

DRAFT
Boston Public Schools Library Services
Strategic Plan 2022-2026

Deborah Lang Froggatt, Ph.D.
Director of Boston Public Schools Library Services

Working Group Consultants

Sharon Abraham, BPS English Language Arts Director
 Farouqua Abuzeit, Boston Public Library Manager of Youth Services
 Hugh Ahearn, Mackin Corporation Sales Consultant
 Karyn Green, Boston Latin Academy Latin Teacher
 Jane Ichord, O’Bryant School of Math and Science
 Morgan Keohane, P.A. Shaw Elementary Library Teacher
 Christine Landry, Assistant Superintendent Office of Academics and Professional Learning
 Bonnie McBride, Fenway High School Library Teacher
 Maura O’Toole, Library Consultant and former Mather School Library Paraprofessional
 Erica Pastor, Orchard Gardens Library Teacher
 Gavin Smith, Fenway High School Assistant Principal
 Pam Yosca, Wondermore Program Director
 Kenneth Walk, Director of BPS Strategic Plan Implementation and Monitoring

Table of Contents

Executive Summary.....	2
Boston Public Schools Values.....	4
Boston Public Schools VisionStatement.....	4
BPS Library Services Vision Statement.....	4
Boston Public Schools Mission Statement.....	5
BPS Library Services Mission Statement.....	5
Boston Public Schools Theory of Action.....	5
BPS Library Services Theory of Action.....	6
BPS Libraries Staffing and Student Access History.....	6
BPS Library Services Strategic Plan Narrative.....	7
Key Commitments/Anchor Goals.....	13
Works Cited.....	38

Executive Summary

“Every library in Massachusetts is a thriving community hub, transforming lives through access to knowledge, information, and lifelong learning.” This is the Massachusetts Board of Library Commissioners 2021-2025 Strategic Plan’s Vision Statement (MBLC, 2020). The first core principle in the MBLC plan states “Equity and diversity: We prioritize our work and resources in service to a more equitable world where diversity, in all its forms, is valued and leveraged for the good of all (MBLC, 2020). The third Boston Public Schools Library Services Strategic Plan 2022-26 (LSSP22) integrates these tenets with the Boston Public Schools 2020-25 Strategic Plan, which strives for “equitable access to high-quality education to every student in every classroom” (BPS, 2020, p. 6).

When the MBLC receives and approves a school library’s or school district library department’s strategic plan, then the governing institutions and the libraries within are guided by a programmatic roadmap and the libraries qualify for precious Library Services and Technology Act grant funding. In order for a school library strategic plan to remain compliant, an annual action plan must be submitted. Both new strategic plans and action plans must be submitted by October 1 and November 1 respectively.

Also, the LSSP22 aligns closely with the Department of Elementary and Secondary Education (DESE) and Massachusetts School Library Association (MSLA) Performance and Evaluation Rubric (BPS, ND). The rubric’s standards outline the LSSP22’s three implementation focus areas: teaching and learning, program management and resource curation. Embedded in these focus areas are school library specific culturally and linguistically sustaining pedagogical practices (Hammond, 2015): Equitable student access to safe and welcoming library spaces; relevant library collections; collaborative leadership opportunities; professional learning growth and facilitation; and liaising with families, public libraries, partners, and elected officials. These practices are based on the metrics in the commissioned *Massachusetts School Library Study: Equity and Access for Students in the Commonwealth* (Gordon, C.A. & Cicchetti, R., 2018).

The LSSP22 Key Commitments and Anchor Goals begin on page 13 and are the plan’s roadmap. The goals regenerate the LSSP 17-21 and describe a centralized and school-based distributive BPS Library Services program that continues to evolve alongside BPS Professional Learning, BPS High School Redesign, Digital Learning, and inter/intra Academic department collaborations. Many believe that school libraries are the heart of the school. The BPS Library Services Program endeavors to be the heart of the district, offering support across departments in the Commonwealth.

Boston students bring a rich cultural heritage to school. BPS indicates that 29.3% of the student population are Black; 9.1 are Asian; 42.4 are Hispanic; 0.03 are Native American; 0.02 are Native Hawaiian, Pacific Islanders; 15.3% are White; and 3.4% are Multi-race, Non-Hispanic. 48% percent of the students' first languages are other than English, 29.2 % are English Language Learners, 21.5 % are students with disabilities, 78% are students with high needs and 63 % are economically disadvantaged. (MDESE, 2021).

Since 2016, when the LSSP 17-21 was approved by the school committee, BPS is making strides for the staff, to reflect the students they serve: 2459.5 are African American; 439.2 are Asians; 1,121.6 are Hispanic; 4,498.3 are White; 17 are Native Americans; 9 are Native Hawaiians-Pacific Islanders and 18.5 are Multi-Race, Non-Hispanics (MDESE, 2021). As the plan indicates below, BPS Library Services is partnering with the BPS Accelerated Community to Teacher program to diversify the library team. Currently, library team staffing includes 1 Asian, 11 African Americans, 4 Hispanics and 33 Whites.

The School Committee's top priority is for schools to offer rigorous, effective and engaging curriculum, instruction and enrichment. The Boston Public Schools Library Services program is charged to serve approximately 48,000 in 123 schools with these grade spans: 7 schools for early learners; 41 elementary schools (K-5 or K-6); 32 elementary/middle schools (K-8); 6 middle schools (6-8); 4 middle/high schools (6-12); 1 K-12 school; 18 high schools (7-12 or 9-12); 3 exam schools (7-12); 6 special education schools and 5 alternative (at-risk) schools and programs. Of these, 20 are pilot schools, created to be models of educational innovation with more flexibility and autonomy, 6 are Horace Mann charter schools funded by BPS, 5 are Innovation Schools, a model created by Massachusetts Education reform legislation based on BPS pilot schools and 6 are Dual Language by Massachusetts Education reform legislation based on BPS pilot schools. (BPS, 2021). Of the 123 Boston Public Schools (FY21), 49 offer a library with either full or part time staff. There are four volunteer-run libraries. Of the 49 library-staffed schools, in 2 are in early childhood centers; 19 are in elementary schools (K-5 or K-6); 11 are in elementary/middle schools (K-8); 2 are in middle schools (6-8); 1 is in a middle/high school (6-12); 1 is in a grade 2 -12 school; 10 are in high schools (7-12 or 9-12); 3 are in the exam schools (7-12); 1 is planned for a new special education school (SY 22/23) and 1 is in alternative (at-risk) schools and programs.

Preparing for this plan began in October 2020, first with the library team members listed above. They advised the BPS Library Services Director on her presentation to the City Council in November 2020. Then, they co-facilitated two Library Team meetings to brainstorm a strategic plan vision first using the BPS Equity Tool and then the BPS Strategic Plan 2020-25 Key Commitments and Anchor Goals. The consulting partners started advising the plan's development in January 2021 meeting six times. The BPS Equity Tool was reviewed by the

LSSP 22 consulting committee in June 2021 generating this [BPSLSSP22-26 Equity Tool Planning Report](#).

In late June 2021, the Director of Library Services was provided with the opportunity to apply for Elementary and Secondary Emergency Relief Funds (ESSER). A Return and Recover application was submitted for replacing lost, overdue books and for a per capita amount for each school library to spend on new books and resources. A three year Reimagine Application for renewing or establishing new school libraries first focusing on the Transformation Schools and then reviewing the space and resource needs of the rest.

