



Broadmeadow Elementary School

School Improvement Plan 2022-2025

Broadmeadow School Council 2022-2023

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Overview

The Broadmeadow Elementary School supports more than 500 students in 25 classrooms. We are also the home of the Connections Program which is a therapeutic learning environment and provides structured behavior support with a skilled staff of special educators, teaching assistants and a dedicated counselor.

The student population of Broadmeadow includes about 30% of students who identify as students-of-color. 3% of our students are Boston-resident students enrolled through the METCO program. 20% of our students are currently receiving services through an IEP or 504 and 4% of students are ELL.

Our students are supported by 87 members of our faculty. The Broadmeadow faculty is composed of strong educators from a variety of learning backgrounds and with a span of teaching experience.

Process

The following School Improvement Plan was crafted during the 2021-2022 school year based on feedback from our three most important stakeholders: our students, our faculty and our community. This year the Broadmeadow Elementary School has reached out to each group to better understand where our strengths and areas for improvement are. As a first year principal, Andy Garlick structured a principal transition plan that included opportunities for conversations with faculty members and parents of students. These meetings helped to guide goal development and refine our process for gathering additional feedback.

The Broadmeadow School Council gathered for our first meeting in October and quickly went to work to review the previous school improvement plan and gather information and feedback about current efforts. We did this by crafting a faculty feedback form that was used to understand our progress towards our SIP goals and the relevance of each goal for future work.

Fifth-grade students were enlisted to help provide valuable insight into their experiences as students at the Broadmeadow School. Four student focus groups were created and facilitated by Mr. Garlick. This information was vital to understanding the student experience and to informing areas for improvement.

Members of the School Council then created a family feedback form that was sent to all families in the winter and reviewed in February. The survey received 89 responses which included feedback from a variety of parent groups.

Using each of these pieces of feedback, the School Improvement Plan was created. The Plan and the outlined goals were thoughtfully crafted to advance the work in progress at Broadmeadow to support student learning and development and to meet the needs of our students in this unique learning environment.

Progress indicates work towards the School Improvement Plan and accompanying goals during the 2022-2023 school year.

NEEDHAM STRATEGIC PRIORITIES:

1. All Students Are Drivers of Their Own Learning

- 1A) Incorporate opportunities for student choice, independent learning, & personalized pathways*
- 1B) Provide structures & experiences that enable student efficacy, leadership, and voice*
- 1C) Teach students the content & skills necessary for them to grow personally and academically.*

2. All Students Experience Integrative Teaching & Learning

- 2A) Extend interdisciplinary teaching and learning practices Pre-K to 12*
- 2B) Embed Portrait Competencies, Technology, Inclusive Practices, SEL, and Equity into all curricula and instructional practices*
- 2C) Provide opportunities for students to demonstrate knowledge and skills through multiple means of expression.*

3. All Students Learn & Grow Within Adaptable Environments

- 3A) Support and design classroom models and environments that foster collaboration & innovation*
- 3B) Provide time, schedules, and spaces that promote learning objectives*
- 3C) Complement instruction with accessible learning beyond the classroom, within the community, and in partnership with families.*

4. Infrastructure Supports Needs of All Students

- 4A) Provide staffing, facilities, and budget resources aligned to district priorities*
- 4B) Implement a recruitment, retention, and development process for staff growth and diversity*
- 4C) Establish a professional learning structure supporting equity and the Portrait vision.*



Broadmeadow Elementary School Improvement Plan SY22-25

Fostering a Supportive and Inclusive Community				
School Goals	NSP	Action Steps/ Strategies Employed	Impact on Students/Measures of success	Progress
1. Continue to embrace Broadmeadow's diverse community and foster an environment in which all members feel welcomed and essential.	1B, 3A, 3C	<ol style="list-style-type: none">1. Provide professional development opportunities for faculty to support equitable and culturally responsive pedagogy and curriculum.2. Build classroom libraries and provide instruction that incorporates diverse people to reflect different cultures, races, family structures, religions, and gender orientation.3. Continue to partner with the Broadmeadow PTC in order to provide opportunities to engage in learning together to explore anti-bias and social justice topics as a community.4. Create a community time block in the schedule that can be used for community building activities (All-School Meeting, buddies, grade-level collaboration).5. Gather feedback about student learning experiences related to cultural traditions and celebrations and create opportunities for shared access to this learning.	<ul style="list-style-type: none">• Teaching and learning schedule will provide a structure that allows for integration of special area learning into classroom instruction, supports effective implementation of the Learning Center model and a community events block.• District-level and school-level student feedback will demonstrate that multiple student groups can identify multiple books and resources that reflect their personal identity.• Faculty and families will have an opportunity to engage in group learning related to anti-bias and social justice topics together at least two times per year.	<ul style="list-style-type: none">• The Learning Center model has been supported through a second year of implementation.• A common community block time, scheduled consistently on the morning of district-based early releases) has allowed for multiple thoughtful all-school meetings to deepen community belonging and strength school-wide learning.• The PTC has continued to be an active and integral partner in our school's pursuit of this and all SIP goals. This year we have continued to increase the inclusivity and equity of all of our partnership events. The PTC has helped to structure engaging opportunities for our students to learn about civic engagement in our community.

