

**Annual Report of the  
Runkle School Council  
June 2016**

**School Improvement Plan Report  
2015-2016  
School Improvement Plan  
2016-2017**



Submitted to the Superintendent of Schools June 2016

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## School Council Members 2015-2016

<b>Name</b>	<b>Position</b>	<b>Status</b>	<b>Term Expires</b>
Jim Stoddard *	Principal	Permanent	NA
Marcy Bienen	Teacher	Year 1 of 2	May 2017
Lauren Carroll	Teacher	Year 1 of 2	May 2017
Theresa Cote	Teacher	Year 1 of 2	May 2017
Danielle Halwick	Teacher	Year 2 of 2	May 2016
Amy Sweeney	Teacher	Year 1 of 2	May 2017
Liz Ascoli	Parent	Year 3 of 3	May 2016
Dyan Bhatia	Parent	Year 2 of 3	May 2017
Sandy Costello	Parent	Year 3 of 3	May 2016
Alessandra Di Credico	Parent	Year 1 of 3	May 2018
Susan Gold *	Parent	Year 2 of 3	May 2017
Spring Salvin	Parent	Year 1 of 3	May 2018
Jane Morgenstern	Community Rep	Year 3 of 3	May 2016

## School Council Members 2016-2017

<b>Name</b>	<b>Position</b>	<b>Status</b>	<b>Term Expires</b>
Jim Stoddard *	Principal	Permanent	NA
Marcy Bienen	Teacher	Year 2 of 2	May 2016
Lauren Carroll	Teacher	Year 2 of 2	May 2015
Theresa Cote	Teacher	Year 2 of 2	May 2015
Danielle Halwick	Teacher	Year 2 of 2	May 2016
Amy Sweeney	Teacher	Year 2 of 2	May 2016
Dyan Bhatia	Parent	Year 3 of 3	May 2017
Alessandra Di Credico	Parent	Year 2 of 3	May 2018
Tomer Gil	Parent	Year 1 of 3	May 2019
Susan Gold	Parent	Year 3 of 3	May 2017
Spring Salvin	Parent	Year 2 of 3	May 2018
Katja Vinha	Parent	Year 1 of 3	May 2019
Kwame Morris	Community Rep	Year 1 of 3	May 2019

\* Denotes members who served as Council Co-Chairs.

## **Runkle School Mission Statement**

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

- To promote academic excellence and a love of learning through the development and mastery of basic skills
- To promote an environment of responsible, respectful, and disciplined behavior
- To promote a strong and positive sense of self, valuing best effort
- To promote an attitude of life-long learning built upon curiosity, creativity, and a willingness to explore new ideas
- To promote a generous, participatory community spirit that respects diversity
- To promote global awareness

## **The Runkle School Council Statement of Purpose**

The Runkle School Council was formed after the passage in 1993 of the Massachusetts Education Reform Act (MERA), a law mandating that every public elementary, secondary and independent vocational school in the Commonwealth establish a school council.

The Runkle School Council will meet regularly and will assist in the identification of the educational needs of the students attending the Runkle School, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required by the state guidelines, and will assist in the review of the annual school budget and in the formulation of a school improvement plan.

The Runkle School, in consultation with the School Council, will adopt education goals for The Runkle School consistent with the goals and standards, including student performance standards, adopted by the Massachusetts Department of Elementary and Secondary Education and consistent with the educational policies established by the Town of Brookline. The council will formulate an annual school improvement plan to advance such goals, to address such needs and to improve student performance.

# **2015-2016 John D. Runkle School Improvement Plan**

The School Improvement Plan Grid for the 2015-2016 school year includes the following areas of focus:

**I. Building Community and a Positive School Culture**

**II. Academic Excellence**

**III. Increase Achievement in Literacy**

**IV. Increase Achievement in Mathematics**

**V. Technology**

**VI. Promoting Safety and Wellness**

# RUNKLE SIP 2015-2016

## I. Building Community and a Positive Culture

**GOAL: During the 2014-2015 and 2015-2016 school years, Runkle will continue to build a positive, collaborative culture and community as measured by the results on the 2014 and 2016 Runkle School Needs Survey.**

**Goal 2: Every Student Invested in Learning** Increase every student's ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.

