

INNOVATION SCHOOL PLAN
GUIDANCE DOCUMENT

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THE INNOVATION SCHOOL PLAN

For

Jeremiah E. Burke High School

Boston Public Schools



If we teach today's students
as we taught yesterday's,
we rob them of tomorrow.

- John Dewey

INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	Jeremiah E. Burke High School An Innovative Approach To Education
New School/Conversion School/Academy within a school (choose one):	Conversion
Proposed School Address (if known):	60 Washington Street Dorchester, MA 02121
Lead Applicant Name:	Dr. Lindsa McIntyre
Lead Applicant Phone Number:	617.908.0899
Lead Applicant Fax Number:	617.635.9852
Lead Applicant Email Address:	lmcintyre@bostonpublicschools.org

If conversion:

Existing School Name:	Jeremiah E. Burke High School
Existing School Address:	60 Washington Street Dorchester, MA 02121

Proposed Innovation School opening school year: X 2017-18 2018-19

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

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year	9, 10, 11, 12	600	59
Second Year	9, 10, 11, 12	625	61
Third Year	9, 10, 11, 12	650	63
Fourth Year	9, 10, 11, 12	700	67
Fifth Year	9, 10, 11, 12	750	71
...			
At Full Enrollment		750	71

INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	Jeremiah E. Burke High School An Innovative Approach To Education
Proposed City/Town Location:	Dorchester, MA (Grove Hall Community)

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

Affiliation	Name	Vote (yes or no)
Lead applicant:	Lindsa McIntyre	YES
Superintendent or designee:	Sujata Bhatt	
School committee member or designee:	Michael Loconto	
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Maisha Harley	YES
Teacher employed by district (selected from among volunteers)	James Likis	YES
Teacher employed by district (selected from among nominees submitted by the local teacher's union)	Kristina Kelleher-Bianchi	YES
Member:	Greg Hill	YES
Member:	Sahar Lawrence	YES
Member:	Shawn Brown	YES
Member:	Jonathan Pierre-Louis	YES
Member:	Daniel Alfaro	YES
Community Partner:	Michael Koza	YES

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

Signature of Lead Applicant Member

_____ **Date** _____

INNOVATION SCHOOL PLAN

I. EXECUTIVE SUMMARY

The Jeremiah E. Burke High School seeks to become an innovation school that provides a personalized learning experience to all Burke High School students. Our goal is to create opportunities that enable students to become innovators, creators, problem-solvers, and leaders of our diverse society, through the implementation of **Social-Emotional Learning (SEL)**.

At the center of the Burke's educational theory of change is the knowledge that our school needs a paradigm shift from school centric to student centric. *If* the Burke integrates social-emotional learning and develops personalized learning pathways that include: blended learning, competency based as well as standard-based curricula, *then* the Burke will be on its way to become student centric. Everyday, in every classroom, every student will receive instruction that is rigorous and interrelates sets of cognitive, affective and behavioral competencies.

As an Innovation School, the Burke will implement educational programs around research-based social and emotional learning (SEL) competencies. Our plan is to fully integrate the five interrelated sets of cognitive, affective, and behavioral competencies (*self-awareness, self-management, social-awareness, relationship skills and responsible decision making*), to provide opportunities for students to be fully engaged in class while minimizing social emotional barriers to their learning. We seek to find opportunities to engage parents and caregivers in this learning as well. Our students, staff, parents and community partners will implement SEL strategies throughout the school in all that we do. In addition, to complement the SEL educational focus, our school will utilize strategies that embrace a student-centered learning community with an emphasis on the whole child.

We are looking to implement a Learner-Centered Paradigm that allows for students both individually and in diverse and shifting groups to achieve at higher academic levels, consistent with their developmental and social needs. To accommodate learners appropriately, curricula will be relevant, contextualized and organized by competency and not by standard. Attention will not be given to seat time, but given to the development of competencies in agreed domains of knowledge skills in timeframes appropriate to each learner. Students will become active co-creators of their learning and development rather than passive vessels to be filled.

In our Learner-Centered classrooms, teachers will become a community of adult facilitators of learning and development, rather than owners of knowledge. Communication will be multifaceted among staff and students, and will consist of one-on-one, one-to-many and many-to-many networking opportunities as a content

delivery tool. All resources will be integrated in support of the whole-child. This innovation plan will honor the idea that learning occurs at different times and in many places, as well as through multiple formats. Our school will provide a hub for students to gather, socialize and learn, but will not discount the greater learning opportunities that exist in our city and our community at large. Personalization for each and every learner is key to this plan, and all components of this learner-centric design will support an educational experience that is adaptable to the needs and potentials of each individual learner as he or she reaches for the highest possible outcome (Next Generation).

While we are located in the Grove Hall community area, an area that is rich in culture and diversity, we are a city-wide school. Students come to the Burke from middle schools and K~8 throughout the district. Although there are a number of middle schools in the area, none have been designated as feeder schools to the Burke. Historical data reveals that the majority of ninth grade students assigned to the Burke are three to four years behind grade level and require accelerated interventions. As a result, our school continuous to develop strategies to not only close the achievement gap but to create meaningful opportunities for our students to become tomorrow's leaders.

The Burke seeks to gain the following autonomies through the implementation of this Innovation Plan. Our desire to obtain autonomy and flexibility in five of the six key areas as designated by DESE is rooted in the belief that these areas are some of the key drivers for this paradigm shift from school centric to student centric:

- 1) Having the flexibility to modify and complement the curriculum, instruction, and assessments strategies allows us to personalize instruction.
- 2) Having the flexibility to create an effective school schedule (including extended day) and calendar gives us the ability to create personalization for every learner.
- 3) Having the flexibility to modify district policies and procedures to consider strategies for a social-emotional learning environment.
- 4) Having the autonomy to screen, interview, and select our staff gives us the opportunity the seek the right person for this work.
- 5) Having the autonomy to provide professional development that specifically aligns to the needs of our students as related to social-emotional learning.

II. COMMITMENT TO EQUITY

Our belief is rooted in the ideal that to improve achievement and opportunities we must advance equity. Therefore, our team will consider equity along with achievement in the following framework.

1) **Instructional Leadership** includes **generating will** and **building capacity**.

Generating will involves the use of transformational leadership strategies to instill motivation, inspiration and desire in those who engage this work. Building capacity involves the use of distributed leadership practices to grow the staff's abilities and create social capital, decision capital, and collective responsibility. It also allows us the ability to build trust and meaningful relationships with one another. Through these processes we are able to facilitate greater outcomes for students.

2) **Reorienting the Organization** includes **shaping the culture and community**. This includes embarking on a set of beliefs and practices that will invite and engage our students in ways that honor their culture, language, ethnicity, socioeconomic status and traditions. All new incoming students will be enrolled in a signature efficacy course in an effort to build or strengthen their belief in their own ability and to create a growth mindset. In addition to the efficacy practice to help shape high-expectations of themselves, every student will be involved in community service projects and service learning trips to instill in them the importance of working together as a community for positive outcomes. Also, all staff will be taught and will practice culturally relevant and linguistically sustaining practices. We will build internal and partner external experts to structure group dialogues and focus groups around culture issue. We will create a common conceptual framework with common language that help identify our school culture.

3) **Establishing Policy Coherence** includes buffering or mediating the impact of policies that offer sanctions and could be perceived as negative (MCAS, ACCESS, IEPs, and new innovation policies). Our goal here is to keep teaching and learning at the heart of our conversation at all times. This will in fact allows us the opportunity to invest in institutional capacity to manage external demands, and build capacity of our teacher leaders on the school level. Establishing policy coherence will allow us to improve visioning and goal setting practice to building strong partnerships with our central office leaders.

4) **Maintaining An Equity Focus** includes the fair and just distribution of educational resources in order to ensure learning opportunities that support optimal achievement outcomes for all students. It is important to emphasize the equity is not equality. The goal of educational equity is for all students to arrive at equal achievement outcomes by receiving justifiably unequal, yet equitable access to educational resources and learning opportunities. Through the library, some educational resources that are made available to all students include access to a certified librarian, allowing for learning opportunities, such as digital literacy, tailored to individuals and classes. Hands-on resources, including computers, printers, and print and non-print materials are made available to the entire student body. Students also have access to state sponsored databases, and

a partnership with the Boston Public Library, that allows students access to all BPL resources.

Strategic Change Chart

<u>Current school or district practice</u>	<u>Proposed change in practice</u>	<u>Expected impact on student achievement</u>
<p><i>Example:</i></p> <p>No common planning time in current schedule.</p>	<p><i>Example:</i></p> <p>We will utilize schedule autonomy to adjust school schedule and teacher assignments to include common planning time for middle and high school school grade level and content teams. teams</p>	<p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Increased understanding of student needs and successful practice will lead to increased student achievement. 2. Increased support and team development of curriculum will increase effectiveness of differentiation to address all learners' needs.
<p>No extended learning time to fully utilize block schedule.</p>	<p>We will use the extended learning time to provide a more personalized learning environment for each individual learner.</p>	<ol style="list-style-type: none"> 1. Increased block schedule class time will allow for a variety of learning opportunities 2. Increased block schedule class time will enable us to create more student centric opportunities and allow more time where students can diversify their work. 3. Extended school day

		to implement enrichment and support programs (STEM, Art, Health & Wellness, etc.)
No autonomy to hire staff with the disposition to trauma sensitive instruction.	We will hire teachers that demonstrate the ability to engage and to provide relevant learning experiences for our diverse student population who have experienced or witnessed traumatic events early in their lives.	<ol style="list-style-type: none"> 1. More teachers who are able to build effective relationships with our students and are able to become facilitators and coaches of learning rather than owners of it. 2. More teachers who are culturally proficient will increase our ability to maintain a safe physiological learning environment for our students. 3. Increased percentage of staff that are willing to collaborate and learn more about providing trauma sensitive instruction to our students will provide support for the whole child.
No Early Warning Indicator (EWI) meeting time in schedule.	We will utilize dedicated time to meet in cohorts to discuss the specific academic, social-emotional, and personal needs of students and determine the appropriate intervention needed for their success.	<ol style="list-style-type: none"> 1. Increased support for students who are struggling. 2. Increased positive interventions will further solidify our approach to restorative justice instead of disciplinary actions for students. 3. Increased support for students will lead to finding the appropriate counseling services for students with social-emotional or

		physical needs.
No PD or planning time required prior to the start of the school year.	We will conduct a 2-day all staff retreat off-site to review the district's goals and the school's performance data, to provide PD related to cultural proficiency and efficacy, and to provide staff collaboration time.	<ol style="list-style-type: none"> 1. Increased planning time in a secluded venue will provide staff opportunity to collaborate around a student centric learning models. 2. Increased PD related to cultural proficiency, blended learning and competency based instruction. 3. Increased staff collaboration opportunities and common plan time before the students report to school will unify the staff around common school goals and objectives.

IV. PUBLIC STATEMENT

Jeremiah E. Burke High School, An Innovative Approach To Education

Located in the Grove Hall community at 60 Washington Street, the Jeremiah E. Burke High School seeks to become an innovation school that provides a personalized learning experience to all students. Our goal is to create opportunities that enable students to become innovators, creators, problem-solvers, and leaders of our diverse society, through the implementation of **Social-Emotional Learning (SEL)**. Through extended school day and longer class blocks, the Burke will be a collaborative learning organization that provides an engaging and equitable education for all students. Closely working with our community partners, our students will have extended career opportunities.

