

BAKER SCHOOL IMPROVEMENT PLAN 2016-2017

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

Strategic Area of Focus: Educational Equity

Strategic Area of Focus: Continuous Improvement Using Data

Goal 1: Ensure Access to High Quality Instruction and Learning for all Students

This goal provides structure to several inter-related goals from previous plans.

Strategy 1.1: Promote the utilization of materials, resources, and instructional strategies that facilitate student success in meeting and exceeding Brookline Learning Expectations

Strategy 1.2: Eliminate achievement gaps with respect to race, ethnicity and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs

Strategy 1.3: Provide students with opportunities to demonstrate achievement at advanced levels

Strategy 1.4: Continue to develop tools and implement consistent monitoring of student progress to ensure student success in the general education setting.

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<p>Expand the use of a research-based systematic phonics program (Foundations) into kindergarten.</p> <p>1.) Provide training to all kindergarten teachers</p> <p>2.) Provide ongoing support to teachers</p> <p>3.) Review student data to monitor effectiveness of the program.</p>	<p>Currently, there is no research-based phonics program in kindergarten. Baker School implemented the Foundations phonics program in grade one during the 2015-16 school year. Data affirm that students made tremendous progress and reading scores (BAS) were strong throughout the grade.</p>	<p>-Kindergarten teachers</p> <p>-Literacy Specialists</p> <p>-Baker Administration Team</p>	<p>2016-17 school year</p>	<ul style="list-style-type: none"> • Student BAS levels at the end of kindergarten • Teacher reports • Conference Forms 	<ul style="list-style-type: none"> • District will support training of two teachers. Baker will provide funds for training the other kindergarten teachers. • District will purchase two kits for kindergarten teachers. • Baker School will purchase two kits for kindergarten teachers.

<p>Continue partnership with Landmark School to ensure organizational practices and instructional strategies/practices are implemented consistently among grade level classrooms. Target grade levels will include grades 2, 3, 4, and 7.</p>	<p>Baker School's partnership with Landmark began late in the 2012 and continued through June 2106. During this time, common organizational structures were created and implemented (binders, two-column notes etc) in grades 6-8. Grades 2-5 created and implemented common graphic organizers, writing templates. Common practices were also identified for our special education teams.</p>	<ul style="list-style-type: none"> -Baker Administrative Team -Landmark School -Teachers (grades 2, 3, 4, 7) -Special Educators (grades 2, 3, 4, 7) 	<p>2016-2017</p>	<ul style="list-style-type: none"> • Organizational practices are institutionalized at Baker School • Teacher Feedback • Administration Feedback 	<ul style="list-style-type: none"> • District funding is no longer provided. • Baker School professional development budget funds.
<p>PILOT (REVISED): Create mathematics cohorts for middle school students in grades 6-8, which provide small group rigorous learning experiences, and also considers the student's educational history and/or interrupted learning. This updated model provides greater</p>	<p>Baker School is enrolling students who have experienced interrupted learning or have not been exposed to grade level content, particularly in mathematics. The Pilot undertaken in 2015-16 did not yield the intended results nor was it culturally supportive. This model offers support in classrooms with additional support outside the classroom through mutual</p>	<ul style="list-style-type: none"> -Math Specialists -Classroom Teachers -ELL Teachers -Math Teachers -Math Specialists -Baker Administration Team 	<p>2015-ongoing</p>	<ul style="list-style-type: none"> • Students with interrupted learning/not exposed to grade level concepts now make effective progress acquiring and utilizing appropriate mathematical skills, reasoning and concepts 	<ul style="list-style-type: none"> • Time for planning and collaboration. • Materials/resources

