



Boston Public Schools

# **Strategic Planning Update**

## **District Operational Plan**

**April 15, 2020**



Dr. Brenda Cassellius  
Superintendent

Dr. Charles Grandson  
Chief Equity and Strategy Officer

# Phases of Plan Development

## Phase 1: Engagement

- Superintendent's 100 Day community engagement tour
- 2 School Committee Strategic Plan retreats
- Community feedback shared with School Committee and school leaders

## Phase 2: First Draft Strategic Vision

- Presented to public and School Committee 1/15
- Kick-off of 30-day public comment period
- 1/31 strategic initiative inventory with Central Office
- FY21 budget presented 2/5 preliminarily outlining key strategies

## Phase 3: Second Draft Strategic Vision and Strategies

- Presented to School Committee 2/26 for feedback
- Incorporate feedback from DESE Review (when publicly available)
- School leader feedback at March professional development day

## Phase 4: Finalized Plan and Development of Operational Plan

- School Committee review 3/18 and vote 3/25
- Develop Superintendent's Implementation Plan and align Central Office plans and Quality School Plans

125

Schools  
Visited

102

Meetings

2K

Participants

# Community INSPIRED PLAN

# Pathway TO A BETTER BPS

## VALUES

"JUICE": JOY, UNITY, INCLUSION,  
COLLABORATION, AND EQUITY

## 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.

## *theory of action*

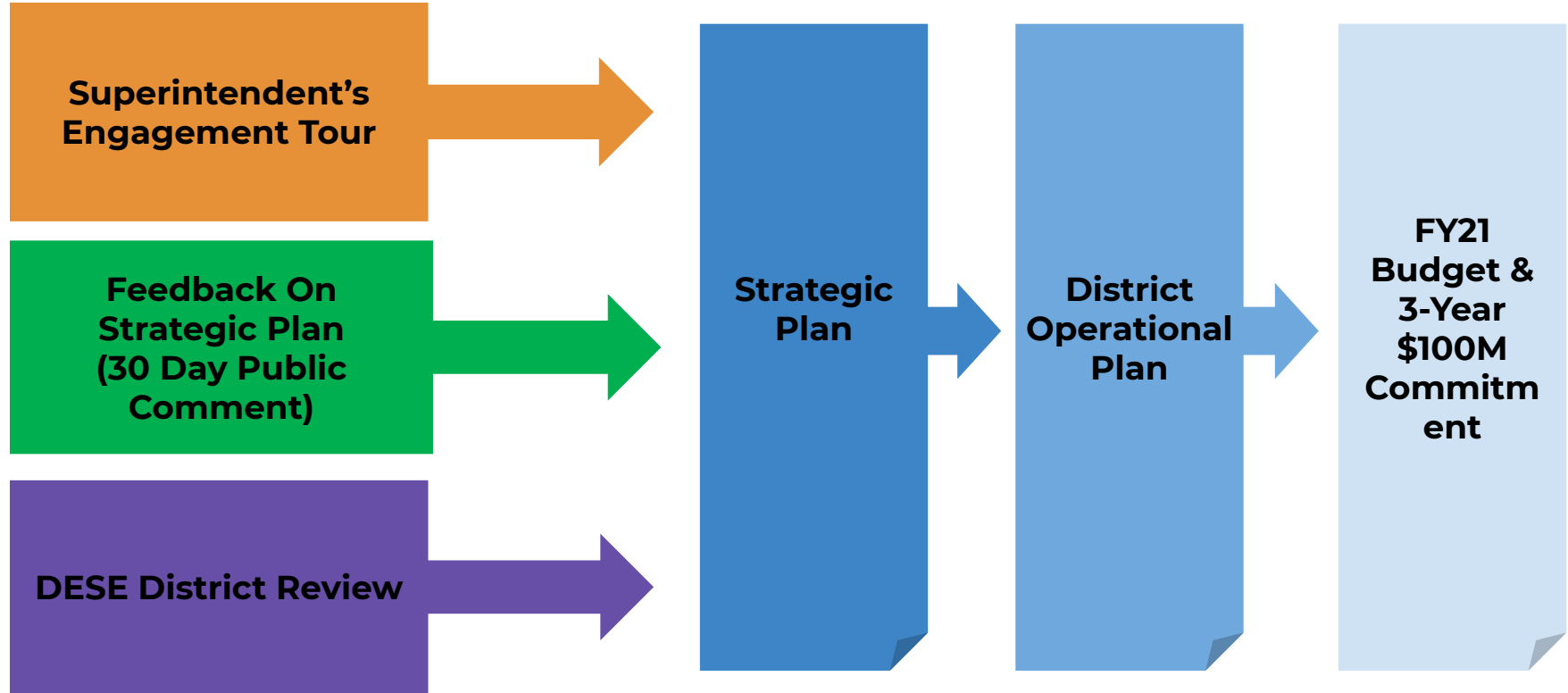
**IF** we give every student what they need,  
earn the trust and true partnership  
of families, community members,  
and stakeholders through authentic  
engagement and shared leadership,  
deliver excellent service to students  
and families, and provide educators and  
staff with professional development and  
clear expectations...

**THEN** we will become a high-performing,  
nation-leading district that closes gaps and  
improves life outcomes for each student.

