

PUBLIC SCHOOLS of
BROOKLINE

STRATEGIC PLAN

2024-2027



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TABLE OF CONTENTS

Mission, Vision & Core Values 04

Superintendent's Message 05

District at a Glance 06

Strategic Plan – Process & Goals 08

Goal 1 – Teaching and Learning 09

Goal 2 – Community and Connections 15

Goal 3 – Climate and Culture 20

Goal 4 – Management and Capacity Building 27

Goal 5 – Governance 32



MISSION, VISION & CORE VALUES

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.
- **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.
- **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.

SUPERINTENDENT'S MESSAGE

Greetings Brookline Community,

As we embark on our new strategic plan for 2024–2027, I am filled with optimism and enthusiasm about the future of our district. This plan represents our collective commitment to providing an extraordinary education to every student, ensuring that each one is equipped to lead a fulfilling life and make positive contributions to our world.

Our strategic plan is a testament to our dedication to excellence, equity, and innovation in education. It is built on the foundation of our mission, vision, and core values, which guide us in our daily efforts and remind us of the importance of our work.

This strategic plan is a roadmap for the next three years, and it is our collective responsibility to bring it to life. Together, we will work tirelessly to achieve our goals, ensuring that every student at the Public Schools of Brookline has the opportunity to succeed and thrive.

I am grateful for the dedication of our teachers, staff, students, families, and community members. Your support and collaboration are vital to our success. Let us move forward with determination and a shared vision for the future of our district.

Sincerely,

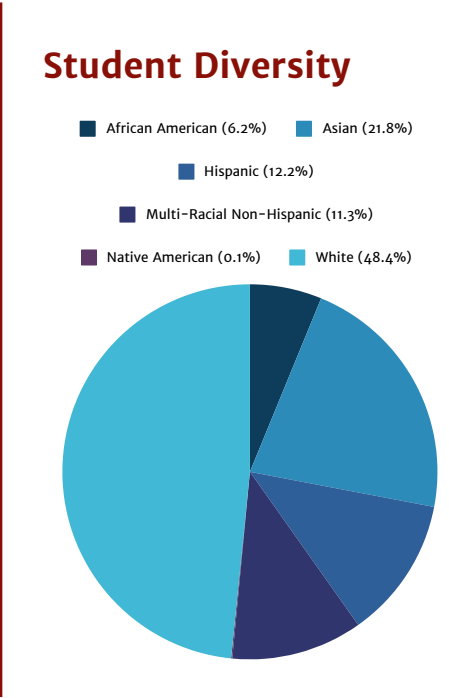
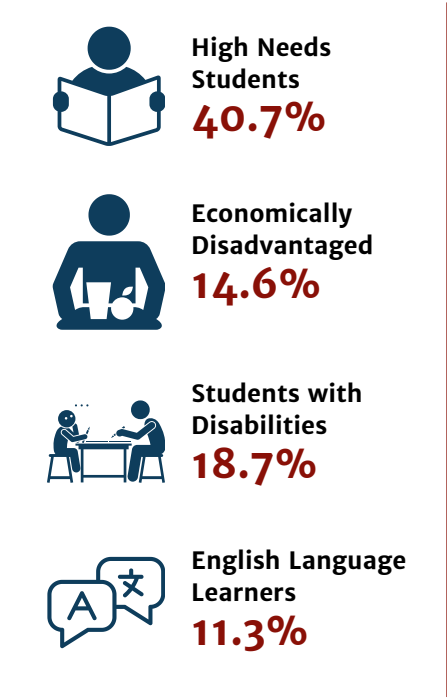


Linus J. Guillory Jr., PhD
Superintendent of Schools



DISTRICT AT A GLANCE

Recognized for excellent teachers, active parents, and high student achievement, the Public Schools of Brookline pursues its vision of an extraordinary education for every child, inclusive classrooms, pedagogical innovation and professional collaboration.



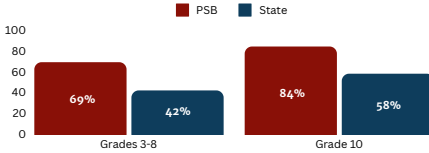
*All data as reported to DESE on 10/1/2023.

