November 23, 2021

Elizabeth Sullivan  
Executive Secretary  
Boston Public School Committee  
2300 Washington Street  
Roxbury, MA 02119

Dear Ms. Sullivan,

Please see enclosed for an Innovation Prospectus proposal in Boston Public Schools. It is our understanding that within 30 days of receiving the prospectus, Dr. Cassellius will convene a screening committee, which includes: (i) the superintendent or her designee; (ii) a school committee member or a designee selected by the school committee; and (iii) a representative of leadership from the local teachers' union. This committee will decide, on the basis of a 2/3 vote, to accept or reject the prospectus, or return the prospectus for revisions.

Please see enclosed for the requested documents as part of the submission package.
- 1 bound copy
- 1 unbound copy
- 1 electronic copy

A submission copy is also being made directly to the Office of the Superintendent, as requested, and delivered today to Patti Feeney.

We look forward to your review.

Sincerely,

Fabienne Eliacin, Alicia Piedalue, Karellis Rivera, and Ross Wilson

[Signatures]

Acknowledgement of Receipt by Boston Public School Committee:

[Signature]

Name: Elizabeth Sullivan  
Date: 11/23/21  
Time: 12:55 PM
**Prospectus**

**New Innovation School**

<table>
<thead>
<tr>
<th>Proposed Innovation School Name:</th>
<th>Charlestown Innovation and Inclusive High School</th>
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<tbody>
<tr>
<td>New School/Conversation/Academy within a School:</td>
<td>New School</td>
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</tbody>
</table>
| Proposed School Address: | 240 Medford Street  
Charlestown, MA 02129 |
| Lead Applicant Name: | Fabienne Ellacin, Alicia Piedalue, Karellis Rivera |
| Lead Applicant Phone Number: | 617-792-1025 |
| Lead Applicant Email Address: | feliacin@gmail.com |
| Proposed Innovation School Opening School Year: | 2022-2023 |
| Proposed duration of innovation plan (up to five years): | ☒ 5 years |
| Submissions Copies: | 1 bound or stapled original copy  
1 unbound copy  
An electronic copy |
| Hard Copy Delivery Location: | Office of the Superintendent  
Boston Public Schools  
2300 Washington Street  
Roxbury, MA 02119 |
SECTION 1: EXECUTIVE SUMMARY

1.1 Mission Statement

Our vision is that all students in Boston Public Schools have access to a high quality, inclusive, and open-enrollment education that competes with top high schools across the state.

Our mission at Charlestown Innovation and Inclusive High School (CIHIS) is to ensure all students are served in an inclusive, least-restrictive environment where comprehensive pathways to college and career are provided for 100% of students by the time they graduate, with the goal of the majority of students leaving high school with both a diploma and an associates degree.

Our philosophy is that all students are capable of achieving an associates degree or professional career certificate by the time they leave high school, and it is our job as a school community to help them achieve their full potential. The look and feel of our school will align much more closely to college and an authentic career preparation, than of a traditional high school. This is shaped by the theory that all students are capable of stepping up to the challenge of rigorous learning so long as they are provided an incentive college and career benefit and are supported through rigorous wrap-around support (Berger et al., 2014).

1.2 Summary of Educational Program

A new vision must be created for our open enrollment secondary schools, starting at the existing site of Charlestown High School. A new innovation school is needed to radically restructure the 7-12 traditional high school to meet the needs of all students by erasing the arbitrary line between high school, college, and career (Hoffman et al., 2021). The Charlestown Innovation and Inclusive High School (CIHIS) must be reflective of the vision we see for all Boston Public School students, regardless if one attends an exam or admissions school. CIHIS will welcome all cultures, ethnicities, and academic capabilities. Our students who do not attend admissions or exam schools deserve a high quality education that actually prepares them for college and career readiness. All students should be served in an inclusive, least restrictive environment. Comprehensive pathways must be provided for all students to college and career including a schoolwide DESE designated Early College program, built through authentic partnerships with local community colleges and four-year higher education institutions. The CIHIS school day must be longer and a full academic and extracurricular program should be provided between the hours of 7am to 5pm. A work study program will also be offered during and beyond these hours. Scholarships will be available for students to participate in extracurricular activities who would otherwise rely on additional income. Educators must work collaboratively with each other and community partners to deliver locally designed and enhanced lessons, which utilize proven instructional strategies and theory. The success of this school will rely on the commitment and inspiring partnerships formed between the focused student body, passionate staff, skilled faculty, dedicated parents, and involved community members.

CIHIS will provide all students with access to Early College and career pathways. Students will have the opportunity to achieve an associate degree by the end of their senior year. If students do not enter the college pathway, they will be enrolled in a career pathway and credentialing program with local business and non-profit partners. This will be the second fully inclusive high school in Boston with the core values of inclusivity, respect, high expectations and service to others. It will include robust partnerships that will surround ALL students with high expectations and individualized support.

As a model for other open enrollment high schools, CIHIS will be a comprehensive, open-enrollment high school serving students in grades 7-12. There will be direct pathways from local community schools, a priority goal of reaching 25% enrollment for students with disabilities (in order to meet the appropriate staff to student ratios), and the remainder of enrollment will be achieved by a neighborhood-based lottery that targets equal opportunity for enrollment based on the proportion of school-aged students in each neighborhood. We believe this approach will serve as a model for other open enrollment schools to ensure local students and schools have a pathway to nearby high schools.
while also serving as a model for how to achieve equal opportunity to high quality high schools across the city. It is crucial that we achieve a balance of racial, socioeconomic, cultural, and linguistic diversity.

As a new innovation school at the existing site of Charlestown High, we propose that all current students at Charlestown High will automatically be enrolled at CIIHS and continue to be served through their graduation. This plan calls for a gradual increase of the student body, growing to an enrollment of over 1000 students within the five years after launching from the current enrollment of 700 students.

1.3 Community’s Need for this School

Addressing the needs of our open-enrollment high school is of the utmost importance for the City of Boston. These schools have been neglected for years with much attention focused on adjusting the entry criteria for the three exam schools. Our open enrollment high schools serve our most vulnerable students. These schools are often the least chosen, enroll the fewest number of students who choose the school in their top three, have the largest number of students with disabilities, and are all demonstrating declining enrollment at a much higher rate than other secondary options. This document outlines a plan for investing in an open enrollment innovation 7-12 school at the site of the current Charlestown High School, and could then be generalized to support all of our open enrollment high schools across the city facing similar challenges.

Charlestown High has lost hundreds of students over the past decade. Prior to 2009, enrollment was consistently above 1200. Current enrollment is just over 700, which includes the recent expansion of 7th and 8th grade. With a very small number of students from the walk zone and a very small number of students choosing the school as a top three choice. During the previous budget planning cycle for the current school year, an additional allocation of over one million dollars was budgeted to the school to ensure a maintenance of services despite declining enrollment. The newly added 7th and 8th grade seats are approximately filled with half of the projected enrollment, and despite the addition of these two grade levels, enrollment continued to decline. The school has a 55% graduation rate and is rated in the bottom 10% of all schools in Massachusetts. Only 16% and 28% of students are meeting or exceeding the expectations in ELA and Math on the NexGen MCAS assessment. Of students who make it to graduation, only 64% enroll in college (Department of Elementary and Secondary Education, 2020). Almost 50% of students at the school have a disability and are taught with limited or no access to a learning experience in an inclusive setting, and this student population has a 41% graduation rate (Boston School Finder, 2021). According to Boston Opportunity Agenda in their 2021 Annual Report, only 32% of 6th grade BPS students are entering 7th grade as proficient in math based on the NextGen MCAS test (Boston Opportunity Agenda, 2021), indicating the need for a radical change in the education system.

As part of Massachusetts’ adoption of the P-TECH strategy, this innovation school takes to heart the need to close the equity gap and truly support students in accessing high-growth career fields, and makes this priority set by the Commissioner front and center in this school (Massachusetts Business Alliance for Education, 2021). As outlined in the recent MBAE P-TECH report, this school would take this one step further by ensuring all students are able to access high-growth career pathways as well as the opportunity to easily continue their education in a 4-year degree pathway.

In a recent evaluation of early college programs, it is clear that focusing on increased enrollment in college as an outcome is not sufficient. While students who participated in early college were much more likely to enroll in college after high school graduation, only 45% eventually earned a degree (American Institutes for Research, 2020). This innovation school would directly address this by ensuring all students leave with a credential, and thus better prepared to enter the workforce or continue their education. The CIIHS model is similar to El Paso Independent School District’s P-TECH model, which ensures students complete an associate degree/professional credential in four years, and has successfully scaled this to numerous schools in the district.

1.4 Major Autonomies to be Utilized to Achieve Mission

In order to achieve our vision for this innovation school, which could then be generalized to other high schools, there are certain autonomies that need to be taken. This includes:
• Curriculum and Assessment
  a. **Graduation Requirements**: CIIHS will not follow pathway I or pathway II of the standard BPS High School Graduation requirements. In order to achieve the vision of every student graduating with an associate degree and a high school diploma, CIIHS will determine its own graduation requirements while satisfying DESE's guidance on the MassCore Program. Courses that satisfy the MassCore Program areas will more closely align with college topics and electives to capitalize on the capacity and potential of young people through more varied and interesting experiences. As key to this model, an additional graduation requirement would be attainment of a professional certificate or associate degree.
  b. **District Professional Development**: In addition to the 30 professional development hours provided in the Boston Teachers Union contract, educators at CIIT will engage in 30 additional hours focused on teacher collaboration and planning. These hours may be scheduled prior to the start of each academic year and/or added on to weekly common planning times. The additional professional development hours will be used to build capacity of the staff in areas such as co-teaching and the inclusion model, the foundational elements of deeper learning and lesson planning, culturally responsive pedagogy, and project-based learning aligned to the CIIT instructional foci.
  c. **District Curriculum Requirements**: CIIHS will align with the MassCore Program but will require freedom from other BPS curriculum, promotion, and assessment requirements in order to achieve our mission.

• Staffing
  a. **Hiring**: Staff members will be hired based on their desire to work in an inclusive environment with co-teaching and native language paraprofessionals working alongside classroom teachers. Collaboration and problem solving will be placed at the forefront of hiring decisions. Many staff members will have opportunities to work a flexible schedule in order to allow students to participate in a longer school day.
  b. **Schedules**: Staff will be on a staggered schedule in order to allow for coverage on an extended day from 7am to 5pm daily and support students in a variety of learning capacities. This includes daily planning sessions with co-teachers.

• Budget

We plan to leverage the innovation school autonomy of utilizing a lump sum per pupil budget in which the school has complete discretion to spend funding in the manner that provides the best programs and services to students and their families. In order to allow for a longer school day, a full early college program and a fully staffed inclusive model, the school will need to use their funds flexibly. Autonomies include:

  a. The autonomy to receive an annual, "lump sum budget" that is based on the per pupil funding formula developed between CIIHS and Boston Public Schools.
  b. The autonomy to have the "lump sum" budget adjusted each year based on the school's future year enrollment projections. Enrollment projections shall be based on the set upon pattern for expansion.
  c. The autonomy to allocate the school's lump sum budget to support and sustain the school's staffing model as determined annually by the school's principal and governing board.
  d. The autonomy to allocate funds to support additional teacher stipends for teacher leadership, summer academies, scholarships, work study stipends, extended school day, etc.
  e. The autonomy to raise and spend funds from grants, private foundations, and third party sources.
  f. The autonomy to establish a 501c3 nonprofit organization to, among other things, serve as a fundraising arm for the long term sustainability of the school.
g. The autonomy to retain (carry over) unspent funds from one fiscal year to the next.

Specific examples of the use of these autonomies may include, the school may choose to spend their substitute funding on full time interns from a local university thereby adding more adult classroom support. An additional example might be that we choose to provide funding for teachers who will teach an extra period as needed based on the extended, staggered daily schedule.

- **District Policies**
  
  a. **Principal selection and supervision**: Hired through a selection committee by the Board, with final approval by the superintendent. Supervision and annual reviews will be provided by the Board.

  b. **Setting Work Conditions** - Setting of work conditions for faculty, with collaboration with the Boston Teachers Union.

  c. **District Policies** - Freedom from all district policies and the authority to set policies that the school community feels will best promote student success, including the noted freedoms above of graduation requirements, promotion assessments and decisions. This includes freedom around policies and budgeting for meals. Meals will be available to students 3 times a day, plus a snack, regardless if they are attending classes at CIIHS or on college campuses. CIIHS would not circumvent the vendor/purchasing processes in place with the district, but would still want to ensure any meals served to students are reimbursable. This includes if the Madison Park High School Cardinal Cafe model were to be implemented. Students in 7th and 8th grades will help run the cafe and learn about nutrition, and be supported by student leaders from grades 9-10 who choose to participate in an internship opportunity with the cafe.

  d. **Governance** - A Board of Directors will be established to provide timely and cohesive oversight over the vision and mission of the school to achieve our outcomes and will include all practical partners.
    
    i. Leaders from college partners: UMass Boston, Benjamin Franklin Institute of Technology, Lesley University Threshold Program, and Boston Debate League.

    ii. Key stakeholders of the school: including parents, students, key community employment partners.

    iii. Key voices to ensure implementation of the plan, including Boston Public Schools Region 1 Superintendent, Ernani DeAraujo, Esq. (General Counsel East Boston Neighborhood Health Center), and a CIIHS elected representative of Boston Student Advisory Councils (BSAC).

- **School Calendar**
  
  a. **Extended school day** - CIIHS will provide campus activities between the times of 7am and 5pm, not including evening extracurricular programming or matches. The schedule will need to be more closely aligned with our college partners to ensure seamless integration with the college schedule.

  b. **Extended calendar year** - CIIHS will begin earlier for students, allowing for a pre-orientation (7th and 9th graders) at the beginning of each year and extending learning time and internships into the summer months. School will begin the third week of August.

