

The Public Schools of Brookline
Heath School
School Improvement Plan, Fall 2017-Spring 2020

*Approved by the Heath School Site Council
2017-2018*

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Public Schools of Brookline
Strategic Plan Goals & Core Values

Goal 1: Every Student Achieving

Ensure that every student meets or exceeds Brookline’s high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.

Goal 2: Every Student Invested in Learning

Increase every student’s ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.

Goal 3: Every Student Prepared for Change and Challenge

Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.

Goal 4: Every Educator Growing Professionally

Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.

Core Values:

High Achievement for All, Excellence in Teaching, Collaboration, Respect for Human Difference, & Educational Equity

Our North Star

“When children and teachers feel engaged, safe, and supported we have room to grow and learn through collaboration and risk-taking with our peers.”

At Heath School, we set the bar high for students, so it is right that we set the bar higher for ourselves as educators. That means leading from a place of collaboration, celebration, love, and an unrelenting drive for providing the highest quality public education for every student who joins us at Heath.

Educators at Heath School are engaged in a school-wide conversation around coaching/collaboration, educational equity, mindset, the complex and intricate connections between teaching practice and student outcomes, and how to nurture classroom and school cultures in which students feel in control of their own learning. Our families also have a powerful perspective on this work, and we welcome their insights on the joys, struggles, and growth their child experiences during the school year.

The school fosters community in many ways, including: showcasing service learning during our school-wide Day of Service, providing support for our Gay-Lesbian-Transgender-Straight Alliance (grades 6-8), hosting a Young Scholars Program for students of color (grades 4-8), and by electing representatives (in grades 4-8) to serve on Student Council. All grades participate in community service and serve the greater community in myriad ways throughout their years at Heath.

The PTO plays an important role in the school and organizes many events to encourage parent participation. All families are members of the PTO. Heath School is well supported by our families and grateful for their partnership.

We consider ourselves to be craftsmen and innovators and work hard to ensure that students see themselves this way, as well. As professionals, we model risk-taking and mistake-making and work to develop a sense of safety in our classrooms so that students will also have the courage to take educational risks in service of getting smarter. We also recognize that risk-taking is not only in service of academic gains; we work for equity and social justice, often risky endeavors, at Heath School and use our voices and talents to uplift all in our community. This is our shared vision, our North Star, and we are relentless in meeting the call of providing a high-quality education to all students, each of whom is a pleasure to serve.

Finally, our hope is that the work outlined in the School Improvement Plan will directly impact students and that students will be able to articulate the impact of our work on their learning outcomes.

Our Goals

Goal #1 -- Literacy

1. Our school-wide literacy goals are:

- Implementation of the Units of Study in Narrative & Opinion/Argument Writing, to align with MA Frameworks in writing.
- Implementation of Foundations phonics in Kindergarten. Kindergarten teachers requested systematic phonics program as phonics deficits are often a cited reason for Child Study Team (CST) referral.
- Ongoing Training and Implementation of Literacy Collaborative. In the Heath Middle School (grades 6-8), we have a robust Literacy Collaborative model, including an in-house Lit Collab Coach and cycle of professional development. We are training a Literacy Collaborative Coach during the 2017-2018 school

year who is piloting the work in our 2nd grade. Next year, we will roll out a Lit Collab model with that new coach grades K-5.

2. How will reaching this goal address creating equitable outcomes for all students in literacy?

- It is critical for teachers to have a shared understanding of the Narrative & Opinion/Argument Writing units of study. By becoming expert in these units, we can better support one another in the ongoing implementation, the adaptation of the units to fit our student's emerging needs, and give us a calibrated lens when looking at student work. Often we must confront impediments to student learning, students who are not achieving as expected, and by having a shared professional experience we can help one another problem solve and reduce inequities.
- By ensuring that children as young as five have the skills necessary to tackle both simple and complex texts, we feel confident that we will see a reduction in CST referrals.
- The initial roll-out of the Literacy Collaborative model in grades 6-8, while implemented with fidelity and integrity, created a schism between our elementary ELA model and middle school expectations. 5 years after the launch of the middle school model, we are finally beginning the process of implementing the Literacy Collaborative model in elementary school. The intent is to create a seamless structure that teachers and students can grow in, fostering strong learning trajectories over the span of the 9 years of a child's Heath experience, allowing staff to engage in a whole school conversation about high quality ELA teaching, and allowing for robust intervention to talk place along a continuum.

