

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Torrance Lewis
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Edith C. Baker Elementary School
(As it should appear in the official records)

School Mailing Address 205 Beverly Road
(If address is P.O. Box, also include street address.)

City Chestnut Hill State MA Zip Code+4 (9 digits total) 02467-3136

County Norfolk County

Telephone (617) 879-4500 Fax (617) 879-4505

Web site/URL https://www.brookline.k12.ma.us/baker E-mail torrance_lewis@psbma.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Linus Guillory E-mail linus_guillory@psbma.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Public Schools of Brookline Tel. (617) 730-2401

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. David Pearlman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	46	31	77
1	28	36	64
2	37	33	70
3	33	31	64
4	38	35	73
5	37	31	68
6	30	34	64
7	45	40	85
8	27	25	52
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	321	296	617

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 27.1 % Asian
 - 7.1 % Black or African American
 - 9.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 46.2 % White
 - 9.5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 7%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	41
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1, 2020	750
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. Specify each non-English language represented in the school (separate languages by commas):

Albanian, Amharic, Arabic, Azerbaijani, Azeri, Bengali, Bulgarian, Cambodian, Cantonese, Danish, Dinka, French, German, Greek, Haitian Creole, Hebrew, Hungarian, Igbo, Indonesian, Japanese, Korean, Malay, Mandarin Chinese, Nepali, Persian, Portuguese, Russian, Slovak, Spanish, Sri Lankan, Tamil, Tigrinya, Turkish, Ukrainian, Vietnamese, Yoruba

English Language Learners (ELL) in the school: 12 %
73 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 73

8. Students receiving special education services with an IEP or 504: 16 %
99 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>11</u> Autism | <u>1</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deaf-Blindness | <u>17</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>29</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>4</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	35
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	95%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

An educational community in which all students are provided with data-informed, culturally-responsive, high-quality instruction.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.brookline.k12.ma.us/Page/2647>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

The Edith C. Baker School is a K-8 elementary school located in the South Brookline neighborhood of Chestnut Hill, Massachusetts. Deemed Brookline's "nature school" and situated within the Olmsted-designed Baker Arboretum, Baker School is adjacent to the D. Blakely Hoar Sanctuary, a valuable wildlife habitat and educational resource. As a result of the environmental concerns of a Brookline resident more than one-half century ago, this 25-acre natural area serves an educational extension of our campus. The D. Blakely Hoar Sanctuary is located in the Sawmill Brook floodplain. It abuts Boston to the southwest and is near the Newton-Brookline border.

A single trail beginning behind the Baker School tennis courts runs through the Sanctuary, enabling students to see a variety of vegetation and wildlife. The trail is identified by blue or yellow markings on trees. From the trail, students may also see several bird and bat houses that were installed in 2014 and provide valuable nesting space for wood ducks, downy and hairy woodpeckers, and bats.

Moreover, an active school and community Green Team utilizes the Baker Arboretum and the D. Blakely Hoar Sanctuary to engage students in environmental education and the learning of natural sciences.

Baker School is also an international school, where over one-third of the student population speaks English as a second language at home. The non-English languages represented at Baker School include Albanian, Amharic, Arabic, Azerbaijani, Azeri, Bengali, Bulgarian, Cambodian, Cantonese, Danish, Dinka, French, German, Greek, Haitian Creole, Hebrew, Hungarian, Igbo, Indonesian, Japanese, Korean, Malay, Mandarin Chinese, Nepali, Persian, Portuguese, Russian, Slovak, Spanish, Sri Lankan, Tamil, Tigrinya, Turkish, Ukrainian, Vietnamese, and Yoruba. Utilizing the resources of the advantageous K-8 structure, Baker School is committed to serving a myriad of diverse learners.

Baker School engages students in ongoing restorative practices and project-based learning opportunities. Moreover, additional support is provided for students of color through the Young Scholars Program, the district-wide Metropolitan Council for Educational Opportunity (METCO) Program, and the Asian/Asian-American Pacific Islander (AAPI) Affinity Group. Baker also offers Spanish to students in grades K-5 and Spanish or French to students in grades 6-8.

