

SY24-25-SY25-26 School Improvement Plan

School Name: Florida Ruffin Ridley Elementary School

Leader Name: Candice Whitmore

School Site Council Members: Erin Meyer , Elizabeth Methven (Co-Chair), Vinay Gidwaney, Sivan Shimony, Marianne O’Grady
Daniel Lipton and Yael Neeman-Schubert

PSB Mission

The Public Schools of Brookline’s mission is to educate and inspire every student to lead a fulfilling life and make positive contributions to our world.

PSB Vision

Brookline provides every student with an extraordinary education through enriching learning experiences and a supportive community so that they may develop to their fullest potential.

School Mission

Our mission at Florida Ruffin Ridley School 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.

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.

School Vision

The Florida Ruffin Ridley School vision, the force giving meaning to the faculty's work, is broken into three components and is revisited annually as staff affirm their commitment to teaching. The vision for the students and Florida Ruffin Ridley School staff encompasses three areas.

ACADEMIC—We work hard so we can become smarter. We take risks as learners. We communicate effectively: orally, in writing, and through technology.

COMMUNITY—We make sure everyone feels physically, emotionally and intellectually safe. We give and receive respect. We have compassion for one another. We contribute to our school, our community, and to our world. We establish and maintain healthy friendships.

WHOLE PERSON—We are confident in our abilities. We love to learn and strive to become lifelong learners.

Florida Ruffin Ridley School is committed to its school motto: "Work hard. Be kind. Help others." Faculty, staff, students, and families illustrate this in words and actions throughout each school day as they are committed to creating safe, welcoming, and respectful learning environments. As a school committed to developing the whole child, we use a myriad of Social Emotional Learning approaches including, but not limited to Responsive Classroom, Second Step Curriculum, and Benson Henry Institute Strategies, so that we may foster the prosocial behaviors necessary for productive learning environments. Through these programs and other approaches to community building and understanding identity, students learn to respect themselves and others while honoring the diversity of cultures, backgrounds, and learning differences that are part of the fabric of the Florida Ruffin Ridley School.

The system-wide programs offered at Florida Ruffin Ridley School are the English Language Learner program with a high concentration of Hebrew speakers, and a K through 8 Therapeutic Learning Center for students who need intensive social and emotional support.

School Highlights 2023-2024

- Redesign of School Site Council Team and Members
- Creation of Middle School Student Council
- Creation of Welcome Back Week Team(SEL) composed of Clinicians, General and Special Educators, Specialist, World Language Teachers, Custodians, and Cafeteria Staff.
- Creation of Math Investigation (Curriculum) Team
- Establish Middle School SEL Teams
- Creation of Middle School activities for students resulting from data from Panorama Surveys
- Equity Cycles in Middle School Grades
- Middle School Restorative Circles with Staff
-

District Instructional Focus 2024-2026

If educators teach explicit and systemic literacy skills following a standards-aligned scope and sequence, students will effectively apply literacy skills to communicate their thinking about grade-level complex texts and performance tasks.

Action Plan – Priority #1: Teaching and Learning 20_-20_

District Strategic Objective: Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high-quality, and challenging curriculum delivered using evidence-based practices

Strategic Objective: Educators will ensure a comprehensive and strategic approach to implementing Math and Reading Curriculum with a focus on professional development, data driven instruction and continuous monitoring to boost student achievement.

ACTIONS

| <u>Desired Outcomes</u> | <u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes | Date(s) of implementation | <u>Goals and Benchmarks</u> | <u>Progress Monitoring</u> Evidence of Growth |
|--|--|--|--|---|
| Educators will use evidence-based structured literacy instruction to improve reading proficiency in students, through evidence based Science of Literacy Instruction | <ul style="list-style-type: none"> -Provide professional development for teachers that focuses on both the Science of Reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) and the Science of Writing (writing structure, grammar, and language use). -Train teachers on evidence based instructional practices that integrate reading and writing instruction, emphasizing how writing reinforces reading comprehension and critical thinking. -Use high quality literacy programs that emphasize decoding, comprehension strategies, and writing processes such as brainstorming, drafting, revision and editing. -identify students who need additional support through formative assessments and provide targeted interventions in reading. -Create opportunities for teachers to collaborate in learning communities focused on literacy, allowing them to share strategies, review student work, and discuss progress towards goals. | <p>Bi- Weekly starting September 2025- June, 2026</p> <p>Sept. 2024- June, 2026</p> <p>Sept. 2024- June, 2026</p> <p>BOY, Winter, End of Year</p> <p>Sept. 2024- June, 2025 (3rd Week of Each month)</p> | By the end of the School year, increase the percentage of students meeting or exceeding grade level proficiency in literacy by 15% as measured by district and state assessment. | <p>Use a combination of reading assessments (DIBELS, MCAS, LEXIA) and writing rubrics to track students growth</p> <p>Student Artifacts, Lesson Internalization documentation</p> |
| Improve student mastery of mathematical concepts through the Investigations Curriculum in grades Kinder-5th. | -Provide Targeted professional development for teachers in K-5 on the Investigations Curriculum to deepen their understanding of inquiry based instruction and how to facilitate student-led investigations. | Bi- Weekly starting September 2025- June, 2025 | By the end of the 2025 academic year, increase the percentage of students achieving proficiency in | Unit Assessments Formative Assessments MCAS Assessment |