**Goal 3: Every Student Prepared for Change and Challenge** Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Create opportunities for families to see and understand the learning that is happening in school.	<b>School Needs Survey 2014:</b> *16.2% of families do not feel "welcomed" into the school. *Feedback given during Principal feedback sessions in 2014-15 stated the feeling of "loss" in not being able to see the work in the hallways in person.	Teachers Families Principal	2015-2016	2016 Panorama Survey results show increase in parents' feeling of welcomeness in the building "From the Principal's Desk" section added to school website Substantial increase in opportunities for Parent volunteers for play and musical Art Gallery staging – done by parent volunteers this year Classroom, Admin twitter sharing Curriculum Shares in classrooms, increase in middle school shares (e.g., Science Ecosystem breakfast, WWII Museum) Snuggle & Reads in K Class Blogs and Newsletters Parent mentors for Living History	(Possible district funds and PTO support)
Develop and implement a plan to promote awareness and understanding of students with disabilities including Autism. (Consult with parents of students in the RISE program as well.)	*The Understanding Disabilities program does not yet have an Autism unit. *The Runkle website does not include information or resources that align with the RISE program.	Teachers Parent Volunteers Principal	2015-2016	Parent Forum (December 2015) – well attended, extremely well received by parents and educators. Website developed but not adopted by town. Coordination with BEEP and High School RISE programs has begun to develop all-encompassing site. RISE Program Review took place during 2015-16 which will serve to strengthen program Understanding Disabilities Program, grade 4 RISE bake sales for field trips brought greater visibility to program Autism Awareness Month – Staff "Blue" Fridays Study of autism / reading of Curious Incident in Gr8	Workshop funds to build a RISE website and to plan a unit to add to the Understanding Disabilities program.
Eighth graders will promote the plan initiated by the 7 <sup>th</sup> graders during 2014-2015 as part of the Junior Green Team at Runkle plan to make Runkle a "Greener" school.	During the 2014-2015 school year, the PTO funded a grant to supply some funds for student-led initiatives. The 7 <sup>th</sup> graders created a plan and will lead the entire school in these efforts.	Gr.8 Leaders Parent Advisors Principal Teachers Students	2015-2016	Runkle Green Team – Walking School Bus Water boxes, recyclable trays introduced by town.	PTO funds allocated during the 2014-2015 school year.

# RUNKLE SIP 2015-2016

## I. Building Community and a Positive Culture (Cont'd.)

**GOAL: During the 2014-2015 and 2015-2016 school years, Runkle will continue to build a positive, collaborative culture and community as measured by the results on the 2014 and 2016 Runkle School Needs Survey.**

**Goal 2: Every Student Invested in Learning** Increase every student's ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.

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Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
The Green Team will assist the 7 <sup>th</sup> graders in identify the steps they want to take to make Runkle a "greener" school.	The first two-year Junior Green Team initiative began in 2014-2015. This will be the first year of our next two-year cycle.	Gr.7 Leaders Parent Advisors Principal Teachers Students	2015-2016		Possible PTO funds
Review, revise, and implement a set of guiding principles, procedures, and processes for school-initiated outreach efforts.	A set of guiding principles for outreach efforts was in early development stages during the 2014-2015 school year.	Principal Vice Principal School Council	2014-2016	Not done this year.	N/A
Establish and teach Runkle standards and best practices of electronic communication both in school and outside of school.	The standards and best practices for Runkle have not yet been written into formal guidelines to be communicated with all staff and parents.	Principal Vice Principal Gr. 3-8 Teachers Librarian ETS K-12 Coordinator Parents	2014-2016	Digital Citizenship promoted by ETS and classroom teachers in middle and upper cluster levels	N/A
The Student Council members will propose, plan, and implement periodic community-building events and/or initiatives.	For the past two years, the Student Council has led a number of school-wide events to build a sense of community K-8. In addition, during the 14-15 school year, the student council members added a fun element to the announcements including, Punday Monday, Tricky Tuesday, New Word Wednesday, Thoughtful Thursday, and Fun Fact Friday. Responses from students and teachers have been positive.	Student Council Members Student Council Advisors Principal	2015-2016	Student Council collaborated with Runkle BPCC to establish theme for Runkle Mural Project Student Council established Runkle Apparel Webstore Student Council designed Fall Pep Rally, Spirit Week, Spring Field Day Daily announcements by Student Council members - High participation for "Tricky Tuesday" questions	Potential PTO and Student Activity funds needed for special events.



# RUNKLE SIP 2015-2016

## II. Academic Excellence

**GOAL:** During the 2014-2015 school year, all Runkle students will be appropriately challenged to increase achievement in all areas of the curriculum through differentiated instruction.

- Goal 1: Every Student Achieving** Ensure that every student meets or exceeds Brookline’s high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.
- Goal 2: Every Student Invested in Learning** Increase every student’s ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.
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- Goal 4: Every Educator Growing Professionally** Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Review the PSB Response to Intervention (RtI) model and share with various constituencies for clarity in processes, procedures, and ongoing monitoring.	A new PSB RtI model is in development currently with an anticipated roll out during the 2015-2016 school year.	Principal Teachers	2015-2016	Whole staff meeting on BAS data showed progress of LLI students over time (Fall to Spring) Continued collaboration with teachers in the process of selecting students for intervention Classroom teachers and coaches/specialists follow up on students dismissed from LLI Teachers are using scaffolds, visual checklists for work, self-monitoring charts for behavior - Faculty meeting conversations with district administrators Created additional CST team; now we have an upper and lower team Additional literacy and math support staffing Additional social thinking speech and guidance support in lower grades	Possible district funding necessary for a second Child Study Team.
Provide a range of opportunities for teachers to continue to explore and directly teach various executive functioning strategies K-8 to build on the success from 2014-2015.	During 2014-2015, the faculty participated in a school-wide professional development session with Kristen Jacobson. Twelve teachers participated in a study group and shared successful strategies with other teachers.	Classroom Teachers Psychologist Principal Vice Principal Guidance Counselors	2015-2016	Sarah Ward – Community Presentation attended by staff and families Increased discussion of Executive Functioning strategies and implementation in cluster levels and meetings Middle School Study Skills/Executive Functioning study group formed in 2015-16 -	Possible professional development funds for study groups at different levels.
With the increase in literacy and math specialist support for the 2015-2016 school year, continue to implement small group interventions as appropriate in literacy and math in grades K-5 and extend these opportunities to students in grades 6-8.	*2014 Needs Staff Survey 2014 indicated need for additional interventions for gr. 6-8 . *New referrals to CST indicate need for intervention at the upper grades as well. *Increase in literacy and math specialist support for 2015-2016.	Principal Classroom Teachers Math/Literacy Specialists	2015-2016	2 <sup>nd</sup> Grade Small group intervention groups. 2 <sup>nd</sup> Grade informal assessments and consulting on a request basis. Expanded LLI in Grades 6-8 - Last year there were 8 LLI groups total in each Fall and Spring, this year there were 14 groups in Fall and 16 groups in the Spring. Middle school had modified 7 <sup>th</sup> grade group in the Fall and a 6 <sup>th</sup> grade LLI group in the Spring.  See goal IV	PSB

