

**Florida Ruffin Ridley School Improvement Plan
2021 - 2024**

2022 - 2023 School Year

Florida Ruffin Ridley School Improvement Plan 2021 - 2024

Overview of School/School Summary:

The Florida Ruffin Ridley School is a vibrant K-8 learning community, where we are committed to creating a safe, welcoming, and respectful learning environment for all our students and staff. We strive to support each student on their path to engaged citizenship in our community and society at large. Students learn to respect themselves and others while honoring the diversity of identities and learning differences that are part of the fabric of the Florida Ruffin Ridley School. To that end we support our staff as they provide students with the instructional and social emotional experiences they need to achieve growth and success. As educators at the Florida Ruffin Ridley School, we believe that all students deserve the opportunity to achieve at high levels and feel connected, valued, and respected in our community. As part of this belief, we understand that different students need different supports and approaches to achieve equitable access and outcomes. We believe in fostering citizenship amongst our students that promotes equity and social justice through increasing levels of cultural proficiency. As educators at the Florida Ruffin Ridley School, we believe that through our collaborative practices we will achieve a culture of reflection and action that works towards addressing the structures within our school that result in unintentional bias, structural racism, systems of oppression, and inequitable access and outcomes.

Our three previous School Improvement Plan goals included action items that supported the continuous improvement of literacy and math instruction as well as building and maintaining community cohesiveness as we rejoined our staff and families in our new building after three years separated.

- Literacy: Comprehensive improvement in literacy learning outcomes for all students through an ongoing cycle of professional development, teaching, and assessment as shown by increased proficiency levels and student growth on both state and local assessment measures.
- Math: Improvement in mathematical learning outcomes for all students through implementation of the National Council of Teachers of Mathematics (NCTM) Effective Mathematical Teaching Practices, development of mathematical mindsets for students K-8, and increasing math content knowledge for teachers K-5 alongside strengthening of math content area teachers' practices in 6-8 as shown by increased proficiency levels and student growth on both state and local assessment measures.
- School Climate: Fostering a positive school culture by building and strengthening relationships between and among students, staff, and families through teacher-led and facilitated professional learning groups centered around texts that support the themes of groundwork on racial identity, family engagement, representation & centering students, and relationships.

As we enter year 2 of our 3 year school improvement plan cycle we are looking to capitalize on what we have learned in year 1, make some adjustments to our action steps, and continue to focus on our 5 goal areas.

The SY 21 - 24 Florida Ruffin Ridley School Improvement Plan focuses on the very complex work of keeping our school open and community healthy and safe, addressing and healing from the trauma of the COVID-19 pandemic, and evaluating and revising our core values and mission statement so they accurately reflect our commitment to anti-racist education, social justice work, and equity. Our goals remain focused on the areas of:

1. Health & Safety of Students, Staff and Families
2. Student Social-Emotional Wellness
3. Equity
4. Teaching & Learning

5. Professional Growth of Educators

We have intentionally written our goals to span 3 years to help provide a road map for the long, deep, and complex work that we will all engage in with focus and determination over the next three years and beyond. This plan targets a few key areas that we want to focus our energy and efforts for the next three years. It does not preclude all of the other work of our school in support of student connection, growth, and achievement. Our goals are also intentionally connected to the Public Schools of Brookline's district goals. By aligning our goals, we ensure the necessary district resources and supports are in place to achieve our goals in support of student achievement and student success. Additionally, in order to respond effectively to the changing needs of students, educators and families as we emerge from the pandemic, it is essential that our School Improvement Plan is a living document in that it is continuously updated and allows us to make mid-course corrections when needed. The Florida Ruffin Ridley School Council supports the school in refining the plan by asking relevant questions, giving feedback, and then monitoring the implementation and success of the plan.

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Goal #1 – Physical Health and Safety of Students, Staff, and Families

Goal: Maintain the physical health and safety of all students, staff, and families by creating and strengthening protocols, procedures, and systems that are flexible enough to adapt to changing guidance from the Department of Elementary and Secondary Education, The Centers for Disease Control, the Brookline Department of Public Health, and other local, state, and national organizations.

Action	Person(s)/Teams Involved in the work	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
Update operational protocols and procedures to reflect revised health and safety guidance as it is communicated from DESE, the CDC, and Brookline Department of Public Health, train staff on updates, and communicate revised protocols and procedures to staff, students, and families	Principal Vice Principals Nurses	Ongoing		Updated Staff Resource Guide to reflect changes to protocols and procedures for safe in person learning Update as necessary the notification communications that families receive when a positive case is confirmed.
Review protocols and procedures with staff and families at the start of the school year and continue weekly principal communications with staff and families to inform stakeholders about shifting guidance and implications	Principal	ongoing		Review of updated protocols and procedures with all FRR staff during first two staff days. Updated family/student resource guide distributed to families prior to the start of the 2022-2023 school year and highlighted at all K-8 Open House events Monday Message (staff) and What's Happening at the Hive (families) communications are distributed weekly and include a section about COVID-19 updates

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Goal #2 -- Student Mental and Social Emotional Health and Wellness

District Goal: 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.

