

The Public Schools of Brookline
Runkle School

School Improvement Plan 2021-23 School year

Approved by the Runkle School Site Council: ___1/26/2022_____

Public Schools of Brookline
Strategic Plan Goals & Core Values:

The Public Schools of Brookline (PSB) serves over 6,893 students in Kindergarten to grade 12. We operate nine 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 difference 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 eliminate 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)

**John D. Runkle School
Core Values and Goals**

Runkle 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 with 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 lifelong learning built upon curiosity, creativity, and willingness to explore new ideas
- To promote a generous, participatory community spirit that respects diversity
- To promote global awareness
- To promote both student and family engagement in the Hybrid/Remote Learning Model given the current pandemic; and plan for a successful transition for 2021 academic year

Runkle School Priorities 2021-2023

- Continue to develop a culture and climate where everyone feels welcome and included
 - Continue to build a culture of civility within our school community
- Continue to build systems and structures to ensure we are meeting the needs of ALL learners
 - A Deeper understanding of Equity in schools
 - Middle School WIN (**W**hat **I** **N**eed) blocks; Best Practice
 - Advisory in Grades 7 and 8
 - Grade Level Community Meetings
 - School Handbooks (Completed)
- Continue to develop our inclusion model
 - High expectations for all students: Classroom wide strategies are conducive to the needs of all students to support children learning at their own pace within a nurturing learning environment.
 - Children have the maximum opportunity to be included with their peers and receive high-quality instruction by licensed professionals in the least restrictive environment.
 - Every student receives what he or she needs to make effective progress academically, emotionally, and socially.
 - Every child and family is a valued member of the classroom and school community.
- Hiring and Retaining BIPOC at Runkle. We support efforts to reduce the impact of reduction in force notices on BIPOC teachers.

School Council Goal for SY 2019-2020

School Culture & Climate

- To Support the development of strong school-family relationships
- To maximize the success of the children in school
- To increase clarity about the roles of family and school staff.

Runkle School Goal #1

To provide Professional Development for Runkle educators that will reinforce essential curriculum and learning standards, social emotional competencies, and will emphasize culturally responsive instructional practices that support student learning and growth. In addition, professional learning at Runkle will provide opportunities that exemplify best practices, prepare and support educators to be fluid and effective navigating both in-person and remote learning.

Rationale/Evidence:

Reduce/eliminate student achievement gaps at Runkle by identifying and supporting essential curriculum and learning standards and social emotional competencies across all grade levels.

Desired Outcome:

We will maximize opportunities for students to reach their highest potential and we will increase academic/social emotional growth across all student groups and achievement levels by implementing best practices, reinforcing essential curriculum and learning standards.

| Strategies & Action Steps | Responsibility | Timeline | Indicators | Resources Needed |
|--|--|-----------|--|---|
| Continue to work as a faculty to identify/ teach essential curriculum and learning standards by grade level. | Principal, Assistant Principal, Teachers, Curriculum leaders | 2021-2023 | Essential Curriculum/learning standards in place for every grade level. | Meeting Time Materials for lesson Professional Development Additional Time; Early Release Days added 1/2021 |
| Continue to share best teaching/ learning practices at grade level team meetings and faculty meetings. | Principal Teachers | 2021-2023 | 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. |

Runkle School Goal #2

To continue to engage Runkle educators in the work of implementing culturally responsive and anti-racism strategies by learning together through courageous conversations, professional development, and collaborative partnerships with Runkle families. We will continue to support Runkle staff in this important work to integrate culturally proficient

practices and equitable instruction strategies that encourage student agency into daily practice.

Rationale/Evidence:

Need to provide content access points for all students and a deeper understanding of equity is needed in our school community.

Desired Outcome:

Equity will be at the center of our work. As a result, we will observe in classrooms and in conversations the integration of culturally proficient practices and instruction in the Runkle school community. In addition we will honor/recognize students' identities while providing content access points at all grade levels.

| Strategies & Action Steps | Responsibility | Timeline | Indicators | Resources Needed |
|--|---|-----------|---|--|
| Return to District PD addressing Equity | Administrators Teachers Wellness Director | 2021-2023 | Adjustment to practice in both classroom and faculty environments | Anti-Racism and Equity PD |
| Runkle Specific PD with both faculty and families to address Equity and Antiracism | Administrators Central Office PTO | 2021-2023 | More diverse hiring practices and Retention of BIPOC Student indicator/Runkle specific survey Increase in Students of Color at Runkle | Courageous Conversations Restorative Justice Hiring Training/Discussions |

Runkle School Goal #3

Social Emotional Learning: In order to respond to the social emotional needs of Runkle students, we will develop a supportive school culture that is culturally proficient, diverse, and appreciates the social-emotional developmental needs of students in Grades K-8. This will be accomplished by supporting positive social interactions, embodying the “power of our

words” messaging, assess students’ SEL skills throughout the school year and support these areas of need within in person classrooms and virtual environments.

Rationale/Evidence:

We are currently teaching in a hybrid/remote learning model during a pandemic. Students and families are struggling to fully participate in these learning models.

Desired Outcome:

We will improve our school culture and develop in our students social emotional learning competencies of: social awareness, self management, self-awareness, relationship skills and responsible decision making.

| Strategies & Action Steps | Responsibility | Timeline | Indicators | Resources Needed |
|---|---|-----------|---|--|
| Use consistent words/language and actions that build strong student- teacher language/relationships to ensure that students grow both academically and social/emotionally. | Administrator Teachers Guidance Counselors SLPs School Psychologist | 2021-2023 | Students and staff use consistent language from these resources. Data documenting strategies used by students. | Social Thinking Mind Up Second Step Growth Mindset Executive Functioning (Sara Ward) Restorative Justice practice |
| Purchase resources that help students to be less anxious and more self-regulated. Put organizational systems in place for self-regulation and mindfulness activities embedded into the day. | Administrators Guidance Counselors SLPs School Psychologist | 2021-2023 | Students and teachers using Lending Library for SEL resources. Classrooms utilizing the materials provided through Guidance grant (fidgets, beanbags, games, timers, books) | Social Thinking Mind Up Second Step Growth Mindset Executive Functioning (Sara Ward) Restorative Justice practice |

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|--|---|------------------|---|---|
| <p>Share and discuss articles, books, professional development activities with staff centered on cultural competence, social media education and best practices for social emotional learning.</p> | <p>Administrators Guidance ETS SLPs School Psychologist</p> | <p>2021-2023</p> | <p>Faculty Meeting Training/Sharing Weekly Advisory for Grades 5-8 1:1 Counseling</p> | <p>Universal Screening Tool SEL PD, Self Care PD</p> |
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