3. Why did you select this goal?

These goals are in direct alignment with overarching district goals. It is critical that all functions in a system are in synch for change to occur. By aligning our Literacy goals in this way, we ensure that teachers receive the supports necessary – from peers, the principal, coordinators, and senior leadership – to enact these needs in their classroom in real time, and thus having the most significant impact on student experience and achievement.

Furthermore, while the most recent Heath MCAS data holds that students are on the whole doing well in English Language Arts, we continue to leave some children behind with 45% of 3rd graders in SY17 not meeting expectations (4th: 15% do not meet; 5th: 10% do not meet; 6th: 22% do not meet; 7th: 12% do not meet; and 8th: 11% do not meet . MCAS and BAS alike show a pattern of not meeting the needs of African-American students and students served by an IEP.

The hope is that by tightening our own practice, by ensuring we present high-quality opportunities to learn, that we can continue to tackle these inequities.

4. Which District-wide Core Values are supported by your school's work on this goal?

- ★ High Achievement for All
- ★ Excellence in Teaching
- ★ Collaboration
- ★ Educational Equity

Goal #2 -- Math

1. Our school-wide math goals are:

- Implementing the NCTM Effective Mathematical Teaching Practices K-8. Research indicates these practices need to be consistent components of every mathematics lesson in order to support the learning of all students at the highest possible levels (MA Practice Standards).
- Developing Mathematical Mindsets K-8. Jo Boaler's research shows that what teachers and students believe about math ability greatly impacts student achievement.
- Increase Math Content knowledge for teachers K-5. In order for teachers to be able to plan instruction to meet the needs of all learners, they need to have a strong foundation in math content beyond the grade level they teach. Teachers need opportunities to build understanding of the development and coherence of math concepts across grade level and domains.

2. How will reaching this goal address creating equitable outcomes for all students in mathematics?

At Heath, we are working to create a culture of problem solving, moving away from rote memorization, endless packets of singular problems for the sake of practice, and working exclusively within an algorithm. Instead, we are actively moving towards a synergy between skill and solution offering students opportunities to grapple with real-world problems, diving into why before moving to the how. We are aggressively tackling the “I am not good at math” mindset and discussing the schism between the socially shameful statement of “I can’t read” and the normalized “I’m just not a math person.” By adhering to the above stated goals, we align ourselves with the greater district goals and other faculty who are all learning together, struggling together, and making mathematical meaning together in service of creating high-quality learning opportunities for students.

Furthermore, at Heath we seek to understand student growth along a continuum. Children are not cut from the same mold – they understand skills and concepts in their own time and in myriad ways. It behooves us as educators to recognize how each student comes to understand core concepts and to challenge ourselves to know how to teach maths beyond our grade levels. Building robust educational toolboxes that help us recognize developmental milestones in children, understand core mathematical concepts that dip deep into other grade levels and standards, and a curiosity about how to think way outside the algorithm allow us to reach more and more learners at an increasingly impactful way, closing opportunity gaps and ensuring all students see themselves as capable real-world problem solvers.

Technically, by aligning our school math goals with district math goals, we align ourselves with professional development offerings, making our collaboration with each other and at all levels – from the classroom to Town Hall – more robust and meaningful.

