

Brookline School Committee  
Joint Meeting of the Finance and Curriculum Subcommittees  
Wednesday, September 18, 2024  
4:00 PM – 7:05 PM  
Remote via Zoom

*Finance Subcommittee Members present:* Mariah Nobrega (Chair), Valerie Frias, Sarah Moghtader, and Carolyn Thall.

*Curriculum Subcommittee Members present:* Suzanne Federspiel (Chair), Steven Ehrenberg, and Jesse Hefter.

*Curriculum Subcommittee Members absent:* Helen Charlupski.

*Other School Committee Members present:* Andy Liu.

*School Principals present:* Vanessa Bilello (Lawrence); Brian Denitzio (Lincoln); Margaret Eberhardt (BEEP); Donna Finnegan (Runkle); Anthony Meyer (BHS); Saeed Ola (Baker); Kirtan Patel (Vice Principal, Hayes); Candice Whitmore (Ridley); Jamie Yadoff (Pierce); and David Youkilis (Driscoll).

*Staff present:* Jodi Fortuna, Deputy Superintendent for Teaching and Learning; Susan Givens, Deputy Superintendent for Administration and Finance; Gabe McCormick, Senior Director, Office of Teaching and Learning; and Betsy Fitzpatrick.

*Advisory Committee Schools Subcommittee Members present:* Perry Grossman.

Ms. Nobrega and Ms. Federspiel called the joint meeting to order at 4:00pm.

**1. Approval of Finance Subcommittee Meeting Minutes: August 21, 2024**

On a motion of Ms. Frias, and seconded by Ms. Nobrega, the Finance Subcommittee voted unanimously, by roll call, with 4 in favor (Ms. Nobrega, Ms. Frias, Ms. Moghtader, and Ms. Thall), 0 opposed, and 0 abstentions, to approve the August 21, 2024 Finance Subcommittee meeting minutes.

**2. Approval of Curriculum Subcommittee Meeting Minutes: August 20, 2024**

On a motion of Ms. Federspiel, and seconded by Dr. Hefter, the Curriculum Subcommittee voted unanimously, by roll call, with 3 in favor (Ms. Federspiel, Dr. Ehrenberg, and Dr. Hefter), 0 opposed, and 0 abstentions, to approve the August 20, 2024 Curriculum Subcommittee meeting minutes.

**3. Presentation and Discussion of Budget Implications of School Improvement Plans**

Ms. Federspiel and Ms. Nobrega welcomed principals to the meeting. Each school leader provided a brief overview of their School Improvement Plan (SIP), with a focus on the budget implications associated with their action plans. Each school leader had 15 minutes and all schools participated, including Brookline High School and the Brookline Early Education Program (BEEP). Principals highlighted some recent school initiatives, and outlined how their SIP goals and strategic objectives nest within the district's Strategic Plan. The detailed SIPs include desired outcomes, dates of implementation, goals and benchmarks, and steps for progress monitoring. Principals thanked the members of their School Site Councils, which includes both teachers and parents/caregivers, for their help in drafting and refining the SIPs. Most principals reported that they have not yet held their first School Site Council meeting of the 24-25 school year. As those meetings are scheduled over the next few months, the SIPs are likely to be modified. The recently released results from the culture and

climate survey are also likely to influence SIP goals and objectives. While there were areas of commonality among the SIPs, there were also many school-specific goals and objectives, developed and articulated to address school needs and priorities. Dr. Givens noted that this is the first step in the district's efforts to align School Improvement Plans with the budget development process. This is an ongoing process that will be refined and improved through each budget cycle. Members asked for clarification about the discretionary funding in school budgets to support SIP goals, and how funding in FY26 will be matched to meet school priorities (these particular items will be discussed at a future Finance Subcommittee meeting). Finally, members thanked principals for joining the meeting to share these informative and interesting presentations.

Information shared during the presentations, but not included in the attachments, include:

- BEEP Principal Eberhardt reported that BEEP enrollment is currently at 272 students, with 197 tuition-paying families. The district was hoping for at least 190 tuition-paying families, and is pleased to have exceeded the goal.
- BHS Head of School Meyer reported that the high school team has decided not to move ahead with the request to transition all 9<sup>th</sup> grade English classes to the heterogeneous model. The 9<sup>th</sup> grade heterogeneous English class pilot is in its second year as an option for 9<sup>th</sup> graders (the other option is Honors English). Mr. Meyer and his team will continue to refine the pilot course, including the possibility of offering earned honors credit.

All SIPs and presentations are attached (alphabetically), and a recording of the meeting is available here: <https://brooklineinteractive.org/school-finance-and-curriculum-subcommittees-joint-meeting-september-18-2024/>

*The members of the Curriculum Subcommittee concluded their participation in the meeting at 6:45pm.*

#### **4. Acceptance of Gifts**

Ms. Nobrega directed members to the Request for Gift Acceptance Memo dated September 18, 2024 (attached). She thanked the donors for their generous gifts: one to BHS for the OUTstanding Speaker Series and one to the Brookline Adult and Community Education program.

On a motion of Ms. Frias, and seconded by Ms. Thall, the Finance Subcommittee voted unanimously, by roll call, with 4 in favor (Ms. Nobrega, Ms. Frias, Ms. Moghtader, and Ms. Thall), 0 opposed, and 0 abstentions, to accept the gifts as described on the attached memo dated September 18, 2024.

#### **5. Approval of Grant Application Submittals**

Ms. Nobrega announced that the Finance Subcommittee will be reviewing competitive grant applications before they are submitted. This will allow the subcommittee the opportunity to review grants earlier in the process, to ensure alignment with district goals and priorities. She directed members to the attached Request for Grant Submittal memo dated September 18, 2024 (attached). Mr. McCormick provided an overview of the two grants: *English Learner Education Support Grant*,

Massachusetts Department of Elementary and Secondary Education, \$50,000; and *Ocean Odyssey Grant*, National Oceanic and Atmospheric Administration, \$10,000.

On a motion of Ms. Thall, and seconded by Ms. Nobrega, the Finance Subcommittee voted unanimously, by roll call, with 4 in favor (Ms. Nobrega, Ms. Frias, Ms. Moghtader, and Ms. Thall), 0 opposed, and 0 abstentions, to approve the two grants, as described on the attached memo dated September 18, 2024, for submission to the respective grant awarding authorities.

**6. Review of Position Requests**

Dr. Givens shared the attached “New Position/PCN Approval” chart. Ms. Nobrega noted that this is really an informational report, and not an item for approval. The funding type for each position has been added to the document. Dr. Givens will continue to refine this document so that it captures information requested by the subcommittee.

**7. Budget Guidelines**

The late hour precluded a discussion of the budget guidelines. Ms. Nobrega asked subcommittee members to review the current FY25-29 guidelines (attached) and share comments and edits with her. She asked Ms. Fitzpatrick to share the current guidelines with all School Committee members, and docket a discussion and First Reading of the budget guidelines for the September 25 School Committee meeting.

Ms. Nobrega adjourned the meeting at 7:05pm.

# SY24-25-SY25-26 School Improvement Plan

**School Name:** Edith C. Baker School

**Leader Name:** Saeed Ola, Interim 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

At the Edith C. Baker School staff collaboration ensures that students are both challenged and supported, providing learning experiences that foster a growth mindset. Our school embraces curiosity, innovation, and creativity, recognizing that learning is a social experience, which shapes how students think and participate in their community and beyond. We strive to ensure that all students develop the skills and knowledge needed to live a happy and fulfilled life in a diverse and evolving global society.

## School Vision

The Edith C. Baker School is committed to meeting the needs of all learners. Through strong Tier 1 instruction in the classroom supported by a robust multi-tiered system of support, our staff is committed to differentiating learning experiences for all students to meet their unique needs.

## School Highlights 2023-2024

- Faculty book read of Culturally Responsive Teaching and The Brain



- Community celebratory events (e.g. Convocation, Lunar New Year Assembly, Culturefest)
- Revised system of school communication around student attendance

### 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 2024-2025

**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:** Baker School will work to implement consistent progress monitoring and data analysis mechanisms to identify students in need of intervention early

#### 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 literacy materials to ensure students meet grade level benchmarks  Increased achievement in literacy and math as determined by state assessments and internal progress monitoring	Continue to implement Heggerty and Foundations curriculum materials  Provide professional development for educators in foundational underpinnings of the literacy program to be selected by the district  Utilize the mClass and STAR assessment tools to assess students in grades K-5	September 2024-June 2025	Increased number of students performing at or above grade level as determined by district and state assessments	State and district assessments
Increased achievement of middle level learners	Develop practice of progress monitoring the achievement of middle level learners and identify	September 2024-June 2025	Increased student performance as	Progress reports, report cards

	intervention strategies for struggling students		indicated by student progress reports and/or report cards	
<b>Year 1 Adjustments (June 2025)</b>				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Leads name technical and adaptive moves that you will use to achieve desired outcomes (mechanism by which the outcomes happen)	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

<b>Action Plan – Priority #2: Community and Connections 2024-2025</b>				
<b>District Strategic Objective:</b> Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.				
<b>Strategic Objective:</b> Baker School will work to cultivate culturally-responsive practices by providing educators with support and resources so that feelings of connectedness and engagement will increase among students, families, and staff.				
<b>ACTIONS</b>				
<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 gain a deeper understanding of culturally-responsive teaching practices and are able to implement them effectively.  Increased staff confidence in addressing and integrating cultural diversity in their teaching.	Provide copies of <u>Culturally Responsive Teaching and the Brain</u> to new staff who were not part of the faculty book group.  Meet with the Equity and Diversity Committee to discuss professional development and/or family engagement opportunities.	September 2024-June 2025	Increased sense of belonging among students, families, and staff	Culture and Climate survey- staff  Culture and Climate survey- families

	Identify potential Equity Lead, possibly 2 staff and create Equity Team to discuss how to support staff with cultural responsiveness			
<b>Year 1 Adjustments (June 2025)</b>				
<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

<b>Action Plan – Priority #3: Climate and Culture 2024-2025</b>				
<b>District Strategic Objective:</b> Partner with families and the community to create safe environments that promote belonging				
<b>Strategic Objective:</b> Enhance communication structures to develop and maintain a supportive and inclusive learning environment where all students and families feel seen, safe, and valued.				
<b>ACTIONS</b>				
<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
Improve communication systems between the school and families to support and enhance student success	Develop regular communication shared with families with important information from the school.  Offer regular communication in the preferred language of the family to ensure that the information is accessible to all.	September 2024-June 2025	Increased family engagement with the school through school activities and family-educator communications	Culture and Climate survey  Participation in school activities

	Revise school website to include updated and current information for current and prospective families  Update Baker School student and families handbook		Greater understanding and awareness of practices and procedures of the Baker School	
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><b>Final outcomes</b> 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.)	

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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)	



PUBLIC SCHOOLS of  
**BROOKLINE**



# **Edith C. Baker School School Improvement Plan Update (SIP)**

September 18, 2024



# Baker School Council Membership

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PUBLIC SCHOOLS of  
**BROOKLINE**



**Caregiver Reps:** Gareth Lawson, Scott Lipman

**Teacher Reps:** Dylan Rossi, Lesley Tomion

# Budgetary Impact



- The Edith C. Baker School takes into consideration 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 and stipends for adults who support extra activities such as student affinity groups, school plays/musicals, and athletic coaching positions.
- Our percentage of high-needs students (English-learners and students with disabilities, and low-income) continues to grow. As Baker is staffed with special educators and paraprofessionals, the need for supports continues to grow.



# 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:** Baker School will work to implement consistent progress monitoring and data analysis mechanisms to identify students in need of intervention

# Monitoring Goal #1

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Continued implementation of Heggerty and Foundations.	September 2024-June 2025	Increased number of students performing at or above expected benchmark for grade level
Provide professional development for educators in foundational underpinnings of the literacy program to be selected by the district	September 2024-June 2025	All K-5 staff participate in Literacy Training
Utilize the mClass and STAR universal assessment tools	September 2024-June 2025	All students K-5 assessed using mClass and STAR tools.
Continue practice of monitoring the achievement of middle level learners and identify intervention strategies for struggling students	September 2024-June 2025	Increased student performance as indicated by student progress reports and/or report cards



## 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:** Baker School will work to cultivate culturally-responsive practices by providing educators with support and resources so that feelings of connectedness and engagement will increase among students, families, and staff.

## Monitoring Goal #2

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Increase staff confidence in addressing and integrating cultural diversity in their teaching.	September 2024- June 2025	Increased sense of belonging among students, families, and staff as determined by PSB Culture and Climate survey
Provide copies of <u>Culturally Responsive Teaching and the Brain</u> to new staff	September 2024- June 2025	
Meet with the Equity and Diversity Committee to discuss professional development and/or family engagement opportunities.	September 2024- June 2025	





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

**Our Strategic Objective:** Enhance communication structures to develop and maintain a supportive and inclusive learning environment where all students and families feel seen, safe, and valued.

# Monitoring Goal #3

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Develop regular communication shared with families with important information from the school.	September 2024- June 2025	Increased family engagement with the school through school activities and family-educator communications  Greater understanding and awareness of practices and procedures of the Baker School
Offer regular communication in the preferred language of the family to ensure that the information is accessible to all.	September 2024- June 2025	
Revise school website to include updated and current information for current and prospective families	September 2024- June 2025	
Update Baker School student and families handbook	September 2024- June 2025	



The background image shows a large, multi-story brick building with a gabled roof and several chimneys. In the foreground, there is a circular stone platform with a bronze statue of a person lying down. The scene is set outdoors with green grass and trees in the background.

**Thank you!**

# 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

<a href="#">Desired Outcomes</a>	<a href="#">Strategic Initiatives</a> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<a href="#">Goals and Benchmarks</a>	<a href="#">Progress Monitoring</a> 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"> <li>Full implementation of Heggerty Curriculum in BEEP Classrooms.</li> <li>Create/Adopt 5 shared curriculum units that incorporate phonemic awareness skills into playful learning.</li> </ul>	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"> <li>Begin implementation of PK Foundations Curriculum.</li> <li>Create/Adopt 5 shared curriculum units that incorporate early literacy skills into playful learning.</li> <li>Create a PD schedule to support implementation of curriculum.</li> </ul>	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"> <li>Focus on PK <a href="#">Focus on PK</a></li> <li><a href="#">Pyramid Model</a></li> <li><a href="#">WePlay</a></li> <li>PD Plan developed over the next 2 years.</li> </ul>	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)

<a href="#">Desired Outcomes</a>	<a href="#">Strategic Initiatives</a> Leads name technical and adaptive moves that you will use to achieve desired outcomes (mechanism by which the outcomes happen)	Date(s) of implementation	<a href="#">Goals and Benchmarks</a>	<a href="#">Progress Monitoring</a> 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"> <li>Create a BEEP Calendar of Family Events</li> <li>Offer 5 parent webinars on a variety of topics relevant to early childhood development: routines, transitions,</li> </ul>	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"> <li>Continue to be the lead agency of the Coordinated Family and Community Engagement Grant</li> <li>Provide Weekly Community based Literacy Playgroups</li> <li>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.</li> </ul>	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"> <li>Provide 5 family cafes that address family concerns, developmental milestones and how to support positive behavior interventions at home.</li> <li>Continue to offer ParentChild+ home visiting program.</li> </ul>	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"> <li>Promoting social-emotional development: The model focuses on fostering social-emotional development through interactions with peers and caregivers in natural environments.</li> <li>Reducing inappropriate discipline: The model</li> </ul>	<p>Initiatives from our Team Implementation Plan:</p> <ol style="list-style-type: none"> <li>Family and caregiver survey</li> <li>Increase two way family communication through a variety of formats: meetings, home visits, discussions, newsletters in multiple languages, open houses, workshops, family events.</li> <li>A plan to provide ongoing support, training and coaching in each classroom.</li> <li>Develop and roll out a staff survey</li> </ol>	<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"> <li>● Promoting family engagement:</li> <li>● Using data: The model uses data to inform decision-making.</li> <li>● Integrating mental health: The model integrates early childhood and infant mental health consultation.</li> <li>● Fostering inclusion: The model aims to foster inclusion for all children, including those with developmental delays or disabilities.</li> <li>● Addressing disparities: The model aims to address disparities in discipline practices.</li> <li>● Embedded instruction: The model involves inserting planned teaching into children's routines and activities.</li> </ul>			practices and addressing implicit bias.	
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Benchmarks of Quality <a href="#">Benchmarks of Quality</a>				
Year One Adjustments (June 2025)				
<a href="#">Desired Outcomes</a>	<a href="#">Strategic Initiatives</a> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<a href="#">Goals and Benchmarks</a>	<a href="#">Progress Monitoring</a> 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><b>Final outcomes</b> 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	<a href="#">Site Council</a>



PUBLIC SCHOOLS of  
**BROOKLINE**



**BEEP School**  
**Draft School Improvement Plan**  
**Update**  
**(SIP)**

September 18, 2024

# BEEP School Council Membership

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PUBLIC SCHOOLS of  
**BROOKLINE**



## Caregiver Reps:

Marissa Vogt: Parent

Stephanie Leiter : Parent

Tricia Figler: Parent Co Chair

## Educators:

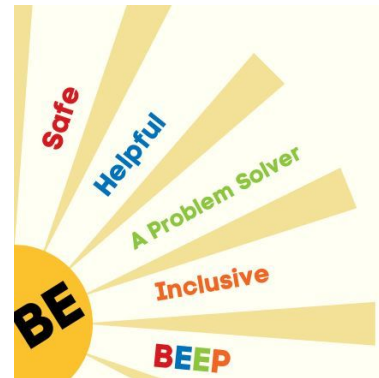
Margaret Eberhardt: Principal: Co-Chair

Laura Shiman: Physical Therapist

Andrea Schuettler: Speech and Language Pathologist

Nicki Farrington: BEEP Teacher

Mary O'Connell: BEEP Teacher



# Budgetary Impact



- Revolving fund: Review and Determine Tuition for 2025-2026
- Cost of curriculum materials: English Language Arts, Math, Social and Emotional Curriculum and classrooms needs.
- Professional Development
- Music and Art: Build in to revolving fund





# 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:

### 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.

<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
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"> <li>Full implementation of Heggerty Curriculum in BEEP Classrooms.</li> <li>Create/Adopt 5 shared curriculum units that incorporate phonemic awareness skills into playful learning.</li> </ul>	Sept 2024 to June 2025	<p>100% of BEEP students receiving instruction in phonemic awareness</p> <p>50% of BEEP classrooms will teach from shared curriculum units.</p>	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"> <li>Begin implementation of PK Foundations Curriculum.</li> <li>Create/Adopt 5 shared curriculum units that incorporate early literacy skills into playful learning. <a href="#">Playful Learning</a></li> <li>Create a PD schedule to support implementation of curriculum.</li> </ul>	<p>Sept. 2024 to June 2026</p> <p>Sept 2024 to December 2024</p>	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"> <li>Focus on PK <a href="#">Focus on PK</a></li> <li><a href="#">Pyramid Model</a></li> <li><a href="#">WePlay</a></li> <li>PD Plan developed over the next 2 years.</li> </ul>	<p>Sept 2024 to June 2026</p> <p>Survey completed in June 2024</p>	100 % of BEEP Classrooms implementing Pyramid Model and WePlay	<a href="#">TPOT</a> Panorama Data <a href="#">WePlay</a> Assessments

## Monitoring Goal #1



# SIP Goal #2

## District Goal

### District Strategic Objective:

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

## Our Strategic Objective:

### 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.

Increase opportunities to learn from families by engaging in and offering a variety of family centered activities.	<ul style="list-style-type: none"> <li>● Create a BEEP Calendar of Family Events</li> <li>● Offer 5 parent webinars on a variety of topics relevant to early childhood development: routines, transitions, social and emotional skills, play skills and raising a reader..</li> </ul>	Sept 2024-June 2025	Increase attendance by 25% of families at school events.	Family Surveys Panorama Survey
Strengthen partnerships with families to promote child outcomes in early literacy, social and emotional development and play skills. .	<ul style="list-style-type: none"> <li>● Continue to be the lead agency of the Coordinated Family and Community Engagement Grant</li> <li>● Provide Weekly Community based Literacy Playgroups</li> <li>● 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.</li> </ul>	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"> <li>● Provide 5 family cafes that address family concerns, developmental milestones and how to support positive behavior interventions at home.</li> <li>● Continue to offer ParentChild+ home visiting program.</li> </ul>	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>

# SIP Goal #3

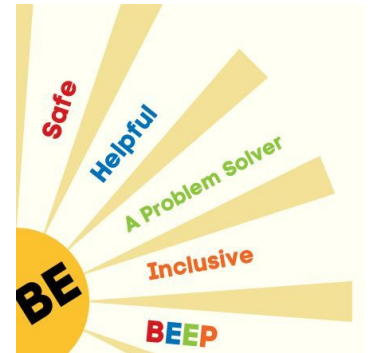
## District Goal:

### District Strategic Objective:

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

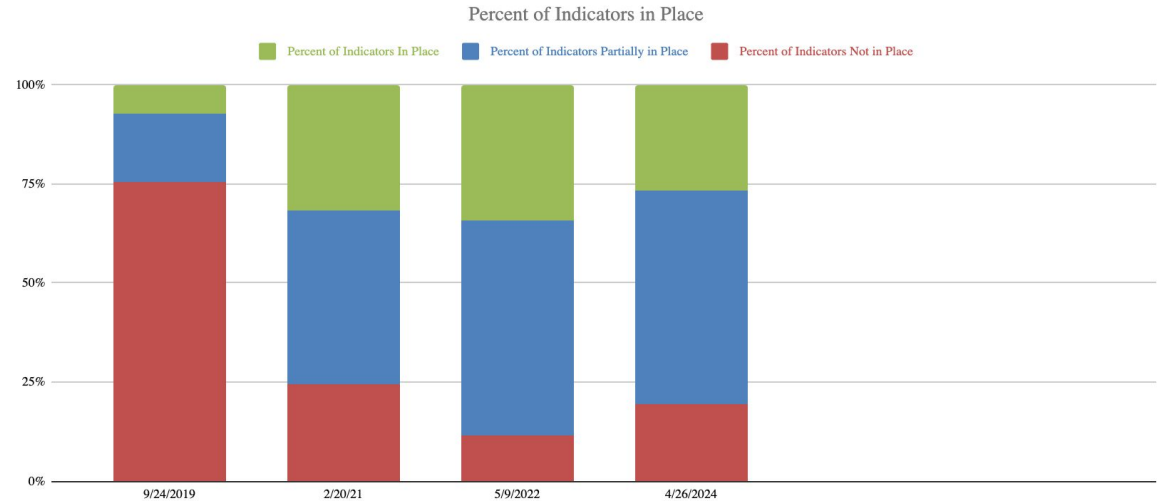
## Our Strategic Objective:

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 .



