



PUBLIC SCHOOLS of **BROOKLINE**

STRATEGIC PLAN

Superintendent's Message



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.

VISION

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



Core Values

JOY IN LEARNING

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 seek to instill a lifelong joy in learning through a rich curriculum that will allow students to find and succeed at what they love, and flourish in their lives.

EXCELLENCE IN TEACHING

Passionate, knowledgeable, skillful teachers are the core strength of our schools. Our educators provide a dynamic and rewarding learning experience for students. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction, personal growth, and strong relationships between faculty and students.

Core Values

CULTURE OF COLLABORATION

An extraordinary education requires the coordinated efforts of many. Towards this end, we strive to solicit and foster collaboration between and among educators, administrators, community organizations, government institutions, private sector, and other interested parties, with the best interest of students serving as our guiding principle.

CELEBRATION OF DIFFERENCE

Brookline is presently and historically diverse. We celebrate this diversity, and we commit to providing an education that authentically and deeply reflects the different perspectives, cultures, and experiences of our community. We strive to include the full range of Brookline voices, not just in our academic curriculum but in all school-based activities.

Core Values

COMMITMENT TO EQUITY

We are committed to eliminating barriers to educational achievement in our schools. To this end, we create policies and practices so that every student, regardless of race, ethnicity, nationality, religion, gender, gender identity, sexual orientation, disability, or socioeconomic status, experiences a safe and welcoming environment in our schools, and receives the resources and support they need to take fullest advantage of the opportunities a Brookline education offers. We recognize the existence of great disparities in private means among PSB students, and will do everything possible to ensure that private resources do not determine student outcomes.

ETHIC OF WELLNESS

For our students and the world around them to thrive, our schools must contribute to an ethic of wellness. PSB will attend to the social and emotional development of its students, so that they may flourish personally, build positive relationships, and contribute to a more caring and just world. PSB will also teach and adopt sustainable practices, inspiring and empowering students to be good stewards of the Earth.

Process

Over the past year, the Public Schools of Brookline engaged over 100 stakeholders in developing this strategic plan. The plan was developed using the Massachusetts Planning for Success model. This three-phased model includes a create, align, and implement approach to district strategic planning. This plan aims to foster organizational consistency to support Brookline public schools' current and future success.

At the core of the planning process is the multi-year plan that you have before you. This plan was built on the foundation of district data, stakeholder input, and the vision for Public Schools of Brookline. This plan will be the bedrock and road map for all other district systems and structures.

The Public Schools of Brookline would like to thank everyone who provided input into the creation of this plan.

GOAL 1

TEACHING AND LEARNING

Increase achievement for students by establishing, implementing, and regularly assessing an equitable cohesive, culturally relevant, consistent standards-based curriculum in ELA, Math, Science, Social Studies and World Language delivered using evidence-based, culturally responsive instruction.



SY 2024 **Foundational Year**

- Completed schedule of curricular reviews
- Conduct reviews in ELA and World Language
- Complete 85% of Teacher Evaluations
- Complete plan for providing PD around MTSS (Multi-Tiered Systems of Support)
- Design middle school schedules that allow for consistent time for learning in each content area
- Contract for equity audit
- Establish working group to reduce impact of bias in the 8th to 9th transition process
- Identify consultant to assist with a *Vision of a BHS Graduate*

SY 2025 **Year 1**

- Complete equity audit to diagnose issues related to DEIB
- Selection, or creation, of curriculum materials in ELA and WL
- Complete 90% of Educator Evaluations
- 75% of PD will be on MTSS
- Design elementary schedules that allow for consistent time on learning in each content area
- Design clear process for *vision of a BHS Graduate* work with timeline and benchmarks

SY 2026 **Year 2**

- Comprehensive root cause analysis to understand the influences on the outcomes observed in the Year 1 analyses of DEIB.
- Develop strategy to address root causes identified in the equity audit.
- Completed scope and sequence with common assessments in ELA, math and World Language
- Selection or review of high quality, bias free curriculum materials in science
- Complete 100% of educator evaluations
- Implementation of MTSS model
- 75% of PD will be on PLCs
- Implement equitable K-12 schedules

