



CSD MBS Grades 3-5 SCHOOL REPORT

November 1st, 2016
Julie Benay, Principal

MBS Enrollment

Grade Level	Students	Classrooms	Avg. class size
Grade 3	171 students	8 classrooms	21
Grade 4	168 students	7 classrooms	24
Grade 5	153 students	7 classrooms	22
Total	492 students	22 classrooms	22

Average daily attendance: 96.4%
for the past three years



MBS Demographics

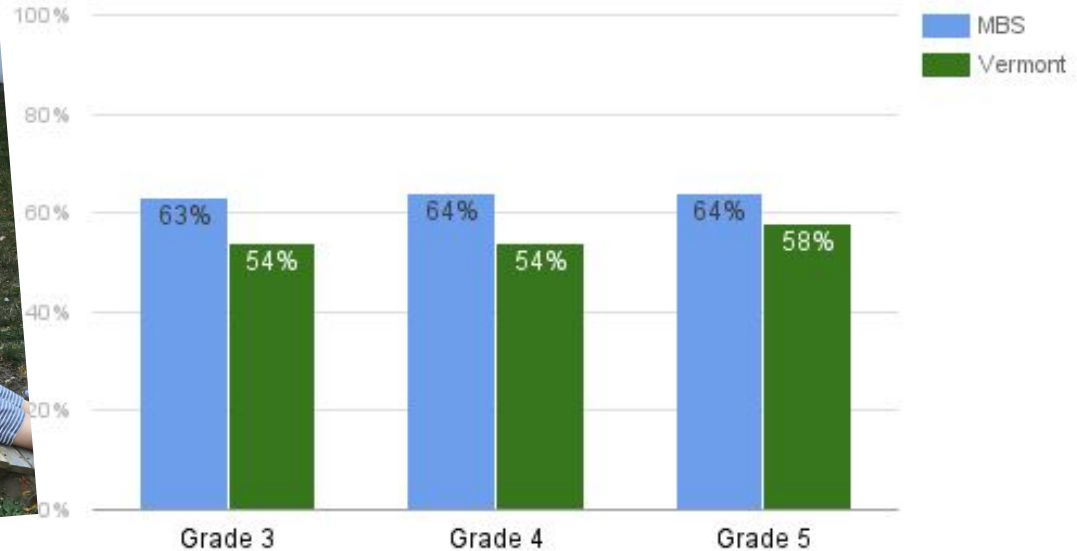
Demographic	Number of students in each demographic	Percentage of total student population
Students receiving Special Education instruction/504 accommodations	66	13%
Students qualifying for subsidized meals	162	33%
English Language Learners	13	3%



