

Shaw/Taylor School SY 24/25: Joint SSC Equity Roundtable - Part 1

Monday, May 20, 2024
8:30 AM



Agenda



- ❑ Overview of SBERT
- ❑ Review of Merger Objectives
- ❑ Analysis of work completed
- ❑ Critical concerns for SSC to consider
- ❑ Next Steps

The Purpose of School-Based Equity Roundtable

- To push our thinking about what and who we are as a school
- To eliminate opportunity, achievement gaps and barriers for Boston Public School students as we work to expand opportunities for the most marginalized
- Project monitoring tool for the Quality School Plan to expand opportunities for the most marginalized population of students at the school
- Planning in response to continually updated data around access to instruction, food, technology, mental health services, and other supports
- To ensure that the proposal or initiative being implemented does not burden our most dependent learners while benefiting others

GREEN NEW DEAL for BPS



Academics: High quality ethnically and culturally responsive curriculum, instruction and career pathways



Enrichment: Access to arts, sports, student government, and safe places to go before and after school



Facilities: Modern buildings with access to science labs, technology, libraries, gymnasiums, and performance, supportive and green spaces



Student & Family Supports: Resources for families so our students, families, and communities can thrive


GROUNDING IN THE RACIAL EQUITY PLANNING TOOL

The **BPS Racial Equity Planning Tool (REPT)** lays out a clear six-step process to operationalize this commitment and ensure each decision we make is aimed at closing opportunity gaps and advancing racial equity.

