

# BROADMEADOW SCHOOL IMPROVEMENT PLAN

2018-2021



March 24, 2020

## Broadmeadow School Council

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The **Broadmeadow School** is an exciting, vibrant, and diverse learning community currently comprised of 548 students and their families, as well as a staff of close to 70 full- and part-time employees. Our school community includes a wide range of learners from Needham and Boston as well as students in the Connections Program (the NPS elementary therapeutic program, gr. 3-4, this year). 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 that supports children academically, socially, and emotionally.

In creating this new School Improvement Plan, the Broadmeadow staff went through an exercise to create a *Portrait of a Student* outlining the characteristics and skills we hope students gain as they explore and learn while at Broadmeadow, the most important of which was EMPATHY. According to the *Empathy in Education* website, empathy “is the ability to look at a situation from another point of view. It is the basis of caring relationships and allows us to connect and understand those who may be different from ourselves.” <http://www.empathyed.org/> Other important characteristics we believe critical for our Broadmeadow students include: resilience; critical thinking & problem solving; flexibility & adaptability; creativity & innovation; and communication skills. It is with these six characteristics and skills in mind that we have created our school improvement plan.

There are several ways to integrate social-emotional learning into the school day from stand-alone lessons to an approach that is woven into the fabric of our school day. In many ways we already teach the skills and the 6 key characteristics we value. We have highlighted ways in which students develop these skills in this School Improvement Plan.

## BROADMEADOW SCHOOL IMPROVEMENT PLAN 2020-2021 UPDATE



In order to update the School Improvement Plan teachers were surveyed about the action steps from the plan and considered their work for the past calendar year (February 2019-February 2020). Data was drawn from that survey, observations, the NPS survey, as well as from several student achievement sources. It should be noted that some achievement data sources have been in transition between January 2018 and now: In fall 2018, we adopted a newer, more rigorous edition of the Fountas & Pinnell Benchmark Assessment System (BAS); in the 2019-2020 school year we have fully adopted the STAR math assessment in grades 1-5; the DESE added an additional subgroup (Lowest Performing) with new targets and the expectations from MCAS 2.0 were raised. It is with these constraints, that we report student growth and achievement. Anecdotal evidence is based on observations as well as teacher comments on progress.

This plan reflects an update of our work in progress and therefore it is not fully aligned to the Portrait of a Needham Graduate vision or its Strategic Plan. However, in Fall 2018, the Broadmeadow faculty went through a Portrait of a Broadmeadow Graduate exercise and came up with competencies that we thought essential for our students to bring to middle school. Those characteristics closely align with the Needham vision and we have made the link between the two visions here.

Broadmeadow	NPS Portrait of a Needham Graduate
Empathy	Socially and Culturally Responsible Contributors
Resilience	Responsible and Resilient Individuals
Critical Thinking and Problem Solving	Creative Thinkers and Problem Solvers; Empowered Learners
Flexibility and Adaptability	Responsible and Resilient Individuals
Creativity and Innovation	Creative Thinkers and Problem Solvers
Communication	Communicators and Collaborators

The current School Improvement Plan was aligned to the NPS goals as set out in 2018 and this update continues to follow that structure. In an effort to align this plan with the NPS Portrait of a Needham Graduate Strategic Plan, we have linked our current Improvement Strategy/Action Steps to the new priorities of the outlined in the Portrait of a Needham Graduate Strategic Plan.

## Goal 1

Improvement Strategy/Action Step: *Students will experience new units of study (UOS) in **Writer's Workshop** and make one year's growth based on common assessments in **writing**. (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)*

Student experience and achievement:

- All students in Gr. 1-5 experienced new writing units as proscribed by district.
- 76% of teachers participated in coaching cycle for writing in the last calendar year.
- MCAS: Gap remains between special education and general education students.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories exceeded targets in ELA; *Students with Disabilities* met targets in ELA.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories demonstrated "Typical Growth-High;" *Students with Disabilities* demonstrated "Typical Growth-Low."

