

Edith C. Baker School

School Improvement Plan

Created: 2017-2018 School Year



Baker School Site Council
Baker School Staff

Edith C. Baker School Improvement Plan -- 2017-2018

Developed by the Edith C. Baker School Site Council with input and feedback from our faculty and staff

The Edith C. Baker School is a place of dynamic teaching and learning. Our school's diverse student population reflects a wide range of cultures, languages, and traditions. Working together as a global community, our students and staff make decisions and choices, which show our commitment to our school motto: "Work Hard. Be Kind. Help Others." Our dedicated staff provides challenging, developmentally appropriate learning experiences that facilitate each child's cognitive, social-emotional, and creative growth. Using practices such as differentiated instruction and a response to intervention framework, the Baker team strives to provide innovative and timely instruction so that all students can achieve at high levels.

Literacy and Math at Baker School

To support early literacy skills, Baker School has implemented the Fundations program in all K-2 classrooms. Developing strong phonics skills is essential, and it is anticipated that with the success of this program, there will be a decrease in the number students requiring decoding and encoding support in the upper grades. Anecdotal evidence is encouraging. In mathematics, many Baker classrooms have embraced a center-based approach. Centers provide differentiated math experiences and also allow the teacher to meet daily with small groups or individual students.

To ensure all students are able to achieve at high levels, our school has developed a robust response to intervention framework. Our school's Child Study Team works closely with teachers to ensure they have the tools needed to implement Tier One interventions. Some students may need to access Tier Two supports from a variety of school professionals including math and literacy specialists. Over the last two years we have trained some of our literacy specialists in alternative programs such as *Visualizing and Verbalizing* to support comprehension. Our math specialists are using programs such as Marilyn Burns' *Do the Math* and resources from Kathy Richardson and Jo Boaler to strengthen mathematical mindsets. More recently, our math specialists have increased their support in the middle grades. There has been an increase in the number of students entering Baker School during grades 6-8, who do not have the requisite skills needed to access higher level math.

School Climate

During the 2016-17 school year, the Baker School Site Council formed a Diversity Committee to explore how best to support and enhance our community's focus on diversity and inclusion. The Committee works with families and Baker staff on issues such as academic support, cultural proficiency and community engagement.

During last school year, Baker School began the first of a three (+) year professional development series plan to build staff capacity to better understand our students through the contexts of social identity, unconscious bias, and social justice. (*Page 4*). Working under the umbrella of Brookline's core value, *Respect for Human Differences*, one of our first actions, was to team with the Baker School Diversity Committee to get more information about resources and materials used by teachers and students. A survey was administered to all teachers to learn more about: texts used and if/how issues such as race are included/ depicted; how books are selected; do texts include sensitive topics and if so, how are sensitive topics handled. This data was collated and is informing our work during years 2 and 3.

Last year, during faculty meetings, administrators introduced teachers to selected articles on topics including race, unconscious bias and privilege. Through

structured discussions, which included the use of protocols, staff members engaged in thoughtful discourse. Staff also began looking at their classroom libraries to determine if texts in our classroom libraries acted as “windows (books reflect students who don’t look like the students in the class) and mirrors (books reflect the students in the classroom).”

Now, during the 2017-2018 school year, our staff is moving forward and working with our consultant Dr. Carlos Hoyt to get deeper into these topics. In order to create safe learning spaces to engage in difficult conversations, it is imperative to have a consultant work directly with staff rather than with their evaluators. This challenging work is occurring in small groups of twelve staff members to maximize the opportunity for participation. Each small group session (reflective session) meets for approximately 90 minutes and each group will meet with the consultant at least five times throughout the year. Through this work, our staff is developing and/or enhancing the skills and tools needed to successfully facilitate topics related to race while better understanding their own social identity and biases. It is believed that this experience is guiding teachers as they move into the next phase of our work: identifying social justice touchstone texts at each grade level. After a thoughtful process, teachers will share their selections with the Diversity Committee for input and feedback. The desired outcome is to identify touchstone texts K-8, which affirm our school’s commitment to social justice.

As shown in the graphic on page 4, part of our work will focus on “best practices”. Staff have already started this work by working collaboratively to define high quality instruction. This ongoing work will be an integral part of our diversity work.

