



AT SCHOOL IN BROOKLINE 2014

The Public Schools of Brookline ♦ Brookline ♦ Massachusetts

At School in Brookline 2014

The Public Schools of Brookline



Brookline, Massachusetts

The Town of Brookline

The Town of Brookline enjoys a unique reputation as an urban/suburban community of 58,732 residents in a geographic area of just over five square miles, surrounded by Boston on three sides. The proximity to the city and a history of educational excellence attract a diverse population to Brookline.

For additional information, visit the Town of Brookline website at:

www.brooklinema.gov

The Schools

The Public Schools of Brookline provide education to pre-school through Grade 12 students in eight elementary schools and one comprehensive high school. In addition to traditional academic programs, The Public Schools of Brookline offer continuing education courses, summer school, enrichment programs, and numerous athletic opportunities.

For additional information, visit The Public Schools of Brookline website at:

www.brookline.k12.ma.us

The Public Schools of Brookline

Mission Statement

Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.

Ten Year Vision

The Public Schools of Brookline
Dynamic, Collaborative, Equitable
Engaged with the Community
Contributing to the World

Core Values

High Achievement for All
Excellence in Teaching
Collaboration
Respect for Human Differences
Educational Equity

For more information on the Mission, Vision and Core Values, see pages 4-5

The Public Schools of Brookline Central Administration

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LETTER FROM THE SCHOOL COMMITTEE CHAIRMAN

Dear Parents, Guardians, and Residents:

On behalf of your School Committee, I am pleased to offer this year's *At School in Brookline*, our annual report card of our school system. Inside you will find material assessing the extent to which we have achieved the goals of our Strategic Plan and measuring student achievement. This report also includes information on each one of our schools and on the numerous collaborations and programs that make the Public Schools of Brookline so unique. The commitment and dedication of our leadership team, faculty, and staff are evident in the quality of education in Brookline and the educational outcomes that our students achieve. Please join me in thanking all for the fine work necessary to produce such excellent results.



Our student population growth has continued unabated. Creating the space necessary to accommodate this growth is a challenge for our Town's Building Department, our school administration, our staff, our parents, and – yes – our students. Funding this growth will test our Town's financial capacity. Student growth is also our single most important planning issue. Since I joined the Committee in 2005, our elementary population has grown by more than 1,300 students, an increase of 35%. In 2005, our system served 5,775 students in grades K-12. Today, we are serving 7,030 students. By 2022, we expect to be educating approximately 8,060 students in grades K-12, representing by then a system-wide increase of 40% since 2005.

In order to address this enrollment growth, in September of 2013, the School Committee approved a long-term expansion plan to create capacity at both the elementary (K-8) and high school levels. We are moving forward with key elements of this plan, with the Devotion School expansion well into the planning phase. Our high school administration, faculty, parents and students are already working with a consultant to develop a vision of what our high school education program will look like in the future. This vision will drive the high school's physical design for expansion. When necessary, the Old Lincoln School will be available for use during construction.

Our Override Study Committee has been diligently examining every financial aspect of our Town and School District operation. This has been a long and arduous task. These 17 volunteer Brookline citizens deserve a special shout out for their time, talent and effort. This Committee has been asking the School administration thousands of questions in order to determine whether or not the Committee deems certain expenditures necessary. So along with the Override Study Committee, please acknowledge the additional workload our central office has sustained while simultaneously continuing to improve our education product for all students.

The Public Schools of Brookline School Committee, 617-730-2430

Alan R. Morse, Chairman

Susan Wolf Ditkoff, Vice Chairman

P.H. Benjamin Chang

Helen Charlupski

Abby Cox

Amy Kershaw

David Pollak

Barbara Scotto

Rebecca Stone

Jonathan You, Student Representative

The success of our schools is due, in large part, to the unwavering support we receive from the Brookline community. The bulk of the revenue available to our school system comes from you, our Brookline taxpayers, and we are most grateful. Brookline is unique for many very special reasons. Two such reasons are the exceptional collaboration and support between the Town administration and your school system, and the private resources made available to us, especially through three local foundations: the Brookline Education Foundation, the Brookline Community Foundation and the 21st Century Fund. We join with the rest of our citizens in thanking both the Town and our Foundations for the consistent and thoughtful support we receive. As our school system looks to the challenges ahead, this support is essential in maintaining a quality educational experience for every Brookline student.

Sincerely,

Alan R. Morse, Chairman
Brookline School Committee

LETTER FROM THE SUPERINTENDENT

Dear Parents, Guardians, and Residents,

The Strategic Plan of The Public Schools of Brookline provides a road map for our work, with goals and strategies tied to our mission:

“To ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and to succeed in a diverse and evolving global society.”

In addition, we measure the value and success of our work against five Core Values:

- ◆ **High Achievement for All.** This drives investments in smaller class sizes, investment in quality early education, a commitment to inclusion classrooms, a comprehensive High School curriculum, innovative system-wide initiatives, Program Review, differentiation of instruction for all levels, and investments in contemporary educational technology.
- ◆ **Excellence in Teaching.** This drives investment in professional development, faculty mentoring programs, the materials fee program and staff day care to attract and retain the best educators, meaningful Educator Evaluation, and professional collaboration time.
- ◆ **Collaboration.** This drives vital partnerships such as Extended Day, Parents as Partners, the Brookline Education Foundation and 21st Century Fund, Brookline Community Foundation, Brookline Mental Health, Wheelock and Lesley Intern Programs, the Brookline Music School, and the China Exchange.
- ◆ **Respect for Human Differences.** This drives development of programs (e.g., School Within A School, Opportunity for Change), celebrations of diversity, cultural proficiency programs, Understanding Disabilities, investments in Social Emotional Learning, Olweus Bullying Prevention, and Responsive Classroom, Advisory at the High School, and English Language Learner programs.
- ◆ **Educational Equity.** This drives our investments in system-wide Special Education Programs, the African American/Latino Scholars program, the Calculus Project, the Literacy Collaborative, Mentoring in Middle School, Steps to Success, and BRYT. It also drives system-level analysis of progress, ensuring system-wide equity in new programming and resources, and a diverse hiring profile.



As is now widely known, unprecedented enrollment growth has resulted in an increase of approximately 1300 students in our elementary schools since 2005 (a 35% increase). The manifold impacts of that growth have seriously tested our ability to continue the range of investments described above. However, despite our growth and these budgetary challenges, the Town of Brookline continues to enjoy an established reputation for the excellence of its public schools, the quality of its teaching and administrative staff, and a high degree of community support for education.

More importantly, a vast array of measures utilized by the Commonwealth and our school system demonstrate that Brookline students continue to achieve at very high levels, particularly in key measures that predict college and career acceptance and success. Beginning in FY 2011, we initiated a move toward public reporting on the measurements of our goals, designed to provide the community with specific indicators of our progress on these important characteristics of quality. We are committed to reaching the high standards we have set for ourselves with respect to this variety of measures, as well as to providing a level of service and effectiveness that our residents and families have every right to expect of their public school system.

I sincerely hope the information provided in this edition of *At School in Brookline* encourages you to learn more about this extraordinary public school system.

Sincerely,

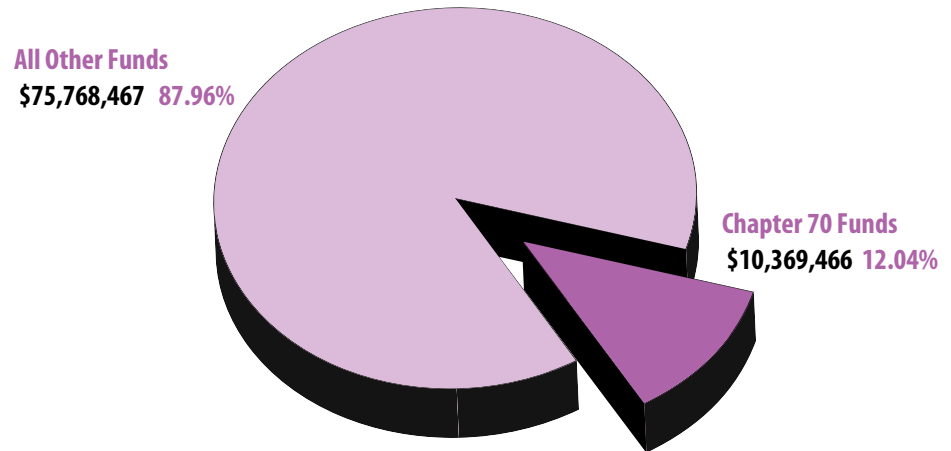
William H. Lupini, Ed.D.
Superintendent of Schools

FY 2014 BUDGET - SOURCE & USE OF FUNDS

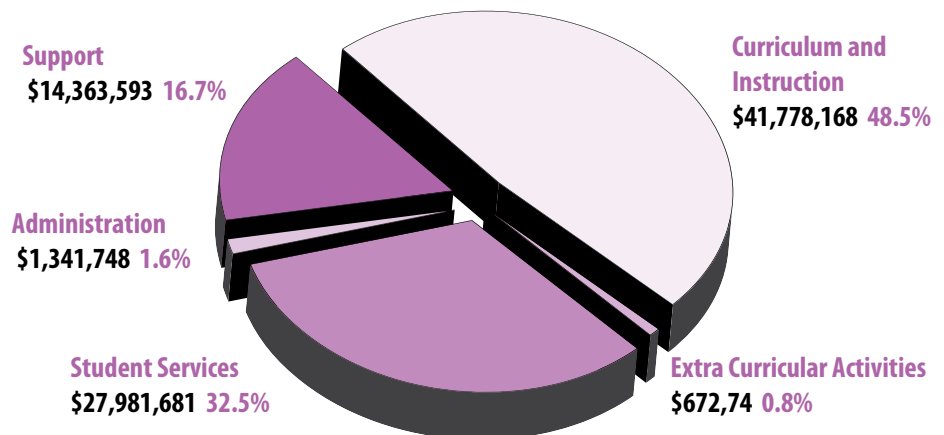
The citizens of Brookline take pride in their schools and continue to provide high levels of fiscal support through their tax dollars. A majority of the budget is supported by local sources (property tax and other local revenue), with an additional supplement of state funds. The FY 2014 General Fund appropriation was \$86.1M. Local sources supplied \$75.8M or 88%, and an additional supplement from Chapter 70 state funds was \$10.4M or 12%.

