District Priorities 2018-2019
One- and Three-Year Deliverables

	SY 2018-2019 Deliverables	3-Year Deliverables
Math Program Review The math program review will continue to allow all stakeholders to build consensus on what is expected of all math learners in the PSB, ensure that all educators are equipped with appropriate curricula, materials, and professional support to teach math content, skills, and habits of mind. Through the program review, all parents/guardians will know what their child(ren) will learn and when they will learn it, and the PSB will ensure there are appropriate measures of student progress and achievement.	● The Math Program Review Committee will complete Phase One ("Study and Vision") of Math Program Review with a written report that includes a set of recommendations and a revised vision for PreK-Grade 8 Mathematics in the PSB (11/18) ● With input from educators, the Math Materials Review Advisory Committee will review math curricula materials for grades PreK - 5 and recommend PK-5 curricula to be piloted. (12/18) ● Phase Two ("Planning") begins (1/3/19) including plan for professional development and support for educators piloting the recommended SY 19-20 curricula ● Begin pilot of educator-selected curriculum in self-selected PSB grade 6-8 classrooms September 2018; update to SC on pilot January 2019 with full report on pilot year to SC in June 2019 ● Provide report to the Superintendent outlining the rationale for the PreK-8 curriculum recommendations and a preliminary plan for implementation of revised curriculum, materials needed to be acquired or developed, professional development and support for teachers, and three-year budget (5/19)	● PreK - 8 math curriculum will be fully implemented ● Plan for continuous PD will be completed and started, including plan for new teachers and teachers who are new to PSB. ● Plan for vertical alignment with BHS developed. ● Data collection plan developed to measure successes and areas of growth for continuous improvement.
Brookline's Essential Curriculum Brookline has a wealth of curriculum, developed over the years by the District's highly skilled curriculum coordinators. Due to a lack of coordination of curricular work, however, the District has at each grade level more units than can be taught over the course of the year. Using our currently existing curriculum resources, this work will first identify what is essential to be learned at each grade level. This work will be completed in a way that will allow educators to both teach the essential units while maintaining flexibility in how the units are taught. **This work will also ensure that space is provided for teacher created units that are of particular importance to the school, grade level, or teacher.** This work to define our Essential Curriculum will provide clarity for educators about what is expected to be	● Develop a project plan that identifies multiple ways in which coordinators, educators, principals and other school based staff will be included and engaged in the development of the Essential Curriculum (9/15/18) ● With educators, coordinators, principals and other school-based staff, identify and document of essential skills, habits of mind and dispositions every student will attain by the end of grades 2, 5, 8, and 12. (5/15/19) ● Identification of essential units in each curriculum area (5/15/19) that support achieving the learning in the above milestone years ● Draft a preliminary Scope and Sequence using our existing units that support the learning of the identified essential skills.	● Scope & Sequence of Brookline's Essential Curriculum for all grades and content areas PK-12 ● Materials for Brookline's Essential Curriculum including units, lessons, and sample assessments accessible via the Staff Portal ● Progress Reports and Report Cards aligned with the Essential Curriculum ● Professional development offering that support teachers in delivering the Essential Curriculum ● Accountability and assessment process in place to ensure the Essential Curriculum is being taught and learned

	SY 2018-2019 Deliverables	3-Year Deliverables
taught and for parents about what their child(ren) are expected to learn at each grade level.		
Professional Learning	● In response to staff surveys, reorganize professional learning time for 2018-2019 school year, significantly reducing the number of "release days" required of educators. Prioritize professional learning in reduced number of release days (September 2018) ● Develop 3-5 year system wide Pk-8 professional learning plan for release days, inclusive of professional development to be provided by each curriculum coordinator (June 2019).	● Implementation of plan developed during 2018-2019 school year, with appropriate funding to support professional learning.
Middle School Review	● Develop a plan for review of middle school programming, inclusive of middle school structure, programming, social-emotional learning/supports, and extracurricular activities. Develop plan and bring to School Committee for approval by June 2019. Complete middle school review during 2019-2020 school year.	● Review completed. Implementation of recommendations has begun.