Anecdotal evidence:

- Special Educators and Literacy Specialists continued their collaboration which began last year. Representatives from both groups participated in *Learning and the Brain* professional development from the Landmark School which was offered by the district this year. Special Educators and Literacy Specialists collaborated to modify checklists for students in IEPs.
- Teachers commented that students are well prepared for current expectations because of experience with writing UOS in previous years specifically students have more familiarity with genre and are better able to elaborate in their writing.
- Teachers participated in professional development around "productive talk" and the links between literacy, mathematics, and science practices in engaging students in accountable talk that deepens student understanding and expression of that understanding.

Improvement Strategy/Action Step: *Students will experience new units of study (UOS) in **Readers Workshop** and make at least one year's growth based on common assessments in **reading**. (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)*

Student experience and achievement:

- All students in Gr. 1-5 experienced new reading units as proscribed by district.
- In the November BAS administration, 18% of students were below the November benchmark; 10% were at the November benchmark; 72% were above the November benchmark.
- 84% of teachers participated in a coaching cycle in reading over the last calendar year.
- MCAS: A performance gap remains between special education and general education students.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories exceeded targets in ELA; *Students with Disabilities* met targets in ELA.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories demonstrated "Typical Growth-High;" *Students with Disabilities* demonstrated "Typical Growth-Low."

Anecdotal evidence:

- Coaches continue to have a significant impact on Readers Workshop, pacing of lessons, small group instruction, and interactive read aloud.
- Interventions include LLI, Foundations support, Wilson, Orton Gillingham, and "talking about reading."
- Teachers participated in professional development around "productive talk" and the links between literacy, mathematics, and science practices in engaging students in "accountable talk" which deepens understanding and meaning.

Improvement Strategy/Action Step: *Students will experience differentiated instruction in **mathematics** based on district and classroom assessments in order to make one year's progress. (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)*

Student experience and achievement:

- ST Math implemented K-5. All classes have access to and use ST Math program several times per week.
- Spatial Reasoning materials were provided for grades 3-5 via NEF grant have been incorporated into regular classroom practice and opportunities for student exploration.
- All students in Gr. 1-5 are being assessed using the Star Math assessment. Aggregate growth data for Gr. 1-5 has students in the 66.7 percentile (50 is goal).

- A direct correlation between ST Math use and positive Star Math results has been observed (considering the short amount of time that ST Math has been implemented this year).
- MCAS: Gap remains between special education and general education students.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories exceeded targets in Math; *Students with Disabilities* met targets in Math.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories demonstrated “Typical Growth-High;” *Students with Disabilities* demonstrated “Typical Growth-Low.”

Anecdotal evidence:

- All teachers Gr. K-5 report incorporating Math Workshop or Math Menus during math class.
- Star Math provides useful data that helps teachers and the math coach tailor instruction to meet the needs of students in the classroom.
- ST Math allows students to progress at their own pace and experience “productive struggle” when going through the different puzzles.
- 72% of Gr. K-5 teachers report incorporating spatial reasoning activities and materials in their math class.
- 72% of Gr. K-5 teachers reported participating in a math coaching cycle in the past calendar year.
- Professional Development with Math Coach, Liz Silva, has centered on spatial reasoning, ST Math implementation, and increasing math discourse in the classroom. Several teachers report the introduction of ST Math related “Math Talks” which further integrate and develop the Math Practice standards and fosters productive struggle.
- Teachers participated in professional development on “productive talk” and the links between literacy, mathematics, and science practices in engaging students in accountable talk which deepens understanding and meaning.