- **Professional Development** - Certain professional development experiences and training will be required for educators and staff that may go above and beyond existing Boston Public School policies. Flexibility and autonomy will need to remain with the school in order to best align with the specific mission of CIIHS.
## SECTION 2: STRATEGIC CHANGE CHART

<table>
<thead>
<tr>
<th>Current School or district practice</th>
<th>Proposed change in practice</th>
<th>Expected impact on student achievement</th>
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| School currently partners with Bunker Hill Community College and provides access to college credit. Very minimal number of students participating in the program. | Provide ALL students with access to early college pathways with BFIT to receive professional certificate or associate degree in addition to high school diploma. Partner with Lesley Threshold Program to provide professional certificate and career pathway for most high need students with disabilities and UMass Boston as a 4-year college degree pathway | 1. Greater independence by being exposed to college culture from as early as ninth grade.  
2. Students will be able to graduate with transferable credits, certificate, or associate degree.  
3. Students leave their high school both career ready and halfway to a 4-year degree, giving them greater potential for economic mobility regardless of their choice after high school. |
| Students with disabilities and English Language Learners either learn in sub-separate classrooms or in inclusion classrooms. | Students with disabilities and English Language Learners will be educated with their general education peers. ELLs will have someone in their classroom who speaks their native language. | 1. All students will benefit from learning in a more diverse classroom.  
2. Students with disabilities and English Language Learners will be part of the community of CIHS, promoting a greater sense of belonging and pride in their education. |
| Some classrooms feature a co-teaching model of a general education and special education teacher. | Co-teaching model supported by two fully licensed educators to maximize support for every student. The ratio of students with disabilities to general education students will allow for full funding of the co-teaching model | 1. Students will receive the support needed to succeed in each class.  
2. Teachers will be able to better support students by sharing the responsibility.  
3. There will be a stronger sense of community by having integrated classrooms that is lost when students are in sub-separate programs.  
4. Students with disabilities will be provided with their equal right to learn in the least restrictive environment. |
| Paraprofessionals support ESL teachers and English Language Learners, with a Sheltered English Immersion program. | English Language Learners will be paired with paraprofessionals and push-in ESL teachers who speak their native language. | 1. English Language Learners will be able to better master content by being able to ask questions and having the information reinforced in their native language.  
2. There will be a stronger sense of community by having integrated classrooms that is lost when students are in sub-separate programs. |
| School day hours provide instruction from 7:30am-1:50pm Monday through Friday. | Extended day spanning from 7:00am-5pm with academic and extracurricular activities including work study, internships, and service learning activities. | 1. Students will have a safe place to be outside of traditional school hours.  
2. Create a stronger sense of belonging and community by taking part in activities with peers who share similar interests.  
3. Students who rely on after-school jobs to help support their families will be able to take advantage of a suite of extracurricular options without sacrificing income. |
| School year runs from September to June, with summer school in July and August. | Extended calendar year to incorporate acceleration academies, opportunity to continue college courses offered in summer, and orientation sessions. | 1. Students will be able to learn at their pace and find success with additional support and learning opportunities.  
2. Students will have the opportunity to receive additional support for mastery on a subject, or accelerate in a particular subject area.  
3. Teachers will offer variety of resources to |
<table>
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<th>Table entries</th>
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<tbody>
<tr>
<td><strong>Food provided by Boston Public Schools, servicing two prepared meals a day and snacks.</strong></td>
</tr>
<tr>
<td><strong>Access to THREE freshly prepared meals a day: breakfast, lunch, and dinner. Snacks will also be provided.</strong></td>
</tr>
</tbody>
</table>
| **1. Students will lead healthier lives.**  
**2. Students will not have to worry about providing food for themselves during the day and can focus on their education.** |
| **Scheduling is standard from 7:30am - 1:30pm.** |
| **Staggered schedule for staff and educators in order to accommodate for the extended day.** |
| **1. Staff will be able to provide the support their students need to succeed without compromising their personal lives.**  
**2. Students will be able to learn from a greater variety of people with diverse backgrounds and expertise.** |
| **Summer school opportunities provided to students who need further academic support or are required to attend in order to make progress toward graduation.** |
| **Access to seamless summer school. Both high school and BFIT / UMass Boston offer summer learning intensives.** |
| **1. Students will be able to learn at their own pace and get the support they need when they need it.**  
**2. Continued access to health and food resources when school is not typically in session.**  
**3. Continued scholarship opportunities for students who rely on summer jobs for income.** |
| **Students are placed in small learning communities, where a small number of staff help track and advise students.** |
| **ALL students have Individualized Learning Plans that chart their individualized pathway toward high school graduation and college pathways. EX: Students may or may not be in 9th grade math together, depending on if they have already accelerated.** |
| **1. Students will find greater success by having a schedule that is crafted specifically for their competency level and needs.** |
| **Students can take both high school and college courses, but college courses are not able to fulfill both high school and college requirements simultaneously.** |
| **Ability to enroll in classes that satisfy both high school and college requirements simultaneously.** |
| **1. Students will be able to move ahead faster and earn more college credit prior to high school graduation.**  
**2. Classes won’t be redundant and keep student’s curiosity piqued.** |
| **A student’s teachers in their small learning community meet twice a week to check on the progress of the student. Students do not have mandatory advisory meetings, but have access to academic, college and career advisors** |
| **Assigned Advisory and required weekly meetings.** |
| **1. Stronger connection between advisor and student will provide students with point of contact for questions and needs.**  
**2. Every student will have the individualized support needed to ensure their success.** |
| **Open enrollment school without any submission of who the student is as a learner/application.** |
| **ALL students will submit a learner portfolio once admitted to CII-HS. While this will not in any way impact enrollment, the school will formally accept their digital learning portfolio for which students will continue to refine and build on year over year. This will in no way impact the school’s open-enrollment approach.** |
| **1. All educators have the opportunity to better learn who their students are in their own words/creative portfolio.**  
**2. All students have the opportunity to tell the school and their future educators more about themselves both personally and as a student.**  
**3. Students’ digital portfolio will be formally accepted, giving students the confidence to know that their school took the time to learn more about who they are as a person and to accept them into their school community.** |
SECTION 3: PUBLIC STATEMENT

The mission of the new Charlestown Innovation and Inclusive High School (CIHHS) is to ensure all students are served in an inclusive, least-restrictive environment where comprehensive pathways to college and career are provided for 100% of students by the time they graduate, with the goal of the majority of students leaving high school with both a diploma and an associate degree. Our philosophy is that all students are capable of achieving an associate degree or professional career certificate by the time they leave high school, and it is our job as a school community to help them achieve their full potential. The look and feel of CIHHS will much more closely align to college and an authentic career preparation. It will provide automatic enrollment for current students of Charlestown High School.

SECTION 4: MISSION, VISION, STATEMENT OF NEED, AND PROPOSED PARTNERSHIPS

4.1 Mission Statement

Our mission at Charlestown Innovation and Inclusive High School (CIHHS) is to ensure all students are served in an inclusive, least-restrictive environment where comprehensive pathways to college and career are provided for 100% of students by the time they graduate, with the goal of the majority of students leaving high school with both a diploma and an associate degree.

Our philosophy is that all students are capable of achieving an associate degree or professional career certificate by the time they leave high school, and it is our job as a school community to help them achieve their full potential. The look and feel of CIHHS will much more closely align to college and an authentic career preparation, not of a traditional high school.

4.2 Vision Statement

Our vision is that all students in Boston Public Schools have access to a high quality, inclusive, and open-enrollment education that competes with top high schools across the state.

4.3 Statement of Need

This new school is needed to radically restructure the 7-12 traditional high school to meet the needs of all students by erasing the arbitrary line between high school, college, and career (Hoffman et al., 2021). This is what Jobs for the Future recommends as the best path forward for preparing our young people for the workforce - a radically new model for education called "The Big Blur."

CIHHS plans to accept 25% of students with disabilities and anticipates a high ELL or former-ELL student population. Currently, Charlestown High School has 63% ELL or former-ELL students. As such, this school will follow a full inclusion model and incorporate the recommendations provided by the ELL Task Force and Boston SpEdPAC. With low graduation, college enrollment, and college completion rates for this population the innovation school will provide a true wall to wall early education model that enables students to not only graduate with a high school diploma but also an associate degree. For those students who are not able to complete an associate degree, for disability reasons or otherwise, these students will leave with a professional certificate by an accredited college partner.
In order to achieve this goal, the school must have autonomies for high school graduation requirements in order to more cohesively align with the college partners and their degree requirements. Governance, extended school day, and extended school year will be additional autonomies that require innovation school status that will allow us to meet this goal.

4.4 Primary Proposed Partnerships

The primary external partners that will be responsible for developing the innovation school will include the following: MA4EC, Jobs for the Future, Benjamin Franklin Institute of Technology, UMass Boston, Lesley University Threshold Program, Boston Debate League. Once this prospectus is approved, formalized discussions would begin with all proposed partners. Preliminary discussions have begun with BFIT.

These partners hold the key partnerships in major curriculum development for the school, ensuring students are properly prepared to start college courses and ensure the successful outcome of associate degree completion or professional certificate by high school graduation. The leaders of these key partners will sit on the school’s board of advisors to ensure fidelity to the model and refine practices along the way. MA4EC and Jobs for the Future hold key insight into developing, providing technical assistance, and evaluating early college programs. Boston Debate League will play a role in infusing their methodology into curriculum development. College partners will be a collective partnership to ensure successful pathways and transfers exist between high school, certificates, associate degrees, and future 4-year degree programs.

SECTION 5: HOW AUTONOMY AND FLEXIBILITY WILL BE USED TO IMPROVE SCHOOL AND STUDENT ACHIEVEMENTS

5.1 Curriculum, Instruction, and Assessment

Outlined below are key elements that inform the design of the Charlestown Innovation and Inclusive High School, including academic and curricular themes.

5.1.1 Key Design Elements

Key Design Element #1: Deeper Learning

Deeper learning is a broad term for a set of skills and knowledge that students must possess in order to succeed in the world we live in today and in the future. It is defined as “a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job.” (William and Flora Hewlett Foundation, 2013, #). This concept of deeper learning is one of the pillars of Charlestown Innovation and Inclusive High School that will enable students to achieve success both academically and as they continue beyond high school in a rapidly changing world. Students who attend high schools with a well-implemented deeper learning approach experienced superior outcomes compared to those who attended a high school without a deeper learning approach. On average, students earned higher test scores in the core subject areas including reading, mathematics, science, and English Language Arts. These same students were more likely to graduate from high school on time and go on to enroll in four-year and selective institutions (Zeiser et al., 2014).

Boston Debate League: A study that investigates the impact high school debate programs have on the college-readiness of at-risk students found that debaters were 3.1 times more likely to graduate from high school than non-debaters. It also found that debaters were more likely to reach the college-readiness benchmarks in core classes than those who did not participate in debate programs (Anderson and Mezuk). We believe that incorporating the Boston Debate League into the curriculum of CIHHS will help students learn to form their own opinions and arguments, support their thoughts, and find their voice in the classroom. By helping students develop these skills from a young age, we believe that
they will be better prepared to participate and speak up as they continue their education and enter the workforce.

**MyWays Framework:** At Charlestown Innovation and Inclusive High School, we will apply the MyWays Framework to provide the necessary tools to ensure all students find success both at CIIHS and as they continue down their chosen path following graduation. This framework was developed by Next Generation Learning Challenges (NGLC) and focuses on four main competencies; habits of success, creative know-how, wayfinding abilities, and content knowledge. MyWays is aligned with the Massachusetts Curriculum Frameworks and DESE-recommended MassCore.

1. **Habits of Success.** Habits of Success has been defined as “behaviors and practices that enable students to own their learning and cultivate personal effectiveness” (Next Generation Learning Challenges, 2017). This competency focuses on students developing and discovering their strengths and abilities to navigate their way through their ongoing learning and lift following graduation. Under this competency domain, students will strengthen their academic behavior, self-direction, perseverance, positive mindset, learning strategies, social skills, and responsibilities.

2. **Content Knowledge.** In addition to developing the skills necessary for success as students move forward on their chosen path, MyWays ensures that the core classes are taught and mastered by each student. The content knowledge competencies include English core, math core, science, social studies, art, language, interdisciplinary and global knowledge, and career-related technical skills. Today, these core areas of study are necessary tools to ensure students continue to learn and develop new skills after graduation (Next General Learning Challenges, 2017).

3. **Wayfinding Abilities.** MyWays defines Wayfinding Abilities as “knowledge and capacity to successfully navigate college, career, and life opportunities and choices” (Next Generation Learning Challenges, 2017). This competency gives learners the skills to navigate their future academic and career paths by focusing on areas such as goal setting, identifying opportunities, as well as accessing help and resources. Mastery of these skills enables students to excel in their education, career, as well as in their personal lives.

4. **Creative Know How.** Creative Know How focuses on students developing the “skills and abilities to analyze complex problems and construct solutions in real-life situations” (Next Generation Learning Challenges, 2017). This competency domain focuses on critical thinking, communication, collaboration, and creativity. The goal of this aspect of the MyWays framework is to ensure students have the practical life skills necessary to creatively solve problems, successfully collaborate with others, and manage their personal lives. In a rapidly changing world, this section also highlights the importance for students to have a clear understanding in the world of information, media, and technology.

**Experiential and Applied Learning:** Students will be able to participate in work study or other internship opportunities. These may count as their own classes and be counted towards credit requirements at Charlestown Innovation and Inclusive High School. By providing students with this opportunity, they will gain hands-on work experience in a chosen field as well as developing a better understanding of what is expected of them as they gain more independence in their lives and careers.

**Key Design Element #2: Early College**

At the heart of the CIIHS model is the belief that all students should have individualized learning plans to help support and accelerate their learning experiences in each educational domain (Berger et al., 2014). Driven by science on adolescent development, motivation for learning is intrinsically tied to pleasure, relevance, working with peers, and future prospects in career pathways (Transcend 2020). Tied directly to CIIHS key design elements for deeper learning, students will engage in more complex tasks and peer collaboration to engage them in active learning and along the MyWays framework and more creative thinking in line with Bloom’s Taxonomy. These elements will be critical to an accelerated learning environment for students, which includes opportunities to debate, hypothesize, defend reasoning, collaborate with peers, and receive feedback. Integral in this is an emphasis on specialization and choice to further engage students, as well as to better prepare them for independence post-high school.
This is supported by the authors of the Center for the Developing Child (2016), who warn that if adolescents are not given enough opportunity to engage in more challenging and complex responsibilities (such as balancing school, family obligations, peer relationships, work) and receive guidance and feedback on how to navigate these (communication, prioritization, advocacy, and self-regulation), then they are likely to be hampered as they move into adulthood.

