

**The Public Schools of Brookline  
Brookline Early Education Program  
School Improvement Plan  
10/2021-6/2023 Two Year Plan**

**Approved by the BEEP School Site Council: Dec 7, 2021**

**Public Schools of Brookline  
Strategic Plan Goals & Core Values:**

*The Public Schools of Brookline (PSB) serves students in PreKindergarten to grade 12 in a prekindergarten program (BEEP), eight elementary (K-8) schools and one high school in the Town of Brookline.*

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

**VISION STATEMENT:**

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

**CORE VALUES:**

***High Achievement for All***

Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students, and support them to reach their full potential in all aspects of achievement, especially in academics, arts, sports, social skills and civic participation, all of which prepare students for success in their lives after high school.

***Excellence in Teaching***

Passionate, knowledgeable, skillful teachers are the core strength of our school system. We expect our faculty and staff to provide a dynamic and rewarding learning experience for students. Excellent teaching begins with strong relationships between faculty and students and is nurtured by collaboration among colleagues. We are committed to supporting a professional

community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.

**Collaboration**

Through collaboration we find new sources of learning and strength. The Public Schools of Brookline actively promote collaborative relationships. We seek out partnerships with community organizations that add value to our school system. We urge and support collaboration and exchange within and across our school community.

**Respect for Human Difference**

We are committed to acknowledging and celebrating the diversity within our community while affirming the importance of our common humanity. By promoting a safe environment for questioning and challenge, we foster the growth and value that comes from different perspectives, cultures and experiences. Our commitment is to create an atmosphere of safety in which to acknowledge and express differences while advancing true acceptance and respect for all.

**Educational Equity**

The Public Schools of Brookline are committed to identifying and eliminating barriers to educational achievement in our schools. To this end, we create policies and practices that are fair and just and provide educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status, meets our standards for achievement, participation, and growth.

**GOALS: Adjusted by Leadership 7/20/20 for Pandemic**

**Goal 1: Every Student Achieving**

Ensure that every student meets or exceeds Brookline’s high standards and eliminates persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

*With teacher support, identify “essential curriculum” and learning standards. These learning standards highlight grade level learning expectations, skills for mastery, and introduce future content. (Essential Curriculum)*

**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.

*Instruction is delivered using culturally responsive strategies that honor/recognize students’ identities while providing entry points for all students into the grade level content. Instructional strategies encourage student agency. (Cultural Competence & Anti-Racism)*

**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.

*SEL skills across the 5 core competencies will be clearly articulated including developmental benchmarks and indicators. Develop procedures for accurately understanding students' social-emotional functioning and growth throughout the 2020-2021 school year. (Social-Emotional Learning)*

**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.

*Support educators across the district with implementation of content defined in the Essential Curriculum. Provide professional development opportunities that exemplify best practices, prepare and support educators to be fluid and effective as they navigate both in-person and remote learning. (Professional Development)*

**BROOKLINE EARLY EDUCATION PROGRAM**  
**Mission & Priorities**

**BEEP Mission Statement**

The Brookline Early Education Program (BEEP) offers high quality, developmentally appropriate early childhood classrooms to a wide range of learners with and without identified needs. Children from every race, culture, linguistic background, ethnicity and family structure are welcomed as treasured as members of our inclusive community. BEEP teachers create welcoming, structured classroom communities that enable children to learn through play, develop meaningful relationships with adults/peers, improve self regulation skills, and expand their view of themselves in the world. Our curriculum focuses on improving students' social competence, organizational, cognitive, motor and language skills. Parents are expected to embrace the concept of inclusion, and model acceptance of all children in the program so that we can create the most supportive community possible.

In 2021-2022, there are 24 BEEP classrooms in six buildings (Beacon, Clark, FRR, Lynch, Putterham and Runkle School). There are four preschool classrooms (Beacon, Clark, Lynch & Putterham) serving children 2.6 – 3.2 years of age; and twenty pre-kindergarten classrooms that include children who are 3 to 5 years old. BEEP offers a developmentally appropriate educational experience that supports each child's individual needs and nurtures confidence and independence. Each classroom contains a variety of educational materials organized in interest/learning centers. These centers provide engaging and challenging choices that spark exploration, creativity and mastery of new skills. Children learn by doing as they interact with the planned environment and play with one another. The emergent curriculum is based upon each child's strengths, needs and interests.