3. Why did you select this goal?

These goals are in direct alignment with overarching district goals. It is critical that all functions in a system are in synch for change to occur. By aligning our Math goals in this way, we ensure that teachers receive the supports necessary – from peers, the principal, coordinators, and senior leadership – to enact these needs in their classroom in real time, and thus having the most significant impact on student experience and achievement.

Furthermore, while the most recent Heath MCAS data holds that students are on the whole doing well in Math, we continue to leave some children behind with 31% of 3rd graders in SY17 not meeting expectations (4th: 14% do not meet; 5th: 19% do not meet; 6th: 31% do not meet; 7th: 18% do not

meet; and 8th: 12% do not meet . MCAS data over time shows a pattern of not meeting the needs of African-American students and students served by an IEP.

The hope is that by tightening our own practice, by ensuring we present high-quality opportunities to learn, that we can continue to tackle these inequities.

4. Which District-wide Core Values are supported by your school’s work on this goal?
- ★ High Achievement for All
 - ★ Excellence in Teaching
 - ★ Collaboration
 - ★ Educational Equity

Literacy & Math: Actions and Data

Heath Actions	Baseline Data	Person(s)/Teams Involved in the work	Timeline	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
<p><u>Data Team</u> Data Team quarterly meetings will gather data, review data in math and literacy, and share data with faculty in order to inform decision-making about curriculum and instruction</p> <p>Review of assessment data by classroom teachers and student services staff three times during the year in order to plan for differentiation to ensure appropriate challenge and monitor progress of students</p>	<p><u>Math</u> EOYA Math assessments BOYA math assessments Kathy Richardson Math Assessments Pre- and post- unit assessments Growth towards students meeting IEP goals</p> <p><u>Literacy</u> BAS literacy assessments LLI Data Writing rubrics</p> <p><u>Other</u></p>	<p>Principal/Vice Principal CST Team Math/Literacy Specialists Special Education Facilitator Grade Level Teams</p>	<p>Ongoing (beginning fall 2015), 2015~</p> <p>Team meetings are designated 4 times yearly to assess data and to plan instruction</p>	<p>District Professional Development</p> <p>District and school funding for stipends</p>	<p>Literacy and Math Specialists keep current with data collection and work with teachers regularly as needed</p> <p>CST facilitators records</p> <p>Teachers demonstrate that they use formative and summative assessment to inform instruction and</p>

<p>requiring additional support and intervention</p> <p>Strengthen collaboration through the provision of collaboration time among grades 6-8 teachers with an emphasis on the use of flexible grouping to support differentiation</p>	<p>CST data collected longitudinally</p> <p>Number of Educational Evaluation referrals; trends in referrals over time</p> <p>MCAS data</p> <p>Anecdotal data</p>				<p>curriculum</p>
<p><u>Instructional Coaching</u></p> <p>Continue to support a crew of teacher-leaders and coaches who, employing the Jim Knight model, are prepared to support teachers hone particular areas of their professional practice</p> <p>Weekly meetings amongst Instructional Coaches/Specialists to reflect on emerging, high-leverage teaching practices</p>	<p>Weekly meeting agendas and notes</p> <p>Professional reflections</p> <p>Collaborative planning/collaborative projects</p> <p>Increase in teacher participation in coaching</p>	<p>Principal</p> <p>Instructional Coaches</p> <p>Specialists</p> <p>Teachers</p>	<p>Ongoing (beginning spring 2016), 2016~</p>	<p>PTO Grants</p> <p>District Professional Development</p> <p>District and school funding for stipends</p>	<p>Increase in teacher participation in coaching</p> <p>Increased satisfaction with cycles of feedback as reflected in Staff Survey (yearly)</p> <p>Impact on student achievement</p>
<p><u>“Pineapple”</u></p> <p>Pineapple charts/learning is a way to learn from each other, create a safe school culture that is collegial, energizing, easy, and is a way to improve our practice. And encouraging safe supportive risk taking in</p>	<p>Peer to peer classroom visits</p> <p>Number of classrooms open to observations</p> <p>Weekly meeting agendas and notes</p> <p>Professional reflections</p>	<p>Principal</p> <p>Instructional Coaches</p> <p>Specialists</p> <p>Teachers</p>	<p>Launched 2017~</p>	<p>District and school funding for materials</p>	<p>Increase in teacher participation in peer-to-peer observations and feedback</p> <p>Increased satisfaction with</p>