Most grant funds are intended to supplement the core functions and mission of the Public Schools of Brookline. In FY 2014, federal funds through entitlement grants totaled \$2.6M. The Grants Office works closely with program staff to acquire grant funds to support a variety of programming efforts. Certain private donors, through our collaborations with the 21st Century Fund, the Brookline Education Foundation, and Parent Teacher Organizations (PTOs), allow the schools to test and research new approaches to student learning and support opportunities for ongoing professional development. This infusion of additional dollars helps us move forward and keeps us at the forefront of educational practice.

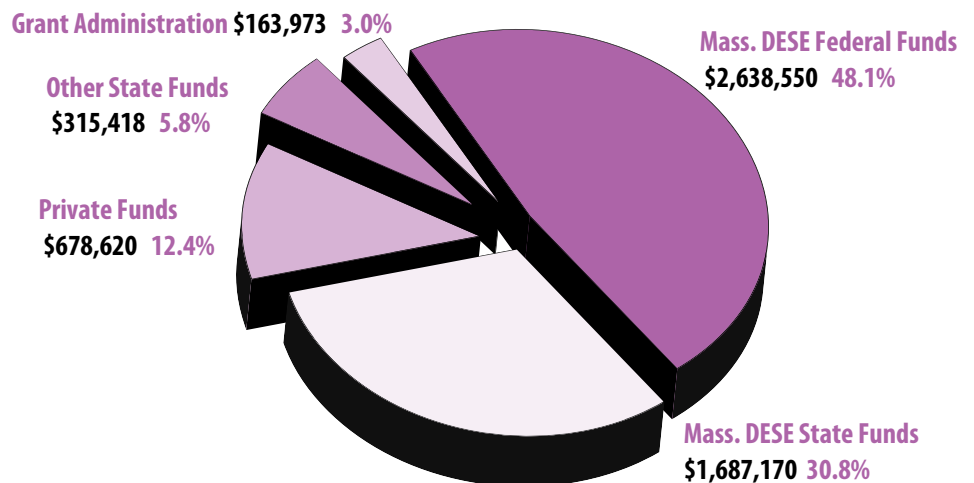
FY14 General Fund Sources – Total FY14 Sources: \$86,137,933



FY14 General Fund Budget By Major Category Total General Fund: \$86,137,933



FY14 Grant Awards by Funding Source Total Award Amount: \$5,483,731



STRATEGIC PLANNING

A dynamic school system operates in the present while focusing on its potential for the future. In 2009, the School Committee adopted The Strategic Plan of the Public Schools of Brookline (PSB) to provide a catalyst for our future educational endeavors and a blueprint for documenting our system's continued success.

The Strategic Plan was developed through a planning process that spanned two years. An eleven-member

Strategic Planning Team was charged with orchestrating this process, including soliciting and analyzing input from stakeholders from across the community. Draft documents of the plan were presented to the public for feedback through focus groups and an on-line survey. The valuable feedback from both of these sources helped us to define the final draft of the Vision, Mission and Core Values for the Public Schools of Brookline.

The Strategic Plan collectively identifies the priorities for our school system within four strategic areas of focus:

Academic Excellence through Content, Pedagogy and Relationships

Goal 1: Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.

Educational Equity

Goal 2: Eliminate achievement gaps with respect to race, ethnicity and socioeconomic status and increase the achievement of students with special needs through individualized strategies and programs.

Thriving in a Complex Global Society

Goal 3: Prepare students with the intellectual, interpersonal and reflective skills needed to thrive in an increasingly complex and diverse global society.

Continuous Improvement Using Data

Goal 4: Foster a cycle of continuous improvement by using data to effectively examine systemwide programs and practices.

In November 2012, the School Committee established the Strategic Plan 2.0 Committee, comprised of teachers, administrators, parents and community members. The Strategic Plan 2.0 Committee was charged with creating the foundational elements for the next version of the district's Strategic Plan – Vision, Mission, Core Values and Goals. The committee worked since that time to reaffirm the district's original Vision and Mission, and revise the Core Values and Goals. These were shared with the community at four public forums and many open

meetings, including School Committee, School Curriculum Subcommittee, and Strategic Plan Committee meetings.

Feedback offered throughout the process was incorporated into the revisions, and the final version of the revised Core Values and Goals was presented to the School Committee in May 2014 for approval. The next step in the process is to identify high priority core metrics and actions aligned with the new goals. We anticipate this next level of work to be completed and presented in the Fall of 2014.

Report Card for Strategic Plan Goals

This is the fifth year that we are using *At School in Brookline* to report to the community on our progress in meeting the goals set forth in the Strategic Plan. Using common letter grades, in a report card format, we seek to communicate the final analysis of the data for all of the identified outcomes. On page 21 you will find the definition of these letter grades and note the high standards we have set for our school system. This

format of reporting has served us well and the use of the report card over the last several years will inform our reporting moving forward. We are working to create a new reporting method that will better communicate our efforts. This new reporting method will align with the revised Strategic Plan Core Values and Goals approved by the School Committee in May 2014.

VISION, MISSION AND CORE VALUES

Ten Year Vision

The Public Schools of Brookline

Dynamic, Collaborative, Equitable

Engaged with the Community

Contributing to the World

VISION STATEMENT:

Brookline provides an extraordinary education for every child. Each child's unique path to achievement is supported in academically exciting and programmatically rich environments. A dynamic, diverse community of teaching professionals works collaboratively, innovating and inspiring each other and their students. Staff gets to know students intellectually, developmentally and culturally. Students are encouraged to question and challenge ideas and participate as active citizens. Schools use a variety of assessments to get the fullest picture of student learning and growth over time. These data are shared regularly with the community, and they form the basis of how we understand and improve student, teacher and administrator performance. Parents are partners with the schools in supporting their children's education, and schools communicate effectively so that parents are confident of the response to their child's circumstances and needs. The community, well informed and involved in the schools, supports these efforts that continue a tradition of challenging ourselves to do better, efforts that ensure the enduring value of a Brookline education.

MISSION:

Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.

CORE VALUES:

High Achievement for All

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 support them to reach their full potential in all aspects of achievement, especially in academics, arts, sports, social skills and civic participation, all of which prepare students for success in their lives after high school.

Excellence in Teaching

Passionate, knowledgeable, skillful teachers are the core strength of our school system. We expect our faculty and staff to provide a dynamic and rewarding learning experience for students. Excellent teaching begins with strong relationships between faculty and students and is nurtured by collaboration among colleagues. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.

Collaboration

Through collaboration we find new sources of learning and strength. The Public Schools of Brookline actively promote collaborative relationships. We seek out partnerships with community organizations that add value to our school system. We urge and support collaboration and exchange within and across our school community.

Respect for Human Differences

We are committed to acknowledging and celebrating the diversity within our community while affirming the importance of our common humanity. By promoting a safe environment for questioning and challenge, we foster the growth and value that comes from different perspectives, cultures and experiences. Our commitment is to create an atmosphere of safety in which to acknowledge and express difference while advancing true acceptance and respect for all.

Educational Equity

The Public Schools of Brookline are committed to identifying and eliminating barriers to educational achievement in our schools. To this end, we create policies and practices that are fair and just and provide educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status, meets our standards for achievement, participation, and growth.

COMPREHENSIVE REVIEW OF PROGRAMS & CURRICULUM

The Public Schools of Brookline are committed to the continuous improvement of all programs and curriculum areas. In September of 2004, the Program Review process was established to provide a structure for an ongoing, comprehensive, and rigorous examination of our programs with the goal of improving student achievement. Over the past nine years, all curriculum areas and several program areas have successfully participated in the Program Review process. In 2013, programs began to reenter the process for a second round. The process for the second round of Program Review will be adjusted to include a review of outcome data and measures for success gathered since the first round, and progress on the identified actions for program improvement.

The Process

The Program Review process involves four phases:

Phase I: Study

Assess the current state of the program. Create a vision for the future. Determine areas of strength and areas for improvement and begin to plan how to address them.

Phase II: Plan

Create a plan to address the areas for growth and improvement.

Phase III: Implement

Put the plan (strategies/actions for continuous improvement) into place with sufficient resources and professional development.

Phase IV: Review

Review the process. Check on the progress of the implementation plans. Collect data on the indicators of success.

The work of Program Review for each program/curriculum area is carried out by a committee comprised of teachers, parents, and administrators, led by the Director of Program Review and the curriculum/program coordinators for the program under review. Updates on committee work are regularly given to the Deputy Superintendent for Teaching and Learning. Reports

on Phase I and Phase II are presented to the School Committee. All reports are published on the Public Schools of Brookline website.

The Program Review process is also used to examine topics that cut across all program and curriculum areas, schools, and grade levels. For example, an Out-of-School Time Program Review Committee looked at the K-8 afterschool and summer program options available to students and families.

Program Review Schedule

All curriculum areas and several program areas are currently engaged in the Program Review process. Most programs are in the Implementation and Review phases of Round One of the process.

Round One, Phase III/IV- Implementation and Review

- ◆ Mathematics: began September 2006
- ◆ Visual Arts: began September 2007
- ◆ Science: began February 2008
- ◆ English Language Arts: began September 2008
- ◆ Physical Education/Health Education: began September 2008
- ◆ Social Studies: began September 2009
- ◆ Performing Arts: began January 2010
- ◆ Special Education Program: began March 2010
- ◆ English Language Learner (ELL) Program: began September 2010
- ◆ Career and Technical Education Program: began September 2013

Round Two, Phase I

- ◆ Enrichment and Challenge Support Program, began September 2013

SYSTEM-WIDE PROGRAMS

The Public Schools of Brookline offer a number of programs to better serve the students of Brookline. Some examples are listed below. More information on all of these programs can be found on the school website (<http://www.brookline.k12.ma.us>).

