

**BOSTON PUBLIC SCHOOLS**

**STRATEGIC PLANNING DRAFT 2020-2025**

**FOR**

**PRESENTATION TO THE BOSTON SCHOOL COMMITTEE**

**JANUARY 15, 2020**

**DRAFT**

## INTRODUCTION

Imagine a school district where every child has the opportunity to achieve their dreams. A district where every school, in every neighborhood, in every part of the city is equipped to help every student unlock their unlimited potential.

Imagine Boston's future leaders sitting in a Boston classroom today. And imagine that we all have absolute confidence that they will graduate from our schools ready: ready to pursue their dreams, ready to succeed, ready to lead, and ready for a future that will call on them to meet challenges we can't even imagine today.

Imagine that this is the Boston Public Schools.

Boston Public Schools (BPS) has a long, rich tradition and commitment to education as the birthplace of America's public education system. BPS is a leader in urban education. Nationally recognized programs and initiatives such as universal preschool, early childhood education, an equitable school-based funding formula, and policies specifically focused on creating greater racial equity are but a few of BPS's signature accomplishments.

Even with this rich history, there is a growing sense of impatience to address longstanding, systemic barriers that hamper our students' ability to reach their full potential. The Mayor, School Committee, Superintendent, staff and community are collectively committed to urgent, courageous action that will advance our best hopes and aspirations for our students.

Our definition of educational equity is clear. At BPS, every child in every classroom is entitled to an equitable, world-class, high-quality education. Each child should have the same unfettered access to every conceivable tool to unlock the greatness within them. For this to happen, we must eliminate the structural and institutional obstacles to educational opportunity based on race, socioeconomic status, and other social conditions. This requires a commitment to systemic change in the way we allocate funding, provide access to information, deliver instruction, and make resources available to meet students' needs.

Providing all students access to opportunities to learn and develop their full potential must be guaranteed. This plan aims to accelerate our efforts to offer excellent, equitable, highly relevant education for all.

## HOW DID WE CREATE THIS PLAN?

Students, families, staff and community members were our inspiration and collaborators. Over the past four months, the Superintendent and district staff conducted an extensive process of community engagement to solicit input and ideas from a broad range of stakeholders. The Superintendent visited every BPS school to gather information about our school buildings and feedback from students, teachers and school staff about the needs of their school community. The plan also draws on a broad range of resources including the Opportunity and Achievement Gap Policy and Taskforce, English Language Learner Taskforce, 2018-19 High School Working Groups, 2018 EY-Parthenon Report, the Boston School Committee's 2014 strategic plan, which will be included in an appendix in the final strategic plan document.

*125 school visits across 135 school buildings*

*102 stakeholder and community meetings*

*Input from more than 2,100 members of the Boston community*

## WHAT NEEDS DID STAKEHOLDERS ELEVATE MOST FREQUENTLY?

- Modernized schools buildings with gymnasiums, libraries, cafeterias, fine arts centers, and heating, ventilation and cooling systems
- Fair and equitable funding across schools
- Clear and predictable pathways from preschool to graduation
- Reliable and accessible transportation and effective operations
- Caring and competent staff reflective of our students
- Rigorous and culturally affirming student-centered curricula
- Improved programming and increased bi/multilingual educational opportunities for English Learners
- Enhanced programming and increased inclusive opportunities for students with disabilities
- Social-emotional skill development, trauma-informed instruction and mental health supports
- Access to a full range of programming including arts, physical education, athletics, and tutoring during and outside of school
- Access to technology for all students

## PATHWAY TO A BETTER BPS

**Mission:** Every child in every classroom in every school receives what they need.

**Vision:** 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.

**Values:** Joy Unity Inclusion Collaboration Equity

**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.

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## OUR COMMITMENTS AND PRIORITIES (SUMMARY)

