



Roland Hayes School School Improvement Plan Update

October 20, 2025

Roland Hayes School Council Membership

PUBLIC SCHOOLS of
BROOKLINE



School Representatives

Dr. Asa Sevelius, Principal

Lindsay Anderson, Librarian

Jennifer Watkins, School Psychologist

Kim Sontag Herbert, Grade 1 teacher

Hang Yee Hung, Paraprofessional

Caregiver & Community Reps

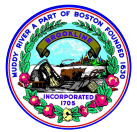
Anabelle Skalleberg, Parent (Gr. K & 3)

Nathalie Roberts, Parent (Gr. K & 4)

Lara Mego, Parent (Gr. K & 4)

Lynda Roseman, Community Member

Budgetary Impact



- The Roland Hayes School is committed to being a responsible and transparent steward of public resources, ensuring that every dollar from Town, State, and federal sources is used wisely and in alignment with District priorities. All budget decisions center on what best serves students, while honoring the fiscal parameters established by the Town Manager and School Committee.
- School-based funds under the principal's discretion are directed squarely toward staff learning and student enrichment. This year, that includes a *continuation* of our exciting partnership with ASPIRE/MGH, as well as teacher stipends that make possible a range of opportunities—from student affinity groups and Young Scholars to Homework Club and the annual school play.
- As the RISE program continues to expand across the K–8 grades, we anticipate ongoing needs for additional staffing, curriculum resources, materials, and technology to sustain high-quality, inclusive instruction.
- While Brookline's total enrollment is decreasing, our proportion of high-needs learners—including English learners and students with academic disabilities—continues to grow. To meet these evolving needs, Hayes School expects to require additional hours and personnel for related services both now and in the years ahead.

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, 2025-May 15, 2026</i>	Increases in % of positive data outcomes for students Grades K-3
Effectively manage and support the rollout of the Fishtank curriculum by ensuring teachers receive clear guidance, high-quality professional development, and ongoing coaching; by monitoring fidelity of implementation through classroom observations and teacher feedback; and by fostering collaboration across grade levels so that instructional practices align with the curriculum's goals, resulting in improved student engagement and learning outcomes.	<i>September 15, 2025-May 15, 2026</i>	Increases in % of positive data outcomes for students Grades K-8
Provide additional small group instruction for students who need more time to develop the skills.	<i>September 15, 2025-May 15, 2026</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, 2025-May 15, 2026</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, 2025-May 15, 2026</i>	Increases in % of positive data outcomes for students Grades K-3

Goal #1 Data

DIBELS, Beginning of Year, Grades K-3, SY 25-26

Levels: ☒ Well below ☒ Below ☒ At ☒ Above

Reference data ⓘ: ☒ Hide ☐ National

Population

Measure

Roland Hayes
School

Composite Score

BOY



115

BOY:

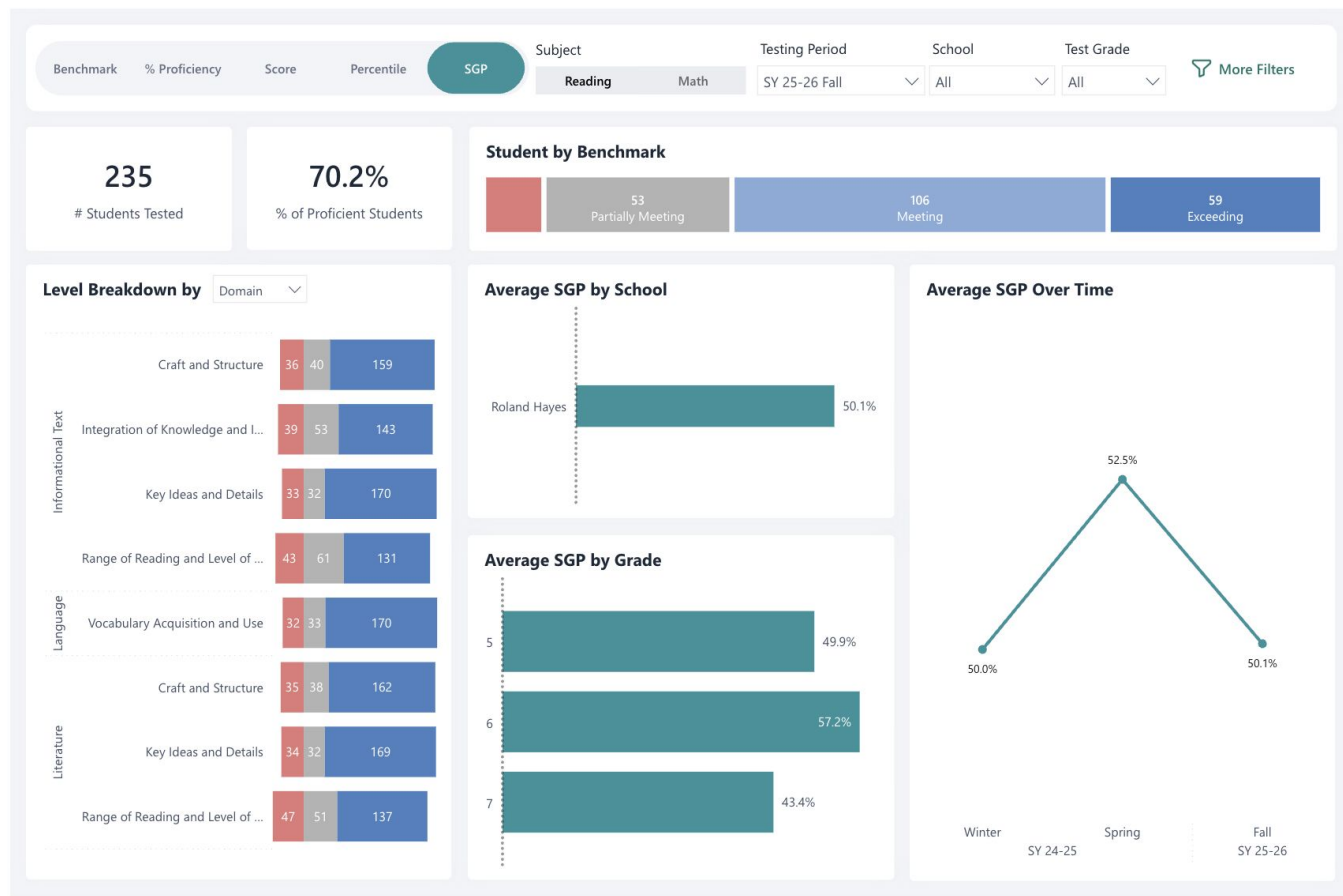
Well below:	3%	3/115 students
Below:	9%	10/115 students
At:	37%	42/115 students
Above:	51%	60/115 students



Click any color in the bar or the student count to view the student list.

Goal #1 Data, continued

STAR Data,
Beginning Of Year
Grades 4-6
SY25-26



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

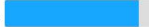
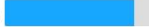
Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Students can practice and learn good mental health hygiene, such as mindfulness, compassion, empathy, and the ability to show up as their authentic selves	<i>September 15, 2025-May 15, 2026</i>	Integrate mental health hygiene practices, 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, 2025-May 15, 2026</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, 2025-May 15, 2026</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, 2025-May 15, 2026</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.

Goal #2 Data

Grades 3-5

106 responses | [show breakdown](#)

 Save as PDF

Topic	Percent Favorable ⓘ	Compared to Brookline Public Schools ⓘ	Change since Fall 2024 3 to 12 Universal Screening ⓘ	
Supportive Relationships ⓘ	92% 	+2	▲ 1	
Self-Efficacy ⓘ	89% 	+7		
Raise Your Hand	82% 	0	▲ 5	
Emotion Regulation ⓘ	78% 	+8	▲ 6 Greatest increase	
School Belonging ⓘ	78% 	+6	▼ 2	
Challenging Feelings ⓘ	70% 	+5	▲ 2	
Positive Feelings ⓘ	67% 	+2	▼ 3	

Grades 6-8

120 responses | [show breakdown](#)