English Language Learners

The English Language Learners (ELL) program provides services to more than 600 students in grades K-12 whose primary language is not English and who are not yet proficient in English. The program provides support at each school, with services focused on children's English language acquisition, literacy development, and academic achievement.

The program's objectives are to:

- ◆ Continue development of Sheltered English curriculum, combining state benchmarks and outcomes with subject area content;
- ◆ Increase Sheltered English Immersion (SEI) professional development offerings for all teachers;
- ◆ Monitor English Language Learners' achievement on state and local assessments;
- ◆ Increase family accessibility to school and district documents and events through effective translation and outreach procedures.

Enrichment and Challenge Support Program

The Enrichment and Challenge Support Program (ECS), formerly the Gifted and Talented Program, is a K-8 system-wide program that supports classroom teachers in providing challenging curriculum and extension opportunities for students who show a capacity for high levels of academic, intellectual and creative achievement.

The Public Schools of Brookline are committed to enabling all children to realize their full potential as learners. Brookline does not formally identify students as "gifted and talented" for placement in a separate program. We use a consulting teacher model, which means that the program's emphasis is on supporting classroom teachers in extending and enriching the Brookline curriculum in order to provide for academically and intellectually advanced students in the regular classroom.

Metropolitan Council for Educational Opportunity

The Public Schools of Brookline is a charter member of the Metropolitan Council for Educational Opportunity (METCO), a voluntary integration program founded in 1966 which provides K-12 education for approximately 300 students from Boston. Students in METCO participate in all aspects of the academic and extracurricular life of the schools and are supported by the METCO Director and staff.

The program's objectives are to:

- ◆ Ensure high academic achievement for all students in METCO;
- ◆ Provide opportunities for student leadership;
- ◆ Collaborate with and support families in the Brookline METCO Program;
- ◆ Increase and maintain partnerships/collaborations between Boston families and Brookline families;
- ◆ Provide access to educational opportunities and resources/services unique to the Public Schools of Brookline;
- ◆ Celebrate and make public the accomplishments and successes of students in the METCO Program;
- ◆ Provide access to a range of educational opportunities beyond Pre-K-12 Public Schools of Brookline.

Steps to Success

Steps to Success (STS) is a thirteen-year-old, comprehensive educational achievement program that provides academic support and enrichment and year-round youth development activities for students of low income.

Working with young people in Grades 4 through college, STS seeks to create educational equity and to help end generational poverty. Prior to Steps to Success, only 30-50% of students living in public housing matriculated to college. Now, with eight cohorts of STS high school graduates, over 90% of these students are accepted to institutions of higher education. Though nationally only 6-8% of the lowest income quartile of students graduate with their college degrees in six years (by age 24), 70-75% of STS college students are on track to graduate in that timeframe.

SYSTEM-WIDE PROGRAMS

Operating both school and community-based programs, STS currently engages over 300 students and their families, most living in Brookline public housing. Program areas include after school enrichment; paid summer internships; early college awareness and preparation; and services for families such as free English classes and job resource/referral counseling.

The core of STS is its long-term relationship-based mentoring model. STS staff Advisors work with students and their families throughout their school career. Advisors track student progress through a system of competency-based skill development, get to know families in their home, and link them more closely with school teachers, administrators and resources.

Steps to Success has been recognized by the Nellie Mae Education Foundation with their “Catalyst for Change Award” in New England and is one of seven investment-worthy organizations profiled in a recent study by Root Cause on “College Access and Success.”

Brookline Adult & Community Education

Brookline Adult & Community Education (BA&CE) is one of the oldest non-credit, public education programs in Massachusetts. Adult and community education has been a part of the Brookline community since 1832,

beginning with the formation of the Brookline Lyceum Society. It is now the largest public program in the state, with close to 1,000 courses and close to 10,000 enrollments yearly. Today, BA&CE is the hub of an educational network serving residents from more than 50 neighboring communities in the greater Boston area and beyond. A self-supporting program of the Public Schools of Brookline, BA&CE’s operating budget is funded entirely from course fees.

BA&CE fulfills its mission by providing service to the community and enlisting its support for public education. As partners with the schools and community organizations in a common purpose, BA&CE is committed to offering lifelong educational opportunity to all: newcomers to the United States, working people and professionals, those in transition or career change, older citizens, persons with special needs, children and families, and especially to those who have not been able to participate fully in the educational process. BA&CE is also dedicated to supporting public education by creating and providing opportunities for innovation and flexibility in the school curriculum. By offering programs that bridge the generations, Brookline Adult and Community Education seeks to unite the community in a common purpose - educating for the improvement of the quality of life for all its members.

ELEMENTARY WORLD LANGUAGE

In January of 2009, following a tax override approved by the voters in Brookline, we implemented the Elementary World Language (EWL) program, bringing the study of world language to grades K-6 to complement world language instruction already in place for students in grades 7 and 8. Brookline’s commitment to world language instruction reflects our awareness that Brookline students will be increasingly required to function in a multicultural, global society. The program is content-enriched Foreign Language in Elementary Schools (FLES) and is based on the most current pedagogical research about effective approaches to K-6 elementary world language acquisition. The EWL program has three major goals for our students: to acquire proficiency in speaking, listening, reading and writing in the target language; to acquire an understanding of and appreciation for other cultures; and to reinforce learning of the general curriculum content through the study of world language. During the past six years, the EWL program has met with widespread support from the greater school community. Brookline is committed to the innovative work of elementary world language instruction and is at the forefront of the important work of developing 21st century skills in our students.

BROOKLINE EDUCATOR HONORS/AWARDS

Devotion Social Studies teacher and Inclusion Specialist **Cathy Fischer-Mueller** was the 2013 elementary educator Caverly Award Winner. Brookline High School English teacher **John Andrews** was the 2013 High School Caverly Award Winner. The Caverly Award, presented annually by the Brookline Education Foundation to a high school and elementary teacher, is the most prestigious award given to a teacher in Brookline. The award is in recognition of professional achievements and contributions to the Public Schools of Brookline.

Brookline High School librarian **Lynne Cohen** and Brookline High School Special Education teacher **Holly Irvin** received the 21st Century Fund 2013 Award for Excellence in Teaching for the extraordinary level of commitment and expertise they each bring to their work as educators. Ms. Cohen and Ms. Irvin's dedication to their students and to Brookline High School benefits the entire community and helps to create cohesion throughout the school.

The Brookline Education Foundation awarded the 2013 Adam Russell Gelfand Fellowship to Pierce 6th grade teacher **Melissa London** to support her study of how various Tanzanian communities and biological ecosystems have been impacted by global climate change. Ms. London also led her 6th grade teacher team in an interdisciplinary project on climate change after participating in Boston University's Project GLACIER (Global Change Initiative: Education and Research), a National Science Foundation-funded program that partners graduate fellows with middle level teachers to enhance curricula on science and climate change.

Brookline High School World Language teacher **Andrew Kimball** received the 2013 Charlie Baker Legacy Award, a teacher grant award to encourage professional development activities in the areas of U.S. History and World Geography. Mr. Kimball toured Southeast Asia to study the effect of French colonialism on politics and architecture in Vietnam, Cambodia, and Laos.

Driscoll Pre-K Paraprofessional **Michelle Kibrick** was the recipient of the 2013 Ari Cohen Memorial Award. This award honors Brookline Public School educators who promote inclusion in the classroom and exemplify teaching excellence, compassion and sensitivity to all students.

Brookline High School Social Worker **Paul Epstein** received the Roger Grande Social Justice Award. This award recognizes an adult mentor who inspires teens to become engaged in social justice issues.

Runkle librarian **Teresa Gallo-Toth** was chosen to participate in the Teacher Seminar Grant through The Gilder-Lehrman Institute. Ms. Gallo-Toth was one of thirty educators selected from an elite group of teachers and librarians across the U.S. to participate in a weeklong seminar at Columbia University in New York City in July 2014. This year's seminar is entitled The American Revolution and will provide opportunities for in-depth study of this period in American history and will offer both new resources as well as instructional ideas and practices that Ms. Gallo-Toth will bring back for the benefit of Brookline students.

K-8 Science Coordinator **Janet MacNeil** was selected by the National Science Teachers Association as a curator for the new Next Generation Science Standards. Ms. MacNeil will serve on an expert team of 55 educators tasked with building a library of high-quality resources to help teachers implement the new science standards.

The Brookline Commission for Women honored Driscoll Pre-K teacher **Mary Dunne** as the 2014 Brookline Woman of the Year. A Brookline educator for 35 years, Ms. Dunne turned great tragedy in her own life into hope for others following the murder of her daughter, Lauren Dunne Astley, who was killed by her high school boyfriend following their break-up. With Lauren's father, Malcom Astley, Ms. Dunne co-founded the Lauren Dunne Astley Memorial Fund in memory of her daughter. The Fund promotes educational programs and legislation that raise awareness of healthy teen relationships and prevent dating violence. Through the Lauren Dunne Astley Fund for Young Children, Ms. Dunne has provided scholarships for children with financial need to attend the Brookline Early Education Program.

Each year, a number of Brookline educators apply for and receive recognition in the form of grants and scholarships from a variety of local, state and national organizations. During the 2013-2014 school year, the Brookline Education Foundation awarded 18 teacher grants and 8 collaborative grants to Brookline educators.

