



the brookline high school 21st century fund

2014 REPORT ON PHILANTHROPY

why we go to high school

INNOVATION. INSPIR

We strive to **CATALYZE INNOVATION** at Brookline High School by supporting faculty-led initiatives that foster academic success for all students. The Fund's projects **INSPIRE STUDENTS** to dream, to think, to explore, and to create a better 21st century. We support the **EXCELLENCE of BHS** by providing its faculty with opportunities for leadership and making Brookline High School a laboratory for new and creative approaches in public school education.



ATION. EXCELLENCE.

Dear Friends,

It has been a busy, rewarding year for the 21st Century Fund and Brookline High School. In this year's Report on Philanthropy, we provide an overview of the Fund, its mission, and its commitment; we show you the amazing work our BHS students have accomplished; and we give you a few hints about what is to come in the year ahead.

Over the past year, we have supported six very different programs, from academic electives that infuse familiar subjects with new perspectives, to an interdisciplinary advanced literacy program that allows our faculty to create new ways of reaching their students, to supporting our Headmaster as she explores innovative educational approaches at Brookline High. We also held our second Innovation Summit, giving teachers brainstorming time to think freely about what "cutting edge education" means and what their students truly need.

All that the Fund has been able to accomplish this year is due to the passion of our faculty, to the energy of our students, to the thoughtfulness of our school administration, and to the generosity of our community. You, our community of parents, alumni, and friends, are critical drivers in our ability to support BHS's enviable curriculum, faculty, and administration. We are so grateful that you help us do this work. Thank you.

Sincerely,

ELIZABETH ZACHOS
Chair, Board of Directors

Dear Friends,

Brookline High School is an exceptional school that is galvanized by the 21st Century Fund's investments in curricular innovation. In the following pages you will see firsthand what happens when teachers are supported and encouraged to explore classroom innovation; when students are allowed to dream; and when there is a Fund that collaborates with a school and its community to make it all possible.

The pages inside this report reflect our aspirations for BHS and all our students. In Drawing for the Understanding of Field Science, students are at once artists and scientists using close observation and drawing to explore the natural world. Perspectives of a Mathematical Mind connect students to the presence of patterns that exist all around us – indeed math is everywhere, including music; as one student noted so well while creating an original musical composition, "mathematics underlies the dance" between notes that expresses a mood. Global Leadership challenges students to reflect upon their changing attitudes through difficult conversations and collaboration. This leadership has led Content Reading Initiative to become more than effective; it is nationally recognized. Lastly, we could not be more excited about this year's new investment in a Senior Year Alternative initiative to design a program that is medicine for "senioritis."

Your support keeps our doors open, which in turn opens many, many doors for our students who gain profound experience and connectedness to the world. Thank you for your support and friendship, and see you at our Gala in November!

Sincerely,

ANDREW WISE
Executive Director

GAELN HARRINGTON
Program Liaison



“ Brookline High would not be as innovative without the 21st Century Fund. This partnership continues to be critical to our ongoing innovative thinking as we prepare for an exciting future. This year, that includes 21st Century Fund supported expansion of our content reading initiative to all teachers and a BHS 2020 initiative to re-think senior year options. ”

Deborah Holman, Headmaster

PROGRAMS

Since our inception, the BHS 21st Century Fund has raised more than \$10 million to launch and sustain 20 programs, of which five are currently being implemented and ten (below) have been fully incorporated into the Town of Brookline budget.

Teachers Mentoring Teachers
2000

Good Citizen in a Good Society
2001

BHS Tutorial
2002

African American Scholars Program
2003

Engineering by Design
2006

Social Justice Leadership Program
2007

Arts Infusion Lab
2008

The Ithaka Advisory Program
2008

BHS Writes
2010

Medical Interpretation and Translation
2012

our strategy

Supported by parents, alumni, and members of the community, the 21st Century Fund is a sustainable resource for innovation at Brookline High School. Using private donations, the Fund sponsors teacher-led ideas, and upon being tested for 3-4 years, successful programs are integrated into the school's curriculum by the Town of Brookline. The 21st Century Fund makes targeted investments that enrich the learning culture at BHS; enable students to thrive in an increasingly global and complex society; and energize faculty by encouraging curriculum experimentation.

why we go to high school

A question that is being asked often today by educators, parents, and students is “what is the purpose of high school?” The following pages provide a glimpse into *why we go to high school*. Made possible by 21st Century Fund investments, students blend art with science and use math in ways that touch all aspects of their lives. Our students hold difficult conversations in groups, learn the value of listening, widen cultural awareness, and develop insight into the power of leadership. Leadership is profoundly modeled in school as teachers are our drivers in curriculum innovation. Our teachers are strengthening their own tools to better understand literacy instruction in all subjects as they collaborate in new ways and investigate how to design a senior year that inspire students to make their final year a truly capstone experience. As we ponder this important question, our students in the here and now – today at BHS – are doing fascinating things. Have a look.