Baker School fosters academic enrichment and social-emotional learning in many ways, including the Project STEAM (Science, Technology, Engineering, Arts, Mathematics) class and the STEAM Studio class in grades 6-7, Literacy Enrichment in grade 8, Reading/Advisory in grade 6, and the Health/FLEX blocks in grades 7-8. Along with daily morning meetings, students in grades K-5 participate in "Bulldog Block" every week, alternating between social-emotional learning lessons with their school counselor and hands-on STEM (Science, Technology, Engineering, Mathematics) Extension lessons from the STEM Lab Teacher.

The vibrant Parent-Teacher Organization, the Equity & Diversity Committee, and a series of faculty groups organize numerous educational and social events throughout the school year including Equity Roundtable Discussions, Family Potlucks, the Halloween Parade, the Annual Fall Festival, the Thanksgiving Assembly, the Winter Assembly, Week of Service in Honor of Dr. Martin Luther King, Lunar New Year, Spirit Days, Author Visits, Caldecott, Culturefest, Community Iftar and Ramadan Eid, the Bulldog Trot-A-Thon, and the K-8 School-wide Field Day.

In recent years, Baker School has earned the following accolades: A Grade 1 Teacher received the 2020 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) and the whole school community received the 2021 Certificate of Resiliency & Adaptability from Massachusetts Safe Routes to School (SRTS) in recognition of supporting safe routes to school efforts from March 2020 to March 2021.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Baker School 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. Instruction provides constant opportunities to infuse communication skills, decision making skills, apply social responsibility and civic engagement, and questioning skills. Our school uses a variety of assessments to acquire the distinct learning profile of each student. This includes tracking growth over time. Data is shared regularly with the community, and is leveraged to form the basis of how we understand and improve student performance. Parents are partners with Baker School in supporting their children's education, and our school communicates effectively so that parents are confident of the response to their child's circumstances and needs. Baker School provides all K-8 students with the opportunity to engage in world language in addition to the visual and performing arts.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Baker School provides a balanced approach to literacy. The approach emphasize instruction and time for students to practice reading, writing, speaking, and listening; the understanding that reading, writing, and language development happen along a developmental continuum; a balance between whole group, small group and individualized instruction; support for the systematic development of foundational skills (phonological and phonemic awareness, phonics); and the use and interpretation of a range of assessments/data to inform instruction. Baker School utilizes the Benchmark Assessment System (BAS) to determine students' strengths and needs in reading, identify students for intervention, and help teachers guide students with their independent reading.

Moreover, Baker School uses a spiraling, standards-based English language arts/literacy curriculum including: specified anchor units of instruction to structure learning in reading, writing, and language/word study which is supported using Teachers' College Units of Study and Foundations; and texts for literacy and content areas that are accessible for all students, culturally responsive, and move across a gradient of complexity.

In kindergarten, teachers use letter sound identification. In Grade 3, teachers use Words Their Way spelling inventory. In Grade 8, students create informational graphics as part of their final assessments for nonfiction book groups.

Lastly, Baker School's approach to literacy learning is anchored in a strong foundation of oral language development. The approach allows for many opportunities for thinking and talking across the school day.

1c. Mathematics curriculum content, instruction, and assessment:

The vision for K-8 mathematics education at Baker School is to nurture a comprehensive mathematical identity in all of our students, helping them to see themselves as capable mathematicians. Students learn challenging and relevant mathematics through the development of conceptual understanding, procedural fluency, and application. Our heterogeneously-grouped classrooms are set up as creative, collaborative, joyful, student-centered learning spaces. Students are active team members who engage in mathematical discussions, solve real life and theoretical problems, and use mathematics effectively in a diverse and evolving global society.

All K-8 classrooms use a common math curriculum as the foundation for instruction. In grades K-5, students

are engaging with Investigations 3. In grades 6-8, Baker School uses Illustrative Math through the Desmos platform.

In Grade 2, the program provides both quizzes (throughout a unit) and tests at the end of each unit to assess student understanding. The program also gives examples of answers for the test that meet the criteria for student understanding of concepts.

In Grade 3, teachers use assessment reflections to gauge student understanding (what was easy? what was tricky? what will I keep working on?).

In Grade 5, students engage in the Animal Crossing Project: a week-long project where students design their own house and garden utilizing their decimal multiplication, division, addition, and subtraction skills.