V. MISSION, VISION, CORE VALUES, STATEMENT OF NEED, AND PROPOSED PARTNERSHIPS

A. Mission Statement

Our mission is to create tomorrow's leaders today by supporting students as they engage in rigorous academics and develop their social-emotional core competencies. Tomorrow's leaders must have experience grappling with challenging problems while also being emotionally intelligent as they deal with an ever changing, inclusive world.

B. Vision Statement¹ & Vision

We seek to provide an equitable education for all students by eliminating their social emotional barriers while at the same time creating career pathways and positive personal experiences.

The Burke High School will be a collaborative learning organization that has social and emotional learning at the forefront of everything we do. We will integrate five interrelated sets of cognitive, affective and behavioral competencies to promote achievement: (CASEL)

- Self-awareness: Recognize one's emotions and thoughts and their influence on behavior.
- Self-management: Regulate one's emotions, thoughts and behavior effectively in different situations.
- Social awareness: Take the perspective of and empathize with others from diverse backgrounds.
- Relationship skills: Establish and maintain healthy relationships with diverse individuals and groups.
- Responsible decision making: Make constructive and respectful choice about personal behavior and social interaction based on consideration of ethical standards, safety concerns and social norms.

Students may enter the Burke High School with having been marginalized by their community or with the habitual expectations of failure but they will leave with a greater understanding on how to use their cultural background and education to be a positive contributor to society. Our staff will be trained to identify socioemotional behaviors and triggers that obstructs students' access to academic content, to cognitive-demanding thinking, and to engaging activities throughout the school. We will use every resource, whether in-house or with our external partners, to target personalized learning experiences for every student. Every student will graduate from the Burke High School with an established career or college pathway plan.

The CASEL competencies will be define around the philosophy of restorative justice instead of punitive consequences. Each student will have an advisor and/or mentor to guide them through personal reflections and goal setting. Within their core academic

¹ [Here's](#) an explanation of the difference between mission and vision statements. [Here](#) is an example of an innovative school's version of both.

classes, enrichment activities, sports, community services, and social functions, students will learn how their attitudes, disposition, behavior, and temperament affects their learning experiences and successes. Students will develop the skills on how to deal with and grow from their failures and tragic life experiences.

As we use the CASEL competencies to define our approach to our vision, we also will use Next Generation MyWays toolset to help gauge the success of our support to students. The four major frameworks to guide our work toward student success in college, career and life are:

- Habits of Success
- Creative Know How
- Wayfinding Abilities
- Context Knowledge

Each academy leadership team will develop specific competencies and student success plans around these frameworks. Assessment reviews will be conducted each term to monitor progress and success of students’ plans, and to identify any shifts that are needed.



Student Day²	Teacher Day³
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² Student day examples: [Summit Public Schools \(CA\)](#); [Caliber Schools \(CA\)](#); [Lindsay Unified \(CA\)](#);

³ Teacher day examples: [Holmes Middle \(CO\)](#); [Blended Learning teachers](#) (various)

A typical day at the Burke will center around rigorous courses embedded in social emotional learning that promote critical thinking about the content while supporting students in being reflective about their own learning. Students will engage in activities that will develop their creativity and problem solving abilities. Students will engage in teamwork and project based learning to develop deeper thinking and life skills.

At the beginning of the school day, students will report to their homeroom and/or advisor. At this time, students will have the opportunity to reflect on their academic and personal goals, and review what their school day will look like. Also, during this time, it will be determined if students will need any socioemotional support to assist them through the day.

Students will then attend their first two core academic blocks. In class, students will have the opportunities to work in groups solving relevant cognitive-demanding task, to provide written responses explaining their thinking and reasoning using evidence, and to have time to articulate their views and approaches to the problems or questions.

In the enrichment block, staff and external partners will further implement personalized learning interventions based on specific students needs. This can range from grasping the English language to conducting science experiments to preparing for standardized assessments to participating in the community.

Throughout the day, teachers will inspire the joy of learning. Teachers will also maintain a learning stance. They will act as facilitators or coaches of learners. They will make use of student data to personalize instructions. They will use a variety of technologies providing an array of ways to access content. Teachers will facilitate student centric classrooms and engage students in projects that mimic real world experiences.

At the beginning of the school day, teachers will connect with students during their homerooms. Teachers will “coach” students through their academic and personal goals, and identify any early warning socioemotional challenges that need to be referred.

During the academic class blocks, teachers will facilitate the lesson with the students as the center. Students’ voice and engagement will be dominant throughout the class. Teachers will use formative assessment techniques to provide real-time feedback to students as they complete challenging assignments. Teachers will use technology such Chromebooks, videos, and online programs to captivate student interest and provide access to the content in relevant ways.

Teachers will have a block during the school day to reflect on their own practice and to assess the progress of student learning. Teacher will take an inquiry stance when collaborating their lesson plans with their peers and reviewing student work. Teacher will use this to identify areas where adjustments needs

<p>Students will then attend their last two core academic blocks.</p> <p>At the end of school, students will have the opportunity to participate in sports, clubs and/or community programs. Also, this will be additional time where students to conduct additional research, enhance their projects, publish their writings, and produce multimedia projects.</p>	<p>to made in their classrooms, in content teams, and for whole school.</p> <p>At the end of school, teachers will have to opportunity to connect with students in a non-formal way to further enhance their learning experiences and career pathway plans.</p>
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C. Core Values

The core values for the Jeremiah E. Burke High School are:

- Respect
- Responsibility
- Collaboration
- Perseverance

Knowing that the majority of the students enrolled in our school have been marginalized by the community or have falling several grade levels behind, it is our aim to provide avenues for students to develop as leaders. However, we must first help students build upon characteristics that shape successful leaders: respect, responsibility, collaboration, and perseverance.

These core values are built into our schools’ climate, culture, and community. Students will have opportunities to practices these core values both inside and outside of the classroom and set the values as a foundation to their learning process. The school’s core values are embedded in our multi-tiered system of support (MTSS) and serve to guide our actions, thoughts, and behavior. MTSS team will frame a rubric that will serve as a guide for how students are to demonstrate each of our school’s core values in a variety of settings across the school.

D. **Statement of Need**

In fall 2014, the Burke High School became the first high school in Massachusetts to successfully exit turnaround. This is a tremendous accomplishment, but it is important to remember the context of the Burke when considering our proposal to become an Innovation School. In the past twenty years, the Burke has undergone multiple “turnaround” efforts, though not under that exact title. Something has become abundantly clear: the Burke is able to turn itself around when given financial support

and autonomy. When these supports and autonomies are withdrawn, student achievement slowly diminishes. We hope to end this cycle through the cultivation of this innovation plan. To break this cycle, key levers of our innovation plan will emphasize the following:

- Focus on the whole child while providing social-emotional learning
- Focus on cultural and linguistic proficiency as well as sustainability
- Focus on appropriate curricula, including blended learning
- Focus on flexible scheduling to meet the needs of Tier 1 through 3 learners
- Focus on extended learning time
- Focus on building college and career pathways

The Burke's current and past population has been fairly consistent by all metrics. We serve a diverse, high needs population that includes low income, Student with Disabilities (SWDs), and English Language Learners (ELLs) - with nearly, if not exactly, 100% of our students falling into at least one of those categories. Approximately one-third of our students are classified as ELLs, with many more having achieved FLEP status. We have a language specific program for Cape Verdean students. We recently adopted a full inclusion model for our SWDs and have seen improved performances for those students since that transition was made. Given the poverty many of our students have grown up in, traumatic experiences are common. As a result of all this, we truly have about as "high needs" of a population as possible within a given school. Our students rely on teachers to differentiate their instruction, provide culturally relevant instruction, and create a trauma-sensitive learning environment.

The Jeremiah E. Burke High School is comprised of a diverse student body, and provides extensive educational services to English language learners as well as students with disabilities. Most students are considered high risk as reported in the Boston Public School Leading and Lagging Indicator Report; 100% receive free and reduced lunch, 75% of our students enter ninth grade below grade level, and 75% have experienced significant loss in their lifetime. Due to these factors, it has been incorporated into the mission of the Jeremiah E. Burke to address the whole child by not only fulfilling our educational responsibilities but by addressing social and emotional factors as well. In addition, recent studies has proved that ELL students benefit significantly from blended learning opportunities "Flipped learning, which blends in-person and online learning to maximize student and teacher interactions, shows potential for accelerating English learners' progress. In a flipped classroom, students access direct instruction on their own time, while class time is used for interactive lessons, collaborative projects, and personalized teacher support"([Nellie Mae Education.Foundation](#)).

Currently, our conventional schedule and school structure make it challenging for teachers to effectively engage around the core competencies of social emotional learning and blended learning. Professional development time under this conventional schedule is limited and does not provide opportunity for us to increase our knowledge

and skill level on these topics. As an innovation school, scheduling flexibility and increased independence in terms of professional development will allow us to grow in our knowledge and professional pedagogy as well as better meet the needs of our students. Additionally, increased hiring autonomies will allow us to identify, maintain, and develop a staff that is proficient in and committed to developing our students' social emotional capacity while engaging blended learning opportunities as part of our instructional repertoire.

Five years from now, the Burke will continue to educate students, the majority of whom will come from the following populations: low-income families, students with disabilities, English Language Learners and other diverse backgrounds. Remaining in a traditional school status will not allow us to customize our academic programming to meet the diverse needs of our student population. Personalizing students' education enables them to access a unique learning experience based upon their individual needs, rather than receiving instruction through a standard, paced, curriculum. In its ideal form, the needs of students are put first and students will be able to direct how, what, when and where they learn (iNACOL, The International Association for K–12 Online Learning www.inacol.org, 2016).

With a traditional schedule, there is not enough time within the school day to give students attention that is needed, especially for students in the populations that we serve. A traditional schedule cannot allow for enriching academic experiences for students. The flexibility to create a more effective schedule will increase time for increasing support in other critical areas, such as college advising. For example, a calendar might be created and planned with corresponding activities for students to participate in weekly. Advisors can meet with students daily to help them make decisions that will guide their future.

With the ability to create a flexible schedule, our position is that extended learning time is promising for the populations that we serve. On 2010 MCAS tests, students at extended learning time schools demonstrated clear gains in achievement with impressive results. These schools have reduced the achievement gap with the state by approximately 15 percent in ELA and science, and nearly 33 percent in math. An extended learning time schedule would enable us to improve student achievement in math, science, and English language arts by providing additional attention to students who are struggling in those areas.

Additionally, good teacher selection is critical to our innovation plan. We want to be able to have more control over staffing in order to facilitate learning in a productive and academically enriching environment.

E. Primary Proposed Partnership(s), if applicable

We will partner with experts in the field from our district, research based organizations and local schools. Based upon our needs, we will identify potential professionals and

education reform experts in the areas of curriculum development, competency based learning, blended learning and personalized learning. The ILT and administrative team will continue to review our external partners and adjust in accordance with our innovation school plans. Based on matching the needs of our school, selected external partners from the reviewed list will be invited to meet with the leadership team, observe our school, and be a part of our innovation school planning process.

Our goal is to engage in partnerships that will engage our students in NextGen's competencies for success in College, Career, and Life:

Jacobson Family Foundation (JFF)

The JFF funds support a two-year "Phase II" of the on-going collaboration work between our school and Boston Collegiate Charter School. In particular, the funding supports two objectives:

- **Teacher collaboration to advance student achievement:** The funding will support stipends, convening costs, and associated curriculum/professional development expenses to allow the schools to collaborate as both complete the transition to the Common Core State Standards and the PARCC assessment. The work will focus on the 9th and 10th grade Math and ELA courses with the goal of laying the groundwork for future collaboration in 11th and 12th grade courses, and specifically AP courses. Stipends will allow additional time for teachers to meet in course/grade-specific teams to optimize curriculum and instruction and also to convene as a full 9th/10th grade team to improve vertical alignment.
- **Documentation of the work for future replication:** The grant will also fund documentation of the content, structure and lessons learned from the collaboration work so that other charter and traditional districts schools can build from this example. Documentation will include producing both a written resource that can be circulated to schools interested in the work and live convenings for interested parties to learn about the collaboration.