MBS SBAC Scores: English Language Arts

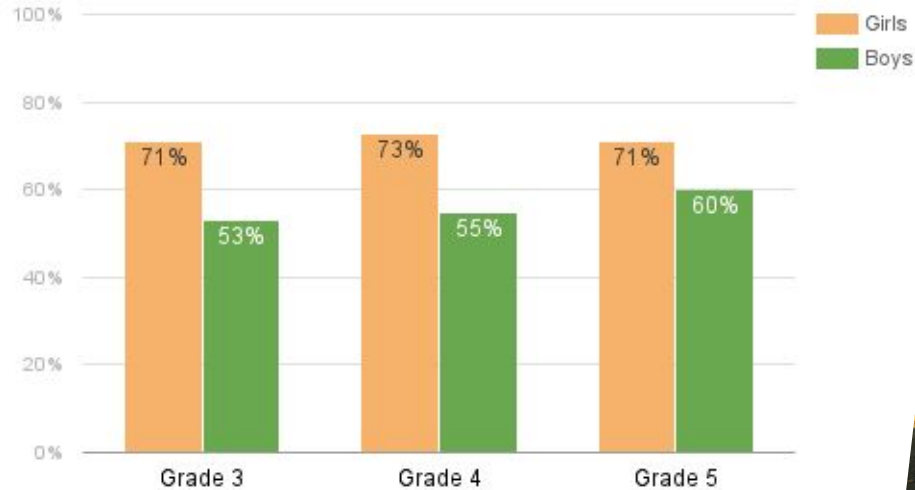


SBAC ELA Comparison: MBS:VT



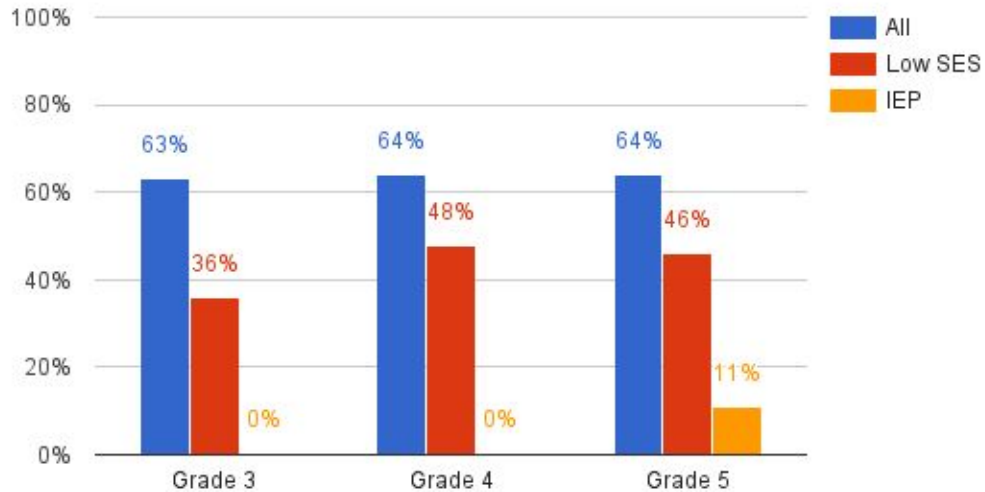
MBS SBAC Scores: English Language Arts

% Meet/Exceed ELA Gender Comparison



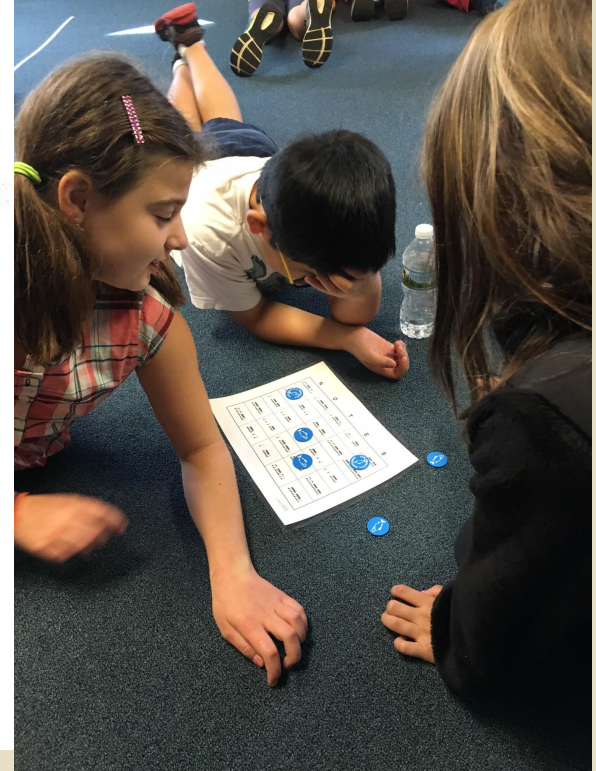
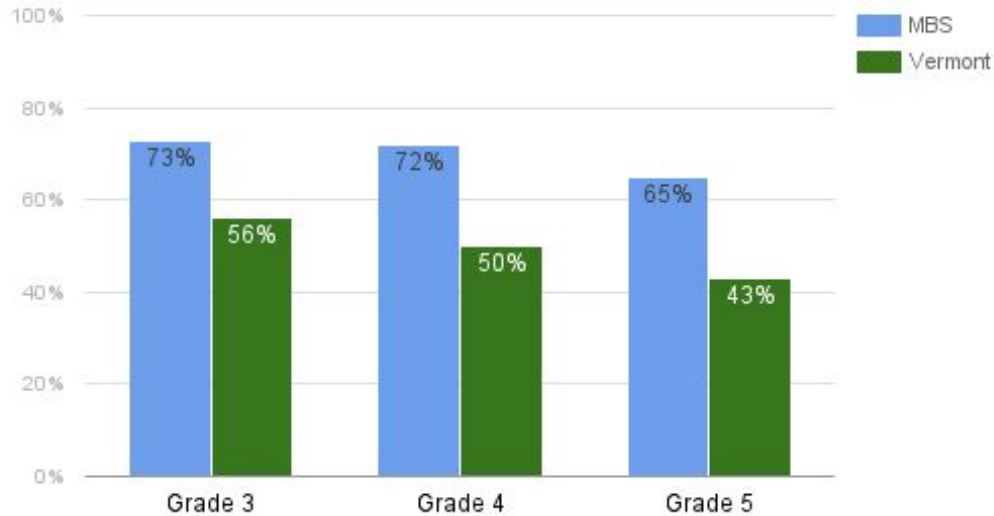
MBS SBAC Scores: English Language Arts