In Grade 7, if a student does not achieve a proficient mark on their assessment (75% or above), they are allowed to make corrections to raise their grade and fill in gaps in comprehension.

1d. Science curriculum content, instruction, and assessment:

The K-8 science, technology, and engineering (STE) program at Baker School develops and supports a creative, coherent, and culturally responsive K-8 science curriculum that prepares students to be scientifically literate global citizens and provides them the foundation they need to be successful in ongoing science education and STEM careers. The program is grounded in the 2013 Next Generation Science Standards and the 2016 Massachusetts Curriculum Framework for Science, Technology, and Engineering, emphasizing both the disciplinary core ideas and the practices of science and engineering.

The vision for Baker School's K-8 STE education is to empower all of our students to become scientific thinkers and doers. Science curriculum resources are designed to actively engage students in their own learning using hands-on inquiry, intriguing materials, science notebooks, scientific tools, and high quality media (books, video and online resources) accessible to all learners. Students are provided with intriguing phenomena and develop a deep understanding of underlying core ideas in order to model and explain these phenomena. Students are active drivers of their own learning who engage in scientific discourse, solve real-life and theoretical problems, explore interdisciplinary connections, and apply what they learn to be scientifically literate citizens of our diverse and evolving global society.

Baker School's K-8 STE program works to ensure that all students have a deep, enduring understanding of how to think and work as scientists/engineers, as well as a foundation of key scientific/engineering concepts that have real world connections for them throughout their lives; and that all students are curious life-long learners, stewards of the environment, and responsible global citizens who are equipped with the skills they need to innovate and thrive in the 21st century.

In kindergarten, teachers use Building Structures, Exploring Water & Discovering Nature with Young Children-The Young Scientist Series. In Grade 1, students use science notebooks to record observations, experiment findings, claims and evidence. In Grade 3, probes and science talks are used as pre-assessments and post-assessments. In Grade 5, students pick a local bird to study and use strategies they have learned in science and in English language arts to present their bird to their peers. They start their research by using a graphic organizer that they eventually turn into a bird ID card (that is a replica of what the Cornell Ornithologists use in the field). Students also represent their bird with a visual that they make at home. This helps students see themselves as citizen scientists and as budding ornithologists

In Grade 6, students study water cycling by creating a visual model of water moving through a variety of environments, cell organelle function by writing and performing songs or plays or creating an artistic work in the form of comic strips or analogy posters, ocean ecosystems by creating board games based on their knowledge of different ocean ecosystems (specifically focusing on food webs and plant/animal life in their chosen environment), body systems by creating 1-2 minute movie trailers about their assigned body system to showcase the major functions and organs of that system, and environmental awareness related to ocean pollution by creating awareness mosaics (art pieces and artists statements) from recyclables. In Grade 8,

students engage in projects where they use data to make meaning and communicate understanding.

In addition, the primary grades adeptly integrate their science curriculum with the performing arts. Each year, kindergarten students perform the “Carnival of the Animals,” which includes an extensive study of designated animals of the world. Grade 1 students perform “Bugz Play,” which includes an extensive study of designated insects.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The goal of social studies instruction at Baker School is for students to understand diverse perspectives about the human experience. The knowledge, skills, and capacity for judgment the department strives to teach are essential to developing humane individuals and a democratic society. Developing humanity requires that people know the major historical events, the political and economic institutions, and the people and ideas that have shaped our community, the country, and our world.

A strong democracy requires that everyone acts as responsible citizens, and therefore, that everyone interprets and judges the choices and practices of individuals and societies, and that we take responsibility for our own. Active citizenship also requires that people acknowledge and embrace the fact that the human world has not always been as it is today, that it can and likely will become something dramatically different still, and that it is, in the end, our burden and privilege to determine the shape of the common future. In short, students at Baker School learn about and from human societies, past and present, near and far, so that they can become aware of their own place in the world, as thoughtful, responsible, free people.

In Grade 3, students develop a Biography Wax Museum project on historical and significant people in Massachusetts culture and history. In Grade 4, students engage in hands-on, cumulative projects - such as Autobiography Maps to demonstrate understanding of geography. In Grade 5, students study the creation of the Constitution and the formation of a national government. Students begin by considering what they think would be important rights, responsibilities, and laws, etc.