Boston Community Leadership Academy & New Mission High School

2019

# Multiple inputs informing our cohesive plan for moving the District forward



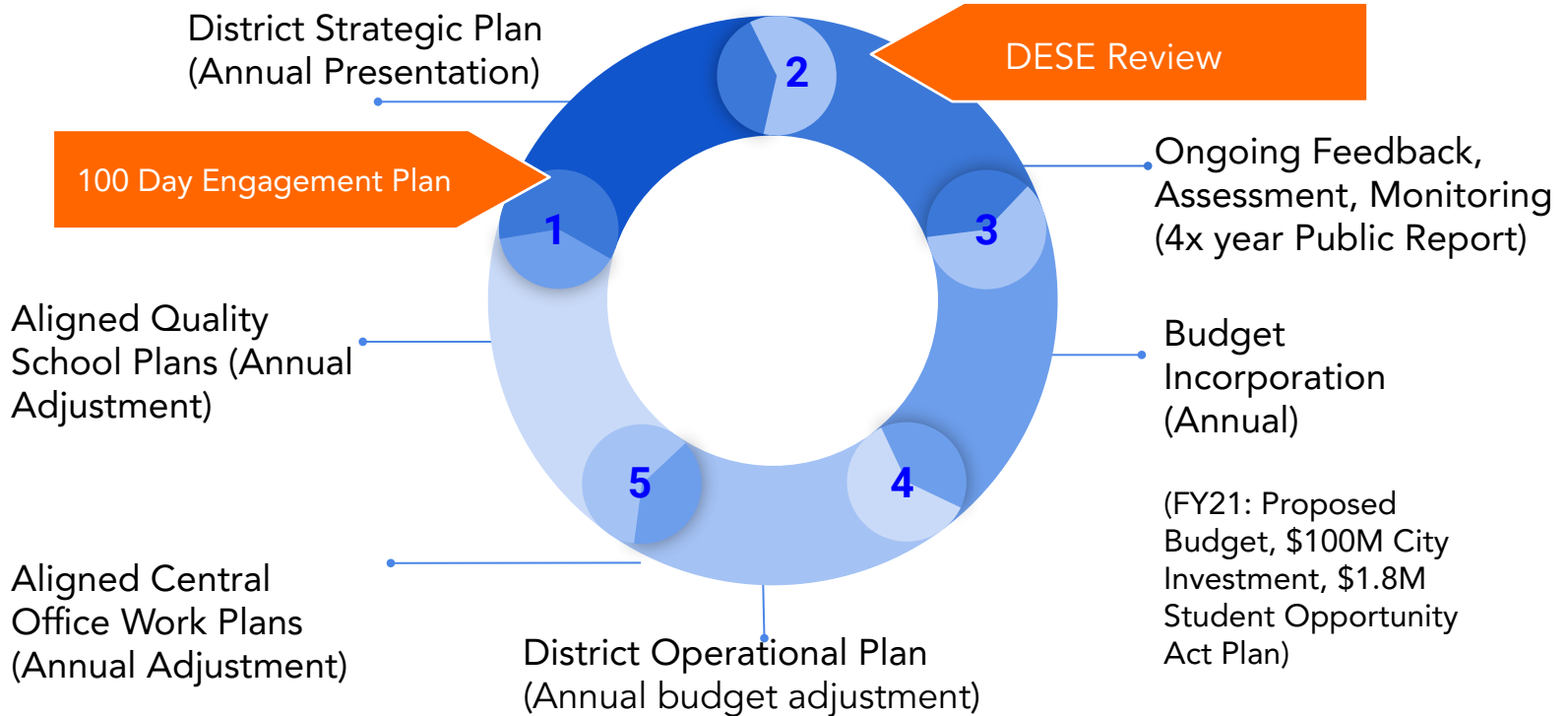
## Executing our vision for students in a rapidly changing environment

# COVID-19 has changed the context of our work, but not the direction

While it is too early to report any significant learnings from the current pandemic, it has brought our current challenges into starker relief. As a District we must:

- Address racial and economic inequalities in our schools through differentiated funding;
- Change our approach to instruction to overcome lost learning;
- Add high-quality social and emotional support for students as we recover from this experience;
- Close the digital divide that has limited our ability to deliver high quality remote learning opportunities to all students; and
- Develop new and better ways to connect with and engage families.

# Strategic Plan Implementation



# BPS Response to DESE Review

## Leadership & Governance

- Develop central office work plans
- Refine school system of support to school leaders

## Curriculum & Instruction

- High-quality district-wide curriculum
- MassCore & Advanced coursework

## Assessment

- Aligned assessment system
- Personalized data for students and families

# BPS Response to DESE Review

## Human Resources & Prof. Development

- Educator Evaluation
- Leader Pipelines

## Student Support

- Special Education Inclusion
- Bilingual and Dual Language Prgmg

## Financial & Asset Management

- Build BPS
- More equitable funding measures



# BPS-DESE MOU

## BPS priority initiatives outlined in the MOU:

1. **33 lowest performing schools:** Teaching and learning: Make specific improvements in the district's 33 lowest performing schools, which will be defined as "transformation" schools.
2. **Equitable access to student supports:** Adopt [MassCore](#) as a uniform high school graduation requirement for all BPS schools and reduce chronic absenteeism overall, especially at the high school level.
3. **Supporting students with disabilities:** Increase the percentage of students with disabilities who are served in the least restrictive environment and reduce the disproportionate placement of students of color in substantially separate programs.
4. **Transportation:** Improve the student transportation system.

## DESE/BPS supporting initiatives outlined in the MOU:

1. **Teaching and learning:** Prepare a cohort of 15 BPS schools for entrance into DESE's Kaleidoscope Collective for Learning, a professional development initiative designed to engage students and teachers in [deeper learning](#).
2. **Equitable access to student supports:** Help broker partnerships for schools that do not have strong partners.
3. **Educator diversity and effectiveness:** Help BPS recruit and retain a diverse and effective educator workforce by providing additional staff capacity and developing programs that could include such programs as home buying incentives or signing bonuses.
4. **Facilities:** Provide a DESE employee(s) to work with BPS on upgrading essential facilities such as student bathrooms.

