

**Bresnahan School Improvement Plan
2023-2026**

Bresnahan Students will (1) develop physical, social, and emotional wellness skills

Bresnahan School Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements	Timeline
<p>Continue staff education on safe and supportive schools, impact of trauma on learning, PBIS, mindfulness, etc.</p>	<p>Counselors, Classroom Teachers, Special Education Staff, Principal, Asst. Principal, Instructional Assistants, BLT Team, Trauma Cohort Participants, Staff with Lesley graduate certification in Trauma & Learning</p>	<p><u>Outcome:</u></p> <ul style="list-style-type: none"> ● Universal school-wide expectations (PBIS) followed by students and equitably supported by staff to promote positive behavior <ul style="list-style-type: none"> ○ Monthly assemblies ○ Whole School Goals ● A school-wide, restorative response to behavior intervention with PD throughout the year provided by ThinkKids ● Continued use of Reflection Sheets (created by counseling staff) ● PD during staff meetings about trauma informed instruction <p><u>Measurement:</u> Evidence of student learning in self-regulation, relationship building, & academic success</p> <ul style="list-style-type: none"> ● Implementation of whole school rewards ● 6 staff trained on SWIS/Referral data ● 5 staff on SST Team, held weekly with 6-8 week interventions cycles ● 10-20 staff in ThinkKids Training (train-the-trainer model) 	<p>2023-2024 SWIS Training</p> <p>2024-2025 ThinkKids</p> <p>Ongoing PBIS</p>
<p>Begin Cultural Competencies work with staff</p>	<p>Principal, Assistant Principal, CEL Leaders, Teachers, Instructional Assistants, Assistant Superintendent, Literacy Coordinator, Coaches,</p>	<p><u>Outcome:</u> All students will feel respected within the physical learning environment and represented within material that they are learning</p>	<p>2024</p>

	Counseling Team, Librarian	<u>Measurement:</u> <ul style="list-style-type: none"> ● Staff will learn about biases, ideas, and stereotypes of cultures and belief systems that are different from their own <ul style="list-style-type: none"> ○ Apply this knowledge to examine their own practice/professional responsibilities ● Use of the anti-bias rubric/guide to determine materials for learning 	
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Bresnahan Students will (2) become literate across the disciplines

Bresnahan School Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements	Start/Timeline
Administer i-Ready Diagnostic Assessment to grades K-3 in the fall, winter, and spring to identify student needs and inform instruction	Math Coach, Math Interventionist, Classroom Teachers, Special Education Staff, Assistant Superintendent, Principal, Assistant Principal, Early Childhood Coordinator.	<u>Outcome:</u> Classroom Teachers will meet with their grade level team and math interventionists to review diagnostic results to determine instructional groupings and set curricular goals. Grade level teams will meet monthly with the math coach to determine best practices to differentiate and promote support student growth. <u>Measurement:</u> Student results from math screener will be reviewed with other math data, exit tickets, unit tests and formative assessment data to plan for individualized student programs.	In 3rd Year of Implementation
Continue Implementation of iReady Math Curriculum and intervention supports	Principal, Assistant Principal, Assistant Superintendent, Math Interventionist, Math Coach, Classroom Teachers	<u>Outcome:</u> Implementation of the iReady program with integrity. <ul style="list-style-type: none"> ● Clearly stated learning goals ● Promote Problem Solving ● Connect Mathematical Representations ● Facilitate Mathematical Discourse <u>Measurement:</u>	2nd Year of Implementation