2. Students will develop skills needed to be active and informed members of their community. They will acknowledge and appreciate the diversity of their world, town, school and classroom, and will learn how to sustain positive relationships with other members of our school, commonwealth, nation and world community. ¹	1B, 2B, 2C	<ol style="list-style-type: none">1. Create opportunities, including school events and activities, that enable the broader Broadmeadow Elementary School Community to interact with each other in a positive school-centered way. ²2. Build on anti-bias, anti-racist, LGBTQ support and other inclusive practices through faculty meetings and partnership with the Broadmeadow PTC.3. Integrate civic lessons and service learning opportunities into grade-level learning. This will provide students with a chance to apply their skills while helping our community.4. Evaluate, advance and integrate social studies learning with racial literacy lessons across the grade span.	<ul style="list-style-type: none">● Students will experience anti-bias/social justice programming to provide them with skills to have difficult conversations and engage with their peers in a positive way.● NPS survey reflects at least a 5% increase of students, families, and staff who feel the curriculum, materials and programming represent the students at Broadmeadow and the community around us.● At least one service learning opportunity will be completed in each grade level by the end of the 24/25 school year.	<ul style="list-style-type: none">● Broadmeadow fifth-grade students have participated in the launch of an updated and culturally responsive social studies curriculum called Investigating History. This curriculum has provided an anti-bias and social justice frame to learn about fifth grade social studies standards.● Broadmeadow students will provide feedback via the NPS survey during the last quarter of SY23.● Multiple grade levels are engaged in service learning projects. We are on track to meet our goal by the end of the 24/25 school year.
3. Support students and educators by developing a shared vision of students' experiences, school behavior expectations and common values. ³	1A, 1B, 1C, 2B, 3A, 4A, 4B, 4C	<ol style="list-style-type: none">1. Create opportunities for faculty, student and community feedback.2. Utilize student voice to help lead the embedding of behavior expectations and school values throughout the day and within all aspects of the learning environment.3. Utilize All-School Meetings for shared vision building and communication.4. Collaborate with school-centered groups, including NEDP and NCE, to align behavioral expectations for students across a variety of settings.	<ul style="list-style-type: none">● Students, faculty and families will be able to provide feedback about their experiences at Broadmeadow and about possible ways to support the continued learning of our school community.● All-School Meetings will be held about once a month and include student voice to lead our school's developing of a supportive and inclusive community.	<ul style="list-style-type: none">● Broadmeadow families were provided an opportunity to provide direct feedback to Principal Garlick via a Google Forms survey during the spring of 2023. These results will guide his thinking about next steps for the school and faculty. The School Council has engaged in conversations regarding opportunities for feedback from the Broadmeadow community during the fall of 2023.● All-School Meetings have been a highlight of this year. Meetings have focused on the Community Art Project, a theme of belonging, strategies to make friends, and school-wide expectations for student behavior.