# RUNKLE SIP 2015-2016

## II. Academic Excellence (Cont'd.)

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Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source																								
<p>Design and implement programs in order to eliminate achievement gaps with respect to race, ethnicity, and socio-economic status:</p> <p>Proposed programs include:                      *African American and Latino Scholars Program (Gr. 5-8)                      *Support Program for ELL students new to Runkle                      *Steps-to-Success: Ensure that all who are eligible can benefit from these supports. Explore expansion to grade 3 and younger as well.</p>	<p>2014 MCAS Data (Prof. or Adv.)</p> <table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>74%</td> <td>78%</td> </tr> <tr> <td>Black</td> <td>60%</td> <td>N/A(N&lt;10)</td> </tr> <tr> <td>Hispanic</td> <td>81%</td> <td>55%</td> </tr> <tr> <td>White</td> <td>84%</td> <td>84%</td> </tr> <tr> <td>Non Low-Income</td> <td>83%</td> <td>82%</td> </tr> <tr> <td>Low-Income</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>ELL</td> <td>67%</td> <td>58%</td> </tr> </tbody> </table>		ELA	MATH	Asian	74%	78%	Black	60%	N/A(N<10)	Hispanic	81%	55%	White	84%	84%	Non Low-Income	83%	82%	Low-Income	53%	20%	ELL	67%	58%	Principal Vice Principal Guidance Counselors METCO Liaison Grade 6-7 Teacher	2014-2015	<p>Most of Runkle's teachers now have earned the Sheltered English Immersion Endorsement and are utilizing SEI strategies in their classrooms.</p> <p>Tutoring by former Runkle high school students for high-needs students</p> <p>ELA MCAS Boost offered in Spring 2015 for students not reaching Proficiency</p> <p>Leveled Literacy Intervention groups expanded into Grades 6-8, now school-wide.</p>	Possible grant funds or PTO funds
	ELA	MATH																											
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Expand and extend the level to which instructional opportunities are differentiated and enhanced through Enrichment Challenge Support (ECS).	2014-2015 Increased co-teaching with ECS Teacher in grades 2 and 3. Increase in ECS staffing and changes in program as a result of program review.	ECS Teacher Classroom Teachers Principal	2015-2016	Greater Differentiation for Heritage speakers in EWL K-8 Building capacity in Tier I (differentiating instruction, co-teaching, extensions, small groups, creative and critical thinking, questioning strategies, self assessment, metacognitive skills)	N/A																								
Building digital research proficiency.	The standards and best practices for Runkle have not yet been written into formal guidelines to be communicated with all staff and parents.	Principal Vice Principal K-8 Teachers	2015-2016	Collaboration between ETS/Library/Social Studies teachers Greater teacher knowledge and student use of Google Apps for Education PSBMA accounts for students	BEF Grant funding																								

# RUNKLE SIP 2015-2016

## III. Increase Achievement in Literacy

**GOAL:** During the 2015-2016 school year, all students who are reading “below grade level” as indicated by the Spring 2014 Benchmark Assessment System (BAS), will be reading “on grade level” by June 2016.

**Goal 1: Every Student Achieving** Ensure that every student meets or exceeds Brookline’s high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

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Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
All K-2 teachers will participate in 10 hours of professional development and coaching facilitated by the Runkle Literacy Coach.	*Workshop structure is being implemented in K-2 classes *Coaching sessions (3X/mo) around teacher-selected areas of focus	Literacy Coach K-2 Classroom Teachers	2015-2016	Goal met Scheduled Literacy Collaborative meetings – 10 hours Implemented Lucy Calkins argument and narrative unit of study in K-2	PSB
All 3-5 teachers will participate in 10 hours of professional development and coaching facilitated by the Runkle Literacy Coach and Literacy Specialist.	*Workshop structure and components were introduced and implemented during the 2014-2015 school year.	Literacy Coach 3-5 Classroom Teachers	2015-2016	Goal met Scheduled Literacy Collaborative meetings – 20 hours Implemented Lucy Calkins argument and narrative unit of study in 3-5	PSB
6-8 ELA Classroom teachers will participate in 20 hours of professional development and coaching facilitated by the Runkle Literacy Coach	*Workshop structure and components were introduced and implemented during the 2014-2015 school year.	K-2 Classroom Teachers Literacy Coach	2015-2016	Goal met Scheduled Literacy Collaborative meetings – 20 hours Implemented Lucy Calkins argument unit of study in 6-8	PSB
Continue Leveled Literacy Intervention (LLI) for students in grades K-5 who are not yet meeting the grade level benchmark. With the increase in Literacy Specialist support for the 15-16 school year, extend LLI to students in grades 6-8.	Staff will review the Fall 2015 BAS data to determine who is eligible for LLI during the grade level LLI Selection meetings.	Classroom Teachers LLI Teachers	2015-2016	Last year there were 8 LLI groups total in each Fall and Spring, this year there were 14 groups in Fall and 16 groups in the Spring. -Middle school had modified 7 <sup>th</sup> grade group in the Fall and a 6 <sup>th</sup> grade LLI group in the Spring. Grades 6-8 LLI small group and individual intervention groups	N/A