826 Writing

Our partner 826 Writing, will work with our teachers to transform students into published authors by building their arsenal of literacy skills along with boosting their confidence with hands-on projects. The services will be structured around the understanding that great leaps in learning can happen with one-on-one attention and that strong writing skills are fundamental to future success. With this understanding in mind, they will provide after-school tutoring, field trips, creative writing workshops, in-school tutoring, help for English Language Learners, and in-depth publishing projects. The goal is to empower students to express their ideas effectively, creatively, confidently, and in their individual voices.

Boston Scholar Athlete (BSA)

Based on the proven link between athletic participation and positive academic performance, Scholar Athletes aims to reduce the opportunity gap for urban public high

school students. With a mission of supporting academic achievement through athletics, Scholar Athletes will provide Burke students with school-based resources to ensure student athletes are fully equipped to succeed on the field, in the classroom, and in life.

Project RIGHT, Inc. (PRI)

One of our strategic community partners in the Grove Hall community is Project Right. Project RIGHT, Inc. has been a proud partner with the Jeremiah E. Burke High School for over twenty years including the twelve year campaign that led to the \$49.5 million renovation of the Burke, Grove Hall Community Center and relocation of the Grove Hall Library Branch, which successfully reopened in 2009.

PRI will continue its partnership with the Burke through initiatives like public safety, closing the achievement gap, after-school program, and membership on several school advisory and planning committees. PRI is guiding the Grove Hall Schools Public Safety Committee and Grove Hall Youth Workers Alliance to assist the Burke. In addition, PRI is organizing STRETCHED program; a program aimed at closing the achievement gap by working with the Grove Hall Youth Outreach Connection and other groups. Also, as a mutual agreed upon with the Burke PRI is providing enhanced educational support services by organizing individual discussions around trauma support and substance abuse prevention. as well as providing workshops and guest speakers.

PRI organizes afterschool and evening prevention activities at the Burke school's gym, provides support to individual students as needed, and assists in other initiatives as requested by our school. PRI leads the community organizing for a mini Multi Purpose School Field with the Burke, School Department, Mayor's Office of Neighborhood Services and Parks and Recreation Department.

Boston College (BC)

We recognize that in order to address the academic needs of our student body, we must be able to understand and nurture the social emotional well-being of each student as well. We estimate that seventy-five percent of our students have been exposed to violence, trauma and loss. In order to address the impact of trauma on development and learning, our on-going partnership with the Boston College School of Social Work and Boston College's Institute of Race and Culture will provide our school with social work interns, mental health counseling interns as well as mental health advocates and the necessary clinical supervision. This will allow us to increase our ability to ensure that our students receive the necessary social emotional supports in either an individual, dyadic or group setting.

BuildOn

Service is the core of our partner BuildOn. Through service, students address problems in their communities while developing personal leadership and teamwork skills. By making a positive difference in the lives of others, they learn more about themselves and the power they have to transform their schools, their communities, and our world. Students are able to elevate expectations for themselves and their communities.

BuildOn provides direct service opportunities by having our students serve meals in soup kitchens, tutor elementary school students and visit senior citizen centers. BuildOn service projects connect students directly to those most in need in their communities. Our students who participate in BuildOn will also learn about issues that plague their local and global communities, and actively create and implement campaigns to address them. They will have opportunities to educate their peers on health issues, plan walks to promote gender equality in the developing world, and advocate new strategies to combat the truancy crisis in their schools. In the process, they learn the value of their own voice.

UMASS Boston

Under our school innovation, we will strengthen this partnership which focus is on college readiness and success. Services provided by the university staff housed at the school includes AGP, Urban Scholar, Upward Bound and TAG. In addition, we look to increase the number of tutors that will be working with our students.

Freedom House

Freedom House provides college readiness and guidance as well as social emotional supports to our students. Their mission is to transform the economic and cultural fabric of high-need communities through education and leadership development, and its vision is to be an educational beacon in the community that will inspire, educate and motivate all people to commit to lifelong learning and civic engagement.

Hayden Foundation

This new partnership is on board with the our innovation plans. The Charles Hayden Foundation will offer us supports to promote the mental, moral and physical development of our students, focusing on the most at risk of not reaching their full potential, especially youth in low-income communities. The services will primarily focus on improving and expand community-based programs offering economically disadvantaged school-aged youth educational, social, and recreational opportunities in the non-school hours (after-school, evenings, weekends and summers).

The partnership will also help us maximize our ability to graduate economically disadvantaged students who will subsequently attend and are equipped to succeed in high performing high schools, colleges, and universities.

Boston Public Health Commission (BPHC)

BPHC has been an effective partner that we plan to continue to use to support our students and families. As an Innovation School focusing on the whole child, we plan to continue to strengthen our approach in being a full-service community schools. We aim to develop new services and to enhance existing one to further integrate our comprehensive academic, social, and health services that we provide for students and their families. Our staff understands that students' success can depend on removing emotional, health, or personal barriers as they matriculate through school. Through continual partnerships with community non-profit organizations, we will offer targeted academic and college-readiness support. Through the cultivation of this partnership, we

will continue to grow our family engagement activities to include parents and caregivers literacy workshops, leadership conferences, and educational programs. We will offer various opportunities in which parents can increase their involvement with our school. Our partnership with BPHC will allow us to meet the physical and mental health needs of our students. Students and families struggling with housing challenges, job loss and trauma will be able to receive counseling and advocacy through this partnership. Through this partnership we have a School Based Health Center, which is staffed by two nurse practitioners, a social worker, and a receptionist with physician oversight provided. A certified Community Health Worker (CHW) or navigator rotates among the centers and assists parents with CHIP/Medicaid applications and provides social service, medical and dental referrals. Our partnership with the Health and Wellness Council is educating students and ensuring a safe and supportive environment for the LGBTQ student population. In addition, YDN which is part of the BPHC will continue to provide their support around student attendance. As a part of our innovation plan, we will expand our attendance program to continue the reduction of truancy rate and the number of chronically absent students.

Boston Private Industry Council (PIC)

Our partnership with PIC has been a very positive one. By expanding our mentoring, job shadowing, and internships programs with organizations, community leaders and professionals, we will further engage students who have been traditionally marginalized by the educational system. This partnership is very much aligned with our mission of creating leaders for tomorrow's society. We match students with professionals that will develop trusting relationship to nurture and support them in being positive productive citizens in their communities. Through this partnership our students will be given opportunities for job-shadowing and internships.

Along with our college and career for every student focus, we will provide youth development program with our community partners that will teach our students about financial responsibility, civic involvement, and making good decisions. By tapping into students' specific talents and interests, we will facilitate with students to develop a balance between their academic responsibilities and their community and civic responsibilities. This is assist our students in becoming more competitive when leaving high school.

BUILD

Burke High School has worked in partnership with BUILD to support our students envision that building a path toward success is possible. The BUILD Program is not vocational education. Rather, it's an in-school elective in 9th through 12th grade, taught by BUILDmentors and on-site teachers at partner public high schools. The program provides underserved young people with the resources they need to succeed. They achieve this by helping our students to start their own small businesses. Students explore business ideas and are positioned to reap the rewards – from keeping the

profits to gaining self-confidence – they learn that there is a connection between hard work and creating a stronger community:

- Students learn the basics of entrepreneurship while improving academic skills
- Students develop a business plan
- Students secure seed capital through a pitch to a Venture Capitalist
- Students run their own businesses
- Students concentrate on going to college

City Year

Our school and City Year Boston have a strategic partnership that aligns City Year's capacity with our student achievement and school transformation goals. City Year is a vital partner in that they foster a positive school climate and they continuously engage our students in our school competencies for success. Under our school innovation plan, we will work together on improving our student's daily attendance as well as increasing our student's academic performance.

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

A. Curriculum, Instruction, and Assessment

English Language Arts (ELA): We have made steady gains in ELA MCAS performance over the past few years with 70% of students scoring proficient or higher on the 2015 ELA MCAS exam and only 4% of students scoring in the Warning/Failing range. Despite the upward trends in students earning proficient, only 5% of students scored Advanced on the 2015 exam. A key academic and instructional theme for us will be continuing to develop and refine our intervention system around ELA learning to increase the number of students scoring Advanced and to spread this program to ensure greater post-secondary success for our students. In addition to focusing on proficiency and advanced rates, we hope to improve our SGP for ELA. By better meeting the reading needs of our students, we will be able to move all of our students forward, thus increasing our SGP while also moving more students to the Advanced category. Our ultimate goal as a department is to construct a department and curriculum that reflects the skills necessary to be literate in our world – critical thinking, analytical reading and writing, visual and computer literacy, and a knowledge of a variety of genres and styles and the skills to make meaning out of them.

The development of the current ninth grade ELA curriculum has allowed our students to grow as readers and writers and prepare them well for the rest of their high school career. In order to continue making progress on our goal the English department has proposed enhancements to the educational program beginning in the 2016-2017 school year:

- Two English teachers have been trained in the Wilson Reading model. Every year we have several students whose reading is at a very low level and we are unable to truly address their needs due to a lack of training. This training will allow for interventions to be developed to support our most struggling students. This might include small intervention classes, one-on-one support or small group sessions. This intervention will be monitored using Lexia's Rapid Assessment three times per year. We were able to invest in this program through our partnership with BCCS funded by the Jacobson Family Foundation.
- While there is a need to address skills needed for the MCAS, MCAS prep is itself a limited option. We are currently working on developing additional enrichment opportunities for students to prepare for the MCAS in a way that works to meet our larger goal. By offering separate writing and reading sections for students to enroll in. For those students who are not specifically targeted with the Wilson class, the reading section can focus on skill building and stamina, and will allow students the opportunity to add more texts to their list to write about for the long composition. The Writing class can be utilized for students who need extra help on the structure of writing, sentence work, paragraphs, thesis, etc.
- A dedicated Sheltered English Instruction (SEI) MCAS prep class. Unlike the two other classes offered (Reading and Writing), this class would focus specifically on the MCAS, much like the old MCAS prep classes have. It will introduce our ELLs to the test, and give them a solid foundation in the strategies to do well on the exam.

Although the interventions mentioned above target specific needs, the English department also wants to ensure that we are addressing the needs of all students including upperclassmen as they prepare for postsecondary education. We would like to introduce a 9th grade Honors class followed by a Pre-AP class in the 10th grade, an Honors English class in 11th grade and continue to maintain 11th grade AP Language and Composition, and 12th grade AP Literature and Composition. While students across the district struggle to attain passing scores on the AP exams, providing a pathway beginning in the 9th grade to prepare them for the course load and rigor is a way to promote increase student success. Moreover, as our college acceptance rates improve every year, this would ensure that this trajectory continues.

The ELA department has a partnership with 826 Boston, a nonprofit youth writing and publishing organization that empowers traditionally underserved students ages 6-18 to find their voices, tell their stories, and gain communication skills to succeed in school and in life. a writing support center, serving grades 9-12. The ELA department is currently working with 826 Boston in a collaborative focused writing book project called the Feature Book Project. Currently offered to grade 11 students, the goals of the Feature Book Project include: 1. Improve the demonstrated writing skills of all participating students 2. Increase student awareness and engagement in environmental issues such as population growth and climate change; 3. Introduce students to guest teachers including professional writers; 4. Mentor a student editorial board that will edit, shape, and guide the book to publication; 5. Boost student confidence, enthusiasm, and

pride in their writing; 6. Publish an anthology of student work with national distribution with an environmental focus.

