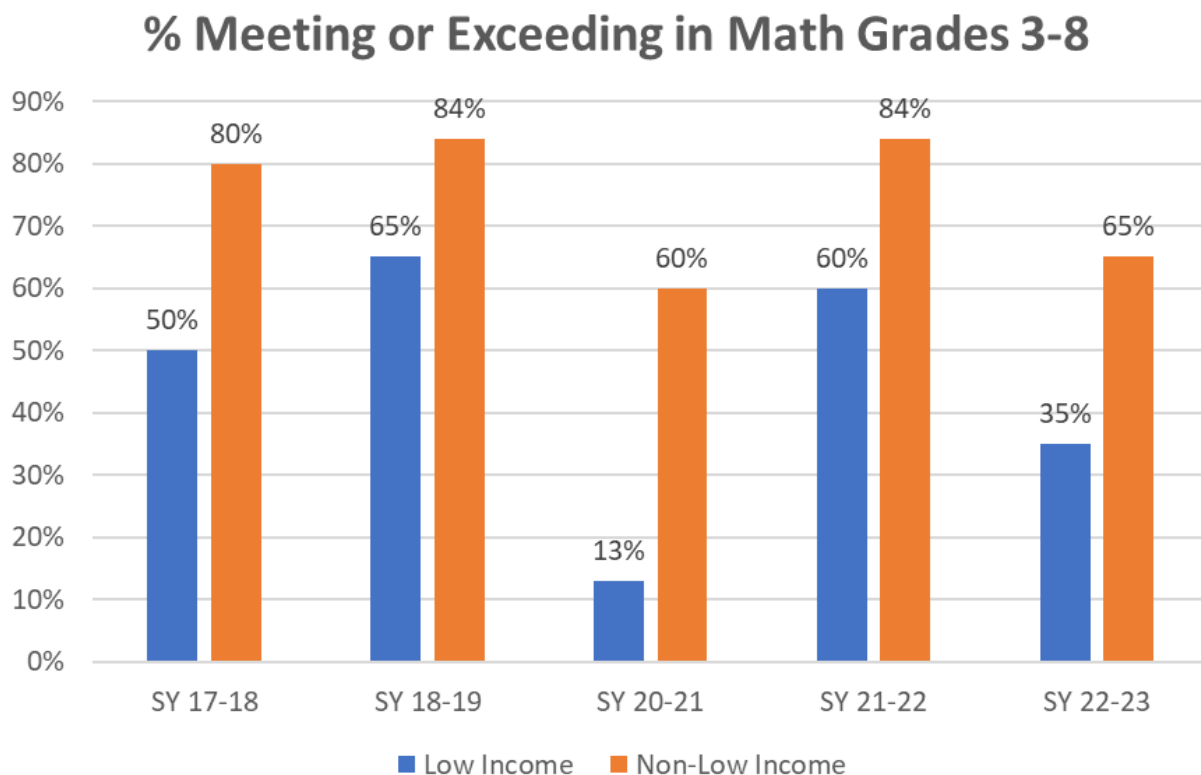


Brown School Written update to School Improvement Plan

The Benjamin G. Brown School has created a caring and supportive culture for all of our students and staff. This culture does not just focus on academic success, rather the success and Social Emotional development of the WHOLE child. Our families come from ALL over the city of Somerville and we work hard at making the environment as inclusive as possible for all learners.

We chose Math as a goal with the specific focus area of looking at the gap between our economically disadvantaged students and non-economically advantaged students. We have focused on narrowing the gap between these two student groups. (Pre pandemic) In 2018 and 2019 both groups made gains and the gap had 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. **However, after the pandemic we saw this gap widen (see chart below).**



Strategies we used to improve these scores are:

- Focus on Short Answers and OA (word vs. numerical)
- Identification of students in need/ low scoring categories in MCAS
- Focus on Geometry in class to improve student understanding in 2023-2024.
- This is the item by item analysis that we worked on together at professional development to determine future need:

[BROWN MCAS DATA for Spring 2023](#)

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.

The Counselor Educator meets regularly with classroom teachers to progress monitor students. Formal Classroom Assessments such as DIEBELS and District Assessments are tools to track students who are already receiving social emotional support.

We have implemented the following to attain this goal:

- Use Tufts Tutors
- Use Volunteers to support students
- 1:1 assistance when appropriate will be provided
- Use Zones of Regulation in Grades K-3 to help students identify their current emotional state
- Grade 4 and 5 use check-ins by google classroom or in person to identify students in need.

Emotional Dysregulation Leads to Learning Loss.

Based on teacher consultations with the Counselor Educator and Principal and through data shared during the MTSS and SST processes, staff at the Brown learned that many **students struggling with their reading also required support in managing their emotions in the school setting.** We found that 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.

We still working toward this goal; however, the **decrease in time for an Adjustment Counseling** for the school coupled with a part – time /shared Social Worker has made the goal that much harder to target, support and increase learning.

Please see data link: [2023 - 2024 Students tracked from K to 2](#)

Equity Focus Area: Parental Involvement

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.

This School year we have made efforts to target families that may not have been attending PTA / school wide events.

Through targeted outreach and individual feedback we have tried to eliminate barriers for ALL families at the Brown School.

- We have moved our Winter and Spring Musical concerts to the Somerville Theatre in Davis square. Our families that rely on public transportation found this to be especially helpful (as many public transits go to Davis Square)
- Our Annual Harvest / Community festival showcased the variety of cultures that attend the Brown School. We had an increased attendance and exceedingly positive feedback.

UPDATE: We are creating a parent survey focused on a sense of belonging among families. We want to learn how the school can help to create that environment for **every** family. We are working with the school equity specialist on this survey (spring timeline)