Together, these grants directly benefit more than 150 educators and hundreds of students system-wide. Teacher grants are awarded to individuals and small groups of teachers or administrators and fund professional or personal development activities. Collaborative Grants are designed to promote cooperative efforts across disciplines, across grade levels, and among schools. A description of the grants, listing the grant recipients, can be found on the Brookline Education Foundation website, <http://www.brooklineeducation.org>.

PROFESSIONAL DEVELOPMENT

Professional Development in the Public Schools of Brookline is defined as adult learning experiences that improve educators' knowledge and skills, enabling them to work effectively with students to improve their achievement. The content of the professional learning that we offer and coordinate is informed by the systemwide goals and strategies as outlined in the Public Schools of Brookline Strategic Plan.

The elements of our professional development include: a focus on student learning needs as informed by classroom, school and/or system data; improvement of educational practice through self-assessment and feedback on authentic educator and student work; collaborative relationships and processes that provide opportunities to engage in joint work and to tap the collective knowledge of the group; reflective dialogue that offers individuals a

challenge to their thinking as well as new perspectives on their practice and beliefs; and a commitment to implementing new learning.

The Public Schools of Brookline have a number of partnerships to support the professional learning of our educators. These partnerships include the Education Collaborative of Greater Boston (EDCO), Primary Source, Teachers as Scholars, and the Boston University Consortium. We are also fortunate to have collaborative learning relationships with area colleges and universities, which provide access to high quality content professional development for our teachers. Professional development opportunities in pedagogy and content are arranged and led by curriculum and program coordinators. Additional system-wide professional development opportunities include Responsive Classroom, Developmental Designs, and Race, Culture and Achievement.

2013 MCAS RESULTS

For detailed information about 2013 Massachusetts Comprehensive Assessment System (MCAS) results, please visit the Department of Elementary and Secondary Education website at: <http://profiles.doe.mass.edu>. From the dropdown menu for organization type, select Public School. From the dropdown menu for city/town, select Brookline. Click search and the results will list all of Brookline's schools from which you can make your choice. The Assessment tab will display Spring 2013 MCAS results.

BROOKLINE EARLY EDUCATION PROGRAM

(617) 713.5471 • www.brooklinebeep.org

The Brookline Early Education Program (BEEP) is an outgrowth of the Brookline Early Education Project, a ten-year research project which demonstrated that high quality education for young children enhances their later success in school. The mission of the early childhood programs of the Public Schools of Brookline is to provide an inclusive environment where all children from ages three to five can develop social competency, cognitive, motor and language skills and expand their understanding of themselves and the world in which they live.

The Early Education classrooms include children with a range of developmental levels from diverse backgrounds. A small class size, highly qualified teaching staff, small pupil teacher ratios and ongoing professional development combine to support children in the early years of their education. The curriculum is implemented in a way that allows for active learning to ensure a seamless transition to kindergarten.

BEEP offers a total of 20 inclusive Preschool and Pre-Kindergarten programs located in Runkle, Heath and Driscoll elementary schools, the Lynch Center, Brookline High School (BHS), BEEP at Putterham and BEEP on Beacon in the Trust Center for Early Education. In addition, two specialized programs for 3-5 year olds with Autism spectrum disorders are located at BHS and the Lynch Center. BEEP serves over 300 children across town and is supervised by the Principal of Early Education and two Program Coordinators. All teachers who work in



BEEP classrooms hold degrees and certifications in early education and/or special education. All BEEP classrooms participate in the National Accreditation process by the National Association for the Education of Young Children (NAEYC) and have been awarded accreditation for many years.

These programs are funded by parent fees, grants from the Massachusetts Department of Early Education and Care, Brookline

Community Foundation and the Public Schools of Brookline. Partial tuition subsidy is available to families who qualify. The Brookline Education Foundation supports teachers with professional opportunities which are accessed through their grant process.

The Early Education Program provides summer program options for children in the BEEP school-year classrooms, as well as children entering kindergarten or first grade in Brookline. LAUNCH at Lynch, LAUNCH at Driscoll and LAUNCH at BHS are planned for 3-5 year olds, while LAUNCH at Devotion is designed for 4-6 year olds. This five-week summer experience is based on the BEEP model with a theme-based curriculum through which early literacy and numeracy skills are supported and enhanced.

The Parent Child Home Program (PCHP), under the auspices of Brookline Early Education, offers income eligible families a home visiting service to share books and toys with their children between the ages of 15 months to five years. Approximately 36 families take part in PCHP representing more than 45 children. PCHP received national recertification this year.

The parent child playgroup has continued to help young parents connect to others in the community and to give young children an opportunity to grow and play in a supported setting. The program will continue through summer at the Lynch Center.

The Early Education Department of the Public Schools of Brookline offers screening and evaluation for any child between the ages of 3 and 5. Parent(s) or guardian(s) should call the Early Education office if they are concerned about their child's development in any area or if the child has been receiving services from Early Intervention. The Brookline Early Education Program (BEEP) office may be reached at 617-713-5471 anytime during the school year.

EDITH C. BAKER SCHOOL

(617) 879.4500 • www.bakerschool.org

The Edith C. Baker School serves the Chestnut Hill neighborhood of Brookline. It is one of the larger elementary schools in the town, with a K-8 population of approximately 754 students. Our dedicated staff provides challenging, developmentally appropriate learning experiences that facilitate each child's cognitive, social, emotional, creative and physical growth. Using practices such as differentiated instruction and a response to intervention framework, the Baker team provides



innovative and timely instruction so that all students can achieve at high levels. Baker is also home to the system wide Korean English Language Learner Program.

Utilizing the resources of the K-8 structure, Baker encourages cross-grade level partnerships. Middle school students support learning in

the classrooms of younger students as part of our school-based community service program. This experience develops student leadership and responsibility while strengthening our school community.

Baker School has an active Student Council comprised of elected student representatives from grades 4-8. This organization

promotes strong student participation in the school community, models the democratic system, and enhances communication between students and faculty. Our staff members encourage and provide opportunities for all students at Baker School to make a difference in their classroom, school, community, and beyond.

A vibrant PTO supports all parents and organizes numerous educational and social events throughout the year to nurture and maintain a sense of school community.



School administration and staff work closely with the PTO to ensure the traditions at Baker are honored while we continue to look for new ways to enhance our school community.



EDWARD DEVOTION SCHOOL

(617) 879.4400 • www.devotionschool.org

The Edward Devotion School serves the vibrant Coolidge Corner neighborhood and is the largest of Brookline's elementary schools, with a K-8 population of 840 students. It enjoys an international reputation: historically, it is the public school that President John F. Kennedy attended; academically, it welcomes students from all over the world, and socially, it reflects and respects human diversity. Devotion 3rd graders honor the memory and legacy of John F. Kennedy by engaging in a four-week study in collaboration with the JFK National Historic Site, which culminates each year with students reading essays and poems about what JFK means to them.

Community service is one of the many attributes defining the Devotion spirit. From Kindergarteners, 1st, 2nd, 3rd and 6th graders designing and selling calendars to raise money for Heifer International to 7th and 8th graders engaging in a myriad of community action projects to support local and international causes, there is never a lull in efforts to help others.

Devotion faculty represents an array of talented professionals. The school maintains a strong emphasis on adult learning. Each year Devotion teachers are awarded numerous grants from the Brookline Education Foundation that support learning opportunities. The Devotion School is committed to meeting the needs of all learners and finding ways to utilize technology to support student achievement.

Parents of students at the Devotion School are active members in the PTO. Together with Friends of Devotion, a nonprofit corporation comprised of alumni and current families, and with our diligent principal, the traditions of excellence and caring that are the hallmarks of the community are maintained and enhanced.



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

- ◆ Academic – Work hard to keep learning and growing. Take risks as learners. Communicate effectively.
- ◆ Whole Person – To be confident in our abilities. Love to Learn and strive to become lifelong learners.
- ◆ Community – Make sure everyone feels physically, emotionally and intellectually safe. Give and receive respect. Have compassion for one another. Contribute positively to our school, to our community, and to our world. Establish and maintain healthy friendships.

The Devotion School is committed to our school motto: "Work hard. Be kind. Help others." Staff, students and families try to illustrate this in words and actions throughout each school day. The system-wide programs offered at Devotion are the English Language Learner program with a high concentration of Hebrew speakers, and a Pre-K through 8 Therapeutic Learning Center for students who need intensive social and emotional supports.

One of the most diverse schools in Brookline, our Kindergarten-8th grade population represents 38 countries (plus the Commonwealth of Puerto Rico) including Australia, Austria, Benin, Bulgaria, Brazil, Cambodia, Canada, China, Colombia, Croatia, Cyprus, Ecuador, El Salvador, Eritrea, Ethiopia, France, Germany, Greece, Guatemala, Haiti, Hungary, Iceland, India, Iran, Israel, Italy, Japan, Kazakhstan, Korea, Mexico, Peru, Poland, Russia, Slovakia, Spain, Thailand, the United Kingdom and Uzbekistan.

MICHAEL DRISCOLL SCHOOL

(617) 879.4250 • www.driscoll.brookline.k12.ma.us

Driscoll School is an active and vibrant learning community where we find joy in thinking together. We actively live our shared values: Scholarship with Creativity, Confidence with Compassion, Independence with Responsibility, and Individuality with Cooperation. Every child at Driscoll actively builds his/her habits of mind—namely, Driscoll Students Reflect, Explore, Connect, Improve and Persist.

The Michael Driscoll School is in the heart of the Washington Square neighborhood. The school has a K-8 population of about 551 students. Driscoll is the only elementary school to offer Mandarin Chinese in its K-8 World Language program. All children in Grades K-6 study Chinese and those in Grades 7 and 8 may elect Chinese or Spanish as their World Language. The system-wide Driscoll K-8 Language-Based Learning Program is located at Driscoll. The Landmark School Outreach Program has provided coaching support and professional development for regular education and special



education staff members to develop consistent and high quality language based practices for all students, K-8.

