

Roland Hayes School

School Improvement Plan

September 2024 ~ June 2027

School Name: Roland Hayes School

Leader Name: Dr. Asa Sevelius

Roland Hayes School Council Members: Lindsay Anderson, Librarian; Jennifer Watkins, School Psychologist; Kim Sontag, Grade 1; Hang Yee Hung, Paraprofessional; Anabelle Skalleberg, Parent; Nathalie Roberts, Parent; Lara Mego, Parent; Lynda Roseman, Community Member

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

Our primary objective is to ensure access, membership, and participation of all community members.

In the 2024~2027 School Improvement Plan, we maintain an emphasis on professional growth for all educators; student mental and social emotional health and wellness; and inclusion practices with a particular focus on our *Reaching for Independence Through Structured Education (RISE) programming*. These foci, along with an emphasis on core content standards, will – we believe – allow for the students we serve to have full access, membership, and participation while at school.

As practitioners, staff and community members actively engage in cycles of inquiry and are asking ourselves the following questions:

- What is the impact of my teaching on students, both daily and over time?
- What does high-quality teaching and learning mean in an ever-changing society?
- What does fair assessment mean, and who decides?
- What systems and practices can we disrupt and/or create so that community members can enjoy full access to school?

Centering these educational quandaries across academic and social disciplines allows us to collectively reflect on the learning conditions we are establishing for students, reflect on our personal biases, and move our practice forward so that the most current educational philosophies and pedagogies are being implemented in our classrooms.

We believe that children should be able to use all kinds of tools to impact their local community. Our students should be able to approach unstructured problems, define the problem, assess them, engage in cycles of inquiry and feedback – including success and failure, and work collaboratively towards innovative solutions.

School Vision

Our North Star: *When children and teachers feel engaged, safe, and supported we have room to grow and learn through collaboration and risk-taking with our peers.*

School Highlights 2023-2024

- MCAS data returns to be reported in Fall 2024.
- Family & Staff Survey (Panorama) data taken in Spring 2024 found strong outcomes. For example, 94% of staff report feeling a strong sense of belonging at school, while 84% of families report their children feel safe at school.
- Finalized school renaming process, culminating in a community-wide celebration on June 3rd, 2024 - on Roland Hayes' birthday.
- We crafted a school-specific Land Acknowledgment ([link](#)), the first PSB school to do so, and publicly began using it in June 2024
- Please check out The Community Notes ([link](#)) and our website ([link](#)) to learn more about what is happening in our school.

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: 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.

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 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.	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	Individual progress-monitoring for students. Specifically, EL students and students on IEPs will increase performance by at least one level, i.e. well below to below, or below to meeting, etc.
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.	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	Individual progress-monitoring for students. Specifically, EL students and students on IEPs will increase performance by at least one level, i.e. well below to below, or below to meeting, etc.
Educators will use evidence-based structured literacy instruction to ensure that all students in grades K-3 will meet grade level benchmarks, as	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	Individual progress-monitoring for students. Specifically, EL students and students on IEPs will increase

measured by DIBELS 8, in the foundations of reading.				performance by at least one level, i.e. well below to below, or below to meeting, etc.
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.	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.	September 15, 2024-May 15, 2025	Increases in % of positive data outcomes for students Grades K-3	Individual progress-monitoring for students. Specifically, EL students and students on IEPs will increase performance by at least one level, i.e. well below to below, or below to meeting, etc.
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.	Begin process of scheduling and standardizing daily Tier 2 intervention blocks in the K-5 classrooms.	September 15, 2024-May 15, 2025	Increases in % of positive data outcomes for students Grades K-3	Individual progress-monitoring for students. Specifically, EL students and students on IEPs will increase performance by at least one level, i.e. well below to below, or below to meeting, etc.
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 (<i>mechanism by which the outcomes happen</i>)	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

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Action Plan – Priority #2: Community and Connections 2024-2025 – Social Emotional Learning

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: 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.

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
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.	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.	Positive increases in Panorama survey data, school-wide and in focus students
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.	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%	Positive increases in Panorama survey data, school-wide and in focus students

			increase in student participation and satisfaction in these clubs by the end of the year.	
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.	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.	Positive increases in Panorama survey data, school-wide and in focus students
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.	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.	Positive increases in Panorama survey data, school-wide and in focus students
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

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Action Plan – Priority #3: Climate and Culture 2024-2025 - Attendance

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

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.

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
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.	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.	September 15, 2024-May 15, 2025	% of chronically absent will reduce to > 5%	Weekly attendance reports pulled from ASPEN student database
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.	Collaborate with families of at-risk students to discuss concerns and develop personalized attendance improvement plans.	September 15, 2024-May 15, 2025	% of chronically absent will reduce to > 5%	Weekly attendance reports pulled from ASPEN student database
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.	Provide access to counseling, mentoring, and other support services to address underlying issues affecting attendance.	September 15, 2024-May 15, 2025	% of chronically absent will reduce to > 5%	Weekly attendance reports pulled from ASPEN student database
Create a school-wide culture of attendance accompanied by a deep commitment to ensuring students are engaged in the	Ensure the school is a safe, welcoming, and inclusive environment where students feel valued and motivated to attend.	September 15, 2024-May 15, 2025	% of chronically absent will reduce to > 5%	Weekly attendance reports pulled from ASPEN student database

classroom and overall life of the school once they arrive each day.				
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.	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.	September 15, 2024-May 15, 2025	% of chronically absent will reduce to > 5%	Weekly attendance reports pulled from ASPEN student database
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.	Ensure access to school-based mental health services to reduce absences due to medical health issues, , including flexible scheduling options to accommodate their needs.	September 15, 2024-May 15, 2025	% of chronically absent will reduce to > 5%	Weekly attendance reports pulled from ASPEN student database
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: Culture of Care 2024-2027 – RISE Inclusion & Expansion				
Strategic Objective : Ensure that the RISE program continues to receive priority funding and focus.				
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

Ensure that the RISE program continues to receive priority funding and focus.	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.	As RISE programming expands K-8 over the next 3 years, we will expand our staffing to ensure all student needs are met with the highest fidelity to care and programming. Ongoing targeted and school-wide professional development.
Ensure that the RISE program continues to receive priority funding and focus.	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.	Yearly review of instructional materials/pedagogies to ensure developmental appropriateness and integration across the curricula.
Ensure that the RISE program continues to receive priority funding and focus.	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	Every child and family is a valued member of the classroom and school community as noted in family surveys, school-wide participation, and attendance at RISE specific events

			community-building activities.	
Ensure that the RISE program continues to receive priority funding and focus.	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.	Classroom lessons designed to educate all students about neuro-diversity, Autism, and inclusion, including lessons during PEP, morning meets, and Advisory.
Ensure that the RISE program continues to receive priority funding and focus.	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.	Yearly review of related needs regarding program expansion.
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

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List the core participants' names and affiliations/membership in a stakeholder group (staff, students, families, community advocates, partners, etc.)	
Asa Sevelius	Principal
Lindsay Anderson	Librarian
Jennifer Watkins	School Psychologist
Kim Sontag Herbert	Grade 1 teacher
Hang Yee Hung	Paraprofessional
Anabelle Skalleberg	Parent
Nathalie Roberts	Parent
Lara Mego	Parent
Lisa Kang	Parent
Lynda Roseman	Community Member

School Site Council Agenda(s)	https://www.brookline.k12.ma.us/domain/826
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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.