

Innovation School Proposal
Charlestown Diploma Plus Innovation Academy

May 2011

(revised and updated, November 18, 2013)

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INNOVATION SCHOOL INFORMATION SHEET

This sheet must be included in all prospectus submissions.

Proposed Innovation School Name:	Charlestown Diploma Plus Innovation Academy
Full/Partial Conversion or New:	Partial conversion
Proposed School Address (if known):	Charlestown High School 240 Medford Street, Charlestown, 02129 Satellite Campus: Bird Street Community Center 500 Columbia Road, Dorchester, 02125
Primary Contact Name:	Sung-Joon Pai
Primary Contact Phone Number(s) :	617-971-7197
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Primary Contact Email Address:	spai@boston.k12.ma.us

If conversion:

Existing School Name:	Charlestown High School - Diploma Plus Small Learning Community
Existing School Address:	240 Medford Street, Charlestown, 02129

Proposed Innovation School opening school year: 2013-14 2014-2015

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

School Year	Grade Levels	DPSLC Enrollment	Bird Street Enrollment	Total Enrollment	DPSLC Staff	Bird Street Staff	Total number of Staff
2014-15	9-12	100	50	150	8	5.5	13.5
2015-16	9-12	120	50	170	13.5?	5.5	19.0
2016-17	9-12	180	50	230	20.5?	5.5	26.0
At Full Enrollment	9-12	180	50	230	20.5?	5.5	26.0

Will this school serve students from multiple districts? Yes No

INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	Charlestown Diploma Plus Innovation Academy
Proposed City/Town Location:	Charlestown, MA and Dorchester, 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:	Sung-Joon Pai	Yes
Superintendent & School Committee designees:	Linda Nathan	Yes
	Freddie Fuentes	Yes
Parent who has one or more children enrolled in the school:	JoAn Blake	Yes
Teacher employed by district (selected from among volunteers)	Kati Delahanty	Yes
Teacher employed by district (selected from among nominees submitted by the local teacher's union:	Weddee Neufville-Henry	Yes
Bird Street Executive Director:	Kevin O'Rourke	Yes
Charlestown Headmaster:	William Thomas	Yes
Bird Street Board President:	Dara Concagh	Yes
Charlestown DP student:	Franklin Santiago-Lara	Yes

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 11/18/13

I. EXECUTIVE SUMMARY

One of the greatest challenges facing the Boston Public Schools is an acute shortage of educational options for students who are struggling in traditional schools or who have dropped out of the school system altogether. Our proposed Charlestown Diploma Plus Innovation Academy will use the new Innovation Academy model to help BPS close this gap.

The population we are targeting specifically are students who are off-track, meaning they have failed one or more years in high school. We have noticed these students separate themselves into three major groups – old and far (students who are 17 years old or older with 5 or less high school credits), old and close (17 or older with less than 10 credits remaining for graduation), and young and far (students who are under 17 with 5 or less credits). Alternative programs need to look different to address these three different groups.

Our proposal would expand the existing Diploma Plus program at Charlestown High School by adding additional seats at Charlestown High. Further, we would establish a satellite campus at Bird Street Community Center (BSCC) in Dorchester. The Charlestown campus would be able to offer a proven successful alternative option to even more students, while the Bird Street campus would target youth who are old and far, and who have either dropped out or are at high risk of disengaging from school. Staff at the Bird Street campus would be specially trained to teach reading and elementary math, and class sizes would be small (10-12 students).

Old and far students often face significant challenges outside of school that affect their ability and motivation to learn. Our partnership will make the full range of resources and services offered by Bird Street available to support the students with highest need. These resources include tutoring, mentoring, structured homework support, supervised after school time, anger management classes, programs to assist youth in making the transition to college, and job training and employment programs. Paid employment opportunities contingent on continued academic progress will give students an incentive to remain engaged in their academic work, and will make it less likely that students will need to drop out to make money. Case management services will be provided to every student and the specific course of action for each student will be individualized, intentional, ongoing, and an intersection between student, school, family, and outside influences, including courts and social services. Bird Street has served the Boston community for over 35 years, with a long track record for engaging BPS students to be productive citizens and leaders.

The community-center-school model has been cited by Education Secretary Arne Duncan as a promising approach for keeping off-track youth on track. The Bird Street campus would allow BPS to gain experience with this promising approach, expanding educational options in a fiscally responsible model – leveraging community center services while partnering with an existing successful high school. We believe our Innovation Academy can be an affordable, replicable model that could transform BPS's capacity to serve off-track students.

Charlestown High School has had a successful alternative education program in place for four years. The Diploma Plus Small Learning Community (DPSLC) program targets students who are struggling academically and at high risk of dropping out. We would expand the DPSLC program from 75 seats to 180 seats over the next 3 years, and provide DPSLC with new flexibility to design alternative curricular approaches. By having the Bird Street campus, DPSLC would be able to

focus mostly on students who are young and far or old and close, the populations with whom we have been most successful so far.

The Bird Street and Charlestown campuses would be part of a single Innovation Academy under the umbrella of Charlestown High School. Students and teachers would primarily be associated with one of the two campuses, but would have sharing of resources and cross registration of students. For example, Bird Street students may register for lab science classes at CHS or play sports with CHS teams. Charlestown students may participate in Bird Street's afternoon or evening programming.

Our Innovation Academy would adopt a competency-based curriculum to give students a sense of regular accomplishment and to give teachers insight into the challenges that individual students are confronting. We would also use other pedagogical approaches, including reading/writing across the curriculum which will give our students needed practice with basic literacy skills. The curricular flexibility offered by the Innovation Academy model would allow our staff to continue to use different educational approaches to meet the needs of our individual students.

We would create an education-centered peer leadership culture that is a counternarrative to the negative messages that our students receive about themselves and their futures. Theresa Perry stresses the importance of these counternarratives in empowering students to achieve success. Currently, our DPSLC has a Student Advisory Board, where seniors are trained to run their own leadership council, create service-learning opportunities for students, tutor other students, and provide staff with opinions on programmatic decisions.

We anticipate that our Innovation Academy will be able to function within the current BPS budget process, especially as continued adjustments are made to the funding formula for alternative education students who are old and far. Our model is intended to serve as a model for future educational options partnerships between large high schools and community-based organizations (CBOs) to provide academic services and wrap-around support to students who are most in need. This model has worked in New York City through the Learning to Work initiative, where alternative schools serving overage students partner with existing CBOs to deliver expanded services without added costs to the school district.

II. STRATEGIC CHANGE CHART

Current school or district practice	Proposed change in practice	Expected impact on student achievement
Class size ratios are 31:1 or higher.	We will utilize staffing autonomy and budget autonomy, as well as in-kind support from both institutions, to reduce class size to 20:1 at CHS and 10:1 at BSCC.	Increased amount of support for students targeted for level of attention needed (old and far benefit from smaller class sizes).
Grading system is traditional – A, B, C, D, F. Students are promoted once a year.	We will utilize curriculum autonomy to adopt a competency-based curriculum, and policy autonomy to allow students to earn credits beyond the restraints of a traditional academic year calendar.	Students are more motivated to graduate because they can earn credits in multiple ways. Students are rewarded for any work completed and for competencies demonstrated. By graduating based on competency, students are more college ready.
Overage students are in classes with peers much younger than them.	Overage students are grouped together into two communities where they can support each other and their strengths are celebrated.	Students increase attendance and are able to sustain longer periods of academic success.
Old and far students are in 9 th and 10 th grade classes.	Old and far students can enroll in developmental academic courses such as Bunker Hill Community College’s 097 math course, giving them both the fundamentals needed for MCAS and earning them entrance to credit-bearing community college courses.	Students who are older feel motivated, knowing they are beginning a road to a college degree, and are separated from 14, 15, and 16 year olds.
Wraparound services are sometimes accessed at school, sometimes outside.	Bird Street students will have wraparound services available on site, and access to youth employment. Charlestown students have a number of wraparound services available at Charlestown, and also will have access to Bird Street.	Students who are older especially have increasing needs outside of school and a greater demand for wraparound support. Students will be supported in multiple ways and have access to jobs needed to support their families. Moreover, success at school will be a close condition for continued employment.

III. PUBLIC STATEMENT

The Charlestown Diploma Plus Innovation Academy, located at Charlestown High School and Bird Street Community Center in Dorchester, will serve off-track students in the Boston Public Schools district, by combining strengths of both organizations. Teachers will engage students using a competency-based curriculum with an emphasis on skill development. Support staff will guide students through graduation and beyond, while also providing emotional support. Expected to serve 230 students in grades 9-12 by 2016, each student would graduate with the confidence and ability to pursue further education and training, establish meaningful careers, create thriving families and contribute to their communities.

IV. MISSION, VISION, STATEMENT OF NEED, AND PROPOSED PARTNERS

A. Mission Statement

To graduate students who can COMPETE in academically and professionally rigorous settings beyond high school, REGARDLESS of their prior academic performance.

B. Vision Statement

Our model, partnering an existing successful high school closely with an existing successful community-based organization, becomes a model for expanding educational options to overage students in Boston. We especially find new ways to engage old and far students, resulting in their graduation. Our graduates hold meaningful jobs in their communities, prepare their own families for success in school, and contribute to the common good. They actively shape their own academic, professional, civic, and personal futures. As thriving community leaders, they create positive changes and build peace and prosperity within their neighborhoods, districts, and city. Because we have created a second home for our students by tailoring our policies and programming to the histories, needs, and strengths of each individual learner, our graduates stay connected to us, helping mentor and train the next generation of leaders.

What would this look like day-to-day?

A Day in the Life (student)

Pedro walks into Bird Street Community Center at 8:10, well-rested since he needed to take only one bus to get there instead of the three buses and one train he used to take to arrive at Charlestown High by 7:30 am. As students and teachers filter in for the start of the school day, Pedro greets them. He knows every face. He makes sure to check in with his case manager, who likes to know he is in school every day. He knows if he does not see her in the morning, she will peer into his class to ensure he is there... and call him on his cell phone if he is not.

English class begins his day. His class is small--only 9 students--and one of his classmates texts the two students who have not yet arrived to find out why they are late. He likes that this environment allows students to support each other. They know what it is like not to want to come to school, or to face the many daily obstacles that demand attention and detract from school. He likes that everyone here is in the same situation and focused on the same goal. This is a “no judgment zone” – everyone has struggled with education, but here, everyone perseveres.

He is working on a research paper about electrical engineering. Pedro wants to one day help design the next iPod or iPad. His assignment is to research the levels of education necessary to meet this goal, and report on the types of coursework or training relevant to pursuing this career. He already has connected with an engineer at Apple, who offered extensive information through a phone interview. Pedro has researched the new vocabulary he has learned through the interview, carefully constructing a list of requirements of study. He’s never worked so hard on a paper before because he’s never been assigned something that will be so useful to his life.