Boston Public Schools Library Services Strategic Plan 2022-26

Boston Public Schools Values

“JUICE”: JOY, UNITY, INCLUSION, COLLABORATION, AND EQUITY

Boston Public Schools Vision Statement

A nation-leading, student centered public school district providing an equitable, and excellent, well rounded education that prepares every student for success in college career and life.

Boston Public Schools Library Services Vision Statement

The Boston Public Schools library program will provide all BPS students and school community members with physical and intellectual access to library materials, services, and space that nurture academic, social, professional, and personal growth.

The school library program will be a diverse, inclusive environment that empowers its users to become accomplished readers, independent learners, critical thinkers, creative problem solvers, and informed citizens through the expertise of certified school librarians assisted by library paraprofessionals and the use of resources and services. The library will be a safe, comfortable space for students, staff, families, and community members to practice their rights to intellectual freedom and become agents of their own learning. The library will be recognized as the heart of the school community and as a place that encourages lifelong learning and the development of informed and responsible citizens.

Boston Public Schools Mission Statement

Every child in every classroom in every school gets what they need.

Boston Public Schools Library Services Mission Statement

School libraries in BPS provide both the space and resources for the development of future ready citizens, who embody a lifelong love of reading, innovative thinking, competent research skills, and collaborative work relationships. The library space itself feels safe and inviting and encourages the love of reading, fellowship, and the exchange of ideas. The collection includes print and non-print materials that are up-to-date and represent the historical and cultural backgrounds of the entire school community. Patrons are provided access to a wide range of texts in various forms and reading levels that reflect the racial, cultural, and linguistic diversity represented in the individual school community and the wider Boston area. Certified library teachers, assisted by library paraprofessionals, utilize a dynamic and flexible schedule, one that provides equitable access for all students, to:

- Collaborate with teachers to design and implement authentic learning experiences and research projects following the guided inquiry process that meet district goals, curriculum objectives, and the personal and academic developmental needs of all students
- Design in-depth, customized learning that integrates College, Career and Life Ready skills with classroom content
- Teach students to be responsible and ethical consumers and producers of information and creative works
- Provide opportunities for students to become global citizens through collaboration, critical evaluation, and communication of information from many sources, including the Internet, subscription databases, and books in all formats
- Provide access to current technology and programs
- Develop programs that reach beyond the school building to bring ideas and resources to the community it serves
- Provide users with hands on experiences that help them problem solve, refine their ideas, and develop skills such as collaboration and persistence through the use of makerspaces
- Transform library spaces to enable changing models of learning.

Boston Public Schools Theory of Action

IF we give every student what they need, earn the trust and true partnership of families, community members, and stakeholders through authentic engagement and shared leadership, deliver excellent service to students and families, and provide educators and staff with professional development and clear expectations... THEN we will become a high-performing, nation-leading district that closes gaps and improves life outcomes for each student. (BPS, 2020, p. 17).

Boston Public Schools Library Services Theory of Action

If we offer all students equitable access to effective school library programs, those with certified library teachers, adequate funding for culturally, linguistically sustaining collections in all formats, and safe, welcoming spaces for scholarship and authentic engagement; and *if* we collaborate with educators and staff to engage in professional development and shared leadership required for equitable student access to effective library programs; and *if* we partner with families and community members to ensure equitable student access to effective library programs...*Then* Boston Public Schools Library Services will become a significant element of a high performing, nation leading district that closes gaps and improves the live outcomes for all students.

BPS Libraries Staffing and Library Access History

	Number of Schools	HS Libs	HS Staff	MS Libs	MS. Staff	K-8s	K-8 Staff	Elem Schools	Elem Staff
FY 1999	120	All Schools had a library presence - no individual data available							
FY09	135	26	23.6 Cert 10 Paras	47 Schools with 18 full time paras and 21 part time paras.					
FY16	126	20	21	2	2 para	10	4.5 Cert. 6 Paras	22	2 cert
FY21	125	16	15 Cert 4 paras	2	1 cert 1 paras	11	6 1 Teacher working on cert 10 paras	20	5 Cert 15.5 paras
<i>FY22 projected</i>	<i>125</i>	<i>16</i>	<i>14</i> Cert <i>4 paras</i>	<i>2</i>	<i>1</i> Cert <i>1</i> para	<i>11</i>	<i>6</i> <i>1 Teacher</i> <i>working on cert</i> <i>10 paras</i>	<i>20</i>	<i>5 Cert</i> <i>15.5</i> <i>paras</i>

During the last five years, due to staffing cuts and space issues the number of libraries has remained relatively the same. However, during this time, the Director of Library Services has

participated in 27 consultancies for either renewing or creating a school library. This includes two makeovers funded by Heart of America at Holmes and Dever Elementary Schools. The pandemic put on hold the one at P.A. Shaw Elementary. The Boston Foundation awarded Library Improvement grants in 2017 to the Henderson Upper School and the O’Bryant School of Math and Science for technology and collection upgrades. Eight BPS Library Teachers and Paraprofessionals have achieved their certification and four are currently pursuing this credential. The Director serves as a mentor for their new roles and as a liaison with a certifying institution.

BPS Library Services Strategic Plan 2022-26 Narrative

Introduction

The current National School Library Standards were adopted by the American Association of School Librarians in 2018. These current standards evolved from *Information Power* (AASL & AECT, 1998), which created initial information literacy competencies for college, career and life ready students. It is an historical beacon for school library professionals around the globe. The new AASL standards (2018a) encompass six theoretical shared foundations with key commitments: Inquire, Include, Curate, Collaborate, Explore and Engage. Also, the AASL, a division of the American Library Association, defines an *effective school library program* one that “has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.” (ALA, 2018).

The [*Massachusetts School Library Study: Equity and Access for Students in the Commonwealth*](#) (Gordon, C.A. & Cicchetti, R., 2018) defines effective school library programs measuring student access using the following metrics: Equity of access to library teachers; to the school library; to information digital resources; to information technology; to funding and subsidized resources; to library instruction. Library Services presented to the School Committee’s Office of Opportunity Gaps subcommittee [BPS findings](#) that compared BPS students’ library program access with their state counterparts. For instance, the study shows that shows that 80.4% of schools have licensed school librarians compared with Boston where 17% of the school libraries have certified personnel.

The AASL standards (2018a), the effective school library program position statement (AASL, 2018b) and the Massachusetts School Library Study’s metrics (Gordon, C.A. & Cicchetti, R., 2018) provide a foundation for the Boston Public Schools Library Services (BPSLS) Vision, Mission, and Theory of Action stated above and the LSSP22 goals, outlined below. Also, this plan aligns with the key commitments and anchor goals described in the Boston Public Schools Strategic Plan 2020-25 (BPS, 2020). In order to realize the BPS LSSP22, BPSLS services and library staff will collaborate on district-wide initiatives including early literacy, the Arts, Academics, Professional Learning, Excellence for All (EFA), Masscore, Advanced Placement (AP), International Baccalaureate (IB) programs, and Career Technical Education (CTE) programs. The LSSP21 accelerates learning for all students and responsibly

allocates the financial investment in recovering and reimagining culturally affirming learning (Hammond, 2015). The purpose of both plans is to offer students “equitable access to high-quality education to every student in every classroom” (BPS, 2020, p. 6).

