

SY24-25-SY25-26 Draft School Improvement Plan

School Name: Brookline Early Education Program

Leader Name: Margaret Eberhardt, 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

In partnership with families and the community, the mission of the Brookline Early Education Program is to provide an inclusive, joyful, high quality early childhood education where children from ages 3 to 5 can learn social competency, develop cognitive, motor and language skills and expand their understanding of themselves and the world in which they live.

School Vision

BEEP Vision:

The Brookline Early Education Program's vision is to create a community where all families find a sense of belonging and all children feel loved, respected and encouraged to reach their full potential.

School Highlights 2023-2024

Opened Three BEEP Classrooms at Driscoll

Increased inclusion opportunities for students.

Piloted WePlay at BEEP@Beacon: <https://bouve.northeastern.edu/institute-for-health-equity-and-social-justice-research/projects/we-play-project/>

Provided 40 financial aid seats for families.

Completed 4 Storystarter Professional Development Sessions: <https://www.story-starters.org/>

KG Transition Activities with the library

BEEP Book Club

International Family Lunch

Pajama Jam Community Celebration

3rd Annual Inclusion Matters Fun Run

School Day BEEP

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 20_-20_

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:

We will create learning environments that reduce bias, focus on skill building, progress monitoring and meet the needs of all students.

Over the next two years BEEP educators will strengthen their culturally responsive tier one instruction by creating and implementing 5 shared standard based curriculum units while incorporating research based curriculum in ELA and SEL.

ACTIONS

Desired Outcomes	Strategic Initiatives Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	Goals and Benchmarks	Progress Monitoring Evidence of Growth
BEEP students will have opportunities for daily practice with phonemic awareness skills, such as rhyming, blending, segmenting, and more	<ul style="list-style-type: none"> Full implementation of Heggerty Curriculum in BEEP Classrooms. Create/Adopt 5 shared curriculum units that incorporate phonemic awareness skills into playful learning. 	Sept 2024 to June 2025	100% of BEEP students receiving instruction in phonemic awareness 50% of BEEP classrooms will teach from shared curriculum units.	Heggerty Assessment and RTI assessment administered 2 x a year.
BEEP students will have opportunities for daily practice with early literacy skills of letter sound association, letter formation, phonemic awareness and automaticity,.	<ul style="list-style-type: none"> Begin implementation of PK Foundations Curriculum. Create/Adopt 5 shared curriculum units that incorporate early literacy skills into playful learning. Create a PD schedule to support implementation of curriculum. 	Sept. 2024 to June 2026 Sept 2024 to December 2024	25-50% of BEP students receiving instruction through the PK Foundations Curriculum	RTI Assessment administered 2 x a year.
Continue to develop/adopt a research based tier one curriculum.	<ul style="list-style-type: none"> Focus on PK Focus on PK Pyramid Model WePlay PD Plan developed over the next 2 years. 	Sept 2024 to June 2026 Survey completed in June 2024	100 % of BEEP Classrooms implementing Pyramid Model and WePlay	TPOT Panorama Data WePlay Assessments

Year 1 Adjustments (June 2025)

Desired Outcomes	Strategic Initiatives Leads name technical and adaptive moves that you will use to achieve desired outcomes (mechanism by which the outcomes happen)	Date(s) of implementation	Goals and Benchmarks	Progress Monitoring Evidence of Growth
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Action Plan – Priority #2: Community and Connections 20_-20_

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:

Create an inclusive school culture and community where all feel engaged, safe and valued.

Over the next two years, BEEP will continue to offer community programming that supports developmental parenting and affirms the role of families as the primary educators in their children’s lives.