SY 2027 **Year 3**

- Reform and Monitor - district and school leaders initiate the strategies in the Equity Framework, and implement research-based practices to address the inequities identified in Years 1 and 2.
- Monitor the impact changes in DEIB policy and practices are making with stakeholders.
- Complete scope and sequence with common assessments in science
- Complete 100% of educator evaluations on time
- Implement PLC model
- Develop and implement standards-based equitable report cards that reflect the changes in ELA, Math, Science, World Language



Teaching and Learning Foundational Year Benchmarks

- Completed reviews and developed action plans for English Language Arts and World Language
- Completed professional development plan for multi-tiered systems of support
- Recommendations implemented to reduce the bias in the 8th to 9th grade transition process.
- Recommendations for changes to middle school schedules brought forward to relevant stakeholders.
- Completed analysis of trends in CST referrals to Special Ed evaluation for disproportionality by race for the purposes of establishing a baseline.



Teaching and Learning Year 1 Benchmarks

- Through robust equitable instruction, the percentage of Black/African American and Latinx students who Meet or Exceed expectations in ELA and Math as measured by the MCAS will increase by 3 percentage points. The percentage of students in the aggregate who meet or exceed benchmarks will increase by a minimum of 1 percentage point.
- Student growth percentiles in ELA and Math, for Black/African American and Latinx students will reach a minimum of 50 as measured by the MCAS
- 30 out of 30 of completed educator observations reviewed show evidence of implementation or feedback towards, an equitable, cohesive, culturally relevant, consistent standards-based curriculum
- At CST meetings 95% of referring educators will identify at least 3 new strategies that they have implemented as a result of professional learning regarding MTSS

Teaching and Learning Year 2 Benchmarks

- Through robust equitable instruction, the percentage of Black/African American and Latinx students who Meet or Exceed expectations as measured by the MCAS will increase by 3 percentage points over the previous year. The percentage of students in the aggregate who meet or exceed benchmarks will increase by a minimum of 1 percentage point over the previous year.
- Student growth percentiles in ELA and Math, for Black/African American and Latinx students will maintain a minimum score of 50
- After implementation of MTSS, each CST team will report out on baseline data the percentage of black/African American and Latinx students that are referred for special education evaluations

Teaching and Learning Year 3 Benchmarks

- Through robust equitable instruction, the percentage of Black/African American and Latinx students who Meet or Exceed expectations as measured by the MCAS will increase by 3 percentage points over the previous year. The percentage of students in the aggregate who meet or exceed benchmarks will increase by a minimum of 1 percentage point over the previous year.
- Student growth percentiles, ELA and Math, for Black/African American and Latinx students will reach a minimum score of 53
- 30 out of 30 of completed educator professional practice goals reviewed show use of common assessments as measurement of student academic growth in ELA and Math
- Each CST team will report out on the percentage of Black/African American and Latinx students that are referred for special education services. These data will be evaluated to look for decreases in disproportionality, if they exist.



GOAL 2

COMMUNITY AND CONNECTIONS

Develop and implement a culturally responsive community engagement plan that fosters connections among families, schools, the district and the greater community.



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SY 2024 **Foundational Year**

- Rebuild and relaunch the district website

SY 2025 **Year 1**

- Develop equitable, consistent systems of protocols and expectations for communication to effectively inform families at at the school and district levels
- Build a comprehensive system to obtain input from families
- Review district partnerships

SY 2026 **Year 2**

- Ensure universal access to information for all stakeholders through multiple platforms
- Execute a comprehensive system to obtain input from families about important district matters including *Vision of a BHS Graduate*
- Identify new partnerships that will meet the needs of PSB families

SY 2027 **Year 3**

- Improve upon communication of student progress to caregivers and the broader community
- Inform the community of the *Vision of a BHS Graduate* to guide future planning and goals



Community and Connections Year 1 Benchmarks

- The revamped district website will see an increase in traffic by 20% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- 70% of district families will report satisfaction with district communication



Community and Connections Year 2 Benchmarks

- The district website will see an increase in traffic by 15% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement and information access will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- The input system will see a participation rate of at least 30% families in the district
- 80% of district families will report satisfaction with district communication

Community and Connections Year 3 Benchmarks

- The district website will see an increase in traffic by 10% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement and information access will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- The input system will see a participation rate of 50% families in the district
- 90% of district families will report satisfaction with district communication

GOAL 3

CLIMATE AND CULTURE

Develop a climate and culture in which all students, staff, and families experience a strong sense of belonging and safety.