In MassInc.'s April 2021 report on early college, the authors urge that for far too many the "traditional high school format inhibits learning and personal growth," urging schools and the state to recognize that closing gaps in post-secondary attainment is possible through implementing a comprehensive early college model. In a school system where only 37.7% of students in Boston Public Schools' open enrollment schools go on to attain a post-secondary degree, it is clear we must innovate and lean into practices that will truly disrupt the racial equity gap in this city. Key to this approach is eliminating the known barriers to post-secondary degree attainment, which include: financial burden, particularly when students need 6 or even 8 years to complete a degree; slower pace to completion due to the need for developmental classes; insufficient advising; and an underdeveloped sense of belonging and self-confidence (Forman & Ngongi-Lukula, 2021). Despite the success in increased enrollment for early college students, post-secondary degree attainment remains low. This is why it remains critical that every student in CIIHS will leave high school with a diploma and associate degree. Those students who do not leave with an associate degree will leave with an accredited certificate and on a clear career pathway. If we do not tackle the ultimate outcome failure of low degree attainment, we will be failing our students in closing the equity gap. To do this, we must utilize numerous autonomies - namely length of day and calendar year, course structure, assessments, and financial structures for staff and student support - in order to achieve this vision.

**Orientation:** Whether a student enters CIIHS in the 7th or 9th grade, there will be an orientation in 9th to begin enculturating students to a different learning environment that more similarly mirrors the transition to college/career and emphasizes the post-high school success habits. This orientation includes: being assigned an academic advisor, learning how to read a syllabus, learning how to seek out support from the teacher/professor, learning habits on independence and self advocacy, exposure on how to navigate technology platforms such as Canvas.

**Academic Advisor:** Every student will have one academic advisor with whom they meet weekly (individually; required). In the Fall, the advisor will help the student to finalize registration for any Spring college and high school courses, and sign off on the individualized learning plan. In Spring, the advisor will help determine an individualized learning plan for the upcoming Fall semester and sign off on it, and help the student register for any college and high school classes based on that plan.

**Entry Assessments:** As part of this orientation in 9th grade, students will participate in entry assessments similar to a summer college orientation period. This will help structure the individualized learning plans by getting a baseline on learning levels in each educational domain.

**Individualized Learning Plans:** Every student will have an ILP, tailored to their competency levels in each educational domain and desired early college pathway. A student may be in a HS Core ELA course while also in a College Core class for Math. Individualized education plans support students’ individualized learning and pacing, providing additional support where needed and the opportunity to accelerate where appropriate.

The majority of students will leave high school with an associate’s degree. Students who do not graduate with an associates degree will graduate with a certificate with a specific career pathway/experience. Associate's degree pathways are chosen based on ROI of the degree and those which are stackable and transferable. Associates degrees offered will enable students to directly transfer to UMass Boston (via articulation agreement) if they are on the BA/BS pathway.

**The MyWays Framework:** This framework is aligned with the Massachusetts Curriculum Frameworks and DESE-recommended MassCore, and will bridge the competencies needed for high school graduation and for successful engagement in an accelerated early college program.
The schedule will incorporate FLEX blocks into each day to allow for a consistent individualized space for acceleration or additional support. These blocks also allow for students to take more responsibility and gain more independence in their own education.

**Key Design Element #3: Inclusion, Expectations, and Support**

**Extended Day:** CIIHS will have a school day length that exceeds the typical school day. The CIIHS day will start at 7:00am and end at 5:00pm to allow for additional services, extracurricular activities, and work study opportunities that align with the Hub Community Schools model that the BTU has advocated for (Boston Teachers Union, 2021). The schedule for teachers will be staggered in order to accommodate the extended day program. Scholarships will be available for students to participate in extracurricular activities who would otherwise rely on additional income. By providing additional resources and a home base for students, we will be able to provide a more well rounded educational experience that will better prepare students to manage their ongoing education and career following graduation.

**Community Partnerships:** By forming connections with members of the community, we will provide a wide range of opportunities for students to take part in. Students will be able to work alongside individuals with similar interests, different backgrounds, and a variety of knowledge to share. Community partnerships can provide services that differ from those teachers are expected to offer. Work study, elective, and extended day programming can all be strengthened through partnerships within the community.

**Inclusion Instructional Model:** Charlestown Innovation and Inclusive High School will provide inclusive programming for all students with disabilities and language diversity. This model will be based on a co-teaching model where students with disabilities and English learners will be educated with their general education peers in class. Enrollment ratios for the inclusion classrooms will be modified to provide a base that will fully fund the co-teacher model. By providing fully inclusive programming, CIIHS students will all be part of the same diverse community; allowing all students to learn from one another’s strengths and experiences. This also allows for all students to have access to the same rigorous curriculum that matches their individualized learning plan while being provided the proper support to succeed.

**Additional Support:** All students at Charlestown Innovation and Inclusive High School will receive any and all support necessary for their success. These supports include academic support, access to meals, and mental and physical health resources that may not otherwise be available.

- **Early College Support.** Each student will be matched with an advisor to help guide them through their time at CIIHS and give them the tools needed to succeed following graduation. A teacher will be assigned to each college level course that is offered. The teacher assigned will act as the main resource for students to reach out to for support when on the CIIHS campus. Students participating in the Early College Program will meet with their assigned teacher and peers weekly to reinforce and clarify concepts being taught at the college level. By incorporating this time into their schedules, students will receive support specifically tailored to their college level classes in an environment that is familiar to them. This includes full wrap-around support through our college partner and enrolling students with a Success Coach.

- **Support for English Language Learners.** English learners will be educated in an inclusive environment paired with paraprofessionals and push-in ESL teachers who speak the native language of the students. English learners will have the same acceleration opportunities including access to early college programming with the additional resources and support to ensure their success. Students will meet weekly with a smaller group of their peers and teachers to reinforce lessons in their native language.

- **Support for Students with Disabilities.** Students with disabilities will be educated with their general education peers in classes with a ratio of 18 general education students to 7 special education students in 7th and 8th grade. The ratio in grades 9-12 will be 19 general education students to 8 special education students. These ratios will fully fund a co-teaching model supported by two fully licensed educators to maximize support for every student. Additional
support will be provided to students with disabilities in order to ensure they find success while participating in accelerated opportunities such as early college programming.

- **Health Resources.** In addition to academic support, all students will have access to healthcare through CIIHS. Students will have access to a variety of healthcare professionals and services that may otherwise be unavailable to them. By extending the school day until 5pm, students will be able to schedule visits with healthcare providers in the school without any disruption to their learning. Potential partnership opportunities include NewHealth and MGH Institute of Health Professions. Establishing a concrete partnership will occur during the planning phase to ensure it is sufficient and meets the needs of all students.

**Meal Access.** Free school meals will be provided to all students enrolled at CIIHS. Breakfast, lunch, dinner, and a snack will be served to accommodate for the extended schedule, and to-go meals will be made available to students who will be traveling off campus as part of the Early College Program. Access to free or reduced-price school lunches has been shown to improve student's grades, ability to get along with peers, as well as their behavioral, emotional, and mental health (Food Research and Action Center, n.d.). Providing free meals to all CIIHS students is part of our job as a school community to help them achieve their full potential.

### 5.1.2 Open Enrollment

Throughout the City of Boston, Boston Public Schools offers different types of high schools for families to choose from for their child. These types of schools can be defined as such:

Exam Schools: three schools in BPS that offer enrollment to qualifying students through a combination grades, test scores, and other factors. These schools -- Boston Latin School, Boston Latin Academy, and the John D. O'Bryant School of Math and Science -- offer seats for students entering 7th grade or 9th grade.

Admission Schools: high schools in Boston that offer seats to students through means of an application. Students fill out an application for each school (note that there is not one singular application process for all admission high schools, and that this is different from applying to an exam school). Applications can include personal statements, artistic supplements, teacher recommendations, and more, and are dependent on the school the student is applying to.

Open Enrollment Schools: high schools that offer seats to any student across the city. There is no application process or requirements for these schools. Historically, these schools have had large numbers of students with disabilities and English Language Learners. Current open enrollment schools include: Brighton HS, Burke HS, Charlestown HS, East Boston HS, English HS, Excel HS, and Snowden International School.

While there are a variety of high schools for students to choose from, the quality of learning outcomes at the majority of high schools in Boston is low, specifically at open enrollment high schools. As of 2021, open enrollment schools in Boston Public Schools are some of the lowest performing schools in the state of Massachusetts, according to DESE state reporting and scores from the 2019 MCAS (DESE). 2019 MCAS results show the majority of open enrollment schools perform at or below the bottom 15% of all schools in the state of Massachusetts.

The current state of open enrollment high schools in Boston suggests poor outcomes for students that attend and/or graduate from these schools, and highlight glaring opportunity and achievement gaps. For open enrollment high schools to be successful in supporting student outcomes and creating an inclusive and supportive learning environment, open enrollment high schools must be redefined in what they are and how they function. Our definition of open enrollment is a high school that allows access to all students in the City of Boston, provides high quality educational opportunities to prepare students to be successful in college and life, and creates pathways for students.

A truly inclusive school means ensuring representation of diverse neighborhoods across the City of Boston. A lack of this representation creates an inequitable and less diverse community that does not benefit students and furthers barriers for students coming from diverse backgrounds.
To create a truly inclusive school that is representative of all groups across the city of Boston, Charlestown Innovation and Inclusive High School will be an open enrollment school that is open to all students in the city of Boston. Open enrollment schools can ensure access to a high quality education for all students across the city, especially to those students coming from areas with little access to high quality schools.

Additionally, in creating a diverse and inclusive student body, it is critical to ensure access for students with disabilities and create a learning environment that allows for special education students to get the services they need, while also being able to learn alongside their peers in fully inclusive classrooms.

As an open enrollment high school, CIIHS aims to provide high quality educational access to students coming from across the city, especially to students who historically have had little access to high quality high schools, and for students with disabilities and English language learners.

There are a few models of enrollment that CIIHS can implement to create a diverse and inclusive student body; in each different model, seats for students with disabilities are given first priority. Once all seats are filled, a waitlist will ensue and students will be placed if a seat opens.

The following are three different enrollment options to consider, each with its own benefits and critiques:

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>% Students</th>
<th>2017 % School Aged Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorchester</td>
<td>26%</td>
<td>16%</td>
</tr>
<tr>
<td>Roxbury/Mission Hill</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>East Boston</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>Hyde Park</td>
<td>7%</td>
<td>17%</td>
</tr>
<tr>
<td>Roslindale</td>
<td>6%</td>
<td>14%</td>
</tr>
<tr>
<td>Allston/Brighton</td>
<td>5%</td>
<td>12%</td>
</tr>
<tr>
<td>Jamaica Plain</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Mattapan</td>
<td>5%</td>
<td>17%</td>
</tr>
<tr>
<td>Charlestown</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>South End</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>West Roxbury</td>
<td>4%</td>
<td>13%</td>
</tr>
<tr>
<td>South Boston</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>Chinatown/ Downtown</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Back Bay</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Beacon Hill</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Fenway</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Longwood</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>North End</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Seaport/Waterfront</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>West End</td>
<td>1%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Option 3: Guaranteed Pathways for Students in Surrounding Schools: Boston Public Schools’ enrollment patterns is based on the concept of neighborhood schools, in which students attend schools in their neighborhood and pathways are created from each school. To follow enrollment practices and provide a model for other open enrollment high schools across the city, CIHHS would provide guaranteed pathways for students matriculating from the following schools that are two miles or less away from the campus: the Eliot K-8 Innovation School, Harvard-Kent School, and the Warren Prescott School. As each of these schools are in the surrounding area of CIHHS, students would matriculate from their school to CIHHS either in 7th grade or 9th grade, depending on the sending school they go to. This helps to create the feeling of a neighborhood school and creates strong enrollment trends for families coming from Charlestown and surrounding neighborhoods to ensure neighborhood continuity at the school. This also allows for the inclusion model at the Eliot and the Harvard-Kent Schools to extend into high school, providing a pathway for current inclusion students who would otherwise face a high likelihood of transfer to a more restrictive environment upon graduation from these two elementary schools. This model would create sustainable pathways from schools and provide transparency for parents to understand their child’s educational journey. In addition, this allows for clear movement from school-to-school, and can allow for a more individualized approach during matriculation, in which the sending school has the opportunity to partner with CIHHS staff, and provide individualized information and support for the matriculating student. A major concern with this model is gentrification; by having a set list of sending schools, it is very possible for schools to become gentrified and create a student body that is unrepresentative and limiting access for students from all backgrounds.

Any of the following enrollment patterns will help to create diverse student bodies that will benefit the school community and the experience of students, both in and out of the classroom. Using the model of an open enrollment high school through neighborhood-based enrollment patterns will create community hubs that not only create learning and community spaces in neighborhoods, but provides access to high quality education for families in Charlestown and surrounding areas, as well as to students across the city.

A Path Forward: Considering these above options, the best option is a blended approach. Students with disabilities are given first preference to the maximum capacity based on the ratio of staff to students. The remaining seats available will go to students from additional neighborhoods across the city based on the percentage of school aged children in each neighborhood (Option 2) to ensure equal opportunity for access from all neighborhoods. Sibling preference will continue to be in effect. For 7th and 8th grades, CIHHS will follow the neighborhood-preference entry model, which is based on the existing school-based assignment plan and ensure opportunity for neighborhood-based entry (Option 3). Final determination will be based on community input ahead of the final proposed plan.

It is important to note that there are currently around 700 students enrolled at Charlestown High School. Regardless of the enrollment pattern that is selected, students currently enrolled at Charlestown High School would automatically be enrolled at the new innovation school. These students would be given the necessary support systems to still graduate on-time and prepared to succeed in college and career.