A jumpstart for the plan is the Reimagine ESSER application. Transformation Schools without libraries and closed school libraries will be the focus of the first set of schools to receive ESSER and district funds for staffing, new collections, furniture starting new libraries or renewing current libraries. The next set of renewed or new school libraries is based on a survey of school administrators who chose to have either a renewed or new library. Finally, those that do not have a space for a library will either strengthen their relationship with BPL or establish a new relationship. Each grade level and/or content area will be supported by the Director of Library Services, who will also work with this set of school leaders and the central office, to determine how the students in these schools without libraries experience the pedagogy that an effective school library program offers.

School Library Teachers, School Library Paraprofessionals and Professional Learning and Program Collaborations & Description

The BPS School Library Teachers lead, manage and educate across the school, within content areas, and across grade levels. BPS Library Paraprofessionals manage library materials acquisition, circulate resources, and assist the school community in accessing the library. Both encourage students to read; they build a culture of reading in their schools by knowing and meeting the needs of each student. These BPS Library Team Members’ responsibilities follow the [BPS Library Services Policies and Procedures Manual](#) (2017) and the [BPS Services Selection Policy](#) (2018), which align school library program management practices across the district. These policies were developed as a professional learning opportunity by BPS library team members

During the [BPS 2017-21 Library Services Strategic Implementation Plan](#)’s facilitation programmatic elements were developed for the BPS Library Team. First and foremost culturally and linguistically sustaining practices (CLSP) (Hammond, 2015) were examined and intersect with the following initiatives:

Automation

Of the 53 school library programs, only two are not automated. There are 25 school libraries that are members of the [Metro Boston Library Network](#) (MBLN); the majority of these are in secondary schools. There are 26 school libraries that use Libraryworld, an integrated library system in the cloud. The majority of schools that use this tend to be smaller and/or at the elementary level. Mackin Educational Resources performed collection analyses for the MBLN member libraries. Libraryworld offers this functionality for library team members. The team analyze their collections and student access to them. The LSSP22-16 plan calls for a diversity

audit. Models of school library diversity audit practices practice will be studied and a protocol deep collection analyses will be implemented.

Boston Public Library (BPL) Collaborations

BPL offers BPS students broad collections and robust resources in a variety of collaborations. Because BPS students are Boston residents, BPL enabled them to access the Overdrive/Sora platform, an app in the Clever suite of BPS student learning resources. Due to the pandemic, the library team embraced supporting students and teachers with its use. The O'Bryant Library Teacher, Jane Ichord and P.A. Shaw Elementary Teacher, Morgan Keohane, created a how-to video for the 2021 Teacher Summer Institute (TSI) and asynchronous training. Students in schools with Library Teachers use Sora to access the Commonwealth's eBook collection. The Sora platform supports student access to English Language Arts texts, as well. After a number of years of discussion, this spring BPS shared student identification numbers and graduation date data in order for all students to have a library card number in the MBLN integrated library systems. When using the BPL in any capacity, BPS students will use their ID number.

For six years, BPL's Manager of Youth Services Farouqua Abuzeit and BPSLS director collaborated on the Summer Reading Together program with book giveaways, author visits, Red Sox initiatives and other summer learning opportunities. Most importantly, BPL and BPS Teacher Librarians and Team Members collaborated on ensuring that featured books were culturally sustaining. For the 2021 program, BPS provided students with their own copy of their grade's summer reading selection. BPL provided access to many of the eBooks through Sora. BPL and BPS collaborates on author visits, co-hosted literacy summits, and benefits from PBS Learning Media resources including professional staff support.

Many times the author visits are coordinated through [Wondermore, Inc.](#), a nonprofit that brings authors and illustrators who reflect Boston's diverse communities to schools, often partnering with BPS Library Team Members. Since 2015, 40 BPS schools have hosted 110 author visits. When an author or illustrator presents, either in person or remotely, students receive a copy of their book. Recently, Kevin Noble Maillard presented to students in grades 2 and 3 at the P.A. Shaw School. Participating BPS Library Team Members work with their schools' faculties in order to determine grade level /content area relevance for students. More recently, Wondermore and BPS are exploring how visits impact student academic achievement.

Professional Learning Programs

The Covid 19 Pandemic prompted use of communication tools that strengthened the BPS Library Team's collaboration with and support of one another. The bi-weekly BPS Library Team zooms will continue to strengthen these relationships and offer opportunities to learn from one another in order to strengthen library programs. Prior to the pandemic the library team meetings were quarterly with morning and afternoon agendas to meet the needs of early and late school start times. Along with district and individual school library updates, during the 2016-17 year the library team shared digital literacy practices. In 2017-18 the library team focused on the BPS

Essentials and how they intersect with library program practices. In 2018-19 the team studied Zaretta Hammond's *Culturally Responsive Teaching and the Brain*. In 2019-20 the new AASL Standards (2018) were unpacked. The 2020-21 year once again raised digital literacy teaching to a new intensity due to remote and hybrid learning. The team shared best practices and were in constant support of one another.

Akin to the work of the BPS Student Opportunity Act Plan (SOA) (BPSSP, p. 50), the BPS Library Team developed and continues to employ evidence-based practices in order to close opportunity gaps (BPS, 2020, p. 51). Prior to 2019, Teacher Librarians were evaluated using the DESE teacher rubric. Through a collaboration with the BPS Office of Human Capital, during the 2018 school year cohort of BPS librarians and their school leaders piloted the use of DESE and MSLA School Library Teacher Rubric (BPS, ND) for their performance evaluation. Co-facilitated by BLS Library Teacher, Deeth Ellis, this practice integrated the participants' student learning goals or professional practice goals, which aligned to each school's instructional focus. Teacher Librarians chose a specific, measurable, instructional intervention that integrated content and AASL standards (2018). The learning data demonstrated how school library pedagogy is significant and this practice provides evaluators with a targeted school library rubric. The rubric is now included in the BPS evaluation platform for school library teacher performance evaluations and there are school library standards based assessments in Illuminate, the BPS online education assessment platform.

BPS Library Paraprofessionals participated in the Library Aide Basics course developed by Southern Utah University and funded by the Institute of Museum and Library Services (2021). The free program is self-paced and provides an understanding of the basic skills and practices required for library services. Co-facilitated by school library consultant, Maura O'Toole, participants engaged in discourse on the learning modules that are based on best practices, current research and the AASL Standards (2018). This program and professional learning about the online circulation system software will continue to be used to onboard new BPS Library Paraprofessionals.

The library team created the [BPS Library Services Information Literacy Scope and Sequence](#) (2017), similar to the AASL Standards (2018). This is a set of college, career and life ready competencies that provide a K-12 guide for what students should know and be able to do at each grade level. These skills align with any content area and serve as a guide for library team members and teachers to include in school curriculum maps, online activities and inquiry-based collaborative teaching and learning.

