



**BROUGHTON HIGH SCHOOL  
2023 STRATEGIC PLAN**

**#CAPtivate2Cultivate**

In August, 2017, the Needham B. Broughton High School staff embarked on a year-long strategic planning process.

Using qualitative and quantitative information provided from a wide variety of sources and stakeholders, five committees were established to address identified areas for growth. These committees include: Academic Planning, Faculty Retention, Staff Continuous Improvement, Staff and Student Culture, and Student Recruitment. During the 2017-2018 school year, a Leadership Team of 35 staff members engaged the entire faculty in these committees to create the five-year strategic plan. The faculty approved this plan as our School Improvement Plan on May 21, 2018.

Enclosed is each committee’s plan to be implemented over the next five years.

ACADEMIC PLANNING

COMMITTEE LEADERSHIP

RL Andrews, Nicole Hackett, Brenda Harrell, Jodie Kinkaid, Debbie Parrish, Lee Quinn, Michael MacGovern, Ina Nyko, Brent Sauls, Angie Tunney

PURPOSE

The purpose of the Academic Planning Committee is to provide engaging, challenging, and supportive learning to ensure that all students have access to a high-quality education and postsecondary opportunities.

CONTEXT

The Academic Planning Committee considered the following school-based factors and their impact on academic success.

- Access to materials;
- Continuity and concurrency of learning;
- Literacy and literacy supports;
- Student engagement & distraction;
- Scheduling of courses; and
- Academic accountability and responsibility.

The committee found that student engagement and literacy were the most fundamental of the considered factors.

ACTION STEPS		COMPLETION DATE
SCHEDULING		
1. Generate a “recommendation report” for the most frequently dropped classes. Teachers and counselors will use this report to improve course recommendations.		Continuous March 2019-2023
2. Create rubrics within departments for course recommendations in order to clarify the expectations of particular courses and to increase recommendation consistency between teachers. County level rubrics may be used to guide this process.		December 2019
3. Create a waiver process that allows students to “opt-in” to a course they were not recommended for.		April 2020
4. The Assistant Principal for Instruction, the Dean of Students, the Counselors, and the Department Chairs will consider the following factors when creating the schedule for academic courses: <div>A. Balancing of class sizes. B. Class make-up C. Balancing of heterogeneous grouping</div>		Continuous June - August 2018-2023
5. The Assistant Principal for Instruction, the Dean of Students, the Principal, and the Department Chairs will create a schedule that maximizes available time and classroom space, lessening the number of teachers that work in multiple classrooms and ensuring that all teachers can access a work space during their planning time.		Continuous June - August 2018-2023
6. Develop an intervention plan to meet the needs of students who are struggling in a traditional classroom setting by restructuring the school’s GradPoint learning program.		August 2019
PROFESSIONAL LEARNING TEAMS (PLTs)		
1. Gather data from Professional Learning Teams (PLTs) through a “temperature check” survey and analyze the data to locate areas for growth.		January 2019
2. Develop a PLT road map that will incorporate the following school-wide criteria: <div>a. Consistent expectations for PLTs. b. Unified purpose for all PLTs. c. Subject based opportunities for remediation, intervention and enrichment. d. Consistent grading practices that adhere to the BHS Grading Policy and focus on the mastery of academic standards. e. Best practices and norms for collaboration between professionals. f. Student Engagement Strategies <div>i. The Academics Committee will work with the Student Culture Committee to develop a digital citizenship program with school-wide norms. ii. The Academics Committee will develop a document for teachers to enter office hours, required course materials, and websites/online support materials</div></div>		August 2018 – 2019 Including yearly updates through 2023
3. Create a yearly Professional Learning Team calendar in collaboration with the Assistant Principal for Instruction, including the dates and times of PLT meetings.		Updated Yearly 2018 - 2023
4. Work with the Staff Continuous Improvement Committee to develop opportunities for staff to receive PLT training.		Continuous August 2018 - August 2023

FACULTY RETENTION

COMMITTEE LEADERSHIP

Babs Nichols

PURPOSE

The purpose of the Faculty Retention Committee is to ensure that Broughton High School provides a nurturing, supportive school environment so that teachers of all ages and stages of their careers remain engaged with students and passionate about their own growth. This environment will ensure consistency and continuity in the relationships with students and with community stakeholders.

CONTEXT

The Faculty Retention Committee considered and discussed the following factors and their relationship to faculty retention:

- The committee listed the ten qualities of a “supportive environment” in a school and defined several qualities of an “engaged” teacher.
- The committee discussed ideas and programs to possibly reinstate, including the following: PEPI; The Teacher Cadet Program; The Future Teachers Club; and student teachers in all disciplines.
- The committee created and administered a survey for staff to gather data related to teacher retention at Broughton High School.
- The committee discussed and agreed to contact former staff who have left Broughton in order to gather data on their reasons for leaving. The team identified 20 former staff members to contact.
- The committee created a “Thanksgiving” board in the copy room for staff members to acknowledge the hard work they see going on around them. The team’s discussion focused on the fact that the staff often work in isolation and do not have enough opportunities to see what other people do to make Broughton such a special place.
- The committee read and discussed the following documents that were created based on the committee’s work: compiled responses to the staff survey; compiled answers to retention questions from 14 teachers who have left Broughton in the past 5-6 years. The committee’s takeaways included the following:
  - a. The many positive comments about the school’s administrators, the professionalism with which staff are treated, and the autonomy teachers have in their classrooms.
  - b. Several items which the committee will discuss further:
    - i. Caps Class
    - ii. Consistency in student expectations.
    - iii. The structure and effectiveness of PLTs.
    - iv. The protection of teaching and learning time.
    - v. Accountability for staff.
    - vi. Later start to the day, block scheduling.

