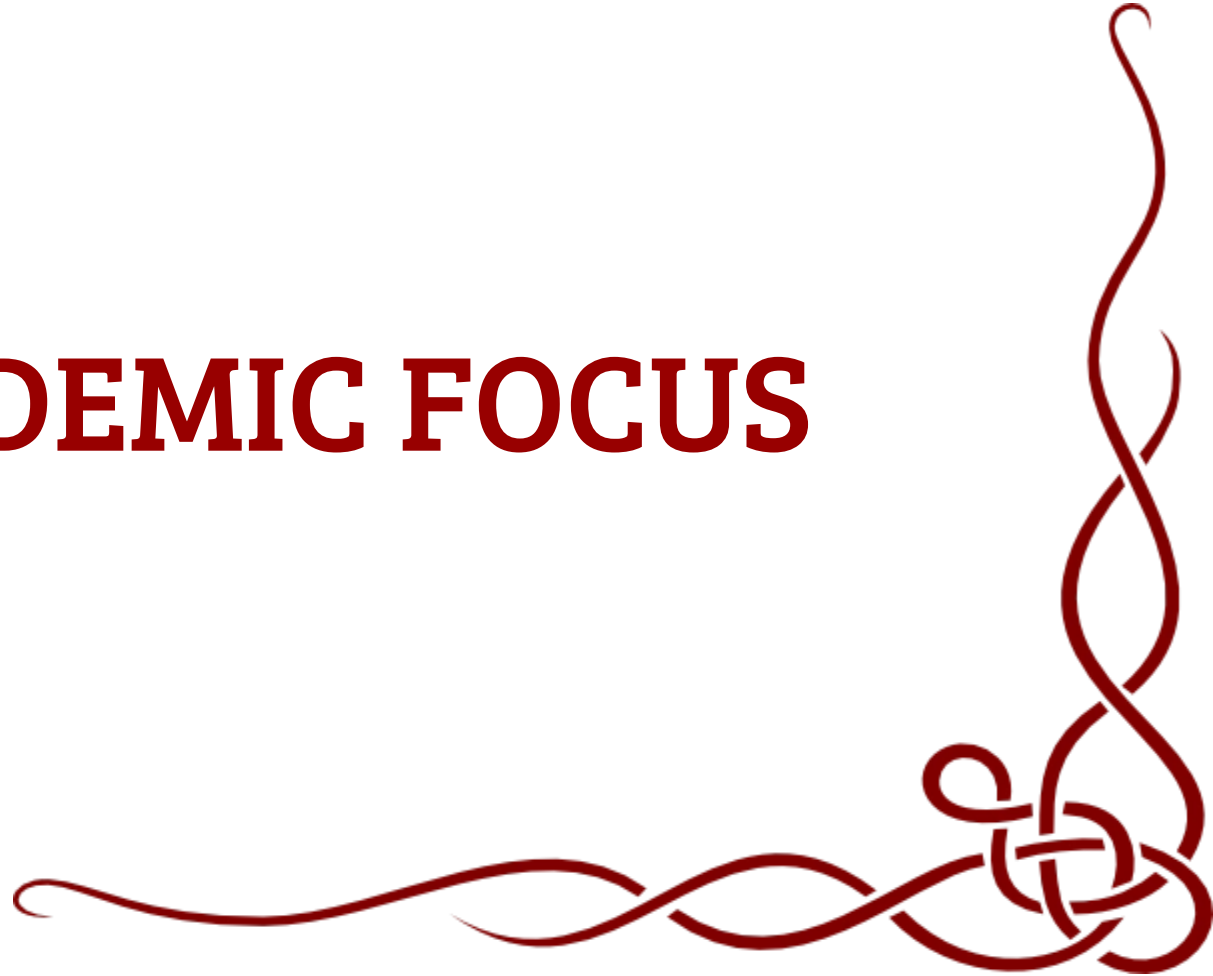


Benjamin G. Brown School



Designated as MA School of Recognition by DESE

ACADEMIC FOCUS



Academics at The Brown School

- Numerous classes taking part in project-based learning
- Ranked #1 school across urban districts, K-5
- 88% of students *Meeting or Exceeding Expectations* on MCAS in ELA
- 73% of students *Meeting or Exceeding Expectations* on MCAS in Math
- Girls Angle Math Collaboration (for all students)
- Implemented math extension in grades 3-5



High MCAS Performance in Math but Gaps Remain

	CPI/Scaled Score	Economically Disadvantaged	Non-Economically Disadvantaged	White	Asian	Hispanic/Latino	High Needs
2018	512.5	499.8	515.4	512.7	515.4	508.7	500.7
2017	516	502.2	518.6	518.2	508.3	506.4	501.4
2016	94.8	83.7	96.9	96.4	96.4	84.8	87.1
2015	92.3	77.4	96	93.7	100	80.7	77.1
2014	87.7	75.6	92.1	83.3	91.7	79.5	74