Develop and implement a culturally responsive community engagement plan that fosters connections among families, schools, the district and the greater community

SY 2024 **Foundational Year**

- Measure staff and family belonging using the Panorama Teacher/Staff and Family Surveys (to be done annually).
- Select a core Tier 1 SEL curriculum to use in all Pre-K to 5 classrooms.
- Select a core middle school SEL curriculum to use in all middle school advisories.
- Finalize the Life of the School Policy
- Develop or revitalize relationships with at least 3 new community-based organizations that provide guardians and families with access to resources and mental health support.
- Provide training to CST leaders that focus on interventions and practices that support belonging, engagement, and inclusion.
- Develop procedures and practices for providing targeted support to students experiencing low school belonging.

SY 2025 **Year 1**

- Implement the identified Tier 1 SEL curriculum in at least 70% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 70% of middle school advisories.
- Establish district Climate and Culture working group to incorporate results from the staff and family Panorama surveys into strategic initiatives.
- Develop procedures and practices to enact the Life of the School Policy
- Provide professional development and coaching to staff that focuses on inclusion and differentiation.
- Establish district Attendance and Engagement working group.
- Implement recommendations from Tiered Focused Monitoring (TFM) review to increase access to educational programming that protects students' civil rights.
- Develop processes and procedures for CST that support belonging, engagement, and inclusion.

SY 2026 **Year 2**

- Implement the identified Tier 1 SEL curriculum in at least 85% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 85% of middle school advisories.
- Recommendations from the Climate and Culture working group will be developed to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be developed to strengthen practices and supports across all schools that focus on increasing attendance and engagement.

SY 2027 **Year 3**

- Implement the identified Tier 1 SEL curriculum in at least 95% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 95% of middle school advisories.
- Use the annually conducted Panorama Teacher/Staff and Family Surveys to develop new strategic initiatives related to staff belonging.
- Use the tri-annually conducted Panorama Student Survey to develop new initiatives related to belonging, engagement, and mental health.

Climate and Culture Foundational Year Benchmarks

- During the 2022-2023 school year, 14.5% of all PSB students were chronically absent. Students who are identified as Low Income (27.3%), High Needs (21.1%), English Language Learners (20.1%), Students with Disabilities (24.1%), African American/Black (21.2%), Hispanic/Latinx (21.3%), or Multi-Race, Non-Hispanic/Latinx (17.5), experienced higher rates of chronic absenteeism during the 2022-2023 school year.
 - By the end of the 2023-2024 school year, chronic absenteeism will have declined by 6% for all student groups, as compared to school year 2022-2023.
- A core Tier 1 SEL curriculum will be selected to use in all Pre-K to 5 classrooms.
- A core Tier 1 SEL curriculum will be selected to use in all middle school advisories.
- The Life of the School policy will be finalized by the school committee.
- Relationships with at least 3 new community-based organizations that provide guardians and families with access to resources and mental health support will be established and or revitalized
- Training will be provided to CST leaders that focus on interventions and practices that support belonging, engagement, and inclusion.
- The guidance and counseling department will develop procedures and practices for providing targeted support to students experiencing low school belonging.



Climate and Culture Year 1 Benchmarks

- By the end of the 2024-2025 school year, at least 70% of PSB staff, across all demographic groups, will endorse strong school belonging.
- By the end of the 2024-2025 school year, at least 67% of PSB families, across all demographic groups and student support variables, will endorse strong school belonging on the Panorama Family Survey.
- By the end of the 2024-2025 school year, at least 73% of students in grades 3 to 12 will endorse strong school belonging and discrepancies between students based on demographic or support variables will be reduced by an additional 33%.
- The selected Tier 1 SEL elementary-school curriculum will be implemented with fidelity in at least 70% of Pre-K to 5 classrooms.
- The selected Tier 1 SEL middle-school curriculum will be implemented with fidelity in at least 70% of middle school advisories.
- By the end of the 2024-2025 school year, chronic absenteeism will have declined by 12% for all student groups, as compared to school year 2022-2023.



