

Hollis Brookline Cooperative School Board
Tuesday March 17, 2020
Hollis Brookline Middle School Library

Note Time Change 5:30-6:00

All times are estimates and subject to change without notice

- 5:30 Call to Order
- 5:35 Appointment of a process observer
Agenda adjustments
- 5:40 High School Principal Report
 - NEASC five year report
- 5:50 **Deliberations**
 - **To see what action the Board will take regarding the five year progress report submitted by Principal Barnes**
- 6:00 Motion to Adjourn

To: Andrew Corey, Superintendent
From: Rick Barnes, Principal
RE: March Board Report

NEASC Five Year Report- Please see the attached final draft of our report. The report is almost identical to the one previously submitted for your review. An update was made to include our recent work as a district regarding Portrait of a Cavalier as led by Assistant Superintendent Bergskaug. The collaborative process includes K-12 stakeholders in the formation of a vision around desired graduation outcomes for every student.

Instructional Practices Committee Update: The Weighted vs Unweighted Grading Sub Committee is wrapping up there work and will be making a recommendation to the Steering Committee at our March meeting. We remain on target for an April presentation to the board regarding the Top Ten and Class Rank.

Angst: HBHS, PTSA, and NAMI NH invite you attend a community forum to raise awareness about anxiety in our children and youth. The film has received positive reviews and includes a Q & A session at the end with NAMI trained volunteers.

COVID Response: We appreciate everyone's patience and support around the disruptions caused by the current state of affairs. We have cancelled or postponed all foreign travel as well as any field trips to Massachusetts. The cancelation of field trips will impact traditional end of year senior trips as they are traditionally held in MA. Student Council has begun to look at some promising alternatives.

Boys Basketball: Thank you to all of the fans who attended the boys home playoff basketball game on March 10. The spirit and passion of our fans was impressive and helped fuel the team to their quarterfinal game on Friday, March 13. A great time was had by everyone wearing blue and white. The NHIAA has notified schools in the tournament that games will continue but fans will be limited in the following manner: Participants will be given 4 tickets to the games for use by immediate family members. Only players, coaches, necessary staff, and those with tickets will be allowed to attend.

Respectfully,

Rick Barnes
Principal

HOLLIS-BROOKLINE HIGH SCHOOL

NEASC 5-YEAR PROGRESS REPORT



PART ONE: Standards and Recommendations

PART TWO: Narrative Responses

Note on the structure of the Five Year Report and this draft:

The report provides us with a list of recommendations paired with “response requests,” for which we are supposed to provide a status update and a short narrative (entered into a text box) if we are “In Process” of addressing that recommendation. PART ONE of this document provides each standard and any recommendations that were listed as “In Process” on the Two-Year Report. *Recommendations that we marked “Complete” in the Two-Year Report are not included, but they are indicated.*

Our responses to the “In Process” recommendations/response requests are found in PART TWO of this draft. In the report, one narrative response often addresses a number of the individual “response requests,” so the text of many specific responses becomes a reference (“please see”) to one comprehensive response. PART TWO provides the main narrative responses with the cluster of recommendations/response requests it addresses.

Attachments are NOT included but will be uploaded in the NEASC portal.

***Part one: Standards and Recommendations (with
“completed” recommendations indicated but not included)***

**Standard 1: Core Values, Beliefs, and Learning
Expectations**

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students’ achievement of the school’s learning expectations.

Request 1: Create a process and timeline that engages all stakeholders, including students, parents, board members, and all staff, in the process of regularly reviewing, revising, and implementing core values, beliefs, and 21st century learning expectations.

Request 2: Develop and publish school-wide, analytic rubrics that identify targeted high levels of achievement of the core values, beliefs, and 21st century learning expectations.

Request 3: Use the completed school-wide rubrics to drive curriculum, instruction, and assessment.

Request 4: Use the core values, beliefs, and 21st century learning expectations to guide the school’s policies, procedures, decisions, and resource allocations.

Standard 2: Curriculum

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

HIGHLIGHTED RECOMMENDATION: Provide an update on the implementation of the collaborative curriculum review cycle that includes clear vertical alignment with district sending schools.

Requests 1,2: Completed

Request 3: Ensure depth of understanding, application of knowledge opportunities, and cross-disciplinary learning for all students in all classes.

Standard 3: Instruction

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

Requests 1,4: Completed

Request 2: Create and implement practices that ensure alignment with the Statement of Core Values and Beliefs about Learning and 21st Century Learning Expectations.

