



Report on 2017-2018 District Goals

School Committee Workshop
July 9, 2018

Superintendent's Goals: 2017 -2018

Ensure exceptional and equitable outcomes for all learners by:

- Effectively supporting principals;
- Organizing the work of District offices in support of student learning and teaching; and
- Addressing those areas that have the greatest impact on student social and emotional growth and academic achievement.

Fundamental Beliefs

1. Brookline should expect nothing less than exceptional and equitable outcomes for all of our learners. We must use our resources to ensure that we support every student to succeed at high levels.
2. In an effective school system the central office supports principals as instructional leaders, so principals can support educators, and educators can support students.

Guiding Pillars

- **Equity**

- *Our actions demonstrate our commitment to equity in opportunity and outcomes and to our core values of educational equity and high achievement for all students.*

- **The Centrality of the Classroom**

- *Our decisions, budgeting, staffing, and resource allocation prioritize the work that happens between students and educators in our classrooms.*

- **Instruction**

- *We meet the needs of every student in our schools by providing high quality instruction and learning opportunities for every student every day in all of our schools.*

- **Collaboration**

- *We do our best by working together. We collaborate in ways that build on our strengths, celebrate our successes, and allow us to face our challenges openly and honestly.*



Update on 2017- 2018 District Goals

Office of Teaching & Learning

1. Strengthen High-Quality Core Instruction	Accomplishments
1A. Led by their principal and supported by the OTL, each school faculty will develop a common understanding of the instructional practices that result in high quality student learning experiences.	<ul style="list-style-type: none">● OTL had developed a toolkit with information, articles and PD session plans to support the work of each school.● Each school has begun the work on defining high quality student learning experiences.
1B. Principals, VPs, Coordinators and Directors will continue training on giving high quality feedback so the evaluation process helps teachers improve their practice.	<ul style="list-style-type: none">● Coordinators and Principals have defined proficient practice in Meeting Diverse Needs and High Expectations using the evaluation rubric.● Coordinators have determined the areas that need further study to learn more about disparity in student outcomes.
1C. Learning walks continue with principals and PK-12 coordinators to create a deeper and mutual understanding of the quality of instruction in our schools.	<ul style="list-style-type: none">● Tested data collection tool.● Started the development of student self-assessment tool.

Office of Teaching & Learning

2. Address structural racism & unintentional bias through a focus on high quality instructional practice	Accomplishments
2A. Support school-based efforts that grew out of 2016 PD day enabling communities to address unintentional bias in instruction and practices.	<ul style="list-style-type: none">● Coordinators planned to look into: student experience, definition of educational equity, teacher efficacy, learning expectations
2B. Provide structured PD, coaching and support for principals to successfully lead this work	<ul style="list-style-type: none">● Worked with Equity Collaborative to coach principals and central office teams.
2C. Continue exploring the development of “Embedded Honors” courses in 9th grade courses in selected subject areas to increase equitable access to higher level courses	<ul style="list-style-type: none">● Visited districts who have implemented <i>Embedded Honors</i> courses.● Supported opportunities for BHS departments to plan for Embedded Honors● Developed standardized templates for BHS course descriptions
2D. Clarify BHS course levels and process for 9th grade course recommendations so teachers, students, and families have a clear understanding of the process, and students have more equitable access to higher level courses	<ul style="list-style-type: none">● Created a minimum 3-step process for all 8th grade teams to make 9th grade recommendations● Name areas that need to be explored to create more equitable outcomes for students.

Office of Teaching & Learning

Priority Areas	Accomplishments
<p>3. <u>Develop a culture of collaborative inquiry</u> Work with teams of principals, PK-12 coordinators, coaches and specialists on a collaborative inquiry process that will address equity and high quality instruction</p>	<ul style="list-style-type: none">● ELA and Math PK - 8 coordinators have used collaborative inquiry with their coaching and specialist teams.● Pierce teams used collaborative inquiry to discuss student data
<p>4. <u>Launch Math Program Review</u> Document current practices; identify areas of improvement necessary in instruction, course offerings, and access to ensure that PSB provides engaging and challenging courses to all students; develop implementation plan</p>	<ul style="list-style-type: none">● Study & Vision math instruction/curriculum for PSB● Parent focus groups and reported out● Curriculum Test Group has been self-selected
<p>5. <u>Improve professional development offerings</u> More directly address high quality instructional practices, provide wider range of offerings based on identified instructional and administrative needs</p>	<ul style="list-style-type: none">● Math department PD offered several times throughout the year to build teacher capacity● Equity and racial bias PD provided at school sites