<p>collaboration among ELL teachers, math specialists, and grade level math teachers.</p>	<p>collaboration among ELL teachers and math staff.</p>				
<p>Baker Literacy Team will enhance its presence in the school and its oversight of the Literacy Program</p> <p>1.) Team will update its membership to ensure a representative group of staff that includes the middle grades (6,7,8)</p> <p>2.) Review and assess LLI data, BAS data, MCAS results and other assessment data to monitor student progress and ensure student growth/achievement and ensure educational equity.</p> <p>3.) Provide feedback and recommendations regarding progress monitoring and screening tools.</p>	<p>After a strong start several years ago, the Literacy Team has not been an active presence at Baker over the last two years.</p>	<ul style="list-style-type: none"> - Principal - Vice Principals - Literacy Specialists - Participating teachers and staff (Literacy Team) 	<p>2015 and ongoing</p>	<ul style="list-style-type: none"> • Literacy Team is an active presence in the school and engages in progress monitoring, data analysis • Literacy Team offers recommendations to increase student achievement. 	<p>Time to meet <i>(*This goal has not changed. Due to district contractual challenges, this goal was not addressed in full.)</i></p>

<p>Continue to refine and expand the middle school Response to Intervention Framework for Math and Literacy in grades 6-8</p> <p>a.) Implement a participant selection process which ensures educational equity</p> <p>b.) Review data from 2015-2016 intervention to Ensure materials/instructional strategies are effective.</p>	<p>Baker School enjoys a robust RtI framework in grades K-5. The middle school RtI framework is a challenge due to the schedule and availability of staff.</p>	<p>-Middle School Teachers</p> <p>-Math Specialists</p> <p>-Literacy Specialists</p> <p>-Baker Administration Team</p>	<p>20115- and ongoing</p>	<ul style="list-style-type: none"> • Data collected will show student growth in areas taught and assessed. • Student feedback • Staff feedback 	<ul style="list-style-type: none"> • -Time • -Appropriate staffing levels
<p>Implement a co-teaching model in one section of grade 7 ELA (co-taught by special educator and general education teachers)</p>	<p>-Research shows the benefit to all students when using this teaching model, yet Baker has not been able to implement a co-teaching model due to staffing.</p>	<p>-General Education teacher</p> <p>-Special education teacher</p> <p>-Baker Administrative team</p>	<p>2016-2017</p>	<ul style="list-style-type: none"> • -Student achievement as indicated through formal, informal assessments • student feedback • teacher feedback • administration feedback 	<ul style="list-style-type: none"> • -Funds to pay teachers for summer work • -Time in the schedule for regular preparation and collaboration

BAKER SCHOOL IMPROVEMENT PLAN 2016-17

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Goal 2: Culture

This goal crosses the boundaries between administrators, staff, parents, and students, challenging us to work together closely to be the community that we wish to be: a community of shared values, open communication, discipline, safety, and trust. With the growing size of our school, we are committed to “making a big school feel small,” and the stated actions are intended to support this goal.

Strategy 2.1: Identify, develop, and implement school-wide protocols and systems to ensure a safe and respectful school environment

Strategy 2.2: Provide staff with the necessary knowledge base and strategies to ensure a safe and respectful school environment

Strategy 2.3: Identify a shared vision among Baker stakeholders

Action	Baseline Data	Person(s)Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<p>Begin implementation of an anticipated three year professional development plan which focuses on Core Values: Respect for Human Differences and Educational Equity</p> <p>1.)Year One: a.) <i>Learning about our Learners.</i> Using the “Bootcamp Model” Baker staff will explore topics of diversity, the achievement gap, and cultural competency. Staff will begin to explore their own beliefs</p>	<p>The Baker Diversity Committee has surveyed the staff regarding topics related to race and curriculum materials. The Committee encourages opportunities for training and discussion of complex topics that include privilege, race, process for discussing issues of race in K-8 classrooms.</p> <p>A grant to support the identification of social justice mentor texts was unfunded, though some of the work from this grant will proceed</p>	<p>-Baker School Administration Team -Baker School Staff -Baker School ETF -Baker School Diversity Committee -Baker School Site Council -Baker School Community</p>	<p>2016-2019 and ongoing</p>	<ul style="list-style-type: none"> • Staff discussions and reflection on topics of race, culture, language, special education • Strong relationships between and among students, staff, administrators. • Identification and implementation of mentor social justice texts at 	<ul style="list-style-type: none"> • Purchase of books for classroom libraries, which contain a variety of books reflecting our diverse school and beyond. • Copies of the book, <i>Courageous Conversations about Race</i> for administrators and teacher leaders • Funding for two teacher leaders to