Current Challenges

Literacy and Mathematics

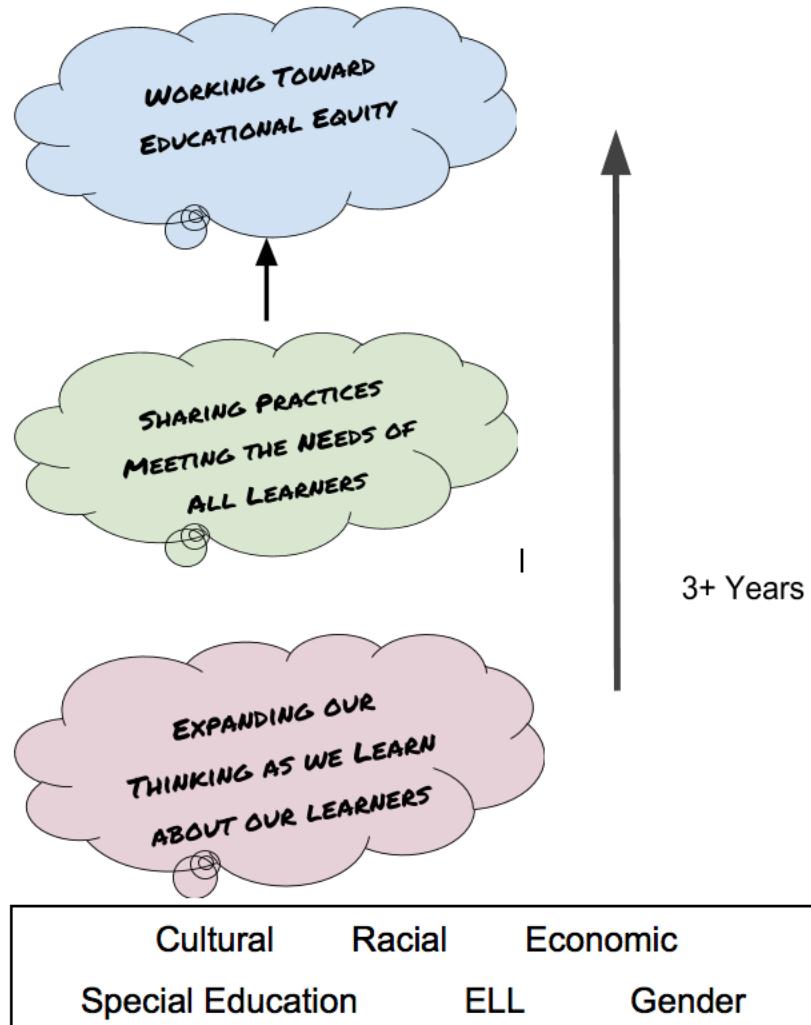
While Baker School has seen incredible results in closing the achievement gap in English Language Arts (as measured by the MCAS) in the subgroups pertaining to *Race/Ethnicity*, we have not seen those same results in mathematics. Moreover, our *students with disabilities, students who are economically disadvantaged and English Language Learners* have not shown the growth we would expect in either English Language Arts or Mathematics.

Climate

As the diversity of Baker School continues to grow, our faculty and staff need the tools, language and processes to provide culturally competent instruction. Staff also need the skills to respond to incidents and discussions that have a racial basis. Our Diversity Committee has also identified this as an area of improvement at Baker School.

Baker School continues to see an increase in the number of students with social/emotional challenges. A more articulated, coherent framework of supports and interventions would facilitate better supports for our students.

Respect for Human Differences



September 2016

Goal #1 -- Literacy

1. Our school-wide literacy goal is:
 - 1.a. Eliminate the achievement gap which exists among populations at Baker School as measured by MCAS. Our current data indicate gaps for students who fall in the following subcategories: *English Learners, Students with Disabilities, Students who are Economically disadvantaged, students who identify as Black/African American, and student who identify as Hispanic/Latino.*
 - 1.b. Increase reading performance levels for all populations at Baker School as measured by the MCAS.
 - 1.c Identify grade level mentor texts which reflect the diversity of our school and highlight social justice themes.
2. How will reaching this goal address creating equitable outcomes for all students in literacy?
 - 1.a. Eliminating the achievement gap will ensure equitable outcomes for all students in literacy.
 - 1.b. Overall student performance in ELA has remained stagnant as measured by the MCAS. Reaching this goal ensures all students are continuing to achieve at higher levels.
 - 1.c Teachers will incorporate texts which act as mirrors and windows to the world. This will allow students to see themselves and others reflected in these rich classroom texts.
3. Why did you select this goal? Include data that shows how your students are doing now in this area and why you selected it as your goal.
 - 1.a. Baker data (attached) shows discrepancies among general education students and students with disabilities, English Learners, and students who are economically disadvantaged.
 - 1.b Students scoring at the “*Proficient*” level have remained stagnant for the last six years. This goal seeks to ensure that the performance level rises for ALL students.
 - 1.c. Research posits that when students are able to make a cultural connection, they feel safe and respected. When students feel safe and respected, they will learn. (*Culturally Responsive Teaching: Theory, Research and Practice*. Geneva Gay. New York: Teachers College Press, 2000.)
4. Which District-wide Core Values are supported by your school’s work on this goal?
Educational Equity
High Achievement for ALL
Excellence in Teaching
Collaboration.