ACTION STEPS

COMPLETION DATE

1. Encourage consistent student expectations.

- a. Create strategies to ensure consistent student expectations in all classrooms.
  - b. Create strategies to support teachers in establishing a welcoming class environment.
  - c. Implement specific expectations for staff lunch and morning duty locations.
  - d. Organize meetings for teachers who monitor a certain area to discuss and agree on specific protocols.
  - e. Consider cell phone “parking lots” with a charging station for each classroom.

June 2019
2. Provide academic support for students without IEPs.

June 2019
3. Continue efforts to promote staff collegiality.

- a. Implement “First Friday” or “Third Thursday” gatherings.
  - b. Organize a staff section at arts events/ball games.
  - c. Organize multi department lunches at locations around the school.
  - d. Schedule staff potluck meals once per month by lunch period.

June 2021
4. Ensure all staff have access to the resources they need.

- a. Remind staff to apply for Academic Boosters grants for classroom needs.
  - b. Create centralized locations on each floor and in pods where teachers can access supplies and copiers.
  - c. Investigate opportunities to acquire more classroom computers.
  - d. Provide a private space for nursing mothers.

June 2020
5. Investigate the feasibility of a later start time.

June 2023
6. Lessen instructional interruptions.

- a. Create a committee to study the efficacy of CAPS Class.
    - i. Develop a series of Freshmen CAPS class lessons to model educational skills needed to be a successful student, facilitated by the CAPS class buddies.
    - ii. Restructure the timing of weeklong CAPS class events (change to the 5 or 6 week mark which parallels grade updates) to provide proactive coaching opportunities.
    - iii. Recruit volunteers to facilitate 9th grade CAPS classes.
    - iv. Move CAPS Class to Wednesdays.
    - v. Determine the role of Caps Class in implementing the global magnet theme.
  - b. Consider the restructuring of assemblies.

June 2021
7. Create smaller classes.

- Seek to balance class sizes by increasing enrollment at the honors level and decreasing class sizes in academic courses.

June 2022

STAFF CONTINUOUS IMPROVEMENT

COMMITTEE LEADERSHIP

David Brooks, Angela Cronin, Allisen Fischer, Leah Greene, Beth Gulewich, Cory Jenkins, Stephanie Profio-Miller, Catharine Robbins

PURPOSE

The purpose of the staff continuous improvement team is to create and implement practicable, individualized resources that empower growth for all faculty in order to improve learning for all students.

CONTEXT

The Staff Continuous Improvement Committee identified and considered the following goals and their relationship to staff professional growth.

- **Empower:** Faculty members are confident, motivated, have choice, and utilize a toolkit of resources (including BHS teachers).
- **Growth:** Faculty members are aware of technological resources available to them and how to access them. Staff will have new ideas for engaging students and for differentiating instruction, can confidently prioritize their tasks, and are aware of their students’ diverse needs and issues.
- **Improvement:** Faculty members feel comfortable accessing information and resources to engage students of cultures represented within the school and to create a learning environment that physically and emotionally increases student engagement. Faculty members have consistent and reliable technology that enable faculty empowerment to seek technical growth and are provided appropriate resources to accomplish professional responsibilities within work hours.
- **Resources:** Faculty members have access to technology during the school day, access to mentors in specific areas of interest/expertise, access to a “teacher toolbox,” and are equipped with a better understanding of staff and student cultural norms.

