

Broadmeadow Elementary School



School Improvement Plan 2016-2018

Update

March 21, 2017

Broadmeadow School Council

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Broadmeadow School Improvement Plan Update 2016-2018



The **Broadmeadow School** is an exciting, vibrant, and diverse learning community currently comprised of 560 students and their families, as well as a staff of close to 75 full- and part-time employees. Our school community includes students in the Connections Program (the NPS elementary therapeutic program, gr. 2-5) as well as a wide range of learners from Boston and Needham. The Broadmeadow School takes pride in a strong kindergarten through fifth grade curriculum integrated with enrichment programming. The faculty works collaboratively to ensure consistent and rigorous comprehensive curriculum and instruction. The Broadmeadow School is committed to the Responsive Classroom approach which supports children academically, socially and emotionally. A focus on Growth Mindset, based on the work of Carol Dweck, encourages students to employ effort, strategies, and feedback for continued success. Our school receives significant support from our School Council and PTC, who provide arts and curriculum enrichment throughout the school year, as well as significant financial support in funding technology hardware and other school-based needs.

Each day we try to live up to our core values which provide the foundation for our work as a school community:

Acceptance – *we include everyone and celebrate differences*

Caring – *we are friendly and kind*

Curiosity – *we explore, question, and wonder about our world*

Learning – *we work through our mistakes, problem solve, and grow*

Responsibility – *we take ownership for our actions and do our best*

This update to the Broadmeadow School Improvement Plan reflects the action steps taken and data gathered since February 2016. Faculty members, the Broadmeadow School Council, Broadmeadow Grade Level Leaders, and district curriculum leaders provided input into this update. In many instances, actions steps mentioned represent similar actions taken over the year. This School Improvement Plan is aligned to the goals of the district and responds to state requirements and expectations.

Broadmeadow School Improvement Plan Update
2016-2018

Goal 1: Advance Standards Based Learning

To refine and continue to put into practice a system of curriculum, instruction, and assessment that enables each student to be engaged in challenging academic experiences that are grounded in clearly defined standards.

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
<p>Students will make at least one year’s growth based on our continued exploration of the “workshop model” in math to meet the different needs of students</p> <ul style="list-style-type: none"> ● Use collaboration time to analyze student performance data including data from common assessments, including chapter assessments, aMath ● Continue to align to common core ● Continue to integrate ENY lessons ● Continue to incorporate Tier 1 small group instruction ● Norm pre and post unit assessments (where available) ● Prepare for MCAS 2.0 (Spring 2017) 	<p>2016-2018 Math Coaches, Homeroom Teachers, Special Educators</p>	<ul style="list-style-type: none"> • Maintain Level 1 status • 2015 Math MCAS data: High Needs: Not High Needs SGP 43:49 • Target for 2016: increase SGP for All Students and lessen gap between High Needs subgroup and Non-High Needs • Target for 2016: 95% of students will show “positive growth” as measured by aMath • Use of pre and post assessment data informs instruction in Tier 1
<p>Status update 2017</p> <ul style="list-style-type: none"> • Grade levels are integrating ENY materials as appropriate • 9 teachers participated in district Math PD • Individual teachers work with coach to implement math workshop and/or math menu instructional model for particular units, using pre-assessments where available • Implementing new K assessments with support of coach • Analysis of changes in MCAS 2.0 to provide students with opportunities to experience and practice new format and question types • MCAS: Maintained Level 1 status • MCAS: All students’ SGP rose • MCAS: Gap increased between High Needs and Non-High Needs subgroups SGP. • 2016 Math MCAS data: High Needs:Not High Needs SGP 53.5:62.5 		

Broadmeadow School Improvement Plan Update
2016-2018

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
<p>Students will make at least one year’s growth base on our continued alignment and use of data from common assessments in reading</p> <ul style="list-style-type: none"> ● Continue to align F&P administration and calibration ● Continue to align UOS and instruction to Massachusetts ELA Frameworks (CCSS) ● Continue to incorporate Tier 1 small group instruction ● Norm on-demand pre and post assessments ● Prepare for MCAS 2.0 (Spring 2017) 	<p>2016-2018 Literacy Specialists, Homeroom Teachers, Special Educators</p>	<ul style="list-style-type: none"> ● 2015 ELA MCAS data: High Needs: Not High Needs SGP 44.5:53 ● Target for 2016: increase SGP for All Students and lessen gap between High Needs subgroup and Non-High Needs ● 2015 F&P data: High Needs: Non-High Needs Moderate & High Growth Percentage 71.4:95 ● Target for 2016: lessen gap between High Needs subgroup and Non-High Needs subgroup ● Use of pre and post assessment data informs instruction in Tier 1