<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"> <li>● Promoting social-emotional development.</li> <li>● Reducing inappropriate discipline: The model aims to reduce the use of inappropriate discipline practices, such as suspension and expulsion.</li> <li>● Promoting family engagement:</li> <li>● Using data: The model uses data to inform decision-making.</li> <li>● Fostering inclusion: The model aims to foster inclusion for all children, including those with developmental delays or disabilities.</li> <li>● Addressing disparities: The model aims to address</li> </ul>	<p>Initiatives from our Team Implementation Plan:</p> <ol style="list-style-type: none"> <li>1. Family and caregiver survey</li> <li>2. Increase two way family communication through a variety of formats: meetings, home visits, discussions, newsletters in multiple languages, open houses, workshops, family events.</li> <li>3. A plan to provide ongoing support, training and coaching in each classroom.</li> <li>4. Develop and roll out a staff survey</li> </ol>	<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 practices and addressing implicit bias.</p>	<p>TPOT Benchmarks of Quality.</p> <p>Staff Survey PD Plan with DESE Coach</p>

- 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.



## Benchmarks of Quality

### [Benchmarks of Quality](#)



The background image shows a school building with a prominent clock tower. In the foreground, a group of people, including children and adults, are gathered in a parking lot with several cars. The scene is set on a cloudy day.

# Thank you!



# SY24-25-SY25-26 School Improvement Plan

**School Name:** Brookline High School

**Leader Name:** Anthony Meyer

## 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

The mission of Brookline High School is to develop capable, confident life-long learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse and evolving global society.

## School Vision, 2024-25

Belonging, Together.

## School Highlights, 2023-2024

- Piloted unlevelled ninth grade English course as part of Reimagining Ninth Grade to provide rigorous curriculum and increase access to Honors and Advanced courses.
- Started a Unified Sports team for Brookline High School students. Unified Basketball will be followed in 24-25 by Unified Track and field and Unified Bocce in 25-26. Unified Basketball had a large, diverse team, and their games attracted large, boisterous crowds.

- Boys Cross Country won its second consecutive Division One State Championship.
- Administrative Council and Faculty Council worked collaboratively on a series of faculty meetings to identify key areas of focus and to problem solve on these areas: communication, morale, and workload.
- Developed common teaching practices with the leadership and support of our Student Intervention Team, focusing on improving attendance and healthier use of Personal Electronic Devices (PEDs). Our tardies decreased by over 10,000 from 2022-23 to 2023-24.

### 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 2024-2025

**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:

- 1) Continue to hone ninth grade Responding to Literature/Humanities course.
- 2) Review Graduation Requirements in alignment with NEASC accreditation process.

### 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
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Ninth grade ELA team continues to hone previously unlevleed ninth grade Responding to Literature course.	ELA team will work on adding earned honors model to ninth grade Responding to Literature/Humanities course.	September 2024 - June, 2025	Implement an earned honors model in ninth grade.  Monitor student enrollment.	Meet regularly with John Andrews, English curriculum coordinator.  Meet with OTL leaders and ninth grade RtL/Humanities team quarterly.  Review student course tallies in March as we section.
Begin vision of a graduate work in conjunction with NEASC accreditation process.	Work with OTL leaders, particularly Gabe McCormick, to develop process to review graduation requirements and construct a vision of the graduate, pre-K-12.	September 2024-June 2026	Develop process for creating vision of a graduate to implement in 2025-26.  Budget for the potential cost of a consultant to facilitate a VoG process.  Prepare to implement process, pre-K to 12, in 2025-26.	Meet regularly with NEASC coordinators, OTL leaders.  Determine role for School Council in giving input on process.

#### 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 (mechanism by which the outcomes happen)	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

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

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

**Strategic Objectives:**

- 1) Develop a communication plan to increase efficiency of communication so that students, parents, guardians, and caregivers receive weekly information about opportunities, challenges, and achievements in our school community. (2024-25)
- 2) Use Smore to package the *Warrior Weekly* which includes regular School Counseling, Athletics, and Performing Arts sections as well as blurbs about events, issues, and opportunities. Smore communications sent via BlackBoard and Aspen are received by all registered students, BHS families, and families of Out of District students.
- 3) Support ninth grade administrative team in creating a regular communication to ninth grade students and families. *The Niner Newsletter* began in 2023-24 and will continue in 2024-25.
- 4) Develop IPR and Report Card follow up protocol with families who have not accessed school communications on Parent Portal.

### 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
Families/caretakers have a clear picture of the 9th grade experience	9th grade deans will write and send a newsletter that highlights common practices, experiences, and school events	September 2024 - June, 2025	Newsletter will be shared for at least 5 out of 10 school months	All Niner newsletters will be accessible in a Public folder on the BHS website.
Increased parental open rates for upperclass students' digital grade reporting	Use Aspen monitoring technology to track whether IPR's are opened or not and follow up unopened IPR's with email notification .	October 2024-June 2025	Follow up will happen in October and at every IPR throughout the year.	All caregivers will be communicated with to encourage accessing IPR's and IPR access across the school will improve by the end of the year.
Increased understanding of current graduation credits.	Push out directions on how caregivers can access graduation summaries in Aspen X2 with follow up with students in danger of not graduating	September 2023 -June 2023	Communication will be sent in September and follow up in the Fall of 2024	All caregivers will be communicated with on how to access their student's credit report.

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

Action Plan – Priority #3: Climate and Culture 2024-2025				
<b>District Strategic Objective:</b> Partner with families and the community to create safe environments that promote belonging				
<b><u>Strategic Objective:</u></b> <ol style="list-style-type: none"> <li>1) Support faculty in providing timely, targeted feedback to students via Interim Progress Reports (IPRs) and establishing communication with families in September and beyond, as needed.</li> <li>2) Support Deans Teams to determine transparent, common interventions for students who struggle as articulated in Interim Progress Report comments.</li> <li>3) Focus year long professional learning on belonging and to build staff capacity to support all students well.</li> <li>4) Reduce chronic absenteeism and improve regular attendance.</li> </ol>				
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

IPR's have new guidelines framed by the administrative council, tuned by departments, and shared in Community Table Faculty Meetings.	Educators will use common guidelines for formulating IPR's to support students, caregivers, and student support staff to improve student achievement.	September 2024-January 2024	75% of all IPR's will be written in the new format by the first quarter.	All IPR's will be written in the new format by the second quarter.
Educators focus on students who are underperforming and communicate a specific plan of action before the end of a quarter	Using a common grading timeline and common average, each educator will communicate with the student and family with the goal of improving the grade before the end of quarter	Sept 2024-June 2025	100% teachers will communicate with the student (& family) either via phone or email	Protocols for classroom educators and student support staff will be developed for tiered intervention strategies by June.
Dean's teams follow common practices to communicate plans and expectations between students, families and educators.	Dean's teams will review best practices for interventions and determine efficient and effective common practices for communication and follow-up.	Sept 2024-June 2025	100%	Deans and Coordinator of Guidance will ask for feedback from educators via survey
Professional Learning for classroom educators will focus on creating common language and capacity in assessment and differentiation.	Following a four year Professional Learning Plan, all classroom teachers will cycle through the Assessment and Differentiation Professional Learning Strands.	September 2023-June 2026	66% of all classroom educators will have taken at least one of the PL Strands by the end of the year	66% of all classroom educators will have taken both of the PL Strands by the end of the year
<b>Year One Adjustments (June 2025)</b>				
<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><b>Final outcomes</b> 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.)	




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)	



# SY24-25-SY25-26 School Improvement Plan

**School Name:** Driscoll School

**Leader Name:** David Youkilis

Driscoll School Council Members: Nicole McClelland, Parent; Erica Sullivan, Grade 2 Teacher; Scott Ananian, Parent, Kyle DeMeo Cook Parent, Leigh Simons, Parent; Mackenzie Snow Grade 2 Teacher; Jonathan Golden, Parent

## 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. *The Public Schools of Brookline (PSB) serves over 6,893 students in Kindergarten to grade 12. We operate nine elementary (K-8) schools and one high school in the Town of Brookline.*

*Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.*

## 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. *Brookline provides an extraordinary education for every child. Each child's unique path to achievement is supported in academically exciting and programmatically rich environments. A dynamic, diverse community of teaching professionals works collaboratively, innovating and inspiring each other and their students. Staff gets to know students intellectually, developmentally and culturally. Students are encouraged to question and challenge ideas and participate as active citizens. Schools use a variety of assessments to get the fullest picture of student learning and growth over time. These data are shared regularly with the community, and they form the basis of how we understand and improve student, teacher and administrator performance. Parents are partners with the schools in supporting their children's education, and schools communicate effectively so that parents are confident of the response to their child's circumstances and needs. The community, well informed and involved in the schools, supports these efforts that continue a tradition of challenging ourselves to do better, efforts that ensure the enduring value of a Brookline education.*

## School Mission

## Driscoll School Priorities 2024-2026

Driscoll is a vibrant learning community that values each of our students and families. We have endured many challenges during Covid, many of which have limited our ability to engage in activities, as well as traditional celebrations that make our school community so special. We are also embarking on building a new Driscoll School within our school footprint. This has provided our school with some additional challenges with limited outdoor space for recess, health and wellness activities and eating snacks outside. We are working on a two year school improvement plan that addresses the need to ensure that our students receive the social emotional support that they need, as well as bringing back school wide traditions that bridge our K-5 classrooms with our middle school. We also want to address educational equity by engaging in Equity Learning Teams and growing our Driscoll Equity Leadership Group. We also want to examine robust tier 1 and tier 2 supports to improve our students overall performance in math.

### School Vision

#### School Council Goal for SY 2024-2026

- Continue to look for ways to provide social emotional support for all of our students.
- Continue to develop a culture and climate where everyone feels supported, welcomed and included.
- To support the development of strong school-family relationships
- To maximize the success of our children in school
- Continue to build systems and structures to ensure we are meeting the needs of ALL learners
  - A Deeper understanding of Equity in schools.
  - Schoolwide WIN (**W**hat **I** **N**eed) blocks; How will this work to provide math intervention.
  - Advisory in Grades 7 and 8.
  - Landmark PD for our middle school.
  - Bring back Community Building Events and Activities to our school campus as some have been off site since the start of construction.
  - Middle School PBIS to reinforce expected behavior and values.
- Ensure that all students are invested in their own learning.

- Continue to welcome new BEEP classrooms to the Driscoll School
- Launching a middle school Winthrop House Program at Driscoll School
- Introduce a new pick up and drop off procedure for the new Driscoll School that involves routing most of the traffic to Westbourne Terrace.

#### School Highlights 2023-2024

- Driscoll Welcomed BEEP back to the new Driscoll School.
- We continued to celebrate school wide events, such as our school picnic at Waldstein Park, and our spring fair at the Rose Garden in Brookline.
- On October 31st, 2023 the entire staff and students of the Driscoll School moved from the old Driscoll Building into our new Driscoll Building.
- Driscoll held our second annual Juneteenth celebration at Waldstein Park on June 13th.
- This year we celebrated the first graduating class inside the new Driscoll building on Monday, June 17th.

#### 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 2024-2026

**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 district-wide literacy assessments (DIBELS and Star) data to plan and deliver targeted instruction that meets the needs of students in foundational literacy skills. Identify successful instructional strategies that provide robust tier 1 and tier 2 interventions in math to increase the achievement levels of each student.

#### 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 use consistent assessments throughout the year to monitor student progress in ELA.	Educators will assess students with DIBELS in grades K-3 and Star in grades 4-6 two to three times per year and analyze the data collaboratively with Literacy Specialists, Special Educators, and EL teachers.	<i>September 15, 2024-May 15, 2026</i>	Increases in % of positive data outcomes for students in K-3 on benchmark DIBELS and grades 4-6 on Star Assessments.	Individual progress-monitoring for students. Specifically, students in the Well-Below and Below Benchmark will increase performance by at least one level (well-below to below, below to meeting benchmark.
Educators use the assessments and plan instruction based on student needs.	Educators will plan small group instruction based on the DIBELS and Star data.	<i>September 15, 2024-May 15, 2026</i>	Increases in % of positive data outcomes for students in K-3 on benchmark DIBELS and grades 4-6 on Star Assessments.	Individual progress-monitoring for students. Specifically, students in the Well-Below and Below Benchmark will increase performance by at least one level (well-below to below, below to meeting benchmark.)
Instruction for students is streamlined across educational settings.	Educators will collaborate with Literacy specialists, Special Educators, and EL teachers to coordinate literacy instruction across settings.	<i>September 15, 2024-May 15, 2026</i>	Increases in % of positive data outcomes for students in K-3 on benchmark DIBELS and grades 4-6 on Star Assessments.	Individual progress-monitoring for students. Specifically, students in the Well-Below and Below Benchmark will

				increase performance by at least one level (well-below to below, below to meeting benchmark.)
Educators and administration to review data to assess student progress.	Educators will continue to engage in data review meetings with Literacy Specialists, Special Educators, EL staff, and school administrators to discuss and review student progress and adjust instruction accordingly.	<i>September 15, 2024-May 15, 2026</i>	Increases in % of positive data outcomes for students in K-3 on benchmark DIBELS and grades 4-6 on Star Assessments.	Individual progress-monitoring for students. Specifically, students in the Well-Below and Below Benchmark will increase performance by at least one level (well-below to below, below to meeting benchmark.)
Build Schedule that most effectively that meets the needs of all students, including students who require additional support.	As a school, we will continue the process of scheduling and standardizing daily Tier 2 intervention blocks, reviewing the effectiveness of the 2024-25 schedule to plan for the 2025-26 schedule.	<i>September 15, 2024-May 15, 2026</i>	Increases in % of positive data outcomes for students in K-3 on benchmark DIBELS and grades 4-6 on Star Assessments.	Individual progress-monitoring for students. Specifically, students in the Well-Below and Below Benchmark will increase performance by at least one level (well-below to below, below to meeting benchmark.)
Determine tier 1 and tier 2 interventions effective in helping students build conceptual understanding, procedural fluency, and problem solving skills.	Schedule regular support from math specialists to provide intervention.	<i>September 15, 2024-May 15, 2026</i>	Increases in % of positive data outcomes for students.	In Class assessments.
Grade level teams use district provided curriculum and common assessments	Time for teacher teams to examine data and to meet with math specialists. Ensure schedule reflects additional common planning time. Protocol for collecting and analyzing student data that might	<i>September 15, 2024-May 15, 2026</i>	Adjustment to practice in both classroom and faculty environments	Meeting notes.

to identify students in need of improvement in math.	include unit assessments, other formative assessments from <i>Investigations</i> , STAR Assessment, and MCAS.		Examples include: data to review include feedback from math performance forms completed by previous math teachers, MCAS results, grade level benchmark assessments, Kindergarten screening.	
Develop an outline that highlights the habits and skills students are expected to possess when they enter/exit each grade level.	Grades 6-8 Landmark PD during opening days of SY 2024-26  Dragon Books Binders 2 column notes	<i>September 15, 2024-May 15, 2026</i>	Students and staff use consistent language from these resources. Data documenting strategies used by students.  Middle School summer workshop: Staff to get together to develop a common set of core expectations across grades 6-8 as well as a common response for unexpected behaviors.	
Deliberately partner with and provide guidance to <b>all</b> families to help them reinforce math skills at home with those whose children are not yet proficient.	Summer funding to pay teachers to produce grade level math games and other resources that families can access throughout the year.	<i>September 15, 2024-May 15, 2026</i>	Producing a bank of math resources for families to access in Google Drive.	Survey families

#### 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 2024-2026

**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:

### 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
Continue with Driscoll traditions (Arts Equinox, Science Solstice, etc.) pre-K-8	Funding from PTO to hire an outside artist in residence to work with grades 5-8. Pre K-4 students will work on a whole school art activity.	<i>September 15, 2024-May 15, 2026</i>	Set date for Arts Equinox celebration. PTO announcement.	Communications and announcements to families.
Prepare students and parents for middle school in order to ease the transition from the elementary grades to middle school.	5th grade parent night transition meeting in May or June.  Our 6th grade mentors would provide a presentation about 6th grade as well as a tour of the middle school.	<i>September 15, 2024-May 15, 2026</i>	Work with parents to prepare their students for middle school.	Communications and announcements to families. Survey to families ahead meeting to collect questions that they may have.
Provide parents with a middle meeting to understand day to day life in the middle school.	6th Grade Orientation to Present to parents in September	<i>September 15, 2024-May 15, 2026</i>	Hold date in September for this presentation.	Communications and announcements to families.
Provide more communication to middle school families.	Develop a newsletter that will go out to middle school families twice a month to update them on what is happening within the building and classrooms.	<i>September 15, 2024-May 15, 2026</i>	First newsletter in first two weeks of October and then monthly after that.	Monthly newsletters to middle school families.

### 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

### Action Plan – Priority #3: Climate and Culture 2024-2026

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

**Strategic Objective:** Identify individual student needs and social emotional health. We want students to have a sense of belonging and feel respected and valued by their classmates and teachers.

#### 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
As a team we need to look at Social-Emotional Learning data from Panorama. Use staff meeting time and Professional Development Days for faculty to review Panorama data by grade level.	Use staff meeting time to review data.  PD Day 11/2024-Invite Matt Dubois to present Panorama.	<i>September 15, 2024-May 15, 2026</i>	Clinical Team Review Panorama Data using weekly meetings to determine best support for students.	Done through staff meetings.
6-8 PBIS initiative with postcards and incentives.	K-2 students decorate postcards for middle schoolers. Postcards are mailed to each middle school student to recognize	<i>September 15, 2024-May 15, 2026</i>	By the end of the school year, each student in the middle school will have received postcards from their teacher teams.	Middle school minutes to ensure that middle school staff are sending them out.

Use panorama to examine responses about staff and family perceptions on school climate.		<i>September 15, 2024-May 15, 2026</i>	Improv	Review surveys
Look at the middle school schedule and staffing to see if we can incorporate time and resources for 7th and 8th grade advisory.	Middle School schedule, Driscoll K-8 schedule	<i>September 15, 2024-May 15, 2026</i>	By April, identify times when middle school teams in 7/8 can hold advisory.	Driscoll '25-'26 schedule
Develop student leadership within the Middle School	We will identify a group of middle school students who are interested in developing their leadership skills. We will meet with this group on a regular basis and plan one school-wide event.	<i>September 15, 2024-May 15, 2026</i>	1 Schoolwide event planned by the Middle School Student Leadership team.	Agendas or student surveys on how they view themselves as leaders.
<b>Year One Adjustments (June 2025)</b>				
<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

## Action Plan – Priority #4: 20\_-20\_

**Strategic Objective:** The goal of our professional development is to support the other three goals in providing teachers the support that they need to promote social emotional learning, meet educational equity, and improve school climate. We want all of our teachers to develop competencies that match the goals of our school and our district.

### 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
Receive Training from Landmark	Stipend work over summer to compile resources to share with staff	September 15, 2024-May 15, 2025		

### 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><b>Final outcomes</b> 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.)	


