

PUBLIC SCHOOLS of
BROOKLINE



PSB Strategic Plan Update

What Has Changed?

- New more accessible format
- All School Improvement Plans directly tied to the Strategic Plan
- Foundational Year has been completed

New Format

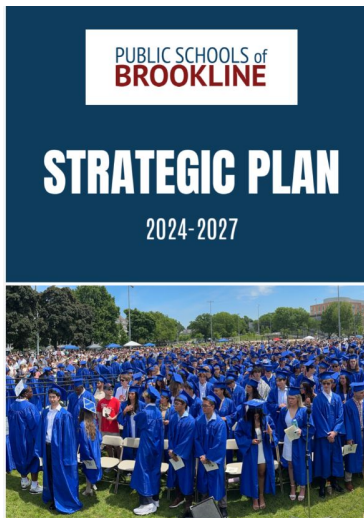
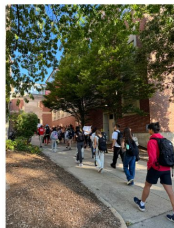


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DISTRICT AT A GLANCE

Recognized for excellent teachers, active parents, and high student achievements, the Public Schools of Brookline prides itself on an extraordinary education for every child, inclusive classrooms, pedagogical innovation and professional collaboration.



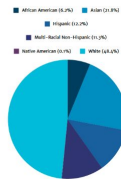
High Needs Students
40.7%

Economically Disadvantaged
14.6%

Students with Disabilities
18.7%

English Language Learners
11.3%

Student Diversity



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

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Find text or tools

GOAL 1 - TEACHING AND LEARNING

Year 1 (SY2025)

Targets

- Complete equity audit to diagnose issues related to Diversity, Equity, Inclusion and Belonging (DEIB)
- Initiate, or continue, all curriculum materials in English Language Arts (ELA) and World Language (WL)
- Complete 100% of Educator Evaluations
- 75% of PE will be on Multi-Tiered Systems of Support (MTSS)
- Design elementary schedules that allow for consistent time on learning in each content area
- Design three process for a BYS Graduate work with Diversity and Belonging

Benchmarks

- 75% of Brookline students will attain proficiency on the ELA and Math MCAS (Massachusetts Comprehensive Assessment System)
- 100% of Brookline students will attain proficiency on the Science MCAS
- Through related equitable initiatives, the percentage of Black/African American and Latinx students who have at least one exposure to ELA and Math as measured by the MCAS will increase by 3 percentage points for the 2024-2025 school year. In the aggregate, who meet or exceed benchmarks will reach proficiency of 100% measured by the MCAS
- Student growth percentages in ELA and Math for Black/African American and Latinx students will reach proficiency of 100% measured by the MCAS
- For each of 10 of completed school years, Brookline students received above evidence of implementation or evidence of success, or equitable outcomes, related to meeting comprehensive benchmark-based outcomes
- At least 100% of 100% teachers, 100% of relevant educators will identify at least 3 new strategies that they have implemented as a result of professional learning regarding DEIB



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GOAL 1 - TEACHING AND LEARNING

Brookline is committed to fostering educational excellence and ensuring the success of every student. It is essential to focus on achieving student achievement through a variety of effective teaching practices, resources, knowledge, and skills that are the core strength of the schools. Our objectives provide a dynamic and rewarding learning experience for students. We are committed to supporting a professional community that fosters and sustains an atmosphere of intellectual excitement, innovative instruction, personal growth, and strong relationships between faculty and students.

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

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

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

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



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Reorienting To Our Goals

Goal 1: Teaching and Learning

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

Goal 2: Community and Connections

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

Goal 3: Climate and Culture

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

Reorienting To Our Goals

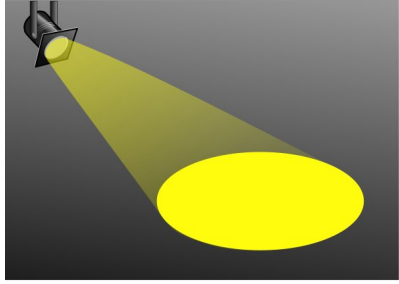
Goal 4: Management and Capacity Building

Develop resource management and capacity-building systems that will ensure educational and organizational goals are timely and accomplished with transparency.

Goal 5: Governance

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

Our Spotlight Goal for Tonight



Goal 3: Climate and Culture

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

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PSB Staff and Family Climate and Culture Surveys

Why?