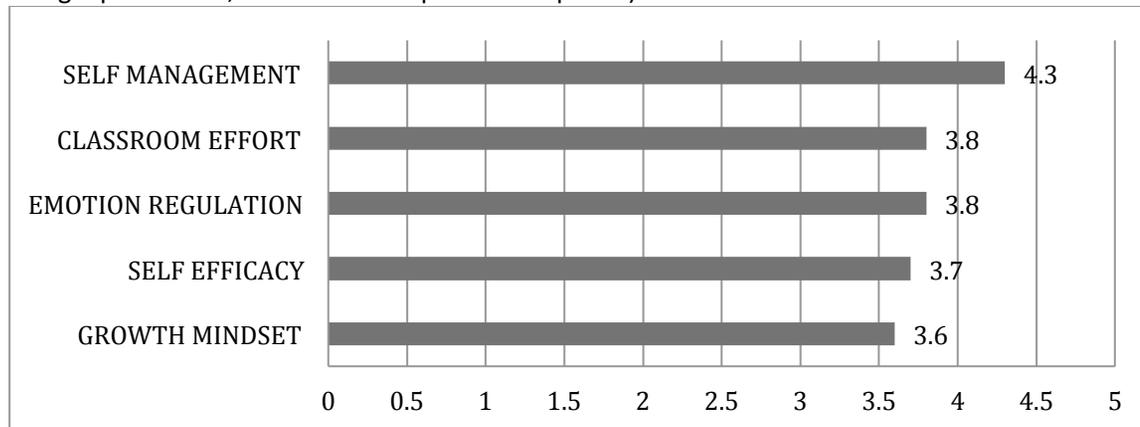
## Goal 2

Improvement Strategy/Action Step: **Equity and Inclusion:** *actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected. (Priority 2: All Students Experience Integrative Teaching & Learning; Priority 3: All Students Learn & Grow Within Adaptable Environments)*

- Teacher respondents indicated they continue to expand classroom libraries to reflect students in their classes; incorporate songs in different languages; highlight diverse artists to be more inclusive; re-examine existing social studies units to include perspectives from non-dominant groups.
- Teacher respondents indicated the use of picture books and other read alouds to stimulate classroom discussion about race, gender, family make-up, and other topics to be more inclusive.
- Laurie Blakely, Guidance, has developed and implemented literature-based Diversity Lessons for K-2 classrooms that supplement Second Step and anti-bullying lessons.
- Jackie O'Doherty, ELL teacher, led 3 sessions on the importance of the use of visuals to create greater access to curriculum for all learners. Teachers created and incorporated more consistent imagery for routines as well as academic content and vocabulary. (This work complements the visual spatial approach in Math and is ongoing.) We have a new goal to create visuals to support the Broadmeadow Rules and Broadmeadow Core Values.
- In April 2019, PTC sponsored a Panel Discussion – *In Someone Else's Shoes: Stories of Diversity at Broadmeadow* which was replicated for staff in November 2019. Parents (or former parents) spoke from various perspectives: immigrant, same sex parents, METCO, EL, and parent of transgender children which was then followed by question and answer with audience. The PTC hosted a book group session in the fall discussing three children's books following the themes of race, immigration, and gender that staff read over the summer.

Improvement Strategy/Action Step: **Resiliency skills:** work with students to incorporate mindfulness skills, executive function skills, growth mindset approach, and coping with failure techniques. (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)

- Teacher respondents indicate that they have incorporate growth mindset and/or meditation lessons in their classroom on a regular basis. In addition, movement breaks, Go Noodle, Class Dojo mindset lessons, “tools for learning” (fidgets) and flexible seating options exist in all classrooms.
- 7 classrooms (Gr. 3-5) piloted a “Resilience” survey using Panorama questions in December. Students responded to questions about Growth Mindset, Self-Management, Self-Efficacy, Classroom Effort, and Emotional Regulation using a 5 point scale. The survey will be re-administered in June. (See link to survey in the Glossary)
- See chart below for the Overall Resiliency Measures for 161 Broadmeadow Students (sorted highest to lowest averages for all students using 5 point scale, with 5 as most positive response).



### Goal 3

Improvement Strategy/Action Step: *Prepare for and implement **full day kindergarten (FDK)**. (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)*

- Full Day Kindergarten has been implemented with great success and joy in the classrooms.
- Focus has been on developing thematic Centers, teaching Foundations with fidelity, and piloting one math unit.
- Teachers continue district-wide Kindergarten curriculum exploration and development.
- Broadmeadow Kindergarten will take their first field trip this spring! (Note: as of this time, no field trips are planned due to restricted access to school and community involvement related to Covid 19)
- Special Area teachers are revising and implementing programming for Kindergarten (Art, Spanish, Technology). Art teachers have developed a stations approach that follows centers' themes.
- Coaches report that they have more opportunity to support students in the classroom and in pullout intervention groups with full day Kindergarten in place and Guidance now has opportunities for Kindergarten lunch groups.
- Having passed the halfway mark in the school year, Kindergarten students have already been in school longer than in previous years and teachers are further ahead in teaching content, especially Foundations, than in the past.
- With increased access and time on learning, students are demonstrating more sophisticated mathematical thinking through "Math Talks" and have demonstrated a greater ability to write about their mathematical thinking at this time of year.