The ELA department at the Burke also has a partnership with Boston Collegiate Charter School. Both schools have received a grant from the Jacobson Foundation to work on vertically aligning the English department curriculum for grades 9-12. Our vision is to have agreed upon skills based on the Common Core standards, our class texts chosen and purchased, a common vernacular on reading and writing, common skills that build on one another from year to year.

Additionally, in order to accomplish these plans and to best serve our students, the English department has plans to implement the following:

- Create and administer a beginning of the year diagnostic/placement exam. This will give us the best idea of what interventions are necessary and what classes might work best for each student. This will be accomplished at our June retreat at the end of this academic year so that it can be administered in the fall.
- Administer an end of the year summative assessment in order to determine if students are headed in the right direction and assist in their placement the following year.
- Create an electronic portfolio system for all students that are added to on a quarterly basis. This system would enable teachers to assess and place students in appropriate classes for the following year.

To create a strong, responsive 9-12 English pathway for our students, shared instructional practices are critical. Over the past few years we have developed, and continue to refine, a variety of instructional practices aimed at supporting our population. With large numbers of SWDs and ELLs, and the majority of our mainstreamed students entering 9th grade well below grade level, our practices are aimed at supporting students in completing English tasks and developing their ability to reason within the content. Currently, some of the shared instructional practices we have are:

- With the partnership with Boston Debate League, the English department utilizes Evidence Based Argument (EBA) strategies. The 10th grade participates in an annual debate day in which students gather evidence and write claims in a day-long debate.
- The English department meets on a weekly basis to share best practices and conduct inquiry cycles. These cycles ask us to identify a common learner centered problem (LCP) and construct best practices to address the LCP.
- Teachers in grades 9 and 10 along with members of the ESL department are currently collaborating with teachers from Boston Collegiate Charter School under a grant by the Jacobson foundation to create a vertical alignment plan and develop best practices around MCAS prep. This is a model to foster collaboration between public and charter schools.

All core English classes will meet five days per week and intervention sections will vary from two to five periods per week, either during a core block or enrichment period, just as we do now. We will preserve the common planning period all English teachers currently have to collaborate around curriculum, instructional approaches, and intervention planning. We will continue to work to have 9/10 and 11/12 teachers, allowing each group to dig into the work required for their specific populations.

ESL: The English as a Second Language Curriculum at the Jeremiah E Burke High School is tailored to the unique needs of the English Language Learner population that our program serves. Our school currently houses Boston Public School's SEI program for Cape Verdean Creole speaking high school students and we wish to continue to serve the Cape Verdean community here in Boston. We have strong partnerships with St. Peter's Community Center here in Dorchester. Our school also serves students who speak Spanish, Haitian Creole, and Somalia, among others, at English Language Development levels 3-5.

English language development is a process that takes time and support, and differs for every student. Our ESL curriculum is designed to support the needs of the whole child and to accelerate student mastery of both Common Core State Standards and WIDA English Language Development Standards.

Across English Language Development Levels, herein referred to as ELD levels, the ESL curriculum at the Burke features a focus on Evidence-Based Argumentation made building the academic language necessary to defend, question, and evaluate arguments a hallmark of our ESL curriculum. Because Evidence Based Argumentation is a school-wide focus, the ESL department's emphasis on the language foundations of argument is one way we support higher level ELLs as they transition to mainstream classes.

As a program that receives newcomers regularly, many of whom are classified by the Newcomer Assessment and Counseling Center as ELD 1, our ESL curriculum must recognize the unique needs of newcomers. Language learning happens within sociocultural contexts; therefore supporting the social and emotional needs of newcomers is embedded into the ESL curriculum itself. This includes units designed to emphasize student voice and expression, build cross-cultural connections and understanding, and help students build the practical skills they need to navigate their new environment.

ELLs face unique challenges in their journeys towards college and career readiness. OELL has publicly shared the expectation that "ELLs at ACCESS levels 5-6 will demonstrate proficiency on MCAS. ELLs at lower levels of English proficiency do not yet have sufficient command of academic English to successfully demonstrate

proficiency on MCAS.” If our goal is for our ELLs to graduate in four years having demonstrated College and Career readiness and ELA content knowledge on the MCAS, we must accelerate our ESL curriculum so that students are growing by more than 1 ELD level per year and are able to access grade-level ELA content.

To accomplish this, we aim to create grade-level pathways for ELLs at English Language Development levels 1 and 2, tied to both Common Core State Standards and ELD Standards. Over the past two years, we have piloted this structure by separating our ESL 1 Beginning course into two cohorts: a 9th Grade cohort and an 11th Grade cohort, as well as two strands of ESL 2: a 10th Grade cohort and a 12th Grade cohort. This model allows teachers the ability to design their instruction around grade-level Common Core State Standards while providing students the appropriate support in all language domains. Within this model, teachers have the autonomy to select texts within appropriate text complexity bands. Students with ELD level 3 receive grade level ELA instruction with non-ELL peers and also receive additional ESL support with other ELD level 3 students. ESL Class sizes are to remain at a maximum of 20 students, as Boston Public Schools requires, to promote individual teacher-student support. Students with ELD level 4 or 5 receive ESL instruction embedded in their ELA class with grade level non-ELL peers with an ESL and ELA dual certified teacher.

MATH: When the Burke entered our fourth year of turnaround status in SY 2013-14, we received our Math MCAS scores and again had failed to make a significant impact on student performance. As a result, we knew changes had to be made because our current structure was not supporting high levels of achievement on the Math MCAS and, as a result, approximately 20% of our students were not on track to graduate as they moved into 11th grade. In response to this data we developed a tiered math intervention system focused on 10th graders preparing for the MCAS. Over the past few years we have refined this program and, as a result, have had significantly higher levels of achievement on the Math MCAS and a dramatic reduction in the failure rate, less than 5% two of the past three years. As a result, the majority of our students exiting 10th grade are now on track to graduate as they move into their 11th grade year. We do, however, want to maintain a focus on our students SGP to continue to move our students learning forward as much as possible. Through our partnership with BCCS funded by the Jacobson Family Foundation, we’re working to continue to improve our intervention system and, as a result, sustain strong SGP performances as we also increase the proficiency rate.

Given our successes on the MCAS in recent years, a key academic and instructional theme for us will be continuing to develop and refine our intervention system around mathematics learning and to spread this program to ensure greater post-secondary success for our students. In the past two years we have begun to expand our intervention model to 9th grade with a specific focus on Algebra 1. Moving forward, providing our at-risk 9th graders substantial support and intervention for Algebra 1 will become an increased priority. Algebra 1 is a gatekeeper to advanced mathematics and

high school graduation as data has repeatedly shown the correlation of failing Algebra 1 in 9th grade to both not graduating on time or dropping out. Additionally, the Math MCAS is defined by its prevalence of Algebra 1 concepts; so failing Algebra 1 also puts these students at a high risk of failing the Math MCAS, another barrier to graduation.

Pairing substantial interventions in 9th and 10th grade will put students on track to graduate, and we need to scale this model up to the 11th grade. Once students pass Algebra 1 and the Math MCAS, the next obstacle to being a competitive applicant for four-year colleges are the SATs. Given this, we will continue to work to spread out intervention model to the 11th and 12th grades with a focus on the SATs and an ambitious goal of supporting our students in achieving at the 50th percentile or higher on the SATs. By providing students with targeted interventions and supports throughout their 9-12 high school experience, we hope to make significant progress in moving our students, who enter 9th grade at a 5th/6th grade level on average, to a place where they are successfully meeting the MassCore graduation requirements and are competitive applicants at four-year colleges.

Given these goals for our students mathematical performance throughout their high school careers, we will look to make this happen with a variety of curricular, instructional, and assessment decisions and practices. Our curricular focus will begin in 9th grade where we will utilize Agile Mind's Intensified Algebra, a curriculum we are currently piloting. Intensified Algebra is designed to support students entering 9th grade with significant gaps in their Pre-Algebra understanding in accessing the Algebra 1 curriculum, a perfect match for our population. Studies on the effectiveness of Intensified Algebra have shown very positive results and a current longitudinal study is showing the positive impact of Intensified Algebra on graduation rates at schools similar to ours. A key part of the Intensified Algebra curriculum is academic youth development, a unique feature for a high school math curriculum. For 10th through 12th grade, we will look more into the effectiveness of Agile Mind's other curriculums and, in the meantime, continue to use teacher-developed curriculums that focus on low floor, high ceiling tasks and engaging students in the Standards of Mathematical Practice as students learn to make sense of the CCSS. To supplement this curriculum development, we currently have subscription to Kuta Software to support differentiation of fluency development and Problem Attic to access standards-aligned released test items from across the country for grades 9-12, including the SATs. We have also partnered with Accessing Algebra Through Inquiry, a2i, to learn more about implementing mathematical tasks, task-based unit planning, re-engagement lessons, and moving our unit assessments and analysis forward with a focus on the CCSS. All of this work is being done because the district, as a whole, has not adopted a CCSS-aligned curriculum for any high school courses and, in response, we have banded together as a department to make this shift happen in our classroom through our collectively developed curriculums.

For the first three years of innovation we are proposing to continue using the Intensified Algebra 1 curriculum for ninth grade students. Ninth graders will have the choice to

take Algebra 1 or Algebra 2. The hope is that by accelerating students' learning, more students will be able to take Calculus and Advanced Placement Calculus their senior year of high school.

To create a strong, responsive 9-12 mathematics pathway for our students, shared instructional practices are critical. Over the past few years we have developed, and continue to refine, a variety of instructional practices aimed at supporting our population. With large numbers of SWDs and ELLs, and the majority of our mainstreamed students entering 9th grade well below grade level, our practices are aimed at supporting students' access to math tasks and developing their ability to reason within the content, all work that is reflected in the SMPs. Currently, some of the shared instructional practices we have are:

- The Three Reads: a strategy used to support successfully entering a math task by developing comprehension
- The Annotation Strategy: built off the Three Reads, this helps to make the comprehension strategies active and visible, and therefore are easier for our students to refer back to
- Connecting Representations and Contemplate then Calculate Instructional Activities (IAs): these IAs specifically build students ability to notice and leverage mathematical structure, SMP 7, and are routine which supports our SWDs and ELLs at effectively engaging

Another instructional focus is to get students writing and reasoning, consistently, and with feedback. This iterative process develops students' skills and confidence, two equally critical pieces of their mathematical success. We are currently exploring, on the advice of the district math facilitators, utilizing Number Talks more consistently to develop our students' basic number sense skills. Through our DataWise inquiry process we are continuously refining our instructional strategies and developing new ones in response to our student's needs.

For the past few years, as we have made significant progress in terms of student achievement, we have used our own interim assessments for progress monitoring. As our primary focus has been the Math MCAS, we have used previous MCASs – exactly as they are – to assess students in their progress towards the standards and, ultimately, overall MCAS achievement at the end of 10th grade. These assessments, done in house and scored on our own scantron, allow us to get actionable data within a couple of weeks once we have completed grading. This process has been critical to our students' improved achievement as we as teachers get quick, actionable student work and data to analyze and leverage to determine and apply interventions. For students, increased comfort with the assessments and being able to see their progress over time has led to greater confidence and a reduced sense of anxiety about the MCAS. We will look to build up our intervention system by utilizing online platforms, specifically Khan Academy and Problem Attic, to assess students' mastery of concepts and, through

intervention and support, develop their mastery of concepts throughout grades 9-12 with our expanded intervention model.