| | | | | |
|---------------------------------------|--|--|---|---|
| | -Incorporate differentiated instruction strategies to meet the diverse learning needs of students within the Investigation Framework -Emphasize and implement hands-on, problem solving activities that encourage students to explore mathematical concepts in depth. -Establish teacher collaboration session focused on sharing best practices, reviewing student work, and refining instructional strategies aligned with goals of the Investigations Curriculum. | Sept. 2024- June, 2025 Sept. 2024- June, 2025 Sept. 2024- June, 2025 (2nd Week of Each month) | mathematics by 10% as measured by state and district assessments. | Student Artifacts, Lesson Internalization documentation |
| | | | | |
| | | | | |
| | | | | |
| Year 1 Adjustments (June 2025) | | | | |
| <u>Desired Outcomes</u> | <u>Strategic Initiatives</u> Leads name technical and adaptive moves that you will use to achieve desired outcomes <i>(mechanism by which the outcomes happen)</i> | Date(s) of implementation | <u>Goals and Benchmarks</u> | <u>Progress Monitoring</u> Evidence of Growth |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Action Plan – Priority #2: Community and Connections 20_-20_

District Strategic Objective: Develop and implement a culturally responsive community engagement plan to foster connections among caregivers, schools, the district, and the community.

Strategic Objective: Educators will provide open, consistent, and accessible communication channels to strengthen the relationship between families and school.

ACTIONS

| <u>Desired Outcomes</u> | <u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes | Date(s) of implementation | <u>Goals and Benchmarks</u> | <u>Progress Monitoring</u> Evidence of Growth |
|---|--|---------------------------|--|--|
| Improved Communications between families and school to enhance student success. | <ul style="list-style-type: none"> -Create a Clear and structured communication plan, outlining when and how school will share important information with families. -Use multiple communication platforms (email, text messenger, robo call, newsletters, social media, school website) to ensure information is accessible to all families. -Offer virtual meetings and events to engage families who may not be able to attend in-person activities due to work or other commitments -organize workshops on how families can support their child(ren) academically, socially, and emotionally. Offering resources on topics such as literacy, homework, mathematics, digital literacy ect. | September 2024-June 2025 | By the end of the school year we will see an increase in parent and family engagement in school activities | Culture and Climate Survey Participation in School Events |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Year 1 Adjustments (June 2025) | | | | |

| <u>Desired Outcomes</u> | <u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes | Date(s) of implementation | <u>Goals and Benchmarks</u> | <u>Progress Monitoring</u> Evidence of Growth |
|-------------------------|---|---------------------------|-----------------------------|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Action Plan – Priority #3: Climate and Culture 20_-20_

District Strategic Objective: Partner with families and the community to create safe environments that promote belonging

Strategic Objective: Educators at Florida Ruffin Ridley School will create a safe, positive, and inclusive learning environment for all students and community members that affords them a high sense of belonging and celebrates gains along the way.

ACTIONS

| <u>Desired Outcomes</u> | <u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes | Date(s) of implementation | <u>Goals and Benchmarks</u> | <u>Progress Monitoring</u> Evidence of Growth |
|---|--|---------------------------|--|---|
| Establish a clear, consistent and enforceable cell phone policy, that will reduce distractions, improve student focus, and foster responsible use of devices. | -Creation of a school wide cell phone policy that clearly outlines when and where students are permitted to use cell phones and smart watches. -Creation of phone- free zones in classrooms, with the purchase of locked storage devices where students can store cell phones and smart watches for grades 6th-8th. | September 2024- June 2026 | By the end of the school year, reduced classroom distractions and improved student engagement by 20% | Teacher and Student Surveys Incident Reports Student Feedback |