Improvement Strategy/Action Step: *Continue to implement and assess **Math Coaching** model to best meet the needs of students and support teachers. (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning; Priority 3: All Students Learn & Grow Within Adaptable Environments)*

- Broadmeadow is in year 2 of working with a full time Math Coach (1.0 FTE role had been split between two 0.5 FTE coaches prior to FY19).
- The model has evolved to an integrated coach with a few pullout intervention groups based on district assessment and classroom assessment data.
- ST Math has provided the ability to differentiate and to fill developmental concept and skills gaps for students who need more support and for students who have mastered the concepts.

**Goal 1: Advance Learning for all Students**

To refine and continue to put into practice a system of student-centered curriculum, instruction, and assessment that empowers each student to be engaged in challenging, creative, and rigorous learning experiences that are grounded in clearly defined standards.

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
<p>Students will experience new units of study (UOS) in <b>Writer’s Workshop</b> and make one year’s growth based on common assessments in <b>writing</b>.</p> <ul style="list-style-type: none"> <li>● Implementation of writing units of study gr. 1-5 in 2018-2019 as district determines</li> <li>● Continue to use common assessments in writing</li> <li>● Continue to incorporate writing across the curriculum</li> <li>● Continue to vertically align practices</li> <li>● Vertically align editing and revision checklists as district provides guidelines and supports</li> </ul>	<p>2018-2020 Homeroom Teachers, Special Educators, Literacy Specialists</p>	<ul style="list-style-type: none"> <li>● Students will write, revise, and publish pieces across genres in at least four writing units of study</li> <li>● Students will demonstrate one year’s growth in writing based on rubrics and teacher observation</li> <li>● Students will employ editing checklists that are vertically aligned</li> <li>● Teachers will norm on-demand writing tasks using rubrics</li> </ul>
<p>Students will develop the 6 key characteristics in whole class lessons, small groups, writing partnerships, and as individuals:</p> <ul style="list-style-type: none"> <li>• Empathy: <i>help friends sound out words; mentor texts like <u>We All Make Mistakes</u> (Todd Parr); comment on others’ writing; take on voice of character; consider counter arguments; consider audience for writing; identify theme and text that reveals theme</i></li> <li>• Resilience: <i>edit work; make changes to writing; give and receive feedback; dig deep into genre and topic; produce flash drafts; create story arc with obstacles a character has to overcome; adapt earlier drafts to incorporate teaching points</i></li> <li>• Critical Thinking and Problem Solving: <i>use the editing process; “when you’re done, you’ve just begun;” use spelling strategies; use dictionary; group work and collaboration; integrate technology; structure and organization of writing; determine what to include or exclude; weigh both sides of an argument</i></li> <li>• Flexibility and Adaptability: <i>shared writing; use writer’s checklist and rubrics; elaborate; choose topic to write about; give and receive feedback; apply skills across genres; drafting process; “give it a go;” revise based on feedback</i></li> <li>• Creativity and Innovation: <i>write about topics of interest or choice; persuasive and opinion writing; use different formats &amp; papers; use writers notebook; explore variety of genres; brainstorm topics; use seed ideas; apply ideas to new writing; writing across genres</i></li> <li>• Communication: <i>share work; turn and talk; accountable talk; present what writer thinks and why; use feeling words; partner editing; consider audience for writing; presentation to audience; public speaking</i></li> </ul>		

