

SY24-25-SY25-26 School Improvement Plan

School Name: Brookline High School

Leader Name: Anthony Meyer

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

The mission of Brookline High School is to develop capable, confident life-long learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse and evolving global society.

School Vision, 2024-25

Belonging, Together.

School Highlights, 2023-2024

- Piloted unlevelled ninth grade English course as part of Reimagining Ninth Grade to provide rigorous curriculum and increase access to Honors and Advanced courses.
- Started a Unified Sports team for Brookline High School students. Unified Basketball will be followed in 24-25 by Unified Track and field and Unified Bocce in 25-26. Unified Basketball had a large, diverse team, and their games attracted large, boisterous crowds.

- Boys Cross Country won its second consecutive Division One State Championship.
- Administrative Council and Faculty Council worked collaboratively on a series of faculty meetings to identify key areas of focus and to problem solve on these areas: communication, morale, and workload.
- Developed common teaching practices with the leadership and support of our Student Intervention Team, focusing on improving attendance and healthier use of Personal Electronic Devices (PEDs). Our tardies decreased by over 10,000 from 2022-23 to 2023-24.

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 2024-2025

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:

- 1) Continue to hone ninth grade Responding to Literature/Humanities course.
- 2) Review Graduation Requirements in alignment with NEASC accreditation process.

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
-------------------------	---	---------------------------	-----------------------------	--

Ninth grade ELA team continues to hone previously unlevleed ninth grade Responding to Literature course.	ELA team will work on adding earned honors model to ninth grade Responding to Literature/Humanities course.	September 2024 - June, 2025	Implement an earned honors model in ninth grade. Monitor student enrollment.	Meet regularly with John Andrews, English curriculum coordinator. Meet with OTL leaders and ninth grade RtL/Humanities team quarterly. Review student course tallies in March as we section.
Begin vision of a graduate work in conjunction with NEASC accreditation process.	Work with OTL leaders, particularly Gabe McCormick, to develop process to review graduation requirements and construct a vision of the graduate, pre-K-12.	September 2024-June 2026	Develop process for creating vision of a graduate to implement in 2025-26. Budget for the potential cost of a consultant to facilitate a VoG process. Prepare to implement process, pre-K to 12, in 2025-26.	Meet regularly with NEASC coordinators, OTL leaders. Determine role for School Council in giving input on process.

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 2024-2025

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

Strategic Objectives:

- 1) Develop a communication plan to increase efficiency of communication so that students, parents, guardians, and caregivers receive weekly information about opportunities, challenges, and achievements in our school community. (2024-25)
- 2) Use Smore to package the *Warrior Weekly* which includes regular School Counseling, Athletics, and Performing Arts sections as well as blurbs about events, issues, and opportunities. Smore communications sent via BlackBoard and Aspen are received by all registered students, BHS families, and families of Out of District students.
- 3) Support ninth grade administrative team in creating a regular communication to ninth grade students and families. *The Niner Newsletter* began in 2023-24 and will continue in 2024-25.
- 4) Develop IPR and Report Card follow up protocol with families who have not accessed school communications on Parent Portal.

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
Families/caretakers have a clear picture of the 9th grade experience	9th grade deans will write and send a newsletter that highlights common practices, experiences, and school events	September 2024 - June, 2025	Newsletter will be shared for at least 5 out of 10 school months	All Niner newsletters will be accessible in a Public folder on the BHS website.
Increased parental open rates for upperclass students' digital grade reporting	Use Aspen monitoring technology to track whether IPR's are opened or not and follow up unopened IPR's with email notification .	October 2024-June 2025	Follow up will happen in October and at every IPR throughout the year.	All caregivers will be communicated with to encourage accessing IPR's and IPR access across the school will improve by the end of the year.
Increased understanding of current graduation credits.	Push out directions on how caregivers can access graduation summaries in Aspen X2 with follow up with students in danger of not graduating	September 2023 -June 2023	Communication will be sent in September and follow up in the Fall of 2024	All caregivers will be communicated with on how to access their student's credit report.

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 2024-2025				
District Strategic Objective: Partner with families and the community to create safe environments that promote belonging				
<u>Strategic Objective:</u> <ol style="list-style-type: none"> 1) Support faculty in providing timely, targeted feedback to students via Interim Progress Reports (IPRs) and establishing communication with families in September and beyond, as needed. 2) Support Deans Teams to determine transparent, common interventions for students who struggle as articulated in Interim Progress Report comments. 3) Focus year long professional learning on belonging and to build staff capacity to support all students well. 4) Reduce chronic absenteeism and improve regular attendance. 				
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

IPR's have new guidelines framed by the administrative council, tuned by departments, and shared in Community Table Faculty Meetings.	Educators will use common guidelines for formulating IPR's to support students, caregivers, and student support staff to improve student achievement.	September 2024-January 2024	75% of all IPR's will be written in the new format by the first quarter.	All IPR's will be written in the new format by the second quarter.
Educators focus on students who are underperforming and communicate a specific plan of action before the end of a quarter	Using a common grading timeline and common average, each educator will communicate with the student and family with the goal of improving the grade before the end of quarter	Sept 2024-June 2025	100% teachers will communicate with the student (& family) either via phone or email	Protocols for classroom educators and student support staff will be developed for tiered intervention strategies by June.
Dean's teams follow common practices to communicate plans and expectations between students, families and educators.	Dean's teams will review best practices for interventions and determine efficient and effective common practices for communication and follow-up.	Sept 2024-June 2025	100%	Deans and Coordinator of Guidance will ask for feedback from educators via survey
Professional Learning for classroom educators will focus on creating common language and capacity in assessment and differentiation.	Following a four year Professional Learning Plan, all classroom teachers will cycle through the Assessment and Differentiation Professional Learning Strands.	September 2023-June 2026	66% of all classroom educators will have taken at least one of the PL Strands by the end of the year	66% of all classroom educators will have taken both of the PL Strands by the end of the year
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

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. 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)	