Request 3: Design and implement a unified process for effective cross - disciplinary learning.

Standard 4: Assessment of and for Student Learning

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

Requests 3-6: Completed

Request 1: Adapt, adopt, and implement school-wide rubrics aligned to the school's 21st century learning expectations.

Request 2: Create and implement a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

Standard 5: School Culture and Leadership

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

HIGHLIGHTED RECOMMENDATION: Provide an update on how additional opportunities for heterogeneous groupings of students [sic]

HIGHLIGHTED RECOMMENDATION: Provide an update on ~~the~~ the formal program or process to ensure each student has an adult in the school, beyond the school counselor, who knows him or her well and assists the student in achieving the school's 21st Century Learning Expectations [sic]

Requests 1, 2: Completed

Standard 6: School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

Requests 1,3: Completed

Request 2: Improve the internet infrastructure to support 21st century learning expectations for students and faculty.

Standard 7: Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

Request 1: Completed

Request 2: Develop community and business partnerships that support all students in their college/career readiness.

PART TWO: Narrative Responses with the clustered recommendations each narrative addresses

Core Values and 21st Century Learning Expectations:

General:

Standard 1, Request 1: Create a process and timeline that engages all stakeholders, including students, parents, board members, and all staff, in the process of regularly reviewing, revising, and implementing core values, beliefs, and 21st century learning expectations.--In Process

Standard 1, Request 4: Use the core values, beliefs, and 21st century learning expectations to guide the school's policies, procedures, decisions, and resource allocations.--In Process

Standard 3, Request 2: Create and implement practices that ensure alignment with the Statement of Core Values and Beliefs about Learning and 21st Century Learning Expectations.--In Process

In the process of designing a Core Values experience/demonstration for HBHS students, staff and administrators at Hollis Brookline High School started some serious introspection of what we want students to value and the opportunities we give our students each and every day to live out these values in the classrooms of our school. We wanted to take a close look at some of the policies and procedures we use as the foundation for our courses, as we had some doubt these policies and procedures were all truly in alignment with our Core Values: Integrity, Intellectual Curiosity, Innovation, Individuality, and Involvement in the HB Community. As we developed what we hoped would be an extension of our Senior Quest course, we realized that we didn't have a good framework in which to offer this to all students, considering the structure of our coursework and program of studies in conjunction with the main drivers for identifying student success.

Seeing this deep need to dig past just creating another experience for students and instead look into the guiding policies driving our students to make decisions about coursework, Rick Barnes (Principal) assembled an Instructional Practices Committee, composed of students, staff, administrators, school board members, and parents (list of committee members attached to this report), to look at our policies and recommend necessary changes to the school board, guided by our core values. The committee created a charter (attached to this report, see "Instructional Practices Charter") and identified three areas of closer investigation for subcommittees to explore and bring recommendations to the main/steering committee: Top Ten (examining how we identify our top ten students at the end of junior year and before graduation their senior year and whether we should continue to do so), Grade Weighting (examining how we weight courses and if we should continue to do so), and Grading and Assessment (examining how we assess students and determining if it needs significant change) (guiding

questions attached to this report, see “Top Ten guiding questions,” “Grade Weighting guiding questions,” and “Grading and Assessment guiding questions”).

At this time, the Top Ten subcommittee has put forth a recommendation to our steering committee, which has then decided to forward this on to the school board. Our Grade Weighting subcommittee is in the process of crafting its recommendation. The Grading and Assessment work is slower but more comprehensive and will continue to build off the work done by the other two subcommittees to take a deep look at how we assess students and whether it reflects our Core Values. With this work, we hope to align the foundational practices and policies of our school with the Core Values and 21st Century Learning Expectations, as well as giving ourselves the opportunity to explore student success and the ways in which we measure and acknowledge achievement in our students.

Furthermore, SAU41 is engaging in a process to develop a clear application of our strategic plan—a vision for what we want a Hollis-Brookline graduate to be when they complete their time in the Hollis, Brookline, and Cooperative District Schools. The process, called “Portrait of a Cavalier,” is being led by Assistant Superintendent Gina Bergskaug, and is creating a K-12 view of how a student grows and develops from the time they begin school in either Hollis or Brookline to the time they graduate from Hollis Brookline High School. This naturally engages the Core Values, as these are the framework for what we hope our students experience and demonstrate in their four years at the high school--which is one piece of their K-12 experience in the district. We are looking closely at our strategic plan and creating our understanding of what this means in terms of the student experience.