# Student Opportunity Act (SOA) Plan Development

## SOA Plan Requirements

1. Focusing on Student Subgroups
2. Using Evidence-Based Programs to Close Gaps
3. Monitoring Success with Outcome Metrics and Targets
4. Engaging All Families

## What informed the SOA Plan

✓ August - December 2019 community feedback

Supt. Cassellius:

- conducted 125 school visits across 135 school buildings
- held 102 stakeholder and community meetings
- heard input from > 2,100 Boston community members

✓ March 2020 meetings

Chief Corey Harris met with:

- OAG Task Force
- Further engagement interrupted by COVID-19

# BPS Student Opportunity Act (SOA) Plan

Student Opportunity Act  
**\$1.8 Million**

Educator Diversity

BPS Fiscal Year Budget  
2021  
**\$1.26 Billion**

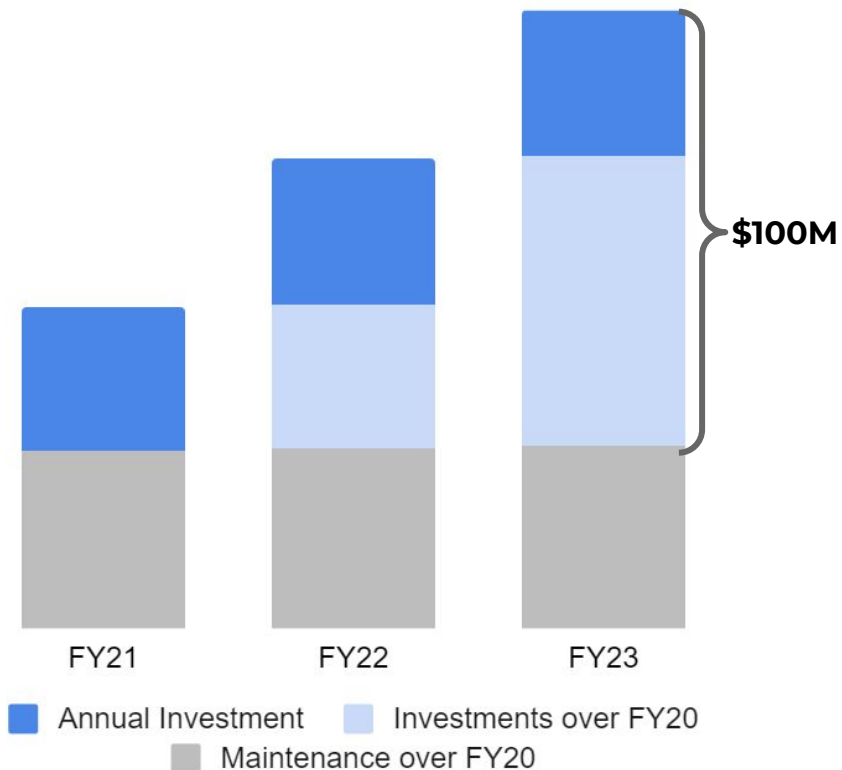
Inclusion

**SOA is 0.14% of BPS FY21  
Budget**

High School Advanced  
Coursework

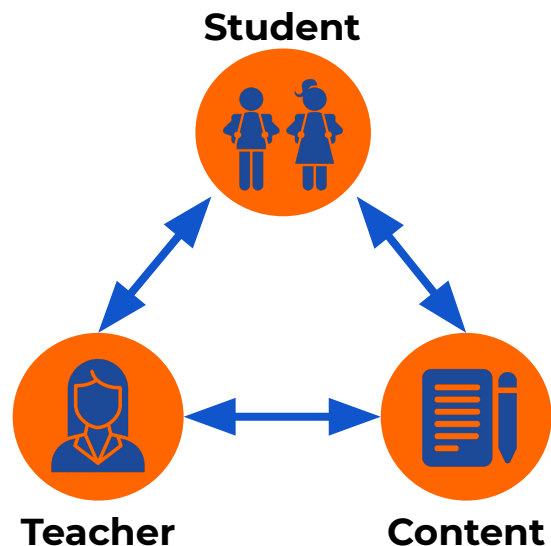
**\$100M in new  
investments  
over the next  
3 years**

**Each year, BPS will have more to  
invest in student supports over and  
above maintenance cost increases**



# BPS Plan for City Investment focuses \$36M on the Instructional Core

## The “Instructional Core”



Source: Richard F. Elmore



**Student**  
**\$9M**

A strong foundation for student success and more support to connect families to resources and information.



**Teacher**  
**\$12M**

Increase teachers' skill through coaching and consistent feedback and developing high-quality curriculum.



