

An Overview of:
Forward Together: The 2026–31 Strategic Roadmap for Boston Public Schools

This document represents an overview of *Forward Together: The 2026–2031 Strategic Roadmap for Boston Public Schools*. The Focus Areas, Enabling Conditions, and Success Measures will guide Boston Public Schools for the next five years.

FOCUS AREAS AND ENABLING CONDITIONS

FOCUS AREAS

(Core priorities to ensure academic proficiency for all students)

1. High-Quality Instruction & Student Supports
2. Positive School Climate
3. High-Quality Programming & Facilities

ENABLING CONDITIONS

(Essential organizational conditions required to achieve our strategic goals)

1. Equity-Centered Culture & Practice
2. Systems Alignment & Collaborative Structures with Families & Community
3. Resource Alignment and Continuous Improvement

FOCUS AREA 1: HIGH-QUALITY INSTRUCTION AND STUDENT SUPPORTS: Increase academic achievement for all BPS students with a focus on historically underserved and underestimated student groups.

OBJECTIVE 1.1 Scale quality teaching and learning across Boston Public Schools, leveraging high-quality instructional materials, evidence-based practice, and data-driven decision-making.

KEY ACTIONS

1.1.1 Develop a multi-year plan to review and update curricula to ensure we are equipping educators with resources that support the most recent standards-aligned pedagogical practices in service of rigorous and culturally affirming learning experiences.

1.1.2 Refine districtwide professional learning strategy, including job-embedded coaching through the regional model, to scale and support effective teaching for diverse learners across inclusive settings.

OBJECTIVE 1.2 Strengthen Multi-Tiered Systems of Support (MTSS) by providing the resources and targeted interventions that accelerate growth for every student.

KEY ACTIONS

1.2.1 Integrate the [Massachusetts MTSS Blueprint 2025](#) into all academic planning to standardize district-wide supports aligned to inclusive education planning.

1.2.2 Equip all educators with the research-based interventions, guidance, and training required to support student academic and social-emotional growth.

1.2.3. Identify and improve the targeted practices, services, and accountability to significantly increase inclusive practices for the academic success of our Black and/or Latino male students.

1.2.4 Partner with families to actively co-create and monitor their child's personalized academic support.

FOCUS AREA 2: POSITIVE SCHOOL CLIMATE: Foster a strong sense of belonging and safety in school environments.

OBJECTIVE 2.1 Create robust systems and align resources to meet individual student needs to ensure safe and supportive school communities.

KEY ACTIONS

2.1.1 Codify and implement district-wide guidance to strengthen culture and climate across each school community.

2.1.2 Strengthen district-wide student engagement by using student and family feedback and partnerships to build a positive school culture that fosters belonging and trust.

OBJECTIVE 2.2 Build on and refine our district-wide strategy to decrease chronic absenteeism through robust family engagement, data monitoring, and innovative approaches to removing barriers.

KEY ACTIONS

2.2.1 Continue to develop and formalize more streamlined, cross-departmental attendance strategies that integrate data-driven MTSS and improve access to resources and support for staff and families.

2.2.2 Solidify a unified strategy to increase attendance in early childhood that includes community providers and families.

2.2.3 Develop a proposal for flexible learning pathways such as hybrid/virtual learning to re-engage chronically absent students and remove barriers to traditional learning environments.

FOCUS AREA 3: HIGH-QUALITY PROGRAMMING AND FACILITIES: Expand equitable access to high-quality programming and facilities.

OBJECTIVE 3.1 Upgrade school facilities to provide modern, high-quality learning environments.

KEY ACTIONS

3.1.1 Ensure that the BPS has a future-ready digital infrastructure.

3.1.2 Prioritize and invest in building improvement projects that deliver modern school buildings and furnishings to support the high-quality student experience.

3.1.3 Develop a process to regularly update and maintain current Building Experience Scores as we renovate and modernize our building inventory.

3.1.4 Prioritize investments for academic spaces, such as science, computer, & media labs; auditoriums; and spaces that support career and technical education.

OBJECTIVE 3.2 Expand equitable access to rigorous and culturally affirming learning, wellness, and enrichment opportunities.

KEY ACTIONS

3.2.1 Fully implement the existing expansion plans for Dual Language and Bilingual Education programs.

3.2.2 Solidify, implement, and scale the core components of the Boston Community Hub School strategy.

3.2.3 Expand equitable access to advanced coursework and career-focused pathways¹.

3.2.4 Increase the availability and quality of the programming options and learning experiences in alternative settings.

3.2.5 Increase the amount and quality of athletics, arts, enrichment, and Before and After School programs.

¹ Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment, Early College, and Career and Technical Education (CTE) programs

OBJECTIVE 3.3 Ensure students and communities who are specifically impacted by the Long-Term Facilities Plan (LTFP) arrive in schools that better align with the High-Quality Student Experience.

