

Strategic Plan

2020-2025



Boston **Arts**
Academy

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Executive Summary

Over the past twenty-two years, Boston Arts Academy has grown to be a proven model for artistic and academic ideation. BAA students are challenged by both a rigorous arts-based, college-preparatory academic curriculum and a competitive arts curriculum. BAA students have the opportunity to develop their voices through leadership opportunities and restorative justice practices. BAA students give back to their communities through service learning. BAA students have real opportunities to explore options for future education and career.

This strategic plan outlines our intentions for our next phase of growth. Our vision for preparing young artists in the 21st century includes increased opportunities for artistic activism and artistic entrepreneurship. We are breaking down traditional silos that separate artistic disciplines and creating more interdisciplinary opportunities. We are also expanding our artistic partnerships, providing students with job shadowing experiences, internships, and opportunities to exhibit and perform with professional artists.

In the next five years, we will expand our ability to support and challenge our students. We will strengthen the community that undergirds our students' success by strengthening the health and wellness resources that support our students social-emotional and learning needs and by investing in the ongoing professional learning of teachers. We will continue to connect with our families in meaningful partnership. And we will enlist more outside partners to complement, enhance, and expand our existing opportunities for our students.

Executive Summary 02

This strategic plan also marks a critical point in BAA's history. In December 2017, the City of Boston and the Commonwealth of Massachusetts approved \$125 million to build a state-of-the-art facility at 174 Ipswich Street. This new facility will provide better rehearsal studios, high-tech fashion and fine art studios, a cutting-edge STEAM (STEM + Arts) lab, a rooftop recital hall, and professional theatres. Scheduled to open for students in January 2022, this new facility will allow our population to increase, from our current size of 469 students to 500 students. We will also have the opportunity to expand our outreach, providing more arts programming for Boston 6th, 7th, and 8th grade students and increasing our ability to partner with outside arts organizations.

After a two-year strategic planning process, the Boston Arts Academy Board of Trustees constructed this plan to meet our current needs and to fully realize our vision through five overarching goals. In the next 5 years, we will

- 1. Focus resources and decisions on the overarching priority of student success**
- 2. Provide teachers with opportunities for academic, artistic, and professional growth**
- 3. Use the opportunity of the new building to expand and enhance our programming**
- 4. Strengthen our strategic partnerships to maximize educational opportunities and impact; and**
- 5. Research and propose future BAA leadership and organizational structures**

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Introduction

More than 20 years ago, the presidents of the member colleges of Boston's ProArts Consortium, together with families, teachers, and students who desired more artistic opportunities for youth in the city of Boston, led the charge to establish Boston's first and only arts high school. They believed that as a world-class cultural capital, Boston must have a world-class arts high school. In 1998, when the school first opened its doors, Boston Arts Academy was established as a pilot school within the Boston Public Schools. BAA was also the city's first inclusion school—a place that selected students based on their demonstrated passion for an art form regardless of their prior academic, behavioral, or learning challenges. Established to create opportunity, Boston Arts Academy has transformed the lives of more than 1,500 city youth.

For over twenty years, Boston Arts Academy has successfully fostered a culture of student achievement for its student population and for Boston youth through its outreach programs—with unprecedented results. BAA accepts students based on their commitment to their art and not their academic, behavioral, or learning history. Every day, BAA faculty engage students who commit to their education. Teachers provide engaging, challenging curricula that connect to the students' artistic strengths. Teachers also provide clear learning targets that help students understand where they are, where they need to be, and how to get there. The Health and Wellness Program addresses the social emotional needs of students. The strong community teachers and students develop together--through teacher and student leadership, restorative justice practice, and ensemble training--supports students to become Artists, Scholars, and Global Citizens, leaders in their communities.

Introduction

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In December 2017, the City of Boston and Commonwealth of Massachusetts unanimously approved \$125 million to build a state-of-the-art facility at 174 Ipswich Street. Rather than requiring students to practice in hallways or arts and academic faculty to share classrooms, the new facility will provide better rehearsal studios, high-tech fashion and fine art studios, a cutting-edge STEAM (STEM + Arts) laboratory, a rooftop recital hall, and professional theatres. The new BAA school is scheduled to open for students in January 2022.

This is a critical moment in BAA's history. But however beautiful, a building is only the beginning. Within the framework of this strategic plan, BAA will define a series of goals with an action plan that will ensure the success of the BAA's new facilities and all the students, faculty, and staff within it.



05 Process

The Boston Arts Academy Board of Trustees followed a strategic planning process that had three phases: pre-work, design, and implementation. In the pre-work phase during the 2018-2019 school year, the Board of Trustees assessed the state of BAA through review of progress since the last strategic plan, quantitative data analysis, and qualitative data analysis including a review of the CCT analysis of the mission and vision where students, alums, families, staff, and board members were interviewed.

Based on this assessment, a steering committee was formed of members of the Board of Trustees and BAA faculty – Jim Supple (Great Marsh Consulting); Krystal Banfield (Berklee); Nancy Bauer (Tufts); Tyrone Sutton (BAA); Maura Tighe (BAA); and Katie Umile (iCapital LLC). The steering committee reviewed the data and identified priority areas for goals.

In the design phase during the 2019-2020 school year, the steering committee focused on refining BAA's foundational beliefs and language. Working from the goals identified, the committee created an initial draft of priorities, received input from key stakeholders – including the Foundation board, student government, and family council – and refined the goals and priorities based on that feedback. The committee then created sub-committees to expand on the action steps for each goal.

Strategic Plan Subcommittees

Goals 1 & 2: BAA's ILT team

Goal 3: Tyrone Sutton (co-chair), Maura Tighe (co-chair), Denella Clark, Kathy Sharpless, Linda Nathan, Carolyn Meadows

Goal 4: Jim Supple (chair), Maha Chourafa, Christina Rodriguez, Maura Tighe

Goal 5: David Nelson (chair), David Eppstein, Jennifer Lopez, Nancy Bauer

In the implementation phase during the 2019-2020 school year, the committees defined new and ongoing initiatives and identified action steps in order to successfully implement the initiatives. The committee determined the financial implications of each initiative and will continue to manage and report on the progress of goal implementation.

As we were finalizing the plan in March 2020, we found ourselves, like all educational institutions, facing the Covid-19 crisis. As a final step, we created interim steps for the 20/21 school year for each of the five goals.

07 Mission

Boston Arts Academy serves as a laboratory and a beacon for artistic and academic innovation, preparing a diverse community of aspiring artist scholars to be successful in their college or professional careers and to be engaged members of a democratic society.



Theory of Action

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In this strategic plan, we are introducing a formal theory of action that undergirds our work, constructed by the school's Senior Management Team.

If we . . .

- Teach our young artist-scholar-citizens through the arts, challenging our students with both a rigorous arts-based, college-preparatory academic curriculum and a competitive arts curriculum;
- Engage our students in service learning and artist activism; Provide our students with opportunities to stretch and to explore options for future education and career;
- Support our students with health and wellness resources as well as resources to meet their learning needs; Invest in the ongoing professional learning of teachers;
- Build a strong community through student leadership and restorative justice practices;
- Connect with our families in meaningful partnership; and
- Enlist outside partners who complement, enhance, and expand opportunities for our students

Then Boston Arts Academy graduates will be successful in their college or professional careers and be engaged members of their communities.

