

INNOVATION SCHOOL PLAN
GUIDANCE DOCUMENT

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INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	Eliot K-8 Innovation School
Proposed School Address (if known):	16 Charter Street, Boston MA 02113
Lead Applicant Name:	Traci Walker Griffith
Lead Applicant Phone Number:	617-635-8545
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Lead Applicant Email Address:	tgriffith@bostonpublicschools.org

Proposed Innovation School opening school year: 2017-18 2018-19
 Proposed duration of innovation plan (up to five years): 3 years 4 years 5 years

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year	K1-8	610	55
Second Year	K1-8	650	60
Third Year	K1-8	725	65
Fourth Year	K1-8	775	70
Fifth Year	K1-8	850	75
...			
At Full Enrollment	K1-8	850	75

INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	Eliot K-8 Innovation School
Proposed City/Town Location:	North End, Boston MA

Names of innovation plan committee members:

Affiliation	Name	Vote (yes or no)
Lead applicant:	Traci Griffith	Yes
Superintendent or designee:	Tommy Welch	Yes
School committee member or designee:	Michael O'Neill	Yes
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Katie Everett	Yes
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Jennifer McGivern	Yes
Administrator employed by district:	Lydia Torres	Yes
Teacher employed by district	Aimee Galego	Yes
Teacher employed by district	Huijing Wu	Yes
Teacher employed by district	Caitlain Hutto	Yes
Teacher employed by district	Lynne Johnson	Yes
Teacher employed by district	Cristina Santos	Yes
Community Member:	Mary Wright	Yes

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

Signature of Lead Applicant Member

Traci Walker Griffith

12/2/16

Date _____

INNOVATION SCHOOL PLAN

I. EXECUTIVE SUMMARY

Our students are the cornerstones of our school. Our mission is to meet the needs of each individual student and to ensure that individualized progress is achieved at every grade level. The innovations proposed in this document are essential to the Eliot K-8 Innovation School. To meet the needs of our diverse student population, educators require improved supports that enable them to employ autonomy, creativity and flexibility in instruction. The innovations proposed in this document are student-centric and will enable the Eliot K-8 Innovation School to reach new levels of achievement as a wide community. The Eliot K-8 Innovation School requests autonomy from the Boston Public Schools district (“BPS”) in the areas of curriculum, instruction, and assessment, schedule and calendar, staffing, professional development, district policies and procedures, and budget.

Since receiving Innovation status in 2012 we have made significant gains in our assessment data. Our PARCC scores from 2016 show significant growth. Although our scores are improving, our growth targets have not yet been met.

From 2008-2014, the Eliot experienced exponential growth in student performance on the MCAS for ELA and Mathematics, including subgroups of marginalized students. The Eliot changed status from a school in potential need for state correction in 2007 to a Commendation School officially recognized by the MA DESE in 2009 and 2010 for substantial improvement.

Before transitioning to PARCC (the piloted new state assessment), the Eliot’s results were very strong—the school consistently bested our bars for proficiency and growth by double digits. These results stemmed from a data-driven approach; the Eliot developed systems, built culture, and aligned staff to create feedback loops to continuously improve curriculum and instruction.

Recently, the Eliot has had some uneven performance: last year, for example, PARCC performance fell below our overall bar, and this year, the school did not meet our target for growth in math and for some subgroups. During this time period of uneven results, the Eliot added over 100 students and grew in organizational complexity. We look to optimize the growth of subgroups that continue to make gains, and redouble our efforts for students whose academic growth has not met our expectations and goals to provide the best education for every child.

The Eliot teams of teachers and instructional leaders are dedicated to closing these gaps and committed to focusing on the education and achievement of marginalized students, as well as the advancement of all students. The Instructional Leadership Team (ILT), grade and content level teams (through LASW/Looking At Student Work), and the administration are grounding the work of all meetings and planning to meet the needs of all learners. Our staff is dedicated to synthesizing our investment in planning curricula with the state standards in mind, creating data-driven instruction, and exploring different structures to create more personalized learning opportunities for students who need additional supports to make increased academic growth for optimized future success.

As we reflect on our data, it presents both a pattern of success and room for growth. We have demonstrated an ability to inspire and accept change, and we are eager to approach further growth with new methods and practices. We want to see stronger patterns of growth in years to come. Our African American population has not shown the growth that our other subgroups have and this is particularly concerning to us. Additionally, as we increase our student population, 30% of our student body will require special education services, and we continue to add grade levels to our inclusion strands. We also teach a significant population of English Language Learners who also require special education services. We look forward to further expanding our

diverse school community and meeting every student's needs socially, emotionally and academically.

II. COMMITMENT TO EQUITY

The Eliot's Innovation plan reflects our commitment to providing a high-quality education to all of our students. This plan includes numerous provisions to ensure equity for all students and help eliminate achievement gaps. (See also, Professional Development Goals)

Staff Diversity Committees

- Key Eliot staff members will continue to meet monthly to plan and implement supports for target group students. The Special Education Committee provides resource sharing and support for special education teachers, while also planning school wide events to promote inclusivity and celebrate our students with special needs. The Race and Class Equity Committee focuses its attention on the unique academic and social needs of students of color and low income students within the Eliot Community. As the Eliot continues to expand and grow our inclusive community we will add to these committees when appropriate to support other key demographics such as LGBTQ students. These committees will report their diversity initiatives to the whole school staff and Governing Board throughout the year.

PD and Curriculum

- The Eliot Innovation K-8 School will invest in building our expertise in supporting diverse students through professional development and curriculum. The Eliot will offer teachers high-quality Professional Development to develop shared language and practices for classroom conversations that support positive identity development among all students. Eliot teachers will collaborate to evaluate their curriculum, classroom libraries and teaching practices to insure that all students are taught in culturally responsive classrooms and celebrated for who they are.

Family Collaboration

- The Eliot is committed to including families in our discussions of equity and inclusion. The Special Education Committee and Family Council have worked in conjunction over the past few years to provide educational opportunities for families around inclusion and supporting students and peers with special needs.

Data Analysis and the Teaching and Learning Cycle

- The Eliot is committed to rigorous data analysis to identify, and then address, achievement gaps. We will regularly evaluate data, both formative and summative, to look at marginalized students populations (special education, ELLs, African American students) and address achievement gaps should they exist. Teachers will use the Teaching and Learning Cycle to assess the effectiveness of interventions. We will set academic achievement goals for students in subgroups while deepening our own understanding of cultural competency through high quality professional development.

III. STRATEGIC CHANGE CHART

Current school or district practice	Proposed change in practice	Expected impact on student achievement
<p>Currently, all grade levels are looking at and examining student data every other week.</p>	<p>We would like to deepen the understanding of data disaggregation focusing on various subgroups. Teachers will set academic achievement goals for students in subgroups while deepening their own understanding of cultural competency through high quality professional development.</p>	<ol style="list-style-type: none"> 1. Students will experience learning in culturally responsive environments. 2. All students will demonstrate academic growth in all content areas.
<p>We are in our final year of Expanded Learning Time status from the state of Massachusetts.</p>	<p>We are in the process of applying for ELT exemplary status which will offer 120 hours of summer or vacation programming to an identified select group of students.</p>	<ol style="list-style-type: none"> 1. Students will experience enrichment, acceleration and intervention based on individual needs. 2. Academic gains in all content areas will be high for all students.
<p>Currently, teachers do not have the opportunity to visit and observe in each other's classrooms.</p>	<p>Teachers will also have an additional hour of professional development time each week during which they can visit other teacher's classrooms to share best practices and coordinate with colleagues in order to best meet students' needs.</p>	<ol style="list-style-type: none"> 1. Students will experience enrichment, acceleration and intervention based on individual needs. 2. Academic gains in all content areas will be high for all students.

IV. PUBLIC STATEMENT

The Eliot K-8 Innovation School developed this school-based plan with the encouragement and support of our faculty, the Boston Public Schools School Committee, the Boston Teachers Union, central office, the Eliot K-8 School families and the community. Over the five years envisioned in this plan, the Eliot K-8 Innovation School will come to encompass three campuses, serving the North End and surrounding areas with a projected enrollment of 850 students. We are committed to providing all students with opportunities to exceed their potential. This plan was written to enable the Eliot K-8 Innovation School to reach new levels of achievement as an expanded community. The school design team has developed a timeline starting in September of 2017.

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

A. Mission Statement

Our mission is to provide a well-rounded education that helps every student not only achieve academic excellence, but build character, self-confidence, leadership and solid values, becoming positive contributors to their communities.

B. Vision Statement & Vision

The Eliot K-8 Innovation School is to be a school built on a strong foundation where:

- Educators, Administrators, Families and the Community collaborate to create a culture of high achievement
- All students are educated in Culturally Responsive Classrooms where students are nurtured and celebrated for who they are
- Our Shared Values about educating all students is embraced every day by the Eliot K-8 Innovation School Professional Learning Community
- We foster relationships with students, families, administrators and the community to ensure all students become critical thinkers, solve problems and make positive contributions to our community

Sample Student and Teacher Day:

The Eliot's proposed instructional day will begin at 8:15am for all students and end at 3:15pm, with additional time in the morning for a school-wide gathering that begins the day as a community at both the upper and Lower Schools. Students will have an additional 10 minutes of instruction in all core subjects each day. Each student will have an additional Special block each week, in which students receive 45 minutes of enrichment provided by a highly qualified Eliot School faculty member (such blocks include Italian Language, Music, Technology, Art, Theater, Physical Education and Robotics). In addition students will have four 45 minute blocks each week that will ensure equitable access to all Specials, and provide time for additional enrichment or intervention/acceleration provided by neighborhood and community partners.