- 1. ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS: Equitable and excellent student outcomes**
  - Equitably fund our schools to ensure robust academic programming and social emotional supports to give every child what they need
  - Hire and retain a workforce that reflects the racial, ethnic, and linguistic diversity of the students and families we serve
  - Develop staff to review curriculum for cultural bias and relevance, culturally relevant curriculum for new purchases, and ensure that new curricular purchases meet expectations
  - Implement the LOOK Act to expand programs that promote bi/multilingualism including bilingual programs, dual language and cultural heritage programs
  - Support schools with implementing culturally and linguistically sustaining practices and Ethnic Studies through professional development focused on classroom educators first and then other staff reach their full potential social emotionally and academically
  - Schools will have explicit goals around implementing strategies to eliminate opportunity and achievement gaps (especially for ELs and students with disabilities), and central office will be responsible and accountable for monitoring progress and providing support
  - Eliminate disproportionality in the implementation of the Code of Conduct by ensuring welcoming and affirming classrooms and applying restorative practices
- 2. ACCELERATE LEARNING: High-quality schools and joyful classrooms district-wide**
  - Redesign secondary schools, including alternative schools, to prepare students for college, career, and in alignment with MassCore, other advanced coursework opportunities, and career preparedness.
  - Educators will be trained to deliver high quality inclusionary opportunities to ensure students with disabilities are served in the general education setting to the extent possible
  - Provide access to rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, physical education, health, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience
  - Fully implement universal pre-kindergarten through a mixed delivery model that ensures quality
  - Implement rigorous and consistent elementary expectations and curriculum that prepare students for high school including strong science and math programming
  - Reduce chronic absenteeism by ensuring that students are welcomed into joyful and engaging classrooms and meeting the unique needs of each child
- 3. AMPLIFY ALL VOICES: Shared decision-making, mutual accountability and partnerships**
  - Engage youth voice in decision-making and leadership by leveraging BSAC and creating additional opportunities including the Superintendent's Youth Cabinet
  - Welcome and value all families and students in our schools, including them as partners in school-based decision-making and management
  - Increase feedback systems for families and central office staff through the institution of regular regional and central office meetings respectively
  - Make every school a safe space for every student, and offer the support and protection needed to learn, grow and thrive
  - Engage students in decision making in a timely and transparent manner
- 4. EXPAND OPPORTUNITY: Fair and equitable funding and welcoming environments**
  - Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English Learners (ELs), students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other marginalized groups
  - Improve funding formulas and create mechanisms to ensure equitable distribution of resources generated through fundraising, partnerships, and grants
  - Uphold a standard of organizational effectiveness and excellence to ensure that we are meeting students' needs

- Make substantive progress with BuildBPS to create equitable, 21st Century, safe and nurturing learning spaces and ensure safe equitable pathways and connectors between schools
  - Ensure that every BPS school and department will collaborate with families, local youth- and family-focused partners and service agencies to ensure that families are aware of and have access to the resources they need to support student growth inside and outside of the classroom
- 5. CULTIVATE TRUST: Caring and competent staff that reflect our students and are focused on service**
- Hire, support, and retain a workforce at every level that reflect our students' diverse cultures and languages
  - Structure and hold central office accountable and for better serving and supporting schools and stakeholders through a customer service approach
  - Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities
  - 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
  - Revamp central office operations to ensure the highest quality of services to families, including school registration, transportation, food and nutrition services, and safety.

**OUR COMMITMENTS AND STRATEGIC INITIATIVES**

**1. ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS:**

*Equitable and Excellent Student Outcomes*

Every student - regardless of race, ethnicity, gender, disability, sexual orientation, religion, citizenship status, socioeconomic status, or zip code - deserves an excellent, culturally relevant education and opportunities that help them achieve their full potential. BPS serves highly talented students who are impacted by social, systemic and social barriers, and racism in and outside of school. Nearly 30,000 BPS students (more than 50% of our student population) have specific needs as English Learners and/or students with disabilities, and/or experience economic disadvantage. Black and Latinx students comprise 76% of BPS enrollment. Historically, Black and Latinx boys, English Learners and students with disabilities have been excluded from access to more rigorous coursework and inclusive general education settings at disproportionate rates. We will take bold, deliberate and explicit action to eliminate opportunity and achievement gaps for our most vulnerable students.