The Guided Inquiry Design (GID) model (Kuhlthau, Maniotes & Caspari, 2015) is a constructivist, independent learning model that allows students to develop their own essential questions. GID deepens project-based learning and integrates with the AASL Standards (2018). Guided by teachers and library team members, students participate in collaboratively planned, inquiry-based learning. BPSLS director, BLS Library Teacher Deeth Ellis and Dr. Leslie Maniotes, a GID collaborator, facilitated three GID professional learning opportunities for an academic lane credit. Teacher Librarians and teacher teams from 15 schools have been trained in implementing this model. These teams continue to collaborate with their faculties in order to

further student participation in GID and to strengthen AASL competencies as they move from grade to grade. A team of library team members developed a [GID Scope and Sequence](#) that is part of the BPS Academics Professional Learning suite of resources. The GID Scope and Sequence interfaces with the [BPS School Library Essentials Practices](#) (2018), which demonstrates how school library pedagogy impacts college, career and life readiness competencies for students. School library team members strive to integrate these practices with the teaching, learning, and management elements of their programs.

The library team studied Makerspaces and from this the P.A. Shaw Elementary Library Teacher Morgan Keohane, and the Holmes Elementary Teacher Paula Pickett and the director created “Making Readers,” which was presented at TSI and twice at MassCue. The Winship Library Teacher Aaron Noll and the director co-facilitated “Virtual Learning Commons (VLC)” workshops for teachers to create school library webpages using this model. Mr. Noll and the director facilitated a three part series on VLCs for Learning Revolution, a global education event hub. Mr. Noll manages the [BPS Virtual Learning Commons](#), which is accessed by many students, teachers and families across the district. Morgan Keohane, Maura O’Toole and the director presented “Window, Mirrors & Sliding Glass Doors” (Bishop, 1999) on analyzing classroom and library book collections at the 2018 BPS Health & Wellness Conference and at the 2020 BPS TSI. The Madison Park Vocational High School Library Teacher and the director co-facilitated library assessments using Illuminate. There are now nine information literacy assessments on the district’s online assessment platform. Other professional learning opportunities in which the library team participated include “Current Literature Book Discussions;” and “Ramped Up Read Alouds” facilitated by Library Consultant, Maura O’Toole. During the 2021-22 year, the team will study Gholdy Muhammad’s *Cultivating Genius*. The BPSLSSP22-26 spawns numerous professional learning opportunities for the Library Team including diversity audits, performance evaluations with AASL Standards, developing the *Library Data Collection Toolkit*, Student Library Assistant Programming, a BPS Library Advisory Committee and updating the [BPS Library Services Information Literacy Scope and Sequence](#).

All of the above support the BPSLS Director’s professional learning. She co-presented with Amy Short, the Cambridge Public School Director of Library Media Services, for the 2015 American Association of School Libraries, on advancing school library access. With the BPL Manager of Youth Services, Farouqua Abuzeit, she co-presented for the 2017 American Library Association Annual Conference on the Urban Literacy Summits and the collective impact model. The Director will be co-presenting with Dr. Mary Moen of the University of Rhode Island for the 2021 AASL conference on Library Teacher about the integration of inquiry learning with Library Teacher performance evaluations. The director wrote this book chapter, “A Social Justice Advocacy Model: The Informationally Underserved and Equitable Access to School Libraries.” (Froggatt, 2020) included in *Social Justice and Cultural Competency: Essential Readings for School Librarians*.

Finally, and most importantly, the BPSLS director and the library team members who consulted on the BPSLSSP22-26 authentically and collaboratively studied for and co-created the plan’s elements. This team explored other library services strategic plans, the MBLC’s planning

protocols, the BPS Strategic Plan 2020-25 and survey methodologies. They co-facilitated workshops for their fellow BPSLSSP22-26 consultants in order to generate the above vision, mission, theory of action and the following BPSLS Key Commitments. They used survey data to analyze successes and develop areas for improvement. These Library Teachers are leaders in their own right.

We celebrate the submission of this plan with the following comments from the constituent survey responses:

From a Student when asked what do you like best:

“Everything, how easy it is to find books, how it’s organized, how the librarian is always there to help us choose books and give us book talks. I like the selections and diversity of books we have.”

From a Student when asked what would you change:

“Even more book variety specifically research that’s more applicable to what we learn in school.”

From a Parent:

“The library needs an update — the space, the books, etc. — and it needs small rooms for people to work in — a student working with a specialist/tutor. It needs to be a place kids can get lost in reading and discovering different books.”

From a Parent: “Libraries need love and effort to stay vital, and some budget to go with it. I do know a wonderful librarian if you need further assistance, and my family works in the book trade.”

From an educator:

“I’m super happy to work at a school with a library and librarian. My previous school did not have one and it’s a shame that some students in BPS are missing out on the fund of knowledge that librarians have.”

From a school principal:

“In addition to the structural and furniture upgrades, a librarian on staff would ensure our learning commons is used to connect literacy with classroom learning and whole school partnerships like BEES (Building Excellent Educators of Science) and SFL (systemic functional linguistics writing). A flexible space will also align with our shift to full inclusion.”

Key Commitments and Anchor Goals

Strategic Key Commitment 1: Eliminate Opportunity and Achievement Gaps: Excellent and Accessible Student Outcomes

Anchor Goal: #1 “BPS graduates will be ready for success in college and career” p. 24

Goal	Measurable	Task/Deliverable	Start/End Dates	OAG Objectives Alignment
1.1 Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps (OAG) Policy so that our schools are equitably funded to provide robust academic programming and social-emotional supports, giving every child what they need.	<p>A. Target fifteen schools to explore a new or renewed library with the goal of equitable student access to effective school library programs.</p> <p>B. Report on number of books per capita and books per school purchased</p> <p>C. Target six schools to implement an effective school library using public library resources.</p>	<p>A. Review, update and use as a guide the Library Services Racial Equity Tool Report in order to strive for equitable student access to an effective library program and a certified librarian.</p> <p>B. Create and implement a per capita budget amount for CLSP school library books, eresources and materials to be managed by the school library staff person.</p> <p>C. Plan and facilitate a BPS Library Services Collaboration with BPL in order for schools without the capacity to have a library to</p>	<p>A. Years 1, 2, 3, 4, & 5</p> <p>B. Year 1 creation, years 2-5 implementation.</p> <p>C. Years 1, 2, & 3</p>	<p>OBJECTIVES</p> <p>2.1. Develop a clear, shared vision for cultural proficiency with Cultural Proficiency Standards, and promote culturally and linguistically sustaining and affirming practices districtwide.</p> <p>3.2 Provide long-term ongoing professional development and coaching for staff at all levels of the district on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and</p>

		access resources and inquiry based learning pedagogy.		achievement for all students.
	D. Annual review of eResources, technology and professional development needs	D. Plan and facilitate a Central Office Library Services budget that meets uniform eResources, technology capital improvements and professional development resources needs.	D. Years 1, 2, 3, 4, & 5	6.1 Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps, while promoting student engagement and agency in active learning.
	E. Annual reporting on the number of professional development courses, sessions and attendees.	E. With support from BPS Library Services, librarians plan and facilitate professional development for their school communities on an as needed basis.	E. Years 1, 2, 3, 4, & 5 D. Years 1, 2, 3, 4, & 5	
	F. Audit data from certified teacher librarians.	F. With OHC, Library Services, will review the librarian performance evaluation tool and offer professional development for school leaders in order for	F.. Years 1, 2	

		district coherence in library programs and library teacher evaluations, which will include DESE/MSLA and CRIOP competencies.		
	G. Collaboratively generated description of teacher librarian and library paraprofessional expectations and responsibilities in order to update the BPS Library Services Policies and Procedures Manual.	G. With OHC and BTU, Library Services will establish equitable expectations and job description responsibilities between libraries managed by a teacher librarian and by a library paraprofessional including compensation.	G.. Years 1 & 2	
1.3 Empower and partner with educators to review curriculum for cultural and linguistic bias and relevance, to ensure that new purchases are culturally and	A. Implement the Diversity Audit in 100% of the library programs by 2024.	A. Create a BPS Library Diversity Audit & PD for implementation. Included are collection development protocols, adequate funding to build Culture of	A. Year 1, creation; Year 2 & 3 implementation.	OBJECTIVES 4.2 Demonstrate how curricula are vetted for bias and cultural proficiency and ensure that the curriculum and instructional strategies used in all subjects at all levels are

