**Eliot K-8**

**Innovation School**

**May 23, 2012**

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**Public Statement**

The Eliot K-8 School developed this school-based plan with the encouragement and support of our faculty, the Boston Public Schools School Committee, the Boston Teachers Union, central office, the Eliot K-8 School families and the community. The Eliot K-8 School is eager to continue to provide all students with opportunities to exceed their potential. This plan was written to enable the Eliot K-8 School to reach new levels of achievement as a wide community. Key elements include:

• ANET data system to organize student progress data to inform instruction

• Existing inclusion model to increase achievement for students with special needs

• Different school calendar and weekly schedule to increase student learning time and teacher collaboration.

The school design team has developed a timeline starting in September of 2012.

**Executive Summary**

Our students are the cornerstones of our school. Our mission is to meet the needs of each individual student and to ensure that individualized progress is achieved at every grade level. The innovations proposed in this document are essential to the Eliot K-8 Innovation School for two critical reasons. First, our current population of students is not responding to employed instructional practices at a level that suggests both significant individual growth and whole-school growth. Second, as our school continues to grow, we need to foster an environment that supports a focus on achievement and rigor through collaboration, reflection, inquiry and goal-setting. To meet the needs of our diverse student population, educators require improved supports that enable them to employ autonomy, creativity and flexibility in instruction. The innovations proposed in this document are student-centric and will enable the Eliot K-8 Innovation School to reach new levels of achievement as a wide community.

In 2007, 12% of Eliot K-8 School students scored advanced or proficient on the Math MCAS. At that point in time, the majority of our students – 53% – received warning scores. With appropriate interventions in place, we experienced dramatic changes in MCAS Math data over the following three academic years. In 2010, 59% of students were advanced or proficient and 10% received warning scores. Over those same years, we observed only slight changes in needs improvement scores, which continuously represented around 35% of all of our students. In 2011, our data demonstrates that we need to investigate new measures to advance our math students to the next level. In a year’s time, we had a 1% increase in advanced or proficient students and a less than 0.25% decrease in students receiving warning scores.

Eliot K-8 Innovation School English language Arts (ELA) MCAS Data represents a similar scenario to our math data. In 2008, we had an even distribution of advanced or proficient scores and warning scores – each represented 29% of our student body. While that data has changed dramatically in three years, with over 70% of students earning advanced or proficient scores and less than 7% earning warning scores in 2011, the recent year’s growth represents less dramatic change. Additionally, our percentage of students earning needs improvement scores continues to represent the least amount of change.

As we reflect on our MCAS data, it presents both a pattern of success and room for growth. We have demonstrated an ability to inspire and accept change, and we are eager to approach further growth with new methods and practices. In both Math and ELA, we have a large group of students that we need to provide with the opportunity to advance their scores. We also want to see stronger patterns of growth in years to come. Additionally, as we increase our student population, 30% of our student body will require special education services, and we continue to add grade levels to our inclusion strands. We also teach many English Language Learners and look forward to further expanding our diverse school community.

# Innovation Plan Certification Statement

|  |  |
| --- | --- |
| Proposed Innovation School Name: | **Eliot K-8 Innovation School** |
| Proposed City/Town Location: | **North End, Boston, MA** |

Names of innovation plan committee members (no more than 11 individuals) selected in accordance with state law:

|  |  |  |
| --- | --- | --- |
| **Affiliation** | **Name** | **Vote to approve innovation plan** |
| Lead applicant member: | **Traci Walker Griffith** |  |
| Superintendent or designee: | **Domenic Amara** |  |
| School committee member or designee: | **Michael O’Neil** |  |
| Parent who has one or more children enrolled in the school, or in the case of a new school, in the district: | **Jennifer McGivern** |  |
| Teacher employed by district (selected from among volunteers): | **Anne Houlihan** |  |
| Teacher employed by district (selected from among nominees submitted by the local teacher’s union): | **Michael Lally**  **BTU Representative**  **Special Ed Teacher** |  |
| Member: | **Cristina Santos** |  |
| Member: | **Caitlain Hutto** |  |
| Member: | **Sean Fitzgerald** |  |
| Member. | **Nataliya Paquette** |  |
| Member: | **Lydia Torres** |  |

I hereby certify that the information submitted in this innovation plan is true to the best of our knowledge and belief and has been approved by a majority vote of the innovation plan committee.

**Signature of Lead Applicant Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_**

# Innovation School Information Form

*This sheet must be included in all prospectus submissions.*

|  |  |
| --- | --- |
| Proposed Innovation School Name: | **Eliot K-8 Innovation School** |
| Full/Partial Conversion or New: | **Full Conversion** |
| Proposed School Address (if known): | **16 Charter Street**  **Boston, MA 02113** |
| Primary Contact Name: | **Traci Walker Griffith** |
| Primary Contact Phone Number(s) : | **(617) 635-8545** |
| Primary Contact Fax Number(s) : | **(617) 635-8550** |
| Primary Contact Email Address: | **tgriffith@boston.k12.ma.us** |

If conversion:

|  |  |
| --- | --- |
| Existing School Name: | **Eliot K-8 School** |
| Existing School Address: | **16 Charter Street**  **Boston, MA 02113** |

Proposed Innovation School opening school year: 🞎 2011-12 **X 2012-2013**

Proposed duration of innovation plan (up to five years): 🞎 3 years 🞎 4 years **X 5 years**

|  |  |  |  |
| --- | --- | --- | --- |
| **School Year** | **Grade Levels** | **Total Student Enrollment** | **Total Number of Staff** |
| First Year | K0 - Grade 8 | 375 students | 40 Staff Members |
| Second Year | K0 – Grade 8 | 390 students | 42 Staff Members |
| Third Year | K0 – Grade 8 | 415 students | 45 Staff Members |
| Fourth Year | K0 – Grade 8 | 440 students | 48 Staff Members |
| Fifth Year | K0 – Grade 8 | 465 students | 51 Staff Members |
| … |  |  |  |
| At Full Enrollment | K0 – Grade 8 | 465 students | 51 Staff Members |

**Will this school serve students from multiple districts?** 🞎 Yes **X No**

If yes, list the towns/cities in the proposed regions.

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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If yes, list the school districts (including regional school districts) in the proposed region. (Use additional sheets if necessary)**:**

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| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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Please list autonomies and flexibilities to be requested with a brief description (no more than a paragraph) of each. Detailed explanation to be included in Innovation School plan.

* Curriculum, Instruction and Assessment:

The Eliot K-8 Innovation School requests autonomy from the Boston Public Schools district (“BPS”) in the areas of curriculum, instruction, and assessment. Our students (the “Student(s)”)[[1]](#footnote-1) will benefit from instruction that is based on a belief in authentic opportunities for reading and writing across all content areas and planned in response to their needs based on ongoing data collection. Teachers (the “Teacher(s)”)[[2]](#footnote-2) will be able to go beyond packaged curricula to effectively reach all the diverse learners within our school to ensure student success

* Budget:

The Eliot Innovation K-8 School will seek budgetary autonomy. This autonomy will be similar to that of BPS Pilot Schools. We wish to continue to use the BPS model of the weighted student formula, in which dollars will follow each of our Students. This budgetary model will empower more school-based decision-making in funding programs and initiatives. It will allow for flexibility and creativity in managing our resources to best meet the needs of our school. The Eliot K-8 Innovation School also seeks to utilize actual Teachers’ and specialists’ salaries instead of average Teacher salaries. This would enable us to save money, which can then be redirected toward funding academic programs and assessments. The Eliot K-8 Innovation School requests autonomy to receive the equivalent per-pupil fund allocations, opting out of certain central discretionary services. We will continue to utilize our Family Council’s status as an independent 501(c)(3) organization to maintain support for fundraising efforts.

* Schedule and Calendar:

In our commitment to ensuring the best learning opportunities for our Students, the Eliot K-8 Innovation School would like to make changes to our current schedule and calendar that will result in: 1) increased learning time for Students; 2) extended opportunities for enrichment; 3) an extended school year for Students; 4) greater opportunities for Teachers to meet and collaborate with one another; and 5) opportunities for Teachers to meet with Families.

* Staffing:

An effective staffing model is essential to ensuring student achievement at any school. The Eliot K-Innovation School seeks a staffing model that ensures all professionals are best prepared in their subject and/or grade level areas; Staff morale and engagement are high; Teachers and service providers feel able to meet diverse student needs; and a shared school vision and collaboration process are accepted by all. The Eliot K-8 Innovation School seeks staffing autonomy to pursue innovative models of staffing patterns, service delivery, and job descriptions.

* Professional Development:

Eliot K-8 Innovation School requests autonomy from the Boston Public Schools district (“BPS”) in the area of professional development. Professional Development at the Eliot K-8 Innovation School will focus on supporting all our Teachers’ professional growth (inquiry-based, connected to professional courses according to the grade the Teacher is teaching) to continue to sustain and maintain our school goal of proficiency and advance academic performance for all our Students.

* District Policies and Procedures:

In our commitment to ensuring the best learning opportunities for our students, the Eliot K-8 Innovation School requests autonomy from district policies and procedures related to staffing, curriculum, instruction, assessment, budget, transportation, professional development, annual calendar, schedule and governance.I Mission Vision, Statement of Need, and Proposed Partners

### Mission Statement

The Eliot K-8 Innovation School mission is to be a professional learning community where collaborative effort and excellence in students’ academics is our choice for educating all students.

### Vision Statement

The Eliot K-8 Innovation School is to be a school built on a strong foundation where:

* Educators, Administrators, Families and the Community collaborate to create a culture of high achievement
* All students are educated in Culturally Responsive Classrooms where students are nurtured and celebrated for who they are
* Our Shared Values about educating all students is embraced every day by the Eliot K-8 Innovation School Professional Learning Community
* We foster relationships with students, families, administrators and the community to ensure all students become critical thinkers, solve problems and make positive contributions to our community

**Our Code:** At the Eliot K-8 Innovation School, we are active, engaged learners who are responsible for our words and actions every day. We collaborate and strive to be kind and create a safe, respectful environment that celebrates a culture of high achievement.

At the Eliot K-8 Innovation School, we will create a collaborative culture where all students are educated in culturally responsive classrooms where students are nurtured and celebrated for who they are. Active listening and sharing are our expectations for learning. We will be a Professional Learning Community where collaborative effort and excellence in students’ academic achievement is our choice for educating every student. We will take pride in our work and foster relationships with students, families, staff and administrators to ensure all students become critical thinkers, problem solvers, and positive contributors to our community. We will always do our best and be helpful to each other.

Therefore, we will:

* Share Values: We will treat each other with respect so that all community members feel (and are) truly included.
* Celebrate Families, Students, and Staff: We will be patient, tolerant, and calm with challenges faced in our studies and with each other and value ourselves and our teaching time.
* Develop a Common Language: We will be active listeners in the learning community and begin to articulate the same message.

We are a school community that is responsible, respectful, safe and kind.

### Statement of Need

The Eliot K-8 Innovation School is eager to continue to provide all students with opportunities to exceed their potential. We are proud of our growth, and we value our many resources. We have a diverse community of young learners, involved families, ambitious staff members, and generous community partners that continues to grow. Together, we continue to set new goals for student achievement, and we recognize the need for greater autonomy in resource allocation, planning and decision-making in order to advance all of our learners in their own academic goals. We have a responsibility to our school community to be sure that we are best utilizing all available resources and opportunities to advance our students.

In 2007, 12% of Eliot K-8 School students scored advanced or proficient on the Math MCAS. At that point in time, the majority of our students – 53% – received warning scores. With appropriate interventions in place, we experienced dramatic changes in MCAS Math data over the following three academic years. In 2010, 59% of students were advanced or proficient and 10% received warning scores. Over those same years, we observed only slight changes in needs improvement scores, which continuously represented around 35% of all of our students. In 2011, our data demonstrates that we need to investigate new measures to advance our math students to the next level. In a year’s time, we had a 1% increase in advanced or proficient students and a less than 0.25% decrease in students receiving warning scores.

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### 

### Primary Proposed Partnership

The Eliot K-8 School is not relying on external partnerships to develop or oversee its conversion to an Innovation School, nor will any partner or group of partners be responsible for operating the Eliot K-8 School once it becomes an Innovation School. However, the Eliot K-8 Innovation School will strengthen the community partnerships that have been established since 2007.

The New England Aquarium will provide opportunities for our students to engage in inquiry-based science projects that complement the content areas of reading, writing, mathematics and social studies. The North End Waterfront Community Health Center will provide off-site counseling services as well as Health and Wellness activities for our student body. The North End Music Performing Arts Center (NEMPAC) will serve as an on-site before-school program for Eliot K-8 Innovation School students. We will explore how NEMPAC could enhance Arts and Music opportunities for our students throughout the school day. Suffolk University will be a valued partner as our students work with university mentors and teachers collaborate with university interns and volunteers. We will expand upon our current shared events with Suffolk as well as increase the presence of volunteers to match our growth in student population through AmeriCorps VISTA, a national service program designed to fight poverty. The North Bennet Street School (NBSS) currently partners with our middle school. Students in grades six through eight engage in Manual Arts offered by instructors from the NBSS. Northeastern University (NU) will continue to work closely with our teachers as our teachers provide learning opportunities for both pre-practicum and practicum Master’s in Education NU students.

Additional proposed partnerships will support the vision and mission of the school. The partnerships actively being explored and extended include but are not limited to: The Lynch Foundation, University of Massachusetts Boston Teach Next Year (TNY) program and Boston Partners in Education. Enrichment partners will be selected based on the extent to which the potential partner proposes to meet the needs of the students at the Eliot K-8 School and diversifies the range of opportunities offered to our students. Potential partners will propose the terms of the partnership to the Governing Board. The Governing Board will explore potential funding sources through the Family Council 501(c)(3). Administrators and Teacher Leaders will meet annually to identify Staff volunteers who will manage particular partnerships.

## II. How will Autonomy and Flexibility Be Used To Improve School Performance and Student Achievement?

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### A. Curriculum, Instruction, and Assessment

|  |
| --- |
| The Eliot K-8 Innovation School requests autonomy from the Boston Public Schools district (“BPS”) in the areas of curriculum, instruction, and assessment. Our students (the “Student(s)”)[[3]](#footnote-3) will benefit from instruction that is based on a belief in authentic opportunities for reading and writing across all content areas and planned in response to their needs based on ongoing data collection. Teachers (the “Teacher(s)”)[[4]](#footnote-4) will be able to go beyond packaged curricula to effectively reach all the diverse learners within our school to ensure student success.  The Eliot K-8 Innovation School:   * will use the Achievement Network Assessment (ANet) as an assessment and data collection tool to support our planning of next steps instruction; * requests freedom to choose and create curricula, curriculum calendars, and curriculum maps, and to use instructional strategies that address the needs of all our students and are aligned to the Common Core Standards. |

The Eliot K-8 Innovation School believes that having in place a strong system of assessing Student progress is vital to creating excellent schools in which all Students learn and achieve at high levels. We believe in standards that lead to excellent schools, not standardization. We support the development of network-wide competencies and assessments that, while providing common information on how schools are doing, also allow for and encourage uniqueness in approaches to instruction and assessment among schools. Ultimately, good assessment systems should open doors for all Students rather than shut them.