- Strategic Plan Goal 3
 - Administer a baseline survey; create action plans surrounding the results.
- Theory of Action: **Strong perceptions of belonging will support staff retention, staff capacity to support students**, and home-school collaboration/partnership.
 - By 2026-2027, our goal is to have
 - **At least 80% of caregivers, across all demographic variables and student support variables, endorsing strong school climate.**
 - **At least 80% of staff, across all demographic variables, will endorse strong school belonging.**
- Collection of detailed information about sense of belonging
 - Recreation of what's working, discrepancies provide direction
- Creation of channel for voices of staff and families to drive actions of leadership

What is the Purpose?

- **Inform individual School Improvement Plans**
 - Support and structure the work of principals and school leadership
- **Inform Central Office's work and action plans**
 - Ensure alignment across departments, that our work is supporting each other and responsive to the needs of our practitioners, school administrators, and families.

The Staff Survey

- **School Belonging:** The degree to which staff believe that they are understood, valued, and cared for at their school(s).
- **Cultural Awareness and Action:** The degree to which staff feels comfortable learning about, discussing, and confronting issues of race, ethnicity, identity, diversity, and culture.
- **District Climate:** The degree to which staff feel as though the Public Schools of Brookline is a positive place to work.
- **School Climate:** The degree to which staff feel as though their school(s) is a positive place to work.
- **Staff-Administrator Relationships:** The degree to which staff feel supported by school-based and central-office leaders.
- **Professional Learning:** The degree to which staff feel supported in their ability to develop professionally and strengthen their skills.
- **Teaching All Students:** The degree to which staff feel able to support the learning, social-emotional, and behavioral needs of all students.

The Family Survey

- **School and District Climate:** The degree to which families feel as though the Public Schools of Brookline and their student's school(s) are positive places to be educated.
- **Family Engagement:** The degree to which families feel as though the Public Schools of Brookline and their student's school(s) effectively communicate and engage with guardians.
- **School Support:** The degree to which families feel as though the Public Schools of Brookline and their student's school(s) effectively support the academic and social-emotional needs of their children.

Demographics - Staff Survey (N = 438)

	School	Record Count ▾
1.	John D. Runkle School	73
2.	John Pierce School	65
3.	Brookline High School	57
4.	Florida Ruffin Ridley School	54
5.	William H. Lincoln School	45
6.	Roland Hayes School	36
7.	BEEP	29
8.	Edith C. Baker School	25
9.	Michael F. Driscoll School	24
10.	Amos A. Lawrence School	20
11.	District Wide	8
12.	Central Office	2

	Primary role	Record Count ▾
1.	Classroom Teacher	223
2.	Student Support Staff	76
3.	Special Education	42
4.	No data	37
5.	Paraprofessional	22
6.	Special Ed Paraprofessional	12
7.	ELE Teacher	8
8.	School Administrator	7
9.	Curriculum	5
10.	Clerk/Secretary	2
11.	Small Program	2
12.	Central Office Leader	2

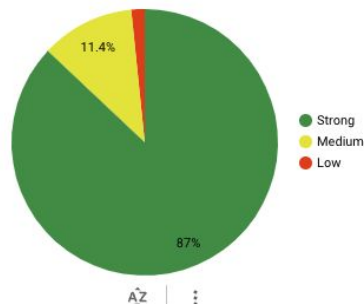
	Grade Band	Record Count ▾
1.	K to 8	95
2.	6 to 8	75
3.	K to 2	65
4.	3 to 5	57
5.	9 to 12	55
6.	No data	39
7.	PreK	27
8.	K to 5	18
9.	K to 12	7

	Race	Record Count ▾
1.	White	363
2.	No data	34
3.	Asian	19
4.	Black/African American	16
5.	Multi-Race Non-Hispanic	5
6.	American Indian or Alaska	1

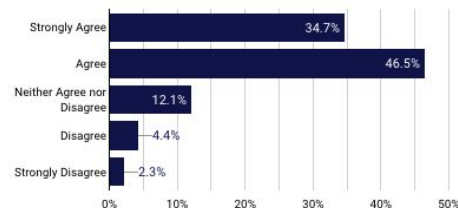
	Years in District	Record Count ▾
1.	20 or more years	91
2.	6 years to 9 years	81
3.	10 years to 14 years	72
4.	15 years to 19 years	66
5.	First year to less than 3	63
6.	3 years to 5 years	44

