



Cyril K. Brennan Middle School School Improvement Plan 2018-2020



Cyril K. Brennan Middle School
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Instructional Leadership Team 2017-2018	School Council Members 2017-2018	Instructional Leadership Team 2018-2019	School Council Members 2018-2019
Doreen Barako, Gr. 7/8 Teacher	Andrew Azzinaro, Parent		
Kelly Chouinard, Asst. Principal	Vernia Carter, Parent		
Shelley Glassman, Gr. 8 Teacher	Kelly Chouinard, Asst. Principal		
Lynne Gorman, Gr. 6 Teacher	Lynne Gorman, Gr. 6 Teacher		
Dawn Greening, Gr. 5 Teacher	Christina McGourty, Sp. Ed. Teacher		
Susan Kachanis, Gr. 6 Teacher	Frederick Souza, Principal		
Tracy Korneffel, Art Teacher	Diane Valade, Community Member		
Melissa Mandeville, Gr. 8 Teacher	Meghan Witherell, Community Member		
Christina McGourty, Sp. Ed. Teacher			
Frederick Souza, Principal			

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KEY FINDINGS 2017 - 2018

CURRICULUM PLANNING AND ASSESSMENT

Through the implementation of Understanding by Design (UbD) lesson and unit planning, Brennan Middle School (BMS) will continue to increase students' essential content understandings and improve the transfer and application of these understandings to real world performance tasks.

- Updating curricula is an ongoing process and as units are created and/or revised, BMS continues to use the Understanding by Design template.
- A writing committee continuously monitors/updates the ELA curriculum to better meet the needs of students and close achievement gaps.
- A significant push to align Science units with state standards is underway.
- The #engageattleboro focus has helped guide some of these revisions through the ILT.
- All core content subjects (ELA, math, and science) have implemented DDMs. In addition, Unified Arts DDMs are in place as well.
- STAR Reader Comprehension tests were used to assist teachers with planning and implementing targeted interventions.
- Brennan completed the first tier of training for the Universal Design for Learning (UDL) model and will begin the second tier of training during the 2017-2018 school year. This training continues to equip our teachers with the blueprints for creating instructional goals, methods, materials, and assessments that work for all students. The UDL team is comprised of educators from all levels and all disciplines who work collaboratively to continuously determine ways to ensure that all students can access the curriculum with an all-inclusive and multi-modality approach.
- We are currently using School City to store our data collection from our DCA testing. This data will then be analyzed and used to bridge identified gaps in learning and instruction.
- In addition, Structured English Immersion (SEI) courses are being offered through the district and teachers are taking advantage of those opportunities to better help our English Language Learner population have greater access to the curriculum and to gain or renew their endorsement with the state.

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TEACHING ALL STUDENTS

1. During the 2017-2018 school year, Brennan Middle School will make significant gains in meeting its gap-narrowing proficiency targets as set by the State for ELA and Science Technology, while we will continue to narrow the gap in Mathematics for both the Aggregate and High Needs Groups. Evidence collected to support this goal will be monitored.

- Due to Next Generation MCAS testing in the fall of 2017, gap narrowing targets are not part of the achievement data. However, looking at student growth percentiles (SGP) for the aggregate and high needs groups can be an insight to comparable data points.
- The aggregate SGP in ELA for Brennan was 48.0 and the state SGP was 50.0. The high needs subgroup scored a 42.5 SGP in ELA, which lower than the state's SGP of 46.0 for the high needs subgroup.
- The aggregate SGP in math for Brennan was 35.0 and the state SGP was 50.0. The high needs subgroup scored a 32.5 SGP and exceeded the state SGP of 45.0 for the high needs subgroup.
- The science tests administered in fifth and eighth grade are not Next Generation MCAS tests yet; therefore, they do have the Composite Performance Index (CPI) to measure progress towards the goal of narrowing proficiency gaps.
- Fifth grade science CPI for the aggregate was 77.8, which exceeded the state CPI for the aggregate of 75.3. The high needs group at Brennan had a CPI of 72.1, which again exceed the state CPI for the same subgroup of 63.3.
- Eighth grade science CPI for the aggregate was 75.7, which exceeded the state CPI for the aggregate of 70.6. The high needs group at Brennan had a CPI of 66.5, which again exceed the state CPI for the same subgroup of 54.6.