Climate and Culture Year 1 Benchmarks

- By the end of the 2024-2025 school year, a Climate and Culture working group (consisting of PSB and community stakeholders) will be created.
- By the end of the 2024-2025 school year, an Attendance and Engagement working group (consisting of PSB and community stakeholders) will be created.
- By the end of the 2024-2025 school year, practices and procedures will be developed to enact the Life of the School Policy.
- OSS and OTL will partner to provide teachers and educators with professional development that focuses on inclusion and differentiation.
- Recommendations from the Tiered Focused Monitoring review that center on civil rights will be implemented to increase student access to educational programming.
- OSS and OTL will partner to develop procedures and processes for Child Study Teams to use to support belonging, engagement, and inclusion for referred students.



Climate and Culture Year 2 Benchmarks

- By the end of the 2025-2026 school year, at least 75% of all PSB staff, across all demographic groups, will endorse strong school belonging.
- By the end of the 2025-2026 school year, at least 74% of PSB families, across all demographic groups and student support variables, will endorse strong school belonging on the Panorama Family Survey.
- By the end of the 2025-2026 school year, at least 77% of students in grades 3 to 12 will endorse strong school belonging and discrepancies between students based on demographic or support variables will be reduced by an additional 33%.
- The selected Tier 1 SEL elementary-school curriculum will be implemented with fidelity in at least 85% of Pre-K to 5 classrooms.
- The selected Tier 1 SEL middle-school curriculum will be implemented with fidelity in at least 85% of middle school advisories.
- By the end of the 2025-2026 school year, chronic absenteeism will have declined by 16% for all student groups, as compared to school year 2022-2023.
- Recommendations from the Climate and Culture working group will be made to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be made to strengthen practices and supports across all schools that focus on increasing attendance and engagement.