# RUNKLE SIP 2015-2016

# IV. Increase Achievement in Math

**GOAL: Students who scored in the "Warning" or "Needs Improvement" categories on the 2014 MCAS will have "growth scores" of 40% or greater on the 2016 MCAS.**

**Goal 1: Every Student Achieving** Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

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Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Implement math screening tools (iReady or other district-determined tool) to identify appropriate next steps in classroom instruction or small group, focused intervention. (To be piloted in Grades 2, 4, & 6 or Grades 4, 5, & 6)	iReady was used in grades 4 and 6 during the 2014-2015 school year. Students showed some progress through the targeted instruction.	Specialists in Literacy/Math Literacy Coach Classroom Teachers K-8 Coordinators	2015-2016	iReady and Ten Marks were not fully implemented in the district this year as expected. 3 <sup>rd</sup> grade is using Front Row as well as within RISE program	Possible grant funds or PSB Math Department funds
Math Specialists will work with the K-5 classroom teachers to consult and co-teach lessons in units covering concepts that are "relative weaknesses" for the aggregate.	2015 MCAS BOYA/EOYA Classroom Assessments	Math Specialists Classroom Teachers K-8 Math Coordinator Principal	2015-2016	Math Specialist support in grades K-8, frequent meetings and check ins with classroom teachers.	N/A
With the increase in math specialist support for 2015-2016 school year, continue to provide small group intervention for students in K-5 and extend support to students in grades 6-8 as appropriate.	2015 MCAS BOYA/EOYA Classroom Assessments	Math Specialists Classroom Teachers K-8 Math Coordinator Principal	2015-2016	Math Specialist support (.3 FTE) implemented for grades 6-8 Individual math interventions are occurring as well as push-in class support from our Math Specialist Bi-weekly collaborative meetings to plan interventions, materials, and strategies Targeted intervention in grades K, 1, 2, 3, using some Do The Math, Kathy Richardson, Origo, Math in Focus	N/A

# RUNKLE SIP 2015-2016

# V. Technology

**GOAL:** *During the 2015-2016 school year, we will continue to explore the use of technology with the aim to use to technology to increase student access to the curriculum and to build effective learning communities.*

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Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Invite proposals for study group pilots based upon the learning teachers are engaging in as ongoing professional development.	Pre/Post assessments and work samples	Principal Librarian Technology Specialist Teachers	2015-2016	Study Skills/Exec Functioning group involving ECS teacher, guidance counselor, inclusion teacher to work during Summer 2016	N/A
Provide opportunities for staff to share their successes with one another and to collaborate with one another to develop interactive lessons.	Anecdotal reports Artifacts	Principal Vice Principal Teachers	2015-2016	Tech Talks at Faculty Meetings Tech Talk within SS Dept.  Consistent effort to provide staff with meaningful opportunities to collaborate and share experiences and expertise during faculty meeting.	N/A
Establish and teach Runkle standards of best practices of electronic communication both in school and outside of school. (These will also be shared through class meetings to reinforce expectations.)	The standards and best practices for Runkle have not yet been written into formal guidelines to be communicated with all staff and parents.	Principal Vice Principal Gr. 3-8 Teachers Librarian Technology Specialist Guidance Counselor Parents	2015-2016		N/A
Building digital research proficiency.	The standards and best practices for Runkle have not yet been written into formal guidelines to be communicated with all staff and parents.	Principal Vice Principal K-8 Teachers	2015-2016	Noodle tools in middle school Continued increasing collaboration between Librarian and Classroom teachers Continued increasing collaboration between ETS and Classroom teachers	N/A

# RUNKLE SIP 2015-2016

## VI. Promoting Safety and Wellness

**GOAL:** To create a safe and effective learning environment where all students and staff feel physically and emotionally safe and ready to learn.

**Goal 1: Every Student Achieving** Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

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Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Analyze the data from the Spring 2015 Olweus Bullying Questionnaire (OBQ) reports.	*Spring 2015 OBQ *School record of bullying situations: 2014-15: 2 cases 2013-14: 2 cases 2012-13: 3 cases 2011-12: 2 cases	Principal Vice Principal BPCC Members BPCC Consultant	2015-2016	BPCC shared data at Fall faculty meeting.	N/A
Develop and implement a plan to address "hot spots" as indicated by the OBQ data.	*Spring 2015 OBQ "hotspots" included: <b>Boys:</b> "Playground/field during recess or breaks, cafeteria, hallways & stairwells <b>Girls:</b> "Somewhere else" in school, playground/field during recess or breaks, hallways & stairwells.	BPCC All School Personnel	2015-2016	Administrative presence of recess and lunch for particular grades; Administration has increased communication, direction, and supervision to monitor particular peer dynamics involving bullying-like behavior.	N/A
Provide "kick off" events for staff, students, and families in the beginning of the 2015-2016 school year.	February 3, 2015 Kick off event. Fall 2013 Parent Information Session (Another to be scheduled in Oct. 2015.)	BPCC	2015-2016	Kickoff Assembly held during first quarter.	N/A
Staff will meet periodically in small groups to share progress among students as well as discussing situations that arise.	October 2014 – Faculty meeting debriefed survey results December 2014 – Faculty planned the student kickoff event.	Principal BPCC	2015-2016	BPCC-led breakout sessions during Faculty Meetings Occurs during Administrative Weekly Update Team. Classroom teachers are now invited to these meetings to discuss particular situations as needed. Cluster time used more frequently for student-centered conversations	N/A

