

Eliot K-8 Innovation School Proposal Equity Impact Statement

Title: Eliot K-8 Innovation School Proposal

Date: March 11, 2022

Was the [Racial Equity Planning Tool](#) used? Yes No

If yes, insert date(s) of REPT meetings and link to completed REPT here: _____

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement? Yes No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What are the proposal's/effort's desired outcomes, including in eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>We, the Eliot K-8 Innovation School, are radically reimagining the future of learning, connected to the future of work, with a laserlike focus on equity and access to high quality education. We must prepare every student to achieve their highest potential by embracing their identities, developing interdisciplinary 21st century skills, and applying an antiracist mindset empowered by knowledge to participate actively in a complex and constantly changing, culturally diverse world. Our mission is to advance racial equity and educational equity by transforming instruction into a student-centered pedagogy to build knowledge, produce authentic work, and build 21st Century skills with a focus on joy and criticality. Since 2012, we have leveraged autonomies to evaluate, iterate and improve programming, while responding to the changing needs of our community. We ensure over 800 Boston Public Schools (BPS) students experience cognitive development through equitable, accessible, hands-on learning solutions.</p> <p>The Eliot K-8 Innovation School is eager to continue to leverage the autonomies granted through our Innovation School status to provide our diverse learning community with opportunities to fulfill their potential. We are proud of our growth, and we value our many resources. As a school that has expanded from 324 students in two buildings in 2012 to over 800 students in three buildings in 2021, we are close to full capacity. Our pursuit for continual improvement will focus on cultivating genius in all students as an incubator of innovation. Together, students, families, staff and community members set new goals for student achievement, and we recognize the need for greater autonomy in resource allocation, planning and decision-making to advance all of our learners in their own academic goals.</p> <p>The Eliot School Innovation Plan Committee (IPC) consisted of 28 members who represent our school community based on race, gender, ethnicity, language and student learning groups.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>Our application was driven by the Eliot School's mission and vision, alongside the BPS Strategic Plan. The proposal's goals align directly to Commitment 1 (ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS) and Commitment 2 (ACCELERATE LEARNING). Our action items and plans to achieve these goals are all directly aligned to Commitment 3 - 6.</p> <ul style="list-style-type: none"> ● Commitment 3 (AMPLIFY ALL VOICES): Together, students, families, staff and community members set new goals for student achievement, and we recognize the need for greater autonomy in resource allocation, planning and decision-making to advance all of our learners in their own academic goals. ● Commitment 4 (EXPAND OPPORTUNITY): Our mission would not be possible without budget autonomy. Much of our programming relies on specific funding that can be reallocated and distributed based on students' needs. ● Commitment 5 (CULTIVATE TRUST): An effective staffing model is essential to ensuring student achievement. The Eliot K-8 Innovation School seeks a staffing model that ensures all professionals are best prepared in their subject and/or grade level areas; staff morale and engagement are high; teachers and service providers feel able to meet diverse student needs; and all stakeholders share a school vision and collaboration process.

	<ul style="list-style-type: none"> ● Commitment 6 (ACTIVATE PARTNERSHIPS): Collaborate with partner organizations to provide learning and skill-building, focusing on social and emotional skills essential for youth development and professional skills critical to college and career success.
<p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>The IPC reviewed many sources of quantitative and qualitative data when writing the final plan, including historical Massachusetts Comprehensive Assessment System (MCAS) data, Measures of Academic Progress (MAP) Growth data in Reading and Math, BPS Climate Survey data, and Assessing Comprehension and Communication in English State-to-State data for English Learners (ELs). Similar to district trends, we see that our ELs, students with disabilities (SWD), and Black and Latinx students' scores lag behind our non-EL, General Education, White, and Asian students. Our SWDs who are also ELs have historically scored below all other demographics, and this trend continued in our latest MAP Growth data from winter 2021.</p> <p>Qualitative and informal data collection included notes from Eliot School Family Council meetings, community listening sessions, weekly Head of School office hours, and monthly Innovation Plan Committee meetings.</p>
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p>	<p>Community stakeholder engagement is critical in all plans, decisions, and feedback gathering at the Eliot. The IPC's monthly meetings began in October 2020 and continued through November 2021. The committee was made up of members of the Eliot staff and leadership team, Governing Board and Family Council, and one member of the BPS School Committee.</p> <p>In addition to our monthly meetings, feedback sessions were held with staff, students, and families to continuously provide updates on each draft. Overwhelmingly, families and students focused on maintaining innovative teaching practices and personalized student enrichment and acceleration plans, increasing student and family social-emotional support during and post-pandemic, and retaining students and staff to minimize disruption to the learning journey at the Eliot.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>In an effort to close the opportunity gap, we seek to provide enrichment opportunities for all Eliot K-8 Innovation School students. Based on our most recent MCAS data, we need to continue to refine and iterate our best practices to support our SWDs, ELs, and Black and Latinx students.</p> <p>By continuing to provide coherent, powerful professional development anchored in evidence-based research, culturally and historically relevant pedagogy, the science of reading, and anti-racism, teacher teams spanning K to 8th grade will be aligned in the goal of eliminating the opportunity gaps that disproportionately impact our students of color, SWDs, and ELs. Adult learning and teaming will be the foundation as we engage in deeper learning tasks that are grade level, interactive, relevant, real world through the lens of Gholdy Muhammad's four+1 pursuits (identity, skill development, intellectualism, criticality, and joy).</p> <p>Furthermore, SWDs and ELs will continue to benefit from academic enrichment provided in our expanded school day. Acceleration strategies such as research-based reading interventions, speech and language therapy, occupational therapy, and social emotional playgroups will promote success for all students. We have made significant shifts to our schedule over the last five years to advance educational equity by empowering youth furthest from opportunity. One of the most significant levers for expanding enrichment has been our longer school day. As a 21st Century Exemplary Expanded Learning Time Department of Secondary and Elementary Education grant recipient, we provide one additional hour beyond the traditional school day for a total of 180 additional hours each year. We are committed to dedicating every part of the day to rigorous, joyful, culturally and historically relevant learning experiences.</p> <p>One of the ways we have increased enrichment opportunities for our students is through our Eliot Play Innovate Create (EPIC) blocks. Due to our fully integrated expanded learning time</p>