Literacy - Evaluation of Current Program	● In response to educator and community questions and feedback, launch a study September 2019 to answer the following questions with respect to the District's literacy work, which began in Brookline during the 2011-2012 school year. Initial findings to be reported January 2019.
	   ○ Why are we collecting literacy information through the Benchmark Assessment? Is this the most appropriate assessment? What alternative assessments could support literacy instruction?
	   ○ The District has engaged with Lesley University/Literacy Collaborative since 2011. What is the appropriate professional learning model moving forward? What funded is required for ongoing professional development in literacy. How can the District capitalize on in-district expertise to support literacy?
	   ○ What is the role and expectation of literacy coaches in our schools? What is the plan for providing equitable levels of literacy coaching in each of our schools?
	   ○ Based on the information above, bring multi-year recommendations for literacy instruction, coaching, and professional learning to the Curriculum Sub-Committee and to the full School Committee for
		● Implementation of recommendations approved by School Committee June 2019

	SY 2018-2019 Deliverables	3-Year Deliverables
	consideration (June 2019)	
School Based Leadership Teams	● Each school will build a school based leadership team building shared leadership and school based decision making structure focused on instruction ● Process for identifying members developed (11/18) ● School based leadership teams work to identify priorities and school focus areas (4/19)	● Each school's leadership team will be a model of effective collaboration and shared leadership for other teams within each school

Restorative Practices	As presented in Spring 2018 Operating Override, begin a 3-year process to bring restorative justice practices to all schools, PreK-12
	● May 2018 through June 2018; regular coaching and support sessions (approximately monthly) from the Center for Restorative Justice for project leaders (Dr. Maria Letasz and Gabriel McCormick)
	● July 2018 CRJ Circle Training for Principals, Central Office and High School Deans
	● September 2018 through June 2019 CRJ Circle Training for two to three early adopter schools (up to 25 educators trained in Circle per early adopter)
	● By December 2018, Form RJ Leadership team for the District/Town
	● September 2018-June 2019 hold community information sessions about RJ in each school, including BEEP.
	● Finalize 3-year plan
		● By July 2019
		  ○ Add more K-8 Schools
		  ○ Scaled Back Coaching Support
		  ○ Supported Implementation with adults (multiple sites)
		● By July 2020
		  ○ All Schools in Preliminary Implementation Stage
		  ○ Supported Implementation with students (all sites)

	SY 2018-2019 Deliverables	3-Year Deliverables
Discipline Policy	- By August 2, 2018 - Complete next draft - Project Team identified - By August 10, 2018 feedback from Suffolk's Restorative Justice Center - By August 17, 2018 feedback from Project Team - By August 31, 2018 - incorporate feedback and send to sub-committee chairs for review prior to 9/12 meeting - Build draft of implementation guide - By September 22, Sr. Leadership and Project Team feedback solicited - By September 20, First Reading of Policy by School Committee - By October 18, Second Reading of Policy by School Committee, potential vote - By October 31, Completion of implementation guide and plan for full communication and roll out.	- Consistent and common implementation of policy and procedures in all schools across the District. - Data showing decrease in suspensions overall; Bi-annual reports to School Committee on suspension and school discipline data - Successful transition to exclusions only for violent behaviors
Intensive Reading and Communication Services at each K-8 School	- By September 1, 2018 work with Landmark to outline necessary meetings and develop objectives - By December 31, 2018 - Convene a Project Team (9/30) - Collect information from educators and parent/guardians in reading unmet needs - district-wide and school specific. Develop an accurate assessment of need K-12; how many students at each school and what are their learning profiles (10/9) - Analyze information - Develop options to address unmet needs - Analyze budget impacts of each proposal - By January 31, 2019, bring to the Curriculum Subcommittee options for consideration	- Implement 3-year professional development training and support plan to meet the needs identified in year 1 (assessment phase) - District has program or capacity has been built (staff trained, materials purchased, schedules changed, staff hired) at each school, including BHS, to meet reading needs identified in year 1 - Yearly plan in place to evaluate effectiveness, based on student growth in reading - Ongoing monitoring of student progress
Support all Departments on thorough planning of their priorities	- Each one of these priorities and any additional key objectives in each department will have a full project plan developed that includes objectives, interim milestones, tasks, and timeline - Each project plan will identify how all stakeholders who are affected will be engaged, included, and or informed on an ongoing basis	Effective design, development, and implementation of all initiatives will lead to fewer initiatives, better long term planning, and staff and stakeholders being more effectively informed, included, and engaged in development, design and implementation.
Internal and External Communications	Superintendent will share with staff the work done by Senior Leadership to review district staff survey results,	District communications efforts result in families and community stakeholders understanding the goals

