



What Will Excellence, Access and Equity Look Like?

INTERNAL/INDIVIDUAL

- Better prepared for the future
- All graduates have choices not steered to only retail or college
- All children will be happy to go to school
- Teacher evaluation by students and students feel empowered.
- Music and arts involved from the beginning
- More open talk about race and class
- Students with skills of inter cultural communications
- Engagement plus and intensity
- Warmth, caring ---kids work displayed
- Kids knowing why they're doing what they're doing--- reflective about learning.
- Teachers honor own experiences, expertise and lenses
- We'll see teachers who love what they do, love to come to work each day, love the dynamic chaos of student learning, love to be challenged by their students to learn more, and are appreciated, esteemed by the community and rewarded financially for the incredible contribution they make to our children and community
- We see constant innovation in teaching and learning and the models and practices used to produce the education results ---for students, teachers, schools, and BPS that we want

INTERPERSONAL

- Murders /homicide rate goes down
- Whole city: parents, students, teachers, community making decisions about schools
- Parents and families engaged
- Educating in and out of classrooms

- Education a true partnership of students , teachers, leadership
- Meaningful talking and listening about learning
- Parents supported and being educated
- No negative comments about race
- Students able to understand each other—not misunderstood
- Quality of relationships between and among teachers, students, and families --trust, respect across all schools.
- Administration engaged not in the office only. Inclusiveness
- We see the world in our classrooms and everyone welcomed, respected and effectively supported to learn
- We see parents and teachers truly functioning as partners to support student learning
- We'll see students eager to learn, asking questions, generating new ideas and working individually and together to create them.

INSTITUTIONAL

- Structures in place for engaged learning community to guide education
- There will not be tracking, all will work from engaging curriculum
- When we have advanced scores on MCAS for all kids and good SAT scores to get kids into college
- Schools would give equal opportunity for all children, even if their families do not have resources
- Equal curriculum and good teaching for all students
- Not uniform –different environments: Labs, student-led, students know their resources, pursue different subjects.
- Decrease in diabetes, high blood pressure as a result of more equal access to physical activity and healthy food.
- More diverse work force at top level.
- Resources poured into poor communities in line with our wealthier communities.
- No need to travel to School because excellent Schools are everywhere
- Transportation costs go down
- Extremely low dropout rates.
- Teacher's salaries rising because more competition for all positions
- Equally funded resources
- Every child can take two field trips to places
- All students supported and challenged with high level curriculum, like Boston Latin High School for all—detracking
- NO TRACKING
- Teacher's skilled with inclusive teaching.
- No achievement gap
- All Students get quality education, not just trained to take a test (MCAS)
- Educating the whole child, not just academics: drama, culture, theater , sports etc.
- No need for busing, and parents are included.
- Clean
- Stability of staff
- Every child can take two school trips to places in and/or outside the country
- Every teacher will be coached by experienced teachers
- Every school is a quality school

- Increase by 50% or more the number of high school graduates that will go to college in ____ years
- Translate mission and into concrete outcomes
- Have teacher:pupil ratios that allow students to excel
- Every school has tech needs for every student
- Every child has opportunities to have internships, travel etc.
- Put a number on cost for each area. Allocate finances for each goal or objective
- The free enterprise model should not dominate.
- System (not just the schools) reflect race and class diversity
- Public schools look more like private schools: small classes, whole child, arts etc.

CULTURAL

- Educators would be from and draw on traditions of diverse People (proportionately!)
- Less dominance by corporations. [*They corporations--don't emphasize critical thinking skills, and teaching personal responsibility. Not participatory. How do you use skills to making change? We don't teach tolerance or global thinking. Teaching only US values. Not teaching analytical and critical thinking*]
- When school is relevant to students' realities.
- Multiracial classrooms
- Adult mentors
- Cultures are different
- Learning about differences is fun and fascinating,
- Less stigma about being different
- All students should be bilingual, learn more than one language
- History will teach the real history of all people and cultures of all people and cultures in this nation
- Languages reflects community
- Culturally relevant teaching and learning.
- We see the diversity of this city---e.g. race, class and gender—reflected in city leadership: the mayor, city council, school committee, superintendent and leadership team at BPS, BPS, principals and headmasters, and teachers
- Pedagogy and content also changed by and reflect diversity