

UPDATE ON CENTRAL OFFICE PRIORITIES, ORGANIZATION, AND LEARNING NETWORKS SCHOOL YEAR 18-19

School Committee Presentation
September 26, 2018

Interim Superintendent's SY 2018-19 Strategic Priorities

1 Improve Opportunities for Students

Establish the **systemic conditions** necessary to improve opportunities for students in order to narrow achievement gaps at all BPS schools.

2 Differentiate School Supports

Position Central Office to enable rapid and sustainable improvement to teaching and learning in all schools while prioritizing supports to **lower performing schools**.

3 Plan for the Future

Align long-term planning of **BuildBPS** investments in new or improved facilities with decisions about grade configurations, program placements, and the minimization of transitions for students.

Enabling Conditions

- Maintain focus on **equitable and culturally and linguistically sustaining practices**
- Prioritize **teaching and learning as the core business** of BPS and recognize the central role of **social and emotional wellness** in that endeavor
- Instill a **sense of urgency** in the improvement of opportunities and narrowing of achievement gaps
- Promote learning environments that are **safe, welcoming, supportive, and affirming** for students and families
- Require **student-centered decision-making** recognizing the Central Office exists to support school communities with focused objectives
- Cultivate a **collaborative culture** in which staff feel valued and take pride in work done on behalf of students.
- Operate in a **forthright and responsive manner** to establish trusting relationships and ongoing dialogue among students, families, staff, and external partners
- Confront **long-standing obstacles** that impede progress on behalf of students

Executive Cabinet

Laura Perille, Interim Superintendent

Rob Consalvo, Chief of Staff

Mary Driscoll, Associate Superintendent of ES/MS

Dr. Charles Grandson, Int. Chief Academic Officer

John Hanlon, Chief Operating Officer

Eleanor Laurans, Chief Financial Officer

Dr. Makeeba McCreary, Mgr. Director & Sr. Adv./External Affairs

Dr. Donna Muncey, Deputy Superintendent of School Support

David Murphy, Deputy Superintendent of Administration

Monica Roberts, Chief Engagement Officer

Dr. Emily Qazilbash, Chief Human Capital Officer

Al Taylor, Operational Superintendent

Tommy Welch, Int. Academic Sup. of Alternative Schools

TBD, Associate Superintendent of Secondary Schools

Elementary School Learning Networks

Mary Driscoll, Associate Superintendent of Elementary & Middle Schools

Christine Landry, Academic Superintendent (Network 1)

Kelly Hung, Academic Superintendent (Network 2)

Dr. Linus Guillory, Academic Superintendent (Network 3)

Andrea Zayas, Academic Superintendent (Network 4)

Dr. Jodi Fortuna, Academic Superintendent (Network 5)

Dr. Grace Wai, Academic Superintendent (Network 6)

Secondary School Learning Networks

Dr. Joel Boyd, Academic Superintendent (Network 7)

Richard Chang, Int. Academic Superintendent (Network 8)

Tommy Welch, Int. Academic Superintendent (Network 9)

Pending/Ongoing Search Processes

Associate Superintendent of Secondary Schools

Deputy Chief Academic Officer

Deputy Chief Operating Officer

Assistant Superintendent of SELWell

Director of Media Relations

Director of Public Relations (Outreach)

BuildBPS Project Manager

Deputy Director of Labor Relations

Operational Networks

Ed Lee, Operational Superintendent (Network A)

