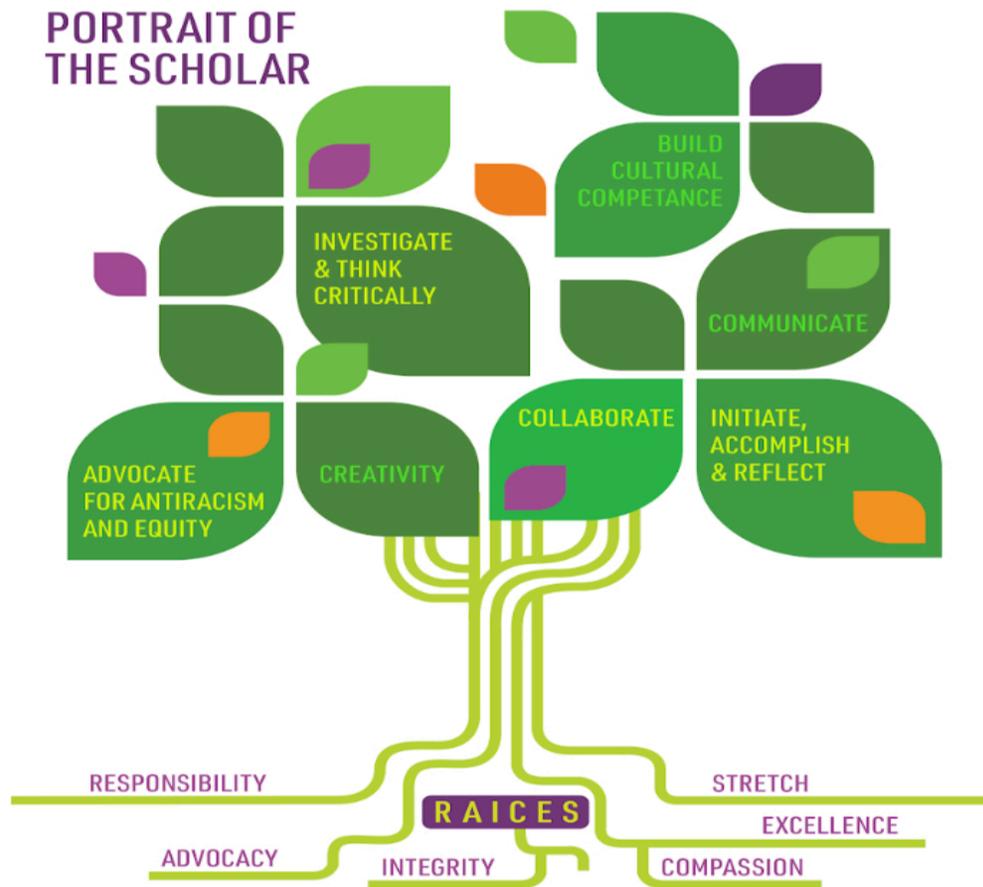


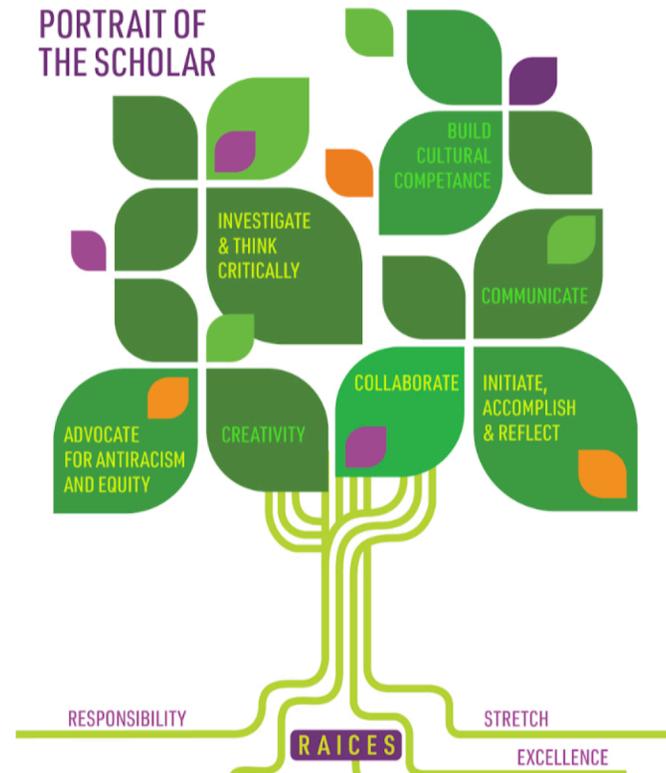
Muñiz Academy Portrait of the Scholar Action Plan