The Eliot K-8 Innovation School assessment system is built upon the following principles. Assessment should:

* provide multiple ways of assessing student competency in meaningful ways, rather than relying on one single method;
* be embedded in curriculum and instruction that engages Students in work that has a public purpose, that inspires Students to become producers and contributors, and that assists them to become active participants in our democratic communities;
* be developed and used by those working most closely with Students, while also involving Families[[5]](#footnote-5) and other members of the Eliot community[[6]](#footnote-6) (the “Community”);

* provide information to Students and Student’ legal guardians (and to the Community on an as-needed basis) on how Students are progressing toward meeting goals;
* help Students become independent, self-reliant, and thoughtful learners, and gain a sense that they are able to effect and improve the world around them;
* provide opportunities for Students to be successful, to learn from mistakes and challenges, and to build persistence and resiliency as learners;
* help Students become reflective learners and self-assessors who monitor their own growth, build on their strengths, and develop their skills;
* promote reflective practice in Teachers, leading to improved instruction; and
* reflect the best research on instruction and assessment;[[7]](#footnote-7)

**Predictive Assessments**

The Eliot K-8 Innovation School requests autonomy to use our own assessment framework and to be exempt from certain district assessments in all subject areas including English language Arts and Mathematics. Eliot K-8 Innovation School agrees to implement all district-wide predictive assessments that BPS requires of other schools serving the same grade levels. In the event that BPS significantly increases the number and/or frequency of predictive assessments, BPS shall consult with Eliot K-8 Innovation School to determine which predictive assessments Eliot K-8 Innovation School will be required to implement. Grades K-5 will continue to use the DIBELS assessments, and Grades K-2 will administer the Fountas and Pinnell benchmark assessment to determine reading proficiency levels. Additionally, we have developed a strong partnership with the Achievement Network and are trained in its use to drive our enrichment instruction. We believe data and analysis derived from the Achievement Network is comprehensive, and that it constitutes a complete assessment structure to measure our Students’ aptitude and progress. ANet is a better indicator of our particular Students’ performance and needs than is a district-wide assessment. We also believe that the addition of certain district assessments will be overly burdensome to our Students and will not add value, given the comprehensiveness of ANet. Curriculum, instruction, and assessment autonomy would enable us to assess effectively and efficiently, and to achieve a more harmonious balance between learning and assessment. Within our ANet data analysis cycle, we will track individual student progress through the years, starting from the first year of our status as an Innovation School.

Exemption from certain district assessments will only be modified with approval from the Chief Academic Office.

**Report Cards**

We will explore the option of creating our own report cards to better connect our units of study and the Common Core Standards to student grades. We believe alternative grading will better inform Families about Students’ progress. Changes to report cards will only be implemented with approval from the Chief Academic Office.

**Inclusion Model Guiding Principles**

We will continue our existing inclusion model for special education instruction. Under the current inclusion model, in grade levels comprised of more than one classroom, one classroom is an inclusion classroom, in which students with disabilities learn in collaboration with, and alongside students without disabilities. In our inclusion classrooms, qualified, certified teachers differentiate instruction based on students’ individual needs, including needs related to disabilities. Our inclusion model also includes a separate strand for students with speech and language learning disabilities qualify them for placement in a substantially separate classroom.

**Kindergarten 1 Curriculum & Guiding Principles**

The Kindergarten 0/1 Teachers will design units of study that are based on the Common Core standards and principles of how young children learn. We will maintain the current BPS math curriculum for early childhood (Building Blocks). The Teachers will design units of study based on the Common Core standards but will continue to use Opening the World of Learning as a resource when designing units. We will design units that incorporate and highlight active, meaningful engagement and experimentation with objects and people. The children can begin to construct knowledge and logical reasoning and develop social relationships through these units. Our curriculum will grow from our objectives for individuals and groups of children and for our classroom environment.

We will integrate our objectives into our classroom through various centers. For example, the dramatic play area will allow much opportunity for socialization and language development. Blocks provide a place for exploration of relative size and shape (geometric relationships), as well as fine motor manipulation. Music and movement offer opportunities for socialization, bodily kinesthetics, and cultural appreciation. Activities like painting, coloring, and working with clay, paste, or play dough develop interest, fine motor skills, socialization, sensitivity to color, media, form, shape, and so on. Our areas of curriculum are integrated and overlapping. Each classroom will emphasize creative expression and problem-solving, while maintaining a balance of Teacher-planned activities and those that emerge from the children's and Teachers' interests, abilities, goals, and objectives.

Our classroom will be centered around the creation of an intellectually vital, emotionally safe, and supportive setting in which to encourage every child's overall development. We will at times be observing, reflecting, collaborating, adapting, intervening, scaffolding, and building upon a child's emergent questions or ideas, as well as assessing the level and interest of each child in order to make informed decisions.

While we believe that children go through stages of development marked by general characteristics, we also recognize the wide range of individual and cultural variation. Each child is unique. Temperament, personality, individual needs, interests, abilities, learning style, ethnicity, and family culture are some of the many ways we come to know an individual child. The Kindergarten 1 classroom reflects a respect for diversity and finds ways to promote the healthy development of each child. The goal is to help all Kindergarten 1 children gain the confidence to reach their individual potential through their meaningful investment in materials, peers, and Teachers. We will value and teach taking care of and respecting oneself, peers, and Teachers, as well as the materials and environment. Our knowledge of child development helps Teachers set appropriate expectations for children's behavior. We know that one of the major tasks of early childhood is the development of self-control. Self-control involves the ability to be patient, delay gratification, internalize external rules, cooperate, take turns, share, empathize, and refocus angry impulses to words instead of physical retaliation. Recognition that self-control does not happen at once, but rather over years, enables Teachers to be realistic about expectations. The limits imposed must be necessary, and must be simply and consistently stated along with an explanation of what the child is supposed to do and a reason why the behavior in question is unacceptable. We will use many strategies to deal with unacceptable behaviors. Redirection to a different activity, changing the space, sensory breaks, thoughtful planning, adjusting the schedule of the day, encouragement and reinforcement of positive behaviors, ignoring negative actions, humor, identifying a child's talents and interests, intervening before the behavior starts, removing a child from an area, and staying close to a Teacher are some techniques commonly used at the Kindergarten 1 level.

We believe every family is an essential part of our community and crucial to our genuine understanding and appreciation of each child. The Kindergarten 1 Teachers will create an ongoing, positive collaboration with Families. Parents of Eliot Students and Eliot staff (the “Staff”)[[8]](#footnote-8) will regularly communicate through frequent interactions, phone conversations, open-houses, parent conferences, written reports, school gatherings, home visits, newsletters, and parent participation. Getting to know more about the values and cultures within Families helps nurture the home-school relationship and enables children to be open and proud of their families. Similarly, as Parents become involved in our school and convey their confidence in us, children feel the partnership, enabling them to feel good about their earliest group experiences.

Kindergarten 1 will design and use units of study that are designed to be individualized, flexible and thoughtfully planned. Through an enriched, challenging, and varied curriculum, children have maximum opportunities to explore through first-hand experiences. We feel that trusting, satisfying relationships with people establish the foundation for each child to fully develop.

**English Language Arts**

We will use the workshop model of teaching and learning as classroom practice. Our primary desire is to replace the packaged curriculum that our district currently uses with authentic, Teacher-created instruction in English Language Arts that reflects our Students’ diverse needs. With tailored curricula, we will more effectively both reach our struggling readers and writers and challenge the Students who have already surpassed end-of-year benchmarks. All Students will have opportunities to choose books that are both at their reading levels and of interest to them (“just right books”), creating lifelong readers and writers.

The administrators[[9]](#footnote-9) (“Administrators”) and Staff at the Eliot School request autonomy to implement the workshop model of reading and writing, using trade books as the main vehicle to help Students become fluent, lifelong readers and writers. We believe that the use of trade books gives Students authentic reading opportunities and inspires genuine engagement in reading. Equally central to the workshop model is the implementation of authentic opportunities for Students to respond to reading in writing. We believe in creating and implementing a spiraled, cross-curricular K-8 writing and reading workshop curriculum. All of our units will be aligned with the Common Core Standards and will reflect the diverse learners within our school. Teachers will have systems in place that will support continuous improvement of instruction and increased personal and shared accountability for raising levels of student achievement.

The Eliot K-8 will also use other existing and Teacher-made curricula, including the framework of the America’s Choice curriculum in grades 4-8. Grades K-3 will continue to use Words Their Way as a vocabulary/word study in English Language Arts instruction.

**Response to Intervention**

The Eliot K-8 School is committed to the Response to Intervention (RTI) model set forth by the Individuals with Disabilities Education Act (IDEA, 2004). Essential elements of RTI, as it relates to reading achievement, include the following: early screening of Students in general education, tier-based instruction of increasing intensity, close monitoring of student progress and informed decision-making for individual Students.

At the Eliot we recognize the necessity for scientifically-based reading interventions. In academic year 2011-2012, we added two Tier-2 interventions, “Just Words” and “Fundations.” In “Fundations,” K-2 readers gain competencies in phonemic awareness and phonics. “Just Words”isa literacy program forStudents in grades 4-8 who do not require intensive remedial work but do require explicit decoding and spelling instruction. Both programs provide effective means by which struggling readers gain the foundational knowledge necessary to master essential reading skills. In addition, these interventions are designed so that they can be integrated into the Workshop Model (25-30 minutes per day). Both at-risk readers and readers with disabilities have seen excellent outcomes through supplementary instruction using the “Wilson Reading Program.”

**English Language Arts Intervention Programs**

A significant number of Students at the Eliot School have speech and language learning disabilities. Our goal is to meet the needs of all our Students, including Students with language learning disabilities, by implementing a 3-tier model that includes direct, specially designed instruction in the five components of reading. Our Tier-2 and Tier-3 interventions would include the following research-based programs:

1. **Just Words** – A Wilson Tier-2 intervention that targets weak oral readers. The curriculum emphasizes phonology, orthography, and morphology for struggling readers in grades 4-8.
2. **Great Leaps** – A Tier-2 intervention that concentrates on oral reading fluency. Students receive intense work in phonics, sight word phrases, and stories.
3. **Fundations** – A K-2 program that is utilized in both preventative and remedial capacities.
4. **Wilson Reading Program** – A Tier-3 program targeting Students with a specific learning disability in reading.
5. **Reading and Writing Enrichment** – For a 20-minute period each day and a one-hour block once per week, every other week, Students receive enrichment instruction based on analysis of ANet assessment data. Teachers analyze ELA assessment results, pinpointing areas in which Students require enrichment, additional instruction, and practice in reading and writing, and they use the enrichment time to meet that need.

**English Language Learner Middle School Instruction Intervention**

Presently, 38% of Middle School Students are identified English language Learners (ELL). The Eliot conducts an after-school program for Students at the ELD levels of 3, 4, and 5, for those needing additional support in literacy. “Good Readers and Writers”is a research-based program that targets non-fiction text and expository writing. “Good Readers” also addresses academic vocabulary through the study of word families, cognates, synonyms, antonyms and multiple meaning words. “Good Writers,” while concentrating upon expository writing and grammar, also emphasizes the following skills: organizing information, drafting, analyzing models of writing, summarizing and revising. The “Good Readers and Writers”programfits the needs of the Eliot in that it emphasizes the components of content vocabulary and comprehension – both demonstrated needs of our Middle School Students. We will continue to use this intervention program as an after-school component to address the needs of our identified English Language Learners in the Middle School.

**Mathematics Curriculum and Instruction**

The Eliot K-8 Innovation School will continue to rely primarily on the current BPS district mathematics curricula, including TERC Investigations and Connected Mathematics 2. However, within the first few years as an innovation school, we will consider supplementing and/or replacing portions of the district curricula with other curricula or lessons. While there is value to the spiraling nature of TERC Investigations regarding some mathematical topics, other topics require longer, more in-depth study to ensure that spiraling retains its effectiveness and so that Students build a solid foundation in all mathematical concepts. Additionally, there are areas where TERC Investigations requires supplementation, including in the teaching and practice of common algorithms, towards the end of each unit. While algorithms should not replace Students’ wider comprehension of math concepts, they can be useful tools after Students have investigated and built math sense around concepts.

The Eliot K-8 Innovation School will continue to serve the range of Students’ needs in mathematics through providing an Advanced Work Class (AWC) curriculum.

The Eliot K-8 Innovation School will also continue to support and supplement our Students’ understanding of math through enrichment based on analysis of assessment data managed by our Partner,[[10]](#footnote-10) the Achievement Network.

For the future, as resources permit, the Eliot K-8 Innovation School reserves the right to explore and potentially adopt alternative math curricula. The mathematics curricula we may explore include but are not limited to:

* Math Trailblazers;
* Think Math!;
* Mathematics in Context;
* MathScape: Seeing and Thinking Mathematically;
* MATH Thematics;
* Pearson EnVisions Mathematics;
* Pearson Insight;
* Chicago Math; and
* Touch Math.

**Math Intervention Programs**

For a 45-minute period each day every week, Students receive enrichment instruction based on analysis of ANet assessment data. Teachers follow a data cycle in grade-level teams to design and share intervention methods and ideas. Specifically, Teachers individually analyze data for their own classrooms, and then meet in grade-level teams to share areas of strengths and weaknesses based on the assessment data. Teachers then plan whole-class, small group, and/or individual interventions based on data analysis. Once interventions have been implemented, Teachers re-assess to judge the effectiveness of those interventions and meet in teams again to discuss progress

**Foundational Beliefs of Social Studies and Science**

The Eliot K-8 Innovation School believes in the importance of Social Studies and Science to the education of a child. We have found that there are many different ways to inspire comprehensive learning in Social Studies and Science. Moreover, we believe the efficacy of any particular method or curriculum depends significantly on the particular needs of each classroom and on a school’s culture as it pertains to group work and alternatively structured learning. We wish to prepare our Students for authentic exploration in Social Studies and Science topics to help them meet the Massachusetts Curriculum Frameworks learning standards and to prepare them for life. Additionally, we plan to find and/or create curricula and/or lessons that incorporate the Common Core Standards.

**Social Studies Curriculum**

In the first year or few years of status as an innovation school, the Eliot K-8 Innovation School will use the History Alive!, Geography Alive! Discovering Justice (Grades 1-5), and Civics curriculum materials, with supplementations and replacements. We will also give Teachers leeway to design their own standards-based units to augment, adapt, and supplement the BPS-prescribed curriculum. Teachers may create their own standards-based curricula using the Understanding by Design (“UbD”) framework developed by Grant Wiggins and Jay McTighe. Using the UbD framework, Teachers will clarify learning goals, design engaging learning activities tailored to their Students, and devise authentic assessments of student learning. Teachers using the UbD framework will execute the three stages of UbD through backwards planning, beginning by identifying the precise learning standards they wish to teach, then designing goal-based assessments, and finally creating learning activities and lesson plans to meet the goals and standards. We believe that Students will both understand and demonstrate their understanding most effectively when learning opportunities connect directly to learning goals, when the opportunities are authentic, and when learning is tailored to their particular needs.

For the future, as resources permit, the Eliot K-8 Innovation School reserves the right to explore and potentially adopt alternative Social Studies curricula.

**Science Curriculum**

The Eliot K-8 Innovation School will continue to receive FOSS kits and materials but may deviate from the FOSS curriculum and pacing guide implemented by Boston Public Schools. We will meet all Common Core standards, but according to our own timeline, using mixed or alternative curricula.

In the first year of status as an innovation school, the Eliot K-8 Innovation School will receive and use the FOSS curriculum as a foundation but supplement it with Teacher-found/made lessons. We will modify, supplement, and replace the FOSS curriculum, most especially for our Students who have special education needs and who are English Language Learners.

The Eliot K-8 Innovation School will free Teachers to create their own Common Core standards-based science curricula using the Wiggins and McTighe UbD framework and to explore thematic learning.

For the future, as resources permit, the Eliot K-8 Innovation School reserves the right to explore and potentially adopt alternative science curricula and cross-curricular supplementary materials including, but not limited to, materials published by:

* Prentiss Hall;
* Agway;
* Achieve 3000; and
* Harcourt/National Geographic.

**Italian Language Instruction**

The Eliot K-8 Innovation School is committed to its Italian language curriculum. We have had great success in teaching our Students Italian language, history, and culture. We will continue to build the Italian language program at the Eliot K-8 Innovation School.

For the future, as resources permit, the Eliot K-8 Innovation School reserves the right to explore and potentially adopt alternative foreign language curricula.

**The Arts**

The Eliot K-8 Innovation School is committed to arts instruction. We base our commitment to the arts on a belief that the arts are critical to Students’ growth as whole people. We also rely on research that links the arts to improved academic test scores.

The Eliot K-8 Innovation School will continue to incorporate the arts into Students’ school days by providing formal arts instruction one period per week at minimum. We will also support the training of Teachers to integrate the arts in the teaching of core academic subjects. Finally, we will continue to provide arts opportunities to Students during before- and/or after-school programs through partners of the Eliot K-8 Innovation School, including the North End Music and Performing Arts Center (“NEMPAC”).

