

## Section 1: Summarize your district's plan

### Brookline (0046) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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#### SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

**In this section, you will:**

**Write a brief executive summary of your three-year SOA plan.** While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

**\* Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

The Public Schools of Brookline are focused on improving the educational outcomes of our low income Black and Latine students. This plan highlights our commitment to high quality instruction in English Language Arts through the purchase and implementation of high quality instructional materials in ELA for our learners in K-8. Over the course of the plan we will be engaged with the highly regarded New Teacher Center in using a Liberatory Design process to build an MTSS system to support our students academically and socially emotionally. We anticipate that our investments in this work will cost approximately \$1.7 million over the course of the three years.

## Section 2: Analyze Your Data and Select Student Groups for Focused Support

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## SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

**In this section, you will:**

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the Student Outcomes Comparison Tool or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

**\* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?**

There is significant discrepancies between the performance our Black and Latine students and our White and Asian students as measured by the MCAS. Black and Latine students who are not income scored approximately 8.5 percentage points behind their white and Asian peers on the ELA MCAS. The students' income status further enlarges the gap with White and Asian low income students out scoring their Black and Latine peers by 23 percentage points on the ELA MCAS.

The pattern remains for our students' performance on the math MCAS with our not Low Income White and Asian students outscoring their Black and Latine counterparts by 26.5 percentage points. Once again income widens the gap in math with White and Asian low income students outperforming their Black and Latine peers by 41 percentage points.

**\* What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

The district will conduct an equity audit of all district systems and functions to identify additional symptoms and root causes of systemic inequities. PSB will partner with the New Teachers Center for a two year project centered on developing an MTSS structure with related professional development. We will embark

on this project to insure that our Tier 1 instruction is strong and that students are receiving the level of intervention that they need. We will also be working on a three year roll out of high quality instructional materials for ELA in grades K-8.

**\* Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

Low-income, African American/Black, Hispanic or Latino

Clear

Search...

Select All/ Deselect All

☐ English learners

☐ Students with disabilities

☒ **Low-income**

☒ **African American/Black**

☐ American Indian or Alaskan Native

☐ Asian

☒ **Hispanic or Latino**

☐ Multi-Race, non-Hispanic or Latino

☐ Native Hawaiian or Pacific Islander

☐ White

### Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

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### SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. *The composition of your district's "Lowest Performing Students" group can be accessed via the [security portal](#).*

☐ \* Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

## Section 4: Engage Families/Caregivers and other Stakeholders

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#### SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

**\* Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

Our METCO and Steps to Success programs are designed to work with students from the identified subgroups. Through these programs we hold several family events as well as do individual family outreach via our social work staff that are part of these programs. In addition the superintendent has a council that consists of the parent leaders in our district that represent our PTOs, ELPAC and SEPAC families. We have a weekly newsletter that we share with the community at large that highlights what is happening in the district. Our schools also hold site council and PTO meetings. There is a significant overlap between our target groups and students that are performing well-below benchmark on our early literacy screener. In the area of ELA we have complied with the state mandate to notify families of students that have scored well below benchmark on our literacy screener. We have chosen to notify most families both verbally and in writing. These notifications have contained our current and future plans for improving the learning outcomes for these students.

**\* How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

- The district website will see an increase in traffic by 10% compared to the previous year
- The superintendent's newsletter, social media and other channels for community engagement and information access will see a year-on-year increase in engagement by 25%, and a year-on-year increase in subscribers/followers by 15%
- 90% of district caregivers will report satisfaction with district communication via parent survey

**\* Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

The three year SOA plan is closely related to our three year District Strategic Plan that we completed this winter. Families, caregivers, and staff were involved in the process of creating the strategic plan and gave voice to what our initiatives should be. We have provided multiple drafts of the strategic plan and opened the plan up for critique and comments from the entire Brookline community via a survey where they could identify their own priorities for the school and rank order those in the plan so we were sure to be including what was of most value to our community,

☐ **\* By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

☐ **\* By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

**\* Date of school committee vote:**



## Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

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## SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (*Please see Pages 10-13 of SOA Plan Guidance Materials*).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

### Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (\* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

