

School Name: Brown Elementary School
Leader Name: Johanna Even

2025-2026 School Improvement Plan

NPS Purpose	NPS Vision	NPS Guiding Principles
Our purpose is to educate all students we serve to high levels through high-quality instruction.	Our vision is to provide all students with personalized learning environments that promote deeper, authentic learning experiences	Integrity Continuous Improvement Best Instructional Practices Communication Pioneers in Technology Growing Leadership Care & Community Collaboration

School Mission

At Brown School, we provide a positive learning environment which supports, engages, and challenges children in the learning process. We foster a love of learning and a strong sense of community for all.

School Vision

The Brown School community envisions an education of excellence for our children to ready them for the challenges of the new millennium.

- We value a sense of belonging for children and parents.
- We celebrate and appreciate each child's unique strengths and qualities.
- We welcome and encourage active parent/teacher dialogue regarding the curriculum.
- We value our diverse population in the Brown School community.
- Our staff, students, and parents value the resources the Brown School community has to offer and will continue our outreach program to further enrich our children's educational experience.
- We promote a cohesive staff, and an open and accepting climate.

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School Highlights 2024-2025

During the '24-'25 school year, we focused on improving literacy achievement, building our instructional coaching model, and laying the foundation for a more robust Multi Tiered System of Supports (MTSS). Through targeted differentiation and intervention, we saw gains in literacy growth rates for our low performing students. Coaching efforts emphasized data-driven instruction in literacy and math laying a strong foundation implementing more formalized coaching cycles in the '2025-'2026 school year. The Mental Health Team and and ILT collaborated to facilitate a professional development series focused on meeting the academic and social emotional needs of diverse learners. These coordinated efforts have enhanced educator capacity and fostered a collaborative culture, positioning Brown School well for continued instructional growth and improved student outcomes.

District Priorities - Multi Year

District Priorities

01	Psychological Safety & Social Emotional Learning	<ul style="list-style-type: none"> Foster environments of trust, respect & mutual support that includes supporting staff & addressing behavioral challenges Strengthen SEL initiatives, integrate Restorative Practices and PBIS to build a more inclusive & supportive culture
02	Relationship Building & Community Engagement	<ul style="list-style-type: none"> Strengthen Connection among staff, students and parents so that everyone has a sense of belonging and feels valued Enhance partnerships with parents and the broader community Acknowledgement of achievements and regularly celebrate the strengths & successes of students and staff.
03	Instructional Excellence & Support Systems	<ul style="list-style-type: none"> Define & develop multi-tiered systems of support to improve outcomes for each individual student Support staff with necessary tools and professional development to spark innovation Encourage continuous improvement & incremental growth
04	Communication & Leadership Development	<ul style="list-style-type: none"> Ensure all district and building communications are aligned and effectively disseminated; ensure teams are all on the same page Provide coaching & mentoring to dept heads & teacher leaders to support continuous growth & improvement

**No Changes in
District
Priorities for
2025-2026**

2025-2026 District Strategic Objectives

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District Priorities		FY26 Strategic Objectives
1	Psychological Safety & Social Emotional Learning	Strengthen Tier 1 SEL and behavior systems by implementing PBIS and co-developing a consistent K-12 Code of Conduct. This includes: (1) Establishing proactive expectations; (2) Promoting consistent, fair responses; (3) Reducing disproportionality in discipline
2	Relationship Building & Community Engagement	Co-develop a unifying district vision and core values that anchor coherence across instruction, operations, and culture to include: (1) Grounding the vision in stakeholder input and student data; (2) Defining how values show up in everyday practice; (3) Aligning systems and structures with the adopted vision.
3	Instructional Excellence & Support Systems	Deepen Tier 1 instruction by strengthening the use of formative assessment during teaching. This includes: (1) Clarifying learning targets; (2) Using real-time checks for understanding; (3) Differentiating based on student needs
4	Communication & Leadership Development	Strengthen leadership capacity by aligning coaching and evaluation practices through: (1) Partnering with a consultant to train coaches, teacher leaders, and department heads; (2) Developing a shared vision for coaching in Natick; and (3) Providing professional learning on evaluation to support instructional leadership and improve feedback.

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ACTION PLAN - Priority #1: Accelerate ELA and Math Growth for Students Performing Below Benchmark

School Priority #1 Alignment with District Strategic Objective(s):

- ☐ #1 Psychological Safety & Social Emotional Learning: *Strengthen Tier 1 SEL and behavior systems*
- ☐ #2 Relationship Building & Community Engagement: *Co-develop a unifying district vision and core values*
- ☒ #3 Instructional Excellence & Support Systems: *Deepen Tier 1 instruction by strengthening the use of formative assessment*
- ☐ #4 Communication & Leadership Development: *Strengthen leadership capacity by aligning coaching and evaluation practices*

School Priority #1 Alignment with Administrator & Educator Goal(s):

- ☒ Student Learning Goal
- ☐ Professional Learning Goal
- ☐ School Improvement Goal

NEEDS ASSESSMENT

Spring 2025 results of the Renaissance screening assessment show little change from spring 2024 to spring 2025 in the percentage of students demonstrating proficiency in math, reading, and early literacy skills.