2. During the 2017-2018 school year, Brennan Middle School will exceed the State median growth of 50 for ELA and continue to make moderate growth in Mathematics for both the Aggregate and High Needs Groups. Analysis of indicators to support meeting this goal will be monitored.

- See information in previous section.

3. Through the continued implementation of school-wide Positive Behavioral Interventions and Supports (PBIS), students' academic, social and emotional skills will improve during the 2017-2018 school year.

- Fewer students have been referred to the office for undesired behaviors; therefore, maximizing students' time on learning.

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- Through the use of PBIS strategies this past year, BMS has built a culture that celebrates each time a student does the right thing. As student confidence increased, more time was spent on positive social activities.
- A culture is being created where students feel safe utilizing school resources, staff, and administration.

PARENT AND FAMILY ENGAGEMENT

During the 2017-2018 school year, Brennan Middle School will devise new parent and family partnership opportunities that enrich students' educational experiences through the promotion and use of technologies, evening events, and parent presentations.

- Devised and implemented new parent and family partnership opportunities that enhanced and strengthened home/school communication, nurtured trusting and respectful relationships, and encouraged family participation.
- Examples of these opportunities included: Bowling Night, Veterans' Day celebration, 5th Grade Math Parental Support Session, and the D.A.R.E. Program.
- BMS improved lines of communication via e-mail through the Aspen portal, the Bulldog Blast that reaches our students and their families through Twitter, Facebook, Instagram, and the new Web Page. Brennan's web page is updated weekly, Facebook, Twitter and Instagram 1-3 days. Updates to links on the Aspen Parent Portal are made daily and annual postings are made of the School Improvement Plan and the School Report Card. The Aspen Portal is used for email blasts to parents who have provided email addresses.
- Brennan has added two additional, school-wide events for the community: Hidden in Plain Sight and the Faculty vs. Student Basketball Game.
- Brennan utilizes various forms of social media thus reaching approximately 1,000 visitors per week.
- Student projects are shared at school-wide events.
- The Bulldog Blast is a newsletter emailed every week to staff, students, and families and was developed this year to meet the growing demand of instantaneous information about school happenings.

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PROFESSIONAL CULTURE

Through the integration of Universal Design for Learning (UDL) lesson and unit planning, Brennan Middle School staff will increase its ability to meet the needs of all students and the multiple ways that they need available to them to access the curriculum and to engage in their learning.

- Building and grade-level meetings were used to provide the necessary support for professional development on use of UDL principles.
- The ILT (Instructional Leadership Team) facilitated the ongoing progress of 21st century lesson plans that engage the community. This leadership team is comprised of teachers who have a collegial partnership with the BMS faculty as they worked collaboratively to enhance student learning.
- Teachers used their training to implement technologies in their student-centered classrooms as evidenced by observations of idea sharing and instructional practice at grade-level and staff meetings.
- Engage Challenge Inspire Meetings (ECI) were implemented to directly address student concerns prior to an SST referral.
- Teachers continued to participate in district wide committees that are working to enhance Attleboro Public Schools.
- Professional Development (PD) continued to be part of the fabric of Attleboro Public Schools and our teachers had opportunities to choose workshops that they felt would best enhance their practice.

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2018-2020 GOAL SUMMARY

STUDENT GROWTH AND OUTCOMES

As the Attleboro Public School District presses forward with the #engageattleboro theme, BMS is bolstering its curriculum with lessons that engage and challenge the minds of students who will be competing in the 21st century global market. This refining of 21st century skills will increase student metacognition while connecting with the community.

SCHOOL ENVIRONMENT

Improve the school climate to ensure all students, regardless of background or ability, feel safe, supported, and respected as an equally valued member of our learning community.

FAMILY AND COMMUNITY ENGAGEMENT: OUTREACH AND CONNECTIONS

Brennan Middle School is working to establish partnerships that promote student growth, parent participation, and community outreach that are committed to developing the unique potential in every student.