1f. For secondary schools:

Baker School supports college and career readiness through student leadership, social action, community responsibility, civic responsibility, targeted young adolescent engagement and enrichment, and targeted young adolescent development. The following are some examples of the various types of activities and lessons:

In Grades 7-8 Mathematics and Health, students engage in career exploration discussions and budgeting units where they have to create a budget, develop a resume, find a residence, and seek a job.

In 2020-2021, Baker School re-initiated the Student Council, allowing students in Grades 5-8 to develop as leaders and mentor students in Grades K-4.

Student in Grade 7 also engage in an assortment of student-led community service actions and projects such as sponsoring a food drive for the Brookline Food Pantry, collecting new and gently used clothing for Catie’s Closet, sharing messages of gratitude to Baker School’s cafeteria staff, creating recycling “how-to” posters, and sponsoring menstrual product and sanitary product drive.

During Asian American Pacific Islander (AAPI) Month, students in Grades 7-8 share their culture and knowledge with Lower School (K-4) students through book read-alouds. The Grades 7-8 students go to a Lower School classroom and share a read-aloud book related to AAPI culture or a book written or illustrated by someone who identifies as AAPI.

In May, the Young African-American and Latinx Scholars sponsor Culture Week at Baker School. This culminates with Culture Day on the Friday of that week. During Culture Week, Baker’s Young African-American and Latinx Scholars group share informative messages, announcements, and knowledge with all students over the loudspeaker each school day. On the Culture Day Friday, the group invites all students to

participate by wearing something that represents their family's culture.

For students in Grades 5-8, Baker School sponsors two Math Teams. Both teams focus on group problem-solving and communication in mathematics. The differences between the teams are the meeting day and the level of material. Students are welcome to attend whichever team they feel most comfortable.

For students in Grades 6-8, Baker School sponsors a Model United Nations (MUN) Club for students interested in international issues and learning about different countries and cultures. Students are introduced to debate with a focus on developing their leadership, public speaking, and cooperation skills. Students continuously learn something new about the world around them, while also learning how to speak with confidence and collaborate with others.

A group of faculty and parents sponsor Heart and Sole, serving as trained volunteer coaches to inspire girls in Grades 6-8 to value what makes them unique. Together, the students uncover confidence and understand the importance of physical and emotional health.

Throughout the school year, students in Grades 5-8 have the opportunity to further their physical development and health by participating in the following school-sponsored sports: cross country and volleyball during the fall, basketball during the winter, and track and flag football during the spring.

In addition to the opportunities offered by the school, students are encouraged to show leadership. Students in Grade 7 advocated for free menstrual products in restrooms and presented directly to the School Committee. The persistent advocacy of this determined group made a lasting impact on the school district's policies and operations with regard to equitable availability of menstrual products.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Baker School's other curriculum areas include physical education, music education, visual arts education, world language education, library literacy, STEM extension, social-emotional learning, health education, reading practice, STEAM, advisory, literacy enrichment, and executive function support. Our other curriculum areas, collectively known as "Essentials," allow our students to develop personal expression, engage their imaginations, follow their intuitions, make choices, and reflect on outcomes. Moreover, our students develop artistic skills, observational skills, critical thinking skills, body management competence, life skills, executive functioning skills, and an appreciation of human development and cultures.

In grades K-5, students have physical education twice a week for 45 minutes, music twice a week for 45 minutes, visual art once a week for 45 minutes, Spanish two to three times a week for 30 minutes, library literacy once a week for 30 minutes, and "Bulldog Block" once a week for 45 minutes - an enrichment time alternating between social-emotional learning lessons with their school counselor and hands-on STEM Extension lessons from the STEM Lab Teacher. Students begin musical instrument instruction in Grade 4.