investments for the 2014-2015 academic year

CONTENT READING INITIATIVE — It is widely recognized that students need to be more proficient readers, and the Content Reading Initiative equips teachers across disciplines to engage in common work on this difficult and urgent problem. The goal is for all students – proficient readers and those who struggle – to have greater success in content courses, which require both generic and specialized literacy skills. **Beneficiaries to Date: 900 Students, 36 Teachers (Eventually every student and teacher will benefit.); Investment in 2014-2015: \$151,919**

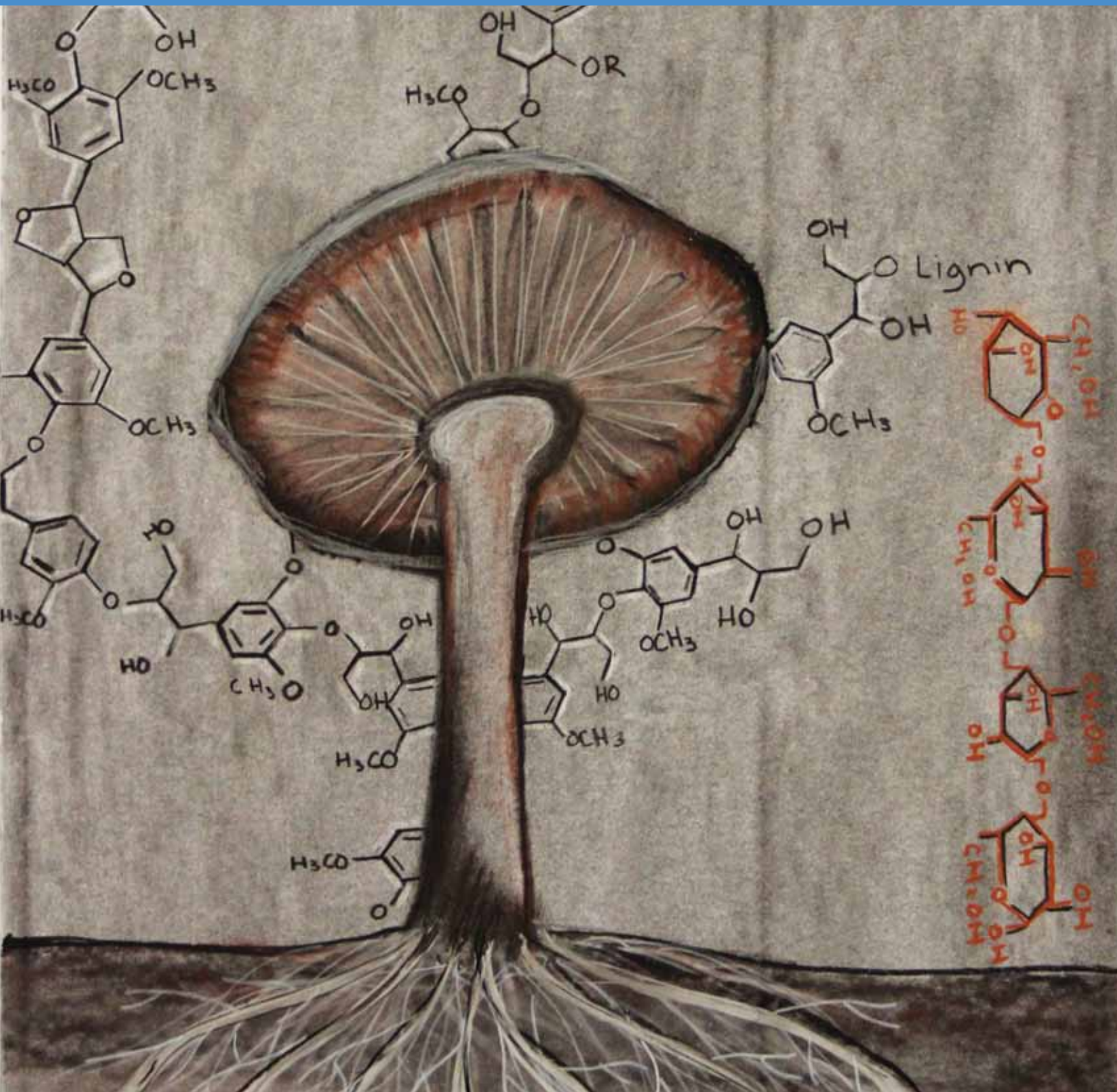
PERSPECTIVES OF A MATHEMATICAL MIND — It is easy to graduate high school thinking of math as merely a collection of formulas, procedures, and standardized questions with the goal of ‘getting the right answer.’ Perspectives of a Mathematical Mind (formerly A Human Math Experience), is a project-based, student-driven course that exposes students to math’s application in the real world. This course widens student awareness of the opportunities for using math after high school, both at the university level and in future career endeavors. **Beneficiaries to Date: 49 Students; 1 Teacher; Investment in 2014-2015: \$31,929**