**Content**  
**\$15M**

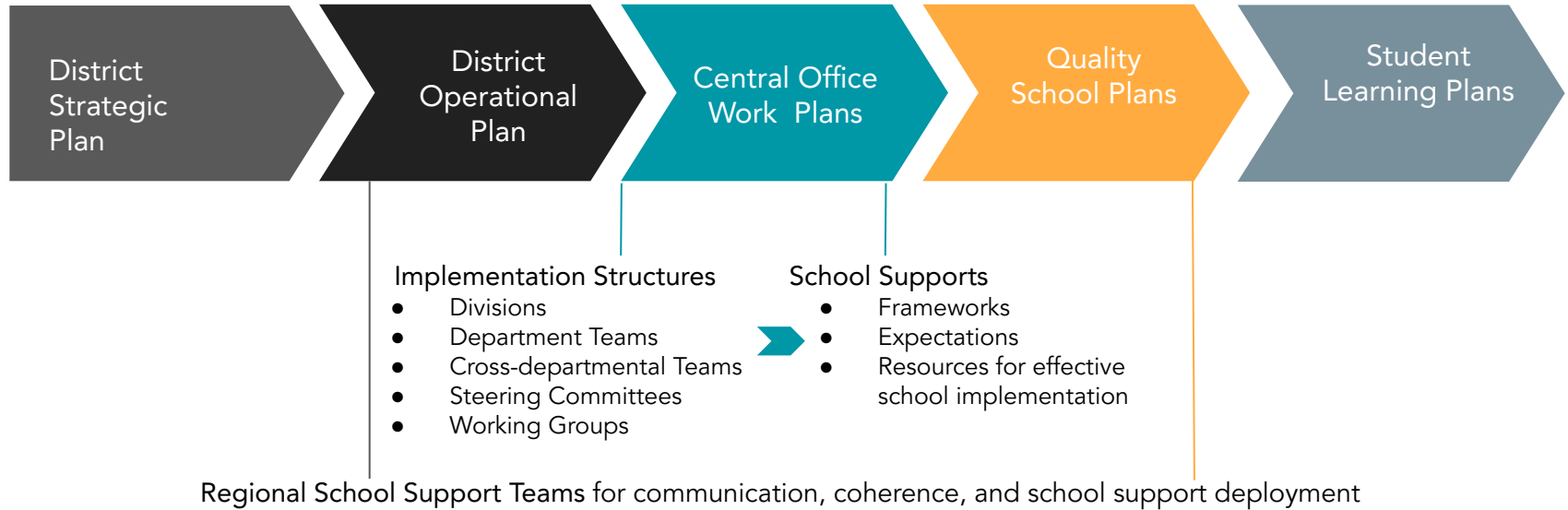
Raise the bar on student learning with high-quality learning materials, resources and improved learning environments.

# Facilities and BuildBPS

- **Ensure our facilities support learning by investing in building condition and cleanliness**
  - Boston Arts Academy - (in construction)
  - Carter School (in design)
  - Josiah Quincy Upper School (in design)
- **Remove structural barriers for school improvement by reconfiguring the district into a K-6/7-12 and K-8/9-12 system**
  - Expanding 6th grade at elementary schools
  - Reconfiguring our stand alone middle schools
  - Conducting a 7-12 Master Plan study.
- **Ensure joyful and modern learning environments**
  - My Way Cafe Phase 3 (\$7.2M)
  - Bathroom Renovations (\$10M over 4 yrs)
  - Drinking Water Upgrades (\$10.4M over 3 years)
  - Capital Maintenance (\$20.4M)
  - Entryway Improvements (\$2M)

# Strategic Plan Implementation

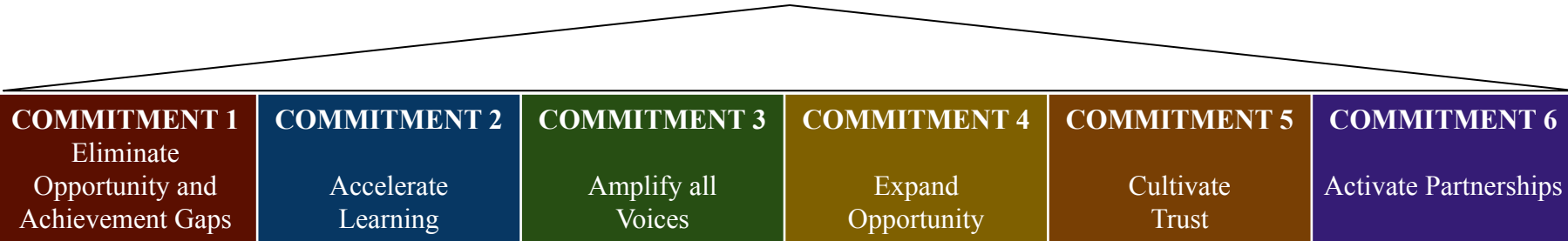
Boston Public Schools Opportunity and Achievement Gaps Policy



# BPS Operational Plan

## Five Key Themes

- I. Academic Acceleration
- II. Eliminate Gaps
- III. Supporting Children and Families
- IV. Educator and Leader Diversity
- V. Central Office Transformation



**COMMITMENT 1**  
Eliminate  
Opportunity and  
Achievement Gaps

**COMMITMENT 2**  
Accelerate  
Learning

**COMMITMENT 3**  
Amplify all  
Voices

**COMMITMENT 4**  
Expand  
Opportunity

**COMMITMENT 5**  
Cultivate  
Trust

**COMMITMENT 6**  
Activate Partnerships



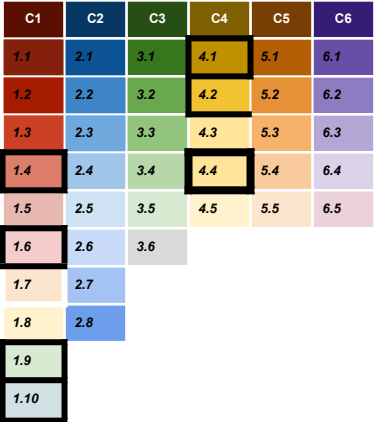
# Strategic Plan Commitments and Priorities