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Vision

Over the next six years, Boston Arts Academy will continue to educate students from across the city of Boston to produce thought-driven, provocative, creative work that makes a positive social difference in our communities and beyond.

In six years, we will make the following advances that will have meaningful impacts for our students:

- **More opportunities for students to expand on their art, including internships and opportunities to work with professional artists and companies**
- **Curriculum changes so that all students meet and exceed Mass Core standards**
- **Preparation to ensure students enroll, persist, and complete collegeIncreased support in health and wellness**
- **Teachers equipped with the resources and training to help every student, of all different learning styles and needs, to achieve artistically and academicallyIncreased artistic, academic, and health and wellness faculty supports**
- **Access to state-of-the art, well-maintained facilities**

Vision 10

In our new purpose-built facility, BAA will expand its impact to middle school students from across the city and to engage more fully with the professional artistic community of Boston.

More specifically, we will:

- **Bring our school programming to the next level, improving our performance training for students and especially our multi-media/vocational students in a professional-quality facility;**
- **Expand our reach and serve as a cultural institution, providing performance space for outside artists, especially underrepresented artists. We want to be part of the solution many have called for, a place where small and emerging artistic groups, particularly those that reflect our student population, have the opportunity to develop and show their work;**
- **Expand our outreach programming for Boston elementary and middle school students. Boston Arts Academy should be an arts facility for all the youth of Boston, not just our 500 students; and**
- **Finally, we will refine our organizational structure for our next phase of growth and development.**

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Shared Values

This strategic plan affirms Boston Arts Academy's core shared values:

Vision with Integrity

We have a vision for the art, the work, and the community we want to create. We have aspirations for ourselves as artists, as scholars, and as citizens. We take creative risks to stretch ourselves, and we hold ourselves and others to high standards. We set goals for ourselves and make positive daily choices to make our vision a reality.

Passion with Balance

We seek a healthy balance in our everyday lives through reflection, self discipline, resilience, perseverance, grit, and courage. We maintain a balance between our artistic work and our academic work. We are open to constructive critique and seek to refine our work to achieve excellence.

Community with Social Responsibility

We value our community and we commit to supporting the health of our community. We ensure all members have a voice and a meaningful role, and demonstrate that through our beliefs and practices with Restorative Practices. We give back to our communities through service and activism.

Diversity with Respect

We value, seek, and respect a diversity of perspectives. We work towards full inclusion, equity, and social justice. We want our community to be free from bias or discrimination, and we ensure individuals of all backgrounds and experiences are welcomed, included, and supported.

Statement of Commitment

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This strategic plan introduces BAA's Statement of Commitment to Diversity, Equity, and Inclusion, drafted by the Board of Trustees in the fall of 2019.

Boston Arts Academy is committed to the work of becoming more inclusive as individuals and as a community. This work requires time and effort, thought and care, money and space, courage and humility. Moreover, the work is never ending as there will always be room for further growth and improvement.



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Goal One

Focus resources and decisions on the overarching priority of student success.

Key Strategies

1. Expand and differentiate artistic opportunities for BAA students, including more opportunities for students to perform and work with professional artists and professional arts companies
2. Improve students' academic performance and offer additional academic challenge
3. Strengthen students' preparation for college
4. Expand career pathways for students
5. Strengthen our support structures for students' wellness and learning needs

What this means for BAA Students:

- More artistic opportunities: internships, experiences working with professional artists and companies, travel and summer experiences, and new curricular pathways
- Stronger foundational preparation in the 9th grade in core artistic skills, student skills, numeracy, and literacy
- Curriculum changes that ensure all students meet Mass Core standards
- More personalization of the BAA experience to match student interest and need and more choice
- Preparation to ensure students are very well prepared and competitive for college admission
- Increased support for students in health and wellness

Goal One

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Interim Plan for Goal 1 for School Year 20/21 by Scenario

During and recovering from the pandemic, the Boston Arts Academy community will take steps towards our strategic goals but also concentrate on

- Assessing what is most effective in terms of curriculum, pedagogy, and organization structure in this interim period
- Making sure we are making decisions that are equitable, following BPS guidance
- Supporting and accelerating student achievement, particularly for the students who are most challenged by the pandemic

Regular Start and Run:
School Year starts in September
In-Person School

Modified Calendar:
Late Start
Gap (e.g. Aug-Nov; March-July)

Hybrid:
Partial in-person instruction
Partial virtual instruction

Identify teachers in each content team to serve as an SEL taskforce and guide SEL implementation for their department and provide them with Professional Development.

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Identify teachers in each content team to serve as an SEL taskforce and guide SEL implementation for their department and provide them with Professional Development.

Increase teaching staff's ability to address the increasing mental health needs of the student population that is presenting with high rates of anxiety, depression, & trauma.

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Increase teaching staff's ability to address the increasing mental health needs of the student population that is presenting with high rates of anxiety, depression, & trauma.

New action step: Provide a 2-day workshop for all staff on supporting students during the pandemic.

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Run weekly support and problem-solving groups for teachers

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Goal One

Interim Plan for Goal 1 for School Year 20/21 by Scenario

Regular Start and Run: School Year starts in September In-Person School	Modified Calendar: Late Start Gap (e.g. Aug-Nov; March-July)	Hybrid: Partial in-person instruction Partial virtual instruction
Pilot a short-term model for clinical services. Increase to 10% group/classroom based interventions	Pilot a short-term model for clinical services. Increase to 10% group/classroom based interventions	Continue to run individual counseling sessions.
All students will have a 2-day arts-intensive orientation or re-orientation to school	All students will have a 2-day arts-intensive orientation or re-orientation to school	All students will have a 2-day arts-intensive orientation or re-orientation to school
Create and implement plan for juniors students in fashion, VA, and some theatre students to complete sophomore benchmarks	Create and implement plan for juniors students in fashion, VA, and some theatre students to complete sophomore benchmarks	Create and implement plan for juniors students in fashion, VA, and some theatre students to complete sophomore benchmarks
Create and implement plan for seniors to learn skills missed in junior year to complete senior benchmarks	Create and implement plan for seniors to learn skills missed in junior year to complete senior benchmarks	Create and implement plan for seniors to learn skills missed in junior year to complete senior benchmarks
Plan a summer intensive and foundational orientation class for all 9th graders in each arts department to be implemented in SY21-22	Plan a summer intensive and foundational orientation class for all 9th graders in each arts department to be implemented in SY21-22	Plan a summer intensive and foundational orientation class for all 9th graders in each arts department to be implemented in SY21-22

Goal One

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Interim Plan for Goal 1 for School Year 20/21 by Scenario