¹ Community Feedback - 75% Progress / 85% Support

² Principal Transition Plan

³ Faculty Feedback and Fifth Grade Focus Groups

Promoting Academic Excellence				
School Goals	SP	Action Steps/ Strategies Employed	Impact on Students/Measures of success	Progress
4. Create opportunities and provide targeted instruction in order to meet the needs of diverse learners at Broadmeadow. ⁴	2A, 2C, 3A, 3B, 3C, 4C	<ol style="list-style-type: none"> Continue to deepen implementation of and seek to develop equitable instructional practices for all students. Utilize assessments and data systems to identify areas of relative strength and areas for targeted improvement in core subjects. Provide opportunities for student-centered learning throughout students’ daily experiences, including for those students who have already met the learning target in a given subject. Build upon and improve the Learning Center model to provide effective special education support to students in all grades. Continue to foster a vibrant and effective Connections program. <ol style="list-style-type: none"> Provide specific and targeted learning opportunities for Connections staff. Structure and deliver professional development for full Broadmeadow faculty to support students enrolled in the Connections program. Develop social skills and strategies amongst all students at Broadmeadow so that Connections students are able to thrive in the Broadmeadow community. Build and support integrative experiences for the arts, world language and media/digital learning into the school day and student learning experience. 	<ul style="list-style-type: none"> Fragile readers, writers, mathematicians will demonstrate more than one year’s growth in specific content areas as measured by Star Math, BAS, and/or other common assessments. MCAS (Gr. 3-5) Lowest Performing, High Needs, Students with Disabilities along with racial subgroups will exceed targets in ELA and Math. Special Educators, ELL teacher, Literacy Specialists, Math Coach, and general educators will continue collaboration focused on how to best support all students. Students who have already met the learning target in a given subject will be provided opportunities to extend their thinking and engage in additional extended learning when appropriate. Creation of a school-wide schedule that seeks to provide opportunities for collaboration between teachers and students and supports an efficient use of special education and instructional supports. Students will be provided with opportunities to share their learning with members of the larger school community during events within and outside of school hours. 	<ul style="list-style-type: none"> During the 2022-2023 school year, the Broadmeadow Coaches Team has actively engaged in a data-driven conversation about teaching and learning at Broadmeadow. This group has used the text <u>Street Data: A Next-Generation Model for Equity, Pedagogy and School Transformation</u> as an anchor text for collecting data from the school community and refining the Child Study process for academic and social-emotional concerns. The Broadmeadow Teacher Leaders Team developed a school-wide tracking system for Collaborative Planning Time (CPT). This system allowed for the efficient use of Broadmeadow instructional resources. Additionally, the Teacher Leaders Team structured an opportunity for Broadmeadow (and district) faculty to deepen their learning in multiple realms including: social-emotional, classroom management, cross grade-level learning, and representative literature. Students were provided with opportunities to share their learning through open houses, all-school meetings, public displays, and school committee presentations.

⁴ Principal Transition Plan & Faculty Feedback

5. Students will continue to develop as mathematical thinkers and problem-solvers who seek to engage with the world around them. ⁵⁶	2A, 2C, 3A, 3B, 3C, 4C	<ol style="list-style-type: none">1. Implement Learnzillion Illustrative Math Curriculum in grades K-5.2. Support implementation of this program with targeted district-level and school-level professional development for classroom teachers, special educators, teaching assistants and administrators.3. Faculty will utilize CPT to explore and tailor instruction to the students of Broadmeadow.4. Students will increase their ability to participate in facilitated math discourse as provided by new lesson structures.	<ul style="list-style-type: none">● By the end of the 2022-2023 school year, the Illustrative Math curriculum will have been implemented in all grade levels. Educators will have had an opportunity to learn about the curriculum and to plan with grade-level colleagues and special educators.● Student assessments, including STAR Math, will be used to identify students in need of intervention.● Students will have an opportunity to participate in structured math discourse lessons in all grade levels.	<ul style="list-style-type: none">● Educators in grades K-5 effectively implemented the Illustrative Math curriculum. This included thoughtful and detailed professional development, collaboration and planning, and data-based implementation. Next steps include a deeper dive into interventions and extensions within the parameters of the program.● Math assessments were integral in decisions regarding math support and interventions. This work will continue to grow and develop as we collect an extended amount of longitudinal data for our students.
6. Students will continue to develop as lifelong readers and writers who engage in deep discussions about literacy and communicate clearly in both spoken and written form. ⁷	2A, 2C, 3A, 3B, 3C, 4C	<ol style="list-style-type: none">1. Utilize a literacy leadership team to collect and analyze relevant literacy data in order to direct literacy instruction and intervention.2. Evaluate and update literacy instruction and intervention based on recent research on the science of reading.3. Students will be provided with opportunities throughout their learning experience, including during specials, to use their developing reading and writing skills to share their ideas, advocate for themselves and effectively communicate with others.	<ul style="list-style-type: none">● Analysis of school-level literacy data will demonstrate an increase in student achievement and a decrease in opportunity gaps amongst subgroups.● CPTs and independent coaching cycles will include analysis and improvement of Tier 1 and Tier 2 instruction of literacy skills.● Student work from across the grade span will demonstrate a variety of ways to engage with texts and to utilize writing skills.	<ul style="list-style-type: none">● Broadmeadow continues to deepen and refine its use of student data to direct literacy instruction. This year, the Early Bird Screener has been administered in grades K and 1 and has provided valuable insight into the learning needs of students. This data has helped inform modifications to Tier 1 and 2 instruction.