During their joint 90-minute planning sessions, teachers will review each student's individual needs based on Achievement Network and formative assessment data to ensure that each student is getting the academic, social, and emotional support he or she needs. Teachers will also have an additional hour of professional development time each week during which they can visit other teacher's classrooms to share best practices and coordinate with colleagues in order to best meet students' needs.

The four Personalized Periods will give Eliot teachers the opportunity to expand on the current success of the Upper Schools' 30-minute power block while still having enough time for all core academic subjects. Teachers will have the opportunity to individualize lesson

plans to make sure students do not fall behind their peers. In addition, students who are excelling in a subject can be provided this time as an accelerated period so that they are continually challenged.

The students not engaged in intervention or acceleration will participate in additional enrichment blocks during this time with highly qualified Eliot teachers.

C. Core Values

At the Eliot K-8 Innovation School, we are active, engaged learners who are responsible for our words and actions every day. We collaborate and strive to be responsible, respectful, kind learners and to create a safe, inclusive environment that celebrates a culture of high achievement.

At the Eliot K-8 Innovation School, we will embrace a collaborative culture where all students are educated in culturally responsive classrooms. Students are nurtured and celebrated for who they are. We are committed to active listening and sharing our expectations for learning. We will be a Professional Learning Community where collaborative effort and excellence in students' academic achievement is our choice for educating every student. We will take pride in our work and foster relationships with students, families, staff and administrators to ensure all students become critical thinkers, problem solvers, and positive contributors to our community. We will always do our best and be helpful to each other.

Therefore, we, the entire Eliot School Community will:

- Share Values: We will treat each other with respect so that all community members feel (and are) truly included.
- Celebrate Families, Students, and Staff: We will be patient, tolerant, and calm with challenges faced in our studies and with each other and value ourselves and our teaching time.
- Develop a Common Language: We will be active listeners in the learning community and begin to articulate the same message.

We are a school community that is responsible, respectful, safe, kind and inclusive.

D. Statement of Need

The Eliot K-8 Innovation School is eager to continue to provide all students with opportunities to exceed their potential. We are proud of our growth, and we value our many resources. We have a diverse community of young learners, involved families, ambitious staff members, and generous community partners that continues to grow. Together, we continue to set new goals for student achievement, and we recognize the need for greater autonomy in the areas of curriculum, instruction, and assessment, schedule and calendar, staffing, professional development, district policies and procedures, and budget in order to advance all of our learners in their own academic goals. We have a responsibility to our school community to be sure that we are best utilizing all available resources and opportunities to advance our students.

In 2016 our PARCC and MCAS data indicates that while our students continue to show growth due to our Innovation status, we are still working toward showing a high enough growth rate to meet or surpass our target in several areas. In order to continue our work toward this goal, we need to continue the work we have started as an Innovation School. As we launch the school year 2016-2017, the Eliot is expanding its student enrollment and its physical footprint. In 2007, there were one hundred fifty students housed in one building. This year we welcome five hundred seventy five students in two buildings. The expansion of the Eliot has undergone a number of challenges. These challenges include programmatic changes made by the Boston Public Schools that have impacted our enrollment and affected the proposed three campus expansion model. As a current Innovation school we are empowered to implement changes to curriculum, staffing, teaching methods and assessment strategies while still remaining a Boston Public School. It is due to this ability that we have made the enormous gains thus far, and we need to continue to have this trust and freedom to become even better.

Our students are the cornerstones of our school. Our mission is to meet the needs of each individual student and to ensure that individualized progress is achieved at every grade level. The innovations proposed in this document are essential to the Eliot K-8 Innovation School for two critical reasons. As our school continues to grow, we need to foster an environment that supports a focus on achievement and rigor through collaboration, reflection, inquiry and goal-setting. To meet the needs of our student population, educators require improved supports that enable them to employ autonomy, creativity and flexibility in instruction. The innovations proposed in this document are student-centric and will enable the Eliot K-8 Innovation School to reach new levels of achievement as an expanded community.

E. Primary Proposed Partnerships

The Eliot K-8 School is not relying on external partnerships to develop or oversee its continuations as an Innovation School, nor will any partner or group of partners be responsible for the operation of the Eliot K-8 School once it becomes an Innovation School. However, the Eliot K-8 Innovation School will strengthen the community partnerships that have been established since 2007.

The North End Waterfront Community Health Center will provide off-site counseling services as well as Health and Wellness activities for our student body. North End Waterfront Health will provide medical services for urgent health issues for all students at the Hanover St site. The North End Music Performing Arts Center (NEMPAC) will serve as an on-site music program for Eliot K-8 Innovation School students. Suffolk University will be a valued partner as our students work with university mentors and teachers collaborate with university interns and volunteers. The New England Aquarium will provide opportunities for our students to engage in inquiry-based science projects that complement the content areas of reading, writing, mathematics and social studies. The North Bennet Street School (NBSS) currently partners with our upper school. Students in grades five through eight engage in Manual Arts offered by instructors from the NBSS. We will continue to work with a variety of local colleges and universities to provide pre-practicum and practicum opportunities to students studying education. We will also continue to cultivate our partnership with the Lynch Foundation.

Additional proposed partnerships will support the vision and mission of the school. The partnerships actively being explored and extended include but are not limited to: Artists for Humanity, Playworks, Courageous Sailing, and Boston Partners in Education. Enrichment partners will be selected based on the extent to which the potential partner proposes to meet the needs of the students at the Eliot K-8 School and diversifies the range of opportunities offered to our students. Potential partners will propose the terms of the partnership to the Governing Board. The Governing Board will explore potential funding sources through the Family Council 501(c)(3). Administrators and Teacher Leaders will meet annually to identify staff volunteers who will manage particular partnerships.

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

A. Curriculum, Instruction, and Assessment

The Eliot K-8 Innovation School requests autonomy from the Boston Public Schools district (“BPS”) in the areas of curriculum, instruction, and assessment. Our students (the “Student(s)”) [1] will continue to benefit from instruction that is based on a belief in authentic opportunities for reading and writing across all content areas and planned in response to their needs based on ongoing data collection. Teachers (the “Teacher(s)”) [2] will be able to go beyond packaged curricula to effectively reach all the diverse learners within our school to ensure student success.

The Eliot K-8 Innovation School:

- will use the Achievement Network Assessment (ANet) as an assessment and data collection tool to support our planning of next steps instruction;
- requests freedom to choose and create curricula, curriculum calendars, and curriculum maps and to use instructional strategies that address the needs of all our students and are aligned to the Common Core Standards.

The Eliot K-8 Innovation School believes that having in place a strong system of assessing Student progress is vital to creating excellent schools in which all Students learn and achieve at high levels. We believe in standards that lead to excellent schools, not standardization. We support the development of network-wide competencies and assessments that, while providing common information on how schools are doing, also allow for and encourage uniqueness in approaches to instruction and assessment among schools. Ultimately, good assessment systems should open doors for all Students rather than shut them.

The Eliot K-8 Innovation School assessment system is built upon the following principles.

Assessment should:

- provide multiple ways of assessing student competency in meaningful ways, rather than relying on one single method;
- be embedded in curriculum and instruction that engages Students in work that has a public purpose, that inspires Students to become producers and contributors, and that assists them to become active participants in our democratic communities;

- be developed and used by those working most closely with Students, while also involving Families[1] and other members of the Eliot community[2] (the “Community”);
- provide information to Students and Student’ legal guardians (and to the Community on an as-needed basis) on how Students are progressing toward meeting goals;
- help Students become independent, self-reliant, and thoughtful learners, and gain a sense that they are able to effect and improve the world around them;
- provide opportunities for Students to be successful, to learn from mistakes and challenges, and to build persistence and resiliency as learners;
- help Students become reflective learners and self-assessors who monitor their own growth, build on their strengths, and develop their skills;
- promote reflective practice in Teachers, leading to improved instruction; and
- reflect the best research on instruction and assessment;

The Eliot K-8 Innovation School requests autonomy to use our own assessment framework and to be exempt from certain district assessments in all subject areas including English language Arts and Mathematics. Kindergarten through Grade 2 will continue to use the DIBELS assessments, and Grades Kindergarten through Grade 8 will administer the Fountas and Pinnell Benchmark Assessment System to determine reading proficiency levels. Additionally, we have developed a strong partnership with the Achievement Network and are trained in its use to drive our enrichment instruction. We believe data and analysis derived from the Achievement Network is comprehensive, and that it constitutes a complete assessment structure to measure our Students’ aptitude and progress. Curriculum, instruction, and assessment autonomy would enable us to assess effectively and efficiently, and to achieve a more harmonious balance between learning and assessment. Within our ANet data analysis cycle, we will track individual student progress through the years, starting from the first year of our status as an Innovation School.

