

SY24-25-SY25-26 School Improvement Plan

School Name: Edith C. Baker School

Leader Name: Saeed Ola, Interim Principal

PSB Mission

The Public Schools of Brookline's mission is to educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

PSB Vision

Brookline provides every student with an extraordinary education through enriching learning experiences and a supportive community so that they may develop to their fullest potential.

School Mission

At the Edith C. Baker School staff collaboration ensures that students are both challenged and supported, providing learning experiences that foster a growth mindset. Our school embraces curiosity, innovation, and creativity, recognizing that learning is a social experience, which shapes how students think and participate in their community and beyond. We strive to ensure that all students develop the skills and knowledge needed to live a happy and fulfilled life in a diverse and evolving global society.

School Vision

The Edith C. Baker School is committed to meeting the needs of all learners. Through strong Tier 1 instruction in the classroom supported by a robust multi-tiered system of support, our staff is committed to differentiating learning experiences for all students to meet their unique needs.

School Highlights 2023-2024

- Faculty book read of Culturally Responsive Teaching and The Brain

- Community celebratory events (e.g. Convocation, Lunar New Year Assembly, Culturefest)
- Revised system of school communication around student attendance

District Instructional Focus 2024-2026

If educators teach explicit and systemic literacy skills following a standards-aligned scope and sequence, students will effectively apply literacy skills to communicate their thinking about grade-level complex texts and performance tasks.

Action Plan – Priority #1: Teaching and Learning 2024-2025

District Strategic Objective: Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices

Strategic Objective: Baker School will work to implement consistent progress monitoring and data analysis mechanisms to identify students in need of intervention early

ACTIONS

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth
Educators will use evidence-based literacy materials to ensure students meet grade level benchmarks Increased achievement in literacy and math as determined by state assessments and internal progress monitoring	Continue to implement Heggerty and Foundations curriculum materials Provide professional development for educators in foundational underpinnings of the literacy program to be selected by the district Utilize the mClass and STAR assessment tools to assess students in grades K-5	September 2024-June 2025	Increased number of students performing at or above grade level as determined by district and state assessments	State and district assessments
Increased achievement of middle level learners	Develop practice of progress monitoring the achievement of middle level learners and identify	September 2024-June 2025	Increased student performance as	Progress reports, report cards

	intervention strategies for struggling students		indicated by student progress reports and/or report cards	
Year 1 Adjustments (June 2025)				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Leads name technical and adaptive moves that you will use to achieve desired outcomes (mechanism by which the outcomes happen)	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

Action Plan – Priority #2: Community and Connections 2024-2025				
District Strategic Objective: Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.				
Strategic Objective: Baker School will work to cultivate culturally-responsive practices by providing educators with support and resources so that feelings of connectedness and engagement will increase among students, families, and staff.				
ACTIONS				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth
Educators gain a deeper understanding of culturally-responsive teaching practices and are able to implement them effectively. Increased staff confidence in addressing and integrating cultural diversity in their teaching.	Provide copies of <u>Culturally Responsive Teaching and the Brain</u> to new staff who were not part of the faculty book group. Meet with the Equity and Diversity Committee to discuss professional development and/or family engagement opportunities.	September 2024-June 2025	Increased sense of belonging among students, families, and staff	Culture and Climate survey- staff Culture and Climate survey- families

	Identify potential Equity Lead, possibly 2 staff and create Equity Team to discuss how to support staff with cultural responsiveness			
Year 1 Adjustments (June 2025)				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

Action Plan – Priority #3: Climate and Culture 2024-2025				
District Strategic Objective: Partner with families and the community to create safe environments that promote belonging				
Strategic Objective: Enhance communication structures to develop and maintain a supportive and inclusive learning environment where all students and families feel seen, safe, and valued.				
ACTIONS				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth
Improve communication systems between the school and families to support and enhance student success	Develop regular communication shared with families with important information from the school. Offer regular communication in the preferred language of the family to ensure that the information is accessible to all.	September 2024-June 2025	Increased family engagement with the school through school activities and family-educator communications	Culture and Climate survey Participation in school activities

	Revise school website to include updated and current information for current and prospective families Update Baker School student and families handbook		Greater understanding and awareness of practices and procedures of the Baker School	
Year One Adjustments (June 2025)				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

Plan Definitions	
Strategic Objective	A key lever for improvement that will achieve the vision (the “what” and the “why”).
Desired Outcomes	<p>The expected results: what they will be and how they will advance the school toward student achievement goals. Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p>Final outcomes set targets for improvement achieved at the end of plan implementation - end of 3 years For example: By 2021, decrease chronic absenteeism by 2.8 percentage points to 12%.</p>
Strategic Initiatives (Leadership action)	The projects and programs that support and will achieve the strategic objectives (the “how”). The leadership actions to achieve the desired objective. Strategic Initiatives include both technical and adaptive change
Goals and Benchmarks	The goals and benchmarks that must be met during the 3-year period to be on track to meet SY26-27 goals.
Progress Monitoring Evidence of Growth	Evidence of growth towards goals and benchmarks and/or evidence of meeting the goal. Progress monitoring should take place at regular intervals during the duration of the plan, align to desired outcome, and can be related to systemic change and/or adult behavior.

List the core participants’ names and affiliations/membership in a stakeholder group (staff, students, families, community advocates, partners, etc.)	

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Are the participants reflective of the population that this decision impacts/involves? If not, please explain barriers to representation and the efforts to overcome them.

Supporting Documents (please add links)

School Site Council Agenda(s)	