**PRIORITIES**

- Equitably fund our schools to ensure robust academic programming and social emotional supports to give every child what they need
- Hire and retain a workforce that reflects the racial, ethnic, and linguistic diversity of the students and families we serve
- Develop staff to review curriculum for cultural bias and relevance, culturally relevant curriculum for new purchases, and ensure that new curricular purchases meet expectations
- Implement the LOOK Act to expand programs that promote bi/multilingualism including bilingual programs, dual language and cultural heritage programs
- Support schools with implementing culturally and linguistically sustaining practices and Ethnic Studies through professional development focused on classroom educators first and then other staff reach their full potential social emotionally and academically
- Schools will have explicit goals around implementing strategies to eliminate opportunity and achievement gaps (especially for ELs and students with disabilities), and central office will be responsible and accountable for monitoring progress and providing support
- Eliminate disproportionality in the implementation of the Code of Conduct by ensuring welcoming and affirming classrooms and applying restorative practices

**ANCHOR GOAL: BPS graduates will be ready for success in college, career, and life.**

*Aligned progress measures: (All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)*

<i>Early literacy</i>	The percentage of K2 students who Meet/Exceed grade level expectations for Phonologica Awareness or Foundational Reading Skills on MAP Reading
<i>Grade level promotion</i>	The percentage of students promoted to the next grade level
<i>Graduation</i>	The percentage of students who graduate with a high school diploma within 4 years
<i>ELA achievement</i>	Average ELA scaled score
<i>Math achievement</i>	Average math scaled score
<i>Science achievement</i>	Average scaled score (grades 5 and 8) and average CPI (high school)
<i>EL progress</i>	Mean Student Growth Percentile on the ELL Access test
<i>Chronic Absenteeism</i>	The percentage of students chronically absent

**2. ACCELERATE LEARNING:**

*High-quality schools and joyful classrooms district-wide*

All of our schools should be joyful learning environments that leverage the rich assets that exist in every community. BPS has a working definition of "quality," as expressed through the School Quality Framework (SQF). However, from our work with communities and through our listening sessions, we know that our aspirations for quality are not experienced or available to our city's many cultures, neighborhoods, and communities. We believe high-quality schools should include core elements that meet the needs of the whole child, including health education and physical education, arts programming, and social-emotional skill development. We will transform the way we fund, support, and offer programming to our schools in a way that establishes consistent standards of quality, leverages unique community assets, and meets the needs of every student.

**PRIORITIES**

- Redesign secondary schools, including alternative schools, to prepare students for college, career, and in alignment with MassCore, other advanced coursework opportunities, and career preparedness.
- Educators will be trained to deliver high quality inclusionary opportunities to ensure students with disabilities are served in the general education setting to the extent possible
- Provide access to rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, physical education, health, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience
- Fully implement universal pre-kindergarten through a mixed delivery model that ensures quality
- Implement rigorous and consistent elementary expectations and curriculum that prepare students for high school including strong science and math programming
- Reduce chronic absenteeism by ensuring that students are welcomed into joyful and engaging classrooms and meeting the unique needs of each child

**ANCHOR GOAL: BPS schools will demonstrate strong growth in ELA and Math**

*Aligned progress measures: (All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)*

<i>ELA growth</i>	Mean ELA student growth percentile (SGP)
<i>Math growth</i>	Mean Math student growth percentile (SGP)
<i>Algebra participation</i>	The percentage of students enrolled in 8th grade Algebra I
<i>School quality</i>	Number of SQF Tier 1 and 2 schools district-wide
<i>Advanced coursework</i>	The percentage of 11th and 12th graders who pass at least one advanced course
<i>Inclusion</i>	The percentage of students with disabilities in grades K0-12 in full or partial inclusion

**3. AMPLIFY ALL VOICES:**

*Shared decision-making, mutual accountability and partnerships*

Students, families and communities are integral partners in all decisions made in service of students' social emotional and academic development. Parents and caretakers are their child's first teachers, and bring critical knowledge needed by schools to create relevant and culturally affirming learning experiences. Our community, nonprofit, faith-based, higher education, philanthropic, corporate and city partners serving our youth and families are essential to their social, emotional and cognitive development. Every school and central office will proactively engage and incorporate the voices of students, families and their communities, and strategically collaborate with and leverage partners to ensure strong student and school outcomes.