	<p>model, a targeted EPIC block takes place daily for all students. The EPIC block creates and sustains enrichment opportunities connected to classroom content, develops students’ transferable skills across contents, and strengthens the culture of collaboration between content and enrichment teachers. Teachers develop high quality historically and culturally relevant projects for EPIC, using collaborative planning time as well as Kaleidoscope Collective for Learning tools and resources.</p> <p>Through our scheduling autonomy, we are able to staff EPIC across grade levels with both classroom and enrichment teachers. Students are able to exercise voice, choice and autonomy in their selection of projects, and participate in 15-day cycles. EPIC cycles have included parkour, bookbinding, woodworking, podcasting, digital comic book creation, and a student-created newspaper club. We will continue to ensure that students have access to high quality enrichment, and use data to identify growth areas and celebrate our success.</p>
<p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p>	<p>While curriculum, instruction, and assessment is at the Eliot’s core, we depend heavily on the rest of the autonomies to live out our vision: schedule and calendar, staffing, professional development, district policies, and budget. Much of our programming relies on specific funding that can be reallocated and distributed based on the needs of our school, as determined through our governance structure. We wish to continue to use the BPS weighted student formula, in which dollars follow each of our students. This budgetary model empowers school-based decision-making in funding programs and initiatives.</p> <p>The Eliot School Governing Board, Family Council and Instructional Leadership Team each meet monthly. In addition, we will hold quarterly meetings with all three leadership groups together to ensure we apply a shared equity lens, as well as fidelity of implementation regarding the plan goals and objectives. The makeup of each of these teams ensures representation across our school community, including race, gender, ethnicity, language and student learning groups.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Eliot School has always been committed to improving academic outcomes and ensuring all students have access to a world-class education preparing them for the future of work. Accountability begins with student and staff feedback, and family engagement. Formative assessments are critical to monitor progress disaggregated by race, EL status, and SpEd status, and drive curriculum support. These include MAP Reading Fluency (K - 2), MAP Growth Reading and Math (3rd - 8th) and Teachers’ College Reading and Writing Project writing assessments.</p> <p>In addition to academic progress, we will continue to provide clear, consistent, and transparent communication to families. All families receive the Eliot School Weekly Highlights, grade level weekly newsletters, classroom updates with videos, pictures, and upcoming events, and more! We also work with our Family Council, Governing Board, and volunteers to use the ParentSquare platform to communicate across our stakeholder groups. ParentSquare allows all staff and families across our three buildings to communicate using one singular platform that is user driven (app, email, text), and automatically translates to each user’s preferred language. Equitable and consistent access to communication is critical to the success of our community.</p> <p>The Eliot School continues to be committed to creating antiracist, culturally and historically relevant, play-based and deep learning experiences for all students. We have optimized autonomies over the past ten years to evaluate our programming, iterate, and improve to meet the changing needs of our community. By enabling student success through transformational learning practices, we will execute the Plan initiatives, and develop holistically-educated students empowered with the skills and passion to pursue their dreams. Together, we will ensure that the transformational practices incubated at the Eliot are documented, shared and clearly communicated to all stakeholders, and across the Commonwealth, as we collectively reimagine the future of learning connected to the future of work.</p>