



PUBLIC SCHOOLS of **BROOKLINE**

Heath School: School Improvement Plan - SY2022-23



School SIP Information



Our “North Star”

“When children and teachers feel happy, safe, and supported we have room to grow and learn through collaboration and risk-taking with our peers.”

School SIP Information



Heath School Site Council Members

- Dr. Asa Sevelius, Principal
 - Jillian Dymont, Heath School Team Facilitator
 - Christin Wheeler, Heath School Literacy Coach
 - Eli Silk, Heath School Parent
 - Lisa Kang, Heath School Parent
 - Jon Bass, Heath School Parent
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- Heath's SIP is designed as a three-year plan (2021-2024), created in the spring and summer of 2021, and presented and implemented in the Fall of 2021.
 - **Our primary objective is to ensure access, membership, and participation of all community members.** Our plan solidifies our particular emphasis on professional growth for all educators; student mental and social emotional health and wellness; and physical health and safety of students, staff, and families. These foci, along with an emphasis on core content standards, will – we believe – allow for the full access, membership, and participation of the students we serve.

Budgetary Impact



- The district has provided **professional development** in recently implemented programs (Investigations, mClass, Heggerty Phonemic Awareness, Spelling Connections, and Decodable Texts). Heath's budget was not impacted.
- We have a new **SEED** cohort at Heath this year, facilitated by two teachers. A one-time grant afforded us through METCO, Inc, along with generous funding from the BEF have allowed us the opportunity to launch SEED in our school. Heath's budget was not impacted.
- The district has provided trainings and support through the Guidance, Clinical Services, and **Social-Emotional Learning**. Heath's budget was not impacted.
 - We launched the **Universal Screener in grades K-2**, so are now able to see the social-emotional data for all children, *in particular can each student name a trusted adult in the school? And, if not, how are we providing supports if no trusted adult is named?*
 - We have launched the **Wayfinder** program in Grade 6 Advisory, a much needed tool to help us make the most of Advisory hours in our schedule
- **Student Affinity Groups** do have an impact on school budget (workshop budget almost entirely dedicated to facilitator stipends)



SIP Goal #1

Every student can advocate for and access what they need.

Our community is focused on developing and nurturing trusting relationships and fostering a sense of whole-school belonging. In particular, we want to prioritize creating affinity groups in an ever-increasing safe space, with dedicated opportunities and scheduling priorities for these group members. In addition, students should be supported both academically and emotionally. Heath should be a school where students can practice and learn good mental health hygiene, such as mindfulness, compassion, empathy, and the ability to show up as their authentic selves. When students experience success and/or failure, they do so in a safe and supportive manner. Staff, parents/guardians, and adults will serve as coaches and advocates to facilitate this process whenever necessary. Every student should be able to name and access a trusted school-based adult.

Monitoring Goal #1

Every student can advocate for and access what they need.

Action	Responsibility	Timeline	Resources needed/used	Indication of progress/success
Conduct Universal Screeners, K-8	School Counseling Team Teachers Administration	2021-2023, ongoing	Panorama SEL Survey 3x/year.	Survey Feedback, students naming safe adults, connecting students with safe adults, identifying unsafe/worrisome behaviors
Provide in-class programming through guidance and school adjustment counselor	School Counseling Team Teachers	2021-2023, ongoing	Zones of Regulation; Second Step (K-4); Restorative Justice; Wayfinder & Advisory (Grade 6); Prosocial classroom practices; Child Assault Prevention (CAP)	Fidelity of implementation, classroom observations, increase in student skill and content portability
Offer Myriad Student Affinity Groups (<i>GSA, AAPI, METCO, Young Scholars, Rainbow Club</i>)	Administration Teacher facilitators	2021-2023, ongoing	Online	Participation rates, data on belonging (via Universal Screener), observations, events and products
BHS Recommendation Process	School Counseling Team Grade 8 Staff Parents Administration	Annual	Student alumni panels, direct work with parents to demystify offerings, teachers serve as guides rather than making blanket recommendations	Students and families select courses rather than teachers placing students in courses



SIP Goal #2

A positive increase in student data returns, particularly for students with disabilities and BIPOC students.

Staff should aim to continue reducing disparities in student learning by providing diverse materials and resources. In addition, staff should be able to provide an equitable learning experience for all students and families. Lesson planning and development will be approached through an anti-bias/anti-racist/anti-ableist lens. Staff will look at specific student growth in myriad areas over time, and seek to understand where students have gained momentum and skills and where they have not. Staff should also participate in their own cycles of reflection and inquiry: What skills am I specifically teaching and why? How are these lessons helping students help themselves and others? How will my instruction lead to more equitable outcomes that empower my students?

Monitoring Goal #2

A positive increase in student data returns, particularly for students with disabilities and BIPOC students.

Action	Responsibility	Timeline	Resources needed/used	Indication of progress/success
RISE & Inclusion (Participation ---> Membership ---> Access)	Administration Staff Parents	2021- 2023, ongoing	Professional development and partnerships (ASPIRE & Confidence Connections), ACE program	Data as measured by ACE curriculum, progress towards IEP goals, community response to integrating diverse learners, data on how connected RISE families feel
SEED Class for Heath Staff	SEED Trained Leaders Teachers from Heath	2022-2023	Space and time for instruction at Heath after school	Successful completion of this course by Heath Staff, feedback to instructors
Literacy & Math	Whole school	2022-2023	Desmos and Investigations, mClass, Heggerty Phonemic Awareness, Spelling Connections, and Decodable Texts + special education specific Lively Letters, ACE, Orton-Gillingham, Wilson, and Seeing Stars	Data each program provides us across all domains
MCAS Data Review	Administrators, Literacy & Math specialist, EL teacher, ETF,	2022-2023, ongoing	Review MCAS data - top standards + bottom standards across three domains (EL, Special Education, and Race)	Targeting work in classrooms towards identified themes (where are we NOT meeting the standard)



SIP Goal #3

Continue to implement cycles of professional learning during faculty meetings.

