

*Brookline Early Education Program  
School Improvement Plan  
2016-17*



*Submitted by: Vicki Milstein, Principal Early Education*

The Brookline Early Education Program has managed the moves of more than 10 classrooms as well as administrative offices in the past 5 school years. These moves have facilitated increased dialogue along with increased need for system management. We have dedicated a significant amount of time to reestablishing our beliefs, policies and practices to ensure that the Brookline Early Education approach is consistent across all buildings and classrooms.

Through that process we have discovered some areas of concern expressed by both staff and administration. As a result, we have initiated and plan to expand our understanding of race and culture. This is a plan we began this year with a study group who meet with Alyson Livingston, a social work professor whose expertise is in social justice. Dr. Livingston has also offered a full staff professional development opportunity during staff meeting time. In this way we believe we will develop a set of common beliefs to guide our practice. Dr. Livingston will continue her relationship with BEEP throughout the coming year. We will add to this with speakers representing a range of ethnic, religious and racial groups to continue the work in a more expansive and inclusive manner.

The other area identified for growth centered on mental health issues that result in aggressive behavior in the classroom. We have engaged in a process with Northeastern University to form a home school partnership to address this issue. Teachers have worked together with Dr. Rob Volpe to develop a set of red flags for young children. Several teachers have been trained in an approach to address this challenge. The work will continue again next year. In a second opportunity we have had a consultant implement the Nurtured Heart Approach to challenging children with our staff. Several teachers asked to continue with more in depth work on this topic and a small study group was arranged. Both efforts have met with positive feedback from the staff. All participants have requested that they be allowed to continue with this learning.

Work continues on several areas that have appeared in previous school improvement plans. They include:

- Individual Growth and Development Indicators (IGDI) screening
- Response to Intervention planning and documentation
- STEM education integration in early education
- Improved library and resource materials for informational texts
- Expanded opportunities for parent participation in workshops and other learning opportunities.

In response to a review of our current program as well as parent and staff feedback this year we have planned a slightly expanded school improvement plan. We are looking at some target areas for our work. They include:

- Integration of the STEM opportunities in Cycles curriculum as well as other units of study throughout the year
- Integration of Rise program learning with common curriculum of Pre K
- Development of comprehensive Response to Intervention procedures to support struggling learners across developmental domains as well as through curriculum content areas
- Continued work on behavior and regulation through a multi- sensory approach adding Zones of Regulation and Think Kids.
- Re introduction of Launch summer program to increase success of all of our students and especially students with limited summer enrichment opportunities

We believe that the efforts on these focus areas will align our program and create a deeper understanding among faculty who are our front line in ensuring positive outcomes for all children. Previous efforts that continue along with new or expanded opportunities will enhance the understanding of all BEEP staff.

Work already underway includes a summer filming of a new series titled BEE Parenting. It is an offshoot of BEE Bear Book Club, a web-based literacy, and math and science experience for children. BEE (Brookline Early Education) Parenting will give parents small-targeted filmed segments of high interest to parents of young children. Topics filmed to date are: Behavior, Reading and young children, Reading across the curriculum, What counts in counting, Math language and Young Scientists.

Response to Intervention has been enhanced by our work with Dr. Rob Volpe and his doctoral candidates (Northeastern University) as they develop a software program to meet the needs of young children with lagging phonemic awareness skills and understating of the alphabetic principles. That work is scheduled to continue with expanded teacher participation.

Teachers have taken great strides in adapting to best practice models. They have piloted Zones of Regulations in some classrooms with more scheduled to begin this year. Literacy and math have continued to expand in BEEP classrooms. Embedded print-rich experiences support ongoing understanding. Most recently, students have demonstrated a facility with phonemic awareness skills and schools have reported well-prepared students from BEEP classrooms. Work continues on math problem solving skills, expansion of math vocabulary understanding and higher level thinking in literacy.

Remaining at the core of Brookline Early Education is long standing research with continued results confirming that play is best in support of emerging social competency and organizational skills. These are two critical indicators of later school success. The social

emotional health of our young students will be a high priority in all curriculum and program decisions. We will continue our commitment to social emotional health and wellbeing in the BEEP experience. It is for this reason that we have included mindfulness training in our improvement plan. We have focused on our expanded extended day programming in this effort. Our students who remain in school for a long day (8:00 AM-5: 45) are a more vulnerable group for stress factors. We have identified these students for the mindfulness work that has been successfully piloted among other school aged children nationally.

BEEP has had the privilege of supporting international visitors from Barbados, China and Singapore this year. Each group came with a specific focus on one aspect of the BEEP experience. Ongoing relationships continue with educators from these countries. This professional interaction supports educators in continuing to develop in their own professional goals. Teachers teaching teachers is a powerful role for BEEP educators to play.

This Improvement Plan represents both ongoing development and new initiatives. Our curriculum development is focused on emerging research on best practice. Just this year we attended the National Council Teachers of Mathematics convention with a BEEP teacher, principal and coordinator, with thanks to the Brookline Education Foundation. Our teachers have improved their practice as a result of these kinds of learning experiences.

This year as we expand our Zones of Regulation implementation, re- introduce the summer LAUNCH program and begin a substantial increase in extended day options we find our teachers supportive of these efforts. Parents will be our partners in these and all of our efforts. The year promises to be an exciting one with continued growth and change.