	2024 % Proficient/At Or Above Benchmark	2025 % Proficient/At or Above Benchmark	Change from Spring 24 to Spring 25
Early Literacy	65.7	65.8	+0.1
Reading	72.4	72.2	-0.2
Math	66.4	65.6	-.8

Students performing below benchmark have consistently lower average SGPs as compared to students meeting or exceeding expectations.

	All students	Meets and Exceeds/At or Above	Partially Meeting/Intervention	Not Meeting/Urgent
Early Literacy	56.5%	69%	26.8%	18.5%

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Reading	56.5%	61%	45%	36%
Math	56.4%	66%	45%	26%

This points to a need to strategically accelerate growth for students performing below benchmark in literacy and math.

*SPED and ML Students make up a high percentage of students **not meeting expectations**. The majority of students **partially meeting** expectations on the reading and math screeners are not identified as ML or SPED. This points to an opportunity to strengthen Tier 1 differentiation.*

	# of students partially meeting expectations/Intervention	# of students not meeting expectations / Urgent intervention
Early Literacy - All students	18	12
Early Literacy - ML only	6	6
Early Literacy - SPED only	4	4
Early Literacy - SPED and ML	4	1
% SPED and/or ML	78%	92%
Reading - All students	78	19
Reading - ML only	11	5
Reading - SPED only	14	4
Reading - SPED and ML	2	8
% SPED and/or ML	35%	89%
Math - All students	95	46

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Math - ML only	14	12
Math - SPED only	16	8
Math - SPED and ML	5	11
% SPED and/or ML	37%	67%

Note: 36% of ML students are also identified as SPED

SMARTIE GOAL

By June 2026, all students scoring below benchmark on the Fall 2025 Renaissance Early Literacy/Reading and Math screeners will demonstrate a Student Growth Percentile of 55 or higher, from the fall to spring Renaissance assessments.

PRIORITY #1 ACTIONS

Action Step	Date(s) of Implementation	Progress Monitoring Evidence of Growth
Kickoff Meetings: Share SLG with the entire faculty on opening day pd. Conduct a deeper dive into data and action plan on first early release PD.	September 17, early release	Meeting agendas, educator goals
Alignment of Educator Goals: Support educators in developing goals aligned with SIP goals; encourage educators to participate in one coaching cycle as part of their action plan to support the achievement of their SLG.	September 17, 2025 (Introduction) September/October 2025 (ongoing support)	Educator goals and action plans.
Data Collection, Analysis, and Action Planning: <ul style="list-style-type: none"> Conduct a baseline data analysis using Renaissance screeners. Plan for tracking improvement using Renaissance interim progress monitoring (CBMs) in Data Team Meetings and mid-cycle progress monitoring meetings Utilize data from Renaissance screeners and interim progress monitoring(CBMs) to inform Tier 1 strategies as well as Tier 2 strategies 	Data Team Meetings: October, January, May Progress Monitoring Meetings: December, April Gap Plans: Developed fall 2025 and updated with each new cycle Final Data Review - June 2026	Meeting Agendas, Data Tracking Documents, Renaissance Progress Monitoring Reports

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<ul style="list-style-type: none"> • Develop Individualized Learning Plans/GAP plans for each student receiving intervention with realistic growth targets and aligned with student needs; deliver intervention in alignment with plans • Classroom teachers, special educators, ML teachers, and coaches will conduct regular analysis of formative assessment data to inform instructional planning in weekly PLC meetings • Plan a final review of SGP and growth outcomes with ILT and staff in June 2026, and use it to inform next year's SIP 		
Coaching Support: Implement coaching cycles with a focus on using formative assessment to support tier 1 differentiation	2025-2026 SY (beginning in October)	Coaching Logs
Professional development: <ul style="list-style-type: none"> • Collaborate with the Director of Curriculum and Instruction to provide professional development focused on using formative assessments to inform tier 1 differentiation. • Collaborate with the Assistant Director of Multilingual Learning and Director of Student Services to integrate a specific focus on needs of MLs and students with disabilities into all instructional improvement structures (learning walks, coaching, professional development, EPLCs). 	Year-long curriculum meetings	Curriculum Meeting Agendas, Coaching Logs, Learning Walk Data Collection Tool, ePLC meeting agendas
Learning Walks: Conduct regular learning walks with a focus on the use of formative assessment. Use data from learning walks to inform coaching and professional development.	Ongoing, beginning in October 2025	Learning walk data collection tool.