School Belonging

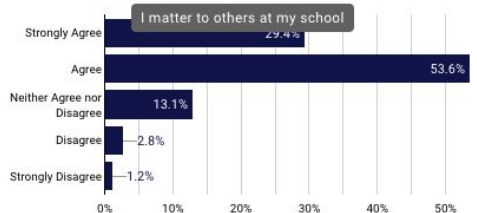
% of Staff Endorsing Strong, Medium, and Low School Belonging



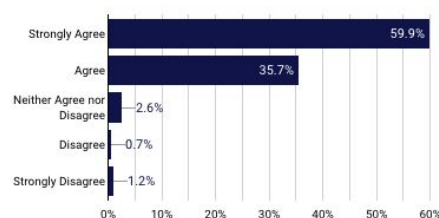
I feel like I belong at my school



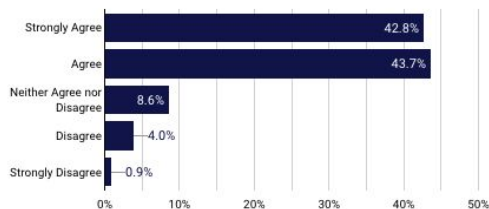
I matter to others at my school



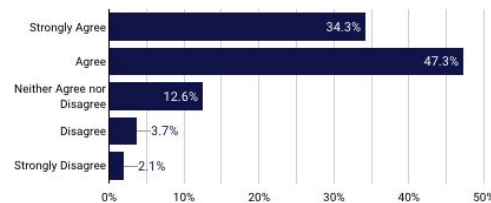
Someone at work cares about me as a person



I feel connected to other adults at my school



I feel respected by my colleagues at my school



Notes

- 82% of staff who identified as a Person of Color endorsed strong school belonging.

- 82% of staff identifying as LGBTQ+ endorsed strong school belonging.

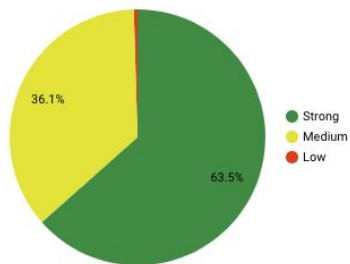
- Staff who have been in the district for 6 or more years were more likely to endorse strong school belonging than staff who have been in the district for fewer than 6 years.

- 82% of staff who primarily teach and support middle school students endorsed strong school belonging.

- 64% of paraprofessionals endorsed strong school belonging.

School Climate

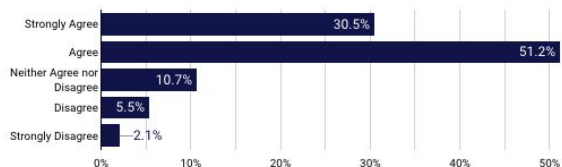
% of Staff Endorsing Strong, Medium, and Low School Climate



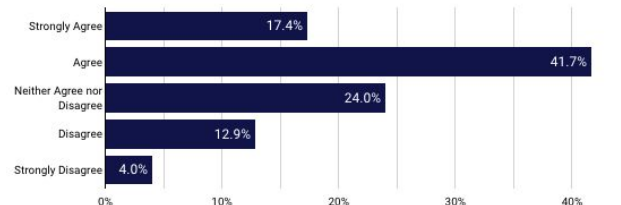
Notes

- 64% of staff who identified as a Person of Color endorsed strong school climate.
- Staff who have been at their school for 6 or more years were less likely to endorse a strong school climate than staff who have been at their school for fewer than 6 years.
- 55% of Special Education Teachers endorsed strong school climate.
- 45% of Paraprofessionals endorsed strong school climate.
- 49% of staff who teach and support students in grades 3 to 5 endorsed strong school climate.
- Approximately 50% of staff who have been at their school between 3 and 9 years endorsed strong school climate.

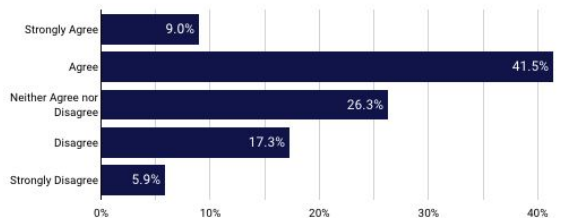
I feel safe at school



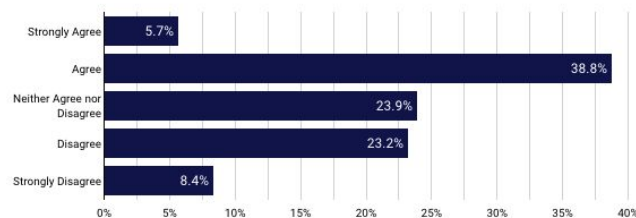
Staff at school are treated fairly regardless of their identity