SBAC ELA: Other Demographics



MBS SBAC Scores: Math

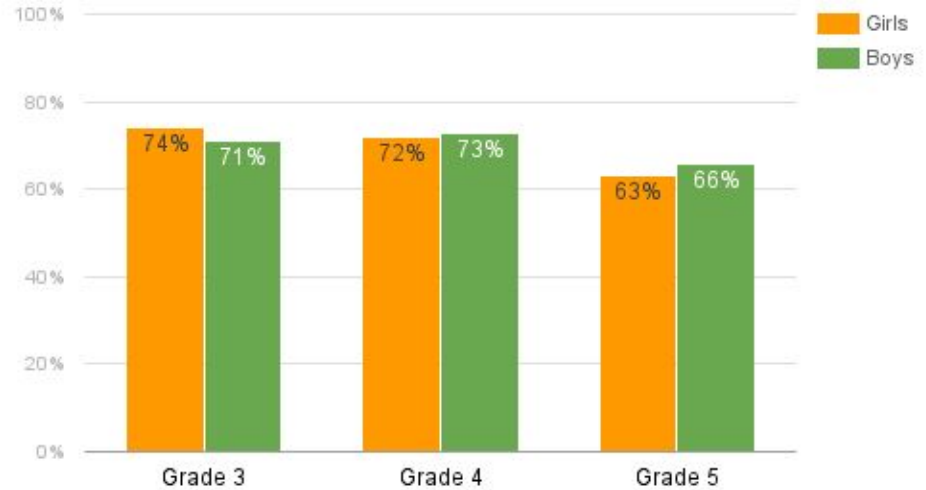
SBAC Math: MBS Compared to VT



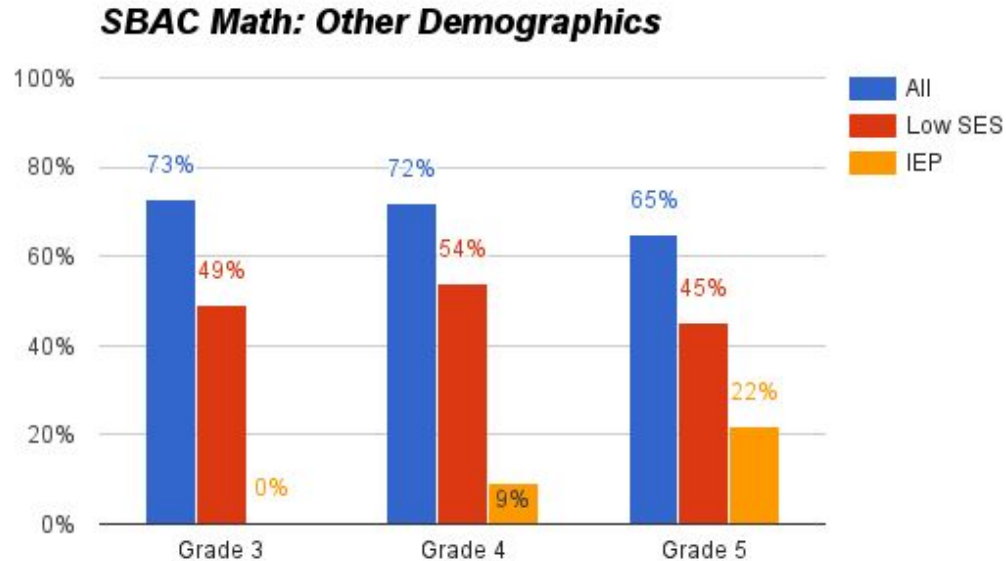
MBS SBAC Scores: Math



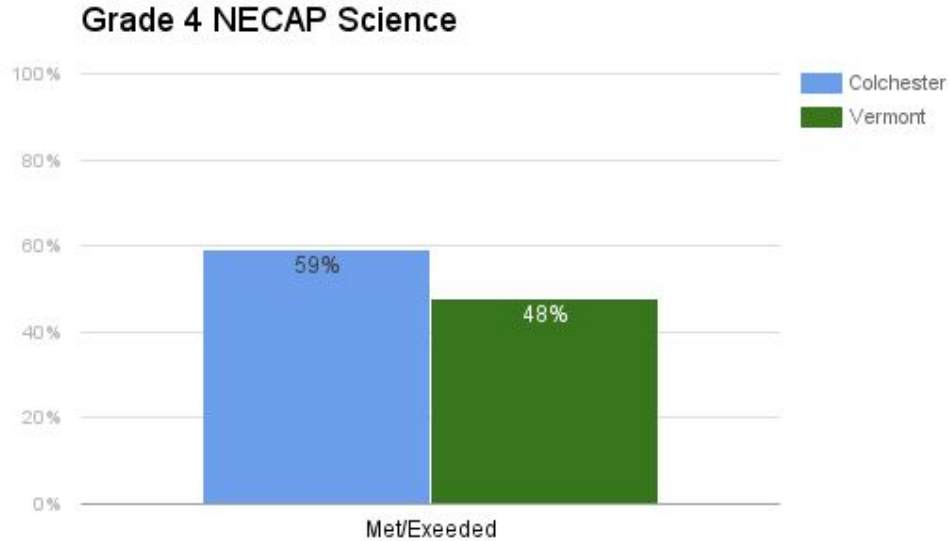
SBAC Math: Gender Comparison



MBS SBAC Scores: Math



MBS NECAP Science Results 2016



MBS 2015 PBIS Staff Self-Assessment Survey: Areas of Strength

PBIS Components at MBS	Fully in place	Partially in place
School administrator is an active participant on the behavior support team.	65%	35%
Procedures are in place to address emergency/dangerous situations.	63%	33%
A small number of positively and clearly stated rules are defined.	57%	41%
