

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 all 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.
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

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	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. Final outcomes set targets for improvement achieved at the end of plan implementation - end of 3 years For example: By 2021, decrease chronic absenteeism by 2.8 percentage points to 12%.
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)	