Goal 1 continued

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
<p>Students will experience new units of study (UOS) in <b>Readers Workshop</b> and make at least one year’s growth based on common assessments in <b>reading</b>.</p> <ul style="list-style-type: none"> <li>● Continue to align F&amp;P administration and calibration</li> <li>● Implementation of reading units of study gr. 1-5 in 2019-2021 as district determines</li> </ul>	<p>2018-2021 Homeroom Teachers, Special Educators, Literacy Specialists</p>	<ul style="list-style-type: none"> <li>● Students demonstrate one year’s growth in reading based on beginning and end of year assessments and teacher observation</li> <li>● Students are assessed in pre and post-assessments to inform instruction</li> <li>● Fragile readers receive targeted intervention and gain more than one year’s growth in reading</li> </ul>
<p>Students will develop the 6 key characteristics in whole class lessons, small groups, reading partnerships, and as individuals:</p> <ul style="list-style-type: none"> <li>• Empathy: <i>talk about character’s feelings; understand character motivation; mentor texts like <u>Because of Winn Dixie</u>, <u>Make Way for Diamond Daniel</u>; (gr. 3); <u>Tiger Rising</u>, <u>Crash</u>, <u>Number the Stars</u>, Patricia Polacco books (gr. 4), <u>Home of the Brave</u> (gr. 5)</i></li> <li>• Resilience: <i>books with “can do” messages; push through – try something to fix it; re-read to understand tricky words and confusing texts; dig deep into genre &amp; topic; mentor texts like <u>Stone Fox</u> (gr. 3), <u>Missing May</u> (gr. 4); <u>Home of the Brave</u> (gr. 5)</i></li> <li>• Critical Thinking &amp; Problem Solving: <i>comparing different versions of stories; deepen decoding and comprehension skills; “Does it sound right? Look right? Make sense?;” active engagement in Readers Workshop; character analysis; story arcs; make connection to reader; think analytically about characters; use critical thinking skills to create an argument; analyze text to develop thesis statement and support it</i></li> <li>• Flexibility &amp; Adaptability: <i>use multiple strategies for word solving; reading multiple texts and genres; set individual and group reading goals; participate in research groups; select appropriate texts; try new or different genres; revise theories about characters when you learn more; be open to hearing other points of view</i></li> <li>• Creativity &amp; Innovation: <i>retell story; invent own version or new ending; make predictions; stop and jot; set group goals; establish group norms; presentations; build theories about characters</i></li> <li>• Communication: <i>retell story; turn and talk; accountable talk; confer; write thoughts about reading in journal</i></li> </ul>		

Goal 1 continued

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
<p>Students will experience differentiated instruction in <b>mathematics</b> based on district and classroom assessments in order to make one year’s progress.</p> <ul style="list-style-type: none"> <li>• Continue to use district benchmark assessment to inform instruction</li> <li>• Students’ progress will be monitored with the support of the math coaches</li> <li>• Teachers use data from multiple sources to inform instruction</li> <li>• Students will experience a variety of problem solving approaches / methods to deepen understanding of content and math practices</li> </ul>	<p>2018-2021 Homeroom Teachers, Special Educators, Math Coaches</p>	<ul style="list-style-type: none"> <li>• Students demonstrate at least one year’s growth based on beginning and end of year benchmark assessment in mathematics.</li> <li>• Students have opportunities to experience the math workshop model</li> <li>• Students have opportunities to explore open-ended math problem solving like 3-Act Tasks and challenge problems or problems of the week</li> </ul>
<p>Students will develop the 6 key characteristics as a whole group and as individual mathematicians and through math partnerships and math groups:</p> <ul style="list-style-type: none"> <li>• Empathy: <i>solve problems with classmate; math games; teach a peer; collaborate to solve problems; Math Practices 1, 3, 6</i></li> <li>• Resilience: <i>process over product; play math games; try another strategy; “it’s ok to make mistakes;” “I don’t know this YET;” “Respectfully challenge;” learn from mistakes; revisit and revise work and assessments; Math Practices 1, 3</i></li> <li>• Critical Thinking &amp; Problem Solving: <i>explore 3-Act Tasks and complex word problems; math debates; Think Tank materials; Math Practices 1, 3, 4</i></li> <li>• Flexibility &amp; Adaptability: <i>try more than one strategy; use multiple strategies to solve the same problem; represent numbers or problem in a variety of ways and models; revisit math work - correct mistakes/misunderstandings; revise work; use a peer’s strategy to solve a problem; solve problems with a variety of models and manipulatives; Math practices 2, 4, 5</i></li> <li>• Creativity &amp; Innovation: <i>create own problem; create math games; apply math vocabulary in new ways; make connections between units/concepts like addition and multiplication or fractions and multiplication/division; 3-Act Tasks; math challenges; Math practices 2, 5</i></li> <li>• Communication: <i>accountable talk; share strategies for solution; teach peers; share math thinking in writing, speaking, drawing, and/or numbers; Math practices 3, 8</i></li> </ul>		

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

To ensure students develop the knowledge, skills, and mindset that empower healthy, resilient, and culturally proficient citizens who contribute to others with integrity, respect, and compassion.

