

# Benjamin G. Brown Elementary School Improvement Plan, February 2023



**At the Brown School, we  
have a culture of care and  
support.**

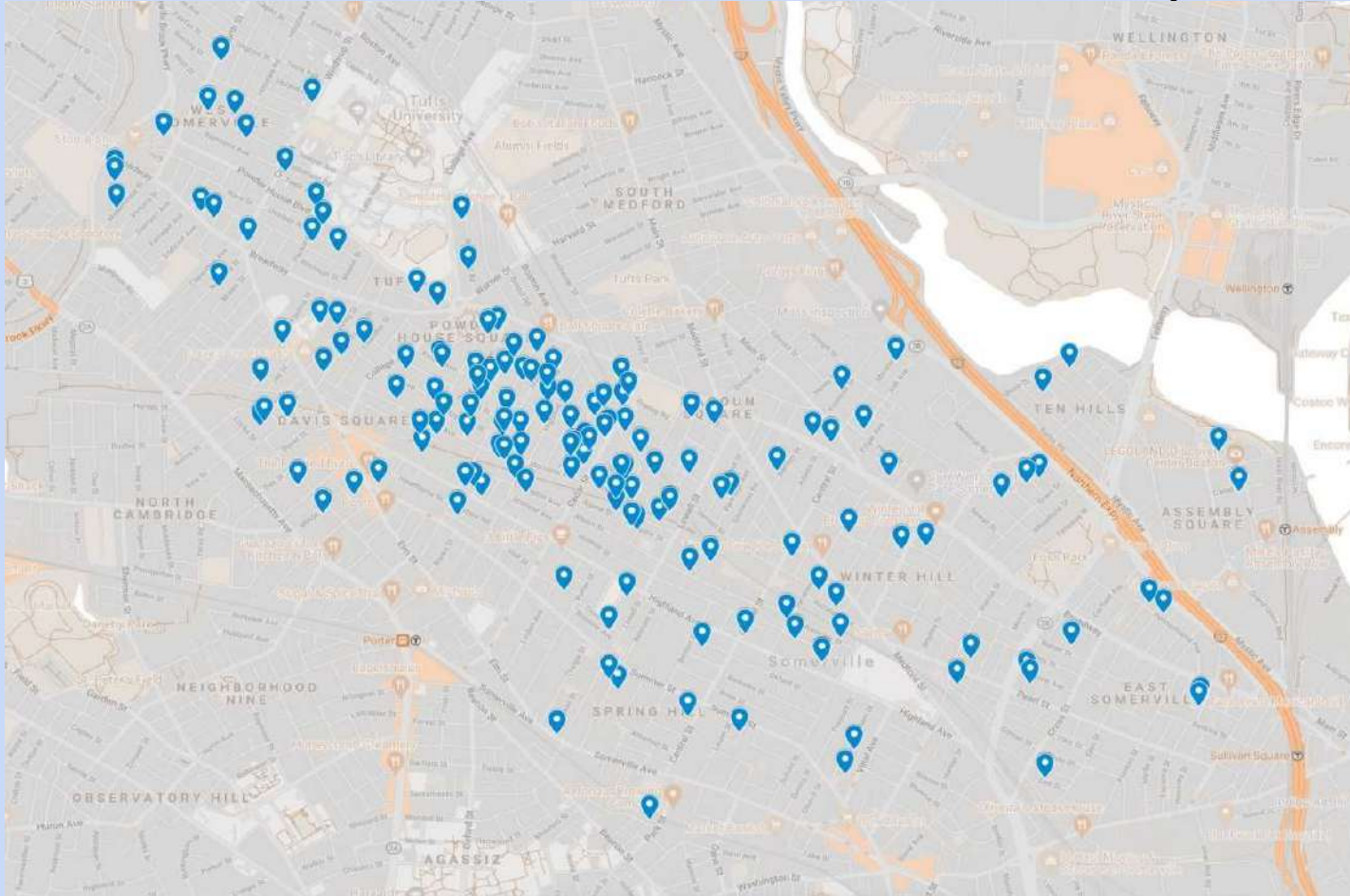
**Our culture is not just  
about academic success.**