<p>and understanding about race.</p> <p>b.) Baker School will utilize K-5 Early Release Days to continue work on topics related to special education, the IEP process, 504s, modifications and accommodations.</p> <p>2.)Year Two: With the support of an identified facilitator from a local university, Baker School will:</p> <p>a) increase teacher awareness and understanding of racial, ethnic and cultural diversity and equity to provide culturally relevant instruction to Baker students; 2) introduce students to culturally relevant texts and discussions to tap into their agency and foster an expanded dialogue within the school.</p> <p>3.)Year Three: Review and refine the work from Year Two through focus groups. Formalize selection of social justice mentor texts at each grade level.</p>	<p>with support from Baker School and the PTO.</p>			<p>each grade level.</p>	<p>help plan and facilitate first year professional development</p> <ul style="list-style-type: none"> • Funding for facilitator to support Baker’s work during years two and three (and possibly year four)
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<p>Continue to expand and enhance the use of programs and structures that support social competency and positive school climate.</p> <p>1.) Implement a pilot social and emotional learning curriculum in grade 7, taught by school counselors</p> <p>2.) Create student-directed PBIS videos which will serve as a primary (school-wide) level of proactive support to ensure students know the behavior expectations at Baker School.</p>	<p>Current Grade 7 student responses in the student Bullying Survey (last year's surveys) indicated additional support is needed to support student social emotional growth.</p>	<ul style="list-style-type: none"> - Baker School Counselors -Baker Staff -Baker Administrators 	<p>2016-17 year and ongoing</p>	<ul style="list-style-type: none"> • Feedback/survey from grade 7 students, faculty, and parents will indicate successes and areas in need of further development 	<ul style="list-style-type: none"> • Time for Advisory staff to collaborate • Access to appropriate materials.
<p>In order to “make a big school feel small,” the Site Council and Baker community will enhance communication and opportunities for the community to feel connected.</p> <p>1.) Implement redesigned Baker School website to provide greater accessibility to school</p>	<p>Current communication modes include:</p> <ul style="list-style-type: none"> - Principal Coffees - Twitter - PTO meetings - Grade Level Open Houses - ECS Beginning of the Year Program Meeting - ELL Beginning of the Year Program meeting - Connect-Ed Messages 	<ul style="list-style-type: none"> - Baker School Council <ul style="list-style-type: none"> - Principal - Vice Principals - Parent Representatives - Teacher/Staff Representatives - Educational 	<p>2014 and ongoing</p>	<ul style="list-style-type: none"> • All families will have access to information needed to understand school initiatives, new programs, academic options, and school news • There will be 	<ul style="list-style-type: none"> • Time for Planning • Possible funds for staff willing to facilitate the book group discussions.

<p>news and school life. 2.) To encourage conversation on school related topics, Baker will offer three "Book Club" opportunities for Baker parents/guardians/community members. The names of three books and/or articles will be shared with the community during the summer 2016. Discussion opportunities with other community members will be in October, January and May.</p>	<ul style="list-style-type: none"> - Baker website - PTO website - Back to School Night for Parents, which provides an overview of the coming year as well as goals, protocols, communication, SIP. 	<p>Technology Specialist</p> <ul style="list-style-type: none"> - Baker School Librarian - Town of Brookline Librarians 		<p>participation in the Book Club and community members will have the opportunity to share their views and hear the views of others in the community.</p>	
<p>Identify a shared vision for the entire Baker community 1). Involve the School Council, Weekly Update Team (WUT) and the Leadership Team to identify a structure/plan to facilitate this work.</p>	<p>The Baker community has not worked together to create a shared vision.</p>	<ul style="list-style-type: none"> - Principal - Vice Principal - Leadership Team - Baker Staff - School Council - Weekly Update Team 	<p>2016 and ongoing</p>	<ul style="list-style-type: none"> • Leadership Team created • Plan identified to facilitate this work 	<ul style="list-style-type: none"> • Time for Leadership team to meet