CIHHS is classified as an open enrollment school, which has historically meant there are no requirements in attending or needing to submit any materials for admissions. Students who select this as their school’s choice will be asked to submit a portfolio about themselves, which will in no way impact the admittance to this open-enrollment school. This portfolio will be used by the academic counselors in conjunction with the student information provided in Panorama to prime students for an enriched, holistic learning experience; provide students an opportunity to tell their future educators about themselves beyond the test scores and grades; and give more context on the ‘whole student’ to their future educators.

5.1.3 Learning Experience Design and Assessment

CIHHS will embrace an individualized learning approach to best meet the needs of all students at varying levels of acceleration and support based on subject area. The MyWays Framework, which is aligned with the Massachusetts Curriculum Frameworks, will bridge the competencies needed for high school graduation and for successful engagement in an accelerated early college program. MyWays approaches learning with four key competency areas, and allows for progression along competency
areas to be tailored to a specific educational domain (NGLC MyWays, Report 12) that allow for broader and deeper learning and embrace a holistic approach.

<table>
<thead>
<tr>
<th>1. Habits of Success</th>
<th>2. Content Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Academic Behaviors</td>
<td>o English Core</td>
</tr>
<tr>
<td>o Self-Direction &amp; Perseverance</td>
<td>o Math Core</td>
</tr>
<tr>
<td>o Positive Mindsets</td>
<td>o Science, Social Studies, Arts, Languages</td>
</tr>
<tr>
<td>o Learning Strategies</td>
<td>o Interdisciplinary &amp; Global Knowledge</td>
</tr>
<tr>
<td>o Social Skills &amp; Responsibility</td>
<td>o Career-Related Technical Skills</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>o Critical Thinking &amp; Problem Solving</td>
<td>o Survey Learn, Work &amp; Life Landscapes</td>
</tr>
<tr>
<td>o Creativity &amp; Entrepreneurship</td>
<td>o Identify Opportunities &amp; Set Goals</td>
</tr>
<tr>
<td>o Communication &amp; Collaboration</td>
<td>o Design &amp; Iterate Prototype Experiences</td>
</tr>
<tr>
<td>o Information, Media, &amp; Technology Skills</td>
<td>o Find Needed Help &amp; Resources</td>
</tr>
<tr>
<td>o Practical Life Skills</td>
<td>o Navigate Each Stage of the Journey</td>
</tr>
</tbody>
</table>

Each student will develop portfolios of work in each of these content areas. Learning experiences will be varied and allow for more authentic, deeper learning experiences to better prepare students for college and career beyond high school (NGLC MyWays, Report 11).

Any college course assessment will follow the standard assessment for the accredited college partner. For high school core courses, teachers develop their curriculum, with key learning objects that support deeper learning through varied assessments. Two core types of assessments will be (NCLC MyWays, Assessment Strategy Analysis):

- **Formative assessments**: e.g., diagnostic; teacher checks for understanding; self-assessments, reflection, student-led conferences; peer assessments; revisions, iterations, redos, digital adaptive software and simulations with feedback

- **Performance assessments**: e.g., curriculum-embedded junior versions of real-world tasks; active use by learner as well as teacher of explicit learning objectives, learning progressions, rubrics; public performances and exhibitions, internships and other real world learning experiences; student logs and journals, culminating portfolios or capstone experiences

Educators will develop learning objectives based on Bloom’s Thinking Skills (Revised 2001), providing for as many authentic learning experiences as possible. Core learning assessments will be complemented by other more complex assessments, which include service learning and internships to provide quality feedback. (NGLC MyWays, Report 12).

Each course will have opportunities for formative and performative assessments:

- **Content Focus Areas**: broken into 2-5 learning objectives in each focus area.

- **Projects**: stringing together multiple focus areas/learning objectives into a given project, allowing students to demonstrate creation/analysis for deeper learning and “creative know how” through project-based learning

- **Wayfinding Experiences**: touching on key focus areas to reinforce how learning relates to real-world experiences for more complex and authentic learning)

As students move through a course, they will complete learning objectives in each of the key content focus areas, projects, and wayfinding experiences. Earning 8-10 points will demonstrate mastery in any given area, providing clarity for areas where students need additional support for “redos” where they have opportunities to understand and implement feedback. While students will remain in a course together, this allows for more individualized learning approaches as students will acquire mastery of objectives at varying times. An example of this is the online learning platform utilized by Summit Public Charter Schools, which utilizes the MyWays Framework.
The MyWays framework acknowledges that key learning experiences happen beyond the classroom walls, further informing the CIHHS model for a more enriched learning experience by intentionally providing opportunities with the "wider learning ecosystem" zones. (NGLC MyWays, Report 11). Courses will extend the learning zones beyond the physical walls of the classroom to better engage students. This includes school-based extracurriculars, college-based learning, career-related learning, community-mediated learning, and everyday informal and formal learning. This is bolstered by school and additional support and partners.

In order to quickly bring students up to speed on math, a known area of low academic proficiency, CIHHS will partner with the Calculus Project beginning in 7th grade. This project ensures students are successful in their upcoming year’s math courses and will help accelerate their learning and confidence ahead of starting to take college level courses.

Assessments: CIHHS will utilize a multi-tiered system of support (MTSS) for academics, following the Response-to-Intervention (RTI) approach. This will ensure that all students receive adequate three-tiered support and are identified quickly regardless of SWD status. This approach includes:

- Universal screening
- High-quality instruction
- Interventions matched to student need
- Frequent progress monitoring, and
- The use of student data to make educational decisions

Universal screening measures will be determined in consultation with the ELL and SWD Task Force in order to quickly identify who needs additional support. Universal screening is critical based on the known needs of BPS students and inclusive approach to the CIHHS individualized learning philosophy. Assessment will take place in 7th grade and 9th grades during orientation week (similar to entry college proficiency screening). All automatically enrolled students from the current Charlestown High will take these screening assessments during the initial orientation period. Universal screening may include the following: reading fluency (e.g. R-CBM, WIDA); reading comprehension (e.g. DIBELS DAZE or TABE Locator which is also validated in Spanish); and a math assessment. Inclusive universal screening for ELL students will follow best practices, which include administering the universal screening in a student’s native language so as to determine if there is a learning gap, language gap, or both. From there, diagnostic tests and differentiated instruction will help bring students up to learning levels and provide opportunity for educators to collaborate with students on shared goals and progress. This last piece is proven to be a motivating factor, particularly in working with at-risk youth (Anderson et al., 2020). A model for three-tiered support would be modeled after New Heights Charter School’s approach.

5.1.4 Social Emotional Learning

Embedded in the fabric of the school framework is social emotional learning. Following the MTSS approach with RTI for academics, CIHHS will utilize positive behavior interventions and support (PBIS) as another MTSS approach in the school. This will dovetail with the MyWays framework’s focus on Success Habits, ensuring students have the right support in place to succeed in and beyond school. CIHHS will embed SEL and mindfulness in both a whole-school approach, as well as individually student by student.

Individual level: PBIS tiered support model
• Tier 1: Every student will map to a caring adult in the school, who will serve as a secondary advisor/coach. This could be in partnership with the Making Caring Common model at Harvard University’s School of Education, which implements both traditional and reverse relationship mapping and provides resources to support students. Every student will also be required to participate in at least one extracurricular activity (club or sports team), where the coach or faculty advisor will be trained in providing non-academic support as well as restorative justice approaches to conflict. Every classroom or advisory will also implement mindfulness activities during the day. A potential partner could be InnerExplorer, who has already begun to work with some schools in BPS and provides an easy to implement framework for educators and staff to utilize.

• Tier 2: Small group mentoring, social groups, and/or affinity groups which provide a smaller more consistent support for students in this tier. Partnerships could include BAM and WOW, which have shown measurable success in a group mentoring model for high school graduation rates and increasing social emotional skills.

• Tier 3: School psychologists will be available for any student needing one-on-one mental health support. Staffing needs will be continuously reviewed to ensure that no student is placed on a waitlist for these services. There will also be counselling available at the school-based health center.

Whole School Practices:

• Restorative Justice: An alternative to the traditional punitive approach to discipline, which is known to disproportionately punish students of color. This approach empowers students to resolve their conflicts on their own and in small groups, building on social emotional learning and alternative methods to resolving interpersonal conflict through dialogue. It is a more inclusive approach, which involves all stakeholders in the conversation.

• Mindfulness: Every classroom or advisory will participate in mindfulness activities throughout the day. A potential partner in providing a framework for this is InnerExplorer.

• Monthly Celebrations of Identities: A rotating list of themes throughout the year to celebrate differences to promote a sense of belonging, community, and a more inclusive and caring school through education and exposure. This not only helps students learn about others and different experiences, but also find commonalities across a diverse student-body. Topics might include: gender identity, social justice, race/ethnicity, and intersectionality.

5.1.5 Early College

In learning from Bard’s College at Simon’s Rock, New Heights Charter School in Brockton, and others, the most important piece of a true early college model allows students to leave with both a high school diploma and an associate degree. What we know from current evaluations is that students who participate in early college programs enroll in college post-high school at higher rates compared to their peers who did not participate in early college. However, degree completion rates remain in the 40 percent range (American Institutes for Research). To have graduation odds worse than a coin flip is not good enough for our students. That is why the CIIHS model is committed to 80%+ of all students graduating with an associate degree, either as a terminal degree or with the ability to transfer to a 4-year degree program. Further, we know from other early college policy analyses that embracing a “dual credit” model is critical to ensuring this vision (Hoffman & Vargas, 2010). The CIIHS learning design methods foster a school culture that believes every student can succeed in college, and a learning environment that prepares students for life after high school as independent learners and workers in the real world.

As such, CIIHS will utilize an autonomy in graduation requirements in order to fulfill this pathway to fall under “Pathway III” for specially designated schools in BPS Policies. CIIHS, in accordance with DESE guidance, will follow MassCore in its design. In order to achieve this, CIIHS will identify courses that satisfy high school credits only, college credits only, or count towards both high school MassCore credits and college credit-bearing courses. For example, years three and four of English may satisfy both MassCore requirements and provide college credits. MassCore Program Guidance and Massachusetts General Law Requirements are as follows, alongside the CIIHS graduation requirements.
Selection of College Partners: We considered existing partnerships for the proposed early college partners. Ultimately, below provides the guiding principles that we considered when determining the best matched partners for this model. We understand that for this to be a scalable model at other open enrollment schools, all partners in the city will need to be a part of a larger district focus on college attainment. All efforts should be made to support college partners in achieving the following success outcomes.

- Better than state average outcomes: Colleges where the 150% time to graduation for 2-year schools was at least double the state average of 22.5% (entering 2017 cohort) (National Center for Education Statistics).

- History of success: higher than average graduation rates for Black and Latinx students, and particularly Black and Latino men. Both of these populations have historically low graduation rates.

- Pathways for students with disabilities

- Pathways for students with stackable certificate programs that lead to associates degrees (for students who don’t achieve an AA/AS) and transferable for BA/BS pathways

- Net positive ROI based on data from Georgetown’s ROI Ranking and Foundation for Research on Equal Opportunity

Based on these considerations, CIIHS will partner with Benjamin Franklin Institute of Technology as the key partner in this work for the associate degree outcome, which also provides professional certificate pathways. In preliminary discussions with the Lesley University Threshold Program, they would serve a subset of CIIHS students with disabilities for whom it is the best fit to meet their needs for a professional certificate and pathway.

We propose the best 4-year degree pathway partner is UMass Boston, which is the city’s only public research university with a dynamic culture of teaching and learning, and a special commitment to urban and global engagement. UMass Boston currently serves as a huge pathway for BPS students. However, we have not been in direct discussion with UMass Boston, but propose what this partnership could look like ahead of moving into the planning phase. UMass Boston and Benjamin Franklin Institute of Technology have historically provided high school students with the opportunity to take college classes and receive credit, especially for students in Boston Public Schools, and have allowed for students to graduate from high school with college credits and be better prepared to handle the rigors of a college education.

Benjamin Franklin Institute of Technology (BFIT) is a private, non-profit college offering professional certificates, associate degrees, and bachelor’s degrees. As a designated minority serving institution (MSI) where 76% of students receive federal financial aid (an indicator of socioeconomic status), BFIT has a proven track record of graduating students with similar backgrounds to CIIHS. BFIT achieves
graduation rates 2x the national average and 3x the state average. As part of the CIIHS model, the specific "stackable" college pathways to be offered are:

- **Computers & Information Technology Pathway**
  - *Certificates:* Cybersecurity; Network & Systems Support; Software Development; Web Design Multimedia
  - *AS Degree:* Computer Information Technology
  - *Optional BS Degrees:* Health Information Technology with either a Data Analytics or Public Health concentration

- **Engineering & Engineering Technology Pathway**
  - *Certificate:* Electronics Technology
  - *AS Degree:* Engineering Technology (with concentration in either advanced manufacturing and automation, Mechatronics Technology, or Renewable Energy Technology)
  - *Optional BS Degrees:* Electrical Engineering

University of Massachusetts at Boston is a part of the University of Massachusetts system. The school provides four-year degree programs, where students are able to earn a Bachelor of Arts or Bachelor of Science degree. While UMass Boston offers a large number of degrees, the degrees with the highest return on investment (ROI) include: Nursing; Electrical, Electronics, and Engineering; Computer Science; and Business Administration. Historically, UMass Boston has developed a number of early college programs for students in Boston Public Schools, offering them mentorship and academic support throughout high school. Students have additionally had the opportunity to participate in credit-receiving classes that they can use at UMass Boston or another institution that accepts the credit. As part of the CIIHS model, the specific college pathways that will be offered is public health.

Lesley University Threshold Program is a program that is geared specifically for students with disabilities and high needs to obtain a professional certificate and be placed directly into a job after graduation. Students part of the Threshold Program develop key professional and life skills to be able to succeed and live independently in an educational and living environment with other students in the program. Students with disabilities and high needs at CIIHS would be given the instruction and support to develop professional and social skills in and out of the classroom, so that following graduation, students will be able to have numerous options in working and being successful. As part of the CIIHS model, students would be a part of the Core program, and specific career pathways that will be offered include hospitality, early childhood care, admin office support, and more.