Action	Baseline Data	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc.)	Indicators of Progress and Success
1.a Analyze ELA MCAS data to better understand overall areas of challenge and strength. Determine appropriate next steps to ensure all student populations are demonstrating appropriate growth percentages. Specific attention will be given to the following subgroups: <i>English Learners, Students with Disabilities, Students who are Economically disadvantaged, students who identify as Black/African American, and student who identify as Hispanic/Latino.</i>	While Baker has made significant progress in closing the achievement gap, MCAS data shows that students with disabilities, and some subgroups are not achieving proficiency in ELA. Moreover, there are gaps among subgroups.	-Dr. Mary Brown, Principal -Linda Rodrigues, Vice Principal (Grades 5-7) -Josh Howe, Vice Principal (Grades 3-4) -Classroom Teachers -Literacy Specialists -Special Educator -ELL Teachers -ETF	2017-18 and ongoing	-Time for collaboration and analysis	-Analysis completed and action steps determined
1.a. Create an MCAS Summary Sheet which captures each student's strengths and needs. Provide to	Currently, classroom/content teachers receive a student data sheet. While the data sheet is informative, it requires	-Baker School Data Team (Administrators, specialists, teachers). -ETF -Parents of students with IEPs when	2018 and ongoing	Additional compensation/release time for teachers/specialists creating Summary Sheets.	Summary Sheets are provided to teachers and are incorporated into each student's educational

classroom/content teacher with recommendations for next steps.	further analysis to be helpful. The MCAS Summary sheet will provide specific recommendations.	recommendations impact a goal area			experience.
1.a. Analyze BAS results and compare these results to MCAS results to determine relationship. Specific attention will be given to the following subgroups: <i>English Learners, Students with Disabilities, Students who are Economically disadvantaged, students who identify as Black/African American, and student who identify as Hispanic/Latino.</i>	We will be doing this work for the first time to establish a baseline. Currently, there seems to be some discrepancies between MCAS and BAS scores. This information is utilized to determine intervention groups.	Dr. Mary Brown, Principal -Linda Rodrigues, Vice Principal (<i>Grades 5-7</i>). -Josh Howe, Vice Principal(<i>Grades K-4</i>). -Literacy Specialists	2017-18 and ongoing	-Time for collaboration and analysis	-Analysis of the data -Determine BAS/MCAS relationship to better inform intervention groups
1.a. Identify students who scored NM (Not meeting expectations) on MCAS and determine an intervention plan.	About 2.7% students in grades 3-8 scored NM in ELA (2017)	-Dr. Mary Brown, Principal -Linda Rodrigues, Vice Principal (<i>Grades 5-7</i>) -Josh Howe, Vice Principal (<i>Grades 3-4</i>) -Classroom Teachers -Literacy Specialists -Special Educators -ETF -Parents of students with IEPs when recommendations impact a goal area	2017-18 and ongoing	-Time for collaboration and development of Intervention Plan	-Intervention Plan implemented
1.a. Articulate a scope and sequence for literacy in	Some grade levels have created curriculum	-Dr. Mary Brown, Principal	2017-18 and ongoing	-Time for collaboration to develop and articulate	-Literacy curriculum maps in

grades K-8.	maps. It is not clear when these maps were last reviewed longitudinally.	-Linda Rodrigues, Vice Principal (Grades 5-8) -Josh Howe, Vice Principal (Grades K-4) -Classroom Teachers -Literacy Specialists -Special Educators		literacy curriculum maps	place for grades K-8
1.b. With the support of a consultant, grade level teachers will work together to identify mentor texts for their grade levels which reflect the diversity of our school as well as highlight social justice themes	Currently, grade levels to not have articulated mentor texts which reflect the diversity of our school as well as highlight social justice themes	-Administrative Team -Librarian -Consultant -Grade level teachers -Literacy Specialists -Special Educators -EL Teachers	September 2018-19	-Time for collaboration and discussion with consultant. -Consultant	-Mentor texts in place

