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# **Progress Report of 2018-2019**

## **District/Superintendent Goals**

February 28, 2019  
Brookline School Committee Meeting

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# Code of Conduct

## *Goal:*

- Finalize and present a new Code of Conduct to the Brookline School Committee
- Prepare an Implementation Guide, to include a communication and roll out plan

## *What we've done:*

- Code of Conduct passed by the School Committee, with an effective date of 7/1/19
- Met with all principals and High School deans for first stages of implementation planning

## *Currently working on:*

- Implementation guide with communication and training plan
- Thoughtful planning with school leaders and senior staff to ensure alignment with restorative practice work and SEL curricula selection/determination process

# Restorative Practices

## *Goal:*

As presented in the Spring 2018 Operating Override, begin a 3-year process to bring restorative justice practices to all schools, PreK-12

## *What we've done:*

- Regular coaching and support session from the Center for Restorative Justice (CRJ) for project leaders, Dr. Maria Letasz and Gabe McCormick
- CRJ Circle Training for Principals, Central Office staff and High School Deans
- Trainings completed for BHS staff, elementary VPs, Lincoln School staff, guidance and social workers
- Twelve community meetings were held between October 24 and February 6: one at each elementary school, BHS, BEEP; and two at community locations (Town Hall and the main library). Information gathered from these community meetings is being reviewed to help inform additional communication/education opportunities
- Presentation of Restorative Practices at each Superintendent Forum

## *Currently working on:*

- Coordinating dates for additional trainings this spring in anticipation of having 5 more Tier I trainings scheduled between March and June, as well as 1 additional Tier II training scheduled in June
- Revising 3-year plan in consultation with Suffolk University Center for Restorative Justice and district leadership

# Intensive Reading and Communication Services in K-8 Schools

## *Goal:*

- Identify reading needs across the district and determine how best to build the capacity of teachers in intensive reading and communication services at each school

## *What we've done:*

- Assessed intensive reading needs at K-8 schools
- Identified proven practices and service models

## *Currently working on:*

- Development of 3-year professional development and training support plan, and identification of funding sources to support these plans

# Math Program Review

## ***Goal:***

Select a new K-8 math curriculum; determine what new connections need to be made at the 9th grade level to meet the needs of all students as they transition from 8th grade to 9th grade.

## ***What we've done:***

- Selected *Open Up* curriculum (out of 3 math curriculum choices) for grades 6 - 8
- Piloted *Open Up* in all grade 6 - 8 math classrooms
- Conducted focus groups with parents
- Surveyed 7th grade students

## ***Currently working on:***

- Developing a training schedule for all grade 6 - 8 teachers
- Convening K - 5 teachers to explore math curriculum

# Brookline's Essential Curriculum

## *Goal:*

- Provide a guaranteed and viable curriculum to each and every student across the district
- Ensure the Essential Curriculum can be taught within a school year and is coordinated and focused, so that it does not overwhelm students or teachers

## *What we've done:*

- [Proto-type](#) for curriculum platform has been built
- Coordinators have developed three prototype K-8 schedules for consideration to ensure appropriate time and coherence across all schools for the Essential Curriculum.
- Surveyed some schools on *Portrait of a Graduate* (POG)

## *Currently working on:*

- Coordinators identifying core units/lesson plans that will result in expected student outcomes.
- Surveying remaining schools on *POG*

# Literacy Collaborative

## *Goal:*

Learn more about:

- Why we collect and use data through the Benchmark Assessment System (BAS)
- How other assessments might compliment BAS
- In what ways literacy coaches support literacy work across the district
- How literacy practices are impacted by Literacy Collaborative

## *What we've done:*

- BAS survey of teachers
- Updated BAS testing schedule
- Begin use of BAS 3 to replace current assessment levels

## *Currently working on:*

- Updated staffing plan (originally created in 2014) to complete staffing at all K-8 schools in order to ensure equity across all schools
- Literacy program review to begin Fall 2019