Before lunch, Pedro works with Leroy, a Suffolk University student who regularly tutors him. Leroy grew up 3 blocks away from Pedro, but they had never met. Pedro respects that Leroy

understands him, since Leroy is a graduate of the Charlestown Diploma Plus program. Knowing he will have regular one-on-one time with Leroy allows Pedro to stay calm when his classes frustrate him, especially math. Math can confuse him! But since he knows he can review the material later with Leroy, he sticks with it.

After working through his classes, Pedro begins his job at Bird Street after school. He helps to supervise the homework for third and fourth grade students in School Age Child Care fourth and fifth grade classroom. As part of his job, he takes a child development course that counts towards his high school course requirements and college credit (Urban College) for a required course towards certification as an After School Program Director. He finishes work that evening, knowing he has succeeded in multiple areas which will create a better future for him.

A Day in the Life (teacher)

Mike arrives at school early and uses the time to review student assessment data from the previous day. His students took their mid-year Scantron test, and he is curious to see how they have improved since the last test. He carefully tracks their data, trying to connect his recent instruction to their improvement or lack of improvement. He is pleased: many of his students have made significant progress.

As students arrive, Mike directs them to a poster in the classroom, displaying their progress towards various graduation competencies. He wants them always to know where they stand; i.e., how each piece of their work helps move them closer to a goal of graduation and post-secondary readiness. One student asks a question, which gives him another opportunity to ensure they understand this system. Since competency-based instruction differs from traditional grading, it takes many explanations for students to fully understand it. However, once they comprehend, he notices they are more likely to stay motivated and on-track.

In his math class, mainly boys, he has prepared a lesson requiring students to analyze sports statistics. Using web resources and the day's paper, students launch into an analysis. Carefully directing his group of ten students, Mike knows Kelly will need less guidance to begin a complicated study of trends over the last three weeks in attendance at Fenway Park, correlating the results to the mean game time temperature, but Jesse will need to go back to calculating percentages, using winning percentage, on-base percentage, and stolen base percentage. He gives Jesse the sheet he prepared for him last night, knowing it will help him address the statistical analysis competency in which he scored poorly in the Scantron.

In the afternoon, Mike meets with Hayden, his math counterpart at the Charlestown program. Together, they share conclusions they have reached from analyzing the student assessment data, and share a few lessons they found successful in impacting student scores. This type of shared analysis and shared curriculum development is common – Mike spends approximately 20% of his time on the job in meetings with colleagues. He knows that only through these conversations will he successfully meet the diverse needs of his students.

Mike finishes working with Hayden, takes a moment to make a quick phone call to the parent of a student who did not come to school that day, emails another student to remind her about a new internship she starts soon, and heads for Bird Street Community Center, knowing he

plays a critical role in helping students, who had previously failed in school, have the confidence to continue their education and achieve their goals.

C. Statement of Need

The challenges facing out-of-school and poorly educated youth in the Boston area are well-known. The 2010 *Strategic Plan for Improving Outcomes for Boston's Off-Track and Out-of-School Youth* commissioned by BPS estimated that there are at least 7,600 out of school or seriously off-track students in Boston today, yet less than 2,000 seats intended for off-track students. Youth who leave school without a diploma and who lack the ability to apply language and math in the workplace are at increased risk for unemployment and poor health, they are disproportionately likely to be victims or perpetrators of violence, and they are unlikely to pay taxes and be productive and constructive members of the communities they reside in.

The need to create viable educational alternatives for students who are failing in traditional schools is widely accepted and is a top priority of BPS policymakers. Staff at the Re-engagement Center (REC) report that while numbers of students wanting to re-engage in school are increasing every year, the number of schools for students does not. The REC also reports that students who enter alternative programs are far more likely to stay in school than those who enter district high schools.

We believe that a partnership between the Charlestown High School's Diploma Plus Small Learning Community (DPSLC) and Bird Street Community Center (BSCC) that draws on strength of both organizations and the flexibility offered by the Innovation Academy model can be an important part of the BPS response to the challenge posed by youth who are not succeeding in traditional schools.

Our proposed Innovation Academy would encompass two campuses with distinct student populations. The DPSLC was created in 2009 to address the needs of youth who are at risk of failing in traditional schools. Our proposal would give DPSLC additional flexibility to meet the needs of these students, and the DPSLC program would expand from 75 students today to 180 students in 3 years.

Bird Street Community Center is one of the most innovative and entrepreneurial community centers in Boston, offering a wide variety of educational and workforce development programming to youth in the Uphams Corner neighborhood of Dorchester for over 35 years. Uphams Corner is also much closer, geographically, to where many BPS students live, compared to Charlestown High School. Our Innovation Academy would establish a satellite campus at BSCC.

The BSCC site would target youth who have dropped out of school and who are "old and far," defined as 17 years old or older and having 5 or less total high school credits. In addition to being behind academically, these youth often face significant challenges outside of school that affect their ability and motivation to learn. Our partnership will make the full range of programs and services offered by Bird Street available to our Innovation Academy students. The idea of establishing a school in a community center is one of the most promising strategies available for addressing the needs of high risk youth. Our proposed Innovation Academy would allow BPS to gain experience with this promising approach.

STUDENTS CURRENTLY ENROLLED AT CHS WHO ARE “OLD AND FAR”

Currently, there are 75 students assigned to Charlestown High School who are 17 years old or older and have fewer than 5 high school credits.

- 25 = enrolled in CHS SEI programs (Chinese or Spanish)
- 0 = enrolled in CHS special ed programs
- 19 = enrolled in DPSLC
- 17 = not attending school regularly
- 14 = enrolled in mainstream CHS

There are far too many students in this situation. Many of them transfer in CHS from other high schools, either in Boston or outside of Boston. Every year the number of old and far students enrolling increases.

BSCC and DPSLC would be part of single Innovation Academy, under the umbrella of Charlestown High School. Students and teachers would primarily be associated with one of the two sites, but some sharing of resources and cross registration of students to occur. For example, BSCC students may register for lab science classes at Charlestown High School and play sports on CHS teams.

The following chart summarizes the key differences between the Charlestown and Bird Street campuses.

PROPOSAL SUMMARY		
	Charlestown	Bird Street
Target population	Off-track, at least 16 years old	Off-track, over 17 with 5 or less high school credits
Enrollment	180 students by 2016	50 students
Staff	Approximately 25 to 1	Approximately 10 to 1
Opening date	Currently open, convert to Innovation School in Fall 2014	Open in Fall 2014
Curriculum	Competency based	Competency based with a particular focus on accelerated skill development
Extracurricular and special services	Access to all of Charlestown High School sports, clubs, activities, some other course offerings, etc. Access to Bird Street Community Center’s homework support, tutoring, mentoring, college-readiness, workforce development and job training, case management, summer tutoring program, computer labs, sports/recreation programs, leadership courses, arts & humanities courses	

D. Primary Proposed Partnerships

The primary partnership of our Innovation Academy would be the collaboration between Charlestown High School and Bird Street Community Center. CHS would share knowledge of instruction, academic support, and graduation requirements. BSCC would share knowledge of wraparound supports and youth employment. Together, we would also leverage our partnerships with many organizations (College Bound Dorchester, Boston Private Industry Council, Liberty Mutual, Boston Scholar Athletes, Tufts University) but especially through dual-enrollment programs at Bunker Hill Community College and Roxbury Community College. By creating opportunities for old and far students especially to enroll in developmental courses at the community college level, we would set up our students to continue pursuing a high school diploma even as they reach an age where many of their peers have already graduated.

V. HOW WILL AUTONOMY AND FLEXIBILITY BE USED TO IMPROVE SCHOOL PERFORMANCE AND STUDENT ACHIEVEMENT?

A. Curriculum, Instruction, and Assessment

Our collaborative's mission is specifically geared towards students who are overage for grade level and have previously experienced academic failure. We specifically intend to target students who are "old and far," 17 years old or older with 5 or less high school credits, who often have literacy and numeracy skills at or below a sixth grade level. Students will be grouped by their literacy and numeracy levels as assessed by a tool such as the Northwest Evaluation Association Measures of Academic Progress (MAP) test which gives extensively categorized assessment data for Reading and Math. An internal writing assessment would also be given to every student. At BSCC, target class size would be 10 students and teacher load would not exceed 50 students. (At DPSLC, class size would be 25 students and teacher load would not exceed 75 students.)

Competency-Based: Our staff has participated in curriculum training in Boston Day and Evening Academy's (BDEA) newly established Responsive Education Alternatives Lab (REAL). Since its founding in 1995, Boston Day and Evening Academy, a Horace Mann Charter School within the Boston Public Schools, has used proficiency-based pathways to address the needs of over-aged, under-credited, and off-track youth. Through the school's newly established Responsive Education Alternatives Lab (REAL), a program of the Boston Day and Evening Academy Foundation, Inc., BDEA will provide support to the Innovation Academy in order to build its capacity to adopt and adapt BDEA's model and practices. These include BDEA's processes, materials, and a fully realized infrastructure for supporting proficiency-based pathways. The core elements of this infrastructure include: a set of competencies across all content areas aligned to the Massachusetts curriculum frameworks and the new Common Core Standards; a template for educators to create content-specific rubrics, along with sample rubrics; a strategy for developing scope and sequence in content areas that build to the competencies; a range of assessments that allow students to demonstrate what they know and can do; and a strategy for differentiating instruction so that all learners achieve the competencies. During the summers of 2011, 2012, and 2013, all DPSLC teachers have been trained through BDEA's REAL summer institute. Newly hired teachers for the Bird Street campus would also attend.

We intend to use BDEA's support to design a competency-based curriculum which ensures students develop solid skills necessary for success in college. We will meet each student wherever he/she is in the educational continuum, and use rigorous, experiential academics blended with non-

academic support and community building to bring students to a level at which they are confident, independent learners, and creative and critical thinkers. Rather than accumulating traditional Carnegie unit credits, our graduates will have demonstrated competency in specific benchmarks, which meet or exceed the level of rigor in the current Massachusetts State Curriculum Frameworks.

Flexible Timelines: Meeting students where they are requires thinking differently about the academic year and timelines for graduation. For example, in a traditional school, where grades are typically given every quarter and then averaged with a final exam to calculate a final grade, students can succeed for 60% of the year but still fail. For example:

1 st quarter	2 nd quarter	3 rd quarter	4 th quarter	Final exam	Final grade
83%	30%	88%	24%	70%	59%

Even though this student has mastered material from 1st and 3rd quarter, he or she would need to go to summer school or repeat the course.

By being flexible with time and counting student progress towards competency, we can help students graduate sooner. For example:

1 st quarter	2 nd quarter	3 rd quarter	4 th quarter	Final portfolio	Final grade
5 benchmarks mastered	2 benchmarks mastered	7 benchmarks mastered	1 benchmark mastered	15 benchmarks demonstrated	15 benchmarks demonstrated

If this student needs to demonstrate 17 benchmarks to pass this course, then he or she would need to return the following year to do that work. Instead of repeating the whole year, this student could finish the course by October. Like BDEA, we would hold graduations multiple times a year for students who finish quarterly, not yearly. This kind of flexibility is crucial to keep off-track students engaged and hopeful.