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ACTION PLAN - Priority #2 Deepen Tier 1 Instruction Through Coaching		
School Priority #1 Alignment with District Strategic Objective(s): <ul style="list-style-type: none"> <input type="checkbox"/> #1 Psychological Safety & Social Emotional Learning: <i>Strengthen Tier 1 SEL and behavior systems</i> <input type="checkbox"/> #2 Relationship Building & Community Engagement: <i>Co-develop a unifying district vision and core values</i> <input checked="" type="checkbox"/> #3 Instructional Excellence & Support Systems: <i>Deepen Tier 1 instruction by strengthening the use of formative assessment</i> <input checked="" type="checkbox"/> #4 Communication & Leadership Development: <i>Strengthen leadership capacity by aligning coaching and evaluation practices</i> 		School Priority #1 Alignment with Administrator & Educator Goal(s): <ul style="list-style-type: none"> <input type="checkbox"/> Student Learning Goal <input checked="" type="checkbox"/> Professional Learning Goal <input checked="" type="checkbox"/> School Improvement Goal
NEEDS ASSESSMENT <i>During the '24-'25 school year, coaches provided some instructional coaching, but not in the form of structured data-driven coaching cycles. A review of Renaissance Screening data demonstrates an opportunity to accelerate growth for our lowest performing students with a targeted focus on tier 1 differentiation.</i>		
SMARTIE GOAL <i>Strengthen leadership capacity by developing and implementing clearer structures and shared expectations for instructional coaching. Success will be measured by 80% of coaching participants answering "agree" or "strongly agree" on survey questions related to coaching feedback, relationship building and impact of coaching. 75% of teachers who provide literacy and/or math instruction will engage in coaching during the '25-'26 school year.</i>		
PRIORITY #2 ACTIONS		
Action Step	Date(s) of Implementation	Progress Monitoring Evidence of Growth
Leadership Development: <ul style="list-style-type: none"> • Coaches and administrators participate in district-provided training around coaching and collaborate during ILT meetings to support the effective implementation of key learnings from training. • Principal will conduct one-on-one meetings with coaches to support effective implementation of coaching plan. 	Ongoing, beginning in August 2025 Bi-Weekly beginning September 2025	Meeting agendas, Notes from Consultation with Coaching Consultant,
Teacher Professional Development:		Curriculum Meeting Agendas

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<ul style="list-style-type: none"> • Provide professional development around the vision for coaching, including introducing to staff the new job description for coaches • Encourage teachers to include participation in coaching cycles in their goal action plans. 	<p>September 15 curriculum meeting</p> <p>September 17, 2025</p>	<p>PD agendas</p>
<p>Coaching Cycles</p> <ul style="list-style-type: none"> • Coaches implement coaching cycles with educators 	<p>September 23, 2025 through June 2026</p>	<p>Coaching logs</p>
<p>Survey Distribution, Analysis, and Planning:</p> <ul style="list-style-type: none"> • Distribute survey to coaching cycle participants. • Analyze results in ILT and plan specific action steps based on responses 	<p>December 2025 and May 2026 April 2026, June 2026</p>	<p>Survey results Meeting notes</p>
<p>Learning Walks: Conduct weekly learning walks with Administrators and Coaches to build shared understanding of effective instructional practices, trends in the building and align around best practices for delivering feedback. Expand learning walk participation to include teacher leaders (beginning after first coaching cycle).</p>	<p>Ongoing, beginning in October 2025</p>	<p>Learning walk notes, Weekly bulletins, ILT meeting notes</p>

ACTION PLAN - Priority #3 Strengthen Tier 1 PBIS and Behavior Systems

School Priority #1 Alignment with District Strategic Objective(s):

- ☒ #1 Psychological Safety & Social Emotional Learning: *Strengthen Tier 1 SEL and behavior systems*
- ☐ #2 Relationship Building & Community Engagement: *Co-develop a unifying district vision and core values*
- ☐ #3 Instructional Excellence & Support Systems: *Deepen Tier 1 instruction by strengthening the use of formative assessment*
- ☐ #4 Communication & Leadership Development: *Strengthen leadership capacity by aligning coaching and evaluation practices*

School Priority #1 Alignment with Administrator & Educator Goal(s):

- ☐ Student Learning Goal
- ☐ Professional Learning Goal
- ☒ School Improvement Goal

NEEDS ASSESSMENT

Brown currently has a shared set of core values (PAWS) and some shared strategies for recognizing and reinforcing core values. Brown has a behavior matrix outlining expected behaviors and a school consequence rubric, but entry conversations with faculty indicate that these tools are inconsistently utilized. The mental

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Mental health team meets regularly, but a review of agendas indicates that the focus is on tier 2 and tier 3 intervention. 16% of Brown Students scored at some risk or high risk on SAEBSR Spring 2025 (compared to 20% in Fall 2024). In the 2024-2025 school year, 33 behavior incident reports were completed. This is likely due to under-reporting and indicates a need for improved systems for documenting with fidelity.