# Professional Development

## *Goal:*

Reorganize and prioritize professional learning opportunities and create a 3 - 5 year professional learning plan that minimizes the disruption to instructional time

## *What we've done:*

- Created full-day release days
- Teachers worked on one content area for the year
- Created optional after school professional learning opportunities for educators

## *Currently working on:*

- Roll-out of mandatory training
- Initial stages of developing a coordinated, multi-year plan to address the many professional development needs we have across all school and the district (especially in K-5)



# Identified Professional Development Needs

	<b>Providing PD by</b>	<b>Per Year</b>	<b>Numbers of hours/days per school year</b>
<b>Restorative Justice</b>	School	3-4 schools	Requires 2 days per staff member
<b>Math Program</b>	Grades 6 - 8	All schools	8 full days/teacher
<b>Cultural Proficiency</b>	Grade Level	4 grade levels	24 hours per course (25 participants per course/class)
<b>Essential Curriculum</b>	Grade level (K - 8)	3 grade levels	14 hours per year
<b>Code of Conduct</b>	School	All schools	10-12 hours per school
<b>Specialized Reading Training</b>	Special educators and SLPs in school teams	2-4 schools	4-8 hours per school team
<b>Emergency Preparedness Meeting and Training</b>	School	All schools	2 -4 hours per year
<b>Budget and Financial Controls</b>	Administrators and Administrative Assistants	All schools and departments	2-5 hours
<b>Literacy Collaborative</b>	School with teachers and literacy coaches	All schools	Ranges depending on implementation stage

# Strategic Planning for Department Priorities and Initiatives

## *Goal:*

Effective design, development, and implementation of all initiatives will lead to fewer initiatives, better long term planning, and staff and stakeholders being more effectively informed, included, and engaged in development, design and implementation

## *What we've done:*

- Created design, development, and implementation planning template
- Supported departments on project planning of Essential Curriculum, Code of Conduct Policy development, budget development, and Instructional Leadership Teams

## *Currently working on:*

- Design and planning for Math Program implementation
- Design and planning for Code of Conduct implementation
- Supporting BEREC directors on developing a welcome center approach

# Internal & External Communications

## *Goal:*

Improve communications so that school and district staff have a clear understanding of their roles and how their work supports school and district goals

Improved school and district communications result in families and community stakeholders understanding the goals and priorities of their school and the district, how the work in our schools and across the district supports those goals, and how taxpayer dollars are being used to support the district and school goals

## *What we've done:*

- Monthly staff and family newsletters highlighting district priorities and school happenings
- Completed overhaul and rollout of new staff communications portal
- Improved clarity and level of detail in the FY 2020 budget book
- Significant increase in use of social media to inform community members
- Launch of websites for Coolidge Corner renaming, Baldwin and Driscoll projects, and BHS 9th grade transition
- Improved outreach to families registering for kindergarten resulting in higher rate of registration earlier in the process

# Emergency Preparedness

## **Goal:**

- Plan, develop, and implement revised emergency preparedness and operations procedures based on current, best-practices thinking
- Revise District Emergency Operations Plan guide and School-based Emergency Procedures guide
- Implement ongoing emergency preparedness and response training for all school and district staff
- Conduct School Safety and Security Assessments on a regular and recurring schedule

## **What we've done:**

### *Options-Based Response Training*

- Pierce, BHS, rolling out this year
- Lawrence, Baker, Lincoln preparing for next year

### *Emergency Planning*

- Completed full draft of revised District Emergency Operations Plan with input from principals and district administrators

## **Still Need to Do:**

- Finalize District Emergency Operations Plan
- Complete Safety & Security Assessments and Reports for all schools
- Train Crisis Teams in all schools trained on Options-Based Response
- Development of plan for ongoing Emergency Preparedness & Response training of school Crisis Teams, all school staff, and district-wide Emergency Management Team including necessary budget, staffing and schedule
- Include which capital needs identified in School Safety and Security Assessments need to be included in 5-year CIP

# FY 2020 Budget: a policy & decision making document

## *Goal:*

Deliver a budget on schedule so that necessary stakeholders have sufficient time to review it. The narrative for each program area will provide a clear understanding of the priorities of the district, and how resources are allocated in support of these priorities. A clear budget document inclusive of grants and revolving funds, explaining the existing structural deficit. Present to School Committee for approval a one and three year plan to address operating deficit in Food Service revolving fund.

