

**BHS School Improvement Plan – 2015 – 2018**  
**Year 2015 - 2016**

At Brookline High School we continue to advance the existing district-wide goal, in conjunction with the pre-K-12 commitment to educational equity efforts, “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.” We will also maintain focus on the high school’s mission, “to develop capable, confident, life-long learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse and evolving global society.”

In the 2014-2015 school year, we continued our work on BHS 2020 initiatives and intensified our conversations on working against racism, bias and privilege. With the School Department and School Committee, we continue to be in transition around academic program and architecture and space. BHS is moving into a challenging space both literally, as new building projects loom, and figuratively, as new ways of learning challenge and draw us in. We anticipate enrollment growth and a more complex student body entering our doors over the next decade. As compared to our already diverse student body, our elementary school colleagues describe our future students as having new strengths and also often more complex needs. The recent Brookline Community Foundation report on Brookline diversity points to this reality. We anticipate an even wider diversity on all fronts, and therefore we must train and build capacity in the faculty for this shift. We must prepare ourselves, our programs and supports, our schedule, and all structures of the school to be adaptable, in order to maintain the high quality of education Brookline High has always provided to a diverse group of learners.

The questions Brookline High asks:

- What do we need to learn for our students now and for those in the future?
- How will Brookline High continue its legacy of excellence?
- What form will our legacy take going forward?

Our 2015 – 2016 School Improvement Plan is a dynamic plan. This document describes the equity vision for the high school and only summarizes the actions we believe are most essential to achieve our goals. For every action contained herein, staff members and leaders are assigned to lead. The actions highlighted in yellow are priorities for the 2015 – 2016 school year.

## **Educational Equity Core Value (PSB Strategic Plan)**

We identify, understand, and eliminate barriers to educational achievement in our schools. Educators in every school provide their students with the individual support needed to reach and exceed Brookline's high standards. While allowing for the expression of diverse perspectives, we establish policies and practices that are fair and just for all our schools and provide educational opportunities to ensure that every student can meet our standards for achievement, participation, and growth, regardless of race, ethnicity, religion, gender and gender identity, sexual orientation, age, language, national origin, disability / ability, socioeconomic status, or other human differences.

## **BHS Equity Vision**

We will be a school where:

- All students feel welcome, safe, engage in learning, and achieve to the depth and distance of their abilities
- The racial and socio-economic achievement gaps are eliminated
- All students have access to the resources and supports for learning and achievement
- There is upward mobility of students in general education and special education
- Every student's vision for his or her future is supported, respected, and celebrated
- Faculty believe that every student has enormous potential, can learn, and is capable of excellence
- Faculty own all students and hold high expectations for each and every one
- Faculty and students engage together in traditional and innovative ways of learning

## **Key**

21CF – Twenty First Century Fund  
 AALSP- African American/Latino Scholars  
 AC – Administrative Council  
 AD – Assistant Dean  
 PC – Program Coordinator (dean)  
 CC – Curriculum Coordinator  
 HR – Human Resources  
 ASC – Academic Standards Committee  
 GC – Guidance Counselor

MSAN – Minority Student Achievement Network  
 PA – Performing Arts Department  
 PD – Professional Development  
 PTO – Parent Teacher Organization  
 RTI – Response to Intervention  
 PSB – Public Schools of Brookline  
 STS – Steps To Success  
 SWS – School Within a School

**STRUCTURE:**

How we organize school: programs and departments, administrative structures, wrap-around or embedded student supports, hiring processes

**Desired Outcome:** The structures and operations of our school will match our students' needs, use our resources, both human and financial, effectively, and bring cohesion to our large, complex high school.

**Equity Outcome:** We establish and renew structures, programs, policies, and practices that are fair and just for all our students, focusing on our current data that indicates disparities in achievement and engagement. Fair ≠ always equal.

