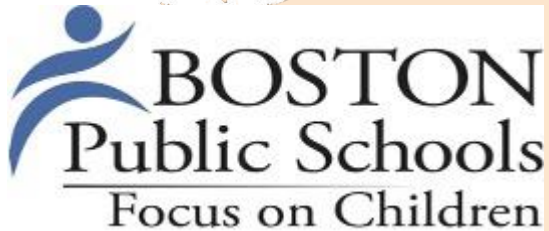


School Based Equity Roundtable (SBERT)

2022 -2025 Proposed Three Year Implementation Plan

“Moving from Theory to Institutional Culture”






Our Charge

BPS Policy to Eliminate Opportunity and Achievement Gaps

“**Every child**, in every classroom, in every school has the same opportunity to achieve the greatness within them as anybody else. Every child [should have] the same unfettered access to every conceivable tool to unlock the greatness within them. **To achieve this requires neutralizing barriers of poverty and racism that persist despite court rulings, laws, and public policy efforts.**

These barriers are insidious and are often perpetuated unknowingly, deep in the hearts of even the most well-meaning educators.”

SBERT → BPS Policy to Eliminate Opportunity and Achievement Gaps

<u>GOAL 4</u>: HOLISTIC, CULTURALLY AFFIRMING APPROACH TO SCHOOL AND TEACHER QUALITY	<u>GOAL 5</u>: DISMANTLING STRUCTURAL BARRIERS AND PROVIDING GREATER ACCESS TO OPPORTUNITIES	<u>GOAL 6</u>: STUDENTS, FAMILY, AND COMMUNITY AS AUTHENTIC PARTNERS
<p><i>To create a District that marries equity with rigor, viewing each child as capable of meeting and exceeding the highest standards of learning and achievement by providing highly effective and diverse teachers, a relevant, engaging curriculum that fosters student belonging and self-identity, in a safe and high-achieving school environment with caring adult relationships.</i></p>	<p><i>To create a District that prioritizes its capacity to give each child equitable access to opportunity and achievement, while vigilantly identifying and dismantling cultural, structural, racial and social barriers that could hinder their access to high quality learning environments.</i></p>	<p><i>To create a District that views students and families as incalculable assets and optimizes opportunities for each school across the District to productively engage its students, families, and the array of community partners within and around them.</i></p> 

Invisibility of Black and Brown Children

“When the mind relegates people to a lower status in the hierarchy of value, it becomes very easy to stop physically seeing them, and further, to psychologically minimize or dismiss them. If they are seen, it is not as whole, authentic human beings, but as shaded artifacts, constructed to at some socially predetermined mold.”

Black Children and the American Dilemma: The Invisible Tears of Invisible Children