The school culture is positive

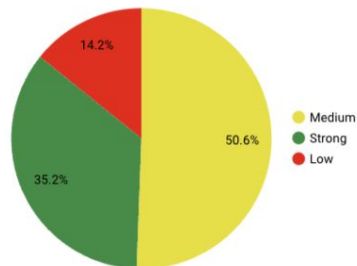


My opinions are considered when decisions are made



District Climate

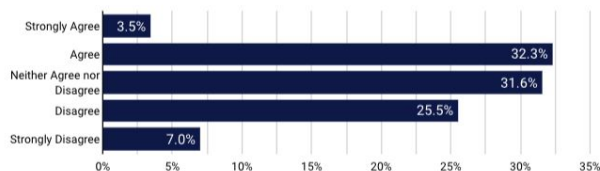
% of Staff Endorsing Strong, Medium, and Low District Climate



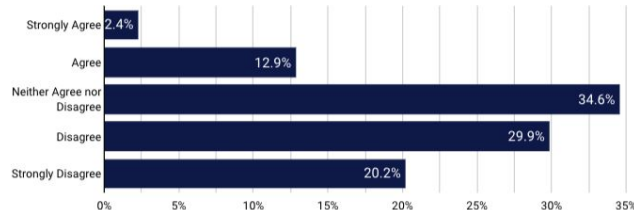
Notes

- 41% of staff who identified as a Person of Color endorsed strong district climate.
- Staff who have been in the district for 6 or more years were less likely to endorse a strong district climate than staff who have been in the district for fewer than 6 years.
- 41% of staff in a student support role endorse strong district climate.
- 32% of classroom teachers endorsed strong district climate.

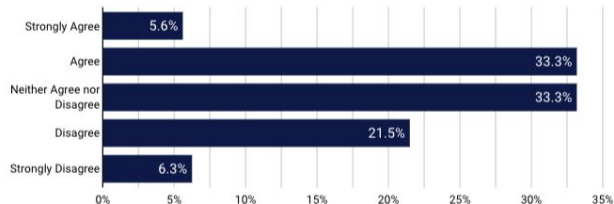
The working environment in PSB is positive



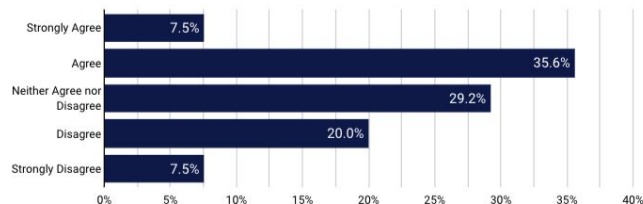
Central Office consistently responds to my needs and provides adequate support



I am highly satisfied with PSB as a place to work

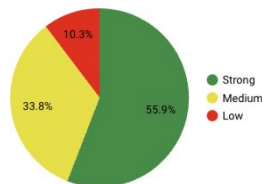


If a friend or colleague were looking for a job in education, I would strongly recommend PSB to them



Staff-Building Admin Relationships

% of Staff Endorsing Strong, Medium, and Low Staff-Building Admin Relationships

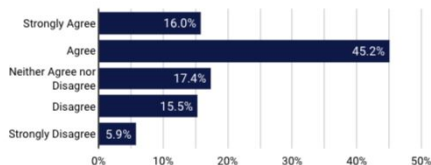


Notes

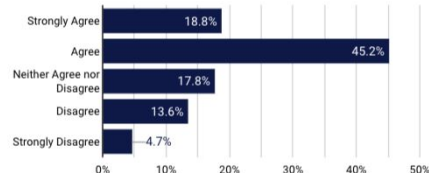
- 73% of staff who identified as a Person of Color and 46% of staff who identified as LGBTQ+ endorsed strong Staff-Building Administrator Relationships.

- 71% of staff within their first three years in the district, 41% of staff who have worked in the district between 3 and 5 years, and 50% of staff who have worked more than 20 years in the district endorsed strong Staff-Building Administrator Relationships.