Goal #2 -- Math

1. Our school-wide math goal is:
 - 2.a. Eliminate the achievement gap in mathematics which exists among students at Baker School, particularly among *students with disabilities, English Language Learners, and students who are economically disadvantaged*.
 - 2.b. Increase performance levels for all student populations as measured by the MCAS.
 - 2.c. Increase collaboration opportunities and professional development opportunities for special educators and math specialists to ensure IEP goals are more conceptually based, reflecting higher level thinking skills.
 - 2.d. Identify organizational/instructional structures which foster differentiated math experiences that ensure all students are challenged.
2. How will reaching this goal address creating equitable outcomes for all students in mathematics?
 - 2.a. Eliminating the achievement gap will ensure equitable outcomes for all students in mathematics.
 - 2.b. and 2.d. All students will have access to high quality teaching and opportunities to learn at high levels.
 - 2.a-c Eliminate the achievement gap in mathematics which exists among students at Baker School, particularly among students with disabilities, English Language Learners, and students who are economically disadvantaged.
3. Why did you select this goal? Include data that shows how your students are doing now in this area and why you selected it as your goal.
 - 2.a-d There is a significant performance gap between general education students and students with IEPs (see attached data).
 - 2.a-d Students without disabilities are plateauing as measured by MCAS (2011-16).

2.a-d Black and Hispanic/Latino students are consistently showing lower performance levels as measured by the MCAS.

4. Which District-wide Core Values are supported by your school's work on this goal?

Educational Equity

High Achievement for ALL

Collaboration

Excellence in Teaching

Action	Baseline Data	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc.)	Indicators of Progress and Success
2.c. Build/enhance specialist capacity (special educators and math specialists) to write appropriate conceptual math goals for IEPs and goals for intervention	In a PD session provided by principal, math coordinator, and ETF, Baker special educators and math specialists stated they needed more PD time and time to collaborate and analyze school math data (math proficiency rates) and its implications	-Dr. Mary Brown, Principal -Linda Rodrigues, Vice Principal -Josh Howe, Vice Principal -Pat English Sand, ETF -Kathleen Hubbard, Math Coordinator -Math Specialists -Special Educators	2017-18 and ongoing	-Jo Boaler Text (already purchased) for each special educator and math specialist -Release Time for Professional Development for discussion of implication of Boaler's work for our students.	-Special educators and math specialists have applied tenets of Boaler work to their instruction - Creation of Math goals which support conceptual understanding -Increase in proficiency rates among students

					with IEPs and students receiving intervention
2.a. Analyze Math MCAS data to better understand overall areas of challenge and strength. Determine appropriate next steps to ensure all student populations are demonstrating appropriate growth percentages	MCAS data shows that students with disabilities, and some subgroups are not achieving proficiency in mathematics. Moreover, there are gaps among subgroups.	-Dr. Mary Brown, Principal -Linda Rodrigues, Vice Principal (Grades 5-8) -Josh Howe, Vice Principal (Grades K-4) -Classroom Teachers -Math Specialists -Special Educators -ELL Teachers -ETF	2017-18 and ongoing	-MCAS Results -Edwin Analytics	-Analysis completed and action steps determined
2.a-c. Create an MCAS Summary Sheet which captures each student's strengths and needs. Provide to classroom/content teacher with recommendations for next steps.	Currently, classroom/content teachers receive a student data sheet. While the data sheet is informative, it requires further analysis to be helpful. The MCAS Summary sheet will provide specific recommendations.	-Baker School Data Team (Administrators, specialists, teachers). -ETF -Parents of students with IEPs when recommendations impact a goal area	2017-2018 and ongoing	Additional compensation/release time for teachers/specialists creating Summary Sheets.	Summary Sheets are provided to teachers and are incorporated into each student's educational experience.
2.a. Identify students who scored NM (Not meeting expectations) and determine an intervention plan	3.8% of students in grades 3-8 scored NM in Math (2017)	-Dr. Mary Brown, Principal -Linda Rodrigues, Vice Principal (Grades 5-8) -Josh Howe, Vice Principal (Grades 3 and 4) -Classroom Teachers -Math Specialists -Special Educators	2017-18 and ongoing	-Time for collaboration and development of Intervention Plan	-Intervention Plan implemented

		-ETF - Parents of students with IEPs when recommendations impact a goal area			
2.d. Review organizational and instructional structures currently used at Baker to meet the needs of a wide range of students. Share these structures with all Baker staff teaching math.	There are a variety of structures utilized to teach math at Baker School. These structures have not been shared with all staff.	Baker Admin Team Math Specialists Classroom/math Teachers	School year 2018-19	Release Time Faculty Meeting Time	Teachers have an understanding of structures to support ALL students.