## *What we've done:*

Budget managers received trainings and are being supported in developing and following their departmental budgets.

- School Committee formally accepts recurring grants, and annually reviews fees as part of the annual budget process
- All programs and budgets are reviewed for effectiveness in supporting District priorities
- Many Revolving Fund and Grants are still in development

Eliminate operating deficits in the food service revolving funds.

- Launched the Food Service Advisory Committee
- Review of program and developing relaunch of marketing plan for Healthy Breakfast and Lunch
- Responded to School Committee acceleration of food service improvement plan
- One to three year plan to be developed when a new director/management company hired as new PSB food service director

# Capital Projects

## *Goal:*

- Complete capital projects on time and on-budget
- Successfully advance large capital project to successive stages and secure necessary approvals and funding
- Collaborate with Building Department on identifying and securing necessary project management support for all major capital projects
- Successfully plan, prepare, and transition into and out of swing space

## *What we've done:*

### *Coolidge Corner School:*

- Managed and completed moves from 30 Webster Place and OLS back to Coolidge Corner
- Opened Coolidge Corner School on-time and on-budget
- Successfully developed and launched CCS renaming process

### *BHS:*

- Completing BHS design and construction documents
- Planning and communications for transition of BHS 9th grade to Old Lincoln School for September 2019
- Finalizing plans to start demolition and construction

# Capital Projects (page 2)

## *Goal:*

- Complete capital projects on time and on-budget
- Successfully advance large capital project to successive stages and secure necessary approvals and funding
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- Successfully plan, prepare, and transition into and out of swing space

## *What we've done:*

### *Baldwin:*

- Formed School Building Committee
- Launched, executed and completed Feasibility Design Phase
- Secured funding for Schematic Design Phase
- Launched and close to completing Schematic Design Phase
- Held 21 public meetings, including 3 community forums related to project
- Currently negotiating contract with OPM to lead project management
- Revised and completed Educational Plan

# Capital Projects (page 3)

## *Goal:*

- Complete capital projects on time and on-budget
- Successfully advance large capital project to successive stages and secure necessary approvals and funding
- Collaborate with Building Department on identifying and securing necessary project management support for all major capital projects
- Successfully plan, prepare, and transition into and out of swing space

## *What we've done:*

### *Driscoll:*

- Formed School Building Committee
- Launched, executed and completed Feasibility Design Phase
- Secured funding for Schematic Design Phase
- Launched and close to completing Schematic Design Phase
- Held 20 public meetings, including 3 community forums related to project
- Currently negotiating contract with OPM to lead project management
- Revised and completed Educational Plan



# Capital Projects (page 4)

## *Goal:*

- Complete capital projects on time and on-budget
- Successfully advance large capital project to successive stages and secure necessary approvals and funding
- Collaborate with Building Department on identifying and securing necessary project management support for all major capital projects
- Successfully plan, prepare, and transition into and out of swing space

## *What we've done:*

### *Pierce:*

- Completed Massachusetts School Building Authority (MSBA) application and review process
- Successfully invited to join MSBA's Eligibility Period

### *BEEP:*

- Developing multi-year approach for BEEP classrooms/possible program expansion

# Five-Year Capital Improvement and Infrastructure Plan (page 1)

## *Goal:*

Ongoing implementation of the Five-Year Capital Improvement and Infrastructure Plan by the Building Department and School Department. Annual review of the plan by School Committee Capital Subcommittee