Focus on Literacy and Numeracy: Students who are struggling readers also need explicit literacy and numeracy instruction. A typical high school English class, for example, does not teach students how to decode text. For students who are learning English as a second language, or have had interrupted schooling (students immigrating from countries at war, for example) we have special curriculum. However, with the exception of special education, we do not have a systematic way of addressing large gaps in basic skills.

At Charlestown High School, we have learned that students in small special education classes, with a student-to-teacher ratio of about 12-to-1, have been highly successful in raising their MCAS scores to proficient levels through targeted reading programs like Wilson Reading that teaches students to decode. Some of our students do not qualify for special education services, yet they still have large gaps in skill. We would provide professional development in Wilson Reading so all staff could help improve student reading.

Similarly, there are programs like the EMPower Math Curriculum developed by TERC that are designed to teach basic numeracy skills to adults. Typical high school algebra or geometry classrooms do not contain time in their scope and sequence to address issues students have with

fractions, percents, ratios, or even basic multiplication and division. EMPOWER was developed for adult education and is a series of eight non-sequential units that cover whole numbers, fractions, decimals, percents, proportions, geometry and measurement, algebra, and data and graphs. These areas are critical building blocks for both MCAS and college-placement test competency. We would provide professional development for math and science teachers in EMPOWER or a similar program.

Combine Embedded Skill Acceleration with Engaging Content: By having all our teachers trained in skill acceleration, we can embed this work into all our academic classes. By having small classes of students we know well, we can use content that is engaging and relevant to their lives. Out of our existing DPSLC students, there are many passions and interests. Content might be engaging because it is particularly relevant to their lives, such as a research project regarding a key issue in their community. It may also be engaging because of the presentation – for example, currently DPSLC students are working with Actor’s Shakespeare project to read Othello. Because they are acting out the play with our visiting artists, students are deeply engaged in the reading. Focusing on competencies and skills, teachers will have flexibility to choose from a wide variety of content and presentation modes, helping instill in students a desire and hunger to learn.

Using Bird Street’s Existing Support Programs: We will back this targeted curricular approach with a one-to-one mentoring/tutoring model, using Bird Street’s existing partnerships with local colleges to provide tutors and community agencies to provide adult mentors. Combined with the smaller class sizes, students will receive much more individual help than they had in their previous schools.

Students will connect their education to relevant economic situations through meaningful paid and unpaid internships. We will use Bird Street’s existing **workforce development program** to place students in jobs that allow them to connect their academic skills to meaningful employment.

We also will meet each student where he/she is emotionally in terms of experiences and exposure to trauma and violence. The Massachusetts Advocates for Children created a book, *Helping Traumatized Children Learn*, which is instructive in terms of academics and policies, many of which have been adapted or adopted by Massachusetts Trauma Sensitive Schools. We believe this component is equally important, given the population of students with whom we are working. To the extent possible, some of our academic work will also support students in coping with trauma and in developing academic skills. Our partnership with Suffolk University’s Center for Restorative Justice will enable us to explicitly teach **emotional resilience** through restorative justice circles.

College Courses for Old and Far: The difficulty with engaging old and far students is that 19- and 20-year-olds do not want to be in high school. While many have struggled with engaging this population, presenting students with an opportunity to earn both high school and community college credits simultaneously has sometimes been effective in lengthening the time students are willing to stay in school.

We would build upon our existing community college partnerships (CHS works with Bunker Hill and Bird Street works with Roxbury Community College) to offer pathways for old and far students to complete dual enrollment. We are piloting this already this year through work with

College Bound Dorchester. College Bound Dorchester is offering Math 097, a developmental Bunker Hill math course, to a mix of high school students and recent high school grads. Passing this course will allow students to enroll in credit-bearing math courses. The syllabus for Math 097 is mostly introductory Algebra, which also gives old and far students great preparation for the MCAS test if they need it. Students can earn high school credit and college credit at the same time, allowing them to feel like they are making progress similar to their age-equivalent peers.

All these aspects of our school require that we use the autonomies to create a different curriculum and instructional model.

We are requesting autonomy over curriculum choices, such as textbook selection or type of formative assessments used, to ensure we have the flexibility to engage and retain students who have already failed in the traditional curriculum. We request the ability to award diplomas based on completion of benchmarks, rather than completion of courses or credits, as has been successful at BDEA. (We would still convert benchmarks back to a traditional grading system and traditional transcript, as we currently do at DPSLC, to make things easily understandable for a wide array of colleges and ensure our graduation standards are equivalent to other BPS schools.) Our benchmarks would meet or exceed the rigor of traditional BPS standards, be based upon the new Common Core State Standards, and be closely modeled after the standards successfully used at BDEA. Students will be required to complete a final capstone project to qualify for graduation. These autonomies will allow us to graduate students four times a year, as BDEA does now, and provide students the flexibility needed to rekindle their hope for a successful graduation.

B. Schedule and Calendar

Our school would use the schedule autonomy to accomplish the following key goals:

- 1: Increase amount of time teachers meet in teams to plan curriculum and review student support issues.
- 2: Create opportunities for students who need more academic support to have more academic time.

We will still meet the mandated number of school days and instructional hours as required by the state; however, we would use a combination of classes in school, classes at partner sites like Urban College, and instruction in an internship placement to achieve these goals. Hours spent at Bird Street working with a tutor or mentor will likely cause students to exceed the mandated number of instructional hours.

Our school day will begin at 8:30 am and end at 2:00 pm. Beginning at 2:00 pm, however, students will be engaged in their internship, college, or community center courses. Students will be released at 12:00 pm on Fridays for a weekly teacher meeting. Friday afternoon schedules will include tutoring, mentoring, jobs, field trips, and special events at Bird Street. School vacations will be the same as the BPS calendar.

Teachers may work additional hours, not to exceed the 95 hours designated in the current BTU contract as the maximum for additional teacher hours without compensation for Pilot Schools, and

subject to approval in an election-to-work agreement. If teacher hours exceed 95 hours, they will be compensated at the contractual union rate for all participating staff.

Teachers will work from 8:00-2:15 each day, but may stay until 3:15 twice a week. One of these extended days could be for student support meetings, when teachers can communicate with community center staff specifically for student case management. One of these meetings will be for curriculum development, when teachers can receive ongoing support to develop their competency-based courses, track student data, and record student assessment data. These commitments would be subject to an election-to-work agreement.

In addition, teachers will meet from 12:00-2:15 every Friday for professional development. This will be used to train teachers in targeted curricular initiatives like Wilson Reading or EMPower math, as well as review current student assessment data so instruction can be individualized.

Sample Draft Teacher Schedule (Monday – Thursday)

8:00-8:30	Optional before school tutoring
8:30-9:30	Class – Block A
9:30-10:30	Prep/planning period
10:30-11:30	Class – Block C
11:30-12:15	Lunch
12:15-1:00	Advisory
1:00-2:00	Class – Block D
2:00-3:15	Student support meeting / Curriculum meeting (twice weekly)

Sample Draft Teacher Schedule (Friday)

8:00-8:30	Optional before school tutoring
8:30-9:00	Advisory / Seminar
9:00-10:30	Class – rotation of blocks A, B, C, or D
10:30-12:00	Class – rotation of blocks A, B, C, or D
12:00-2:15	Weekly staff professional development

Staff will also attend four days of August pre-planning sessions, two days of January mid-year retreat sessions, and four days of June post-planning sessions. These additional professional development sessions will be included in the 95 hours, or will be compensated at the contractual stipend rate for all participating staff.

Sample Draft Student Schedule (Monday – Thursday)

8:00-8:30	Optional before school tutoring
8:30-9:30	Class – Block A
9:30-10:30	Class – Block B
10:30-11:30	Class – Block C
11:30-12:15	Lunch
12:15-1:00	Advisory
1:00-2:00	Class – Block D

2:00-8:00 Report to community center, internship, or college course

Bird Street’s guidelines for job readiness training and employment limit work hours to no more than 12 in any given school week and expand to 25-40 hours during the summer.

Sample Draft Student Schedule (Friday)

8:00-8:30	Optional before school tutoring
8:30-9:00	Advisory / Seminar
9:00-10:30	Class – rotation of blocks A, B, C, or D
10:30-12:00	Class – rotation of blocks A, B, C, or D
12:00-12:45	Lunch
12:45-8:00	College classes, employment, field trips, special events

Rather than adhering to a traditional BPS marking term schedule, our school may use shorter modules. DPSLC has tried using shorter 15 day modules that allow student shorter marking periods to create more opportunities for success. We request the autonomy to issue our own report cards that reflect more frequent marking periods, rather than a traditional four marking period year. We may also report Reading and Math levels on report cards by Lexile Score and Grade Level Equivalent.

C. Staffing

Our Election-to-Work Agreement will specify the working conditions for teachers, and will be approved by our Governing Board annually. We also request the flexibility to write unique job descriptions for staff positions.

Staff from the Innovation Academy will partner to deliver a range of services for students. All teachers, guidance counselors, paraprofessionals, and community field coordinators will be BPS employees under Charlestown High School. Case managers, social workers, and mentors/tutors would be employed by Bird Street.

Our school would have the ability to open post positions and customize job descriptions, so candidates who have special education, ELL, and trauma-sensitive qualifications would be able to be recruited and hired at the school. Candidates with a particular interest or experience in working with off-track students would be prioritized. Staff may be required to be trained in particular techniques or methods, such as restraint protocol, alternative discipline strategies, literacy development, or trauma response.

Due to the varied individualized needs of each student we are targeting, we will use Bird Street’s case management model to track and support individual students. Support staff at Bird Street who have already displayed effectiveness in working with off-track youth will be leveraged to provide wrap-around support for students in our school.

D. Professional Development

Professional development will be aligned to our school goals, particularly around literacy and numeracy acceleration, integrating wrap-around services to increase student achievement, and embedding explicit skill instruction into competency-based units. Hours and schedule of professional development will be determined annually through our election-to-work agreement.

We request the autonomy to determine our own professional development calendar and agenda. Throughout the year, we will hold joint professional development sessions for BSCC and DPSLC staff, to build coherence, community, and build a common language, vision, and understanding among the two staffs. However, Bird Street and Charlestown faculties will have regular weekly separate professional development sessions, based on their particular site needs and include, but not be limited to, student support needs, curriculum development, common instructional practice development, training in particular curricular approaches like Wilson Reading and EMPOWER Math, and alternative forms of assessment. For example, Charlestown's professional development topics this past year have included:

- Using on-line assessment tools more efficiently to provide rapid student feedback
- Developing competencies and backwards-mapping lessons to meet those competencies
- Creating authentic assessments that are both engaging and directly address competencies
- Understanding impacts of poverty and trauma on student academic achievement
- Using restorative justice circles to develop emotional resiliency

Staff at the Bird Street campus will meet for at least 5.25 hours total weekly (2 hour, 15 minute weekly staff meeting as a whole group, 90 minute weekly student support meeting to discuss particular student needs, 90 minute weekly curriculum planning for academic departments).