# RUNKLE SIP 2015-2016

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Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Encourage opportunities for more movement throughout the school day.	CDC recommends 60 minutes of exercise per day for children aged 6-17. (NOTE: The CDC recommendation is for 60 min/24-hour day.)	K-12 PE Coordinator Principal PE Teachers Coaches Classroom Teachers	2015-2016	GoNoodle breaks are being used in more early elementary classrooms Early elementary will typically have morning play time Middle school recess; advisories featuring cooperative physical activities; teachers (e.g., World Language, ELA) structuring greater opportunities for student movement within classes	N/A
Institute school-wide guidelines that are aligned to the Brookline Wellness Policy.	The Wellness Committee is currently revising guidelines.	Principal Teachers Families	2015-2016		N/A
Review lockdown procedure. Ensure that the lockdown key and "To go" bag are in similar locations in each room.	Currently, teachers have keys and bags in different places in their rooms. If there is someone other than the usual staff member in that space in an emergency, they may not know where these important items are quickly.	Principal Vice Principal Teachers	2015-2016	Lockdown procedure reviewed at Fall Faculty meeting; other emergency procedures reviewed in winter and spring. Two staff members expressed interest in serving on townwide committee, yet to be formed.	N/A

# **2016-2017 John D. Runkle School Improvement Plan**

The School Improvement Plan Grid for the 2016-2017 school year includes the following areas of focus:

- I. Building Community and a Positive School Culture**
- II. Academic Excellence**
- III. Increasing Achievement in Literacy**
- IV. Increasing Achievement in Mathematics**
- V. Promoting Safety and Wellness**



# RUNKLE SIP 2016-2017

## I. Building Community and a Positive Culture

**GOAL:** During the 2016-2017 school year, Runkle will continue to emphasize building a positive, collaborative culture and community.

**DISTRICT GOAL 1:** Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.  
**DISTRICT GOAL 2:** Eliminate achievement gaps with respect to race, ethnicity, and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs.

**DISTRICT GOAL 3:** Prepare students with the intellectual, interpersonal, and reflective skills needed to thrive in an increasingly complex and diverse global society.

**STRATEGY 1.5:** Create goals and implement actions to strengthen student-teacher relationships and improve student achievement.

**STRATEGY 1.6:** Develop home-school partnerships to increase student achievement in light of the important role families play in the education of our children.

**STRATEGY 2.4:** Create and implement a system-wide plan for inclusion to ensure that all learners are placed and appropriately supported in the least restrictive environment.

**STRATEGY 2.7:** Investigate and address issues that may constrain the participation of students of color, students who are economically disadvantaged, and students with special needs in extra and co-curricular activities.

**STRATEGY 3.1:** Develop opportunities to enhance the global awareness of every student.

**STRATEGY 3.3:** Foster opportunities for students and teachers to use technology in sophisticated ways to enhance their learning.

**STRATEGY 3.5:** Create opportunities for student-led discussion and debate over matters related to moral and ethical global issues.

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Continue opportunities for families to see and understand the learning happening in school	2016 Panorama Parent Survey	Principal, Vice Principal, Teachers, PTO, School Council	2016-2017	(Potential indicators: Continue to increase parents' sense of connectedness, as evidenced by future survey data Individual parental feedback to administration and PTO)	N/A
Continue to promote awareness and understanding of students with disabilities including Autism.	2015-6 actions included holding Autism Awareness Panel Discussion and planning for Autism Awareness Month, including "Blue Fridays" in April	Principal, Vice Principal, RISE & Classroom Teachers, School Council	2016-2017	(Potential indicators: Hold Town-Wide Autism Awareness Panel Discussion during 2016-2017 school year; increase activities during April Autism Awareness Month)	Possible grant funds or PSB funds
Promote Green Team efforts via Morning announcements	Morning announcements by Green Team were infrequent this year	Student Council	2014-2016	(Potential indicators: Inclusion of Green Team "Green Day" facts and tips, reminders about Walking School Bus, on weekly basis.)	PTO
Work with Student Council to develop school-wide outreach and community service opportunities	Runkle does not yet have a set of guiding principles for outreach efforts.	Principal, Vice Principal, School Council	2014-2016	(Potential indicator: Re-introduction of schoolwide community service project; greater publication of middle-school opportunities)	N/A

# RUNKLE SIP 2016-2017

## I. Building Community and a Positive Culture (cont'd.)

**GOAL: During the 2016-2017 school year, Runkle will continue to emphasize building a positive, collaborative culture and community.**

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Initiate quarterly Updates for New Families	New families report lack of familiarity with school processes and methods of accessing information	Principal, Vice Principal	2014-2016	(Potential indicator: Periodic Administrative Updates to New Families.)	N/A
Have Grades 6-8 Morning Meetings on monthly basis	Runkle currently has K-2 and 3-5 Monthly Morning Meetings; grades 6-8 currently gets together only occasionally but positively	Principal, Vice Principal 6-8 Staff	2014-2016	(Potential indicator: Monthly 6-8 Morning Meetings.)	N/A

# RUNKLE SIP 2016-2017

## II. Academic Excellence

**GOAL:** During the 2016-2017 school year, all Runkle students will be appropriately challenged to increase achievement in all areas of the curriculum through increased student engagement and differentiated instruction.