SMARTIE GOAL

By June 2026, our school will establish a Tier 1 PBIS system with schoolwide expectations, a reinforcement system, and consistent staff responses to behavior. A cross-role school team will participate in the development of the districtwide K–12 code of conduct to ensure alignment. Success will be measured by growth on a Tier 1 fidelity rubric and increased staff-reported consistency and confidence in behavior systems on an end-of-year school-based survey.

PRIORITY #3 ACTIONS

Action Step	Date(s) of Implementation	Progress Monitoring Evidence of Growth
Professional Development: <ul style="list-style-type: none"> Deliver PD to build shared norms and expectations using the faculty charter process. Connect Charter agreements to PAWS core values. Reinforce PAWS CORE values, including a schedule and resources for teaching each of the four core values across school settings, and shared expectations for feedback and acknowledgement related to PAWS values. Deliver PD with the goal of norming around the use of the Brown School Consequence rubric and crisis response procedures. Mid-year PBIS PD - share results of PBIS current state analysis and provide targeted school-wide Tier 1 practices 	<p>August 26, 2025</p> <p>September 8, 2025</p> <p>January 5, 2025</p>	<p>PD agendas</p>
Instruction: Implement tier 1 practices for teaching PAWS values in all school settings. <ul style="list-style-type: none"> Share existing resources for teaching PAWS values across school settings Post PAWS expectations and posters in relevant locations throughout the school Communicate schoolwide schedule for Core Values focus throughout the school year. 	<p>August 26, 2025</p>	<p>Meeting agendas</p> <p>PAWS lesson resources</p>

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<ul style="list-style-type: none"> Collaborate to develop and share lesson resources for all core values 	Fall 2025	
Reinforcing Core Values <ul style="list-style-type: none"> Review our system for recognizing and reinforcing expected behaviors (e.g., PAWS tickets) and implement it across all grade levels with fidelity Establish guidelines for consistent ticket distribution and reinforcement (e.g., PAWSitive office referrals, PAWS tickets). Train staff on use and purpose of the system. Conduct 5 whole school assemblies to reinforce core values and recognize students demonstrating core values 	Fall 2025	PAWSitive Office Referrals, PAWS distribution guidelines , Assembly Presentations
PBIS Leadership Identify a cross role PBIS team. <ul style="list-style-type: none"> Include representation from teachers, administrators, support staff, student support personnel, and students. Schedule monthly team meetings for planning and review. 	October 2025	PBIS team meeting minutes List of team membership including diverse representation.
Data Collection, Analysis and Planning <ul style="list-style-type: none"> Develop a system for collecting data on crisis response and begin collecting data. Conduct monthly “spins” focused on tier 1 PBIS/SEL practices. Conduct a PBIS current state analysis using the Tier 1 Fidelity Rubric, results of staff survey, Learning Walk data, SAEBRS data and discipline data; Identify specific growth goals based on results of initial analysis; Conduct follow-up analysis to measure growth. Develop and conduct a survey related to consistency and confidence in behavior systems. 	September 8, 2025 Beginning in October, 2025 November 2025 and May 2026 Develop survey September 2025; Faculty complete survey October 2025, January 2026, and May Spring 2026	Crisis response logs, incident report log, learning walk data collection tool,

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Collaborate in Districtwide K–12 Code of Conduct Development <ul style="list-style-type: none"> Ensure PBIS team members and administrators attend district planning meetings and advocate for alignment with school-level practices. Share updates with school staff to ensure transparency and input. Refine Tier 1 systems, including the Brown School Consequence Rubric to align with district K-12 code of conduct. 	Spring 2026	<ul style="list-style-type: none"> Meeting attendance logs or notes Shared-out updates at faculty meetings or emails Aligned language/tools used in school-level PBIS materials

List the core participants' names and roles	
Name	Role
Johanna Even	Principal
Becky Lepow	Assistant Principal
Paul Tagliapietra	Special Education Administrator
Caitlin O'Neil	ML
Mary Weidler	Literacy Coach
Allison Barbary	Literacy Coach
Kevin Pritchard	Math Coach
Sydney Burns	School Counselor
Amanda Frost	School Counselor



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**Leslie Barnes, Kathy Kelleher, Amanda Tilden, Andrea Martin,
Christine Zeliger**

ePLC Leaders

☒ 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.



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Supporting Documents (please add links and brief description)	