<p>linguistically relevant.</p>	<p>B. Annual Diversity Audit Review to support BPS Library Collection Development and Summer Reading.</p>	<p>Reading, CLSP/CRIOP literacy program of practices, 7 Forms of Bias & BPS grade level and MassCore, IB, AP & CTE curriculum resources review to implement equitable literacy experiences, access to media literacy and resources that support independent learning, embedded in the AASL standards' competencies.</p> <p>B. Using the Diversity Audit protocol, develop and facilitate a district library services cross collaborative group to aid in selecting books and digital resources and databases for curriculum and summer reading selections.</p>	<p>B. Years 1, 2, 3, 4, & 5</p>	<p>rigorous, highly engaging, culturally affirming, and foster student identity and voice.</p> <p>4.3 Demonstrate how Social and Emotional Learning (SEL) is used to develop student identity and an appreciation of race, ethnicity, culture, language, gender, and social class among students and teachers; and foster comfort in discussing these issues explicitly in school.</p> <p>5.4 Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups.</p>
---------------------------------	---	--	-------------------------------------	---

	C. Number of Equitable Literacy curriculum integrations with scope & sequence.	C. Update the BPSLS Scope & Sequence with curriculum map recommendations.	C. Year 2	6.1 Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps, while promoting student engagement and agency in active learning.
1.6 Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminate opportunity and achievement gaps (especially for English Learners and students with disabilities) and central office will be responsible and accountable for monitoring progress and providing support - employing school and	A. Measure the number of inquiry based learning experiences by grade and school, including student library visits, inquiry based learning, Gale Database usage, library book circulation, and Sora circulation by school and by school library.	A. Collaborate with the Academics Department to ensure equitable student access to inquiry based learning and digital content by creating a <i>BPS School Library Data Collection Tool</i> . Data collected from each school library includes student library access incorporating English Learners and students with disabilities, inquiry based learning, Gale Database usage, library book circulation, and Sora circulation	A. Years 1, 2, 3, 4, & 5	OBJECTIVES 3.1 Increase the diversity of teachers, administrators, and staff in schools and Central Office. 4.3 Demonstrate how Social and Emotional Learning (SEL) is used to develop student identity and an appreciation of race, ethnicity, culture, language, gender, and social class among students and teachers; and foster comfort in discussing these issues explicitly in school.

<p>district Equity Roundtables as a structure for shared accountability and problem-solving.</p>	<p>B. 100% of the school library programs will be audited and 50% of the 75 schools without libraries will participate in evaluating common learning spaces.</p> <p>C. 80% of the library teachers serve on ILTs and/or SSCs to ensure equitable access to library resources and programs.</p>	<p>by school and by school library.</p> <p>B. Perform a <i>BPS School Library Spaces & Shared Learning Spaces Audit</i> that includes universal design principles, safe space indicators, technology, furniture, that includes comfortable seating, interactive, making centers, integrated library systems, hours of operation and physical library functions for support (hours open, student access).</p> <p>C. From the audit, develop a best practices document for Central Office Administration, School Leaders and school ILTs in order to intersect with the school improvement plans and ensure</p>	<p>B. Year 1</p> <p>C. Year 2</p>	<p>5.4 Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups.</p>
--	--	---	-----------------------------------	--

		equitable access to school libraries.		
1.9 Focused intervention in the thirty-four (34) lowest performing Boston Public Schools.	A. Measure the number of inquiry based learning experiences by school grade and school. including student library visits, inquiry based learning, Gale Database use, library book circulation, and Sora circulation by school and by school library.	A. Annually review Transformation Schools student library access through the <i>Access to Library Spaces Audit</i> and the best practices document in order to provide equitable access to school library pedagogy and college, career and life ready skills.	A. Year 1, 2, 3, 4, & 5	5.4 Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups.

Strategic Key Commitment 2: Accelerate Learning: High Quality Schools and Joyful Classrooms

“Schools will demonstrate strong growth in ELA and math” p. 28

Goal	Measurable	Task/Deliverable	Start/End Dates	OAG Objectives Alignment
2.1 Redesign secondary schools, including alternative schools, in alignment with MassCore, career preparedness, and other advanced	A. 80% of BPS Secondary Schools Libraries will perform an Diversity Audit	A. The BPS Secondary Schools Library Diversity Audit will include measures that analyze effective school library programs that align the library learning commons model	Developed Year 1 with pilot, Year 2	OBJECTIVE 5.1 Demonstrate how equity is addressed within the District’s Operations.

coursework opportunities to prepare students for college, career, and life.		with Masscore, AP, IB and 7-12 high school redesigns.		
2.3 Provide rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience.	<p>A. Ensure there is a library budget for all libraries.</p> <p>B. Collection analysis of new texts.</p>	<p>A. School Library Team Members manage and build CLSP collections that meet the needs of the school curriculum with central office ESSER Return & Recover support.</p> <p>B. School Library Team Members collaborate with faculty to offer students high interest texts that allow student voice and choice within the curriculum.</p>	<p>A. Year 1 creation, years 2-5 implementation.</p> <p>B. Year 1 creation, years 2-5 implementation.</p>	<p>OBJECTIVES</p> <p>2.1 Develop a clear, shared vision for cultural proficiency with Cultural Proficiency Standards, and promote culturally and linguistically sustaining and affirming practices districtwide.</p> <p>4.2 Demonstrate how curricula are vetted for bias and cultural proficiency and ensure that the curriculum and instructional strategies used in all subjects at all levels are rigorous, highly engaging, culturally affirming, and foster student identity and voice.</p> <p>6.1 (see above)</p>
2.7 Make every school a safe space for every BPS student, offering the support and	A. Proportion of student access by school size.	A. Students participate in equitable access to school effective library programs that	A. Year 1 creation, years 2-5 implementation.	<p>OBJECTIVES</p> <p>4.3 (see above).</p> <p>5.3 Demonstrate equity, quality, and impact in</p>

