

PUBLIC SCHOOLS of
BROOKLINE



Brookline High School School Improvement Plan Update 10/23/25



Brookline High School Council Membership

PUBLIC SCHOOLS of
BROOKLINE



Dr. Briana Brown, Curriculum Coordinator for Science

Carinn Bueno, Student

Aleksey Chuprov, Parent

Asha Hug, Student/Graduate

Adithi Jayashankar, Student

Dr. Annapurna Poduri, Parent (of Graduates)

Brian Poon, Dean of Student Support

Lisa Rodriguez, Mathematics Teacher

Karen Stensrude, Parent

Danielle Theissen, Mathematics Teacher

Julie Wingerter, Parent

Anthony Meyer, Head of School

BHS Celebrations from 24-25

- Lowest Chronic Attendance rate in PSB: 7.9%
- 70% of students report High sense of belonging (98% High or Medium)
 - Largest percentage since we started Panorama surveying
- NEASC Decennial visit with commendations and clear areas of focus
- Ratified BCAP that provides universal interventions
- Common IPR practices with actionable feedback for caregivers and support staff
- New Bocce; growing Unified Track & Field and Basketball
- Boys Cross Country won its third consecutive State Championship
- Boys Volleyball and Boys Ultimate Frisbee won State Championships



SIP Goal #1

District Goal:

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

Our Strategic Objective:

- 1) Document written curriculum for all courses and adhere to same/similar format across departments
- 2) Identify policies, practices and structure that need to be established, revised, (e.g., extra time, complicated accommodations, etc.) for assessments and establish common assessments in like courses
- 3) Implement common and universal educator practices utilizing the Brookline Curriculum Accommodation Plan (BCAP)

Monitoring Goal #1

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u>	<u>Date(s) of implementation</u>
Greater commonality of curriculum format across all courses.	Compiled evidence for NEASC decennial visit in Spring 2025. This gave us a strong sense that departments are at different places with this effort.	September 2024-June 2027
Common assessments within courses to approximately 70/30-80/20 common/unique ratio.	Compiled evidence for NEASC decennial visit in Spring 2025. Discussed as a faculty a BHS Legislature bill on Equitable Grading.	September 2024-June 2027

Monitoring Goal #1

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u>	<u>Date(s) of implementation</u>
Deeper articulation of how BCAP can be utilized across departments.	Departments will define how BCAP universal and individual interventions for educator Tier 1 MTSS interventions	September 2025-June 2026
The Student Intervention Team will develop common practices that outline Tier 1 MTSS practices.	Implement and experiment with BCAP to foster common individual and universal educator practices for students referred to SIT.	September 2025-June 2026



District Goal Goal:

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

Our Strategic Objective:

- 1) Produce a Vision of a Learner/Graduate to engage district and town stakeholders in community-wide discussion about learning and teaching, school and schooling, and what we want for our students and graduates.

Monitoring Goal #2

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth
Develop a Vision of a Learner to engage district and town stakeholders in community-wide discussion about learning and teaching, school and schooling, and what we want for our students and graduates.	Multiple meetings will be held with stakeholders (school staff, parents, students) to collect feedback throughout the year. That information will be processed and then brought back to constituencies for more feedback to revise and tune.	October 2025- January 2026	The steering team will meet w/NEASC partners multiple times to hone process. Have articulated Vision of a Graduate w/learning goals & skills by the end of the school year.	Progress will be demonstrated by the creation of materials throughout the year that define the different aspects of the Vision of a Graduate.



District Goal:

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

Our Strategic Objective:

Create and nurture a learning environment that promotes feelings of belonging and support students in developing their emotional regulation skills.

- 1) Support Deans Teams to determine transparent, common interventions for students who struggle as articulated in Interim Progress Report comments.
- 2) Focus year long professional learning on belonging and to build staff capacity to support all students well.
- 3) Reduce chronic absenteeism and improve regular attendance.
- 4) Promote a strong sense of belonging by utilizing biannual panorama survey data with students Support Personal and engaging families.

Monitoring Goal #3

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmark</u> s	<u>Progress Monitoring</u> Evidence of Growth
Dean's teams follow common practices to communicate plans and expectations between students, families and educators.	Dean's teams will review best practices for interventions and determine efficient and effective common practices for communication and follow-up.	Sept 2024-June 2026	100%	Deans and Coordinator of Guidance will ask for feedback from educators via survey
Deans teams and Student Support Staff will utilize data on attendance and belonging to target supports for students.	Deans teams will review data 2x/year in conjunction with the Panorama Survey and OpenArchitects on a quarterly basis.	September 2024-June 2026	100%	

Monitoring Goal #3

<u>Desired Outcomes</u>	<u>Strategic Initiatives</u> Name technical and adaptive moves that you will use to achieve desired outcomes	Date(s) of implementation	<u>Goals and Benchmarks</u>	<u>Progress Monitoring</u> Evidence of Growth
Professional Learning for classroom educators will focus on creating common language and capacity in assessment and differentiation.	Following a three year Professional Learning Plan, all classroom teachers will cycle through the Differentiation Professional Learning Strands.	September 2023-June 2026	100% of all classroom educators who have at least one year of experience will have taken the Differentiation PL strand by the end of the year	

Budgetary Impact



- Need for summer workshop funds for teachers and teams to advance common written curriculum and assessment efforts
- Potential for further funds to support priority work strands: Written Curriculum, Common Assessments, Vision of a Learner

A photograph of a modern building with a large glass facade and a covered entrance. The building features a series of tall, thin columns supporting a flat roof. The entrance is a wide set of stairs leading up to a glass-enclosed area. Several people are walking on the steps and in the foreground. A large blue rectangular box with the text "Thank you!" is overlaid on the center of the image. The sky is clear and blue, and the overall scene is bright and sunny.

Thank you!