DISTRICT AT A GLANCE

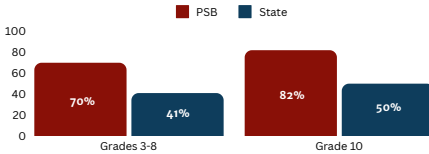
Test Scores

MCAS

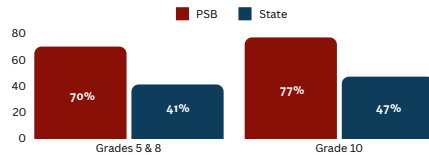
ENGLISH LANGUAGE ARTS – Percentage of Students Meeting & Exceeding Expectations



MATHEMATICS – Percentage of Students Meeting & Exceeding Expectations



SCIENCE AND TECH/ENGINEERING – Percentage of Students Meeting & Exceeding Expectations



SAT



Average SAT Score

1,308

State Average: 1,113

Reading/Writing

647

State Average: 560

Math

661

State Average: 553

ADVANCED PLACEMENT



Students with AP scores of 3+

93.2%

State: 65.9%



Graduation Rate

95.9%



Student/Teacher Ratio

12.1 : 1



AVERAGE CLASS SIZE

Grades K-2: 18 students

Grades 3-8: 19 students

Grades 9-12: 15 students

*All data as reported to DESE on 10/1/2023.

STRATEGIC PLAN - PROCESS & GOALS

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 the district's 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.

GOAL 2 **Community and Connections**

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

GOAL 3 **Climate and Culture**

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

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.

GOAL 5 **Governance**

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

GOAL 1 - TEACHING AND LEARNING

Increase achievement for all students by establishing, implementing, and regularly assessing a consistent, high quality, and challenging curriculum delivered using evidence based practices.



GOAL 1 - TEACHING AND LEARNING

Brookline is committed to fostering educational excellence and ensuring the success of every student. It is essential to focus on enhancing academic achievement through a robust and dynamic curriculum. Passionate, knowledgeable, and 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.

This strategic plan section outlines our goal to significantly increase student achievement by establishing, implementing, and regularly assessing a high-quality and challenging curriculum. We are dedicated to delivering this curriculum using evidence-based best practices that have been shown to support student learning and growth effectively.

A consistent and rigorous curriculum provides a strong foundation for academic success. By leveraging research-backed strategies and methodologies, we aim to engage students at all levels, promote critical thinking, and encourage a lifelong love of learning. Our approach is not one-size-fits-all but rather designed to adapt to diverse learning needs, ensuring equitable opportunities for all students, regardless of their starting point.

This section will detail our plan for developing an educational program that meets and exceeds academic standards, setting high expectations for student performance and achievement. A foundational piece of our plan is adopting a new, research-based curriculum in elementary and middle school language arts. Our high school team regularly assesses the curriculum to ensure rigor and relevance using their department meeting time. Regular student assessment using common assessments will be integral to our process, allowing us to make data-driven adjustments to enrich the learning experience and continuously improve our educational practices.

Through this strategic approach, we are committed to empowering students with the knowledge, skills, and confidence they need to excel academically and succeed in their future endeavors. This commitment to student success is the driving force behind our strategic plan.



GOAL 1 - TEACHING AND LEARNING

Foundational Year (SY 2024)

Targets

- Completed schedule of curricular reviews
- Conduct reviews in English Language Arts (ELA) and World Language (WL)
- Complete 85% of Teacher Evaluations
- Complete plan for providing Professional Development around Multi-Tiered Systems of Support (MTSS)
- 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 Brookline High School (BHS) Graduate

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 Child Study Team (CST) referrals to Special Ed evaluation for disproportionality by race for the purposes of establishing a baseline



GOAL 1 - TEACHING AND LEARNING

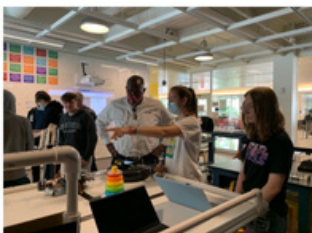
Year 1 (SY2025)

Targets

- Complete equity audit to diagnose issues related to Diversity, Equity, Inclusion and Belonging (DEIB)
- Selection, or creation, of curriculum materials in English Language Arts (ELA) and World Language (WL)
- Complete 90% of Educator Evaluations
- 75% of PD will be on Multi-Tiered Systems of Support (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