⁵ Community Survey - 84% Support
⁶ District Curriculum Guidelines
⁷ Community Survey - 93% Progress / 92% Support

7. Social Emotional Learning - Students will develop effective social-emotional skills so that they succeed across a variety of settings. ^{8 910}	2B, 3A, 3C, 4A, 4C	<ol style="list-style-type: none">1. Support implementation of effective classroom environment structures and routines including those outlined in Responsive Classroom .2. Utilize grade-level teams to provide instruction in prosocial behaviors, for example those outlined in the Social Thinking Curriculum .3. Identify students and/or classes for targeted instruction in executive functioning skills (SMARTS Curriculum).4. Continue to create and support physical areas of the school that provide SEL support to students when needed .¹¹ This includes increasing movement break areas and sensory input spaces.5. Students will learn strategies to use to help self-regulate their emotions, including increased anxiety. These strategies may include mindfulness, sensory tools and the use of outdoor spaces.6. Continuing to support the Kindergarten Centers Model to build problem-solving skills, independence and prosocial skills.	<ul style="list-style-type: none">● Faculty survey and observations will demonstrate an increase in foundational positive classroom environment structures and routines to support students’ emotional well-being and developmental growth.● A scope and sequence of prosocial behavior lessons will be developed, aligned and implemented across the grade-spans. This work will be led by the school counselors and guidance team.● NPS survey and other survey instruments indicate students report less anxiety over the course of the year.● Creation of more spaces that support proactive self-regulation strategies.● District-level and school-level surveys will reflect a decrease in anxiety amongst students.● The effect of the Kindergarten model will be assessed by students’ ability to effectively transition their learned skills to their 1st grade year.	<ul style="list-style-type: none">● During the 22-23 school year, a focus was placed on school-wide community building with a focus on belonging. Next steps for this work include: school-wide alignment of Second Step Lessons based on developmental need, school-wide expectations and prosocial skills.● Broadmeadow will collect survey information regarding belonging and academics from students in grades 3-5 at the end of the 2022-2023 school year. These results will help guide decisions regarding next steps in this area.● New-to-Broadmeadow teachers were encouraged and supported to engage in Responsive Classroom training courses.● The SMARTS and Social Thinking Curriculum were not initiated this year and the School Council and Broadmeadow faculty will revisit these goals during the 2023-2024 school year.
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Glossary of Terms					
Term	Definition	Term	Definition	Term	Definition
CPT (Collaborative Planning Time)	Collaborative Planning Time is a scheduled opportunity for educators to gather and discuss student learning, curriculum planning and general elements of the school learning environment (events, communication, etc.). At Broadmeadow we have grade-level CPTs (classroom teachers, special education liaisons, coaches) and specialist CPTs (PE, Art, Music, Spanish, Media, Technology).	MTSS: Multi-Tiered Systems of Support	MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring and evidence-based supports and strategies with increasing intensity to sustain student growth. MTSS is not just about tiered interventions, but rather how all the systems in a school or district fit together to ensure a high quality education for all students. Massachusetts DESE MTSS Overview	Responsive Classroom	Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is a set of research and evidence-based practices designed to create safe, joyful and engaging classrooms and school communities for both students and teachers.

⁸ 5th Grade Focus Group
⁹ Family Survey - 83% Support
¹⁰ Broadmeadow Guidance Team
¹¹ 5th Grade Focus Group

Connections Program	The Connections Program is a therapeutic learning program located at Broadmeadow. This program provides a supportive learning environment for students who do best with structured behavioral expectations and supports. This program includes specialized teaching assistants, a special education liaison and a designated counselor.	Professional Development (PD)	Professional Development is the ongoing learning that educators engage in to further their understanding of pedagogy and best practices. At Broadmeadow, this learning takes place during faculty meetings, district-led learning opportunities or at higher education institutions.	STAR Math	The math assessment tool is used three times/year in grades 1-5 across the district.
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