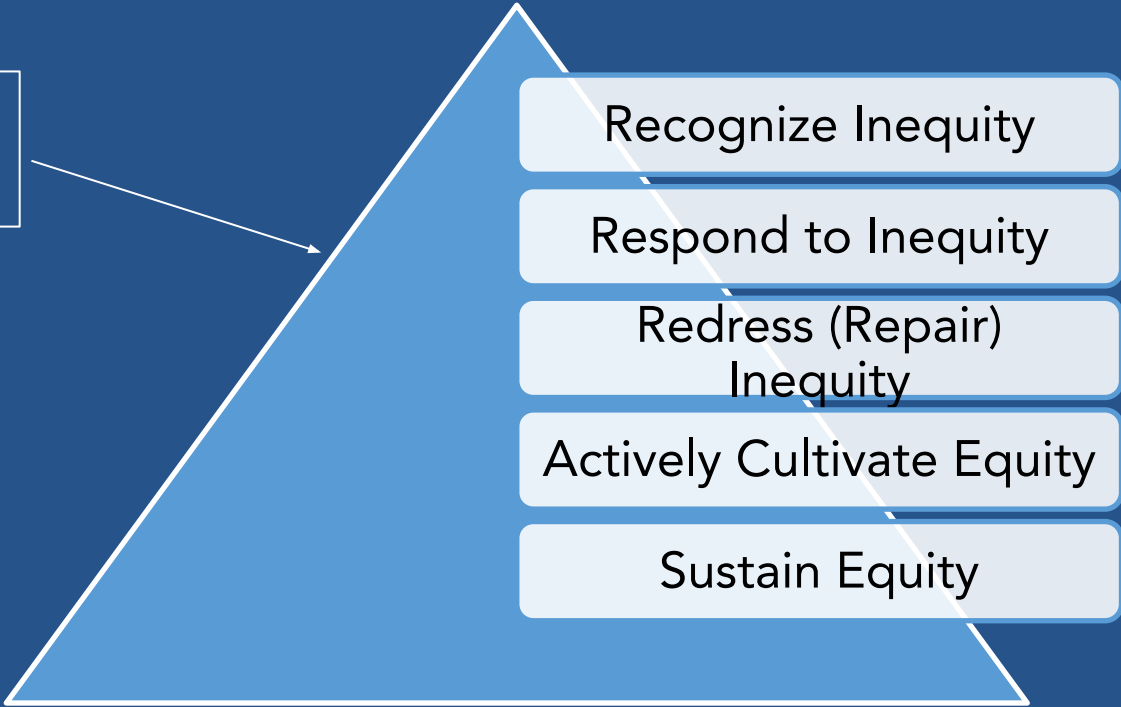
By David Hall

“Civil rights lawyers sincerely believed they knew what was best for the children. Though Black children’s suffering was portrayed as the reason for the change, their educational needs were lost in the larger social struggle around the meaning of equality. I would argue that some civil rights attorneys held on to the integration approach and resisted any attempt for one race schools, because they had the social agenda to destroy all walls of segregation in the society. Though this was a laudible agenda, Black children paid an enormous price for its creation and gained little in return.”

Eyes on the Prize

Equity Literacy Abilities in BPS

SBERT



Where We've Been...

SY 2020

- Superintendent memo mandating SBERTs in every school.
- Creation of the SBERT handbook and Year at a Glance.
- SBERT Professional development and coaching offered from Office of Opportunity Gaps.

SY 2021 - 2022

- Superintendent Circular: SBERT implementation becomes district-wide accountability
- Working closely with [Edvestors](#) and [BU Wheelock](#) on the development of the [Progress Continuum](#) and implementation plan
- Create a 3-Year SBERT Implementation Plan.
- Development of a cross-functional implementation team for thought partnership and continuous improvement.
- Managers of Equity & Strategy are hired to provide targeted support to district leaders and schools.


SY 2022 - 2023

- Execution of the SBERT 3-year implementation plan.
- Design and execute the Arc of Learning for school teams, family liaisons, school superintendents, etc.
- Equity Managers assigned to school regions providing targeted supports to school supts and school leaders on implementation progress.

Racial Equity Planning Tool (REPT)

What We Learned from Your Feedback ...

- The barriers to effective implementation of SBERT depending on school size, human capital, and resources.
- An arc of learning and accountability needs to be developed at all levels to ensure effective implementation of SBERT.
- All stakeholders require tiered supports for effective implementation of SBERT.

		INCREASING IMPACT ON THE DECISION 				
		INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL		To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
	PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