Goal: Accurately understand students' social-emotional functioning and growth so that we can improve student mental health and social emotional wellness and mitigate the trauma of the COVID-19 pandemic while developing SEL skills across the 5 core competencies (self-awareness, self-management, responsible decision making, relationship skills, social awareness)

Action	Person(s)/Teams Involved in the work	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
Build and support a school wide schedule that allows for 4x/week SEL instruction with one longer protected block and opportunities for community meetings	Principal/Vice Principals w/FRR Staff feedback	ongoing	Grade level team meetings Administrator team meetings	All schedules K-8 have 4x/week protected time for Morning Meeting/Advisory with one long block for SEL curriculum and/or community meetings
Develop and implement a comprehensive scope and sequence to teach all students the SEL 5 Core Competencies	SEL Team Principal Vice Principals	2021 - 2024	Professional Development funding for SEL team meeting time District funding for identified curriculum and resources	Identify and assess current practices Assess curriculum and resources such as Second Step, Zones of Regulation, Responsive Classroom Creation of an agreed upon SEL scope and sequence for K-8 with accompanying resources
Continue to distribute SEL screeners regularly, review the data in grade level and school wide data teams, and match interventions with areas of growth	Classroom/ Homeroom teachers Clinical Team	Ongoing	School Support Team meetings Grade level team meetings	Grade level band data teams meet after each survey round to analyze data, determine trends, and identify areas for growth and support Increase in students reporting connectedness, belonging, and positive mental health on Panorama survey

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<p>Increase and allocate resources to address rising mental health needs</p>	<p>Principal Central Office Staff Clinical Team</p>	<p>2021 - 2024</p>	<p>Support from Central Office to increase guidance, social workers, and psychologists in the budget</p>	<p>Increase the number of mental health clinicians and providers at FRR Clinical Team supports for Morning Meetings and Advisories</p>
<p>Review PSB Code of Conduct and operationalize for FRR as it aligns with our supportive approach to discipline and commitment to social justice and anti-racist teaching practices</p>	<p>FRR administrators FRR School Council FRR Student Council</p>	<p>2022 - 2023</p>		<p>Decrease in student suspensions and time out of class Development and implementation of student handbook that is reviewed by School Council and Student Council</p>
<p>Examine school behavior data such as office referrals, suspensions/exclusions, identify with transparency any disproportionalities and mitigate</p>	<p>FRR Administrators FRR School Council</p>	<p>2023 - 2023</p>		<p>Data review of of exclusionary practices and disciplinary actions with clear and transparent communication to community coupled with an action plan to mitigate any identified disproportionalities</p>

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Goal #3 -- Equity

District 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: Strengthen, repair, and rebuild our community so that all students, staff, and families feel connected, valued, and respected in the Florida Ruffin Ridley school community and align our school mission statement and core values so that they reflect our commitment as a community to anti-racist teaching practice, social justice work, and dismantling systems of oppression.

Action	Person(s)/Teams Involved in the work	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
Develop middle school advisory lessons that address topics of identity, community, digital media literacy	Grades 6-8 vice principal Principal Grades 6-8 team	2022 - 2023	Summer workshop funding from Equity funds and time Middle school team meeting time	Increase in students in grades 6-8 reporting connectedness, belonging, and trusted adults as measured by the SEL screener
Develop and implement a set of lessons for K-2 that align with the Learning for Justice standards	Access and Equity team K-2 classroom teachers	2022 - 2023	Summer workshop funding from Equity funds and time	Completed digital resource bank for K-2 educators to implement lessons that align with the Learning for Justice Social Justice frameworks
Continue to develop and support the FRR Access and Equity Team	Access and Equity Team Principal and Vice Principals	ongoing	Summer workshop funding from Equity funds and time	Clear organizational structure of educator leadership within Access and Equity team Clearly articulated and manageable goals for each school year that are communicated with the school community in September
Continue to develop and support FRR Equity PAC	FRR Equity PAC Principal and Vice Principals	ongoing		Clear organizational structure for FRR Equity PAC Clearly articulated and manageable goals for each school year that are

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				<p>communicated with the school community in September</p> <p>Monthly check in meetings with FRR administration</p>
Assess and revise the FRR mission and vision statement	FRR Staff and Families	2023 - 2024	<p>Staff meeting time</p> <p>Family Forums</p>	A clear mission and vision statement that aligns with our commitment to social justice and equity and is clearly communicated and posted broadly in the community.
Assess, revise, and provide operational language for the FRR core values	FRR Staff and Families	2023 - 2024	<p>Staff meeting time</p> <p>Family Forums</p>	<p>Clear core values that align with our revised mission and vision statements.</p> <p>Operational language attached to core values that articulate how these core values are demonstrated and lived within our community.</p>
Establish and maintain a Grades 6-8 student council	<p>Principal, Grades 6-8 vice principal</p> <p>Student Council Staff Advisors</p>	2021 - 2023	Funding for staff advisor position(s)	<p>Establishment of a Grades 6-8 Student Council that meets bi-weekly</p> <p>Increase in students reporting voice and agency in school wide decision making and programming</p> <p>Increase in student leadership opportunities through clubs and organizations</p>
Deepen our whole staff understanding of culturally responsive and abolitionist teaching practices and pedagogies	FRR Staff	2022 - 2023	<p>Funding for texts-Equity Fund</p> <p>Staff meeting time</p>	<p>K-2 staff read and engagement with <u>We Want to Do More Than Survive</u> by Bettina L. Love</p> <p>Grades 3-5 staff read and engagement with <u>Cultivating Genius</u> by Gholdy Muhammad</p> <p>Grades 6-8 staff read and engagement with <u>Culturally Responsive Teaching and The Brain</u> by Zaretta Hammond</p>