DRAWING FOR THE UNDERSTANDING OF FIELD SCIENCE — Dissolving the artificial boundary between arts and science (and between drawing and prose), this semester-long course redefines student observation skills and teaches the communication of scientific information through drawing. **Beneficiaries to Date: 58 Students; 2 Teachers; Investment in 2014-2015: \$42,198**

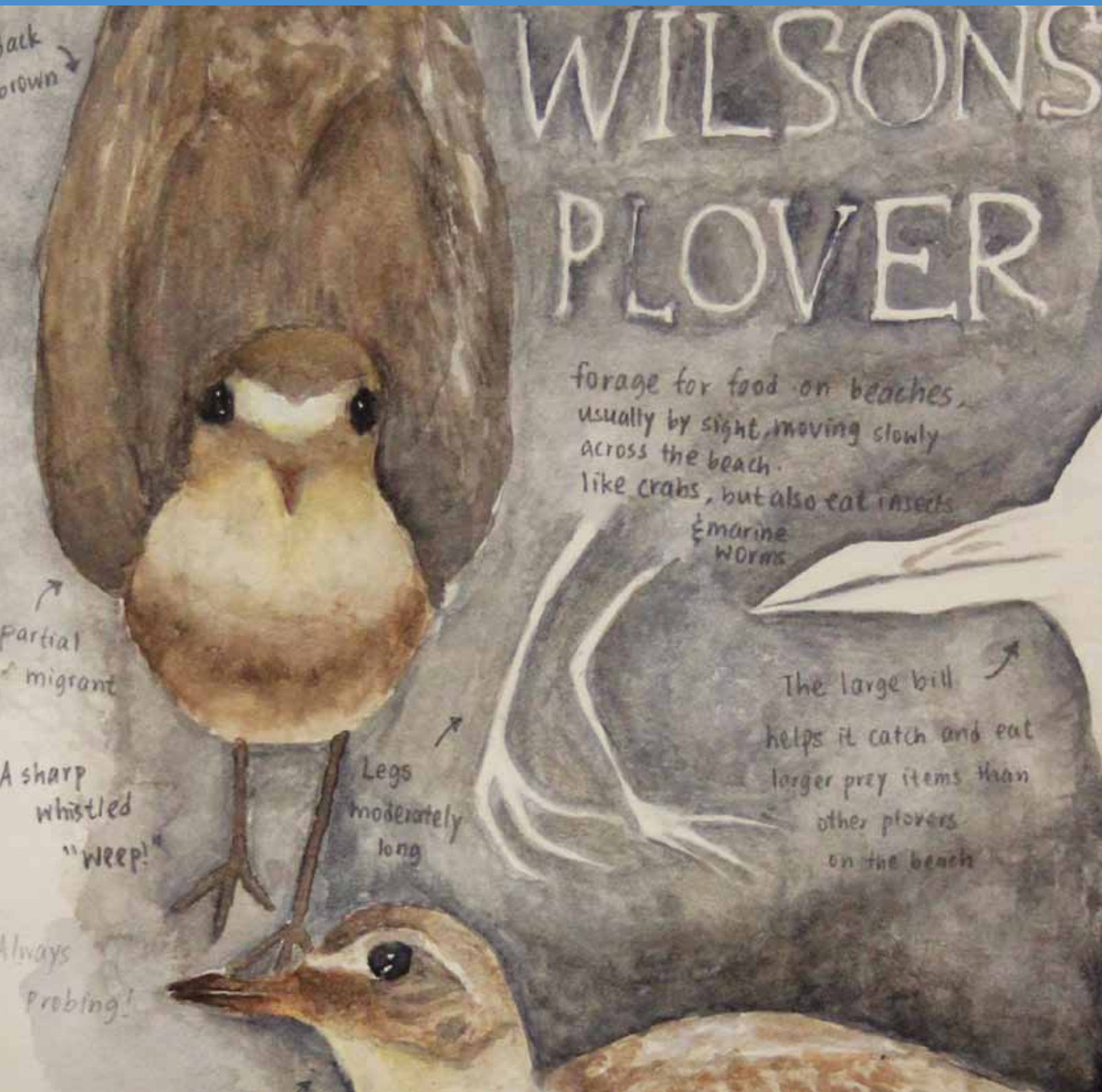
SENIOR YEAR ALTERNATIVE — It is a well documented phenomenon that during their senior year many high school students stop performing as learners. Commonly referred to as “senioritis,” students fail classes at alarming rates, simply stop working, and disengage from critical thinking at high levels. This pilot study funds a Program Leader position to guide a process and develop the guidelines, requirements and community resources needed to implement a Senior Year Alternative to allow seniors a chance to design, direct, and drive their own education. **Investment for 2014-2015 is \$17,157**