Expected student behaviors and routines in classrooms are stated positively and defined clearly.	59%	37%



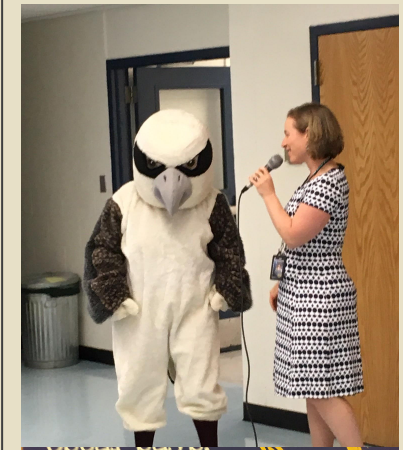
**SAFE
RESPECTFUL
RESPONSIBLE**

Welcome Baaaack!



MBS 2015 PBIS Staff Self-Assessment Survey: Priority

Priority components for 2016-2017	Fully in place	Partially in place
Expected student behaviors are taught directly.	25%	64%
Consequences for problem behaviors are defined clearly.	9%	59%
Consistent procedures for expected and problem behaviors	16%	57%
Expected behaviors are acknowledged regularly	8%	65%
School includes formal opportunities for families to engage with PBIS	3%	13%



in the CAFETERIA
we are...

