Innovation Schools Annual Evaluation

Holmes Innovation School

For School Year 2021-2022

Edverette Brewster, Principal, ebrewster@bostonpublicschools.org

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Table of Contents

Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap,* signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute M.G.L., c.71, s.92, requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2021-2022 school year should be submitted by August 1, 2021. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2021-2022_*[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Holmes Innovation School	
School Type (New/Conversion/Academy): Conversion	**District Name:** Boston Public Schools
Year Innovation Status Granted: 2016	**School Year Implementation Commenced:** 2016-2017
Grades Served: K0/K1-5th Grade 6 in 2022-2023	**Total Enrollment:** 261
Mission: *The Holmes Innovation School provides strong opportunities for ALL students to reach their highest academic, innovative and social potential within an inclusion program.*	
Vision: The **Oliver Wendell Holmes (EL) Innovation School**'s envisions a school that will create responsible global citizens. We are invested in, and take full responsibility for the academic outcomes of ALL of our students and strive to develop critical thinkers in our learning community and beyond. At our school all students will have the ability to direct their own learning pathways for success.	
Educational Model: Full-Inclusion	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:
- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected groups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how the implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Since the inception of the innovation plan, the Holmes has seen several successes in its implementation. As a result of our innovation plan, we have seen the following:

Project-Based Learning:
One aspect of the innovation plan was encapsulated here: *Having innovation status would enable the Holmes Innovation School to design a school that will best support all students and provide students with the opportunities to learn via a high-quality, project-based learning experience.*

In doing, so students have moved from 1 opportunity each year to showcase their learning through Social Justice Thematic Units, to 3 opportunities (1 per trimester) aligned to their unit of study. Given that Social Justice is a core value of our school, we felt it necessary to embed this element and criticality into their day-to-day instruction. You can find the list of topics that students have learned about here, but some highlights include:
- K0/K1: Understanding and sharing about zones of regulation
- K2: Exploring identity
- 1st Grade: Exploring whether zoos are good for animals
- 2nd Grade: Writing letters to the mayor with their suggestions on whether the school committee should be appointed or elected
- 3rd Grade: Why inclusion matters and exploring different abilities and styles of learning
- 4th Grade: Using poetry as resistance
- 5th Grade: Discussing cost of living in Boston and suggestions for supporting residents

These opportunities have brought information about students' communities, their experiences, identities, culture and individual interests into the classroom. Students have had the opportunity to interview mayoral candidates, analyze policy, and center their voices in decision-making.

Extended PD Hours:
We have been able to tailor professional development to the needs of the staff and students based on data gathered through student performance on assessments (MAP/Interims) and instructional walkthroughs with the Instructional Leadership Team and aligned to the school's [Instructional Focus and Priorities](). This was particularly important as we navigated (and still) the pandemic. In doing so, we have been able to address:
- Issue of equity and bias through differentiated book clubs
- Engagement strategies for online learning and sharing of best practices for remote and hybrid learning
- Focus on more robust project-based learning opportunities

Results:
- 75% of staff responded favorably to questions around quality professional development and the average for Boston Public Schools is 43% and 47% for all elementary schools based on the Panorama platform. More specifically, staff responded to the following questions:
  - To what extent has your professional development included enough time to explore new ideas? **78% responded favorably** *(BPS: 38%; All Elementary Schools: 39%)*
  - How much would you say that your professional development has been sustained/consistent (rather than discontinuous)? **89% responded favorably** *(BPS: 50%; All Elementary Schools: 54%)*
  - To what extent has your professional development been connected to the topics you teach? **56% responded favorably** *(BPS: 42%; All Elementary Schools: 49%)*
  - Overall, how strong has support for your professional growth been? **78% responded favorably** *(BPS: 41%; All Elementary Schools: 45%)*
- Improvement in teacher practice based on whole school instructional walkthrough. In the fall, 2 PD cycles were offered based on walkthrough data: Precision of Language and Idea and Student Accountability & Feedback. Below you will see a comparison between the fall and spring (where we were joined by 5 other school leaders, instructional coaches, and district personnel) walkthroughs