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
<p><b>Equity and Inclusion:</b> 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"> <li>● School community supports a variety of events by classroom/grade level/and school-wide that celebrate Broadmeadow’s diverse community</li> <li>● Explore a shared text for staff and/or students</li> <li>● Ongoing professional development that provides teachers with skills and resources to talk about culturally sensitive issues with elementary students</li> <li>● Continue to build classroom and school libraries as well as lessons that incorporate diverse people that reflect our community and the world</li> <li>● Increase family involvement and engagement in school and PTC events</li> </ul>	<p>2018-2021 Full Faculty (Administration, teachers, support staff) Possible consultant</p>	<ul style="list-style-type: none"> <li>● NPS survey reflects at least a 5% increase of students, families and staff who feel that our curriculum and libraries represent the students at Broadmeadow and the community around us</li> <li>● Classroom libraries and school library demonstrate increase in diversity</li> </ul>
<p><b>Resiliency skills:</b> 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"> <li>● Build common language for children as to what it means to have a growth mindset</li> <li>● Implement mindfulness strategies, behavioral strategies, executive function strategies</li> <li>● Continue to emphasize Social Thinking language</li> <li>● Explore themes of resiliency in All School Meetings</li> <li>● Create and implement student survey about resilience to be given annually</li> </ul>	<p>2018-2021 Full Faculty (Administration, teachers, support staff 2018-2019 Small group creates survey 2019-2021 School implement survey annually</p>	<ul style="list-style-type: none"> <li>● Students employ growth mindset and mindfulness strategies as measured through NPS survey and as observed by teachers and staff</li> <li>● Students experience opportunities for mindfulness activities</li> <li>● NPS survey reflects a decrease in reports of anxiety and stress from students, parents, and staff</li> </ul>

Goal 2 continued

Students will develop the 6 key characteristics as a whole group, in small groups, and as individuals in our special area classes:

Empathy	<i>sharing ideas and work; collaboration; differentiation in product, process, materials; highlight women artists and artists of color; collaboration between art &amp; Spanish class; cross curricular projects; diverse book collection; discuss characters' feelings; perspective taking; sing songs from other countries and cultures; ensemble work; collaboration and care for others; flexibility with partnerships; share and provide feedback on projects; UOS throughout the year on day in life of a child in another country; use online primary sources in Spanish or ones that feature Spanish speaking cultures; use of video to explore different cultures; native speakers teach others through independent projects; home practice through website;</i>
Resilience	<i>accept mistakes as part of finding a solution; growth mindset; practice; try again when learning new things; challenge by choice; try hard at all times; try something different or new; ask a friend for help; STEAM - the design process; exposure to second language reinforces "it's ok to make mistakes;" teamwork; instruction in target language</i>
Critical Thinking & Problem Solving	<i>focus on process; research skills; composition and improvisation; group composition work; listening and analyzing music; what story does this music tell you; use of essential questions to guide project based learning; STEAM – solving a given challenge</i>
Flexibility & Adaptability	<i>use tools and techniques and adapt to personal style; sharing materials; collaborative work; composition and improvisation; STEAM – focus on process rather than product; try hard at all times; flexibility with partnerships; academic choice; take risks, positive participation; use key phrases and vocabulary; instruction and directions given in Spanish</i>
Creativity & Innovation	<i>art projects tied to homeroom curriculum; perspective taking; extending stories; composition and improvisation; creative movement in response to music; gymnastic sentences; cooperative activities ; project based: how to get to the goal; STEAM – pride in accomplishment and individuality; project based learning showing understanding using digital resources</i>
Communication	<i>student helps others; artist reflection; artist statement; collaboration; listening and analyzing music; positive feedback to peers; "communicate their game;" presentation to peers; academic choice; by end of fifth grade, students will have acquired a novice mid-proficiency in the target language (Spanish)</i>

**Goal 3: Ensure infrastructure supports learning goals**

To implement a sustainable plan for financial, capital improvement, technological, and personnel resources that supports learning for all students.