KEY ACTIONS

3.3.1 Continue to refine case management and tailored supports for families impacted by school closures and mergers to ensure equitable placement in high-quality schools.

3.3.2 Continue to improve the transition process based on community input, ensuring receiving schools proactively address student academic needs, social-emotional well-being, and family engagement.

ENABLING CONDITION: EQUITY-CENTERED CULTURE AND PRACTICE

Ensure culturally and linguistically sustaining practices.

KEY ACTIONS:

- Provide foundational trainings around Culturally and Linguistically Sustaining Practices (CLSP) for all BPS staff, embedding them into all support and accountability systems.
- Better integrate the BPS Racial Equity Planning Tool (REPT) into district and school-based decision-making.

Increase staff diversity to better reflect our student population.

KEY ACTIONS:

- Review and revise all policies and procedures around hiring and retention to ensure they support the growth of a more diverse educator population.
- Continue to improve the school hiring and retention goal process in order to create more equity, transparency, and accountability in meeting diversity goals.
- Continue to improve the early hiring process.
- Continue to scale research-informed staff recruitment, development, and retention strategies.

**ENABLING CONDITION: STRENGTHEN AND ALIGN SYSTEMS AND
COLLABORATIVE STRUCTURES WITH FAMILIES AND COMMUNITY**

Partner with families and community partners by providing access, tools, and direct support needed to drive measurable student success in every BPS school.

KEY ACTION:

- Strengthen strategies for family and community engagement and collaboration to improve trust, sense of belonging, and student outcomes.
- Scale high-impact partnerships to deliver targeted resources and support for our students and families.

ENABLING CONDITION: RESOURCE ALIGNMENT AND CONTINUOUS IMPROVEMENT

Align central office priorities and metrics to foster operational excellence, reduce barriers, and improve student outcomes.

KEY ACTIONS:

- Develop and ensure implementation of shared operational standards and performance expectations.
- Optimize central office services and workflows to increase efficiency, responsiveness, and support for schools.
- Establish clear data governance and infrastructure to support decision-making.
- Streamline annual budgeting to ensure central funding, staffing, and school resources directly align with district priorities.

DISTRICT SUCCESS MEASURES

Below is a list of the district's primary success measures that will be used to track progress and measure the success of the strategic initiatives found in the roadmap. The district will create five year targets for each measure for all students. Measures will also be disaggregated to ensure progress is made for student groups that have been underserved and underestimated, including Black students, Latinx students, students with disabilities, multilingual learners, and students from low socioeconomic backgrounds.

Measuring Student Achievement:

- Early Literacy: We are working with our literacy vendor to create a composite measure to indicate the % of students on track with literacy.²
- MCAS Achievement: Increase the percentage of students who meet or exceed expectations on the annual Grades 3–8 English Language Arts and Math MCAS assessments.
- ACCESS Assessment: Increase the percentage of students making progress in English Language Proficiency on the annual state ACCESS assessment.
- High School Achievement: The K–12 Statewide Graduation Council has made recommendations regarding graduation requirements. We will align this measure to the new graduation requirements once the state finalizes them.³
- MassCore Completion: Increase the percentage of high school graduates who successfully complete MassCore coursework.⁴

² The Early Literacy measure, High School Achievement measure, and Family Survey: Staff-Family Relationships measures are under development and subject to change.

³ The Early Literacy measure, High School Achievement measure, and Family Survey: Staff-Family Relationships measures are under development and subject to change.

⁴ Note that recent policy changes, such as MassCore as a graduation requirement, will impact these measures.

- Participation in College and Career Connected Programming: Increase the percentage of students in grades 9–12 who enroll in college or career-connected programming, including Career Technical Education, Innovation Career Pathway, Early College Programs, Advanced Placement, Dual Enrollment, and/or International Baccalaureate courses.
- Achievement in College and Career Connected Programming: Increase the percentage of students who succeed in their college or career-connected coursework, measured as the prior year graduates who pass a college course, relevant advanced assessment (AP or IB), or earn an industry-recognized credential.
- Graduation Rate: Increase the percentage of high school students who graduate within four years.⁵
- Drop Out Rate: Decrease the percentage of high school students who drop out of school.

Measuring School Culture and Climate:

- Chronic Absenteeism: Decrease the percentage of chronically absent students (missing 10% or more of school days) district-wide.
- Student Sense of Belonging: Increase the percent of positive responses in the category of sense of belonging as measured by the annual student climate survey.
- Student Safety: Increase the percent of positive responses in the category of safety as measured by the annual student climate survey.
- Participation in Family Survey: Increase the percent of BPS families who complete the Annual Spring Family Survey.
- Results on Family Survey: Increase the percent of favorable responses on the staff-family relationships category of the annual family survey.⁶

⁵ Note that recent policy changes, such as MassCore as a graduation requirement, will impact these measures.

⁶ The Early Literacy measure, High School Achievement measure, and Family Survey: Staff-Family Relationships measures are under development and subject to change.