Regular Start and Run: School Year starts in September In-Person School	Modified Calendar: Late Start Gap (e.g. Aug-Nov; March-July)	Hybrid: Partial in-person instruction Partial virtual instruction
In SY 20/21 we will increase to 2.0 FTEs and increase Fashion class offerings.	In SY 20/21 we will increase to 2.0 FTEs and increase Fashion class offerings.	In SY 20/21 we will increase to 2.0 FTEs and increase Fashion class offerings.
Plan/apply for a Chapter 74 program in Multimedia Engineering (technical theatre and music technology combined)	Plan/apply for a Chapter 74 program in Multimedia Engineering (technical theatre and music technology combined)	Plan/apply for a Chapter 74 program in Multimedia Engineering (technical theatre and music technology combined)
Finalize credit requirements and plan for 3 different paths towards graduation each with varying requirements: Professional Learning; Conservatory/Design school prep; Liberal arts	Finalize credit requirements and plan for 3 different paths towards graduation each with varying requirements: Professional Learning; Conservatory/Design school prep; Liberal arts	Finalize credit requirements and plan for 3 different paths towards graduation each with varying requirements: Professional Learning; Conservatory/Design school prep; Liberal arts
Create and implement a plan for summer support for students with incomplete or previously missing academic courses.	Create and implement a plan for summer support for students with incomplete or previously missing academic courses.	Create and implement a plan for summer support for students with incomplete or previously missing academic courses.
Create and implement a plan for supporting students below grade level in reading and math.	Create and implement a plan for supporting students below grade level in reading and math.	Create and implement a plan for supporting students below grade level in reading and math.
Create and implement a plan for academic teachers to modify curriculum to meet grade level targets by the end of the year.	Create and implement a plan for academic teachers to modify curriculum to meet grade level targets by the end of the year, utilizing best practices in remote and in-person teaching and learning.	Create and implement a plan for academic teachers to modify curriculum to meet grade level targets by the end of the year, utilizing best practices in remote and in-person teaching and learning.

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Goal One

Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
		<p>Increase opportunities for students to travel during the school year and the summer: conferences, performances, exhibitions, and enrichment experiences</p> <p>Currently, roughly 85 students across every department have funded summer experiences and some dance, theatre, and music do one conference or festival a year.</p> <p>Upon completion, 100 students would have funded summer experiences and we will increase the number of students who go to festivals and conferences during the school year.</p> <p>Increase to 30 students</p>	<p>Continue work towards goal from previous year</p> <p>Increase to 120 students</p>	<p>Continue work towards goal from previous year</p> <p>Increase to 130 students</p>
<p>Create a summer intensive and foundational orientation class for all 9th graders in each arts department that teaches students study and organizational strategies in arts and academics.</p> <p>Currently, VA and Dance have 9th grade orientation classes. Vocal Music used to have an orientation class.</p> <p>Upon completion, every major will have a 2 week long intensive for 9th graders and a 9th grade orientation class for every major that integrates Naviance college and career curriculum.</p>	<p>Refine</p>	<p>Continue</p>	<p>Continue</p>	<p>Continue</p>

Goal One

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Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Create additional support structures to support male student achievement. Currently there is one all-male advisory and all-male HWT group.</p> <p>Currently, male students are underrepresented on honor roll, for the past 3 years by an average of 8 percentage points.</p> <p>Upon completion, male students will be on honor roll in representative numbers.</p>	<p>Create 1 additional support structure specifically for male students, for a total of 3.</p> <p>Male representation on honor roll will be within 6 percentage points of representation percentage.</p>	<p>Create 1 additional support structure specifically for male students, for a total of 4.</p> <p>Male representation on honor roll will be within 4 percentage points of representation percentage.</p>	<p>Continue work towards goal from previous year</p>	<p>Continue work towards goal from previous year</p>
<p>Create a summer intensive and foundational orientation class for all 9th graders in each arts department that teaches students study and organizational strategies in arts and academics.</p> <p>Currently, VA and Dance have 9th grade orientation classes. Vocal Music used to have an orientation class.</p> <p>Upon completion, every major will have a 2 week long intensive for 9th graders and a 9th grade orientation class for every major that integrates Naviance college and career curriculum.</p>	<p>Refine</p>	<p>Continue</p>	<p>Continue</p>	<p>Continue</p>

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Goal One

Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Create additional support structures to support male student achievement. Currently there is one all-male advisory and all-male HWT group.</p> <p>Currently, male students are underrepresented on honor roll, for the past 3 years by an average of 8 percentage points.</p> <p>Upon completion, male students will be on honor roll in representative numbers.</p>	<p>Create 1 additional support structure specifically for male students, for a total of 3.</p> <p>Male representation on honor roll will be within 6 percentage points of representation percentage.</p>	<p>Create 1 additional support structure specifically for male students, for a total of 4.</p> <p>Male representation on honor roll will be within 4 percentage points of representation percentage.</p>	<p>Create 1 additional support structure specifically for male students, for a total of 5.</p> <p>Male representation on honor roll will be within 2 percentage points of representation percentage.</p>	
<p>Increase Fashion program offerings to meet growing enrollment.</p> <p>Currently, there is 1 FTE in fashion and an adjunct (1.5). In SY 20/21 we will increase to 2.0.</p> <p>Upon completion, we will have 2.5 FTEs in fashion to meet the needs of 30 additional students.</p>	<p>Increase FTEs in fashion to 2.5.</p>			
<p>Plan/apply for a Chapter 74 program in Multimedia Engineering (technical theatre and music technology combined).</p> <p>Currently we have done some exploratory work for the application process.</p> <p>Upon completion, we will have a third Chapter 74 certified program.</p>	<p>Pilot the program.</p>	<p>Achieve Chapter 74 Certification from the Massachusetts DESE.</p>	<p>Continue</p>	<p>Continue</p>

Goal One

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Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Expand enrollment in the summer reading and summer math model for rising 10th graders and 11th graders to include rising 9th graders.</p> <p>Reading: Currently, 34 rising 10th and 11th graders participate in Summer Reading intervention</p> <p>Math: Currently 14 rising 10th graders were identified for summer math 2019, but only a few attended.</p> <p>Upon completion of this goal, we will have at least 70 students in summer reading intervention and at least 45 students in summer math intervention.</p>	<p>Reading: Name a reading specialist on staff to oversee and coordinate vision, assessment, and recruitment for school-year and summer reading interventions. Expand summer reading to include a reading intervention for 10 incoming 9th graders assessed below grade level in reading. Refine recruitment process for rising 10th and 11th grade to expand participation by at least 16 students. *pending location.</p> <p>Math: Name a math intervention specialist on staff to oversee and coordinate vision, assessment, and recruitment for school-year and summer math interventions. Ensure at least 15 rising 10th graders below grade level in math participate. Expand the program to include 10 rising 11th graders (pending location).</p>	<p>Reading: Continue, and increase the summer reading program by 5 more students to accommodate the larger student population.</p> <p>Math: Continue, and expand summer math program to include a math intervention for 10 incoming 9th graders assessed below grade level in math. Increase the rising 10th and 11th grade summer math program by 5 students to accommodate the larger student population.</p>	<p>Reading: Continue, and increase the summer reading program by 5 more students to accommodate the larger student population.</p> <p>Math: Increase the rising 10th and 11th grade summer math program by 5 students to accommodate the larger student population.</p>	Continue
Redesign the seminar model to become a Language and Literary Arts Department	Refine the Language and Literary Arts Department (LALA).	Continue LALA	Continue LALA Pilot a Literary Arts Concentration.	Continue LALA Fully implement the Literary Arts Concentration.
	Create a physical education scope and sequence.	Refine	Fully Implement	Continue