<p>protection needed to learn, grow, and thrive.</p>	<p>B., C. & D. Develop and implement a <i>BPS School Library Data Collection Tool</i> that includes library usage and statistics to be collected by each school; the tool includes student and teacher feedback.</p>	<p>inquiry learning with support literacy, STEM, Art, MassCore, IB, AP & CTE academic outcomes for college, career & life readiness.</p> <p>B. Library Team members collaborate with faculty on student access.</p> <p>C. Library collections and resources reflect the school demographics.</p> <p>D. Library access policy includes opportunities for students and teachers to access the space and time for respite, renewal, choice and freedom before, during and after school.</p>		<p>funding and resources.</p> <p>6.1 (see above).</p>
<p>2.8 Implement a comprehensive district-wide professional development plan for paras, teachers,</p>	<p>A. Numbers of implemented PD and numbers of attendees of the PDs. Database usage is an element of the</p>	<p>A. Library Team Members plan and facilitate professional development for school and district</p>	<p>Years 1, 2, 3, 4, & 5</p>	<p>OBJECTIVES 5.3; 6.1 (See above).</p>

<p>counselors, school and central leaders to develop capacity and expertise to change student outcomes as outlined in this plan.</p>	<p>Library Usage Statistics tool.</p> <p>B. Public School Library Collaborates are an element of the <i>BPS School Library Data Collection Tool</i></p>	<p>personnel including year round learning opportunities such as BPL and state library database resources.</p> <p>B. Library Team Members connect with a BPL branch children’s or young adult librarian.</p>	<p>Year 1</p>	
--	---	--	---------------	--

Strategic Key Commitment 3: Amplify All Voices: Shared Decision Making, Mutual Accountability and Partnerships

Anchor Goal 3: “BPS schools will implement the core elements of family engagement” p.32

Strategic Description:

Goal	Measurable	Task/Deliverable	Start/End Dates	OAG Objectives Alignment
3.1 “Engage youth voice”	A. Create a student library assistant kit for all grade levels.	A. Endorsed by Academics Department, create a student library assistant kit for volunteering in their or	A. Year 1	OBJECTIVE 6.1: Demonstrate how students are engaged as partners in eliminating

	<p>B. Number of libraries with student assistant programs</p> <p>C. Student member on student council</p> <p>D. Data from the student survey</p> <p>E. Using the <i>BPS School Library Data Collection Tool</i> number of libraries displaying student work</p> <p>F. Data from alumni survey</p>	<p>other libraries</p> <p>B. Student library assistant program</p> <p>C. Student representative for libraries on district student council</p> <p>D. Annual standard library program student and caregiver survey; data included in the <i>BPS School Library Data Collection Tool</i> and used for improved access to effective school library program practices as well as home library book sharing and use.</p> <p>E. Library as gallery for student art/student work</p> <p>F. Collaborate with BPS Data</p>	<p>B. Years 1, 2, 3, 4 & 5</p> <p>C. Years 1, 2, 3, 4 & 5</p> <p>D. Years 1, 2, 3, 4 & 5</p> <p>E. Years 1, 2, 3, 4 & 5</p> <p>F. Year 1</p>	<p>opportunity and achievement gaps, while promoting student engagement and agency in student learning.</p>
--	---	--	--	---

		& Accountability to survey alumni in order to improve access to effective school library program practices.		
3.2 “Engage parent voice”	A. By 2023 <i>BPS Libraries Advisory Committee</i> will meet monthly and at least four BPS parents, 2 from elementary and 2 from secondary schools, will participate.	A. Create a <i>BPS Libraries Advisory Committee</i> that reflects student racial demographics and includes parents, school leaders, teachers and library team members to ensure equitable access to library spaces and programming. A parent from this group will also participate in the city-wide parent council.	A. Years 1 creation, Years 2, 3, 4 & 5 implementation	OBJECTIVE 6.2: Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps.
3.3 “Welcome and value all families and students”	A. Number of families/particip ants attending family literacy nights B. & C: To be included in the Library Usage Statistics tool	A. Create a toolkit to facilitate Family Literacy Nights and model in schools B. Hold family information sessions in the school library;	A. Year 1 create & model, Year 2, 3, 4, 5 annual event in schools. one-three years to begin B. Years 1, 2, 3, 4 & 5 C. Year 5.	OBJECTIVES 5.5: Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent community-scho

	<p>the number of events and attendees held in library. Not to be used for performance evaluations</p> <p>D. Dissemination of Library Use Toolkit. reaction of “library as space” tool kit</p> <p>E. list of workshops and number of attendees</p>	<p>families can see the library as a resource</p> <p>C. Involve parents in the library; invite them to come in to do storytime, career days, parents as volunteers</p> <p>D. Create standardized “how to use the library space for events” including use prioritization for library teaching and learning classes and events.</p> <p>E. Offer workshops to families on topics of interest</p>	<p>D. Year 2 year</p> <p>E. Year 5</p>	<p>ol ties to mitigate the effects of concentrated poverty and institutional racism citywide as a strategy to eliminate gaps.</p> <p>6.2: Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps.</p>
<p>3.7 “Engage families and communities and community to understand needs”</p>	<p>A. PD attendees list of schools with a library social media account</p> <p>B. Survey results</p>	<p>A. Professional development for Library Team Members to create and manage social accounts for school libraries, including database of ideas.</p> <p>B. In</p>	<p>A. Year 1 create & model, Year 2, 3, 4, 5 annual event in schools. one-three years to begin</p>	<p>OBJECTIVE 5.5: Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent community-school ties to mitigate the effects of</p>

	for families of individual schools	conjunction with Tech Goes Home, survey parents on what training workshops they need to support their children's learning. out what training parents want and offer workshops (digital literacy)	B. Year 1 for creation; Years 2-5 workshop facilitation	concentrated poverty and institutional racism citywide as a strategy to eliminate gaps. OBJECTIVE 6.2: Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps.
--	------------------------------------	--	---	--

Strategic Commitment #4: Expand Opportunity: Fair and Equitable Funding and Welcoming Environments

Anchor Goal #4 "BPS schools will be funded to meet the unique needs of the students they serve" p. 36

Goal	Measurable	Task/Deliverable	Start/End Dates	OAG Alignments
4.1 Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English Learners, students with disabilities, economically	A. Number of students whose native language is not English and what those other languages are to estimate representation for library collection development B. ELD and	Based on funding formula in 4.2: A. Partner with OELL to purchase wide range of books in students' native language in the school library collection B. With OELL	A. Year 1, development; Years 2, 3, 4 & 5 implementation & review. B. Year 1,	OBJECTIVE 4.5: Demonstrate how appropriate identification, placement, and support services are provided for students with disabilities and English Language Learners.

disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups.	reading levels of ELLs to estimate representation for library collection development	purchase wide range of books for choice reading for ELs, so they can engage in reading at their own reading level in something that interests them	development; Years 2, 3, 4 & 5 implementation & review.	OBJECTIVE 5.4 Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups.
	C. Number of students with disabilities and a list of accommodations they need to fully access the school library to estimate representation for library collection development	C. With SPED purchase a ide collection of books, technology and other accommodations that support students with disabilities in the school library	C. Year 1, development; Years 2, 3, 4 & 5 implementation & review.	
	D. Estimated number of LGBTQ+ students in the school to estimate representation for library collection development	D. With SEL purchase a wide collection of books aimed specifically at the LGBTQ+ community	D. Year 1, development; Years 2, 3, 4 & 5 implementation & review.	
	E. Number of students "off track" and/or at risk of dropping out to	E. With SEL, create programs and purchase resources and	E. Year 1, development; Years 2, 3, 4 & 5 implementation & review.	