Driscoll holds several events and programs throughout the year. In addition to events that honor Martin Luther King, Jr. and celebrate the Chinese New Year, Driscoll holds an annual “Arts Equinox,” a two-day all-school arts festival; a “Science Solstice” celebration; a school-wide Writing Festival; visiting author series, under the auspices of the Susan Lewis Cooper Children’s Authors Program; a Science Fair, a monthly “Community Meeting” assembly for students in Grades K-5;

and periodic Town Meetings for students in Grades 6, 7 and 8.

Parents and teachers work together in many significant ways, with the PTO and School Council being two of the more formal organizations. The PTO is very active and organizes numerous events, including an annual School Fair, a Driscoll Auction, and a series of other family events. The PTO also supports many after school programs that provide enrichment activities, such as robotics, calligraphy, photography, art, dance, and magic sticks. The School Council is responsible for writing the School Improvement Plan, which aligns with the town’s goals for the upcoming school year.



HEATH SCHOOL

(617) 879.4570 • www.heathschool.org

The Heath School serves the Chestnut Hill neighborhood and has a K-8 population of 518 students. Heath's core values are: SOAR HIGH: Respect, Grow and Engage. The school places a high value on student achievement and teacher collaboration. We are strongly committed to promoting equity and include as a goal in our School Improvement Plan that all students will have the opportunity to achieve at high levels.

Heath faculty members often receive prestigious grants and awards and have been recognized for their excellence in teaching both locally and nationally. For many years our teachers have received grants for exploration in science, literature, math, movement and social studies. Many of these initiatives include projects and connections made in cross-grade-level groupings. The K-8 model also provides an opportunity to bring children together as learners and as buddy classes.

Heath school encourages and promotes activities that foster service learning designed to bring the school together for opportunities that make a difference in our community. Each year students in grade 8 spearhead a school-wide commitment to recycling including food



waste, paper, and plastics that are supported by all grades K through 8. Heath has a "Green Committee" to heighten environmental awareness and to explore environmental action for the school. Heath maintains a community garden planted by the children and produce is donated to the Brookline Food Pantry.

In Grades 4-8, elected representatives serve on our Student Council and assume responsibility for activities that enhance connections between students and faculty. All service learning upholds our Heath core values. A number of schoolwide events are held throughout the year, including Field Day, Day of the Reader, Gallery Night, and our Martin Luther King, Jr. Day celebration. Heath also invites authors to visit, and sponsors theatrical and musical performances by highly acclaimed artists.

The PTO plays an important role in the school and organizes many events to encourage parent and family participation. Family events include a Welcome Barbeque, Family Math Night, Family Book Clubs, International Night, and the Mayfair. In addition, the PTO arranges for speakers of interest for parents and families. The PTO supports many after-school programs that provide enrichment activities for students, such as fencing, yoga, photography, art, chess, and computer classes. School leadership and faculty work closely with the PTO to ensure the traditions at Heath are honored while embracing the continuous improvement model used to enhance our school community.



AMOS A. LAWRENCE SCHOOL

(617) 879.4300 • www.lawrenceschoolbrookline.org



The Amos A. Lawrence School, which abuts spacious Longwood Park, serves the Longwood Medical neighborhood and has an internationally diverse

population of 658 K-8 students. Lawrence was renovated in 2004.

School Vision

Amos A. Lawrence School is a safe, just and caring learning community of students, staff and families. We are a vibrant learning community with high expectations for academic excellence.

At Lawrence School, students learn to respect themselves and others and to value and honor the diversity of cultures, backgrounds, and learning differences. They develop the habits of mind, knowledge, and skills needed for high school and beyond, as they discover and cultivate a love of learning and a voice for self-expression. Students develop their capacity to work independently and cooperatively. They gain an understanding of their individual and collective responsibility to be contributing members to the Lawrence, Brookline, and larger global communities.



Lawrence School promotes a collaborative environment for faculty and staff that values and supports shared responsibility for all students. We provide all students with the differentiation, support and challenge necessary to make progress and achieve success. We are a professional learning community that cultivates reflective practice, excellence in teaching, and a passion for learning. Lawrence School values and encourages families to be active, involved, and well informed partners in the learning process.

Sense of Community

We support a strong, caring sense of community. Lawrence Community Meeting, a bi-weekly gathering for grades K-5, enables children and staff to develop a feeling of connectedness to the rest of the school. Community Meeting provides a forum for celebrating learning where students or classes share their work. In grades 6-8, students participate in an advisory program, meeting three times a week with a teacher advisor, to continue to support this feeling of connectedness for our young adolescents.

Diversity of Learners

Lawrence School embraces its diverse learners. Over 100 of our students are English Language Learners. About 60% of these students speak Japanese, with the others representing at least 15 different languages from around the world. As part of its special education services, Lawrence offers a Comprehensive Learning Center (CLC) program that is designed for students with varied disabilities and provides a low staff-to-student ratio allowing for increased individualization and higher levels of specialized instruction.

Family Involvement

An active PTO plans a number of events, such as Fall and Spring Picnics, International Night, and Family Fun Night to encourage family participation and nurture a sense of school community. The PTO and the School Council work actively to maintain open communication between parents and the school in the spirit of partnership.

WILLIAM H. LINCOLN SCHOOL

(617) 879.4600 • www.lincoln.brookline.k12.ma.us



The Lincoln School serves a diverse population of 565 K-8 students who represent 11 of 62 possible racial and ethnic combinations, as defined by the Massachusetts Department of Elementary and Secondary Education. We pride ourselves in

having 29 countries represented, 18 languages spoken, 9 family structures included, and 6 continents of origin. Our students make up one diverse community!

The system-wide programs offered at Lincoln are the Japanese English Language Learner program and the



Adaptive Learning Center, a program to service students with developmental disabilities and multiple disabilities. In an environment that promotes the highest standards of academic achievement, social responsibility and good citizenship, Lincoln students can participate in a number of academic, artistic and athletic experiences before, during and after school. In addition to homework centers, students can participate in Chess Club, PALS (Performing Arts at Lincoln School), Scrabble Club, the Thaler Program (a student work program), Intramural Sports, Lego Club, Continental Math League, Math Counts, Science Design Challenges, Math Wizard, Drama Club, and the National Geography Bee.

Our school places a high value on building collaborative relationships through parent involvement. With the support of the PTO, we offer a wide variety of artistic performances, including music in the morning and lunch concerts, author/illustrator visits and residencies, the Gardner Museum series in grade one, and book fairs. Family events include school picnics, Pumpkinfest, Lincoln Reads Night, Multicultural Night, and family arts events such as Art for Arts Sake Night. A parent group plans a monthly First Friday Coffee for parents, teachers and community members that features speakers addressing topics of interest or school-wide initiatives. In addition, teachers plan several breakfast shares and open houses with their classes so that parents can come and see what their children are learning in school.

Our school community also reaches out beyond our school by having school-wide community service and social action initiatives. This past year we participated in a Walk for Haiti and raised funds for Japanese disaster relief.



JOHN PIERCE SCHOOL

(617) 730.2580 • www.pierceschoolbrookline.org



The John Pierce School serves the Brookline Village neighborhood. An emphasis on community, equity and achievement are the guiding principles that

provide the foundation for our unique, close-knit and cooperative spirit. Our diverse population is made up of over 782 K-8 students, one third of whom speak English as a second language. Flags from over 70 countries adorn the school representing the native land of many Pierce families. A wide socioeconomic range is represented among the estimated 580 families at Pierce. Residential housing has exploded in the school community over the last seven years contributing to a swell in enrollment.

The strong academic culture is evident in our students' achievements in traditional assessments and in other areas, such as the town-wide math league, Math Counts for 7th and 8th grade students, an interdisciplinary project on climate change with scientists from Boston University in 6th grade, and our school's service learning projects where students learn about the needs and circumstances of others. Students then use their knowledge to help those organizations which support the various identified needs. Our students have a number of service learning experiences. "Hope Found" (annual Shattuck Shelter donation drive led by 8th graders), Half-Way Day contributions to Brookline New Pathways Halfway House (led by 5th graders), and the Walk for Hunger fundraiser for Project Bread (a 7th grade led project) are some examples of the programs made possible



through a strong community service and service learning focus. Students and the larger Pierce community participate enthusiastically in growing numbers each year.



Collaboration among staff is highly valued and is facilitated on a daily basis by the school's open classrooms and overall physical layout. Pierce School is situated in a campus-like setting, with classrooms in two separate buildings. The Historical Building, a more traditional physical school structure, houses all of our kindergarten classes, and a first grade class, and most of our 7th and 8th grade classes. The main building, completed in 1974, is an open structure that reflects the open classroom philosophy. Our three-story school library serves as a hub for teaching and learning, as it is surrounded by most of these open classroom spaces.

Due to growing enrollment, we have expanded our classroom spaces to accommodate up to four sections in each grade. Our newly renovated amphitheater space allows for more green space, an outdoor classroom and performance space during warm weather months. Our auditorium was recently renovated to help better serve our larger student numbers.

Our active parent community allows students and families to experience a variety of extra-curricular programming at Pierce School. The Performing Arts program presents two musicals each year, one for grades 3-6 and another for grades 7 and 8. The PTO also sponsors a range of school-wide activities, such as performances arranged through the Brookline Arts Council, the annual Book Fair, Skate Night at Larz Anderson and the annual Pierce Picnic, to name a few.

Pierce graduates report that they experience a smooth transition to our large high school campus of three buildings, having become accustomed to a multiple building setting at Pierce. Over the years, students have frequently returned to Pierce as interns and staff as a result of our ongoing connections between and caring spirit of teachers, students and parents.

JOHN D. RUNKLE SCHOOL

(617) 879.4650 • www.runkle.org

The John D. Runkle School has a long and illustrious history in Brookline, dating back to its founding in 1897. Runkle School is named for John Daniel Runkle, who was a Chairman of the Brookline School Committee and an early advocate of Mathematics and technical education. He was also a founder of the Massachusetts Institute of Technology, and served as its second president.