Office of Student Services

Priority Areas	Accomplishments
<p>1. <u>Support high quality, core instruction through training and professional development</u></p> <p>a. Professional development for school based special education, guidance, counseling, therapeutic, and paraprofessional staff on:</p> <ul style="list-style-type: none">● Supporting Students with Emotional Disabilities● Improving Student Social Skills● Managing Challenging Behaviors in the Classroom	<ul style="list-style-type: none">+ Educators received wide range of high quality PD in suicide/risk assessment, specialized reading programs, supporting transgender students+ Combined PD with math teachers <p>Do Better: Specific focus on content areas, targeted PD for paraprofessionals</p>

Office of Student Services

Priority Areas	Accomplishments
<p>2. <u>Establish clear operational procedures and guidelines</u></p> <ul style="list-style-type: none">A. Complete updates of attendance, discipline, field trip and wellness policies by June 2018.B. Continue operational review of the OSS with a focus on expanding inclusive models, special education caseload management and staffing assignments.C. Complete operational review of BEEP to ensure growing challenges regarding medical support, projected space and staffing needs.	<ul style="list-style-type: none">+ SE Operations Manual rolled out to ETFs at training+ Community-Educator feedback for discipline policy <p>Do Better: reviews of existing programs given current challenges (space, enrollment, caseloads)</p>
<p>3. <u>Collaborative Inquiry Review of Current Co-Teaching Approaches</u></p>	<ul style="list-style-type: none">+ Collaborative Inquiry Review with ETFs focused on disproportionate representation of boys of color in special education in PSB

Office of Administration & Finance

Priority Areas	Accomplishments
1. Develop Override and Budget Plan	Completed OSC, SC, and AC support and analysis as requested for passing Override Vote.
2. Develop 5-Year Capital Plan	Improved process by which CIP items are being considered.
3. Human Resources (including payroll) <ul style="list-style-type: none">A. Improve effectiveness of department's processes and proceduresB. Continue to improve recruitment and hiring practices with the goal of having district employees reflect the race and ethnicity of the students we serveC. Continue building respectful working relationships with our union leadership through open and honest dialogue	Implemented fully Recruit and Hire online application and requisition process for new and replacement of positions. Implemented realigned job functions with Payroll Manager position being added to the process and review of processes and procedures is ongoing. HR has continued to work with unions in JLMC meetings with BEU.

Office of Administration & Finance

Priority Areas	Accomplishments
4. Roll out Financial Assistance and Student Fees, Fines, and Charges Policies	<p>Financial Assistance Policy rolled out and completed, raised awareness of employees of the policy and the method for students to receive assistance.</p> <p>Identified training needs and supports for administrative support staff to know and understand the online payment system, financial internal controls and processes, and training of advisors and chaperones.</p>

Office of Strategy and Performance

Priority Areas	Accomplishments
<p><u>Strategic Work</u></p> <ul style="list-style-type: none">● Lead the implementation of the Collaborative Inquiry Process with principals, coordinators, directors, and OSS leaders● Inform, engage and include staff and community stakeholders on 9th elementary school, BHS expansion, and Devotion building projects	<ul style="list-style-type: none">● Supported 5 groups in launching collaborative inquiry process. Math specialists, Literacy coaches, principals, Pierce faculty, and ETFs worked together in their teams to identify focus areas and analyze data related to their priority questions.● Supported 9th School Alternative Site Study and BHS Feasibility Study public engagement efforts and communication through public meetings, digital and social media outreach, and organizing building committee meetings.
<p><u>Continuous Improvement Efforts</u></p> <ul style="list-style-type: none">● Provide data analysis/reporting and training to school and district leaders to help inform decision making● Provide training for principals, VPs, school secretaries and HR	<ul style="list-style-type: none">● Fulfilled nearly 300 data requests from coordinators, department heads, administrators, and teachers to help understand student learning and equitable access to programs and support● Provided training on data literacy to Collaborative Inquiry groups, and on Aspen for secretaries and vice principals
<p><u>Community Engagement</u></p> <ul style="list-style-type: none">● Continue improvement of internal and external communication through development of staff intranet, superintendent newsletters to staff and families, and office's improved use of social media	<ul style="list-style-type: none">● Published six family and staff newsletters● Created and launched staff portal intranet for announcements, updates, and to share files● Social media happening more frequently