### **FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces**

- ☐ ☐ EBP 1.1A Integrated Services for Student Wellbeing
- ☐ ☐ EBP 1.1B Enhanced Support for SEL and Mental Health
- ☐ ☐ EBP 1.1C Positive School Environments

### **FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,**

## emotional, and behavioral development

☒ ☐ EBP 1.2A Effective Student Support System

☒ ☒ EBP 1.2B Comprehensive Tiered Supports

**\* Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.

Public Schools of Brookline (PSB) will engage in a three year process with the New Teacher Center (NTC). Through this work, we will use the modes of the Liberatory Design model and AIR's Science of Learning and Development Alliance Design Principles for Schools Planning Tool to ensure that Optimal Learning Ecosystems are in place.

Specifically, this work will support:

Positive Developmental Relationships in Environments Filled With Safety and Belonging.

Rich Learning Experiences and Knowledge Development That Foster the Development of Skills, Mindsets, and Habits

Integrated Support Systems That Are Strengths-Based and Support Personalized and Collective Intervention

Through this engagement, NTC and PSB will work together to address challenges related to equity that might serve as barriers to the Optimal Learning Ecosystem by focusing on the following processes and outcomes:

Develop an MTSS program. The NTC Professional Learning Systems (PLS) team will support Brookline in the development of their Multi-Tiered System of Support program to address the needs of all PK-12th grade students in the Public Schools of Brookline system.

The PLS team will support the development of both the Academic and Non-Academic (Behavioral & Social Emotional) Student Support Systems that will not only satisfy state requirements but will center on equity to provide all PSB students' needs.

Liberatory Design Process. The NTC PLS team will take PSB through the Liberatory Design process to help them identify, prioritize, and successfully address equity opportunities and

challenges present in district systems. The PLS team will guide the PSB team through multiple rounds of the process to identify, develop, and implement changes to create the

Optimal Learning Ecosystem that creates the conditions for the Optimal Learning Community and Optimal Learning Environment to exist.

Capacity Building & Policy Support. The NTC PLS team will facilitate PSB team members in building their capacity to continue and replicate the process to address equity challenges and opportunities as they arise after the time that the NTC team has concluded their work. Prior to the end of our three-year engagement, the PLS team will support the PSB team with developing policy changes and the applicable process to have new policies approved and adopted.

To launch this partnership, in Winter 2023/24, Public Schools of Brookline and NTC will engage in a needs assessment process. Through this process, NTC will explore the district's existing:

- 1) policies, structures and interdependencies and their impact on the Optimal Learning Environment for students and educators;
- 2) equity challenges that impact student learning and overall education experiences;
- 3) systems and processes that may be limiting the effectiveness of district initiatives, professional learning, and resources.

Below are inquiry questions that NTC proposes as a starting point for understanding the current state of policies and practices:

What is PSB's short and long-term vision for the development of the MTSS program?

How is PSB engaging families and communities in this vision, specifically for students of color and METCO students?

How is PSB currently thinking about coherence and alignment while still honoring teacher autonomy?

**\* Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$  **\* What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

**\* Describe the anticipated allocation of funds to this EBP in more detail.**

These funds will be expended to fund the District's partnership with NTC to complete the work as outlined above. The partnership is approximately \$60,000 per year over the course of three years.

**\* Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Professional Development, Instructional Materials, Equip., and Tech., Pupil Services, Other

Clear

Search...

Select All/Deselect All

☐ Administration

☐ Instruction Leadership

☐ Classroom & Specialist Teachers

☐ Other Teaching Services

☒ Professional Development

☒ Instructional Materials, Equip., and Tech.

☐ Guidance and Psychological

☒ Pupil Services

☐ Operations and Maintenance

☐ Employee Benefits/Fixed Charges

☐ SPED Tuition

☒ Other

**\* What metrics will your district use to monitor progress in this EBP?**

Each Child Study Team (CST) will report out on the percentage of Black/African American and Latine students that are referred for special education services. These data will be evaluated to look for decreases in disproportionality, if they exist

At CST meetings 95% of referring educators will identify at least 3 new strategies that they have implemented as a result of professional learning regarding Multi-tiered System of Support (MTSS). A MTSS also includes enrichment opportunities

Student growth percentiles in ELA and Math for Black/African American and Latine students will reach a minimum score of 56

**FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities**

☒ ☐ EBP 1.3A Diverse Approaches to Meaningful Communication

☒ ☐ EBP 1.3B Students and Families as Valued Partners

**FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning**

☒ ☒ EBP 2.1A Inclusive Curriculum Adoption Process

**\* Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.

We will use the IMplementMA process for choosing and evaluating an ELA program for students in grades K-8. We are currently partnering with HILL for Literacy to conduct our needs assessment as part of our Learn and Prepare Phase. Over the summer and at the beginning of the 24-25 school year we will move into the Investigate and Select phase of the process. Our hope would be to Launch in the Spring and summer of 2025 with implementation and monitoring for grades K-2 in the 25-26 school year. The anticipated budget is for the purchase of new materials over the course of three years.

Having high quality curriculum materials can result in the equivalent of over a half a year of learning for students and can lessen the difference between having a novice and veteran teacher. We believe that by having these high quality materials we can begin to narrow the opportunity gap for our low income students and students of color.

**\* Which schools will be impacted by these efforts (answer can be district-wide)?**

Baker, Hayes, Pearce, Florida Ruffin Ridley, Lawrence, Lincoln, Driscoll, Runkle

\$  **\* What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

**\* Describe the anticipated allocation of funds to this EBP in more detail.**

The use of these funds will be to establish and compensate our curriculum council to do the work. It will also allow us to purchase HQIM in ELA for Grades K-8.

**\* Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Professional Development, Instructional Materials, Equip., and Tech.

Clear

Search...

Select All/Deselect All

☐ Administration

☐ Instruction Leadership

☐ Classroom & Specialist Teachers

☐ Other Teaching Services

☒ Professional Development

☒ Instructional Materials, Equip., and Tech.

- ☐ Guidance and Psychological
- ☐ Pupil Services
- ☐ Operations and Maintenance
- ☐ Employee Benefits/Fixed Charges
- ☐ SPED Tuition
- ☐ Other

**\* What metrics will your district use to monitor progress in this EBP**

- 80% of our students will be at or above benchmark on our early literacy Screener
- Student growth percentiles in ELA for Black/African American and Latine students will reach a minimum score of 56
- The percentage of Black/African American and Latine students who Meet or Exceed expectations as measured by the MCAS will increase by 3 percentage points over the previous year.
- Successful adoption of a new literacy program with a phased implementation plan.

- ☒ ☐ EBP 2.1B Supporting Curriculum Implementation
- ☒ ☐ EBP 2.1C Comprehensive Approach to Early Literacy+
- ☒ ☐ EBP 2.1D Early Literacy Screening and Support+

**FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning**

- ☒ ☐ EBP 2.2A Effective Use of WIDA Framework
- ☒ ☐ EBP 2.2B High Leverage Practices for Students with Disabilities
- ☒ ☐ EBP 2.2C Collaborative Teaching Models
- ☒ ☐ EBP 2.2D Targeted Academic Support and Acceleration+

**FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success**

- ☒ ☐ EBP 2.3A Authentic Postsecondary Planning
- ☒ ☐ EBP 2.3B High-Quality Pathways and Programs+

**FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners**

- ☒ ☐ EBP 2.4A Expanded Access to Pre-Kindergarten+
- ☒ ☐ EBP 2.4B Extended Learning Time
- ☒ ☐ EBP 2.4C Effective Programming for Multilingual Learners
- ☒ ☐ EBP 2.4D Diverse Enrichment Opportunities

**FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders**

- ☒ ☐ EBP 3.1A Intentional Hiring Systems
- ☒ ☐ EBP 3.1B Enhanced Pathways to Increase Diversity+
- ☒ ☐ EBP 3.1C Educator Preparation Partnerships

**FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways**

- ☒ ☐ EBP 3.2A Inclusive School Communities
- ☒ ☐ EBP 3.2B Retention Support Programs
- ☒ ☐ EBP 3.2C Pathways for Professional Growth and Leadership

**FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures**

- ☒ ☐ EBP 3.3A Resource Allocation Aligned to Student Success
- ☒ ☐ EBP 3.3B Support for Effective Team Practices
- ☒ ☐ EBP 3.3C Collaborative Labor-Management Partnerships