**Early College Model Overview**

To ensure all students at CIIHS are prepared to excel in college and in life, students will participate in an early college program that will guarantee access to receiving college credit and instruction. Every student will have the opportunity to graduate with both a high school diploma as well as an associate
degree. Beginning as early as sophomore year, students will have the opportunity to take college classes that fulfill both high school and college degree requirements (dual crediting model), and subsequently begin to take specific classes in a degree program of their choosing. In the absence of conversations with UMass Boston, the diagram is a high level overview of what this would look like.

**Curriculum Details - 7th and 8th Grade**

Guiding principles for 7th and 8th grade will be preparation for rigorous coursework beginning in 9th grade. With an awareness of the low proficiency levels for 6th grade students entering 7th grade across BPS, CIIHS will partner with the Calculus Project to help students quickly get up to speed. This partner has successfully supported students in preparation for rigorous math-intensive courses at BFIT, and is a welcomed partnership for CIIHS to ensure successful outcomes for students as they attain their ultimate goal of earning an associate degree or professional certificate in 4 years starting in high school. 7th and 8th grades will follow a more structured schedule than in high school, but will enlist a project-based learning model to ensure students rapidly begin exposure to the deeper learning methods of a) mastery, b) identity, and c) creativity based on MA DESE's *Kaleidoscope Collective for Learning*. CIIHS will expose students to more simulation experience, giving them the opportunity to interact with and provide real-world relevance to their learning. Selection of texts and specific curriculum buildout will take place during the planning phase of this proposal, with a suggested course structure below. Courses will be aligned with Massachusetts Curriculum Frameworks. The details on each course and pathway will be determined during the planning phase of this development. Below is a model for consideration.

<table>
<thead>
<tr>
<th>Domain</th>
<th>7th Grade Class</th>
<th>8th Grade Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 7</td>
<td>English 8</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>World History and Geography</td>
<td>US Government and Civics</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Pre-Algebra (with Calculus Project)</td>
<td>Algebra I (with Calculus Project)</td>
</tr>
<tr>
<td></td>
<td>Woodworking Technology I (in partnership with NorthBennett School; modeled after existing courses by top public schools in the state such as Acton Boxborough bringing creative projects and relevance to core pre-algebra course)</td>
<td>Woodworking II (in partnership with NorthBennett School; modeled after existing courses by top public schools in the state such as Acton Boxborough bringing creative projects and relevance to core pre-algebra course)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>PLTW Gateway (6-8 Curriculum) + Freight Farm Work (modeled after Boston Green Academy)</td>
<td>PLTW Gateway (6-8 Curriculum) + Freight Farm Work (modeled after Boston Green Academy)</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>Alternating days: Artists for Humanity, developing art portfolio project and presentation to school at the end of the year</td>
<td>Alternating days: Artists for Humanity, developing art portfolio project and presentation to school at the end of the year</td>
</tr>
<tr>
<td><strong>Wellness and Physical Education</strong></td>
<td>PhysEd (following national standards)</td>
<td>PhysEd (following national standards)</td>
</tr>
<tr>
<td><strong>Community Engagement and Learning</strong></td>
<td>Elective Option 1 Alternating Days: radio, journalism, and podcasting (including producing a student-run podcast series)</td>
<td>Elective Option 1 Alternating Days: radio, journalism, and podcasting (including producing a student-run podcast series)</td>
</tr>
<tr>
<td></td>
<td>Elective Option 2 Alternating Days: Service learning experience with local nonprofit organization</td>
<td>Elective Option 2 Alternating Days: Service learning experience with local nonprofit organization</td>
</tr>
</tbody>
</table>

**Curriculum Details - High School/Early College**

Courses will be developed in concert with Jobs for the Future, MA4EC, and college partners in order to ensure the proper coursework and learning is in place to prepare students to be successful in attaining the CIIHS goal of graduating in four years with both a high school diploma and an associate degree or professional certificate. We believe that students can succeed if they are provided the proper support, and structure the course load to ensure that the majority of students have the opportunity to obtain their associates degree in four years. The details on each course and pathway will be determined during the planning phase of this development. Below is a model for consideration. In learnings from previous
evaluations for early college and P-TECH programs, dual credit for both high school MassCore and college credit will be utilized where appropriate and as extensively as possible.

<table>
<thead>
<tr>
<th>HS Domains</th>
<th>Prereq</th>
<th>Course</th>
</tr>
</thead>
</table>
| English/ Humanities/ Social Science | Completion of 8th Grade    | **HS Core**: Integrated US History I and ELA I/II  
(prep for content based literacy competencies students need in college) |
|                                 | None                        | **HS Core/ Developmental**: BFIT EN091 Reading and Writing for Academic Success |
|                                 | EN091                       | **HS Core/ Developmental**: BFIT EN099 Oral Communication |
|                                 | EN099                       | **College Core**: BFIT EN129 College Composition I with Skills Practicum |
|                                 | EN129                       | **College Core**: BFIT SS101 American Politics |
|                                 | EN129                       | **College Core**: BFIT SS105 Twentieth Century History |
|                                 | EN129                       | **SS216**: BFIT SS216 Opening the Windows: Emotional Intelligence and The Self in the World |
|                                 | EN129                       | **SS216**: BFIT SS205 Contemporary Social Issues |
| Math/ Computer Science          | Completion of 8th Grade    | **HS Core**: Integrated Algebra I/II |
|                                 | Integrated Algebra I        | **HS Core**: Data Science (prep for an econometrics/ biostatistics type course) |
|                                 | Data Science                | **HS Core/ Developmental**: BFIT MA050 Fundamental Mathematics |
|                                 | MA090                       | **College Core**: BFIT MA120 College Algebra and Trigonometry |
|                                 | MA120                       | **College Core**: BFIT MA130 Pre Calculus |
|                                 | MA130                       | **College Core**: BFIT MA240 Calculus I |
|                                 | MA240                       | **College Core**: BFIT MA270 Statistics |
|                                 | College Algebra             | **College**: Enter College/Career Pathway Individualized Plan for Course Decisions |
| Science                        | Completion of 8th Grade    | **HS Core**: Physics, or  
**HS Core**: Biology w/Lab |
|                                 | AP Physics or AP Bio        | **HS Core**: AP Chemistry |
|                                 | AP Chem Exam                | **College**: Enter College/Career Pathway Individualized Plan for Course Decisions |
| Wellness and PhysEd             | Required each year MA Law  | **HS Core**: PhysEd (following national standards) |
| Arts and Language               | None                        | **College Elective**: BFIT SS245 Photography and the Human Condition |
|                                 | None                        | **HS Core/College**: two years of the same language |
| Community Engagement           | None                        | **9th Grade**: Alternating days running the High School Cafe (lead by upper school students who choose to participate in the High School Cafe as part of their internship or work study opportunities) |

5.1.6 Inclusion Models for Students with Disabilities and English Language Learners

**Co-Teaching Model and Instructional Philosophy:** All children, regardless of ability or disability, deserve the opportunity to learn together in the same age-appropriate classroom. Inclusive education will better prepare all students for real-world success. Children with and without disabilities often achieve greater academic gains in inclusive classrooms. Inclusive practices often end after elementary school and therefore leave high school students with subpar educational opportunities. In inclusive schools, general education and special education teachers work together in classrooms, which results in additional support for all students. In addition, English Language Learners are supported in general education classrooms by paraprofessionals or ESL teachers who speak their native language as recommended by the BTU (Boston Teachers Union, 2021).
The inclusive instructional model will be based on a co-teaching model where students with disabilities will be educated with their general education peers in class with a ratio of 18 general education students to 7 special education students in 7th and 8th grades. The ratio in grade 9-12 will be 19 general education students to 8 special education students. These ratios will fully fund a co-teaching model supported by two fully licensed educators to maximize support for every student. English learners will also be educated in an inclusive environment paired with paraprofessionals and push-in ESL teachers who speak the native language of the students.

Teachers will be trained to use a variety of techniques and resources to connect with individual learning styles with a focus on abilities rather than disabilities. The principles of Universal Design of Learning (UDL) will serve as the core instructional framework.

UDL provides a framework for both presenting the content as well as the multiple methods for students to express their learning. Some students are visual learners, others may grasp information better when it is presented through text or when it is spoken orally or taught through kinesthetic learning. Some students do best with a combination of the above. While these differentiated teaching methods may support the needs of students with disabilities, they also offer diversity of instruction to the entire classroom, giving each and every student an opportunity to learn in the way they do best.

Using different methods to present information and engage students is important in inclusive classrooms. Some students may find that their best outlet and means of expression comes through writing, while others may prefer to give an oral presentation, act out a play or create a piece of art. Each student is different and should be given the opportunity to express their knowledge through the methods that work best for them. Additionally, teachers can use a diversity of materials and methods to engage students. Examples of mediums could include theater, art, video and computer software in addition to the traditional mediums of lecture and text. Through using varied teaching techniques and mediums, teachers can increase the engagement of their entire class, not just the students who respond to a particular style of learning and expression.

In order to support staff and students in fostering a fully inclusive school model, CIIT will have two full time inclusion specialists. The inclusion specialist is a certified teacher who has specialized knowledge of the current principles and techniques of educating students with significant disabilities in general education classrooms. This specialist not only provides support to students with disabilities but also assists general education teachers and paraeducators to ensure that students have chances to succeed in the classroom. In addition, a specialist effectively communicates with parents concerning all aspects of their child’s educational program. Specialists possess extensive knowledge of disabilities, from mild or moderate to severe, and have experience supporting students with a wide range of educational and support needs. To provide students with disabilities access to curriculum in the general education classroom, an inclusion specialist develops accommodations and modifications. These accommodations and modifications can include working with teachers in adapting instructional methods and assignments, and training and supervising paraeducators in assisting students with disabilities.

Additional support for students will be provided by full-time interns from local universities. These interns will be paid $20,000 per year to work full-time while completing their practicum hours.

The Boston Public Schools Office of Special Education will need to determine the best method to work with families of students who are currently at Charlestown High and receiving substantially separate services or students who are enrolling in the school from substantially separate programs. IEP meetings should be held for each of these students to ensure they receive the appropriate services in this inclusive high school.

5.1.7 Enrichment, Internship/Work Study, and Extracurricular Opportunities

Work study and a variety of enrichment programs will be made available to all students with scholarships available for students who would otherwise need to use after school time to provide an additional source of income for their family and forgo these opportunities.
Sports and Clubs: All students will be required to participate in at least one club or sport each semester to engage with their peers in a non-academic setting. Sports and clubs will be part of our extended day programming and will allow for students to explore and participate in activities they truly enjoy. To ensure clubs are student-driven interests, all students will be able to put forward a new club if one does not already exist that matches their interests. All sports coaches and club faculty advisors will be trained in restorative justice practices, collaborative problem solving approaches, and receive resources to support students on a variety of non-academic topics.

Enrichment Opportunities: Enrichment opportunities will be made available as part of scheduled class time as well as during extended day programming. Through community partnerships, students will be able to choose from a variety of subjects and experiences. This may include programs similar to the Madison Park High School Cardinal Cafe. Students in 7th and 8th grades will help run the cafe and learn about nutrition, and be supported by student leaders from grades 9-10 who choose to participate in an internship opportunity with the cafe. Monthly celebrations on differences will provide additional opportunities for students to engage with their peers on topical issues in a non-academic setting.

Internships / Work Study: Students will be able to enroll in an internship or work study program in the city. These programs may be taken in place of a class for credit during class time or as part of the extended day programming. Students will gain unique, hands-on experience in a field of their interest and develop a better understanding of what the expectations are of them as they become more independent in their education, career, and personal life. Students will also be able to develop networking skills and form connections with mentors who may be able to recommend them for additional jobs and opportunities.

5.2 Schedule and Calendar

Ensuring that CIIHS has a similar schedule to that of the college partners (Hoffman et al., 2021), beginning in 9th grade the schedule will be closely aligned to that of the CIIHS college partners.

**Sample Weekly Schedule: On Campus Students**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am - 7:30am</td>
<td>Breakfast / FLEX</td>
<td>Breakfast / FLEX</td>
<td>Breakfast / FLEX</td>
<td>Breakfast / FLEX</td>
<td>Breakfast / FLEX</td>
</tr>
<tr>
<td>7:30am - 8:00am</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00am - 9:30am</td>
<td>HS CORE #1</td>
<td>Elective</td>
<td>HS CORE #1</td>
<td>Elective</td>
<td>HS CORE #1</td>
</tr>
<tr>
<td>9:30am - 11am</td>
<td>FLEX</td>
<td>FLEX</td>
<td>FLEX <em>Mtg with Advisor</em></td>
<td>FLEX</td>
<td>FLEX</td>
</tr>
<tr>
<td>11:00am - 12:30pm</td>
<td>HS CORE #2</td>
<td>Physical Education</td>
<td>HS CORE #2</td>
<td>Physical Education</td>
<td>HS CORE #2</td>
</tr>
<tr>
<td>12:30pm - 1:30pm</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / FLEX</td>
</tr>
<tr>
<td>1:30pm - 3:00pm</td>
<td>HS CORE #3</td>
<td>Elective</td>
<td>HS CORE #3</td>
<td>Elective</td>
<td>HS CORE #3</td>
</tr>
<tr>
<td>3:00pm - 5:00pm</td>
<td>Extended Day Programming</td>
<td>Extended Day Programming</td>
<td>Extended Day Programming</td>
<td>Extended Day Programming</td>
<td>Extended Day Programming</td>
</tr>
</tbody>
</table>

All students will have the ability to make their own individualized schedule made up of core classes and electives of their choosing. All students will have FLEX blocks daily where they will have the opportunity to meet with teachers, peers, or work on assignments as they see fit. These FLEX blocks allow students to take more responsibility for their own learning and become more independent when it comes to
meeting expectations set forth in their education. As students progress through CIIHS and enter the Early College Program, they will gain more independence and autonomy over their individualized learning path. Students will meet weekly with their assigned advisor to ensure they are on the right track and to reinforce that there is a caring adult in the school if the student should need support.