COMMITMENT 1	COMMITMENT 2	COMMITMENT 3	COMMITMENT 4	COMMITMENT 5	COMMITMENT 6
Eliminate Oppr. & Achievement Gaps	Accelerate Learning	Amplify all Voices	Expand Opportunity	Cultivate Trust	Activate Partnerships
1.1: policies, plans, and budgets align to OAG policy	2.1: secondary school redesign	3.1: engage youth voice in decision-making	4.1: fund all schools to meet the unique needs of high-need students	5.1: hire, support and retain diverse staff and address barriers to retaining staff of color	6.1: high-quality out-of-school time programming for all students
1.2: workforce diversity	2.2: inclusive learning opportunities	3.2: engage parent voice in district-level decision making	4.2: improve funding formulas for equitable distribution of resources	5.2: restructure central office to ensure child and family friendly services	6.2: partner with organizations on youth and skill development
1.3: curriculum bias review					
1.4: EL support and LOOK Act	2.3: well-rounded liberal arts education (arts, science, literacy, world language, P.E., health Ed., civics, athletics, and technology)	3.3: partner with families in school improvement and student learning	4.3: organizational effectiveness an excellence and define foundational academic and support services	5.3: support and hold school leaders accountable inclusive, CLSP, high-performing schools and teacher leadership	6.3: partner with organizations for student support, college readiness, dual enrollment, and early college during the school day
1.5: CLSP and Ethnic Studies					
1.6: monitor progress & OAG policy implementation -schools and central	2.4: implement universal pre-kindergarten	3.4: increase feedback systems for families to central office	4.4: implement Build BPS to ensure equitable pathways and connectors between schools	5.4: BPS a place where educators and staff want to be employed	6.4: champion college and career awareness
1.7: code of conduct implementation disproportionality	2.5: rigorous and consistent elementary learning experiences	3.5: engage teachers, staff, families, and students in school site council	4.5: central office collaboration with partners	5.5: revamp central office operations: transportation, registration, nutrition services	6.5: engage key partners in decision-making to promote year round wrap around services
1.8: health and social contributors to opportunity gaps	2.6: reduce chronic absenteeism - joyful and engaging classrooms	3.6: publicly share implementation of district's engagement standards			
1.9: support in low performing schools	2.7: safe and supportive learning spaces				
1.10: special needs student support/ inclusion/ disproportionality	2.8: comprehensive district-wide professional development plan				

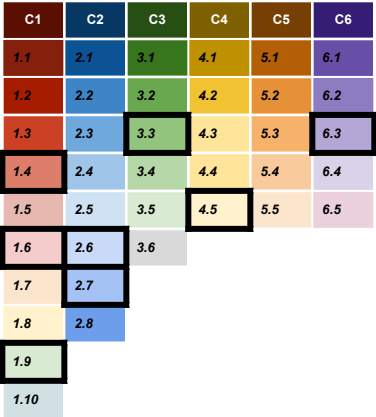
# I. Academic Acceleration

Goals/ Strategic Priorities	Action	By When	Division/Dept.	Resources	Deliverable																																																																		
<div>Anchor Goal 2: BPS schools will demonstrate strong growth in ELA and Math</div> <table><tr><td>C1</td><td>C2</td><td>C3</td><td>C4</td><td>C5</td><td>C6</td></tr><tr><td>1.1</td><td>2.1</td><td>3.1</td><td>4.1</td><td>5.1</td><td>6.1</td></tr><tr><td>1.2</td><td>2.2</td><td>3.2</td><td>4.2</td><td>5.2</td><td>6.2</td></tr><tr><td>1.3</td><td>2.3</td><td>3.3</td><td>4.3</td><td>5.3</td><td>6.3</td></tr><tr><td>1.4</td><td>2.4</td><td>3.4</td><td>4.4</td><td>5.4</td><td>6.4</td></tr><tr><td>1.5</td><td>2.5</td><td>3.5</td><td>4.5</td><td>5.5</td><td>6.5</td></tr><tr><td>1.6</td><td>2.6</td><td>3.6</td><td></td><td></td><td></td></tr><tr><td>1.7</td><td>2.7</td><td></td><td></td><td></td><td></td></tr><tr><td>1.8</td><td>2.8</td><td></td><td></td><td></td><td></td></tr><tr><td>1.9</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1.10</td><td></td><td></td><td></td><td></td><td></td></tr></table>	C1	C2	C3	C4	C5	C6	1.1	2.1	3.1	4.1	5.1	6.1	1.2	2.2	3.2	4.2	5.2	6.2	1.3	2.3	3.3	4.3	5.3	6.3	1.4	2.4	3.4	4.4	5.4	6.4	1.5	2.5	3.5	4.5	5.5	6.5	1.6	2.6	3.6				1.7	2.7					1.8	2.8					1.9						1.10						Develop curricula framework and plan for the multi-year adoption of aligned, high-quality, culturally relevant curricular materials. (Ensure all adoptions include “EI” classrooms as well as other groups.) (C1) (2.5)	June 2020	Academics Chief Academic Officer	Year 1 of \$100M investment	Curricular Frameworks
	C1	C2	C3	C4	C5	C6																																																																	
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Adopt quality, standards-aligned K-8 Literacy curriculum that prepares students for MassCore starting with the lowest performing schools in the district-wide roll-out plan. Ensure standards aligned, high quality mathematics curricula in all classrooms. Reinforce the Essentials for Instructional Equity in the process. (C1, LG2) (2.5)	June 2020	Academics Chief Academic Officer	Year 1 of \$100M investment	Literacy and Math Curriculum																																																																			
Plan for Core Four implementation across 7 high schools in SY21-22 for G9 (class of ‘20): AP, IB, CTE and EC. (C1, C2). To prepare all students for rigor, expand access to Pre-AP as well as AP courses. (SS1) Provide Pre-AP strategies training district wide to improve rigor for grades 7th--12th. (HR2) (2.1)	March 2021	Academics Chief Academic Officer Secondary Superintendents	Year 2 of \$100M investment Student Opportunity Act	High School Resign Framework																																																																			
Plan for implementation of MassCore beginning SY21-22 SY with G9 (class of ‘25). (BPS-DESE MOU) Accordingly adopt MassCore as district-wide graduation policy. (C1, C2) (2.1)	Sept 2021	Academics Secondary Superintendents	Continued FY21 Budget	MassCORE Implementation Plan																																																																			
Implement Multi-tiered Systems of Support and a proactive student support process. (C1,SS1) (2.3)	August 2020	Accountability	Year 1 of \$100M investment	Implementation in 33 schools																																																																			
Build capacity for individualized college & career support with PD for high school academic counselors & MyCAP strategies. (HR2) (2.1)	August 2021	Secondary Superintendents	Continued FY21 Budget	Academic Counselor PD on MYCAP																																																																			
Implement a balanced and comprehensive assessment system that includes some required common assessments that all schools will administer and use. Leverage expertise of the Interim Assessment Review Committee of BPS teachers. For K2–2 administer NWEA MAP Reading Fluency assessment 3x/yr. (A1) (1.6)	On-going	Accountability	Continued FY21 Budget	Assessment System																																																																			
Expand Technology with 40,000 new student devices (1:1 computing for grades 7-12, 2:1 computing for grades 3-6, 3:1 computing for K0-2). (SS1) (4.1)	Sept 2020	Academics Chief Academic Officer	Year 1 of \$100M investment	40,000 Student devices delivered																																																																			