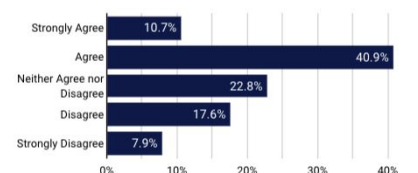
Staff satisfaction is important to school leaders



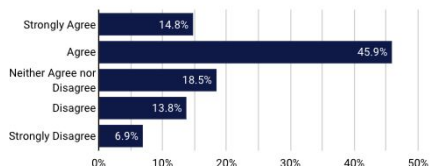
My school leaders are knowledgeable about what is going on in my school



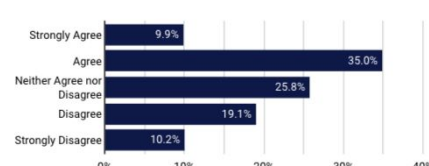
School leaders are responsive to feedback



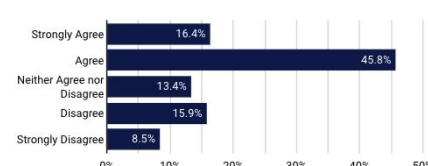
School leadership treats staff fairly



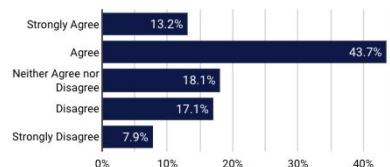
School staff trust school leaders



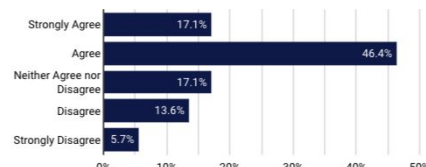
School leaders effectively communicate important information to staff



I receive recognition from supervisors for doing good work

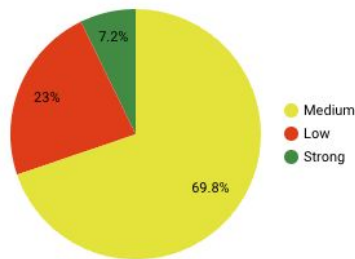


My school leaders respond to my concerns promptly



Staff-Central Office Leaders Relationship

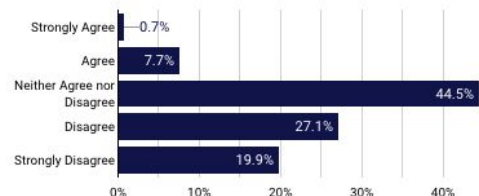
% of Staff Endorsing Strong, Medium, and Low Staff-Central Office Relationships



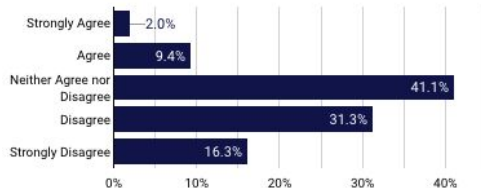
Notes

- No meaningful differences were observed among groups regarding staff perceptions of Staff-Central Office Relationships.

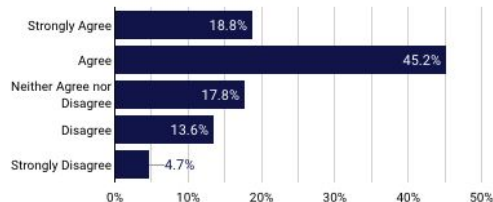
Central office leaders are responsive to feedback



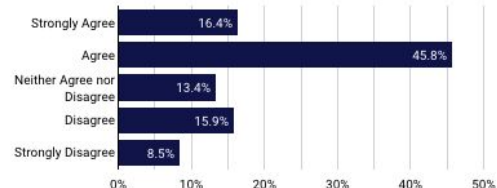
Staff satisfaction is important to central office leaders



Central office leaders are knowledgeable about what is going on in my school



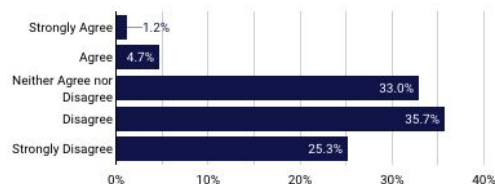
Central office leaders effectively communicate important information to staff



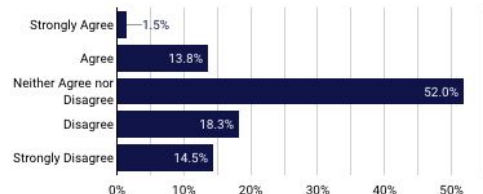
Central office leadership treats staff fairly



School staff trust central office leaders



Central office leaders respond to my concerns promptly



Feedback - Themes

- **Trust**

- Strong sense of value for leaders that are on the ground, deep desire for more
- Desire to be known by leaders
- Transparency surrounding decisions

- **Communication**

- Strong value placed on hearing from leadership
- Clear communication surrounding the vision and direction for the district
 - Frequency, transparency, and responsiveness.

