



# Our college, career & life readiness definition

Life is made of journeys big and small. We know that the world we are preparing our children for is fast-changing and that the paths they will travel are still emerging.

To succeed, they'll need the power to find goals worth seeking, to figure out how to reach them — and to adapt as the world changes around them. And so we build in our students the power to navigate new situations and the skills that will enable them to move through any barriers they find along the way.

## SET A VISION

Boston's graduates are keenly curious and deeply hopeful. They know that the way things are isn't the only way they could be, and they know they have the power—and the responsibility—to make things better, for themselves and for others.

**Able to set goals. Curious. Confident. Hopeful. Sense of agency.**

## CHOOSE A COURSE

Boston's graduates build plans that account for the realities of their situation. They know their own strengths and weaknesses and can assess those of others; they can get the job done. They can read the context that surrounds them, choose a wise course through it, and stick with their plan when things get hard.

**Assess & reflect. Plan and persist. Practice self-regulation. Read the landscape. Take initiative.**

## WORK WITH OTHERS

Boston's graduates bring out the best in others, and do some of their best work through collaboration. They listen to what others say, hear what they mean, and tune in to what they feel. They build on other people's ideas and communicate their own, by argument and by story.

**Ability to find and ask for help. Collaboration skills. Communication skills. Empathy. Service and responsibility to others.**

## BUILD COMPETENCE

Boston's graduates have the academic knowledge it takes to do high-quality intellectual work, the technical skills required to practice their craft, and the practical competencies they need to take care of themselves as they make their way through the day-to-day. They know how to learn what they don't already know; they're confident in their power to grow and make change around them.

**Ability to learn. Ability to self-assess. Academic foundation. Financial, media, and technology literacy. Technical skills.**

## CHANGE COURSE

Boston's graduates can assess what's really going on around them and adapt their plans as needed when their situation changes. Grounded in their self and community, they are able to keep trying when things get hard, and work their way through the problems they encounter—both the clear-cut and the ambiguous—with imagination and rigor.

**Able to navigate situations, analyze, and adapt. Comfortable in ambiguity. Comfortable with change. Give and take feedback. Resilient.**





# Our graduates are college, career, and life ready

BPS students are the citizens, leaders, scholars, entrepreneurs, advocates, and innovators of tomorrow. As a city and a district, we must ensure that 100% of students are prepared for college, career, and life in the 21st century.<sup>1</sup>

To prepare our students, we guarantee that they are reading by third grade, participating in rigorous, enriching and inclusive programming during their elementary years, and focusing their high school years on rigorous academics that meet college-ready standards as well as high-quality career-technical education that prepare them for their lives after graduation.



District as a classroom

We model our district on the classroom we want to see. At each level, our people and our system learn from each other and from outside forces – and adapt.

## Close opportunity and achievement gaps

Every student, in every classroom, in every school of the BPS system must have the same opportunity to achieve the greatness within them.<sup>2</sup> Closing opportunity and achievement gaps is the district's driving priority. It is the catalyst for the hard work we are doing to attack the structures, practices, and mindsets that perpetuate our system's marginalization of students.

## Equity, Coherence, Innovation

Our values guide all of our actions, as a district and as individuals. These inspire our decisions, from our day-to-day behaviors to the bigger choices to propel the district towards a new future.

**Equity:** eliminate system bias and provide authentic learning opportunities for all students

**Coherence:** unify our goals for teaching and learning while supporting individualized approaches to delivery, and build collaborative, caring, and efficient ways to deliver resources to students, families, teachers, and staff

**Innovation:** build a culture of change that generates new solutions at every level of BPS from classrooms to schools to the central office<sup>3</sup>

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### Transform learning

To close achievement gaps, our students must be challenged, engaged, and honored as who they are in their learning. Our students are taught to communicate, collaborate, and to think critically, creatively, and flexibly - essential 21st century skills. We bring the cultural and linguistic experiences of our students into our teaching and connect the work our students do in school to the rest of their lives.<sup>4</sup>

### Build the sustainable system

We look head-on at the structures that drive inequity in our system and we right them. We shape the district so that each school is viable and has the financial and operational ability to succeed. School leaders have the insight, information, and predictability to plan and improve. We must continue to create the contexts (organizational, physical, structural) that will accelerate and enable our educational aspirations.

#### Instructional coherence

**Goal:** bring coherence to instructional practices through the Essentials for Instructional Equity<sup>5</sup>

#### Prioritize adult learning

**Goal:** prioritize adult learning through a personalized approach for principals and teacher leaders<sup>6</sup>

#### District reconfiguration

**Goal:** provide predictability for families and minimize transitions for students<sup>7</sup>

#### Allocate funds more equitably

**Goal:** continue to find ways to more equitably distribute resources to schools based on the students they serve<sup>8</sup>

#### Support our lowest performing schools

**Goal:** customize supports for schools and incubate new models to improve low performing schools<sup>9</sup>

#### Improve customer experience

**Goal:** improve and unify our approach to serving schools and families<sup>10</sup>

# School as unit of change

BPS believes school leaders with the right supports and systems will propel their schools and communities forward.<sup>11</sup>

We do this by transforming learning, giving our principals well-researched instructional guidance and resources, and partnering with them to introduce new models of teaching and learning. We do this by creating system sustainability that ensure our principals have stability and logic from which to plan. We do this by building a system in which intelligence is shared.



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1, 4 Essentials for Instructional Equity  
2 Opportunity & Achievement Gap Policy  
3 BuildBPS Educational Vision  
5 Strategic Implementation Plan 1.1

6 Strategic Implementation Plan 2.2  
7 Strategic Implementation Plan 4.7  
8 Strategic Implementation Plan 5.1, 5.4  
9 Strategic Implementation Plan 1.13

10 Strategic Implementation Plan 4.6  
11 Adapted from Strategic Implementation Plan  
BOSTON Public Schools  
Focus on Children