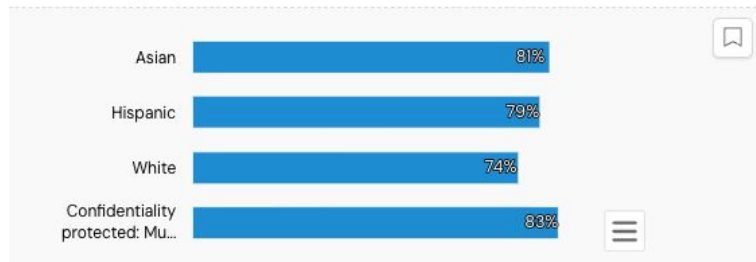
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Topic	Percent Favorable ⓘ	Compared to Brookline Public Schools ⓘ	Change since Fall 2024 3 to 12 Universal Screening ⓘ	
Raise Your Hand	98% 	+1	▲ 2	
Screening	94% 	+3	▲ 3	
Self-Efficacy ⓘ	87% 	+4		
Supportive Relationships ⓘ	87% 	-1	▼ 2	
Emotion Regulation ⓘ	85% 	+7	0	
Positive Feelings ⓘ	74% 	+4	▲ 4 Greatest increase	
School Belonging ⓘ	71% 	+3	▲ 1	
Challenging Feelings ⓘ	62% 	+3	0	

Goal #2 Data, *continued*

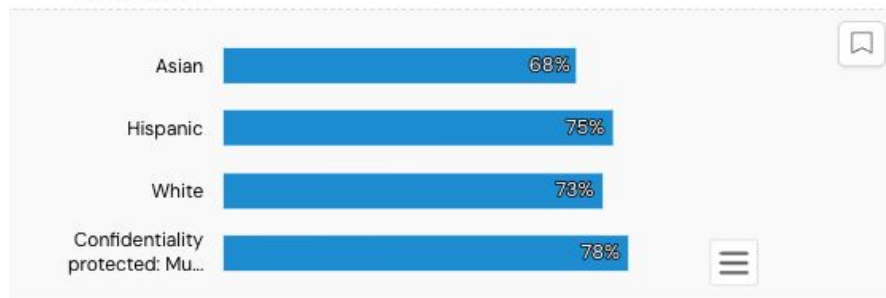
Emotional Regulation

Results by group



School Belonging

Results by group



Supportive Relationships

Results by group



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

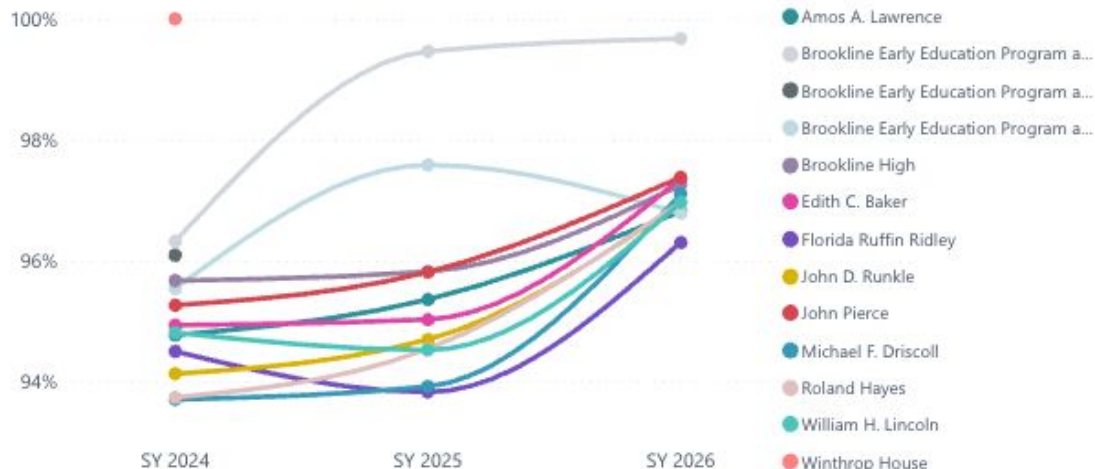
Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Develop an active and comprehensive attendance committee (to include school nurse, Vice Principal, Office Staff, and school counselors) to analyze attendance data, track attendance patterns, and identify students at risk of chronic absenteeism early on.	<i>September 15, 2025-May 15, 2026</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, 2025-May 15, 2026</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, 2025-May 15, 2026</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, 2025-May 15, 2026</i>	% of chronically absent will reduce to > 5%

Goal #3 Data

SY 2026

Amos A. Lawrence	96.8%
Brookline Early Education Program at Beacon	99.7%
Brookline Early Education Program at Putterham	96.8%
Brookline High	97.3%
Edith C. Baker	97.4%
Florida Ruffin Ridley	96.3%
John D. Runkle	97.0%
John Pierce	97.4%
Michael F. Driscoll	97.1%
Roland Hayes	97.0%
William H. Lincoln	97.0%