- **Discipline**

- Inconsistency in disciplinary response and follow-through of response
- Clear, district-wide guidelines regarding disciplinary systems, procedures
- Central Office support in communicating/enacting guidelines

Demographics - Family Survey (N = 817)

School		Record Count ▾
1.	Brookline High School	214
2.	John Pierce School	107
3.	Amos A. Lawrence School	102
4.	Michael F. Driscoll School	94
5.	Florida Ruffin Ridley School	84
6.	William H. Lincoln School	59
7.	Edith C. Baker School	57
8.	Roland Hayes School	50
9.	John D. Runkle School	41
10.	BEEP	7
11.	Out of District	2
		1 - 11 / 11 < >

Student IEP		Record Count ▾
1.	No	664
2.	Yes	140
3.	No data	13
		1 - 3 / 3 < >

Student 504		Record Count ▾
1.	No	760
2.	Yes	42
3.	No data	15
		1 - 3 / 3 < >

Guardian Race		Record Count
1...	White	514
2...	Asian	186
3...	Multi-race, non-Hispanic	47
4...	Black/African-American	41
		1 - 5 / 5 < >

Student Grade ▲		Record Count
1.	No data	2
2.	0	58
3.	1	63
4.	2	57
5.	3	78
		1 - 14 / 14 < >

0 = Kindergarten

Home Language		Record Count ▾
1.	English	546
2.	No data	83
3.	Japanese	34
4.	Hebrew	30
5.	Spanish	25
6.	French	15
		1 - 14 / 14 < >

Student Race		Record Count ▾
1.	White	467
2.	Asian	162
3.	Multi-race non-Hispanic	112
4.	Black/African-American	46
5.	No data	30
		1 - 5 / 5 < >

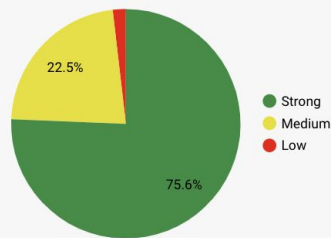
Religion		Record Count ▾
1.	No data	517
2.	Jewish	137
3.	Christian	71
4.	Catholic	39
		1 - 8 / 8 < >

METCO		Record Count
1.	No	777
2.	Yes	31
3.	No data	9
		1 - 3 / 3 < >

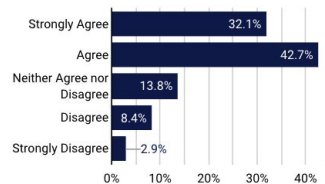
STS		Record Count
1.	No	778
2.	Yes	26
3.	No data	13
		1 - 3 / 3 < >

Climate

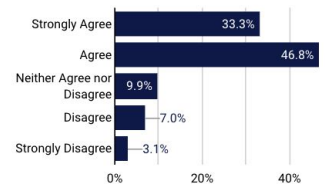
% of Families Endorsing Strong, Medium, and Low School Climate



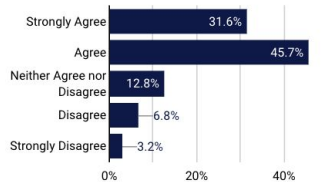
My student feels a strong sense of belonging at sc...



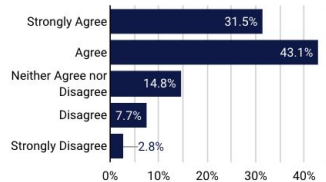
My student generally enjoys going to their school



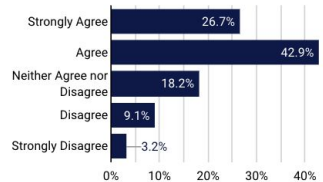
Staff at school create an environment that helps su...



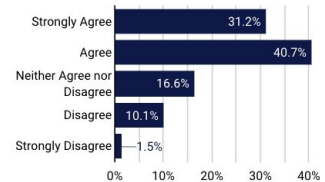
My student's school is welcoming to parents/guard...



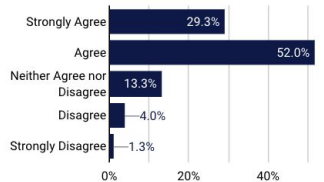
My student's school has a strong sense of commu...