Precision of Language & Idea
18 responses

Category	Count (%)
Nuanced, precise and specific language used by teachers and students, in order to express n…	7 (38.9%)
Content-specific vocabulary used by teacher and student	16 (88.9%)
Students are introduced to new terms and concepts with the correct vocabulary, rather than…	10 (55.6%)
Students are accountable for precision of language orally and in writing 1	8 (44.4%)
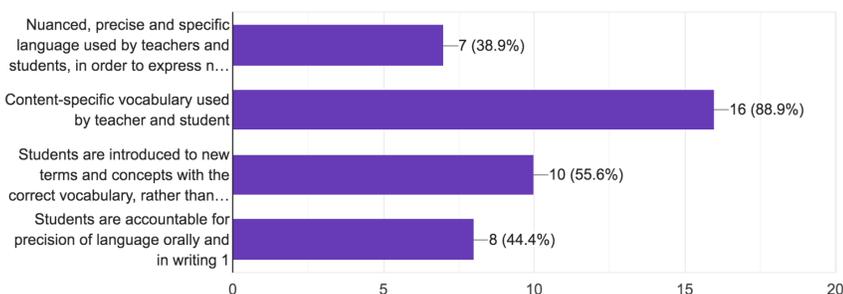
Precision of Language & Idea

19 responses

Category	Value
Nuanced, precise and specific language used by teachers and students, in order to express n…	10 (52.6%)
Content-specific vocabulary used by teacher and student	16 (84.2%)
Students are introduced to new terms and concepts with the correct vocabulary, rather than…	14 (73.7%)
Students are accountable for precision of language orally and in writing 1	9 (47.4%)
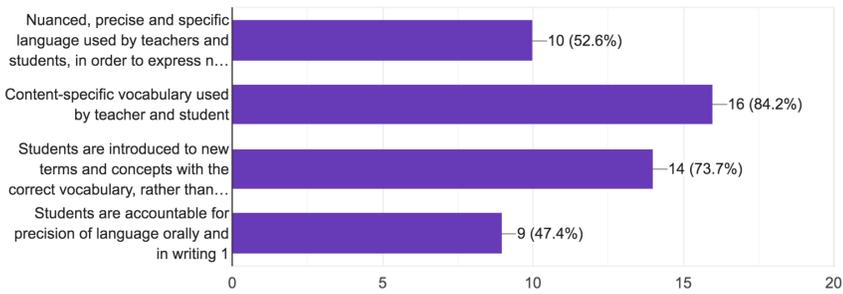
Student Accountability & Feedback

20 responses

Category	Value
Students do the vast majority of the work, with teachers "shining the light"	10 (50%)
Teacher pushes students to correct or deepen their thinking	17 (85%)
Teachers provide students with specific, accurate, academic feedback	12 (60%)
Teachers craft exemplar answers and use them to guide in-class feedback	7 (35%)
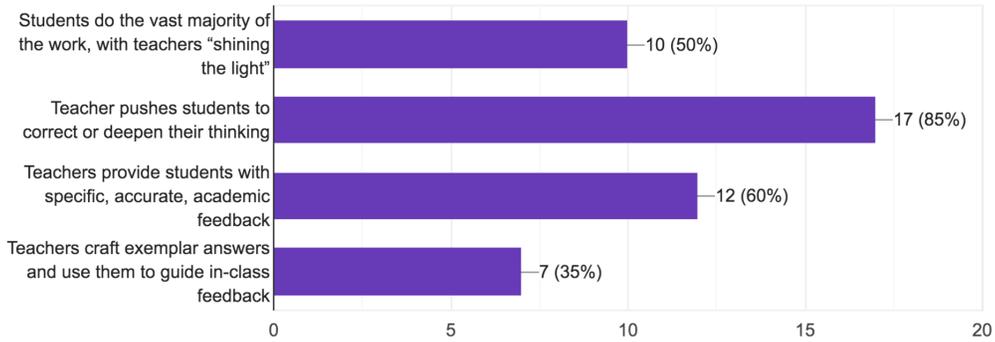
Student Accountability & Feedback