<p>Decrease the number of “tardies” and unexcused absences at all levels at Baker School</p> <p>1.) Implement a Comprehensive attendance system</p> <p>2.) Implement appropriate response to excessive tardies and absences (support and/or consequences)</p> <p>3.) Share model with parents at “Back to School” events and PTO Meetings</p>	<p>Tardies and unexcused absences students adversely impact the learning in a classroom.</p>	<ul style="list-style-type: none"> - Principal - Vice Principals - Faculty - Parents - Students - Translators (for documents) 	<p>2014 and ongoing</p>	<ul style="list-style-type: none"> • Decrease tardies and unexcused absences via a systematic approach to track as well as through an effective communication system with parents. 	<p>-Funding would be needed to implement technology needed to alert staff when absences/tardies reach benchmark levels</p>
<p>Energize Baker Bullying Prevention Coordinating Committee, so that it has a larger presence and voice in the school:</p> <p>1.) The Baker Bullying Prevention Coordinating Committee will update its membership to include a representative body of grade level teachers, specialists and a parent and community member.</p> <p>2.) The BPCC will provide two training/review sessions for staff to</p>		<ul style="list-style-type: none"> -Principal -Vice Principal -BPCC members -Entire Faculty -Parent Representative(s) -School Council 	<p>2015 and ongoing</p> <p>May 2015: Bullying Questionnaire was administered to grades 3-8</p>	<ul style="list-style-type: none"> • Analysis of Bullying Questionnaire and “Hot Spots” are identified • Supervisory Plan developed to address “Hot Spots” • -Olweus Program incorporated into class meetings in grades K-5 and into Advisory in grades 6-8 • Baker BPCC 	<ul style="list-style-type: none"> • Time for professional development through Faculty Meetings. • <i>(*This goal has not changed. Due to district contractual challenges, this goal was not addressed in full.)</i>

<p>ensure fidelity to the tenets of the Framework.</p> <p>3.) BPCC will continue to work with the Brookline Police Department to provide parents with information to explain current challenges with cyber bullying and social media sites</p> <p>BPCC will analyze the results of the 2015-2016 Olweus survey and make recommendations to address challenges and “hot spots”</p>				<p>facilitates two Faculty meetings to solidify implementation of Program</p> <ul style="list-style-type: none">• -Plan is developed to address challenges identified in the Olweus survey	
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Goal 3: Technology
This goal seeks to maximize the benefits of computer and related technologies within our classrooms as vehicles for teaching and topics for learning. Teaching basic skills with computers and related technologies to students requires the application of those skills and use of those technologies in the classroom by teachers.

Strategy 3.1: Promote the utilization of technology to enhance teaching and learning in all grade levels
Strategy 3.2: Provide educators with opportunities to engage in collaborative learning activities focused on instruction and student learning

Action	Baseline Data	Person(s)Responsible	Timeline	Indicators of Progress/Success	Resources Needed/Anticipated Funding Source
<p>Enhance the role of technology in teaching, learning and communication at Baker School: 1.) Expand technology professional development throughout the school year in grades 5-8 with assistance of EdTech a.) Teams (science/math and Social studies/ELA) will work together across grade levels with EdTEch coach to better understand how to enhance teaching and learning through the use of technology b.) Share snapshots of innovative practices during Faculty Meetings and other staff gatherings.</p>	<p>All classroom teachers in grades 1-8 have a laptop and access to a media cart (which contains a projector and document camera). Staff have indicated that they need more professional development to utilize these tools more effectively in the classroom to enhance teaching and learning.</p>	<p>- Principal -Vice Principals -Educational Technology Specialist -Teachers/Staff</p>	<p>2014 and ongoing</p>	<ul style="list-style-type: none"> • -Staff Survey of usefulness of the professional development experiences over the school year • Administrator/tech specialist observations of technology integration into teaching and learning experiences at Baker School 	<ul style="list-style-type: none"> • -Collaborative Grant received from the Brookline Education Foundation and Public Schools of Brookline to fund PD providers as well as substitutes for teachers.