Inclusion Model Guiding Principles

We will continue our existing inclusion model for special education instruction. Under the current inclusion model, in grade levels comprised of more than one classroom, one classroom is an inclusion classroom, in which students with disabilities learn in collaboration with, and alongside students without disabilities. In our inclusion classrooms, qualified, certified teachers differentiate instruction based on students’ individual needs, including needs related to disabilities. Our inclusion model also includes a separate strand for students with speech and language learning disabilities which qualify them for placement in a substantially separate classroom

Kindergarten 1 Curriculum & Guiding Principles

The Kindergarten 0/1 Teachers will design units of study that are based on the Common Core standards and principles of how young children learn. We will maintain the current BPS math curriculum for early childhood (Building Blocks) and utilize the revised OWL curriculum. We will design units that incorporate and highlight active, meaningful engagement and experimentation with objects and people. We will incorporate community resources to extend our thinking and allow students to explore learning in their everyday world. The children can begin to construct knowledge and logical reasoning and develop social relationships through

these units. Our curriculum will grow from our objectives for individuals and groups of children and for our classroom environment.

We will integrate our objectives into our classroom through various centers. For example, the dramatic play area will allow much opportunity for socialization and language development. Blocks provide a place for exploration of relative size and shape (geometric relationships), as well as fine motor manipulation. Music and movement offer opportunities for socialization, bodily kinesthetics, and cultural appreciation. Activities like painting, coloring, and working with clay, paste, or play dough develop interest, fine motor skills, socialization, sensitivity to color, media, form, shape, and so on. Our areas of curriculum are integrated and overlapping. Each classroom will emphasize creative expression and problem-solving, while maintaining a balance of Teacher-planned activities and those that emerge from the children's and Teachers' interests, abilities, goals, and objectives.

Our classroom will be centered around the creation of an intellectually vital, emotionally safe, and supportive setting in which to encourage every child's overall development. We will at times be observing, reflecting, collaborating, adapting, intervening, scaffolding, and building upon a child's emergent questions or ideas, as well as assessing the level and interest of each child in order to make informed decisions.

While we believe that children go through stages of development marked by general characteristics, we also recognize the wide range of individual and cultural variation. Each child is unique. Temperament, personality, individual needs, interests, abilities, learning style, ethnicity, and family culture are some of the many ways we come to know an individual child. The Kindergarten 1 classroom reflects a respect for diversity and finds ways to promote the healthy development of each child. The goal is to help all Kindergarten 1 children gain the confidence to reach their individual potential through their meaningful investment in materials, peers, and Teachers. We will value and teach taking care of and respecting oneself, peers, and Teachers, as well as the materials and environment. Our knowledge of child development helps Teachers set appropriate expectations for children's behavior. We know that one of the major tasks of early childhood is the development of self-control. Self-control involves the ability to be patient, delay gratification, internalize external rules, cooperate, take turns, share, empathize, and refocus angry impulses to words instead of physical retaliation. Recognition that self-control does not happen at once, but rather over years, enables Teachers to be realistic about expectations. The limits imposed must be necessary, and must be simply and consistently stated along with an explanation of what the child is supposed to do and a reason why the behavior in question is unacceptable. We will use many strategies to deal with unacceptable behaviors. Redirection to a different activity, changing the space, sensory breaks, thoughtful planning, adjusting the schedule of the day, encouragement and reinforcement of positive behaviors, ignoring negative actions, humor, identifying a child's talents and interests, intervening before the behavior starts, removing a child from an area, and staying close to a Teacher are some techniques commonly used at the Kindergarten 1 level.

We believe every family is an essential part of our community and crucial to our genuine understanding and appreciation of each child. The Kindergarten 1 Teachers will create an ongoing, positive collaboration with Families. Parents of Eliot Students and Eliot staff (the "Staff")^[1] will regularly communicate through frequent interactions, phone conversations, open-houses, parent conferences, written reports, school gatherings, home visits, newsletters, and

parent participation. Getting to know more about the values and cultures within Families helps nurture the home-school relationship and enables children to be open and proud of their families. Similarly, as Parents become involved in our school and convey their confidence in us, children feel the partnership, enabling them to feel good about their earliest group experiences.

Kindergarten 1 will design and use units of study that are designed to be individualized, flexible and thoughtfully planned. Through an enriched, challenging, and varied curriculum, children have maximum opportunities to explore through first-hand experiences. We feel that trusting, satisfying relationships with people establish the foundation for each child to fully develop.

English Language Arts

We will continue to use the workshop model of teaching and learning as classroom practice. Our primary desire is to replace the packaged curriculum that our district currently uses with authentic, Teacher-created instruction in English Language Arts that reflects our Students' diverse needs. With tailored curricula, we will more effectively both reach our struggling readers and writers and challenge the Students who have already surpassed end-of-year benchmarks. All Students will have opportunities to choose books that are both at their reading levels and of interest to them ("just right books"), creating lifelong readers and writers.

The administrators[1] ("Administrators") and Staff at the Eliot School request autonomy to implement the workshop model of reading and writing, using trade books as the main vehicle to help Students become fluent, lifelong readers and writers. We believe that the use of trade books gives Students authentic reading opportunities and inspires genuine engagement in reading. Equally central to the workshop model is the implementation of authentic opportunities for Students to respond to reading in writing. We believe in creating and implementing a spiraled, cross-curricular K-8 writing and reading workshop curriculum. All of our units will be aligned with the Common Core Standards and will reflect the diverse learners within our school. Teachers will have systems in place that will support continuous improvement of instruction and increased personal and shared accountability for raising levels of student achievement.

The Eliot K-8 will also use other existing and Teacher-made curricula, including Lucy Calkins Units of Study in Reading and Writing, and Expeditionary Learning in Grades 3-8.

English Language Arts Intervention

A significant number of Students at the Eliot School have speech and language learning disabilities. Our goal is to meet the needs of all our Students, including Students with language learning disabilities, by implementing a 3-tier model that includes direct, specially designed instruction in the five components of reading. Our Tier-2 and Tier-3 interventions would include the following research-based programs:

- **Just Words** – A Wilson Tier-2 intervention that targets weak oral readers. The curriculum emphasizes phonology, orthography, and morphology for struggling readers in grades 4-8.
- **Great Leaps** – A Tier-2 intervention that concentrates on oral reading fluency. Students receive intensive work in phonics, sight word phrases, and stories.
- **Foundations** – A K-2 program that is utilized in both preventative and remedial capacities.

- **Wilson Reading Program** – A Tier-3 program targeting Students with a specific learning disability in reading.
- **Reading and Writing Acceleration/Intervention**– For a 20-minute period each day and an additional one-hour block once per week, students in Grades 2-8 receive acceleration/intervention instruction based on analysis of ANet assessment data. Teachers analyze ELA assessment results, pinpointing areas in which Students require enrichment, additional instruction, and practice in reading and writing, and they use the enrichment time to meet that need.

Mathematics

The administrators[1] (“Administrators”) and Staff at the Eliot School request autonomy to implement tailored mathematics curricula.

The Eliot K-8 Innovation School currently uses EveryDay Math as its primary mathematics curricula in Grades K-6 and Glencoe Mathematics curricula in Grades 7-8.

Everyday Mathematics 4 (EM4) is a completely rebuilt curriculum that specifically addresses the Massachusetts Frameworks based on the Common Core State Standards in Mathematics. EM4 provides balanced instruction that gives equal weight to the content and practice standards, with opportunities for open-ended problem solving, hands-on explorations, ongoing practice, and basic skills practice. The authors and publishers of EM4 have provided detailed, tailored, specific support and professional development in partnership with the Eliot School to ensure teacher understanding of instruction and assessment.

Number Worlds serves as one of our Tier 2/Tier 3 Math Interventions for students in grades one through eight. Research proven, Number Worlds is highly engaging and teacher-led, focusing on student acceleration and achievement in math standards by intensively targeting the most critical standards.

ALEKS (Assessment and LEarning in Knowledge Spaces) serves as our other Tier 2/Tier 3 math intervention. ALEKS is an online tutorial program that offers Eliot Students the opportunity for both enrichment for students who are advanced in mathematics as well as providing intervention. Through artificial intelligence and constant assessment, students receive individualized learning paths in mathematics. Teachers monitor, direct, and support learning both via ALEKS and in the classroom based on data received about individuals and classes as a whole.

The Eliot K-8 Innovation School will also continue to support and supplement our Students’ understanding of math through enrichment based on analysis of assessment data managed by our Partner,[1] the Achievement Network.

Enrichment Cycles (E-Cycles) Across All Grades

The Eliot K-8 Innovation School has used its expanded time to create E-Cycles across grades K2-8. E-Cycles are 50 minute periods at the beginning or end of the day that provide an opportunity to deliver additional intervention, acceleration, and enrichment to Students. There are ten 3-week E-Cycles throughout the school year.

The specifics of E-cycles by grade level are outlined below:

Kinder 2- All K2 teachers have worked to create an Enrichment Cycle in which students are given the opportunity to gain a deeper understanding of our FOCUS on K2 curriculum. Our e-cycle is designed across 4 days. While one class has enrichment of either Technology and/or Robotics for a three week e-cycle, one K2 teacher is pulling intervention groups as well as acceleration groups from all of the 4 K2 classes based on student outcomes on DIBELS and Fountas and Pinnell assessment data. The other three K2 teachers rotate for a three week e-cycle in each of the other K2 classes during this time. This part of the e-cycle has been developed using our FOCUS on K2 mentor text and is designed to foster a deeper comprehension of the text while responding across the domains of literacy, math and storytelling/story acting.