Students with disabilities and English Language Learners will have additional time in smaller groups to reinforce what they have learned in the fully integrated classrooms. These blocks will be very similar to FLEX blocks, but additional support will be provided in the form of a special education professional or a teacher who speaks the student's native language.

**Sample Weekly Schedule: Early College Program**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am - 8:00am</td>
<td>Breakfast / FLEX / Travel</td>
<td>Breakfast / FLEX</td>
<td>Breakfast / FLEX / Travel</td>
<td>Breakfast / FLEX</td>
<td>Breakfast / FLEX / Travel</td>
</tr>
<tr>
<td>8:00am - 9:30am</td>
<td>College Class #1</td>
<td>College Class #1</td>
<td>College Class #1</td>
<td>College Class #1</td>
<td>College Class #1</td>
</tr>
<tr>
<td>9:30am - 11:00am</td>
<td>College Class #2</td>
<td>College Class #2</td>
<td>College Class #2</td>
<td>College Class #2</td>
<td>College Class #2</td>
</tr>
<tr>
<td>11:00am - 12:30am</td>
<td>College Class #3</td>
<td>Work Study</td>
<td>College Class #3</td>
<td>Work Study</td>
<td>College Class #3</td>
</tr>
<tr>
<td>12:30pm - 1:30pm</td>
<td>LUNCH / Break</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / Break</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / Break</td>
</tr>
<tr>
<td>1:30pm - 3:00pm</td>
<td>FLEX</td>
<td>College Class #3</td>
<td>FLEX</td>
<td>College Class #3</td>
<td>FLEX</td>
</tr>
<tr>
<td>3:00pm - 5:00pm</td>
<td>Extended Day Programming</td>
<td>Extended Day Programming</td>
<td>Extended Day Programming</td>
<td>Extended Day Programming</td>
<td>Extended Day Programming</td>
</tr>
</tbody>
</table>

With the CIIHS Early College Program, students will have the opportunity to create their own schedule and earn college credits while satisfying high school requirements simultaneously. Each schedule will be unique to the student and will be designed based on their understanding and skill level in each area of study. They will be exposed to college culture and expectations while being able to meet weekly with their classmates who attend the same course and a teacher who has a strong understanding of the course. These bi-weekly meetings are a time to reinforce what was taught, work on homework, and gain any clarity. They will have FLEX blocks which they can use to work on homework or group projects, or meet with teachers as needed. In addition to Early College and high school core classes, students will be able to participate in elective classes of their choosing, including work study opportunities and extended day programming during which a variety of extracurricular activities will be made available.

**Sample Weekly Schedule: Teachers**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am - 7:30am</td>
<td>Planning / FLEX</td>
<td>Planning / FLEX</td>
<td>Planning / FLEX</td>
<td>Planning / FLEX</td>
<td>Planning / FLEX</td>
</tr>
<tr>
<td>7:30am - 8:00am</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00am - 9:30am</td>
<td>HS CORE #1a</td>
<td>College Class #1</td>
<td>HS CORE #1a</td>
<td>College Class #1</td>
<td>HS CORE #1a</td>
</tr>
<tr>
<td>Time</td>
<td>FLEX</td>
<td>Elective</td>
<td>FLEX</td>
<td>Elective</td>
<td>FLEX</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>------------</td>
<td>--------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>9:30am - 11:00am</td>
<td>FLEX</td>
<td>Elective</td>
<td>FLEX</td>
<td>Elective</td>
<td>FLEX</td>
</tr>
<tr>
<td>11:00am - 12:30am</td>
<td>HS CORE #1b</td>
<td>College Class #2 Regroup</td>
<td>HS CORE #1b</td>
<td>College Class #2 Regroup</td>
<td>HS CORE #1b</td>
</tr>
<tr>
<td>12:30am - 1:30pm</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / FLEX</td>
<td>LUNCH / FLEX</td>
</tr>
<tr>
<td>1:30pm - 3:00pm</td>
<td>HS CORE #2</td>
<td>FLEX Collaborative meeting</td>
<td>HS CORE #2</td>
<td>FLEX</td>
<td>HS CORE #2</td>
</tr>
<tr>
<td>3:00pm</td>
<td>End of Day</td>
<td>End of Day</td>
<td>End of Day</td>
<td>End of Day</td>
<td>End of Day</td>
</tr>
</tbody>
</table>

Staff will stagger their schedules to cover the longer day, providing flexibility in work schedules, and partners will support students throughout the day.

The schedule for teachers is designed to allow teachers more time to work with their students as well as collaboratively with their colleagues. Teachers will have a clear understanding of the college level courses and will have time twice a week to reinforce the material that was taught during the college course. This time will be used to clarify any questions from the lessons, receive additional support, or work on assignments. Teachers will also teach an elective of their choosing and will have the ability to share a subject they are passionate about with their students outside of the core curriculum. Teachers will also have FLEX blocks throughout the week that can be spent in a way that teachers see fit. This time can be used to work on further plans, meet with students, observe colleagues, or meet collaboratively with their teams.

5.3 Staffing

In order to meet the goals and objectives of Charlestown Innovation and Inclusive High School, and in accordance with delegated autonomy as an innovation school, it is necessary to create a new staffing structure that is entirely different from what is currently implemented at Charlestown High School. Current structures and staffing requirements in place do not satisfy all of the goals of a truly inclusive school, and thus, this requires full hiring of all positions with staff members who have the needed certifications to teach special education, ELL students, and any other certifications.

As classroom models will be fully inclusive and allow for students with disabilities and English language learners to learn with general education students, teachers must be fully certified to teach inclusive classrooms. In addition, additional staffing for bilingual teachers will be needed, which is currently not a need, since instruction will be provided for ELL students in their native language and will provide any additional support for other classes.

Since CI-IHS will offer an Early College program, this means that instructors may be required to become certified to teach and/or provide additional instruction for college courses and students tend to take at the partner universities. As students at CI-IHS will be participating in this program that requires them to take college courses, teachers and support staff may be required to obtain additional certification to be able to provide instruction for college courses, if they are needed to provide additional support for CI-IHS students. This would also require additional collaboration between staff at the participating college and CI-IHS, which would be determined through the partnership. Furthermore, this would also require teachers to be on a flexible schedule to work an extended school day.

Staffing requirements are much different compared to other schools in BPS. In using autonomy to establish goals and regulations to support the success of every student, teachers and staff are held to a high expectation and are expected to have additional certifications and training. To best establish positions, it is necessary to create new positions that do not carry over from the current high school model. This means that current staff members at Charlestown High School would be invited to apply for new positions at CI-IHS, given they meet the requirements listed for their position. Once positions are
filled, staff will partake in professional development and meetings at the discretion of leadership. Please see Appendix A for a proposed staffing chart.

5.4 Professional Development

**FLEX Blocks** will be integrated into each student's and educator's daily schedule. This time has been integrated into the schedule based on the thinking that students and educators will use this time as they see fit on any given day. This time can be used to work with students directly, plan lessons, observe colleagues, or work collaboratively with peers.

**Planning Blocks** will also be integrated into educators schedules outside of their FLEX periods. This time will be exclusively set aside for teachers to work to improve or create lesson plans. By allocating this time during the work day, we believe that staff will be able to provide stronger lessons to the CIIHS students without having to commit substantial time outside of the school day. This work-life balance is crucial to the success of the educators and students.

**Electives** will be taught by staff outside of their main core curriculum. These electives will allow educators to explore and share their passions with their students while meeting the requirements outlined in the Massachusetts Curriculum Frameworks and DESE-recommended MassCore.

**Collaborative Meetings** will also be part of staff weekly schedules. Staff members of a specific team, department, or grade level will have time to meet and discuss their lessons, create strategies, etc.

**Professional Development Days** will be built into the month calendar to allow for further education for the CIIHS staff. These days may include speakers, presentations, and education that will deepen their own professional learning and, in turn, give them the tools to better support students.

**Collaborative Problem Solving** - All teaching staff will be trained in the practice of Collaborative Problem Solving. Resources and training will be made available to all staff in order to best support students and provide individualized support. This will be aligned with our restorative justice approach to conflict and infractions in the school.

**The Teacher Collaborative** - All high school curricula educators will have the opportunity to participate in Passion to Teach Co-Labs in order to further hone project-based learning approaches and develop a larger collaborative network beyond the teachers in CIIHS.

**Boston Debate League** - All educators will be trained in how to incorporate Boston Debate League into their curricula with argument-based dialogue. Continuous collaboration and training will be provided throughout each academic year.

5.5 District Policies and Procedures

As an innovation school, CIIHS will use autonomy to carry out its policies related to numerous issues and topics that ensures the success and implementation of all matters. Autonomy related to district policies and procedures is necessary to achieve the school's mission, since it allows administrators and governance to make needed decisions in a timely fashion, and gives flexibility in decision making that will help accelerate goals and action items.

An autonomous advisory board of directors will help to ensure timely and cohesive oversight over the vision and mission of the school to achieve the outcomes desired and will include practical partners and stakeholders. Individuals on the board will represent different voices across the city and promote the ideals of the mission of CIIHS. The board will be able to focus solely on the strategic vision and plan of the school and be able to make decisions that will be in the best interest of the school. Furthermore, the board of directors will work in conjunction with school leadership to ensure the strategic vision of the school is carried out and effectively implemented.

Below is the described governance structure of an autonomous advisory board of directors:
• Leaders from the CIIHS college partners: UMass Boston, Benjamin Franklin Institute of Technology, Lesley University Threshold Program, and Boston Debate League.

• Key stakeholders of the school: including families, students, key community employment partners.

• Key voices to ensure implementation of the plan, including Boston Public Schools Region 1 Superintendent, Ermani DeAraujo, Esq. (General Counsel East Boston Neighborhood Health Center), and a CIIHS elected representative of Boston Student Advisory Councils (BSAC).

In addition to the following, top school leaders (namely the principal and other directors) would also work directly with the board of directors and additionally be responsible for the day-to-day decision making and operation of the school.

There are a few key areas of the school in which autonomy from district policy is necessary:

• **Enrollment Process**: student enrollment will be different compared to other open enrollment high schools in the city. Given the number of different options presented above regarding enrollment processes, autonomy would be necessary to implement any of the types of enrollment trends described due to its differences from BPS practices. Ultimately, we hope this becomes a future model for the remainder of the open enrollment (non-admissions based) high schools.

• **Promotion/Graduation Standards**: to graduate from CIIHS, students would be graduating with a program certificate or associate degree, in addition to a high school diploma. Moreover, to be promoted from one grade to the next, students would be meeting other requirements that are currently not set in other schools or required by BPS standard high school promotion requirements. To implement requirements for promotion as well as the requirement of graduating with a program certificate or associate degree, autonomy would be necessary. Without such autonomy, it would not be possible to implement the standards and academic regulations of the school.

Family groups at the school will support the implementation of school policy and work with school leaders to address community issues and concerns that are raised among community members. Family feedback is critical in ensuring trust and transparency among leadership and the community, and consulting with parents on a continuous basis is necessary with an autonomous school model. As a restorative justice school, any infraction will warrant a restorative justice dialogue as the first response to better understand what happened (vs. a punitive approach).

### 5.6 Budget

The CIIHS budget will be based upon a typical open enrollment high school budget. When this prospectus is approved, we expect to engage with BPS on a more detailed budget prior to the Boston Public School Committee budget vote for the SY23 budget. It will use budget autonomies to support students in early college and career pathways. In addition, the budget will support expanded roles for ELL support and resources for students with disabilities.

We plan to leverage the innovation school autonomy of utilizing a lump sum per pupil budget in which the school has complete discretion to spend funding in the manner that provides the best programs and services to students and their families. In order to allow for a longer school day, a full early college program and a fully staffed inclusive model, the school will need to use their funds flexibly. Autonomies include:

• The autonomy to receive an annual, "lump sum budget" that is based on the per pupil funding formula developed between CIIHS and Boston Public Schools.

• The autonomy to have the "lump sum" budget adjusted each year based on the school's future year enrollment projections. Enrollment projections shall be based on the previous year's average enrollment October SIMS.

• The autonomy to allocate the school's lump sum budget to support and sustain the school's staffing model as determined annually by the school's principal and governing board.
• The autonomy to allocate funds to support additional teacher stipends for teacher leadership, summer academies, scholarships, work study stipends, extended school day, etc.
• The autonomy to raise and spend funds from grants, private foundations, and third party sources
• The autonomy to establish a 501c3 nonprofit organization to, among other things, serve as a fundraising arm for the long term sustainability of the school.
• The autonomy to retain (carry over) unspent funds from one fiscal year to the next.

Specific examples of the use of these autonomies may include, the school may choose to spend their substitute funding on full time interns from a local university thereby adding more adult classroom support. An additional example might be that we choose to pay educators at either a high payscale or provide additional stipends.

SECTION 6: CAPACITY OF APPLICANT GROUP

The applicants recognize the additional responsibilities of overseeing the implementation of CIIHS and the importance of good stewardship of public funds. The members of the applicant group include members with a wealth of knowledge in the legal, marketing, business, non-profit, k-12 education and higher education sectors. The group coalesced around their common interest in improving the outcomes for students in Boston Public Schools. Please see below for a summary of each member of the design team's experience and qualifications. Please see Appendix B for a copy of each member’s resume.

• **Fabienne Eliacin** - Current parent of an eight grade student at the Eliot K-8 Innovation School and resident of Mattapan. Fabienne is a member of the Boston Special Education Parent Advisory Council, a Board Advisory for the B-Safe Program, a parent leader for Decoding Dyslexia, a Girl Scout Leader and a Board Member of the Collaborative Parent Leadership Action Network. Fabienne has been a longtime advocate and champion of education in Boston. She supports parents and guardians in being self-reliant in their advocacy for their children through training, coaching and community building.