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)	



PUBLIC SCHOOLS of  
**BROOKLINE**



# **Michael Driscoll School**

## **School Improvement Plan Update**

### **(SIP)**

September 18, 2024



# Driscoll School Council Membership

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PUBLIC SCHOOLS of  
**BROOKLINE**



**Caregiver Reps:** Nicole McClelland, Scott Ananian; Kyle DeMeo Cook, Leigh Simons, Jonathan Golden

**Teacher Reps:** Erica Sullivan, Mackenzie Snow, David Youkilis

# Budgetary Impact



- I would like to continue to offer time for our staff met to work on guiding values for the middle school. Their work over the summer in prior years has enabled them to align learning, teaching, incentives, and code of conduct with common values. We also hired our Landmark Consultant, Ann Larson to train our staff on consistent two column note taking, classroom routines, and use of organizers in the classroom. These habits are beneficial to the success of all of our students.
- Each year our middle school team, in partnership with Landmark, determines common supplies for each student, such as a homework binder with dividers, pencil cases, a chromebook case, and classroom binders to help our student organize their work, and develop a sense of consistency from class to class. Right now our students pay for these items, however this is something that we require each year. Around \$8500 dollars in materials. I will request funding from the district this year to cover the cost of these items.
- Looking at our SEL data from the Panorama survey, our Equity Team wrote a grant two years ago and was funded by the BEF to re-establish a mentor program at Driscoll for students who didn't identify a trusted adult in our school. Students will be paired with teachers, in a non academic way, to help them feel reestablished and reconnected in our community. We would like to continue with this program. It would cost us about \$1000 dollars.



# 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 Objectives:** Educators will use district-wide literacy assessments (DIBELS and Star) data to plan and deliver targeted instruction that meets the needs of students in foundational literacy skills.

Identify successful instructional strategies that provide robust tier 1 and tier 2 interventions in math to increase the achievement levels of each student.

# Monitoring Goal #1

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
<ul style="list-style-type: none"><li>Educators will assess students with DIBELS in grades K-3 and Star in grades 4-6 two to three times per year and analyze the data collaboratively with Literacy Specialists, Special Educators, and EL teachers.</li></ul>	September 2024-June 2025	Increases in % of positive data outcomes for students in K-3 on benchmark DIBELS and grades 4-6 on Star Assessments.
<ul style="list-style-type: none"><li>Educators will continue to engage in data review meetings with Literacy Specialists, Special Educators, EL staff, and school administrators to discuss and review student progress and adjust instruction accordingly.</li></ul>	September 2024-June 2025	Increases in % of positive data outcomes for students in K-3 on benchmark DIBELS and grades 4-6 on Star Assessments.
<ul style="list-style-type: none"><li>Time for teacher teams to examine data and to meet with math specialists. Protocol for collecting and analyzing student data that might include unit assessments, other formative assessments from <i>Investigations</i>, STAR Assessment, and MCAS.</li></ul>	September 2024-June 2025	<p>Adjustment to practice in both classroom and faculty environments.</p> <p>Examples include: data to review include feedback from math performance forms completed by previous math teachers, MCAS results, grade level benchmark assessments, Kindergarten screening.</p>
<ul style="list-style-type: none"><li>Summer funding to pay teachers to produce grade level math games and other resources that families can access throughout the year.</li></ul>	September 2024-June 2025	Produce a bank of math resources for families to access in Google Drive.



## SIP Goal #2

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

**Our Strategic Objective:** Bridge the K-5 and 6-8 communities in order to solidify our identity as a K-8 school. We want to continue with school wide traditions. We also want to develop a connection from our elementary grades to our middle school. We also want to maintain continuity between grade levels.

# Monitoring Goal #2

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
<ul style="list-style-type: none"><li>Continue with Driscoll traditions (Arts Equinox, Science Solstice, Juneteenth Celebration, etc.) pre-K-8</li></ul>	September 2024-June 2025	Set date for each celebration. PTO announcements.
<ul style="list-style-type: none"><li>Prepare students and parents for middle school in order to ease the transition from the elementary grades to middle school. 5th grade parent night transition meeting in May or June.</li></ul>	September 2024-June 2025	Work with parents to prepare their students for middle school.
<ul style="list-style-type: none"><li>Provide parents with a meeting with the sixth grade team in September to understand day to day life in the middle school.</li></ul>	September 2024-June 2025	Hold date in September for this presentation.
<ul style="list-style-type: none"><li>Provide more communication to middle school families.</li></ul>	September 2024-June 2025	First newsletter in first two weeks of October and then monthly after that.





## SIP Goal #3

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

**Our Strategic Objective:** Identify individual student needs and social emotional health. We want students to have a sense of belonging and feel respected and valued by their classmates and teachers.

# Monitoring Goal #3

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
As a team we need to look at Social-Emotional Learning data from Panorama. Use staff meeting time and Professional Development Days for faculty to review Panorama data by grade level.	September 2024- June 2025	Clinical Team Review Panorama Data using weekly meetings to determine best support for students.
6-8 PBIS initiative with postcards and incentives. K-2 students decorate postcards for middle schoolers. Postcards are mailed to each middle school student to recognize	September 2024- June 2025	By the end of the school year, each student in the middle school will have received postcards from their teacher teams.
Use panorama to examine responses about staff and family perceptions on school climate.	September 2024- June 2025	Maintain/increase in students' responses to feelings of belonging and safety at Driscoll.
Continue to work on a middle school schedule and staffing to see where we can incorporate time and resources for 7th and 8th grade advisory.	September 2024- June 2025	By April, identify times in the schedule when middle school teams in $\frac{7}{8}$ can hold advisory.



The background of the slide is a faded photograph of a building with large glass windows and a garden with various plants and flowers. A large, solid red rectangle is centered over the image, containing the text "Thank you!".

**Thank you!**

PUBLIC SCHOOLS of  
**BROOKLINE**



# **Roland Hayes School School Improvement Plan Update (SIP)**

September 18, 2024

# Roland Hayes School Council Membership

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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 <a href="#">The Community Notes</a> 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 the exterior of Roland Hayes School. It features a red brick building with a central clock tower topped by a white dome. In the foreground, there is a parking lot with several cars and a group of people, including children and adults, gathered together. The scene is captured in a slightly faded, high-angle shot.

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

**Thank you!**

# 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
<b>Year 1 Adjustments (June 2025)</b>				
<u><b>Desired Outcomes</b></u>	<u><b>Strategic Initiatives</b></u> <b>Name technical and adaptive moves that you will use to achieve desired outcomes</b>	<b>Date(s) of implementation</b>	<u><b>Goals and Benchmarks</b></u>	<u><b>Progress Monitoring</b></u> <b>Evidence of Growth</b>

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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 <a href="#">The Community Notes</a> 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
<b>Year One Adjustments (June 2025)</b>				
<a href="#">Desired Outcomes</a>	<a href="#">Strategic Initiatives</a> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<a href="#">Goals and Benchmarks</a>	<a href="#">Progress Monitoring</a> Evidence of Growth

<b>Action Plan – Priority #4: Culture of Care 2024-2027 – RISE Inclusion &amp; Expansion</b>				
<a href="#">Strategic Objective</a> : Ensure that the RISE program continues to receive priority funding and focus.				
<b>ACTIONS</b>				
<a href="#">Desired Outcomes</a>	<a href="#">Strategic Initiatives</a> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<a href="#">Goals and Benchmarks</a>	<a href="#">Progress Monitoring</a> 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.
<b>Year One Adjustments (June 2025)</b>				
<u><b>Desired Outcomes</b></u>	<u><b>Strategic Initiatives</b></u> Name technical and adaptive moves that you will use to achieve desired outcomes	<b>Date(s) of implementation</b>	<u><b>Goals and Benchmarks</b></u>	<u><b>Progress Monitoring</b></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

<b>School Site Council Agenda(s)</b>	<a href="https://www.brookline.k12.ma.us/domain/826">https://www.brookline.k12.ma.us/domain/826</a>
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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><b>Final outcomes</b> 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.

# SY24-25 -SY25-26

## Lawrence School Improvement Plan

**School Name:** Lawrence School

**Leader Name:** Vanessa Bilello, Principal, Dominique Ferdinand & Laura Horst, Assistant Principals

**Lawrence School Council Members:** Alice Wong Tucker (Parent), Sally Madsen (Parent), Jessica Ullian (Parent), Kirsten Alper (ETS), Katie Grenzebeck (Math Specialist)

### PSB Mission

The mission of the Public Schools of Brookline 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

Lawrence School strives to be:

- A physical environment where students and staff take care of one another, and the facilities provide for a secure and healthy setting.
- An emotional environment where respect, acceptance, empathy, and responsibility are among the shared values of the entire school community.
- An intellectual environment where every student is engaged in the learning at hand has challenging learning goals and is held to high expectations in order to meet those goals; every student is provided timely, specific, and constructive feedback on how he/she/they are going to achieve those goals and meet expectations; and, academic risks and making mistakes are part of the learning process.

### School Vision

Amos A. Lawrence School is a safe, just, and caring learning community of students, staff, and families. We are a vibrant learning community with high expectations for academic excellence.

At Lawrence School, students learn to respect themselves and others and to value and honor the diversity of cultures, backgrounds, and learning differences. They develop the habits of mind, knowledge, and skills needed for high school and beyond as they discover and cultivate a love of learning and a voice for self-expression. Students develop their capacity to work independently and cooperatively. They gain an understanding of their individual and collective responsibility to be contributing members to the Lawrence, Brookline, and larger global communities.

Lawrence School promotes a collaborative environment for faculty and staff that values and supports shared responsibility for all students. We provide all students with the differentiation, support, and challenge necessary to make progress and achieve success. We are a professional learning community that cultivates reflective practice, excellence in teaching, and a passion for learning.

### School Highlights 2023-2024

- Lawrence School published a Family Handbook for the first time since 2017, providing families with information related to topics such as Daily Life/School Day, Communication, Support Services, Behavioral Expectations/Code of Conduct, and other key policies for families in the community.
- Lawrence School began the first stage of PBIS adoption (Positive Behavioral Interventions and Supports), adopting school-wide Core Values and common expectations of Be Safe, Be Responsible, Be Respectful and creating a Positive Behavioral Expectation Matrix.
- Lawrence School returned to the cafeteria - for the first time using the space since prior to the pandemic!
- Lawrence School re-started K-5th grade Community Meetings, held every other month, to celebrate and come together as a larger community.
- Lawrence School began "Celebration Circles" to recognize and honor students monthly in K-5th grade who highlight the school's Core Values.
- MCAS data will be reported in Fall 2024. Data from Spring 2023 had several areas of highlights. In particular, the Accountability Overall Annual Target Percentage was 89%. with Lawrence students performing particularly well in Achievement and Growth in the category of "All Students".
- The Spring 2024 Family & Staff Survey, through Panorama, had data demonstrating areas of strong outcomes. 90% of staff report feeling a strong sense of belonging at school, 95% of staff indicated that school leadership treats staff fairly and 84% shared that school leaders are responsive to feedback. Given the new leadership team, it is a hopeful sign for the Lawrence staff culture. In terms of families, 84% of caregivers report their children feel safe at school. 78% of families indicated that their child generally enjoys attending school and that relationships between staff and students are respectful. 83% of families indicated that communication from the school keeps them updated on school life and 86% expressed comfort communicating with their child's educator.
- The Spring 2024 Student Surveys, through Panorama, also had areas of strong outcomes. Overall, students responded 92% favorably regarding relationships at school. This demonstrates a steady rise from the same survey completed in Spring of 2022, where the number was 86%. For example, 88% of students 3-8th indicate that they have a teacher or other adult at Lawrence School that they can count on to help them. Sense of belonging, from the student perspective in grades 3rd-8th has also risen from 58% to 68% in that same two year period of time.
- Lawrence participated in the Office of Educational Equity's pilot Residency program (February 2024), leading to launch of full Equity Cycle for FY25.
- Lawrence PTO sent two educators to Japan in the summer of 2024, continuing the school's strong connection with Japanese culture through SET-J.
- The Lawrence Principal launched a digital newsletter on a bi-weekly basis, the [Linked "In"](#) for families to learn more about what is happening.
- Lawrence School held a school-wide election in early June, initiated by student interests, to vote on a school mascot. After a spirited election

season, we have become the Lawrence Leopards!

#### 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 2024-2026: Literacy

**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:**

**Students at Lawrence will demonstrate improved levels of achievement and growth in literacy, as measured by building administered and standardized assessments.**

#### 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
K-3rd grade educators will follow, and implement with fidelity, a structured literacy approach for all students that is 1) evidence-based, 2) explicit, 3) systematic, and 4) diagnostic.	*K-2 educators will implement the Heggerty and Foundations scope and sequence with fidelity, as outlined by the district ELA/OTL leadership team, for all students.	September 2024-May 2026	By June 2026, 85% of all Lawrence Kindergarten through 3rd graders will meet grade level expectations for foundational reading skills, as measured by the MClass Dibels Assessment tool (composite scores).	Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of MClass Dibels Assessment.
	*3rd grade educators will implement the reading/writing (ELA) scope and sequence with fidelity, as outlined by the school and district ELA/OTL leadership teams.  *Lawrence School leadership will create master/grade level and classroom schedules that allocate literacy	September 2024-May 2026		Review of schedules to ensure time on

	<p>instructional time and emphasize equitable access for core, supplementation, and intensive instruction to ensure that adequate time has been allocated for literacy instruction and student learning.</p> <p>*Lawrence School leadership and PSB district leadership will implement regularly scheduled professional development opportunities, emphasizing the Science of Reading practices and reviewing grade level standards in literacy during school and department meeting times and to be reviewed during grade level CPT (Common Planning time), as evidenced in creation of a school-wide meeting calendar.</p> <p>*Continue using mClass as the universal assessment in grades K-3, with emphasis on teachers using data to identify data-based instructional needs and groupings</p> <p>*Writing Curriculum: Begin the revision process for the writing curriculum to create a standards-based, cohesive writing curriculum that incorporates the <a href="#">Career and College Readiness Anchor Standards for Writing, MA Writing Frameworks</a>, including discrete and emphasizing discrete skills of writing.</p> <p>* In grades K-2, review/revise scope and sequence for writing based on grade level standards and the newly adopted district literacy curriculum. (SY26). In grade 3, incorporate discrete skills, literary analysis and narrative writing, as well as informational and persuasive writing task instruction into the ELA scope/sequence. (SY25)</p>	<p>(developed each summer and revised, as needed)</p> <p>September 2024-May 2026</p> <p>Three times yearly (with data review meetings following administration)</p> <p>November 2024-May 2026</p>		<p>learning for literacy, including intervention windows.</p>
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<p>4-8th grade educators will implement a rigorous and standards-based Tier 1 literacy program for all students</p>	<p>*4-8th grade educators will implement the reading/writing (ELA) scope and sequence with fidelity, as outlined by the school and district ELA/OTL leadership teams.</p> <p>*Lawrence School leadership will create master/grade level and classroom schedules that allocate literacy instructional time and emphasize equitable access for core, supplementation, and intensive instruction to ensure that adequate time has been allocated for literacy instruction and student learning.</p> <p>*Train grades 4-8 staff in universal literacy assessment (STAR) and administer three times per year for progress monitoring and identification of instructional needs.</p> <p>*Lawrence School leadership and PSB district leadership will implement regularly scheduled professional development opportunities, emphasizing the Science of Reading practices and reviewing grade level standards in literacy during school, department meeting times and to be reviewed during grade level CPT (Common Planning time), as evidenced in creation of a school-wide meeting calendar:          -Professional Learning: Engage in regular meetings to revise the writing curriculum, both grade specific and vertical, to ensure alignment. Utilize CPT and common meeting time for opportunities and guidance to discuss student work and strengthen data based decisions around writing instruction:          –dedicated meeting time to work as curriculum and data teams (general education and special education) to examine student work, make adjustments to practice (extensions, intervention) and to adjust</p>	<p>September 2024-May 2026</p> <p>September 2024-May 2026 (developed each summers and revised as needed)</p> <p>SY 25 (4-6), SY26 (7-8) - Three times yearly (with data review meetings following administration)</p> <p>November 2024-May 2026</p>	<p>By June 2026, 85% of all Lawrence 4th through 8th graders will be reading at grade level, as measured by STAR Reading and achieving Meeting or Exceeding Standards, according to MCAS ELA.</p>	<p>Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of the STAR and MCAS ELA Assessments.</p> <p>Review of schedules to ensure time on learning for literacy, including intervention windows.</p>
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	<p>student groups to meet these needs -lesson development around discrete writing skills (such as sentence structure, voice, grammar, etc.)</p> <p>*Writing Curriculum: Begin the revision process for the writing curriculum to create a standards-based, cohesive writing curriculum that incorporates the <a href="#">Career and College Readiness Anchor Standards for Writing, MA Writing Frameworks</a>, including discrete and emphasizing discrete skills of writing.</p> <p>*Review/update Lawrence’s scope and sequence for writing by grade level In grades 4-8, integrating MA writing standards in the ELA scope/sequence: (discrete skills, literary analysis and narrative writing, as well as informational and persuasive writing tasks)</p> <p>*In grades 4-8, utilize content area (disciplinary) literacy in social studies, science, and mathematics to expand opportunities for writing and vocabulary development across subject areas</p>	<p>November 2024-May 2026</p> <p>Summer 2025-May 2026</p> <p>Summer 2025-May 2026</p>		
4th-8th grade educators will implement a rigorous and standards-based Tier 1 literacy program for all students	<p>*5-8th grade educators will implement the reading/writing scope and sequence with fidelity, as outlined by school/district ELA/OTL leadership teams.</p> <p>*5th-8th Writing Assessment Practices: -Create grade-level Writing Rubrics, establish common assessments, and implement a calibration process to make scoring student work more consistent and more aligned to the standards. -Develop common expectations for full implementation of assessment tools (i.e. rubrics, data tracking sheets)</p>	<p>September 2024-May 2026</p> <p>Fall 2025-May 2026</p>	By June 2026, every Lawrence grade level, 4th through through 8th grade will demonstrate SGPs in reading (student growth percentiles) of at least average (40-60), as measured by STAR Reading and MCAS ELA.	Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of the STAR and MCAS ELA Assessments.

	<ul style="list-style-type: none"> <li>-Establish structures to provide feedback to students/families for assessments (timely, specific and understandable)</li> <li>-Work as Grade Level teams to establish routines that encourage self-assessment and goal-setting</li> </ul>			
K-8th grade educators will implement an evidenced and standards-based literacy program for all students, emphasizing an MTSS model to support individual needs, access for all to high quality instruction and a focus on tiered support.	<ul style="list-style-type: none"> <li>*Lawrence School leadership will create master/grade level and classroom schedules that allocate instructional time and equitable access for core, supplementation, and intensive instruction and ensure that adequate time is included for intervention across MTSS tiers.</li> <li>*Monthly meetings between literacy specialists with Lawrence Building Admin to review data</li> <li>*Implement evidence-based programs, tools and materials for Tier 2 and Tier 3 instruction, utilizing targeted instructional windows and incorporating co-teaching principles to provide</li> <li>*Refresh building-wide practices in literacy instruction:               <ul style="list-style-type: none"> <li>-Examine current curriculum and expand opportunities for student choice and voice in learning.</li> <li>-Implement consistent scheduling models for daily reading and writing instruction to include flexible, small groups for targeted needs</li> <li>-Evaluate the existing continuum of services for enrichment and interventions with adjustments to service delivery, as needed:</li> <li>-Assess and implement interventions to support reading and writing needs of struggling learners</li> <li>-Define current interventions and models of support, using MTSS as a guide, to create a blueprint that applies to each grade level</li> <li>-Conduct regular data review meetings between classroom teachers, literacy specialists, special</li> </ul> </li> </ul>	September 2024-May 2026	By June 2026, Lawrence students in historically disproportional subgroups (Black/African American, Latine, EL and SPED) will achieve SGPs on STAR and MCAS ELA of at least 55.	<p>Progress monitoring of individual, as well as cohorted students, through triennial implementation of the MClass Dibels, STAR and MCAS ELA Assessments.</p> <p>Review of schedules to ensure time on learning for literacy, including intervention windows.</p>



	<p>educators, EL teachers, and school administration to discuss/review student progress and individualized and targeted interventions.</p> <p>-Continue assessment and refinement of the Student Intervention Team (SIT - was CST) process and clearly communicate outcomes and expectations to staff.</p> <p>-Review processes for identifying students K-2 who are at-risk, providing appropriate interventions, and monitoring their achievement using data to drive instruction/intervention decisions</p> <p>-Create processes for identifying students 3-6 who are at-risk, providing appropriate interventions, and monitoring their achievement</p>			
<b>Year 1 Adjustments (June 2025)</b>				
<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

### Action Plan – Priority #1: Teaching and Learning 2024-2026: Assessment & Differentiation Practices in Mathematics

**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:** Lawrence School will use mathematics assessment data to differentiate instruction to ensure that each student is supported and challenged to achieve and grow through expanded opportunities for personalized learning.