Grade 1- All students receive three weeks of: Social Studies (using the BPS curriculum) and Science. The three week Science rotation is a hands on observation unit where students create habitats for and observe animals native to Massachusetts including catfish, hermit crabs and Eastern toads. During these three week cycles students needing additional instruction in the core academic areas of reading, writing and/or math will receive intervention in small targeted groups.

Grade 2- All students receive 3-week units in science, social studies and study skills. These units allow students to take a deep dive into a content area. Students work on writing across the curriculum while learning topic-specific content.

Grade 3- Students engage in 3-week mini-units designed around the 3rd grade Massachusetts Frameworks on Social Studies and Science. This gives students opportunities explain their thinking in writing around these two content areas through project-based learning. In addition, students explore close reading and write about their reading in different forms, including narrative writing, research-based writing, and opinion writing, during their 3-week Study Skills cycles. Students also receive enrichment education in cycles around Music, Theater, and Italian.

Grade 4- Students engage in 3-week units that rotate between Social Studies, Science, Enrichment, and Study Skills. These units are designed around the 4th grade Massachusetts Frameworks and aim to increase students' higher order thinking. In addition to learning topic specific content, students work on reading and writing across all e-cycle units. Students also receive enrichment cycles focused around Robotics, Art, Theater, Italian, and Physical Education.

Grade 5- All students rotate cycles between Social Studies and Enrichment. The e-cycle rotation is made up of three weeks of Social Studies instruction designed around the 5th Grade Massachusetts Frameworks (America's Past). Students also receive enrichment cycles focused around Physical Education, Music, Art and Robotics.

Middle School- All middle school students will rotate through three week Enrichment cycles of Technology, Music, Theater, Art, Robotics, Italian and Physical Education. During these Enrichment e-cycles students will be provided opportunities to write about reading and develop higher order thinking skills. In addition, students will participate in a three week e-cycle focused on debate to develop skills around constructing and defending a viable argument and supporting

an argument with evidence. Small targeted groups of students will participate in a reading intervention/acceleration or math intervention/acceleration e-cycle unit focused on increasing/deepening mastery of the Common Core Standards.

Foundational Beliefs of Social Studies and Science

The Eliot K-8 Innovation School believes in the importance of Social Studies and Science to the education of a child. We have found that there are many different ways to inspire comprehensive learning in Social Studies and Science. Moreover, we believe the efficacy of any particular method or curriculum depends significantly on the particular needs of each classroom and on a school's culture as it pertains to group work and alternatively structured learning. We wish to prepare our Students for authentic exploration in Social Studies and Science topics to help them meet the Massachusetts Curriculum Frameworks learning standards and to prepare them for life. Additionally, we plan to find and/or create curricula and/or lessons that incorporate the Common Core Standards.

Italian Language Instruction

The Eliot K-8 Innovation School is committed to its Italian language curriculum. We have had great success in teaching our Students Italian language, history, and culture. We will continue to build the Italian language program at the Eliot K-8 Innovation School through regular schedule and enrichment cycle instruction.

Science Technology Engineering Arts Mathematics (STEM)

The Eliot K-8 Innovation School is committed to a STEM curriculum. Students will engage in cross-curricular projects that will develop skills based on the Framework for 21st century learning; specifically the Learning and Innovation Skills (Critical thinking, Communication, Collaboration and Creativity). Students will develop and apply their knowledge in project based problem solving challenges and follow the steps of the Engineering Design Process: Ask, Imagine, Plan, Create, Test and Improve, and Share to approach each problem. Students will model the solution to real-world problems, through the use of Bee-Bot in kindergarten, and LEGO based products in the elementary and middle schools.

Students will continue to develop facility with the use of technology by practicing typing, using a word processor, creating powerpoint presentations, and accessing educational websites on the Internet. We will continue to use technology instruction not only to teach Students to operate computers, but to enhance core curricular instruction. Computer and Literacy Technology Enrichment Teachers will continue cross-curricular work with classroom Teachers to support learning in English Language Arts, Mathematics, Social Studies, Science, and Computers.

Fine Arts

The Eliot K-8 Innovation School is committed to arts instruction. We base our commitment to the arts on a belief that the arts are critical to Students' growth. We also rely on research that

links the arts to improved academic test scores. The arts program at the Eliot is something that we have taken a lot of pride in creating. We have been able to create partnerships, instill a passion for the arts, and provide students with opportunities that are unique to the Eliot. With our arts programming, funding, and partnerships with other organizations, students have been impacted in a variety of ways and through a variety of arts.

For the future, as resources permit, the Eliot K-8 Innovation School reserves the right to explore and potentially adopt alternative arts curricula.

Visual Art

Students from Kindergarten through grade 8 have the opportunity to participate in the visual arts program, either during the specials period or E-cycle. The visual arts program partners with Artists for Humanity (AFH) and allows the Eliot more opportunities to find the most authentic and engaging ways to teach students. AFH gives students an avenue on which to explore art in many different ways. Students that have graduated 8th grade can go on and become instructors at art studios for younger students. Partnerships with art galleries has allowed for those students to display their work in a professional setting. Also, partnerships have been made with community establishments to display students artwork throughout the whole community. AFH has also been crucial to supplying art supplies to our students. AFH gives many different resources for students to work with and also gives them a chance to explore art more creatively. Students visit AFH to learn more about different art projects and different possibilities available within the visual arts.

Music

Students from Kindergarten through grade 8 have the opportunity to participate in the music program, either during the specials period or E-cycle. North End Music and Performing Arts Center (NEMPAC) has provided the Eliot with many different resources including our music teacher. Due to the lack of music program in the past, NEMPAC has committed to our students and is attempting to close the gap between the Eliot and other Boston Public Schools within the art of music. Moving forward with NEMPAC will provide us the opportunity to ensure that we are meeting all of the national music standards including singing and playing at least one instrument. Moving forward, we hope to be able to create an ensemble that sparks collaboration across students and more importantly, across the grade levels from Kindergarten to 8th grade. Students will have opportunities to learn how to play different instruments and also chances to sing within the ensemble. When the ensemble is established, performances will be scheduled and the school, families, and community members will all be invited to watch what students can do.

Theater

Students from Kindergarten through grade 8 have the opportunity to participate in the theater program, either during the specials period or E-cycle. Students are taught how to become actors and also how to really appreciate the art, whether as an actor or as an audience member. The main goal of the theater program is to instill a love of theater in all of the students. In order to make this possible, the Eliot partners with the Boston Conservatory to bring special guests and

actors to work with the students. The guests help students with their acting and in many cases help create a greater love for theater from the students. Along with actors and actresses, the Boston Conservatory has students of their own come to the school and work with the Eliot students as well. These students also help the Eliot in a variety of ways such as working on acting skills, teaching how to be a proper audience member, and prepping them for any performances they have coming up. Each year, the Eliot has at least one performance and moving forward, we would like to incorporate more collaboration with the Boston Conservatory and provide more opportunities for students to participate in performances in any facet.

The arts program at the Eliot is very unique and has helped students become better artists and help them begin to find themselves within the arts. Keeping all of the arts will allow for the discovery of who students are to happen more and it will also allow for more chances for students to express themselves creatively.

Health and Physical Education

The Eliot K-8 Innovation School is committed to a physical education program that promotes healthy development and readiness to learn. Our commitment is founded on a perspective that views Students as whole, integrated people whose physical health impacts learning and vice versa. Using a curriculum called SPARK (Sports, Play, and Active Recreation for Kids), we encourage lifelong fitness and activity. We will continue to provide Students with physical education instruction once per week for the entirety of the year, in addition to enrichment cycle weeks that will focus on individual and team sports.

Social/Emotional Learning

The Eliot K-8 Innovation School is committed to supporting the social and emotional growth of our students. We strongly believe that it is necessary to work with students and families to foster the development of children and have ingrained this mindset into our curriculum. At the Eliot K-8 Innovation School we work hard to create a classroom and community that incorporates social-emotional practices to best support the growth and overall development of our students academically, and as community members. Teachers are trained in various SEL curriculum such as Open Circle.

Teachers and student support staff work closely with students and families to help students develop the skill set to identify, understand, and manage emotions in a constructive manner. The goal is that our students are able to regulate their own behaviors, and develop the ability to be empathetic to others in an effort to create strong relationships with peers and staff members. At the Eliot we believe that students who exhibit healthy socially and emotionally are better able to access their learning and perform in their classrooms. To help us with this work teachers and support staff utilize a variety of programs, and curriculums to help scaffold this work for whole class instruction, in small groups, or even at an individual level. Classrooms use the Conflict Resolution model for problem solving, Classroom Meeting to initiate discussions. We also work closely with our partners at North End Waterfront Health to help support or students and their

needs physically and emotionally. We believe that a positive self-image is important for our students. We use teaching methods that encourage them to make healthy choices.

In addition to supporting our students' social skills and emotional growth, we are also committed to supporting the identity development of our students. We believe that all students should be taught in culturally responsive classrooms and celebrated for who they are. This includes supporting students in developing language to discuss their cultural and racial identities, abilities and disabilities, as well as their strengths and areas of growth as learners.