All core math classes will be five days per week and intervention sections will vary from two to five periods per week, either during a core block or enrichment period, just as we do now. We will preserve the common planning period all math teachers currently have to collaborate around curriculum, instructional approaches, and intervention planning. We will continue to work to have 9/10 and 11/12 teachers, allowing each group to dig into the work required for their specific populations. Core classes will continue to be capped at 26 students as we have a full inclusion program, moderate intervention classes will be kept at 18 or fewer, and more substantial intervention classes will be kept to 15 or fewer.

SCIENCE:

The science department at the Burke has worked hard over the past two years to develop an innovative curriculum to meet our students where they are and bring their skills to grade level and beyond. Through designing differentiated readings and evidence based argumentation, we are able to increase our students literacy level at an individualized level. Instead of adhering to one text book, we are able to select a variety of nonfiction texts to expand our students' exposure to scientific literature, which is essential for evaluating scientific experiments.

Our uniquely designed experiments offer students a scaffold for carrying out labs, writing lab reports and eventually designing models for scientific concepts themselves, in accordance with the Next Generation Science Standards. We believe, by creating our own curriculum, we are able to differentiate our instruction to serve our unique population of students, better preparing them for MCAS, college level curriculum, internships and the workplace after graduation. Our students would not be as successful with a set curriculum from the district, considering the diverse needs of our students, and we believe that our expertise as teachers and scientists enables us to choose the best path of education for our students. We would like to continue these practices under the innovation status sought by the Burke.

It has become increasingly clear that the future workforce will be heavily dependent on people with skills and backgrounds in Science, Technology, Engineering and Math (STEM). Currently many STEM related job openings remain unfilled due to a lack of qualified candidates to fill those positions. By exposing our students to hands-on STEM related activities and investigations, we will prepare them for opportunities to learn, grow and participate in our nation's growing STEM economy and workforce. In an effort to meet this goal the science department has plans to implement the following:

Burke Biotech Club (BBC). The goal of the club is to expose and train Burke students in modern, cutting edge concepts and protocols in biotechnology for the purposes of

inspiring them to pursue studies and careers in the biomedical sciences. The BBC will consist of a cross-sectional group of students that express an interest in pursuing advanced science training and exposure. The group will participate in reading current and historical scientific literature, followed by group discussions and presentations. The students will also be trained in bioinformatics, using computers to research areas of interest and design experiments to be carried out in a wet lab environment. Modern techniques in molecular biology and protein biochemistry will be taught to the students as they carry out independent and/or group research projects. Examples of techniques that will be taught include PCR (polymerase chain reaction), Recombinant DNA Technology (cloning and restriction enzyme digestion), Bacterial growth and culture (growth curves and DNA transformation), microscopy, genotype-phenotype lab, pipetting, gel-electrophoresis. This will begin as an after-school program with the goal of becoming a class offering in future school years.

To encourage students to conduct independent research and enter the Boston City-Wide Science Fair Competition, the Science department aims to create teams of 2-3 students will work together to design and conduct original scientific investigations. Each team will be coached/mentored by a member of the Burke High School Staff. This will run as an after-school program.

To support expanding our STEM focus as we create aligned curriculum, sustainable enrichment program, and new biotechnology course. Our goal is to continue to expand on our STEM related opportunities for students by 1) increasing our capacity for hands-on lab and design projects within our science and engineering curriculums, 2) growing our work-based learning programs and science competitions aligned with the state's next generation science standards, and 3) strengthening our partnership with local colleges/universities, companies, and nonprofit organizations.

The Burke High School is committed to serving the students who come from the immediate community and changing their projected life outcomes. Knowing that the vast majority of our students enter the Burke in 9th grade significantly below grade-level, and have experienced the challenges of growing up in poverty, confronting trauma in many forms, it is our responsibility as a school to meet each individual student where they are at and move them forward, both academically and socially. Providing a variety of hands-on science curriculums using industry lab equipment will provide content entry point within rigorous courses that promote critical thinking while supporting students in being reflective about their own learning. In addition, students will be able to engage in STEM extracurricular activities such as robotics and biotechnology that will be linked to their science classes.

By updating our science labs and investing in instruments and supplies needed to conduct rigorous, cutting-edge experiments, we will be able to offer our students exposure to valuable hands on science experiences that will foster intellectual curiosity and prepare them for future success in the life sciences. We intend to expand our AP offerings in science and technology. In additionally, we would like to develop a course

and extracurricular program in biotechnology. Human disease is an important part of biomedical research. Understanding cell structure and function is crucial for advancing this field in medicine. It is important that students are exposed to these concepts, both for understanding their own health and giving them a competitive edge in the biomedical job market. To further understand cell function, students will be able to examine changes in genetics using the electrophoresis equipment. By studying how changes in DNA affect cell function and ultimately human disease, our students will make more meaningful connections with the material and gain a deeper insight into the field of biomedical research.

These rigorous experiences in chemistry and biotechnology will give our students an advantage in gaining internships, acceptance into summer programs, and ultimately a competitive portfolio for higher education opportunities and the growing job market in research. In addition, these instruments will help our students meet the Massachusetts frameworks surrounding the influence of genetics and environment on human traits, as well as cell structures, function and homeostasis.

Our team is committed to science labs in order to enhance our current curriculum and allow us to introduce more hands-on based science course offerings. This will better prepare our students for opportunities in STEM related fields. Our students would greatly benefit from opportunities to access cutting edge technology in the life sciences, which will inspire and prepare them for career opportunities in science and medicine. Our team is highly skilled in laboratory based science and wish to share our expertise with our students by having them perform modern science protocols and experiments. Science is about investigating the world through observation and experimentation. It is insufficient to teach our students simply the theory of biotechnological advances, while not having tools available for them to be in charge of their own inquiry based learning projects.

Employers in the field of engineering, medical research and biotechnology are seeking students who have had hands on laboratory experience and can demonstrate advanced analytical and critical thinking skills. These attributes and skills are developed by actually doing more complex, data driven, experiments which the students themselves analyze and interpret. Our students will be able to model the scientific process by conducting guided and independent research which will develop their scientific reasoning and analytical skills.

The new 2016 state standards for science focus on inquiry learning and developing models as a means of investigating scientific phenomena. There isn't a better way for students to do this than hands-on learning, by integrating the instruments and technology we are requesting in our science curriculum. Students will no longer look at cells in a text book, but design investigations to reveal a microscopic world on their own using the microscopes requested. Students will also be able to physically see changes in DNA structure and apply their learning to research and medicine using the molecular biology equipment in our grant. Specifically, students will be able to investigate how

DNA mutations can affect a protein's structure and thereby its function. By introducing recombinant DNA techniques into the curriculum, students will develop a solid appreciation of the cross disciplinary nature of research and science. From the molecular biology of DNA mutagenesis to the biochemistry of DNA electrophoresis and protein purification, these hands-on experiences will foster a more nuanced understanding of the roles and importance of DNA and proteins in the function of cellular processes. This will lead to fruitful and more in-depth discussions on the biology of human diseases like cancer or Alzheimer's disease, and spur interest in further science studies. Students will also be better prepared to handle advanced science classwork and literature. In addition, by generating their own data followed by analysis and interpretation, students will gain valuable critical thinking skills. The study of DNA using our molecular biology tools has endless applications within the standards. Looking at biogenetic diversity within populations of organisms allows students to explore the basis for large scale changes like evolution and population crashes in ecology.

Biology standards we will be able to better teach include:

- Cellular processes include (a) passive transport and active transport of materials across the cell membrane to maintain specific concentrations of water and other nutrients in the cell and (b) the role of lysosomes in recycling wastes, macromolecules, and cell parts into monomers.
- Construct an explanation using evidence for why the cell cycle is necessary for the growth, maintenance, and repair of multicellular organisms. Model the major events of the cell cycle, including (a) cell growth and DNA replication, (b) separation of chromosomes (mitosis), and (c) separation of cell contents.
- Make and defend a claim based on evidence that genetic variations (alleles) may result from (a) new genetic combinations via the processes of crossing over and random segregation of chromosomes during meiosis, (b) mutations that occur during replication, and/or (c) mutations caused by environmental factors. Recognize that mutations that occur in gametes can be passed to offspring.

In physics, like other science courses, there's a particular emphasis on science and engineering practices as outlined in the release of the new physics standards. Students are "expected to use mathematical and graphical representations and models to quantitatively and qualitatively describe, evaluate, and make predictions of a variety of phenomena such as motion, energy, and waves" (*MA Science Standards p. 85*). An imperative for our students to be able to engage in these practices, is that they are able to collect real-time and accurate data. The standards also call on students to compare the "level of detail and accuracy" in their data and to "evaluate design solutions using data" and to engage in "analyzing and interpreting data gathered during investigations or experiments", all things that students can only properly engage in with the right equipment to collect appropriate data.

For example, students will be able to collect data on force as it relates to mass and acceleration using precise data collection instruments and techniques. Analysis of this data will afford the students with an appreciation of the laws of force and motion and tie in concepts learned in their texts and classroom lessons. Equipment students will use in our physics curriculum to conduct experiments required by state standards include force meters to measure forces, accelerometer meters to test the acceleration of objects, digital volt meters to test lab circuits, temperature probes to measure temperature changes in labs and to stay in line with state standard HS-PS3-4a (Provide evidence that when two objects of different temperature are in thermal contact within a closed system, the transfer of thermal energy from higher-temperature objects to lower-temperature objects results in thermal equilibrium, or a more uniform energy distribution among the objects and that temperature changes necessary to achieve thermal equilibrium depend on the specific heat values of the two substances).

In our Chemistry courses, we will be able to float project based classes in chemistry where the central emphasis would be on data generation, chemical analysis and critical thinking through lab based projects.

Some chemistry standards that we will be able to better teach include:

- Designing strategies to identify and separate the components of a mixture based on relevant chemical and physical properties. These strategies can include chromatography, distillation, centrifuging, and precipitation reactions.
- Developing models to illustrate the energy transferred during an exothermic or endothermic chemical reaction based on the bond energy difference between bonds broken (absorption of energy) and bonds formed (release of energy).
- Relating the strength of an aqueous acidic or basic solution to the extent of an acid or base reacting with water as measured by the hydronium ion concentration (pH) of the solution.
- Making arguments about the relative strengths of two acids or bases with similar structure and composition.

In addition, some science practices that we will be able to incorporate will include:

- Asking questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.
- Planning investigations or testing a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluating the investigation's design to ensure that variables are controlled.
- Planning and conducting investigations individually and collaboratively to produce data to serve as the basis for evidence, and in the design decide on the

types, quantity, and accuracy of data needed to produce reliable measurements; consider limitations on the precision of the data (e.g., number of trials, cost, risk, time); and refine the design accordingly.

We plan to design two new courses in biotechnology and AP chemistry, supplementing our existing curriculum in physics, biology and chemistry. The Burke Biotechnology curriculum will consist of a cross-sectional group of motivated students that express an interest in pursuing advanced science training and exposure. In addition to hands-on learning, the course will incorporate reading current and historical scientific literature, followed by group discussions and presentations.

Our school currently has several partners, including Harvard Medical School, University of Massachusetts Boston, and biotechnology companies that support our students. We plan to strengthen our relationships with these partners as students will build on their classroom knowledge in our partner programs. More students may be recruited to these programs as well, since they are exposed to biotechnology in their regular classes. Having used the appropriate technology at school will make our student more prepared and have edge for internships and potential summer jobs in research or medicine.