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Goal One

Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Create additional STEAM study opportunities for students.</p> <p>Currently we do not have a STEAM lab or a staff member dedicated to STEAM initiatives. We have some equipment from the former STEAM lab.</p> <p>Upon completion, we will have a model STEAM program, with a dedicated staff member who teaches STEAM courses, collaborates with teachers on STEAM projects in at least one course per department, houses STEAM office hours for individual or collaborative student projects, amplifies STEAM work internally, locally and nationally through partnerships, collaborations, teacher training, and professional presentations.</p>	<p>Re-establish a STEAM lab with a dedicated staff member, scheduled courses, and collaborations with teachers on STEAM projects in at least 2 departments. Create at least one outside STEAM partnership, and establish weekly drop in hours for students to pursue STEAM initiatives.</p>	<p>Continue, and collaborate with teachers on STEAM projects in at least 2 additional BAA departments, establish at least 1 outside partnerships to amplify the STEAM projects. Offer at least one teacher training workshop at BAA to increase the capacity and skill to implement STEAM projects.</p>	<p>Continue and collaborate with teachers on STEAM projects in at least 2 additional BAA departments, refine 4 previous projects, and establish at least 1 outside partnerships to amplify the STEAM projects. Share work locally and nationally in conferences or training.</p>	<p>Continue and collaborate with teachers on STEAM projects in at least 2 additional BAA departments, refine 6 previous projects, and establish at least 1 outside partnerships to amplify the STEAM projects. Host a BAA STEAM symposium to share best practices, and support other educators to implement innovative STEAM work in their institutions.</p>
<p>Establish the "Seal of Biliteracy" on BAA transcripts for BAA biliterate graduates.</p> <p>Currently, we do not have this seal.</p> <p>Upon completion of this goal, approximately 20 seniors per year will achieve this distinction.</p>	<p>5 Seniors will achieve the distinction.</p>	<p>10 Seniors will achieve the distinction.</p>	<p>15 Seniors will achieve the distinction.</p>	<p>20 Seniors will achieve the distinction.</p>

Goal One

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Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Ensure all students (without language or special education waivers) at minimum meet Mass Core standards</p> <p>The class of 2018 data shows only 3 students completed Mass Core. We think this is partly a coding issue with BPS, but we still do not meet this goal.</p> <p>Upon completion 80% of all students/ 95% of students without IEPs with language waivers will meet Mass Core Standards.</p> <p>In 2019, There were 2 AP courses, 3 electives available, and 2 pro arts colleges designated seats for BAA students in 6 courses with 20 students completing dual enrollment courses.</p> <p>Upon completion, we will expand to 3 AP offerings, expand to 5 elective offerings, and expand our dual enrollment program to at least 50 students per year.</p> <p>In 2019, 54.9% of juniors and seniors completed advanced coursework (AP, dual enrollment, or Chapter 74 courses).</p> <p>Upon completion, 85% of juniors and seniors will have completed advanced coursework.</p>	<p>Add 1 new AP course. Expand dual enrollment offerings to include at least one on-site dual enrollment course.</p>	<p>Add 1 new AP course. Expand dual enrollment offerings to include at least one on-site dual enrollment course.</p>	<p>Continue</p>	<p>Continue</p>

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Goal One

Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Finalize credit requirements and plan for 3 different paths towards graduation each with varying requirements: Professional Learning; Conservatory/Design school prep; Liberal arts.</p> <p>Currently, approximately 40 students leave BAA a year because they want a different path to graduation [internal attrition data].</p> <p>Upon completion, we will reduce the number of students who leave BAA each year to 20 students or less.</p>	<p>Pilot</p> <p>Reduce attrition to approximately 35 students.</p>	<p>Fully Implement</p> <p>Reduce attrition to approximately 30 students.</p>	<p>Refine</p> <p>Reduce attrition to approximately 25 students.</p>	<p>Continue</p> <p>Reduce attrition to approximately 20 students.</p>
<p>Refine the 9th-12th college and career readiness scope and sequence and increase staffing support, including through the first year of college.</p> <p>Currently, consistently 96% of graduates are accepted to college. We have had a recent drop in the number of students matriculating to college, from 86.2% for the class of 2017 to 64.4% for the class of 2018.</p> <p>Upon completion, we will increase the percentage of students who matriculate to college to consistently above 80%.</p>	<p>Continue to refine college and career readiness scope and sequence.</p> <p>Increase the number of students who matriculate to college consistently above 80%.</p>	<p>Fully implement college and career readiness scope and sequence.</p> <p>Maintain the number of students who matriculate to college consistently above 80%.</p>	<p>Continue</p> <p>Maintain the number of students who matriculate to college consistently above 80%.</p>	<p>Continue</p> <p>Maintain the number of students who matriculate to college consistently above 80%.</p>

Goal One

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Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Increase integration of social-emotional learning (SEL) competencies into classroom instruction and curriculum through Circle Practice; and SEL Skills Coaching from HWT.</p> <p>Identify teachers in each content team to serve as an SEL task force and guide SEL implementation for their department and provide them with Professional Development.</p> <p>Complete full Circle Practice Training will all staff. Identify 4 Circle Keepers.</p> <p>Train 12 students in Circle Practices (rep. all grades and majors).</p> <p>Currently, all teachers have been trained in basic Circle Practice but not all teachers use Circle Practice regularly. Some teachers are integrating SEL competencies on their own or have partnered with HWT to do that. SEL is incorporated in some parts of BAA's curriculum but is not explicit.</p> <p>Upon completion, 80% of teachers will understand and be able to explicitly demonstrate how they are integrating SEL into their curriculum and instruction and we will have 30 student Circle Keepers.</p>	<p>Continue</p> <p>Provide professional development training on SEL Competencies with Circle Practice as an evidenced-based SEL intervention that addresses all 5 competencies. 10% of teachers will implement SEL.</p> <p>Train staff in Circle Practice. Identify 6 Circle Keepers.</p> <p>Train 15 students trained in Circle Practices (rep. all grades and majors).</p>	<p>Collect data how frequency of circles in learning spaces; Impact of circles on climate and culture; Provide technical support to teachers around integrating circles into curriculum & instruction</p> <p>HWT Staff will work with content teams to provide coaching on how to integrate 5 SEL competencies into curriculum design at the department and classroom levels. 25% of teachers will implement SEL.</p> <p>Train staff in Circle Practice. Identify 8 Circle Keepers.</p> <p>Train 20 students trained in Circle Practices (rep. all grades and majors).</p>	<p>Continue and collaborate with teachers on STEAM projects in at least 2 additional BAA departments, refine 4 previous projects, and establish at least 1 outside partnerships to amplify the STEAM projects. Share work locally and nationally in conferences or training.</p>	<p>Continue and collaborate with teachers on STEAM projects in at least 2 additional BAA departments, refine 6 previous projects, and establish at least 1 outside partnerships to amplify the STEAM projects. Host a BAA STEAM symposium to share best practices, and support other educators to implement innovative STEAM work in their institutions.</p>