INNOVATION SUMMIT — Time is an important and difficult commodity to obtain in a teacher’s world. This year the 21st Century Fund organized a two day Summit (July, 2014) to give teachers the time and space to reflect on the possibilities of innovation in the classroom and explore their best and new ideas. The Fund further is committing additional resources to ongoing research and development during the academic year. **Investment for 2014-2015 is \$29,994**

GLOBAL LEADERSHIP ACADEMY — 21st century leaders must possess the ability to resolve conflicts across cultures, use modern technology, work cooperatively and collaboratively within multi-national teams, and initiate creative change in a world full of blurred boundaries. The mission of the Global Leadership Academy is to endow students with the knowledge, the skills, the resourcefulness and the experience to become truly engaged and effective global agents of progress in our modern world. This course was launched in 2012 and is completing its funding cycle. **Beneficiaries: 76 Students, 2 Teachers; Investment for 2014-2015 is \$1,920 for curriculum review now that Global Leadership has been successfully incorporated by the Town of Brookline.**



DRAWING FOR THE
UNDERSTANDING OF
FIELD SCIENCE



“ This course will make the connection explicit about how drawing enriches students thinking and deepens their understanding of the world. ”

Donna Sartanowicz,
Visual Arts teacher

“ Direct observation and construction of knowledge lies at the heart of what scientists do. D.U.F.S. offers the opportunity for students to do what scientists do — to observe and make inferences about what they see. ”

Jill Sifantus,
Science teacher

“ Principles for Development of a Complete Mind: Study the science of art. Study the art of science. Develop your senses — especially learn how to see. Realize that everything connects to everything else. ”

from Leonardo DaVinci's Notebooks

PERSPECTIVES OF A MATHEMATICAL MIND

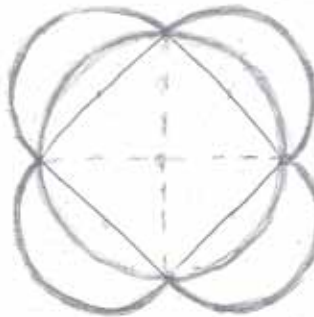
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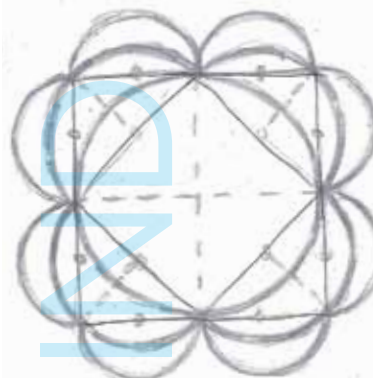


Begin with circle.

1)

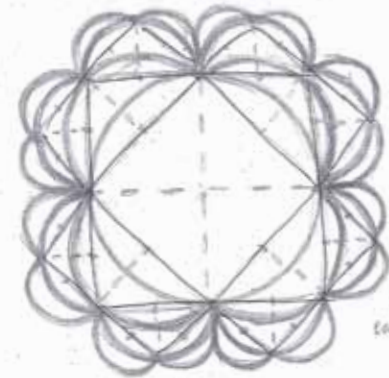


Let circle into 4ths.
[This can also be seen as two semicircles being cut in half] Connect the points at which the circle was cut. The length of the new lines is the diameter of the semicircle.



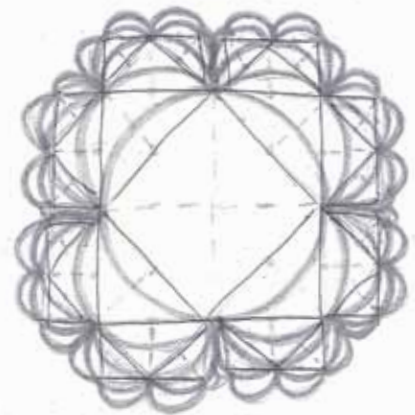
Let each new semicircle in half. Connect the edges of the semicircles to the point at which it was newly cut. Now draw a new semicircle around each line.

