



Benjamin G. Brown School



SCHOOL IMPROVEMENT PLAN

September 2016 - September 2018

SCHOOL INFORMATION

School Name: Benjamin G. Brown School

Grade Levels: K – 5

Principal: Shawn Maguire

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NCES ID: 251089001732

School Title I: Non Title I School (NT)

SCHOOL COUNCIL MEMBERS

Shawn Maguire, Principal/Chair

Julie Jasper, Teacher

Sandra Dumas, Teacher

Paula O'Sullivan School Committee Member/Parent

Genevieve Walsh, Parent

Cecelia Guzman, Parent

April K, Parent

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2016-2018 School Committee Goals

1. **Increase achievement and access for all students. Reduce all performance gaps by half.**
 - Reduce/eliminate gaps in college admittance and persistence
 - Increase Advanced Placement/Honors access
 - Reach an SGP of 60 in the aggregate and for subgroups: Special Education, ELL, Black
 - Increase graduation rate

2. **Develop and implement a comprehensive PreK-12 social-emotional learning framework that provides students with the skills they need for social and academic success.**
 - Student Initiated (self) referrals for counseling
 - Second Step consistency
 - Decrease dropout rate
 - Progress measure students receiving intensive social/emotions service
 - Decrease suspension rates, increase attendance rates

3. **Increase engagement with the community to reflect the community in which we live.**
 - Increase diversity of parent participation in decision-making processes at school and district levels (participation on committees and their roles)
 - Strategic plan to increase opportunities for parent/family engagement and leadership
 - Parent guardian attendance at teacher conferences and ongoing communication, including use of technology-based tools

4. **Continue to develop and implement innovative ways of measuring student academic performance and school quality such as formative assessment, performance-based tasks, and whole quality indicators.**
 - Creation of a cohesive targeted use of blended learning to address gaps and promote academic enrichment and performance-based tasks using best practice and online learning
 - Further development and implementation of broad-based whole school quality instrument

5. **Develop a comprehensive plan for Universal Kindergarten Readiness that supports intellectual, physical, and social/emotional growth from birth to Pre-K.**
 - Early intervention services and outreach (number of referrals and subsequent number of children served, timeliness of referrals, parents feel like can get more info and services if they need it)
 - Increase in percent of outside providers/partners calibrating with SPS standards/program
 - Data tracking for birth-3 and playgroup participation
 - Successful implementation of online registration

6. **Develop and implement a strategy to recruit, develop, and retain a diverse and talented staff.**
 - Trends in HR entry data relating to licensure, experience, race, ethnicity, language
 - Data on retention and from exit surveys
 - Staff climate surveys

About Benjamin G. Brown School

Mission

The Brown School Community including teachers, parents, students, support staff and volunteers will continue to strive for higher academic achievement and social emotional health by:

1. Building lessons and experiences that are built around the Massachusetts State Frameworks that are inclusive and engaging for every student.
2. Striving to incorporate STEAM ideology in classroom lessons, student experiences, and improvements to the structure of the building.
3. Implementing the Second Step Social Skills Curriculum weekly in all K-5 classrooms and targeting students in need of additional support services to provide a stable strong school environment.

School Goals (with Theory of Action)

School Information

The Benjamin G. Brown School is a k-5 elementary school. It has a high rate of parent involvement. The academic achievements of the building are high and was name a “Commendation School” in Massachusetts in 2016. The school works with Tufts University and has many student volunteers to tutor and mentor students. There is also a partnership with STOMP at Tufts University and Parts and Crafts in Somerville to boost STEM learning.

Additional Data

Non-Academic	2013-2014	2014-2015	2015-2016
Attendance	96	96	96.1
% In School Suspension	0	0	0
% Out of School Suspension	0	1	0
Stability Rate			
Academic			
PPI (Proficiency Gap Narrowing)			
K-Readiness			
Grade 3 ELA Proficiency	96.3	98.7	95.2
Grade 8 Math Proficiency	-	-	-
ELL % Making Progress	-	-	-
Grade 5 Math Growth Percentile	83.1	91.5	90.9
School Culture			
Student Character & Wellbeing			

Students

Students at the Brown School are consistently some of the highest performers in the state. However, we do have some social emotional concerns including but not limited to Initiating play, taking turns, solving problems, finishing play, sharing, being flexible (not just what you want), apologizing, share parts of conversation, use good manners, kind language, pick up on social cues, being a good sport, taking perspective.