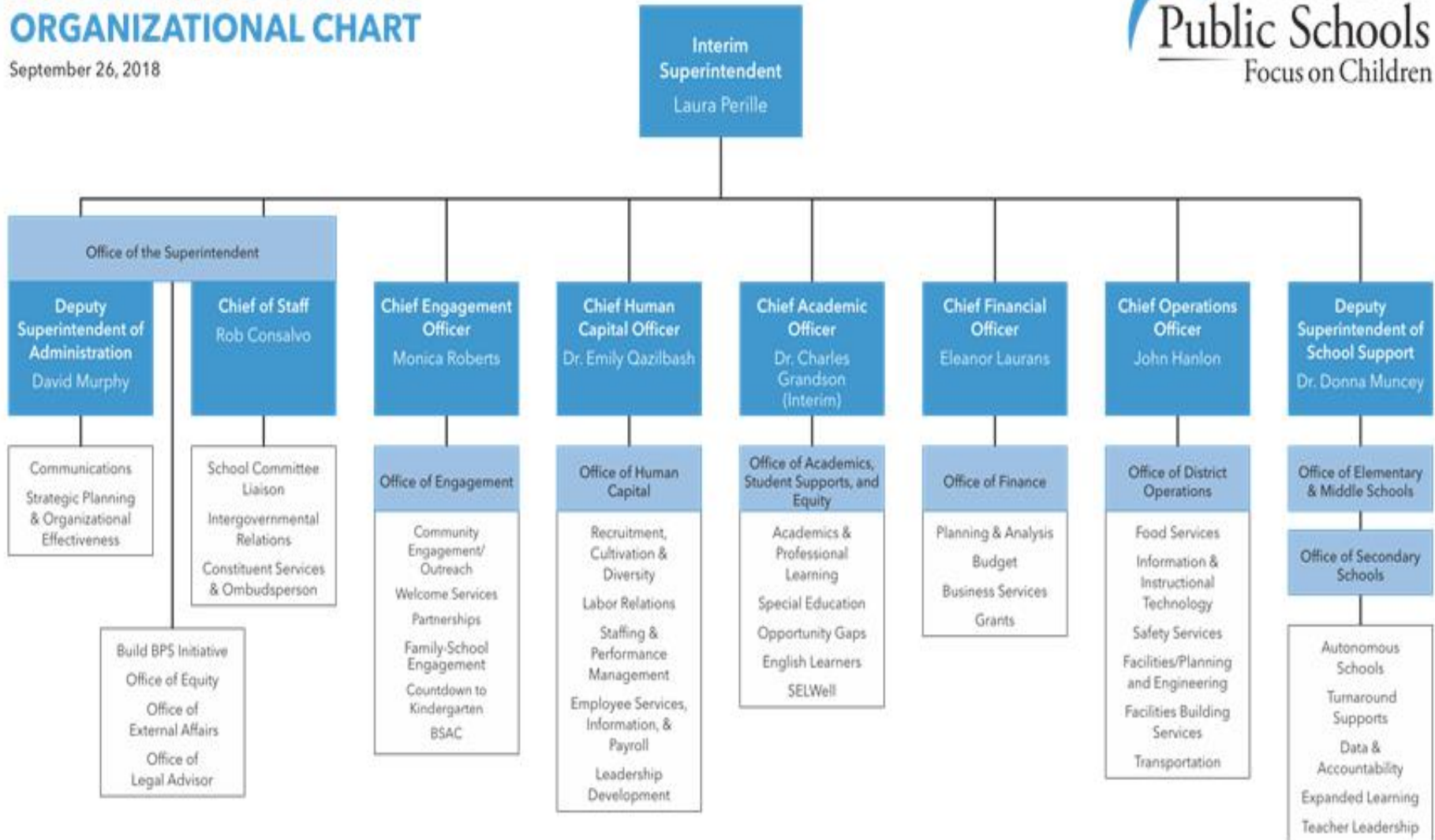
Albert Taylor, Operational Superintendent (Network B)

Ted Lombardi, Operational Superintendent (Network C)

Sam DePina, Operational Superintendent (Network D)

