Vision of the BPS Graduate

**Vision: The Boston Public Schools Graduate**

1. Loves to learn, views the world as a classroom without walls, and thinks critically about the issues within it.

2. Succeeds academically in college-level courses across content areas.

3. Masters verbal and written expression in English, with emerging proficiency in a second language.

4. Uses mathematical skill, scientific inquiry, and state-of-the-art technology to invent new solutions to persistent and unanticipated problems.

5. Exhibits growth, self-discipline, and reflection through innovative expression and artistry.

6. Acknowledges and respects people with diverse backgrounds, histories, and perspectives.

7. Assumes personal responsibility for physical and emotional well-being by making healthy choices.

8. Contributes confidently and positively in professional and social settings, both independently and as a member of a team.

9. Demonstrates resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals.

10. Participates actively in a democratic society as a responsible, courageous leader who challenges injustice.
## Boston Public School Committee Strategic Visioning

### Phase 0 – Community conversation about school quality

- **Complete**
  - **Community feedback through EAC process**: January ‘12 – March ‘13

### Phase I – Development/approval of strategic visioning process

- **Complete**
  - **Interview stakeholders**: April ‘13 – May ‘13

### Phase II – Formulation of strategic vision

- **Complete**
  - **Agree on strategic visioning process**: June ‘13 – July ‘13

### Current Focus

- **Formulate and document priorities**: July ‘13 – February ‘14

### Finalize district strategic vision

- **Late Winter/early spring ‘14**

### Phase 0: Community conversation about school quality

- **Conduct community meetings through the EAC process**: BSC members to participate in meetings with the broad community to identify areas of district priority

### Phase I: Development/approval of strategic visioning process

- **Interview school committee members**: Interview school committee members to identify pressing issues that need to be addressed within the strategic visioning process

### Phase II: Formulation of strategic vision

- **Introduce process**: Introduce the strategic visioning process to School Committee
- **Receive feedback**: Gather information from school committee members regarding district goals, priorities and measurable goals

### Current Focus

- **Formulate and document priorities**: Deliberate on preliminary district goals, priorities in a series of public sessions

### Finalize district strategic vision

- **Document and present final vision**: Document and present final strategic vision during school committee meeting for vote and approval

### Current Focus

- **Formulate and document priorities**: July ‘13 – February ‘14

### Finalize district strategic vision

- **Document and present final vision**: Late Winter/early spring ‘14

Strategic Visioning Framework

Aspirational Goals

Theory of Action:
Set of beliefs, policies, and practices connected by logic rules. Belief around why something will be successful.

Priorities:
Broad thematic areas of focus.

Measurable Goals:
Specific and measurable targets related to district priorities.

Initiatives:
Specific actions related to each priority that help to achieve the measurable goals.

Definitions

Aspirational vision: Definition of where the organization wants to be in the future.

Theory of Action: Set of beliefs, policies, and practices connected by logic rules. Belief around why something will be successful.

Priorities: Broad thematic areas of focus.

Measurable goals: Specific and measurable targets related to district priorities.

Initiatives: Specific actions related to each priority that help to achieve the measurable goals.

Questions

What does success look like?
What do we believe will help us achieve our aspirational goals?
How will we support the theory of action?
What needs to happen by when and by whom?
Aspirational Goals

1. Improved student outcomes:
   All students will graduate ready for college and/or career as life-long learners and engaged global citizens.

2. Improved school quality:
   BPS will be a district of all high-performing schools, eliminating opportunity and achievement gaps.

3. Strong district leadership/high-quality, action-oriented teachers & staff:
   BPS will recruit, develop and retain highly effective, culturally competent school and district leaders, teachers and staff who are held accountable for meeting objectives.

4. Effective resource allocation:
   BPS will make effective and equitable use of resources.

5. Greater community engagement:
   All schools will strengthen student, family, and community investment to guarantee opportunities for student success.
## Aspirational Goals and Priorities

<table>
<thead>
<tr>
<th>Thematic Category</th>
<th>Goal Statement</th>
<th>Priority Area</th>
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| 1 Improved student outcomes:                           | All students will graduate ready for college and/or career as life-long learners and engaged global citizens. | 1. BPS will provide rigorous, effective, and engaging curriculum, instruction, and enrichment. Special focus will be given to the following areas:  
   a) Literacy, particularly in early and transition years, to build a strong foundation for academic success across all subject areas.  
   b) College readiness and/or career preparedness. |
| 2 Improved school quality:                              | BPS will be a district of all high-performing schools, eliminating opportunity and achievement gaps. | 2. BPS will continue to foster an environment of high expectations combined with targeted interventions in order to meet the learning needs of all students. |
| 3 Strong district leadership/high-quality, action-oriented teachers & staff: | BPS will recruit, develop and retain highly effective, culturally competent school and district leaders, teachers and staff who are held accountable for meeting objectives. | 3. BPS will provide equitable access to quality facilities and highly effective programs. |
| 4 Effective resource allocation:                        | BPS will make effective and equitable use of resources.                        | 4. BPS will implement strategies to ensure every school will have highly effective school leaders, teachers, and staff. The workforce will reflect the rich diversity of the students BPS serves. |
| 5 Greater community engagement:                         | All schools will strengthen student, family, and community investment to guarantee opportunities for student success. | 5. BPS will continue to increase school autonomy and supports to schools while also strengthening clear systems of accountability for schools and central office. |
|                                                        |                                                                                | 6. BPS will empower and support school leaders to effectively engage with families, partners, and the community to foster shared responsibility for student achievement. |
## Community Engagement and Communication Plan

Community engagement and communication around the district strategic vision will involve the following key activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Key Next Steps</th>
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<tbody>
<tr>
<td>1. Conduct focus groups (~3-4)</td>
<td>- Identify and invite organizations/members to focus groups</td>
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<td>2. Setup page within the BPS website with information on strategic visioning</td>
<td>- Actively encourage feedback from BPS community (including partners, parents, teachers, school leaders and others) on the aspirational goals and priorities, through surveys, emails and/or other communication channels</td>
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<td>3. Provide regular updates to BPS community on strategic visioning process through social media and other communication channels</td>
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