**BEEP's priorities over the next two school years as our school community emerges from the COVID-19 pandemic:**

- Ensure BEEP is a welcoming, supportive community of early learners, staff and families who demonstrate actions that prioritize and support diversity, equity and inclusion.
- Provide a healthy and safe classroom environment that supports developmentally appropriate and play based learning.
- Support the development of social emotional and executive functioning skills through direct teaching and providing clearly organized/accessible learning environments.
- Continue to provide high quality instruction in literacy and numeracy that provides students with a foundation for kindergarten.
- Develop a positive and supportive home-school partnership by instituting multiple culturally competent strategies that support family engagement.
- Ensure equitable access to BEEP classrooms to students regardless of financial status, race, culture, family background, and disability.
- Protect the financial security of BEEP through frequent monitoring of fiscal status, evaluation of fiscal practices and budgeting, and developing a long term model for financial stability.
- Facilitate the transition of extended care programs and provide consultation support to the private nonprofit agencies that are new collaborative partners with BEEP.
- Examine and make recommendations on the role of technology to support family engagement, high quality early education and staff professional development.

**BEEP School Goal #1 - Create a Pandemic Resilient School Environment and Climate**

To create a “pandemic resilient” school that protects and supports the health, safety and emotional wellbeing of students, staff, and families. When implementing protocols, procedures, and systems it is important to take into account the following factors.

1. Current health and safety guidelines from the Department of Elementary and Secondary Education (DESE), PSB and other local, state, and national organizations.
2. The needs of the district’s youngest learners to participate in a developmentally appropriate classroom learning environment which emphasizes play based learning activities and social emotional learning.

Desired Outcome: By continuing to follow expert health and safety guidance, BEEP will continue to provide in person learning that is developmentally appropriate and support students social and emotional development.

Strategies & Action Steps	Responsibility	Timeline	Resources Needed	Indicators of Progress
Update operational protocols and procedures to reflect current health and safety guidance as it is communicated from DESE, the Brookline Department of Public Health, and PSB. Train staff on updates, and communicate revised protocols and procedures to staff and families.	Principal  Early Childhood Coordinators	Summer & Early Fall 2021  Revised as needed during academic year and summer 2022	Professional Development time during Opening Days  Back to School Meetings and messages  Three Parent Zoom Orientation Sessions (Zoom)	Update BEEP Family Handbook  Update Health & Safety Addendum to Handbook to reflect changes and procedures that support safe in-person learning
Share best teaching/ developmentally appropriate learning practices at teacher cohort and faculty meetings.	Principal  Early Childhood Coordinators  Teachers	2020-2021	Agenda, Meeting Notes, Compilation of Best Practices, Weekly Newsletter to faculty Articles, Books etc.	Meeting Time Time on Agenda Book and article Shares regarding curriculum and teaching strategies.

Continued implementation of Pyramid Model to support the social emotional growth and well being of students (See goal #3)	Principal Director of SEL Early Childhood Coordinators Pyramid Model Team Teachers	Ongoing	Second Step Professional Development Support & consultation from grant funded Pyramid Model consultant	Purchase SEL Anchor books for classrooms and Second Step Curriculum Provide PD for teaching teams Focused discussion at Teacher Monthly Cohort Meetings
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**BEEP Goal #2 Equity & Access**

All members of our inclusive early childhood community will demonstrate cultural competency. Every student, family and staff will be welcomed, respected, treasured, and provided what they need to be successful in school. We seek to offer participation to a wide range of diverse community members so that this early education experience can serve as a strong foundation for future school success and improve educational outcomes for all students.

**Desired Outcome:**

To provide access to an equitable, high quality, developmentally appropriate early childhood education that meets the needs of a wide range of learners including children/families of every race, culture, linguistic background, ethnicity, family structure and identified disability.

