

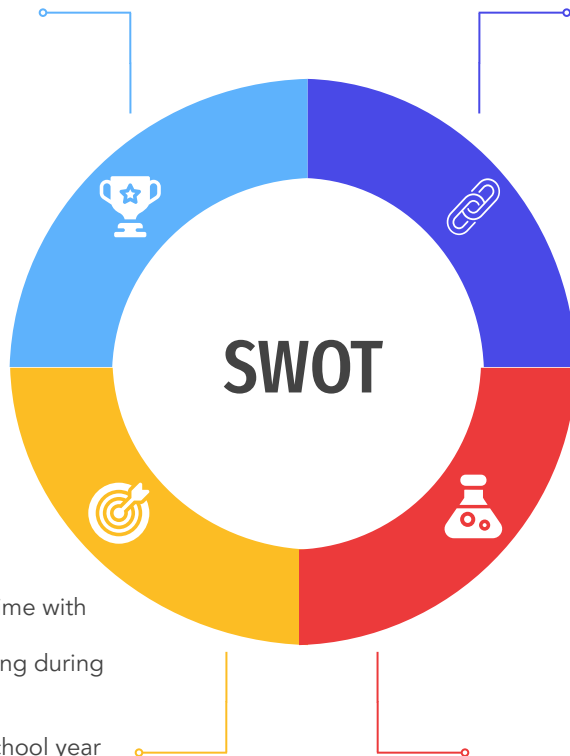
Charlestown High School Prospectus

Strengths

- ❑ Opportunity to address declining enrollment at CHS
- ❑ Create another fully inclusive H.S. in Boston
- ❑ Opportunity to pilot neighborhood K-12 pathways
- ❑ Students will graduate with college credits or professional certificate
- ❑ Additional 30 hours of PD for staff
- ❑ Individualized learning plans for all students
- ❑ Aligned to many components of Superintendent's Vision for HS redesign.

Opportunities

- ❑ Create a Model for 7-12 expanded learning time with internship and college credit opportunities
- ❑ Students engaged with post secondary learning during high school
- ❑ Pilot of dual enrollment/credit
- ❑ Study impact of additional PD time, longer school year and summer learning designed by school
- ❑ Pilot [Lesley Threshold program](#), [My Ways Framework](#)-, and [P-TECH](#)



Weaknesses

- ❑ Applicant group does not include CHS community members
- ❑ Limited community engagement; exception: Eliot K-8 families
- ❑ The proposed ESL push-in support with language-specific paras may not provide the support needed for students in SEI, SLIFE and with ELD Levels 1-2
- ❑ Plan does not address how the school will meet the needs of current CHS students in substantially separate programs
- ❑ The co-teaching model and the flexible work schedule could make it challenging to ensure special-education-certified staff is present during core content classes
- ❑ Funding source is unclear for robust staffing model, extended day and year, partner programming
- ❑ Requiring a learning portfolio for application may be barrier for some of our students
- ❑ The enrollment autonomy request is unclear and would allow for ongoing changes without District or School Committee.
- ❑ Plan does not outline graduation plan for students enrolling in grades 10, 11, and 12 and asks for autonomy in this area without any details on what will be required.
- ❑ Proposed model creates guaranteed pathway for Eliot, Warren Prescott, and Harvard Kent in grades 7, 8. That's about 150 students and enough to fill 2/3 of the school

Threats

- ❑ Plan does not address needs of current students in substantially separate settings at CHS or the 100 students in substantially separate settings in proposed feeder schools
- ❑ Timeline for implementation is not feasible
- ❑ Autonomy from all BPS policies could create legal liability for the District
- ❑ District liability for all CHS excess staff not hired back
- ❑ Unclear if the push-in ESL model is in conflict with DOJ requirements for our ELD 1 and 2 students
- ❑ Setting limit on % of SWD (25% in proposal) guaranteed % of enrollment, and guaranteed pathways are antithetical to open enrollment and would significantly impact other schools
- ❑ No evidence of agreement with proposed partners
- ❑ Eliminating key partnerships without clear evidence as to why

Summary Of Feedback: For

Total Number of Public
Comments

187

Total Number of FOR Public
Comments

43

Summary of Additional Comments (FOR)

- According to respondents the current school does not meet the needs of the community and must do more to meet the needs of students. Their current concerns about:
 - Academic outcomes
 - Lack of innovative opportunities
 - Perception of three “viable” high schools in BPS
- Support for an inclusive high school that serves the needs of junior and high school students in the Charlestown neighborhood
- Community wants more attention to college and career readiness and this proposal responds to that need.
- Families want high quality school options in their neighborhood and high quality school options that are not special admission.



Summary Of Feedback: Against

Total Number of Public
Comments

187

Total Number of AGAINST
Public Comments

130

Summary of Additional Comments (Against)

- Most comments were from current teachers, students and families. Fewer comments from community members who have lived in Charlestown and wrote to weigh-in:
- Many commented acknowledged that things need to change/improve
- However, no engagement with current stakeholders:
 - Teachers: Misrepresented or misunderstood current context
 - Teachers and students: Failed to build support with stakeholders who may be asked to implement (change management)
 - Teachers and Families: Failed to address plan for students at CHS and feeder schools with the most need
 - Teachers, Families and Students: Agreement that things need to change/improve and willing to find a path toward that in collaboration WITH community and not TO community.

Summary Continued

- Current CHS students who responded feel disrespected and see adults not taking their beliefs and thoughts into account
- Educators: Attempt from stakeholders at one school to “take over” to benefit families/students from more privileged backgrounds.



Summary Of Feedback: Neutral

Total Number of Public
Comments

187

Total Number of NEUTRAL
Public Comments

14

Summary of Additional Comments (NEUTRAL)

- Some exciting elements (want to see some of the elements implemented) and missed opportunity to engage with current community and plan for current students (e.g. students in SLIFE and ASD programs)
- More thought to the admission process and guaranteed pathways which seem intentionally vague
- The prospectus has some “big and bold” ideas and is fairly silent on implementation so hard to evaluate how this will happen.