For the future, as resources permit, the Eliot K-8 Innovation School reserves the right to explore and potentially adopt alternative arts curricula.

**Computer Technology**

The Eliot K-8 Innovation School is committed to computer technology instruction. For Students to be competitive today, they need facility with computers, typing, word processing software, and the internet. We will continue to use computer technology instruction not only to teach Students to operate computers, but to enhance core curricular instruction. Computer and Literacy Technology Enrichment Teachers will continue cross-curricular work with classroom Teachers to support learning in English Language Arts, Mathematics, Social Studies, Science, and Computers.

**Health and Physical Education**

The Eliot K-8 Innovation School is committed to a physical education program that promotes healthy development and readiness to learn. Our commitment is founded on a perspective that views Students as whole, integrated people whose physical health impacts learning and vice versa.   Using a curriculum called SPARK (Sports, Play, and Active Recreation for Kids), we encourage lifelong fitness and activity. We will continue to provide Students with physical education instruction once per week for at least half of a school year.

***B. Scheduling and Calendar***

In our commitment to ensuring the best learning opportunities for our Students, the Eliot K-8 Innovation School would like to make changes to our current schedule and calendar that will result in: 1) increased learning time for Students; 2) extended opportunities for enrichment; 3) an extended school year for Students; 4) greater opportunities for Teachers to meet and collaborate with one another; and 5) opportunities for Teachers to meet with Families.

Extended learning time and opportunities for Student enrichment will serve as a catalyst for significant continued academic gains in the future. Similarly, the opportunity for extended Teacher collaboration will support the sharing of best instructional practices and provided increased time for data analysis and action planning. Finally, altering the schedule to provide fixed times for Teachers and Families to meet will support our efforts to foster a strong link between home and school.

We are committed to exploring all options with regard to scheduling and calendar flexibility in an effort to meet the needs and demands of our Students, Families, Partners, and Teachers in an Innovation School model.

As an Innovation School, the Eliot K-8 Innovation School will utilize autonomy in the following ways:

**1. Formalizing our annual Acceleration Academy:**

In August of 2011, the Eliot K-8 Innovation School launched its first Acceleration Academy in an effort to help transition new Students into the Eliot K-8 School culture and provide Students an opportunity to ramp up their ELA and math skills in preparation for the school year. In the coming years, we intend to formalize the Acceleration Academy into an annual program that will allow our Students to get an early start to the school year and catalyze their academic growth in September.

In SY 2012-2013, the Eliot K-8 Innovation School will run its second annual Teacher-optional Acceleration Academy from Tuesday, August 21, 2012 to Friday, August 25,, 2012. Teachers who opt to teach at the Acceleration Academy will report on Monday, August 20, 2012 for meetings and room setup in advance of Acceleration Academy. The Acceleration Academy will run from 9:00 am to 2:00 pm daily. During this week, K1 Teachers will conduct home visits in an effort to interact with all of the Students and Families of K1 Students before the start of the official school year, while K2 Teachers will run a half-day schedule to ease Students back into the successful habits and rituals of the kindergarten classroom. Starting with Year 2, all Students in Grades 3 through 8 who are entering the Eliot for the first time will be strongly encouraged to attend the Acceleration Academy in order to begin the process of acculturation to the Eliot’s academic expectations and overall school culture. The Family Council will provide MBTA passes to fund students’ transportation to and from the Acceleration Academy, as reflected in the budget. During the Acceleration Academy, all Students in K2 through grade 8 will focus on more intense interventions that serve as a jump-start for Students. In addition, Teachers will focus on team-building activities to meet Students’ social and emotional needs.

Starting in SY 2013-2014, the Acceleration Academy will be shifted to later start date (coinciding with the start of the school year) in order to ensure continuity of learning and provide for a truly accelerated start to the school year.

The Acceleration Academy will be additional time for Teachers. All Teachers will be receive a stipend for additional hours worked, funded by the Family Council. Students provide their own transportation. Breakfast will be provided by Administrators. Lunch is not required due to the time frame.

**2. Providing a 90-minute block for Teacher collaboration for all Teachers on a weekly basis:**

We will adjust the Teacher schedule in order to provide a focused 90-minute block of time for data inquiry, meetings, Teacher co-planning, collaboration, and professional development. This will not require early dismissal for students. Students will participate in back-to-back specials.

**3. Formalizing and continuing our MCAS Boot Camp program:**

Initially launched several years ago, we will formalize and strengthen our MCAS Boot Camp program on Saturdays in the late winter and spring to accelerate growth in ELA and Math. Open to all Students in the third through eighth grades, this program provides extra training and practice for Students in a small group setting with a particular focus on highly-tested ELA and math standards. Currently serving approximately sixty Students each weekend, we hope to grow this program in coming years to serve a greater percentage of our Students.

**4. Creating a one-day professional development meeting in the late summer:**

With the goal of bringing Teachers together to build a stronger sense of community, we will create a one-day professional meeting to be scheduled for late August. This day will replace the required professional development day under the BTU Contract.

**5. Continuing to pursue robust before-and/or after-school enrichment opportunities:**

The Eliot K-8 Innovation School is committed to pursuing any and all possible opportunities to provide our Students with beneficial experiences in the arts, athletics, and academic enrichment before- and after-school. Notably, in the past year, we have grown our partnership with the North End Music and Performing Arts Center (“NEMPAC”) to provide many additional Students with before- and after-school opportunities in the arts. We also launched a highly successful new partnership with the Boston Debate League in the middle school. Additionally, we aggressively pursued the Investing in Innovation (I^3) extended learning time grant for our middle school, although we were ultimately not chosen for the funding. In the coming years, we will continue to pursue partnerships and both public and private funding through grants and donations, with the hope of providing and making accessible to all our Families many valuable before- and after-school enrichment opportunities for our Students.

**6. Establishing Parent-Teacher meeting times:**

By SY 2013-2014, we plan to adapt the Eliot K-8 Innovation School schedule and/or calendar in a manner that provides time for Parent-Teacher conferences during the regular school day. Currently, Parent-Teacher meeting times are generally confined to the early morning hours before school and the late afternoon hours immediately after school, which are not always convenient or even possible for Parents and Families. We would like to provide Parents and Families with a greater array of options when it comes to meeting with their children’s Teachers. Additionally, it would be preferable for both Teachers and Parents to be able to meet in a time specifically allocated for conferencing and thus protected from the typical last-minute obligations, distractions, and disruptions that can occur in the time preceding and immediately following the school day. We will formalize Parent-Teacher conference days in our calendar and use substitute coverage to provide continuity of learning while the classroom Teacher is meeting with Families.

**7. Utilizing flexibility in scheduling part-time Teachers:**

The Eliot K-8 Innovation School will continue to utilize flexibility in scheduling part-time Teachers in order to decrease class size and enable the creating of small, focused Student groups for ELA and mathematics instruction. We will seek to be creative in scheduling part-time Teachers in a manner that best maximizes Student learning opportunities. Existing part-time Teachers understand the staggered schedule and are committed to it.

**8. Continuing to explore opportunities to creatively extend the school day and school year:**

In SY 2012-2013, the Eliot’s Acceleration Academy, MCAS Boot Camp, and before- and after-school programs will provide Students and Families with the opportunity to extend the learning experience at the Eliot K-8 Innovation School by up to or exceeding one hundred additional hours per year, according to the outline below. Looking forward to SY 2013-2014 and beyond, the Eliot K-8 Innovation School will continue to research and explore ways to maximize our human resource capital by creatively scheduling and potentially staggering the Teacher work day and work year in order to extend the academic day and year for Students.

|  |  |  |
| --- | --- | --- |
| **MCAS Bootcamp** | **Acceleration Academy** | **Before- and After-School Programs** |
| 6 Saturdays (4 hours) (TOTAL: 24 hours) | 3 weekdays (6 hours) (TOTAL: 18 hours) | 50 + hours throughout school year, including weekends |

***C. Staffing***

An effective staffing model is essential to ensuring student achievement at any school. The Eliot K-8 Innovation School seeks a staffing model that ensures all professionals are best prepared in their subject and/or grade level areas; Staff morale and engagement are high; Teachers and service providers feel able to meet diverse student needs; and a shared school vision and collaboration process are accepted by all. The Eliot K-8 Innovation School seeks staffing autonomy to pursue innovative models of staffing patterns, service delivery, and job descriptions.

* As an Innovation School, we have the freedom to hire our Staff in order to create a unified school community. Teachers will play a significant role in Staff hiring.
* We can decide on the staffing pattern that creates the best learning environment for the Students but will give preference to Boston Teacher Union by interviewing permanent BTU teachers.
* We will hire Staff who best fit the needs of the school, regardless of their current status (member of the district, or not, although every Teacher hired becomes a member of the Boston Teachers Union bargaining unit).

**Staffing Patterns and Service Delivery**

In order to support the diverse needs of all Students, our staffing pattern will be explored to best address the academic, social, and emotional needs of all. In developing our staffing model we will consider:

* Advanced Work Classes
* English Language Learner Support
* Flexible Service Provider Scheduling
* Opportunities for Academic Enrichment
* Evaluation Team Facilitation
* Lunch and Recess Supervisors
* Preference given to Dual and Tri-Certification of New Hires
* Professional Advancement and Increased Licensure Opportunity for Current Teachers
* Facilitation and Productivity of Community Partnerships
* Student and Family Support Services
* Paraprofessionals
* Staff Mentoring and Training in Instructional Rounds
* Student Teachers and Interns at all Levels

**Staffing Process**

In order to best meet the needs of our diverse learners, the Eliot K-8 Innovation School is committed to finding highly committed and qualified candidates who have experience with, and an interest in, working with our growing special education and ELL population. We feel that the Eliot K-8 Innovation School is a unique learning community, and thus, we seek uniquely qualified candidates—especially those with dual or tri-licensure. Accordingly, in order to staff our school most effectively in the future, we would like to analyze our current recruitment, screening, and selection processes, explore best practices around hiring in BPS and surrounding school systems, and explore more flexible hiring processes such as those currently in place at BPS pilot schools. We are maintaining the Boston Teacher Union (“BTU”) policies around seniority, as set forth in the 2006 – 2010 Agreement Between the School Committee of the City of Boston and the Boston Teachers Union, Local 66, AFT, AFL-CIO (the “BTU Contract”).[[11]](#footnote-11)

The Eliot School will decide on staffing patterns that best meet the academic, social, and emotional needs of our Students. In our hiring process, we will continue to utilize a collaborative panel consisting of Staff members, Families, Community Partners, and Administrators. All eligible candidates will participate in a panel interview and a follow-up demonstration lesson. The panel will follow a pre-determined rubric to evaluate each candidate, and hiring decisions will be made with a 2/3 vote.

All new hires will become members of the BTU. Additionally, the Eliot, as an innovation school, will continue to work collaboratively with the BTU to ensure the candidacy, selection, and hire of qualified and committed Teachers transferring from other BPS institutions. We will be hiring Staff that best fit the needs of the school, regardless of their current status.

The Eliot K-8 Innovation School will post all vacant positions on the BPS Recruiting Center on The Hub, following the procedures set forth in Superintendent Circulars HRS-21 and HRS-24. We will give priority of interview to current BPS Teachers. We will also advertise positions outside the BPS system. The Eliot K-8 Innovation School may select Staff (BTU positions only) without regard to seniority or membership in the BTU, and formulate job descriptions for BTU members of the Staff. The selection of non-BTU Staff members who are in other BPS unions shall be in compliance with the applicable collective bargaining agreements. Any and all hiring of Staff at the Eliot must be processed through the BPS Recruiting Center on The Hub, be approved by the BPS Office of Human Resources, and be in compliance with the federal court order regarding the racial diversity of BPS Staff. All newly hired Teachers are required to attend the BPS New Teacher Institute in the August prior to the start of the school year in which they will begin to teach at the Eliot K-8 Innovation School. New Teachers will also be strongly encouraged to attend a welcome reception sponsored by the BPS New Teacher Support Team during the spring or summer, which will facilitate the Teachers' completion of the new employee packet.

## Excessing Staff

A Teacher who wishes to voluntarily excess[[12]](#footnote-12) himself or herself must do so by February 1 of a given school year.

## Performance Evaluations for BTU and BASAS Members

Our Innovation School will use the current BPS evaluation tool set for SY 2012-2013. We will follow BPS guidelines around frequency of evaluations for all Staff members. If there is indication that a Teacher is going to receive an overall unsatisfactory evaluation, we will use the BPS-approved Teacher evaluation form. This ensures that there will be adequate documentation in the event that BPS moves to dismiss a Teacher.

**Working Conditions**

We will foster and maintain a team atmosphere that supports Teachers and Staff in providing a safe, productive learning environment for all Students. We will use Staff mentoring to give exemplary Teachers a significant role in facilitating the professional growth of others. Staff will continue to accrue seniority as they would if working elsewhere in BPS. If hired as a BTU Staff member, Teachers will receive the salary and benefits established in the BTU Contract, Article VIII and Article IIIE. Teachers will be members of the appropriate BTU bargaining unit. On a yearly basis, Staff will sign a working conditions agreement. Minimally, the election-to-work agreement will contain the following information, as outlined by the BTU Contract:

* the length of the school day and school year;
* the amount of required time beyond the regular school day;
* any additional required time during the summer or school vacations; and
* any other duties or obligations beyond the requirements of the BTU Contract.

These terms and conditions of the election-to-work agreement may be subject to change from time to time by the Governing Body[[13]](#footnote-13) of the Eliot, in consultation with the faculty (“the Faculty”)[[14]](#footnote-14) and 2/3 vote.

**Dispute Resolution Guidelines**

As required by the BTU Contract, we will have a process for dispute resolution that is approved by the Governing Board in case a dispute arises between an employee(s) and Administration. We will develop a dispute resolution process based on the following recommended guidelines:

* **Work Rules**

(1) The Teacher should meet with the Administrator to address concerns about the school’s work rules and attempt to reach a resolution. It is always advisable to document the results of such meetings. In doing so, the Teacher should have the opportunity to bring another colleague to the meeting for support and advice. All meetings regarding disputes should be kept confidential by the administrator.

(2) If a meeting with the Administrator does not result in a satisfactory resolution, the Teacher may choose to present the concern or complaint to the Chairperson of the school’s governing body. The governing body should have in place a process to hear the concern or complaint, either by a subcommittee of the governing body or through accessing outside mediation. The decision of the governing body in relation to the concern or complaint is final, unless appealed through Step 3.

(3) If the Teacher is still not satisfied, he/she may appeal to the Superintendent and Boston Teachers Union president. The decision of the Superintendent and BTU President is final.

* **Equity Issues**

(1) A Teacher having concerns about equity issues at the school - for example, issues of race, gender, religion, sexual preference, or fairness - may choose to meet with a School Administrator to address them and attempt to reach a resolution. In doing so, the Teacher should have the opportunity to bring another colleague to the meeting for support and advice. All meetings regarding disputes should be kept confidential by the Administrator.

(2) Eliot K-8 Innovation Staff should be made aware, through the school’s election agreement or employee handbook, that they may bring an equity dispute to the Equity Office of the Boston Public Schools. This office is charged with investigating the equity dispute and mediating a resolution.

(3) Eliot K-8 Innovation Staff should be made aware, through the school’s election agreement or employee handbook, that they may bring the equity dispute to the Massachusetts Commission Against Discrimination. This office is charged with investigating the equity dispute and determining a resolution.

While Eliot K-8 Innovation School Faculty are not subject to BTU work rules, an Eliot Staff person who is a BTU member is still a bargaining unit member.

The Eliot K-8 Innovation School seeks to be a collaborative environment where Teachers and Staff members participate in scheduled meeting times with both whole school and grade level teams and service providers. All Staff will be afforded opportunities for increased professional development, exposure to external opportunities (at conferences, summer institutes, instructional rounds, etc.) and support in seeking advanced licensure. Collaboration will be fostered by annual climate surveys, professional retreats/outings, sufficient planning time, and a whole-school culture of accepting feedback. We will learn from each other’s best practices through mentoring, peer observation and instructional rounds. All Staff will have a voice in school decisions through voting processes and opportunities for leadership.