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Goal One

Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Increase teaching staff's ability to address the increasing mental health needs of the student population that is presenting with high rates of anxiety and depression, trauma.</p> <p>Provide 1 annual training for all teachers on identifying mental health symptoms in the classroom and teaching strategies to address mild symptoms that come up in classrooms.</p> <p>Develop a clinician-specific PD plan</p> <p>Currently, we provide a training for all new teachers, but sporadic follow-up training. Our clinicians do not have a unified PD plan; individual clinicians have their own plans.</p> <p>Upon completion, a health and wellness strand will be consistently integrated into the Professional Development Plan. Teachers will understand and be able to identify and adjust practices to student needs. Clinicians will have a coherent, consistent PD plan to support this work.</p>	<p>Provide 2 annual trainings on identifying mental health symptoms in the classroom and teaching strategies to address mild symptoms that come up in classrooms.</p> <p>Provide training for HWT Clinicians on evidenced-based therapy.</p>	<p>Provide 3 annual trainings on identifying mental health symptoms in the classroom and teaching strategies to address mild symptoms that come up in classrooms.</p> <p>Provide training for HWT Clinicians on evidenced-based therapy.</p>	<p>Provide 3 annual trainings on identifying mental health symptoms in the classroom and teaching strategies to address mild symptoms that come up in classrooms.</p> <p>Provide training for HWT Clinicians on evidenced-based therapy.</p> <p>HWT helps content teams apply training to their individual, specific discipline.</p>	<p>Provide 3 annual trainings on identifying mental health symptoms in the classroom and teaching strategies to address mild symptoms that come up in classrooms.</p> <p>Provide training for HWT Clinicians on evidenced-based therapy.</p> <p>HWT helps content teams apply training to their individual, specific discipline.</p>

Goal One

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Five Year Plan for Goal 1

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Expand clinical supports to provide a clinician who will work directly with the Special Education team and provide supports for students with IEPs and 504 accommodation plans.</p> <p>Pilot a short-term model for clinical services.</p> <p>Increase to 10% group/classroom based interventions.</p> <p>Currently, we provide services to students who request services based on a first-come, first-served basis. Approximately 5% of our service delivery model is in group/classroom interventions.</p> <p>Upon completion, we will ensure that we are providing clinical supports in an equitable, efficient, and effective manner. 50% of our service delivery will be in group/classroom interventions.</p>	<p>Refine short-term model for clinical services.</p> <p>Increase to 20% group/classroom based interventions.</p>	<p>Fully implement short-term model for clinical services.</p> <p>Increase to 20% group/classroom based interventions.</p>	<p>Increase to 30% group/classroom based interventions.</p>	<p>Continue</p> <p>Increase to 50% group/classroom based interventions.</p>
<p>Make curricular shifts and refine interventions to address ELT and DESE targets.</p> <p>In the 2019 MCAS, ELA growth was 36.8 and math was 44.6. In 2019 students meeting or exceeding expectations was 42% in ELA and 38% in Math.</p> <p>Our goal is to meet the DESE stated targets for achievement and growth each year.</p>	<p>Continue</p> <p>Meet the DESE stated targets for achievement and growth.</p>	<p>Continue</p> <p>Meet the DESE stated targets for achievement and growth.</p>	<p>Continue</p> <p>Meet the DESE stated targets for achievement and growth.</p>	<p>Continue</p> <p>Meet the DESE stated targets for achievement and growth.</p>

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Goal Two

Provide teachers with opportunities for academic, artistic, and professional growth.

Key Strategies

1. Increase teachers' ability to improve instruction through data inquiry strategies
2. Increase professional development to support teachers' culturally responsive practice
3. Increase professional development to support specific student populations: students with disabilities, ELL students
4. Increase professional development to support students' Social Emotional Learning
5. Support staff and faculty to develop independent professional growth plans and pursue independent opportunities.
6. Improve professional development structures and supports for new teachers

What this means for BAA Students:

- Teachers and staff equipped with the resources and training to help every student, of all different learning styles and needs, to achieve artistically and academically
- Stronger teaching and learning in STEAM and literacy
- Increased access for students with disabilities and English language learners
- Teachers and staff who understand how to support students' social/emotional health
- Teachers and staff who are continuing to develop their own professional and artistic skills

Goal Two

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Interim Plan for Goal 2 for School Year 20/21 by Scenario

Regular Start and Run: School Year starts in September In-Person School	Modified Calendar: Late Start Gap (e.g. Aug-Nov; March-July)	Hybrid: Partial in-person instruction Partial virtual instruction
<p>Increase PD offerings regarding remote and blended learning, including but not limited to expanding the repertoire of tools teachers are currently using, and best practices.</p> <p>Offer PD on Trauma-Informed approach to teaching post pandemic.</p>	<p>Offer virtual PD and webinars regarding remote and blended learning, including but not limited to expanding the repertoire of tools teachers are currently using, and best practices.</p> <p>Offer PD on Trauma-Informed approach to teaching during the pandemic.</p> <p>Create a virtual teacher lounge where teachers share best practices and tinker with new ideas, lead mini-workshops, and connect.</p>	<p>Build on the 5 hours of PD teachers received on remote learning in SY19/20 by adding an additional 5 hours.</p> <p>Offer virtual PD and webinars regarding remote and blended learning, including but not limited to expanding the repertoire of tools teachers are currently using, and best practices.</p> <p>Offer PD on Trauma-Informed approach to teaching during the pandemic.</p> <p>Create a virtual and a face-to-face teacher lounge space where teachers share best practices and tinker with new ideas, lead mini-workshops, and connect.</p>
Support teachers to identify a personal professional development plan to meet students' needs post pandemic.	Support teachers to identify a personal professional development plan to meet students' needs post pandemic.	Support teachers to identify a personal professional development plan to meet students' needs post pandemic.
Increase to 2 data inquiry cycles.	Maintain 1 data inquiry cycle.	Maintain 1 data inquiry cycle.
Maintain the 90% of teachers participating in instructional rounds.	Maintain the 90% of teachers participating in instructional rounds.	Determine new goal for peer feedback in virtual format.

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Goal Two

Interim Plan for Goal 2 for School Year 20/21 by Scenario

Regular Start and Run: School Year starts in September In-Person School	Modified Calendar: Late Start Gap (e.g. Aug-Nov; March-July)	Hybrid: Partial in-person instruction Partial virtual instruction
<p>Continue implementation of the Research for Better Teaching - High-Expertise Teaching framework and Hammond's instructional framework for Culturally Responsive Teaching:</p> <ul style="list-style-type: none">• Daily Objectives• Criteria for Success• Use of positive and negative space• Asset Based Feedback	<p>Continue implementation of the Research for Better Teaching - High-Expertise Teaching framework and Hammond's instructional framework for Culturally Responsive Teaching:</p> <p>Daily Objectives Criteria for Success Use of positive and negative space Asset Based Feedback</p>	<p>Continue implementation of the Research for Better Teaching - High-Expertise Teaching framework and Hammond's instructional framework for Culturally Responsive Teaching:</p> <p>Daily Objectives Criteria for Success Use of positive and negative space Asset Based Feedback</p>
<p>Support new teachers' transition to BAA through their participation in "New-to-the-School" [NTTS] orientation in late August.</p> <p>Participation in NTTS meetings after school and/or during lunch (twice a month Sept-Nov; once a month Dec-June).</p> <p>Hold NTTS office hours.</p>	<p>Support new teachers' transition to BAA through their participation in "New-to-the-School" [NTTS] orientation in late August.</p> <p>Participation in NTTS meetings after school and/or during lunch (twice a month Sept-Nov; once a month Dec-June).</p> <p>Hold NTTS office hours.</p>	<p>Support new teachers' transition to BAA through their participation in "New-to-the-School" [NTTS] orientation in late August.</p> <p>Participation in NTTS meetings after school and/or during lunch (twice a month Sept-Nov; once a month Dec-June).</p> <p>Hold NTTS office hours.</p>
<p>Continue targeted face-to-face Professional Development to support students with Disabilities post pandemic.</p>	<p>Continue targeted remote Professional Development to support students with Disabilities during the pandemic through a carefully curated remote PD playlist and/or virtual PD sessions.</p>	<p>Continue targeted remote Professional Development to support students with Disabilities during the pandemic through a carefully curated remote PD playlist and/or virtual PD sessions.</p>