Muñiz Portrait Action Plan

Our priorities reflect our response to the most critical voice in this process – our students. In survey data, focus groups, school progress data and engagement with students, three important themes emerged. We need to create relevance in the learning experiences, deepen relationships, and make clearer connection to college and career development. Our community is fueled by our mission and who we serve every day. As the only dual language public high school in BPS and New England, our intent is to serve as a positive proof point about what is possible for students and communities that represent diversity of race, culture, and language.

While we have built a complex model with strong results, our engagement with our stakeholders, revealed areas we must deepen as the foundation of our Portrait of the Scholar. Our priorities also reflect our commitment to an emerging anti-racist, equity-sustaining framework that is responsive to our mission and highlighted by our community’s experience in the pandemic. The process has illuminated the need for our community to focus strategically and intentionally on our core: dual language and Expeditionary Learning (EL) inspired practices framed by an anti-racist for equity framework. The process has inspired a return to focus on our core that we believe will deliver key change in our teaching practices, core policies, and school structures.



We have approached the initial phase of our work using an assets-based approach. Our staff readiness and the alignment of our Board goals for 2021-22 are key strengths that will ensure success in our next phase. As students re-enter the physical space, we are also experiencing their enthusiasm to return to the school. Our autonomies as an Innovation School, allow us the needed flexibilities in scheduling, curriculum, professional development, staffing and budget, all critically important to actualizing and sustaining change. We have engaged and shared the Portrait with the Boston Public Schools’ High School Office and have received very positive responses with interest in using our work as a model in the current rethinking of high schools across the district. Finally, the process has allowed us to engage with our partners, deepening their investment in our students and community. Both the Higher Education Resource Center and the Hyde Square Task Force have been instrumental in developing emerging opportunities with other stakeholders.

The stakeholders include students, families, staff and the broader Boston community and our partners. Collaboration with community stakeholders will be key to implement our curricular and experiential learning shifts aligned to our Portrait. We also know that we must continue to cultivate our community networks and partners in new ways to inform the work, invest in the vision, and help deliver the goals.

The funding support to the school provided through the Barr Fellowship allowed staff to develop leadership skills and establish teacher leadership teams that have continued to the current school year. Our College and Career team has taken the lead in the current work. We are evaluating which current teams or new teams will champion the next phase of the work in the next 12 to 14 months. Our current staff structures including grade teams and content teams will continue to be important spaces for planning and actualizing the work with the leadership guidance from our Instructional Leadership Team.

We anticipate challenges. As we return from the pandemic – hopefully fully in school in September, 2021 – we have to navigate the duality of re-establishing our community while continuing the deep work focused on academics and social emotional wellness. In this new pandemic context, we feel deep urgency. Resistance from the adults is not a challenge. If we find resistance, it is in convincing our young people that they can achieve their goals while they move past the harsh experience of the pandemic. Our school community is ready to implement, feeling the constant push to serve our students and families well. In some ways, we need to slow down and move with intentionality rather than speed up in a context that is more challenging than ever.

This Action Plan is our work for the next 12 to 14 months ahead as the foundation for our vision. At the end of a 5-year period we envision a high school experience driven by our students’ voice that ensures relevant experiences in a “city as a campus” model facilitated with community partners. Our mission is intimately linked to the three overarching drivers in our model that fuel the Qualities of the Scholar: antiracist for equity practices, our dual language approach and EL inspired framework. Essentially, our work is clear with purpose and intentionality. Students learn in both English and Spanish with classes in-school and off-campus in authentic and relevant community experiences. Every student is working towards the Qualities of the Muñiz Scholar and every adult equally owns and espouses these ideals. Every student develops their identity, and is empowered with the skills and knowledge to achieve their post-graduation goals. Through our continued support, we grow the number of students who persist in their college and career goals to 75%.