**DISTRICT GOAL 1:** Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.  
**DISTRICT GOAL 2:** Eliminate achievement gaps with respect to race, ethnicity, and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs.

**DISTRICT GOAL 3:** Prepare students with the intellectual, interpersonal, and reflective skills needed to thrive in an increasingly complex and diverse global society.

**DISTRICT GOAL 4:** Foster a cycle of continuous improvement by using data to effectively examine system-wide programs and practices.

**STRATEGY 1.3:** Provide educators with opportunities to engage in collaborative learning activities focused on instruction and student learning.

**STRATEGY 1.4:** Create formal plans that address transitions and enable students to experience success in every phase of their education.

**STRATEGY 1.5:** Create goals and implement actions to strengthen student-teacher relationships and improve student achievement.

**STRATEGY 1.8:** Create and implement a plan to ensure that Brookline educators engage in professional development that reflects system-wide priorities.

**STRATEGY 2.2:** Develop and implement a goal-setting process to help teachers and administrators address gaps in their practices that pertain to issues of equity.

**STRATEGY 2.5:** Increase the participation of students of color, students who are economically disadvantaged, and students with special needs in advanced classes.

**STRATEGY 3.3:** Foster opportunities for students and teachers to use technology in sophisticated ways to enhance their learning.

**STRATEGY 4.1:** Engage teachers and administrators in the development of a data usage philosophy to create a shared understanding of the ways in which we will and will not use data in the Public Schools of Brookline.

**STRATEGY 4.2:** Establish Data Teams at the school and system level to support educators in the use of data to inform decision-making.

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Focus on building a "Culture of Thinking" within Runkle School. Ron Ritchhart's "Making Thinking Visible" will be a recurring theme of Faculty Meetings.	This past year staff time was dedicated to the book "Make One Small Change," focusing on the use of student questions to drive instruction. Several staff members attended Mr. Ritchhart's Spring 2016 Brookline presentation	Principal, Vice Principal, Runkle Faculty	2016-2017	(Potential indicators: Faculty familiarity with Ron Ritchhart's work; ongoing work in faculty and cluster meetings; making thinking visible practices employed in classrooms.)	Principal's PD Account to purchase "Making Thinking Visible" for all staff members
Executive Functioning and Social Learning Curricular practices to be emphasized within each cluster level of the school	Many staff members have had professional development in these areas; more teachers are utilizing these skills within their classrooms	Principal, Vice Principal, K-8 Teachers	2016-2017		N/A
Coaching and co-teaching opportunities to be established at multiple cluster level.	Many staff members have had professional development in these areas; more teachers are utilizing these skills within their classrooms	Principal, Vice Principal, Specialists, 6-8 Teachers	2016-2017	(Potential indicators: Literacy Coach to coach and co-teach with 1 <sup>st</sup> grade teacher throughout 2016-7; Inclusion Facilitator and Special Ed teacher to each co-teach with middle school staff; Cluster and Faculty Meeting time to be devoted to specialists (e.g., Literacy; Math; ECS; Library; Technology) and classroom teachers developing coaching relationships)	N/A

# RUNKLE SIP 2016-2017

## II. Academic Excellence (cont'd.)

**GOAL:** During the 2016-2017 school year, all Runkle students will be appropriately challenged to increase achievement in all areas of the curriculum through increased student engagement and differentiated instruction.

Design a Study Skills mini-class for 6 <sup>th</sup> grade students	Teacher and parent reports of middle school students inconsistently utilizing effective study and work techniques. Teaching subgroup interested in employing Executive Functioning techniques.	Specialists in Literacy/Math Literacy Coach Classroom Teachers	2016-2017	(Potential indicator: Development of Study Skills curriculum during summer 2016; implementation during 2016-2017 school year)	Possible grant funds or PSB Math Department funds
Develop a Runkle-specific "Young Scholars" program	This past year's townwide attempt to expand previous middle school AALSP class did not succeed. Town is moving towards 'grassroots' individual school-based programs (similar to Runkle's previous efforts) whose best practices can be grown and shared with other schools.	Principal, Vice Principal, Guidance Counselors, METCO Liaison, Teachers	2016-2018	(Potential indicators: Identification of Runkle Young Scholars leader; Creation of program to provide additional support for students of color)	PSB-stipended position

# RUNKLE SIP 2016-2017

## III. Increasing Achievement in Literacy

**GOAL: During the 2016-2017 school year, all students who are reading “below grade level” as indicated by the Spring 20146 Benchmark Assessment System (BAS), will be reading “on grade level” by June 2017.**

**DISTRICT GOAL 1: Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.**  
**DISTRICT GOAL 2: Eliminate achievement gaps with respect to race, ethnicity, and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs.**