Discussion of 2018-2019 Goals

Long-term Priorities for 2018-19

OFA	OSS	OTL	OSP
Budget as a Policy Document	Restorative Practices	Math Program Review Continues	Instructional Leadership Teams
Ongoing Infrastructure Planning	Discipline Policy	Brookline's Essential Curriculum	Effective Planning and Rollout of all efforts
Emergency Response and Preparedness	Build intensive reading services at each K-8	Update K - 5 progress reports to meet GCG	Central Office and District-wide Communications

PSB Long-term Priorities: 2018-19

Finance & Administration	Student Services	Teaching & Learning	Strategy, Performance, and Communications
Budget as a Policy Document	Restorative Practices	Math Program Review Continues	Instructional Leadership Teams
Five Year Capital Improvement and Infrastructure Plan	Code of Conduct Policy and Procedures	Brookline's Essential Curriculum	Effective Planning and Rollout of all efforts
Emergency Response and Preparedness Planning	Build intensive reading services at each K-8	Evaluation of Literacy Program	Central Office and District-wide Communications
Human Resources	Professional Learning	Planning for Middle School Review	Capital Projects

Office of Finance & Administration - 2018-19

Priorities	What will success look like?
Budget as a Policy Document: “What is written is what is funded”	<ul style="list-style-type: none">● District Training for Finance & Human Resources Process & Procedures● Financial Policies & Internal Controls for Personnel & Expenses.
Ongoing Infrastructure Planning	<ul style="list-style-type: none">● Driscoll Feasibility● 5 Year CIP Plan● BHS Building Project● 9th School
Emergency Response and Preparedness	<ul style="list-style-type: none">● ID Badges & General Security● Update to protocols and procedures and documentation● Completion of Emergency Planning Review, development of plan for revised training, and initial round of training

Office of Student Services - 2018-19

OSS	What will success look like?
Restorative Practices	<ul style="list-style-type: none">● Clear and articulated multi-year implementation plan
Discipline Policy	<ul style="list-style-type: none">● Revision of policy draft to incorporate staff and community feedback● Adoption by School Committee● Development of implementation plan for 2019-20
Build intensive reading services at each K-8	<ul style="list-style-type: none">● SE teams articulate additional reading supports within school

Office of Teaching & Learning - 2018-19

OTL	What will success look like?
Math Program Review continues	<ul style="list-style-type: none">● Curriculum will be chosen for PK-8● Plan for training, providing materials and supporting program implementation will be developed
Guaranteed Curriculum Guidelines (GCG)	<ul style="list-style-type: none">● Coordinators will determine GCGs for each grade level and develop corresponding documents● Plan for PD and roll-out for teachers will be developed
Update K - 5 progress reports to meet GCG	<ul style="list-style-type: none">● Simplified reporting will be developed to help teachers document progress according to GCGs● Simplified reporting will be developed to help parents understand student progress according to GCGs

Office of Strategy & Performance - 2018-19

OSS	What will success look like?
Instructional Leadership Teams	<ul style="list-style-type: none">• Clear and articulated multi-year plan• Each school has ILT up and running, they are using effective meeting protocols and are working together on effective instructional practices• They have defined their scope of work, agreed upon decision making process, and figured out how to work with faculty and staff on strengthening instruction in following years
Effective Planning and Rollout	<ul style="list-style-type: none">• All central administration priorities have full implementation plans that include collaborative design and development, communication plans, timelines, and clear objectives and deliverables.
Communications	<ul style="list-style-type: none">• All central administration departments include communications planning in development of all decisions and implementation plans• Staff are well informed of changes prior to implementation• Staff survey shows 15% improvement on communications questions

Next Steps

1. Superintendent works with Senior Leadership to develop implementation plan for each priority with clear milestones and deliverables
2. Weekly meetings with Senior Leadership to support them and hold them accountable for progress on implementation plans
3. Identification and documentation of other, “regularly scheduled” work that is being led by each department