In grades 6-8, students have physical education twice a week for 45 minutes, music conservatory twice a week for 45 minutes, visual art once a week for 45 minutes, world language (Spanish or French) three to four times a week for 45 minutes, advisory for 72 minutes per week, reading practice (grade 6) for 90 minutes per week, health (grades 7-8) for 90 minutes per week, Tier 1 intervention plus/executive action support for 73 minutes per week, Project STEAM (grade 6) for 90 minutes per week, STEAM Studio (grade 7) for 45 minutes per week, and literacy enrichment (grade 8) for 45 minutes per week. Music conservatory gives students a choice where different groups of students are engaging in different music education options: band, orchestra, chorus, guitar & ukulele, and music production.

3. Academic Supports

3a. Students performing below grade level:

Baker school uses a consultative approach and a tiered-system for literacy intervention and mathematics intervention. Teachers and support personnel have regular meetings and conversations with our Child Study Teams for grades K-5 and our Team-Student Discussion sessions for grades 6-8. At the Child Study Team meetings and the Team-Student Discussion sessions, data is used to inform and determine students for intervention. Progress monitoring is used to determine when students have made accelerated progress and when they might need additional or more intensive intervention.

Students have intervention opportunities at the Tier 2 and Tier 3 level. Tier 2 and Tier 3 instruction is provided by licensed literacy and mathematics specialists (interventionists) who work with individuals and small groups of students to support them in making accelerated progress. Because every child has a unique profile as a reader, writer, language user, and mathematics learner, our interventionists must understand a student's processes and target instruction that supports growth.

Interventions are targeted and systematic. Our students know what to expect and they are engaged throughout the sessions. Interventionists partner with classroom teachers and other specialists to share updates and information about students' growth and development and to mirror processes in all settings so students' experiences are coherent and fluid. Our interventionists work with an internal database to monitor intervention data and make intervention adjustments over time.

3b. Students performing above grade level:

Baker School provides enrichment and extension opportunities for students within the classroom through project-based learning and individualized extension activities. Moreover, Baker School authentically challenges and extends the curriculum for students through STEM Extension in grades K-5, Project STEAM in grade 6, STEAM Studio in grade 7, literacy enrichment in grade 8, and standards-based assessment and acceleration in world language classes.

STEM Extension in grades K-5, Project STEAM in grade 6, and STEAM Studio in grade 7 engage students in project-based learning that is designed to build confidence and develop creativity, critical thinking, communication, and social-emotional/teamwork skills. They are an opportunity to reinforce and extend curriculum objectives as well as collaboration skills in the context of project-based learning. Goals include applying the design thinking process to consider, test, and review multiple solutions to a problem or challenge, building students' academic skills (specifically research, exploration, and experimentation), building students' collaboration skills through group work, peer review, and presentation, building students' critical-thinking skills (specifically assessment, analysis, evaluation, reimagination, and reflection), and targeting individual student intervention needs in the context of assignments.

Taught by our literacy specialists, Literacy Enrichment in grade 8 is a time to extend literacy for our grade 8 students as they complete their final year in a K-8 school and prepare for high school in Grade 9. The foundation of the class is reading practice, reading fluency, and strategic/critical reading, with reading conferences being an active component of the class. The reading practice sometimes segues to a mixed writing practice component which furthers prepare students for Grade 9. The literacy specialists are in continual communication with the grade 8 English teacher in order to monitor students' progress.

3c. Special education:

Special education services at Baker School are designed to meet the specific needs of students with disabilities in the least restrictive setting, meaning that regular education classrooms have the appropriate aids and support, alongside non-disabled peers as determined by the Individualized Education Program (IEP) team. The professional staff that delivers our special education services are certified and trained to work with a wide range of students with specific disabilities. Through IEP team meetings, families and school staff participate in determining and making all decisions regarding special education services. Recommended services are made with parent involvement, allowing students to receive services that are designed individually and drawing from our comprehensive resources.

Inclusion is a philosophy for Baker School focused on educating each student to the maximum extent appropriate within the least restrictive environment while acknowledging the need for a continuum of specially designed instruction, supports, services, and placements. All students at Baker School have a right to a challenging education enabling them to make effective educational progress alongside their peers. Specially designed instruction and related services are provided within the general education setting with the use of supplementary aids and services whenever appropriate with the constant goal being that each student will demonstrate effective educational progress.