Application of rubrics/assessment of implementation:

*Standard 1, Request 2: Develop and publish school-wide, analytic rubrics that identify targeted high levels of achievement of the core values, beliefs, and 21st century learning expectations.--**In Process (developed, only shared internally for feedback)***

*Standard 1, Request 3: Use the completed school-wide rubrics to drive curriculum, instruction, and assessment.--**In Process***

Standard 4, Request 1: Adapt, adopt, and implement school-wide rubrics aligned to the school's 21st century learning expectations.--In Process (assess fidelity and equity of application)

Standard 4, Request 2: Create and implement a formal process to assess whole school and individual student progress in achieving the school's 21st century learning expectations.--In Process/Planned for the Future

The Grading and Assessment subcommittee--an offshoot of the Instructional Practices Steering Committee--has as its charge to ask foundational questions about how we assess students--and WHAT we assess--at Hollis Brookline High School (see attached “Grading and Assessment Subcommittee guiding questions”).

We have created and adopted two types of rubrics: our Core Values rubrics and our 21st Century Learning Expectations rubrics. The Core Values function on a whole-school level that overarches the entire student experience at HBHS, while the 21st Century rubrics (the “4 C’s: Communication, Critical Thinking, Creativity, and Collaboration”) are tailored to and applied at the content level in each individual course.

What we found is that we don't currently have an opportunity for students to formally

demonstrate the Core Values, and in our current structure, it would be difficult for us to ask students to do so without working against the desire to be amongst our highest academic achievers according to our current measures of “success.” So the work of the Grading and Assessment subcommittee (and the Instructional Practices Steering Committee) is to honestly evaluate what we assess and how we assess it and make changes. This will take some time. Our first point to evaluate is how much change we are ready for in the Hollis-Brookline district,

and then we will take that and inventory what we seem to be doing right and what we need to change to allow students to demonstrate, on a regular basis and in the context of their chosen coursework, our Core Values. We are also examining how to honor success in this aspect of HB student achievement.

Cross-Disciplinary:

Standard 2, Request 3: Ensure depth of understanding, application of knowledge opportunities, and cross-disciplinary learning for all students in all classes.--In Process

Standard 3, Request 3: Design and implement a unified process for effective cross-disciplinary learning.--In Process

HBHS continues to identify where in specific courses we can make cross-disciplinary connections. Teachers of our Fitness and Wellness classes for Freshmen (which meet every other day) have worked to create connections and align their units of study to inform each other and build an integrated curriculum that spans both classes. On the other end of the 9-12 spectrum, Senior Quest offers students an opportunity to integrate several disciplines into one yearlong project that is student built and staff mentored.

On a building level, our Library Media Specialist works hard to use common systems and supports for research projects for all classes in the building, offering tools and databases that can be used in all courses to give students a unified framework with which to approach their project/research-based work.

Our building level focus on Social and Emotional Learning has also brought into focus the ways the disciplines can inform each other, and many of the SEL practices that are embedded in certain content areas are being shared and integrated into all content areas to improve our students' exposure to healthy social-emotional practices in all aspects of school.

Vertical Alignment:

Standard 2, HIGHLIGHTED RECOMMENDATION: Provide an update on the implementation of the collaborative curriculum review cycle that includes clear vertical alignment with district sending schools.--Completed/Ongoing??

Our Assistant Superintendent continues to organize work around content area curriculum at a K-12 level, with our most current focus being Social Studies (in anticipation of the new Social Studies standards being approved at the state level). She has also organized incredibly well-received district-wide PD days; during these times, staff present workshops that bring together teachers who work with a broad range of levels, but they also have time to meet in K-12 content areas, which allows teachers spanning multiple schools and grades to meet to discuss various specific vertical alignment issues.

We have also begun scheduling three annual “joint department meetings” with Hollis Brookline Middle School. Teachers in grades 7-12 meet as departments to review alignment, identify gaps or continuity issues, and plan together to create a successful and unified 7-12 experience. Curriculum is regularly reviewed at this level to analyze what students encounter at each grade level and what the expectations are at the beginning and end of each grade.

Heterogeneous Grouping:

Standard 5, HIGHLIGHTED RECOMMENDATION: Provide an update on how additional opportunities for heterogeneous groupings of students [sic]-In Process/Completed

As detailed in the two-year report, HBHS has a required course at each grade level that strives to be heterogeneously grouped: Fitness and Wellness for grade 9, Writing for grade 10, Civics and Economics for grade 11, and senior electives for grade 12.

