

Strategy 1: We will Re-imagine Teaching and Learning

Curriculum, Planning and Assessment Goal: The Bresnahan School will utilize student data to guide instruction and measure growth.

Plan 2: Assessment is used to guide instruction, curriculum, engage students in inquiry and focus on the process of learning.

Bresnahan School Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements	Start/Timeline
<p>The universal kindergarten math DDM and Gr 1-3 Affirm assessments will be administered twice a year to identify student needs and inform instruction.</p>	<p>Math Coach, Math Interventionist, Classroom Teachers, Special Education Staff, Assistant Superintendent, Principal, Assistant Principal, Early Childhood Coordinator.</p>	<p><u>Outcome:</u> Classroom Teachers will meet with their grade level team and math interventionists to review screening 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.</p> <p><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.</p>	<p>2021</p>
<p>Implementation of Math Intervention Program, Do The Math</p>	<p>Math Interventionist, Math Coach</p>	<p><u>Outcome:</u> Implementation of the Do The Math program with fidelity.</p> <p><u>Measurement:</u></p> <ul style="list-style-type: none"> ● Math Interventionist will implement the Do The Math program with students identified through Affirm Benchmark Assessments and Eureka formative/summative assessments ● Do The Math progress monitoring/assessments ● Affirm End of Year Assessments 	<p>2021</p>

Administer dyslexia screening at the mid-point of kindergarten year	Kindergarten Classroom Teachers, Reading Interventionist, Literacy Coach, Literacy Coordinator, Special Education Staff, Principal, Assistant Principal, Early Childhood Director, Assistant Superintendent	<p><u>Outcome:</u> Identify students who are at-risk in early literacy skills.</p> <p><u>Measurement:</u> Administration of dyslexia screener in January of kindergarten year in conjunction with other literacy assessments - Brigance, DIBELS, reading benchmarks.</p>	2021
By the end of the year 100% of students will show at least one year of reading growth based off of Dibels scores.	Literacy Coordinator, Literacy Coach, Classroom Teachers, Title 1 Reading Interventionists, Principal, Assistant Principal, Special Education Teachers	<p><u>Outcome:</u> Comparison of number of students at core, strategic and at risk</p> <p><u>Measurement:</u></p> <ul style="list-style-type: none"> ● Implementing a mastery of scope and sequence at each grade level ● Implementing progress monitoring of at least 5 identified students in the class ● Develop a list of discrete reading benchmarks for grade k-3 	2021
Implementation of MyView Comprehension Curriculum	Literacy Coordinator, Literacy Coach, Classroom Teachers, Special Education Teachers, Principal, Assistant Principal	<p><u>Outcome:</u> By June of 2022, teachers will have engaged in 6 grade level team meetings with a focus on further learning MyView and will have engaged in an iterative curriculum review process of MyView.</p> <p><u>Measurement:</u> Regular feedback to the District Literacy Coordinator.</p>	Est. 2021, will be reviewed in 2022
Implementation of revised Massachusetts History and Social Science curriculum frameworks in grades K-3.	Classroom Teachers, Special Education Staff, Principal, Assistant Principal, Early Childhood Coordinator	<p><u>Outcome:</u> Research history and social science curriculum at each grade level along with accompanying programs, materials and assessments aligned with new standards.</p> <ul style="list-style-type: none"> ● Use of the anti-bias rubric/guide to determine materials. <p><u>Measurement:</u> By 2022-2023 Implementation/revision of curriculum at each</p>	2022

		grade level.	
Implementation of 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> Implementation of the Wilson Foundations program with fidelity 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. 	2021

Strategy 7: We will provide support so all students are ready and able to learn.

Safe and Supportive Schools: Foster a safe, positive, healthy and inclusive learning environment that enables students, staff and parents to develop positive relationships with one another. Teach student skills needed to regulate their emotions and behaviors; maintain physical and psychological health and well-being.

We will ensure that services are provided to promote behavioral health, social and emotional learning, bullying prevention , trauma sensitivity, diversity, equity and inclusion.