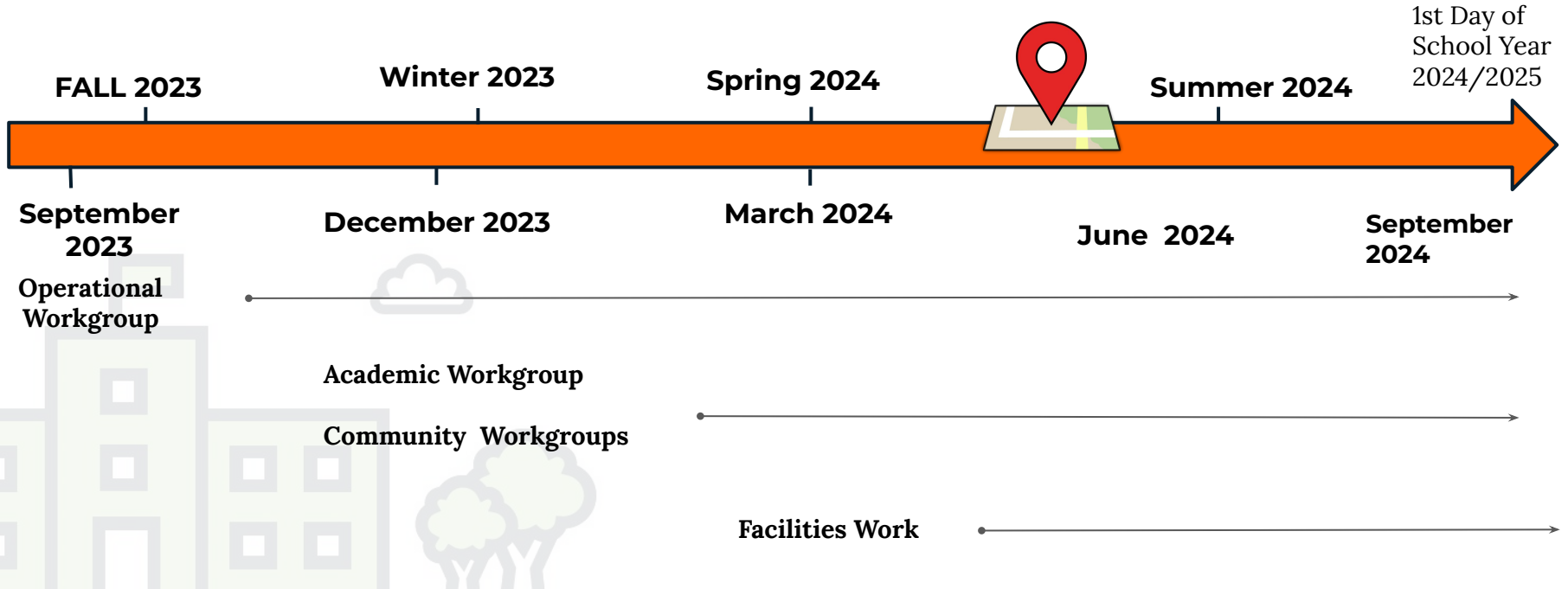
BPS RACIAL EQUITY PLANNING TOOL COMPONENTS



COMMUNITY ENGAGEMENT & DECISION-MAKING SPECTRUM

		INCREASING IMPACT ON THE DECISION 				
		INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL		To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC		We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

SHAW & TAYLOR: **Where we are now**



Academic Workgroup

What We Said

Participants: School based instructional team members, with representation from district's Academic depart.

Purpose: Aligning instructional focus and PD for SY 24/25

- ❑ Developing SY 24/25 ILT teams
- ❑ Developing 18 hours PD focus for SY 24/25
- ❑ Working through curriculum alignment in Math and ELA across both campus

What We Did

- Defined core principles for inclusion plans
- Confirmed aligned programs for SY 24/25
- Adopted aligned curriculum for ELA and Math
- Organizing support for Shaw teachers to adopt NAEYC protocols for early childhood education

Programs for SY 24/25

Academic Programs:

Inclusion: All students

ESL: Multilingual students learning English

SLIFE: Newcomer students with academic gaps

Special Education: Early Childhood, Intellectual Impairment

Other Offerings:

Music: K-2

Yoga: K-2

Art: K-6

Physical Education: K-6

STEAM: K-6

Librarian: K-6

World Language: 4-6

Operational Workgroup

What We Said

Participants: School Leadership, Central office liaisons

Purpose: Working through BPS operational activities that impact the following:

- Staffing
- Budget
- Facilities
- Transportation
- Food/Nutrition Services

What We Did

- Completed staffing review
- Aligned budget for SY 24/25 with a focus on structure for success for merger's goals
- Collaborated with Facilities to monitor and complete building improvement work (bathrooms, furniture, painting, new signs for SY 24/25 etc)
- Completed analysis of impact of merger to transportation of students and guaranteed transportation for current and new students

SY 24/25: Budget Collab Update

Schools have completed their responsibility to ensure that all core positions that required for SY 24/25 are allocated.

- ❑ **Admin Operations:** include all principals, assistant principals, additional admin, secretaries, lunch monitors across the two sites
- ❑ **Student Centered Instruction:** includes 3 strands of K-6 inclusion, SLIFE and Special Education classrooms across the 2 sites, ESL and Resource Room Teachers, Instructional Coach, Librarian, and COSE
- ❑ **Student Well-Being:** includes nurse, social worker, school psychologist family liaison, community field coordinator

Staffing Level		
Operations	Instruction	Student Well-Being
17 FTE	78.5 FTE	9.1 FTE

Discretionary Funds Total: \$1,124,194.20

Funds with guardrails and flexibility within the categorical purpose

- Partnerships: \$131,880.00
- Homelessness: \$76,919.00

Highlights Personnel Discretionary Allocation

- **Operations:**
 - 2 Assistant Principals and additional admin assistant
 - 2 Additional Lunch Monitors beyond compliance
- **Instruction:**
 - Additional Core classroom specialists and paras
 - Additional ESL and Resource Room Teachers beyond compliance
- **Student Well-Being**
 - Community Field Coordinator

Community Workgroups

What We Said

Community Building/Identity

Participants: Parents, stakeholders, school family liaisons, staff

Purpose: Building community across 2 campuses for students, staff, and stakeholder groups

- ❑ Identify events for shared community-building activities
- ❑ Plan a celebratory event for SY 24/25 opening
- ❑ School renaming
- ❑ Support families with campus transitions

Assets and Resources

Participants: Hub Schools liaison, Parents, stakeholders, Staff

Purpose: Identifying assets and resources that will support the programmatic vision of the 2 campus school.