SAFE

- Walk at all times
- Sit with your feet under the table
- Stay seated unless an adult gives permission
- Follow traffic patterns

RESPECTFUL

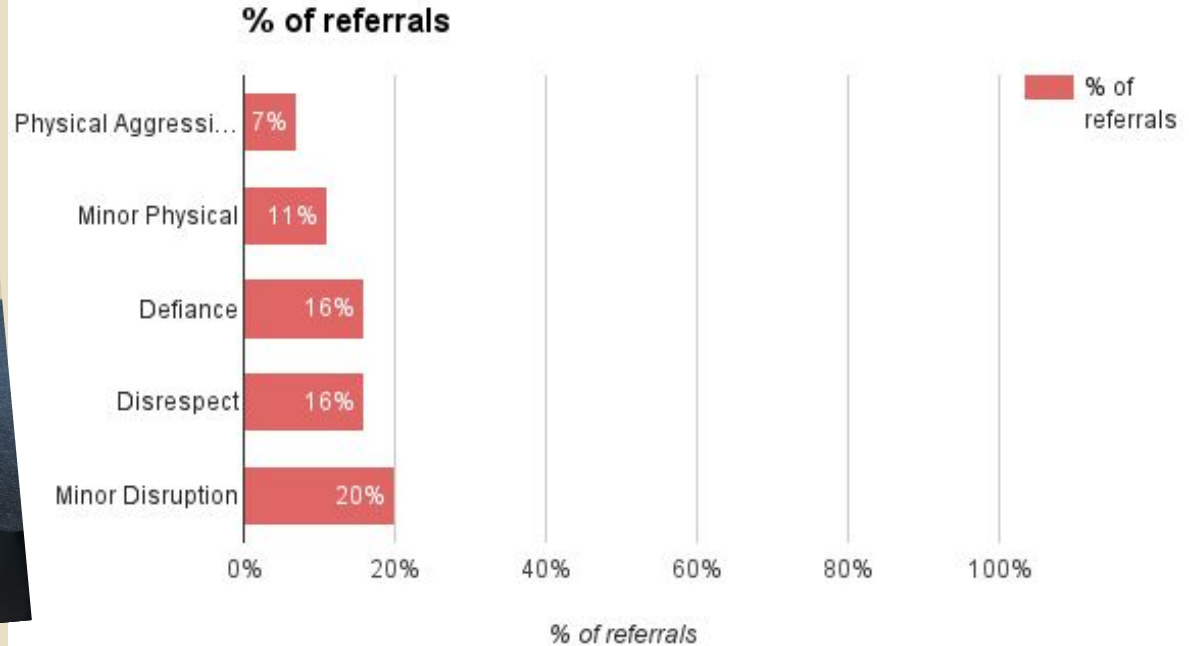
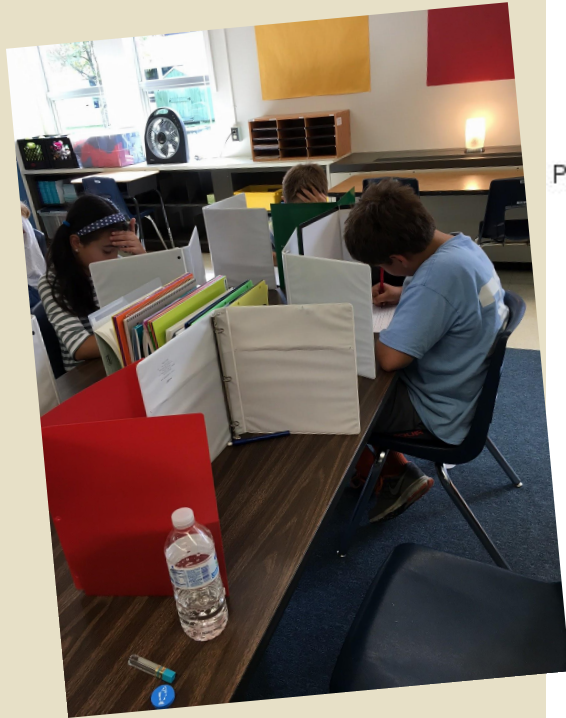
- Use kind words and manners
- Use a quiet voice
- Hold your own seat