**PRIORITIES**

- Engage youth voice in decision-making and leadership by leveraging BSAC and creating additional opportunities including the Superintendent's Youth Cabinet
- Welcome and value all families and students in our schools, including them as partners in school-based decision-making and management
- Increase feedback systems for families and central office staff through the institution of regular regional and central office meetings respectively
- Make every school a safe space for every student, and offer the support and protection needed to learn, grow and thrive
- Engage students in decision making in a timely and transparent manner

**ANCHOR GOAL: BPS schools will implement the core elements of family engagement**

*Aligned progress measures: (All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)*

<i>Family engagement</i>	Average Family Engagement Index Score
<i>Parent perception of Climate</i>	Average scores on select scales (group of related items) from the parent climate surveys related to perceptions of school quality and culture
<i>Student perception of Climate</i>	Average scores on select scales (group of related items) from the student climate surveys related to perceptions of school quality and culture.
<i>School choice</i>	The percentage of families that receive at least one of their top three choices in the Home-based School Choice student assignment process for K1 or K2
<i>Suspension</i>	The percentage of students who were suspended one or more times in a given school year

**4. EXPAND OPPORTUNITY:**

*Fair and equitable funding and welcoming environments*

Ensuring that our schools receive fair and equitable funding and investment will provide students greater access to more rigorous and enriching learning opportunities. How schools are resourced greatly affects student outcomes. Each community and neighborhood has different needs, which requires a tailored approach to meet them. Resources will be equitably and transparently allocated based on the unique needs of each school, community and neighborhood. We will strategically, equitably, and responsibly transform our budget and facilities landscapes to ensure access to high-quality education in 21st century learning environments.

**PRIORITIES**

- Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English Learners (ELs), students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other marginalized groups
- Improve funding formulas and create mechanisms to ensure equitable distribution of resources generated through fundraising, partnerships, and grants
- Uphold a standard of organizational effectiveness and excellence to ensure that we are meeting students' needs
- Make substantive progress with BuildBPS to create equitable, 21st Century, safe and nurturing learning spaces and ensure safe equitable pathways and connectors between schools
- Ensure that every BPS school and department will collaborate with families, local youth- and family-focused partners and service agencies to ensure that families are aware of and have access to the resources they need to support student growth inside and outside of the classroom

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**ANCHOR GOAL: BPS schools will be funded to meet the unique needs of the students they serve**

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*Aligned progress measures: (All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)*

<i>Facilities Index</i>	Average score on facilities condition index
<i>Budget allocation</i>	The percentage of dollars allocated via school budgets
<i>Core academic support</i>	Student to staff ratios aligned with guidance to meet the academic needs of all students
<i>Social emotional support</i>	Ratio of social emotional supports to students
<i>Family engagement</i>	Presence of parent & family engagement staff who reflect the community they serve
<i>Instructional leadership</i>	Ratio of instructional leadership to teaching staff

**5. CULTIVATE TRUST:**

*Caring and competent staff that reflect our students and are focused on service*

Every student deserves to have caring, competent and professional educators and staff to help them reach their full potential. Research continuously proves that effective educators enable better outcomes for students. The district will continue to recruit, retain and develop talent that is culturally proficient and diverse, and demonstrates the skills and knowledge necessary to effectively serve our diverse student body. Our culturally and linguistically diverse, talented, and well-trained workforce will be highly engaged, high-performing, and recognized for their exceptional care towards our students and families. We will transform central office by ensuring the organizational structure supports the work of schools in a way that is collaborative and easily navigated. We will invest in the development of staff to create a culture of culturally proficient and welcoming service for our students, families and community. We will successfully pursue operational excellence by identifying performance challenges, and implementing solutions that address inefficiencies and ineffectiveness. Addressing these areas will help us re-establish trust with students, families, educators, leaders, and community stakeholders.

**PRIORITIES**

- Hire, support, and retain a workforce at every level that reflect our students’ diverse cultures and languages
- Structure and hold central office accountable and for better serving and supporting schools and stakeholders through a customer service approach
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- 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
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**ANCHOR GOAL: BPS school and central office staff will reflect the students we serve**

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*Aligned progress measures: (All measures disaggregated by EL, SWD, race, economic disadvantage, and other groups)*

<i>Teacher diversity</i>	Average Teacher/Student Parity Index Score
<i>Teacher perception of climate</i>	Average scores on select scales (group of related items) from the teacher climate survey related to perceptions of school quality and culture
<i>Student perception of teacher quality</i>	The percentage of teachers district-wide rated as effective or very effective by students on the annual BPS climate survey
<i>Central Office accountability</i>	(Measure to be determined)

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