**DISTRICT GOAL 4: Foster a cycle of continuous improvement by using data to effectively examine system-wide programs and practices.**

**STRATEGY 1.3: Provide educators with opportunities to engage in collaborative learning activities focused on instruction and student learning.**

**STRATEGY 1.4: Create formal plans that address transitions and enable students to experience success in every phase of their education.**

**STRATEGY 1.8: Create and implement a plan to ensure that Brookline educators engage in professional development that reflects system-wide priorities.**

**STRATEGY 2.1: Provide all educators with professional development focused upon culturally proficient pedagogy and racial identity development.**

**STRATEGY 2.2: Develop and implement a goal-setting process to help teachers and administrators address gaps on their practices that pertain to issues of equity.**

**STRATEGY 2.4: Create and implement a system-wide plan for inclusion to ensure that all learners are placed and appropriately supported in the least restrictive environment.**

**STRATEGY 2.6: Decrease the over-representation of students of color who have been identified for special education.**

**STRATEGY 4.3: Develop a system of multiple measures comprising various types of data including demographics, perceptions, school processes, and student achievement.**

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
K-2 teachers will participate in 10 hours of professional development and coaching facilitated by the Runkle Literacy Coach.	*Workshop structure is being implemented in K-2 classes *Coaching sessions (3X/mo) around teacher-selected areas of focus	Literacy Coach, K-2 Classroom Teachers	2016-2017	(Potential indicators: Workshop structure implemented in K-2 classrooms: Guided reading; reading and writing mini-lessons; Conferring with students; interactive read aloud.	BEF PSB
3-5 teachers will participate in 10 hours of professional development and coaching facilitated by the Runkle Literacy Coach and Literacy Specialist.	*Workshop structure and components were introduced and implemented during the 2014-2015 school year.	Literacy Coach, 3-5 Classroom Teachers	2016-2017	(Potential indicators: Workshop structure implemented in 3-5 classrooms: Guided reading; reading and writing mini-lessons; conferring with students; interactive read aloud)	BEF PSB
Grades 6-8 ELA and Special Education Teachers will participate in 15 hours of professional development facilitated by the Brookline 6-8 Literacy Coach	Teacher observations CST Data (TBD)	6-8 Literacy Coach, Teachers	2016-2017	(Potential indicators: Grade 6-8 ELA Teachers: *being coached in class *planning mini-lessons on a regular basis *implementing the workshop model structure *utilizing the library for text sets *attending training 2X/month *provided with appropriate ELA materials)	BEF PSB

# RUNKLE SIP 2016-2017

## III. Increasing Achievement in Literacy (cont'd)

**GOAL:** During the 2016-2017 school year, all students who are reading “below grade level” as indicated by the Spring 20146 Benchmark Assessment System (BAS), will be reading “on grade level” by June 2017.

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Continue providing Leveled Literacy Intervention for students in Grades K-8	Staff will review the Fall 2016 BAS data to determine who is eligible for LLI during twice-yearly grade level LLI Selection meetings.	Literacy Specialists; Classroom teachers; Principal/VP	2016-2017	(Potential indicators: increase in reading proficiency as evidenced by BAS scores and teacher observation)	N/A
Establish resource banks for particular subgroups (e.g., special education; ELL) to use for middle school content-area projects	Teachers report an inefficient yearly “reinventing the wheel” approach	Classroom teachers Special Education teachers Academic Specialists ELL teachers	2016-2017	(Potential indicator: creation of resource banks)	Principal’s PD Account

# RUNKLE SIP 2016-2017

## IV. Increasing Achievement in Math

**GOAL: Increase all students' engagement in, appreciation for, and success in mathematics.**

**DISTRICT GOAL 1: Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.**  
**DISTRICT GOAL 2: Eliminate achievement gaps with respect to race, ethnicity, and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs.**

**DISTRICT GOAL 4: Foster a cycle of continuous improvement by using data to effectively examine system-wide programs and practices.**

**STRATEGY 1.3: Provide educators with opportunities to engage in collaborative learning activities focused on instruction and student learning.**

**STRATEGY 1.4: Create formal plans that address transitions and enable students to experience success in every phase of their education.**

**STRATEGY 1.8: Create and implement a plan to ensure that Brookline educators engage in professional development that reflects system-wide priorities.**

**STRATEGY 2.1: Provide all educators with professional development focused upon culturally proficient pedagogy and racial identity development.**

**STRATEGY 2.2: Develop and implement a goal-setting process to help teachers and administrators address gaps on their practices that pertain to issues of equity.**

**STRATEGY 2.4: Create and implement a system-wide plan for inclusion to ensure that all learners are placed and appropriately supported in the least restrictive environment.**

**STRATEGY 2.6: Decrease the over-representation of students of color who have been identified for special education.**

**STRATEGY 4.2: Establish Data Teams at the school and system level to support educators in the use of data to inform decision-making**

**STRATEGY 4.3: Develop a system of multiple measures comprising various types of data including demographics, perceptions, school processes, and student achievement.**