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
<p>Prepare for and implement full day kindergarten -</p> <ul style="list-style-type: none"> <li>• Ensure adequate space and scheduling needs</li> <li>• Adapt and modify curriculum in all areas for Kindergarten and other grades as needed</li> </ul>	<p>2018-2019 Kindergarten Teachers, Administration</p> <p>2019-2020 Kindergarten Teachers, Special Area Teachers, Special Educators, Administration, Literacy &amp; Math Coaches</p> <p>2020-2021 Kindergarten Teachers, Special Area Teachers, Special Educators, Literacy &amp; Math Coaches, Grade 1 teachers</p>	<ul style="list-style-type: none"> <li>• Kindergarten students experience a rich full day kindergarten experience incorporating curriculum based on CCSS and rooted in play.</li> </ul>
<p>Continue to implement and assess Math Coaching model to best meet the needs of students and support teachers.</p> <ul style="list-style-type: none"> <li>• Continue work with coaches to integrate math workshop model and refine instructional models as appropriate</li> <li>• Continue to use district assessment data (aMath or other), MCAS data, and classroom data to determine intervention groups and strategies</li> </ul>	<p>2018-2020 Homeroom teachers, Math coaches, Special Educators</p>	<ul style="list-style-type: none"> <li>• Students make a year’s progress in math due to differentiation and intervention where needed</li> <li>• Students benefit from use of pre and post assessments (where available) to inform Tier 1 instruction</li> </ul>
<p>Core Values: Incorporate empathy and other characteristics into Broadmeadow Core Values</p>	<p>2019-2021 Small group of teachers and administrators to spearhead</p>	<ul style="list-style-type: none"> <li>• Revised core values are shared with students and community</li> <li>• Students are able to name and explain Core Values in an age appropriate way.</li> </ul>

## **GLOSSARY:**

**3-Act Task:** A three part, open ended, math situation presented through a visual model.

**Accountable Talk:** listening, thinking, and engaging in purposeful and productive conversation about a topic, text, character, theory, etc.

**BAS:** Benchmark Assessment System, the formal name for the commonly referred to Fountas & Pinnell (F&P) reading assessments

**Equity and Inclusion:** Ensuring a welcoming and safe environment for all students.

**Math Practice Standards:** (Kid friendly language)

Standard 1: Make sense of problems and persevere in solving them (I can work to solve problems without giving up)

Standard 2: Reason abstractly and quantitatively. (I can think about numbers in many ways and apply math to real world situations.)

Standard 3: Construct viable arguments and critique the reasoning of others. (I can explain my thinking and try to understand others.)

Standard 4: Model with mathematics. (I can show my work in many ways.)

Standard 5: Use appropriate tools strategically. (I can use math tools and tell why I chose them.)

Standard 6: Attention to precision. (I can use precise math language and labels, work carefully, and check my work.)

Standard 7: Look for and make use of structure. (I can use what I already know to solve new problems.)

Standard 8: Look for and express regularity in repeated reasoning. (I can solve problems by looking for rules and patterns.)

**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.

**Resilience Survey** is available [here](#).

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

**Six characteristics:**

Empathy: the ability to look at a situation from another point of view. It is the basis of caring relationships and allows us to connect and understand those who may be different from ourselves.

Resilience: the capacity to recover quickly from difficulties; toughness.

Critical Thinking & Problem Solving: the ability to collect, assess, and analyze information, reason effectively, and reflect critically on learning experiences, processes and solutions.

Flexibility & adaptability: the ability to adapt to various responsibilities and schedules and incorporate positive and negative feedback appropriately, particularly in a multi-cultural environment

Creativity & innovation: the ability to generate, elaborate, refine, analyze and evaluate one's own ideas and view failure as an opportunity to learn.

Communication: the ability to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts and listen effectively for meaning, including knowledge, values, attitudes, and intentions.

**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.

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

**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.