

**District 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.

PLAN GOAL 1: Take a multi-year systematic approach to identifying and ameliorating gaps in learning due to pandemic schooling.				
Action	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
<p>Dedicated and protected time in June/August for handoff between grade-levels to discuss students and curriculum</p> <p>At the elementary level, attempt to have a “get acquainted” conference or phone call with every family. Determine an equivalent action for middle school families with the use of Advisory.</p>	<p>All teachers</p> <p>Classroom teachers, parents and guardians</p>	<p>Prior to June 22 as well as at Staff days when we return in Aug/Sep</p>	<p>Teacher meeting time</p>	<p>*There is a conference for every child between their giving and receiving teachers to review data, work, and needs</p> <p>* In September, initial assessments are prioritized based on conferences. Result: Assessment schedule (screeners, diagnostics, etc) CST priority list generated</p> <p>*New students are appropriately assigned to create balanced classrooms</p>
<p>1) Collaboratively plan which assessment tools to use for math/ELA/writing, etc to take a dipstick</p>	<p>All teachers</p>	<p>1) Prior to start of school</p> <p>2) Throughout September</p>	<p>Collaborative teacher time (PD, faculty meeting)</p>	<p>*Collaborative protocols for Looking at Student Work/Assessment held for multiple content areas</p>

<p>on student learning</p> <p>2) Collect and analyze assessment data to develop intervention groups as well as inform tier-1 instruction</p>				<p>*Data-informed lesson plans or grouping</p>
<p>Identification of skills/standards that will spiral in upcoming year and those that need to be spiraled in order to boost skills not covered in depth</p> <p>This could be a time to determine what special events could be tied to the curriculum and work to contract these services</p>	<p>Classroom teachers, math and literacy specialists, special educators, curriculum coordinators</p>	<p>Dedicated time in Aug./Sept.</p>	<p>August staff days as well as September Faculty Meeting time</p>	
<p><b>Scheduling of explicit “intervention” time across K-8</b></p>	<p>Principal; grade-level teams; interventionists</p>	<p>Summer for scheduling; ongoing throughout year for planning intervention and evaluating student need for intervention</p>		

**District 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.

**SCHOOL GOAL 2:**

Create a culture of care and mindfulness appropriate to each learner, educator and caregiver that builds life-long relationships and a supportive connected community.

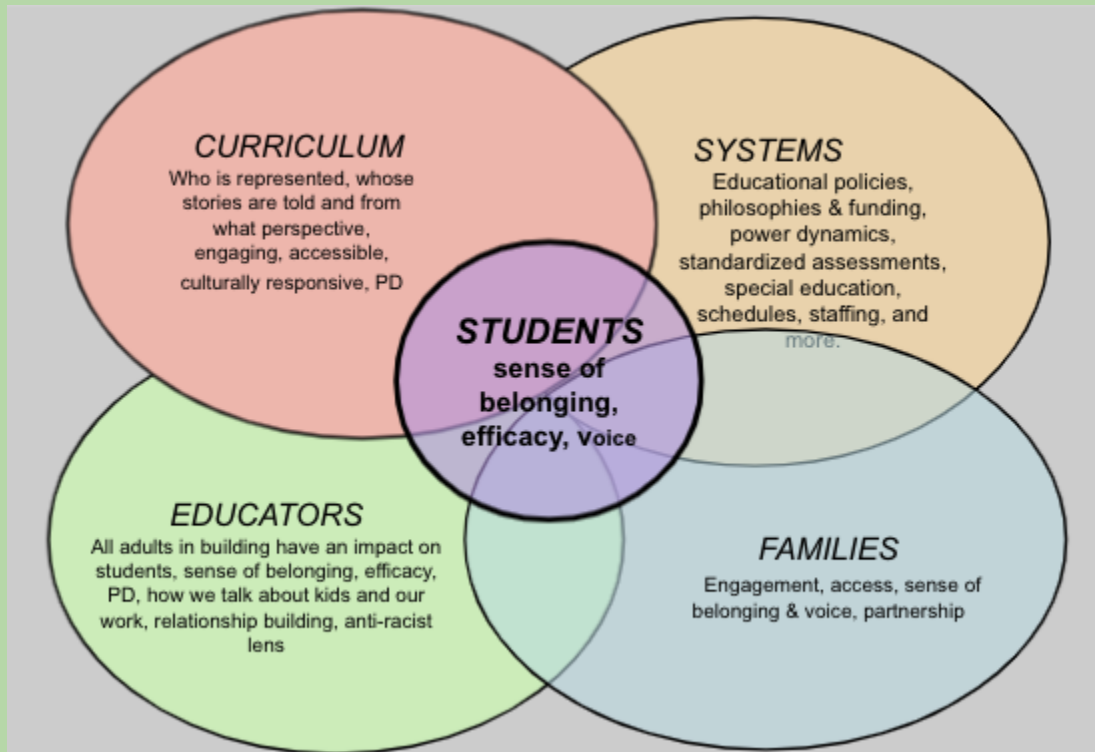
<b>Action</b>	<b>Person(s)/Teams Involved in the work</b>	<b>By When ?</b>	<b>Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)</b>	<b>Indicators of Progress and Success</b>
Scheduling of dedicated SEL time in schedule across K-8--morning meeting in K-5 along with HR/Advisory in 6-8	Principal setting schedule; classroom and middle school teachers	Summer 2021		
Using district collected data in SEL screener to inform planning of advisory and morning meeting time	Grade-level teams; guidance counselors and Social Worker	Use EOY 20-21 data; at points in 21-22 when survey is given	Data from SEL screener given by district	Tracking grade-level/cohort responses on this screenr
Ongoing sharing of SEL skills with parents/caregivers	Grade-level teams, guidance counselors and Social Worker	Ongoing		

**District Core Value 5: 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.

Problem: Lincoln is a diverse community of learners and families. However, data about educational outcomes as well as data from our SEL screener reveal gaps along demographic lines.

**GOAL:** Support students’ sense of efficacy and belonging through work in four areas: educators; systems; curriculum; families. This is captured in the diagram below.



<b>Action</b>	<b>Person(s)/Teams Involved in the work</b>	<b>By When ?</b>	<b>Resources you will use to get this work done - (e.g. release time,</b>	<b>Indicators of Progress and Success</b>

			<b>PD time, faculty meetings, support from central office, funding, etc)</b>	
Survey staff about both their needs as well as their assessment of the school's needs.	Staff developed by group of educators who have been meeting on topic of educational equity this year	Completed at June 5 Faculty Meeting	Used Faculty Meeting time; met on June 14 to digest results of survey and develop plans	
Formation of steering committee of leads in each area of work	Principal/staff who volunteered to participate	Summer planning time and time through the 21-22 year	Use of summer planning/PD money to have steering committee set goals and early actions for each group	
Formation of working group in each area	Steering committee members and	Faculty Meeting time during 21-22 year		