| | | | | |
|---|---|----------------------------------|---|---|
| | <ul style="list-style-type: none"> -Intergate lessons on digital citizenship into the curriculum to teach students responsible use of technology. -Provide workshops and materials for families, on guiding responsible phone use at home and supporting schools policy. | | | |
| Refine our School-Wide Positive Behavior Interventions and Support system to promote positive behavior and improve school culture: kid culture, classroom culture, adult culture. | <ul style="list-style-type: none"> -Implementing a system for recognizing and rewarding positive behaviors (Bee's of the Week, Bee, and MVBee's) -Use a multi-tiered system of support (MTSS) for behavior, where Tier 1 provides universal support for all students, Tier 2 provides targeted intervention, and Tier 3 offers intensive, individualized support . -Implement a system for tracking student behavior, such as our Major and Minor Incident Referral forms. -Integrated restorative practices into PBIS to address conflicts and behavioral issues focusing on repairing relationships and promoting accountability. -Empowering students to take leadership roles by forming a PBIS student team, that promotes kindness, peer support, and social emotional growth | September 2024-June 2026 | By the end of the school year, reduce disciplinary referrals by 30% and improve overall student engagement. | Behavior tracking data (Incident referral forms) Attendance Records Student Climate Surveys |
| Establish Welcome back Week with emphasis on four areas of focus, that will support our | -Utilize the first 4 days of school 24-25 to build community, set expectations, enhance | September 3rd, 4th, 5th, and 6th | 100% of staff, teachers and students will participate in all activities aligned with the welcome | Student Climate Surveys Staff Climate Surveys |

| | | | | |
|--|---|--|---|---|
| students and staff through various activities, mainly focusing on self identity, appreciation for diversity of their peers, and strengthen their sense of belonging within our school community. | <p>student belonging, build routines, foster relationship/understanding of others</p> <ul style="list-style-type: none"> -Development of Grade Level Community Meetings focused on school core values -Develop Partnership with Benson Henry Institute for Mind Body Medicine - | <p>Monthly September-June</p> <p>September 2024</p> | back week core values. | |
| Strengthen Social Emotional Learning to enhance student well being and academic success. | <ul style="list-style-type: none"> -Implement evidence-based SEL curriculum(Second Step) that teaches students key competencies such as self awareness, self-management, social awareness, relationship skills, and responsible decision making. -Utilize panorama data, for identifying students who need additional emotional support, such as counseling services, peer mentoring, or small group interventions -Middle school teachers will implement monthly themes presented by the SEL Team, during Advisory. -Engage families in SEL initiatives by providing resources and workshops on promoting emotional intelligence and positive behavior at home. | <p>September: Belonging</p> <p>October: Self-Awareness</p> <p>November: Emotional Identification</p> <p>December: Emotional Regulation</p> <p>January: Social Awareness</p> <p>February: Empathy/Kindness</p> <p>March: Relationship/Social Skills</p> <p>April: Responsible Decision Making</p> | By the end of the school year improve students social-emotional skills by 20% as measured by Panorama Data. | <p>Panorama Data</p> <p>Student Climate Surveys</p> |

| | | | | |
|---|--|---|---|---|
| | | May: Problem-Solving June: Reflection | | |
| Promote Equity to ensure all students have access to high quality education and opportunities for success | -Creation of Equity Leads, establish a diverse team of educators to lead the schools equity efforts -Incorporate diverse voices and perspectives in the curriculum to reflect students' cultural backgrounds, promote inclusivity, and engage marginalized groups -Implement Equity Cycles with the office of Educational Equity, to provide ongoing training for staff on implicit bias, culturally responsive teaching, equitable discipline practices, and restorative circles. | September 2024-June 2026 Monthly Meetings during grade level planning. | By the end of the school year, close achievement gaps by a %. | Student Council Staff and Student Surveys Parent Survey |
| | | | | |
| | | | | |
| Year One Adjustments (June 2025) | | | | |
| <u>Desired Outcomes</u> | <u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes | Date(s) of implementation | <u>Goals and Benchmarks</u> | <u>Progress Monitoring</u> Evidence of Growth |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Action Plan – Priority #4: 20_-20_

Strategic Objective:

[illegible]

Plan Definitions

| | |
|---|---|
| Strategic Objective | A key lever for improvement that will achieve the vision (the “what” and the “why”). |
| Desired Outcomes | <p>The expected results: what they will be and how they will advance the school toward student achievement goals.</p> <p>Outcomes are SMART goals: specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed and tracked.</p> <p>Final outcomes set targets for improvement achieved at the end of plan implementation - end of 3 years For example: By 2021, decrease chronic absenteeism by 2.8 percentage points to 12%.</p> |
| Strategic Initiatives (Leadership action) | The projects and programs that support and will achieve the strategic objectives (the “how”). The leadership actions to achieve the desired objective. Strategic Initiatives include both technical and adaptive change |
| Goals and Benchmarks | The goals and benchmarks that must be met during the 3-year period to be on track to meet SY26-27 goals. |
| Progress Monitoring Evidence of Growth | Evidence of growth towards goals and benchmarks and/or evidence of meeting the goal. Progress monitoring should take place at regular intervals during the duration of the plan, align to desired outcome, and can be related to systemic change and/or adult behavior. |

| List the core participants’ names and affiliations/membership in a stakeholder group (staff, students, families, community advocates, partners, etc.) | |
|---|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Are the participants reflective of the population that this decision impacts/involves? If not, please explain barriers to representation and the efforts to overcome them.

Supporting Documents (please add links)

| | |
|-------------------------------|--|
| School Site Council Agenda(s) | |
| | |
| | |

