

Birch Meadow School

School Plan Overview [2019-2020]

Mission		
<p><i>Reading Public Schools Mission Statement: Instilling a joy of learning and inspiring the innovative leaders of tomorrow</i></p>		
Vision		
<p><i>Draft (June, 2019) Statement by Birch Meadow School Leadership Team At Birch Meadow School we promote the learning and growth of all students through collaborative and skills instructional practices. Educators establish high expectations, create safe and effective environments and demonstrate cultural and ethical proficiency. Our students will apply their learning and growth both in and outside Birch Meadow school and throughout their lives.</i></p>		
Core Values		
<p><i>Birch Meadow School Core Values We are Present, Safe, Kind, Responsible and Respectful</i></p>		
Theory of Action		
<p><i>Reading Public Schools Theory of Action If the Reading Public School District strategically allocates its human and financial resources to support high quality teaching, prioritizes a commitment to the academic, social, and emotional needs of our students, emphasizes the hiring and support of effective staff who have the capacity to collaboratively learn, thoughtfully analyzes measurements of school performance and provides differentiated support, then students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.</i></p>		
Strategic Objectives		
<p>1. <i>To better align our learning expectations and instruction with state expectations, we will examine report card data, MCAS data, and state frameworks to determine areas where we need to more closely align with state and district learning standards.</i></p>	<p>2. <i>With the goal of creating a teaching and learning environment that is more culturally responsive, we will increase staff awareness of how our own identities impact instructional decisions, selection of programs and materials, and class environments.</i></p>	<p>3. <i>With the goal of creating a school community in which issues of race, equity, and bias are discussed safely and effectively we will provide opportunities and training for community members (families, School Committee members, educators) to have conversations about racial identity, anti-bias, and equity.</i></p>

Strategic Initiatives

<p>1.1 In at least three meetings, staff will review report card data, benchmark assessment results, and 2019 MCAS Data. Staff will analyze key areas where student performance indicates mis-alignment with state and local learning standards.</p>	<p>2.1 Creation of School Anti-Bias and Racial Equity Study Group.</p> <p>Team members: Talia Hallett (Grade 1 teacher), Jan Rhein (Literacy Coach), Keriann Zahoruiko (Special Educator), Arielle Mucha (Grade 4 teacher), Grant Hightower (METCO Director), Julia Hendrix (Principal). These staff members attended the Disruptive Educational Equity Practices (DEEP) Workshop in August and September 2019 and are attending the School Reform Initiative Fall Meeting in November 2019. They will use tools and strategies learned in these professional learning opportunities in this work. Other staff will be invited to participate.</p>	<p>3.1 At least three opportunities to engage in discussions and/or workshops on anti-bias, equity, and identity offered either during PTO General Meetings or at other times.</p>
<p>1.2 Through monthly data team meetings, grade level teams will focus on instructional planning based on data and analysis of student outcomes.</p>	<p>2.2 Staff will study stereotypes, racist assumptions and bias in curriculum, program materials, and learning objectives.</p>	<p>3.2 Equity Book Bags with 4 to 6 titles will be created for each grade level. The titles will focus on issues of identity, race and equity. These bags can be signed out by students to take home to read with their families. A journal will be included for family responses.</p> <p>One Equity Book Bag will be given to each classroom and a complete set will be in the library.</p> <p>Thus far \$250 in grant funding has been secured from Eastern Bank Charitable Foundation for this project. An additional grant is being written to REF.</p>
<p>1.3 The building wide literacy position is redefined as a literacy coaching position with emphasis on coaching teachers in implementation of</p>	<p>2.3 Survey on school climate related to equity, anti-bias and identity will be administered to students and staff.</p>	<p>3.3 Survey on school climate related to equity, anti-bias and identity will be administered to families.</p>

Reader's Workshop and calibrating Fountas and Pinnell Benchmark assessments building wide.		
	2.4 Each month, a theme is set (for instance: scientists, artists, musicians) that will include presentations about diverse contributors to that area. Anti-Bias and Racial Equity Study Group and Student Council will coordinate this work.	
	2.5 Book study group for staff led by Anti-Bias and Racial Equity Team.	

Outcomes

Strategic Objective 1

- Work product created: Analysis documents for alignment with state standards.
- Grade level data teams will review data and create whole class, small group and individual action plans that address misalignment and learning gaps.
- Improved student achievement on district benchmarks and MCAS.

Strategic Objective 2

- Survey results analyzed with action steps for the 2020-2021 based on the results.
- Teachers will indicate increased understanding about their own racial/cultural identities and current and historical inequities and will undertake planning based on this knowledge.

Strategic Objective 3

- Community workshops planned and led by principal and other leadership members (School Site Council, School Leadership Team, Anti-Bias and Racial Equity Team).
- Equity Book Bag project enacted (if grant funded.)
- Survey results analyzed with action steps for the 2020-2021 based on the results.