Action Steps	Timeline – short term, 2015 – 2016	Timeline – long term	Indicators of readiness for next steps	Resources needed/ stakeholders to engage and involve
ACE – launch and develop new competency-based program	Establish program and staff; all staff actively support new program and approach	Increase enrollment	ACE staff are grounded in competency-based; BHS student support and administrative staff comprehend and support new program	Funds for staff pd and program consulting support, and support to develop student leadership structures
College - Career Center – launch and develop comprehensive CCC	.50 guidance counselor, .50 college counselor, develop systems	Increase both to 1.0 Identify space for a CCC. Becomes hub for college-career support and info for all students, families, programs with targeted partnering with AALSP, Metco, STS, ACE, Excel, WH	Year one planning completed	Space for center; Deputy Supt of Finance/ Admin

<b>Administrative teams</b> – create guiding principles for equity; consistent reviewing of leaders’ practice, school data, student work, literature and research; supporting action	Guiding principles completed by Oct 2015	Ongoing: reviewing of data, practice, work, literature and research; supporting action	Equity questions and reflection become a norm in administrative teams and meetings	BHS administrators
<b>Dean administrative structure</b> – create drafts of possible admin/dean structures that may serve BHS amidst growth	Create possible structures	Evaluate possible structures’ strengths and weaknesses; be ready to recommend	New options reviewed by stakeholders; indicator from school department about future of BHS space	Dean/AD/PCs, Coordinator Guidance, Sp Ed Director, GCs; need indicator from school department about future of BHS space
<b>RTI map</b> – create RTI map; academic and socio-emotional supports	Research, learning	Map our supports, identify gaps, train staff	An RTI team identified to carry on work	
<b>Global-Domestic Adventures Scholarship</b> – create fund with BHS PTO	Create team; establish initial capital; host an event spring 2016	Establish sustainable fundraising model	Committee drafts plan for fund; initial funds are secured to launch	PTO support
<b>Common planning time</b> – create teacher master schedule for 2016-2017 that includes collaboration time	March 2016 establish team time in master schedule	Maintain protected time	Intentions and goals explained to stakeholders	Coordinators, teachers
<b>Diversity Hiring Committee</b> – create and implement	Collaborate with HR; establish benchmarks and plan	BHS diversity hiring officer; structures to support staff of color	Plan developed; teaming with HR and PSB; our pool of applicants is more diverse	Commitment of all BHS administrators; PSB financial support, HR support
<b>Disciplinary model/tools</b> – headmaster, deans explore restorative justice tool	Contact local schools, resources	Consider shift in model; training	Local partners and resources identified	Long-term: Funds for training if shift in model is pursued

<b>Programs and supports</b> – measure impact and offer support; Special Education, Plus 1, Tutorial, Advisory, Metco, AALSP, STS, Calculus Project, ACE, SWS	Plan timeline and methods for review	Be able to report on measures of effectiveness, both quantitative and qualitative	Point people to review identified; methods and timelines articulated	
<b>Before/after school supports</b> – measure impact, coordinate, (use designated new \$)	Plan timeline and methods for review	Be able to report on measures of effectiveness, both quantitative and qualitative	Method and timeline articulated	Program leaders and teachers,
<b>Clinical, mental health supports</b> – review these through equity of access lens	Plan timeline and methods for review	Be able to report on measures	Method and timeline articulated	Clinical staff and leaders; possible outside reviewer to offer recommendations
<b>Data gathering</b> – qualitative	Qualitative data collected from student focus groups by Jan 2016	Use data with faculty to illustrate student voice and reflection on student life and experience at BHS	Data collected and shared; used to affirm or define next steps	IT staff, Cori Stott
<b>Data templates</b> – quantitative; create data templates to measure progress on course enrollment, test measures	Establish measures and design	Use data with faculty to illustrate student achievement	Data collected and shared; used to affirm and define next steps	IT staff, Cori Stott

**INSTRUCTION:**

How we design learning experiences and assess our curriculum for today’s learners.

**Desired Outcome:** Our enrollment ratios in leveled classes will reflect BHS enrollment ratios in terms of race and SES. We will increase enrollment of students with disabilities in mainstream courses. Our teachers will have the tools to develop instruction and learning environments that will allow learners to access, engage in, invest in, and own the learning.

**Equity Outcome:** All students deserve to be engaged by and to see themselves in the curriculum, therefore, our curriculum content must reflect our diverse student body. Our course offerings will be varied and engage all learners in both traditional and innovative methods of learning. Faculty believe in and work toward inclusive practices and understand how inclusion supports all students. Faculty are culturally proficient.

**Equity Question:** What experiences related to diversity and racial awareness do we want all students to have during four years at BHS? What are the arenas to achieve this?