Staff should be able to walk away from faculty meetings with resources and tools they can use immediately in their practice. Faculty time is productively used as learning time, professional development, and other opportunities to enrich educators' abilities. Routines around adult learning are stable, consistent, and relevant to their work.

Monitoring Goal #3

Continue to implement cycles of professional learning during faculty meetings.				
Action	Responsibility	Timeline	Resources needed/used	Indication of progress/success
Faculty Book Groups	Administrators Staff	2022-2023	K-5: <i>Start Here, Start Now</i> 6-8: <i>Grading for Equity</i>	Classroom observations, teacher feedback, observable shifts in practice
OTL-Specific Trainings	Administrators Teachers Curriculum Coordinators OTL Support	2022-2023	Essential Curriculum Scope and Sequence, Math PD, ELA PD (trainings on new programs), new Science 3rd grade unit	Data supporting improved literacy skills through mClass, Fidelity of program roll out across classrooms, professional collaboration and support
PEP! Peer Empowerment Program	School Culture and Climate Committee	2022-2023	Books, building whole-school schedule to allow for a time every other week when every classroom is doing "PEP!"	Implementation, observable shifts in connections and behaviors school-wide, a deeper understanding of our shared values



SIP Goal #4

Serve as an educational ambassador to the greater PSB community.

Heath should adopt and integrate district-wide practices, policies, and values into their school environment. Recognizing that Heath has a cadre of talented practitioners serving a diverse community, many of the adopted practices can and will be adapted to meet the needs of our students and our shared core values. Members of the Heath community should continue to serve both as a pioneer for best practices (i.e., pilot new curriculum when able) and actively participate in and support larger district and town-wide educational initiatives



Heath School Name
Change:
Mission Statement

Mission statement regarding our school renaming process.

Heath School, nestled in the Chestnut Hill enclave in Brookline, has played a central role in so many lives for more than 100 years. Generations of children have established their educational foundations here, while their families have turned to this space with great trust, boundless hope, and expectations for excellence. Countless educators have made this place their professional home, dedicating part or all of their careers to the work inside these walls.

We have learned in recent years that our school was named for the street on which it originally sat (Heath Street), which in turn was named for a family that owned much of the land surrounding that street. Because the Heath family were also enslavers, our school therefore carries the name of a family that enslaved other people during their time here in Brookline.

Knowing that our beloved school is named indirectly for a family that enslaved other humans has made it increasingly difficult to intentionally promote a vision that aligns with our stated values.

Our school came to be called “Heath” somewhat [unintentionally](#); we now have a chance as a community to affirmatively and intentionally choose a new name. We seek collectively to understand our history and the role of slavery in Brookline, the impact of that history on our school, and choose a name that represents us and our aspirations, and reinforces a safe learning environment for those in our care.

Reckoning with this past is essential to building a better future for our students. Renaming our school is a part of that process.



Questions?
Thank you!

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= 81 - 1P

10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 4 = 40	10 x 5 = 50	10 x 6 = 60	10 x 7 = 70	10 x 8 = 80	10 x 9 = 90	10 x 10 = 100	10 x 11 = 110	10 x 12 = 120
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 4 = 36	9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72	9 x 9 = 81	9 x 10 = 90	9 x 11 = 99	9 x 12 = 108
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 4 = 32	8 x 5 = 40	8 x 6 = 48	8 x 7 = 56	8 x 8 = 64	8 x 9 = 72	8 x 10 = 80	8 x 11 = 88	8 x 12 = 96
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 4 = 28	7 x 5 = 35	7 x 6 = 42	7 x 7 = 49	7 x 8 = 56	7 x 9 = 63	7 x 10 = 70	7 x 11 = 77	7 x 12 = 84
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 4 = 24	6 x 5 = 30	6 x 6 = 36	6 x 7 = 42	6 x 8 = 48	6 x 9 = 54	6 x 10 = 60	6 x 11 = 66	6 x 12 = 72
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20	5 x 5 = 25	5 x 6 = 30	5 x 7 = 35	5 x 8 = 40	5 x 9 = 45	5 x 10 = 50	5 x 11 = 55	5 x 12 = 60
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16	4 x 5 = 20	4 x 6 = 24	4 x 7 = 28	4 x 8 = 32	4 x 9 = 36	4 x 10 = 40	4 x 11 = 44	4 x 12 = 48
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12	3 x 5 = 15	3 x 6 = 18	3 x 7 = 21	3 x 8 = 24	3 x 9 = 27	3 x 10 = 30	3 x 11 = 33	3 x 12 = 36
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8	2 x 5 = 10	2 x 6 = 12	2 x 7 = 14	2 x 8 = 16	2 x 9 = 18	2 x 10 = 20	2 x 11 = 22	2 x 12 = 24
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4	1 x 5 = 5	1 x 6 = 6	1 x 7 = 7	1 x 8 = 8	1 x 9 = 9	1 x 10 = 10	1 x 11 = 11	1 x 12 = 12