Goal Two

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Interim Plan for Goal 2 for School Year 20/21 by Scenario

Regular Start and Run: School Year starts in September In-Person School	Modified Calendar: Late Start Gap (e.g. Aug-Nov; March-July)	Hybrid: Partial in-person instruction Partial virtual instruction
Continue targeted face-to-face Professional Development to support ELL students post pandemic.	Continue targeted face-to-face Professional Development to support ELL students and their families during the pandemic through a carefully curated remote PD playlist and/or virtual PD sessions.	Continue targeted face-to-face Professional Development to support ELL students and their families during the pandemic through a carefully curated remote PD playlist and/or virtual PD sessions.
Continue to support teachers in their pathway to obtain and/or renew a teaching license. Continue to support teachers in preparing, taking, and passing MTEL tests in their content area and/or ESL/ModDis through the BPS MTEL Prep Program.	Continue to support teachers in their pathway to obtain and/or renew a teaching license. Continue to support teachers in preparing, taking, and passing MTEL tests in their content area and/or ESL/ModDis through the BPS MTEL Prep Program via remote learning (virtual meetings and asynchronous learning experiences).	Continue to support teachers in their pathway to obtain and/or renew a teaching license. Continue to support teachers in preparing, taking, and passing MTEL tests in their content area and/or ESL/ModDis through the BPS MTEL Prep Program via remote learning (virtual meetings and asynchronous learning experiences).

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Goal Two

Five Year Plan for Goal 2

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Increase amount of data inquiry cycles by the Instructional Leadership Team (ILT). Increase to 2 data inquiry cycles in the first year.</p> <p>Currently, ILT has been able to complete 1 data inquiry cycle a year.</p> <p>Upon completion, we will be able to complete at least 3 data inquiry cycles a year.</p> <p>Increase to 2 data inquiry cycles in the first year.</p>	Continue	Increase to 3 data inquiry cycles.	Continue	Continue
<p>Increase the number of teachers that participate in instructional rounds/peer feedback to 95%.</p> <p>Currently, 90% of teachers participate in instructional rounds/peer feedback to 90% teacher participation.</p> <p>Upon completion, we will increase to 100% of teacher participation.</p>	Expand instructional rounds/ peer feedback to 100% teacher participation.	Maintain 100% participation and expand the number of teachers who are observers, not just participants to 50%.	Maintain 100% participation and expand the number of teachers who are observers, not just participants to 60%.	Maintain 100% participation and expand the number of teachers who are observers, not just participants to 70%.
<p>Continue implementation of the Research for Better Teaching – High-Expertise Teaching framework and Hammond’s instructional framework for Culturally Responsive Teaching:</p> <ul style="list-style-type: none"> • Daily Objectives • Criteria for Success • Use of positive and negative space • Asset Based Feedback 	<p>Continue implementation of the Research for Better Teaching – High-Expertise Teaching framework and Hammond’s instructional framework for Culturally Responsive Teaching:</p> <ul style="list-style-type: none"> • Daily Objectives • Criteria for Success • Use of positive and negative space • Asset Based Feedback • The Academic Mindset Cycle 	<p>Continue implementation of Hammond’s instructional framework for Culturally Responsive Teaching:</p> <ul style="list-style-type: none"> • Daily Objectives • Criteria for Success • Use of positive and negative space • Asset Based Feedback • The Academic Mindset Cycle • Implementing Cognitive Routines 	<p>Engage in intensive professional development sessions with an outside facilitator.</p> <p>Set next strategic direction for culturally responsive teaching.</p>	TBD

Goal Two

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Five Year Plan for Goal 2

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Refine professional development (PD) and supports for new teachers internally and externally.</p> <p>Currently, new teachers engage in a one-day orientation in late August, 2 monthly new-teacher meetings Sept-November, and one monthly meeting Dec-June</p>	<p>Implement refined supports</p>	<p>Continue to refine</p>	<p>Continue</p>	<p>Continue</p>
<p>Provide targeted professional development for STEAM teachers</p> <p>Currently, STEAM teachers receive limited workshops and in-class coaching, mostly relying on 2 formal classroom observations a year.</p> <p>Upon completion, PD will include workshops (PBL, Inquiry Based learning, Problem Based learning, best practices, etc.) and in-class coaching</p>	<p>Refine</p>	<p>Continue</p>	<p>Continue</p>	<p>Continue</p>

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Goal Two

Five Year Plan for Goal 2

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Continue targeted PD to support students with Disabilities with a 20% increase in differentiating the PD paths for teachers.</p> <p>Continue to support teachers in enrolling in the BPS Moderated Disabilities Pathways Program and in the BPS MTEL Prep Program to prepare, take, and pass the corresponding MTEL tests.</p> <p>Currently, we devote 3 PD sessions during Friday staff meetings to support teachers in understanding and implementing accommodations as per IEP guidelines. All PD is informed by the Instructional Focus which identifies students on IEPs as part of our targeted priority group.</p>	<p>Increase the number of Friday PD sessions to 4 sessions with additional targeted supports in the classroom through mentoring and coaching.</p> <p>Encourage teachers to engage in PD outside of school to enhance their capacity to meet the needs of a wide range of abilities. This is required for teachers applying to obtain or renew their Professional License.</p> <p>Continue targeted PD to support students with Disabilities with a 25% increase in differentiating the PD paths for teachers. Continue to support teachers in enrolling in the BPS Moderated Disabilities Pathways Program and in the BPS MTEL Prep Program to prepare, take, and pass the corresponding MTEL tests.</p>	<p>Refine</p> <p>Continue targeted PD to support students with Disabilities with a 30% increase in differentiating the PD paths for teachers.</p> <p>Continue to support teachers in enrolling in the BPS Moderated Disabilities Pathways Program and in the BPS MTEL Prep Program to prepare, take, and pass the corresponding MTEL tests.</p>	<p>Continue</p>	<p>Continue</p>
<p>Continue targeted Professional Development to support English Language Learners (ELLs) with a 20% increase in differentiating the PD paths for teachers to focus on teaching ELLs.</p> <p>Currently, we devote 1 PD session during Friday staff meetings to support teachers in understanding and implementing ESL best practices. All PD is informed by the Instructional Focus which identifies ELLs as part of our targeted priority group.</p>	<p>Increase the number of Friday PD sessions to 2 sessions with additional targeted supports in the classroom through mentoring and coaching.</p> <p>Continue targeted PD to support ELLs with a 25% increase in differentiating the PD paths for teachers to focus on teaching ELLs.</p> <p>Encourage teachers to engage in PD outside of school to enhance their capacity to meet the needs of ELLs. This is required for teachers applying to obtain or renew their Professional License.</p>	<p>Increase the number of Friday PD sessions to 3 sessions with additional targeted supports in the classroom through mentoring and coaching.</p> <p>Continue targeted PD to support ELLs with a 30% increase in differentiating the PD paths for teachers to focus on teaching ELLs.</p> <p>Encourage teachers to engage in PD outside of school to enhance their capacity to meet the needs of ELLs. This is required for teachers applying to obtain or renew their Professional License.</p>	<p>Continue</p>	<p>Continue</p>