**Organizational Chart**

Governing Board Principal and Assistant Principal Family Council

Staff, Administration,

Parents, Community Partners

Instructional Leadership Team

**Early Childhood Team**

|  |  |  |
| --- | --- | --- |
| K0/K1 Inclusion | 18 Students  13 General Education  5 Special Education | 1 FTE  1 Paraprofessional |
| K1 General Education | 22 Students | 1 FTE  1 Paraprofessional |
| K2 Inclusion | 18 Students  13 General Education  5 Special Education | 1 FTE  1 Paraprofessional |
| K2 General Education | 22 Students | 1 FTE  1 Paraprofessional |

**Elementary Grades Team**

|  |  |  |
| --- | --- | --- |
| Grade 1 Inclusion | 18 Students  13 General Education  5 Special Education | 1 FTE  1 Paraprofessional |
| Grade 1 General Education | 22 Students | 1 FTE |
| Grade 2 Inclusion | 18 Students  13 General Education  5 Special Education | 1 FTE  1 Paraprofessional |
| Grade 2 General Education | 22 Students | 1 FTE |
| Grade 3 Inclusion | 18 Students  13 General Education  5 Special Education | 1 FTE  1 Paraprofessional |
| Grade 3 General Education | 25 Students | 1 FTE |
| Grade 3 & 4 U4 Classroom | 12 Students | 1 FTE  1 Paraprofessional |
| Grade 4 General Education | 25 Students | 1 FTE |
| Grade 4 Inclusion (2013) | 18 Students | 1 FTE  1 Paraprofessional |

**Middle School Grades Team**

|  |  |  |
| --- | --- | --- |
| Grade 5 General Education | 25 Students | 1 FTE |
| Grade 5 Inclusion (2014) | 18 Students | 1 FTE  1 Paraprofessional |
| Grade 5 U4 | 12 Students | 1 FTE  1 Paraprofessional |
| Grade 6 | 28 Students | 1 FTE |
| Grade 6 U4 | 12 Students | 1 FTE  1 Paraprofessional |
| Grade 7 | 28 Students | 1 FTE |
| Grade 7 & 8 U4 | 12 Students | 1 FTE  1 Paraprofessional |
| Grade 8 | 28 Students | 1 FTE |
| Social Studies |  | 1 FTE |
| Science |  | 1 FTE |
|  |  |  |

**Whole School Integrated Support Staff**

|  |  |
| --- | --- |
| Nurse | Industrial Arts |
| City Connects Counselor | Resource Room Support |
| Lunch Monitors | AWC |
| Playworks | Therapists |
| Art | ELL Support |
| Music | Social Studies/Science |
| Physical Education | Computers |

***D. Professional Development***

|  |  |
| --- | --- |
| |  | | --- | | The Eliot K-8 Innovation School requests autonomy from the Boston Public Schools district (“BPS”) in the area of professional development. Professional Development at the Eliot K-8 Innovation School will focus on supporting all our Teachers’ professional growth (inquiry-based, connected to professional courses according to the grade the Teacher is teaching) to continue to sustain and maintain our school goal of proficiency and advance academic performance for all our Students.  In order to determine the best professional development for our Staff, we will collect and analyze Student and Teacher data to conclude which areas of focus will best suit our learning community. This will include the professional development mandated by BPS and our own Eliot community. | |

The Eliot K-8 Innovation School professional learning community will:

1. Use Collaborative Community Gathering to continue to nurture our climate and culture (celebrations of our Professional Learning Community and of Teachers’ and Students’ accomplishments);
2. Participate in inquiry-based learning in grade level team meetings to plan purposeful Common-Core-based lessons connected to best practices for teaching and learning around our K-8 curriculum maps and linked to our units of study in all content areas
3. Use data (e.g., ANet, DIBELS, and TRC) to plan instruction that will target all of our Students’ specific academic needs
4. Take a survey to decide what our future problem of practice is and what outside support is needed to solve this problem. We will look into getting outside support from Teachers College, math coaches, New England Aquarium, and other organizations;
5. Bring Teachers together and build a greater sense of community among the Eliot K-8 Innovation School Faculty. We will create a one-day professional development retreat to be scheduled for late August of each academic year. Teachers will receive a stipend for their attendance. By the end of each academic year, Staff members will determine and vote upon the date for the next academic year’s retreat.
6. Explore the possibility of including a few days, scattered throughout the year, for Teachers to confer with Parents via phone or in person.
7. Put in place a buddy-Teacher/mentor system to help guide and support all new hires to the Eliot K-8 Innovation School.

**Professional Development Hours**

-60 minutes per month whole-school for 10 months

The specific time of the additional one-hour-per-month of professional development that will occur outside of the school day will depend on the Eliot start time.  If our school day starts at 8:30 am, then professional development will be held after school from 2:45 pm – 3:45 pm. If our school day starts at 9:10 am, then professional development will be held before school from 8:00 am – 9:00 am. The Eliot K-8 Innovation School principal (the “Principal”)[[15]](#footnote-15) will furnish the Staff with a list of a few options for professional development dates and the staff will choose from among these by vote.

-Every Teacher will explore the possibilities of cross-curricular collaboration for 30 minutes per month throughout the school year.

-The Instructional Leadership Team (“ILT”) will meet for an additional hour twice per month. These hours will be beyond the contractual time. Teachers who attend ILT meetings will receive a stipend.

-All full-time Teachers will get 90 minutes per week of uninterrupted common planning time.

-All part-time Teachers will get 45 minutes per week of uninterrupted common planning time.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day |  |  |  |  |  |
| Grade | K1-K2 | 1-2 | 3-4 | Science& Math/ 5 | ELA & S.S. |

**90 minute block**

The following will be included in a grade-level-specific agenda:

* ILT
* Student Support Team (“SST”) meetings
* Looking At Student Work (“LASW”) meetings
* Data Analysis meetings
* Year’s Goal meetings
* Planning time to create formative assessments for units of study

**Year 1:** Develop Curriculum for grade levels: ELA, Math, Social Studies, Science, etc.

**Year 2:** Colleague Refining Practice with peer observation feedback protocols

**Year 3:** To Be Determined based on current needs

|  |  |  |  |
| --- | --- | --- | --- |
| Day |  |  |  |
| Grade | K1-1 | 2-4 | 5-8 |

**Year 4:** To Be Determined based on current needs

The Staggered Elementary/Middle Schedule

|  |  |
| --- | --- |
| **Each Meeting:**  K1-4- | **Each Meeting:**  5-8- |
| **Week 1**=  30 min.: Data Analysis (K1-2 = DIBELS, Progress Monitoring, 3-8 = ANet)  1.5 hour: Content Focus  **Week 2**=  45 min.: Whole Elementary School  45 min.: Committees  **Week 3**=  30 min.: Data Analysis (K1-2 = DIBELS, Progress Monitoring, 3-8 = ANet)  1.5 hour: Content Focus  **Week 4**=  30 min.: Data Analysis (K1-2 = DIBELS, Progress Monitoring, 3-8= ANet)  30 min.: Committees  45 min.: Whole Elementary School  15 min.: Personal Growth Plan (PGP) | **Week 1**=  30 min.: Data Analysis (Progress Monitoring, 3-8 = ANet)  1.5 hour: Content Focus  **Week 2**=  45 min.: Whole Middle School  45 min.: Committees  **Week 3**=  30 min.: Data Analysis (Progress Monitoring, 3-8 = ANet)  1.5 hour: Content Focus  **Week 4**=  30 min.: Data Analysis (Progress Monitoring, 3-8 = ANet)  30 min.: Committees  45 min.: Whole Middle School  15 min.: Personal Growth Plan (PGP) |

**Year 5:** To Be Determined based on current needs

|  |
| --- |
| **Each Meeting:** |
| **Week 1**=  30 min.: Data Analysis (Progress Monitoring, 3-8 = ANet)  1.5 hour: Content Focus  **Week 2**=  45 min.: Whole Middle School or Whole Elementary School  45 min.: Committees  **Week 3**=  30 min.: Data Analysis (Progress Monitoring, 3-8 = ANet)  1.5 hour: Content Focus  **Week 4**=  30 min.: Data Analysis (K1-2 = DIBELS, Progress Monitoring, 3-8 = ANet)  30 min.: Committees  45 min.: Whole School  15 min.: Personal Growth Plan (PGP) |

1. ***District Policies and Procedures***

In our commitment to ensuring the best learning opportunities for our students, the Eliot K-8 Innovation School requests autonomy from district policies and procedures related to staffing, curriculum, instruction, assessment, budget, transportation, professional development, annual calendar, schedule and governance.

**Eliot K-8 Innovation School Governing Board and Family Council**

The Eliot K-8 Innovation School’s Governing Board will be charged to carry out the school’s vision and mission and to set forth school policies. The Innovation Plan, state laws, and the autonomies granted as part of this initiative guide the Governing Board’s work regarding budget, staffing, calendar, schedules, curriculum, and governance. The Eliot will continue to have a family council. The Governing Board will assume the responsibilities of the current School Site Council specifically in regard to budget approval and Staff hiring.

The responsibilities of the Governing Board include:

* Maintaining the school vision and augmenting the strategic plan to align with the school’s goals, as

needed;

* Annually reviewing the school’s progress with respect to implementation of Innovation Plan vision,

student achievement, and Principal evaluation;

* Developing school policies;
* Approving the annual school budget;
* Evaluating the Principal on an annual basis. This includes developing a set of goals at the beginning of each school year and assessing progress at the end of the academic year;
* Developing partnerships within the City of Boston that further the goals of the school’s mission;
* In conjunction with the Family Council, securing resources for the school to support the vision and

strategic planning, creating opportunities for Students and Staff;

* If necessary, conducting the search and hiring process for the Principal and forwarding the finalist

recommendation to the Superintendent for final approval ,following the process set forth in the

Governing Board’s by-laws;

* Decision-making based on a consensus process as described in the by-laws.

The objective of the Family Council is to (1) fund educational improvements, through fundraising, that significantly enhance Students’ academic and social learning at the school, and (2) encourage volunteer participation of Parents, Families, and friends of the school in order to further aid Students’ educational and personal success. The responsibilities of the Family Council include:

* Securing resources for the school that align with the stated vision and goals and fund education

programs, leadership initiatives, professional development, and community service and involvement;

* Acting as a communication link between the Principal and Eliot K-8 School Faculty, Governing Board and Families;
* Garnering family involvement and creating volunteer opportunities within the school;
* Coordinating parent volunteers.

Implementation of the Governing Board and Family Council decisions, as well as the overall management of the school, is the primary role of the then-current Principal and the Eliot Faculty.

The Governing Board will consist of 14-16 persons: four Partners, four Faculty members, four Parent representatives, and 2-4 school Administrators. To ensure continuity between the Governing Board and the Family Council, a minimum of one member of the Family Council executive committee will serve as a Parent representative on the Governing Board. It is preferred that one of the Faculty members on the Board be a BTU representative. The election process and membership requirement for each Governing Board member are set forth in the by-laws.

**School Breakfast and Lunch**

Eliot K-8 Innovation School will seek alternatives to the current school breakfast and lunch program. For the first year, we will seek to incorporate a smoothie machine, and we will apply for grants specifically targeted to satellite schools in which fresh, whole food will be delivered daily.  We will incorporate nutrition and wellness into curricula across content areas throughout the school year as we introduce new fruits and vegetables to our Students.

During our first year we will work with designers, architects and financial backers to install the necessary components to build a real, working kitchen, complete with ovens and refrigeration.  We will also seek to hire a full time kitchen Staff.

During year three we will be up and running with a working kitchen.  After-school enrichment hours will be dedicated to cooking and nutrition classes.  We also seek to lengthen lunch periods to allow Students the proper time for eating in a healthy manner and engaging in outside physical activity.

A garden will be planted and cared for by all grade levels.  We will also be working in a community garden on Parcel 9, a piece of green space along the Rose Kennedy Greenway.

**Recycling Program**

We will work with Boston Public Schools and the City of Boston to start and operate a recycling program.  Students and Staff will be trained in proper ways to recycle materials as well as reduce waste in the first place.  Paper bins will be placed in all classrooms, while larger sorting bins will be located on each floor as well as the cafeteria(s) and other shared spaces.  The central recycling dumpster will be located next to the current garbage dumpster as we determine our new expansion space.  We hope to see a "Green Club" formed with Students and Staff alike.  We will negotiate with custodial Staff to help manage the recycling program.

***F. Budget***

The Eliot Innovation K-8 School will seek budgetary autonomy. This autonomy will be similar to that of BPS Pilot Schools. We wish to continue to use the BPS model of the weighted student formula, in which dollars will follow each of our Students. This budgetary model will empower more school-based decision-making in funding programs and initiatives. It will allow for flexibility and creativity in managing our resources to best meet the needs of our school. The Eliot K-8 Innovation School also seeks to utilize actual Teachers’ and specialists’ salaries instead of average Teacher salaries. This would enable us to save money, which can then be redirected toward funding academic programs and assessments. The Eliot K-8 Innovation School requests autonomy to receive the equivalent per-pupil fund allocations, opting out of certain central discretionary services. We will continue to utilize our Family Council’s status as an independent 501(c)(3) organization to maintain support for fundraising efforts.

The Eliot Innovation K-8 School will continue to receive a weighted student funding allocation and the ability to opt in and out of discretionary services. Any costs beyond this allocation will be required by the Eliot Innovation K-8 School to fund.

We have established the following priorities and goals:

1. **Professional Development**: Professional Development at the Eliot K-8 School will be inquiry-based and connected to professional courses according to the grade level and subject area taught. In order to deliver the most effective PD model for our school, we have investigated best practices to further develop our ability to sustain our school goal of proficiency and advanced academic performance for all our Students.
2. **District Policies and Procedures**: Recognizing that a well-nourished child is better able to learn and actively participate in school activities, the Eliot aims to redesign the food program. The goal of this program is utilize more whole foods, decreasing reliance on processed options and giving each participating child access to better nutrition every day. This program will help develop lifelong good eating habits and healthier Students. Given the systemic impact that individual school start and end time have on the overall schedule, extended learning should be defined in instructional hours rather than actual times.  Our preferred times are 8:50am – 3:00pm but we understand that start and end times will be reviewed per a Bell Time Study, on an annual basis.
3. **Curriculum and Instruction**: The Eliot K-8 Innovation School requests autonomy from Boston Public School District in the areas of curriculum and assessment. The Eliot K-8 Innovation School requests the freedom to choose and create curricula and assessment tools that we believe best serve the needs of our Students. The Eliot K-8 Innovation School seeks to supplement the existing BPS curriculum as years go on with programs and interventions that target the specific needs of our diverse population, specifically Students with disabilities and English Language Learners.

**Enrichment:** The Eliot K-8 Innovation School seeks autonomy over our budget in order to create and implement dynamic, positive and successful enrichment programs for all Students. Research has indicated that Students who are involved in music, athletics, art, or community service achieve higher academic standards. In an effort to close the achievement gap, we seek to provide enrichment opportunities for all Eliot K-8 Innovation School Students. Furthermore, Students with disabilities and limited English proficiency will benefit from enrichment in academic areas provided in addition to the school day. Some examples of interventions, such as Wilson language systems, speech and language therapy, occupational therapy, and social emotional playgroups, would promote success for all Students. In August 2011, the Eliot K-8 Innovation School hosted its first Acceleration Academy with great success, and we hope to continue this model in years to come.

***III. Capacity of Applicant Group***

The members of the Eliot K-8 School Innovation Planning Committee are all fully committed to the success of this powerful plan. On Tuesday, October 11, 2012, teachers from the Eliot School attended an informational session on Innovation Schools. Their report back to the staff led us to further explore this new initiative. Our whole faculty has been actively involved in all stages of this plan’s development. Listed below are the official committee members however over 15 faculty were involved in the writing of this plan. The passion for providing rigorous, high quality instruction and enrichment opportunities to the Eliot K-8 School community is evident in the innovative strategies for implementation in the plan. The committee strongly believes in the capacity of the community to embrace this plan and take the Eliot K-8 School to new levels of achievement.