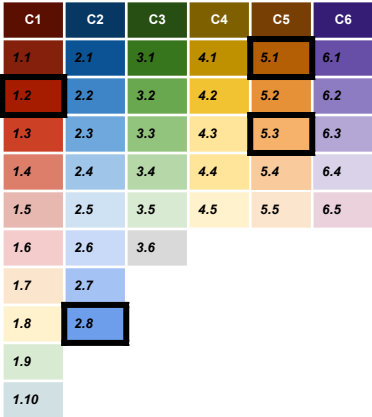
## II. Eliminate Gaps

Goals/ Strategic Priorities	Action	When	Division/Dept.	Resources	Deliverable
<p><b>Anchor Goal 1:</b> <b>BPS graduates will be ready for success in college, career, and life.</b></p> 	Implement transformation schools model, including transformation facilitators, family liaisons, social workers, and data inquiry coaching. (LG2) Establish the Transformation School PLC and Principal Advisory (LG). Implement grades 3–10 NWEA MAP Reading tests; grades 2–11 BPS interim assessments in ELA, Math, and Science 3x/yr and backpack home letters to families reporting on each student Interim assessment (A1) (1.9) (BPS-DESE MOU)	On-going	Accountability	Year 1 of \$100M investment	Transformation Schools model fully developed and implemented
	Develop a new plan for bilingual education in Boston, consistent with the Look Act, to submit to DESE. (1.4) (SS1, SS3) (BPS-DESE MOU)	March 2021	Academics EL Director	Continued FY21 Budget	Bilingual Education Plan submitted to DESE
	Expand Multi-lingual and Dual Language programming in Cape Verdean, Vietnamese, and Spanish (2x). (1.4) (C1, SS1, SS3)	Sept. 2021	Academics EL Director	Continued FY21 Budget	New Dual-Language Programs
	Strengthen ELL delivery. Adopt districtwide ESL & SLIFE curriculum. Train teachers on culturally aligned WIDA Standards. (SS1, SS3) (1.4, 1.6)	Sept. 2021	Academics EL Director	TBD	ESL & SLIFE curricula, WIDA training/
	Establish centrally controlled Coordinators of Special Education. (COSE) (SS1) (1.10)	Sept. 2020	Academics Special Ed. Dir.	Re-allocated FY21 Budget	COSE established
	Reduce the number of students in sub-separate special education. (SS1, SS2). Address disproportionate assignment of Black and Brown students in Special Education sub-separate settings. (SS1, SS2) (1.10, 4.2) (BPS-DESE MOU)	June 2021	Academics Special Ed. Dir.	Re-allocated FY21 Budget	Data showing reduction in sub-separate and disproportionality
	Implement BuildBPS with long term preventative/deferred maintenance plan. Implement Joyful Audits to assess the needs of schools in creating welcoming environments. Audit and improve BPS bathrooms and upgrade drinking water. (FA1) (4.4) (BPS-DESE MOU)	Sept. 2021	Finance Operations Academics	\$1B in capital budget over 10 years	School building plan, Joyful Audits, Bathroom audit, Water upgrades
	Continue to improve use of the weighted student formula and the Opportunity Index to allocate resources to its schools based on student and school needs. (FA2) (4.1)	Nov. 2021	Finance Accountability	Continued FY21 Budget	TBD

