benjamin G Brown					
	N	% At Each Level				SS
		E	M	PM	NM	
All	97	20	41	35	4	509
High Needs	27	11	19	56	15	496
Econ Disadvantaged	18	6	22	56	17	494
Non-econ Disadvantaged	79	23	46	30	1	512

ECONDIS STUDENTS — Not Meeting, Exceeding, Meeting, Partially M

NON ECONDIS STUDENTS — Not Meeting, Exceeding, Partially M, Meeting

The number of economically disadvantaged students who meet or exceed grade-level standards in mathematics will rise significantly; this will be reflected in the percentage of economically disadvantaged students meeting or exceeding the standards (MCAS), which will rise from 28% (2024), to 50%+ in 2027.

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Action Steps / Outcomes for Goal Two

2.1 (Fall of 2025) two-year project of identifying (or designing) a lower-grades math intervention screener

2.2 Success plans will be created for economically disadvantaged students each fall.

2.4 (2025/26) school-wide instructional focus on data analysis, targeted instruction, and improving xblock

2.5 (2026/27) school-wide focus on creating systems and developing methods for sharing students across classrooms during x-block for efficient and targeted interventions and extensions

2.6 Leverage CST to design individualized interventions for economically disadvantaged students with the most significant learning gaps in mathematics

The average number of economically disadvantaged students in grades 3-5 meeting or exceeding the standards in mathematics (MCAS) will rise from **28% (2024)**, to 37% in 2025, to 46% in 2026, to the target of **50+% in 2027**.

Perspective: *The number of students meeting or exceeding who were not economically disadvantaged in 2024 was 68%.*

The average SGP for economically disadvantaged students in grades 4-5 will rise from **45.5 (2024)**, to 47 in 2025, to 49 in 2026, to the target of **50+ in 2027**.

Perspective: *The average SGP for students who were not economically disadvantaged in 2024 was 47.*

The average scaled score for economically disadvantaged students in grades 3-5 will rise from **494 (2024)**, to 496 in 2025, to 500 in 2026, to the target of **500+ in 2027**.

Perspective: *The average scaled score for students not economically disadvantaged in 2024 was 512.*

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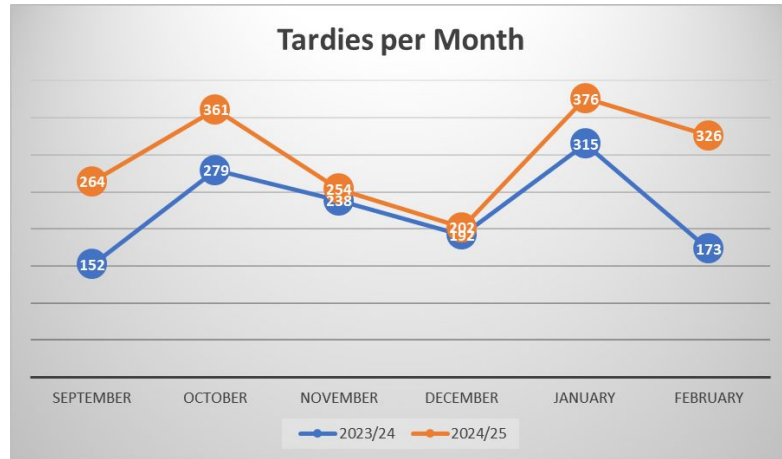
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Goal Three and Supporting Data
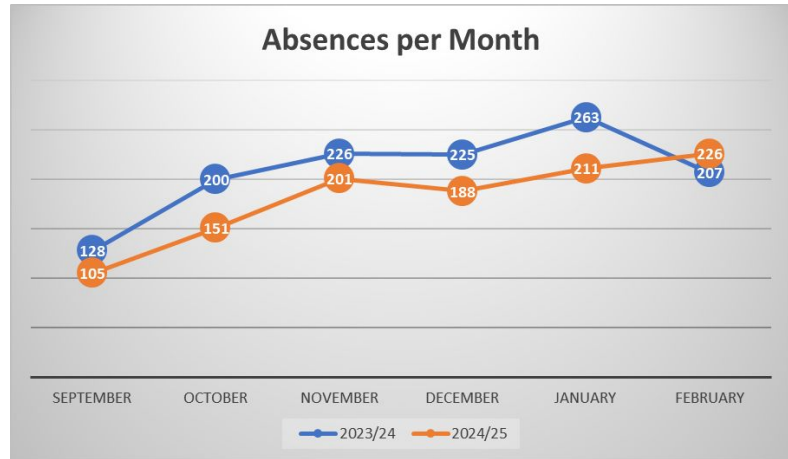
Priority Area: Wellness and Joy