Runkle is proud of its vibrant community, our rigorous academic program, support for the arts, and a belief in teaching the “whole” child. Runkle embraces its diverse community, and we are deeply committed to the Brookline core value of educational equity. Located in the Fisher Hill neighborhood between Route 9 and Beacon Street, Runkle School has a K-8 population of 560 students. Runkle is host to many of the Spanish English Language Learner students in Brookline and to the Reaching Independence through Structured Education (RISE) program for children on the Autism spectrum.

Runkle educators work in collaboration with one another in a variety of ways for the benefit of all students. Teachers meet as a team regularly at their grade level and in job-alike groups. Making the most of the K-8 experience, teachers have also created opportunities for



cross-grade partnerships over the years. This year, the cross-grade partnerships were focused on Reading (Grades 1 and 4), Poetry (Grades 1 and 6), and Science (Grades K and 8; Grades 3 and 8).

Several Runkle groups are committed to continual school improvement and enhancement including the PTO, School Council and the Student Council. The Runkle School PTO is a very active organization that helps build community at Runkle through our Family Picnic and annual Halloween Fair in the fall, Ice skating Night, Math and Science Night, BINGO Night in the winter, the gala International Night, and the annual Music and Arts Festival in the spring as well as organizing the monthly “Music in the Morning” assemblies in the front lobby. The PTO supports school activities by supplementing teacher supplies, underwriting class field trips, providing scholarships, and activities raising school spirit. The Runkle School Council is actively committed to working on the school’s annual School Improvement Plan and is comprised of six staff members, six parents, as well as one community member to provide a variety of perspectives on life at Runkle. The Runkle Student Council, comprised of 12 student representatives from grades 6-8, fosters a sense of great pride in our school and aims to model Runkle values for the whole community as demonstrated by their involvement in revising our code of conduct in 2011-2012 to reflect the values and goals we hold dear:

Respect

Unity

Nurture Ideas

Kindness

Learn from our Mistakes

Effort Counts



BROOKLINE HIGH SCHOOL

(617) 713.5000 • www.bhs.brookline.k12.ma.us



Brookline High School reflects the high value the Town holds for education, having established a tradition of extraordinary achievement and cutting edge innovation which has earned a

national reputation. Serving 1,800 young people, we like to say that we represent the whole world, and that we are a laboratory for the future of a global society. Students at Brookline High are from a multitude of races, nationalities, cultures, and socio-economic strata. Our students come from all over the world and speak over 30 languages. We are proud of our diversity; and we have simultaneously created great unity amidst the diversity, as our students pursue two common goals – academic success and exemplary citizenship.

The High School is characterized by student accomplishments across a broad spectrum of endeavors, in and beyond the classroom. It has always been that way. In 2009, Rebecca Onie, BHS Class of 1994, was awarded a MacArthur Genius Grant for her work in health care. In January, 2008, two graduates of the BHS Class of 2004 – Clara Blattler and Nadine Levin – were named Rhodes Scholars, two of 32 in the nation.

The heart of our mission is academic success for all students. Our achievement profile today is the strongest in the history of the school. In November, 2013, 34% of our



senior class – the Class of 2014 – was inducted into the National Honor Society. Eleven

percent of the students in our senior class were named National Merit Semi-Finalists or Commended Students in this national competition. The Advanced Placement (AP) program has grown dramatically. In 1996, 161 students took 264 AP exams. In 2013, 397 students took 849 AP exams. In 1996, 90% of the students scored “3” or above on these exams. In 2013, with 236 more students participating, 94% of our students scored “3” or above on these exams, and 75% scored “4” or “5.”

Brookline High School takes tremendous pride in its large Career and Technology Education Department, its renowned Performing and Visual Arts Departments, as well as four alternative programs that address the interests and needs of the student community: School Within A School, Opportunity for Change, Winthrop House, and EXCEL. Brookline High features one of the largest interscholastic athletics program in New England, with 74 teams in 40 different sports, and over 1300 student athletes. We serve the co-curricular needs of our students through an intramural sports program, 55 clubs, an interesting variety of academic teams (including robotics, oceanography, and mock trial) and student activities. Our Math and Science teams are always among the top in the state. We have a nationally renowned system of governance that engages students and faculty in important policy discussions, and continues to improve our school. In 2009 we opened a state-of-the-art television studio and media center in partnership with Brookline Access Television.

Brookline High School is fortunate to be supported by a knowledgeable and generous School Committee, and three foundations – the Brookline Education Foundation, the Brookline Community Foundation, and the BHS 21st Century Fund. We also have an energetic and generous PTO whose Executive Committee is an important advisory body on school policy and practice. Each of these groups supports our professional development, and innovative projects.



REPORT CARD FOR STRATEGIC PLAN GOAL MEASUREMENTS

Measuring our Progress: The Report Card

The Strategic Plan of the Public Schools of Brookline guides the development of the priorities and goals for our school system, as described more fully on page 4. The measurements that follow allow us to assess our efforts in meeting the goals set forth in the Strategic Plan. First used in 2010, this Strategic Plan Report Card informs the community about our progress using easily recognizable letter grades and is intended to create a fuller and more complete picture of our efforts relative to student achievement.

The Report Card highlights our results in meeting the first two goals in The Strategic Plan. The grade for each Strategic Plan Goal is determined by averaging the grade in each of the measurements within that goal. We gauge our progress in Strategic Plan Goal One using five

measurements and in Strategic Plan Goal Two using 14 measurements.

We have set high standards in determining letter grades for the Strategic Plan Report Card. With one exception (MCAS Growth Scores) the goal for each measurement of progress was set by averaging our results in that measurement over the last three years. Holding ourselves to the standard of continuous improvement, our expectation is to exceed the goal every year. Letter grades have been assigned, using a 4.0 scale, and are calculated by measuring our results against the SY12-13 goals. Letter grades have been updated for SY12-13 to account for expected fluctuations up or down by 1%, requiring a greater improvement to assign a grade of A.

<i>Grade</i>	<i>Definition of Grade</i>
A	The outcome for the current year exceeds the goal by more than 1%
B	The outcome for the current year meets or is within 1% of the goal
C	The outcome for the current year is 1%-5% below the goal
D	The outcome is more than 5% below the goal

Glossary of Acronyms:

ACT	American College Testing Assessment	NA	Not Available (data not available at this time)
AP	Advanced Placement	PSB	Public Schools of Brookline
BHS	Brookline High School	SAT	Scholastic Aptitude Test
DESE	Department of Elementary and Secondary Education	SGP	Student Growth Percentile
ELA	English Language Arts	SY	School Year
ELL	English Language Learners	TBD	To Be Determined (the grade for this measurement cannot be determined at this time)
MCAS	Massachusetts Comprehensive Assessment System		

MEASUREMENTS FOR STRATEGIC PLAN GOAL ONE

STRATEGIC PLAN GOAL ONE

B+

Increase the achievement of all students by creating learning environments that successfully balance content, pedagogy and student-teacher relationships.

In general, in SY12-13 students displayed strong academic performance on core measures of achievement and successfully completed key steps to pursuing fruitful post-graduate outcomes.

Students continued to post higher scores in high school tests (SAT, ACT, and AP), improving upon already high scores from past years. High school students continue to pursue greater challenges through increased engagement in higher-level courses, including honors and AP. Though the median composite SGP for the district remains high, indicating positive growth, MCAS ELA & Math in the lower grades presented a challenge. Upper grades, however, showed great improvement and had strong performance on the state's standardized tests.

MCAS	Measurement	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	B-
	Percent of students reaching proficiency in ELA & Math (Composite)	81.8	82.2	81.7	81.9	80.9	
	ELA	83.7	83.7	84.1	83.8	82.6	
	Math	79.9	80.7	79.3	80.0	79.2	
	Science	70.4	66.6	70.1	69.0	69.2	
	Median SGP	59	61	60	~~	59	
	Percentage of students reaching proficiency in ELA and Math after 2 years in the PSB (3 years for ELL students)	82.1	82.1	81.6	82.0	78.2	

In SY12-13, the PSB was just short of the goal for MCAS proficiency. However, many student groups exceeded the goal, particularly in the upper grades, where 98% of 10th graders and 93% of 8th graders were proficient or advanced in ELA. Across both subjects, the challenge is focused in the lower grades, particularly 3rd and 4th. Though math is a greater challenge, as seen in the proficiency rates, students are making greater growth, in general, in math than in ELA. Growth is strongest in the 5th grade, where students scored a median SGP above 60 in both subjects (61 ELA, 65 Math). It is lowest in the 8th grade, where the median SGP did not exceed 60 in either subject (56 ELA, 57 Math).

The median Student Growth Percentile (SGP) is, by definition, a measure of growth. Therefore, we do not look for continuous improvement but rather measure our progress based on fixed targets. DESE defines exceptional growth as 60 or above. Using DESE's definitions as a reference, we have set the grades for this measurement as follows: A = 60 or above; B = 50 – 59; C = 30 – 49; D = <30. More information about Student Growth Percentile can be found at: <http://www.doe.mass.edu/mcas/growth/>

COURSES COMPLETED	Measurement	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	A
	Percentage of graduating seniors who have completed at least 1 course beyond the standard level	80	87	83	83	85	
	Percentage of graduating seniors who have completed at least 1 AP course	42	42	48	44	53	
	Percentage of graduating seniors who have completed at least 2 AP courses	26	23	29	26	39	

We exceeded our goals in high school course completion in SY12-13. The graduates of the class of 2013 had the four year high for participation rates in AP courses. Approximately 10% of the class of 2013 maintained core course schedules consisting entirely of AP or Honors courses.