The Innovation Committee‘s membership includes:

Traci Walker Griffith- Traci Griffith is the proud principal of the Eliot K-8 School. She has been a teacher and administrator in the Boston Public School system for twenty years. She became the principal of the Eliot K-8 School in April, 2007. Traci’s expertise in leading a school is evidenced in the Eliot K-8 School’s journey. In fall, 2007 Eliot K-8 School was named an underperforming school and in Fall, 2010 it was recognized as a Department of Elementary and Secondary Education Commendation School. She is a caring, committed educator who believes in the power of a strong, collaborative community where children come first.

Lydia Torres- Lydia Torres brings over 35 years of teaching and administrative experience to our planning team. Lydia has been a classroom teacher, literacy coach and district assistant program director in Secondary English Language Arts department. She is a collaborative, committed administrator who brought her passion for education to the Eliot K-8 School in 2007. Lydia is excited to co-lead the Eliot School with Principal Traci Griffith.

Anne Houlihan- Anne Houlihan has been a special education teacher at the Eliot K-8 School since 1997. She is a compassionate, committed team player who is truly invested in the success of our school. This year, Anne began working as a Tier 3 Reading Interventionist to meet the needs of our highly specialized population of speech and language based learning disability students. Anne brings expertise in specifically designed reading instruction and sharing best practice of research based reading practices.

Nataliya Paquette- As a teacher at the Eliot K-8 School, Nataliya Paquette is highly invested in the success of our students. She has been a member of the Eliot community for eight years and has seen the school make tremendous gains. During her time at the Eliot, she has had an opportunity to work with students of all age groups. Nataliya started as an elementary teacher working in a fifth and then fourth grade classroom. Four years ago, she became a math specialist and worked with all students, grades K1 through 8. She is currently the Middle School math teacher and provides instruction to students in grades 6 through 8. In addition to her role as a classroom teacher, Nataliya is also a member on several leadership committees, including the Instructional Leadership Team and School Site Council. This year, Nataliya is also the teacher leader for the middle school team.

Sean Fitzgerald- As a faculty member at the Eliot, Sean Fitzgerald has assumed many roles. He has taught fourth grade for the past four years. Sean also participates on the Instructional Leadership Team, Teacher Leader Team, and has served as the elementary science liaison to the district. These roles have provided Sean valuable experiences as well as new insights into how to best serve our students and their families. This is an exciting time to be part of the Eliot family. Our innovation plan will allow our staff, parents and partners to better meet students’ needs, and he is honored and committed to serve this community in any capacity.

Michael Lally- Michael Lally is the Boston Teachers Union teacher representative at the Eliot K-8 School. Michael joined the Eliot team in 2008 as a special education teacher. He is a member of the Instructional Leadership Team, School Site Council and a teacher leader. He is also an Eliot K-8 School parent. His son, Liam and daughter, Sheila are both students at the school. He is currently finishing his doctoral studies in Leadership at University of Massachusetts Boston.

Caitlain Hutto – Caitlain Hutto is a member of the prospectus planning group. She has been part of the Innovation Team since the beginning and has worked closely with her fellow colleagues to gather input that will best benefit the Eliot School. Caitlain is currently a second grade teacher at the John Eliot K-8 School. This is her seventh year teaching in various grades at the elementary level. She brings with her experience in creating and developing curriculum that connects to the Common Core Standards. Caitlain believes that an Innovative school setting will best serve the current and future students of the Eliot.

Cristina Santos- Cristina Santos began a member of the Eliot School in September, 2007. She has been a teacher in Boston Public Schools since 1995. She teaches first grade at the Eliot School and is a teacher leader, member of the Instructional Leadership Team and has served on School Site Council. She is excited to bring her energy and experience to collaborating with her colleagues to develop curriculum that is aligned with the Common Core Standards. She has attended Columbia University’s Teachers College Reading and Writing Institute for two summers and will be working closely with the Primary tam to align our new units of study as part of professional development this summer and fall.

Jennifer McGivern- As a parent of a Kindergarten 1 student and an active North End community member, Jennifer McGivern is thrilled to support the Eliot K-8 School in its bid for Innovation School status. She looks forward to working with the school’s greater community to create opportunities for all our students. As an Innovation School, the Eliot will be nimble and responsive to our children’s unique academic and social needs, utilizing a dynamic and smart decision-making process to create results-driven programs. Further, Jennifer firmly believes the autonomies granted as part of this proposal will enable our amazing faculty and administration to better target best practices and, importantly, spend the most time preparing for and educating our great kids.

Superintendent Designee- Dr. Domenic Amara-

School Committee Designee- Michael D. O’Neill

Our Innovation planning committee has fully engaged all stakeholders in the writing of this plan and are passionate in the fully implementing this plan with fidelity. The committee’s resumes can be found in the *attachment* section of this plan.

IV. Timetable for Development and Establishment

The Eliot K-8 Innovation School submitted the prospectus in January, 2012. In February 2012, the planning group received prospectus approval and $11,000 state planning grant. The planning group subsequently formed the Eliot K-8 Innovation School committee and began to develop the innovation plan. The committee consisted of administrators, teachers, and families. The school expects to apply for state implementation grant funding in June 2012 to convert to Eliot K-8 School to the Eliot K-8 Innovation School beginning in August 2012.

May 11 Submit final Innovation Plan

May 16 BPS presentation

May 18 BPS notification on Innovation status for Sept. 2012

May 21 – 25 Teacher Vote

May 29 – June 4 Public Hearing

May 31 School Committee materials deadline

June 6 School Committee presentation

June 13 School Committee vote

## V. Measurable Annual Goals

**Student Achievement SY 2012-2013**

**Reading by the end of Grade 1**

* 95% of 1st Graders reading at or above grade level on DIBELS Assessment

**Reading to learn in Grade 3**

* 100% of 3rd Graders pass MCAS English
* 95% score proficient or advanced
* Racial achievement gap fewer than 3 percentage points

**Skillful, analytic writing in**

**Grades 4-12**

* 30 point increase (compared to 2009-10 baseline) in the percentage of students scoring Level 3 or 4 across all content areas

**Algebra I in Grade 8**

* 90% of Math 8 students receive a “B” or better on the final exam
* 40% of non-exam school students take Algebra I in Grade 8

**English Language Learners acquire academic language mastery and fluency**

* 90% of ELLs improve two or more steps on the MEPA within the same grade span, or one or more steps between grade spans

**Significant academic growth for students with disabilities**

* 50% of special education students demonstrate “high” or “very high” growth on MCAS English and Math

***VI. Required Attachments***

Attachment A: Resumes Innovation School Planning Committee

Attachment B:Election to Work Agreement

Attachment C: MCAS Student Achievement Data

Attachment D: Eliot K-8 Innovation School Governing Board By-Laws

Attachment E: Current Whole School Improvement Plan

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| --- |
| **Traci A. Walker Griffith**  44 Pearl Street Charlestown, MA 02129 |
| Phone (617) 592-1272 I E-mail [tgriffith@boston.k12.ma.us](mailto:tgriffith@boston.k12.ma.us) |

# Education

## University of Massachusetts -Boston Boston, Massachusetts 2005 – 2006

Certificate of Advanced Graduate Study, *Educational Administration*

## Lesley College Cambridge, Massachusetts 1991-1992

Master of Education, *Curriculum and Instruction*

## Plymouth State College Plymouth, New Hampshire 1987 – 1991

Bachelor of Education, *Elementary Education*

**Administrative Experience**

**Eliot K-8 School** Boston, Massachusetts 2007-present **Principal**

**Tobin K-8 School** Roxbury, Massachusetts 2006-2007

**Assistant Principal**

* Serve as a member of the administrative team to implement the Boston Public School Instructional Practices and foster a strong school climate.
* Facilitate Middle School Looking at Student Work sessions across content areas using the Six Trait Writing Rubric and the Collaborative Assessment Conference protocol.
* Lead school wide effort to collect and analyze Investigations end of unit assessments and Connected Math Mid and End Modules to inform instruction.
* Manage the Tobin Scholars program to promote academic achievement and social growth among Middle School students and create a supportive school climate.
* Coordinated pilot year of Technology Goes Home @School for Middle School students and their families.
* Supervise and evaluate teachers in K1- Grade 8.

**Mather Elementary School**Dorchester, Massachusetts 2005-2006

**Boston Principal Fellow**

* Participated in intensive, yearlong residency-based principal preparation program.
* Worked with mentor principal developing a budget that implemented all school priorities.
* Guided school wide effort to collect and analyze student performance data and use it to inform instruction.
* Facilitated grade level teams looking at student work and analyzing formative assessment data to help support instructional improvement.
* Collaborated with Grade 2 teachers using lesson study to create a non-fiction writing unit of study.
* Coordinated the pilot year of Technology Goes Home @ School for ten Mather families.

**Trotter Elementary School**Dorchester, Massachusetts 2004 -2005

#### Assistant Principal

* Collaborated with administration, staff and families to develop an in-house response to on going discipline issues.
* Facilitated grade level team meetings for third through fifth grade, working closely with literacy and mathematics coaches to improve instruction.
* Collaborated with grade level teams to develop year long Readers’ and Writers’ Workshop curriculum calendars aligned to *Making Meaning* curriculum.

**Teaching Experience**

**Trotter Elementary School**Dorchester, Massachusetts 1992- 2004

***Mathematics/Technology Specialist***

* Instructed and supported students in kindergarten through fifth grade to use technology in core content areas.
* Co taught grade 4 Mathematics fully implementing the Investigations Curriculum
* Collaborated with teachers to develop lessons utilizing Microsoft Word, PowerPoint and Inspiration to teach Readers’ and Writers’ Workshop.
* Developed and delivered school wide professional development on the integration of technology in the Readers’ and Writers’ Workshop as the school’s Technology Support Teacher.
* Served as mentor to four Boston Public School teachers who adapted and implemented my Metro Linc Pioneer technology curriculum in their classrooms.
* Trained two teachers and 49 families to use technology to improve academic performance. Technology Goes Home Program provided each family with a low cost computer.

**Leadership Experience**

**Massachusetts Department of Education**Malden, Massachusetts 2004-2006

***Panel Review Member***

* Served on theMassachusetts Department of Education State Panel Review and the Compass Panel Review.
* Conducted interviews, classroom observations and reviewed school plans of both high and under-performing schools in Massachusetts

***Instructional Leadership Team*** 1998-2007

* Served on Instructional Leadership Team and contributed to Whole School Improvement Plan development and implementation.
* Facilitated meetings on MCAS data analysis and root cause analysis for Whole School Improvement Plan development.

***Educational Consultant*** 2004

* Co taught, with members of the Boston Public School’s English Language Arts department and Irene Fountas, strategies for enhancing literacy instruction through the use of technology.The course was part of Lesley University’s Literacy Institute.

#### Awards

***Boston Teacher of the Year Award*** Boston, Massachusetts 2004

# Certifications

***Principal/Assistant Principal Certification,*** Pre-K – 8, Initial

***Elementary,*** 1-6, Professional

***Instructional Technology,*** All Levels, Initial

**Anne F. Houlihan**

2 Old Colony Lane ~ Arlington, MA 02476 ~ [ahoulihan@boston.k12.ma.us](mailto:ahoulihan@boston.k12.ma.us)

Home: (781) 643-0370 ~ Cell: (617) 852-2978

**Special Education Teacher**

**~ Determined ~ Compassionate ~ Team Player ~**

Seasoned teacher of inner-city children focused on “every child reading.” Familiarity with a wide range of diagnoses including developmental disabilities, language-based learning disabilities, teaching victims of violence (traumatized children), ameliorating reading disabilities and structuring children with behavioral issues.

Areas of proficiency include:

* Specially-designed reading instruction
* Diagnosis and treatment of reading disabled students
* Building self-esteem in compromised learners
* Engagement of families in the IEP process
* The study of best practices for literacy instruction

**Education & Credentials**

Master of Education (2003); Major: Special Education

Cambridge College, Cambridge, MA.

Bachelor of Arts (1972); Major: Psychology

Western Connecticut State University, Danbury, CT.

Certification Program (1978); Elementary and Special Needs

Lesley College, Cambridge, MA.

**Teaching Experience**

Eliot K-8 School August 2011-Present

**Tier-3 Reading Interventionist**

Teach disabled/at-risk readers in small groups, utilizing a tier-3 reading intervention. Observe, assess and recommend reading interventions based upon students’ strengths and weaknesses in the five components of reading. Oversee small group and 1:1 interventions in phonemic awareness, phonics and fluency. Gather and analyze pre/post test data for *Great Leaps Fluency Program*. Collaborate with classroom teachers in remediating students’ fluency issues. Study the most up to date research in the five components of reading.

Eliot K-8 School 2004-2011

**Resource Room Teacher**

Provide amelioration for students with individualized educational plans (IEPs). Instruction focused upon goals in reading, writing, spelling and mathematics. Collaborate with parents, team members and outside agencies to insure maximum support and success for disabled children. Test students’ achievement in major academic areas and formulate appropriate educational goals.

Eliot K-8 School 1997-2004

**Special Education Teacher**

Language-based learning disabilities

Provide instruction in a small sub-separate classroom. Teach ELA using specially designed programs that are: direct, explicit, systematic, multi-sensory, and cumulative. The teaching of literacy was engaging and interactive, often incorporating manipulatives. Students gained mastery learning through ample opportunities to practice. Mathematics instruction emphasized visual-kinesthetic modalities, along with concrete applications. Heavy emphasis upon a behavior modification system to ensure a positive classroom milieu.

Waltham Public Schools 1972-1987

**Special Education Teacher**

Instructor in sub-separate classrooms for children with the following diagnoses: severe developmental disabilities, autism, communication disorders, specific learning disabilities (reading) and social/emotional disorders. Began the integration of special needs children into regular education schools and classrooms as mandated by Chapter 766 (1973). Established training classes for parents of severely disabled students.

**Professional Development Initiatives**

Wilson Language Program Certification Level 1

Lindamood-Bell

Visualization/Verbalization, LIPS, On Cloud Nine

Project Read

Phonology, Linguistics, Written Expression, Report Form, Story Form

Reading First Adademy

Bel-Mondo: Balanced Literacy Training

**Sean Fitzgerald**

66 Bay Point Path

Marshfield, MA 02050

(781) 837-1992

[**sfitzgerald2@bostonpublicschools.org**](mailto:seanfitzgerald25@yahoo.com)



**EDUCATION** **University of Massachusetts**, Boston, MA

Master of Education in Curriculum and Instruction, 2001

**Clark University**, Worcester, MA

Bachelor of Arts, Sociology, 1996

**CERTIFICATIONS** Massachusetts Elementary Education Grades 1-6

**TEACHING EXPERIENCE**

**2007 – present *Boston Public Schools***

*John Eliot School, Boston, MA*

Grade 4 teacher

Currently teach 25 children in an urban setting in all subject areas.

Differentiate instruction to meet the needs of all students. Utilize

Anet data to inform instruction.

Work collaboratively with administrative team to improve culture,

climate and instructional practices.

**2006 – 2007**  ***Worcester State College (The Denty Connection****)*

*Part –Time Adjunct Faculty*

Taught graduate course: “Teaching Writer’s Workshop”

**2004 – 2007 *Hanover Public Schools***

*Sylvester School, Hanover, MA*

Grade 3 teacher

Taught 20 children in an inclusive classroom in all subject

areas. Coordinated and implement daily curriculum. Worked

collaboratively with inclusion specialist and reading specialist to

modify and implement curriculum for special needs students.

Served on PIMS committee and ELA design team gathering

and analyzing data to improve upon multiple aspects of teaching

and learning.

**1999 – 2003** ***Brookline Public Schools***

*Pierce School, Brookline, MA*

Grade 6 teacher

Taught 24 children in an inclusive classroom in all subject areas.

Conducted classroom based research in math and writing. Served

as Sexual Harassment Representative for staff and students.

Coached grade 7/8 girls’ basketball team.