B. Schedule and Calendar

In our commitment to ensuring the best learning opportunities for our Students, the Eliot K-8 Innovation School would like to continue to deviate from the typical Boston Public Schools schedule and calendar. That will result in: 1) increased learning time for Students; 2) extended opportunities for enrichment; 3) greater opportunities for Teachers to meet and collaborate with one another; and 4) opportunities for Teachers to meet with Families. All Eliot Teachers commit to working the expanded learning time schedule.

Expanded learning time and opportunities for Student enrichment will serve as a catalyst for significant continued academic gains. Similarly, the opportunity for extended Teacher collaboration will support the sharing of best instructional practices and provide increased time for data analysis and action planning. Finally, altering the schedule to provide fixed times for Teachers and Families to meet will support our efforts to foster a strong bond between home and school.

We are committed to exploring all options with regard to scheduling and calendar flexibility in an effort to meet the needs and demands of our Students, Families, Partners, and Teachers in an Innovation School model.

As an Innovation School, the Eliot K-8 Innovation School will utilize this autonomy in the following ways:

- **Continuing to provide a 90-minute block for Teacher collaboration for all Teachers on a weekly basis:**
 - We will adjust the Teacher schedule in order to provide a focused 90-minute block of time for data inquiry, meetings, Teacher co-planning, collaboration, and professional development. This will not require early dismissal for students. Students will participate in back-to-back specials.

- **Formalizing our MCAS Boot Camp program:**
 - Initially launched several years ago, we will formalize and strengthen our MCAS Boot Camp program on Saturdays in the late winter and spring to accelerate growth in ELA and Math. Open to all Students in the third through eighth grades, this program provides extra training and practice for Students in a small group setting with a particular focus on highly-tested ELA and math standards.

Currently serving approximately seventy-five to one hundred Students each weekend, we hope to grow this program in coming years to serve a greater percentage of our Students.

- **Creating a one-day professional development meeting in the late summer:**
 - With the goal of bringing Teachers together to build a stronger sense of community, we will create a one-day professional meeting to be scheduled for late August.

- **Continuing to pursue robust after-school enrichment opportunities:**
 - The Eliot K-8 Innovation School is committed to pursuing any and all possible opportunities to provide our Students with beneficial experiences in the arts, athletics, and academic enrichment before- and after-school. Notably, in the past year, we have grown our partnership with the North End Music and Performing Arts Center (“NEMPAC”) to provide many Students with before- and after-school opportunities in the arts. We also launched a highly successful new partnership with the Boston Debate League in the middle school. Additionally, we aggressively pursued the Investing in Innovation (I³) extended learning time grant for our middle school, although we were ultimately not chosen for the funding. In the coming years, we will continue to pursue partnerships and both public and private funding through grants and donations, with the hope of providing and making accessible to all our Families many valuable after-school enrichment opportunities for our Students.

- **Establishing Parent-Teacher meeting times:**
 - Currently, Parent-Teacher meeting times are generally confined to the early morning hours before school and the late afternoon hours immediately after school, which are not always convenient or even possible for Parents and Families. We would like to provide Parents and Families with a greater array of options when it comes to meeting with their children’s Teachers. Additionally, it would be preferable for both Teachers and Parents to be able to meet in a time specifically allocated for conferencing and thus protected from the typical last-minute obligations, distractions, and disruptions that can occur in the time preceding and immediately following the school day. We will formalize Parent-Teacher conference days in our calendar and use substitute coverage to provide continuity of learning while the classroom Teacher is meeting with Families.

C. Staffing

An effective staffing model is essential to ensuring student achievement at any school. 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 a shared school vision and collaboration process are accepted by all.

The Eliot K-8 Innovation School seeks staffing autonomy to pursue innovative models of staffing patterns, service delivery, and job descriptions.

- As an Innovation School, we have the freedom to hire our Staff in order to create a unified school community. Teachers will play a significant role in Staff hiring.
- We can decide on the staffing pattern that creates the best learning environment for the Students but will give preference to Boston Teacher Union by interviewing permanent BTU teachers.
- We will hire Staff who best fit the needs of the school, regardless of their current status (member of the district, or not, although every Teacher hired becomes a member of the Boston Teachers Union bargaining unit).

Staffing Patterns and Service Delivery

In order to support the diverse needs of all Students, our staffing pattern will be explored to best address the academic, social, and emotional needs of all. In developing our staffing model we will consider:

- English Language Learner Support
- Flexible Service Provider Scheduling
- Opportunities for Enrichment, Acceleration and Intervention
- Evaluation Team Facilitation
- Lunch and Recess Supervisors
- Preference given to Dual and Tri-Certification of New Hires
- Professional Advancement and Increased Licensure Opportunity for Current Teachers
- Facilitation and Productivity of Community Partnerships
- Student and Family Support Services
- Instructional Aides
- Staff Mentoring and Training in Instructional Rounds
- Student Teachers and Interns at all Levels

The Eliot K-8 Innovation School will post all vacant positions on the BPS Recruiting Center on Talent Ed, following the procedures set forth in Superintendent Circulars HRS-21 and HRS-24. We will give priority of interview to current BPS Teachers. We will also advertise positions outside the BPS system. The Eliot K-8 Innovation School may select Staff (BTU positions only) without regard to seniority or membership in the BTU, and formulate job descriptions for BTU members of the Staff. The selection of non-BTU Staff members who are in other BPS unions shall be in compliance with the applicable collective bargaining agreements. Any and all hiring of Staff at the Eliot must be processed through the BPS Recruiting Center on Talent Ed, be approved by the BPS Office of Human Capital, and be in compliance with the federal court order regarding the racial diversity of BPS Staff.

All newly hired Teachers are required to attend the BPS New Teacher Institute in the August prior to the start of the school year in which they will begin to teach at the Eliot K-8 Innovation School. New Teachers will also be strongly encouraged to attend a welcome reception sponsored by the BPS New Teacher Support Team during the spring or summer, which will facilitate the

Teachers' completion of the new employee packet. All Eliot Teachers will be required to sign the work election agreement and are committed to working the full expanded learning time schedule.

Performance Evaluations for BTU and BASAS Members

Our Innovation School will use the current BPS evaluation tool. We will follow BPS guidelines around frequency of evaluations for all Staff members. If there is indication that a Teacher is going to receive an overall unsatisfactory evaluation, we will use the BPS-approved Teacher evaluation form. This ensures that there will be adequate documentation in the event that BPS moves to dismiss a Teacher.

Working Conditions

We will foster and maintain a team atmosphere that supports Teachers and Staff in providing a safe, productive learning environment for all Students. We will use Staff mentoring to give exemplary Teachers a significant role in facilitating the professional growth of others. Staff will continue to accrue seniority as they would if working elsewhere in BPS. If hired as a BTU Staff member, Teachers will receive the salary and benefits established in the BTU Contract, Article VIII and Article III E. Teachers will be members of the appropriate BTU bargaining unit. On a yearly basis, Staff will sign a working conditions agreement. Minimally, the election-to-work agreement will contain the following information, as outlined by the BTU Contract:

- the length of the school day and school year;
- the amount of required time beyond the regular school day;
- any additional required time during the summer or school vacations; and
- any other duties or obligations beyond the requirements of the BTU Contract.

These terms and conditions of the election-to-work agreement may be subject to change from time to time by the Governing Body of the Eliot, in consultation with the faculty and 2/3 vote.

Dispute Resolution Guidelines

As required by the BTU Contract, we have a process for dispute resolution, and will continue to implement said process, that is approved by the Governing Board in case a dispute arises between an employee(s) and Administration. We developed a dispute resolution process based on the following recommended guidelines:

Work Rules

- The Teacher should meet with the Administrator to address concerns about the school's work rules and attempt to reach a resolution. It is always advisable to document the results of such meetings. In doing so, the Teacher should have the opportunity to bring

another colleague to the meeting for support and advice. All meetings regarding disputes should be kept confidential by the administrator.

- If a meeting with the Administrator does not result in a satisfactory resolution, the Teacher may choose to present the concern or complaint to the Chairperson of the school's governing body. The governing body should have in place a process to hear the concern or complaint, either by a subcommittee of the governing body or through accessing outside mediation. The decision of the governing body in relation to the concern or complaint is final, unless appealed.
- If the Teacher is still not satisfied, he/she may appeal to the Superintendent and Boston Teachers Union president. The decision of the Superintendent and BTU President is final.

Equity Issues

- A Teacher having concerns about equity issues at the school - for example, issues of race, gender, religion, sexual preference, or fairness - may choose to meet with a School Administrator to address them and attempt to reach a resolution. In doing so, the Teacher should have the opportunity to bring another colleague to the meeting for support and advice. All meetings regarding disputes should be kept confidential by the Administrator.
- Eliot K-8 Innovation Staff should be made aware, through the school's election agreement or employee handbook, that they may bring an equity dispute to the Equity Office of the Boston Public Schools. This office is charged with investigating the equity dispute and mediating a resolution.
- Eliot K-8 Innovation Staff should be made aware, through the school's election agreement or employee handbook, that they may bring the equity dispute to the Massachusetts Commission Against Discrimination. This office is charged with investigating the equity dispute and determining a resolution.