ACTION STEPS

COMPLETION DATE

- |   |                            |
|---|----------------------------|
| 1. The Broughton staff continuous improvement opportunities will focus on the following primary topics:<br>a. Classroom Management<br>b. Global Engagement<br>c. Life Balance<br>d. Instructional & Assessment Strategies<br>(i.e. Project Based Learning, literacy strategies, backward design)<br>e. School Culture<br>f. Technology. | June 2023                  |
| 2. Organize professional development (PD) opportunities throughout the year that correlate with the established PD topics (listed in Action Step 1) and with various levels of implementation (Independent, PLT, Department, Faculty).  | Yearly<br>August 2018-2022 |
| 3. Create a professional development plan (PDP) at the beginning of each year; the PDP will include at least two goals. One of these goals will be school-wide, and the other will be an individual goal that focuses on at least one of the primary professional development topics listed in Action Step 1.                           | 2018-2023                  |
| 4. Ensure PD opportunities are interactive, individualized, technology-driven, applicable within and across disciplines, and/or product-driven.   | 2018-2023                  |
| 5. Share their practices from PD, following up on implementation and continual growth. Follow-up/Feedback/Recognition can be an item on department meeting/PLT agendas, in post-sessions of PD opportunities, in cross-curricular groups, or on an individual basis.  | 2018-2023                  |
| 6. Organize a catalog of teacher talent and a toolkit of vetted instructional tools (online applications, Google apps, etc) that are accessible online. Information will be collated through teacher surveys, a central folder for presentation materials, and model lesson plans.  | August 2022                |
| 7. Offer professional development on four early release days in the 2018-19 school year, potentially 9/28, 10/19, 2/15, and 3/8. Early releases on 11/20 and 12/21 may be reserved for reflection, feedback, and follow-up on the goals within the PDPs. Future dates will be determined based on yearly WCPSS calendar.                | June 2019                  |
| 8. Seek funding to send staff to state, national, and international conferences. Staff attending conferences would share their learning with their colleagues upon returning to Broughton. Staff within their first five years of teaching will be prioritized for this opportunity.  | 2018-2023                  |

STAFF AND STUDENT CULTURE

COMMITTEE LEADERSHIP

Laura Boyce, Mary Katheryn Bryant, David Cassady, Chris Conley, Mary Gulledge, Margie Harrison, Mary Beth Harvey, David Kopanski, Mike Lentz, Juliana Pattisall-Williams, Andrea Urso-Hignutt, Graymon Ward

PURPOSE

The purpose of the student culture committee is to confront prejudices and biases in order to ensure that every student and staff member feels engaged, included, and valued.

CONTEXT

The Student Culture Committee defined the following terms associated with student culture and their implications for Broughton High School.

- **Bias:** A personal and sometimes unreasoned judgement.
- **Engaged:** To be engaged is to be passionately curious and motivated both to participation in the Broughton community and to gain understanding through creativity, collaboration and critical thinking in the classroom.
- **Included:** Students and staff members have specific roles and purposes that build connections, and encourage ownership, participation, and pride within our community.
- **Prejudice:** Preconceived judgement or opinion
- **Valued:** The individual belongs and matters.

ACTION STEPS

1. Train staff on strategies to establish positive relationships with students through professional development about racial equity and culture. Staff will communicate with parents and community.
2. Reinforce positive student behaviors.
3. Increase student participation in school-wide events (sports, dances, arts, and community service projects).
4. Offer cultural celebrations that are representative of its student body.
5. Provide at least one additional opportunity for students to engage with the Broughton community.
6. Consider creating time during the school day for student enrichment and remediation.

COMPLETION DATE

August 2018

October 2018

May 2020

May 2020

May 2020

August 2020

STUDENT RECRUITMENT

COMMITTEE LEADERSHIP

Elena Ashburn

PURPOSE

The purpose of the Student Recruitment team is to create a detailed marketing plan so that we attract more students from our community.

CONTEXT

The Student Recruitment Team considered the following factors:

- **Detailed Marketing Plan:**  
Includes: Leadership, Communication & Branding
- **More students:**  
By 2023, increase the number of students from our WCPSS assigned attendance area by 10%.
- **Community:**  
Students in our assigned attendance area from WCPSS



ACTION STEPS

COMPLETION DATE

- |   |               |
|---|---------------|
| 1. Set a vision for recruitment and communicate that vision.  | December 2018 |
| 2. Establish a diverse recruitment team with many leaders and train them.<br>Ensure that one person is the leader of this team to manage all recruitment initiatives. | December 2018 |
| 3. Allocate funds to marketing efforts.   | December 2018 |
| 4. Establish a marketing internship program with a local university for a graduate student.   | August 2019   |
| 5. Establish a diverse group of student ambassadors that is trained to conduct tours, shadowing, marketing, branding, and events.                                     | August 2019   |
| 6. Schedule activities for feeder students and parents in our base attendance area including athletic, fine arts, camps, performances, workshops.                     | August 2019   |
| 7. Establish one specific BHS brand (pitch/logo) and educate staff on communication of recruitment pitch for consistent messaging.                                    | June 2019     |
| 8. Create materials aligned to our vision, such as video, brochures, mailings, PSAs, ads, including child-size spirit wear.   | June 2019     |
| 9. Improve course offerings to strengthen course options and attract a wide variety of students including higher level courses.                                       | June 2019     |
| 10. Create a capital campaign for building needs including tapping businesses related to BHS, local businesses, building improvement grants.                          | December 2019 |
| 11. Pair new BHS students to current BHS students to establish relationships.   | December 2019 |
| 12. Pair new BHS parents to current BHS parents to establish relationships.   | December 2019 |
| 13. Invite our local elementary school faculty to BHS events for free.  | December 2019 |
| 14. Establish an annual Broughton picnic on the front lawn for community.   | June 2020     |
| 15. Engage alumni in recruitment. Feature Alumni on website each month.   | June 2020     |
| 16. Establish visits to local elementary and middle events.   | June 2020     |



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