**Our culture and mission  
support the success of  
the whole child.**

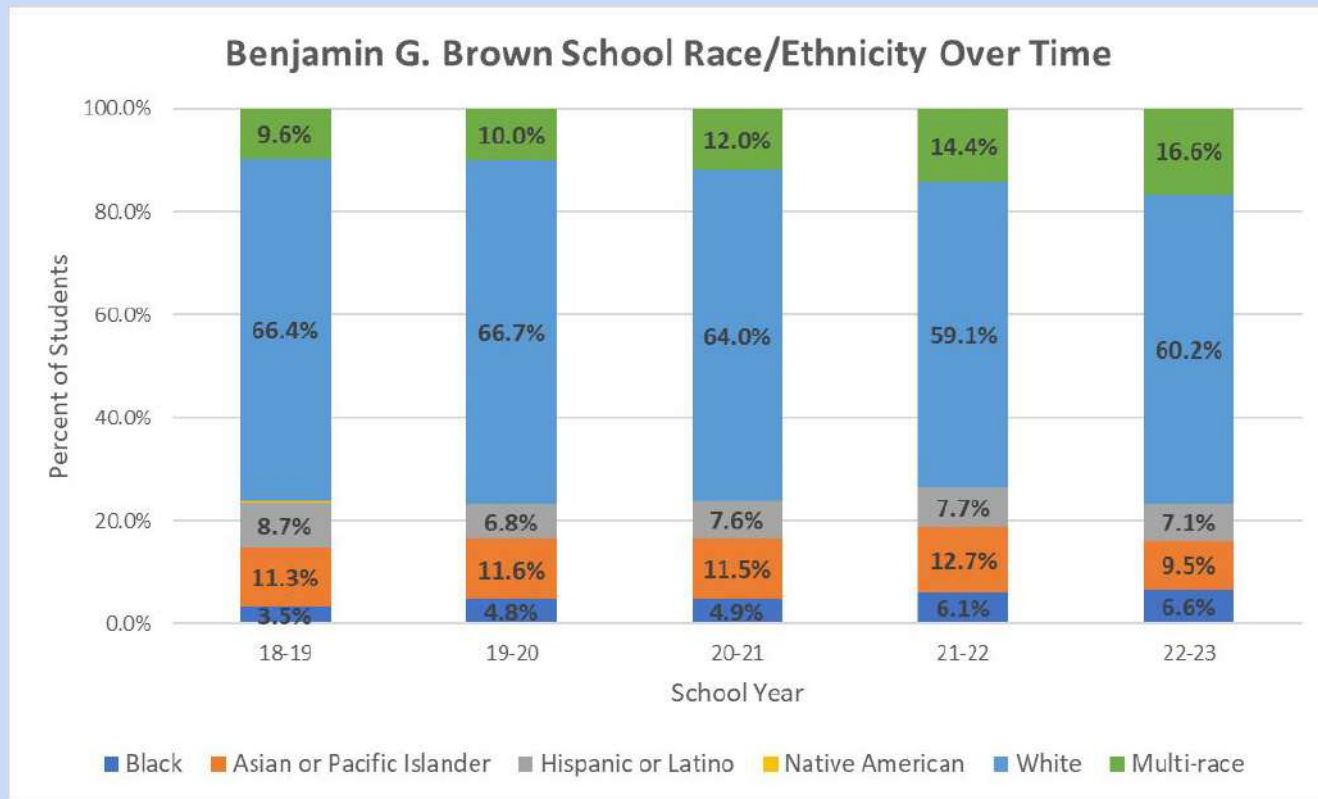


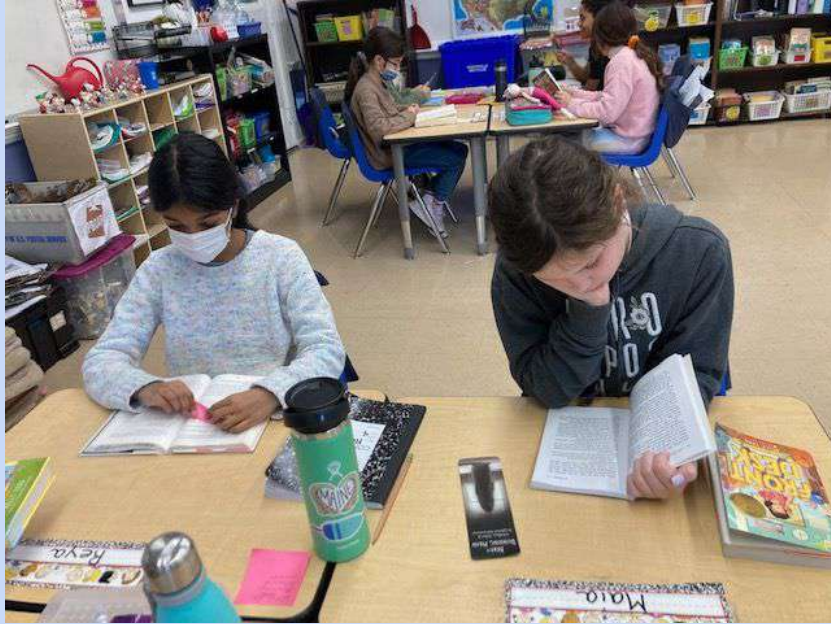


# Brown School families commute from all over the city of Somerville.