18 responses

Category	Value
Students do the vast majority of the work, with teachers "shining the light"	11 (61.1%)
Teacher pushes students to correct or deepen their thinking	11 (61.1%)
Teachers provide students with specific, accurate, academic feedback	10 (55.6%)
Teachers craft exemplar answers and use them to guide in-class feedback	8 (44.4%)
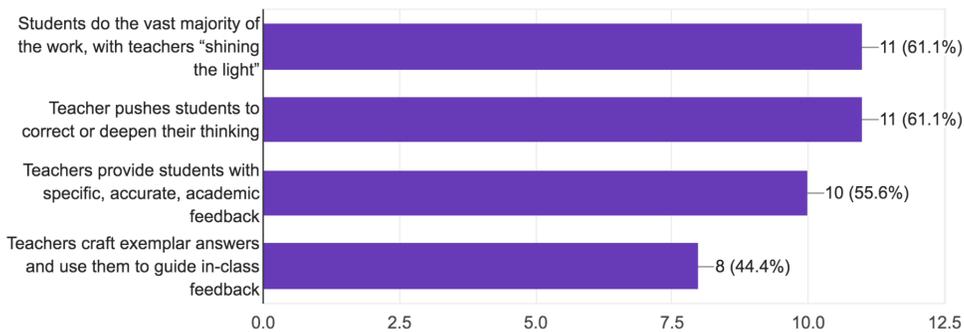
School Model

At the inception of the innovation plan, the school community wanted to expand its reach and provide more inclusive opportunities to support students. The plan states the following: *The Holmes Innovation School will be an authentic community school. We intend to support students who have mild-to-moderate disabilities in a full-inclusion setting. As a school that promotes equity for all, we would like to ensure that all students with all disabilities are successful at school. We currently support students with emotional impairment in our school community, and would like to Incrementally include all students in our lab program in order to fully expand to a K0-6 grade inclusion school. We do not believe sub-separate programs promote social equity and a culture of achievement.*

As of this year, the Holmes is a full-inclusion school. As the innovation plan outlines, we were able to utilize our current staffing to reallocate personnel to provide more support. Currently, 30% of our students have an IEP and that number is highest in our 4th and 5th grade where 54% of 4th graders and 38% of 5th graders have active IEPs. In an effort to ensure students have better access to the supports that they need, we were able to incorporate 3 interventionists to support in small group instruction and interventions.

Grade 6

The innovation plan and community advocated for our school to expand to the 6th grade. As of next year, we will be a K0-6th grade school. In order to accommodate this change and facilitate opportunities for students to prepare for high school, classes in grades 5 and 6 will be departmentalized- ELA, Social Studies, Mathematics, Science- to ensure that students have access to the experiences that they will encounter in what will now be high school, given the shift away from stand alone middle schools. As a result, our purpose must also shift to ensure that students are ready for high school.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

> *Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2021-22 school year.*
>
> *The school community has "the autonomy to opt out of district curriculum initiatives if we have an evidence-based proven alternative." As we have shifted our practice over the years, we are more aligned to district curricula. However, we have the opportunity to adjust and supplement curricula where needed.*
> ***Curricula currently used in our community/what will be implemented in the upcoming school year include:***
> - *FunDations (K-3)*
> - *Focus (K1-1st Grade)*
> - *EL (Grades 2-5)*
> - *Building Blocks (K0/K1)*
> - *Investigations Math Curriculum (K-5)*
> - *Develop thematic, project-based based units of study to align to our project-based learning focus through Social Justice Thematic Projects*
>
> ***As far as assessments, the Holmes participates in all district-driven assessments to monitor student progress and has a 99% completion rate. These include, but are not limited to:***
> - *MAP Fluency*
> - *MAP Growth (ELA & Math)*
> - *District Interim Assessments (ELA & Math) for Grades 2-5*

Budget (if applicable)

The innovation schools model is intended to be fiscally neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per-pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

> *Describe the innovation school or academy's implementation of budgetary flexibilities during the 2021-2022 school year.*
>
> *Within our budget, we request the autonomy to opt out of certain district services and instead receive equivalent per pupil funds. Additionally, the district would charge the school the staff either actual or the average teacher salaries depending on the best option for the school. The school could redirect any cost savings to maintain partners, programs, or staff deemed critical to student success. Our budget would continue to be approved locally, but would take the form of a governing board.*

School Schedule and Calendar *(if applicable)*

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2021-2022 school year.