The following list includes preliminary areas we anticipate support in order to implement our Action Plan:

- Professional Development focused on Expeditionary Learning; Rejoining the EL network;
- Professional Development/ External Facilitation on Antiracist Practices for Equity
- An Audit of our Dual Language Practices;
- Guidance Developing a City as Campus Model; and
- Guidance Developing Sustainable Partnerships with Community.

Priority #1: SY 2021-22, 2022-2023 Deepen student engagement focused on identity and relationships.

Rationale: A dual language high school model is complex by construction and demands coherence of focus and efforts. The process of reflection and data gathering in our Portrait work yielded an unanticipated and important outcome: clarifying and reaffirming our key drivers that deepen student engagement focused on identity and relationships as foundational to our Portrait implementation. This priority focuses on key drivers of our mission: Expeditionary Learning, dual language practices and our antiracist for equity framework.

Our current student demographics and key progress data points highlight the need to reimagine engagement of all our students.

The following data affirms this priority area:

- In the YT Survey, students 54% (31st percentile among Barr schools) were positive about their engagement in school and 39% (37th percentile among Barr schools) were positive about their relationships in school.
- In the YT Survey, relevance was a key theme; 41% of students responded positively that what they learn in class helps them outside of school.
- In the past three years, we have consistently had approximately 30% of our students off track and participating in summer programming to complete courses. Students who are struggling in school consistently report that school is not engaging or has no purpose in their experience.
- 82% of students are economically disadvantaged; 85-90% are first generation college-going in their family.

Alignment with our Portrait: This priority is foundational to implementing our Portrait. Priority #1 focuses on two of our three key drivers: dual language practices and our antiracist for equity framework and makes a clear connection to our mission. We believe that engagement is a precursor and foundational to actualizing the Qualities of the Scholar. For example, our qualities, “Build Cultural Competence “and “Communicate”, are directly connected and born out of the need to develop student identity and relationships. Developing one’s worldview starts with self-reflection and identity development in both the cultural and academic frames.

Action Step	Key Activities	Stakeholders	Outputs	Outcomes	Timeline
Deepen student engagement practices focusing on identity and relationships.	<p>Aligned to Out Put/ Outcome #1</p> <ul style="list-style-type: none"> • Partner with EL, HALE and BU to define our focus areas for professional development during SY 2021-22 • Weekly professional development in content and grade teams as well as whole staff focused on Expeditionary Learning practices and deepening our dual language model; staff meeting exit tickets to gauge meeting goals. • Professional development agendas for meetings and individual coaching are 	<p>Students, Staff, Partners</p> <p>Grade and Content Teams</p> <p>College and Career Team; Staff</p>	<p>Output #1</p> <p>Engage all 26 content, grade level teachers, 7 staff * in professional development that supports the foundational elements of our Portrait of a Scholar during our weekly all staff meetings, grade, weekly grade team meetings and individual coaching from August, 2021 through June, 2022 as evidenced by our professional development calendar, staff exit tickets, and grade/content team google notes.</p>	<p>Outcome #1</p> <p>Curriculum units and assessments will be field tested and curriculum exemplars developed by the Spring of 2022 and results will be used to further revise our alignment efforts.</p> <p>By June, 2022 curriculum maps, assessments and instructional strategies will be aligned to our Portrait of the Muñiz Scholar and documented for implementation for school year 2022-23.</p>	<p>By Spring 2022</p> <p>By June 2022</p>