Climate and Culture Year 3 Benchmarks

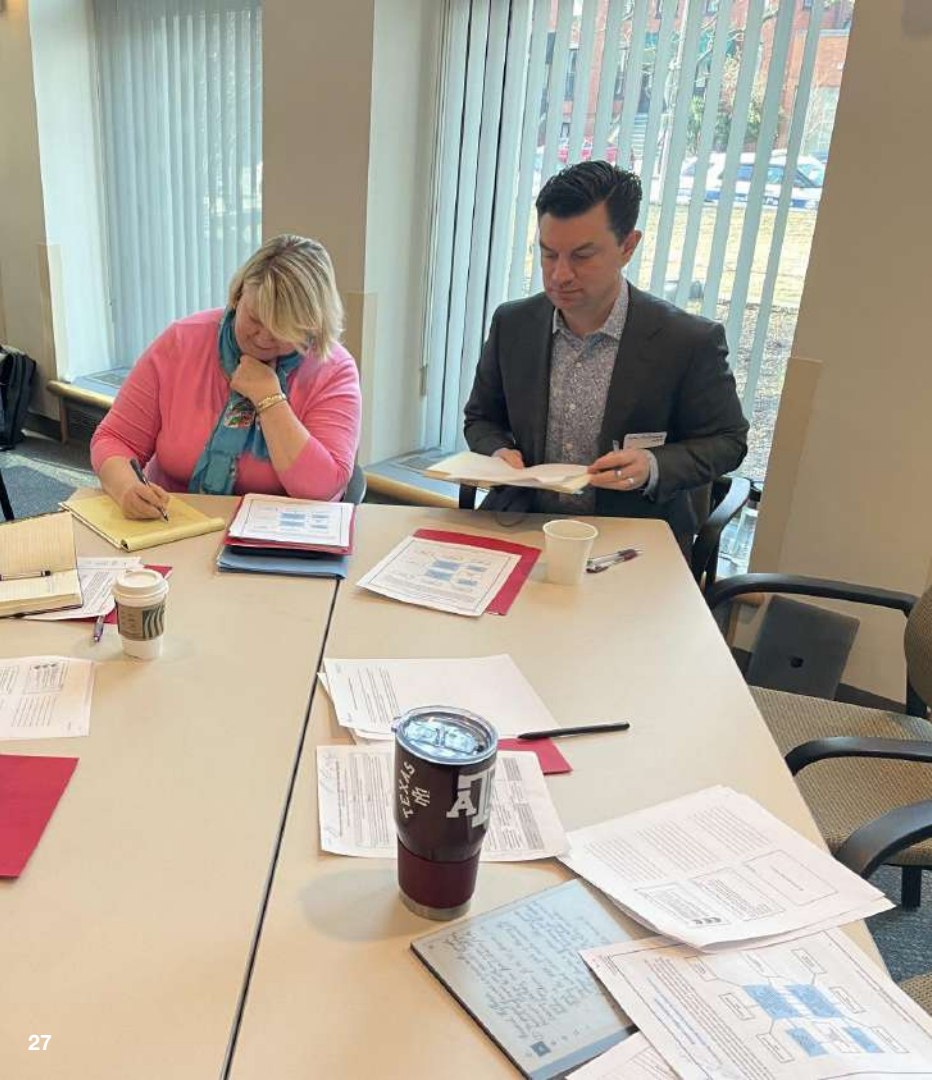
- By the end of the 2026-2027 school year, at least 80% of PSB staff, across all demographic variables, will endorse strong school belonging on the Panorama Teacher and Staff survey.
- By the end of the 2026-2027 school year, at least 80% of PSB families, across all demographic groups and student support variables, will endorse strong school belonging on the Panorama Family Survey.
- By the end of the 2026-2027 school year, at least 80% of students in grades 3 to 12, across all demographic and support variables, will endorse a strong sense of belonging on the Panorama Student Survey.
- The selected Tier 1 SEL elementary-school curriculum will be implemented with fidelity in at least 95% of Pre-K to 5 classrooms.
- The selected Tier 1 SEL middle-school curriculum will be implemented with fidelity in at least 95% of middle school advisories.



Climate and Culture Year 3 Benchmarks

- By the end of the 2026-2027 school year, chronic absenteeism will have declined by at least 20% for all student groups, as compared to school year 2022-2023.
- Recommendations from the Climate and Culture working group will be implemented to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be implemented to strengthen practices and supports across all schools that focus on increasing attendance and engagement.
- The annually conducted Panorama Teacher/Staff and Family Surveys will be used to develop new strategic initiatives related to staff belonging.
- The tri-annually conducted Panorama Student Surveys will be used to develop new initiatives related to belonging, engagement, and mental health.