Goal Two

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Five Year Plan for Goal 2

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Increase the number of teacher certifications in Moderate Disabilities and ESL by 15%</p> <p>Currently, 16 staff members are ESL certified. 12 staff members are currently enrolled in an ESL MTEL prep course and plan on taking the ESL test in the next six months. 13 staff members are certified in Moderate Disabilities.</p> <p>Upon completion, we will increase the numbers by 40%.</p>	<p>Increase the number of teacher certifications in Moderate Disabilities and ESL by 20%</p>	<p>Increase the number of teacher certifications in Moderate Disabilities and ESL by 25%</p>	<p>Increase the number of teacher certifications in Moderate Disabilities and ESL by 30%</p>	<p>Increase the number of teacher certifications in Moderate Disabilities and ESL by 40%</p>
<p>Increase the number of opportunities for teachers/staff to develop their own professional and artistic skills through summer and school-year experiences.</p> <p>Currently, PD has been designed and delivered during Friday staff meetings, with limited differentiation.</p> <p>Upon completion, teachers will have differentiated PD experiences outside of school.</p>	<p>Teachers and staff complete 20% of the professional development outside of school. Such PD must be aligned to their Professional Practice or Student Learning goals and/or to meet the requirements to advance their teaching license.</p> <p>Teachers complete at least 1 school visit within or outside the district.</p>	<p>Teachers and staff complete 30% of the professional development outside of school. Such PD must be aligned to their Professional Practice or Student Learning goals and/or to meet the requirements to advance their teaching license.</p> <p>Teachers complete at least 1 school visit within or outside the district.</p>	<p>Continue</p>	<p>Continue</p>
<p>Increase the number of teachers/staff who are presenting at conferences and publishing about their work by 15%.</p> <p>Currently, one teacher is preparing his writing for publishing and 3 teachers presented at local conferences.</p>	<p>Increase the number of teachers/staff who are presenting at conferences and publishing about their work by 20%.</p>	<p>Continue</p>	<p>Continue</p>	<p>Continue</p>

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Goal Two

Five Year Plan for Goal 2

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Support provisional teachers in the arts in advancing their license through alternative pathways to obtain an Initial license and all teachers advancing to Professional Licensure.</p> <p>Currently there are 6 teachers in the arts who hold a provisional license, 8 with an initial license, and 3 with a professional license. Additionally, there are 3 teachers in the arts pursuing a provisional license.</p> <p>Upon completion, all arts teachers will obtain their professional license and maintain PD requirements as per DESE guidelines.</p>	<p>All teachers in the arts who do not hold a teaching license will obtain a provisional license in their content by year 2 at BAA.</p> <p>All provisional teachers in year 4 of their provisional license will pursue a masters degree in their content or an alternative licensure program such as ClassMeasures.</p> <p>All arts teachers in year 5 of their Initial license will apply to obtain a professional license. They will complete and will provide evidence of PD respective to their content area as per DESE guidelines.</p> <p>All arts teachers holding a professional license and who are up for renewal will complete and will provide evidence of PD respective to their content area as per DESE guidelines.</p>	Continue	Continue	Continue

Goal Three

36

Use the opportunity of the new building to expand and enhance our programming.

Key Strategies

1. Improve our artistic training for students through the opportunities made possible by our professional-quality facility
2. Expand our outreach programming for Boston 6th, 7th, and 8th grade students
3. Develop our role as a cultural institution and construct a plan for providing performance space for outside artists, especially underrepresented artists and alumni
4. Provide our new state-of-the-art facility the care and maintenance necessary
5. Explore the possibility of revenue streams/rental agreements for the new building

What this means for BAA Students:

- More opportunities for students to work with professional artists and companies
- Access to state-of-the-art, well-maintained facilities
- The potential for BAA students to start their BAA education in 6th, 7th, and 8th grade through our outreach programs

37 Goal Three

Interim Plan for Goal 3 for School Year 20/21 by Scenario

Regular Start and Run: School Year starts in September In-Person School	Modified Calendar: Late Start Gap (e.g. Aug-Nov; March-July)	Hybrid: Partial in-person instruction Partial virtual instruction
Work with BPS and BAAF to ensure that we have the resources to support facilities programming and maintenance in New Ipswich.	Work with BPS and BAAF to ensure that we have the resources to support facilities programming and maintenance in New Ipswich.	Work with BPS and BAAF to ensure that we have the resources to support facilities programming and maintenance in New Ipswich.
Plan BAA's use of the new facility for SY 22-23	Plan BAA's use of the new facility for SY 22-23	Plan BAA's use of the new facility for SY 22-23



Goal Three

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Five Year Plan for Goal 3

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Work in partnership with BPS to offer summer arts programming free to Boston Public Schools 6th, 7th, and 8th grade students in music, film, dance, and fashion July/Aug 2021.</p> <p>Currently, BAA offers a small program funded through the BAA Foundation for approximately 30 students in dance and film.</p> <p>Upon completion, our summer program partnership with BPS will serve approximately 70 students in the first year.</p>	<p>Plan for expanded program.</p> <p>Serve approximately 80 students.</p>	<p>Implement expanded program July/Aug 2022.</p> <p>Serve approximately 90 students.</p>	<p>Continue July/Aug 2023.</p> <p>Serve approximately 100 students.</p>	<p>Continue July/Aug 2024.</p> <p>Serve approximately 100 students.</p>
	<p>Plan for implementation of additional school-year arts offerings for BPS 6th, 7th, and 8th grade students</p> <p>Currently, we do not offer any school-year arts offerings for BPS 6th, 7th, and 8th grade students.</p>	<p>Pilot school-year arts offerings for BPS 6th, 7th, and 8th grade students.</p> <p>Serve approximately 70 students. (15 vocalists, 10 instrumental, 15 dance, 15 VA, 5 fashion, 10 theatre)</p>	<p>Fully implement.</p> <p>Serve approximately 85 students.</p>	<p>Refine.</p> <p>Serve approximately 100 students.</p>
<p>Plan BAA's use of the new facility for SY 22-23.</p>	<p>Plan for implementation of a "Hybrid Model" facilities plan featuring BAA use combined with outside use.</p>	<p>Partially implement the "Hybrid Model"</p>	<p>Fully implement the "Hybrid Model"</p>	<p>Continue</p>
<p>Work with BPS and BAAF to ensure that we have the resources to support facilities programming and maintenance in New Ipswich.</p>	<p>Board Facilities committee assesses resources and support.</p>	<p>Board Facilities committee assesses resources and support.</p>	<p>Board Facilities committee assesses resources and support.</p>	<p>Board Facilities committee assesses resources and support.</p>

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Goal Four

Strengthen our Strategic Partnerships to maximize educational opportunities and impact.