	2015-2016	2016-2017
Total Enrollment	269	236
Students with Disabilities	6.3%	8.5%
First Language not English	10.8%	12.7%
Limited English Proficiency	0%	1.7%
Economically Disadvantaged	15.6%	13.1%

Ethnicity	2015-2016	2016-2017
Hispanic or Latino	11.9	8.5
Non-Hispanic/Latino	88.1	91.5

Race	2015-2016	2016-2017
White	70.3	72.0
Black/African American	1.5	0
Asian	8.2	9.7
Native American	0	.4
Native Hawaiian	0	0
2 or more races	8.2	9.3

NOTE: Students in the race categories may also be Hispanic or Latino.

Staff

	School	District	State
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Total # of Teachers	19.4	420.5	72,384.1
% of Teachers Licensed in Teaching Assignment	100.0	98.6	97.4
Total # of Classes in Core Academic Areas	103	1,846	348,472
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	98.2	96.3
Student/Teacher Ratio	13.8 to 1	11.7 to 1	13.2 to 1
% of Teachers Who Have Professional Status	68%		
% of Teachers Who Are Non-Professional Status	32%		

Student Wellness Foci for the 2016-2018 School Years

Friendship and Social Skills

Data Story

Student Service Delivery at the Brown School

Special Education

- There are **230 students enrolled** in the Benjamin G Brown Elementary School
- There are **22 students on an IEP** (9.5% of the school population)
- Out of the 22 - there are **5 students who receive Speech only** (2% of the school population)
- Out of the 22 - there are **2 students who receive OT only** (less than 1% of the school population)
- Out of the 22 - there are **15 students who receive academic support** (6.5% of the school population)
 - Out of those 15 students who receive academic support - **1 student is an academic consult only**
- Out of the 22 - there are **5 students who receive Adjustment Counseling**
 - Out of those 5 - **1 student is an Adjustment Counseling Consult only**

504

There are 15 students who receive accommodations through a 504 Accommodation Plan

Counseling

There are 66 students who receive Counseling services. Counseling services are provided through the Counselor Educator, School Adjustment Counselor, Riverside, or other outside counseling agencies.

Out of those 66 students

- 37 students were referred for Social Skills, as the primary concern
- 27 students were referred for Emotion Regulation, as the primary concern
- 2 students were referred for Academic support, as the primary concern

We surveyed the classroom teachers to get a sense of which students require additional social/emotional support and are not receiving any counseling services. We found that there are a total of 22 students who are in need of additional Emotion Regulation and Social Skills Support. These students are not currently receiving any counseling services.

Out of those 22 students:

- 6 students were referred for Social Skills only
- 5 students were referred for Emotion Regulation only
- 11 students were referred for both Social Skills and Emotion Regulation

86% of the students of those in counseling for Social Skills Deficit have difficulty with Friendship skills.

Additional Information

We surveyed classroom teachers and coordinated that data with the counseling data.

Next Steps and Theory of Action

Action	Who	When
School Wide focus on skills needed to build friendship: Initiating play, taking turns, solving problems, finishing play, sharing, being flexible (not just what you want), apologizing, share parts of conversation, use good manners, kind language, pick up on social cues, being a good sport, taking perspective.	Whole Staff	April 2017- June 2018
Student focus groups/ interview /activity in disguise	ILT members/ Teachers	March 2017
Continue with Playworks	Caroline Barclay/Playworks	2017- 2018 school year
Ensure adults/other kids model the skills	K-5 lessons on bullying	2017- 2018 school year
Ensure 2nd Step implemented with fidelity	Counselor Educator/ Classroom Teachers/ Principal	2017- 2018 school year
Opportunities for students to practice skills and receive feedback from adults	Whole staff/Community	2017- 2018 school year

Academic Foci for the 2016-2018 School Years

Math CPI for Economically Disadvantaged Students

The gap between non disadvantaged students and disadvantaged students was measurable at 11.1 points. Although the school has been closing the gap in previous years, the gap is still present and needs to be an academic focus. Students who are economically disadvantaged deserve the same high standards and achievement as our students who are not disadvantaged.

