

What Makes a Great School?

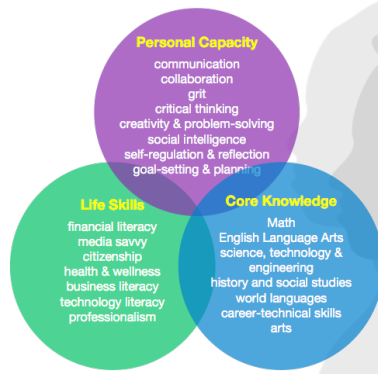
Build **BPS**

What Makes a Great School?

The visioning process yielded consensus on what makes a great school. Qualitative, programmatic, and spatial characteristics should be the targets for all schools, as they are transformed for the future.

This instructional vision informs what our students will learn

Based on our instructional vision we have articulated three key areas of focus, which will form the emphasis for education in our district. Our teaching and learning will support each of these categories.



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Aligning School Infrastructure with BPS's Vision for Learning

These graphics, taken from a BuildBPS presentation, identify the instructional vision for what students will learn. There are clear space requirements that do not presently exist in many schools, but that will be planned for in future building and renovation projects.

These characteristics can be defined as guiding principles for education and design patterns for building design and transformation. Many were also discussed in High School Redesign forums. Additional items came from BPS or the visioning process.

Vision of the BPS Graduate

School is a practice field for the behaviors, skills and attitudes that our children will carry with them into their adult lives. With this goal in mind, we strive to develop students who are:

Career Ready

Fundamental to our work are the skills, knowledge, and capacity necessary for college and career success. We must be clear about what capabilities future workers will need and design our system to develop these in our students.

Equity Oriented

Where do we learn about injustice? Where are the opportunity gaps? The actions of the adults, peers, and systems in our lives are read daily and studied more closely than any textbook. BPS has the ability to shape significant elements of our students' early experiences to speak better to the value of equity.

Community Contributors

We don't want to just climb the ladder, but to reach back and pull others up. Our communities are a reflection of ourselves, and our students are critical in shaping what our communities look like over time. Our schools are communities in themselves, and we practice daily what each student can bring to theirs.

Full of Agency

We want students to see themselves in brilliant futures and to believe in their ability to effect change. School should help them recognize the role and potential of the individual. Success is a student who experiences full enfranchisement.

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Guiding Principles—Educational Delivery Models

Educational Rigor and Delivery

The following have been identified by BPS as goals for all schools, intended for all grade levels in age-appropriate ways.

- Student-centric and engaged learning
- Differentiated and personalized learning (to the extent possible)
- Cognitively demanding tasks/programs
- Equitable access to a rigorous curriculum
- 21st century digital learning
- Project-based learning
- Universal Design for Learning

Design Patterns—Educational Qualities

- A welcoming and secure entrance
- Space for the display of student work, to demonstrate pride and inspire
- Space for collaborative learning
- Space for student support
- Space to support good health practices (exercise, nutrition, cleanliness)
- Space for school leadership and school partners
- Space for building systems and maintenance
- Flexible spaces and technology, to accommodate the evolution of teaching and learning
- Full handicapped accessibility, including building access, elevators, toilet rooms, etc.
- Student toilet rooms on all floor levels