Bresnahan School Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements	Timeline
Continued implementation of PBIS	Principal, Assistant Principal, CEL Leaders, Teachers, Instructional Assistants, Director of Behavioral Health	<p><u>Outcome:</u> Universal school-wide expectations followed by students and equitably supported by staff to promote positive behavior.</p> <p><u>Measurement:</u> Analysis of student discipline reports, in-class rewards</p>	2021
Begin Cultural Competencies work	Principal, Assistant Principal, CEL	<u>Outcome:</u> Professional Development with Michael	2021

with staff.	Leaders, Teachers, Instructional Assistants	Eatman. Professional Development on the Social Justice Standards. <u>Measurement:</u> Staff will work to recognize biases, ideas, and stereotypes of cultures that are different from their own. Admit/Acknowledge that there are differences in the treatment of people based on their appearance. Educate themselves and others on cultural differences to gain more understanding.	
Assess current functioning of IDC programs for efficacy.	IDC Classroom Teachers, IDC Instructional Assistants, Special-ed Team Facilitator, Principal, Asst. Principal, Nurses, Early Childhood Director, Director of Pupil Services	<u>Outcome:</u> Programming aligned specifically with needs of students on a yearly basis. <u>Measurement:</u> Students grouped based on academic, medical, social-emotional, and life-skill abilities.	
Continue staff education on safe and supportive schools, impact of trauma on learning, and mindfulness.	Counselors, Classroom Teachers, Special Education Staff, Principal, Asst. Principal, Instructional Assistants, Trauma Cohort Participants, Staff with Lesley graduate certification in Trauma & Learning (possible partnership with Molin School)	<u>Outcome:</u> PD throughout the year on maintaining safe and supportive schools, mindfulness, and equity. <u>Measurement:</u> SWIS/Referral data, RTI process, School climate survey results, evidence of student learning in self-regulation, relationship building, & academic success.	2021

Strategy III: We will maximize all internal and external resources.
Strategy V: We will create a dynamic community among all stakeholders.

Family and Community Engagement: Continue discussion on the impact of parent and community involvement on student learning and identify strategies to develop supportive parent involvement.

Strategy III, Plan 3: Partnerships will be encouraged and developed in and outside of the school district.

Strategy V, Plan 2: All stakeholders are informed about district-wide and school-level events, programs and learning opportunities.

Bresnahan School Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements	Timeline
Partner with Newburyport Youth Services	Principal, Assistant Principal, Director of NYS, NYS Staff, Office Staff, Custodians, Classroom Teachers,	<p><u>Outcomes:</u> Provide meaningful opportunities for Bresnahan students to connect with one another outside of the regular school day. Support for non-English language for NYS websites and documents</p> <p><u>Measurement:</u> NYS community representation on school council, increased partnership between school and NYS, increased participation of Bresnahan students in NYS programs</p>	2021
Partner with Nourishing the North Shore and Our Neighbor's Table	Principal, Assistant Principal, Director of Food Services, School Nurses, Assistant Superintendent, Office Staff, Classroom Teachers	<p><u>Outcomes:</u> Ongoing collaboration and planning with organizations to create inclusive markets for the Bresnahan Learning Community and beyond.</p> <p><u>Measurements:</u> Re-implementation of Summertime Farmer's Market and Fall Markets aligned with extended school year programs and fall Open House.</p>	2021
Weekly Communication to Families	Principal, Assistant Principal, Director of Early Childhood, Special Education Team Facilitation Leader	<p><u>Outcomes:</u> Increase communication between parents and the school through weekly informative memos. Consistency with regards to which family members receive communications (from teachers, school, district)</p> <p><u>Measurements:</u> Feedback survey from parents and teachers.</p>	2021

Strategy VI: We will create a culture that cultivates the best in everyone.

Professional Culture: Continue to develop professional relationships amongst staff that support the PK-3 school community.

Plan 1: Distributed Leadership: Everyone shared the responsibility of leadership and culture.

Bresnahan School Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements	Timeline
Expand co-teaching across grade levels and programs.	Classroom Teachers, Special Education Teachers, Principal, Assistant Principal, Team Coordinator, Early Childhood Director, Director of Pupil Services	<p><u>Outcomes:</u></p> <ul style="list-style-type: none"> ● Reexamine class placement practices to allow for more effective co-teaching ● Enhance or co-teaching model and move along the trajectory of supportive > parallel > complementary > team co-teaching. <p><u>Measurements:</u> Reorganization of class placement and co-teaching assignments, to host caseloads with similar goals and needs (including opportunities for students above grade level).</p>	Start plan in 2021, begin in 2021-2022
Develop Inclusive and Collaborative Teacher Learning Communities.	CEL Leaders, Teachers, Principal, Assistant Principal, Team Coordinator, Early Childhood Director, Assistant Superintendent	<p><u>Outcomes:</u> Develop capacity of CEL leaders for CEL Leaders lead a monthly staff meeting.</p> <p><u>Measurements:</u> Thorough Curriculum Mapping and implementation of Foundations and MyView.</p>	2021