AP SCORES	Measurement	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	B+
	Average AP scores (out of a possible 5)	4.0	4.2	4.3	4.1	4.2	
	AP test participation rate (% of seniors enrolled in AP courses who took at least 1 AP test)	93	95	94	94	93	

The average score on the AP exams has been holding steady in the low 4.0 range. 94% of the 849 AP tests that were completed in SY12-13 scored 3 or higher, the cutoff required for the test to count towards college credit at many institutions; this is the 10th highest percentage in the state. During the same year, just under half (48%) of Brookline's AP tests scored a 5, the highest possible score, while 78% scored 4-5.

SAT / ACT SCORES	Measurement	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	A
	Average Critical Reading SAT Score [from 200 to 800]	589	587	595	590	606	
	Average Mathematics SAT Score [from 200 to 800]	613	612	618	614	624	
	Average Writing SAT Score [from 200 to 800]	596	594	609	600	606	
	Average ACT Composite Score [from 1 to 36]	24.8	25.4	25.3	25.1	26.4	
	Combined SAT/ACT Participation Rate	76	74	85	78	89	

Students are continuing to score quite high on both the SAT and the ACT. Students' Critical Reading average scores in SY12-13 were the 8th highest for districts in the state. The SAT continues to be the preferred college admission test for students while an ever-greater percentage of graduating seniors completes either the SAT or the ACT during their senior year of high school.

GRADUATION & COLLEGE	Measurement	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	B
	Graduation rate	92	92	94	93	94	
	Percentage of students planning to enroll in post-secondary education	93	93	97	94	95	
	Percentage of BHS alumni who are college graduates 6 years after high school graduation	TBD	TBD	TBD	~	TBD	

Brookline High School has maintained a very high four-year cohort graduation rate over the last few years. Most students plan to enroll in post-secondary education following their departure from BHS. Those students who do not enroll in post-secondary education tend to take gap years to travel, enroll in a fifth year of high school for college prep, or seek employment.

MEASUREMENTS FOR STRATEGIC PLAN GOAL TWO

STRATEGIC PLAN GOAL TWO

Eliminate achievement gaps with respect to race, ethnicity and socio-economic status and increase the achievement of students with special needs through individualized strategies and programs.

B-

Achievement gaps continue to be a source of challenge for the district, however notable progress has been made in some areas. Gaps in higher level course completion have been narrowing for African-American students and gaps in SAT scores have narrowed for African-American and Low-Income students. Minority groups maintain high graduation rates (above the state average in most cases) and all groups of students attend college in high numbers. Gaps in achievement between majority groups and Hispanic and Low-Income students present an increasing challenge for the district, however.

Students with special needs graduate at a rate significantly above that of the state average for students with special needs, however achievement, particularly in math, continues to be a challenge.

GAPS IN ACHIEVEMENT

Achievement gaps refer to the persistent and pervasive disparity in the level of educational achievement between minority ethnic or socio-economic groups and the majority ethnic or socio-economic group as observed through academic measurements. Since the achievement gap is measured by the difference in performance between the majority group and the minority group, we want to observe the gaps *decrease* over time.

The tables below present the achievement levels of the majority ethnic or socio-economic groupings in shaded rows. Each minority grouping is then presented below, alongside that group's deviation from the majority group. A negative number indicates achievement levels below those of the majority groups; positive numbers indicate achievement

levels above those of the majority groups. In cases where the group has 10 or fewer members, the gap is suppressed for privacy and is represented by an asterisk (*). Please note that the inclusion of "multiethnic" in data tracking systems began in SY10-11, so information for multiethnic students prior to that date may not be directly comparable to information after that date.

This represents a slight deviation from the presentation methods used in past years, in response to feedback that prior presentations were unclear. These changes do not represent any alteration of the calculation methods or the meaning of the metric; they simply update the presentation of the information for clarity.

MCAS SCORES: Gap in % students reaching proficiency in MCAS between majority & minority groups	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	<h1>B</h1>
	White	86	87	87	~~	85	
	African-American/Black	-27.5	-30.5	-31.8	-30	-31.4	
	Asian	-0.4	1.4	0.6	0.5	0.8	
	Hispanic/Latino	-23.8	-19.7	-22.8	-22	-20.5	
	Multiethnic	-6.5	-4.6	-5.9	-6	-1.3	
	Non-Low Income	86	86	86	~~	85	
	Low Income	-33.2	-30.8	-31.9	-32	-30.4	

The gaps between most majority and minority groups in MCAS proficiency have been very slowly closing over the last few years, particularly the achievement gap between Multiethnic and White students. Asian students continue to slightly outperform White students on the MCAS. The average grade of B obscures a particular challenge with the widening African-American – White achievement gap and particular success in the narrowing of the Multiethnic – White achievement gap.

MCAS SCORES: Gap in percentage of students reaching proficiency in ELA and Math after 2 years in the PSB (3 years for ELL students)	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	C+
	White	87	87	87	~~	83	
	African-American/Black	-27	-31	-31	-29	-30	
	Asian	-1	1	-1	0	-3	
	Hispanic/Latino	-22	-22	-22	-22	-21	
	Multiethnic	-6	-5	-4	-5	-1	
	Non-Low Income	86	86	86	~~	82	
	Low Income	-33	-31	-31	-32	-28	

The trends and patterns in the percentage of students reaching proficiency after a number of years in the PSB roughly mirror those of the MCAS proficiency rates in the district in general.

MCAS Growth: Gap in median SGP	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	B
	White	60	60.5	60	~~	59.5	
	African-American/Black	-8	-10	-9.5	-9	-10.5	
	Asian	5	7.5	6	6	7	
	Hispanic/Latino	-5.5	-6.5	-8	-7	-3	
	Multiethnic	-5.5	2.5	1.5	-.5	-2.5	
	Non-Low Income	59.5	61.5	60.5	~~	60	
Low Income	-7	-11.5	-10.5	-10	-8.5		

Both majority groups maintained median composite SGPs well above the 50th percentile required to show positive, progressive growth. Asian, Hispanic, and Low Income student groups met their goals, with Asian students outperforming the majority group. Only African-American students dropped below the 50th percentile as a group, indicating that this group of students made the least amount of progress in ELA and Math in SY12-13. The average grade of B obscures particular challenges with the African-American and Multiethnic gaps in MCAS SGP.

COURSES COMPLETED Gap in % of graduating seniors who have completed at least 1 course beyond the standard level	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	C
	White	86	91	87	~~	90	
	African-American/Black	-35	-32	-27	-31	-26	
	Asian	-0.5	7	8	4	5	
	Hispanic/Latino	-23	-14	-21	-19	-34	
	Multiethnic	-15	-15	-14	-15	-14	
	Non-Low Income	84	90	87	~~	90	
Low Income	-40	-22	-29	-30	-38		

In the last few years, Asian students have had consistently higher rates of course completion above the standard level when compared to the majority race group, while all other racial groups, particularly Hispanic students, complete higher level courses at a much lower rate. In the case of Hispanic students, the gap is actually widening over time, while it is narrowing, albeit slowly, for African-American students. Low income students consistently complete higher level courses at a much lower rate than their non-low income peers.

COURSES COMPLETED Gap in % of graduating seniors who have completed at least 1 AP course	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	C
	White	45	48	51	~~	57	
	African-American/Black	-37	-45	-46	-43	-45	
	Asian	17	9	16	14	26	
	Hispanic/Latino	-25	-24	-14	-21	-32	
	Multiethnic	12	-4	9	6	-9	
	Non-Low Income	45	46	52	~~	57	
	Low Income	-28	-30	-35	-31	-34	


AP course completion follows a pattern similar to higher level course completion, with even greater challenges in the gaps for African-American, Hispanic, and Low-Income students. The average grade of C, buoyed by the high completion rates for Asian students, may obscure these particular challenges.

COURSES COMPLETED Gap in % of graduating seniors who have completed at least 2 AP courses	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	C
	White	30	28	32	~~	40	
	African-American/Black	-25	-28	-32	-28	-37	
	Asian	12	5	14	10	26	
	Hispanic/Latino	-25	-18	-18	-20	-23	
	Multiethnic	-16	-16	8	-8	-11	
	Non-Low Income	29	26	33	~~	42	
	Low Income	-21	-23	-28	-24	-29	


Only Asian students completed at least 2 AP courses at a rate higher than 50%; this is quite higher than the rate of completion for the majority group. The average grade of C may obscure particular and growing challenges for Low Income, Hispanic, and African-American students.

SAT SCORES Gap in average Math SAT Score [from 200 to 800]	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	C
	White	640	634	654	~~	645	
	African-American/Black	-178	-166	-168	-171	-157	
	Asian	16	18	28	21	41	
	Hispanic/Latino	-121	-85	-58	-88	-114	
	Multiethnic	*	-52	-34	-43	-85	
	Non-Low Income	628	625	651	~~	638	
Low Income	-128	-93	-111	-111	-124		


Asian students outperformed their peers, even those in the majority group, in Math SAT scores. The gaps for African-American, Hispanic, Multiethnic, and Low-Income students are particularly noticeable and, in some cases, have increased over time.

SAT SCORES Gap in average Critical Reading SAT Score [from 200 to 800]	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	
	White	630	621	645	~~	641	
	African-American/Black	-187	-161	-177	-175	-168	
	Asian	-65	-69	-22	-52	-37	
	Hispanic/Latino	-125	-74	-66	-88	-126	
	Multiethnic	*	-52	-11	-31	-77	
	Non-Low Income	607	604	636	~~	621	
	Low Income	-151	-126	-139	-139	-132	

White and non-low income students are outperforming their peers in other groups in SAT Critical Reading. While the gap seemed to narrow slightly for Asian and African-American students in recent years, it became much more pronounced in SY12-13 for Hispanic students and did not change much for Low-Income students.