Strategies & Action Steps	Responsibility	Timeline	Resources Needed	Indicators of Progress
Continue ongoing work to develop policies and procedures that assure access to a diverse student population, particularly with respect to families with financial needs.	Principal Coordinators Equity team members	Ongoing	Consultation & support from Superintendent, Deputy Superintendent of Finance and the Brookline School Committee  Financial budgeting practices and allocations to	Equitable & transparent budget process that supports increased participation of low income students

			support low income students participation	
Classroom communities, physical environments and practices will focus on cultural proficiency. BEEP teachers and staff will create a welcoming, structured community that reflects diversity (books/toys), and expand their view of themselves in the world.	Principals Coordinators Teaching Staff PTO Site Council	Ongoing	Staff training & Professional Development  Opportunities to observe in colleagues classrooms  Teacher observations and evaluation focus on equitable practices  Purchase materials as needed  Implement practices described in NAEYC focus book.	Range PD offerings with strong staff participation  Year 1 complete Audit demographics of BEEP student population with respect to access and referral rates compared with students race, culture, income, EL status). Share findings with staff, set goals in year 2.
Faculty and staff will actively participate in Professional Development which addressing educational equity (See goal #4 Below)	Administrators Teachers	Ongoing	Consultation with Senior Dir of Equity, Director of English Language Education	Anti-Racism and Equity Professional Development Opportunities  Adjustment to practice in both classroom and faculty environments
Conscientiously implement hiring practices and retention practices that support BIPOC	Principal Early Childhood Coordinators Hiring Teams	2020-2022	Consult with HR Director & Senior Director of Equity regarding equitable practices	Systematic hiring practices  Provide networking opportunities to diverse staff

### BEEP School Goal #3-Social Emotional Learning

To develop a supportive school culture and implement SEL curriculum that is culturally responsive, engages families, and supports the social-emotional needs of PSB's youngest learners. This will be accomplished through direct teaching, enhanced family communication and engagement activities, fostering positive and trauma sensitive interactions, and assessment of students' SEL skills throughout the school year.

#### Desired Outcome

Robust social emotional learning across BEEP classrooms that supports developmentally appropriate, social emotional learning competencies of social awareness, self management, self-awareness, relationship skills and responsible decision making.

Strategies & Action Steps	Responsibility	Timeline	Resources Needed	Indicators of Progress
Implementation of Second Step Curriculum with fidelity in PreKindergarten Classrooms	Principal Early Childhood Coordinator Director of SEL Social Worker Teachers	Sept. 2021 through June 2023	Purchase & distribute Second Step Curriculum Kits  Ongoing staff training (Opening days training; bimonthly faculty & cohort meetings; PD meetings)	Ratings of student progress  Parent survey  Teacher report Classroom observations
Consistent use of language, resources and materials in school environment that build strong, positive relationships and healthy social emotional development	Administrators Teachers Social Worker School Psychologist	Ongoing	Second Step Zones of Regulation Social Thinking (Identified key concepts) SEL Anchor books Self-regulation & Mindfulness Activities Regulation materials such as fidgets, beanbags, games, timers, & books.	Ratings of student progress  Parent survey  Teacher report Classroom observations
Enhanced family engagement strategies that educate and reinforce caregivers' ability to	Administrators Teachers Social Worker Specialists	2021 through 2023	Offer multi opportunities for parent education (regular distribution of Second Step	Parent Survey  Family Handbook and Newsletters

carry over effective strategies for social emotional learning in the home.			curriculum materials, workshops, individual consultation). Design lending library for SEL resources.  Re-incorporate events and strategies to support family involvement in the BEEP community.	
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<b>BEEP School Goal #4-Professional Learning</b>				
To provide BEEP educators with multiple, meaningful professional learning opportunities that focuses on improving cultural competence and how to support social emotional learning.				
<b>Desired Outcome</b>				
BEEP educators actively engage in these professional learning opportunities, so that they can successfully implement strategies and teaching methods that are culturally responsive, anti-racist and improve students' social emotional learning.				
Strategies & Action Steps	Responsibility	Timeline	Resources Needed	Indicators of Progress
Pilot the Second Step curriculum in inclusive pre-kindergarten classrooms and preview and/or modify as appropriate in special education classrooms	Administrators Social Worker Director of SEL Faculty	9/2021 to 6/2022	Purchase/training faculty on Second Step Curriculum	Classroom Observations  Teacher rating of SEL of students
Faculty meeting discussion focus using NAEYC Equity book	Administrators Faculty	9/2021 to 6/2022	Book for staff-Each and Every Child Teaching Preschool with an Equity Lense.	Faculty meeting training and sharing
Share and discuss articles, books, professional development activities with staff centered on self care, wellness education, cultural competence, and best practices for social emotional learning.	Administrators Teachers Social Worker Specialists Teachers Director of Equity	2021 through 2023	Professional Development Days  Teacher Cohort meetings  Implement strategies to care for the educators in our school community.	Faculty meeting training/sharing