• **Alicia Piedalue** - Current parent of three Eliot K-8 Innovation School students. Currently serving as the President of the Friends of the Eliot School Board of Directors, and board member of the Eliot School Governing Board. Professionally trained in human resource management, and executive coaching, risk management, change management at organizations such as Microsoft Corporation and a world-wide consultant capacity with Unity Technologies.

• **Karellis Rivera** - Current parent of students at the Eliot K-8 Innovation Schools and O'Bryant High School. Karellis is a board member of the Eliot School and also a parent of a BPS graduate. She is currently the Estimating and Purchasing Coordinator for Commodore Builders which provides clients with a full range of construction services. With an annual volume over $250 million, their work spans multiple markets including Commercial, Tenant Interior, Life Science, Healthcare and Institutional/Civic.

• **Ross Wilson** - Current parent of three Boston Public School students, including two students at the Eliot K-8 Innovation School. Ross is the Executive Director of the Shah Family Foundation. Ross previously served in a number of roles in Boston Public Schools including Deputy Superintendent, Chief of Staff, Assistant Superintendent for Human Capital, Principal, kindergarten teacher, literacy specialist, and teacher of students with disabilities. Ross holds Bachelors Degrees in Special Education, Elementary Education, and Psychology, and a Masters Degree in Educational Psychology from Marist College; a Masters Degree in Education Leadership from the University of Massachusetts Boston; Doctorate in Educational Leadership from Boston College and is an alumnus of the Harvard Business School.
SECTION 7: TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

When approved, a comprehensive community engagement and planning process will take place from February through May 2022. The current model of Charlestown High will end on June 30, 2022. The new Charlestown Innovation and Inclusive High School will open July 1, 2022. The Warren Prescott School, Eliot Innovation School, and Harvard Kent School will maintain two entry points into the new Innovation High School at grades 7 and 9 in September 2022.

Timetable for Development:

- **December 2021**: Plan Proposal for Charlestown Innovation and Inclusive High School presented to BPS School Committee for review by 3-person steering committee

- **January 2022**: Establish *Innovation Plan Committee* (Members: applicant, superintendent, school committee member, a parent of student at the school, a principal from the district (identified by PTO), 2 teachers employed by the district identified by BTU)

- **January - February 2022**: Finalize CIIHS Board and key partnership commitments

- **February - April 2022**: Comprehensive Planning Phase
  - Community engagement: focus groups with students, parents, and community stakeholders to identify ways in which to improve the educational plan
  - Finalize college pathway options to ensure successful transition from BFIT to UMass Boston
  - Finalize curriculum development, handbook, training materials and schedule for educators
  - Determine best plan for current students at Charlestown High School to transition to CIIHS, with particular attention to ELLs and SWD with support from ELL task force and college partners
  - Finalize measurable annual goals
  - Obtain internship and work study commitments for Fall 2022, Spring 2023, and Summer 2024 with local nonprofit and business partners

- **March 2022**: Budget finalized

- **March - June 2022**: Recruit educators and staff

- **June 30, 2022**: Current model of Charlestown High ends. Current students are automatically enrolled at CIIHS

- **July 1, 2022**: Charlestown Innovation and Inclusive High School Opens

- **August 2022**: Professional Development for Staff. Summer orientation program for all students (only for incoming 7th and 9th graders in subsequent years)

SECTION 8: MEASURABLE ANNUAL GOALS

Measurable Annual Goals are required for submission in the Plan, not the Prospectus. This Prospectus, however, was developed with an understanding of the accountability requirements for Innovation Schools and anticipation of developing clear outcome and accountability metrics during the planning phase noted above.
SECTION 9: ATTACHMENTS

Appendix A: Staffing Chart

Board of Trustees

Principal

Director of Operations

Director of Early College and Pathways

Community Partners

Higher Education Partners

College and Career Counselor

Secretary

Director of Student Supports

Adjustment Counselor

Social Worker

Family Navigator

Student Services Clerk

Nurse

Dean of Curriculum and Instruction

ELL Specialists

Special Education Teachers

Reading Specialists

Paraprofessionals

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Appendix B: Proposal Team's Resumes

Fabienne Eliacin
25 Lexington Avenue #2
Hyde Park, MA 02136
Phone: 617-792-1025
Email: felicin@gmail.com

EDUCATION

The University of South Florida's Office of Corporate Training and Professional Education (USF CTPE) 2021

Diversity, Equity and Inclusion in the Workplace Certificate
Apply concept as well of the essential practices and tools designed to increase employee diversity and to create a business model that embraces equity and inclusion

- Apply Emotional Concepts
- Community Outreach
- Diversity & Inclusion
- Organizational Understanding
- Sustainable Business Development

Workplace Equity
Best Practice for Inclusion
Conquer Stereotypes
Retain Diverse Talent Pipeline

The Boston Foundation 2017 - 2019

Boston Neighborhood Fellowship
Making a profound and measurement impact in the Boston Community by being a part of the Collaboration Boston and development support leadership.

Commonwealth Seminar Fall 2018

The Commonwealth Seminar (MassCS) exists to open the doors of the State House to diverse leaders. They fulfill that mission by providing legislative training, networking opportunities with top policymakers and access to public service job opportunities for diverse leaders in Massachusetts.

Institute for Nonprofit Management and Leadership with Tufts University 2016

Community Fellow Program
Certificate Program in Management and Leadership for executives, middle managers and high-potential emerging leaders

Rockhurst University Continuing Education Center 2010

Areas of Study: Certificate in Taxes and Business Management for Hospitality

Becker College – Worcester, MA 2003

B.S in Administration, Hospitality and Tourism Management

PROFESSIONAL EXPERIENCE

Collaborative Parent Leadership Action Network (CPLAN) Boston, MA
Community Learning Pod & Enrichment Program Assistant 2020 - Present

- Connect with parents on daily basis to report on their child progress
- Assist classroom teacher(s) in performing specific duties as assigned or undertaking specialized tasks.
- Assist in establishing and maintaining standards of student behavior.
- Alert the teacher to the special needs of individual students.
- Help maintain order in the classroom; monitor students to ensure time on task.
- Ability to communicate with teacher(s) and parents
- Attend meetings with teachers, principals and parents to advocate for IEP and 504 plans services for the students
- Support students academic success, programming and social emotional

**InterContinental Hotel Boston,** Boston, MA  
**Office Coordinator & Environmental Services Coordinator** 2006 – 2020

- Developed an award-winning recycle program at the hotel. Chair the Green Team Committee and developed annual recycle projects, such as Earth Hour, Earth Day and Global Soap Day for over 150 employees' participations.
- Team Leader for hotel- wide training in recycling, conduct tours and trained over 400 employees up to date.
- Created Standards of Operation for the waste management program and regular training with the employees and management.
- Represented the hotel at all major events, as well as various networking, training or other events.
- Maintained and updated environmental policy and procedure manuals and regulations that impact the organizations.
- Provided hospitality service arrangements as needed to ensure smooth office operations.
- Maintained office equipment records for 424 of guestrooms.
- Coordinated and managed payroll process for the department, weekly attendance and annual vacation records.
- Other positions held: Office Administrator and Green Team Leader, Engineering Department and part of the Forbes Training Team.

**Radisson Hotel,** Boston, MA  
**Housekeeping Supervisor** 2005 - 2006

- Orchestrated daily pre-shift meetings with staff and arranged opening and closing of shifts.
- Supervised day to day activities of the housekeeping staff.
- Managed administrative tasks in the department.
- Conducted daily room and floor checks to ensure adherence to standards.

**Guest Service Agent** 2004 – 2005

- Registered guests and maintained room availability.
- Managed cash transactions, posted charges and conducted account settlements.
- Managed switchboard and coordinated wake up calls.
- Provided supervisor on duty for the front desk.
COMMUNITY SERVICE EXPERIENCE

- Girl Scouts Troop Leader 82487 2018 - Present
- Decoding Dyslexia - MA Member 2018 - Present
- Board Member, Youth Program & St. Stephens Episcopal Church 2015 - Present
- Leadership Team Member with Union Capital Boston 2014 - Present
- Parent Leader for CPlan (Collaborative Parent Leadership Action Network) 2015 - Present
- Boston Mothers Care – Director of Communication 2010 - Present
- EDCO & DESE Core Stakeholder for IEP Development 2020 - 2021
- Board Member for Boston SpedPac 2018 - 2021
- Co-Chair Sustainability Development Economic - DSNI 2016 - 2018
- Climate Ready Leader with the City of Boston – Greenovate 2017 - 2018
- Board Member, Dudley Street Neighborhood Initiative – Roxbury 2015 – 2018

SKILLS

Leadership & Management

- Training & Coaching
- Relationship Building
- Microsoft Office, Excel & Powerpoint
- Guests & Co-Workers Relationship
- Office Management
- Advocacy for students and Parents
- Community Outreach
- Ability to use classroom and Distance Learning instructional equipment

Property Management

- Customer Service & Client Satisfaction
- Contract Negotiation
- Analytical & Decision Making
- Invoices & Purchase Orders
- ADP Payroll Process
- General Knowledge of the practice
- Ability to establish and maintain effective working relationships with teachers, parents, students and associates.

LANGUAGE:

Fluent in English and Haitian Creole.

PROFESSIONAL AWARDS

- 2021 Haitian American Young Professional Award
- 2021 President Award for Girl Scouts - Lift Your Voices
- 2020 Red Rose Award by Girl Scouts Eastern Massachusetts Organization
- 2018 Julio Enriquez Award
- 2017 Myra Kraft Community MVP Awards
- 2017 CPLAN Parent Leadership Award
- 2013 Recycler of the Year - MassRecycle
- 2011 Green Engage Award and Bronze Mass Recycle Award for the InterContinental Hotel

References: Available upon request.
ALICIA D. PIEDALUE
59 Tremont Street
Charlestown, MA 02129
(M) 206-605-1451
apiedalue@gmail.com

EXPERIENCE

2015-2017  UNITY TECHNOLOGIES
Consultant, Human Resources
Led re-design of benefits programs in 26 countries, including establishment of self-insured health
benefits in US locations

2007-2011  MICROSOFT CORPORATION
Senior Human Resources Manager, North American Enterprise Services  Boston, MA
Provided strategic talent management consulting to executive management of Public Sector
Consulting and Support organization. Services Sales organization and Central Region organization
- Developed organizational strategies focused on talent management, manager and leadership
  excellence, succession planning, organization design, and change management.
- Coached executives on broad range of people and business issues, including risk management,
  manager capability, performance management and talent development.
- Acted as Divisional Lead for NAS for first two rounds of Microsoft job eliminations which
  included manager training and readiness as well as extensive communication and process
  execution planning.
- Drove change management for large-scale organization restructuring across U.S. Services.
- Awarded Microsoft Gold Star awards from client organization (2009) as well as HR organization

2000-2007  Staffing Manager and Recruiter, College and MBA Staffing Group  Redmond, WA. Boston, MA
Led team responsible for college and MBA hiring for Microsoft's Platforms and Services Division,
comprising more than 700 hires per year and more than 65% of Microsoft's total college hiring
- Promoted 7 times in 6 years. Consistently achieved strong annual performance review ratings.
  Received 2006 award for excellence in people management and leadership, 2003 exceptional
  performance award and 2002 diversity hiring award.
- Consistently exceeded divisional and overall team hiring goals. Led MBA Staffing team to
- Managed $3 million budget and 20-person organization, including 2 managers and 6 direct
  reports.
- Redesigned staffing organizational structure. Created specialized roles to optimize negotiation
  and account management functions.

EDUCATION

1996-2000  UNIVERSITY OF PUGET SOUND  Tacoma, WA
Bachelor of Arts, Majors in Chemistry and English Literature, May 2000
- Honors in English; Coolidge Otis Chapman Honors Scholar. Senior Honors Thesis in Chemistry:
  "Radiative Properties of Arctic Clouds and Climatic Implications"

OTHER EXPERIENCE

2011-Present  Board of Directors, Charlestown Nursery School
2018-Present  Board of Directors, Friends of the Eliot School (President, 2021-Present)
2021-Present  Eliot School Governing Board
Karellis D. Rivera
50 Crowley Rogers Way South Boston, MA 02127  
[617] 407-4388 • karellis@comcast.net  
http://www.linkedin.com/in/karellisrivera

Profile and Skills

An independent self-motivated professional with excellent interpersonal skills, able to grow positive relationships with clients and colleagues at all organizational levels. Enthusiastic and diligent; able to prioritize and complete multiple tasks and follow through to achieve goals. Bilingual in English and Spanish.

Skills include but are not limited to: Microsoft Office Suite, Adobe Software Intermediate Level (Photoshop, Illustrator, InDesign, and Acrobat Professional) Drafting Software Intermediate Level (AutoCAD, Architectural Desktop, MS Visio, and Sketch Up) Accounting Software Familiar Level (Timberline, Sage)

Professional Experience

Commodore Builders ~ Boston/Waltham, MA  
Construction Diversity Manager January 2019 – Present...
  • Construction Manager's liaison with the City's monitoring office and the project's subcontractors and workforce.
  • Manage all best faith efforts documentation to meet the parameters set forth on each project.
  • Facilitate and attend all preconstruction meetings to establish goals and put in place any action items as early in the project as possible.
  • Manage Commodore's internal processes for projects with diversity goals that include but are not limited to subcontracts, billings, reports, labor and trade union contact information and walk-on site job applications.
  • Drive process and provide the support to execute on all diversity and residency initiatives. Monitor inclusion goals throughout the project's duration.
  • Coordinate with project teams to make job applications accessible on project sites.
  • Coordinate meetings with the M/WBE community in the Boston market during the pre-construction phase to provide scope and schedule information on the project and encourage interest and participation by the M/WBE community.

Estimating and Purchasing Coordinator September 2012 – Present...
  • Provide high level administrative support to the VP of Purchasing and Estimating and Estimating Department by managing several activities including calendar management, project scheduling and tracking of estimating resources, document/data management and people development.
  • Responsible for subcontractor relationship management and serving as a liaison for those being supported as well as the department/group and the organization.
  • Manage Subcontractor qualification and procurement approval process. Ensure that all contracts are correct, protect the company from risk, and are appropriate based on the subcontract scope and project details.