#### 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
K-8th grade educators will implement a rigorous and standards-based Tier 1 mathematics program for all students, emphasizing consistent data review to increase mathematical learning outcomes of students.	<p>*K-8th educators will implement the math scope and sequence with fidelity, as outlined by the school and district math leadership teams.</p> <p>*Lawrence School leadership will create master/grade level and classroom schedules that allocate mathematical instructional time and emphasize equitable access for core, supplementation, and intensive instruction through a Multi-Tiered System of Support (MTSS) that includes opportunity for both remediation and enrichment, as determined through data review.</p> <p>*Lawrence School leadership and PSB district leadership, along with the math team (math specialists) will meet regularly with K-5th educators in CPT (Common Planning Time) to review data, discuss scope/sequence and adjust instructional plans (including planning for differentiation).</p> <p>*Bi-monthly meetings between math specialists with Lawrence Building Admin to review data and analyze progress, cohort and individual student data</p> <p>*Create a common planning schedule that supports regular and ongoing teacher and professional development in math through collaborative work:</p>	<p>September 2024-May 2026</p> <p>September 2024-May 2026</p>	By June 2026, 85% of all Lawrence 4th through 8th graders will have math skills measured to be meeting or exceeding grade level standards, as measured by STAR Math and achieving Meeting or Exceeding Standards, according to the MCAS Math assessment.	<p>Progress monitoring of individuals, as well as grade-cohorted students, through review of common assessment data.</p> <p>Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of the STAR and MCAS Math Assessments.</p> <p>Review of schedules to ensure time on learning for literacy, including intervention windows.</p>

	<ul style="list-style-type: none"> <li>-Reserve percentages of building-based meeting time for math content-focused professional learning</li> <li>-Schedule quarterly opportunities for grade level teams to review/adjust pacing and analyze student data</li> <li>-Schedule vertical team meetings in mathematics</li> <li>-Admin, math specialists and teachers will identify gaps between grades during vertical planning sessions and implement plan to address</li> </ul>			
K-8th grade educators will implement a rigorous and standards-based multi-tiered system of support in mathematics program for all students	<p><b>*MTSS in Mathematics:</b></p> <ul style="list-style-type: none"> <li>-Review processes for identifying students at-risk and, provide appropriate interventions, and monitor growth (Tiers 2 &amp; 3) by utilizing assessment data to identify students requiring targeted and direct instruction strategies to accelerate learning</li> <li>-Review processes identifying/targeting students requiring enrichment opportunities</li> <li>-Evaluate the existing continuum of services for interventions within general education and special education support models</li> <li>-Utilize screenings to identify students requiring supports and implement intervention groups (both in classroom, Tier 1, as well as Tier 3)</li> </ul>	September 2024-May 2026	By June 2026, Lawrence students in historically disproportional subgroups (Black/African American, Latine, EL and SPED) will achieve SGPs on Math STAR and MCAS Math of at least 55.	<p>Progress monitoring of individual, as well as grade-cohorted students, through review of common assessment data.</p> <p>Progress monitoring of individual, as well as grade-cohorted students, through triennial implementation of the STAR and MCAS Math Assessments.</p> <p>Review of schedules to ensure time on learning</p>

	<p>*Staff Professional Learning:</p> <ul style="list-style-type: none"> <li>-Target professional development opportunities on inclusion and differentiation, provided by the Math Department leadership, OTL &amp; OSS</li> <li>-CPT meeting time focused on review of data (based on assessment calendars), as well as creation of differentiated instruction models</li> <li>-Support teachers and curriculum specialists in further developing high-impact collaborative teams to support the flexible grouping of students in the 4-8th grade levels, to increase opportunities for personalized and differentiated learning opportunities</li> <li>-Collaborate as educators to embrace and analyze data as a targeted tool to improve/accelerate student mathematical learning outcomes</li> </ul> <p>*Assessment: Ensure fidelity of implementation of grade level common assessments and instructional practices:</p> <ul style="list-style-type: none"> <li>-Development of detailed Grade by Grade Common Assessment Calendar</li> <li>-Use of math assessments (formative and summative) to inform teaching in order to meet the needs of each student, reflect on each unit and sharing of these best practices during CPT</li> <li>-Use data from formative/summative assessments to drive instructional adjustments/differentiate learning</li> <li>-Engage in discussions regarding the use of ongoing assessments to inform and guide teaching through whole-group, small-group and individual instruction models</li> </ul>			for literacy, including intervention windows.
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	<ul style="list-style-type: none"> <li>-Continue development of authentic formative and summative assessments, grading practices, and assessment tools (i.e. rubrics, data tracking sheets) that are aligned to the standards, clearly track student progress, and provide clear and specific feedback</li> <li>-Ongoing tracking of academic student data/tiered interventions through classroom, grade level and school-wide data "acceleration" sheets using Google Sheets and Open Architect programming</li> <li>-Monthly meetings between literacy and math specialists with Lawrence Building Admin to review data</li> <li>*Development of digital lessons/staff resources emphasizing differentiated instruction:</li> <li>-Support high-performing school-based teams to promote collaborative planning of targeted instruction based on data</li> <li>-evaluate and implement open responses/constructed responses with standardized rubric</li> </ul>			
K-8th grade educators will implement a rigorous and standards-based multi-tiered system of support in mathematics program for all students	<p>*MTSS in Mathematics:</p> <ul style="list-style-type: none"> <li>-Review processes for identifying students at-risk and, provide appropriate interventions, and monitor growth (Tiers 2 &amp; 3) by utilizing assessment data to identify students requiring targeted and direct instruction strategies to accelerate learning</li> <li>-Review processes identifying/targeting students requiring enrichment opportunities</li> </ul>	September 2024-May 2026	By June 2026, the percentage of Lawrence students in historically disproportional subgroups (Black/African American and Latine) who achieve Meeting/Exceeding Expectation on MCAS Math will increase a minimum of 5	<p>Progress monitoring of individual, as well as grade-cohorted students, through review of common assessment data.</p> <p>Progress monitoring of individual, as well as grade-cohorted students, through</p>

	<ul style="list-style-type: none"> <li>-Evaluate the existing continuum of services for interventions within general education and special education support models</li> <li>-Utilize screenings to identify students requiring supports and implement intervention groups (both in classroom, Tier 1, as well as Tier 2/3 .</li> <li>-Explore team teaching approaches in the 4th-5th grades, which promote flexible grouping and personalized learning, to promote increased opportunities for differentiation</li> </ul> <p>*Work to develop varied approaches focused on promoting flexible grouping to increase opportunities for differentiation</p> <ul style="list-style-type: none"> <li>-utilize progress monitoring tools in math to inform instruction</li> <li>-review current math curriculum for curriculum enhancements and enrichment opportunities</li> </ul> <p>*Establish elementary intervention guidelines for grades K-5</p> <ul style="list-style-type: none"> <li>-Review and refinement of math RtI practices across building, especially at Tier 2 level, to include differentiated practice and instruction.</li> <li>-Continue to develop varied approaches focused on increasing opportunities for differentiation, including scope/sequence links for reteaching and Essential Standards curriculum as well as extension/enrichment lessons for each topic of study within math standards</li> </ul>		percentage points over FY 24.	<p>triennial implementation of the STAR and MCAS Math Assessments.</p> <p>Review of schedules to ensure time on learning for literacy, including intervention windows.</p>
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	-Analyze instructional strategies used and provide feedback and resources to teachers on current practices and methodologies to improve personalized learning to meet the needs of all students -Analyze data collected by special education teachers in order to assess the effectiveness of various models of providing specialized instruction			
<b>Year 1 Adjustments (June 2025)</b>				
<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

<b>Action Plan – Priority #3: Climate and Culture 2024-2026</b>				
<b>District Strategic Objective:</b> Partner with families and the community to create safe environments that promote belonging. Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.				
<b>Strategic Objective:</b> Lawrence School will further develop school-wide practices that enable students to acquire the knowledge, skills and attitudes associated with the core competencies of social-emotional learning that will help students develop improved connections to school and support positive behaviors while fostering a safe and inclusive learning environment that emphasizes respect and embraces diversity.				
<b>ACTIONS</b>				
<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 all student data around student belonging in	*The district selected SEL Tier 1 program for K-5 (Second Step) will be implemented with	September 2024-May 2026	Through developed surveys (Panorama),	Positive increases in Panorama survey data,

<p>the school setting, particularly for historically marginalized students, so that every student can feel a sense of community and engagement while at school.</p>	<p>fidelity in a minimum of 85% of classrooms on a weekly basis at Lawrence School.</p> <ul style="list-style-type: none"> <li>-Continue to develop and implement Tier 1 social-emotional learning curriculum schedule that allows the school counseling team to support teachers in the implementation of skill-based lessons, with a focus on identifying stressors and behaviors that impede learning and replace with positive supports to increase achievement</li> <li>-Continue to embed elements of social-emotional learning initiatives in Morning Meetings and Community Meetings centered around Lawrence Core Values, learning strategies that help to reduce stress and anxiety, and develop self-awareness, self-regulation, and a balanced approach to social-emotional learning</li> <li>-Classroom/Morning Meeting lessons- teachers will develop activities and curriculum around Lawrence Core Values</li> </ul> <p>*Continued focus on implementation of Social Emotional Learning (SEL) practices, including Positive Behavioral Interventions and Supports (PBIS) at Lawrence School:</p> <ul style="list-style-type: none"> <li>-Refinement of consistent, school-wide expectations for behavior across all school environments, through behavior matrix implementation and Tier 1 strategies</li> <li>-Incorporation of behavior flowchart to deal with major and minor behaviors across school settings (classroom, lunch, recess)</li> <li>-Consistent, school-wide implementation of ticket system/recognition program for positive behaviors (K-6)</li> </ul>	<p>September 2024- May 2026</p>	<p>80% of Lawrence 3rd-8th grade student body will endorse strong School Belonging, as measured by the Panorama Survey, specifically targeting improvements in the following areas:</p> <ol style="list-style-type: none"> <li>connection to adults in school;</li> <li>how well people in school understand them as a person</li> <li>overall sense of belonging at school</li> </ol> <p>By June 2026, discrepancies between student groups data in the Panorama survey, based on demographic or support variables, will be reduced by an additional 5 percentage points.</p>	<p>school-wide and for specific subgroup populations at Lawrence School, specifically targeting areas of sense of belonging.</p>
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	<p>-School-wide implementation of behavior reflection sheets and office referrals data collection form to address major/minor behaviors (as described in PBIS behavior matrix) and analyzed with TFI (Tiered Fidelity Implementation) twice yearly</p> <p>-Use of data tracking system (classroom level and office referrals) to monitor minor/major behaviors across settings to improve adjustments to instruction and practices</p> <p>-Continue Celebration Circle recognition program across K-6th grades and expand to weekly celebrations on announcements using PBIS tickets to recognize students demonstrating Core Values and Expectations</p> <p>-Implement Principal's Cabinet program of recognition &amp; leadership for grades 5-8, expanding school-wide Core Values practices through its initiatives</p> <p>*PBIS/SEL team to lead professional development opportunities on implementation of school wide expectations and reinforcement systems.</p> <ul style="list-style-type: none"> <li>● Incorporation of flowchart outlining process to deal with major and minor behaviors</li> <li>● Data gathered from tracking system to analyze and improve student behaviors across all school settings</li> <li>● Documented interventions and models of support (MTSS), incorporating practices of PBIS</li> <li>● A compilation of resources "Toolkit" will be developed (i.e. observations, meetings, shared readings) for staff to access that includes opportunities for</li> </ul>	September 2024-May 2026		
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	collaboration to expand learning			
<p>A positive increase in all student data around student belonging in the school setting, particularly for historically marginalized students, so that every student can feel a sense of community and engagement while at school.</p> <p>Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the Lawrence middle grade community.</p>	<p>*Partner with PSB Office of Educational Equity to initiate and implement a Comprehensive Equity Cycle at Lawrence School (one of three PSB schools participating in pilot</p> <p>-Whole-staff professional development sessions to train staff in 10 competencies of equity</p> <p>*Lawrence School leadership, including the staff leadership (Culture and Climate Team &amp; Equity Leads) as well as PSB district leadership (OEE) will implement regularly scheduled professional development opportunities, emphasizing equitable practices during school meeting times and during grade level CPT (Common Planning time), as evidenced in creation of a school-wide meeting calendar.</p> <p>*OEE will lead and support the comprehensive equity cycle at Lawrence through a train the trainer model: meeting with administrators and staff leaders, facilitating and supporting equity and belonging work with educators at grade-level meetings, supporting collaborative all-middle school work, observing instruction, and providing targeted coaching. Teachers will be provided collaborative feedback and access to tools in written and video exemplars.</p> <p>-Implement Equity Toolkit of 5 + 5 competencies:</p> <ul style="list-style-type: none"> <li>● Restorative Circles,</li> <li>● High Expectations</li> <li>● Courageous Conversations</li> </ul>	<p>September 2024-May 2026</p> <p>September 2024-May 2026</p> <p>September 2024-June 2026</p>	<p>By June 2026 there will be evidence of development and regular use of Restorative Circles in grades 5-8 to support the continued SEL development of Lawrence students through Morning Meeting/Advisory periods.</p> <p>By June 2026, the percentage of BIPOC and low income students chronically absent will reduce to less than 5%.</p> <p>Reduce reported student behaviors involving incidents of slurs, harassment and bullying behavior by 30%.</p>	<p>Positive increases in Panorama survey data, school-wide and for specific subgroup populations at Lawrence School, specifically targeting areas of sense of belonging.</p> <p>Classroom lessons designed and implemented regularly to educate all students including lessons morning meetings and Advisory.</p> <p>Behavioral data tracking systems</p> <p>Attendance data pulled from ASPEN and Open Architect</p>

	<ul style="list-style-type: none"> <li>• Story of Self</li> <li>• EL Strategies</li> <li>• Peer Observations</li> <li>• Empathy Interviews</li> <li>• Partnering with Families</li> <li>• Internalized Biases</li> <li>• Behavioral Support</li> </ul> <p>*Continue implementation, consistent review and revision of school's Grading for Equity practices as a Middle School team, with a focus on consistency, standards-based rubrics and moving towards communication of CASEL-based standards for Social Emotional Learning outcomes for middle grade learners</p>		<p>Reduced disproportionality in middle school grading outcomes by 5% for historically marginalized populations (BIPOC and low income students, in particular).</p>	<p>Grading data pulled from ASPED and Open Architect</p>
<p>A positive increase in all student data around student belonging in the school setting, particularly for historically marginalized students, so that every student can feel a sense of community and engagement while at school.</p>	<p>*MTSS:</p> <ul style="list-style-type: none"> <li>-Communicate the tiers of support through creation of MTSS flowchart to document ways Lawrence meets the needs of all students, including social/emotional/behavioral, as well as identifying students in need for greater levels supports</li> <li>-Refine support structures for students struggling with improved/targeted intervention groups with adjustment counselors (small group, individual, family-based)</li> <li>-Collaborate with building admin/clinical team</li> </ul>	<p>September 2024-May 2026</p>	<p>By June 2026 there will be evidence of development of Lawrence's Multi-Tiered System of Support framework for Social and Emotional Learning addressing the five competency areas established by CASEL</p>	<p>Positive increases in Panorama survey data, school-wide and for specific subgroup populations at Lawrence School, specifically targeting areas of sense of belonging.</p>

	<p>to refine roles/responsibilities of members across building in Tier 1-3 support model</p> <p>-Continue to refine and improve Student Intervention Team (Child Student Team) model, which focuses on providing support to teachers to meet the needs of all students, including social/emotional or behavioral, as well as identifying students in need for greater levels supports (Tier II and III)</p> <p>-Work with Clinical Team members to establish more formalized entrance/exit criteria in response to needs, as identified by Panorama data</p> <p>-Develop counseling lessons/lunch groups addressing specific SEL needs (divorce, loss, identity, anxiety), and affinity group needs</p> <p>-Incorporate <a href="#">Social Justice Standards</a> and Culturally Responsive Teaching “Look-Fors” into our school-wide practices.</p>			
A positive increase in all student data around student belonging in the school setting, particularly for historically marginalized students, so that every student can feel a sense of community and engagement while at school.		September 2024-January 2026	By Winter 2026, Lawrence School will establish criteria/rubrics for areas of personal development, guided by CASEL competencies.	Positive increases in Panorama survey data, school-wide and for specific subgroup populations at Lawrence School, specifically targeting areas of sense of belonging.
<b>Year One Adjustments (June 2025)</b>				
<a href="#">Desired Outcomes</a>	<a href="#">Strategic Initiatives</a> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<a href="#">Goals and Benchmarks</a>	<a href="#">Progress Monitoring</a> Evidence of Growth

List the core participants' names and affiliations/membership in a stakeholder group (staff, students, families, community advocates, partners, etc.)	
Vanessa Bilello	Lawrence Principal
Dominique Ferdinand	Lawrence Assistant Principal (K-2)
Laura Horst	Lawrence Assistant Principal (3-5)
Alice Wong Tucker	Parent
Sally Madsen	Parent
Jessica Ullian	Parent
Kirsten Alper	Educational Technology Specialist
Katie Grenzebeck	Math Specialist

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)	
FY24	<a href="#">10/26/2023</a> , <a href="#">12/7/2023</a> , <a href="#">4/3/2024</a> , <a href="#">5/24/2024</a> , <a href="#">9/12/2024</a>

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.</p> <p>Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p><b>Final outcomes</b> set targets for improvement achieved at the end of plan implementation - end of 2 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 2-year period to be on track to meet SY25-26 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.

PUBLIC SCHOOLS of  
**BROOKLINE**



# **Amos A. Lawrence School School Improvement Plan Update (SIP)**

September 18, 2024

# Lawrence School Council Membership

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PUBLIC SCHOOLS of  
**BROOKLINE**



**Caregiver Reps:** Alice Wong Tucker, Sally Madsen, Jessica Ullian

**Teacher/Staff Reps:** Kirsten Alper, Katherine Grenzeback,  
Dominique Ferdinand



# Budgetary Impact



- The Lawrence School takes into consideration 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 by the Town Managers and School Committee
- Our percentage of high-needs students at Lawrence (low income, English-learners and students with disabilities) continues to be stable at close to 50% of the overall school population. We will continue to evaluate the needs for intervention and intervention curriculum as we evolve our MTSS model.



# 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

**Focus Area:** Literacy

**Our Strategic Objective:** Students at Lawrence will demonstrate improved levels of achievement and growth in literacy, as measured by building administered and standardized assessments.

# Monitoring Goal #1: Literacy

Key Outcomes	Dates of Implementation	Goals and Benchmarks
K-3rd grade educators will follow, and implement with fidelity, a structured literacy approach for all students that is 1) evidence-based, 2) explicit, 3) systematic, and 4) diagnostic.	September 2024-June 2026	By June 2026, 85% of all Lawrence Kindergarten through 3rd graders will meet grade level expectations for foundational reading skills, as measured by the MClass Dibels Assessment tool (composite scores).
4-8th grade educators will implement a rigorous and standards-based Tier 1 literacy program for all students	September 2024-June 2026	By June 2026, 85% of all Lawrence 4th through through 8th graders will be reading at grade level, as measured by STAR Reading and achieving Meeting or Exceeding Standards, according to MCAS ELA.
4-8th grade educators will implement the reading/writing (ELA) scope and sequence with fidelity, as outlined by the school and district ELA/OTL leadership teams.	September 2024-June 2026	By June 2026, every Lawrence grade level, 4th through through 8th grade will demonstrate SGPs in reading (student growth percentiles) of at least average (40-60), as measured by STAR Reading and MCAS ELA.

# Monitoring Goal #1: Literacy

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Key Outcomes	Dates of Implementation	Goals and Benchmarks
K-8th grade educators will implement an evidenced and standards-based literacy program for all students, emphasizing an MTSS model to support individual needs, access for all to high quality instruction and a focus on tiered support.	September 2024-June 2026	By June 2026, Lawrence students in historically disproportional subgroups (Black/African American, Latine, EL and SPED) will achieve SGPs on STAR and MCAS ELA of at least 55.

# Monitoring Goal #1: Literacy

Key Strategic Initiatives	Key Strategic Initiatives
<p>Refresh building-wide practices in literacy instruction:</p> <ul style="list-style-type: none"><li>-Implement consistent scheduling models for reading/writing instruction to include flexible, small groups for targeted needs</li><li>-Evaluate existing continuum of services for enrichment and interventions</li><li>-Assess and implement interventions to support reading and writing needs of struggling learners</li><li>-Define interventions and models of support, using MTSS as a guide, to create a blueprint within grade level bands</li><li>-Conduct regular data review meetings between classroom teachers, literacy specialists, special educators, EL teachers, and school administration to discuss/review student progress and individualized, targeted interventions.</li></ul>	<p>Implement the Heggerty and Foundations scope and sequence K-2 with fidelity, as outlined by the district ELA/OTL leadership team, for all students.</p>
	<p>Incorporate discrete writing skills, literary analysis and narrative writing, as well as informational and persuasive writing task instruction, into the ELA scope/sequence.</p>
<p>Conduct regularly scheduled professional development opportunities, emphasizing the Science of Reading practices and reviewing grade level standards in literacy during school and department meeting times and to be reviewed during grade level CPT (Common Planning time).</p>	<p>Create master/grade level and classroom schedules that allocate literacy instructional time and emphasize equitable access for core, supplementation, and intensive instruction to ensure that adequate time has been allocated for literacy instruction and student learning.</p>



# SIP Goal #2

**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.

**Focus Area:** Assessment & Differentiation Practices in Mathematics

**Our Strategic Objective:** Lawrence School will use mathematics assessment data to differentiate instruction to ensure that each student is supported and challenged to achieve and grow through expanded opportunities for personalized learning.