	<p>aligned to engagement and identity, specific areas of focus include: Expeditionary Learning, antiracist education for equity, dual language practices provided by facilitation partners including EL, HALE, and Boston University as well as learning tours/ site visits.</p> <ul style="list-style-type: none"> Grade/ content team meeting notes with articulated action steps that align our curriculum (maps, formative and summative assessments, and formal student presentations) using our new Portrait of the Muñiz Scholar. 				
<p>Deepen student engagement practices focusing on identity and relationships.</p>	<p><u>Aligned to Output/ Outcome #2</u></p> <ul style="list-style-type: none"> Develop grade level and whole school processes where students at all grades plan individual goals focused on developing identity and agency, using the Muñiz Portrait Qualities as a guide. Assess the strengths and gaps of our Crew curriculum as well as our school-wide practices, focused on how to deepen relationships across the community. Identify with students other structures where we can develop student voice and agency in forums such as student council. 	<p>Grade Teams</p> <p>CREW Leadership Team</p> <p>Restorative Justice Leadership Team</p> <p>Student Council</p>	<p><u>Output #2</u></p> <p>Engage students across grades in up to 8 focus groups / stakeholder meetings to identify new strategies that deepen student voice and agency specifically building relationships, CREW and whole school culture by June, 2022 as evidenced by meeting notes shared with students and staff during whole school community meetings.</p>	<p><u>Outcome #2</u></p> <p>By June 2022, The results of student and staff surveys as well our Equity Roundtables will be analyzed, documented, shared with all stakeholders and used to inform and develop our grade and whole school strategies focused on engagement, relationships and college and career goals as evidenced by identified strategies that improve student engagement and a revised Crew curriculum.</p>	

	<ul style="list-style-type: none"> • up to 10 students representative of all grades meet 4 times to give input and feedback on relationship building efforts and Crew curriculum as evidenced by meeting notes to be shared with the College and Career team and staff; • up to 10 students of the Student Council in focus groups will meet twice (Fall 2021 and Spring 2021) to identify new strategies that deepen student voice and agency specifically building relationships, CREW and whole school activities and traditions as evidenced by meeting notes and plans to engage the broader student body. • Engage staff and students in a customized Youth Truth Survey and focus groups to assess the three critical areas identified in the Fall 2020 YT Survey: relationships, college and career, and engagement; conduct the survey by December 2021 with survey results to be analyzed and used in ongoing work with students and staff in the Portrait / Qualities planning process. 				
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<p>Deepen student engagement practices focusing on identity and relationships.</p>	<p><u>Aligned to Output/ Outcome #3</u></p> <ul style="list-style-type: none"> • Further develop our anti-racist definition with continued professional development for all staff. • Establish a process to create an authentic antiracist education framework that guides curriculum, instruction and school policies. • Assess our current dual language policy and practices focusing on relevance and engagement. 		<p><u>Output #3</u></p> <p>Conduct a minimum of 3 Equity Roundtables between October 2021 and March 2022 including up to 7-8 students, up to 5 staff, 8 family representatives and 3 board members to give feedback on school policy reviews towards alignment of our Portrait and antiracist for equity agenda as evidenced by a summary of policy alignment recommendations after each meeting.</p>	<p><u>Outcome #3</u></p> <p>By June 2022, based on our Equity Roundtables and key policies will be aligned and documented to our Portrait and antiracist for equity work; all policy revisions will be included in the 2022-23 Faculty handbook.</p>	<p>By June 2022</p>
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*7 Staff refers to:

1. College and Career Counselor
2. Alumni Success Coordinator
3. Full Time HUB School Coordinator
4. Full Time Social Worker
5. 2 Family Liaisons
6. Director of Development

Priority #2: Design Focus SY 2021-22; Implementation During SY 2022-23, 2023-24, 2024-25
Design: “City as Campus” framework that focuses on relevant community place-based learning experiences in school and with community partners as a critical component of preparing students for college and careers.

Rationale: Muñiz Academy serves a majority of Latinos students and families. 85% of our students are first to graduate high school in their families and 90% of students who are first to consider and go to college. Our college and career pathways need to be accessible to all students. The following data affirms this priority:

1. Analysis of our current course structure and learning experiences highlights the need to offer more choices that support student exploration of college and career options starting in grade 9. In the YT survey, 44% of students (29th percentile of Barr schools) responded positively regarding their feeling of preparedness for college and careers.
2. Among our graduates beginning with our founding class of 2016, only 48% are still engaged in either college or alternative training program options.