Action Steps	Timeline – short term, 2015 – 2016	Timeline – long term	Indicators of readiness for next steps	Resources needed/ stakeholders to engage and involve
<p><b>Department/program work:</b></p> <ul style="list-style-type: none"> <li>• Building relationships with students</li> <li>• Identifying and removing bias in materials, assessments</li> <li>• Using MCAS data to improve instruction and test outcomes</li> <li>• Developing heterogeneous classes in some grades and</li> </ul>	Ongoing	Ongoing	Leadership team is versed and committed to shared goal	Coordinators, teachers; Funds for outside consulting, for professional learning, conference attendance

<p>disciplines</p> <ul style="list-style-type: none"> <li>• Embedding issues of race in class dialogues</li> </ul>				
<p><b>Faculty learning/school-wide professional development time:</b></p> <ul style="list-style-type: none"> <li>• <b>Half days/full days</b> faculty learning on inclusion, cultural proficiency, bias, socio-emotional needs of students, racial awareness</li> </ul>	Consider shifting the purpose of some early release days	Establish school-wide faculty half days in calendar school year 2016 - 2017	Time/s are identified for FY16, FY17	Coordinators, Deputy of Teaching and Learning; <b>Funds \$ to support presenters</b>
<p><b>Research and pilot professional development for faculty/admins</b> to determine a provider for all staff in 2016 – 2017</p>	<p>Piloting 2015 - 2016:</p> <ul style="list-style-type: none"> <li>• <b>YWCA Boston</b> racial awareness training, 25 faculty, spring 2016</li> <li>• <b>EMI/IDEAS</b> racial awareness training for administrative council, spring 2016</li> <li>• Others?</li> </ul>	Work with Office of Teaching and Learning to identify and choose most appropriate training provider for 2016 - 2017	Resources and times identified to implement winter / spring 2016	<b>PTO, BHS, PSB funds</b>
<p><b>Racial awareness course</b> for students</p>	Pilot course with one sophomore class	Run sections in 2016 – 2017; support and evaluate; consider expanding;	Successful course requests for 2016 - 2017	ASC; Deputy of Teaching and Learning

		consider integration into graduation requirements; faculty support for pilot; faculty training for this course; materials and supplies		
<b>ASC</b>				
<ul style="list-style-type: none"> <li>• Begin study of online learning possibilities</li> </ul>	TBD	TBD	TBD	ASC; Deputy of Teaching and Learning; need signal from School Department and School Committee about future of BHS space and demands of an interim solution
<ul style="list-style-type: none"> <li>• Begin study of block schedule change possibilities</li> </ul>	TBD	TBD	TBD	
<ul style="list-style-type: none"> <li>• Consider review of graduation requirements</li> </ul>	TBD	TBD	TBD	

**CULTURE – part 1:**

How our students, faculty and staff experience BHS: student culture and school community culture.

**Desired Outcome:** We will be a school where all students feel welcome, safe, engage in learning, invest in it, own it, and achieve.

**Equity Outcome:** We engage students in the work of creating the inclusive culture we desire. We listen to the stories of and we support all students, however we give particular attention to students of color and other non-majority groups, inquiring into their student experiences at BHS.

Action Steps	Timeline – short term, 2015 – 2016	Timeline – long term	Indicators of readiness for next steps	Resources needed/ stakeholders to engage and involve
<b>Student action groups structure</b> (Race Committee, Metco Leadership Group, others)	Design the configuration of student groups; define goals of each; define how each is both distinct and part of a whole; define MSAN within that configuration; engage students in collaborating with teachers/ counselors on growth and learning	Increase diversity of student representation in Legislature, Judiciary; bring voice and experiences of under-represented groups more clearly into the school culture and decisions	Student and faculty identified to lead	A liaison to work with the headmaster to coordinate