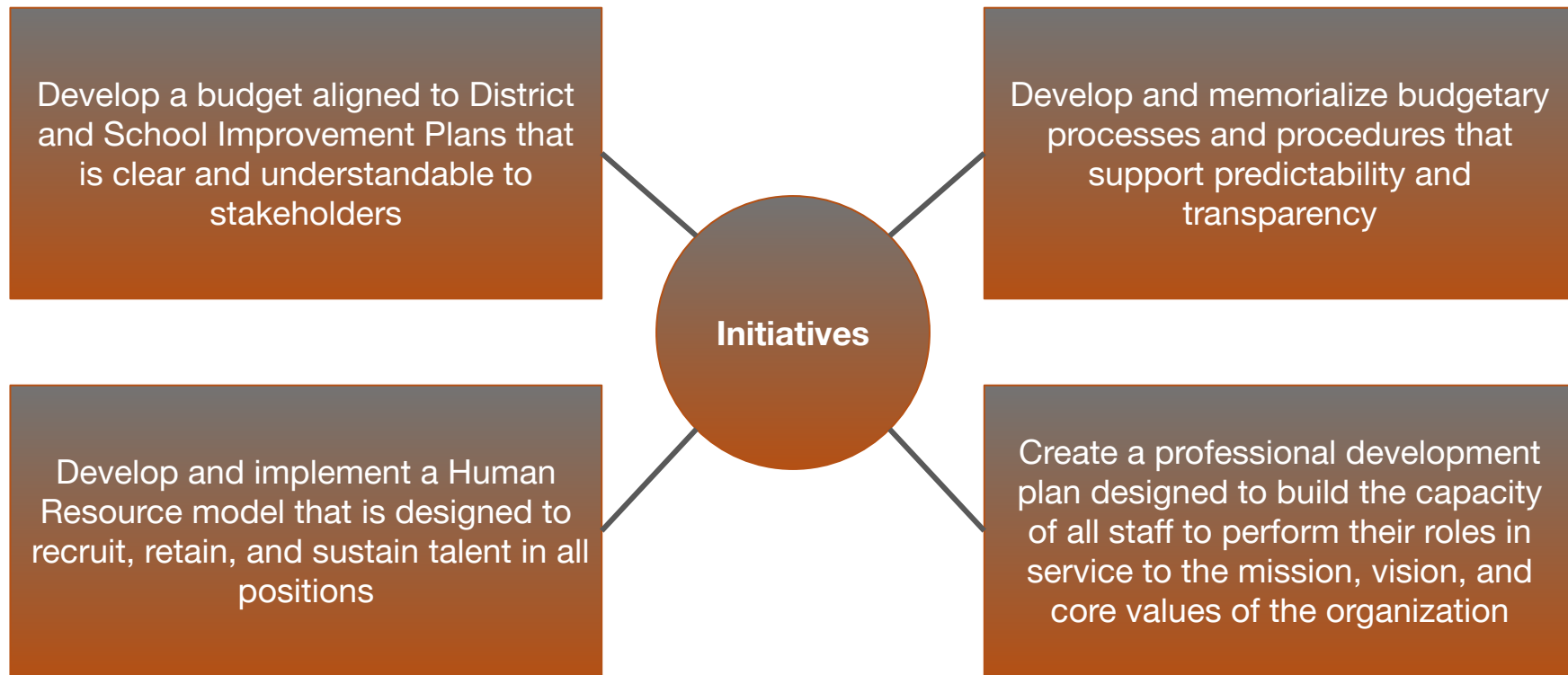
GOAL 4

MANAGEMENT AND CAPACITY BUILDING

Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.



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SY 2024 **Foundational Year**

- Develop a building based budget that includes 3 years of financial data, two years of staffing, enrollment assumptions, all funding source that support recurring educational expenses, an executive summary, and narratives connecting spending to the strategic plan and SIPs.
- Develop a 10 year enrollment projection to guide program and staffing decisions and align DIP and SIP process to the budget development process.
- Develop and implement a Human Resource model that is designed to recruit, retain, and sustain talent in all positions.
- Create a space for centralized professional development and district resources at Baldwin.

SY 2025 **Year 1**

- Add additional year of enrollment, staffing, and financial data and other information to assist readers in understanding the relationship between spending and the District programming and improvement efforts.
- Develop and memorialize budgetary processes and procedures that support predictability and transparency in developing and monitoring the budget that includes roles and responsibilities of administrators and the Finance/School Committee as well as timelines and expectations for preparing and sharing information.
- Develop and implement a recruitment plan that includes strategies to attract and create a robust and diversified pool of qualified candidates for all position types, create partnerships with colleges, universities, associations, and employment agencies as well as develop a compelling marketing plan.
- The OAF will develop employee induction and mentoring programs for all OAF positions to support new employees as the transition into the organization.

SY 2026 **Year 2**

- Add additional year of enrollment, staffing, and financial data and evaluate the budget document using K-12 industry budgeting standards to identify possible areas for additional improvements.
- Implement best practices, policies, and procedures in developing, articulating, monitoring and reviewing the financial plan aligned with the educational plan (DIP/Strategic plan and SIP's, vision, values, mandates, etc.)
- Review, develop and implement employee induction, mentoring, and other employee support programs to reduce staff turnover, build employee capacity to be leaders within their profession, support employee well-being, and create esprit de corps within the organization around the shared values articulated in the strategic plan.
- The OAF will implement an employee induction and mentoring program for all OAF staff
- OAF will work with the OEE, OSS and OTL to develop a leadership academy for new and emerging leaders.