# Monitoring Goal #2:

## Assessment/Differentiation in Mathematics

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Key Outcomes	Dates of Implementation	Goals and Benchmarks
K-8th grade educators will implement a rigorous and standards-based Tier 1 mathematics program for all students, emphasizing consistent data review to increase mathematical learning outcomes of students.	September 2024-June 2026	By June 2026, 85% of all Lawrence 4th through through 8th graders will have math skills measured to be meeting or exceeding grade level standards, as measured by STAR Math and achieving Meeting or Exceeding Standards, according to the MCAS Math assessment.
K-8th grade educators will implement a rigorous and standards-based multi-tiered system of support in mathematics program to support individual needs, access for all to high quality instruction and a focus on tiered support.	September 2024-June 2026	By June 2026, Lawrence students in historically disproportional subgroups will achieve SGPs on Math STAR and MCAS Math of at least 55.
		By June 2026, the percentage of Lawrence students in historically disproportional subgroups who achieve Meeting/Exceeding Expectation on MCAS Math will increase a minimum of 5 percentage points over FY 24.

# Monitoring Goal #2: Mathematics

Key Strategic Initiatives	Key Strategic Initiatives
<p>Target professional development opportunities on inclusion and differentiation, provided by the Math Department leadership, OTL &amp; OSS:</p> <ul style="list-style-type: none"><li>-Use data from formative/summative assessments to drive instructional adjustments/differentiate learning.</li><li>-Engage in discussions regarding the use of ongoing assessments to inform and guide teaching through whole-group, small-group and individual instruction models.</li><li>-Evaluate and implement open responses/constructed responses instruction with standardized rubric.</li><li>-Continue to develop varied approaches focused on increasing opportunities for differentiation, including scope/sequence links for reteaching and Essential Standards curriculum as well as extension/enrichment lessons for each topic of study within math standards</li></ul>	<p>Implement the math scope and sequence with fidelity, as outlined by the school and district math leadership teams through implementation of grade level common assessments and instructional practices.</p>
	<p>Create master/grade level and classroom schedules that allocate mathematical instructional time and emphasize equitable access for core, supplementation, and intensive instruction through a Multi-Tiered System of Support (MTSS) that includes opportunity for both remediation and enrichment, as determined through data review.</p>
<p>Review processes for identifying students at-risk and, provide appropriate interventions, and monitor growth (Tiers 2 &amp; 3) by utilizing assessment data to identify students requiring targeted and direct instruction strategies to accelerate learning.</p>	<p>Schedule bi-monthly meetings between math specialists with Lawrence Building Admin to review data and analyze progress, cohort and individual student data. Schedule quarterly opportunities for grade level teams to review/adjust pacing and analyze student data.</p>





**District Goal:** Partner with families and the community to create safe environments that promote belonging. Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.

## Focus Area: Climate and Culture

**Our Strategic Objective:** Lawrence School will further develop school-wide practices that enable students to acquire the knowledge, skills and attitudes associated with the core competencies of social-emotional learning that will help students develop improved connections to school and support positive behaviors, while fostering a safe and inclusive learning environment that emphasizes respect and embraces diversity.

# Monitoring Goal #3: Climate & Culture

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
The district selected SEL Tier 1 program for K-5 (Second Step) will be implemented with fidelity in a minimum of 85% of classrooms on a weekly basis at Lawrence School.	September 2024-June 2026	Through developed surveys (Panorama), 80% of Lawrence 3rd-8th grade student body will endorse strong School Belonging, as measured by the Panorama Survey
Continued focus on implementation of Social Emotional Learning (SEL) practices, including Positive Behavioral Interventions and Supports (PBIS) at Lawrence, through behavior matrix implementation and Tier 1 strategies	September 2024-June 2026	By June 2026 there will be evidence of development and regular use of Restorative Circles in grades 5-8 to support the continued SEL development of Lawrence students through Morning Meeting/Advisory periods.
Implement Equity Toolkit of 5 + 5 competencies with collaborative all-middle school focus on Equity Cycle.	September 2024-June 2026	By June 2026, the percentage of BIPOC and low income students chronically absent will reduce to less than 5%.

# Monitoring Goal #3: Climate & Culture

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Partner with PSB Office of Educational Equity to initiate and implement a Comprehensive Equity Cycle at Lawrence including training 6-8 staff in 10 competencies of equity.	September 2024-June 2026	By June 2026, Lawrence will reduce reported student behaviors involving incidents of slurs, harassment and bullying behavior by 30%.
Continue implementation, consistent review and revision of school's Grading for Equity practices as a Middle School team, with a focus on consistency, standards-based rubrics and moving towards communication of CASEL-based standards for Social Emotional Learning outcomes for middle grade learners	September 2024-June 2026	By June 2026, there will be reduced disproportionality in middle school grading outcomes by 5% for historically marginalized populations (BIPOC and low income students, in particular).
Communicate tiers of support through MTSS flowchart to document ways Lawrence meets the needs of all students, including social/emotional/behavioral and identifying students in need for greater levels supports	September 2024-June 2026	By June 2026 there will be evidence of development of Lawrence's Multi-Tiered System of Support framework for Social and Emotional Learning addressing the five competency areas established by CASEL



**Thank you!**

# SY24-25-SY25-26 School Improvement Plan

**School Name:** Lincoln School

**Leader Name:** Brian Denitzio

## 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. *The Public Schools of Brookline (PSB) serves over 6,893 students in Kindergarten to grade 12. We operate nine elementary (K-8) schools and one high school in the Town of Brookline.*

*Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.*

## 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. *Brookline provides an extraordinary education for every child. Each child's unique path to achievement is supported in academically exciting and programmatically rich environments. A dynamic, diverse community of teaching professionals works collaboratively, innovating and inspiring each other and their students. Staff gets to know students intellectually, developmentally and culturally. Students are encouraged to question and challenge ideas and participate as active citizens. Schools use a variety of assessments to get the fullest picture of student learning and growth over time. These data are shared regularly with the community, and they form the basis of how we understand and improve student, teacher and administrator performance. Parents are partners with the schools in supporting their children's education, and schools communicate effectively so that parents are confident of the response to their child's circumstances and needs. The community, well informed and involved in the schools, supports these efforts that continue a tradition of challenging ourselves to do better, efforts that ensure the enduring value of a Brookline education.*

## School Highlights 2023-2024

-continued growth of our Middle School Student Council: some of their work included the planning of Field Day, delivering morning announcements,

planning Spirit Days, and organizing a recycling program.

-continued meetings of our cross-grade classroom buddies, with students completing activities together around the theme of our school’s core values of “Creativity” “Curiosity” and “Compassion.”

-reallocation of special education staffing to support increased collaboration and fewer staff working across multiple grade-levels and grade-level teams.

-Looking ahead...development of a scheduling model for 24-25 in our middle school that creates “pure” teams in our middle school where all teachers in a grade-level have the same cohort of teachers.

-our first annual Culture Fest, where family and student volunteers presented elements of their family’s culture.

-continued collaboration by middle school content teams to develop unit plans, formative assessments, and rubrics that support the continued shift towards standards-based grading.

#### 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:** Students will be able to use academic language in order to increase capacity to make sense of and effectively respond to complex tasks, texts, and prompts.

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
Horizontal and vertical articulation of academic language built from common tier 2 words and connected to DOK (depth of knowledge) level 3 and 4 vocabulary.	Develop the matrix of vocabulary and a shared understanding of the target words.	First half of the 24-25 school year		
	Implementation: Instruction, review reinforcement of this high-leverage vocabulary via pedagogical routines that shift the cognitive load to the students (ie not just explicit instruction and drill review)	Second half of the 24-25 school year		
	Assess impact by measurement of ACCESS scores for EL students and MCAS scores for all students	Summer of 25 after release of spring 25 MCAS results and 25 ACCESS results		
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 (mechanism by which the outcomes happen)	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

## 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:** Organized and culturally responsive communication to families that provides insights into learning and establishes connections with educators.

### 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
An understanding of the modality and frequency of communication done by teachers at Lincoln.	Gather information from educators about existing methods for communication among each other and to families.	Fall 2024		
A year-long calendar view of classroom, grade-level, department etc. events overlaid with a calendar of PTO-sponsored events.	Create a master calendar and list of events during and after school to support teacher scheduling and parent/caregiver participation.	SY 24-25		

### 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



### 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:** Create and nurture a learning environment that promotes feelings of belonging and support students in developing their emotional regulation skills.

#### 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
Students are able to identify their emotions and feelings.	Through Tier 1 implementation of Second Step in grades K-5. This will be accompanied by explicit daily time for Morning Meeting in these grades of at least 20 minutes.	SY 24-25	Increase in percentage of students reporting feelings of school belonging and ability to identify and regulate their emotions.	Data from the Panorama survey with Spring '24 data as our baseline.
Students learn strategies to help them persevere through challenging emotions.	Through Tier 1 implementation of Second Step in grades K-5. This will be accompanied by explicit daily time for Morning Meeting in these grades of at least 20 minutes.	SY 24-25	Increase in percentage of students reporting feelings of school belonging and ability to identify and regulate their emotions.	Data from the Panorama survey with Spring '24 data as our baseline.
Students implement strategies to persevere through challenging or difficult tasks.	Through Tier 1 implementation of Second Step in grades K-5. This will be accompanied by explicit daily time for Morning Meeting in these grades of at least 20 minutes.	SY 24-25	Increase in percentage of students reporting feelings of school belonging and ability to identify and regulate their emotions.	Data from the Panorama survey with Spring '24 data as our baseline.

Students report a sense of belonging within their classroom and the broader Lincoln community.	Through Tier 1 implementation of Second Step and other SEL curricula. Regular meetings of Classroom Buddies planned by our Culture and Climate Committee with a more intentional focus on explicit SEL instruction.	SY 24-25	Increase in percentage of students reporting feelings of school belonging and ability to identify and regulate their emotions.	Data from the Panorama survey with Spring '24 data as our baseline.
<b>Year One Adjustments (June 2025)</b>				
<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

## Action Plan – Priority #4: 20\_-20\_

Strategic Objective:

### 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><b>Final outcomes</b> 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.)	
Brian Denitzio	Principal
Courtney O’Leary	Teacher
Donald Petry	Teacher
Gretchen Thompson	Teacher
Alejandra Traub	Teacher
Chris Blessen	Parent
Sandra Weseman	Parent
Sarah Jay	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)	



PUBLIC SCHOOLS of  
**BROOKLINE**



# **Lincoln School School Improvement Plan Update (SIP)**

September 18, 2024

# Lincoln School Council Membership

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PUBLIC SCHOOLS of  
**BROOKLINE**



Caregiver Reps: Christopher  
Blessen, Sarah Jay, Sandra  
Weseman

Teacher Reps: Courtney O'Leary,  
Donald Petry, Gretchen  
Thompson, Alejandra Traub



# Celebrations from 23-24

- continued growth of our Middle School Student Council: some highlights of their work included the planning of our third annual Field Day, delivering morning announcements, planning Spirit Days, and organizing and executing a paper recycling program.
- continued meetings of our cross-grade classroom buddies, with students completing activities together themed around our school's core values of "Creativity" "Curiosity" and "Compassion."
- our first annual Culture Fest, organized by Lincoln Initiative for Equity (L.I.F.E.) where family and student volunteers presented elements of their family's culture including art, music, food, and language.
- shift of lower Adaptive Learning Center into a larger classroom and restroom in the classroom

## **Spring 24 Planning for this Year**

- reallocation of special education staffing to support increased collaboration and fewer staff working across multiple grade-levels and grade-level teams.
- development of a scheduling and staffing model for 24-25 in our middle school that creates "pure" teams where all teachers in a grade-level have the same cohort of teachers.
- continued collaboration by middle school content teams to develop unit plans, formative assessments, and rubrics that support the continued shift towards standards-based grading.
- movement of classrooms for EL and special education to better accommodate pull-out services.

# Budgetary Impact



- Potential for using funds to support before or after school targeted support for students. (Had been done using Title 1 the last two years)



# 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:

Students will be able to use academic language in order to increase capacity to make sense of and effectively respond to complex tasks, texts, and prompts.

# Context for Goal 1

Oct. 1st	ELE Students	School Enrollments
2018	84	581
2019	87	576
2020	76	513
2021	54	471
2022	84	485
2023	90	474
2024*	92	490

\*As of 9/18/24

# Monitoring Goal #1

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Horizontal and vertical articulation of academic language built from common tier 2 words and connected to DOK (depth of knowledge) level 3 and 4 vocabulary.	Early Faculty Meetings and Common Planning times in SY 24-25	Increased performance on ACCESS testing for EL students and MCAS scores for students in grades 3-8
Implementation: Instruction, review reinforcement of this high-leverage vocabulary via pedagogical routines that shift the cognitive load to the students (ie not just explicit instruction and drill review)	Second half of the 24-25 school year	Increased performance on ACCESS testing for EL students and MCAS scores for students in grades 3-8



# SIP Goal #2

## District Goal Goal:

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

## Our Strategic Objective:

Organized and culturally responsive communication to families that provides insights into learning and establishes connections with educators.

# Monitoring Goal #2

---

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Gather information from educators about existing methods for communication among each other and to families.	Fall '24	An understanding of the modality and frequency of communication done by teachers at Lincoln.
Create a master calendar and list of events during and after school to support teacher scheduling and parent/caregiver participation.	SY 24-25	A year-long calendar view of classroom, grade-level, department etc. events overlaid with a calendar of PTO-sponsored events.

A photograph of a community meeting taking place in a room with large, arched windows. Several people are seated at tables, engaged in conversation. The room has a high ceiling and a polished floor. A blue trash can is visible in the foreground.

# SIP Goal #3

## District Goal:

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

## Our Strategic Objective:

Create and nurture a learning environment that promotes feelings of belonging and support students in developing their emotional regulation skills.



# Monitoring Goal #3

Strategic Initiatives	Dates	Goals and Benchmarks
Through Tier 1 implementation of Second Step in grades K-5. This will be accompanied by explicit daily time for Morning Meeting in these grades of at least 20 minutes.	SY 24-25	Students are able to identify their emotions and feelings.  Measured by Panorama Screener
Through Tier 1 implementation of Second Step in grades K-5. This will be accompanied by explicit daily time for Morning Meeting in these grades of at least 20 minutes.	SY 24-25	Students learn strategies to help them persevere through challenging emotions.  Measured by Panorama Screener
Through Tier 1 implementation of Second Step in grades K-5. This will be accompanied by explicit daily time for Morning Meeting in these grades of at least 20 minutes.	SY 24-25	Students implement strategies to persevere through challenging or difficult tasks.  Measured by Panorama Screener
Through Tier 1 implementation of Second Step in grades K-5. This will be accompanied by explicit daily time for Morning Meeting in these grades of at least 20 minutes.	SY 24-25	Students report a sense of belonging within their classroom and the broader Lincoln community.  Measured by Panorama Screener

The background image shows a school building with a prominent clock tower. In the foreground, a group of people, including children and adults, are gathered in a parking lot with several cars. The scene is captured in a slightly faded, high-angle shot.

# Thank you!

PUBLIC SCHOOLS of  
**BROOKLINE**



# **Pierce School School Improvement Plan Update (SIP)**

September 18, 2024

# Pierce School Council Membership

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PUBLIC SCHOOLS of  
**BROOKLINE**



## Caregiver Reps 2023-2024:

- Bernardine Chan
- Molly Cohen-Osher
- Brad Coleman
- Susie Ma
- Emily Weiss

## Teacher Reps 2023-24:

- Tracy Bare
- Dave Carter
- Beth Collins
- Anne Sheridan

# Budgetary Impact



- Funding required for summer work to support the following: action planning to support struggling students, grade level team time to co-plan for WIN time and integration with new curriculum, review student data. (Note that we did not have that funding for summer 2024, so some items in our SIP were not completed)
- Adding meaningful instructional rounds will require substitute coverage beyond what we can staff in house. We will begin by leveraging administrators and other support staff to bring back this meaningful practice.
- Additional workshop funds to support staff attendance at PLC (Professional Learning Community) trainings.
- Funding to support school day busing of students to a joint location for whole school connection annually.



# 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 Objectives:

1. Ensure that Pierce educators have the training, resources, and support they need to achieve a high level of growth in MCAS for students in subgroups that currently underperform on this measure.
2. Continue the work on building staff capacity for RtI implementation, including the increased use of Professional Learning Communities (PLC's) that focus on using student work to inform instructional practices and effective use of WIN time in the schedule.

# Monitoring Goal #1

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Provide structured collaboration time, and Tuesday meeting time, <del>summer funding for 2024</del> for ongoing data review	Monthly during SY 2023-24 and ongoing.	Increasing evidence of state, district and classroom data in planning for instruction.
Create plans for 3rd grade students who have already been receiving intervention and who are at risk of NM based on ELA/Math skills	Summer 2025	Non-MCAS assessments show an increase in student literacy and math skills during the 2025-26 school year.
Provide professional development to staff to support their confidence using student work at the center of PLC's to discuss student progress, new curriculum, and/or pedagogy.	SY 2024-2025	PLC agendas reflect observable focus on student work when discussing effectiveness of curriculum and instruction.





## 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:**

Establish systems of communication that allow families to remain actively engaged in the process of planning for a Pierce School renovation, including the temporary relocation of Pierce staff and students to Old Lincoln School and Fisher Hill campus.



# Monitoring Goal #2

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Families feel welcomed in each new building	Summer, early fall 2024	All family members are invited to no fewer than 3 events between August and November 2024.
Families and staff feel informed about the Pierce renovation	Ongoing	Communications sent at least monthly.
Families and staff have a way to voice any logistical challenges in the first few weeks of school	Late September 2024	Survey to families and staff, creation of form or other channel for families and staff to share challenges



## **SIP Goal #3**

### **District Goal:**

Partner with families and the community to create safe environments that promote belonging.

### **Our Strategic Objective:**

Students and families will experience a smooth transition to new learning spaces, and will continue to feel like a united school community even as each campus works to create smaller community within their building.

# Monitoring Goal #3

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Students and families will have an understanding of what the space looks like where their siblings and friends learn. They will have a sense that they are welcome and visit for community events.	SY 2024-25	Three planned events between October 2024 and June 2025 that span both campuses and welcome all students, staff and families.
Teachers will maintain a sense of community through in-person “face time” that will sustain our working relationships. Other channels, such as the visual content or morning announcements will also be leveraged to maintain a sense of connection.	SY 2024-25	Monthly opportunities for staff to connect across campus.

The background image shows a school building with a prominent clock tower. In the foreground, a group of people, including children and adults, are gathered in a parking lot with several cars. The scene is captured in a slightly faded, high-angle shot.

# Thank you!

# SY24-25-SY25-26 School Improvement Plan

**School Name:** Pierce School

**Leader Name:** Jamie Yadoff

## 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

Pierce School is a K-8 teaching and learning community that celebrates and honors the unique backgrounds, perspectives, and talents of each student. . Pierce School's teaching and learning is grounded in collaboration among students, staff and families that promotes equity, academic achievement and the social-emotional well-being of all students.

## School Vision

At Pierce School, we nurture a vibrant, inclusive community where every child from kindergarten through eighth grade is empowered to achieve their full potential. Our dedicated and skilled educators foster an environment of continuous improvement and growth, ensuring that all students receive the support and opportunities they need to succeed academically, socially, and emotionally. Together, we strive to cultivate compassionate, curious, and resilient learners who are prepared to thrive in a diverse and ever-changing world.

## School Highlights 2023-2024

During the 2023-2024 school year, Pierce School's background focus remained on our upcoming relocation to two new sites, which will house the Pierce

community for the next 3.5 years. In the foreground, our focus on improved tier 1 practices, deepened understanding of the role of classroom teachers in tier 2 supports, and our ongoing targeted support of students who are demonstrating performance gap on MCAS. In addition, with the role out of mClass in grades K-3, we began to focus our attention on looking at mClass early indicators with the goal of understanding what, if any, mClass components are predictive of future MCAS performance.

### 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 2024-2026

**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:** Ensure that Pierce educators have the training, resources, and support they need to achieve a high level of growth in MCAS for students in subgroups that currently underperform on this measure.

#### 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
Review/analyze MCAS data for students who had action plans in 2023-2024. Document results of plan/areas of improvement & continued struggle. Disseminate information to teachers.	<del>Paid summer time for data team members. Estimate of 3 hours each for 8 members, totaling 24 hours @\$35/hour = \$840</del>	Summer/fall 2024 (dependent on MCAS data release timeline)	<del>Completed data logs and evidence of dissemination.</del>	Canceled due to budget freeze.