An annual mid-year retreat, at least two full days of planning in August before the school year, two full days of reflection in June following the school year, and other whole staff meetings during the year will allow the opportunity for staff from both campuses to share practices and work together.

Especially in our initial years, staff will utilize full and half-day retreats quarterly to map benchmarks to daily lesson plans. This time is essential in implementing a rigorous and thoughtful competency-based system.

E. District Policies and Procedures

Upon approval of this proposal, a new Governing Board will be created for the Innovation School. The Governing Board will be charged with carrying out the school's mission and vision (at both sites) and will set school policies with the appropriate involvement of the Boston Public Schools School Committee and Boston Teachers Union. This Innovation Proposal will guide the Board's work. The scope of the Board's work will include:

- Maintaining the school vision;
- Annually reviewing school's progress on indicators of success;
- Ensuring a strategic plan is in place for ongoing school improvement;

- Developing and approving school policies;
- Approving the annual school budget;
- Creating guidelines for recruitment and hiring of all Innovation Academy staff, including leadership;
- Approving the annual election-to-work agreement, which includes a dispute resolution process;
- Approving any proposed changes to school structure or design.

In addition, the Board is charged with securing resources and developing partnerships to support the school’s mission, vision, and strategic plan. Implementation of the Board’s decisions as well as the overall management of the school is the primary role of the Director and the school faculty.

The Board would be composed of twelve members – four representatives from leadership positions, four representatives from the faculty and staff of each campus, and four representatives from parents and students of each campus:

LEADERSHIP REPS

Charlestown High School Headmaster
 DPSLC Director
 BSCC Director
 BSCC Board President or designee

FACULTY/STAFF REPS

DPSLC Teacher (must be BTU member)
 DPSLC Support Staff member (must be BTU member)
 BSCC Teacher (must be BTU member)
 BSCC Support Staff member

PARENT/STUDENT REPS

DPSLC student
 BSCC student
 DPSLC parent
 BSCC parent

The Board would be charged with leadership of both campuses. However, major decisions, particularly those that impact the larger community, would be subject to approval from the appropriate group, either the BSCC Board or the Charlestown High School School-Site Council. Since the Board is sponsored by both organizations, it is critical that both organizations support both campuses. By having both the Charlestown High School Headmaster and the BSCC Board President as required members, the Board would ensure a close connection with both sponsoring groups.

Major Policies

1. Staff evaluation – Staff will either be employees of Charlestown High School or Bird Street Community Center, and will be evaluated under the same timelines and guidelines as their employing organization.

2. Students in the school will be enrolled as Charlestown High School students. However, their enrollment or placement at each particular site will be determined by Bird Street and DPSLC faculty and staff based guidelines prepared by the Governing Board. Students transferring between sites will be handled in the same way as students transferring from one class to another class at Charlestown High School, and all final decisions will go to the Headmaster.
3. In partnership with the BPS Re-Engagement Center (REC), students may be enrolled directly into the school from REC, the Educational Options office, or BSCC. Students may also be transferred from the school to the REC with approval from both the Headmaster and the REC Director.
4. Entry and exit of students from the school will be subject to specific requirements as approved by the Governing Board. For example, incoming students will be required to attend and successfully complete an orientation program before enrolling in the school. This will ensure that students who have been otherwise academically disengaged have the opportunity to recommit to their education and develop strategies that will ensure their success in school.
5. Graduation standards will be subject to approval by the Board and must meet or exceed the rigor of traditional BPS graduation standards. BDEA’s graduation standards will be used as a model.

Current Policy or Procedure	New Policy or Procedure Utilizing Autonomy	Reason Why Flexibility Is Needed
Promotion/graduation standards	9 th and 10 th grade English, Math, and Science credits would be granted through demonstration of competency, for example completing MCAS at a proficient or advanced level.	If a student is competent in 9 th and 10 th grade standards, promoting them will allow them to work on grade-level and gain motivation.
Promotion/graduation standards – two years of foreign language credit required	Foreign language would be waived and replaced with core academic or elective courses with approval from the Governing Board. All efforts would be made to provide foreign language instruction through dual-enrollment or on-line coursework. Students who have fluency in another language already (native Spanish speakers, for example) would be given opportunities to earn competency-based foreign language credit.	Budget constraints (focus resources on literacy/numeracy support and wraparound services).

Current Policy or Procedure	New Policy or Procedure Utilizing Autonomy	Reason Why Flexibility Is Needed
Enrollment process	Students complete an orientation process.	Ensure students being served are overage and undercredited.

F. Budget

A Memorandum of Understanding (MOU) will be developed between BPS and Bird Street Community Center, and will address school utilities, property rental, other facility support, and academic and safety staff.

Our school will be funded through the regular BPS funding process. If possible, we request that a student's age and number of high school credits be used as an indicator for funding weight. A student with 2 high school credits who is over 17 years old would receive a greater funding weight than a student with 2 credits who is 16 or a student with 10 credits who is 17. Our proposal is:

- Students who are 17 years old or older with 5 or less high school credits would be funded to ensure class sizes of 10.
- Students who are 16 years old or are 17 or older with 6 or more high school credits would be funded to ensure class sizes of 20-25.

In addition, we request a general funding allocation that can be used to provide a degree of wraparound services, including the management and training of our one-to-one mentors/tutors. This would be the equivalent of one FTE.

We request the ability to opt in or opt out of the same BPS central discretionary services offered to Pilot Schools. This would allow us to focus our resources to areas specifically related to our mission. We also request the option of spending our BPS allocated budget by using actual salary figures, as compared to average salaries.

We understand that this is above and beyond the current student weighted funding formula, so we are submitting a budget balanced to a current allocation. We do believe, however, that to be highly successful with this population, we require some additional resources.

VI. CAPACITY OF APPLICANT GROUP

Innovation Academy Committee

- JoAn Blake's son, Ryan Gunter, is a senior at CHS DP and has been with DP for three years. Both Ryan and his older siblings were active members of Bird Street. Six years ago, she decided to return to school to pursue a career in the life sciences to honor the memory of her eldest daughter. JoAn earned her associate's degree at Roxbury Community College and went on to Boston University to pursue a bachelor's degree in Biomedical Laboratory Clinical Sciences. While at BU, she secured a SCILS-funded internship through the Massachusetts Life Sciences Center. Her energy and passion were immediately apparent to her supervisor and mentor, Dr. Lydia Villa-Komaroff, the chief science officer at CytonomeST, where JoAn interned and was soon hired and promoted to the position senior compliance & safety specialist. JoAn will be completing her masters in regulatory affairs in pharmaceuticals, biologics and medical devices at Northeastern University in March 2014 and starting her doctorate in law and policy in the summer of 2014.
- Dara Concagh, L.I.C.S.W., has been the President of the Board of Directors at Bird Street Community Center (BSCC) for over a year and has been on the Board for 10 years serving as Secretary and Vice President at points. Prior to that, she was the Education Director at BSCC for 3½ years combining her experience as a middle school teacher and her knowledge as a social worker. In addition, Dara worked as a school social worker for five years at Mother Caroline Academy in Dorchester before the arrival of her fourth child. She and her family live in Boston.
- Kati Delahanty is an English teacher at Charlestown High School, in Charlestown, Massachusetts. Kati began working at Charlestown as a participant in the Boston Teacher Residency program, which led to a master's degree from the University of Massachusetts Boston. Her undergraduate degree is from the University of San Diego. Kati is still active with the Boston Teacher Residency program, working with the program as a mentor teacher to others entering the field. She is also working with others at Charlestown in an alternative small learning community, Diploma Plus, for overage and under-credited students. Kati was recently selected as a 2011 Boston Educator of the Year.
- Weddee Neufville-Henry is a veteran English teacher at Charlestown High School and a Boston Teachers Union representative. Weddee teaches in the special education department, teaching 11th and 12th grade. She is also a literacy specialist and served in this capacity on the original Innovation Committee for this proposal in Spring 2011.
- Kevin O'Rourke has been the Executive Director of Bird Street Community Center since July 2013. He possesses over eighteen years of managing and directing Youth Development Programs. Kevin joined Bird Street after seventeen years with the Brockton Area Private Industry Council (BAPIC), serving as the Chief Financial Officer for two years, and President/CEO for fifteen years. During his tenure at BAPIC, he was directly responsible for authoring a proposal to the U.S. Department of Labor, Youth Opportunity Grant Initiative, which resulted in BAPIC receiving an \$18M grant that was the catalyst for the RISE Youth Opportunity Centers. Through RISE programs, over 1,800 youth were

provided universal access to a plethora of youth development services, including GED preparation, remedial education, job readiness training, life skills training, career exploration, job placement and civic engagement. Under Kevin's direction, BAPIC also operated the Gateway Program, an offender re-entry program for young adults returning to the community from the prison system, providing employment, life skills, and coping skills, combined with intensive case management/mentoring services. BAPIC also operated numerous in school programs at Brockton's Champion Charter School, and Brockton High School. Other programs operated during his tenure as CEO, include the Young Parent Program, Distance Learning GED, Adult Basic Education, Welfare to Work, and numerous other programs that served those in need. Kevin sits on the board of directors of numerous non-profit organizations and for profit corporations.

- Sung-Joon (Sunny) Pai began working in BPS as a student teacher in 1998 at the Fenway High School. The following year, he became a founding faculty member at the Boston Arts Academy (BAA). Over seven years at BAA, Sunny was a science teacher, writing teacher, advisor, student government coordinator, department chair, interim curriculum coordinator, and principal intern. He was also on the founding faculty of Rainier Scholars, an enrichment program for students of color in the Seattle Public Schools. Sunny completed both the Principal Residency Network principal-training program and the Boston Principal Fellowship. In 2005, he was hired as the founding headmaster at the Media Communications Technology High School (West Roxbury Educational Complex) and served there for four years. After a year of world travel, including a stint in Cape Town, South Africa working with a community-based program that helped formerly incarcerated youth transition back to society, Sunny became a Program Director at Charlestown High School for the Diploma Plus, Chinese SEI, and Spanish SEI small learning communities. Sunny holds degrees from the University of Pennsylvania (BA, Chemistry), Harvard Graduate School of Education (M.Ed, Teaching & Learning), and UMass-Boston (CAGS, Ed Leadership).
- Franklin Santiago-Lara is a senior at CHS DP. This is his fifth year in high school, starting at Snowden for one year, then coming to Charlestown High for two years in our Spanish SEI program, and now in his second year with Diploma Plus. Franklin is an accomplished photographer and filmmaker, having participated in the youth programs at the Institute of Contemporary Art, Boston.