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
Increase opportunities to learn from families by engaging in and offering a variety of family centered activities.	<ul style="list-style-type: none"> Create a BEEP Calendar of Family Events Offer 5 parent webinars on a variety of topics relevant to early childhood development: routines, transitions, 	Sept 2024-June 2025	Increase attendance by 25% of families at school events.	Family Surveys Panorama Survey

	social and emotional skills, play skills and raising a reader..			
Strengthen partnerships with families to promote child outcomes in early literacy, social and emotional development and play skills. .	<ul style="list-style-type: none"> Continue to be the lead agency of the Coordinated Family and Community Engagement Grant Provide Weekly Community based Literacy Playgroups Provide Weekend Programming in STEM (Science Technology Engineering and Math) and Art that promotes playful learning and supports parents to employ these strategies at home. 	Sept 2024-2025	Maintain grant for, FY 25 and FY26	<p>Monthly impact reports to EEC.</p> <p>ASQ Developmental Screener offered to playgroup families.</p> <p>Satisfaction Surveys</p>
Provide families with programming and access to resources and services in the community so that families can support their child's development.	<ul style="list-style-type: none"> Provide 5 family cafes that address family concerns, developmental milestones and how to support positive behavior interventions at home. Continue to offer ParentChild+ home visiting program. 	Sept 2024-June 2025	Family Surveys ASQ	<p>Data from surveys and ASQ to inform topics of future parent cafes.</p> <p>Data from ASQ supports child find and early intervention referrals.</p>

Action Plan – Priority #3: Climate and Culture 20_-20_

District Strategic Objective: Partner with families and the community to create safe environments that promote belonging

Strategic Objective:

Over the next two years BEEP will continue to focus on full implementation of the PBIS Pyramid Model and monitor implementation with the Benchmarks of Quality .

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
From the National Pyramid Model:				
<p>The Pyramid Model is a framework for early care and education that aims to improve the social, emotional, and behavioral skills of children from birth to five years old. The model's goals include:</p> <ul style="list-style-type: none"> Promoting social-emotional development: The model focuses on fostering social-emotional development through interactions with peers and caregivers in natural environments. Reducing inappropriate discipline: The model 	<p>Initiatives from our Team Implementation Plan:</p> <ol style="list-style-type: none"> Family and caregiver survey Increase two way family communication through a variety of formats: meetings, home visits, discussions, newsletters in multiple languages, open houses, workshops, family events. A plan to provide ongoing support, training and coaching in each classroom. Develop and roll out a staff survey 	<p>Sept. 2024 to April 2026</p> <p>Sept. 2024 to April 2026</p>	<p>Use of the Pyramid Model Observation tool in 50 % of BEEP Classrooms.</p> <p>80% of staff indicate they are aware of and supportive of the need for a program wide effort to address social and emotional needs and challenging behaviors by using culturally responsive</p>	<p>TPOT Benchmarks of Quality.</p> <p>Staff Survey PD Plan with DESE Coach</p>

<p>aims to reduce the use of inappropriate discipline practices, such as suspension and expulsion.</p> <ul style="list-style-type: none"> ● Promoting family engagement: ● Using data: The model uses data to inform decision-making. ● Integrating mental health: The model integrates early childhood and infant mental health consultation. ● Fostering inclusion: The model aims to foster inclusion for all children, including those with developmental delays or disabilities. ● Addressing disparities: The model aims to address disparities in discipline practices. ● Embedded instruction: The model involves inserting planned teaching into children's routines and activities. 			practices and addressing implicit bias.	
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Benchmarks of Quality Benchmarks of Quality				
Year One Adjustments (June 2025)				
Desired Outcomes	Strategic Initiatives Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	Goals and Benchmarks	Progress Monitoring Evidence of Growth

Action Plan – Priority #4: 20_-20_

Strategic Objective:
School Day Schedule

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

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.)	
Margaret Eberhardt	Principal
Laura Shiman	Physical Therapist
Andrea Schuettler	Speech and Language Pathologist
Nicki Farrington	BEEP Teacher
Mary O’Connell	BEEP Teacher
Marissa Vogt	Parent
Stephanie Leiter	Parent
Tricia Figler	Parent

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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)	
BEEP Site Council Meetings	Site Council