531 - 560	Exceeds Expectations
501 - 530	Meets Expectations
471 - 500	Partially Meets Expectations
440 - 470	Not Meeting Expectations

What We've Done So Far



- Identified students *Not Meeting Expectations*
- Provided targeted supports such as tutoring, improved home-school connections, improved access to school activities/events/extracurriculars
- Used Student Insights to ensure classrooms have appropriate amount of support
- Focused effort to ensure students were brought to MTSS review
- Small group and 1:1 instruction in the classroom

Going Forward: Moving to the Student Level

Nineteen students performed well below the average MCAS math performance. Of those in this group, we noticed:

- An overrepresentation of non-white students
- An overrepresentation of students from economically disadvantaged families
- Many are receiving additional school-based behavioral or academic supports



Digging Deeper: Examining Policies, Practices & The Student Experience

Over the next few months, we will:

- Learn more about the student experience
 - Ability to access to academic content presented in classroom
 - Shadow students to understand their school-day experiences
 - Ensure coordination of services between the classroom teacher and intervention specialists
- Examine school practices/policies
 - Use of student work to identify specific areas of weakness to target those areas
 - Examine use of differentiation strategies in the classroom
 - Ensure we are providing challenging, rigorous academic support to addresses skill gaps
- Meet with families to develop/review success plans for each child
 - Implement success plans with parents/guardians and their child

Next Steps for All Students



Teachers will focus on the students needing the most academic support in each classroom, using interim and classroom assessments 3x per year. Supports may vary by classroom depending on student needs.

Students in each class will receive extra supports not limited to:

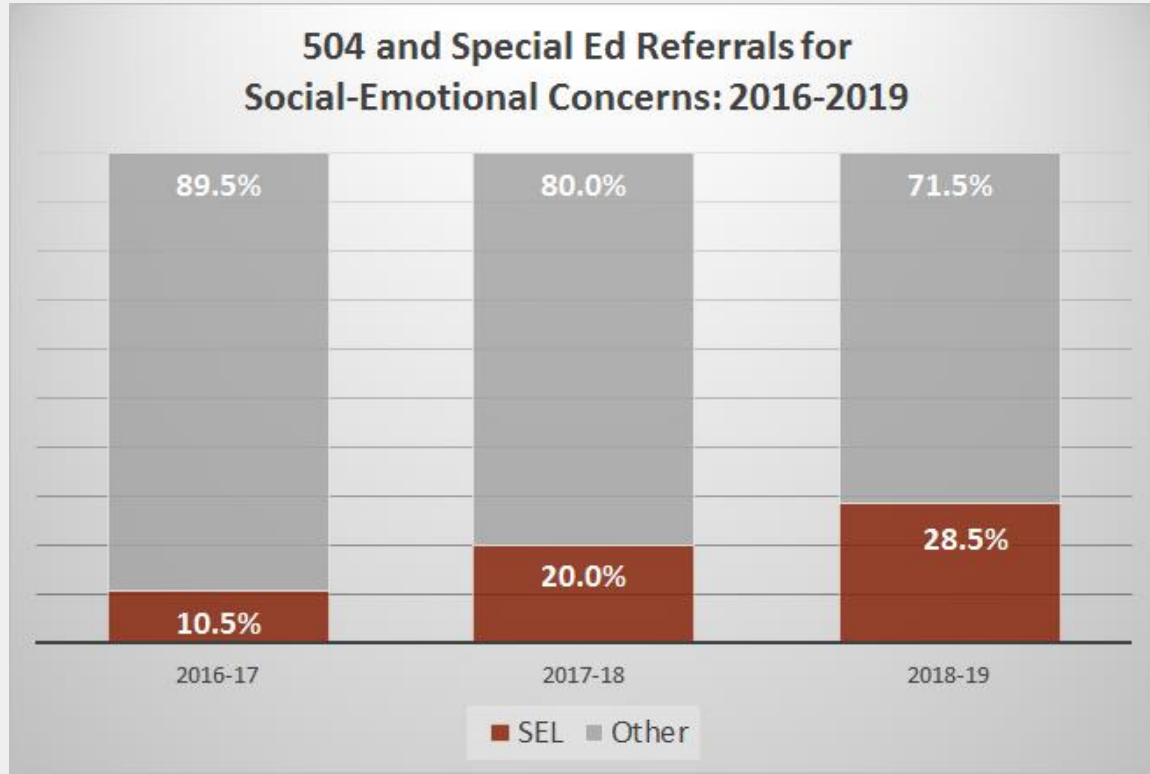
- Tutoring from a trained Tufts University student or a volunteer
- Parent/teacher communication/check-ins about progress
- One to one help from the classroom teacher
- Early intervention process to support students in the classroom
- Ensuring that accommodations and services are provided as needed and are well-coordinated
- Teachers examine student work to plan future lessons and accommodations