	estimate representation for library collection development	high interest collections (tutoring, mentoring, employment help, etc.) to support students at risk of dropping out		
4.2 Improve funding formulas and create mechanisms to ensure equitable distribution of resources generated through fundraising, partnerships, and grants.	<p>A. Funding formula for library budgets that factors a base amount, plus more for student groups at a particular school</p> <p>B. Based on current school library funding levels at each school, 80% of school libraries will apply for and/or receive new funding</p> <p>C. NEASC library funding and staffing data.</p>	<p>A. Equitable access to a customized school library budgets for each school library, based on student population needs</p> <p>B. School Library Budget Committee on Library Team that analyzes school library funding at each school, proposes funding amounts, and generates ideas for fundraising</p> <p>C. Ensure that schools up for accreditation NEASC are provided adequate funding for resources for sustained equitable access to an effective school library program.</p>	<p>A. Year 1, development; Years 2, 3, 4 & 5 implementation & review.</p> <p>B. Year 1, development; Years 2, 3, 4 & 5 implementation & review.</p> <p>C. Years 1, 2, 3, 4 & 5</p>	<p>OBJECTIVE 5.1: Demonstrate how equity is addressed within the District's Operations.</p> <p>OBJECTIVE 5.5: Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent community-school ties to mitigate the effects of concentrated poverty and institutional racism citywide as a strategy to eliminate gaps.</p>

4.3 Uphold a standard of organizational effectiveness and excellence to ensure that we are meeting students' needs and define the foundational academic and support services that every school must provide.	<p>A. Number of schools with equitable access to effective school library programs.</p> <p>B. Feedback from Toolkit use</p>	<p>A. All schools offer equitable access to school effective library programs with a 1 to 500 ratio of certified library teacher to students and collections that support students needs.</p> <p>B. Develop and update library program toolkit that includes how-tos for author visits, family nights, STEAM events and fundraising opportunities.</p>	<p>A. Years 1, 2, 3, 4 & 5</p> <p>Develop Year, 1 & Years, 2, 3, 4 & 5</p>	<p>OBJECTIVES</p> <p>5.1: Demonstrate how equity is addressed within the District's Operations.</p> <p>6.1 Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps, while promoting student engagement and agency in active learning.</p>
4.4 Make substantive progress with BuildBPS to create equitable, 21st Century, safe and nurturing learning spaces and ensure safe, equitable pathways and connectors between schools.	A. Intersected data from school library audits and BuildBPS.	A. Implement the <i>BPS School Library Spaces & Shared Learning Spaces Audit</i> (in 1.6.B) in order to ensure that students equitably access 21st Century, safe and nurturing learning spaces and ensure safe, equitable pathways and connectors between schools.	A. Year 1, development; Years 2, 3, 4 & 5 implementation & review.	OBJECTIVE 5.3 Demonstrate equity, quality, and impact in funding and resources.

4.5 Ensure that every BPS school and central office department collaborates with families, local youth- and family focused partners and service agencies to ensure family awareness of and access to the resources they need to support student growth inside and outside the classroom.	<p>A. Include in the <i>BPS School Library Data Collection Tool</i> the number of school library team members meetings with school based family committees and boards.</p> <p>B. 75% of schools offering school communities book giveaways or Little Free Libraries.</p>	<p>A. School library team members meet regularly with parent councils, school site councils and governing boards to connect families with school and public library services.</p> <p>B. Support Book giveaway programs in schools each school by collecting & storing at book donations.</p>	<p>A. Year 1, development; Years 2, 3, 4 & 5 implementation & review.</p> <p>B. Year 1, development; Years 2, 3, 4 & 5 implementation & review.</p>	OBJECTIVE 6.2 Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps. Usage

Strategic Key Commitment 5: Cultivate Trust: Caring and Competent Staff that reflect our students and are focused on service

Anchor Goal 5: 5. BPS School and Central Office will reflect the students we serve. P. 40

Goal	Measurable	Task/Deliverable	Start/End Dates	OAG Objectives Alignment
------	------------	------------------	-----------------	--------------------------

<p>5.1 Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers which impact staff and educators of color.</p>	<p>A. Number of accepted BPS staff into Simmons MSLIS.</p> <p>B. Number of participants in paraprofessional professional development.</p>	<p>A. Library Services will develop MOUs with Simmons and the City of Boston to create and facilitate programs to recruit library staff.</p> <p>B. Library Services will offer high quality library paraprofessional professional development to cultivate librarians from within BPS current library paraprofessional pool, many of whom reflect the racial and ethnic backgrounds of our students.</p>	<p>A. Years 1, 2, 3, 4 & 5</p> <p>B. Years 1, 2, 3, 4 & 5</p>	<p>OBJECTIVE 3.1 Increase the diversity of teachers, administrators, and staff in schools and Central Office.</p>
<p>5.2 Restructure central office for effectiveness and accountability in ways that provide appropriate engagement, support and accountability for school communities,</p>	<p>A. Using the DESE/MSLA (2018) study's measures, develop effective school library program accountability tool data measurements.</p> <p>B. Effective School Library Program</p>	<p>A. <i>BPS School Library Data Collection Tool</i> the Director of Library Services develops an accountability program to demonstrate equitable student access to effective library programs.</p> <p>B. The Director</p>	<p>A. Year 2: Development</p> <p>B. Years 2, 3, 4 & 5</p>	<p>OBJECTIVE 5.1 Demonstrate how equity is addressed within the District's Operations.</p>

with child and family friendly services.	accountability tool data measurements.	of Library Services collaborates with School and Operational Superintendents to ensure equitable student access to effective school library program accountability.		
5.3 Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities, and leveraging teacher leadership.	A. In collaboration with the School Superintendents, develop and facilitate professional development for school leaders on the Effective School Library Program accountability tool.	A. School leaders will understand the value of the library, the AASL standards' competencies and will evaluate the program and certified school librarians using the DESE/MSLA performance evaluation rubric in order to be accountable to equitable student access to school library programs and resources.	A. Years 2, 3, 4 & 5	<p>OBJECTIVES</p> <p>4.2 Demonstrate how curricula are vetted for bias and cultural proficiency and ensure that the curriculum and instructional strategies used in all subjects at all levels are rigorous, highly engaging, culturally affirming, and foster student identity and voice.</p> <p>5.4 Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded</p>

				to all students of color and other marginalized groups.
5.4 Make BPS a place where educators and staff want to be employed because they are focused on serving our students and feel valued and supported in their work.	A. Using the <i>BPS School Library Data Collection Tool</i> (1.2.B ff.) , measure intra school library/team collaborations and interdisciplinary, project/inquiry based learning..	A. Library staff and the program they manage will be fully integrated into the school's academic community. This includes all school based professional development, membership on academic teams, including ILT, and embedded collaborative and interdisciplinary teaching with faculty, especially focused on research and inquiry based learning.	A. Years 2, 3, 4 & 5	OBJECTIVE 4.1 Provide a culturally proficient and highly effective teacher in every classroom and give Cultural Proficiency Standards greater weight on the Teacher Evaluation Rubric
5.6 Increase transparency and accountability by providing new data tools, dashboards, and public reporting. and are focused on service	A. <i>BPS School Library Data Collection Tool</i> data with tool, include output measures to be integrated with district Panorama measurements. the districts .	A. BPS Library Services will provide data for the district's dashboard and Panorama including library circulation statistics, student/class library use and collection	A. Years 1, 2, 3, 4 & 5	OBJECTIVE 4.4 Demonstrate how assessments are used to drive deeper learning, eliminate redundant testing, and disaggregate data by ethnicity in addition to race and gender

		development.		in order to identify and address opportunity and achievement gaps.
--	--	--------------	--	--

Strategic Key Commitment 6: Activate Partnerships

Anchor Goal: BPS schools will have established partnerships with community, employer, and higher education organizations that expand learning beyond the classroom and create pathways to college and career success.