		<ul style="list-style-type: none"> ● Classroom teachers will implement iReady Mathematics for daily math instruction. ● Math coach and interventionists will provide instruction to students who have qualified for math intervention and monitor progress weekly or biweekly ● Math Coach and interventionists will use iReady growth monitoring to determine the likelihood of students receiving intervention meeting personal growth goals. 	
Administer dyslexia screening in November of kindergarten year (according to the DESE Early Literacy Screening guidelines)	Kindergarten Classroom Teachers, Reading Interventionist, Literacy Coach, Literacy Coordinator, Special Education Staff, Principal, Assistant Principal, Team Facilitation Leader, Assistant Superintendent	<p><u>Outcome:</u> Identify students who are at-risk in early literacy skills.</p> <p><u>Measurement:</u></p> <ul style="list-style-type: none"> ● Complete administration of dyslexia screener ● Analyze screening data ● Implement research-based interventions based on data analysis 	Ongoing
100% of students demonstrate reading growth on DIBELS screening	Literacy Coordinator, Literacy Coach, Classroom Teachers, Title 1 Reading Interventionists, Principal, Assistant Principal, Special Education Teachers	<p><u>Outcome:</u> All students will show personal growth toward grade level benchmarks.</p> <p><u>Measurement:</u></p> <ul style="list-style-type: none"> ● Data analysis will show students moving up in risk categories (from “at-risk” to “some risk” to “benchmark” ● Design and implement a scope and sequence for foundational skills instruction at all grades. ● Implement a school-wide progress monitoring plan in which all students who show “at or some risk” on DIBELS are screened monthly ● Review (and redesign as needed) classroom based reading assessments to reflect current research, practice and 	Ongoing

		<p>curriculum in order to better inform instruction for all students.</p> <ul style="list-style-type: none"> ● Review and (and redesign as needed) literacy interventions for Tier 2 and Tier 3 instruction. 	
Continue MyView Reading, Writing and Comprehension Curriculum	Literacy Coordinator, Literacy Coach, CEL Leaders, Classroom Teachers, Special Education Teachers, Principal, Assistant Principal	<p><u>Outcome:</u> Students will build a solid foundation in literacy through targeted instruction in fundamental skills, reading comprehension, and writing.</p> <p><u>Measurement:</u></p> <ul style="list-style-type: none"> ● By June of 2025, teachers will have engaged in a process of developing, evaluating, and utilizing common writing assessments, leading to an increase in writing scores on explanatory essays by 5% as measured by MCAS as well as internal assessments (grades K-2). ● Redesign grade level reading comprehension assessments to align with current best practices for comprehension instruction. 	Ongoing
Continue the Wilson Foundations Program in grades K-3.	Classroom Teachers, Title I Interventionists, Literacy Coach, Special Educators, Early Childhood Coordinator, Literacy Coordinator, Principal, Assistant Principal	<p><u>Outcome:</u> Strategic implementation of the Wilson Foundations program at each grade level.</p> <p><u>Measurement:</u></p> <ul style="list-style-type: none"> ● Teachers will implement a daily Foundations lesson, following the suggested pacing guide for each grade level ● Teachers will participate in virtual implementation support from Wilson ● Teachers will participate in feedback sessions with the Literacy Coach ● New staff will attend 1 day training session with Foundations trainers (“Launch” session) 	Ongoing

		<p>within the first 8 weeks of school</p> <ul style="list-style-type: none"> Pre-K will adopt developmentally appropriate pieces of the Foundations curriculum as determined by the Pre-K team and Literacy Coach (eg. key word prompts, letter-sound routine, blending routine) 	
Continue LBI, SBI and inclusive teaching across grade levels and programs.	Classroom Teachers, Special Education Teachers, Principal, Assistant Principal, Team Coordinator, Director of Pupil Services	<p><u>Outcomes:</u> Continue to refine class placement practices to allow for more effective cohorting</p> <p>Continue to refine schedule to allow shared staff to meet needs in large building</p> <p><u>Measurements:</u> Classes will host caseloads with similar goals and needs (including opportunities for students above grade level).</p>	Ongoing

Bresnahan Students will (3) practice creation, innovation, collaboration and problem-solving

Bresnahan School Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements	Timeline
Commitment to Being Green Composting	Principal, Teachers, Cafeteria Staff, Custodians, Black Earth Composting, City of Newburyport Employee, Green Team Student Representatives	<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> Continue to invest in our composting program to raise student awareness of composting. Compost bin in cafeteria with sorting stations Compost bins in classrooms Clipper Course after-school program with student Green Team Parent and Senior Center volunteers supporting composting in cafe <p><u>Measurements:</u> Weekly contaminate free compost pick up</p>	2023