While Eliot K-8 Innovation School Faculty are not subject to BTU work rules, an Eliot Staff person who is a BTU member is still a bargaining unit member.

The Eliot K-8 Innovation School seeks to be a collaborative environment where Teachers and Staff members participate in scheduled meeting times with both whole school and grade level teams and service providers. All Staff is afforded opportunities for increased professional development, exposure to external opportunities (at conferences, summer institutes, instructional rounds, etc.) and support in seeking advanced licensure. Collaboration is fostered by annual climate surveys, professional retreats/outings, sufficient planning time, and a whole-school culture of accepting feedback. We learn from each other's best practices through mentoring, peer observation and instructional rounds. All Staff have a voice in school decisions through voting processes and opportunities for leadership.

Organizational Chart

Leadership Teams

Governing Board	Administration, staff, community partners, teachers, and families.
Administration <i>(Will adjust as new sites open)</i>	One principal One assistant principal One Systems Leader One Climate and Culture Coordinator
Family Council	Administration, staff, family members
Instructional Leadership Team	Administration, staff
Cultural Diversity Team	Administration, staff, family members
Special Education Team	Administration, staff

Early Childhood Team

K0/K1 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional
K1 General Education	22 Students	1 FTE 1 Paraprofessional
K2 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional
K2 General Education	22 Students	1 FTE 0.5 Paraprofessional

K2 General Education	22 Students	1 FTE 0.5 Paraprofessional
K2 General Education	22 Students	1 FTE 0.5 Paraprofessional

Elementary Grade Teams

Grade 1 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional
Grade 1 General Education	22 Students	1 FTE
Grade 1 General Education	22 Students	1 FTE
Grade 1 General Education	22 Students	1 FTE
Grade 2 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional
Grade 2 General Education	22 Students	1 FTE
Grade 2 General Education	22 Students	1 FTE
Grade 2 General Education	22 Students	1 FTE
Grade 3 U4 Classroom	12 Students	1 FTE 1 Paraprofessional
Grade 3 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional
Grade 3 General Education	25 Students	1 FTE

Grade 3 General Education	25 Students	1 FTE
Grade 3 General Education	25 Students	1 FTE
Grade 4 U4 Classroom	12 Students	1 FTE 1 Paraprofessional
Grade 4 General Education	25 Students	1 FTE
Grade 4 General Education	25 Students	1 FTE
Grade 4 General Education	25 Students	1 FTE
Grade 4 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional

Upper School Grade Teams

Grade 5 General Education	25 Students	1 FTE
Grade 5 General Education	25 Students	1 FTE
Grade 5 General Education	25 Students	1 FTE
Grade 5 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional
Grade 5 U4	12 Students	1 FTE 1 Paraprofessional
Grade 6	28 Students	1 FTE
Grade 6	28 Students	1 FTE

Grade 6	28 Students	1 FTE
Grade 6 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional
Grade 6 U4	12 Students	1 FTE 1 Paraprofessional
Grade 7 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional
Grade 7	28 Students	1 FTE
Grade 7 & 8 U4	12 Students	1 FTE 1 Paraprofessional
Grade 8	28 Students	1 FTE
Grade 7 Inclusion	18 Students 13 General Education 5 Special Education	1 FTE 1 Paraprofessional
Social Studies	1 FTE	
Science	1 FTE	

Whole School Integrated Support Staff

Nurse	Industrial Arts
City Connects Counselor	English Second Language (ESL)Support
Lunch Monitors	Engineering/Robotics

Playworks	Therapists
Art	Theatre
Music	Science
Physical Education	Technology
Italian Language Specialist	

D. Professional Development

Innovation Schools have the freedom to create their own professional development plans according to the needs of the students, staff, and faculty of the school.

The Eliot K-8 Innovation School requests autonomy from the Boston Public Schools district (“BPS”) in the area of professional development. Professional Development at the Eliot K-8 Innovation School will focus on supporting all our Teachers’ professional growth (inquiry-based, connected to professional courses according to the grade and/or content the Teacher is teaching) to continue to sustain and maintain our school goal of proficiency and advance academic performance for all our Students.

In order to determine the best professional development for our Staff, we will collect and analyze Student and Teacher data to conclude which areas of focus will best suit our learning community. This will include the professional development mandated by BPS and our own Eliot community.

The Eliot K-8 Innovation School professional learning community will:

- Use Collaborative Community Gathering to continue to nurture our climate and culture (celebrations of our Professional Learning Community and of Teachers’ and Students’ accomplishments);
- Participate in inquiry-based learning in grade level team meetings to plan purposeful Common-Core-based lessons connected to best practices for teaching and learning around our K-8 curriculum maps and linked to our units of study in all content areas
- Use data (e.g., ANet, DIBELS, and TRC) to plan instruction that will target all of our Students’ specific academic needs
- Early Childhood Teachers will conduct home visits to foster the home/school relationship in the summer prior to school starting.
- Establish a Teacher/Mentor program to help guide and support all new hires to the Eliot K-8 Innovation School.
- Establish a Buddy Classroom program to promote an inclusive culture.

Professional Development Hours

- 160 minutes per month whole-school for 10 months
- The Instructional Leadership Team (“ILT”) will meet for an additional hour twice per month. These hours will be beyond the contractual time.

90 minute block

The following will be included in grade/content-level-specific agendas:

- Looking At Student Work (“LASW”) meetings
- Data Analysis meetings
- Year’s Goal meetings
- Planning time to create formative assessments for units of study

Professional Development Focus/Goals

Year 1: Develop shared language and practices for facilitating faculty and student conversations about race, identity and inclusion with the aim of better supporting marginalized student populations.

Year 2: Teaching practices to identify and eliminate achievement gaps (exploring Personalized Learning)

Year 3: To Be Determined based on current needs

Year 4: To Be Determined based on current needs

Year 5: To Be Determined based on current needs

E. District Policies and Procedures

In our commitment to ensuring the best learning opportunities for our students, the Eliot K-8 Innovation School requests autonomy from district policies and procedures related to staffing, curriculum, instruction, assessment, budget, professional development, annual calendar, schedule and governance.

Eliot K-8 Innovation School Governing Board and Family Council

The Eliot K-8 Innovation School’s Governing Board will continue to be charged to carry out the school’s vision and mission and to set forth school policies. The Innovation Plan, state laws, and the autonomies granted as part of this initiative guide the Governing Board’s work regarding budget, staffing, calendar, schedules, curriculum, and governance. The Governing Board will assume the responsibilities of the traditional School Site Council specifically in regard to budget approval and Staff hiring.

The responsibilities of the Governing Board include:

- Maintaining the school vision and augmenting the strategic plan to align with the school’s goals, as needed;

- Annually reviewing the school's progress with respect to implementation of Innovation Plan vision, student achievement, diversity and inclusion, and Principal evaluation;
- Developing school policies;
- Approving the annual school budget;
- Evaluating the Principal on an annual basis. This includes developing a set of goals at the beginning of each school year and assessing progress at the end of the academic year.
- Developing partnerships within the City of Boston that further the goals of the school's mission;
- In conjunction with the Family Council, securing resources for the school to support the vision and strategic planning, creating opportunities for Students and Staff;
- If necessary, conducting the search and hiring process for the Principal and forwarding the finalist recommendation to the Superintendent for final approval, following the process set forth in the Governing Board's by-laws;
- Decision-making based on a consensus process as described in the by-laws.
- Fund educational improvements, through fundraising, that significantly enhance Students' academic and social learning at the school
- Securing resources for the school that align with the stated vision and goals and fund education programs, leadership initiatives, professional development, and community service and involvement;

The Eliot will continue to maintain a Family Council. The Eliot Family Council will encourage volunteer participation of Parents, Families, and friends of the school in order to further aid Students' educational and personal success.

The responsibilities of the Family Council include:

- Acting as a communication link between the Principal and Eliot K-8 School Faculty, Governing Board and Families;
- Garnering family involvement and creating volunteer opportunities within the school;
- Coordinating family volunteers.

Implementation of the Governing Board and Family Council decisions, as well as the overall management of the school, is the primary role of the Principal and the Eliot Faculty.

The Governing Board may consist of 14-16 persons: four Partners, four Faculty members, four Parent representatives, and 2-4 school Administrators. To ensure continuity between the Governing Board and the Family Council, a minimum of one member of the Family Council executive committee will serve as a Parent representative on the Governing Board. It is preferred that one of the Faculty members on the Board be a BTU representative. The election process and membership requirement for each Governing Board member are set forth in the by-laws.

Recycling Program

We will work with Boston Public Schools and the City of Boston to continue our current recycling program. Students and Staff are trained in proper ways to recycle materials as well as reduce waste in the first place. Paper bins are placed in all classrooms, while larger sorting bins

are located on each floor as well as the cafeteria(s) and other shared spaces. The central recycling dumpster will be located next to the current garbage dumpster as we determine our new expansion space. We hope to expand our current program to form a "Green Club" made of Students and Staff alike. We will negotiate with custodial Staff to help manage the recycling program.

F. Budget

Innovation Schools are intended to be a fiscally-neutral reform option. At the present time, no additional ongoing operational funds will be available to an Innovation School, but the school may propose to use increased flexibility and autonomy over the funds allocated to the school by the district.