Benchmarks

- 73% of Brookline students will attain proficiency on the ELA and Math MCAS (Massachusetts Comprehensive Assessment System)
- 74% of Brookline students will attain proficiency on the Science MCAS
- 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 Child Study Team (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



GOAL 1 - TEACHING AND LEARNING

Year 2 (SY2026)

Targets

- Comprehensive root cause analysis to understand the influences on the outcomes observed in the Year 1 analyses of Diversity, Equity, Inclusion and Belonging (DEIB)
- Develop strategy to address root causes identified in the equity audit
- Completed scope and sequence with common assessments in English Language Arts (ELA), Math and World Language (WL)
- Selection or review of high quality, bias-free curriculum materials in science
- Complete 100% of educator evaluations
- Implementation of Multi-Tiered Systems of Support (MTSS) model
- 75% of Professional Development will be on Professional Learning Communities (PLCs)
- Implement equitable K-12 schedules

Benchmarks

- 74% of Brookline students will attain proficiency on the ELA and Math MCAS (Massachusetts Comprehensive Assessment System)
- 75% of Brookline students will attain proficiency on the Science MCAS
- 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 over the previous year.
- Student growth percentiles in ELA and Math, for Black/African American and Latinx students will reach a minimum of 50
- After implementation of MTSS, each Child Study Teams (CSTs) will report out on baseline data the percentage of black/African American and Latinx students that are referred for special education evaluations



GOAL 1 - TEACHING AND LEARNING

Year 3 (SY2027)

Targets

- 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 Diversity, Equity, Inclusion and Belonging (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 the Professional Learning Communities (PLC) model
- Develop and implement standards-based equitable report cards that reflect the changes in English Language Arts, Math, Science, World Language (WL)

Benchmarks

- 75% of Brookline students will attain proficiency on the ELA and Math MCAS (Massachusetts Comprehensive Assessment System)
- 76% of Brookline students will attain proficiency on the Science MCAS
- 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 over the previous year
- Student growth percentiles in ELA and Math, for Black/African American and Latinx students will reach a minimum of 53
- 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
- Each Child Study Team (CST) 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 to foster connections among caregivers, schools, the district and the community.



GOAL 2 - COMMUNITY AND CONNECTIONS

An extraordinary education requires the coordinated efforts of many. To enhance educational experiences and outcomes for our Brookline students, we recognize that a strong, inclusive partnership between caregivers, schools, the district, and the broader community is essential. To this end, we are committed to developing and implementing an ongoing, culturally responsive community engagement plan. This initiative aims to foster deeper connections, ensure that all voices are heard, and create an environment where every member of our educational ecosystem feels included, valued, and supported.

A culturally responsive approach to community engagement not only respects and acknowledges the diverse backgrounds of our stakeholders but actively seeks to integrate their perspectives and needs into our educational strategies. We have begun this work by surveying parents' experiences with our district and school communities. We will analyze this data to help us clarify and inform our strategic priorities in this area. By embracing this approach, we can build bridges between home and school, enhance communication, and promote a collaborative spirit that enriches our students' learning experiences.

Our goal is to create an inclusive framework that reflects the rich tapestry of cultures within our community, promotes mutual understanding, and empowers all participants to contribute to our shared mission of educational excellence. Through targeted outreach, meaningful dialogue, and continuous feedback, we aim to strengthen our connections and collectively drive the success of our students and our schools.



GOAL 2 - COMMUNITY AND CONNECTIONS

Foundational Year and Year 1 (SY 2024 and 2025)

Targets

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

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%, with a year-on-year increase in subscribers/followers by 15%.
- 70% of district caregivers will report satisfaction with district communication.



GOAL 2 - COMMUNITY AND CONNECTIONS

Year 2 (SY2026)

Targets

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

Benchmarks

- The revamped 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 will see a year-on-year increase in engagement by 25%, with a year-on-year increase in subscribers/followers by 15%.
- The input system will see a participation rate of at least 30% caregivers in the district.
- 80% of district caregivers will report satisfaction with district communication.



