

PUBLIC SCHOOLS of
BROOKLINE



Roland Hayes School School Improvement Plan Update (SIP)

September 18, 2024

Roland Hayes School Council Membership

PUBLIC SCHOOLS of
BROOKLINE



School Representatives

Asa Sevelius, Principal

Lindsay Anderson, Librarian

Jennifer Watkins, School Psychologist

Kim Sontag Herbert, Grade 1 teacher

Hang Yee Hung, Paraprofessional

Caregiver & Community Reps

Anabelle Skalleberg, Parent (Gr. K & 3)

Nathalie Roberts, Parent (Gr. K & 4)

Lara Mego, Parent (Gr. K & 4)


Lisa Kang, Parent (Gr. 6)

Lynda Roseman, Community Member

Budgetary Impact



- The Roland Hayes School seeks to be a good steward of the budgetary needs of the District and with the funds provided by the Town, State, and federal government. All funding decisions are made with the best interest of children in mind and under the constraints set forth the the Town Managers and our School Committee
- Any funds dedicated to the school itself and are at the discretion of the principal go directly towards professional development - *this year we have a major partnership with [ASPIRE/MGH](#)* - and towards teacher stipends that support myriad in-school opportunities such as student affinity groups, Young Scholars, Homework Club, and the school play
- At Roland Hayes School, we expect that *every year* we will require additional staffing and support (curricular, material, technological) for our RISE cohorts as our program continues to expand to serve more students and across the K-8 spectrum
- We also expect that our school will continue to grow smaller in size and sections over the next few years and our allotted budget will reflect those changes
- Our percentage of high-needs students (English-learners and students with academically-based disabilities) continues to grow, even as the number of students in our school decreases. I anticipate our school will require additional related services staffing hours and personnel, now and as we move forward

A photograph of a classroom with students seated at desks, facing a teacher at the front. The room is decorated with blue and white paper lanterns. A large whiteboard is visible in the background. The text 'SIP Goal #1' is overlaid in large white letters.

SIP Goal #1

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

Our Strategic Objective: Educators will use evidence based structured literacy instruction to ensure that all students in grades K-3 will meet grade level benchmarks, as measured by DIBELS 8, in the foundations of reading.

Monitoring Goal #1

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Implement with fidelity Heggerty and Foundations materials.	<i>September 15, 2024-May 15, 2025</i>	Increases in % of positive data outcomes for students Grades K-3
Provide additional small group instruction for students who need more time to develop the skills.	<i>September 15, 2024-May 15, 2025</i>	Increases in % of positive data outcomes for students Grades K-3
General educators will partner with Special Educators to ensure that students who have reading goals are receiving both the structured literacy instruction and additional code based instruction.	<i>September 15, 2024-May 15, 2025</i>	Increases in % of positive data outcomes for students Grades K-3
Educators continue to engage in data review meetings with Literacy Specialists, Special Educators, EL teachers, and school administration to discuss/review student progress and plan for deeper, individualized, targeted interventions.	<i>September 15, 2024-May 15, 2025</i>	Increases in % of positive data outcomes for students Grades K-3



SIP Goal #2

District Goal Goal: Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.

Our Strategic Objective: A positive increase in student data returns, particularly for students with disabilities and BIPOC students, so that every student can advocate for and access what they need.

Monitoring Goal #2

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Students can practice and learn good mental health hygiene, such as mindfulness, compassion, empathy, and the ability to show up as their authentic selves	<i>September 15, 2024-May 15, 2025</i>	Integrate mental health hygiene practices, including mindfulness, compassion, and empathy, into the daily curriculum for all students, resulting in a 25% increase in student self-reported well-being and authenticity scores on annual mental health surveys within the next three years.
Protect and create safe spaces for students to engage in affinity groups; prioritize and fund student clubs (e.g. GSA, Rainbow Club, Young Scholars, METCO Connections, ModelUN) created specifically for historically marginalized groups	<i>September 15, 2024-May 15, 2025</i>	Establish and sustain funding for at least five student clubs dedicated to historically marginalized groups within the next academic year, ensuring all clubs have access to safe meeting spaces and resources, and achieving a 20% increase in student participation and satisfaction in these clubs by the end of the year.
Every student should be able to name and access a trusted school-based adult	<i>September 15, 2024-May 15, 2025</i>	Ensure that 90% of students can identify and have access to a trusted school-based adult by the end of the academic year, as measured by student surveys.
Staff are able to provide an equitable learning experience for all students; lesson planning and development will be approached through an anti-bias/anti-racist/anti-ableist lens	<i>September 15, 2024-May 15, 2025</i>	Provide comprehensive training on anti-bias, anti-racist, and anti-ableist teaching practices to all staff within the next academic year, and integrate these principles into 75% of lesson plans, resulting in a 15% increase in student perceptions of equity and inclusivity as measured by annual school climate surveys.