Status update 2017

- Individual teachers or whole teams are piloting or experimenting with new TC reading UOS (gr. 1-5) using collaboration time to norm expectations and discuss challenges of curriculum. Gr. 5 participated in peer observation
- Consistent use of LLI for students (gr. 1-5) who are significantly below grade level (at least 2 levels), monitoring progress
- Analysis of changes in MCAS 2.0 to provide students with opportunities to experience and practice new format and question types
- MCAS: Maintained Level 1 status
- MCAS: Gap increased between High Needs and Not High Needs students. 2016 SGP High Needs:Not High Needs SGP 37:60

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
<p>Students will experience new units of study (UOS) in Writer’s Workshop</p> <ul style="list-style-type: none"> ● Continue pilot of new writing units of study in classes in gr 1, 2, 4, 5 ● Implementation of writing units of study at each grade in 	<p>2016-2018 Literacy Specialists, Homeroom Teachers, Special Educators</p>	<ul style="list-style-type: none"> ● Students will write, revise, and publish pieces across genres in new writing units of study ● Students will employ editing checklists that are vertically aligned

Broadmeadow School Improvement Plan Update
2016-2018

2016-2017 or as district determines <ul style="list-style-type: none"> ● Begin to use common assessments in writing ● Continue to incorporate writing across the curriculum ● Begin to develop and vertically align editing and revision checklists (2017-2018) 		<ul style="list-style-type: none"> ● Teachers will norm on-demand writing tasks using rubrics
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<p>Status update 2017</p> <ul style="list-style-type: none"> ● Individual teachers/whole teams are piloting or experimenting with at least one new TC writing UOS affecting students in 21 Gr. 1-5 classes ● 14 teachers participated in district-wide professional development focused on new writing UOS ● Collaboration time used for curriculum analysis, planning, sharing, and assessment analysis (norming) ● Gr. 2 & 4 participated in peer observation and there have been cross grade peer observations as well
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Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
Integrate technology to enhance instruction in order to meet Needham Technology standards, Massachusetts ELA Frameworks (CCSS) and build 21 st century skills. <ul style="list-style-type: none"> ● Participate in district pilot (grade 5) (2016) ● Use of Google Classroom (grade 2, 3, 4, 5) ● Introduce/Practice typing skills gr. 2-5 ● Use of coding and other tools to build problem solving and design skills ● Meaningful use of technology on a regular basis in all classrooms (including interactive technology, document cameras, social media where appropriate, etc.) 	2016-2018 Instructional Technology Teachers, classroom teachers	<ul style="list-style-type: none"> ● Students at all grade levels experience coding and other computer design opportunities ● Gr. 2-5 students integrate technology tools like Google Classroom on a regular basis ● Students experience instruction and demonstrate knowledge using technology tools in a meaningful manner ● Students develop typing skills in order to use technology effectively and participate in online assessments

Broadmeadow School Improvement Plan Update
2016-2018

Status update 2017

- Students in gr. 2-5 use Google Classroom and Google Suite on Chromebooks, laptops, or desktops across all content areas
- Students in gr. 1-5 use iPads and Chromebooks regularly for including research, daily assignments, presentations, and particular apps
- Student in gr. 2-5 use *Typing Pal* in school and at home
- Students engage with apps like Book Creator, Epic, Osmos, Puppet Pals, Scratch, Green Screen, Noodletools etc. in homeroom and special area classrooms
- Coding introduced to Kindergarten students
- Technology used to support math skills: Front Row, Xtra math, aMath administration
- Teachers migrated to use of personal laptops

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
Continue to innovate and revise STEAM and Spanish programming with district colleagues <ul style="list-style-type: none"> ● Further integration of Spanish into daily classroom routines (i.e., classroom labels, morning work) ● Further adaptation of Spanish and STEAM programming Provide Professional Development time to foster further collaboration between specialist areas and homeroom teachers	2016-2018 STEAM and Spanish Directors and Teachers	<ul style="list-style-type: none"> ● Students will experience Spanish in all areas of the school ● By end of Grade 3, students can explain and understand the Needham Design Process Students will integrate technology in specialist area classrooms including Physical Education, Art, Music, Spanish and Media