HISTORY: The Burke History department's main goal is to prepare Burke students to be active, empowered, passionate democratic citizens capable of affecting change in their communities. This is particularly important for the students in the communities we serve. With a large number of our students encountering long-term poverty and experiencing physical and emotional trauma, many of our students feel powerless in the communities they inhabit. Many of our students are passionate about their community and seek to create change to improve their community, at a local, national, or global level. However, they often don't know how and feel hopeless when they don't understand the systems of power that impact their lives.

Through our current high school course offering in U.S. History, World History, American Government, Advanced Placement U.S. History, and Constitutional Law we have been helping our students become change agents who realize that they can make a difference and make a better life for themselves and our communities, at a local or national level. These courses follow the standards outlined in the Massachusetts History and Social Sciences Curriculum Frameworks. As teachers in an urban, diverse environment, we particularly highlight the people of color and work hard to make our courses culturally relevant to our students. Outside of class, we also partner with The History Makers, to bring in African American role models for our students who have taken informed action and created positive change across a variety of fields as guest speakers, and do questions and answers with our students, multiple times a year. We also partner with Build-On to provide community service opportunities for our students to build their civic engagement. We also take our students on field learning experiences throughout the city of Boston, rich in its history and civic engagement opportunities.

Our coursework focuses on making history human, we help support our students social and emotional development by helping them understand how other people and communities have developed and changed over time. We build their empathy. In each lesson, we ground academic concepts students are learning about in history to our students present day reality. In our history classes, students examine the process of social, economic, and political change and evaluate the choices made and strategies used by individual and groups to achieve or attempt to achieve change. Learning these stories of struggle and resilience, help students to build their own resilience. Everyday in class we engage students in meaningful conversations around current events and personal challenges and allow students to build connections between these current struggles and historical ones. In discussion and class projects, we promote students development of passions, creative explorations, and build their abilities to think critically and respect a diversity of thought. This way of thinking is critical for success in a global economy.

In planning our courses, the history team utilizes the inquiry arch outlined in the College, Career, and Civic Life C3 Framework for Social Studies. Our units are framed around essential compelling questions that students work to answer through applying disciplinary concepts and tools as well as evaluating sources and using evidence. We use SLOP instructional strategies to meet all our students at their level of readiness particularly our large number of English Language Learners. This includes connecting the content of our classes to students prior knowledge, highlighting academic vocabulary, using visual and multimedia supports and giving students lots of opportunities to practice all four language domains in pairs and small groups. Finally, students use the knowledge they have gathered to communicate conclusions and take informed actions. These are the skills of active and responsible citizens. We also work with curriculum from History Alive!, Facing History and Ourselves, Choices from Brown University, and the Bill of Rights Institute to build rich narratives for students of how the world came to be the way it is today and to empower students to choose to participate in and make change in the world around them as passionate, engaged global citizens.

The Burke History Department understands that to be college and career ready our students need to become critical and strategic thinkers. That is why throughout their history coursework, students build the literacy and thinking skills necessary for their future success in MCAS, SAT, college coursework, and 21st century careers. With a culture of high expectations, we make sure all students consistently engaged in challenging and stimulating learning. We have vertically aligned our courses so that students are building the Historical Thinking Skills in the College Board's Advanced Placement U.S. History Curriculum Framework such as historical causation, comparison, contextualization, appropriate use of evidence, and synthesis from when they first walk through the doors at the Burke and their coursework is designed to build these skills as they progress. Students develop these skills by acting as historians, analyzing primary sources and making historical arguments, but the critical thinking

skills learned in history class extend far beyond the schoolhouse walls and make them more engaged, active, passionate, and critical citizens.

Being an passionate, purposeful citizen also requires our students develop workplace readiness and communication skills that enable them to be successful in college and the 21st century economy. Our history coursework is built around the Massachusetts Curriculum Framework for English Language Arts and Literacy Incorporating the Common Core State Standards, for reading, writing, listening, and speaking. We believe reading and writing in the history classroom is more important than ever with the new emphasis on nonfiction reading and argumentative writing in the Common Core. We engage students in project-based learning opportunities that emphasize the develop of their skills of independence, resilience, critical thinking, communication, teamwork, and empathy. To do this, we use Cognitively Demanding Tasks developed in house and from Stanford History Education Group: Reading like a Historian, The DBQ Project, and the Boston Debate League's Evidence Based Argumentation. These cognitively demanding tasks form the foundation of assessment in our history courses. Furthermore, we engage students regularly in the process of giving and receiving feedback, self-evaluation, and goal-setting from our criteria for success and our argumentative writing rubric. This allows students to increase their improvement across all communication domains as well as build their metacognitive and reflective skills. We ensure that all students are given equitable access to the history curriculum and cognitively demanding tasks by providing supports respective to each student's individual level of readiness. Students improvement in these skills will also help the school improve its level of academic achievement through improved student engagement and student performance on ELA MCAS.

We will preserve the common planning period all teacher teachers currently have to continue to collaborate around curriculum and align instructional approaches. All core history classes will be five days per week for a full year and aligned to the Massachusetts curriculum standards 9-12. In addition to having a strong required 3 year high school pathway in history, including access points for those who transfer into our school, we would also like to introduce more history elective courses that could allow students to learn about specific cultural histories, such as African-American history, Caribbean history, etc. These courses would allow students to strengthen their social-emotional development by exploring more in depth their own culture and broadening their horizons by understanding more of others' cultures. This would also allow students to be more prepared to be work in the 21st century economy and be global citizens.

BLENDED LEARNING At the Jeremiah E. Burke School, blended learning – a modern-day instructional approach that seeks to combine teacher-centered instruction with online learning – will be integrated into each classroom. To accomplish this, the Burke will incorporate into each classroom new technology and hands-on labs. The purpose of the blended classroom, also termed personalized learning, will be to create a student-centered learning environment using a combination of teacher-led instruction

and online learning, in order to meet critical learning needs within the classroom and to create an optimal learning environment for our students.

In blended learning classrooms at the Burke, students will be seen working in a variety of ways. They may work in groups, or individually. Or, they may collaborate on projects using whiteboards throughout the classroom. Rather than the conventional seating arrangements often seen in standard classrooms, students may have the option to move around and choose to sit where they can work comfortably.

Students may also have the option of choosing *what* they are going to work on, with full teacher supervision and planning. They may be given a list of assignments that will move them toward mastery of a particular concept, being required to complete specific assignments within an assigned amount of time. They may then spend another hour rotating through groups based on their mastery of the concepts they are learning. Teacher lesson plans will provide these opportunities.

Blended learning at the Burke will seek to create personalized pathways for each student and incorporate a flexible learning environment that will optimize student success. It will identify student strengths and weaknesses and personalize their education to guide them toward academic achievement.

There are some excellent reasons to incorporate technology into the classroom, and some of them urgent: a variety of instructional modes – including meeting the individual learning needs of students, who may not all learn in the same way; providing supplements for remediation and/or enrichment, 21st century skill-building, text-to-world connections, student collaboration, increasing student engagement, and much needed improvement in student writing and in reading comprehension.”

Our staff will be trained and supported in the use of online and blended learning by members of the office of Online and Blended Learning, and Expanded Learning Time. We have been engaged in ongoing communication with their program manager.

Additionally, the goal is to make career and personal development an integral part of the curriculum at the Burke. Students will actively monitor their career options, and they relate to their interests and their academic work.

The advantages of blended learning are many: to optimize student learning and allow students to learn at their own pace, to provide cognitive-demanding tasks that focus on real-world relevant situations, to allow students the opportunity to identify their strengths and the areas needing improvement; and, to allow them to pinpoint and pursue potential career paths that match their interests. Combining the best of both teacher-led and online instruction, students are met where they are academically, while teachers can work strategically with smaller groups, providing more focused, individual attention and instruction to students that need it.

COLLEGE FOR EVERY STUDENT For low income students, college may not often be a reality. As of 2013, only 45.5% of low income students in the U.S. attended college. At

the Burke, we want to work to increase the percentage of our students that attend college, and to make it a reachable and realistic goal for them. We recognize that many of our students have not had the opportunity until now, to engage in conversations or to even think about college and career in a meaningful way. We want to provide them with the resources, knowledge and preparation that is necessary to make the critical choices toward their academic and professional futures.

With “college for every student” as our standard, there will be a focus on preparing students for college, beginning in ninth grade, through rigorous academic training and college readiness activities - college visits, college fairs for freshmen and sophomores, and parent nights. Our goal is to prepare our students for success in a wide variety of post high-school graduation options. We believe the path to college begins much earlier than traditionally begun; therefore, our goal is to work to prepare our students and to provide the strong support needed to put them on the path to college and post-high school study.

To expand the college readiness programs and activities currently being offered to Burke upper classmen to the freshman and sophomore academy students, the Burke will utilize its long- standing partnerships with a number of local post-secondary educational institutions and agencies. The list of these schools and agencies include, but are not limited to the following: University of Massachusetts Boston; Benjamin Franklin Institute of Technology; Private Industry Council; City Year; College Advising Corps; Freedom House; uAspire; BASE; Boston Scholar Athletes; 826 Writers; Build; and BuildOn. The key programs and activities for this targeted population of ninth and tenth grade students include: interest inventories and career exploration via online search engines, job shadow and employment opportunities, internships, college exploration via online search engines; college fairs and campus visits; guest speakers and mentors; and financial aid counseling. Student data gathered from all of these key initiatives will be incorporated into a “transition plan” which will detail each student’s planned path from high school to postsecondary education. Specifically, the “transition plan” will consist of a portfolio containing a student resume, career plan, career profile, occupation list, goals and strategies, course plan, post-secondary education options, financial aid/scholarship information, student profile, and the like.

Our goal is to first build a ninth grade program that will allow students to do the work of self-discovery. This will include, among other things, taking a long, honest look at what they have learned, along with taking a look at the ways in which they have grown physically, emotionally, and intellectually. To assist us in meeting this goal, we will utilize the College Board online self-assessment tool, Your Plan for the Future (YPPF), to assist in gathering information related to student interests. Students will research careers and colleges during their enrichment class periods, using up-to-date technology, and will plan presentations for their peers and school staff. As a part of their research they will visit colleges and attend college fairs in order to gain the information needed to create a viable presentation. In addition, students will research and apply for summer collegiate enrichment programs to further discover and develop their future career goals and aspirations.

Sophomore year is a critical period of transition, at which time students should begin to take formal steps toward applying for college. Summer enrichment programs and student development counselors can help highlight the requirements on the student's list of potential colleges and universities. A list of colleges and universities that closely match students' career interests will be provided for each student. Exploration of topics such as financial aid, college applications, and various types of entrance exams will be conducted during this time as well.

To manage and overcome challenges they face in certain subject areas, students will work with teachers, college enrichment program advisors, and parents to overcome obstacles that would prevent them from succeeding in college and ultimately their careers. Students and parents are encouraged to attend college information nights, financial aid workshops and other school-sanctioned events that serve to prepare students for college. These events are valuable learning experiences for both students and their parents, and will help prepare them for the process of applying for college and financial aid.

Leadership positions and community service hours are also extremely important staples of every college application. During their sophomore year, it will also be important for students to establish themselves in opportunities that will prepare them for leadership positions and to become involved in community service projects. In summary, self-discovery through youth symposiums, student leadership programs, literature, online self-assessment and research of careers and colleges through web-based programs will assist students during their all-important high school years. Most importantly, they will utilize this self-discovery and career exploration as they enter into ninth grade.

