

## **School Committee Draft Goals**

### **Draft 10/18**

For years, Somerville Public Schools (SPS) have aimed to reduce persistent gaps in the educational attainment of our students. Like school districts across the Commonwealth and the country, we have found our initiatives failing to make the persistent deep progress our students need and deserve. Rather than continue down the path of slow and unsteady progress, the Somerville School Committee and Somerville Public Schools propose a fundamental shift in our work. Recognizing that unjust outcomes are the product of unjust systems, we are building on recent efforts to fully move our district to an equity mindset.

SPS defines equity as providing the opportunities, support, environment, high expectations, and resources that every student needs to achieve educational success, to feel valued, and contribute to a thriving community. This is different than equality, which means providing each individual student with the exact same conditions or resources regardless of need. In making this shift we have identified four systemic barriers to equitable and sustained student success. In order to begin to address the root causes of systemic inequity in our schools, the Somerville School Committee and Somerville Public schools commit to the following, knowing that our goals can only be achieved through ensuring meaningful partnerships with all Somerville families as well as SPS staff, city government, and a wide range of community organizations.

### **Human Capital**

Because research shows that all children benefit from a highly skilled and diverse educator workforce that reflects SPS students and families, we will, by 2022, increase the percentage of staff of color by X% - at all levels of the workforce - through evaluating and strengthening all elements of our human capital system: recruitment, processes, training, retention, development, and advancement. Engage staff as partners with a formal, ongoing feedback mechanism that creates differentiated opportunities for staff voice and community engagement.

### **Enrollment and Programing**

Because we believe that no group of children should be disproportionately impacted by district enrollment policies and that all should have access to support they need, by 2022, we will 1) conduct a district enrollment study and forecast and 2) craft a vision for school assignment and programming aligned with the district's equity policy. In order to design a school assignment policy truly grounded in equity and the values of our community, we will engage students and families through a variety of opportunities for voice and community engagement.

## **District Resources**

Because we know that every student has unique needs and interests and should have access to rich learning opportunities that help them thrive, we will design, evaluate, and partially or fully implement student-based budgeting by 2022. We will do this through a transparent process that welcomes and embraces the engagement of stakeholders at all levels towards a system where students are funded equitably, regardless of which SPS school or program they attend.

## **Milestones of Learning**

While we believe that every child can thrive academically, we recognize a gap in achievement and opportunity in our current system. We will, by 2020, work with district administration, school communities, students, and educators to design a robust system of aligned developmental academic and social-emotional benchmarks. These benchmarks will be used to drive practices, policies, and resource allocation to ensure that every student has access to rigorous and responsive core instruction that integrates the whole-child approach.