<p>Adopt a playful learning mindset wherein we approach all learning work in a way that allows children to find joy in learning.</p>	<p>All Staff and Administration</p>	<p><u>Outcomes:</u> Students will explore, adapt and create; develop the ability to collaborate, solve problems, communicate and navigate uncertainty, using play as a strategy for learning.</p> <p><u>Measurements:</u></p> <ul style="list-style-type: none"> ● Evidence of playful learning “look fors” during administrative and coach “walk throughs” (using DESE resources) ● All classrooms will adopt a minimum of 1 project-based learning unit in the 2024-2025 school year. ● Teaching staff will participate in professional development opportunities to learn about the current research (Project Zero/Harvard) regarding playful learning. ● Implement Professional Learning Communities (PLC) book study groups on the “Pedagogy of Play” by the Harvard Graduate School of Education ● Staff will utilize existing structures to increase exploratory and joyful learning (eg. community gardens, pollinator gardens, alternative recess, book vending machine, art, music and stem materials, library and tec lab, senior center, NYRS and other community partners) ● Apply for DESE Playful Learning Grant to become a pilot school for the 2025-2026 school year. 	<p>2024-2026</p>
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Bresnahan Students will be (4) engaged civically

Cultivate student leadership opportunities and amplify student voice	Classroom Teachers, Special Education Staff, Principal, Assistant Principal, Assistant Superintendent, Counseling Team	<p><u>Outcome:</u> Bresnahan students will develop an understanding of themselves in their community</p> <p><u>Measurement:</u></p> <ul style="list-style-type: none"> ● Student Morning Announcement videos ● Student participation of 3rd Grade Leaders Clipper Course ● Student participation in Bresnahan Community Service Club (run by NHS Interact students) ● Participation in the Green Team, Pollinator Garden and other school initiatives 	Ongoing
Continue facilitating a robust after school program with Bresnahan Clipper Courses and continued partnership with Newburyport Youth Services, Boys and Girls Club and the YWCA	Principal, Assistant Principal, Director of NYS and YWCA, Office Staff, Custodians, Classroom Teachers, Counseling Team	<p><u>Outcomes:</u> Provide meaningful opportunities for 100-150 Bresnahan students to connect with one another outside of the regular school day (using the extra contractual hour for staff) in our Clipper Courses</p> <p>Continue to foster the relationship established with NYS, YWCA and the Boys and Girls Club in providing after-care for Bresnahan Students</p> <p><u>Measurement:</u> YWCA community representation on school council, increased partnership between school and community programs, increased participation of Bresnahan students in after-school programs (100-150)</p>	Clipper Courses implemented in 2022, continued growth

Bresnahan Students will (5) prepare for life after graduation.

Bresnahan School Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements	Timeline
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<p>Continue to Develop Open and Transparent Communication with Families</p>	<p>Principal, Assistant Principal, Technology Integrator, Classroom teachers, Counseling Team, Office Administration</p>	<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> ● Continue constructive communication between school personnel and families ● School and parent agenda around learning to be matched and collaborative ● Parent/Guardian understanding of school operations, policies and procedures <ul style="list-style-type: none"> ○ District Curriculum Accommodation Plan ○ Student and Families Handbook ○ Weekly Wednesday updates <p><u>Measurements:</u></p> <ul style="list-style-type: none"> ● Qualitative feedback from monthly meetings with Bresnahan School Council members ● Strengthened communication of staff to parents <ul style="list-style-type: none"> ○ Seesaw as a tool to facilitate communication from classroom teachers and invite parent communication in return. ○ Staff training with hopes of full implementation in 2025 ● Smore metrics on Community Engagement for Weekly Wednesday ● Attendance of events and data from google form responses for community events such as coffee hours, Clipper Courses and Veterans Day Assembly 	<p>Ongoing</p>
<p>Develop Inclusive and Collaborative Teacher Learning Communities</p>	<p>CEL Leaders, Teachers, Principal, Assistant Principal, Coaching Team, Literacy Coordinator, Assistant Superintendent</p>	<p><u>Outcomes:</u> Develop capacity of CEL leaders for increased teacher voice</p> <p><u>Measurements:</u></p> <ul style="list-style-type: none"> ● 10 CEL led staff meetings ● Consistent use of common assessments and data informed instruction ● A revised report card, due to roll out in September 2025 <ul style="list-style-type: none"> ○ Standards based report card, 	<p>Ongoing</p>

		<ul style="list-style-type: none">reflecting on end of year standards<ul style="list-style-type: none">○ Move from trimester to semester○ X2 format● Thorough Curriculum Mapping and implementation of curriculum	
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