# Our Students Come From Different Racial and Ethnic Backgrounds





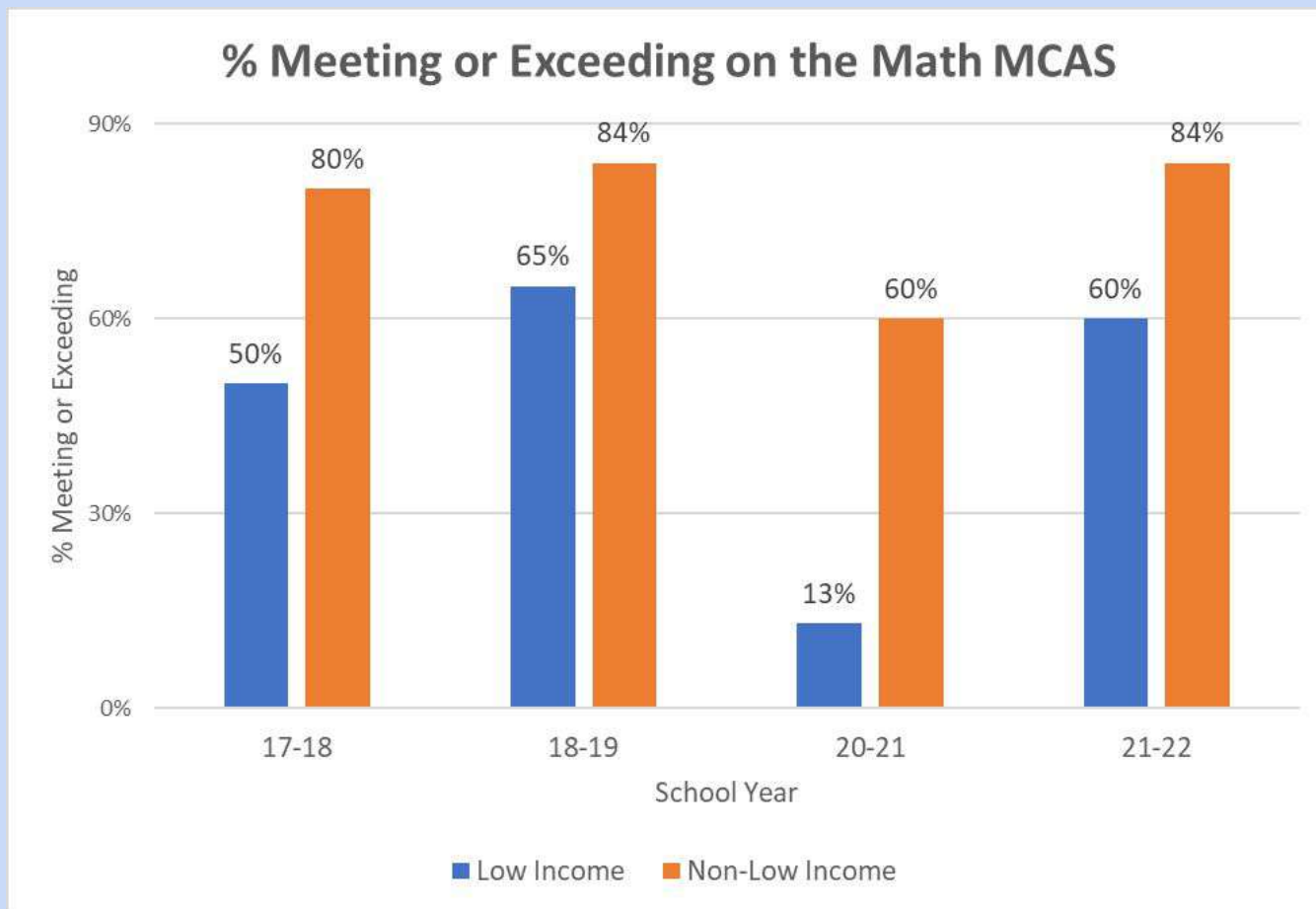
**The Brown School  
Community celebrates the  
success of our previous plans,  
while adjusting our goals to  
meet newly discovered areas  
of need.**