SY 2027 **Year 3**

- Development of an onboarding and orientation program to assist new school officials and administrators in understanding processes, timelines, roles, and responsibilities related to budgeting.
- Reflect on the degree to which the HR model, recruitment plan, and retention programming has improved the experience of staff, the culture and climate within the organization, and staff turnover.
- The leadership academy will welcome the first cohort to this multi-year, program.



Management and Capacity Building Outcomes

- The annual budget will be directly connected to achieving the district's vision and strategic plan. The budget will include data on enrollment, staffing, funding, goals and related narratives by cost center and fund.
- The School Committee and administrative staff understand their roles and responsibilities in the budget cycle (planning, developing, communicating, approving, monitoring/managing, and reviewing/reflecting).
- A comprehensive human resources model (recruit, hire, onboarding, induction, mentoring, employee engagement, etc.) will be designed to attract, develop, retain and sustain talent in all positions and reflect our values of diversity, inclusion, and equity.
- The district will implement processes for recruiting and retaining diverse, highly qualified staff so that all staff and students work and learn in an optimal environment.

GOAL 5

GOVERNANCE

Design and implement an organizational structure and related information systems that will enable the organization to achieve the District vision.



Design and implement an organizational structure and related information systems that will enable the organization to achieve its vision.



Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.

SY 2024 **Foundational Year**

- The Offices of Administration and Finance and Student Services will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OAF will -
 - assess and modify existing systems, workflows, policies and procedures related to recruiting, hiring, onboarding and separation to ensure they are simple, user friendly, effective, efficient and achieve intended outcomes;
 - implement and train staff to use these systems and procedures; and
 - create an administrative guidebook in Google Classroom with forms, policies, procedures, and how to videos.

SY 2025 **Year 1**

- The Office of Educational Equity will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OEE will -
 - assess and modify existing systems, workflows, policies and procedures related to the office of Educational Equity and realign duties to make workflow and positions function at optimal levels.
 - assess and modify existing systems, policies and procedures related to recruiting, hiring, and onboarding of BIPOC and LGBTQ staff.
 - implement mentoring program targeting BIPOC and LGBTQ staff.
 - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.

SY 2026 **Year 2**

- The Office of Teaching and Learning will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OTL will -
 - assess and modify existing systems, workflows, policies and procedures related curriculum instruction and assessment so that they are user friendly, effective, efficient and achieve intended outcomes;
 - Realign duties to make the workflow and positions function at optimal levels.
 - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.

SY 2027 **Year 3**

- The Office of the Superintendent will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OS will -
 - assess and modify existing systems, workflows, policies and procedures related to use of facilities, maintenance and repairs, work order systems, emergency response, security and safety, and transportation practices to ensure they are simple, user friendly, effective, efficient and achieve intended outcomes;;
 - Realign duties to make the workflow and positions function at optimal levels.
 - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.



Governance Outcomes

- A comprehensive review of all aspects of the organization's structure will be performed by Senior Leadership to ensure that the structure supports the Vision, Mission, and Core values of the organization.
- The roles and responsibilities for all administrative and non-aligned positions will be clearly defined and codified in job descriptions.
- The district consistently assesses and reviews the efficacy, efficiency and effectiveness of programs, systems, policies, and procedures and makes adjustments that will enable the organization to function in a smooth and orderly fashion.
- Throughout the school district, the Strategic Plan guides current work and future planning across the district as evidenced by an explicitly stated connection to the mission, vision, core values, and theory of action.
- The district employs the organizational chart, roles, responsibilities, processes, and procedures in service to the Strategic Plan and widely communicates and enacts at all levels of the organization.
- Our facilities and infrastructure support the needs of our programs and staff and are safe, welcoming, and meet current health, fire, public safety, and building codes.



THANK YOU



PUBLIC SCHOOLS of
BROOKLINE