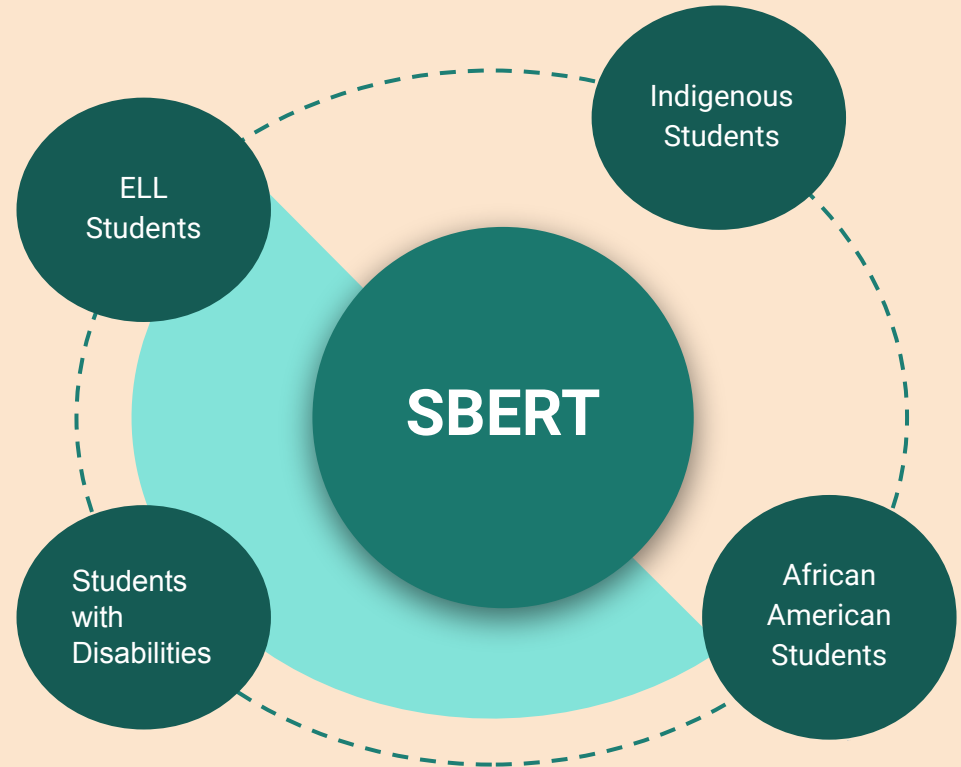
SBERT 2022-25 Overarching Goals

- Shift focus and function of SBERT from “accountability” to an entity within each school that guarantees equitable access for every student.
- Bring common understanding & consistency to SBERTs in all schools (***process, accountability, goal setting, progress monitoring for student success***)
- Address “siloeing” of the equity work by actively engaging ILT, SST, SPC & SSC.
- Broaden types of data being examined & identify other data points (I.e. Lived experience, voice, story).
- Engage School Leaders, School Supes/Chiefs in Professional Learning that prepares (expects) them to lead and or support this work at school sites.
- Bring all stakeholders (collaborators) into the work (formal & deeply) specifically our most marginalized students and families.

Call to Action - Dismantle Inequitable Systems and Design Justice for our Most Marginalized Student Populations

BPS Disparities Persist per the March 2020 DESE Review:

- “Opportunity and Achievement Gaps abound in the district” (p.2)
- Racial and economic gaps amidst high school chronic absenteeism.
- “Disproportionate assignment of boys of color to emotionally impaired programming” (p. 138)
- Black and Latinx students are reported to having more out-of-school suspensions than any other student racial demographic.
- Black student have the lowest reading and math prothan any other racial demographic.



SBERT's Alignment with Equitable Literacy

EL Instructional Focus

**Awareness - Identifying and Understanding One's Own Biases and its negative effect on student learning.*

Enduring Understanding

School Leader and Teacher Behavior Shifts and Decisions

Developing Capacity of Instructional Coaches

Planning, pedagogy, task instructional

**Lifting Students' Funds of Knowledge (racial, cultural, and linguistic scripts) to Increase Self Efficacy and Command of Learning*

Enduring Understanding

School Leader and Teacher Behavior Shifts and Decisions

Developing Capacity of Instructional Coaches

Planning, pedagogy, task development

Shared Accountability

- School Based SBERT Meetings
 - Monthly stand alone meeting 60-90 minutes
 - Monthly combined with ILT 90 minutes
- Monthly Leadership Meetings (School Leaders)
- Quarterly PD Sessions – PL on Equity Content
- New School Leader Meetings
- Regional Superintendents Engagements (monthly) – includes school leaders, equity managers and & supt's
- Division of Academics
 - Weekly meetings to support equitable literacy implementation
 - Ongoing support with the implementation and practice of the OOG policy
- Anti-Racist Leadership Equity Roundtable (ALERT)
 - Convening of Regional Superintendents and Central Office Department Leads

SBERT 3-YEAR PLAN

Year 1

Strong Relaunch (Awareness and Function)

- All schools will consistently implement monthly SBERT meetings for 60 - 90 minutes, apply common SBERT structures to these meetings and maintain updated rolling agendas.
- OOG and Equity Managers will provide targeted supports: professional development, coaching and resources to ensure that Chiefs, Superintendents, School Leaders and their teams understand the common SBERT structures and purpose of SBERT in closing gaps and accelerating learning through the use of the *SBERT Progress Continuum (ongoing practice)*
- All schools through their school family orientation and handbooks will emphasize the importance of amplifying the families voices as part of the SBERT process.
- All schools must include their SBERT focus and strategy in their Quality School Plans.