As evidenced by the quality of our portfolio process and presentations, our senior portfolio will be much more effective if students build their skills and dispositions aligned to our new Portrait throughout their high school experience rather than only at the end of senior year.

Alignment with the Portrait: Re-imagining our course structures in a community place-based model that support in and out of school learning opportunities will concretize authentic experiences and processes that engage students in relevant and meaningful contexts in all grades as a foundation of our Portrait of the Muñiz Scholar. Our reaffirmation of Expeditionary Learning inspired practices is aligned to this priority. While we have many key elements of EL practices, our Portrait demands that we actively connect the learning experiences with community-based experiences to deepen relevance. In addition, designing a community-based model will offer real opportunities to explore college and career options where students could actively practice the Qualities of the Scholar in real-world settings. As well, a city as campus model will require that staff and community partners intentionally own and practice the Qualities in our collective planning and engagement with students and each other.

Action Step	Key Activities	Stakeholders	Output	Expected Outcomes/ Deliverables	Timeline
Develop place-based community experiences that support authentic choices in college and career pathways.	<p><u>Aligned to Output/ Output #4</u></p> <ul style="list-style-type: none"> • Asset-map our current partners and identify gaps in partnerships focusing on alignment to our Portrait implementation. • Assess the relevance to students of our current curriculum and learning experiences. • Visit other schools/ communities that are developing or have implemented a City as Campus Model. • Identify ways we can deepen 	Staff, Partners	<p><u>Output #4</u></p> <p>By mid-September, 2021, identify a team of up to 7 Muñiz teachers/ staff, 7 students, 7 family representatives and 4 community partners that will engage in at least 5 meetings between October and March to design a City as Campus Model where students have learning opportunities in and out of the school</p>	<p><u>Outcome #4</u></p> <p>By June 2022, our City as Campus model will be designed and aligned to our Portrait of the Muñiz Scholar including pathways and opportunities established with current and new partners for implementation in school year 2022-23.</p>	By June 2022

	<p>our engagement with Alumni as models for our current students.</p> <ul style="list-style-type: none"> • Develop a city as campus model with clear choices for in and out of school learning opportunities including early college, internships, dual enrollment, and partner opportunities such as Youth Build. • Identification of up to 3 to 4 key areas of student interest regarding college and careers informed by the customized Youth Truth Survey, focus group meeting with students, and exploration of targeted industry opportunities in Boston (e.g. health care, biotech, education, arts) • Plans for adjustments to identified school infrastructure such as our school schedule to align with a City as Campus model. • Documentation of alumni experiences to share with the community as examples of what is possible. • Alumni experiences and progress data are shared with the Muñiz community as an ongoing process for learning and celebration. • Sustainability plans identified as part of the model and in collaboration with BPS. 	<p>Staff, Partners</p> <p>Alumni/ College and Career Team</p> <p>Staff, Partners, Students</p> <p>Staff- Grade/ Content Teams</p> <p>College and Career Team</p> <p>Administration</p>	<p>environment as evidenced by membership and meeting notes.</p>		
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Action Step	Key Activities	Stakeholders	Output	Expected Outcomes/ Deliverables	Timeline
Develop place-based community experiences that support authentic choices in college and career pathways.	<p><u>Aligned to Output/ Outcome #5</u></p> <ul style="list-style-type: none"> • Assess and redesign our current college and career practices across grades leveraging strengths and addressing gaps. • Schedule visits to other schools and communities using a similar city as campus model. • Align curriculum work (Priority 1) to the City as Campus experiences. • Identify ongoing professional development practices that support continued learning focused on our city as campus model. 		<p><u>Output #5</u></p> <p>All staff including 26 content /grade teachers and 7 staff participate in ongoing professional development provided by facilitation from EL and HALE focused on relevant and authentic learning experiences aligned to our emerging City as Campus model as evidenced by our professional development calendar and documentation and meeting notes of school visits and conference opportunities used to inform our City as Campus model by June, 2022</p>	<p><u>Outcome#5</u></p> <p>By June 2022, our instructional strategies, curriculum and assessments are aligned to our City as Campus model and documented for initial implementation in school year 2022-23.</p>	By June 2022