Establishing a strong college readiness program that meets the needs of **all** students is paramount if the Burke is to succeed in fulfilling every aspect of the school's mission and expectations for student learning. Equally important is our task to create meaningful life outcomes for students who have been left out. Therefore, it is imperative that we strive to offer our 9th and 10th grade students the same level of college readiness and advisory services currently being offered to juniors and seniors.

A. Assessment

Each grade level team from 9th to 12th grade will develop specific competencies and student success plans around these frameworks. Assessment reviews will be conducted each term to monitor progress and success of students' plans, and to identify any shifts that are needed. All content teams will use mock MCAS assessment at the beginning of each term to assess and re-assess students' dosage of intervention.

In addition, the ELA team will use Lexia's Rapid Assessment three times per year. We were able to invest in this program through our partnership with BCCS funded by the Jacobson Family Foundation. Lexia minimizes the amount of time spent in testing, while maximizing the data provided to inform classroom instruction. The ELA team will also use the GRADE test to assess every incoming 9th grader. Grade is a diagnostic

reading test that determines what developmental skills students have mastered and where students need instruction or intervention. Moreover, all content teams will use “writing across the curriculum” to address open response questions.

GMADE is a diagnostic test mathematics test that measures student skills in the main areas of math and helps educators pinpoint areas where students need instruction. Every new student’s math skills will be assessed using the GMADE upon entering the Burke High School. We will also use our own interim assessments for progress monitoring. For the Math MCAS, we will use previous MCASs – exactly as they are – to assess students in their progress towards the standards and ultimately, overall MCAS achievement at the end of 10th grade. These assessments, done in house and scored on our own scantron, will allow us to get actionable data within a couple of weeks once we have completed grading. This process will be critical to our students’ improved achievement as we obtain quick, actionable student work and data to analyze and leverage to determine and apply interventions. For students, increased comfort with the assessments and being able to see their progress over time will lead to greater confidence and a reduced sense of anxiety about high stakes testing. We will look to build up our intervention system by utilizing online platforms, specifically Khan Academy and Problem Attic, to assess students’ mastery of concepts and, through intervention and support, develop their mastery of concepts throughout grades 9-12 with our expanded intervention model.

Similar to our math department, we will also be utilizing our own interim assessments for progress monitoring in science. We will use previous MCASs – exactly as they are – to assess students in their progress towards the standards and ultimately, overall MCAS achievement at the end of all 9-12 grades.

In addition to the above assessment strategies, our English Language Learners will be administered the WIDA - ACCESS which is a large scale English language proficiency assessment. This assesses the four language domains of Listening, Speaking, Reading and Writing. Testing data will assist in monitoring our student’s progress in their acquisition of the English language, it will also provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners in all grades.

College readiness and success for all students will be a focus for our innovation school and we will embed the intervention model in grades 11th and 12th with a focus on the SATs. We recognize that this is an ambitious goal but we aim to support our students in achieving at the 50th percentile or higher on the SATs. We will partner with A-List to offer SAT prep classes to Sophomores and Juniors each school year. By providing students with targeted interventions and supports throughout their school experience, we hope to make significant progress and positioned them to become leaders in an innovative society.

We aim to provide our students with targeted interventions, and supports to give them confidence around formative assessments throughout their school experience. We hope to make significant progress in moving our students, who enter significantly behind grade level, to a place where they are successfully meeting the MassCore graduation requirements and are accessing opportunities to earn wages that will sustain them in life at two/four year pathways at vocational institutions, colleges and universities.

B. Schedule and Calendar

When it comes to learning, time is essential in order to fulfill the district priority to ensure equity and opportunity for all students to learn. In order to successfully develop reasoning required to complete cognitively demanding tasks, students need sustained time on task and opportunities for academic intervention. By becoming an innovation school, we can operate under a flexibility that will allow us to give more time on task to students. This autonomy will allow us the time to personalize learning and also include in our daily schedule a space to offer programming that will assist our students as they develop 21st Century skills.

Our schedule as an innovation school will create four longer days and one shorter half day for students. On the four longer school days, core instructional blocks will be 75 minutes long and our additional enrichment/intervention period will be 55 minutes long. During the shorter day, all five blocks will be 46 minutes long. This schedule will provide students with the appropriate number of instructional minutes and create a built-in half day to allow for teacher meeting time. On Wednesday, our half day, teachers will have academy meetings and early warning indicator (EWI) meetings to address student needs.

With this schedule, teachers will sign in at 7:50, 5 minutes prior to homeroom starting at 7:55. Sign out will be 10 minutes after last bell on Monday, Tuesday, Thursday, and Friday. On Wednesday, sign out will be at 1:30, the end of our EWI meeting.

With this schedule, the staff will be working 0 minutes over the BTU negotiated contract, so no amendments are needed there. The BTU contract calls for 20 minutes, split however a school decides, of time before and after the first and professional responsibility of the day. We are having that time as 15 minutes per day 4 days per week and 10 minutes for the shorter day. Additionally, longer instructional blocks will lead to some teachers going over the 160 consecutive teaching minutes, the staff took a vote, and agreed to move ahead with the proposed schedule.

In addition to weekly academy and EWI meetings, this schedule allows for daily common planning time across each content. The structure of our schedule is similar to our Turnaround schedule that was instrumental to our successful exit from Turnaround

status. The longer instructional blocks were also critical in making the academic gains that supported our school to become the winner of the "School on the Move" prize.

Our calendar will follow the Boston Public Schools calendar and will include 180 instructional days for students. Additionally, we will have a two day retreat prior to the start of school during the week leading up to Labor Day. This added professional development time, totaling 14 hours across the two days, will be critical to onboarding new staff as we engage in adult learning geared toward data analysis, cultivating our instructional core, and deepening our knowledge around educating urban youth through a culturally responsive and inclusive lens. Time dedicated to professional development, per the BTU contract, is 18 hours plus 6 hours on January 2nd/3rd. We will have ten 2-hour professional development sessions across the school year plus 14 hours for the staff retreat prior to Labor Day. This is a total of 34 professional development hours, 10 hours over the BTU contract.

Proposed schedule

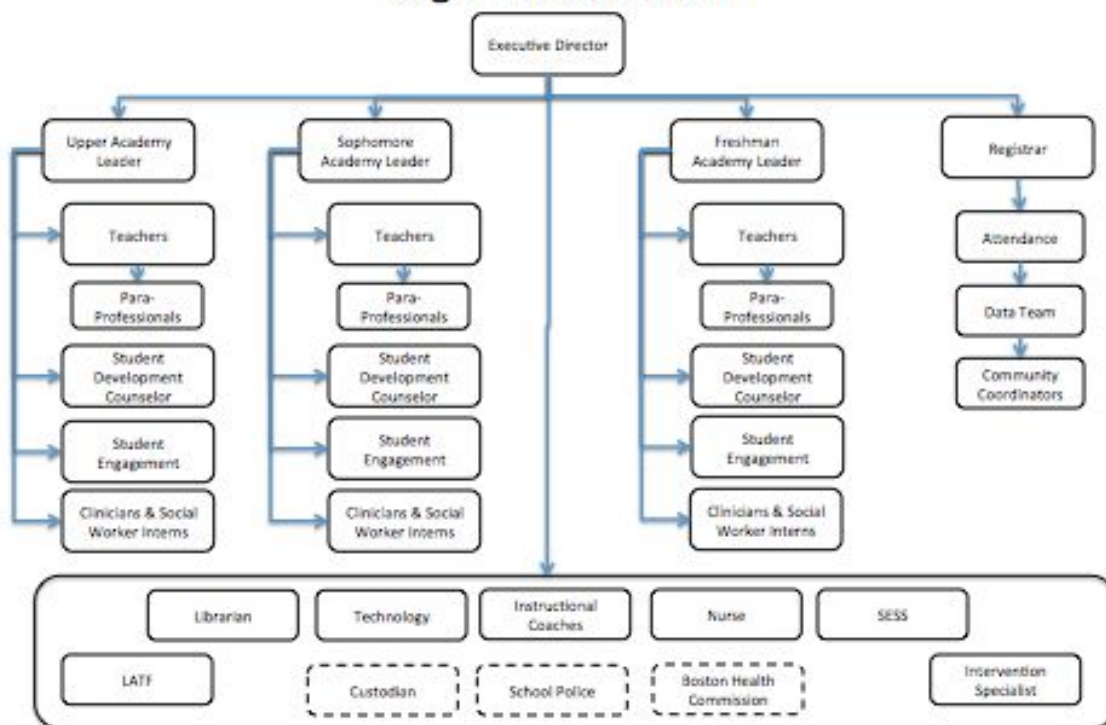
	M, T, Th, F			W
Homeroom	7:55-8:00		Homeroom	7:55-8:00
Block A	8:00-9:15		Block A	8:00-8:46
transition	9:15-9:18		transition	8:46-8:49
Block B	9:18-10:33		Block B	8:49-9:35
transition	10:33-10:36		transition	9:35-9:38
Enrichment	10:36-11:31		Enrichment	9:38-10:24
transition	11:31-11:34		transition	10:24-10:27
Lunch	11:34-11:59		Block C	10:27-11:13
transition	11:59-12:02		transition	11:13-11:16
Block C	12:02-1:17		Block D	11:16-12:02
transition	1:17-1:20		transition	12:02-12:05
Block D	1:20-2:35		lunch	12:05-12:30

Wednesday (half day for students)	
teacher lunch	12:05-12:30
academy meetings	12:30-1:00
EWI	1:00-1:30
PD	1:30-3:30
ILT/MTSS	1:30-3:00

C. Staffing

Decisions around staffing a school are perhaps the most important decisions a school leader can make. Accomplishing our mission and vision depends on having the right staff. It is crucial to create a committee of three or more people that have wisdom to make personnel decisions in the hiring process. Our committee will include voices from our stakeholders: students, parents, partners and school staff. Our intent is to keep as much of the current staffing structure as possible. However, we hope to attain autonomy to hire and retain our own teaching staff, independent of the district's current practices. We look to hire highly qualified, dual certified teachers that have the cultural competency to teach our urban diverse youth. Moreover, in order to continue to grow our teachers we would like our staff to include a coach/teacher developer to work with the ILT and help develop the school's professional development calendar. We would like autonomy to utilize student development counselor instead of guidance counselors in a role that helps focus our attention on servicing the whole child. Along the same line, we would like to add to our staff a number of professionals equipped to handle the social emotional aspect of our student population. The role of school social workers and clinical coordinators is at the core of addressing the myriad of social determinants that may affect the academic outcomes of underprivileged students. Lastly, being a "Full Service Community School" integrating partners into our school day in an effort to provide comprehensive wrap around services to our students and families requires a commitment to the role of a Full Service Community School coordinator.

Jeremiah E. Burke High School Organization Chart



An adjustment to our staffing pattern will allow more teachers to be involved in the shared leadership process as, instructional leaders and coaches. Currently, we have limited flexibility to create these roles, and this shift will allow us to expand these roles and opportunities. We look at adding intervention specialists for all contents and an ETF facilitator to support and monitor the progress of our ELL students.

The working conditions under the current bargaining agreement does not allow schools to provide additional time on learning for students. We hope to adopt a new schedule that offers four longer teaching block as well as one intervention block, while carving out time during the school day for teachers to meet in their prospective content groups as well as their grade level teams. Our ILT and SSC will develop an innovation working group to assess working conditions that will also foster broad staff, family and community support. We will use current BPS guidelines for conducting interviews with potential candidates. We look to develop staff that share the values of establishing meaningful relationships with our students, embrace the concept of shared leadership and will be highly qualified in their content specific areas. In addition, all teachers/staff will be evaluated using the current BPS evaluator tool (Education Development and Feedback System, EDFS).