**1997 – 1999** ***Boston Renaissance Charter School***

Boston, MA

Grade 4 and 5 teacher (looping model)

Taught 24 children in an inclusive urban classroom in all

subject areas. Developed curriculum to meet the needs of all

learners.

**1997 – 1998 *Lexington Public Schools***

*Bridge School, Lexington, MA*

Grade 5 Special Education Tutor

Worked directly under the supervision of the lead special education

teacher to create, implement, and modify Massachusetts curriculum to two

students with emotional behavior and learning disabilities.

**1992 – 1997 *Basketball Coach***

*Red Auerbach School, Waltham, MA*

Conducted basketball clinics for boys’ ages 8-17. Focused on developing

sportsmanship and fundamental skills of playing basketball.

Nataliya Paquette

21 Summer Hill Road

Dracut, MA 01826

978-685-7004

978-609-6798

[ngorelik@boston.k12.ma.us](mailto:ngorelik@boston.k12.ma.us)

**EDUCATION:**

M.Ed. in Elementary Education 2003

Lesley University School of Education

Cambridge, MA

B.S. in Elementary Education 2000

Boston University School of Education

Boston, MA

**CERTIFICATION:**

Professional License in Elementary Education 2003

Middle School Mathematics (5-8) Pending

Moderate Disabilities (PK-8) Pending

**EXPERIENCE:**

Eliot K-8 School 2004 – Present

Boston, MA

Middle School Math Teacher 2011 – 2012

Math Specialist 2008 – 2011

* Implement the CMP curriculum and enrichment instruction to students in grades 6 through 8
* Modify curriculum and differentiate instruction to accommodate students’ needs
* Collaborate with Special Education teachers to plan lessons to support various learning styles
* Create a class climate of high expectations for all learners
* Assess student learning using district and teacher created assessments, frequent classroom check-ins, MOBI clickers, and the ApangeaMath program
* Facilitate Middle School team meetings around curriculum, instruction, data analysis, and student motivation programs

Grade 4 and 5 Teacher 2004 – 2008

* Delivered literacy and math instruction through the workshop model
* Modified curriculum and differentiated instruction to accommodate students’ needs

**SCHOOL LEADERSHIP:**

* Teacher Leader 2011 – Present
* Instructional Leadership Team 2005 – Present
* School Site Council 2005 – Present
* Student Support Team 2004 – 2008
* New Teacher Developer 2006 – 2007
* Math Leadership Team 2004 – 2007
* Math Facilitator 2004 – 2008

**REFERENCES:**

Available Upon Request

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| --- |
| 10 Alcott Street • Allston, MA 02134 |
| Phone 617-254-9035 • E-mail [mlally@boston.k12.ma.us](mailto:mlally@boston.k12.ma.us) |

**Michael J. Lally**

|  |  |
| --- | --- |
| Education | |
|  | July 2005 – Present University of Massachusetts/Boston Boston, MA *Doctoral Student in Leadership in Urban Schools Program*  August 2001 University of Massachusetts/Boston Boston, MA  *Masters Degree in Special Needs Education*  May 1990 University of Massachusetts/Boston Boston, MA  *Bachelor of Arts in English with concentration in Political Science* |
| Professional experience | |
|  | August 2008 – Present Boston Public Schools  John Eliot K-8 School  *Middle School Teacher – ELA – Special Needs – Inclusion*  Duties include teaching ELA inclusion class; previously taught all subjects (language arts, social studies, mathematics, science, computer lab) to middle school LLD class. Development and implementation of IEP’s with modifications and accommodations, participation in Team Meetings. Crisis intervention with middle school students, including, but not limited to teaching social skills and problem solving.    August 2003 – August 2008 Boston Public Schools Boston, MA  Orchard Gardens K-8 School  Middle School Teacher – Special Needs  Duties include teaching all subjects (language arts, social studies,  mathematics, science, computer lab) to middle school LLD  class. Development and implementation of IEP’s with modifications  and accommodations, participation in Team Meetings. Crisis intervention  with middle school students, including, but not limited to teaching social  skills and problem solving.  August 2002 – June 2003 Waltham Public Schools Waltham, MA  *High School Teacher – Special Needs*  Duties included teaching Language Arts and Social Studies to ED/BD  high school class. Integrating behavioral strategies and classroom  accommodations. Curriculum development. Develop and implement  IEPs. Team chairperson at IEP and re-evaluation meetings.  January 2002 – June 2002 Boston Public Schools Boston, MA  William Howard Taft Middle School  *Middle School Teacher – long term substitute – Special Needs*  Duties included development and teaching of Language Arts and Social  Studies curriculum in SAR middle school classroom. Development and  Implementation of IEPs for Special Needs students. Behavior  management and some crisis intervention. Lunchroom supervisor.  1999 – December 2001 Medford Public Schools Medford, MA  Fulton Heights Alternative School  *Middle School Teacher – Special Needs*  Duties included teaching all subjects (Language Arts, Social Studies,  Mathematics, Science, Reading, Computer Lab) to  middle school LLD class. Development and implementation of IEPs.  Participation in Team Meetings. Crisis intervention with middle school  and elementary class students, including, but not limited to teaching  social skills and problem solving. After-school program. |
| Awards/publications | |
|  | Winter 1999 Umass-Boston Magazine Boston, MA  *“A Very Narrow Escape”*  *“Urban Educators on the Cutting Edge”*  Fall 2001 – 2004 Allston-Brighton Tab Boston, MA  *Guest Columnist*  2007 Boston Teachers Union Secondary Building Representative of the Year |

**Attachment B**

Election-to-Work Agreement Between

John Eliot K-8 Innovation School

And

(*name of Teacher*)

Academic Year 2012-2013

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, am voluntarily electing to work at the Eliot K-8 Innovation School. I am signing this agreement to indicate that I understand and agree to the following terms and conditions of my employment.

The Eliot K-8 Innovation School under the Innovation Schools program described in the Collective Bargaining Agreement between the School Committee of the City of Boston and Boston Teachers Union (the “BTU Contract”) Therefore, the terms and conditions of my employment at the Eliot K-8 Innovation School will be different from those at other Boston Public Schools. Employees of Innovations Schools are to receive wages and benefits as they would at any other Boston Public School, as specified in Article VIII, Compensation and Benefits, of the BTU Contract for Teachers. Other terms and conditions of employment will be determined by the Eliot K-8 Innovation School rather than by the BTU Contract. While not attempting to be exhaustive, this Agreement states the more important terms and conditions of employment at the Eliot K-8 Innovation Schools. These terms and conditions may be subject to change from time to time as the governing body of the Eliot K-8 Innovation School may make changes to its program and schedule during the year, in consultation with the faculty, and with the approval of 2/3 vote of the Faculty.

1. ***Terms of employment***

My term of employment for the 2012-2013 Eliot K-8 Innovation School will include no more than two working days preceding the beginning of the school year, as specified in the BTU Contract. New Teachers to the school may be required to attend an additional three days of orientation.

Eliot Staff (Teachers and paraprofessionals) will not report on January 2, 2013 for the all-day professional development day as specified on the BPS calendar. Those hours will be fulfilled as part of the Eliot Professional Development Plan or other professional development approved by administration. All paraprofessionals must make up the day through professional development hours done outside of the school day.

If school days are cancelled during the school year, the Eliot’s School year will be subject to extension in the same amount as the regular BPS school year is extended.

Holidays will be the same as those specified in the BPS Calendar 2012-2013. Eliot K-8 Innovation

School Teachers agree to participate in professional development/committee meetings, per Eliot Professional Development Plan. (Staff will determine the number of PD hours (40-80 hrs) with 40 hours being the minimum number of hours per school year).

Staff with a 66 2/3% vote must approve any changes made to the Eliot Professional Development Plan.

Eliot Teachers agree to participate in one “Back to School Night” for families and one “Celebration of Learning” night. The Dates of the two required events will be proposed by Administration and the time will be voted on by teachers.

Eliot Teachers will complete warning notices and report cards for each student every term.

Eliot middle school Teachers will use designated electronic grade book software to complete grades, warning notices and communicate electronically with parents.

**Mutual Support and Accountability**

Teachers at Eliot K-8 Innovation School agree to the principles of mutual support and accountability:

* Teachers accept responsibility for preparing, with colleagues’ help, the details of curriculum and assessment within the broader school-wide plan regarding both. Teachers are expected to develop, assess, and articulate their professional work both individually and collectively.
* Teachers are flexible regarding teaching assignments—prepared, for example, to teach several different age groups or work in teams.
* Teachers are involved in on-going professional development on behalf of the school, as well as their own development, such as inter-school visits, school workshops and seminars, academic disciplinary associations, and other relevant professional events.
* Teachers make their classrooms open to visitors—other Teachers, administrators, family members, visitors to the school—in ways that are not disruptive to the life of the classroom.
* Teachers work with assistant Teachers/intern as a mentor and colleague, including providing time to support their learning and provide feedback on their work.
* Teachers accept responsibility for informing the school in a timely fashion of any personal plans and emergencies that may affect the functions of the school.
* Teachers work in grade level teams within the Eliot K-8 Innovation School.
* Teachers accept responsibility to post objectives daily in each classroom (student friendly objectives for the learning of the day)
* Teachers accept responsibility for keeping updated conference notes on the progress of each student. Notes are to be used as part of individual students’ action plan for next steps.
* Teachers accept responsibility for keeping Notebooks- Readers and Writers Response Journals, Interactive Notebooks in Social Studies and Science and Math Binders/Notebooks with a Table of Contents.

**Yearly Calendar**

* Eliot K-8 Innovation School Teachers agree to participate in professional development/committee meetings, per Eliot Professional Development Plan.
* Professional Development Points will be provided for in-house Professional Devolvement.
* Staff and administration will honor the Eliot K-8 Professional Development Plan.
* Staff with a 66 2/3% vote must approve any changes made to the Eliot K-8 Professional Development Plan.

**Student Calendar** 2012-2013

* Students may begin in August 2012
* School Vacation Weeks

- December (December 24 – 31, 2012)

- February (February 19 – 22, 2013)

- April (April 16 – 19, 2013)

- All other BPS calendar holidays in the school year 2012-2013

* Last day of school without snow days (same as BPS calendar)

**B. Excessing**

The excessing policy of the Eliot K-8 Innovation School will follow the conditions of the BTU Contract.

**C. Dismissal**

I will be subject to dismissal from BPS in accordance with the BTU contact and existing law. Additionally, the contract for provisional Teachers is limited to one school year of employment.

**D. Dispute Resolution**

The Eliot K-8 Innovation School will make every effort to resolve possible disputes regarding work rules internally. Our dispute resolution process will initially follow the steps outlines in the BTU Contract. As a pilot school we will have three additional options for Teachers to resolve a dispute internally. The additional options for a dispute resolution will include: 1) The Teacher can meet with the Faculty Senate; 2)The Teacher or Principal can call in a mediator to assist in resolving the dispute; and/or 3) The Teacher can bring the concern or complaint to the Eliot K-8 innovation School Governance Board. Union members will continue to have a right to arbitration. To reach a resolution regarding equity issues regarding race, gender, religion, sexual preference, or fairness, a Teacher may meet with the Principal. The Teacher may bring along to the meeting colleague for support and advice. Unresolved disputes can be brought to the BPS Equity Office or the Massachusetts Commission Against Discrimination (MCAD). These processes will be outlined in the Eliot K-8 Innovation School Faculty and Staff Handbook.

1. **Performance Evaluation**

The Eliot K-8 Innovation School will use the performance evaluation system, described in Part V. G of the BTU Contract. The Teacher will maintain a copy of the Performance Evaluation Portfolio and the school will maintain another copy.

**By signing this Agreement, I acknowledge that I have read all the provisions of this Agreement and agree to all of its terms.**

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Accepted:

The Eliot K-8 Innovation School

By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **Attachment C**  Eliot K-8 School 2011 Adequate Yearly Progress (AYP) Data – Summary |

|  |  |  |
| --- | --- | --- |
|  | [NCLB Accountability Status](http://profiles.doe.mass.edu/ayp/ayp_report/school.aspx?linkid=31&orgcode=00350096&orgtypecode=6&) | [Improvement Rating](http://profiles.doe.mass.edu/ayp/ayp_report/school.aspx?linkid=31&orgcode=00350096&orgtypecode=6&) |
| ENGLISH LANGUAGE ARTS | No Status | On Target |
| MATHEMATICS | No Status | On Target |

To make AYP in 2011, a student group must meet (A) a student participation requirement, either (B) the State’s 2011 performance target for that subject or (C) the group’s own 2011 improvement target, and (D) an additional attendance or graduation requirement.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Group | (A) Participation | | (B) Performance | | I Improvement | | (D) Attendance | |  |
| Did at least 95% of students participate in MCAS? | | Did student group meet or exceed state performance target? | | Did student group meet or exceed its own improvement target? | | Did student group meet attendance (G1-8) or graduation rate target (G9-12)? | |
| ENGLISH LANGUAGE ARTS | Met Target | Actual | Met Target (95.1) | Actual | Met Target | Change from 2010 | Met Target | Actual | AYP 2011 |
| Aggregate | Yes | 100 | No | 89.5 | Yes | 4.2 | Yes | 98.7 | Yes |
| Lim. English Prof. | Yes | 100 | No | 82.6 | Yes | 5.8 | Yes | 98.6 | Yes |
| Special Education | Yes | 100 | No | 77.3 | Yes | 7.7 | Yes | 97.3 | Yes |
| Low Income | Yes | 100 | No | 87.8 | Yes | 3.9 | Yes | 98.3 | Yes |
| Afr. Amer./Black | - | - | - | 93.8 | - | - | - | - | - |
| Asian or Pacif. Isl. | - | - | - | - | - | - | - | - | - |
| Hispanic | Yes | 100 | No | 86.1 | Yes | 4.2 | Yes | 98.0 | Yes |
| Native American | - | - | - | - | - | - | - | - | - |
| White | Yes | 100 | No | 92.0 | Yes | 3.9 | Yes | 99.2 | Yes |
| MATHEMATICS | Met Target | Actual | Met Target (92.2) | Actual | Met Target | Change from 2010 | Met Target | Actual | AYP 2011 |
| Aggregate | Yes | 100 | No | 83.5 | Yes | 2.4 | Yes | 98.7 | Yes |
| Lim. English Prof. | Yes | 100 | No | 83.5 | Yes | 2.0 | Yes | 98.6 | Yes |
| Special Education | Yes | 100 | No | 72.2 | No | -0.3 | Yes | 97.3 | No |
| Low Income | Yes | 100 | No | 80.8 | No | 0.7 | Yes | 98.3 | No |
| Afr. Amer./Black | - | - | - | 81.3 | - | - | - | - | - |
| Asian or Pacif. Isl. | - | - | - | - | - | - | - | - | - |
| Hispanic | Yes | 100 | No | 77.1 | Yes/SH | 0.1 | Yes | 98.0 | Yes |
| Native American | - | - | - | - | - | - | - | - | - |
| White | Yes | 100 | Yes | 93.6 | Yes | 4.3 | Yes | 99.2 | Yes |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adequate Yearly Progress History | | | | | | | | | | NCLB Accountability Status |
|  | | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
| ELA | Aggregate | No | Yes | Yes | No | Yes | Yes | Yes | Yes | No Status |
| All Subgroups | No | Yes | - | No | Yes | Yes | Yes | Yes |
| MATH | Aggregate | No | Yes | - | No | Yes | Yes | Yes | Yes | No Status |

**Attachment D**

**Eliot K-8 Innovation School**

**Governing Board By-Laws**

**ARTICLE I**

### Mission Statement

The Eliot K-8 Innovation School mission is to be a professional learning community where collaborative effort and excellence in students’ academics is our choice for educating all students.

### Vision Statement

The Eliot K-8 Innovation School is to be a school built on a strong foundation where:

* Educators, Administrators, Families and the Community collaborate to create a culture of high achievement
* All students are educated in Culturally Responsive Classrooms where students are nurtured and celebrated for who they are
* Our Shared Values about educating all students is embraced everyday by the Eliot K-8 Innovation School Professional Learning Community
* We foster relationships with students, families, administrators and the community to ensure all students become critical thinkers, solve problems and make positive contributions to our community

**Our Code:** At the Eliot K-8 Innovation School, we are active, engaged learners who are responsible for our words and actions every day. We collaborate and strive to be kind and create a safe, respectful environment that celebrates a culture of high achievement.