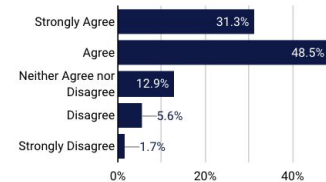
My student has a close relationships with at least ...



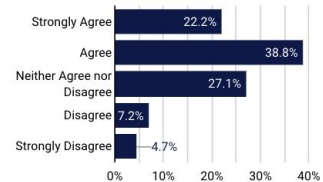
Relationships between staff and students are resp...



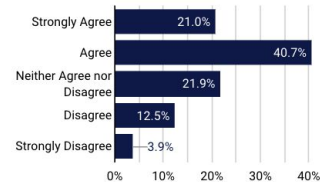
My student is respected and valued at school



My family's background and identity are valued at s...



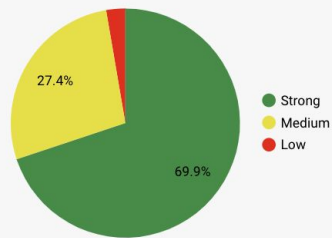
I feel like I belong at my student's school



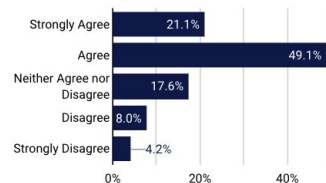
Overall	76%
Race/Ethnicity	
AA/Black	66%
AAPI	83%
Hispanic/Latine	89%
Multi-Racial	60%+
White	75%
Grade	
K to 2	90%
3 to 5	85%
6 to 8	67%
9 to 12	64%
Student Support	
METCO	74%
STS	89%
IEP	73%
504	69%
Family/Student	
Jewish	75%
Middle Eastern	65%
ELE	83%
LGBTQ+	60%

Family Engagement

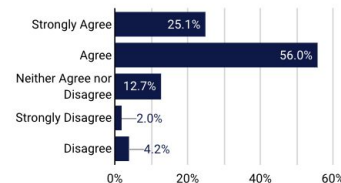
% of Families Endorsing Strong, Medium, and Low Engagement



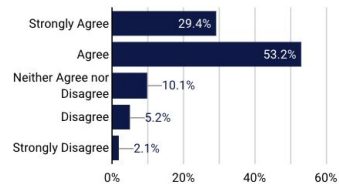
My student's school communicates effectively with...



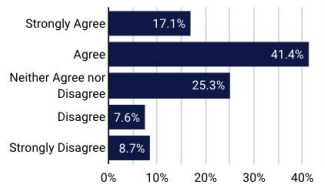
The emails I receive from the district help keep me...



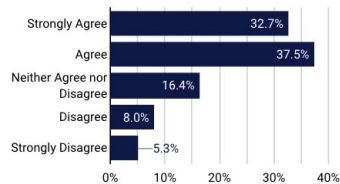
The emails I receive from my student's school help keep me...



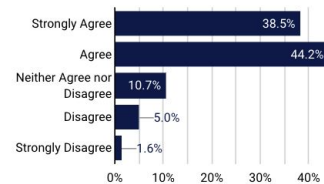
My student's school addresses matters related to...



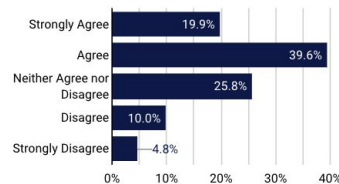
If a friend were looking for a school to see their child...



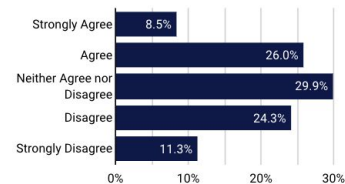
I feel comfortable communicating with my student's...



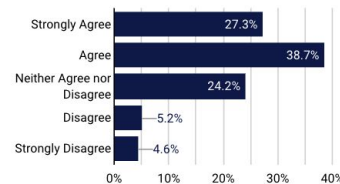
Staff do a good job help parents support their student...



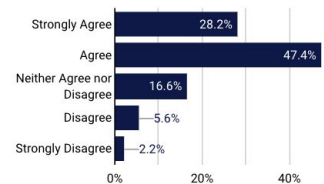
If a student has done something well, staff contact...