Goal #3 -- School Climate

1. Our goal is:
 - 3.a. Create a school climate that is more equity and social justice oriented by building student and teacher capacity to better understand learning, neuro, gender, racial, ethnic and cultural diversity.
 - 3.b. Identify and articulate a tiered system of intervention (Tier One and Tier Two) to address social and emotional supports available to students at Baker School in grades K-8
2. How will reaching this goal address creating equitable outcomes for all students?
 - 3.a By increasing cultural competency and decreasing unconscious bias, the Baker Team will ensure a respectful, safe, and engaging learning environment which provides mirrors and windows to the world for all students and staff.
 - 3.b. Our school continues to see an increase in the number of students with social/emotional challenges. Baker seeks to clarify and identify resources and supports available to students.
3. Why did you select this goal? Include data that shows how your students are doing now in this area and why you selected it as your goal
 - 3.a. As the diversity of Baker School continues to grow, our faculty and staff need the tools, language and processes to provide culturally competent instruction. Staff also need the skills to respond to incidents and discussions that have a racial basis. Moreover, the school's climate impacts the achievement of all students (Maslowski 2001, Hoy et al. 1990, 2006).
 - 3.a. The Baker Diversity Committee members as well as anecdotal data suggest that this is an area of growth for our community.

3.b. Baker School continues to see an increase in the number of students with social/emotional challenges. Supporting students with these challenges will support a safe and respectful school environment.

4. Which District-wide Core Values are supported by your school's work on this goal?

Educational Equity

Collaboration

High Achievement for All

Excellence in Teaching

Action	Baseline Data	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
3.a. Expand membership and role of Diversity Committee to support a safe and respectful school environment	Created in 2016	Parents Administrators Teachers	Established and seeking to increase membership over the next two school years (2017-18 and 2018-19)	Parent Outreach through PTO meetings, school communication, relationships	-Membership increase -Regular presence at school functions and activities
3.a. Identify/hire a facilitator to lead the diversity work (including	Currently, the administrators are leading diversity work	-Dr. Mary Brown, Principal -Linda Rodrigues, Vice	By September 1, 2017	-Baker PTO will provide funding -Baker School PD budget	-Facilitator hired

unconscious bias, identity, privilege) at the school level	and the administrators are seeking an expert in this field to bring work forward.	Principal -Josh Howe, Vice Principal		-Diversity Committee	
3.a. Create a school-based Diversity Team to work with the facilitator to craft ongoing Professional Development sessions for the 2018-19 school year.	Currently, there is no school based teacher/staff Diversity Team	Dr. Mary Brown, Principal -Linda Rodrigues, Vice Principal -Josh Howe, Vice Principal -Interested staff members representing range of grade levels and departments	By June 2018	-Baker PTO will provide some funding -Baker School PD Budget -Diversity Committee	-School-based team in place -Professional Development opportunities created
3.a. Provide a series of PD sessions which build on last year's work on unconscious bias (Everyday Anti-Racism)	Previously, the administrators have led diversity work and the administrators are seeking an expert in this field to bring work forward.	Consultant	By November 2018	-Baker PTO will provide some funding -Baker School PD budget -Diversity Committee	-PD sessions
3.a. Identify school-based safe structures for students which promote ongoing dialog on race, gender, learning profile, identity, and culture.	Currently, discussions on race, gender, learning profile, identity, and culture occur in the classroom setting.	-Baker Administrative Team -Baker Staff -Consultant -Diversity Committee	September 2018	-Faculty Meeting Time -Additional compensation for staff working during the summer or after school	Structures created which promote ongoing dialog among students
3.a. Create and Institute a Gender Sexuality Alliance at Baker School for students in grades 6-8	Currently, there is no school based Gender Sexuality Alliance for middle school students	Dr. Mary Brown, Principal -Linda Rodrigues, Vice Principal -Josh Howe, Vice Principal -Baker School	By January 2018	-Faculty Meeting Time to explain tenets of GSA and identification of Safe Zones at Baker School	GSA established

		Counselors -Interested staff members -Jeff Perrotti, MA DESE Director of SafeSchools Program			
3.b. Identify, articulate and implement a tiered system of intervention that provide social and emotional supports available to students at Baker School in grades K-8	Currently, specific staff roles/responsibilities and supports are not clear	-Dr. Mary L. Brown Principal -Heather Otero, Baker School Counselor -Patricia English Sand, Baker ETF- Special Education Team Chair	By May 2018 (identify and articulate) By May 2019 (implement)	-Research and collaboration time among M. Brown, H. Otero, P. English-Sand - Faculty Meeting time to vet possible tier supports and staff roles	Matrix developed which articulates social emotional supports for students K-8