Year over Year Attendance by School



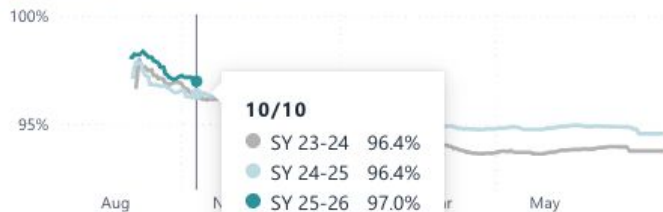
Total Absences

Last 10 School Days



Running Attendance Last 3 Years

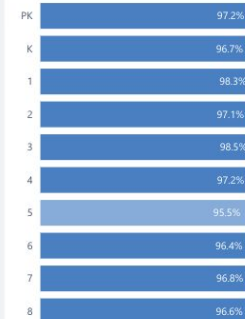
SY 25-26 SY 24-25 SY 23-24



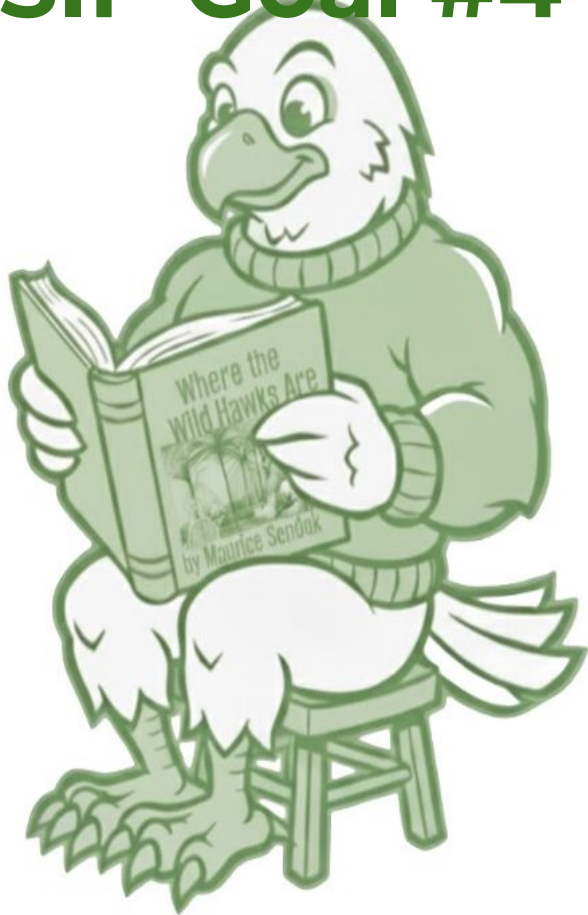
97.0%

Attendance Rate
Year-to-date

Attendance by Grade



SIP Goal #4



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, 2025-May 15, 2026</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, 2025-May 15, 2026</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, 2025-May 15, 2026</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, 2025-May 15, 2026</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, 2025-May 15, 2026</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.

Principal Goals, SY26

1. Develop and implement a continuous cycle of professional development that responds to the emerging academic and social-emotional needs of PreK-8 students. This cycle will include targeted trainings in Autism awareness and supports, literacy instruction, intervention and inclusion strategies, MTSS implementation, and executive functioning skill development. The goal is to strengthen staff capacity across all grade levels, ensure equitable access to high-quality learning for all students, and foster a cohesive, responsive instructional culture.
2. Effectively manage and support the rollout of the Fishtank curriculum by ensuring teachers receive clear guidance, high-quality professional development, and ongoing coaching; by monitoring fidelity of implementation through classroom observations and teacher feedback; and by fostering collaboration across grade levels so that instructional practices align with the curriculum's goals, resulting in improved student engagement and learning outcomes.
3. Ensure that the RISE program remains a priority within the school by maintaining dedicated funding, monitoring program implementation, and providing leadership support to sustain high-quality instruction and student outcomes.

A man in a grey sweater and glasses sits in a purple armchair, addressing a group of people seated at tables in a classroom. The room has large windows, a whiteboard, and a sign that says "BOOKS ARE NOT EASY".

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

Thank you!