the interest of collaboration.	Collaborative planning/feedback cycles Increase in teacher participation in coaching				cycles of feedback as reflected in Staff Survey (yearly) Impact on student achievement
<u>Disciplinary Literacy Initiative (DLI)</u> Support interdisciplinary teams to collectively improve student literacy	Develop an understanding of the DLI model Educate staff, beyond middle school, of the value of the model Develop shared values/shared vocabulary	Principal Middle School DLI Team members Curriculum Coordinators	Ongoing (beginning summer 2016), 2016~	District grant Release Time Select Faculty Meetings	District grant Shared values Shared understanding Increased interest Application of new understandings school-wide
Strengthen and expand <u>Child Study Team (CST)</u> to provide timely and effective supports to teachers, students, and parents. As a team there will be increased use of the Neurodevelopmental constructs and attuning process for our K-8 students	Number of CST meetings Number of teachers using CST Chart student success outcomes over time, for those students who have been selected for referral to CST Teacher Feedback on CST	Principal/ CST team members	Ongoing (beginning fall 2016), 2016~	District Professional Development District and school funding for stipends	Problem of Practice, Consultancy, Critical Friends Groups, and All Kinds of Minds will provide models for student-centered, strength-based conversations Time and resources provided to support the team's functioning will remain consistent Teacher survey response to team recommendations/strategies will show that the CST team

					interventions are successful
<p><u>Student-Engaged Assessment: Learning Targets</u> “I can” statements used classrooms to ensure students know the intent of their work, have a clear understanding of the end goal, engage more deeply in the learning process, and are able to take ownership of the quality of their finished products.</p>	<p>Continued PD on using LTs to promote student engagement Teachers actively using LTs during lesson design LTs models at every staff faculty meeting/PD session</p>	<p>Principal Classroom teachers</p>	<p>Ongoing (beginning fall 2016), 2016~</p>	<p>No additional funding needed</p>	<p>No additional funding needed LTs in use in classrooms Students articulating LTs usefulness Students working towards meeting LTs</p>
<p><u>Student-Engaged Assessment: Student Portfolios</u> Digital Student Portfolios will be launched and maintained in all grade levels, beginning with grades 5-8 (2014-2015) and expanding through the all grade levels</p>	<p>Number of involved K-8 teachers , administration and specialists</p>	<p>Principal/Vice Principal/ Teachers</p>	<p>Ongoing (beginning fall 2016), 2016~</p>	<p>No additional funding needed</p>	<p>Completed portfolios will be passed on to next year’s teacher in June of each year. Digital portfolio will be used to record student growth over time. Promote reflection, ownership, and sense of purpose in students</p>

Goal #3 -- School Climate

1. Our goal is to create an environment in which all students can thrive, with particular focus on our students with IEPs, our African-American and Latino scholars (Young Scholars), English-language learners (ELLs), and students who do or may soon identify as lesbian, gay, bisexual, transgender, or queer and/or questioning (LGBTQ), and their allies.

2. How will reaching this goal address creating equitable outcomes for all students?

With a shared clear commitment to issues of anti-racist education, closing opportunity gaps through high-quality teaching and learning, building safe spaces for affinity groupings, fair assessment and evaluation practices for students and staff alike, our school culture and professional practices can shift towards producing greater and more equitable outcomes for historically marginalized students.

3. Why did you select this goal?

The need to focus on this area is borne out time and time again by MCAS data. Additionally, deep dives into other data – BAS, student recommendation data gathered from the 8th grade to 9th grade transition to Brookline High, percentage of students enrolled in our Special Education programming, the data on behavioral incidents including students who join us through the METCO program, and more – make this the moral and ethical mandate of our time.