RESPONSIBLE

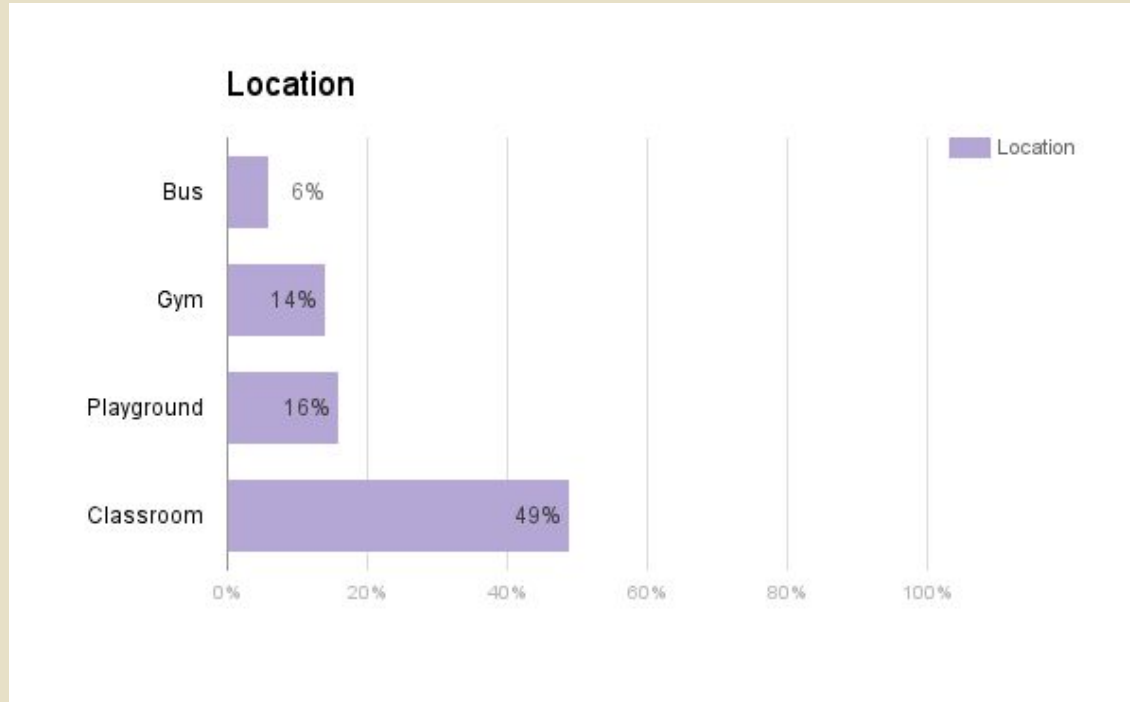
- Be quiet at the signal
- Follow clean up procedure
- Take your belongings



MBS Student Behavior 2015-2016



MBS Student Behavior 2015-2016



MBS Committee Structure

PBiS Committee: Steering committee for PBiS implementation. Focus on promoting positive student behavior by explicitly defining, teaching, and reinforcing expected behaviors.

Instructional Teams: Six grade level “communities” and one UA “community” collaborating to examine instruction and assessment practices.

Leadership Team: Comprised of members from each community, monitors implementation of Action Plan and professional development.

School/Community Council: Monitors and strengthens relationships among school, parents, and broader community

Action Plan Highlights

- Year 1 implementation of PBiS at the Universal Level
- Increase amount of rigor in instruction, focus on ELA
- Mathematical understanding through deepening math “practices” (discussion, precision, evidence)
- Use technology to enhance communication, collaboration, and creation in all content areas
- Evaluate home/school communication and parent support