SAT SCORES Gap in average Writing SAT Score [from 200 to 800]	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	
	White	635	626	687	~~	641	
	African-American/Black	-198	-156	-207	-187	-179	
	Asian	-52	-45	-11	-36	-23	
	Hispanic/Latino	-115	-92	-92	-100	-137	
	Multiethnic	*	-60	-34	-47	-68	
	Non-Low Income	614	611	679	~~	622	
	Low Income	-160	-125	-179	-155	-143	

Similar to Critical Reading, scores for minority groupings were well below those of the majority groupings in Writing SAT scores. The gaps for African-American, Asian, and Low-Income students have narrowed slightly while they have increased for Hispanic and Multiethnic students.

GRADUATION & COLLEGE Gap in 4-year cohort graduation rate	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	
	White	92	93	95	~~	94	
	African-American/Black	0	4	2	2	0	
	Asian	3	5	2	3	6	
	Hispanic/Latino	-4	-16	-11	-10	-5	
	Multiethnic	*	0	-2	-1	-14	
	All Students	92	92	94	~~	94	
Low Income	-5	-5	-9	-6	-11		

Most groups have strong graduation rates; however there is a noticeable and increasing gap for Multiethnic and Low-Income students. The graduation gap for the Hispanic student group has narrowed following a few years of a larger gap. The adjusted cohort graduation rate is not available for non-low income students, so low-income students are compared to the rate for all students here.

GRADUATION & COLLEGE Gap in percentage of students planning to go into post-secondary education	Group/Gap	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	B
	White	93	95	96	~~	91	
	African-American/Black	-3	2	-1	-1	-2	
	Asian	7	3	4	5	8	
	Hispanic/Latino	-1	-7	-4	-4	-5	
	Multiethnic	*	-4	-13	-8.5	9	
	Non-Low Income	94	95	96	~~	93	
	Low Income	-2	1	-3	-1	-8	

Gaps in the percentage of students planning to pursue post-secondary education have generally been closing over time, as represented by the B rating. However, the income gap for this category is increasing. Though students do not necessarily follow through on the plans they share for this metric, students in the low-income grouping are more likely to share that they plan to enter the workforce or that they are unsure of what they will be doing after high school graduation.

Achievement of Students with Special Needs

MCAS	Measurement	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	C
	Percentage of students with special needs reaching proficiency in ELA and Math	46	47	47	46	44	
	Percentage of students with special needs reaching proficiency in ELA and Math after 2 years in the PSB (3 years for ELL students)	48	47	48	48	46	
	Median SGP for students with special needs	48	48	52	~~	49	

Roughly half of the district's students with special needs have been achieving proficiency in ELA and math over the last few years. Consistently more than 50% of students have been proficient or advanced in ELA, while math has presented greater challenges, dropping to 39% in SY12-13. Students have stronger growth in ELA, as well, nearly 10 points higher in SY12-13 (54 ELA, 44 Math). However, a median growth percentile in the high 40's is still quite strong and indicates good, though not great, growth.

The median Student Growth Percentile (SGP) is, by definition, a measure of growth. Therefore, we do not look for continuous improvement but rather measure our progress based on fixed targets. DESE defines exceptional growth as 60 or above. Using DESE's definitions as a reference, we have set the grades for this measurement as follows: A = 60 or above; B = 50 – 59; C = 30 – 49; D = <30. More information about Student Growth Percentile can be found at: <http://www.doe.mass.edu/mcas/growth/>

COURSES COMPLETED	Measurement	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	B
	Percentage of graduating seniors with special needs who have completed at least 1 course beyond the standard level	47	58	33	46	44	
	Percentage of graduating seniors with special needs who have completed at least 1 AP course	9	10	10	10	10	
	Percentage of graduating seniors with special needs who have completed at least 2 AP courses	3	4	0	2	4	

The percentage of seniors with special needs who complete higher level courses has fluctuated over time, perhaps due at least in part to the number of students with disabilities and the types and levels of need those disabilities present. In general, just less than half of the seniors with special needs are engaging in higher level courses. This number decreases significantly with AP course completion.

GRADUATION AND COLLEGE	Measurement	SY 09-10	SY 10-11	SY 11-12	Goal	SY 12-13	C
	Four-year adjusted cohort graduation rate for students with special needs	84	82	84	83	81	
	Percentage of students with special needs planning to enter post-secondary education	80	92	87	86	82	
	Percentage of BHS alumni with special needs who are college graduates 6 years after high school graduation	TBD	TBD	TBD	~~	TBD	

Students with special needs graduate at a high rate, but a rate below that of the general education population. Roughly a dozen students each year (up to 20 in SY12-13) maintain enrollment in the high school through their 21st birthday; they will not be represented as graduates.

COLLABORATIONS

Brookline Community Foundation

The Brookline Community Foundation (BCF) is a non-profit organization established in 1999 with a mission to shine a spotlight on community needs, inspire philanthropy and award strategic grants to build a more vibrant, engaged and equitable Brookline. The activities of BCF are supported by a collection of funds that provide a permanent resource for the changing needs of the community. Additional information can be found at <http://www.brooklinecommunity.org>.

Brookline Community Mental Health Center

Founded in 1958, Brookline Community Mental Health Center is a non-profit agency serving over 4,000 people annually, meeting the evolving mental health and social service needs of Brookline children, families and adults of all backgrounds and cultures, by offering affordable, high quality, comprehensive, and culturally responsive care and services. The Center particularly serves those with lower incomes, limited access to care, and serious mental illness. The Center also works to strengthen the Brookline community as a whole by working directly with police, schools, housing, health and other community institutions. Additional information can be found at <http://www.brooklinecenter.org>.

Brookline Education Foundation

The Brookline Education Foundation (BEF), a non-profit organization founded in 1981, supports Public Schools of Brookline preschool through grade 12 educators and their students. By raising funds from Brookline residents and supporters interested in educational excellence, the BEF is able to fund system-wide initiatives on critical educational issues and innovative approaches to teaching and learning. BEF grants also provide teachers an opportunity to pursue projects that renew them as professionals and that promote collaboration among colleagues on the implementation of new ideas in the classroom. Information may be found at <http://www.brooklineeducation.org>.

Brookline Educators Union

The Brookline Educators Union (BEU) represents over 1000 educators in Brookline, and proudly advocates for an excellent public education for every child, while advancing the interests of public employees. Affiliated with the Massachusetts Teachers Association and the National Education Association. The BEU can be reached at beu-mta@hotmail.com.

Brookline Extended Day Advisory Council

The Brookline Extended Day Advisory Council (BEDAC) is an all volunteer non-profit composed of parent board members and directors from Brookline's eight independently run extended day programs. Our mission is to support and enable effective communication, cooperation and collaboration among the programs and with the School Department and the community. Now over 40 years old, Brookline's are the first in-school extended day programs in the nation. Our programs provide critical programming for one in four of Brookline's elementary children including academic support, enrichment and recreation activities.

Brookline High School 21st Century Fund

The 21st Century Fund is a non-profit organization founded in 1998 that catalyzes innovation at Brookline High School by supporting faculty-led initiatives that foster academic success for all students. The Fund energizes Brookline High School faculty

with opportunities for leadership and inventive thinking, making Brookline High School a laboratory for new and creative approaches in public school education. Most importantly, the Fund's projects inspire students to dream, to think, to explore, and to create a better 21st century. Parents, alumni and philanthropists raise funds for educators at Brookline High School who imagine, design, implement, test and share original, innovative academic programs. Additional information can be found at <http://www.bhs21stcenturyfund.org>.

Brookline Special Education Parent Advisory Council

The Brookline Special Education Parent Advisory Council (SEPAC) is an all-volunteer organization of parents of children with disabilities in the preschool, elementary school, high school, and in out of district placements who meet to learn more about special education in Brookline. The Council sponsors workshops, informational meetings, discussion groups, legislative lobbying efforts and a variety of other activities to help improve our children's education. More information can be found at <http://www.brooklinesepac.org>.

Enrichment and Challenge Support Program Parent Advisory Committee

The Enrichment and Challenge Support Program Parent Advisory Committee (ECS PAC) is an all-volunteer organization of one or two parents from each Brookline elementary school. These parent representatives serve to inform parents within the school of ECS program services. They also provide outreach to parents and convey the concerns and suggestions of parents to the Program Coordinator. The committee is co-chaired by the ECS Program Coordinator and one parent representative. Information about the ECS Program can be found on the Public Schools of Brookline website, www.brookline.k12.ma.us, under Team Education, Teaching and Learning and Program Areas. For a meeting schedule and a list of current representatives, contact the ECS Coordinator at 617-264-6407.

Landmark School Outreach Program

The Landmark School is a private school in Beverly specializing in educating students with language-based learning disabilities and differences. The Landmark School Outreach Partnership is a collaboration between the Public Schools of Brookline and Landmark to identify and implement common effective language-based instructional strategies that best support students with learning differences. Begun as a pilot at Lawrence School in 2009-2010, the program featured a team of general education and special education teachers working to develop and expand their repertoire of instructional strategies by using Landmark's systematic, skills-based content materials and models for adapting instruction to the needs of all learners. Over three years, consultants from Landmark worked at every grade level (K-8). The program expanded to the Driscoll School in 2011-2012 and Baker School in 2012-2013. In addition, Landmark provides consultation to the programs for students with Language-based Learning Disabilities at the Driscoll School and at Brookline High School. This specialized consultation is designed to collaboratively support general educators, special educators and related service providers in developing integrated instructional approaches to meet the needs of students who require highly individualized, systematic, language-based programming. Additional information about the program can be found at: <http://www.landmarkoutreach.org>.

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Student Artwork

A key understanding in the Visual Arts K-12 Curriculum is that artists use portraiture to record history, present culture, express emotion, or tell a story of the subject. The front and back covers represent student work from all schools and all grade levels.

Student Learning Report Card/Data

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The Public Schools of Brookline are committed to maintaining a safe, respectful, and supportive learning environment that is free from discrimination on the basis of race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, marital status, disability, veteran status, or genetic information. The Public Schools of Brookline ensure that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

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