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Goal #4-- Teaching and Learning

District Goal: 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: Through the use of instructional strategies that encourage student agency, academic and social emotional instruction is delivered using culturally responsive strategies that honor/recognize students’ identities while providing entry points for all students into the grade level content so that each student experiences growth and achievement.

Action	Person(s)/Teams Involved in the work	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
Support educators as they adapt to meet the new demands of the district wide Essential Curriculum	FRR administrators Curriculum Coordinators Office of Teaching and Learning Grade Level Teams Math/Literacy Specialists	Ongoing	District wide professional development workshops, grade level team meetings, staff meetings	Continuous improvement of student academic achievement as measured by: <ul style="list-style-type: none"> ● MCAS (grades 3-8) ● BAS (K-8) ● K-2 Math Assessments ● Grades 3-5 End of Unit Investigations Assessments ● Grades 6-8 DESMOS Assessments

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<p>Identify, develop, and support a system and procedure for collecting, analyzing, monitoring and responding to student growth and achievement data</p>	<p>Office of Teaching and Learning FRR administrators Grade level teams and support staff</p>	<p>2021 - 2023</p>	<p>Grade level team meetings, staff meetings, release time</p>	<p>Identification of students with low to limited engagement, growth, and achievement during 2021-2022 school year and development of individualized support plans</p> <p>A clear outline of data cycle and plan for progress monitoring that is communicated and implemented at each grade level</p> <p>Budget is developed to allocate and advocate resources in response to emerging data trends and identified needs</p>
<p>Participate in the PSB middle school review process to assess and find ways to build a model at FRR that supports increased student choice, Project Based Learning, time for explicit SEL instruction, and cross curricular experiences</p>	<p>Principal Grades 6-8 Vice Principal Office of Teaching and Learning</p>	<p>2022 - 2024</p>		<p>A middle school structure and schedule that is staffed and allows for all students to participate in authentic project based learning experiences, develop and maintain strong relationships with educators, allows for flexibility of programming between 4 and 5 sections, and provides opportunities for interventions and extensions and student choice</p>
<p>Establish grade level team meeting time (outside of prep time) that is designed for work outlined in our SIP and as needed</p>	<p>Principal Vice Principal</p>	<p>spring/ summer 2022</p>		<p>Individual grade level team time with grade band vice principal built into the school day</p>

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Goal #5: Professional Growth for All Educators

District Goal : 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.

Goal: Support educators at Ruffin Ridley with implementation of content defined in the Essential Curriculum through provision of professional development opportunities that exemplify best practices as well as prepare and support educators to be fluid and effective as they navigate the ever changing educational landscape and diversity of learners in their classes.

Action	Person(s)/Teams Involved in the work	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
Support and foster the development of strong educator teams	FRR Educators Principal and Vice Principals	2022 - 2023	Team meeting time	Creation and development of team norms and expectations that are posted publicly and followed for each team meeting Team meetings with clearly communicated objectives, agendas, and actionable next steps Creation of a schedule with time built in for team meetings
Support educator collaboration to strengthen professional practices through peer observations	FRR Staff	2022 - 2023	Team meeting time Staff meeting time Coverage time/schedule Support from Office of Teaching and Learning	Procedure and structure communicated for peer observations
Provide opportunities for educator professional development and coaching	Curriculum Coordinators Office of Teaching and Learning	ongoing	Team and individual meeting time	

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	<p>Principal and Vice Principal</p> <p>District wide and building based coaches</p>		<p>Professional Development budget from the Office of Teaching and Learning</p> <p>Summer workshop funds and time</p>	
<p>Strengthen and expand Child Study Team</p>	<p>CST Leaders</p> <p>Principal and Vice Principal</p> <p>CST Team Members</p> <p>Academic content educators and interventionists</p>	<p>2021 - 2024</p>	<p>Summer workshop funds and time</p> <p>Office of Teaching and Learning support and resources</p> <p>Additional funding for 3rd CST</p>	<p>Well resourced Child Study Teams that align with each grade level band (K-2, 3-5, 6-8) and can support educators in RtI</p> <p>Professional library of intervention and extension resources and materials (digital and hard copy)</p> <p>Professional development opportunities for Child Study Team members</p>