Status update 2017

- STEAM
 - Two teachers (Mrs. DiCenzo & Mrs. Tennyson) are part of STEAM team, revising programming for gr. 1 this year (other grades in coming years)
 - Collaboration among special area teachers incorporated STEAM concepts in grades 4 and 5 (Art & Technology; Music & Technology)
- SPANISH
 - Spanish program rolled out and developed its third year of district-wide curriculum
 - The program was observed by Watertown Public schools for insights into building a beginning language program for elementary grade levels
 - Students labeled places in school in Spanish and gr. 5 students conduct the Friday morning message over the PA in Spanish to increase and promote the use of language outside of the Spanish classroom
 - The Spanish program moves to align to grade-specific units of study to reinforce vocabulary and concepts i.e. insects (Gr. 4), states (gr. 3)

Broadmeadow School Improvement Plan Update
2016-2018

Goal 2: Develop social, emotional, wellness, and citizenship skills

To ensure students develop the knowledge and skills that empower health, resilient, and culturally proficient global citizens who commit to act with integrity, respect and compassion.

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
<p>Core Values: Core Values are integrated into daily life at school and woven into core curriculum and SEL lessons</p> <ul style="list-style-type: none"> ● Classrooms celebrate successes based on Core Values ● Grade levels frame blurbs at All School Meeting based on Core Values ● Continue use of literature to explore Core Values ● Incorporate all Core Values at each grade level in a developmentally appropriate way ● Develop greater consistency in practice and teacher language school wide with regard to Responsive Classroom practices and other school routines 	<p>2016-2018 Full Faculty</p>	<ul style="list-style-type: none"> ● Students are as familiar with Core Values as they are with Broadmeadow School Rules ● Students experience and learn about Core Values in all disciplines/settings ● Media Center collection continues to include titles that reflect Core Values ● Students experience consistent practices regarding transitions to specials and school-wide language
<p>Status update 2017</p> <ul style="list-style-type: none"> ● Whole school activities (<i>Gracias the Turkey, Peace signs, Kindness Hearts</i>) engage students and staff in thematic efforts to express core values ● Using professional development content from last year, Growth Mindset discussions & activities are ongoing in all settings ● All School Meeting grade level sharing is themed around core values ● Broadmeadow Good News cards sent to students who exemplify core values and make effective effort 		

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
<p>Cultural Proficiency: actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected.</p> <ul style="list-style-type: none"> ● Students share traditions in the classrooms and across the school ● Explore a shared text for staff (summer 2016) 	<p>2016-2018 Full Faculty</p>	<ul style="list-style-type: none"> ● Students in Spanish class will be able to discuss and demonstrate their knowledge of Latino/ Hispanic cultural practices from around the world ● Students share and celebrate important family and cultural traditions

Broadmeadow School Improvement Plan Update
2016-2018

<ul style="list-style-type: none"> ● Provide a PD model similar to <i>Building Capacity</i> NEF grant that examines ways to talk about culturally sensitive issues with elementary students 		<ul style="list-style-type: none"> ● NEF grant to be submitted entitled: Cultural Capacity: Building our Skills to Tackle Tough Topics with Elementary Children
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Status update 2017

<ul style="list-style-type: none"> ● Classrooms adapt visuals and select relevant read alouds to reflect makeup of class and community at large ● Updated book lists for emerging readers to reflect makeup of class and weeded book closet and classroom libraries to reflect a wide variety of viewpoints and cultures ● Increase number of books in the library that promote cultural proficiency including books in Spanish and other foreign languages ● Spanish: Students in grades 3-5 can identify traditional food and clothing of Mexico, as well as highlight the cultural traditions associated with Mexican holidays such as, “Día de los muertos,” “Día de la Independencia,” and “Cinco de mayo.” ● Gr. 5 continues to adapt and revise immigration unit to reflect all of our stories as well as historical significance of immigrant contributions ● Currently working on NEF Express Grant to build libraries to reflect classrooms and school population (Excellence and Equity in Education)
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Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
<p>Student Council: continued integration of Student Council into Broadmeadow School life</p> <ul style="list-style-type: none"> ● Student Council members (fourth and fifth grade representatives and alternates) act as representatives to all students and meet with faculty to discuss ideas, solutions and plan events. ● Student Council members seek input from all students in ways to improve the school ● Student Council meets monthly after school and also during school hours to complete tasks ● Student Council implements suggestions for school improvement 	<p>2016-2018 Asst. Principal, Student Council Faculty Advisor</p>	<ul style="list-style-type: none"> ● Student council members learn leadership skills such as effective decision making and communication ● Student Council provides opportunities for students to give back to Broadmeadow school. ● Student Council participants implement activities based on student feedback, including Spirit Week ● Students provide input and suggestions for school activities ● Increase involvement of Broadmeadow students in student affairs and events ● Boost pride in Broadmeadow school and surrounding community