SIP Goal #3

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

Our Strategic Objective: Create a school-wide culture of attendance accompanied by a deep commitment to ensuring students are engaged in the classroom and overall life of the school once they arrive each day.

Monitoring Goal #3

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Develop an active and comprehensive attendance committee (to include school nurse, Vice Principal, Office Staff, and school counselors) to analyze attendance data, track attendance patterns, and identify students at risk of chronic absenteeism early on.	<i>September 15, 2024-May 15, 2025</i>	% of chronically absent will reduce to > 5%
Collaborate with families of at-risk students to discuss concerns and develop personalized attendance improvement plans.	<i>September 15, 2024-May 15, 2025</i>	% of chronically absent will reduce to > 5%
Provide access to counseling, mentoring, and other support services to address underlying issues affecting attendance.	<i>September 15, 2024-May 15, 2025</i>	% of chronically absent will reduce to > 5%
Monthly communication via The Community Notes to message trends in attendance school-wide, and to educate parents on the importance of regular attendance and how they can support their children.	<i>September 15, 2024-May 15, 2025</i>	% of chronically absent will reduce to > 5%



District 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.

Our Strategic Objective: Ensure that the RISE program continues to receive priority funding and focus.

Monitoring Goal #4

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Ensure proper staffing and staffing hours, with particular focus on highly qualified teachers, paras, and related services staff	<i>September 15, 2024-May 15, 2025</i>	Achieve a 95% retention rate of highly qualified teachers, paraprofessionals, and related services staff within the next three academic years by enhancing recruitment strategies, providing professional development opportunities, and improving workplace satisfaction.
Create and nurture a continuum of programming, K-8, including professional development, adaptive tech, and academic programming, and SEL supports	<i>September 15, 2024-May 15, 2025</i>	Develop and implement a comprehensive K-8 curriculum framework that integrates adaptive technology, academic programming, and SEL supports, and provide ongoing professional development to 100% of teaching staff within the next three years.
Maintain and enhance a focus of belonging for students enrolled in RISE and for their families	<i>September 15, 2024-May 15, 2025</i>	Increase the sense of belonging among RISE students and their families by 20% within the next academic year, as measured by annual surveys, through the implementation of inclusive practices, family engagement events, and supportive community-building activities.
Community building: An inclusive school culture that provides a pathway to membership for parents, students, staff, and the broader community, where everyone is seen, represented, and valued. We also recognize that everyone participates differently, and that the development and nurturing of trusting relationships can only be fostered in a safe and inclusive environment.	<i>September 15, 2024-May 15, 2025</i>	Achieve a 90% satisfaction rate in school climate surveys from parents, students, staff, and community members within the next two years by implementing inclusive practices, diverse representation in decision-making processes, and fostering a safe environment that nurtures trusting relationships.
Materials, spaces, and adaptive tech expand and grow to meet the emerging needs of our students	<i>September 15, 2024-May 15, 2025</i>	Equip 100% of classrooms with updated materials, flexible learning spaces, and adaptive technology within the next three years to address the evolving needs of students and enhance their learning experiences.

The background image shows a school building with a prominent clock tower and a dome. In the foreground, there is a parking lot with several cars and a group of people, including children and adults, standing near the vehicles. The scene is set outdoors with trees and a clear sky.

**Read the full Roland Hayes School
SIP here ([link](#)) and [on our website](#)**

Thank you!