Educators review 2023-24 action plans and data in order to co-craft action plans that better support students who continue to score NM on one or both MCAS as well as students who have scored NM for the first time.	Paid summer time for staff to gather and review what worked and what needs improvement. Estimate of 2 hours each for 20 people, totaling 40 hours @\$35/hour = \$1400	Summer 2024	Revised template for action plans, clearly articulated timeline and data points.	
Students who scored “NM” on either ELA or math MCAS received targeted support across their school day to support high growth in the spring 2025 MCAS administration.	Principal reviews 2023-24 action plans and data in order to revise an action plan template that better supports students who continue to score NM on one or both MCAS as well as students who have scored NM for the first time.  Review and assess student performance with current teachers with the goal of establishing where each student has grown as expected, and where students may need ongoing support(s).	Summer 2024  May/June 2025	100% of students who scored NM on MCAS have a completed plan by October 15th, 2024.  100% of students who scored NM on MCAS in 2024 have an SGP of 50 or greater in 2025.	Increased specificity of action plans, including measurable outcomes and plans for benchmark assessments.  Integration of mClass and STAR data in plans.
Increasingly effective Data Team meets regularly to review school data, student work samples, and other teacher provided data.	Provide structured collaboration time, and Tuesday meeting time, <del>summer funding for 2024</del> for ongoing data review	Monthly meetings, ongoing	Educators increasingly use of student work in PLC and other staff meetings when discussing next instructional steps.  Increasing evidence of state, district and classroom data in planning for instruction.	Meeting agendas reflect increasingly effective use of state, district and classroom data in planning for instruction.
All K-2 students read and do math on grade level <u>or</u> are receiving targeted, outcome focused support to reach grade level if they’re behind. Teachers have access to the professional development support they need when they are struggling.	OTL ongoing roll out of mClass, STAR, and new literacy curriculum.  Access to professional development for teachers who express that they are in need of additional support.	2024-2025 school year	80% of lessons leverage grade level content to achieve grade level objectives.  100% of students who are below benchmark on mClass or STAR are discussed at collaborative meetings to develop focused support plans.	Review of student assessment data and intervention support logs.
Create plans for 3rd grade students who have already	Paid summer time for interested 2nd and 3rd grade teachers and interventionists to gather, review student	Summer 2025 (Note, originally scheduled	Non-MCAS assessments show an increase in student	Completed plans for rising 3rd grade students.

been receiving intervention and who are at risk of NM based on ELA/Math skills	data for students of concern, and begin planning. Estimated at 3 hours each for 8 teachers, totally 24 hours @ \$35/hour = \$840.	for summer 2024, deferred due to budget freeze)	math skills during the 2025-26 school year.	District progress monitoring data (mClass/STAR)
<b>Year 1 Adjustments (June 2025)</b>				
<b>Desired Outcomes</b>	<b>Strategic Initiatives</b> Leads name technical and adaptive moves that you will use to achieve desired outcomes <i>(mechanism by which the outcomes happen)</i>	<b>Date(s) of implementation</b>	<b>Goals and Benchmarks</b>	<b>Progress Monitoring Evidence of Growth</b>

<b>Strategic Objective:</b> Continue the work on building staff capacity for RtI implementation, including the increased use of Professional Learning Communities (PLC's) that focus on using student work to inform instructional practices and effective use of WIN time in the schedule.				
<b>ACTIONS</b>				
<b>Desired Outcomes</b>	<b>Strategic Initiatives</b> Name technical and adaptive moves that you will use to achieve desired outcomes	<b>Date(s) of implementation</b>	<b>Goals and Benchmarks</b>	<b>Progress Monitoring Evidence of Growth</b>
Provide September refresher / training on effective WIN time strategies and techniques	Powerpoint presentation created by Pierce Staff member, Taylor Godfrey.	September 2024	Increased effective use of WIN time.	Observed effective use of WIN times in formal and informal classroom observations.
Reestablish routines of instructional rounds / visits with a focus on sharing effective WIN block strategies.	Schedule that allows for sign ups on days / times that tend to require fewer substitute teachers.  Staff (including substitute teachers and administrators) to provide classroom coverage.	Ongoing	Effective use of WIN times  Increase sharing of robust WIN strategies between educators.	High rate of participation; staff exit tickets about effectiveness of visit after each session.
Provide professional development to staff to support their confidence using student work at the center of PLC's to discuss student progress, curriculum, and/or pedagogy.	Faculty meetings, OTL training, professional texts, access to professional development workshops/conferences (through Pierce PD budget request)	Fall 2024 - ongoing	Increase in student work focused conversations to improve teaching and learning outcomes.  Observable culture of focus on student work when discussing effectiveness of curriculum and instruction.	Review of PLC agendas



Provide new teachers with training on effective WIN time strategies and techniques.	Slide deck, in person meetings, team meetings.	Fall 2025	Observed effective use of WIN times in formal and informal classroom observations.	New teacher observations of WIN time.
<b>Year 1 Adjustments (June 2025)</b>				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Leads name technical and adaptive moves that you will use to achieve desired outcomes (mechanism by which the outcomes happen)	<u>Date(s) of implementation</u>	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth

<b>Action Plan – Priority #2: Community and Connections 2024-2026</b>				
<b>District Strategic Objective:</b> Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.				
<b>Strategic Objective:</b> Establish systems of communication that allow families to remain actively engaged in the process of planning for a Pierce School renovation, including the temporary relocation of Pierce staff and students to Old Lincoln School and Fisher Hill campus.				
<b>ACTIONS</b>				
<b>Desired Outcomes</b>	<b>Strategic Initiatives</b> Name technical and adaptive moves that you will use to achieve desired outcomes	<b>Date(s) of implementation</b>	<b>Goals and Benchmarks</b>	<b>Progress Monitoring</b> Evidence of Growth
Families and staff feel informed about the Pierce renovation	Emails from principal, updates in Pierce newsletter and community meetings as needed	Ongoing	Regular updates sent to family/staff	Communications sent at least monthly.
Families feel welcomed in each new building	Planned pre-school opening campus tours, opening events and activities in each campus, photo and video tours of spaces for families who can not attend in person	August-November 2024	All family members are invited to no fewer than 3 events between August and November 2024.	Parents are invited to no fewer than 3 events.  Family Culture and Climate survey Spring 2025 reflects continued score of above 80% in this area.
Families and staff have a way to voice any logistical challenges in the first few weeks of school	Survey to families and staff, creation of form or other channel for families and staff to share challenges	September 2024	Resolution of pain points	Completed survey

<b>Year 1 Adjustments (June 2025)</b>				
<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

<b>Action Plan – Priority #3: Climate and Culture 2024-2026</b>				
<b>District Strategic Objective:</b> Partner with families and the community to create safe environments that promote belonging.				
<b>Strategic Objective:</b> Students and families will experience a smooth transition to new learning spaces, and will continue to feel like a united school community even as each campus works to create smaller community within their building.				
<b>ACTIONS</b>				
<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
Students and families will have an understanding of what the space looks like where their siblings and friends learn. They will have a sense that they are welcome and visit for community events.	Plan a variety of opportunities for K-8 students and families to gather and connect.  Funding through the PTO to create these opportunities.	2024-2025	Three planned events between October 2024 and June 2025 that span both campuses and welcome all students, staff and families.	3 campus wide events held during the 2024-2025 school year.
Teachers will maintain a sense of community through in-person “face time” that will sustain our working relationships. Other channels, such as the visual content or morning announcements will also be leveraged to maintain a sense of connection.	Plan a variety of opportunities for Pierce Staff across both buildings to gather and connect, including: <ul style="list-style-type: none"> <li>• More frequent staff gatherings</li> <li>• Staff meetings as a group on both sites</li> <li>• PLC groups during Collab. time groups aimed at bridging the split</li> </ul>	2024-2025	Monthly opportunities for staff to connect across campus.	Meeting attendance.
Assess what actions had a positive impact on community connection and connectivity and where there is area	Site Council drafts its own May 2025 survey, PTO support to engage families in completion, and site council reviews data and makes adjustments for 2025-2026 accordingly.	Summer 2025	Survey data will help us determine what activities and events to replicate in	Completed survey and responsive plan.

for improvement via community survey for staff, students, and parents.			2025-26 and which to adapt.	
Students, staff, and families will continue to see themselves as members of a larger K-8 Pierce community, and will feel connected to each other and the work of both campus locations.	Staff meeting time, collaboration time, funding through the PTO and district (Pierce Principal budget request) to plan events and opportunities to be physically together as a community	2025-2026	Continue activities in 2025-26 as appropriate based on survey data.	Completed survey and responsive plan.
Professional development that increases teachers' sense of efficacy using highly effective and culturally responsive teaching methods	Faculty meeting time, OEE support, possible use of budget to purchase additional professional learning texts, funding to send teachers to formal learning opportunities outside of the district, summer funding for PEAT leaders to plan learning.	Ongoing	Meeting agendas, staff feedback after professional development offerings.	At least one session offering per month.
<b>Year One Adjustments (June 2025)</b>				
<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><b>Final outcomes</b> 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.)	
Jamie Yadoff	Principal
Tracy Bare	8th grade science
Dave Carter	3rd grade
Beth Collins	Literary specialist
Anne Sheridan	K-8 music
Bernardine Chan	Parent
Molly Cohen-Osher	Parent
Brad Coleman	Parent

Susie Ma	Parent
Emily Weiss	Parent

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)	



# SY24-25-SY25-26 School Improvement Plan

**School Name:** Florida Ruffin Ridley Elementary School

**Leader Name:** Candice Whitmore

**School Site Council Members:** Erin Meyer , Elizabeth Methven (Co-Chair), Vinay Gidwaney, Sivan Shimony, Marianne O’Grady  
Daniel Lipton and Yael Neeman-Schubert

## 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 mission at Florida Ruffin Ridley School is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy and succeed in a diverse and evolving global society.

The Florida Ruffin Ridley School is a vibrant K-8 learning community, where we are committed to creating a safe, welcoming, and respectful learning environment for all our students and staff. We strive to support each student on their path to engaged citizenship in our community and society at large. Students learn to respect themselves and others while honoring the diversity of identities and learning differences that are part of the fabric of the Florida Ruffin Ridley School. To that end, we support our staff as they provide students with the instructional and social emotional experiences they need to achieve growth and success.

As educators at the Florida Ruffin Ridley School, we believe that all students deserve the opportunity to achieve at high levels and feel connected, valued, and respected in our community. As part of this belief, we understand that different students need different supports and approaches to

achieve equitable access and outcomes. We believe in fostering citizenship amongst our students that promotes equity and social justice through increasing levels of cultural proficiency. As educators at the Florida Ruffin Ridley School, we believe that through our collaborative practices we will achieve a culture of reflection and action that works towards addressing the structures within our school that result in unintentional bias, structural racism, systems of oppression, and inequitable access and outcomes.

### School Vision

The Florida Ruffin Ridley School vision, the force giving meaning to the faculty's work, is broken into three components and is revisited annually as staff affirm their commitment to teaching. The vision for the students and Florida Ruffin Ridley School staff encompasses three areas.

**ACADEMIC**—We work hard so we can become smarter. We take risks as learners. We communicate effectively: orally, in writing, and through technology.

**COMMUNITY**—We make sure everyone feels physically, emotionally and intellectually safe. We give and receive respect. We have compassion for one another. We contribute to our school, our community, and to our world. We establish and maintain healthy friendships.

**WHOLE PERSON**—We are confident in our abilities. We love to learn and strive to become lifelong learners.

Florida Ruffin Ridley School is committed to its school motto: "Work hard. Be kind. Help others." Faculty, staff, students, and families illustrate this in words and actions throughout each school day as they are committed to creating safe, welcoming, and respectful learning environments. As a school committed to developing the whole child, we use a myriad of Social Emotional Learning approaches including, but not limited to Responsive Classroom, Second Step Curriculum, and Benson Henry Institute Strategies, so that we may foster the prosocial behaviors necessary for productive learning environments. Through these programs and other approaches to community building and understanding identity, students learn to respect themselves and others while honoring the diversity of cultures, backgrounds, and learning differences that are part of the fabric of the Florida Ruffin Ridley School.

The system-wide programs offered at Florida Ruffin Ridley School are the English Language Learner program with a high concentration of Hebrew speakers, and a K through 8 Therapeutic Learning Center for students who need intensive social and emotional support.



School Highlights 2023-2024

- Redesign of School Site Council Team and Members
- Creation of Middle School Student Council
- Creation of Welcome Back Week Team(SEL) composed of Clinicians, General and Special Educators, Specialist, World Language Teachers, Custodians, and Cafeteria Staff.
- Creation of Math Investigation (Curriculum) Team
- Establish Middle School SEL Teams
- Creation of Middle School activities for students resulting from data from Panorama Surveys
- Equity Cycles in Middle School Grades
- Middle School Restorative Circles with Staff
- 

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 ensure a comprehensive and strategic approach to implementing Math and Reading Curriculum with a focus on professional development, data driven instruction and continuous monitoring to boost student achievement.

### 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 improve reading proficiency in students, through evidence based Science of Literacy Instruction	<ul style="list-style-type: none"> <li>-Provide professional development for teachers that focuses on both the Science of Reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) and the Science of Writing (writing structure, grammar, and language use).</li> <li>-Train teachers on evidence based instructional practices that integrate reading and writing instruction, emphasizing how writing reinforces reading comprehension and critical thinking.</li> <li>-Use high quality literacy programs that emphasize decoding, comprehension strategies, and writing processes such as brainstorming, drafting, revision and editing.</li> <li>-identify students who need additional support through formative assessments and provide targeted interventions in reading.</li> <li>-Create opportunities for teachers to collaborate in learning communities focused on literacy, allowing them to share strategies, review student work, and discuss progress towards goals.</li> </ul>	<p>Bi- Weekly starting September 2025- June, 2026</p> <p>Sept. 2024- June, 2026</p> <p>Sept. 2024- June, 2026</p> <p>BOY, Winter, End of Year</p> <p>Sept. 2024- June, 2025 (3rd Week of Each month)</p>	By the end of the School year, increase the percentage of students meeting or exceeding grade level proficiency in literacy by 15% as measured by district and state assessment.	<p>Use a combination of reading assessments (DIBELS, MCAS, LEXIA) and writing rubrics to track students growth</p> <p>Student Artifacts, Lesson Internalization documentation</p>
Improve student mastery of mathematical concepts through the Investigations Curriculum in grades Kinder-5th.	-Provide Targeted professional development for teachers in K-5 on the Investigations Curriculum to deepen their understanding of inquiry based instruction and how to facilitate student-led investigations.	Bi- Weekly starting September 2025- June, 2025	By the end of the 2025 academic year, increase the percentage of students achieving proficiency in	Unit Assessments Formative Assessments MCAS Assessment

	-Incorporate differentiated instruction strategies to meet the diverse learning needs of students within the Investigation Framework  -Emphasize and implement hands-on, problem solving activities that encourage students to explore mathematical concepts in depth.  -Establish teacher collaboration session focused on sharing best practices, reviewing student work, and refining instructional strategies aligned with goals of the Investigations Curriculum.	Sept. 2024- June, 2025  Sept. 2024- June, 2025  Sept. 2024- June, 2025 (2nd Week of Each month)	mathematics by 10% as measured by state and district assessments.	Student Artifacts, Lesson Internalization documentation
<b>Year 1 Adjustments (June 2025)</b>				
<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 Evidence of Growth</u>

### 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:** Educators will provide open, consistent, and accessible communication channels to strengthen the relationship between families and school.

### 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
Improved Communications between families and school to enhance student success.	<ul style="list-style-type: none"> <li>-Create a Clear and structured communication plan, outlining when and how school will share important information with families.</li> <li>-Use multiple communication platforms (email, text messenger, robo call, newsletters, social media, school website) to ensure information is accessible to all families.</li> <li>-Offer virtual meetings and events to engage families who may not be able to attend in-person activities due to work or other commitments</li> <li>-organize workshops on how families can support their child(ren) academically, socially, and emotionally. Offering resources on topics such as literacy, homework, mathematics, digital literacy ect.</li> </ul>	September 2024-June 2025	By the end of the school year we will see an increase in parent and family engagement in school activities	Culture and Climate Survey  Participation in School Events
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

Action Plan – Priority #3: Climate and Culture 20_-20_				
<b>District Strategic Objective:</b> Partner with families and the community to create safe environments that promote belonging				
<b>Strategic Objective:</b> Educators at Florida Ruffin Ridley School will create a safe, positive, and inclusive learning environment for all students and community members that affords them a high sense of belonging and celebrates gains along the way.				
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
Establish a clear, consistent and enforceable cell phone policy, that will reduce distractions, improve student focus, and foster responsible use of devices.	-Creation of a school wide cell phone policy that clearly outlines when and where students are permitted to use cell phones and smart watches.  -Creation of phone- free zones in classrooms, with the purchase of locked storage devices where students can store cell phones and smart watches for grades 6th-8th.	September 2024- June 2026	By the end of the school year, reduced classroom distractions and improved student engagement by 20%	Teacher and Student Surveys  Incident Reports  Student Feedback

	<ul style="list-style-type: none"> <li>-Intergate lessons on digital citizenship into the curriculum to teach students responsible use of technology.</li> <li>-Provide workshops and materials for families, on guiding responsible phone use at home and supporting schools policy.</li> </ul>			
Refine our School-Wide Positive Behavior Interventions and Support system to promote positive behavior and improve school culture: kid culture, classroom culture, adult culture.	<ul style="list-style-type: none"> <li>-Implementing a system for recognizing and rewarding positive behaviors ( Bee's of the Week, Bee, and MVBee's)</li> <li>-Use a multi-tiered system of support (MTSS) for behavior, where Tier 1 provides universal support for all students, Tier 2 provides targeted intervention, and Tier 3 offers intensive, individualized support .</li> <li>-Implement a system for tracking student behavior, such as our Major and Minor Incident Referral forms.</li> <li>-Integrated restorative practices into PBIS to address conflicts and behavioral issues focusing on repairing relationships and promoting accountability.</li> <li>-Empowering students to take leadership roles by forming a PBIS student team, that promotes kindness, peer support, and social emotional growth</li> </ul>	September 2024-June 2026	By the end of the school year, reduce disciplinary referrals by 30% and improve overall student engagement.	<p>Behavior tracking data (Incident referral forms)</p> <p>Attendance Records</p> <p>Student Climate Surveys</p>
Establish Welcome back Week with emphasis on four areas of focus, that will support our	-Utilize the first 4 days of school 24-25 to build community, set expectations, enhance	September 3rd, 4th, 5th, and 6th	100% of staff, teachers and students will participate in all activities aligned with the welcome	<p>Student Climate Surveys</p> <p>Staff Climate Surveys</p>

students and staff through various activities, mainly focusing on self identity, appreciation for diversity of their peers, and strengthen their sense of belonging within our school community.	<p>student belonging, build routines, foster relationship/understanding of others</p> <ul style="list-style-type: none"> <li>-Development of Grade Level Community Meetings focused on school core values</li> <li>-Develop Partnership with Benson Henry Institute for Mind Body Medicine</li> <li>-</li> </ul>	<p>Monthly September-June</p> <p>September 2024</p>	back week core values.	
Strengthen Social Emotional Learning to enhance student well being and academic success.	<ul style="list-style-type: none"> <li>-Implement evidence-based SEL curriculum( Second Step) that teaches students key competencies such as self awareness, self-management, social awareness, relationship skills, and responsible decision making.</li> <li>-Utilize panorama data, for identifying students who need additional emotional support, such as counseling services, peer mentoring, or small group interventions</li> <li>-Middle school teachers will implement monthly themes presented by the SEL Team, during Advisory.</li> <li>-Engage families in SEL initiatives by providing resources and workshops on promoting emotional intelligence and positive behavior at home.</li> </ul>	<p><b>September:</b> Belonging</p> <p><b>October:</b> Self-Awareness</p> <p><b>November:</b> Emotional Identification</p> <p><b>December:</b> Emotional Regulation</p> <p><b>January:</b> Social Awareness</p> <p><b>February:</b> Empathy/Kindness</p> <p><b>March:</b> Relationship/Social Skills</p> <p><b>April:</b> Responsible Decision Making</p>	By the end of the school year improve students social-emotional skills by 20% as measured by Panorama Data.	<p>Panorama Data</p> <p>Student Climate Surveys</p>

		<b>May:</b> Problem-Solving <b>June:</b> Reflection		
Promote Equity to ensure all students have access to high quality education and opportunities for success	-Creation of Equity Leads, establish a diverse team of educators to lead the schools equity efforts  -Incorporate diverse voices and perspectives in the curriculum to reflect students' cultural backgrounds, promote inclusivity, and engage marginalized groups  -Implement Equity Cycles with the office of Educational Equity, to provide ongoing training for staff on implicit bias, culturally responsive teaching, equitable discipline practices, and restorative circles.	September 2024-June 2026   Monthly Meetings during grade level planning.	By the end of the school year, close achievement gaps by a %.	Student Council  Staff and Student Surveys  Parent Survey
<b>Year One Adjustments (June 2025)</b>				
<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

### Action Plan – Priority #4: 20\_-20\_

Strategic Objective:



[illegible]

## 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.</p> <p>Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p><b>Final outcomes</b> 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.)	