VII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

Opening for Fall 2014 - Draft timetable subject to approval by BPS central staff:

- October 3rd, 2013 – Site visit by BPS committee
- October 10th – November 18th, 2013 – Innovation Plan committee meetings to revise draft Innovation Plan
- November 18th, 2013 – Innovation Plan committee final vote on Innovation Plan
- November 26th, 2013 – Faculty vote on final Innovation Plan
- December 4th, 2013 – Superintendent report to School Committee
- December 18th, 2013 – School Committee vote on Innovation Schools
- January 2nd – February 2nd, 2014 – Convening of Innovation Academy implementation committee. Development of specific MOUs between Innovation Academy and BPS as well as between Innovation Academy and CHS, to be approved by appropriate governing bodies.
- By March 1st, 2014 – Plans for spring recruitment of teachers and students for Innovation Academy complete
- By April 1st 2014 – Schedule summer planning sessions for staff, accept student applications
- By August 1st 2014 – Complete staff summer training and continue student recruitment, using CHS, Bird Street, and Re-Engagement Center contacts
- By September 2014 – Opening of Innovation Academy

VII. MEASURABLE ANNUAL GOALS

Charlestown Diploma Plus Innovation Academy will be serving the students within Boston and the Boston Public Schools who have the highest risk factors – previously having dropped out of school, history of academic failure and failing multiple courses, high absentee rate (well below 80% attendance), overage for grade, one or more grade levels behind in literacy and numeracy, and late entrant English Language Learners. We will also seek to specifically serve students in these risk categories that are at highest risk - students who are old and far.

Students in these high risk categories have historically not fared well on traditional measures of student performance. A 2007 Parthenon Group report found that students with these risk factors had a 24-31% four-year graduation rate, depending on the risk factor(s) exhibited. Furthermore, the same study found that Boston's alternative education programs serve the students in these categories that are most highly challenged, and averaged a 22% four-year graduation rate. While data was not reported, attendance and retention rates in these programs also tend to be lower than the district average.

With this data in mind, the Charlestown Diploma Plus Innovation Academy have set what we believe are ambitious proposed outcome objectives that both reflect the population we will serve yet strive for higher results than the norm for alternative education programs in Boston.

We will benchmark our success based on fulfillment of our mission statement. These specific benchmarks are placeholders – we will know we are successful if we continue to serve and graduate the same population (off-track students, who have failed one or more years of high school) as similar programs such as BDEA, Phoenix Charter School, and the Re-engagement Center. We have based these initial projections using results gathered from these existing schools. We expect to have similar or higher success as these comparable programs.

Innovation School - Measurable Annual Goals - Student Rates: Goal areas 1-3											
By statute, you must include "to the extent practicable," at least one measure for each Goal area. What is included below are just examples.											
District/School:		Boston Public Schools / Charlestown DP Innovation Academy									
	Measure	Description/Notes	Data Source	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Who is responsible?	
				2012-13	2014-15	2015-16	2016-17	2017-18	2018-19		
Student Rates	(1) Student attendance: Tardies, attendance, dismissals, exclusion rates, etc.	Student Attendance Rate	% of students present daily - working with data team from Boston Plan for Excellence (BPE)	Report prepared by BPE	68.0	68.0	69.0	70.0	71.0	72.0	Director
	(2) student safety and discipline	Number of drug, weapon or violence incidents	ESE-defined: The number incidents involving drugs, violence or criminal incident on school property as collected via the School Safety and Discipline Report (SSDR)	SSDR	TBD	TBD	TBD	TBD	TBD	TBD	Director
	(3) student promotion, graduation, and dropout rates	Student Retention Rate	Students who remain enrolled in Innovation Academy the following year or a comparable high school program or have graduated	Report prepared by BPE	about 65.0	65.0	67.0	68.0	70.0	72.0	Director
		Graduation Rate	Students who graduate by August out of those who were eligible for that given year	Report prepared by BPE	about 75.0	75.0	76.0	77.0	78.0	79.0	Director

Innovation School - Measurable Annual Goals - Student Achievement: Goal areas 4-7										
By statute, you must include "to the extent practicable," at least one measure for each Goal area. What is included below are just examples.										
District/School:		Boston Public Schools / Charlestown DP Innovation Academy								
	Measure	Description/Notes	Data Source	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Who is responsible?
				2012-13	2014-15	2015-16	2016-17	2017-18	2018-19	
Student Achievement	(4) student achievement on the Massachusetts Comprehensive Assessment System;	Composite Performance Index (CPI): ELA, all students in all grades	MCAS	86.9	87.9	88.9	89.9	90.9	91.9	all teachers
		Composite Performance Index (CPI): ELA, high needs* students in all grades	MCAS	85.9	86.9	87.9	88.9	89.9	90.9	all teachers
	(5) progress in areas of academic underperformance;	Composite Performance Index (CPI): Math, all students in all grades	MCAS	76.1	77.1	78.1	79.1	80.1	81.1	all teachers
		Composite Performance Index (CPI): Math, high needs* students in all grades	MCAS	75.2	76.2	77.2	78.2	79.2	80.2	all teachers
	(6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education;	Median Student Growth Percentile (SGP): ELA, all students in all grades	MCAS	51	52	53	54	55	56	all teachers
		Median Student Growth Percentile (SGP): ELA, high needs* students in all grades	MCAS	50	51	52	53	54	55	all teachers
	(7) reduction of achievement gaps among different groups of students	Median Student Growth Percentile (SGP): Math, all students in all grades	MCAS	28	29	30	31	32	33	all teachers
		Median Student Growth Percentile (SGP): Math, high needs* students in all grades	MCAS	28	29	30	31	32	33	all teachers

* High needs students are one or more of the following: limited English proficient; special education; or eligible for free/reduced price lunch.

Innovation School - Measurable Annual Goals - School-defined									
District/School: Boston Public Schools / Charlestown DP Innovation Academy									
Measure	Description/Notes	Data Source	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5	Who is responsible?
				2014-15	2015-16	2016-17	2017-18	2018-19	
Service-Learning	Students complete mandatory service-learning requirement for graduation.	school records	NA	TBD	TBD	TBD	TBD	TBD	
Leadership	Students present at professional forums or conferences.	school records	NA	TBD	TBD	TBD	TBD	TBD	
Alumni Engagement	Alumni return to mentor current students	school records	NA	TBD	TBD	TBD	TBD	TBD	
Literacy and Numeracy	Performance on MAP test	MAP	TBD	TBD	TBD	TBD	TBD	TBD	

Our mission is to graduate students who can COMPETE in academically and professionally rigorous settings beyond high school, REGARDLESS of their prior academic performance.

Outcome #1: Off-track youth succeed academically.

Objective #1: 80% of students pass MCAS English, Math, and Science within 18 months of enrollment in Innovation School.

Objective #2: 60% of students achieve 10th grade level equivalent or higher on Reading and Math assessments within 18 months of enrollment. Of those not meeting this measure, students will increase their skill levels by at least 2 grade levels.

Outcome #2: Off-track youth develop emotional resiliency.

Objective #1: Attendance rate of 70% in Year 1, rising by 2% in each subsequent school year to reach 80% in five years.

Objective #2: Retention rate of 65% in Year 1, rising by 3% in each subsequent school year to reach 80% in five years. *NOTE: Retention rate indicates the percentage of students who remain in the program (or graduate) one year after beginning the program. Retention numbers will be counted each year on October 1st.*

Outcome #3: Off-track youth graduate ready for post-secondary education and the labor market.

Objective #1: 50% of enrolled students graduate within 3 years of enrollment in the Innovation School, rising by 3% in each subsequent school year to reach 65% in five years.

Objective #2: 70% of graduates acquire at least 2 college course credits within 2 years of graduation.

Objective #3: 80% of enrolled students complete at least 500 internship hours per year (12 months) under the supervision of our workforce development partners.

APPENDIX A: BUDGET OUTLINE (updated, 2013)

CHARLESTOWN CAMPUS						
ALLOCATION					TOTAL ALLOCATION	609803
type of student	#	rate	high risk factor		Per Pupil \$	Total \$
9th gr	40	4981	766		5747	229880
10th gr	40	4981	192		5173	206920
11th gr	10	4981	0		4981	49810
12th gr	10	4981	0		4981	49810
R1	5	3832			3832	19160
R2	5	5364			5364	26820
point 4	3	6131			6131	18393
ELL 1-3	5	1648			1648	8240
ELL 4-5	10	77			77	770
STAFFING					TOTAL STAFFING	609803.00
position	#	avg salary				total
reg ed teacher	4.6	86711.68				398873.73
guidance	1	91557.10				91557.10
security aide	1	34609.12				34609.12
director	0.4	110449.40			0.2 of director to be covered by CHS	44179.76
comm field coord	0	48977.70				0.00
instructional aide	1	28703.97				28703.97
supplies/subs	1	11879.32				11879.32
					BALANCE	0.00
BIRD STREET CAMPUS						
ALLOCATION					TOTAL ALLOCATION	372995
type	#	rate	high risk		Per Pupil	Total
9th gr	50	4981	766		5747	287350
10th gr	0	4981	192		5173	0
11th gr	0	4981	0		4981	0
12th gr	0	4981	0		4981	0
R1	5	3832			3832	19160
R2	5	5364			5364	26820
point 4	5	6131			6131	30655
ELL 1-3	5	1648			1648	8240
ELL 4-5	10	77			77	770
STAFFING					TOTAL STAFFING	372995.00
position	#	avg salary				total
reg ed teacher	2	86711.68				173423.36
guidance	0	91557.10				0.00
security aide	1	34609.12				34609.12
director	0.4	110449.40				44179.76
instructional aide	1	28703.97				28703.97
Bird St allocation	1	20000.00				20000.00
comm field coord	1	48977.70				48977.70
site director	0	70000.00				0
supplies/subs	1	23101.09				23101.09
					BALANCE	0.00

Budget Notes

CHARLESTOWN CAMPUS				TOTAL ALLOCATION	609803
type of student	#	rate	high risk factor	Per Pupil \$	Total \$
9th gr	40	4981	766	5747	229880
10th gr	40	4981	192	5173	206920
11th gr	10	4981	0	4981	49810
12th gr	10	4981	0	4981	49810
R1	5	3832		3832	19160
R2	5	5364			26820
point 4	3	6131		6131	18393
ELL 1-3	5	1648		1648	8240
ELL 4-5	10	77		77	770
STAFFING				TOTAL STAFFING	609803
position	#	avg salary			
reg ed teacher	4.6	86711.68			
guidance	1	91557.10			91557.10
security aide	1	34609.12			34609.12
director	0.4	110449.40		0.2 of director to be covered by CHS	44179.76
comm field coord	0	48977.70			0.00
instructional aide	1	28703.97			28703.97
supplies/subs	1	11879.32			11879.32
BALANCE					0.00