Our innovation plan will be shared and reviewed yearly by an innovation working group with all staff members and family members.

D. Professional Development

The professional development plan will require additional autonomy by the school in order to transform our learning practices. This professional development will be multi-faceted and will include job-embedded coaching aligned to school goals from internal and external partners, peer-to-peer coaching, and practitioner self-reflection. This will include professional development with support from both internal and external partners that are experts in building student-centered environments.

School wide professional development will be coordinated through the Instructional Leadership Team. School wide professional development will align with and support the work done by content teams during common planning time in regards to the Datawise Improvement (inquiry) Process, Evidence Based Argumentation and department core practices. In addition, staff will have opportunities to learn trauma-sensitive and socio-emotional learning practices that they can apply in the classroom in an effort to best support students and their social-emotional needs.

The school will also support and encourage teachers to continue to gain more pedagogical knowledge from outside professional development. This will include district professional development and outside partners such as Mass Insight, the College Board, and other content partners as well as attendance at local and national conferences. The school will also support and encourage teachers taking additional graduate coursework to support their teaching at local colleges and universities.

In addition to structured professional development time, a priority for us as a school is to support and develop high quality teachers by directly supporting their classroom practice. We will use tiered levels of support to move teachers from novice to proficient and then from proficient to exemplary, as described by the EDFS system, as quickly as possible. The foundation of effective teacher development is a teacher's growth mindset and leveraging that mindset to create effective classroom climates and cultures which support students both emotionally and academically. Routines are critical for students to know how to effectively engage in learning and help to create and foster a safe learning environment. Our initial support for novice teachers will focus on these areas and will be far more robust than the current support provided by New Teacher Developers. Ideally, first year teachers will be observed and debriefed on a weekly basis.

As teachers move forward and become increasingly proficient in these areas, the next focus will be on developing their pedagogical content knowledge. Pedagogical content knowledge focuses on how best to teach your specific content and is a critical component of increased student learning outcomes. Developing pedagogical content knowledge and overall instructional expertise is a job that is never finished, and therefore we want to ensure sustained, long term commitment to teacher development

through a combination of direct coaching or peer-to-peer support at least once per month. As a learning organization, it is critical that we continue to move our knowledge and skills forward by investing time and resources into teacher development and thus create the most rigorous and engaging learning environment possible for all of our students.

Additionally, we will have a two day retreat prior to the start of school during the week leading up to Labor Day. This added professional development time, totaling 14 hours across the two days, will be critical to onboarding new staff as we engage in adult learning geared at cultivating our instructional core and deepen our knowledge around educating urban youth through a culturally responsive and inclusive lens.

The Burke High School will maintain the current practice of two hours of after school professional development per month. This is a total of 20 hours of professional development for the year. The BTU contract calls for 18 hours of professional development after school plus 6 hours on Jan. 3rd or make up at another time, a total of 24 hours (excluding the two full days at the beginning of the year for classroom set-up). The additional four hours of professional development required in the contract will be part of the August retreat. The staff of this innovation school will agree to complete ten additional hours of professional development for this start of school retreat.

Social-Emotional Learning at the Burke School

In conjunction with our goal to transition into an innovation school, the Burke will incorporate the CASEL model of social-emotional learning into the curriculum. Social-Emotional Learning addresses the processes by which both children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Research has demonstrated that SEL can be administered in a variety of ways. Whether through individual lessons designed to enhance students' social and emotional competence, or through other teacher-designed lessons that include cooperative learning or project-based assignments, or even through integrating SEL into specific academic curriculums in English language arts, math, social studies, or health, SEL can be introduced into the curriculum in a variety of creative and effective ways. One exceptional approach has been to promote SEL as a school-wide initiative, ultimately creating a climate and culture conducive to learning.

The Burke wants to support students at each stage, and incorporating SEL into our curriculum will allow us to address the unique needs of our students and to address these needs as our students transition through a variety of physical, emotional and

cognitive changes. These changes create unique opportunities for personal and social skill development.

E. District Policies and Procedures

The Jeremiah E. Burke High School seeks to operate within policies and procedures that supports and aligns with creating a learning environment that considers social-emotional instructional strategies. In addition, having the flexibility to create student engagement policies and procedure allows the Burke to operate with a restorative justice mindset throughout the school.

The Jeremiah E. Burke High School will follow the current BTU grievance process.

F. Budget

Our innovation school is not requesting budgetary autonomy to opt-in to BPS central services. Our innovation school will maintain the current practice of paying average BPS teacher salary for budgeting. Our goal is to recruit and retain teachers long term to support our teacher development program and therefore want to maintain average teacher salaries, as we do now.

Funds will be allocated to our school by the school committee using the weighted lump sum per-pupil formula. Our innovation school will utilize the ability to do its own fund raising to supplement the district's assigned budget.

The Jeremiah E. Burke High School will operate within the district's budget with the exception of items outlined in this prospectus.

VII. CAPACITY OF APPLICANT GROUP

Jeremiah E. Burke's applicant group is comprised of the Administrative Team, the Instructional Leadership Team, Community/Partner Coordinators, parents, students, and alumni. The decision to develop this prospectus and establish an Innovation School was sparked by the Burke's recent exit out of Turnaround status. The Burke wishes to preserve autonomies that enabled significant academic gains including a rise in MCAS scores, daily attendance rates, and four-year graduation rates. Moreover, it wishes to maintain and grow a professional learning culture among the staff. An Innovation School Model would allow for continued improvement in these areas.

The table below highlights each member of the applicant group's experience and qualifications:

Member Name	Experience and Qualifications
Lindsa McIntyre	Headmaster of the Burke High School Through her leadership, the Burke was the first school in the state of Massachusetts to successfully exit Turnaround status in 2014.
Amilcar Silva	Assistant headmaster at the Burke with over 20 years of leadership experience. Leader of the Burke's upper academy comprised of 11 th and 12 th graders.
Cheryl Windle	Team leader for the sophomore academy.
Christopher Bishop	Team leader for the freshman academy.
Filomena Cabral	Registrar for the Burke High School.
Artis Street	Instructional Coach
Kristina Kelleher-Bianchi	History teacher; teacher leader, LATF facilitator
Lindsay Walton	ESL teacher
Sarah Evans	History Teacher
James Likis	Math teacher; math intervention specialist
Katherine Petta	English teacher.
Vanessa Hernandez	English teacher; facilitator of weekly Inquiry meetings using the Data Wise process
Greg Hill	Burke Community Coordinator
Shawn Brown	Community - JRI
Cornell Mills	City of Boston
Sahar Lawrence	Community – Grove Hall Trust
Parent	Sandra Antunes
Parent	Debra Coleman
Parent	Martha Ruiz

Student	Johanna Paris, Junior
Student	David Goncalves, Junior
Alumni	Anthony Graham

Parallels can be drawn between the Innovation School and Turnaround Model. Given that both models allow for flexibility in regards to scheduling and curriculum design, much of the staff of the Jeremiah E. Burke have been retained since exiting Turnaround status and are prepared to invest in the responsibilities that come with becoming an Innovation School.

Moreover, the school's commitment to promoting distributed leadership, particularly among teachers, at the Burke throughout the course of our Turnaround journey has built the capacity needed to convert into an Innovation School. Most teachers currently have a leadership role within the school. Teachers work with administration in areas including, but not limited to: curriculum design, professional development, inquiry cycles, and social/emotional programs to support students. In sum, the school is well prepared to take on the additional responsibilities that come with being an Innovation School.

VIII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

The Instructional Leadership Team (ILT) at the Burke is at the heart of shaping classroom instruction throughout of school. The ILT consists of teachers from each content area and academy as well as administrators, the school instructional coach, and a school social worker. The ILT collaboratively constructs the school's instructional focus and develops many school initiatives. As teacher leaders, ILT members work with our school partners including the Boston Debate League, Wediko Children's Services, and a district inquiry facilitator from the Department of Data and Accountability to organize and lead school wide on-going, job embedded professional development to support all teachers' work with students around our school's instructional focus. Our focus this year centers around building students' reasoning and analytical thinking skills. As part of this job embedded professional development these teacher leaders lead inquiry cycles within their content teams that using the Datawise Improvement Process collaboratively build teacher capacity. Part of ILT is used to calibrate and build teacher leaders' capacity for this and other teacher leadership work.

We envision the leader of our innovation school planning process to be selected from the ILT. The selection process will be as follows:

1. The ILT will establish the criteria and expectations for the innovation planning process leaders.
2. Members of the ILT will nominate potential leaders from amongst the team.

3. The team will then deliberate on the nominees in conjunction with the administrative team.
4. By consensus amongst the ILT and the administrative team, a nominee will be selected as the innovation school planning process leader.

June 16, 2016	1 st Rough Draft of Design Plan
June 21, 2016	Meet with Key Partners and Design Team
August 31, 2016	Develop Strategies Around Cultural Proficiencies
September 1, 2016	Develop Final Draft of MAGS
September 15, 2016	Meet with Key Partners and Design Team
September 22, 2016	1 st Draft of Design Plan
October 6, 2016	Meet with Key Partners and Design Team
October 13, 2016	Submit Final Design Plan to Superintendent Office
November 3, 2016	Finalize Design Plan with adjustments if needed.
November 17, 2016	Vote on the proposed schedule
November 18, 2016	Plan for Online and Blended Learning PD
November 22, 2016	Submit Final Draft to Staff for Review
December 1, 2016	Staff Vote
December 1, 2016	Submit to District Office
December 2, 2015	Slide deck due to District Office
December 6, 2016	Meeting with Hayden Foundation to assess level of support for innovation

December 12, 2016	MTSS: survey for staff
December 2016	Meeting with Jacobson foundation to assess level of support for innovation
January 5-6, 2017	NY trip to learn how to install College for Every Student program
January 10-11 2017 (tentative)	PD from the Office of Extended Learning to expand blended learning
February 2017 to August 2017	Consistent work on scientific implementation of the innovation plan with the ILT and Administration

IX. MEASURABLE ANNUAL GOALS*

In order to assess the proposed school across multiple measures of school performance and student success, **the innovation plan must include measurable annual goals** in at least the following areas: (i) student attendance; (ii) student safety and discipline; (iii) student promotion and graduation and dropout rates; (iv) student achievement on the Massachusetts Comprehensive Assessment System MCAS; (v) progress in areas of academic underperformance; and (vi) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (vii) reduction of achievement gaps among different groups of students.

Goals that are particular to a school’s Innovation Plan should also be included. Parent involvement or school climate goals are some possible examples.

These measurable annual goals will provide the basis for renewing or modifying the innovation plan at the end of the period of authorization.

Please see the Measurable Annual Goals (MAGs) guidance document which contains recommendations for how to determine useful measures. Baseline data should also be included, as well as a timeline for when goals will be achieved.

***Use the Measurable Annual Goals (MAGs) template and submit it with your Plan. The template can be downloaded here: <http://www.mass.gov/edu/innovation-schools-guidance-documents.html>.**

Burke Innovation MAG’s

https://docs.google.com/spreadsheets/d/1EADozHdgeKzirZ4MUCWGMFoIPQ-qmjD1Kvt_ZmlkUrQ/edit#gid=973305727

X. REQUIRED ATTACHMENTS

The following attachments are required and should be sequentially numbered and clearly referred to in the text. They do not count toward the page limit.

- Statements of commitment and resumes from each Innovation Plan Committee member.
- *For conversions:* Current School Improvement Plan.