

PUBLIC SCHOOLS OF BROOKLINE

Driscoll School

Education Plan Update

February 2018

Overview

Purpose of the Education Plan

- Articulate the educational approach that the PSB and the Driscoll School intend to continue/develop into
- Articulate the school's space needs and how those spaces will be used
- Guide the architects in the development of the school design and the creation of the physical space and structures where the education plan will come to life

Update on Development Timeline

- **September - November:** Focus groups, visioning sessions, and conversations with teams of teachers, families, and district administrators
- **November** - Shared Baldwin Education Plan with Principal Talukdar and had initial discussion about organizing feedback from staff
- **December** - Worked with Principal Talukdar in December to finalize plan for staff feedback;
- **January** - Shared draft Education Plan with Principal Talukdar
- **January 8** - Got written input from all Driscoll faculty
- **January - February** - Plan revised based on Driscoll faculty input and Coordinator Review
- **Mid February** - School Committee review of revised plan

Guiding Principles

The Education Plan is meant to convey and promote:

- Driscoll's already abundant strengths
- Collaboration - within grades and across grades; among teachers; among teachers and students; among teachers and administrators
- Community - within classes, within grades, among staff, among families
- Hands-on, project-based learning that connects disciplines
- Driscoll's long standing commitment to the Arts
- Flexibility - in programming, providing student support, addressing learning styles and strategies, and meeting diverse student needs

Coherence -

What is consistent with recent versions of PSB PK-8 Ed Plans

- Three grade level “clusters” (PK-2, 3-5, 6-8), organized geographically
- Clusters support the sense that all teachers within a cluster are responsible for preparing students to move onto the next grade span
- Flexible classroom spaces and common areas allow teachers to collaborate on interdisciplinary and project based learning within a grade and across grade levels
- “Semi-permeable” middle school cluster that supports the sense that they are “moving up” to a new experience, and allows them to be an integral part of the leadership, community, and culture of the entire school.
- Special education services and other support services provided within the grade level clusters
- Teachers and staff have work areas within their clusters to promote collaboration, a culture of ongoing professional learning, and sharing of teacher practice

Autonomy - Driscoll-specific priorities

- A “school that grows with the child.” Growing autonomy and independence as the student grows older
- Building a middle school program that is engaging, develops excitement for learning, and allows students to take ownership for their learning and their place in the school community
- Building on Driscoll’s long-standing commitment to the arts
- Integrating multiple disciplines to learn and to demonstrate learning - STEAM, design, technology, creating a “maker” culture, coding, engineering, focus on problem solving
- Using the school to promote togetherness, a culture of sharing, and community; a place where we work together and support each other
- Highlighting the strong culture of faculty collaboration
- Making learning transparent and on display

Listening to Driscoll Staff

Four sessions at Driscoll including more than 25 hours of discussions with faculty and staff plus additional meetings with Principal Talukdar

1. Feasibility Phase

- September 11 – Full Staff Meeting
- September 18 – Staff Small Group Meetings 10 meetings, 12 groups

2. Education Plan

- January 8 - Full Faculty Meeting – Faculty spent entire meeting reading specific sections of Education Plan and providing comments and suggestions

3. Schematic Design

- January 16, 17, 24, & 30 – 25 meetings with 24 different groups of faculty, staff, and administrators to get input on classroom layout, adjacencies, learning and collaborative spaces, outdoor space, and offices

Listening to Driscoll Staff - Revising the Ed Plan

2. Education Plan

- January 8 - Full Faculty Meeting –
- Dr. Mary Brown, Dr. Talukdar, and Ben Lummis facilitated a session with all Driscoll faculty -
- All Driscoll faculty read and commented on the opening sections (pages 3-12) of Education Plan to get the big picture
- Driscoll Faculty divided into small groups to read, discuss, and provide input on section(s) most relevant to their role.
- Dozens and dozens of comments and suggestions of a wide variety



- Comments and suggestions incorporated as appropriate; reviewed with superintendent, Senior Leadership and Coordinators as needed
- Curriculum Coordinators did a final review of the plan

Listening to Driscoll Staff – Education Plan

element of a lesson during the 5-minute travel time.