Broadmeadow School Improvement Plan Update
2016-2018

Status update 2017

- Student Council constitution was created during the 2015-2016 school year and students met 6 times last year
- A new group of students was selected for the 2016-2017 school year with a focus to increase school spirit, improve recycling, and collect funds for charities
- Student council members lead the school in service learning projects and organize events for charities and determine several Spirit Days throughout the school year
- Student Council members pitch in when needed, i.e., at the beginning of the year they acted as “Safety Patrol” before Safety Patrol started
- Students Council will help facilitate the selection of a mascot, the Broadmeadow Bee, and create a Bee Awareness Day in the spring

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
<p>Resiliency skills: work with students to incorporate mindfulness skills, executive function skills, growth mindset approach, and coping with failure techniques</p> <ul style="list-style-type: none"> ● Build common language for children as to what it means to be resilient/have a growth mindset ● Communicate with parents through the bulletin and real life examples about growth mindset ● Provide learning opportunities for parents in growth mindset/resiliency strategies ● Implement mindfulness strategies, behavioral strategies, executive function strategies. ● Revise SEL screening tool to better match SEL and work habits expectations including shared spaces, hallways, and playground 	<p>2016-2018 Full Faculty</p>	<ul style="list-style-type: none"> ● Students and staff will have a common language when talking about resiliency, growth mindset, problem solving, and grit ● Staff will incorporate growth mindset, executive function, and resiliency strategies throughout the school day ● Students experience mindfulness and movement activities like Yoga in gr. 2 or Go Noodle site on a regular basis

Status update 2017

- Continued use of growth mindset lessons across settings to foster concepts of a “growing brain” or “stretching our learning”
- Classrooms Incorporate mindfulness breathing techniques and calming activities (using Go Noodle website)
- Gr. K and Gr. 2 experience regular yoga sessions (supported by PTC Curriculum and Enrichment Committee)

Broadmeadow School Improvement Plan Update
2016-2018

Goal 3: Ensure infrastructure supports district values and learning goals

To build and carry out a sustainable plan for financial, building, technological, and human resources that enables our learning goals and is responsive to student and school needs.

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
Technology infrastructure is updated in all classrooms. <ul style="list-style-type: none"> ● All classrooms are outfitted with interactive whiteboards and projectors ● Acquire document cameras for all classrooms ● Support district implementation of technology changes in elementary classroom 	2017-2018 Administrator of Information Technology Services, Principal, Asst. Principal, Instructional Technology Teacher	Students and teachers will have regular/daily access to appropriate technology in all spaces
Status update 2017 <ul style="list-style-type: none"> ● All gr, 1-5 classrooms have interactive whiteboards. ● 12 out of 24 homeroom classrooms have document cameras along with 4 portable document cameras (aka COWs) which are shared among remaining homerooms and special area classrooms ● All classrooms are utilizing multiple Chromebook carts and/or two iPad carts on a daily basis. 		

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
Provide and participate in professional development focused on using technology effectively for management and instruction <ul style="list-style-type: none"> ● Continue to provide training for Google Suite, Google Classroom, using document cameras, Chromebooks, iPads and any other appropriate technology ● Use of Chromebooks (or whichever DLD is determined appropriate for elementary classrooms) (2017-2018) 	2016-2018 Instructional Technology Teacher, Full Faculty	<ul style="list-style-type: none"> ● Students are prepared for High Rock and beyond ● Technology is integrated seamlessly into teaching and learning ● Gr. 5 participates in elementary technology pilot and provides feedback (2016)
Status update 2017 <ul style="list-style-type: none"> ● Faculty participated in two <i>Unconferences</i> to deepen skills using laptops, Google Suite, and explore a variety of technology tools and apps to enhance instruction 		