# **Math Focus For the Brown School before the Pandemic.**

During 2018-2019 School Year, the Brown School Community

- Increased MCAS math achievement for all students.
- Narrowed the gap between students who are identified as economically disadvantaged and those who are not.
- Between 2018 and 2019 both groups made gains and the gap has narrowed. In 2018, 50% of economically disadvantaged students exceeded or met expectations. In 2019, 65% of economically disadvantaged students exceeded or met expectations. In addition, a greater percentage of non-economically disadvantaged students also exceeded or met expectations.

**Mathematics goal - the gap has been narrowed and the work continues.**



# Important strategies to improve Math disparity:

- ID relative weakness at beginning of year to set a focus
- Focus on Short Answer and OA (word vs. numerical)

A teacher wrote this number on the board.

24,473

The value of the digit in the thousands place is how many times the value of the digit in the hundreds place?

Enter your answer in the box.





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# Mathematic Intervention in 2021-2023

- Tufts tutors are still implemented using the Tufts University Literacy Corps
  - Teachers work with small groups to improve understanding.
  - There is a dedicated teacher to tutor students 1:1 and small groups in mathematics. This was for all grades in 2021-2022 and from grade 3 to 5 in 2022-2023.
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# **SEL Focus Area: Emotional Dysregulation Leads to Learning Loss**

- Students in K-2 receiving counselling services are also struggling with their reading due to emotional dysregulation
- Students in 3-5 receiving counselling services are struggling with math due to emotional dysregulation
- Early childhood educators were noticing a similar concern that “I’m implementing interventions for students who are not meeting grade level expectations, and I’m not seeing the progress that I expected.
- We think the primary root cause is this...
  - Based on teacher consultations with the Counselor Educator and Principal and through data shared during the MTSS and SST processes, it was learned that many students struggling with their reading also required support in managing their emotions in the school setting.

## **SEL Focus Area**

- 60 percent of students who scored in the PM category of Math MCAS are students who received counseling that year in school from the Adjustment Counselor or Counselor Educator.
- Additionally, The Counselor Educator is contacted 20-25 times in a given week for immediate assistance calming a student who is dysregulated. (at times, this results in cancellation of planned individual counseling sessions, groups, and classroom push-ins)
- The Social Work, Counselor Educator and Adjustment Counselor are seeing 30 students on a regular weekly basis.

## Current Second Grade Students who Achieved in the Intensive Category in Kindergarten

Student #	Kindergarten DIBELS Achievement (First Sound Fluency)	First Grade DIBELS Achievement (Oral Reading Fluency)	Second Grade DIBELS Achievement (Oral Reading Fluency)
1	Intensive	Core	Core
2	Intensive	Intensive	Intensive
3	Intensive	Core	Core
4	Intensive	Intensive	Intensive
5	Intensive	Core	Core
6	Intensive	Intensive	Moved
7	Intensive	Intensive	Moved

## Current Second Grade Students who achieved in the Strategic Category in Kindergarten

Student #	Kindergarten DIBELS Achievement (First Sound Fluency)	First Grade DIBELS Achievement (Oral Reading Fluency)	Second Grade DIBELS Achievement (Oral Reading Fluency)
8	Strategic	Core	Core
9	Strategic	Intensive	Intensive
10	Strategic	Intensive	Intensive



## **Social Emotional Goal for the Brown School:**

The Brown School Teachers and Staff will monitor all students who are having emotional dysregulation to make sure they are understanding academics in the classroom. The focus for K-2 will be in reading and the focus for 3-5 will be in Mathematics.