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)	



A group of diverse young children are gathered in a garden, focused on planting or tending to green plants with small yellow flowers. One child in the foreground is wearing a black shirt with a colorful butterfly design. Another child is wearing a white cap with the number '28'. The background is filled with lush green foliage.

PUBLIC SCHOOLS of  
**BROOKLINE**

September 18, 2024



# Florida Ruffin Ridley School- School Improvement Plan Update (SIP)

# Florida Ruffin Ridley Council Membership

PUBLIC SCHOOLS of  
**BROOKLINE**



**Caregiver Reps:** Erin Meyer , Elizabeth Methven  
(Co-Chair), Vinay Gidwaney, and Sivan Shimony

**Teacher Reps:** Marianne O'Grady, Daniel Lipton,  
Yael Neeman-Schubert and Candice Whitmore



# Budgetary Impact



- The Florida Ruffin Ridley School takes into consideration 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 and stipends for adults who support extra activities such as Homework Center, GSA, Young Scholars, school plays/musicals, and athletic coaching positions. FRR's discretionary budget may also support some materials/supports for our Therapeutic Learning Center program.
- Our percentage of high-needs students (English-learners and students with academically-based disabilities) continues to increase..



# 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 ensure a comprehensive and strategic approach to implementing Math and Reading Curriculum with a focus on professional development, data driven instruction and continuous monitoring to boost student achievement.



# Monitoring Goal #1

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
<ul style="list-style-type: none"><li>Provide professional development for teachers that focuses on both the Science of Reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) and the Science of Writing (writing structure, grammar, and language use).</li></ul>	Bi- Weekly starting September 2025- June, 2026	All K-5 Staff participate fully in Literacy Training Sept-Jan, 24-25. New curriculum training beginning in Feb. '25
<ul style="list-style-type: none"><li>Create opportunities for teachers to collaborate in learning communities focused on literacy, allowing them to share strategies, review student work, and discuss progress towards goals.</li></ul>	Sept. 2024- June, 2025 (3rd Week of Each month)	By the end of the 2026 School year, increase the percentage of students meeting or exceeding grade level proficiency in literacy by 15% as measured by district and state assessment.
<ul style="list-style-type: none"><li>Provide Targeted professional development for teachers in K-5 on the Investigations Curriculum to deepen their understanding of inquiry based instruction and how to facilitate student-led investigations</li></ul>	Bi- Weekly starting September 2025- June, 2025	All K-5 Staff participate fully in Literacy Training Sept-Jan, 24-25. New curriculum training beginning in Feb. '25
<ul style="list-style-type: none"><li>Incorporate differentiated instruction strategies to meet the diverse learning needs of students within the Investigation Framework</li></ul>	Sept. 2024- June, 2025	By the end of the 2026 academic year, increase the percentage of students achieving proficiency in mathematics by 15% as measured by state and district assessments



## SIP Goal #2

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

**Our Strategic Objective:** All Florida Ruffin Ridley Educators will provide open, consistent, and accessible communication channels to strengthen the relationship between families and school.

# Monitoring Goal #2

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
<ul style="list-style-type: none"><li>Create a Clear and structured communication plan, outlining when and how school will share important information with families.</li></ul>	September 2024-June 2025	By the end of the school year we will see an increase in parent and family engagement in school activities
<ul style="list-style-type: none"><li>Organize workshops on how families can support their child(ren) academically, socially, and emotionally. Offering resources on topics such as literacy, homework, mathematics, digital literacy ect.</li></ul>	September 2024-June 2025	By the end of the school year we will see an increase in parent and family engagement in school activities
<ul style="list-style-type: none"><li>Use multiple communication platforms (email, text messenger, robo call, newsletters, social media, school website) to ensure information is accessible to all families.</li></ul>	September 2024-June 2025	By the end of the school year we will see an increase in parent and family engagement in school activities



## SIP Goal #3



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

**Our Strategic Objective:** Educators at Florida Ruffin Ridley School will create a safe, positive, and inclusive learning environment for all students and community members that affords them a high sense of belonging and celebrates gains along the way.



# Monitoring Goal #3

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Creation of a school wide cell phone policy that clearly outlines when and where students are permitted to use cell phones and smart watches.	September 2024- June 2025	By the end of the school year, reduced classroom distractions and improved student engagement by 20%
Refine our School-Wide Positive Behavior Interventions and Support system to promote positive behavior and improve school culture: kid culture, classroom culture, adult culture.	September 2024- June 2025	By the end of the school year, reduce disciplinary referrals by 30% and improve overall student engagement.
Integrated restorative practices into PBIS to address conflicts and behavioral issues focusing on repairing relationships and promoting accountability.	September 2024-June 2026	By the end of the school year, reduce disciplinary referrals by 30% and improve overall student engagement.
<p>Establish Welcome back Week with emphasis on four areas of focus, that will support our students and staff through various activities, mainly focusing on self identity, appreciation for diversity of their peers, and strengthen their sense of belonging within our school community</p> <p>-Implement evidence-based SEL curriculum( Second Step) that teaches students key competencies such as self awareness, self-management, social awareness, relationship skills, and responsible decision making.</p>	September 3rd, 4th, 5th, and 6th	<p>100% of staff, teachers and students will participate in all activities aligned with the welcome back week core values.</p> <p>By the end of the school year improve students social-emotional skills by 20% as measured by Panorama Data</p>



# Thank you!



# John D. Runkle School

## 2024-2026 School Improvement Plan

**School Name:** John D. Runkle

**Leader Name:** Donna Finnegan, 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

At Runkle School, our mission is to provide a nurturing and inclusive environment where we educate, engage, and inspire our K-8 students. We are committed to fostering lifelong learners who excel in their academic pursuits and navigate their social and emotional journeys with confidence. By promoting a culture of curiosity, critical thinking, and creativity, we empower our students to become successful global citizens, equipped to thrive in an interconnected world.

*Prior Mission Statement in SIP:*

#### **Runkle Mission Statement**

*We, the students, teachers, staff, and families of Runkle, are a community that values a love of learning, academic achievement, and knowledge in a broad range of subjects. Respect, hard work, responsibility, tolerance, empathy, and honesty serve as the basis for our relationship with each other.*

#### **The Runkle community has these goals:**

- *To promote academic excellence and a love of learning through the development and mastery of basic skills*
- *To promote an environment of responsible, respectful, and disciplined behavior*

- *To promote a strong and positive sense of self, valuing best effort*
- *To promote an attitude of lifelong learning built upon curiosity, creativity, and willingness to explore new ideas*
- *To promote a generous, participatory community spirit that respects diversity*
- *To promote global awareness*
- *To promote both student and family engagement in the Hybrid/Remote Learning Model given the current pandemic; and plan for a successful transition for 2021 academic year*

#### **Runkle School Priorities 2024-2026**

- *Continue to develop a culture and climate where everyone feels welcome and included*
  - *Continue to build a culture of civility within our school community*
- *Continue to build systems and structures to ensure we are meeting the needs of ALL learners*
  - *A Deeper understanding of Equity in schools*
  - *Middle School WIN (**W**hat **I** **N**eed) blocks; Best Practice*
  - *Advisory in Grades 7 and 8*
  - *School Handbooks (Completed)*
- *Continue to develop our inclusion model*
  - *High expectations for all students: Classroom-wide strategies are conducive to the needs of all students to support children learning at their own pace within a nurturing learning environment.*
  - *Children have the maximum opportunity to be included with their peers and receive high-quality instruction by licensed professionals in the least restrictive environment.*
  - *Every student receives what he or she needs to make effective progress academically, emotionally, and socially.*
  - *Every child and family is a valued member of the classroom and school community.*
- *Hiring and Retaining BIPOC at Runkle. We support efforts to reduce the impact of reduction in force notices on BIPOC teachers.*

#### **School Council Goal for SY 2024-2026: School Culture & Climate**

- *To Support the development of strong school-family relationships*
- *To maximize the success of the children in school*
- *To increase clarity about the roles of family and school staff.*



Diversity, equity, and inclusion (DEI) is a way of thinking and being in the world that helps us respect and transcend our differences. When students and teachers feel valued, dignified, and secure, we can learn and grow through collaboration and risk-taking with trusted peers. While we all experience the world differently, there's power in honoring our shared humanity.

Schools are perfect places to build these critical skills. At Runkle, students can discuss how to create a more inclusive world that values diversity, builds solidarity, practices empathy, and battles racism, sexism, homophobia, ableism, and more.

School Highlights 2023-2024

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 2024-2026

**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

**Runkle Strategic Objective:** Increase achievement for all Runkle students by implementing Tier 1 and Tier 2 interventions that support a consistent, high-quality, and challenging curriculum in literacy and math using evidence-based practices.

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
<p>Increased student achievement in literacy and math as evidenced by state assessments and internal progress monitoring.</p> <p>Enhanced teacher capacity to deliver high-quality, evidence-based instruction.</p> <p>Improved identification and support for students requiring additional interventions.</p> <p>Greater family and community involvement in supporting student learning.</p>	<ul style="list-style-type: none"> <li>● Conduct a comprehensive review of the current literacy and math curriculum to ensure alignment with state standards and best practices.</li> <li>● Continued implementation of Heggarty and Foundations.</li> <li>● Provide ongoing professional development for teachers on evidence-based Tier 1 and Tier 2 interventions in literacy and math.</li> <li>● Integrate evidence-based Tier 1 interventions into daily classroom instruction in literacy and math.</li> <li>● Develop and implement a system for identifying students who need Tier 2 interventions based on assessment data.</li> <li>● Establish a regular schedule for progress monitoring and data analysis to evaluate the effectiveness of interventions.</li> <li>● Engage families and the community in supporting literacy and math achievement through workshops, communication, and resources.</li> <li>● Allocate necessary resources, including staffing, instructional materials, and technology, to support Tier 1 and Tier 2 interventions.</li> <li>● Conduct regular evaluations of the effectiveness of Tier 1 and Tier 2 interventions and make adjustments as needed.</li> </ul>	<p>September 2024-August 2025</p> <p>Literacy Training for all K-5 Staff</p>	<p>Evidence on aligned curriculum and standards in literacy and math during class observations.</p> <p>All K-5 Staff participate fully in Literacy Training Sept-Jan, 24-25. New curriculum training beginning in Feb. '25</p> <p>All students K-5 assessed using mClass and STAR tools.</p> <p>Hold community meetings for families about literacy initiatives and instruction in math.</p> <p>Meet with Literacy and Math Specialists bi-weekly to review progress and problem-solve any challenges.</p>	<p>Increase in percentage of students reaching grade-level benchmarks in literacy and math</p> <p>Students receiving literacy and math intervention will be monitored for progress and discharged upon reaching grade-level benchmarks.</p>

<b>Year 1 Adjustments (June 2025)</b>				
<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

<b>Action Plan – Priority #2: Community and Connections 2024-2025</b>				
<p><b>District Strategic Objective:</b> Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.</p> <p><b>Runkle Strategic Objective:</b> All Runkle educators are given opportunities to engage in cultural proficiency training and implement culturally proficient learning to decrease implicit bias and foster a community for understanding differences.</p>				
<b>ACTIONS</b>				
<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 Runkle Equity Team to promote community and provide a structure for courageous conversations and staff training to continue.	<ul style="list-style-type: none"> <li>Name Runkle Equity Leader, possibly 2 staff (K-5, 6-8, facilitator/coaching)</li> <li>Connect with Culture and Climate Committee OR combine the two</li> </ul>	September 2024  Sept/Oct 2024	Hold monthly meetings with Equity Team and OEE directors.	Completed Equity Cycle for Grade 6-8 Staff



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

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

**Goal:** Enhance Family and Staff Engagement to Foster a Safe and Inclusive Environment and Positive Climate and Culture.

**By fostering strong partnerships with families, staff, and the community, we aim to create a supportive and inclusive environment where every student feels safe, valued, and empowered to succeed.**

#### 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
Increased participation in Runkle events from all families and students, especially BIPOC families, families with students on IEPs, and our RISE families.	Organize monthly coffee mornings and evening Zoom sessions for parents to discuss school updates, share concerns, and provide feedback.	Oct 24- June 25	Increased attendance for these families (BIPOC, students with disabilities and RISE families)	Improved feedback in Panorama Survey.
Improved Communications between school and families.	Develop a communication plan that includes regular newsletters and a dedicated section on the school website for family engagement resources.	Sept 24- June 25	Create a section in the Principal Message that addresses family engagement resources.  Add these sections to Runkle's website	Improved feedback in Panorama Survey.
Implement anti-bullying initiatives and social-emotional learning programs to promote respect and inclusion.	Continued implementation of Second Step (K-5), Wayfinder (6-8), Social Thinking (all grades) for SEL/anti-bullying in classroom meetings and Advisories.	Sept 24- June 25	Staff will complete the required lessons for each curriculum and	

			provide feedback to Administration.	
Staff will feel more positive about the culture and climate at Runkle.	<p>Seek feedback from staff through monthly meetings, morning coffees with Administrators, and Exit Tickets.</p> <p>Staff participation in Runkle Sunshine activities both inside and outside of school.</p> <p>Find more ways to include and express our appreciation of our paraprofessional staff at Runkle.</p>	Sept 24- June 25	<p>Staff attendance at meetings will increase.</p> <p>Staff will sign up to meet individually with Administrators to share both good news and concerns.</p> <p>Hold more para trainings and celebratory events.</p>	<p>Increase staff reporting a positive climate from 63% to 80% on the Panorama survey.</p> <p>Paraprofessional attendance will improve.</p>
<b>Year One Adjustments (June 2025)</b>				
<u>Desired Outcomes</u>	<u>Strategic Initiatives</u>	<u>Date(s) of implementation</u>	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u>
	<b>Name technical and adaptive moves that you will use to achieve desired outcomes</b>			<b>Evidence of Growth</b>

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.</p> <p>Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p><b>Final outcomes</b> 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	The projects and programs that support and will achieve the strategic objectives (the “how”). The leadership actions to

action)	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.)	
Donna Finnegan, Principal	Nina Max Daly, SSC Parent
Chad Pelton, Vice Principal	Lynne Chuang, SSC Community Member
Marian Voros, Grade 2 Teacher	Todd MacFadden, SSC Parent
Rebecca Sneider, Guidance Counselor	
Jenny Murphy, Educational Technology Specialist	
Chloe Crocker, Social Studies Teacher	
Kathleen Kane, Special Education Teacher RISE	
Devon Powell, SSC Parent	
Elizabeth Solinga, SSC Parent	
Jonathan Miller, SSC Parent	

**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.**

**YES**

**Supporting Documents (please add links)**

<b>School Site Council Agenda(s)</b>	

PUBLIC SCHOOLS of  
**BROOKLINE**



# **John D. Runkle School School Improvement Plan Update (SIP)**

September 18, 2024



# Runkle School Council Membership

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PUBLIC SCHOOLS of  
**BROOKLINE**



**Caregiver Reps:** Devon Powell, Todd MacFadden, Nina Max Daly, Jonathan Miller, Elizabeth Solinga, Lynne Chuang

**Teacher Reps:** Marian Voros, Rebecca Sneider, Chloe Crocker, Jenny Murphy, Kathleen Kane, Donna Finnegan

# Budgetary Impact



- The John D. Runkle School takes into consideration 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 by 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 and stipends for adults who support extra activities such as Homework Center, GSA, Young Scholars, school plays/musicals, and athletic coaching positions. Runkle's discretionary budget may also support some materials/supports for our RISE program.
- Our percentage of high-needs students (English-learners and students with academically-based disabilities) continues to grow. Although Runkle is well-staffed with Special Educators and over 35 paraprofessionals, the need for supports continues to grow.



# 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:** Increase achievement for all Runkle students by implementing Tier 1 and Tier 2 interventions that support a consistent, high-quality, and challenging curriculum in literacy and math using evidence-based practices.

# Monitoring Goal #1

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
<ul style="list-style-type: none"><li>Continued implementation of Heggarty and Foundations.</li></ul>	September 2024-June 2025	Evidence on aligned curriculum and standards in literacy and math during class observations.
<ul style="list-style-type: none"><li>Integrate evidence-based Tier 1 interventions into daily classroom instruction in literacy and math.</li></ul>	September 2024-June 2025	All K-5 Staff participate fully in Literacy Training Sept-Jan, 24-25. New curriculum training beginning in Feb. '25
<ul style="list-style-type: none"><li>Develop and implement a system for identifying students who need Tier 2 interventions based on assessment data.</li></ul>	September 2024-June 2025	All students K-5 assessed using mClass and STAR tools.
<ul style="list-style-type: none"><li>Engage families and the community in supporting literacy and math achievement through workshops, communication, and resources.</li></ul>	September 2024-June 2025	Hold community meetings for families about literacy initiatives and instruction in math.



## 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:** All Runkle educators are given opportunities to engage in cultural proficiency training and implement culturally proficient learning to decrease implicit bias and foster a community for understanding differences.

# Monitoring Goal #2

---

Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
<ul style="list-style-type: none"><li>Name Runkle Equity Leader, possibly 2 staff (K-5, 6-8, facilitator/coaching)</li></ul>	September 2024-June 2025	Hold monthly meetings with Equity Team and OEE directors.
<ul style="list-style-type: none"><li>Runkle PLC's will be created for the 24-25 School Year Faculty Meeting with groups focusing on Equity and Inclusion. All PLC's will have a DEI strand.</li></ul>	September 2024-June 2025	PLCs will share their goals and work with faculty every 3-4 weeks during faculty meetings.
<ul style="list-style-type: none"><li>Work with PTO to create plan for METCO students to attend events (after-school activity before evening events).</li></ul>	September 2024-June 2025	Coordinate with ROAR and METCO staff to address event attendance. Teachers will reach out families to support this effort.
<ul style="list-style-type: none"><li>Coordinate with OEE staff around trainings for teachers. Runkle will be an OEE Pilot School this year.</li></ul>	September 2024-June 2025	Completed Equity Cycle for Grade 6-8 Staff





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

**Our Strategic Objective:** Enhance Family and Staff Engagement to Foster a Safe and Inclusive Environment and Positive Climate and Culture.

# Monitoring Goal #3

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Strategic Initiatives	Dates of Implementation	Goals and Benchmarks
Organize monthly coffee mornings and evening Zoom sessions for parents to discuss school updates, share concerns, and provide feedback.	September 2024- June 2025	Improved feedback in Panorama Survey.
Develop a communication plan that includes regular newsletters and a dedicated section on the school website for family engagement resources.	September 2024- June 2025	Improved feedback in Panorama Survey. Increased family attendance at Runkle events.
Continued implementation of Second Step (K-5), Wayfinder (6-8), Social Thinking (all grades) for SEL/anti-bullying in classroom meetings and Advisories.	September 2024- June 2025	Maintain/increase in students' responses to feelings of belonging and safety at Runkle.
Seek feedback from staff through monthly meetings, morning coffees with Administrators, and Exit Tickets.	September 2024- June 2025	Increase staff reporting a positive climate from 63% to 80% on the Panorama survey.





**Thank you!**



THE PUBLIC SCHOOLS OF BROOKLINE  
BROOKLINE, MASSACHUSETTS 02445

LINUS J. GUILLORY JR., PhD  
SUPERINTENDENT OF SCHOOLS

SUSAN K. GIVENS, Ed.D.  
DEPUTY SUPERINTENDENT FOR ADMINISTRATION & FINANCE

Request for Gift Acceptance

September 18, 2024

The School Department requires specific authorization for acceptance of gifts.