District Priority 3.2: Create systems and leverage teams to promote wellness, prevent crisis, and proactively respond to students' needs on a systemic and individual basis

Tardies per Month

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
2023/24	152	279	238	192	315	173
2024/25	264	361	254	202	376	326

2023/24

T: 1,349

A: 1,249

Absences per Month

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
2023/24	128	200	226	225	263	207
2024/25	105	151	201	188	211	226

2024/25

T: 1,783

A: 1,082

We will decrease lateness and chronic absenteeism, as measured by ASPEN attendance data; this will be reflected in a decrease in tardies to below an average of 250 per month, and a decrease in the percentage of students who are chronically absent for the year to below 10%, both by 2027.

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Action Steps/Outcomes for Goal Three

3.1 <mark>Design and implement a flexible system of interventions to support families around attendance</mark>

3.2 Focus support on interventions for our lowest performing and economically disadvantaged students

3.3 Leverage SST to implement attendance interventions

3.4 The counseling team will develop and implement research-based and trauma-informed practices to create a welcoming school environment, including but not limited to, increasing living greenery in common areas of the school. Students will help care for and maintain the greenery.

3.5 Update and construct Calm Corners in every classroom and Specialist area, where students will have access to tools such as comfortable seating, visuals, and fidgets to help them regulate and feel their best in class

3.6 Use "Celebration Circles" in classrooms once per month to build and strengthen relationships, focusing shared energy on positive accomplishments and happy occasions

The average number of tardies per month will be below 300 in 24/25, below 275 in 25/26, and will reach the **target of below 250 in 2026/27**.

The percentage of students who are chronically absent for the year will be below 15% in 2024/25, below 12% in 25/26, and **below 10% in 26/27**.

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Goal Four and Supporting Data

Priority Area: Family and Community Engagement

District Priority 4.2: Build new capacity for family engagement, in families and educators, through collaboration on supporting and extend learning at home

Data from the 2023 Conditions for Learning Survey:
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"The School gives me clear information about how I can support my child's academic progress at home."
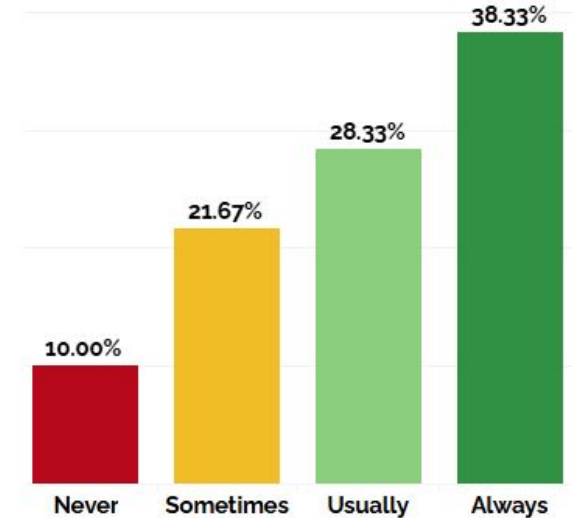
We will design and implement a school-wide approach to engaging families through sharing consistent and specific information on how they can best support the learning that is happening at school, at home; this will be reflected in the completion of the connected objectives, as well as the responses to the related questions on the Conditions for Learning Survey.

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Action Steps/Outcomes for Goal Four

4.1 Design and implement three family workshops per year: ELA, Mathematics, and SEL

4.2 Create digital spaces where teachers will share resources, creating a bank of activities and games that will be shared with families to support learning at home

4.3 Design and implement a system that standardizes how/when resources to support learning at home are shared across classrooms

4.4 Classroom teachers and Specialists will recognize student achievement in academics or SEL with a family celebration each school year. Ex: poetry slam, SEL skit, science exhibition.

All objectives/action steps will include methods to gather feedback from teachers and families to guide implementation.

As this is a new initiative, we do not have baseline data to measure the success of the goal. In lieu of percentages, we will consider the goal a success if the objectives are completed and feedback is gathered.

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SSC Members:

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- **Rachel Bourne**, Equity Lead, Classroom Teacher
- **Andrew Stattel**- ILT, Classroom Teacher
- **Alexandra Chase**- ILT, Classroom Teacher
- **Stephanie Vassillion**- ILT, Classroom Teacher
- **Mark Servello**- ILT, Classroom Teacher
- **Paul Morgan**- Parent
- **Kelly Williamson**- Parent
- **Ryan Williams**- Parent, PTA President
- **Christopher Ames**- Principal