Release of the annual Enrollment Projection Report with classroom projections

## *What we've done:*

5 Year CIP Document Issued February 2019 includes:

- Where PK-12 classrooms, common spaces, and specialized learning spaces need to be added and the cost of these additional classrooms
- Strategy, identification of funding, and plan for executing multi-year leases/lease renewals

# Five Year Capital Improvement and Infrastructure Plan (page 2)

## *Goal:*

Ongoing implementation of the Five-year Capital Improvement and Infrastructure Plan by the Building Department and School Department. Annual review of the plan by School Committee Capital Subcommittee

## *Next Steps or Needed Resources*

- Enrollment Projection Report will include an initial report on T-district implications on future enrollment
- Where and how district-wide special education programs will be expanded;
- The infrastructure and capital improvements necessary across all schools over the next five years
- The improvements to core spaces and classrooms in each school to effectively provide the education program based on the enrollment and number of sections projected to be at each school in five years

# Human Resources

## *Goal:*

- Complete an administrative reorganization of the Human Resources office
- Successfully complete principal searches for Baker, Coolidge Corner and Lawrence Schools
- Successfully complete search for permanent Deputy Superintendent for Student Services
- Expand diversity hiring efforts, building on recent successes
- Support administrators in providing regular educator feedback and completing evaluations on-time
- Embark on contract negotiations for six bargaining units.

## *What we've done:*

- Embarked on contract negotiations with six bargaining units:
  - agreement reached with AFSCME Custodian
  - tentative agreement reached with AFSCME Food Service
- Close to completing the principal searches for Baker, Coolidge Corner and Lawrence School.

# Educational Equity

## *Goal:*

Introduce and establish the Office of Educational Equity, with a concentration on four main areas:

- Professional Development
- Access and Outcomes
- Climate and Culture
- District Policies and Practices

## *What we've done:*

- Completed an Entry Plan
- Interviewed all members of leadership team, all principals and various community organizations
- Helped district staff to understand the connection between the Office of Educational Equity and their work

# Educational Equity: Pipeline For Paraprofessionals of Color

## *Goal:*

- Working in conjunction with the Human Resources Director, develop a path towards teacher certification and licensure for PSB paraprofessionals of color

## *What we've done:*

- Developed a survey specifically for paraprofessionals in an effort to gauge interest and better understand concerns

## *Currently working on:*

- Planning informational forums that will be held throughout the district this Spring

# Parent Advisory Committee for Educational Equity

## *Goal:*

Establish a Parent Advisory Committee (PAC) for Educational Equity that will:

- Support school leaders
- Create and promote equitable practices
- Help to build inclusive school communities
- Work toward closing opportunity gaps/equitable outcomes for all students

## *What we've done:*

- Completed the application process for the Parent Advisory Committee for Educational Equity
- Enthusiastic response: the PAC will have 3 representatives from each K-8 school; 4 representatives from BHS and 2 representatives from BEEP

## *Currently working on:*

- Establishing a calendar of meetings
- Establishing expectations and group norms

# Educational Equity: Affinity Groups

## **Goal:**

- Create *Affinity Groups* that will:
  - provide educators with an opportunity to discuss shared experiences, network, and support one another
  - reduce a sense of racial/ethnic isolation
  - build a sense of community

## **What we've done:**

- Working in conjunction with Brookline Asian American Family Network (BAAFN), an AAPI affinity gathering is scheduled for March 21
- Begun discussions for a Latinx affinity meeting this Spring

## **Currently working on:**

- Finalize plans for affinity gatherings for Latinx and African-American/Black educators of color



# Educational Equity: Professional Development - Diversity and Inclusion

## *Goal:*

Develop a plan and begin training all PSB educators on issues of Diversity and Inclusion

## *What we've done:*

- Begun the process of training district leaders and all principals on cultural proficiency (CP)
- Training the Director of Professional Development so that he can assist with additional CP trainings

## *Currently working on:*

- Preparing a CP training for vice principals and curriculum coordinators for later this Spring
- Developing a CP workshop for new teachers that will be part of the induction process
- Creating a summer workshop for teachers