GOAL 2 - COMMUNITY AND CONNECTIONS

Year 3 (SY2027)

Targets

- Improve upon communication of student progress to caregivers and the broader community.
- Inform the community of the Vision of a Brookline High School (BHS) Graduate to guide future planning and goals.

Benchmarks

- The revamped 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 will see a year-on-year increase in engagement by 25%, with a year-on-year increase in subscribers/followers by 15%.
- The input system will see a participation rate of at least 50% caregivers in the district.
- 90% of district caregivers will report satisfaction with district communication.



GOAL 3 - CLIMATE AND CULTURE

Partner with families and the community to create safe environments that promote belonging.



GOAL 3 - CLIMATE AND CULTURE

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

At the heart of a thriving educational experience lies the belief that every student deserves to feel safe, supported, and connected. To achieve this, we are committed to partnering with families and the broader community to cultivate environments where all students can thrive and feel a sense of belonging. Our strategic plan emphasizes the importance of collaboration, recognizing that the involvement of caregivers and community members is vital in creating safe spaces that nurture our children's growth.

By fostering strong partnerships, we can develop initiatives that address the unique needs of our diverse student population and promote a culture of inclusivity and respect. We will engage in meaningful dialogue, share resources, and implement programs to enhance every student's safety, well-being, and sense of belonging.

Through this collective effort, we aim to ensure that our schools are not just places of learning but also welcoming communities where families and educators work hand in hand to support the holistic development of our students. By prioritizing collaboration and trust, we will create an educational environment where everyone belongs, empowering all learners to reach their full potential.



GOAL 3 - CLIMATE AND CULTURE

Foundational Year (SY 2024)

Targets

- Measure staff and family belonging using the Panorama Teacher/Staff and Family Surveys (to be done annually).
- Select a core Tier 1 Social and Emotional Learning (SEL) curriculum to use in all Pre-K to 5 classrooms.
- Select a core middle school SEL curriculum to use in all middle schools
- Finalize the Life of the School Policy.
- Develop or revitalize relationships with at least 3 new community-based organizations that provide guardians and caregivers with access to resources and mental health support.
- Provide training to Child Study Team (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.

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/Latine (21.3%), or Multi-Race, Non-Hispanic/Latine (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 4 percentage points 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 classrooms.
- 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 caregivers 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.

GOAL 3 - CLIMATE AND CULTURE

Year 1 (SY 2025)

Targets

- Implement the identified Tier 1 Social and Emotional Learning (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 classrooms.
- 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 Child Study Teams (CSTs) that support belonging, engagement, and inclusion.

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 caregivers, 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 5 percentage points.
- 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.
- By the end of the 2024-2025 school year, a Climate and Culture working group (consisting of PSB and community stakeholders) will be created.

GOAL 3 - CLIMATE AND CULTURE

- 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.
- The Office of Student Services (OSS) and Office of Teaching and Learning (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 Support Teams (CSTs) to use to support belonging, engagement, and inclusion for referred students.



GOAL 3 - CLIMATE AND CULTURE

Year 2 (SY 2026)

Targets

- Implement the identified Tier 1 Social and Emotional Learning (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 classrooms.
- 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.

Benchmarks

- By the end of the 2024–2025 school year, at least 75% of PSB staff, across all demographic groups, will endorse strong school belonging.
- By the end of the 2024–2025 school year, at least 74% of PSB caregivers, 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 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 5 percentage points.
- 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 2024–2025 school year, chronic absenteeism will have declined by 4 percentage points 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.

GOAL 3 - CLIMATE AND CULTURE

Year 3 (SY 2027)

Targets

- Implement the identified Tier 1 Social and Emotional Learning (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 classrooms.
- 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.

Benchmarks

- By the end of the 2024-2025 school year, at least 80% of PSB staff, across all demographic groups, will endorse strong school belonging.
- By the end of the 2024-2025 school year, at least 80% of PSB caregivers, 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 80% 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 5 percentage points.
- 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.
- By the end of the 2024-2025 school year, chronic absenteeism will have declined by 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 timely and accomplished with transparency.



GOAL 4 - MANAGEMENT AND CAPACITY BUILDING

Effective resource management and capacity-building are essential to realizing our organizational and educational objectives in an ever-evolving educational landscape. This section of our strategic plan focuses on creating robust systems that streamline resource allocation and enhance our capacity to meet the diverse needs of our students and staff.