At Baker School successful inclusion depends on each educator's responsiveness to individual student needs within flexible learning environments. The need for flexibility within instructional presentations, curriculum materials, and demonstrations of student achievement is recognized. Practices and procedures support high expectations for individual achievement and acknowledge that best practice for students with disabilities benefits all students. Our general education teachers and special educators share responsibility for all students.

3d. English Language Learners, if a special program or intervention is offered:

It is our mission at Baker School that English learners understand, speak, read, and write English fluently and competently in order to succeed academically and socially in their classroom and the community at large. Students will acquire the linguistic and cultural knowledge to function effectively globally

Our English learner education program develops English proficiency and supports academic content knowledge. Individual needs are respected and accommodated through the use of various instructional methods fostering high academic achievement. English learners are proportionately represented in all our programs and services. They become confident learners and are empowered through the development of critical thought, reflection, and action.

In Kindergarten, students engage in game-based learning such as Alphabet Bingo, Charades, and Guess Who in order to foster age-appropriate language and literacy development.

In Grade 1, students are solving science mysteries by tracking seeds with data and observations in their English learner (EL) notebooks.

In Grade 2, students engage in project-based learning such as studying the life cycle of the monarch butterfly and conducting animal research.

In Grade 5, students create their own English learning games.

In Grade 6, students engage in inquiry-based learning and cooperative learning by creating door decoration posters during Black History Month, Women's History Month and Asian American Pacific Islander (AAPI) Heritage Month.

In Grade 7, students are sharing their language and culture and what they have learned about Baker school culture in videos.

In Grade 8, students create posters and vocabulary charts regarding peacemakers around the world aligned with February Black History Month. Students have opportunities to apply vocabulary knowledge and human rights-related concepts in real-world activities. They also have opportunities to educate other students about human rights movement leaders they researched.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

The Public Schools of Brookline is a charter member of the Metropolitan Council for Educational Opportunity (METCO), a voluntary integration program founded in 1966 which provides K-12 education for approximately 300 students from Boston. Baker School has approximately 35 students in the METCO

program. Students in METCO participate in all aspects of our academic and extracurricular life at our school and are supported by our METCO Advisor.

Baker School's METCO program objectives are to: ensure high academic achievement for all students in METCO; provide opportunities for student leadership; collaborate with and support families; increase and maintain partnerships/collaborations between Boston families and Chestnut Hill/Brookline families; provide access to educational opportunities and resources/services unique to Baker School; celebrate and make public the accomplishments and successes of students in the METCO Program; and provide access to a range of educational opportunities beyond Baker School.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Baker School continues to engage and motivate students through a sincere and dedicated focus on social-emotional learning. In grades K-5, students have daily morning meetings and specialized social-emotional learning lessons with their school counselor every other week. The K-5 daily morning meetings allow students and teachers to engage in Tier 1 social-emotional support and connections. In Health/FLEX for grades 7-8, the "FLEX" component of the class is the middle-level learning and advisory "glue" that brings it all together for young adolescents. During "FLEX," which takes place during the school day, students engage in social-emotional learning (SEL), receive executive functioning/study skills support, engage in community-building, engage in community outreach, and receive additional Tier 1 intervention. Similarly to grades 7-8, in Reading/Advisory for grade 6, the Advisory component of the class is the middle-level learning "glue" that brings it all together for our youngest adolescents. During Advisory, grade 6 students engage in the advisory curriculum and social-emotional learning (SEL), receive executive functioning/study skills support, engage in community building, receive additional Tier 1 intervention, and learn age-appropriate health topics.

In January, the entire Baker School engages in a Week of Service in honor of Dr. Martin Luther King, Jr. During this week of service, classrooms and homerooms discuss Dr. King's commitment to community and service and actively contribute to the immediate Baker community and greater community outside of Baker School through grade-level sponsored initiatives.

Moreover, a dynamic faculty group plans super-fun Spirit Days, Theme Days, and assemblies for students throughout the school year. A group of faculty and parents also sponsor Girls on the Run, serving as trained volunteer coaches to inspire girls in Grades 3-5 to build confidence other important life skills through dynamic, interactive lessons and physical activity.