Parent and teacher conferences are helpful



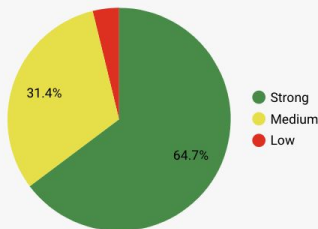
Staff respond promptly to phone calls and emails



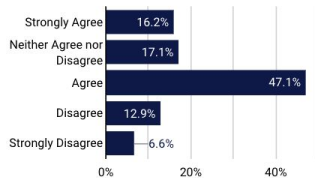
Overall	70%
Race/Ethnicity	
AA/Black	68%
AAPI	75%
Hispanic/Latine	85%
Multi-Racial	53%
White	70%
Grade	
K to 2	87%
3 to 5	78%
6 to 8	62%
9 to 12	56%
Student Support	
METCO	81%
STS	89%
IEP	71%
504	67%
Family/Student	
Jewish	60%
Middle Eastern	55%
ELE	78%
LGBTQ+	55%

Student Support

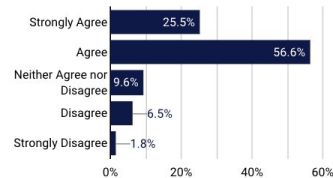
% of Families Endorsing Strong, Medium, and Low School Support



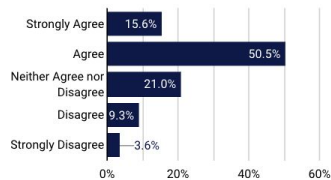
My student is appropriately challenged academically...



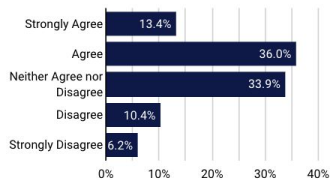
I know who to contact at my student's school if the...



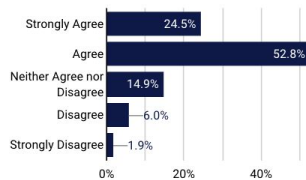
The activities offered by my student's school match...



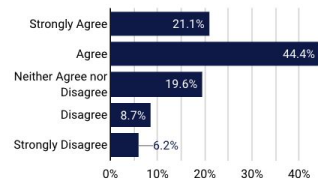
The approaches used by my student's school to res...



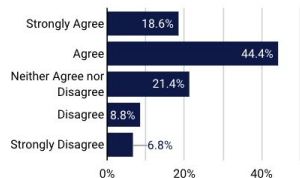
If my student needs help at school, an adult will be ...



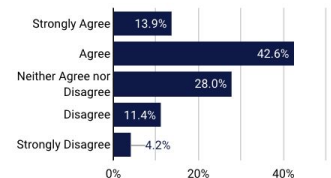
I am confident that my student's school will them I...



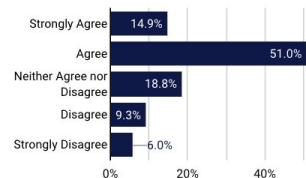
I am confident that my student's school will help th...



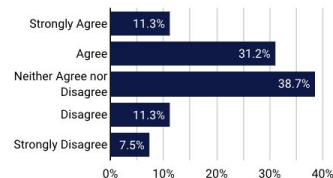
My student's school has helped them develop effe...



My student's learning needs are effectively being ...



My student's school effectively handles issues rela...



Overall	65%
Race/Ethnicity	
AA/Black	61%
AAPI	67%
Hispanic/Latine	77%
Multi-Racial	60%
White	65%
Grade	
K to 2	77%
3 to 5	72%
6 to 8	51%
9 to 12	62%
Student Support	
METCO	74%
STS	85%
IEP	63%
504	62%
Family/Student	
Jewish	61%
Middle Eastern	60%
ELE	71%
LGBTQ+	57%

Feedback - Themes

- Families want additional transparency and information on how issues related to discrimination, harassment, and bullying are handled.
- Families appreciate positive and proactive communication and want more it (e.g., positive notes home).
- Events such as International Night and PTO activities were highlighted as positive efforts to build a sense of community.

Action Steps

- Increased time in schools
- Increased participation in teaming structures
 - Faculty meetings, student intervention teams, consult meetings
- Increased communication from Central Office
 - Superintendent's Staff Bulletin
- Increased support from Human Resources
 - Fully staffed Human Resources Department
- Inclusion of goals around climate and belonging within School Improvement Plans.
- Targeted professional development based on educator needs

Checkpoints Along the Way

- Each Deputy Superintendent and the Executive Director of Educational Equity will provide a brief quarterly report on the status of the strategic priorities in their respective departments:
 - December 5, 2024
 - March 12, 2025
 - June 5, 2025
- The majority of school committee presentations will be explicitly linked to the strategic plan.