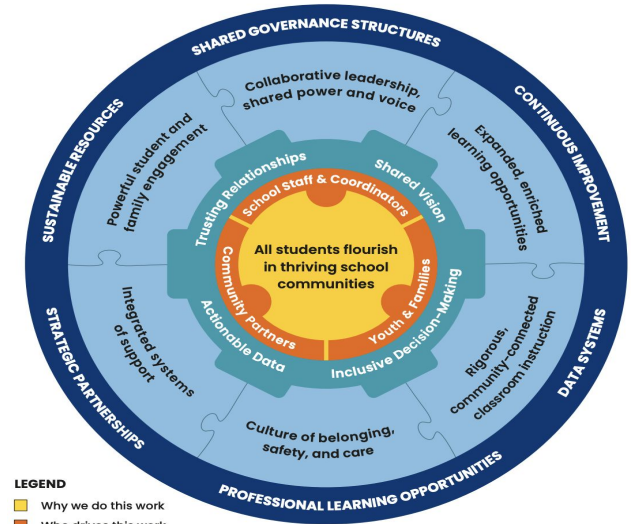
- ❑ Define Community assets that align with the [Shaw/Taylor Core Values](#) of the community
- ❑ Target supports based on data for identified student/family population
- ❑ Define relevant staff support to build shared understanding/camaraderie

Community Workgroups

What We Did

- Hosted 6 community meetings aligned with keeping stakeholders informed and involved in the merger process.
- Developed joint SSC opportunities
- Collaborated to create joint Paint Night, and Field Day activities
- Simplified school renaming to co-joint Shaw-Taylor until new school community can establish a SSC to complete the work

BPS Community Hub School



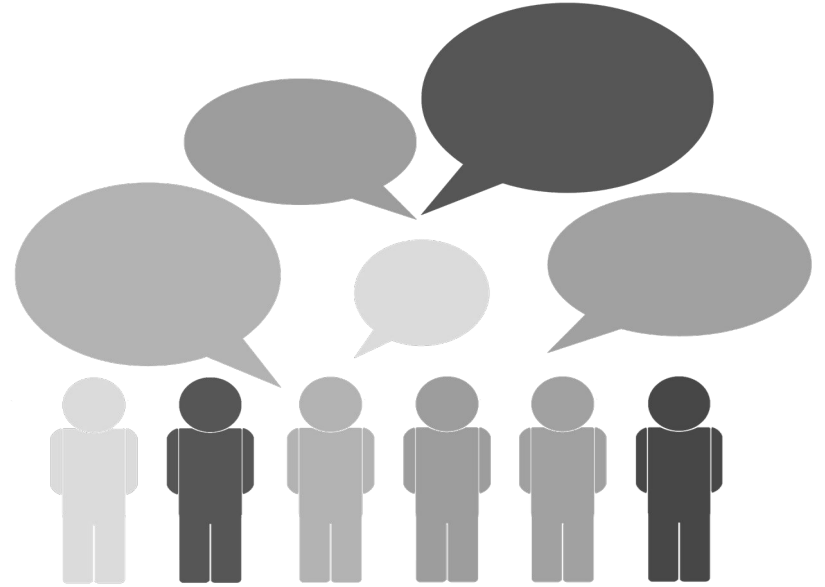
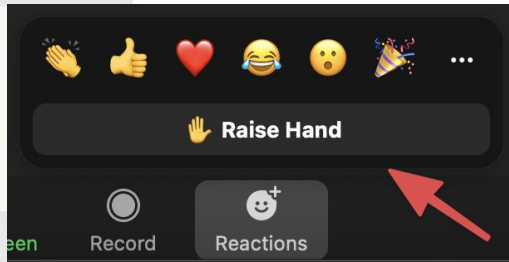
- LEGEND**
- Why we do this work
 - Who drives this work
 - Enabling conditions
 - Key practices
 - Supportive infrastructure

Critical Conversation

- What has the information showed?
- What resonated with you?
- What do you want to see more information on?
- What kind of information would you like to see?
- As a community what areas are important for you in the merger process?
- What kind of support do you need to be empowered in this process?

Community Forum

- ★ Listen to understand
- ★ Ask for clarifications
- ★ Watch airtime
- ★ Be kind
- ★ Be respectful
- ★ Raise your hand





Contact: capitalplanning@bostonpublicschools.org