2. Engaging Families and Community:

A major, emerging, and continuous goal for the Baker School Community is leveraging the Baker "Arboretum" (our woodsy, forested campus), the D. Blakely Hoar Sanctuary, and outdoor classrooms to enhance and expand community connections, community resources, enrichment and extension opportunities, experiential learning opportunities, curriculum connections, and curriculum planning. The Baker School Community is really starting to place more emphasis on our "nature school" theme and it has been a great connector for the diverse community we have, along with excellent support from our community Green Team. Our community Green Team is composed of students, teachers, school leaders, parents and other community members affiliated with Baker School organizing to reduce, reuse, recycle, walk more, compost, and generally preserve and protect our school, community, town, planet, health and future.

Our Parent-Teacher Organization and our Equity & Diversity Committee, along with the community Green Team, organize numerous educational and social events including the Bulldog Trot-A-Thon, Family Potlucks, Equity Roundtable Discussions, the Annual Fall Festival, Walking Wednesdays, Culturefest, and partnerships with Massachusetts Safe Routes to School (SRTS). Additionally, each year, Baker School celebrates Lunar New Year, the Korean New Year, and Tet by sharing classroom resources with teachers, hanging red envelopes, wearing red, gold, or traditional clothing, and engaging in Lunar New Year Décor throughout the school. The Baker School community has students and families with connections to China, Taiwan, Singapore, Malaysia, Indonesia, South Korea, Vietnam, and Cambodia.

Each spring, the Baker School community works with the Town of Brookline to paint and re-paint four rainbow-colored Pride Crosswalks in the front of the school. Recently, the Baker School community hosted its first community Pride Walk through the South Brookline neighborhood of Chestnut Hill.

Moreover, the principal publishes a bi-weekly parent newsletter called The Bulldog Bulletin that keeps the community informed, connected, and appreciated.

3. Creating Professional Culture:

Baker School creates an environment where teachers feel valued and supported through our team approach to student consults, instructional collaboration, and Baker School events and traditions. Nearly three years ago, we developed faculty groups that are tasked with coordinating and planning a Baker School event/tradition in order to ensure that our treasured events/traditions endure and no one person is overburdened with getting it all done. We designate some faculty meetings throughout the school year for this task. Moreover, we updated our K-8 schedule to make sure that our faculty have comprehensive consultation time in order to improve student learning and promote professional connections.

Additionally, Baker School is continuing to enhance professional culture in the following ways:

Working to cultivate culturally-responsive teaching practices by providing teachers with support and resources so that feelings of connectedness and engagement will increase among African-American/Black students, English learner students, Asian students, Latinx students, and Arabic-speaking students as evidenced via our SEL screening process.

Implementing consistent progress monitoring and data analysis mechanisms to identify students in need of intervention early so that the literacy and mathematics performance for targeted subgroups will increase as evidenced by the Benchmark Assessment System (BAS) and Massachusetts Comprehensive Assessment System (MCAS) English Language Arts (ELA)/Math performance.

Structuring the school schedule at Baker School to allow for more Tier 2 and Tier 3 interventions, comprehensive SEL instruction and support, teacher consult/collaboration, and enrichment/extension, so that the literacy and mathematics performance for targeted subgroups will increase as evidenced BAS and MCAS ELA/Math performance.

4. School Leadership:

Baker School is a K-8 school with one principal. Baker School has one Lower School vice-principal for grades K-4 and one Upper School vice-principal for grades 5-8. Each vice-principal engages in weekly grade-level support meetings with teachers and the school counselors in order to discuss students and grade-level logistics. The principal and vice-principals meet daily in order to discuss broader school issues and goals, which are informed by the weekly grade-level support meetings with the teachers and school counselors. Baker School also has an education team facilitator who leads evaluation and IEP meetings and serves as the de-facto department head for special education.

Baker School's leadership approach embraces clear communication, transparency, logic-based planning, and humanistic decision-making. Baker School's leadership has four main goals:

Focus on improving general education intervention in literacy, mathematics, and executive functioning through targeted diagnostic assessments in mathematics, logical scheduling, proper alignment of Tier 2 and Tier 3 intervention scheduling, rethinking Child Study in Grades 6-8, and improving communication with K-5 Child Study.

Focus on improving and supporting social-emotional at the Tier 1 level: Morning Meetings and Bulldog Block in K-5, Reading/Advisory in Grade 6, Health/FLEX in Grades 7-8, daily lessons and unit planning in classrooms, and ongoing weekly collaboration with teachers, counselors, and specialists.