Broadmeadow School Improvement Plan Update
2016-2018

- Regular use of technology to target students’ reading, writing, speaking and listening skills in Spanish
- Teachers communicate through blogs and Twitter

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
Provide and participate in professional development focused on data analysis skills <ul style="list-style-type: none"> ● Continue to use collaboration time for looking at student work in order to drive instruction ● Continue to use and calibrate rubrics, F&P data, and common assessments 	2016-2018 Curriculum Coordinators, Math Coaches, Literacy Specialists, Homeroom Teachers	Students will experience differentiated instruction based on data analysis

- Status update 2017**
- Kindergarten: What’s It All About? Town-wide professional development workshop to determine a vision for high quality full-day kindergarten program
 - Teachers involved in district-wide writing professional development were required to norm pre- and post-assessments

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
Provide and participate in professional development regarding Writers Workshop and new units of study <ul style="list-style-type: none"> ● Participate in district and school based professional development to support the implementation of new writing units of study 	2017-2018 Literacy Coordinator, Literacy Specialists, Homeroom Teachers	<ul style="list-style-type: none"> ● Students will experience new units of study as directed by district

- Status update 2017**
- 14 teachers engaged in district PD to support the implementation of TC writing UOS
 - Vertical articulation (K-5) of expectations for opinion/persuasive UOS

Broadmeadow School Improvement Plan Update
2016-2018

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students
Develop and practice updated safety procedures <ul style="list-style-type: none"> ● Establish ALICE Training timeline (2016) ● Practice evacuation drills to alternate site(s) Communicate with parents regarding changes in procedures	2017-2018 Principal, Asst. Principal, Full Faculty	<ul style="list-style-type: none"> ● Faculty and students will be familiar with concepts behind ALICE training ● Faculty and students will practice elements of ALICE training ● Parents are familiar with new procedures and support them with discussions at home
Status update 2017 <ul style="list-style-type: none"> ● Provided parent information evening and posted presentation on Broadmeadow website ● Conducted “soft roll out” which included a student friendly presentation presented to all students (by grade) by School Resource Officer, Ryan O’Leary along with follow up sessions by classroom teachers ● Conducted successful ALICE drill in December (PM kindergarten). Plan to do another in the spring (to include AM kindergarten) 		

Broadmeadow School Improvement Plan Update
2016-2018

GLOSSARY

ALICE (Alert, Lockdown, Inform, Counter, Evacuate): training to prepare individuals to handle the threat of an armed intruder. ALICE teaches individuals to participate in their own survival, while leading others to safety.

Common Core State Standards (CCSS): Massachusetts Frameworks based on the Common Core Standards.

Cultural Proficiency (CP): A paradigm shift from viewing cultural difference as problematic to learning how to interact effectively with other cultures.

Digital Learning Device (DLD): the platform (Chromebook/iPad/Laptop) that allows flexibility for technology use in the classroom environment.

Engage New York (ENY): Supplementary math materials used to align with the Massachusetts Math Frameworks (CCSS).

High Needs: the subgroup of students in MCAS accountability data that is comprised of students with disabilities, ELL or formerly ELL, or economically disadvantaged students.

Professional Development (PD): Education for teachers and other school staff regarding school and district based initiatives. Currently, PD is provided during staff meetings, early release and delayed opening days, as well as during the school day as needed.

Responsive Classroom (RC): A philosophy and approach to providing students with self-management skills as well as creating classroom and school-wide community.

Social-Emotional Learning (SEL): is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Broadmeadow School Improvement Plan Update
2016-2018

STEAM (Science, Technology, Engineering, Arts, Math): Area of new programming implemented in FY15 school year for grades 1-3.

Tier 1 Instruction: Instruction that all students receive in the classroom sometimes referred to as core instruction

Unconference: a model for professional development that emphasizes the exchange of information and ideas between participants rather than following a conventionally structured program of events. Teachers determine content of the Unconference based on what they want to learn and what they can teach others.

Units of Study (UOS)/TC UOS: (Teachers College Units of Study) Curriculum units in a specific content area. Lucy Calkins is the author of the popular classroom materials *Units of Study for Teaching Reading* series and the *Units of Study for Teaching Writing* series. The Units of Study for reading and writing offer grade-specific support for teachers to develop instruction that help students meet and exceed the Common Core State Standards.