It is our goal to:

- Build a community in which all members are willing and able to engage in difficult conversations, self-reflection, and independent and collaborative education in service of understanding inequity, confronting it, and serving as allies for our students with special rights
- Establish a professional culture in which resources and talents are used to ensure materials are culturally relevant, abundant, and prioritized towards closing opportunity gaps.
- Prioritize the lives of students who have been historically underserved and underrepresented through high-quality programming, an equity-based use of funds, and individualized support

At Heath, no person's life is simply tolerated, but rather revered. We teach so that everyone can and will take critical perspectives on the lived experiences of others, and are willing to name our collective privilege, its inherent benefits, and work ensure a protected class (Young Scholars, students with IEPs, ELLs, LGBTQ) stays protected and has full access to the wealth of our community.

4. Which District-wide Core Values are supported by your school's work on this goal?

- ★ High Achievement for All
- ★ Excellence in Teaching
- ★ Collaboration
- ★ Respect for Human Difference
- ★ Educational Equity

Action	Baseline Data	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
<p>“One Heath” Educational Equity is a core value at Heath School and we statistically have room to improve on this front. This working group, called One Heath, made up of teachers, parents, and school leaders will meet to discuss Heath's vision of educational equity, identify our strengths in this work, and understand our growing edges as a learning community.</p>	<p>Exit tickets Volunteer attendance Survey data at start of project Anecdotal</p>	<p>Principal Parents Special Educators Classroom teachers Specialists</p>	<p>Ongoing (beginning fall 2017), 2017~</p>	<p>PTO Grants BEF Grant, potentially District and school funding for materials District Professional Development</p>	<p>Exit tickets Volunteer attendance Survey data at start of project Anecdotal</p>
<p>Young Scholars Data Dig How our Young Scholars (Black and Latina/o kids) fare at Heath School - socially, academically - is critical work. This committee of teachers and school leaders looks at the conditions necessary to ensure success at Heath, BHS, and beyond and how close we are to having those conditions be optimal. We will look at all kinds of data, including MCAS and BAS, in this group.</p>	<p>MCAS BAS EOYAs and BOYAs Case Studies Anecdotal Growth towards students meeting IEP goals</p>	<p>Principal Principal Intern Special Educators Classroom teachers Specialists</p>	<p>Ongoing (beginning fall 2017), 2017~</p>	<p>District and school funding for materials District Professional Development</p>	<p>Exit tickets Volunteer attendance Survey data at start of project Anecdotal</p> <p><u>Possible/ Aspirational:</u> Shift in MCAS scores Shift in BAS scores</p>
<p>GSTA Heath also offers a GSTA for 6th, 7th, and 8th grader who</p>		<p>Principal Teacher Advisors</p>	<p>Ongoing (beginning fall 2016), 2016~</p>	<p>PTO Grants BEF Grant, potentially District and school funding for</p>	<p>Improved anecdotal feedback and insights from GSTA</p>

<p>identify as LGBTQ+ or as an ally. Our GSTA is a student-led group that provides a safe place for students to meet and:</p> <ul style="list-style-type: none"> • Support one another and gain greater insights on their personal experiences • Learn about issues related to sexual orientation and gender identity/expression • Work to end harassment and discrimination of LGBTQ students 				<p>materials District Professional Development</p>	<p>core members Implementation survey data</p>
<p><u>Young Scholars Affinity Groupings and Transitions to BHS</u></p> <p>Affinity Groupings: We recognize that students of color, particularly our Black and Latinx students, need to see themselves represented in the classroom – in literature, in content, in the staff, and in each other. We are examining our class placement process at Heath and strive to create robust cohorts of students, when able, so that Black and</p>	<p>Past enrollment data Past class lists Support of students with IEPs entering BHS</p>	<p>Principal Guidance Middle School teachers BHS Staff, incl. Principal, Deans, and Guidance</p>	<p>Ongoing (beginning fall 2016), 2016~</p>	<p>No additional funding needed</p>	<p>Increased access to Honors and High Honors courses for students of color and Special Education students Feedback from teachers Feedback from families</p>