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Continued use and promotion of stations-based math centers in elementary classrooms, allowing for frequent small-group instruction and more differentiation opportunities for all learners	Current number of classrooms utilizing math stations	Math Specialists, Classroom Teachers, Admin., K-8 Math Coord.	2016-2017	(Possible indicators: Increase in use of math stations in elementary classrooms; active monitoring by math specialists and administration)	N/A
Utilize math screening tools (e.g., TenMarks, Front Row) to help identify areas of focus for both whole-group instruction and focused intervention	PSB had approved iReady in past years; FrontRow used in grade 3.	Math Specialists, Classroom Teachers, Admin., K-8 Math Coord.	2016-2017	(Possible indicators: establishment of townwide screening tool; school-based gradewide agreement on consistent screening tool.)	N/A
Increase the number of students receiving targeted short-term intervention in grades 6-8	This year we have had math specialist support in middle grades and began short-term intervention groups, but numbers were small	Math Specialists; Math Teachers; Admin.	2016-2017	(Possible indicator: increase in the number of students receiving short-term support during school day (e.g., during defined intervention blocks) or beyond school day (e.g., Math Boost))	PSB Funding for MCAS Boost teachers

# RUNKLE SIP 2016-2017

## IV. Increasing Achievement in Math (cont'd)

GOAL: Increase all students' engagement in, appreciation for, and success in mathematics.

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Increase opportunities for students to engage in Coding, both in and outside of classrooms	Students currently participate in annual "Hour of Code" activity	ETS, ECS Math Specialists; Classroom teachers; RASP	2016-2017	(Possible indicator: Coding included as extension options inside classroom; Coding RASP classes)	RASP
Expand opportunities for math-related games and activities for all students	Chess tournament instituted in 2015-6; Tricky Tuesday logic questions	Admin., Classroom Teachers Student Council	2016-2017	(Possible indicators: Procurement of chess sets for all classrooms; MineCraft Night for students.)	Principal's Fund



# RUNKLE SIP 2016-2017

## V. Promoting Safety and Wellness

**GOAL: To create a safe and effective learning environment where all students and staff feel physically and emotionally safe and ready to learn.**

**DISTRICT GOAL 1: Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.**  
**DISTRICT GOAL 2: Eliminate achievement gaps with respect to race, ethnicity, and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs.**  
**DISTRICT GOAL 3: Prepare students with the intellectual, interpersonal, and reflective skills needed to thrive in an increasingly complex and diverse global society.**  
**DISTRICT GOAL 4: Foster a cycle of continuous improvement by using data to effectively examine system-wide programs and practices.**

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**STRATEGY 3.1: Develop opportunities to enhance the global awareness of every student.**  
**STRATEGY 3.5: Create opportunities for student-led discussion and debate over matters related to moral and ethical global issues.**  
**STRATEGY 4.2: Establish Data Teams at the school and system level to support educators in the use of data to inform decision-making.**

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
Analyze the data from the Spring 2016 Olweus Bullying Questionnaire (OBQ) reports, and develop responses as needed	Previous Year's OBQs for specific grade level and 'hot-spot' data	Principal BPCC All school personnel	2016-2017	(Possible indicators: Discuss findings at a Fall 2016 Faculty meeting; hold other BPCC-led faculty or cluster meetings in Winter and Spring)	N/A
Clearly define and communicate Common Area rules and expectations for each grade level cluster	Playground information is clearly posted; similar signage needed for	Principal Vice Principal Teachers	2016-2017	(Possible indicator: Greater understanding and following of rules by students and enforcement by staff)	N/A
Review guidelines for utilizing emergency response and student support teams.	2013-2014 kick off events occurred in December 2013 and January 2014	Weekly Update Team; PSS team	2016-2017	(Possible indicators: Meeting with different teams; revisions of existing plans as needed)	N/A
Encourage opportunities for more movement throughout the students' day.	CDC recommends 60 minutes of exercise per day for children aged 6-17.	K-12 PE coordinator Principal PE teachers Coaches	2016-2017	(Possible indicators: Continued use of GoNoodle; schoolwide student-led TABATAs during announcements; RASP Morning Movement class)	RASP

**AALSP**

African-American Latino Scholars Program

**BAS**

Benchmark Assessment System

**BEEP**

Brookline Early Education Program

**BEF**

Brookline Education Foundation

**BHS**

Brookline High School

**BLC**

Building Learning Communities

**BOKS**

Build Our Kids Strong

**BOYA**

Beginning of the Year Assessment

**BPCC**

Bullying Prevention Coordinating Committee

**CCT**

Critical & Creative Thinking

**CDC**

Center for Disease Control

**CST**

Child Support Team

**DI**

Differentiated Instruction

**COMMONLY USED ABBREVIATIONS****ECS**

Enrichment & Challenge Support

**ELA**

English Language Arts

**ELL**

English Language Learner

**EOYA**

End of the Year Assessment

**ETS**

Educational Technology Specialist

**FTE**

Full-Time Equivalent

**LLI**

Leveled Literacy Intervention

**MCAS**

Massachusetts Comprehensive Achievement System

**METCO**

Metropolitan Council for Educational Opportunity

**OBQ**

Olweus Bullying Questionnaire

**PARCC**

Partnership for Assessment of Readiness for College and Careers

**PD**

Professional Development

**PE**

Physical Education

**PSB**

Public Schools of Brookline

**PTO**

Parent Teacher Organization

**RASP**

Runkle After School Program

**RED**

Runkle Extended Day

**RISE**

Reaching Independence through Structured Education

**RLT**

Runkle Leadership Team

**ROCC**

Runkle Outdoor Courtyard Classroom

**S.S.**

Social Studies

**TBD**

To Be Determined