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Attleboro Action Plan for Strategic Objective One

STUDENT GROWTH AND OUTCOMES	
<p>As the Attleboro Public School District presses forward with the #engageattleboro theme, BMS is bolstering its curriculum with lessons that engage and challenge the minds of students who will be competing in the 21st century global market. This refining of 21st century skills will increase student metacognition while connecting with the community.</p>	
Strategic Initiatives	Process Benchmarks
Provide strategies and feedback on #engageattleboro lessons	Building-based ILT prepared to teach Professional Development by Jan 2018
Offer professional development to staff that incorporates the #engageattleboro theme while promoting best practices	<ul style="list-style-type: none"> ● Professional development that helps teachers develop lessons that speak to 21st century skills that connect to the community and offers feedback to teachers that are creating and implementing these lessons ● Professional development delivered through the BMS ILT and the district from January 2018 to October 2019
Evaluate use of and effectiveness of best #engageattleboro lessons that include district wide best practice	Colleague-to-colleague observations and administrative walk throughs from November 2019 - May 2020
<ul style="list-style-type: none"> ● During the 2017-2018 school year, Brennan was introduced to the Massachusetts Equity Plan to help decrease gaps in inequities for all students ● This Equity Plan looks back at five years of teachers so results that appear in Brennan's report may not originate or be 	<ul style="list-style-type: none"> ● Brennan Middle School will strategically place English Language learners (ELL) students, students with disabilities, and students of color in classrooms where teachers have more than two years of teaching experience when possible to close "Effectiveness Gaps" in teaching and learning.

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<p>rooted completely in Brennan’s tenure educating these students</p> <ul style="list-style-type: none">• Brennan administration is actively analyzing the data to determine strategies to eliminate one identified gap in students with disabilities with teachers earning needs improvement or unsatisfactory in their educator ratings• Brennan recognizes that teacher experience plays a significant role in working with high needs students. This process will allow high needs students access to our “Excellent Educators who are successful on a variety of measures.” Brennan is developing a plan that will directly address this issue.	<ul style="list-style-type: none">• Brennan Middle School administration will provide oral and written feedback to sub-separate teachers through the Educator Evaluation Framework that supports and promotes continuous professional growth, to narrow the “Effectiveness Gaps” in teaching and learning for students with disabilities.
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Evidence/Outcome Year One:

- Building based ILT trained to deliver professional development
- ILT resources available to all faculty to provide teacher access to best practices that reach the community and focus on 21st century skills
- Teacher survey on effectiveness of professional development

Evidence/Outcome Year Two:

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Attleboro Action Plan for Strategic Objective Two

SCHOOL ENVIRONMENT	
Improve the school climate to ensure all students, regardless of background or ability, feel safe, supported, and respected as an equally valued member of our learning community.	
Strategic Initiatives	Process Benchmarks
Continue with year three of PBIS implementation	PBIS school-wide routines established across all common areas, planning completed for common classroom routines and expectations
Proactively teach cyber-safety and substance abuse awareness in all grades	D.A.R.E. Program, Cyber-safety and Substance Abuse Prevention in conjunction with Attleboro PD
Increase student participation in clubs and activities promoting diversity and inclusion	Development of PAW Club and creation of MARC Student Leader Program, continuation of Best Buddies

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Evidence/Outcome Year One:

- MCIEA Survey
- Monitor Massachusetts State Equity Plan
- Student Survey conducted through PBIS
- Decrease in office referrals
- Decrease out of school suspensions

Evidence/Outcome Year Two:

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Attleboro Action Plan for Strategic Objective Three

FAMILY AND COMMUNITY ENGAGEMENT	
Brennan Middle School is working to establish partnerships that promote student growth, parent participation, and community outreach that are committed to developing the unique potential in every student.	
Strategic Initiatives	Process Benchmarks
Partner with the YMCA	Data collection on current pilot programs (Reach & Rise, Project ROCK) with an emphasis on efficacy
Partner with DoubleACS	Data collection on program with an emphasis on growing 21st century skills for students
Continue and grow partnerships with parents as a focus	Assess all current partnerships and research new opportunities for parent engagement

Evidence/Outcome Year One:
<ul style="list-style-type: none"> ● Decrease in out of school suspensions / reduction in office referrals ● Student Survey ● #engageattleboro teacher lessons
Evidence/Outcome Year Two:

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