3)



Let each new semicircle in half. Connect edges of the semicircles to the point at which it was newly cut. Now draw a new semicircle around each line.

4)



Let each new semicircle in half. Connect the edges of the semicircles to the point at which it was newly cut. Now draw a new semicircle around each line.

“ I based the melodies of my pieces of the first 16, 20, and 24 digits of pi, e, and phi. While I hoped this would liberate my creativity, the digits proved to be a constraint. Eventually I concluded to play around with the melody and rhythm, instead of focusing so much on consonant intervals... I realize now that most likely the works of great composers did not come from just flashes of inspiration but their beauty came from an understanding of how to express a mood through an interplay of notes, and the mathematics underlying that dance. ”



GLOBALLE

“I feel the need to make more of an effort to **advocate for my interests...**”

“I **realized that expressing and describing feelings** is the best way for another person to see your side because they may not connect with your opinion but everyone can connect through feelings.”

“**Having a difficult conversation with someone I didn’t know** is a new experience and brought me out of my comfort zone.”

“**My views have changed from** thinking that leadership is the most important thing in working together. I now think it is listening.”

“In the Panera Project I realized that **we were all waiting for someone to take charge** instead of listening to people.”

“ Global Leadership presents students with frameworks and content but unlike other courses it also offers students the opportunity to engage in experiential education relying on projects, simulations and presentations rather than tests and quizzes and asks them to reflect deeply on these experiences. ”

Ben Berman, Global Studies teacher



CONTENT READ



nce upon a time we believed students learned to read in elementary school. After, that they read to learn. We now know even in high school and beyond, that students of all levels and all ages need further instruction to understand more sophisticated text.

DING INITIATIVE

“ All of us in CRI have become more deliberate in our teaching methods. We are perpetually challenged and inspired by the intense professional collaboration this project offers! ”

Jenee Ramos, English teacher

“ Because of CRI, the Social Studies Department administered a diagnostic test to all 9th, 10th and 11th graders in history classes — a total of over 1000 students. The results were fascinating. The test demonstrated that many of our students in honors-level and AP classes still had difficulty determining the main idea of the text. The diagnostic led the Social Studies Team to spend the entire winter designing and implementing strategies to help students navigate texts more effectively. ”

Kathryn Leslie, Social Studies teacher



BY THE NUMBERS:

36 Faculty members participating

6 Departments involved: English, Social Studies, World Language, Library, Special Education, Math, Science

465 (and counting) CRI professional development hours

“ So many of students’ academic experiences are - rightly - dictated for them but a Senior Year Alternative will allow them to be self-directed, independent and find out what really excites them. Creating a course of study such as this requires a major restructuring of the senior year and the coordination and cooperation of many, many people in the building. That’s what this year is about. ”

Stephanie McAllister,
on launching pilot investigation towards creating A Senior Year Alternative

SENIOR YEAR ALTERNATIVE

self-directed

independent
thinkers

what really excites me

- 1998
21st Century Fund created
- 2000
*First investment:
Teachers Mentoring Teachers*
- 2003
*African American Scholars
Program launched*
- 2006
*Engineering by Design
becomes curriculum*
- 2012
Content Reading Initiative launched
- Fall FY2015
*Makes initial investment into
designing A Senior Year Alternative*



INNOVATION SUMMIT



Teacher-led initiative is at the heart of the 21st Century Fund's mission to invest in innovative curriculum.

Over the course of two days in July, the 21st Century Fund brought together 40 teachers and administrators, giving them an intellectual playground to explore new possibilities. John Werner, Founder, TEDxBeaconStreet, presented a keynote about innovation and risk. And then we got to business.

"The Innovation Summit was a great gift for the faculty and staff at BHS. It gave us time to pause, reflect, and dream about how to improve our school. Yet it was also structured to push us to action- the focus was on how to move forward."

John Andrews, English



Please join the Brookline High School 21st Century Fund Board of Directors, Board of Overseers and staff as we recognize the generous contributions of our many donors and volunteers. We know that we could not invest in our critical mission without your support. The 2014 Report on Philanthropy acknowledges contributions received during the BHS 21st Century Fund's 2014 fiscal year, which runs from July 1, 2013 to June 30, 2014. We gratefully acknowledge all gifts, \$1 or more. **THANK YOU.**

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Winston Flowers



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