Goal	Measurable	Task/Deliverable	Start/End Dates	OAG Objectives Alignment
6.1 Connect every student to high quality before and after school programming, work experiences and internships	A. By 2026, 100% of the school library programs will offer either before and/or after school access using the <i>BPS School Library Data Collection Tool</i> , which will collect number of hours, time ranges, contact hours for all demographic groups,	A. Include in the BPS School Library Spaces & Shared Learning Spaces Audit an assessment/inventory of before and after school programming including number of libraries open before and after school; program descriptions, and availability by demographic group. The <i>BPS Library Services Advisory Group</i> will facilitate implementation of programming where there are	A. Year 1 survey, Years 2,3,4 & 5 annual reporting <i>BPS School Library Data Collection Tool</i>	OBJECTIVES 5.4 Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups. 6.1 Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps, while

	B. By 2026, 100% of the high school libraries will offer students library internship opportunities that include placements in secondary and elementary schools.	gaps B. Develop and implement the BPS Library Internship Program and with the <i>BPS Library Services Advisory Group</i> .	B. Year 1, create program, Year 2, 3, 4, & 5 implementation	promoting student engagement and agency in active learning.
6.2 Collaborate with partnership organizations	A. By 2026, 80% of school libraries will be supported by a <i>Friends of the Libraries</i> program.	A. With the <i>BPS Library Services Advisory Group</i> , develop and implement <i>Friends of BPS Libraries</i> that serves as liaison to BPS Partners for library program marketing and fundraising support.	A. Year 2, creation, Years 3, 4, 5 implement	OBJECTIVE 6.3 Demonstrate how community partners are engaged with the District to eliminate opportunity and achievement gaps.
6.3 Coordinate partner organizations to enrich learning and services through the day	A. By 2026, 80% of school libraries will be supported by <i>Friends of the Libraries</i> programs that meet goals as defined by BPS such as tutoring or college awareness	A. With the <i>BPS Library Services Advisory Group</i> and <i>Friends of BPS Libraries</i> , Determine the most appropriate portal for connecting with partners, develop and implement an annual survey for schools and partner	A. Year 2, creation, Years 3, 4, 5 implement	OBJECTIVE 5.4 Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other

		<p>organizations for before and after school program needs and support to determine before/after school programs as defined by BPS to be supported by partner organizations.</p> <p>B. Determine most appropriate communications portal, create and publish a fact sheet to be distributed to BPS Partner Organizations.</p>	B. Year 2, creation, Years 3, 4, 5 implement	marginalized groups.
6.4 Champion college and career awareness	By Facilitate connections between organizations and librarians for program By 2026, 60% of high school students will access before or after school college and career programming supports offered by BPS partners.	A. Through Friends of BPS Libraries work to implement programming, such as a Post-High School Toolkit, that supports college and career awareness for students.	A. Year 2, creation, Years 3, 4, 5 implement	OBJECTIVE 6.3 Demonstrate how community partners are engaged with the District to eliminate opportunity and achievement gaps.
6.5 Engage key partners in decision making	A. By 2024, the Friends of BPS Libraries group will meet monthly.	A, The <i>Friends of BPS Libraries</i> is comprised of representative partners	A. Year 2, creation, Years 3, 4, 5 implement	OBJECTIVE 6.3 Demonstrate how community partners are engaged with the

		including parents and students to expand communication channels, develop partnership relationship opportunities and, with Teacher Librarians, set group priorities with the initial focus of building out programs.		District to eliminate opportunity and achievement gaps.
6.6 Design and implement year-round opportunities	<p>A .Facilitate connections between school library programs and partner organizations.</p> <p>Provide support at the school level for program assimilation</p> <p>B.Appoint liaison for partner/school library programs as well as internship coordinator.</p>	<p>A. The <i>Friends of BPS Libraries</i> will match school library programs and partners together around goals and priorities.</p> <p>.Liaise with schools to assist with onset of programming.</p>	<p>A. Year 2, creation, Years 3, 4, 5 implement</p> <p>A. Year 2, creation, Years 3, 4, 5 implement</p>	<p>OBJECTIVE 6.3 Demonstrate how community partners are engaged with the District to eliminate opportunity and achievement gaps.</p>

Works Cited

American Association of School Libraries (AASL). (2018a). *National School Library Standards for Learners, School Librarians and School Libraries*. American Library Association: Chicago.

- American Association of School Libraries (AASL). (2018b). *Definition of an Effective School Library Program*. http://www.ala.org/aasl/sites/ala.org.aasl/files/content/advocacy/statements/docs/AASL_Position_Statement_Effective_SLP_2018.pdf
- American Association of School Librarians and Association for Educational Communications and Technology (AASL & AECT). 1998. *Information power: Building Partnerships for Learning*. https://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf
- American Library Association (ALA). (2016) “AASL defines 'effective school library program' for ESSA implementation.” <http://www.ala.org/news/press-releases/2016/07/aasl-defines-effective-school-library-program-essa-implementation>
- Bishop, R. (1999). “Windows, Mirrors and Sliding Glass Doors.” *Reading is Fundamental* https://drive.google.com/drive/folders/1It4dDHCYv4I9tp0mQcZr50MLK_PIW4_r
- Boston Public Schools (BPS, ND). "Massachusetts School Library Association and Department of Elementary and Secondary Education School Librarian Evaluation Rubric with Information Literacy Student Look Fors." Retrieved January 4, 2020 from <https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/2303/MSLA%20DESE%20School%20Librarian%20Evaluation%20Rubric%20.pdf>
- Boston Public Schools. (BPS, 2020) *Imagine BPS: Boston Public Schools Strategic Plan*. https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/2119/Strategic%20Plan%2020_25.pdf
- Boston Public Schools. (BPS, 2021). “Boston Public Schools at a Glance.” <https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/187/BPS%20at%20a%20Glance%202020-2021.pdf>
- Gordon, C.A. & Cicchetti, R. (2018). *The Massachusetts School Library Study: Equity and Access for Students in the Commonwealth*. <https://libguides.salemstate.edu/MASchoolLibraryResearchProject>
- Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*. Thousand Oaks, CA: Sage Publishing.
- Koehler, C., M. Luhtala and D.V. Loertscher. (2010). “Knowledge building in the learning commons.” *Teacher Librarian*. 38(3), 20-23, 26.

Kuhlthau, Carol C., Leslie K. Maniotes, and Ann K. Caspari. 2015. *Guided Inquiry: Learning in the 21st Century*. Santa Barbara, CA: Libraries Unlimited

Massachusetts Department of Elementary and Secondary Schools (MDESE) (2021). “School and District Profiles: Boston.” <https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=00350000&orgtypecode=5>

Massachusetts Board of Library Commissioners (2020). “Current Strategic Plan.” <https://mblc.state.ma.us/about-us/strategic-plan/index.php>