As K-5 world language teachers do not have one classroom in which they teach, a common office space is needed for them with a desk for each teacher, ample storage for K-5 world language materials, and space to meet with other teachers and parents.

With a solid foundation in instruction in grades 6 students continue to find presentational modes an essential source of input for other academic-based activities. Each other, to work in such as a countertop would be helpful. An practicing speaking and

including with ELE instruction general ed two appro

Mathematics

All students learn mathematics conceptual Students with their mistakes persevere

curiosity in mathematics so students can integrate their interest in mathematics and math-related problem solving in their academic career and as they grow up in our our evolving global, technological, and digital world.

The mathematics program is grounded in the 2011 Massachusetts Curriculum Frameworks for Mathematics, in both Standards for Mathematical Content and the Standards for Mathematical

At the same time the school building also serves as a hub of community activity that spreads beyond the immediate school community or school day. Through partnerships that provide numerous on-site after school opportunities, community organizations use of common spaces, and community events, PSB's school buildings are and should continue to be used as townwide resources.

The Driscoll School is a relationship-oriented PreK-8 school community that practices and values inclusive partnerships and mutual support across the entire school community. This foundation of collaboration and collegiality has been built step by step over the years and is seen throughout the life of the school including examples such as students of different ages working together; the staff's weekly breakfasts; and annual traditions such as the Arts Equinox, the Science Solstice, and the Fall Fling that bring the entire community together. The community honors and values the diversity of the people and families who make up the school community and come from a broad range of racial, ethnic, cultural, and socioeconomic backgrounds.

teachers moving between different classrooms as we often have mixed groups or have classes that butt up against each other with no space in between for teachers to move. Also,



Cecilia Costa...
3:35 PM Jan 8

Resolve

WE would not like a countertop with stools but we certainly need an



Jody Curran
3:27 PM Jan 8

Resolve

Future plans should recognize that Native Support programs may change over time. For example, we currently have more Chinese-speaking students



Jesse Kirdahy
3:19 PM Jan 8

Resolve

I'm so glad to see this message was heard by faculty.

Listening to Driscoll Staff – Education Plan

Summary of Staff Input Incorporated into Education Plan

Overall

- Included additional language related to growth mindset
- Highlighted further the collegial and collaborative culture among staff
- Clarified need to locate centrally the maker space, fab lab, and art rooms

Math

- More fully defined “well rounded, mathematical learners”
- More explicit that all students can become mathematical learners
- Clarified Math Specialists’ role in supporting students and teachers

Performing Arts

- Made explicit the need for wings on the stage, storage for props and costumes, and for the small gym to have fitness-dance studio style flooring

Visual Arts

- Added personal expression and artistic voice as a primary goal of the visual arts program

Listening to Driscoll Staff – Education Plan

Summary of Staff Input Incorporated into Education Plan (continued)

English Language Arts

- Reading nooks with shelving in each homeroom or ELA classroom
- Quiet spaces nearby that can be used for one-on-one reading assessments.

Library/Media Center/Education Technology/Maker Space/Fab Lab

- The scale and organization of the library must take into consideration the library is typically staffed by one person
- Added digital citizenship, media literacy, and the need to demonstrate learning across multiple disciplines
- Added need for tiered or angled seating for read aloud

World Language

- Clarified the space needed for students to work independently when recording, listening, and reading independently

Wellness, Outdoor Spaces

- Play areas must be appropriate for a range of ages and be fully accessible

Listening to Driscoll Staff – Classroom Design

2 Days, 22 Meetings – January 16, 17. And a few more on 1/24 and 1/30

What we heard from Driscoll Staff

- Classrooms need to be flexible, multipurpose learning spaces
- Liked basic classroom configuration as it was shown including the paired classrooms
- Lots of bookshelves and storage in classrooms
- Raised beds for planting
- Very positive about teacher collaboration spaces and workrooms
- Younger grades should have easy access to playground
- Guidance Suite and Health Suite should be centrally located
- Fab Lab and Art rooms should be centrally located
- Special education, guidance, nurse need locking storage to safeguard records
- Multipurpose room – raised stage and near music rooms, stage left/right