Counselor Educator will be meeting regularly with classroom teachers to progress monitor students. Formal Classroom Assessments such as DIEBELS and District Assessments will be used to track students who are already receiving social emotional support.

We will:

- Put students in support groups.
- Use Tufts Tutors for these students
- Use Volunteers to support the students in need
- 1:1 assistance when appropriate will be provided
- Use Zones of Regulation in Grades K-3 to help students identify their emotions

# Current Instruction in the Area of Emotional Regulation

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"><li>• Second Step curriculum (all teachers K-5)</li><li>• Mindfulness (some teachers, K-5)</li></ul>	<ul style="list-style-type: none"><li>• Small group counseling around emotional regulation using research-based programs<ul style="list-style-type: none"><li>-Mindful Schools curriculum</li><li>-Incredible Flexible You curriculum</li></ul></li><li>• Behavior plans/charts</li></ul>	<ul style="list-style-type: none"><li>• Individual counseling on self-regulation strategies</li><li>• Solution-focused brief counseling for crises</li><li>• Monitoring of behavior plans with individual check-ins and meetings</li></ul>

# K to Grade 3 Strategy Overview

- 4 lessons to be delivered by K-5 classroom teachers in collaboration with the Counselor Educator
- Created by a Counselor/Teacher team following the Zones of Regulation framework
- Designed to be done in sequential order
- K-2 and 3-5 versions
- Student progress measured with pre and post-assessments

## *What is the Zones of Regulation?*

- ★ A systematic, cognitive behavioral approach to teach self-regulation
- ★ Groups the different ways we feel into 4 colored zones: blue, green, yellow, and red
- ★ Helps teach students to identify their feelings, strategies to manage those feelings, and understand how their behavior affects those around them

# **Grade 3 to Grade 5 Strategy Overview**

- **Individual social/emotional check in for students on a weekly or daily basis as needed, by computer or in person.**
- **Classroom Meetings to help students with working out problems or issues or to celebrate achievements.**
- **Teachers keep a close-knit relationship with parents and guardians through email, phone calls or in person meetings.**

# Equity Focus Area: Parental Involvement

What have you noticed around equity what gaps or disproportionalities are we noticing?

- **Family Connections to the Benjamin G. Brown School** - There are demographic groups of families at the Brown School that do not appear to be connected to the community. We often hear and see the same families at various functions, participating in field trips or other classroom activities and school events.
- **PTA and School Event Involvement Among BIPOC Families** - The make up of both the PTA and the population of families that attend both PTA and school sponsored events does not accurately reflect the diverse population of the Brown School Community. Often times we see the same families that participate regularly in events.

What is the primary root cause?

- **Families do not feel connected to others at the Brown School**



# Equity Focus Area: Parental Involvement

What is the data you have to support all of this?

- **Previous Focus Group Data, Quotes from parents:**
  - “I’m disconnected from the school. I would love to be engaged and would love for someone to engage with me.”
  - “When I go [to a school event] I feel bad because, what am I going to say? I have no one to talk to.”
- **Observational data from teachers and fellow parents**

# Equity Focus Area: Community Connections

- **Build Community Connections among all families**
  - To address familial connectedness to the community, we must first gather information about why many families feel disconnected to the community.
  - Information needs to be gathered regarding the barriers families face when it comes to attending school and PTA sponsored events.
  - With this information we can better address the needs of our students, their families, and the community as a whole

# Equity Strategy Overview: Family Involvement Data Collection

- **Family Attendance Data Collection**
  - **Classroom Teachers will collect data centered around the families they frequently make contact with, parents that attend classroom events, as well as families they do not frequently make contact with and do not attend events.**
    - **This data will be reviewed to look for patterns and gaps in family involvement.**
  - **PTA will be asked to collect data centered around the families that regularly attend events and/or play a role in PTA projects, events, programs, etc.**
    - **This data will be reviewed to look for patterns and gaps in family involvement.**

# Equity Strategy Overview: Focus Groups

- **Demographic Based Focus Groups**
  - **The ILT/Equity Team will hold parent focus groups made of of a random sampling of different demographic groups within the Brown School Community**
  - **Responses and data will be collected to address parent concerns**
  - **Main Prompt: What is your experience at the Benjamin G. Brown School? What is your child's experience?**
  - **Secondary Prompt: What could the Benjamin G. Brown School do differently to better serve you and your child?**