### III. Support Children and Families

Goals/ Strategic Priorities	Action	When	Division/Dept.	Resources	Deliverable
<p><b>Anchor Goal 1: BPS graduates will be ready for success in college, career, and life.</b></p> 	Invest in high quality ESL, SLIFE and Dual Language Curriculum; ELD instructional coaching; LATF stipends in high schools; access to AP in native language. Expand the Seal of Biliteracy to all high schools. Train for culturally responsive WIDA practices. Provide access to Early College. (SS1, SS3) (1.4, 1.6)	June 2021 and on-going	Academics EL Director	Continued FY21 Budget	Curriculum purchased/ Seal implemented/ PD provided
	Implement clear districtwide policies & /procedures for sharing information with families about student performance. Engage students and families in learning and celebrating student growth. Produce guidance regarding data-informed student goal setting with families. Backpack home customized family reports for students in grades K2-2 after each NWEA MAP Reading assessment. (A3) (3.3)	July 2021	Accountability	TBD	Policy/procedures in place
	Place 41 social workers, 29 family liaisons in 54 schools. (LG2)(1.9)	Sept. 2020	Accountability Engagement	Year 1 of \$100M investment	41SWs, 29 FL in 54 schools
	Provide vouchers for families for low-income housing. (FA2) (4.5)	FY21	City of Boston Housing	City of Boston	Vouchers provided
	Select 4 to 6 schools to become Full Service Hub Schools in SY20-21 based on their readiness and capacity. (LG2) (6.3)	June 2021	Accountability	TBD	4-6 Hub School schools
	Revise the district attendance policy and enact strong measures to improve student attendance and reduce chronic absenteeism. With the District Attendance Sub Committee, update Student Attendance policy., send media messages in various languages promoting attendance and create academic programs to combat absenteeism and effects. (SS5) (2.6)	August 2020	Operations	Continued FY21 Budget	Policy Revised/ District attendance plan
	Provide Restorative Justice Coordinator and Safe and Welcoming Schools specialists (SAWS) training requests available plus Code of Conduct PD materials and services into the schools. (HRPD2) (2.7, 3.3)	August 2020	Academics Health & Wellness	Continued FY21 Budget	PD provided and

## IV. Educator & Leader Diversity and Development

Goals/ Strategic Priorities	Action	By When	Division Dept.	Resources	Deliverable
<p><b>Anchor Goal 5: BPS school and central office staff will reflect the students we serve</b></p> 	Develop District-wide Comprehensive Professional Development Plan that ensures school staff and central office staff members have cohesive support for developing common competencies. (HRPD2) For educators, this plan will include Data Inquiry, Masscore, ELL, Inclusion, CLSP, etc. (HRPD1) For leaders, BPS will work with New Leaders for New Schools to develop PD; and, implement yearly Professional Development Plan for School Superintendents, central and school leaders. (LG3) (2.8, 5.1, 5.3)	July 2020	Human Capital	Year 1 of \$100M investment	District-wide Comprehensive Professional Development Plan
	Revamp and fully implement the educator evaluation system to promote high-quality feedback and professional growth. (HRPD1) (5.1)	July 2020	Human Capital	Continued FY21 Budget	Revamped educator evaluation practices
	Expand BPS' Grow Your Own Educator Prep Program. (HRPD2) (5.1)	2021-2022 School Year	Human Capital	Continued FY21 Budget SOA	Expanded Grow Your Own Program
	Develop Assistant Principal leadership and Para to Teacher pipelines. Activate lead principals mentoring aspiring principals in the Lynch Leadership Academy pipeline. (HRPD2) (5.1)	June 2021	Human Capital	Continued FY21 Budget SOA	Leadership pipeline programs established
	Implement a Teacher of Color Master's Teacher Fellowship with the Boston Teachers' Union (BTU) for 100 teachers. (HRPD2) (1.2)	July 2021	Human Capital	BEDF/ Philanthropic	# Teachers enrolled

# V. Central Office Transformation

Goals/ Strategic Priorities	Action	By When	Division/Dept.	Resources	Deliverable																																																																		
<div>Anchor Goal 2: BPS schools will demonstrate strong growth in ELA and Math Reinstate</div> <table><tr><td>C1</td><td>C2</td><td>C3</td><td>C4</td><td>C5</td><td>C6</td></tr><tr><td>1.1</td><td>2.1</td><td>3.1</td><td>4.1</td><td>5.1</td><td>6.1</td></tr><tr><td>1.2</td><td>2.2</td><td>3.2</td><td>4.2</td><td>5.2</td><td>6.2</td></tr><tr><td>1.3</td><td>2.3</td><td>3.3</td><td>4.3</td><td>5.3</td><td>6.3</td></tr><tr><td>1.4</td><td>2.4</td><td>3.4</td><td>4.4</td><td>5.4</td><td>6.4</td></tr><tr><td>1.5</td><td>2.5</td><td>3.5</td><td>4.5</td><td>5.5</td><td>6.5</td></tr><tr><td>1.6</td><td>2.6</td><td>3.6</td><td></td><td></td><td></td></tr><tr><td>1.7</td><td>2.7</td><td></td><td></td><td></td><td></td></tr><tr><td>1.8</td><td>2.8</td><td></td><td></td><td></td><td></td></tr><tr><td>1.9</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1.10</td><td></td><td></td><td></td><td></td><td></td></tr></table>	C1	C2	C3	C4	C5	C6	1.1	2.1	3.1	4.1	5.1	6.1	1.2	2.2	3.2	4.2	5.2	6.2	1.3	2.3	3.3	4.3	5.3	6.3	1.4	2.4	3.4	4.4	5.4	6.4	1.5	2.5	3.5	4.5	5.5	6.5	1.6	2.6	3.6				1.7	2.7					1.8	2.8					1.9						1.10						Create and implement departmental and cross-departmental work plans aligned to the strategic plan--ensuring support for QSIPs--and using project management software for tracking. (LG1) (3.4, 3.6)	June annually	Equity and Strategy	Continued FY21 Budget	Departmental Work Plans
	C1	C2	C3	C4	C5	C6																																																																	
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1.10																																																																							
Restructure Department of Academics to promote teacher leadership through BTU Transformation Instructional coaches.(HRPD2) (5.3)	June 2020	Academics	Reallocate FY21 Budget	District Transformation Plan for 33 Schools																																																																			
Implement Organizational Health initiative to promote customer service and trust. (5.4)	June 2020	Chief of Staff	Philanthropy & FY21 Budget	Org Health GLC implemented																																																																			
Restructure leadership team to better support principals, clearly define the role and responsibilities of school superintendents, and hire Director of Innovation/Autonomous Schools.(LG3) (4.3)	July 2020	Superintendent	Reallocate FY21 Budget	Clear role descriptions re: principal support																																																																			
Revamp central office operations to deliver the highest quality of transportation services. (5.5) (BPS-DESE MOU)	Sept. 2020	Operations	Continued FY21 Budget	On-time performance transportation data																																																																			
Revamp central office operations to ensure the highest quality of school registration and assignment services, preceded by an equity analysis. (5.5)	June 2021	Family and Student Adv.	Continued FY21 Budget	Parent satisfaction/ reduced registration complaints																																																																			
Implement School Quality Review (SQR) process to assess readiness for earned autonomy. (LG5) (5.3)	March 2021	Equity and Strategy	Continued FY21 Budget	SQR Process implemented																																																																			
Establish clear structures for school leader communications, support and development. Implement monthly superintendents conference calls, Monthly principal meetings, feedback flash surveys. Create cluster of mentor/ cluster principals with 10K to lead and mentor over cluster of 5-6 schools. (LG4) (3.4, 3.6)	July 2020	School Superintendents	Continued FY21 Budget	Effective school cluster model in place																																																																			
Partner with BEDF to fund strategic plan and support equitable fundraising allocation. Continue WSF. Evaluate online budget and additional tools to increase transparency.(FM2, FM 4) Create a written and executed MOU between the City, BPS, and BEDF (FM3) (4.1, 4.2)	June 2021	Finance Student/Family Adv.	Continued FY21 Budget	Budget Report Detailed																																																																			

# For More Information

<https://www.bostonpublicschools.org/strategicplan>

[strategy@bostonpublicschools.org](mailto:strategy@bostonpublicschools.org)

## Appendix: DESE Recommendations



# DESE District Review Recommendations

## Leadership and Governance

1. Each year the district should create a single, cross-department annual action plan that focuses on a small set of top priority items and that aligns with the district's strategic plan.
2. The district should deploy more robust interventions and supports to increase the performance of turnaround/transformation schools, and proactively support its lowest performing schools.
3. The district should clearly define the roles and responsibilities of school superintendents and provide sufficient support and accountability so that they can ensure principals and schools get the differentiated guidance and support they require.
4. The district should establish mechanisms for principals to provide regular input on district plans and initiatives and for central office leaders to solicit and take stock of school leader feedback on how the district supports day-to-day operations and instruction in schools.
5. The district should engage school and district leaders to resolve together the challenges presented by the district's current practice of school autonomies and accountability. It should build on prior work in this area and should consider a shift to an earned autonomy model.

# DESE District Review Recommendations

## Curriculum and Instruction

1. The district should ensure high-quality, rigorous, standards-aligned, culturally and linguistically responsive curriculum and instruction in *all* of its classrooms.
2. The district should ensure that all students have consistent, rigorous requirements for graduation and equitable access to advanced coursework.

## Human Capital Development

1. The district should promote educators' professional growth by fully implementing all components of the educator evaluation system, with a particular emphasis on ensuring that all educators receive high-quality feedback.
2. The district should coordinate and deploy central office resources in a more coordinated and intentional way to support high-quality professional learning at the school level.

# DESE District Review Recommendations

## Assessment and Evaluation

1. The district should take concrete steps to develop a valid, research-based, balanced, and comprehensive assessment system that includes some required common assessments that all schools will administer and use. The assessment system should provide actionable information to guide improvement district wide and support the district's and each school's responsibility for student performance.
2. The district should establish and articulate clear districtwide expectations and procedures for sharing information about student performance with parents/guardians. This information needs to apprise families about students' progress toward achieving mastery of grade-level standards, in a manner that is personalized, timely, and easy to understand.
3. The district should establish a common data platform for all of its schools that provides administrators and educators with timely and efficient access to student, classroom, and school-related data. This data platform should have the capacity to help educators access sufficient data to strengthen classroom instructional practices and improve student achievement.

# DESE District Review Recommendations

## Student Support

1. The district should develop new structures to provide equitable learning opportunities to all learners.
2. The district superintendent should urgently prioritize developing and implementing a district policy on inclusion that incorporates specific models for high-quality inclusive education and guidelines for appropriate staffing and professional development.
3. The district should take steps to ensure that English learners progress academically and advance their English language development.
4. The district should work with a strong representation of stakeholders to update and revise the school choice/assignment policy to increase all families' access to quality schools regardless of where they live, and to measurably increase the number of high school students who have access to high performing schools.
5. The district should strengthen its efforts to improve student attendance.

# DESE District Review Recommendations

## Financial and Asset Management

1. The district should develop a preventive/deferred maintenance plan to ensure that students can learn and teachers can teach in school buildings that are safe and well maintained.
2. The district should continue to improve its use of the weighted student formula and the Opportunity Index to allocate resources to its schools based on student and school needs. It should also consider remedies to ongoing inequities in external school funding.
3. In compliance with 603 CMR 10.04, the district and the city should develop a written agreement that details the calculation process and/or amounts to be used in calculating municipal expenditures that are provided to the district.
4. The district should develop a budget document that is clear, comprehensive, and details how much schools and programs cost and specifies all anticipated sources of funds.