Motion: School Committee Accepts the donations listed below for school department use:

Donor	Amount	Recipient/Purpose	Account Number/Name
Kasso Okoudjou	\$250.00	Brookline High School/Outstanding Speaker Series	3300SEF9/Brookline High School Gift Account
Morgan and Rita Daly	\$250.00	Brookline Adult & Community Education Program	3105SE22/Brookline Adult & Community Education Revolving



THE PUBLIC SCHOOLS OF BROOKLINE  
BROOKLINE, MASSACHUSETTS 02445

LINUS J. GUILLORY JR., PhD  
SUPERINTENDENT OF SCHOOLS

SUSAN K. GIVENS, Ed.D.  
DEPUTY SUPERINTENDENT FOR ADMINISTRATION AND FINANCE

Request for Grant Submittal

September 18, 2024

Motion: School Committee Finance Subcommittee has reviewed the following grant applications and approves them for submission to the grant awarding authority as listed below:

Source	Grant/Point Person/Purpose	Award	Account #/ Name
DESE	<p><b>English Learner Education Support Grant</b></p> <p>Point Person: Mindy Paulo/Gabe McCormick</p> <p>The Public Schools of Brookline serve a racially, culturally, and linguistically diverse population. As such, multilingual success is a cornerstone of the educational experience our students receive. Our vision is for students whose primary language is not English to understand, speak, read, and write English fluently and competently in order to succeed academically.</p> <p><b>The district's objectives for curriculum development are as follows:</b></p> <p>Unit and Lesson Plan Design:</p> <ul style="list-style-type: none"><li>• The templates for both Unit and Lesson Plan design are very similar. This supports the structure of the ESL curriculum under consistent parameters that are easy to follow by all users.</li><li>• Use the Unit Design Template as a Summary for the whole unit. The sections from the WIDA 2020 Standards that best support unit design are:<ul style="list-style-type: none"><li>○ Snapshots of Key Uses of Language by Grade;</li><li>○ Language Expectations by Genre &amp; Grade, and;</li><li>○ Proficiency Level Descriptors by Grade and Mode</li></ul></li></ul> <p>Strategic Plan Goal 1: Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high quality, and challenging curriculum delivered using evidence-based practices</p>	\$50,000.00	TBD

	<p>We will use grant funds to compensate teachers for curriculum development. Additionally, the district plans to contract with Dr. Bertha-Elena Rojas, the Principal of Humanity Advanced, LLC to develop units and lesson plans under a consistent structure, using the Understanding by Design (UbD) framework in a way that is adapted for ESL instruction. The development of both units and lessons under a consistent structure, makes the ESL curriculum understandable and accessible to all ESL teachers and administrators, while maintaining alignment of the ESL curriculum with the PSB's curriculum format for core content areas.</p>		
National Oceanic and Atmospheric Administration	<p><b>NOAA Ocean Odyssey Grant</b></p> <p>Point Person: Gabe McCormick/Victoria Cavanaugh (FRR 7th Grade Math)</p> <p>The objective of the Ocean Exploration Awards for Diversity, Equity, Inclusion, Justice, and Accessibility (DEIJA) is to further DEIJA initiatives that increase inclusion in and/or access to STEM education and workforce development opportunities for diverse youth in middle school, high school, undergraduate, and/or community college to learn about ocean science and/or exploration.</p> <p>Strategic Plan Goal 1:</p> <p>Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high quality, and challenging curriculum delivered using evidence-based practices</p>	\$10,000.00	TBD

## Grants and Other Financial Assistance Programs

# FY2025: English Learner Education Support

## Fund Code: 0181

### **Purpose:**

This competitive grant program, aligned with the DESE [Educational Vision](#), is one of the multiple ways DESE is supporting districts that have English learners and wish to implement new and innovative ELE programs and supports for innovative ELE programs, while also providing districts with an opportunity to create a more culturally and linguistically diverse workforce.

There are four goals for the grant. Districts may apply for funding to fulfill any one or more of the four goals:

**Goal 1:** Develop and/or implement an alternative bilingual ELE program for English learners.

**Goal 2:** Create (and cultivate) or continue a "grow your own" **bilingual education hub** that would support and encourage statewide initiative and collaboration, improve the Bilingual Education educator pipeline, share knowledge to accelerate the adoption of proven and recognized programmatic models for English learners, and develop successful models that can be replicated for years to come.

**Goal 3:** Create (and cultivate) a "grow your own" **ESL Teacher hub** that would improve the ESL educator pipeline and will provide training alongside a mentor teacher and concurrent coursework in the area of ESL licensure.

**Goal 4:** Develop high quality ESL and/or dual language curriculum or enrich the existing ESL and/or dual language curriculum, or align purchased curricular materials to WIDA Standards / MA Frameworks that prioritize deeper learning and the linguistic and academic needs of multilingual learners.

### **Priorities:**

Competitive priority will be given to districts and schools in chronically underperforming status.

### **Eligibility:**

This competitive grant program is designed for districts, charter schools, regional schools and collaboratives.

### **Funding Type:**

State Line Item 7027-1004

Grant awards are contingent upon the grantee being able to certify that it will comply with the Massachusetts General Laws, including G.L. c. 40A, § 3A, the MBTA Communities Act.

### **Funding:**

Approximately \$2,000,000 is available.

This RFP is the governing document for these grant funds.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available it will be distributed under the same guidelines that appear in this RFP document.

### **Fund Use:**

Fund use must be consistent with the priorities described above and the requirements associated with DESE's [Educational Vision](#).

**Project Duration:**

English

FY25 School Year: Upon Approval – 6/30/2025

FY26 Summer: 7/1/2025 – 8/31/2025

**Program Unit:**

Center for School and District Partnership

**Contact:**

[Diana Gentile](#) 

**Date Due:**

**Friday, September 27, 2024**


**Proposals must be received at the Department by 5:00 p.m. Eastern on the date due.**

All responses **must** be received by the due date listed above. Failure to do so will result in disqualification. Responses not received on time will not be reviewed. Applicants applying after the due date may be notified their application was received late and will not be reviewed. Applications must be submitted as directed in the Submissions Instructions below. Failure to do so may result in disqualification. If you need assistance with submitting your application, please reach out to the contact person listed on this funding opportunity.

Competitive grant applications are considered submitted when the Superintendent / Chief Executive approves the grant application in GEM\$. In order to be considered for competitive funding, applicants must submit a grant application through the LEA Superintendent Approved stage by the due date listed in the RFP.

**Additional Information:**

Districts applying for Goal 2 or Goal 3 funding will submit ONE application on behalf of the hub. The district submitting the application will act as fiscal manager for the hub. Other participating districts will provide an affirmation of their participation (i.e., superintendent's email) to be included in the application. For Goal 2, please note any districts that are new to the bilingual hub this year.

Please submit questions to [diana.gentile@mass.gov](mailto:diana.gentile@mass.gov) . Questions and answers will be posted to Headlines on the [English Learner Education](#) page.

**Submission Instructions:**


The FY25 FC0181 English learner Education Support **will be submitted in our new GEM\$ system**. GEM\$ is a cloud-based fiscal and program management grant system that will eventually phase out the use of EdGrants.

[Grants for Education Management System \(GEM\\$\)](#)

Competitive grant applications are considered submitted when the Superintendent / Chief Executive approves the grant application in GEM\$. In order to be considered for competitive funding, applicants must submit a grant application by the due date listed in the RFP

The Superintendent / Chief Executive Approved Step allows for the organization lead to review and approve the grant application. Removing the requirement for the Part I Standard Contract Form, this step signifies Superintendent / Chief Executive sign off. Any grant budget changes requiring signature, will re-execute this step when amended signifying the organization lead is approving these changes.

**New Organizations:** Grant Submission requires applicants to have their organization established in GEM\$. Entities that do not have an organization established in GEM\$ **must** contact the DESE Program Unit issuing this grant **at a minimum 5 business days prior to the grant due date** for temporary organization access.

Failure to provide DESE with [GEM\\$ Temp Organization Access Request](#)  at least 5 business days prior to the due date may result in not meeting the submission due date listed above. DESE cannot accept or review applications after the due date.

**Please Note:** Grant Submission at the LEA level requires roles to be established for Grant writer for the specific fund code, LEA financial review/approval, and Superintendent/Chief Executive sign off. All these roles should be established prior to the grant submission. All appropriate forms should be either uploaded to GEM\$, maintained at the LEA level or sent in to the DESE RFP contact as described on the individual forms. The user guidance documents and forms are found on the GEM\$ homepage under DESE Resources. These form can be accessed without logging in to the system.

Last Updated: August 23, 2024

**EL (English Learner Education Support) Proposed Budget**

<b>Curriculum Consultant</b>					
1 consultant	\$600/hour	16 hours on-site, 4 hours consulting/meeting	20 hours x \$600 per hour		\$12,000
	\$60/hour travel for 2.5 hours/day	4 days on-site (one per quarter)	4 days x 2.5 hours per day x \$60 per hour		\$600
					<b>\$12,600</b>
<b>EL Teachers</b>					
25 EL teachers i	\$42.65/hour (PSB workshop leader rate)	35 hours per teacher (4-5 hours per month, October-May)	25 teachers x 35 hours each x \$42.65 per hour		<b>\$37,318.75</b>
				Consultant Sub-Total	\$12,600.00
				Teacher Compensation Sub-Total	\$37,318.75
				<b>Total</b>	<b>\$49,918.75</b>





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## Ocean Odyssey Grants

Ocean Exploration Awards for Diversity, Equity, Inclusion, Justice, and Accessibility

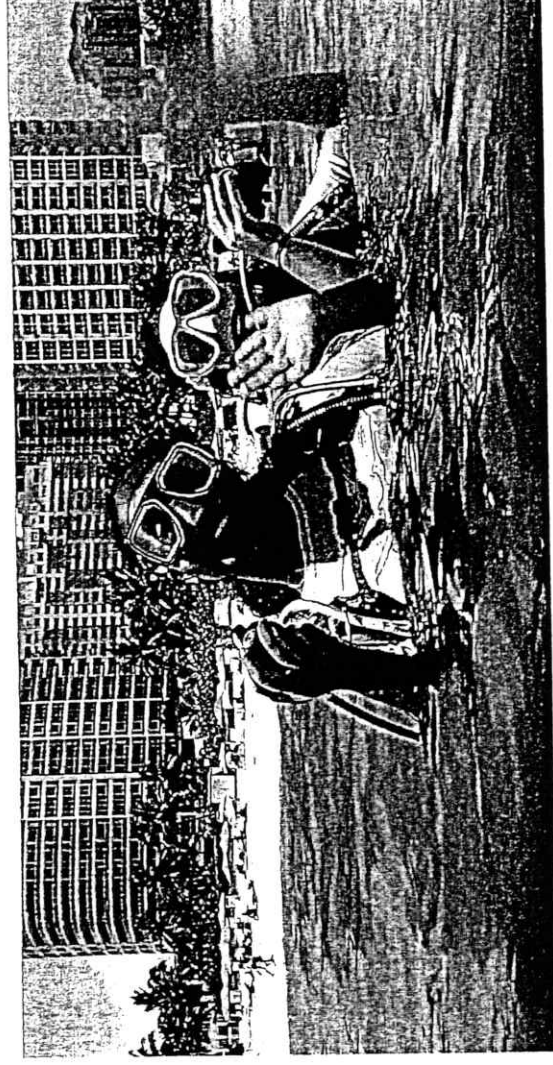
### Grant Overview:

NOAA Ocean Exploration and the National Marine Sanctuary Foundation have a long history of working collaboratively to support ocean education. Since 2003 they have leveraged the public-private partnership to enhance America's environmental literacy through the development of educational materials and educator professional development offerings that bring exciting deep-sea phenomena into the classroom to increase students' understanding of our ocean planet.

In 2021, the two established the Ocean Odyssey Grants to expand the reach of ocean education by funding ocean education and workforce development initiatives that are equitable, inclusive, and accessible to all. The overarching goal is to support a future ocean workforce that is more representative of U.S. demographics by funding projects that minimize barriers to entry and increase retention of diverse learners from communities historically marginalized from ocean science and exploration industries. In 2023, the Foundation expanded the Ocean Odyssey Grant portfolio to support DEIJA priorities in additional NOAA mission areas, including Marine Debris. To date, Ocean

Odyssey Grants have supported 4,764 K12 students, 207 college students, and 1,028 educators with ocean education and workforce development opportunities.

Read about the Ocean Odyssey grants and previously funded projects!



Investing in our Ocean Future StoryMap [↗](#)

## 2024 - 2025 Ocean Exploration Awards:

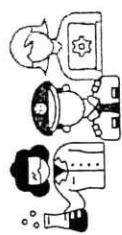
**Objective:** The Ocean Odyssey Grants are investments in projects and partners that are leading efforts to increase inclusion in and/or access to science, technology,

engineering, and math (STEM) education and workforce development opportunities for diverse youth in middle school, high school, undergraduate, and/or community college to learn about ocean science and/or exploration.

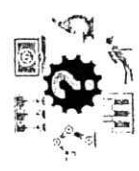
Applicants must clearly demonstrate how their proposed project will directly or indirectly:



Deepen student understanding of the ocean and Great Lakes



Increase awareness of ocean science and exploration careers



Advance STEM skills applicable to ocean science

**Available Funding:** The Foundation anticipates funding 12-15 projects with awards between \$5,000 - \$10,000.

**Eligibility:** Funding is available for schools, districts, institutions of higher education, nonprofit organizations, for profit institutions, local, and state entities from the United States, territories, and Freely Associated States supporting diverse students in these regions.

**Implementation Period:** Projects must be completed between December 2024 and July 31, 2025.

[Learn more and Apply Today](#)

[View our recorded webinar for tips on preparing a strong proposal.](#)

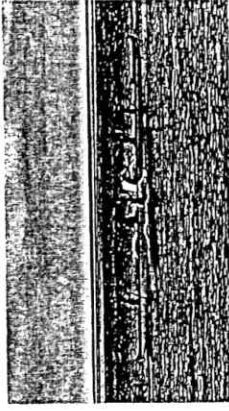
[Read our Ocean Odyssey Grants FAQ for application tips and examples of past projects.](#)



Middle and high school students were introduced to local marine science research and scientists at the "Ocean Explorers," an immersive field trip. *Image courtesy of Shannon McDonnell.*



Students in rural Kentucky "Dive Deep into Marine Biology" through a new STEM curriculum featuring an engineering design challenge to construct and fly remotely operated vehicles. *Image courtesy of Emily McAfee.*



Native Hawaiian and Pacific Island students develop 'Ike Moana (Knowledge of the Deep Ocean), through new Hawaiian language and culture-based education resource packages and teacher mentorship that bring Native Hawaiian worldviews into the classroom to support development of the future STEAM workforce. *Image courtesy of Hōkūkahalelani Pihana.*

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NOAA Ocean Exploration  
National Oceanic and Atmospheric Administration  
U.S. Department of Commerce

**NOAA Ocean Odyssey Grant Proposed Budget:**

Budget Detail	Narrative Description:
\$5,000	Materials for robotics kits and parts from <a href="http://seamate.org">seamate.org</a> , in addition to tools/parts (pvc piping, soldering parts, tools) from Home Improvement establishments.
\$2,000	Professional Development for teachers to attend robotics training at Carnegie Mellon University's robotics center (or a similar PD opportunity focused on coding and robotics for teachers.)
\$1,000	Professional Services to pay for Educational Speakers including, but not limited to: Researchers, Scientists, Engineers and Electricians)
\$1,000	Education/Training/ Conferences: Funds will be used to support educational field trips (I.e.: Boston Harbor, MIT, Woods Hole)
\$1,000	Workshops to support teachers outside of school hours to oversee clubs and/or teams for middle schoolers.

**Total: \$10,000**

## New Position/PCN Approvals

FY 2024-25

September 17, 2024

New Position	Location	Reason	Funding Source	Location2	Cost	Fund Type	Report Month
Grade 4 Teacher	Hayes	Enrollment/Class Size	Eliminate Kindergarten Position	Pierce	\$80,198	General Fund	August
MS ELA Teacher	Baker	OTL Programmatic Need	Eliminate Kindergarten Position	Baker	\$80,198	General Fund	August
Early Child Hood Aides (4 FTE)	BEEP	MOU Extended Day Program	Tuition Charged to Families	N/A	\$156,000	BEEP Revolving Fund	August
Special Education Teacher - Team Facilitator (ETF)	Runkle	OSS Programatic Need	Eliminate OSS Vision Specialist Position	OSS	\$50,000	General Fund	August
Special Education Teacher K-12	Lawrence	OSS Restructuring	Eliminate 3 Paraprofessional Positions	Lawrence	\$80,198	General Fund	August
Paraprofessional Aide - Special Program	BHS	Rising Student 1:1 Para	Eliminate Paraprofessional Aide - Special Program	Lincoln	\$44,421	General Fund	August
1:1 Paraprofessional	Hayes	OSS Special Program_Location	Realignment of Paraprofessional Aide - Special Program	BEEP	\$37,190	General Fund	September
Adding .6 Performing Arts - Conservatory Teacher	OTL	OTL Programmatic Need	Shifting .6 unfilled FTE from various locations	Multiple	\$38,165	General Fund	September
1:1 Paraprofessional	Lawrence	OSS Special Program_Location	Realignment of 1:1 Paraprofessional Aide	Ruffin Ridley	\$39,214	General Fund	September
Paraprofessional Aide - Special Program - LAHB Program	Driscoll	Enrollment/Class Size	IDEA Grant	N/A	\$44,000	IDEA Grant	September
Paraprofessional Aide - Special Program - Winthrop House	Driscoll	OSS Programatic Need	IDEA Grant	N/A	\$44,000	IDEA Grant	September
Adding .2 FTE Chinese WL Teacher	Pierce	OTL Programmatic Need	Shifting .2 unfilled FTE	Driscoll	\$17,100	General Fund	September
1:1 Paraprofessional	Ruffin Ridley	OSS Special Program_Location	Realignment of 1:1 Paraprofessional Aide	Lawrence	\$39,214	General Fund	September
English Language Education Teacher	Ruffin Ridley	OTL Programmatic Need	Realignment of ELE .9 FTE	Multiple	\$72,178	General Fund	September
1:1 Paraprofessional	Lincoln	Student IEP	Realignment of Special Ed Inclusion Aide	BEEP	\$39,214	General Fund	September

**THE PUBLIC SCHOOLS OF BROOKLINE**  
**OFFICE OF THE SCHOOL COMMITTEE**  
**BROOKLINE, MASSACHUSETTS**

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David A. Pearlman, Chair  
Andreas Liu, Vice Chair  
Helen Charlupski  
Steven Ehrenberg  
Suzanne Federspiel  
Valerie Frias  
Natalia Linos  
Sarah Moghtader  
Mariah Nobrega

TO: Linus J. Guillory Jr. PhD, Superintendent  
FROM: School Committee  
DATE: November 30, 2023  
RE: *FY25-29* Budget Guidelines (as voted)

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The School Committee is responsible for approving and overseeing the District's annual budget. In accordance with our responsibilities, we present our suggested guidelines to inform construction of the budget for the upcoming and future fiscal years. The intent is that the guidelines will enable us to review all spending proposals through a shared lens and will guide us as we make difficult, important choices. Adhering to these guidelines will enable us to maintain a relentless focus on our priorities.

Importantly, this document is being drafted in parallel with the strategic plan/educational plan that you and your team are finalizing. In the absence of a final strategic plan, it is imperative that the leadership team ensure alignment with the plan as it stands in January when the preliminary budget is presented.

The proposed guidelines continue to take a multi-year approach, which will continue to serve us well as we develop coherence between the budget and the strategic plan that is currently in final revisions.

With this shared understanding of the importance of the strategic plan, the **primary guideline for FY25-29** is that all activities described in the strategic plan (and future iterations thereof) will have clearly identifiable funding in the budget and will be described as part of the work of the relevant unit(s) in their budget narrative.

- Conversely and to the extent possible, activities that are clearly not aligned with the strategic plan will be identified and defunded or a strategy (multi-year and/or starting in later years as needed) for exiting these activities will be described. This is doubly important, not only for the additional time/focus this gives us on our priorities, but also to support long-term budget sustainability.



- To the extent that dashboards or other tools for staff to track the plan's progress are not complete by the end of FY24, resources should be directed so these are developed in FY25.

Above and beyond the specific activities described in the strategic plan, specific guidelines include:

**1. STAFFING/ENROLLMENT:**

- For FY25:** Address class sizes at the high school to ensure class sizes are closer to recent historical trends, with fewer larger classes, and broader availability of science classes for more students. Leverage new enrollment forecasts to identify where positions can be shifted.
- For FY25:** Provide resources (for staffing and space adaptation) to transition to a full-day model, and return BEEP classrooms from Clark Road to the elementary schools and/or high school.

**2. EQUITY:**

- For FY25:** Fund Extended School Year programming that increases access to ESY by providing coordinated wraparound opportunities, including but not limited to socioemotional learning, therapeutic recreational activities, and enrichment.
- For funding no later than the year following any adoption:** Should a policy on life of the school be adopted that requires funding to implement policy, identify said funding.
- By FY26:** Fund an educational equity strategy, to be articulated by the Office of Educational Equity and approved by School Committee, that right-sizes the resources directed towards educational equity, whether they are centralized or decentralized.
- By FY29:** Fund robust summer programming that meets a variety of student needs - for example, expanding summer offerings for high school students so that those on IEPs may access summer electives. We encourage partial/full implementation to begin in earlier fiscal years, as resources allow.

**3. BUDGET:**

- For FY25:** To the extent possible, provide funds for approved School Improvement Plan (SIP) activities to be expended at the building level.
- Starting in FY26:** Align SIP process as part of budget cycle to ensure SIP activities are identifiable and funded in the budget. SIPs for FY26 will need to be adopted in late spring FY24 to allow for incorporation of the SIP into the FY26 budget which is created in FY25.
- Starting in FY25:** Return to prior practice of holding reserve funds for a limited number of staff. This can be done over multiple years to lessen the impact of any one year.