<p>Latinx students can learn together in the same classrooms.</p> <p>We also want our parents to find a community, and this purposeful class creation allows parents to come together in a shared experience as well.</p> <p>Heath ---> BHS: We strive to ensure all students, regardless of race and identity, have full access to Honors courses and partner with families to ensure students are enrolled in best-fit/aspirational classes.</p>					
<p>Maintain a close relationship with METCO liaisons through consistent collaboration with guidance and school social worker so that services and supports to students are efficient and maximized</p>	<p>Track communication/ meetings related to METCO</p>	<p>Principal Guidance METCO Liaison METCO Social Worker METCO Director</p>	<p>Ongoing 2016-2019</p>	<p>No funding needed</p>	<p>Increased collaboration between the school and the METCO program</p> <p>Stronger communication between liaison and classroom teachers. Faculty review of established, common goals for all students. Review of those goals each semester</p>

<p>Continue, expand and improve the <u>METCO Connections Mentoring</u> program so that more students have adult mentors</p> <p>Mentors will receive support in effective ways to work with their mentees and their families</p>	<p>Number of METCO students identified as needing adult mentors</p> <p>Number of faculty participating in mentoring program</p> <p>Tracking quarterly gatherings a year to bring mentors and mentees together in meaningful, social gatherings</p>	<p>Program coordinator METCO Liaison METCO Director</p>	<p>Ongoing 2016-2019</p>	<p>School funding to meet needs of struggling families</p> <p>Flexible scheduling and possible Stipend for facilitator to coordinate meetings to support mentors in their role</p>	<p>Number of METCO students identified as needing adult mentors</p> <p>Number of faculty participating in mentoring program Tracking quarterly gatherings a year to bring mentors and mentees together in meaningful, social gatherings</p>
<p><u>Young Scholars Leadership Advisory Group</u> A monthly roundtable discussion between the principal and students of color to hear the students perspective of the Heath experience.</p>	<p>Feedback and insights from selected and invited Young Scholars committee members</p>	<p>Principal Young Scholars Liaisons/Teachers/ Mentors METCO Director</p>	<p>Ongoing (beginning fall 2017), 2017~</p>	<p>No additional funding needed</p>	<p>Improved anecdotal feedback and insights from selected and invited Young Scholars committee members</p>
<p><u>Zones of Regulation</u> Implement Zones of Regulation, a social-emotional self-regulation program</p>	<p>Decrease in office referrals due to more students being able to self-regulate and more teachers having the training necessary to support students in the milieu</p>	<p>Principal/Vice Principal School Psychologists/Guidance Zones Team</p>	<p>Follow yearly timeline recommended by study group</p>	<p>PTO Grants District and school funding for materials Professional development time Resources Provide teacher training</p>	<p>Reduction in number of formal complaints about behavior issues over the course of the school year beginning in fall 2016</p> <p>Teachers becoming more comfortable in guiding students through the Zones of Regulation,</p>

					increasing time in the classroom, and decreasing office referrals
<p><u>Mind Set</u> A focus on growth mindset, rather than a fixed mindset</p>	<p>Student response to teacher or peer feedback Teacher collaboration to increase their expertise Teachers applying growth mind set to their own practice</p>	<p>Principal Guidance Teachers</p>	<p>Ongoing 2016-2019</p>	<p>PTO Grants District and school funding for materials</p>	<p>Increased in-class lessons focused on growth mindset Increased use of programs such as MindUp and Brainology Increase in student effort Decrease in student frustration Increased willingness to stick with difficult tasks for longer periods of time longer</p>

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