A Plus Realty Group, INC ~ Roslindale, MA  
  • Responsible for individual marketing and arranging appointments to show apartments and/or homes.
  • Manage rental process from start to finish. Beginning with credit checks, employment verifications, previous dwelling landlord verifications, and all required for the successful acceptance of the right candidate. Resulting in the generation of a lease.
  • Provide a high level of customer service and customer relations based on outstanding communication and interpersonal skills. Specialize in building relationships by providing excellent customer service.
  • Provide Residential Property Management, finance management, housekeeping and maintenance management.

New England Utility Constructors, inc ~ Everett, MA  
Accounting – August 2011- January 2012
Responsibilities included but were not limited to Accounts Payable, Accounts Receivable, Invoicing, Bank Statement Reconciliation, Field Data Processing, Filing, Marketing, and Customer Service.

City Realty Group ~ Jamaica Plain, MA  
Leasing and Sales Associate – July 2010 – January 2011
  • Found qualified tenants for landlords, showed apartments and homes to qualified clients.
  • Prepared leases and managed entire rental process to ensure proper handling of all legal documents.
  • Assisted with move-ins and move outs, prepared renewals.
• Worked on intense marketing outreach using local resources, internet, and networking events. Craigslist Advertising, local advertising, picture taking.

Cubells ~ Boston, MA
Project Administrator - November 2008 — September 2009
• Provided administrative support to the entire Boston architecture, engineering, and interiors studios consisting of over 50 people including principals, group leader and junior staff.
• Prepared marketing and proposal material including presentations, reports, and resumes. Updated Deltek vision, reconciled corporate cards, managed expense reports, and managed studio calendar. Scheduled studio and/or project meetings
• Set up all project electronic and hard copy files. Filed and coordinated all required contract documents from proposal to end. Monitored, followed up, and drafted all correspondence.
• Oversaw the in-house administration of construction projects ensuring time sensitive information was processed accordingly. Processed submittals and RFFS, copying, scanning, and inputting information to be re-directed to the appropriate party for revision.

Receptionist/ Travel Coordinator - November 2008 — September 2009
• Managed telephone calls and directed to corresponding party, received guests cordially. Opened and distributed all incoming mail, prepared and sent out overnight mail. Arranged courier pickups and ensured timely delivery. Monitored fax and copiers, and distributed faxes. Set up conference rooms, meetings, and equipment for all meetings. Assisted in the coordination of various office events. Arranged domestic and international travel for executives and fellow employees.

Amann & Whitney Consulting Engineers ~ Boston, MA
Administrative Assistant — April 2006 — November 2008
• Provided administrative support to office personnel, 1 branch operations manager and 4 consulting engineers. Performed general clerical duties to include but not limited to photocopying, faxing, scanning, mailing, and filing. Scheduled deliveries (express, first class, international, courier) Coordinated and set up meetings.
• Coordinated and managed telephone directory, parking database, managed office key system, monitored office supplies and coordinated orders. Administered accounts receivables and expense reports. Programmed and managed telephone system, answered and distributed telephone calls to appropriate staff.
• Kept project record files and correspondence, managed record management inventory while ensuring confidentiality and proper storage.
• Managed maintenance work orders with excel database, ensured work orders were completed.
• Transcribed memos, letters and proposals for new and existing projects.
• Planned and coordinated all office events and functions.

CAD Technician — April 2006 — November 2008
• Worked as engineering support using CAD software to create as-build drawings. Checked and verified data for consultants, including inspection notes, field mark-ups, digital red lines and GPS tools, and verify the accuracy and completeness of as-built project data. Created prototype models for the study of new bridge designs.
• Generated, completed and corrected redrawing drawings, maps and other products for projects.

Judge Baker Children's Center, Boston, MA
Assistant to Facilities Manager — January 2000 — September 2003
• Facilitated work order system, managed and distributed maintenance work orders using Access, managed building mailroom
• Transcribed correspondence, memos and letters for department. Proofread managerial documents.
• Oversaw telephone system maintenance, re-organized and managed key-control system. Updated and coordinated building access control database. Self-trained to keep maintenance of building copiers.
• Acted as a liaison to HR Manager, took part in the orientation of new departmental employees.
• Created highly effective organizational filing system resulting in easy access to daily information.
• Coordinated all building maintenance accounts. Implemented a number of spreadsheets in order to facilitate department and daily tasks.
• Set up and scheduled meetings, special events and travel arrangements for department manager
• Assisted other departments with special projects as needed.
• Created plans of building using AutoCAD and MS Visio. Assisted in remodeling of offices during move of facility to new location.

Education

Licensed Massachusetts Real Estate Salesperson License No. 009514147

Massachusetts College of Art and Design 2003 — 2007

Wentworth Institute of Technology 1998 - 2000
ROSS C. WILSON, Ed.D
31a Belmont Street. Boston, MA. 02129. 617.212.5369 ross.wilson76@gmail.com

ADMINISTRATIVE EXPERIENCE

Executive Director, Shah Family Foundation, Boston, MA. January 2017-Present
- Established and lead the Shah Family Foundation, a charitable foundation focused on improving education, wellness and community
- Examples of the Foundation's work include implementing the largest Guaranteed Income project in the country, creating a toolkit for the Centers for Disease Control on school based covid testing opensafeschools.org. creating and supporting an innovative food program LocalLunchBox.org. transforming school food in Boston that serves as a model for other school districts MyWayCafe.org. creating a program to help people sign up for the Child Tax Credit findyoufunds.org. and transforming Department of Children and Families meeting rooms across Massachusetts.

Chief of Staff / Deputy Superintendent Boston Public Schools, Boston, MA. 2015-December 2016
- Managed policy, planning and daily operations of 57,000 student school system
- Supervised 15 senior members of the Superintendent's cabinet
- Led collective bargaining for all labor groups in Boston Public Schools
- Linison with key stakeholders including Mayor, School Committee, City Council, community partners and foundations
- Co-Chair of the Boston Compact with district, charter and Catholic schools focused on sharing best practices and developing common enrollment system
- Oversaw all internal and external communications
- Identified, partnered and supported innovations in the areas of personalized learning, redefining time and space for student learning, linked learning, adult learning and operational efficiencies

Chief of Human Capital, Boston Public Schools, Boston, MA. 2013-2015
- Led all district initiatives focused on teacher and leadership effectiveness including pipeline programs, recruitment, hiring, induction, professional growth, performance evaluation and leadership development for over 10,000 employees. Oversee labor relations and human resources departments
- Negotiated agreement and led implementation to extend time in over half of BPS schools
- Successfully led negotiations and implementation of new performance management system
- Directly managed a team of 60 staff members and numerous partners focused on human capital reform in BPS
- Led fundraising 4-year campaign of $25 million to invest in teacher and leadership quality
- Streamlined hiring process based on mutual consent by hiring 75% of staff in March/April correcting a historical trend of hiring 85% of teachers in July/August
- Member of Superintendent's cabinet

Assistant Superintendent, Office of Educator Effectiveness, Boston Public Schools, Boston, MA. 2011-2013
- Designed and implemented a new performance evaluation system and professional growth system for teachers and deliver all professional development for school leaders
- Implemented newly designed leadership pipeline program
- Facilitated all teacher preparation and induction programs
- Managed over 20 million in state and federal grants
- Founding member of the charter school compact focused on cross sector collaboration
- Served on senior leadership team and lead contract negotiations for teachers and administrators
- Liaison with community organizations, universities and the Department of Education

**Principal, Haley Pilot Elementary School, Boston, MA. 2006-2011**
- Responsible for all aspects of instructional and organizational leadership in a pilot school with over 300 students from preschool through 5th grade
- Named "Commendation School" by Department of Education for one of top schools in state in closing achievement gaps
- Honored as "School on the Move" one of the three schools in Boston for student achievement
- Named " Educator of Year" by Massachusetts Audubon Society
- Led whole school change initiative through implementing integrated curriculum, inclusive practices for students with disabilities and English Language Learners and Response to Intervention focused on closing achievement gap
- Facilitated process of converting the Haley School into a pilot school
- Developed partnerships with universities, non-profit organizations and families to provide support all students
- Raised over $500,000 in grants and gifts to support student learning
- Created internal teacher prep program through yearlong internships in 13 classrooms
- Created a school-based after school program and before school program for over 200 Haley students focused on academic support, arts and enrichment and health and fitness
- Served as a mentor to other principals in Boston as well as Harvard University

**Superintendent Intern, Boston Public Schools. Boston MA 2010-2011**
- Administrative Internship with Superintendent of Boston Public Schools
- Attended and participated in leadership team meetings, national urban school conferences and school committee meetings
- Leadership roles in current contract negotiations, central hiring committees, special education reorganization, development of new evaluation system using student data and committee to create structure and strategy for turnaround schools and district-wide academic plan
- Planned and implemented professional development for a network of 20 pilot school leaders

**Principal Fellow, Boston Public Schools, Boston MA 2005-2006**
- Residency at Mattahunt Elementary School
- Engage in coursework focused on the Six Essentials of Whole School Improvement and school leadership
- Responsible for facilitating data analysis and curriculum mapping with specific attention to meeting needs of students with special needs and students with limited English proficiency
- Co-facilitate Instructional Leadership Team with a focus on collaboratively meeting WSSIP goals
- Participate in CCL cycles and work with math and literacy coaches to develop strategic plans for improving instructional practice

**Assistant Principal, Pine Grove School, Rowley MA 2003-2005**
- Responsible for co-leading an elementary school of 650 students grades pre-K-6
- Coordinated special needs and 504 services
- Supervised and evaluated teachers including co-constructing learning goals
- Worked with teachers to implement Balanced Literacy and Investigations curriculum
- Managed all school operations including budget, scheduling and student discipline
Administrative Internship, Early Learning Center-North, Boston MA 2001-2002
- Served as a Principal Intern for 300 hours with a BPS Principal
- Responsible for professional development and community outreach
- Assisted in the establishment of an effective learning environment through
  the coordination of before, during and after school programs

TEACHING AND LEADERSHIP EXPERIENCE

Adjunct Faculty, Boston College, Lynch School of Education, Boston MA. 2012-2017
- Teach and supervise students in the Educational Leadership masters level program

Kindergarten/First Grade Teacher/Literacy Coordinator, Early Learning Center-North,
Boston MA 2001-2003
- Responsible for delivering instruction in an inclusive classroom including
  curriculum development and assessment
- Provided support to teachers as a Lesley University trained Literacy Coordinator
  (Literacy Collaborative) through designing and modeling instruction for reading and
  writing in a demonstration classroom
- Participated in community outreach and facilitated parent workshops

Curriculum Specialist / Literacy Coordinator, Floral Street School, Shrewsbury MA 2000-2001
- District and school based focus on teaching, curriculum development and
  implementation, professional development and program assessment
- Responsible for the implementation of the elementary literacy program
- Prepared and presented district-wide professional development in early literacy

Special Education Resource Teacher, Floral Street School, Shrewsbury MA 1998-2000
- Responsible for individualized instruction, case management, educational testing,
  contributing to SST meetings, writing IEP’s and communicating with families and teachers
- Worked collaboratively to establish intervention program. "A Second Dose"

Applied Behavioral Analysis Therapist for Children with Autism, Poughkeepsie NY
1995-1998
- Experienced in behavior modification techniques

RELATED EXPERIENCE

Teachers 21, Consultant, Boston. MA. 2012-2013
- Provide district strategy and consulting services to districts throughout New England
- Specialize in supporting district and school cultures to improve student outcomes

The Principal Center, Board Member, Harvard University. Cambridge. MA, 2010-2013
- Advise on The Principal Center’s program activities
- Serve as a focus group member on national leadership issues
- Act as ambassador to The Principal’s Center and Harvard Graduate School of Education

Education Resource Strategies, Watertown. MA. 2009-2010
- Provided consultant services to major urban school district focused on
  developing leadership capacity in Turnaround Schools
Presentations, 2006- present

**Harvard Business School**, 2019. 2020 and 2021- Public Sector Entrepreneurship

**Culinary Institute of America**, 2019- Healthy Lives, Healthy Kitchens


**Education Pioneers**, 2012. Spring Convening. *Teacher Effectiveness, Beyond the 5%*


**Harvard University**, 2009, 2010. 2011: Presented to Education Leadership and Education Policy classes on topics of *Education Leadership, Family Engagement, School Change and Resource Allocation*

**Boston College**, 2011. Presented to Research Conference research: *Supporting Principals in Urban Schools*

**Massachusetts Audubon**, 2010. Addressed Board Members as *Educator of the Year*

**Wheelock College**, 2008: Environmental Education Conference: *Implementing Place-Based Education*

**City Year Corp Members and Leadership**, 2006. 2010. 2011: Topics including: *Leadership, Partnerships, Service*

**Broad Superintendent Fellows**, 2007. Presented to Broad Superintendents: *Innovative Principal Leadership*

EDUCATION

Program for Leadership Development, HBS Alumni
Harvard Business School, Boston, MA
June 2016

Ed.D Educational Leadership
Boston College, Boston, MA
May 2012

Boston Principal Fellowship.
School Leadership Institute, Boston Public Schools
June 2005-May 2006

M.Ed. in Educational Leadership.
University of Massachusetts, Boston MA
May 2002
Honors: Paulo Friere Book Award for Outstanding Achievement

Trained Literacy Coordinator (18 credit hours)
Lesley University, Cambridge MA
May 2002

Master of Arts in Educational Psychology
Marist College, Poughkeepsie NY
December 1998
Honors: Marcellin Champagnat Award for Excellence in Education

Bachelor of Arts in Special Education, Elementary Education and Psychology
Marist College, Poughkeepsie NY
May 1998

CERTIFICATIONS

Superintendent
Principal K-8
Elementary Education 1-6

Special Education Pre-K-9
Primary Literacy Coordinator
REFERENCES


Food Research and Action Center. (n.d.). *Benefits of School Lunch*. FRAC.
https://frac.org/programs/national-school-lunch-program/benefits-school-lunch


https://www.transcendeducation.org/designing-4-learning