Focus implementing targeted professional development around middle-level learning/education, young adolescent development, advisory/social-emotional programming, and authentic enrichment in order to improve and enhance our Grades 6-8 programming. Also, re-calibrating the Grades 6-8 schedule and academic structure to better meet the unique needs of each young adolescent grade-level (Grades 5-8).

Focus on working with our teacher-led Baker Outdoor Spaces Group, the Baker Green Team, the Baker School Site Council, and Brookline Parks and Recreation to foster Baker's "green" initiatives, including:

outdoor classrooms, experiential learning, integrated learning, the Baker Arboretum, the Baker Trail, the Baker Gardens, Brookline’s “Nature School,” and curricular connections to the D. Blakely Hoar Sanctuary.

5. Culturally Responsive Teaching and Learning:

Baker School has begun the work of developing a more equitable culture by having faculty members examine themselves as individuals. We are currently engaging professional development around Storytelling and examining the Diversity, Belonging, Inclusion, and Equity Spectrum. Additionally, we support students through culturally-responsive and restorative teaching practices and by providing additional access for students of color through our Young Scholars Program for Black/African-American and Latino students and our Asian/Asian-American Pacific Islander (AAPI) Affinity Group.

The Baker School Equity, Diversity, and Inclusion Committee is a group of families and faculty that are working to bring an equity, diversity, and inclusion lens to advance the mission of the Baker School and to enhance the experience of the students, families, teachers, administrators, and staff who make up our community. The Baker School Equity, Diversity, and Inclusion Committee has identified four main priorities for its work and for faculty professional development:

Fostering a culture of connection: Building on the richness of our diversity, reducing isolation of students and families of color, and increasing inclusion through community building activities and social connections.

Supporting an inclusive workplace: Making the school culture more welcoming for diverse teachers, staff, and school leaders (based on race, sexual orientation, gender, religion, etc.).

Enhancing teaching and learning: Supporting educators to include more diverse authors and topics in existing curricula; providing materials, books, and enrichment opportunities for students; and facilitating opportunities to learn from each other by celebrating the many cultures in our community.

Exploring topics of equity, racial awareness, and implicit bias: For teachers, administrators, staff, families, and students - bringing new tools and supports, identifying and addressing implicit bias, and providing a forum for difficult conversations about racism (and the other –isms), equity, and diversity with the goals of enhancing the inclusiveness of our diverse school community and promoting educational equity for all students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental in Baker School's success has been analyzing and updating our K-8 school schedule. Over two years ago, in early 2020, we began examining our school schedule. We noticed many inefficiencies, a lack of time on learning, a lack of adequate teacher consultation and collaboration time, Tier 1 instruction conflicts, and missed opportunities for better social-emotional support for students.

A school schedule is a reflection of a school's values. At Baker School, we worked hard to make sure our K-8 school schedule reflected our values to enhance student learning, enhance student social-emotional support, and enhance teacher time to collaborate and consult.

By analyzing and updating our K-8 school schedule, we have been able to implement and/or improve the following: student safety and well-being during morning arrival and afternoon dismissal; increase adult-student welcoming "touch-points" during morning arrival; increase teacher consult time to discuss student learning outcomes and needs; increase teacher collaboration time to enhance student learning; increase time on learning for students; foster interdisciplinary collaboration; implement an efficient communication and student tracking system with our grade-level support meetings and student support team meeting; maximize time on learning and in-person learning during the 2020-2021 COVID-19 school year; prioritize the super-importance of Tier 1 instruction; make grade-level based and young adolescent friendly teaching teams in grades 7-8; implement grade 6 friendly "half-teams" for our grade 6 students; align student services and interventions to remove conflicts with Tier 1 instruction; increase access to our essential classes (art and music); increase and improve social-emotional instruction and support; and increase opportunities for extension and enrichment.

A school may have multiple strategies and all of the necessary ingredients for success, but it has to be all tied together, it has to make sense, it has to "fit like a glove," and there has to be synergy to make it all work. With our mindful, logical, and improved K-8 schedule at Baker School, we have started to do this.