<b>Student Advisory Group</b> – establish student group that meets with Headmaster monthly	Identify representatives from each of the student groups (Race Committee, Metco Leadership Group, SWS Students of Color Group, Race Awareness class, STS, others)	Effective methods to sustain important conversations on racism, bias, opportunities, achievement, and other school issues are identified and co-owned by administration and students.		
<b>MSAN</b> – re-establish MSAN as the center of student action planning	Build off of MSAN 2014 action plan; identify 10 and 11-th graders for MSAN conference 2016	In collaboration with other student groups, design the configuration of the MSAN group and work; define purpose and goals; define how this group and work are both distinct and part of the whole; increase # of faculty who experience MSAN conference	Student and faculty identified to lead	Funds \$ for action plan and travel to conference
<b>Disciplinary model</b> - deans explore restorative justice tool	Contact local schools, resources	Consider shift in model; training	Local partners and resources identified	Long-term: Funds for training if shift in model is pursued
<b>Spring Series on diversity, schooling:</b> <ul style="list-style-type: none"> <li>• Asking for Courage Day (Courageous Conversations)</li> <li>• PTO/21CF panel</li> <li>• “Most Likely To Succeed” viewing</li> <li>• Cambridge student theatre</li> </ul>	Put it all together	Yearly event	Identify point person to coordinate 2016 effort	Funds \$ - for speakers, film, honoraria

<b>All school work:</b>				
<ul style="list-style-type: none"> <li>• <b>Half days</b> faculty learning on inclusion, cultural proficiency, socio-emotional needs of students, racial identity</li> </ul>	Co-opt some half days	Establish school-wide faculty half days in calendar school year	Time/s are identified for 2015 – 2016	Coordinators, Deputy of Teaching and Learning; <b>Funds \$ to support presenters</b>
<ul style="list-style-type: none"> <li>• <b>Courageous Conversations-led faculty learning</b> on inclusion, cultural proficiency, socio-emotional needs of students, racial identity</li> </ul>	Use of Tuesday meeting time and Friday collaborative time	Embedded throughout year	Faculty participate and engage	<b>Funds</b> for conference attendance; planning Asking for Courage Day and other learning opportunities
<ul style="list-style-type: none"> <li>• <b>Courageous Conversations-book club</b></li> </ul>	Initiate	Maintain, grow participation	Faculty participate and engage	<b>Funds for books \$</b>
<ul style="list-style-type: none"> <li>• <b>June Learning Labs</b></li> </ul>	Plan for June, possibly engage the YWCA Boston	Use Learning Lab as option to strengthen faculty learning	Faculty participate and engage	<b>Funds \$ - presenters</b>
<ul style="list-style-type: none"> <li>• <b>Race Reels</b></li> </ul>	Widen audience	Maintain, grow participation	Ready	<b>Funds \$</b> , teacher and student leaders

## MENTAL HEALTH AND WELLNESS

A focus on: consistent messaging, using same vocabulary; managing stress and stress reduction

Action Steps	Timeline – short term 2015 – 2016	Timeline – long term	Indicators of readiness for next steps	Resources Needed/ Stakeholders to engage and involve
<b>Clinical, mental health supports</b> – review these through equity of access lens				
<b>STUDENTS:</b> extend wellness/health curriculum beyond 9th grade (stress, chemical use and abuse, relationships, sex)	Kick off Mindfulness Initiative; explore extension within the revisions to advisory	Widen Mindfulness Initiative; explore extension within the revisions to advisory		Leaders of Advisory, Health-Fitness, Mindfulness
<b>STUDENTS:</b> Hold 2 high-quality all-grade assemblies for 10-12; followed by advisory discussion; have targeted “why” communicated clearly	Hold assemblies in spring	Continue practice	Faculty leadership identified; dates for assemblies; presenters and topics identified	Funds for speakers
<b>PARENTS:</b> <ul style="list-style-type: none"> <li>• Provide the information school is presenting to students to parents, along with other relevant</li> </ul>	Communicate via PTO monthly meetings, Connect Ed emails, Student Information Book	Continue practice; collaborate with School Council to get feedback from parents		PTO

<p>information for parents.</p> <ul style="list-style-type: none"> <li>• Ensure parents are getting consistent and clear messages.</li> <li>• Ensuring parents know where and how to get information when they need it (on-line, phone, etc.)</li> </ul>	<p>2015-2016</p>			
<p><b>TEACHERS</b></p> <ul style="list-style-type: none"> <li>• Continuing <u>Mindfulness training</u>.</li> <li>• Introduce all faculty and staff to common vocabulary for stress management.</li> </ul>	<p>Initial teacher cohort trained; all-faculty trainings on basics from Benson-Henry</p>	<p>Expand to second teacher cohort; mindfulness practices being used more regularly in classes</p>		<p>PSB; 21CF as funder</p>