# Brookline Early Education Program SCHOOL IMPROVEMENT PLAN

## SIP GOAL 1: High Achievement for All

### Expand STEM Curriculum to Improve Student Understanding

*PSB Goal 1 Every student achieving, Goal 2 Every student invested in learning, and Goal 4 Every educator growing professionally.*

**STRATEGY:** Strategic Area of Focus: Academic Excellence through Content, Pedagogy and Relationships

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<b>Schedule STEM experiences in written documents for classrooms and extended day programming</b>	Review experiences that were evident in classrooms this year.	Principal, Program Supervisors, staff	Ongoing	<ul style="list-style-type: none"> <li>• Common language in all classrooms</li> <li>• Making leaning visible in classrooms</li> </ul>	Improve classroom libraries to include a wider selection of STEM related materials
<b>Include STEM News and parent participation opportunities in teacher WEEKLY News</b>	Parent feedback surveys	Classroom teachers	School Year	Parent feedback and family participation	Template for STEM reporting Parent resource books
<b>Develop set of targeted supports and interventions (RTI) to maximize student growth in developmental domains and curriculum content to be included in Tier 2 and Tier 3.</b>	<ul style="list-style-type: none"> <li>• IGDI data from screening tool.</li> <li>• Tutoring buddies</li> <li>• Research and documentation of student progress embedded in active learning.</li> <li>• Annual checklist for skills monitoring</li> </ul>	Principal and Program Supervisors	Ongoing	Improved IGDI scores and achievement levels in motor, language and cognitive goals within all subgroups in BEEP	Staff Handbook and documents created to offer teachers potential learning opportunities <ul style="list-style-type: none"> <li>• Staff trainings</li> <li>• CCM meetings</li> </ul>



# Brookline Early Education Program SCHOOL IMPROVEMENT PLAN

## SIP GOAL 2: High Achievement for All

### Increase use of technology for improved parent access and student achievement

*PSB Goal 1 Every student achieving, Goal 2 Every student invested in learning, Goal 4: Every educator growing professionally.*

**STRATEGY:** Strategic Area of Focus: Academic Excellence through Content, Pedagogy and Relationships

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<b>Improved family access through technology</b>	Family numbers utilizing email, blogs, class web-sites, Google circles	Admin Team, staff	Ongoing	Increased parent participation Increased parent feedback	Electronically filed and catalogued articles for parent information and support
<b>Improved communication with families</b>	Family numbers utilizing email, blogs, class web-sites, Google circles	Admin Team, staff	Ongoing	Parent participation, family communication to teachers and admin	Town website team, Technology expertise in the school department, PD
<b>Develop a technology plan for student access for learning</b>	Student use of ipads, computers and appropriate applications, games and	Principal, Program Coordinators, Teachers, Specialists	Ongoing	Improved work sampling documentation of student progress	Town and school IT specialists, EDCO offerings, EEC workshops



# Brookline Early Education Program SCHOOL IMPROVEMENT PLAN

## SIP GOAL 3: Educational Equity

**Improving understanding of culture, race and ethnicity and increase opportunities for engagement**

*Core Values: Respect for Human Differences, Thriving in a Global Society, Educational Equity*

**STRATEGY:** Collaboration, Excellence in Teaching

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<b>Expand professional development focused on culture, race and ethnicity to meet the needs of a greater percentage of the staff</b>	Teacher input from Race and culture study group	Administrative team	School year	Detailed plans of staff related to inclusive curriculum. Staff goals on equity Family feedback	Additional speakers on race, culture and achievement - PD funds through Brookline
<b>Increased opportunities for families to engage fully in the BEEP community including but not limited to support groups, playgroups, STEM Saturdays</b>	After several years of low parent enrollment, the last two years have shown steady improvement.	Principal, social workers. Program coordinators	Ongoing	Increasing numbers of parents attending in-classroom family education opportunities. New sessions based on family feedback.	Increased web based communication  Increased hard copy Increased information packets on topics related to parent sessions.
<b>Create stress reduction opportunities for students in extended day care and improved self regulation for all students through zones of regulation</b>	Current extended day reports Current classroom data	Principal, Extended day Director and Program Coordinators.	School year	Students will demonstrate little or little or no anxiety on the long day. Students will demonstrate self - regulation through zones of regulation strategies.	BEEP budget Consultation on mindfulness staff training opportunities

# Brookline Early Education Program SCHOOL IMPROVEMENT PLAN

## SIP Goal 4: High Achievement for All

Improved student outcomes through wrap-around program opportunities

*PSB Goal 1 Every student achieving, Goal 2 Every student invested in learning and Goal 4 Every educator growing professionally.*

**STRATEGY:** Strategic Area of Focus: Academic Excellence through Content, Pedagogy and Relationships

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators or progress/Success	Resources Needed/Anticipated Funding Source
<b>Introduction of long extended day opportunities across sites.</b>	Number of families who require longer day care	Principal, Program Coordinator, Extended Day Director	School year	Increased student access	BEEP budget
<b>Reintroduction of LAUNCH summer program</b>	Parent feedback	Principal	School year and summer	Increased access for low-income students	BEEP budget for summer director