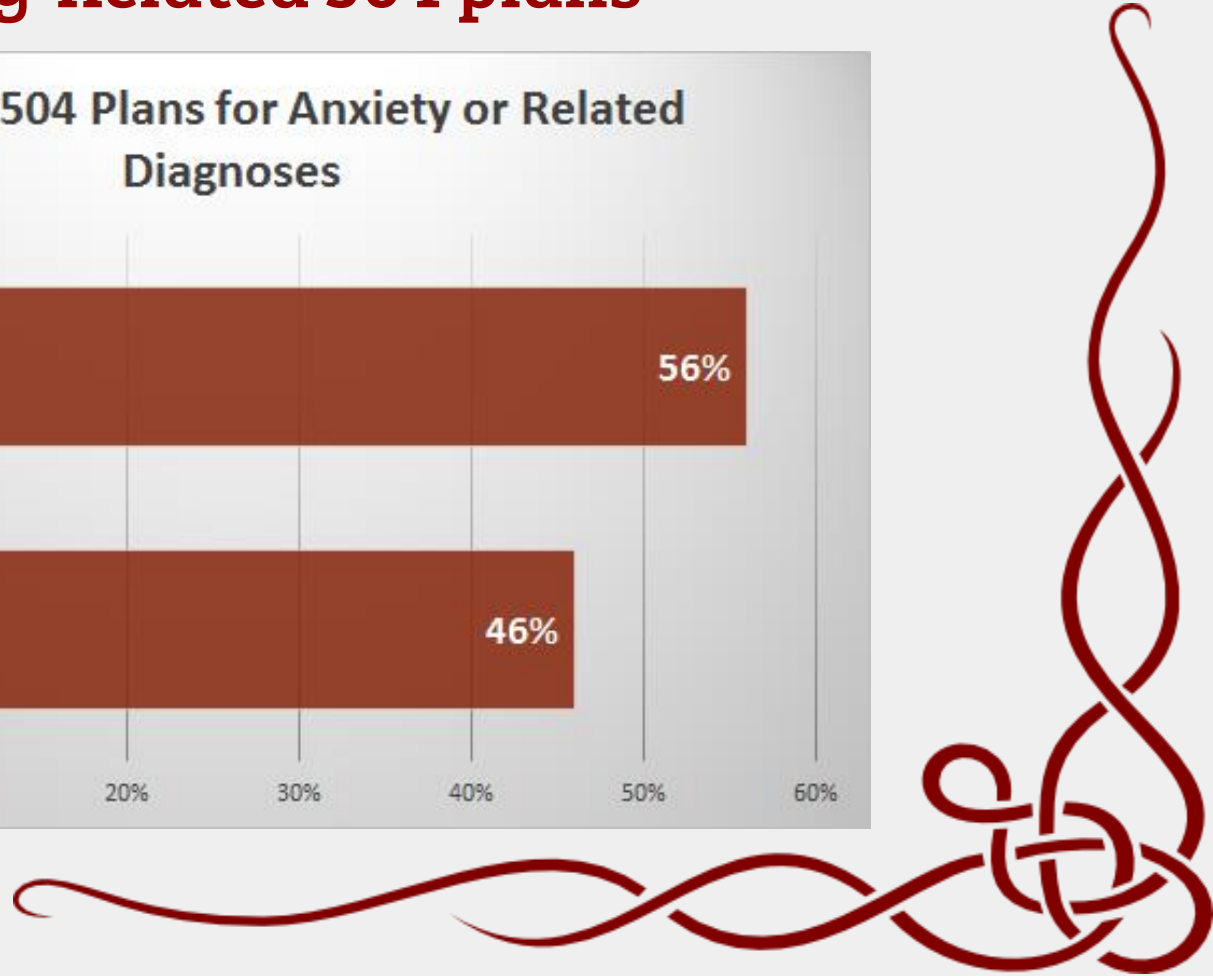
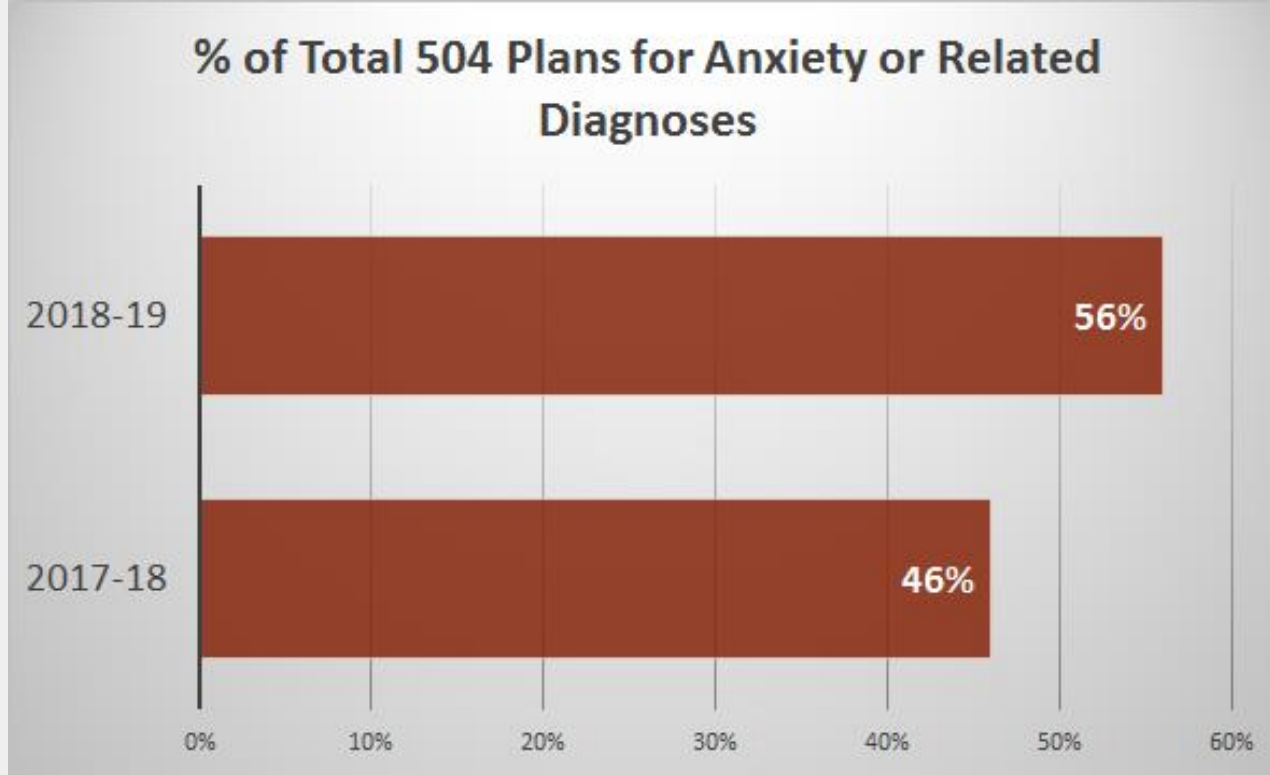
WELLNESS FOCUS