Key Strategies

1. Expand BAA's dual enrollment/early college initiative in partnership with the ProArts Colleges
2. Strengthen and expand BAA's connection to the larger Boston artistic community
3. Strengthen partnerships with community-based organizations to support current students and develop strong feeder pathways

What this means for BAA Students:

- Increased access to dual enrollment college classes in Pro Arts institutions
- Increased access to mentorships and internships
- Increased access to work with professional artists in residence
- Greater exposure to the work of diverse artists
- Communication between the community-based organizations they participate in and BAA to support students' success

Goal Four

40

Interim Plan for Goal 4 for School Year 20/21 by Scenario

Regular Start and Run:
School Year starts in September
In-Person School

Modified Calendar:
Late Start
Gap (e.g. Aug-Nov; March-July)

Hybrid:
Partial in-person instruction
Partial virtual instruction

In the 19/20 school year, approximately 30 BAA students participated in dual enrollment classes. We would like to maintain or increase that number.

In the 19/20 school year, approximately 30 BAA students participated in dual enrollment classes. We would like to maintain or increase that number.

In the 19/20 school year, approximately 30 BAA students participated in dual enrollment classes. We would like to maintain or increase that number.

Maintain our current job shadowing opportunities.

Maintain our current job shadowing opportunities.

Maintain our current job shadowing opportunities.



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Goal Four

Five Year Plan for Goal 4

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Increase student access to dual enrollment courses in partnership with the ProArts colleges.</p> <p>In the 19/20 school year, approximately 30 BAA students participated in dual enrollment classes.</p>	<p>Increase student access to on-site dual enrollment courses in partnership with the ProArts colleges from approximately 30 to 40</p>	<p>Increase student access to on-site dual enrollment courses in partnership with the ProArts colleges from 40 to 50.</p>	Continue	Continue
<p>Complete articulation agreements with all of the Pro Arts Colleges for all arts departments.</p> <p>Currently we have articulation agreements with Mass Art for fashion and DVC.</p> <p>Upon completion there will be clear articulation agreements with all of the Pro Arts Colleges that touch all arts departments.</p>	<p>Add an articulation agreement for Radio/TV (Multimedia Engineering).</p>	<p>Add additional articulation agreement in dance or music.</p>	<p>Add additional articulation agreement in dance or music.</p>	<p>Add additional articulation agreement in dance or music.</p>
<p>Together with ProArts partners, plan for an expansion of dual enrollment to create a "Pro Arts Diploma" certification for BAA graduates who graduate with 4 Pro Arts college credits.</p>	<p>Pilot "Pro Arts Diploma" certification for BAA graduates who graduate with 4 Pro Arts college credits.</p>	<p>Support 10 students to achieve a "Pro Arts Diploma."</p>	<p>Support 15 students to achieve a "Pro Arts Diploma."</p>	<p>Support 20 students to achieve a "Pro Arts Diploma."</p>
	<p>Create an advisory council for Admissions that includes community-based organizations for recruitment</p>	Expand	Continue	Continue

Goal Four

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Five Year Plan for Goal 4

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
<p>Increase job shadowing, internships, entrepreneurship training, and mentoring opportunities for all arts majors.</p> <p>Currently, we have 7 formal internships in technical theatre and approximately 20 job shadow opportunities. Approximately 10% of students in a CTE/pathway have a job shadow/internship opportunity.</p> <p>Upon completion, we will have a formal partnership program that provides internship and job shadow opportunities. 100% students in the professional studies/CTE pathway will have a job shadow and/or internship opportunity.</p>	<p>Plan for expanded program.</p> <p>Serve approximately 80 students.</p>	<p>Implement expanded program July/Aug 2022.</p> <p>Serve approximately 90 students.</p>	<p>Continue July/Aug 2023.</p> <p>Serve approximately 100 students.</p>	<p>Continue July/Aug 2024.</p> <p>Serve approximately 100 students.</p>
	<p>Create an advisory council for Admissions that includes community-based organizations for recruitment</p>	<p>Expand</p>	<p>Continue</p>	<p>Continue</p>
		<p>Develop a communication strategy for community-based organizations that work with our students, so we can keep track of involvement and feeder patterns.</p>	<p>Continue</p>	<p>Continue</p>

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Goal Four

Five Year Plan for Goal 4

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
		<p>Partially implement the "Hybrid Model" to increase students' work with professional artists: BAA students tech, perform in, and exhibit in professional shows.</p> <p>Currently arts chairs, teachers, the Foundation, and the Advisory Council find opportunities for students. Opportunities also get sent directly to the Arts Dean from various organizations. Most of these opportunities are for music students and there are not as many opportunities for students to show their work.</p> <p>Upon completion, Visual Arts, Fashion, Dance, and Theatre students will have more opportunities to show their work in public spaces. More informal showings would be built into the regular school day schedule.</p>	<p>Fully implement the "Hybrid Model" to increase students' work with professional artists: BAA students tech, perform in, and exhibit in professional shows.</p>	<p>Continue</p>

Goal Five

44

Research and propose future BAA leadership and organizational structures

Key Strategies

1. Assess current organizational structure and propose any short term improvements
2. Consider future needs for organizational development, including organizational and reporting structures, as well as leadership development opportunities

Interim Plan for Goal 5 for School Year 20/21 by Scenario

Regular Start and Run: School Year starts in September In-Person School	Modified Calendar: Late Start Gap (e.g. Aug-Nov; March-July)	Hybrid: Partial in-person instruction Partial virtual instruction
School level: Plan refined Advisory model.	School level: Plan refined Advisory model.	School level: Plan refined Advisory model.
School level: Plan ILT/Department Head structure.	School level: Plan ILT/Department Head structure.	School level: Plan ILT/Department Head structure.
School and Board Level: Mark yearly progress of strategic plan.	School and Board Level: Mark yearly progress of strategic plan.	School and Board Level: Mark yearly progress of strategic plan.
Board level: Create a standing board committee to seek and to develop external arts partnerships/advisory relationships.	Board level: Create a standing board committee to seek and to develop external arts partnerships/advisory relationships.	Board level: Create a standing board committee to seek and to develop external arts partnerships/advisory relationships.

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Goal Five

Five Year Plan for Goal 5

SY 21/22	SY 22/23	SY 23/24	SY 24/25	SY 25/26
School level: Implement refined Advisory model.	Continue	Continue	Continue	Continue
School level: Refine ILT/Department Head structure.	Implement	Continue	Continue	Continue
Board level: Expand standing board committee to seek and to develop external arts partnerships/advisory relationships.	Continue	Continue	Continue	Continue
	Board level: Assess current organizational structure and succession planning			
School and Board Level: Mark yearly progress of strategic plan, particularly by tracking the student achievement dashboard goals.	Continue	Continue	Continue	Assess achievements of the strategic plan; create process for next plan.

Boston *Arts*
at Academy