The innovation plan states, "At the Holmes Innovation School we would like to propose a calendar of 180 days, extended learning time starting in school year 2017-2018, and weekly half-days (8:30-12:30 PM), and a daily schedule of 8:30-3:10 PM."

Currently, our schedule is 9:30am-4:20pm with weekly half-days on Thursdays where dismissal is 12:20pm.

Upon dismissal, teachers will engage in professional development. The proposed schedule will allow us to maximize professional development for teachers by adding an additional 30 hours of professional development after school to the yearly calendar.

Staff also returns for 4 days of professional development prior to the district's start date.

Staffing *(if applicable)*

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2021-2022 school year.

The Innovation Plan states:
We would like hiring autonomy to employ learning specialists, who are professionals with a Bachelor's Degree in education, and that strategically support the teaching and learning in inclusion classrooms as well as fold current sub-separate teachers into inclusive classroom to provide additional support and differentiation for students with special needs. This would ultimately result in dismantling the sub-separate program at the Holmes to ensure equity for all students. *[Which has been accomplished]*

We would anticipate that at a minimum that all staff will have both the special education and the general elementary license. All new hires must be tri-certified (ESL, Moderate Special Education, and General Elementary).
Holmes Innovation School staff will be required to sign an annual work-election agreement designed by the school's governing body.

What are the current conditions?
The current working conditions of staff at the Holmes are consistent with the BTU collective bargaining agreement. All BTU staff members follow the BTU contract and the working conditions of the contract.
What conditions will change?
The conditions that will change will be in the work-election agreement developed by the Holmes Design team during the first year of innovation and the Holmes Governing board in subsequent years of innovation. The major changes will be:
- *Hiring autonomy (Open Post for all positions inclusive of school secretary, lunch monitor, and paraprofessionals)*
- *PD Hours: 30 additional PD hours for a total of 60 hours of PD*
- *Schedule:*
- *Weekly half-days dedicated to Data days or curriculum planning days*

Professional Development (if applicable)
Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2021-2022 school year.		
PD Offerings	*16-17*	*21-22*
Operations	*3 hours*	● *6 hours before the start of school (Part of the 4-day Summer Institute)*
Social Emotional Learning		● *8 hours through the school year (part of the Thursday half -day PD)*

Instruction	*27 hours*	***4 Day Summer Institute***
		● *12 hours before the start of school*
		
		Weekly half-days on Thursdays for 2 hour sessions
		● *14 hours on Project Based Learning*
		● *Literacy/ELA*
		  ○ *Equitable Literacy: 4 hours*
		  ○ *Data Meetings/Adjusting Practice: 12 hours*
		● *Math- 12 hours*

Culture/Family Engagement	*0 hours*	● *6 hours before the start of school (Part of the 4-day Summer Institute) - Listening Conferences* ● *6 hours through the school year*

District Policies and Procedures *(if applicable)*

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2021-2022 school year.		
District Policy	*Autonomy Sought*	*Reasons for Autonomy*
Enrollment Process	• *Reduce the ratio of students with EI at the Holmes* • *Support Holmes Innovation School enrollment projection plan* • *Dismantle lab cluster program*	*These autonomies are needed to support the success of the Holmes Innovation School and to ensure that all students have access to learning in an inclusive setting*
Family Involvement	• *Parent contract to increase parent involvement* • *Consistent uniform policy*	*This autonomy is necessary to increase parent engagement at the Holmes. We want parents to be an active part of the Holmes community.*
Principal Selection & Evaluation	• *The principal is evaluated by the governing board in concert with the instructional superintendent .* • *The governing board, in concert with the instructional superintendent, selects the principal of the Holmes Innovation School.*	*This autonomy is necessary to ensure that the school's governing board has the ability to hire and evaluate the school leader.*
Budget	• *Autonomy to not purchase identified district discretionary direct services and to reallocate the funding.* • *See proposed budget autonomies below.*	*This autonomy is needed in order to maximize spending for resources for students (i.e. personalized learning platforms and EL curriculum K2-2, and essential human capital to support the Holmes Innovation School program needs.*