	SY 2018-2019 Deliverables	3-Year Deliverables
	the actions taken by Senior Leadership to understand this feedback, and the steps Senior Leadership will take to improve internal communications. (9/18) ● District will release two staff and family newsletters each month that will reinforce and support the district's mission, goals and major priorities ● Staff Portal will be revised and allow for more regular updates from each department (9/18) ● Social media will be used more regularly to inform the community about district priorities, student success in classrooms, building projects and upcoming events across the district (ongoing throughout the year) ● Feedback on district communications will improve by 10 percentage points in the annual Staff and Family Feedback Survey (5/19)	and priorities of the district, how the work in in our schools and across the district supports those goals, and how taxpayer dollars are being used to support the district and school goals. ● More effective communications within schools and administrative offices results in school and district staff having a clearer understanding of their roles and how their work supports school and district goals. ● Ongoing work with each school leads to more effective and consistent external communication resulting in families reporting that they know the school's goals, priorities, and the work that is happening in their students' classes.
Human Resources	● Complete administrative reorganization of Human Resources (September 2018) ● With the school communities, complete principal searches for CCS, Lawrence, and Baker. Launch searches in November 2018; complete searches March 2019. ● Working with educators, parents/guardians, and SEPAC, complete search for permanent Deputy Superintendent for Student Services. Launch search November 2018; complete search February 2019. ● Expand diversity hiring efforts, building on recent successes ● Support administrators in providing regular educator feedback and completing evaluations on-time. ● Embark on contract negotiations for six bargaining units. ○ First tentative agreement reached with AFSCME July 2018	

	SY 2018-2019 Deliverables	3-Year Deliverables
The FY 2020 Budget as a policy and decision making document	- Deliver a budget on schedule (12/1/18 to Superintendent, 12/21/18 to SC) so necessary stakeholders have sufficient time to review it. - The narrative for each program area will provide a clear understanding of the priorities of the district, and how resources are allocated in support of these priorities. - A clear budget document inclusive grants and revolving funds, explaining the existing structural deficit. - Present to School Committee for approval a one and three year plan to address operating deficit in Food Service revolving fund.	- Budget managers receive annual trainings and are supported in developing and following their departmental budgets. - Budget managers will develop multi-year budgets (3-year budgets), with a yearly review and update as part of the annual budgeting process. - Seamless transition between fiscal years, especially with regard to grants and revolving funds. - Eliminate operating deficits in the food service revolving funds. - School Committee formally accepts recurring grants, and annually reviews fees as part of the annual budget process - All programs and budgets are reviewed for effectiveness in supporting District priorities
Five Year Capital Improvement and Infrastructure Plan	By 12/21/18, a five year CIP plan will be developed that identifies: - Where PK-12 classrooms, common spaces, and specialized learning spaces need to be added and the cost of these additional classrooms; - Where and how district-wide special education programs will be expanded; - The infrastructure and capital improvements necessary across all schools over the next five years; and - The improvements to core spaces and classrooms in each school to effectively provide the education program based on the enrollment and number of sections projected to be at each school in five years. - CIP will include strategy, identification of funding, and plan for executing multi-year leases/lease renewals - Release of the annual Enrollment Projection Report with classroom projections - Enrollment Projection Report will include an initial report on T-district implications on future enrollment.	- Ongoing implementation of the Five-year Capital Improvement and Infrastructure Plan by the Building Department and School Department - Annual review of the plan by School Committee Capital Subcommittee
Capital Projects	- Open CCS on-time (9/6/18) - Successfully facilitate CCS renaming process, culminating in May 2019 Town Meeting vote on new school name - Complete BHS design and construction documents; begin construction (June 2019) - Successfully transition BHS 9th grade to Old Lincoln for September 2019 - Work with Town Administrator to ensure adequate	- Preparing to open BHS expansion projects - Baldwin and Driscoll design and construction documents complete; planning for construction

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	staffing for building projects (BHS, Baldwin, Driscoll, Pierce) ● Working with educators, parents/guardians, students, and community members, complete Baldwin and Driscoll feasibility (2/1/19) ● Move into schematic design phase for Baldwin and Driscoll projects ● Continue working with MSBA to pursue partnership for Pierce renovation/expansion (10/9/18; 12/18) ● Finalize multi-year approach for BEEP classrooms	
Emergency Preparedness	● Revised and updated District Emergency Operations Plan (1/31/19) ● Revised and updated School Emergency Procedures (1/31/19) ● Completed Safety & Security Assessments and reports for each school (1/31/19) ● Crisis Teams in all schools trained on Options-based Response (6/30/19) ● Development of plan for ongoing Emergency Preparedness & Response training of school Crisis Teams, all school staff, and district-wide Emergency Management Team including necessary budget, staffing and schedule ● Include capital needs identified in School Safety and Security Assessments which need to be included in 5-year CIP	● Safety and Security Assessments, led by the Office of Administration and Finance, to be completed every two years ● Ongoing implementation of Emergency Preparedness & Response training for school Crisis Teams, all school staff, and district-wide Emergency Management Team