Year 2

Refining our Function (Problem Solving to Address Student Gaps)

- All stakeholders will engage in a root cause analysis using **quantitative and qualitative data** to discover and mitigate student gaps.
- OOG and Equity Managers will provide targeted support, professional development and resources to ensure that the OG policy guides practice that works to close gaps and accelerate learning.
- Elevate our students and families funds of knowledge particularly our most marginalized populations to close gaps and accelerate learning.
- All schools will be able to provide effective targeted interventions to ensure that all students, particularly those most marginalized are able to achieve the collective goal.
- All schools will be able to build the capacity of families to engage as critical consumers in the SBERT Process with support from Family Engagement Office and the Family Liaisons.

Year 3

Institutional Norm (Structural and Culture Shift toward Equity)

- OOG and Equity Managers will provide targeted support, professional development and resources to ensure that the OG policy guides practice that works to close gaps and accelerate learning.
- Continue to elevate our students and families funds of knowledge, particularly our most marginalized populations to close gaps and accelerate learning.
- All stakeholders ensure that equity-centered decision making among school governing bodies is monitored and is a part of the school culture.
- All schools will be able to provide evidence of targeted interventions and shifts in practice provided for all students, particularly those most marginalized, that close gaps and accelerate learning.
- All school will be able provide evidence of the use of the different stages of the REPT engagement rubric with students, families and the community.

SBERT Coherence of Supports and Accountability

OOG meets monthly with the Superintendent and OAG Task Force for progress monitoring on SBERT implementation.

Anti Racist Leadership Equity Roundtable (A.L.E.R.T)
Engage in learning, create focus, and coherence in decision making around implementation of SBERT in every school.
OOG, Superintendent, Division Chiefs, School Supts, District Administrators

August Leadership Institute

OOG, School Supts, Division of Schools, and Division of Academic set the stage for learning for the SY, engage school leaders in learning and planning of SBERT Implementation.

All School Leaders Meetings

OOG, School Leaders, and School Supts engage in district-wide learning on equity conscious practice that supports SBERT implementation for student success.

Regional Meetings

School Supts and Equity Managers (OOG) work with School Leaders and their school teams on SBERT Region focus of learning and practice for student success.

Equity Managers (OOG) work closely with Instructional Coaches and Family Liaisons on deepening equity consciousness in planning and delivery of district-wide and professional learning and school-based coaching strategies.

Equity Managers (OOG) regularly engage with their regional SBERTs to provide on-time target supports to school leaders and their SBERT teams.

OOG works closely with parents/families, students, OAG Task Force, and outside organizations to amplify voices for continuous improvement on SBERT implementation.



In your break out rooms, please reflect and discuss the indicators of the SBERT 3-Year Implementation Plan.

- ***Are these the right moves to get us from equity theory to equity culture within central office and within every school?*** Please add your thoughts, comments and feedback to this [Note Catcher](#).



If you are **silent** about your
pain, they'll **kill** you and
say you **enjoyed** it.

— *Zora Neale Hurston*



SBERT Year Two, 2023-24

- Address & dismantle “siloiing” of the equity work
- **Bring** all stakeholders into the work (formal & deeply) familiarize students
Convene, emerge
- Broaden types of data being examined
- Identify & utilize other data points (l.e. lived experience, voice, story)
- **Engage** School Leaders, School Superintendents/Chiefs in in Professional Learning that prepares (expects) them to lead this work at school sites
Solidify
- **Reframe** role of OOG to be inclusive of policy and practice

SBERT Year Three 2024-25

- Equity-centered decision making among school governing bodies that works to close gaps
- Established collaborative & inclusive governing bodies within the school community
- **Expect** School Leaders, School Sup's/Chiefs to lead this work at school sites
- **Solidify** role of OOG to be inclusive of policy and practice