BIRD STREET CAMPUS				TOTAL ALLOCATION	372995
type	#	rate	high risk	Per Pupil	Total
9th gr	50	4981	766	5747	287350
10th gr	0	4981	192	5173	0
11th gr	0	4981	0	4981	0
12th gr	0	4981	0	4981	0
R1	5	3832		3832	19160
R2	5	5364		5364	26820
point 4	5	6131		6131	30655
ELL 1-3	5	1648		1648	8240
ELL 4-5	10	77		77	770
STAFFING				TOTAL STAFFING	372995
position	#	avg salary			
reg ed teacher	2	86711.68			173423.36
guidance	0	91557.10			0.00
security aide	1	34609.12			34609.12
director	0.4	110449.40			44179.76
instructional aide	1	28703.97			28703.97
Bird St allocation	1	20000.00			20000.00
comm field coord	1	48977.70			48977.70
site director	0	70000.00			0
supplies/subs	1	23101.09			23101.09
BALANCE					0.00

100 total students in grades 9-12

High risk factor for both 9th and 10th

Additional funds for special ed students, assuming enrollment rates similar to DPSLC now

Additional funds for English Language Learner (ELL) students, assuming enrollment rates similar to DPSLC now

50 students in 9th grade only (5 or less credits)

Assume special ed and ELL needs slightly more than DPSLC now

- Staffing:
- English teacher
 - Math teacher
 - History teacher
 - Science teacher
 - 3 day-a-week specialist (reading and math)
 - Guidance counselor
 - 2 day-a-week director
 - Assistant Director (security aide)
 - Instructional aide (alumni mentor)

- Staffing:
- English/History teacher
 - Math/Science teacher
 - Assistant Director (security aide)
 - 2 day-a-week director
 - Instructional aide (alumni mentor)
 - Graduation Coach (community field coordinator)

\$20,000 allocated to Bird Street to address overhead expenses, not including \$23,101.09 for supplies and substitute coverage

APPENDIX B: Grading Policy, Program Profile, and Sample Teacher Benchmarks

Teachers design curricular benchmarks that are aligned to city, state, and national standards. Samples of these benchmarks are attached. Our grading policy would be:

GRADING POLICY

BASICS

- 20 benchmarks a year, 5 per quarter for each class
- Benchmarks are graded as Highly Competent (HC), Competent (C), or Not Yet Competent (NYC)

TO CONVERT TO A LETTER GRADE

- 80% completion to get a B (17 out of 20)
- "Completion" is defined as C or HC or excused
- 80% completion PLUS over 50% HC (11 out of 20) to get an A
- Anything else is an I (incomplete)

IF PAST BENCHMARKS ARE MADE UP AFTER A QUARTER ENDS

- Report card will only be adjusted on request (for sports, for jobs, for college apps)

GRADING TIPS

- You need 17 benchmarks minimum to pass a class. Get as many as you can now (you need 4 for a B, but try to get all 5!).
- You can say "there's no deadlines" – but there are PENALTIES to lateness. The PENALTY is that you will NOT graduate on time.
- There is always time to make things up – it's not too late to make progress. You might finish later, but you can still finish!

BOTTOM LINE:

This work is not going away. You can do it now or you can do it later, but you are going to have to do it!

Program Profile

Schools that have non-traditional academic programs send an attachment with every transcript to colleges and universities. A sample program profile that would be used for this purpose is below.

Charlestown High School Diploma Plus Small Learning Community (DPSLC)

240 Medford Street, 3rd Floor, Boston, MA 02129

phone: (617) 635-9914 CEEB code: 220560

Headmaster: William Thomas Program Director: Sung-Joon Pai

Guidance Counselor: Betsy Roter

Mission Statement: To graduate students who can compete in academically and professionally rigorous settings beyond high school, regardless of their prior academic performance

About Charlestown High School Diploma Plus Small Learning Community (DPSLC): Charlestown DPSLC is a small learning community within Charlestown High School (CHS), an urban public high school within the Boston Public School System that serves 950 students in grades 9-12. The DPSLC enrolls about 75 students from many neighborhoods across the city of Boston. It was founded in Fall 2009 after CHS reported that 70% of its students were behind at least one year toward a four-year graduation rate, including about 33% who were two years or more off-track.

The DPSLC students **are placed into classes based on their skill level, rather than their credit level**, to ensure that they will be challenged and engaged in their classes. To document that they have skills from classes that they may not have credit for, **students can make up for missing credits through a variety of alternative opportunities.**

Students pass classes by meeting 80% of benchmarks that have been uniquely designed for each class and require high degrees of academic competence. Mastery of benchmarks is determined through a variety of assessments. If students have mastered 80% of the required benchmarks each term, they receive a B in the class. If teachers determine that students' level of mastery is above and beyond expectations, they receive an A in the class. If students do not meet above 80% of benchmarks in a class, they receive an Incomplete (I). When they have Incompletes, they can continue to complete work for the class until they pass. They cannot move to the next class level in a particular subject until they have completed all required benchmarks.

A = completion of at least 80% benchmarks plus at least 50% are marked "highly competent"

B = completion of at least 80% benchmarks (marked either "competent" or "highly competent")

I = Not yet completed minimum benchmark requirement

Curriculum:

CHS and Boston Public Schools graduation requirements include four years of English Language Arts, four years of mathematics, three years of science, three years of history, two years of a foreign language, and two elective courses. Because the DPLSC does not have the ability to provide foreign language instruction due to schedule constraints, DPLSC students are exempt from the foreign language requirement and instead complete 5 elective courses.

DP Course Offerings:

English/Language Arts	ELA 10, ELA 11, ELA 12
Mathematics	Algebra/Geometry, Geometry/Adv Algebra, Adv Algebra/Precalculus
Science	Urban Ecology, Environmental Science, Science III (TBD)
History	American Studies, Global Issues, History III (TBD)
Electives	Strategies for Success (required), Issues for Science Leaders, Creative Writing, Social Issues, Creative Writing, Cinema Classics, Graphic Arts, Social Justice

When reviewing transcripts from CHS DPSLC, please consider the following:

- Students in the DPSLC progress through phases based on their mastery of material and demonstration of competency, not along a traditional 9-12th grade path, so typically they spend anywhere between three and five years in high school and two to three years in DPSLC.
- CHS double blocks Math in the 9th and 10th grades; for this reason, some students have two Algebra 1 courses in 9th grade, and two math courses (Algebra 2 and Geometry) in 10th grade before joining the DPSLC.
- Most students have two ELA courses in 9th and 10th grades – Readers Workshop and Writers workshop
- The grade of “NC” means no credit.” A grade of NC is issued from other small learning communities in CHS to students who have more than 4 absences in a term but have a passing average in the course. DPSLC student transcripts may show grades of “NC” before they enter the DPSLC.
- CHS offers Arabic and Spanish for 11th and 12th graders. Students are not able to take more than the required two years of a foreign language.
- DPSLC students in 12th grade are encouraged to take dual enrollment courses at Bunker Hill Community College or rarely may take AP or other courses in other CHS small learning communities.

Charlestown DPSLC does not believe that GPA and class rank accurately capture our students’ academic knowledge, gifts, curiosity, intelligence, and power as learners, therefore *we do not calculate GPA or class rank*.

Goals and Demographics:

The DPSLC was intentionally created to work with learners who have experienced limited academic success in traditional high school settings and therefore been placed at-risk of not graduating. It is DPSLC’s goal to re-engage students in learning by providing them with a supportive environment and strong academic competencies.

DPSLC Demographic	% Enrollment
Male	61.5
Female	38.4
Asian	6.4
Black	46.1
Hispanic	39.7
Native American	<1
White	6.4
Multiracial/Other	1.2
Free/Reduced Lunch Qualified	85%
1 st generation college-bound	Approx. 90%

English Benchmarks

Term 1:

1. Identifies and develops main ideas that are supported with details and evidence. Organizes writing using a pattern and sequence that fits the central idea.
2. Writes an organized and logical MEAL paragraph that demonstrates analysis of ideas.
3. Revision Process: Show multiple drafts and revisions that incorporate teacher and peer feedback as well as the writer's own process of self-revision.
4. Oral/Presentation: Demonstrates critical thinking and analytical skills about relevant content and communicates ideas effectively and purposefully in formal/informal discussion.
5. Personal: Responsibility. Manage myself and my life so I can be ready to learn each day.

Term 2:

6. Apply larger/big picture historical and societal constructs/ideas to the personal context and show evidence of being able to think about the implications of historical constructs and societal values on their own lives.
7. Develops analytical writing that reflects and individual voice that is informed, engaging, and appropriate to the task (writing must reflect competency over idea development and organization).
8. Revision Process: Show multiple drafts and revisions that incorporate teacher and peer feedback as well as the writer's own process of self-revision.
9. Oral/Presentation: Uses a variety of reading strategies to deconstruct, interpret, compare, and critically analyze difficult fictional and nonfictional texts and theory.
10. Personal: Effectively uses the norms and protocols set for different types of discussion (one-on-one, small group, whole class, Socratic seminar, etc) or debates to demonstrate an understanding of purpose and theme of discussion through participation/discussion/analysis.

Term 3:

11. Identifies and analyzes an author's use of language and literary devices appropriate to purpose, audience, and task.
12. Uses style and language appropriate to the task by employing word choice that is purposeful, precise and reflects a wide range of vocabulary that is appropriate to the topic and sentence fluency that shows rhythm and flow and varies in length and style (writing must also reflect competency over idea development, organization, and voice).
13. Revision Process: Show multiple drafts and revisions that incorporate teacher and peer feedback as well as the writer's own process of self-revision.
14. Oral/Presentation: Gathers and uses information (through sources) effectively, correctly using MLA guidelines to cite sources.
15. Personal:

Term 4:

16. Identifies and analyzes Bias/Author Voice by recognizing that readers and writers are influenced by individual, social, cultural, political and historical contexts.
17. Produces formal writing that reflects idea development, organization, voice, word choice, sentence fluency and a command over writing conventions.
18. Revision Process: Show multiple drafts and revisions that incorporate teacher and peer feedback as well as the writer's own process of self-revision.
19. Oral/Presentation: Uses artistic and technological modes of communication to research, analyze and synthesize information and independently conduct formal presentations for the class.
20. Personal:

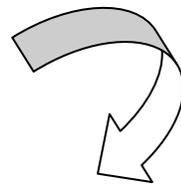
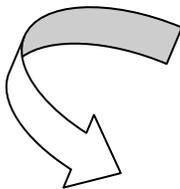
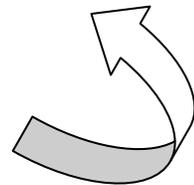
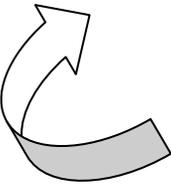
English Essential Questions
Sample from Term 2

Who or what sets society's standards for beauty?

How do different power structures in society affect the different roles within a family? (e.g. gender roles / gender expectations)

HOW DOES THE LEGACY OF COLONIZATION AFFECT THE WORLD TODAY?

How do structures of power from the past continue to shape our present?



Is it possible for an "oppressed" or once oppressed group to preserve its culture, traditions, and unique aspects of communal identity?

What are the ways in which we define or see ourselves in terms of the "other"?