At the Eliot K-8 Innovation School, we will create a collaborative culture where all students are educated in culturally responsive classrooms where students are nurtured and celebrated for who they are. Active listening and sharing are our expectations for learning. We will be a Professional Learning Community where collaborative effort and excellence in students’ academic achievement is our choice for educating every student. We will take pride in our work and foster relationships with students, families, staff and administrators to ensure all students become critical thinkers, problem solvers, and positive contributors to our community. We will always do our best and be helpful to each other.

Therefore, we will:

* Share Values: We will treat each other with respect so that all community members feel (and are) truly included.
* Celebrate families, students, and staff: We will be patient, tolerant, and calm with challenges faced in our studies and with each other and value ourselves and our teaching time.
* Develop a Common Language: We will be active listeners in the learning community and begin to articulate the same message.

We are a school community that is responsible, respectful, safe and kind.

**ARTICLE II**

***Purpose of the Eliot K-8 Innovation School Governing Board***

The Eliot K-8 innovation School’s Governing Board will be charged to carry out the school’s vision and mission and to set school policies as agreed to by the Boston Public School Committee and Boston Teachers Association as a Boston Public School as set forth in the Innovation Plan. The Innovation Plan and the autonomies granted as part of this initiative, as well as state laws, guide the Board’s work in terms of budget, staffing, calendar/schedules, curriculum, and governance. The Governing Board will align their work to the school’s stated vision and mission, as well as, Innovation Plan and autonomies. The scope of the Board’s work includes:

* Maintaining the school vision and developing and augmenting a strategic plan to align with the school’s goals;
* Annually reviewing the school’s progress with respect to: implementation of Innovation Plan vision, student achievement, and principal evaluation;
* Developing school policies;
* Approving the annual school budget;
* Evaluating the principal on an annual basis. This includes developing a set of goals at the beginning of each school year and assessing progress at the end of the academic year;
* Developing partnerships within the City of Boston that furthers the goals of the school’s mission;
* In conjunction with the Family Council, securing resources for the school to support the vision and strategic planning, creating opportunities for students and staff;
* If necessary, conducting the search and hiring process for the principal and forwarding the finalist recommendation to the Superintendent for final approval;
* Decision-making based on a consensus process.

As well, the Board will develop the school’s long-term strategic plan focused on outcomes to guide the overall work of the school as a whole. The Board is charged with securing resources and partnerships into the school to support vision and strategic planning. Implementation of Governing Board decisions, as well as, the overall management of the school is the primary role of the Principal and the John Eliot K-8 School faculty.

**ARTICLE III**

***Commitment of the Governing Board Members***

Each member of the Governing Board is expected to perform all the following activities:

* Members will become familiar with the vision of the Innovation Plan of April 2012, and will attempt, through deliberation and deed, to act in the best interests of the Eliot K-8 Innovation School mission and school community.
* Based on the Innovation Plan vision and mission, the Governing Board will develop an actionable 3-year plan to further the goals of the school.
* Members will engage in and encourage communication with the members of the Eliot K-8 Innovation School community so that decisions reflect school-wide agreement as much as possible.
* Members will honor all aspects of confidentiality and meeting norms.
* Members will adhere to the rules, regulations, and policies of the School Board, the Innovation School autonomies, the Eliot K-8 Innovation School bylaws, and state and federal laws.
* The absence of a board member from three regularly scheduled meetings within the school year may constitute a voluntary resignation pending board review.
* Members will actively participate in the board committee work.

**ARTICLE IV**

***Membership***

The Governing Board will consist of 14-16 voting members from diverse backgrounds representing the diversity of the school:

* 4 community members or partners
* 4 faculty members, including preference that one person be a Boston Teachers Union representative.
* 4 parent representatives, including, at minimum, one person from the Family Council executive committee.
* 2-4 school administrators, including the Principal

***Officers***

The officers for the Eliot K-8 Innovation School shall be elected from the membership of the Governing Board. The officers include Chair, Vice Chair, the Secretary and the Treasurer.

In order to ensure representation of a cross section of the members of the Board as well as prevent any conflicts of interest:

* The Chair and the Vice Chair will be selected from the community members and partners.
* The Secretary and Treasurer will be selected from the faculty and parents.

The duties of the officers shall be those usually performed by such officers and any special duties assigned by the Board.

***The Chair***

The Chair carries the major responsibility for the Eliot K-8 Innovation School in the community. The Chair leads the Board as it develops broad policies, the long-term actionable plan, and carries out the tasks necessary to achieving the vision and mission of the school. The Chair works with the Principal and the Vice Chair to prepare an agenda for the regular and special meetings of the Board. The Chair presides at all meetings and signs the minutes. The Chair serves as Chair of the Executive Committee. The Chair acts as a key representative of the Eliot K-8 Innovation School Board and school community to the Superintendent and the Boston Public School Committee.

***The Vice Chair***

The Vice Chair, in the absence of the Chair, performs the duties of the Chair. The Vice Chair assumes specific major responsibilities assigned by the Board.

***The Secretary***

The Secretary is responsible for recording the proceedings of the meetings of the Board, keeping records of attendance, issuing notices of meetings, maintaining and preparing accurate minutes and seeing that permanent documents are in safe keeping. The minutes are the official documentation for the organization. The Secretary of the Board will serve as the communications liaison and shall distribute the Board minutes to all staff, parents and community members.

***The Treasurer***

The Treasurer is responsible for seeing that all funds received and expended are handled in accordance with good business practices and within the policies authorized by the Board. The Treasurer will work with the John Eliot K-8 Principal to produce an annual report of the school’s budget provided at the May meeting of each school year. The Treasurer will co-chair the finance committee with the Principal.

***Committees***

All committees will represent a balance of representation of parents and faculty and community members, where appropriate. The Executive and Personnel committees will be comprised by current members of the Board only. The Finance Committee and all other ad hoc committees and work groups may include other faculty, parent and community members who are not current Board members as determined by the scope of the work.

***Executive Committee***

The Executive Committee shall consist of the officers of the Board and the Principal. The Executive Committee shall have the power to act between meetings of the Board, to make recommendations to the Board, and to carry out special responsibilities assigned by the Board. It will meet in cases where strict confidentiality is required and will not be open to the public. Any interim action must be reported to the full Board at the next meeting. The Chair leads the work of this committee.

***Personnel Committee***

The Personnel Committee shall be chaired by the Principal. Its duties shall include: ensuring that a process is in place for hiring of staff; ensuring the update of the Election-to-Work Agreement working with the staff members of the Governing Board by the first week of March each year; responding to any specific faculty disputes that rise to the level of the Board as described in the Election to Work Agreement Dispute Resolution Process.

***Finance Advisory Committee***

The Finance Advisory Committee will be comprised of community partners, funders and advisors for the John Eliot K-8 School including the parent Board member who represents the Eliot School Family Council. The primary responsibility of this group will be to approve the annual school budget. This group will also review and augment the fundraising and development objectives of the school in conjunction with the Eliot School Family Council. The Governing Board will set the funding priorities with the Eliot School Family Council and will work to identify individuals and organizations that are interested in becoming active or involved with the school’s funding priorities.

***Principal Evaluation Committee***

The committee is charged with an annual evaluation of the principal using a clearly delineated process. The Board is charged to develop and disclose said process, which shall include a process in the beginning of the school year for the principal to set goals for the year and a final evaluation process each May. The annual evaluation should include the collection of the following data:

* A self-evaluation by the Principal of his/her performance in relation to the job description and annual goals;
* Collection of other data, such as student, staff and parent surveys; review of student engagement and performance data; review of the progress in meeting the annual expectations of prior year; advancement of the long-term strategic plan set forth in the Innovation Plan.

The Principal Evaluation Committee shall be chaired by the Chair of the Board. Members of the committee shall include a faculty member, a parent member and a community partner member.

The Governing Board will synthesize all collected data and submit a written document that includes commendations and recommendations for improvement and moving forward. Once completed, the evaluation summary should be submitted to the Superintendent and the school’s Principal.

***Principal Selection and Recommendation Committee***

The Chair will lead this committee, which is comprised of the entire Governing Board. The Principal Selection and Recommendation Committee is charged with reviewing candidates, conducting interviews and making a single recommendation to the Superintendent for the replacement of the Principal, when needed. If the candidate recommended to the Superintendent is rejected, the Principal Selection and Recommendation Committee is charged to make another recommendation in a timely manner. Only a recommendation from the Governing Board can be considered by the Superintendent for the position of Principal of the Eliot K-8 Innovation School. The process of reviewing candidates and making recommendations to the Superintendent will be done as many times as needed until a suitable candidate is agreed on.

***Strategic Plan Committee –*** Upon approval and implementation of the Innovation Plan, the Strategic Plan Committee will be charged with developing an actionable 3 year plan that outlines how the school’s vision and mission will be realized. The Chair will oversee this committee and appoint an appropriate leader from within the school community.

***Curriculum and Enrichment Committee –*** The Chair will oversee this committee and appoint an appropriate leader from within the school community. The responsibilities of this committee are to review current curriculum and enrichment opportunities at the school and develop programs further the Innovation Plan missions and goals. Specific emphasis will be on creating in-school academic enrichment programs, after-school programs that support the development of the whole child and community service opportunities for all students.

***Other Committees***

The Board may choose to establish other committees as needed to address the core work and implementation of the school’s vision and mission.

**ARTICLE V**

***Election and Selection of Members***

Membership on the Governing Board will be determined in the following ways:

* The school’s faculty will be responsible for conducting elections for the faculty representatives.
* The Eliot School Family Council will be responsible for conducting elections for the parent representatives.
* The Principal and Governing Board will select the community representatives.
* The Principal and Vice Principal will comprise the administrative representatives. The Governing Board will decide if it becomes appropriate to include other administrative members.

***Terms of Office***

Nominations for the faculty and parent representatives will be by self-nomination. Elections will be conducted in September of each year. Community/Partner members will be reviewed and/or selected each September.

Beginning in September 2013, and thereafter, 50% of the parent and faculty members will be elected for two year terms ensuring a balance of opportunities for new members to the board and continuity of experienced members. The purpose of this process is to ensure that Board membership seamlessly continues its endeavors year over year.

Any vacancies created during the year will be filled through timely elections or selections for the respective members as described in Article V. There is no limit to the number of terms any member can serve.

**Article VI**

***Guidelines for Meetings***

Quorum: Fifty percent plus one of the total members of the full Board will constitute a quorum for decisions to be made at any official meeting of the Governing Board, provided however, that at least half of the faculty and parent representatives are present. Each Board meeting will have a record of attendance of Board members.

Meetings: The Board will hold an annual Board Retreat in late September each year as its opening meeting for the year. A minimum of 8 Governing Board meetings will be scheduled and held each school year including the Board Retreat. All Governing Board meetings are open to the public except when in executive session.

Decision-making: Decisions of the Governing Board will be made by consensus, meaning that those present can accept the decision. In the event that, after a prolonged discussion of an issue, consensus cannot be reached, decisions will be made by majority vote.

As a decision making process, consensus aims to be:

* Inclusive: As many stakeholders as possible should be involved in the process
* Participatory: There should be active input and participation from all parties
* Co-operative: Participants should strive to reach the best possible decision for the group and all of tis members
* Egalitarian: All members of the consensus process shall have equal input
* Solution-oriented: All stakeholders will emphasize common agreement over differences and reach effective decisions using compromise.

The process for consensus-making shall include:

* Discussion of the item: All members are expected to participate in discussion in an open and honest way.
* Formation of a proposal: Based on the discussion, a formal decision proposal is presented to the group
* Call for consensus: The facilitator calls for consensus on the proposal. Each member of the group must actively state their agreement with the proposal using the “Open Hand” signal, guaranteeing that all votes are open and transparent. (In “Open Hand” consensus taking, five means very strong agreement; four means strong agreement; three means acceptable; two indicates agreement with reservations; one signals disagreement; closed hand equals blocking the agreement.) Any member voting with a one or closed hand blocks the decision from moving forward. Reasons for this dissention must be declared and discussed so there can be another movement towards consensus.
* Identification and addressing of concerns:
* If consensus is not achieved, each dissenter presents his or her concerns on the proposal, potentially starting another round of discussion to address or clarify the concern.
* Modification of the proposal: The proposal is amended or re=phrased in n attempt to address the concerns of the decision-makers. The process then returns to the call for consensus and the cycle is repeated until a satisfactory decision is made.

Notice of Meetings: Board meetings are subject to the state Open Meeting Law, which requires posting of each meeting notice at least 48 hours prior to the meeting at a public location. In actuality, the Governing Board will provide all staff, parents and appropriate community members with a list of all the meetings for the year, established at the Board Retreat, and the entire community shall be informed of all Board decisions.

Communication: The minutes of every Governing Board meeting will be available and posted for all parents, faculty and student within two weeks of each Board meeting. The minutes will be available in both English and Spanish.

Governing Board Meeting Agendas: The Chair, in consultation with the Principal will be responsible for preparing the meeting agendas and announcing the meeting date, location, and agenda in advance of each meeting. Any member of the Eliot K-8 Innovation School community may bring an issue to one of the Governing Board members with a request that it be placed on the agenda of an upcoming meeting. That member is responsible for determining whether the agenda item is appropriate for Governing Board discussion, and then communicating the request to the Chair.

**Article VII**

***Effective Date and Amendment of the Bylaws***

Upon approval of the Innovation Plan by the School Committee, these bylaws will be in effect. The proposed bylaws herein and any subsequent amendments to these bylaws will be posted for a period of two weeks for public input. After two weeks, the bylaws will become effective upon ratification by 75% of the board members approving the amendment to the bylaws.

**Attachment E**

**SECTION I. STUDENT PERFORMANCE ANALYSIS**

**The Eliot K-8 School made AYP in ELA for both the aggregate and Special Education for 2011 and in Mathematics made AYP for the aggregate.** In ELA, 71.6% of students in grades 3-8 were proficient/ advanced. In Mathematics, 61.2% of students in grades 3-8 were proficient/ advanced. Overall, 93.1% of all students passed the ELA MCAS. Overall, 90.2% of all students passed the Mathematics MCAS.

**ENGLISH LANGUAGE ARTS**

*Strengths*

* The end-year benchmark period, more than 75% of all students in grades K-3 are scoring above benchmark on the DIBELS end year benchmark.
* The MCAS Student Growth Percentile (SGP) for 2011 was 64% up from 58% in 2008.
* 81.3% of our African American students were proficient in ELA compared to 76.6% of our white students were proficient/advanced.

*Areas of Need*

* There is an achievement gap between our aggregate and Special Education students. 46.3% of our special education students were proficient/advanced in ELA and 76.6% of our White students were proficient/advanced in ELA.
* According to the Spring 2011 MCAS data, Students in grades 3-8 are having difficulty with open response questions and making inferences that require evidence from the text.

*Trends*

* According to our formative assessment data from ANet, our students in grades 3-8, showed steady growth in their overall performance in ELA.
* The students specifically showed difficulty with correctly answering inferential questions (author’s purpose, identifying details and drawing conclusions).

*Highest Performing Subgroups*

* According to AYP data, our African American students had the highest proficient/advanced percentage at 81.3% compared to the aggregate 71.6% .

*Lowest Performing Subgroup*

* According to AYP data, our lowest performing subgroups in ELA are our students with disabilities. 46.3% of Our special education students scored in the proficient/advanced category compared to 71.6% in the aggregate.

**PERSISTENCE AND BEHAVIOR (Attendance, Suspensions, Expulsions)**

Please respond to the following questions:

* What are our attendance rates?
  + Attendance at our school has daily student attendance rate ranging from 93%-98% across the subgroups.
  + Attendance increased from last year slightly in the aggregate and the subgroups.
* Who is being suspended and expelled?
  + There were 3 suspensions for the school year 2010-2011.