We have taken further steps to make our Civics and Economics classes truly heterogeneous by eliminating honors level (for weighted credit) and topics level (with modified curriculum) and having students of all levels in one class with one course, with the instructor modifying to meet student needs as they appear in each class. We made a decision that all juniors should have an experience that did not divide into levels, similar to that offered to freshmen and sophomores in their fitness/wellness classes and writing classes, respectively.

Senior electives are open to all levels, and most attract a range of students, including our Senior Quest course that asks students to design an inquiry project of their own choosing--the unifying factor here is not academic achievement or ability, but rather curiosity and interest in an in-depth pursuit of a specific objective.

Advisory:

Standard 5, HIGHLIGHTED RECOMMENDATION: Provide an update on how the formal program or process to ensure each student has an adult in the school, beyond the school counselor, who knows him or her well and assists the student in achieving the school's 21st Century Learning Expectations [sic]-Planned for the Future

The HBHS schedule did not lend itself to creating a formal “advisory” period without losing instructional time or taking away from what has become a valuable instructional support time (CavBlock). This year, we adopted a tool that will help to add this time into the schedule without disrupting the current needs: the Adaptive Scheduler tool (a plug-in for PowerSchool) has allowed us to set aside a few CavBlock times that can be used for students to meet in advisory-like groups. While we have not solidified this process yet, the purpose of using the tool

this year was to acclimate students and staff to the new piece and then create this element once the use of the system settles in. We are still adjusting, but the tool presented the potential, which made us willing to go through the pain of adjustment in order to have a schedule into which we could cleanly insert some time for this very important aspect of SEL needs of the students. While we focus on our building-level social-emotional learning practices, how to use this tool to designate time to create these connections will be part of our discussions and planning.

Technology:

Standard 6, Request 2: Improve the internet infrastructure to support 21st century learning expectations for students and faculty.-- Completed

HBHS continues to make great strides since the Steering Committee's visit. We are pleased to report that we have met and exceeded the committee's recommendation. The need for a significant increase in the number of devices available to students during the school day was met first with large scale upgrades to the wireless infrastructure. That infrastructure has been upgraded in steps, and currently, the building can support up to 2000 devices at any one time. Not only does this support our current needs, it provides the building with ample room to grow for the future. Access to the wireless network was significantly enhanced on the third floor, in particular near the gym and auditorium, through the addition of new wireless access points and replacement of old ones. Laptops were purchased for use in all of our Writing courses in the English Department. Additionally, multiple laptop carts were purchased for the Social Studies department, which has allowed for access to a device on demand within the Social Studies curriculum. In order to rapidly build upon this success, a comprehensive four-year technology plan was presented in August of 2019, calling for every classroom in need to be outfitted with a full set of computers. The first phase was presented and accepted by both the school board and budget committee. Upon approval of voters in March, phase one of the plan will be implemented during the summer of 2020, making the devices available to students and staff in time for when school opens in the fall. Please see the related documents in the supplemental portion of this report.

Community and Business Partnerships:

Standard 7, Request 2: Develop community and business partnerships that support all students in their college/career readiness.-- Completed

HBHS has worked to further develop our Extended Learning Opportunities. The FTE Transition Counselor has started to develop a comprehensive ELO program for the district that serves all students. There have been approximately 40 employers to date that have served as resources for the program. All internship sites need to be certified by the NH DOL, and all of them have been approved prior to student placement. Some examples of the types of employers we have engaged with: orthodontist, veterinarian, HVAC technician, fireman, marine biologist, grocery store clerk, athletic trainer, photographer, and occupational therapist.

Partnerships with the local business community have grown substantially. The most significant of these have been with BAE Systems and the Hollis-Brookline Rotary Club. BAE Systems is an aerospace and defense company that recently provided our First Robotics Team with a \$15,000 donation to be used for the purchase of laptops. Additionally, students at HBHS also gained more access and exposure to paid internships offered at the company. HBHS reconnected with the Rotary Club through an institutional membership. The club continues to be one of the largest annual providers of scholarships for many of our graduates. The club partnered with the middle school to build a greenhouse, which has also supported the work of many students at the high school, specifically with Senior Quest projects. Last year, through the club's generosity HBHS was able to host Challenge Day, an experiential social emotional learning program. The program was incredibly successful and is now an annual event and fully self-funded through the budget process. Currently, the club and the high school are partnering to create a single newspaper for the towns of Hollis and Brookline. This project will serve as a vehicle to keep the citizens of both towns informed regarding events in the community. It will also provide many students with a vehicle to share their thoughts and writing to both towns as regular contributors.