How are race and gender used as tools to dehumanize/objectify individuals and what are the lasting ramifications?

Algebra/Geometry Benchmarks

Term 1:

1. Solve word problems.
2. Simplify Numerical Expressions.
3. Write the Equations of Lines.
4. Metacognition.
5. Communicating Mathematical Ideas/Concepts through Language and Writing.

Term 2:

6. Solve Absolute Value Equations and Inequalities.
7. Solve Compound Inequalities.
8. Solve Systems of Equations.
9. Metacognition.
10. Communicating Mathematical Ideas/Concepts through Language and Writing.

Term 3:

11. Simplify Polynomials.
12. Name and Identify Special Angles formed by Parallel Lines.
13. Use the Pythagorean Theorem, including on the Coordinate Plane.
14. Metacognition.
15. Communicating Mathematical Ideas/Concepts through Language and Writing.

Term 4:

16. Apply the Properties of Special Right Triangles, including on the Coordinate Plane.
17. Find the Surface Area and Volume of 3-Dimensional Figures.
18. Count Possible Outcomes and Predict Combinations and Permutations.
19. Metacognition.
20. Communication Mathematical Ideas/Concepts through Language and Writing.

Geometry/Advanced Algebra Benchmarks

Term 1:

1. Evaluate and Interpret the Graphs of Functions.
2. Simplifying Monomials / Properties of Exponents.
3. Simplify Square Roots.
4. Metacognition.
5. Communicating Mathematical Ideas/Concepts through Language and Writing.

Term 2:

6. Solve Quadratic Equations using Quadratic Formula.
7. Solve Quadratic Equations by Factoring.
8. Solve the Differences of Squares.
9. Metacognition.
10. Communicating Mathematical Ideas/Concepts through Language and Writing.

Term 3:

11. Isolate Variables.
12. Perform Operations with Matrices.
13. Apply Trigonometric Properties to Find Missing Angles/Sides.
14. Metacognition.
15. Communicating Mathematical Ideas/Concepts through Language and Writing.

Term 4:

16. Apply the Law of Sines and Cosines.
17. Find the Magnitude and Direction of Vectors.
18. Find Vertical, Horizontal, and Oblique Asymptotes.
19. Metacognition.
20. Communication Mathematical Ideas/Concepts through Language and Writing.

Advanced Algebra/Precalculus Benchmarks

Term 1:

1. Surmise the Behavior of Higher-Power Functions and Perform Operations on Functions.
2. Solve Systems of Equations with 3 Variables.
3. Solve Polynomial Equations.
4. Metacognition.
5. Communicating Mathematical Ideas/Concepts through Language and Writing.

Term 2:

6. Divide Polynomials.
7. Simplify Radical Expressions.
8. Simplify Complex Numbers.
9. Metacognition.
10. Communicating Mathematical Ideas/Concepts through Language and Writing.

Term 3:

11. Solve Exponential Functions.
12. Evaluate and Solve Logarithmic Functions.
13. Base e and Natural Logarithms.
14. Metacognition.
15. Communicating Mathematical Ideas/Concepts through Language and Writing.

Term 4:

16. Find the Value of Trigonometric Functions.
17. Apply the Half-Angle, Double-Angle, Angle-Sum, and Angle-Difference Identities.
18. Add/Subtract/Multiply/Divide Rational Expressions.
19. Metacognition.
20. Communication Mathematical Ideas/Concepts through Language and Writing.

Global Issues Benchmarks

Term 1:

1. Demonstrates an understanding of how individual identities and societal constructions interact to shape lives of people.
2. Demonstrates an understanding of major political, economic, social, cultural and ideological concepts impact the United States today.
3. Uses text based evidence to support a claim.
4. Practices peer editing and self-editing to create multiple drafts.
5. Reflects on their efficacy in shaping society and societal systems around them.

Term 2:

6. Understand how the world is separated geographically and politically
7. Connect past events to present phenomena.
8. Analyze both quantitative statistics and qualitative data to draw conclusions.
9. Clearly articulate thoughts and ideas orally.
10. Collaborate with peers to achieve a goal and enhance class learning.

Term 3:

11. Understand how the world is separated geographically and politically.
12. Demonstrate understanding of a particular historical context as if they are a true and full participant in that time and place.
13. Use primary, non academic sources (including artistic representations, pamphlets) etc. to gain increased understanding of pivotal moments in history.
14. Identify and analyze the competing and differing interests of people in pivotal moments in history, to better understand responses.
15. Compare the ideas/beliefs of figures/movements in history, to one's own ideas/beliefs about the same issues, from the student's own perspective.

Term 4:

16. Understand how the world is separated geographically and politically.
17. Trace the growth and development of major forms of oppression to their current manifestations (how these differ and resemble their existence in other historical contexts).
18. Gather information from a variety of different sources to help students create an original argument.
19. Understand and employ the guidelines for a polished and engaging presentation (eye contact, volume, posture, fielding questions).
20. Analyze one's own connection to a large global community (how they as individuals are connected to a global society).

Environmental Science Benchmarks

Term 1: Ecology

1. **Energy Flow: Understand that energy flows through ecosystems.** Compare and contrast cellular respiration to photosynthesis. Argue for the importance of plant life in maintaining ecosystems.
2. **Ecosystem Structure: Understand that ecosystems are the interactions between the living and nonliving world.** Describe the major terrestrial and aquatic biomes.
3. **Natural Biogeochemical Cycles: Understand that matter cycles through the biosphere.** Draw and explain the cycling of carbon, nitrogen, phosphorus and water in an ecosystem.
4. **Scientific method: Graphing.** Create graphs and tables to effectively represent data. Analyze these graphs and tables to draw conclusions and support claims.
5. **Personal Competency: Responsibility.** Manage myself and my life so I can be ready to learn each day.

Term 2: Energy

6. **Understand how nonrenewable energy has accounted for most of our energy use.** Discuss the uses and consequences of using coal, oil and natural gas.
7. **Understand why nuclear energy is being reconsidered as a viable alternative.** Discuss the uses and consequences of using nuclear fuel, including safety concerns with accidents and radioactive wastes.
8. **Understand why renewable energy is the most rapidly growing energy source.** Discuss the uses and consequences of using solar, wind, geothermal, biomass and hydropower.
9. **Scientific method: Independently research a scientific topic using secondary sources.** Use effective note-taking strategies to identify relevant information in sources.
10. **Personal Competency: Cooperation.** Collaborate with my peers to achieve a goal and to enhance the learning of others in the class.

Term 3: Population

11. **Understand the factors that regulate population abundance and distribution.** Describe historical population sizes and explain the concept of carrying capacity.
12. **Understand that human population size and consumption interact to influence the Earth.** Explain fertility rates, growth rates and doubling times.
13. **Understand that human population size and consumption interact to influence the Earth.** Compare and contrast age-structure diagrams of rapidly growing, stable and declining country populations.
14. **Scientific method: Effectively communicate scientific knowledge to the public.** Create and present visual representation of scientific knowledge.
15. **Personal Competency: Communication.** Share my understandings of academic progress (successes and challenges).

Term 4: Global Change

16. **Understand that global climate change has serious consequences for the environment.** Identify how global warming is affecting people and the environment.
17. **Understand that global climate change has serious consequences for the environment.** Discuss how humans aim to reduce global warming.
18. **Understand that we are in the midst of a sixth mass extinction due to declining biodiversity.** Identify the causes of declining biodiversity.
19. **Scientific method: Design and conduct an investigation.** Perform an experiment including a method for accurately and consistently recording data.
20. **Personal Competency: Reflection.** Analyze your own academic success and challenges to understand what changes may be necessary for future success.

APPENDIX C: Addressing Specific Concerns from Internal Review dated 10/23/13

Academic Concerns

Concern	Response
<ul style="list-style-type: none"> Clarification of waiver for foreign language is needed. Many reviewers had concerns about this. 	<p>Clarified on page 20. This is typical for programs of our type in BPS. Other alternative programs grant similar waivers. We will make every effort to provide foreign language instruction through dual-enrollment or APEX on-line courses.</p> <p>However, many of our students already have foreign language proficiency and colleges either require four years (which very few BPS schools offer) or no foreign language. Since it does not affect our ability to allow students to progress after graduation, we are choosing to focus our resources on English and Math instruction, as well as wraparound social/emotional support.</p>
<ul style="list-style-type: none"> Proposal for ELLs not detailed enough 	<p>The benefit of remaining under Charlestown High School’s umbrella is our strong ELL program in the larger high school. We currently serve over 350 ELL students in our language specific SEI programs (Chinese or Spanish) and our mainstream program. We have 6 ESL teachers on staff. To date, our ELL students have been served with the assistance of these programs. We would continue to offer this support.</p> <p>In addition, all of our teachers would be required to obtain SEI endorsement through the state, as mandated by state law. This ensures that even content teachers are skilled at accommodating ELL students.</p> <p>As our population changes, if we need to add an ESL instructor, we will do so.</p>
<ul style="list-style-type: none"> Diploma Plus program was not really designed to work with students who had below a 6th grade level of learning. How will the school accommodate for that? 	<p>Diploma Plus is a national organization. We were founded with the assistance of DP National. Today, however, we have created our own educational systems and curriculum that, while loosely based on the DP model, differs widely. With supports from our partners, including Charlestown High School’s talented special education department, we plan to better work with students at very low skill levels.</p> <p>For example, last year, a current Charlestown DP/SLC student worked one-on-one with a special educator from Charlestown High on reading, specifically using the Wilson Reading model. Her reading level jumped and she is now more confident and able to participate in her regular DP courses.</p>

Concern	Response
<ul style="list-style-type: none"> If the school is maintained as an innovation academy, and still part of CHS (and not a completely separate innovation school), the details around the extent to which CHS graduation requirements versus a competency-based approach would still need to be worked out. 	<p>Currently, DPSLC students fulfill the Charlestown High graduation requirements with the exception of foreign language. In place of foreign language, DPSLC students complete two additional elective courses, are required to complete a Strategies for Success course each year they are in DPSLC, and must complete community service hours before graduation.</p> <p>We convert our competency based grades (Highly Competent, Competent, Not Yet Competent) to letter grades (A, B, Incomplete) so colleges can easily understand our grading system. Our grading policy is now in Appendix B. We also include a “transcript attachment” to help explain our model. This attachment is included in Appendix B.</p>
<ul style="list-style-type: none"> Ensuring academic consistency across the two sites. 	<p>All Innovation Academy teachers would be evaluated by the administrators at Charlestown High School, including the Innovation Academy director, for consistency. The director would work in partnership with other CHS administrators to ensure consistency.</p> <p>Staff will work together regularly on curriculum maps and benchmark lists, both within the academy and externally with partners such as Boston Day and Evening Academy.</p> <p>Regular curriculum reviews will also include convening panels of outside educators, both from partner dual-enrollment community colleges such as Bunker Hill CC or Roxbury CC, and college professors at other institutions (such as Boston College or Tufts University). These panels will include both subject specific experts and education school experts, to provide external feedback. In this way, our benchmarks can be vertically aligned to ensure smooth transitions after high school for our students.</p>