Innovation Schools may request 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. This could include:

- A lump sum per pupil budget, the sum of which is equal to other schools within the grade span; and
- District itemization of all central office costs, and freedom on the part of Innovation schools to choose to purchase identified discretionary district services or to not purchase them and include them in the school's lump sum per pupil budget.

The Eliot Innovation K-8 School will seek budgetary autonomy. This autonomy will be similar to that of BPS Pilot Schools. We wish to continue to use the BPS model of the weighted student formula, in which dollars will follow each of our Students. This budgetary model will empower more school-based decision-making in funding programs and initiatives. It will allow for flexibility and creativity in managing our resources to best meet the needs of our school. The Eliot K-8 Innovation School also seeks to utilize actual Teachers' and specialists' salaries instead of average Teacher salaries. This would enable us to save money, which can then be redirected toward funding academic programs and assessments. The Eliot K-8 Innovation School requests autonomy to receive the equivalent per-pupil fund allocations, opting out of certain central discretionary services. We will continue to utilize our Family Council's status as an independent 501(c)(3) organization to maintain support for fundraising effort

The Eliot Innovation K-8 School will continue to receive a weighted student funding allocation and the ability to opt in and out of discretionary services. Any costs beyond this allocation will be required by the Eliot Innovation K-8 School to fund.

We have established the following priorities and goals:

1. **Professional Development**: Professional Development at the Eliot K-8 School will be inquiry-based and connected to professional courses according to the grade level and subject area taught. In order to deliver the most effective PD model for our school, we have investigated best practices to further develop our ability to sustain our school goal of proficiency and advanced academic performance for all our Students.

2. **District Policies and Procedures:** Recognizing that a well-nourished child is better able to learn and actively participate in school activities, the Eliot aims to redesign the food program. The goal of this program is utilize more whole foods, decreasing reliance on processed options and giving each participating child access to better nutrition every day. This program will help develop lifelong good eating habits and healthier Students. Given the systemic impact that individual school start and end time have on the overall schedule, expanded learning should be defined in instructional hours rather than actual times. Our school times are 8:15am-3:15pm.

3. **Curriculum and Instruction:** The Eliot K-8 Innovation School requests autonomy from Boston Public School District in the areas of curriculum and assessment. The Eliot K-8 Innovation School requests the freedom to choose and create curricula and assessment tools that we believe best serve the needs of our Students. The Eliot K-8 Innovation School seeks to supplement the existing BPS curriculum as years go on with programs and interventions that target the specific needs of our diverse population, specifically Students with disabilities and English Language Learners. The Eliot is also committed to investing in supplemental curriculum and texts to support conversations around diversity and inclusion in all classrooms.

Enrichment: The Eliot K-8 Innovation School seeks autonomy over our budget in order to create and implement dynamic, positive and successful enrichment programs for all Students. Research has indicated that Students who are involved in music, athletics, art, or community service achieve higher academic standards. In an effort to close the achievement gap, we seek to provide enrichment opportunities for all Eliot K-8 Innovation School Students. Furthermore, Students with disabilities and limited English proficiency will benefit from enrichment in academic areas provided in addition to the school day. Some examples of interventions, such as Wilson language systems, speech and language therapy, occupational therapy, and social emotional playgroups, would promote success for all Students.

VII. CAPACITY OF APPLICANT GROUP

The members of the Eliot K-8 School Innovation Planning Committee are all fully committed to the success of this powerful plan. Our whole faculty has been actively involved in all stages of this plan's development. Listed below are the official committee members however over 20 faculty were involved in the writing of this plan. The passion for providing rigorous, high quality instruction and enrichment opportunities to the Eliot K-8 School community is evident in the innovative strategies for implementation in the plan. The committee strongly believes in the capacity of the community to embrace this plan and take the Eliot K-8 School to new levels of achievement.

Statement of Commitment:

- Our Innovation planning committee members have fully engaged all stakeholders in the writing of this plan and are passionate in the fully implementing this plan with fidelity. The committee's resumes can be found in the *attachment* section of this plan.

The Innovation Committee's membership includes:

Traci Walker Griffith, Principal- Traci Griffith is the proud principal of the Eliot K-8 School. She has been a teacher and administrator in the Boston Public School system for twenty five years. She became the principal of the Eliot K-8 School in April, 2007. Traci's expertise in leading a school is evidenced in the Eliot K-8 School's journey. In fall, 2007 Eliot K-8 School was named an underperforming school and in Fall, 2010 it was recognized as a Department of Elementary and Secondary Education Commendation School. She is a caring, committed educator who believes in the power of a strong, collaborative community where children come first.

Tommy Welch, Superintendent Designee- Tommy Welch is an Instructional Superintendent for Boston Public Schools, supervising 16 schools in Charlestown, Chinatown, the North End, and East Boston from grades K to 12. During his career, Mr. Welch has steadfastly committed himself to three goals: 1) maximizing student performance through individualized and differentiated instruction, 2) cultivating a culture of care through inclusion and an investment in community building, and 3) instilling a sense of self-worth and dignity by having high expectations for all stakeholders. Mr. Welch has dedicated his career in public education to each of these pursuits, and by remaining student-focused he strives to continue to provide excellent service for the students and parents of urban school districts. He is happy to be supporting the Eliot K-8 Innovation school as it applies for innovation status for a second time.

Michael O'Neill, school committee chair- Michael is a life-long Bostonian. He currently serves as Chair of the Boston School Committee, where he has served since 2008, when he was

appointed by then-Mayor Menino. Michael is happy to support the Eliot School for the second time as they apply for innovation status.

Katie Everett, parent- Katie is a parent of a sixth grader and the Chair of the Governing Board of the Eliot Innovation School. She is a member of the Philanthropy Roundtable’s Catholic School Philanthropy Working Group and a Founding Board Member of the Boston Schools Fund. The Boston Schools Fund was established in July 2015 to accelerate the growth of high performing schools by investing in the school operators, talent pipelines, and resources needed to serve all students in the city of Boston. As Executive Director of The Lynch Foundation, Katie Everett leads a charitable trust that since 1988 has invested more than \$150 million in support of over 300 social change organizations, including some of the earliest seed investments in Teach for America, Partners in Health, and the Posse Foundation.

Jennifer McGivern, parent- Jennifer is a parent of a second and fourth grader and an active North End community member. She is thrilled to support The Eliot K-8 School in its bid for Innovation School status for a second time. She looks forward to working with the school’s greater community to create opportunities for all our students. Jennifer firmly believes the autonomies granted as part of this proposal will enable our amazing faculty and administration to better target best practices and, importantly, spend the most time preparing for and educating our children.

Lydia Torres, administrator- Lydia Torres brings over 35 years of teaching and administrative experience to our planning team. Lydia has been a classroom teacher, literacy coach and district assistant program director in Secondary English Language Arts department. She is a collaborative, committed administrator who brought her passion for education to the Eliot K-8 School in 2007. Lydia is excited to co-lead the Eliot School with Principal Traci Griffith.

Aimee Galego, teacher- Aimee Galego joined the Eliot faculty in September of 2015. She has been a teacher in the Boston Public Schools for ten years and has sixteen years of teaching experience overall. Aimee provides small group intervention services to many of our high needs students in grades K2-3. She is excited to be a member of such a collaborative working environment and joining in the work to help all students reach high levels of academic achievement.

Huijing Wu, teacher- Huijing Wu joined the Eliot faculty in September of 2014. She has been teaching in the Boston Public Schools since 2009. Prior to teaching, Huijing worked in industry as a marketing engineer for Analog Devices. Huijing has developed curriculum and teaches Robotics to all students, Kindergarten to Grade 8. She is thrilled to be part of a collaborative community that values the whole student.

Caitlain Hutto, teacher – Caitlain Hutto is a member of the planning group. She has been part of the Innovation Team since the beginning and has worked closely with her fellow colleagues to gather input that will best benefit the Eliot School. Caitlain is currently a second grade teacher at the John Eliot K-8 School. This is her twelfth year teaching in various grades at the elementary level. She brings with her experience in creating and developing curriculum that connects to the

Common Core Standards. Caitlain believes that an Innovative school setting will best serve the current and future students of the Eliot.

Lynne Johnson, teacher- Lynne Johnson joined the Eliot faculty in September of 2013. She has been teaching in Boston Public Schools for seventeen years and has twenty-two years of teaching experience. Lynne teaches middle school mathematics and is a member of the Instructional Leadership Team and serves on the Governing Board. She has enjoyed collaborating with colleagues to implement the Common Core Standards. She is excited to be part of an Innovation school and contributing to helping all students achieve high standards.

Cristina Santos, teacher- Cristina Santos began as a member of the Eliot School in September, 2007. She has been a teacher in Boston Public Schools since 1995. She teaches first grade at the Eliot School and is a teacher leader, member of the Instructional Leadership Team and has served on School Site Council. She is excited to bring her energy and experience to collaborating with her colleagues to develop curriculum that is aligned with the Common Core Standards. She has attended Columbia University's Teachers College Reading and Writing Institute for two summers and will be working closely with the Primary team to align our new units of study as part of professional development this summer and fall.