Our commitment is to remove all barriers to educational achievement in our schools. We create policies and practices to ensure that every student, irrespective of race, ethnicity, nationality, religion, gender, gender identity, sexual orientation, disability, or socioeconomic status, feels safe and welcomed in our schools. They will receive the resources and support they need to fully benefit from the opportunities a Brookline education offers.

We understand that transparency is the cornerstone of trust among stakeholders, including educators, families, and community members. By establishing clear processes and open communication channels, we ensure that our goals are pursued collaboratively and with accountability. This approach enables us to efficiently utilize financial, human, or technological resources, maximizing their impact on student learning and organizational effectiveness.

Through strategic resource management and ongoing capacity-building initiatives, we will empower our educators, support staff, and administrators to work cohesively toward our shared vision. By prioritizing transparency and collaboration, we aim to create a culture of continuous improvement that fosters innovation and enhances our ability to adapt to changing circumstances. This commitment to continuous improvement is key to ensuring that all our educational and organizational goals are achieved in a timely manner.



GOAL 4 - MANAGEMENT AND CAPACITY BUILDING

Initiatives

- Develop a budget aligned to District and School Improvement Plans that is clear and understandable to stakeholders.
- Develop and memorialize budgetary processes and procedures that support predictability and transparency.
- Develop and implement a Human Resource model that is designed to recruit, retain, and sustain talent in all positions.
- Create a professional development plan designed to build the capacity of all staff to perform their roles in service to the mission, vision, and core values of the organization.

Foundational Year (SY 2024)

Targets

- 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 strategic plan and school improvement plan (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.



GOAL 4 - MANAGEMENT AND CAPACITY BUILDING

Year 1 (SY 2025)

Targets

- 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 Office of Administration and Finance (OAF) will develop employee induction and mentoring programs for all OAF positions to support new employees as the transition into the organization.

Year 2 (SY 2026)

Targets

- 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 (Strategic Plan and School Improvement Plan, 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 Office of Administration and Finance (OAF) will implement an employee induction and mentoring program for all OAF staff.
- OAF will work with the the Office of Education Equity (OEE), Office of Student Services (OSS) and Office of Teaching and Learning (OTL) to develop a leadership academy for new and emerging leaders.

GOAL 4 - MANAGEMENT AND CAPACITY BUILDING

Year 3 (SY 2027)

Targets

- 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.

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.



GOAL 5 - GOVERNANCE

We strive to fulfill our District's vision of providing every student with an extraordinary education through enriching learning experiences and a supportive community so that they may develop to their fullest potential.

Our strategic plan plays a crucial role in realizing our District's vision. It outlines our commitment to establishing a clear and effective organizational structure and robust information systems that support seamless communication, collaboration, and decision-making across all levels of the organization.

An effective organizational structure is not just about roles and responsibilities but also about empowering our talented educators and staff. It ensures their roles are clearly defined and aligned with our strategic objectives. Integrating related information systems will facilitate the timely flow of data and resources, enabling informed decision-making that enhances operational efficiency and educational outcomes.

We aim to create an adaptive framework that supports current initiatives and anticipates future needs. This will be achieved by leveraging the latest technology and best practices in organizational design, ensuring we cultivate a responsive and agile district. A district that can swiftly address challenges and seize opportunities, all in service of our mission to educate and inspire every student to lead a fulfilling life and positively contribute to our world.



GOAL 5 - GOVERNANCE

Initiatives

- Create and disseminate an organization chart with clearly delineated roles and responsibilities in all areas.
- Assess and modify existing systems, workflows, policies and procedures to ensure that they are effective and efficient in achieving intended outcomes.

Foundational Year (SY 2024)

Targets

The Office of Administration and Finance (OAF) and Office of Student Services (OSS) 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.



GOAL 5 - GOVERNANCE

Year 1 (SY 2025)

Targets

The Office of Educational Equity (OEE) 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.
- asses 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.

Year 2 (SY 2026)

Targets

The Office of Teaching and Learning (OTL) 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.

GOAL 5 - GOVERNANCE

Year 3 (SY 2027)

Targets

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 Office of the Superintendent 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.

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.



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