Operational Concerns

Concern	Response
<ul style="list-style-type: none"> Concerns about sustainability of budget still remain. If approved, applicant would need to construct school plan to fit with whatever budget allocation would be and the budget would need to be reviewed and approved by the CFO. The plan proposes an alternative approach to WSF with weights attached to how far behind grade level each student is (in addition to SPED and ELL weights). This would be a new model and should be discussed. 	<p>We are submitting a budget that is balanced to a regular student weighted funding allocation. We will continue to discuss educational options specific funding formulas with the CFO and budget office.</p> <p>We have removed our previous budget proposal, though we have left the suggestions originally proposed.</p>
<ul style="list-style-type: none"> Important to clarify that if this is approved, it would be ONE innovation academy with two sites. As written, the play conveys the notion of two separate sites. Would need to see how the oversight of the whole program aligns to and reports to the BPS infrastructure as an innovation academy. Also important to ensure academic consistency across the two sites. 	<p>We will be one Innovation Academy housed under Charlestown High School with a satellite campus at Bird Street Community Center.</p> <p>Data would be reported as part of Charlestown’s data, and budgets would be allocated as part of Charlestown’s budget.</p> <p>To date, our DPSLC staff has benefited from working with the Charlestown High School staff. We attend content meetings with other CHS staff, participate in professional development together, and conduct peer observations together. This rich partnership has ensured academic consistency. We would continue to work closely with the CHS staff, and be sure to have the Bird Street campus staff come to CHS at various times throughout the year to participate in professional development together. CHS staff would also visit the Bird Street campus for observation and training.</p>
<ul style="list-style-type: none"> Further, the question of whether it would be an academy as part of CHS or a separate innovation school co-located at CHS needs to be resolved (as this was raised during the site visit). If the former, need more clarification on the role that CHS would play. 	<p>The Innovation Academy would operate independently, following governance by the Governing Board, which includes the CHS headmaster. Budget would be allocated to CHS, with a portion designated for the Innovation Academy. The Innovation Academy director would work in partnership with the CHS headmaster during probable org meetings.</p> <p>A complete MOU would be developed and approved by both the CHS School Site Council and the Innovation Academy governing board during implementation work in spring 2014.</p>

Concern	Response
<ul style="list-style-type: none"> • Need more specification regarding the specific teachers that would be eligible to vote on the final plan. This needs to be spelled out in the final language of the plan. 	See Appendix D.
<ul style="list-style-type: none"> • Very important to have ELL/SPED qualified teachers 	All staff would be subject to the current state mandate to require SEI endorsement by 2016. Staff would also need to be appropriately special education certified to serve students with disabilities, as indicated on their Individualized Education Plan.
<ul style="list-style-type: none"> • A complete review of the Bird Street facility by the BPS Facilities Department would be needed before full approval could be achieved 	<p>Initial site review has been conducted and occupancy agreement is in the process of being amended to serve high school students.</p> <p>Initial review indicates that building is physically able to serve high school students, although classrooms are smaller than typical for high school classrooms.</p>
<ul style="list-style-type: none"> • Concern and question about the Bird Street facility and if it would meet code and standards 	Initial site review indicates the facility meets standards, with minor modifications like some smoke detector installation.
<ul style="list-style-type: none"> • Role within broader CHS needs to be clarified 	The Innovation Academy would continue to be a source of innovative practices that could be shared with CHS. In the past, DPSLC staff have led trainings on circle process or competency-based grading for the CHS staff. Innovation Academy students would also be able to take courses within CHS, for example, one DPSLC senior is currently taking mainstream AP English. A DPSLC junior last year opted to return to CHS for her senior year so she could take multiple AP courses.

APPENDIX D: Procedure for Faculty Votes & Voting Documents

State regulations define which educators are teachers are eligible to vote and the conditions that must be met in order to maintain that eligibility. To conduct the Faculty Vote with DPSLC teachers, as these are the teachers affected, this will be the procedure:

Notifying Faculty of Vote Plans

- The Faculty Voting will take place on Tuesday, November 26, 2013, at the conclusion the school day. Teachers will submit their vote by secret ballot to the CHS school secretary, Kelly Maloney.
- A final copy of the Innovation Plan will be submitted to the school's faculty by Monday, November 18, 2013. This will be the version that a majority of the Innovation Plan Committee is anticipated to vote to approve on Monday, November 18, 2013.
- All eligible teachers, therefore, will have more than the 48 hours of "sufficient time" to review the contents of the plan before the faculty vote.
 - Eligible teachers on leave will receive this information via email.
- Also on Monday, November 18, 2013, faculty will be notified of the time, place, and location of the vote. Notification will take place through email and the posting of a notice.
- Also prior to Monday, November 18, 2013, all faculty will be informed about who is eligible to vote and the rules, process, and expectations pertaining to the faculty vote. This appendix will be provided to inform faculty of these procedures.

Confirming Eligibility of Voters

- Jill Conrad has confirmed the eligibility of voters prior to Friday, November 15th, 2013.
- The Charlestown High School headmaster, William Thomas, has also confirmed the eligibility list.
- An official sign-in roster has been prepared.
- School principals will inform school staff, via email on November 15, 2013, who is eligible to vote and who is not. The following specifications from the BPS's *Final Guidance on Faculty Votes* document will be applied to identify eligible faculty voters.
 - Eligible voters will include all teachers, both provisional and permanent, working at least half-time at the school, in licensed roles identified in Appendix A of BPS's *Final Guidance on Faculty Votes* document.
 - Eligible teachers include those who are on an approved leave.
 - Teachers who will not be working in the school during the proposed term of the Innovation Plan are NOT eligible to vote. This includes any teacher who has given notice of retirement, participation in the PTPP or excess/transfer pools, or resignation prior to November 20, 2013.

Creating Secret Ballots & Conducting the Faculty Vote

- The secret ballot is attached below.
- The CHS secretaries Kelly Maloney and Maryann McColgan will coordinate the voting process.
 - One person will coordinate the check-in/sign-in process, and the provision of ballots.
 - The other person will coordinate the collection of ballots and signing out process.
- All eligible staff with sign-in with Maryann and sign-out with Kelly.
- Each person will receive one ballot.
- Adequate time and space will be provided for faculty members to review the ballot and complete it to cast their vote. The voting process will remain open for at least 1 hour at each location, or until all eligible votes have been cast.

- Absentee voters will be permitted to vote according to these guidelines:
 - Teachers not present in school on November 26, 2013 due to illness or prior approved leave will be permitted to submit their ballot by email or phone to the Innovation Plan Committee via Kelly Maloney.
 - Absentee votes must be received by email or phone prior to 1:50 pm on November 26, 2013. This will enable the calculation of all votes to take place in a timely fashion.
 - Absentee votes that adhere to these guidelines will be printed out and added to the calculation process as described below.
- Faculty members will turn in their secret ballots and sign-out before leaving the voting location.
- A second roster will be used to verify that those turning in ballots (including absentee voters) are eligible voters.

Calculating the Results

- First, the IPC members overseeing the voting process will determine how many eligible voters participated. They will refer to the sign-in roster and identify how many voters signed in. This will be the TOTAL ACTUAL VOTERS.
- Second, the IPC members overseeing the voting process will determine how many YES votes would need to be cast in order to pass the measure.
 - To do this, they will multiply the TOTAL ACTUAL VOTERS number by 0.66. This figure is the APPROVAL THRESHOLD at that location.
- Third, the IPC members overseeing the voting process will review each of the ballots collected and create two piles, one for those who voted YES and another for those who voted NO. They will count only the ballots cast by eligible voters.
 - IPC members overseeing the voting process will ensure inclusion of any absentee ballots cast via email or phone to Kelly Maloney prior to 1:50 pm on November 26, 2013, to place in the appropriate piles.
- Fourth, the IPC members overseeing the voting process will tally the total YES votes and the total NO votes. Each member will count the votes in order to verify the results.
- If the total number of YES votes is equal to or higher than the APPROVAL THRESHOLD then the Innovation Plan passes at this location. If the total of YES votes is less than the APPROVAL THRESHOLD then the Innovation Plan is not approved at this location.

Documenting and Reporting the Results of the Faculty Vote

- Records of the final vote for the approval of Innovation Plans will be documented using the Innovation Plan Faculty Vote Documentation Sheet, found in BPS's *Final Guidance on Faculty Votes* document. All of the pertinent information will be recorded on the Innovation Plan Faculty Vote Documentation Sheet.
- This form will be submitted to Jill Conrad at jconrad@boston.k12.ma.us.

Charlestown Diploma Plus Innovation Academy

Teacher Roster Check-In/Check-Out

ID	Last Name	First Name	Check In: Received Ballot	Check Out: Returned Ballot	How to Calculate the Results of the Innovation Plan Vote
	Delahanty	Kati			Total Eligible Voters = 6
	Frederick-Clarke	Hayden			
	Hayes	Tommy			Total YES votes =
	Roter	Betsy			Total NO votes =
	Srivastava	Natasha			At least two people should count and arrive at the same number.
	Thomas	Owen			
					Compare the total number of YES votes to the Approval Threshold (4). Check one box below:
					If the total number of YES votes is <u>equal to or higher than</u> the APPROVAL THRESHOLD (4 votes): The Innovation Plan passes. <input type="checkbox"/>
					If the total YES votes is <u>less than</u> the APPROVAL THRESHOLD then The Innovation Plan was not approved. <input type="checkbox"/>

Charlestown Diploma Plus Innovation Academy

Ballot

CHARLESTOWN DIPLOMA PLUS INNOVATION ACADEMY
INNOVATION PLAN FACULTY VOTE

SECRET BALLOT VOTE

NOVEMBER 26, 2013

Please choose whether or not to approve the conversion of the Diploma Plus Small Learning Community at Charlestown High School to an Innovation Academy based on the information provided, including expected working conditions in the school's final Innovation Plan.

The Charlestown Diploma Plus Innovation Academy, located at Charlestown High School and Bird Street Community Center in Dorchester, will serve off-track students in the Boston Public Schools district, by combining strengths of both organizations. Teachers will engage students using a competency-based curriculum with an emphasis on skill development. Support staff will guide students through graduation and beyond, while also providing emotional support. Expected to serve 230 students in grades 9-12 by 2016, each student would graduate with the confidence and ability to pursue further education and training, establish meaningful careers, create thriving families and contribute to their communities.

Teacher working conditions would be dictated by an election-to-work agreement that would need to be approved by the Governing Board and given to teachers prior to deadlines for voluntary excess or voluntary transfer.

YES, I approve the conversion of the Diploma Plus Small Learning Community to an Innovation Academy based on the information provided in the final Innovation Plan

NO, I do not approve of the conversion of the Diploma Plus Small Learning Community to an Innovation Academy based on the information provided in the final Innovation Plan.