SY2019
BOSTON PUBLIC SCHOOLS
ORGANIZATIONAL CHART

September 26, 2018



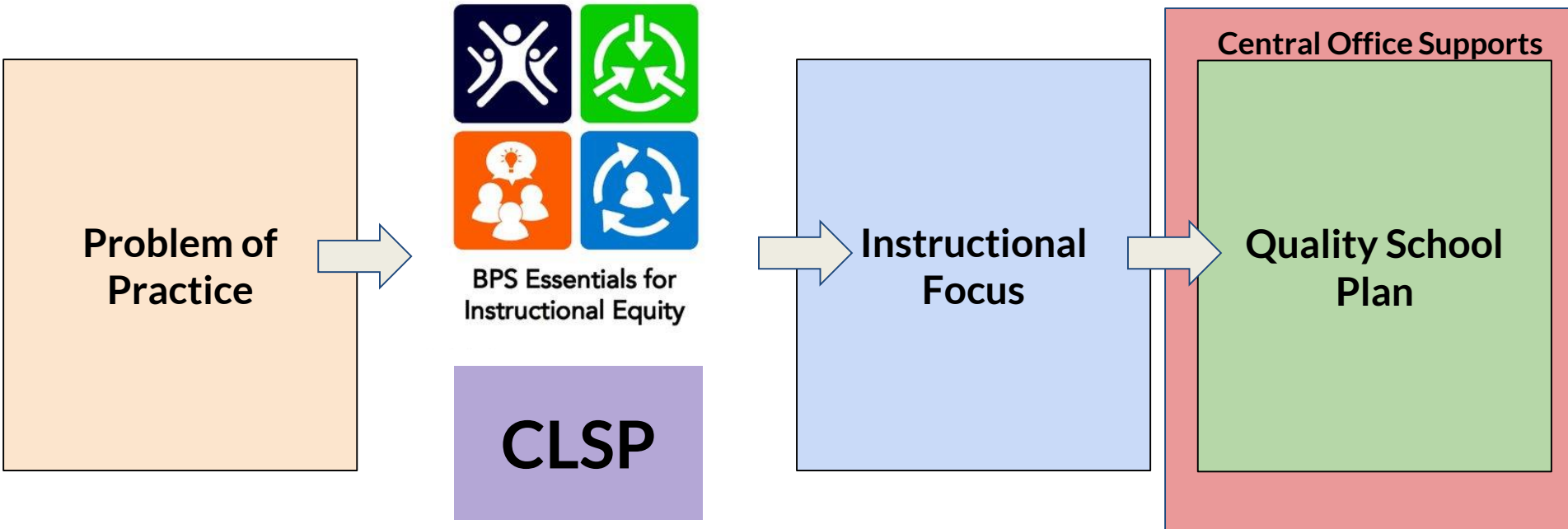
BPS Problem of Practice

BPS does not consistently provide authentic learning opportunities for our students who are most marginalized to develop into self-determined, independent learners, able to pursue their aspirations. Our failures lead to disengaged students and significant achievement gaps.

The school is the unit of change.



Continuity Maintaining Focus on the Problem of Practice



Networks Differentiated by Need

Elementary and Middle Schools	High Schools
Networks 1 - 4 6 - 9 schools each	Network 7 12 schools
Networks 5 and 6 24 - 26 schools each	Network 8 16 schools
	Network 9 8 alternative schools

All School Support



Targeted Support with Need-Based Programs

e.g. CBHM, Diversity Focus School, EFA



Departmental Liaisons

for core functions



Academic Superintendent

Operational Superintendent

FOUNDATIONAL SUPPORT

Special Education, English Learners, Staffing (OHC), Budget, Crisis Support

Targeted Support: Networks 1-4 (Elem.) & 7 (Secondary)



Targeted Support for “Opt-in Programs”



Wrap-Around Support from Dedicated Departmental Liaisons

- Academics
- ODA
- OG/ART
- SEL/Well



Academic Superintendent

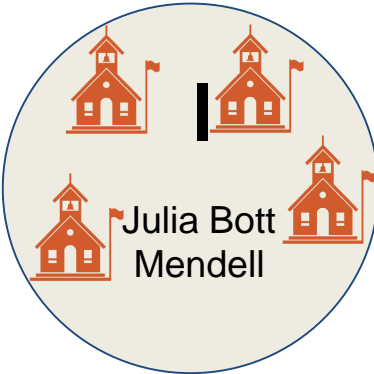
Operational Superintendent

FOUNDATIONAL SUPPORT

Special Education, English Learners, Staffing (OHC), Budget, Crisis Support

Networks 5 and 6 (Elementary)

Professional Learning Communities Principal-Directed Learning



Network I icon featuring two schoolhouse icons and the Roman numeral I. The names Julia Bott and Mendell are listed below.

Julia Bott
Mendell



Network II icon featuring two schoolhouse icons and the Roman numeral II. The names Akosua Osie-Bobbie and PA Shaw are listed below.

Akosua Osie-Bobbie
PA Shaw



Network III icon featuring two schoolhouse icons and the Roman numeral III. The names Geoff Rose and Perry are listed below.

Geoff Rose
Perry



Network IV icon featuring two schoolhouse icons and the Roman numeral IV. The names Jason Gallagher and Harvard Kent are listed below.

Jason Gallagher
Harvard Kent



Network V icon featuring two schoolhouse icons and the Roman numeral V. The names Marjorie Soto and Hurley are listed below.

Marjorie Soto
Hurley

Secondary Network (7-9) Support

Headmasters Plan PD

Leaders help
plan their
learning

**Transformation
Network
(7)**

**Innovation
Redesign
Network
(8)**

**Alternative
Redesign
Network
(9)**

Affinity Groups

Smaller groups
focused on
shared
problems of
practice

Large and Small Networks

Schools work in
small or whole
group during
the year

Off-Track Youth

Schools
consider
student need
as they
develop plans

Thank you!