Wellness: shifting from a focus on friendships to a focus on anxiety and related issues



Anxiety-Related 504 plans



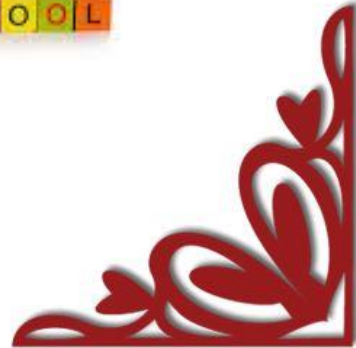
Why are Students Anxious?

Most Common Causes:


- High Expectations
- Trauma
- Abundance of Extracurricular Activities
- High Stakes Testing
- High predominance for students with ADHD/Autism



*Anxiety affects 1 in 8 children nationwide



Preliminary Next Steps: Ways to Support Wellness

- Referring children who need services for emotional/social needs as necessary
 - Using Student Insights to ensure classrooms have appropriate amounts of support attached
 - Providing children with access to safe play spaces
 - Using Mindfulness within the classroom setting to refocus and calm students
 - Individual counseling, groups, and check-ins for students around coping strategies for anxiety
 - Therapy dog visits for students with high anxiety
- 

Digging Deeper: Examining Policies, Practices & The Student Experience

Over the next month, we will:

- Learn more about the student experience
 - Survey students to understand how/whether feel anxious
 - Gather parent feedback on causes of anxiety and strategies to address
- Examine school practices/policies
 - Provide challenging, rigorous academic support to addresses skill gaps
 - Look at the effectiveness of our intervention system
- Identify next steps based on findings and implement them

School Improvement Goals

Environmental Stress (Student Anxiety)

- Modify at least 25% of classrooms to be more calming for students
- Complete the design of a safe, inviting playground space
- Reduce percentage of 504 plans for anxiety or related diagnoses from 56% to 40% by June 2020

Academics: MCAS Math Performance

- 100% of all students *Meeting* or *Exceeding Expectations* by June 2020
- Reduce number of students *Partially Meeting* and *Not Meeting Expectations* in Math by half by June 2020

Questions?