**SECTION II. ROOT CAUSE ANALYSIS**

Using the *FIVE WHYS* process, dig beneath the surface to explicitly state what, **WITHIN OUR CONTROL**, is at the root of:

1) ELA school-wide student performance *successes* and *shortcomings*

* ELA Successes: Student independence in both reading and writing
  + WHY? Readers’ and Writers’ Workshop structure supports independent reading and work period
  + WHY? Students are given opportunities to read a variety of “Just Right Books” that motivates their reading interest.
  + WHY? The work period time provides teachers with the structure for conferencing and supporting students reading and writing needs
  + WHY? Teachers participated in in-house professional development sessions around using data to inform instruction and have team purposeful planning around curriculum
  + WHY? Teachers have confidence in collaborating and peer coaching using observations of best practices around teaching and learning and curriculum planning. (Collective Efficacy)
* ELA Shortcomings: Students are not demonstrating critical thinking skills during independent work period
* WHY? Writing about reading and drawing conclusion which connects to inferential thinking, around reading comprehension strategies (predicting, making connections, questioning, identifying details and author’s purpose) connected to their own writing
* WHY? Students need specific strategies to be able to make the connection from what they read to how/what they write
* WHY? Teachers are teaching reading and writing as separate identities
* WHY? Students are not emulating authors words into their writing
* WHY? Students do not see the connection between what they read and what/how they write

2) Math school-wide student performance *successes* and *shortcomings*

* Math Successes: Spiral Planning around common concepts (strands) in the CMP and Investigations Math curriculum
* WHY? Common concepts in math support students understanding across all grade levels
* WHY? Beginning in Kindergarten, math concepts and math vocabulary are embedded into everyday lessons around the mastery of the common concepts connected to the Investigations Math curriculum and what the standards are for each grade level.
* WHY? Teachers participated in in-house professional development sessions around using data to inform instruction and have team purposeful planning around curriculum to ensure vertical standards-based alignment
* WHY? Teachers have confidence in collaborating and peer coaching using observations of best practices around teaching and learning and curriculum planning. (Collective Efficacy)
* Math shortcomings: Solving Multi-step Word Problems
  + WHY? Students have difficulty unpacking multi-step word problems to understand what the problem is asking
  + WHY? Students do not have the tools necessary to tackle multi-step problems (reading the whole problem, identifying important information, identifying distracting information, choosing the appropriate operation)
  + WHY? Students lack exposure to multi-step word problems
  + WHY? Teachers are not building in share time consistently to hold students accountable for their learning (explaining their work, debriefing with other partners, reflecting on their own understanding)
  + WHY? Teachers are not modeling how to break down a multi-step word problem into its component parts

3) ELA lowest performing subgroup (Special Education) performance *successes* and *shortcomings*

* ELA sub-group (Special Education) Successes: Student independence in both reading and writing through being mindful about their academic accommodations
  + WHY? Readers’ and Writers’ Workshop structure supports independent reading and work period
  + WHY? Students are given opportunities to read a variety of “Just Right Books” that motivates their reading interest.
  + WHY? The work period time provides teachers with the structure for conferencing, direct instruction, explicit instruction and small group which meet each student’s individual reading and writing needs connected to their accommodations.
  + WHY? Teachers participated in in-house professional development sessions around using data to inform instruction and have team purposeful planning around curriculum.
  + WHY? Teachers have confidence in collaborating and peer coaching using observations of best practices around teaching and learning and curriculum planning. (Collective Efficacy)
* ELA sub-group (Special Education) *shortcomings*: Students do not have the critical thinking skills necessary to fully access a text
  + WHY? Students are not self-monitoring during reading in order to know when comprehension breaks down
  + WHY? Students are not chunking text to make sense of the meaning of the text
  + WHY? Students do not understand the purpose of marking text to make sense of what they are reading
  + WHY? Teachers are not modeling self-monitoring strategies through Think-Alouds and Read-Alouds
  + WHY? Teachers are not gradually releasing students to try self-monitoring strategies independently to check for student understanding

4) Math lowest performing subgroup (Special Education) performance *successes* and *shortcomings*.

* Math sub-group Successes: Students perform well when working in cooperative groups
  + WHY? Students are given the opportunity to have a dialogue centered upon what they are learning
  + WHY? Students build off each other’s strengths and wonderings
  + WHY? Students discuss what they have learned to deepen their understanding
  + WHY? Teachers create structures to support cooperative groups
  + WHY? Teachers use share-out time to fill in gaps in understanding using student models to explain math concepts and processes
* Math sub-group (Special Education) Shortcomings: Gap between foundation skills and grade level math
  + WHY? Students do not have the background knowledge necessary to perform on grade-level math tasks
  + WHY? Students do not have the strategies/ skills needed to perform all steps on a multi-step problem
  + WHY? Students do not have the skills to apply math concepts to new situations
  + WHY? Teachers have not used on-going data to design groupings based upon what students know and are able to do
  + WHY? Teachers do not use the exploration time in the math period to support various students’ needs

**SECTION II. PROBLEM(S) OF PRACTICE (Instructional Practice Focus)**

**4 to 7 Statements**

**(DEPENDENT ON SUBGROUP DATA: A SUBGROUP CONSTITUTES ANY GROUP THAT HAS A GREATER THAN 5% DEFFERENTIAL FROM SCHOOL-WIDE DATA)**

|  |  |
| --- | --- |
| **1. WHOLE SCHOOL IMPROVEMENT POP (Interdisciplinary):**  Our school’s Problem of Practice (POP) is that we have not mastered all aspects of the art of gradual release of responsibility. The independent work time is not utilized in a way that enables students to deepen their understanding of comprehension strategies and the connection between reading and writing through teacher-student and student-student conferences. Students are not given enough authentic opportunities to respond in writing to their reading across all content areas. | |
| **2. a. SCHOOL-WIDE ELA POP:**  Our school’s Problem of Practice (POP) is that we have not mastered all aspects of the art of gradual release of responsibility. The independent work time is not utilized in a way that enables students to deepen their understanding of comprehension strategies and the connection between reading and writing through teacher-student and student-student conferences. Students are not given enough authentic opportunities to respond to their reading. | **2.b. ELA SUBGROUP POP:**  **(if applicable)** |
| **3.a. SCHOOL-WIDE MATH POP**  Our school’s Problem of Practice (POP) is that we have not mastered all aspects of the art of gradual release of responsibility. The independent work time is not utilized in a way that enables students to deepen their understanding of multi-step word problems. | **3.b. MATH SUBGROUP POP:**  **(if applicable)** |
| **4.a. SCHOOL-WIDE SCIENCE POP**  Our school’s Problem of Practice (POP) is that we have not mastered all aspects of the art of gradual release of responsibility. The independent work time is not utilized in a way that enables students to deepen their understanding of comprehension strategies and the connection between reading and writing in the content of science. Students are not given enough authentic opportunities to respond to their reading. | **4.b. SCIENCE SUBGROUP POP:**  **(if applicable)** |

**SECTION III. PART 1: WHOLE SCHOOL IMPROVEMENT POP STRATEGIES AND IMPLEMENTATION PLANS**

**WHOLE SCHOOL IMPROVEMENT POP (Interdisciplinary):**

Our school’s Problem of Practice (POP) is that we have not mastered all aspects of the art of gradual release of responsibility. The independent work time is not utilized in a way that enables students to deepen their understanding of comprehension strategies and the connection between reading and writing through teacher-student and student-student conferences. Students are not given enough authentic opportunities to respond in writing to their reading across all content areas.

**POP Connection to Acceleration Agenda academic target/s?**

**What are we going to do?**

|  |  |  |
| --- | --- | --- |
| Instructional  Strategies | Professional Development  Strategies | Family Engagement  Strategies |
| Teachers will:   * Build in opportunities for students to engage in active dialogue (turn and talk, whole group/ partner/ small group) * Model writing about reading and drawing conclusions which connect to inferential thinking, around reading comprehension strategies (predicting, making connections, questioning, identifying details and author’s purpose) * Provide opportunities for students to use specific strategies which enable students to make the connection from what they read to how/what they write * Teach reading and writing as one entity | During LASW, professional development and CCL cycles, the Eliot will:   * Use looking at student work (LASW) meeting time to expand teachers’ repertoire of skills for instruction through inquiry based study of professional literature on writing and reading * Collaborative Teams will conduct Data Meetings to analyze common grade level assessments (ANet) and create action plans which meet the needs of individual students * Create and sustain Collaborative Coaching and Learning (CCL) cycles. * Collaboratively develop integrated units of study which explicitly show the connection between reading and writing | The Eliot will:   * Use weekly Highlights to inform families about instructional foci connected to POP and classroom practices * Communicate ANet data to families to connect school expectations with data * Clear and consistent communication will be provided to families, students and staff with daily and weekly school and classroom updates. * Technology Goes Home @School will also be held this year at the Eliot to further engage families and students. |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Budget Development Summary** | | | | | | | | | | |
| **Eliot K-8** | | | **FY13** | | **FY14** | | **FY15** | | **FY16** | |
| **Revenue** |  | |  |  |  |  |  |  |  |  |
| **Fund Type** | **Revenue Name** | | **Enrollment** | **Budgeted Amount($)** | **Enrollment** | **Budgeted Amount($)** | **Enrollment** | **Budgeted Amount($)** | **Enrollment** | **Budgeted Amount($)** |
| General Fund | WSF Allocation | | 366 | 2,773,998 | 422 | 3,263,418 | 462 | 3,506,757 | 505 | 3,764,063 |
| General Fund | Nurse/COSESS Amount | |  | 111,251 |  | 111,251 |  | 119,827 |  | 119,827 |
| General Fund | Central Discretionary Services | |  | - |  | 105,500 |  | 115,500 |  | 126,250 |
| Federal Grant | Title I\* | |  | 72,150 |  | 73,905 |  | 80,911 |  | 88,441 |
| Federal Grant | School Lunch Grant | |  | 7,946 |  | 7,946 |  | 15,892 |  | 31,784 |
| Federal Grant | 501c3 Family Council Foundation | |  | 64,914 |  | 68,169 |  | 70,489 |  | 73,109 |
| Federal Grant | Commendation Grant | |  | 18,000 |  | - |  | - |  | - |
| General Fund | Additional Amount for New K2 Classroom | |  | 113,904 |  |  |  |  |  |  |
| **Total Revenue** |  | |  | **3,162,163** |  | **3,630,190** |  | **3,909,376** |  | **4,203,475** |
| **Expenditures** | | | | | | | | | | |
| Personnel | | All Instructional, Out of Classroom Supports and Administration, Benefits for Salaries under Title I |  | 2,999,076 |  | 3,355,570 |  | 3,606,532 |  | 3,849,113 |
| Non-personnel | | Telecom Data Line |  | 100 |  | 100 |  | 100 |  | 100 |
| Non-personnel | | Supplies and materials |  | 21,914 |  | 25,169 |  | 27,489 |  | 30,109 |
| Non-personnel | | Substitutes (already have Cluster Substitute) |  | 1,866 |  | 1,866 |  | 1,866 |  | 1,866 |
| Non-personnel | | Reading Interventionist (ESL) |  | 3,150 |  | 3,150 |  | 3,150 |  | 3,150 |
| Non-personnel | | OT/Professional Stipends |  | 25,000 |  | 25,000 |  | 25,000 |  | 25,000 |
| Non-personnel | | CityConnects |  | 20,000 |  | 20,000 |  | 20,000 |  | 20,000 |
| Non-personnel | | North End Performing Arts Center |  | 10,000 |  | 10,000 |  | 10,000 |  | 10,000 |
| Non-personnel | | Achievement Network |  | 20,000 |  | 20,000 |  | 20,000 |  | 20,000 |
| Non-personnel | | Playworks |  | 23,000 |  | 23,000 |  | 23,000 |  | 23,000 |
| Non-personnel | | T-Passes for Acceleration Academies |  | 786 |  | 792 |  | 900 |  | 1,008 |
| **Total Costs** | |  |  | **3,124,892** |  | **3,484,647** |  | **3,738,037** |  | **3,983,346** |
|  | |  |  |  |  |  |  |  |  |  |
| **Surplus (Deficit)** | | |  | **$ 37,271.12** |  | **$ 145,542.63** |  | **$ 171,338.74** |  | **$ 220,129.24** |

1. Hereinafter, a “Student” is an individual currently and officially enrolled as a student in the BPS Eliot K-8 Innovation School. [↑](#footnote-ref-1)
2. Hereinafter, a “Teacher” is any BTU-member Teacher in good standing with the BTU, then-currently employed at the Eliot K-8 School, whether on a full-time or part-time basis. A “Teacher” is synonymous herein with a member of the “Faculty”. [↑](#footnote-ref-2)
3. Hereinafter, a “Student” is an individual currently and officially enrolled as a student in the BPS Eliot K-8 Innovation School. [↑](#footnote-ref-3)
4. Hereinafter, a “Teacher” is any BTU-member Teacher in good standing with the BTU, then-currently employed at the Eliot K-8 School, whether on a full-time or part-time basis. A “Teacher” is synonymous herein with a member of the “Faculty”. [↑](#footnote-ref-4)
5. Hereinafter, “Families” consist of Students’ legal guardians and individuals related to Students as family under Massachusetts or federal law, including, for example, legal grandparents, aunts, and uncles. [↑](#footnote-ref-5)
6. Hereinafter, the “Community” consists of Eliot Students, Families, Administrators, and Staff, and in addition, “Partners”, defined below as “other individuals, organizations, nonprofits, and entities who/that support the Eliot K-8 Innovation School in a practical or quantifiable way". [↑](#footnote-ref-6)
7. *See*: Boston Public Schools, Boston Pilot Schools, and Center for Collaborative Education, Boston Pilot Schools Manual, (April, 2006), 34. [↑](#footnote-ref-7)
8. Hereinafter, “Staff” consists of all individuals then-currently working at the Eliot K-8 Innovation School who are on the Eliot K-8 payroll, including but not limited to Teachers (both part-time and full-time), paraprofessionals, guidance counselors, lunch monitors, cafeteria managers, custodians, and administrative assistants. [↑](#footnote-ref-8)
9. Hereinafter, “Administrators” are the then-current Eliot K-8 Principal and other Eliot K-8 members of the Boston Association of School Administrators and Supervisors, American Federation of School Administrators, Local No. 6, AFL-CIO (“BASAS”). Herein, BASAS members are: (a) assistant principals, assistant headmasters, or department heads serving in the BPS District in that position; and (b) other supervisors serving in the BPS District in that position. [↑](#footnote-ref-9)
10. Hereinafter, a “Partner” is an individual, organization, nonprofit, or entity who/that supports the Eliot K-8 Innovation School in a practical or quantifiable way. A community partnership is “an intentional effort to create and sustain relationships [in] a K-12 school or school district in a variety of both formal and informal organizations and institutions in the community” (Blank, Martin J. & Atelia I. Melaville.  *Learning Together:  the development of school-community partnerships.* Chicago: The Charles Stewart Mott Foundation, 1998). [↑](#footnote-ref-10)
11. Agreement Between the School Committee of the City of Boston and the Boston Teachers Union, Local 66, AFT, AFL-CIO, Ratified by Boston Teachers Union, March 14, 2007, *available at*: <http://www.btu.org/contract-highlights/contract-download>. [↑](#footnote-ref-11)
12. Herein, to “excess” means to transfer from one work location to another. [↑](#footnote-ref-12)
13. As defined below in *C: District Policies and Procedures: Eliot K-8 Innovation School Governing Board and Family Council*. [↑](#footnote-ref-13)
14. Hereinafter, the “Faculty” is comprised of BTU-member Teachers in good standing with the BTU, then-currently employed at the Eliot K-8 School, whether on a full-time or part-time basis. Herein, a “Faculty” member is a “Teacher”. [↑](#footnote-ref-14)
15. The “Principal” means the responsible administrator of the Eliot K-8 School. *See* Contract between the Boston School Committee and the Boston Association of School Administrators and Supervisors, American Federation of School Administrators, Local No. 6 AFL-CIO, September 1, 2007 – August 31, 2010, *available at*: http://www.basas.org/BASAS%20CONTRACT%202007-2010.pdf. [↑](#footnote-ref-15)