Mary Wright, Governing Board member- Mary is an RN with a Master's in Education degree because she knows the importance of the nurse as an educator. Mary began working at North End Waterfront Health Center, formerly North End Community Health Center, in 1997. Mary is the Nurse Educator and Outreach Coordinator for the health center and the chair of the Health Education/Outreach Committee. Part of the mission of the health center is to provide programs to the community that help people stay healthy. Mary has worked with the Eliot School since 1997 as part of the health center's longstanding collaboration with the school. It was an honor for her to be invited to join the Governing Board of the Eliot School and to help the school grow as an Innovation School. Mary feels privileged to be part of the team that is updating writing the new Innovation Plan.

VIII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

The Eliot K-8 Innovation School submitted the prospectus in April, 2016. The planning group subsequently formed the Eliot K-8 Innovation School committee and began to develop the innovation plan. The committee consisted of administrators, teachers, community members and families. Members met weekly as a group to develop this plan, as well as broke off into smaller groups to do this important work. Many of the sections of this plan are an extension of our original innovation plan and therefore will naturally evolve should the plan be approved. Our administrators, teachers, community members, families and Governing Board will be instrumental in taking the Eliot K-8 Innovation school to new heights.

IX. MEASURABLE ANNUAL GOALS*

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

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

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

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

Election-to-Work Agreement Between
Eliot K-8 Innovation School
And

(*name of Teacher*)
Academic Year 2017-2018

I, _____, am voluntarily electing to work at the Eliot K-8 Innovation School. I am signing this agreement to indicate that I understand and agree to the following terms and conditions of my employment.

The Eliot K-8 Innovation School operates under the Innovation School program described in the Collective Bargaining Agreement between the School Committee of the City of Boston and Boston Teachers Union (the “BTU Contract”). Therefore, the terms and conditions of my employment at the Eliot K-8 Innovation School will be different from those at other Boston Public Schools. Employees of Innovations Schools are to receive wages and benefits as they would at any other Boston Public School, as specified in Article VIII, Compensation and Benefits, of the BTU Contract for Teachers. Other terms and conditions of employment will be determined by the Eliot K-8 Innovation School rather than by the BTU Contract. While not attempting to be exhaustive, this Agreement states the more important terms and conditions of employment at the Eliot K-8 Innovation School. These terms and conditions may be subject to change from time to time as the Eliot K-8 Innovation School Governing Board may make changes to its program and schedule during the year, in consultation with the faculty, and with the approval of a 2/3 vote of the Faculty.

A. Terms of Employment

My term of employment for the 2017-2018 Eliot K-8 Innovation School will include no more than two working days preceding the beginning of the school year, as specified in the BTU Contract.

New Teachers to the school may be required to attend an additional three days of orientation.

Eliot K-8 Innovation School Teachers agree to participate in professional development/committee meetings, per the Eliot Professional Development Plan. Staff will determine the number of PD hours (40-80 hrs) with 40 hours being the minimum number of hours per school year.

Staff with a 2/3 vote must approve any changes made to the Eliot Professional Development Plan.

Eliot Teachers agree to participate in one “Back to School Night” for families in the fall and one “Celebration of Learning” night in the spring. The dates of the two required events will be proposed by the Administration, and the Faculty will vote on the time of each event.

Eliot Teachers will complete warning notices and report cards for each student every term. Eliot teachers will communicate with families on a biweekly basis through multiple means. Eliot Teachers will use the SIS portal to complete grades, warning notices and communicate electronically with families.

B. Mutual Support and Accountability

Teachers at the Eliot K-8 Innovation School are committed to meeting in teams for planning, looking at data, and discussing students’ needs to deepen the ongoing work of learning and teaching.

Specifically:

- Teacher roles and responsibilities for all meetings will rotate.
- LASW teams will create agendas at the end of each team meeting, in accordance with the guidelines of the Instructional Leadership Team, and the facilitating Teacher will distribute the agenda electronically at least 24 hours before the next meeting.
- All teams will maintain a hard copy record in a binder of meeting agendas and meeting notes.
- Teachers at the Eliot K-8 Innovation School will meet for curriculum planning 90 minutes per week during the Planning and Development block and the Lunch block. Specifically:
 - All Lower School teachers will meet at least once per month for spiral planning.
 - Grades 6-8 Teachers will meet at least once per month for content planning.
 - Specialist Teachers will meet weekly for curriculum planning.
 - Specialist Teachers will meet with grade level teams throughout the year.
 - Instructional Aides will attend at least one LASW meeting per month for 40 minutes, for grade level/data planning.
- Teachers at the Eliot K-8 Innovation School will meet for data meetings 2 times per month for 60 minutes per meeting. In conjunction with the administration, each respective team will determine the time and day of each meeting and set up a schedule for the year. Teams

will analyze data from formative and summative assessments within content areas to plan and adjust instruction.

Sample Monthly Professional Development Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
Data Meeting		LASW		
		LASW		
Data Meeting		LASW		
		Spiral Planning	Whole School PD	

C. Calendar of the Eliot Innovation School

i. Yearly Schedule

- During the 2017-2018 school year, staff will meet on Tuesday, September 5th, for a day of staff development.
- Newly hired Eliot Staff (defined as staff who will be serving as member of the Eliot Staff for the first time in September 2017) will attend Eliot Staff Orientation on August TBD from 10:00am-2:00pm.
- Eliot Staff (Teachers and paraprofessionals) will not report on Wednesday, January 3, 2018 for the all-day professional development day as specified on the BPS calendar. Those hours will be fulfilled by the Eliot Staff as part of the Eliot Professional Development Plan or other professional development approved by the administration.
- If school days are cancelled during the school year, the Eliot’s school year will be subject to extension in the same amount as the regular BPS school year is extended.
- Holidays will be the same as those specified in the BPS Calendar 2017-2018.

ii. Professional Development Obligations

- Eliot K-8 Innovation School Teachers agree to participate in professional development/committee meetings, per the Eliot Professional Development Plan.

- Eliot K-8 Innovation School Teachers agree to participate in a minimum of 75 compensated hours of Summer Professional Development/Planning including collaboration time with grade level colleagues to continue curriculum planning
- Professional Development Points will be provided for in-house Professional development.
- Staff and administration will honor the Eliot K-8 Professional Development Plan.
- Staff with a 2/3 vote must approve any changes made to the Eliot K-8 Professional Development Plan.
- All faculty and staff, including instructional aides are required to attend all professional development meetings.
- The meeting dates for SY 2017-2018 are: Thursdays, October TBD, October TBD, November TBD, December Meeting (TBD), January TBD, February TBD, March TBD, April TBD, May TBD, and June TBD. All meetings will be held from 3:45pm-6:09pm.
- Fall Open House dates in September, 2017:
 - September TBD @ Upper School Grades 3-8
 - September TBD @ Lower School Kinder 1- Grade 2

iii. Student Calendar 2017-2018

- Grades 1-8 Students will begin on September TBD, 2017
- Kindergarten students will begin on September TBD, 2017
- School Vacation Weeks
 - Winter Recess (December TBD, 2017 – January TBD, 2018)
 - February (February TBD – TBD, 2017)
 - Spring Recess (April TBD – TBD, 2017)
 - All other BPS calendar holidays in the school year 2017-2018
- Last day of school without snow days same as BPS calendar.

iv. School Hours

The Eliot K – 8 Innovation School will operate with one bell schedule for SY 2017 – 2018. The student schedule will run from 8:15am to 3:15pm(Lower School) or 8:20am-3:20pm (Upper School). The teacher schedule will run from 8:00am to 3:15pm(Lower School) 8:05am-3:20pm (Upper School).

D. Excessing

A Teacher who wishes to voluntarily excess himself or herself must do so by February 1 of a given school year.

E. Dismissal

Eliot Staff will be subject to dismissal from BPS in accordance with the BTU contract and existing law. Additionally, the contract for provisional Teachers is limited to one school year of employment at a time.

F. Dispute Resolution

The Eliot K-8 Innovation School will make every effort to resolve possible disputes regarding work rules internally. Our dispute resolution process will initially follow the steps outlined in the BTU Contract. As an Innovation School we will have three additional options for Teachers to resolve disputes internally. The additional options for a dispute resolution will include: 1) The Teacher can meet with the Faculty Senate; 2) The Teacher or Principal can call in a mediator to assist in resolving the dispute; and/or 3) The Teacher can bring the concern or complaint to the Eliot K-8 Innovation School Governing Board. Union members will continue to have a right to arbitration. To reach a resolution regarding equity issues regarding race, gender, religion, sexual preference, or fairness, a Teacher may meet with the Principal. The Teacher may bring along to the meeting a colleague for support and advice. Unresolved disputes can be brought to the BPS Equity Office or the Massachusetts Commission Against Discrimination (MCAD). These processes will be outlined in the Eliot K-8 Innovation School Faculty and Staff Handbook.

G. Performance Evaluation

The Eliot K-8 Innovation School will use the performance evaluation system from the Massachusetts Department of Elementary and Secondary Education. The Teacher will maintain a copy of the Performance Evaluation Portfolio and the school will maintain another copy.

By signing this Agreement, I acknowledge that I have read all the provisions of this Agreement and agree to all of its terms.

Date: _____

Name: _____

Accepted:

The Eliot K-8 Innovation School By:
