

A background image of two young boys smiling in a classroom, overlaid with a blue tint. The boy on the left is wearing a white shirt with a green pattern, and the boy on the right is wearing a maroon polo shirt with a crest that says "GARDNER PLU".

BPS Academics Team

Academic Vision

School Committee
November 3rd, 2021

We have a Tier 1 Problem.

How will we change this narrative to ensure all students get what they need?

1. Robust Recovery Strategies
2. Inclusion in Every Classroom
3. Increase access to Native Language Instruction
4. BPS Ambitious Teaching and Learning
5. Equitable Literacy Across All Disciplines
6. Quality Guarantees for Every Classroom/School

Office of English Learners Vision: **DRAFT VISION**

All multilingual learners feel a sense of belonging, safety, welcome and joy for learning. They have access to native language instruction and support from qualified educators who reflect the linguistic and cultural diversity of the students; are socially and emotionally healthy; have pride in their identity, culture, and language; perform at grade level in content and in 21st century skills, especially complex communication and collaboration, critical thinking, technology literacy, and self-direction and agency; have skills and options to pursue post-secondary opportunities and are prepared to be active agents for social change. School assess, monitor and develop individualized action plans for multilingual learners and most especially for multilingual learners with disabilities

All multilingual students honor and have the opportunity to be academically proficient in their home language and English. All BPS students are expected to be multilingual learners and to be proficient in at least two languages to graduate with a Seal of Biliteracy.

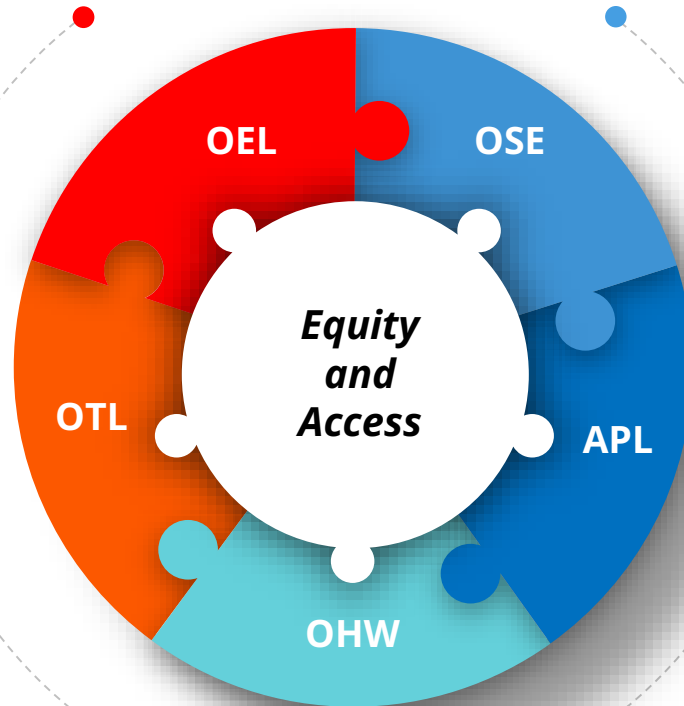
Introducing the Academic Departments

Office of English Learners

- Seal of Biliteracy
- Increase Native Language Instruction
- Quality Instruction for multilingual learners
- Implement the WIDA 2020 standards for ELD across content and ESL.
- Improve outcomes for ELs with Disabilities
- Meet state and federal Compliance.

Office of Teacher Leadership

- Teachers as Leaders
- Drive School Improvement
- Teacher Voice
- Professional Learning: Telescope Network, New Teacher Development



Office of Special Education

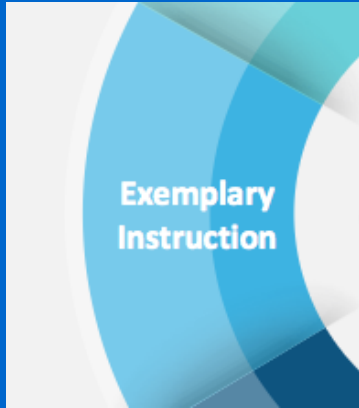
- Inclusive Opportunities
- Appropriate Settings and Needs Based System
- Teacher Expertise
- Students with Emotional Impairment
- Improve outcomes for ELs with Disabilities

Academics and Professional Learning

- Seal of Biliteracy
- Equitable Literacy
- Early Childhood Expansion
- Ethnic Studies
- STEM
- Excellence for All (EFA)

Office of Health and Wellness

- Safe, Healthy, and Sustaining Learning Environments
- Health and Physical Literacy
- Social Emotional Learning
- Equitable Access to School Supports



What needs to be true across every BPS classroom most especially for multilingual learners and multilingual learners with disabilities:

- ❖ Teach content that is appropriate for the grade level
- ❖ Read and write from complex text in every class, everyday
- ❖ Complete challenging lessons and tasks in every class every day
- ❖ Engage in problem and project based learning that allows students to apply their learning to real world problems.
- ❖ Ask questions to deepen learning and include students in academic conversation
- ❖ Deliver Equitable literacy teaching practices across all disciplines
- ❖ Assess and monitor student learning and provide feedback

Next Steps

- Concerns about the vision?
- Let's move to infrastructure and action planning?
 - Recommendation:
 - Team has shared previous implementation with Drew today. Drew will review ASAP.
 - Working group has a public retreat meeting of multiple hours where we collaborate and through facilitate dialogue develop the strategic initiatives, action steps, and needed resources that will move us forward with this vision.