Data Story

Math CPI for Subgroups

	All Students	Economically Disadvantaged	Non-Econ Disadv.	White	Asian	Hispanic /Latino	High Needs
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
2013		69	91	85	88	78.1	73

After looking at this set of data, the school team decided to focus on improvement of the CPI for Math in the subcategory of Disadvantaged Students.

Additional Information

There is a professional learning community of 6 teachers who meet every Monday for 12 weeks to consult, research and collect data about the unique students at the Brown School who are economically disadvantaged. They came up with a way to chart each student in every class using excel. More information about what aspects of school and home life may contribute to success and to lower achievement when the data collection is complete. Students in need will be assigned tutors or given extra help in class with 1:1 support or differentiation in instruction.

Next Steps and Theory of Action

Action Step	Who	When
Support in math for struggling readers (Tufts tutors or other)	Teachers/ Tutors/ Parents/ School Wide Para	During XBlock, in class and at Home
ID relative weakness at beginning of year to focus	Classroom Teachers	Start of school year 2017-2018

Monitor progress using STAR results	Classroom Teachers	Three times a school between 2016- 2018
Focus on Short Answer and OA (word vs numerical)	Classroom Teachers / Tutors	In Focused Lessons
Get Math intervention for Struggling Students	School Wide Para	2017-2018

Overview of Goals

	SY2015-2016 Data Summary	Sept 2017 Benchmark	September 2018 Goal
Create an environment of support for students in need of skills to increase friendships. The Amount of need from Students who do not receive counseling should decrease by 50%	In a teacher survey, students were identified as needing counseling services. Out of those students, 86% needed help with friendship skills.	Decrease the amount of students who need services by 50% focusing on Second Step, modeling skills needed and using the Adjustment Counselor as a resource.	The amount of students who struggle with friendship skills will decrease. Every child’s social needs will be accommodated in or out of class.
Improve the average CPI of economically disadvantaged students by 10 points in math as measured by MCAS.	Students who were economically disadvantaged scored below the average of non-economically disadvantaged by 11.1 points in MCAS Math CPI.	Close this achievement gap by 5 points in the MCAS Math CPI.	Close this achievement gap by a total of 8 points in MCAS Math CPI.

Appendix

Definitions

- **Suspensions** –Percentages represent the percentage of disciplinary events that led to a suspension.
- **Stability Rate** – The percentage of students who are enrolled in October 1st of the school year and remain enrolled through June 1st of the school year.
- **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** – Measure administered for several years, Fall, Winter, Spring of Kindergarten. Some Somerville specific benchmarks may vary from nationally normed DIBELS benchmarks.
- **Phonological Awareness** – Awareness of the constituent sounds of words in learning to read and spell. The constituents of a word such as *bake* can be distinguished in three ways: a. by syllables, as /bāk/. b. onsets and rimes, as /b/ and /āk/. c. by phonemes, as /b/ and /ā/ and /k/.
- **Phonemic Segmentation** – Ability to verbally produce individual phonemes in each word (i.e., break apart the sounds in the word *sat* to “/s/ /a/ /t/”).
- **Phonemic Segmentation Fluency** – This DIBELS subtest measures the number of sounds a child can segment and repeat back to the teacher within a minute.

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2016 Accountability Data - Benjamin G Brown

Organization Information			
District:	Somerville (02740000)	School type:	Elementary School
School:	Benjamin G Brown (02740015)	Grades served:	K,01,02,03,04,05,06
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 1	Meeting gap narrowing goals Commended for high achievement -high progress -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		93

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		100	Met Target
High needs		88	Met Target
Econ. Disadvantaged		-	
ELL and Former ELL		-	
Students w/disabilities		-	
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		-	
Hispanic/Latino		-	
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		100	Met Target