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS[1]; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student groups:
    - Race/ethnicity
    - Students identified as economically disadvantaged
    - English Learners (ELs)
    - Students with disabilities

> Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussing trends for the following student outcomes, be sure to include data/information for the *aggregate rate for all students*, as well as data/information for *student group rates* (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:
1. describe the progress made toward meeting these goals during the 2021-2022 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and

---

[1] Due to the ongoing COVID-19 pandemic, no MCAS administration occurred in FY20 and, therefore, no MCAS results were released in FY21. Schools should instead provide data on student performance for non-statewide assessments. For more information on how to discuss academic performance, see the 'Academic box' found on p. 8.

3. describe how the MAGs have been used to inform key organizational decision-making processes in areas such as curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Holmes	Enrollment (Oct 1)				Attendance Rate		Chronic Absenteeism Rate	
	SY20-21		SY21-22		SY20-21	SY21-22 YTD	SY20-21	SY21-22 YTD
	n	%	n	%	%	%	%	%
All Students	274	100.0	254	100.0	82.4	85.1	53.4	61.9
Female	109	39.8	103	40.6	82.1	86	53.4	58.9
Male	165	60.2	151	59.4	82.5	84.4	53.3	63.9
Non-Binary	0	0.0	0	0.0				
African American/Black	148	54	148	58.3	81.8	86.5	52.1	58.7
Asian	7	2.6	3	1.2	89		42.9	
Hispanic	99	36.1	87	34.3	82	83.2	59	68
Native American	0	0	0	0				
Native Hawaiian, Pacific Islander	0	0	0	0				
Multi-Race, Non-Hispanic	12	4.4	10	3.9	92.7		23.1	
White	8	2.9	6	2.4	76.2		62.5	
First Language not English	75	27.4	79	31.1	not reported	not reported	not reported	not reported
English Language Learner	57	20.8	67	26.4	80.7	84.9	61.9	59.2
Students With Disabilities	89	32.5	75	29.5	79.7	83.8	59.2	69.2
Economically Disadvantaged	225	82.1	230	90.6	80.9	84.8	56.6	63.7
High Needs	246	89.8	238	93.7	81.8	84.9	55.2	63.1

Student *attendance rates* (including, but not limited to overall attendance rate and chronic absenteeism)

Holmes	Behavior			
	SY20-21		SY21-22 YTD	
	# Students	# Disciplined	# Students	# Disciplined
All Students	309	0	261	1
Female	123	0	106	0
Male	186	0	155	1
Non-Binary				
African American/Black	172	0	146	1
Asian	7	0	3	0
Hispanic	108	0	97	0
Native American	0		0	0
Native Hawaiian, Pacific Islander	0		0	0
Multi-Race, Non-Hispanic	13	0	9	0
White	9	0	6	0
First Language not English	not reported	not reported	not reported	not reported
English Language Learner	68	0	66	0
Students With Disabilities	107	0	86	1
Economically Disadvantaged	267	0	242	1
High Needs	288	0	246	1

Student safety and discipline rates (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

Student promotion and [retention rates](#)			
Holmes	**Retention**		
	From SY20-21 to SY21-22		
	# Students	# Retained	% Retained
All Students	198	3	1.5
Female	79	1	1.3
Male	119	2	1.7
Non-Binary			
African American/Black	117	3	2.6
Asian	2		
Hispanic	69	0	0
Native American			
Native Hawaiian, Pacific Islander			
Multi-Race, Non-Hispanic	7	0	0
White	3		
First Language not English	not reported	not reported	not reported
English Language Learner	44	0	0
Students With Disabilities	60	2	3.3
Economically Disadvantaged	180	3	1.7
High Needs	185	3	1.6

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)
N/A

Student [dropout rates](#), if applicable
N/A

In light of not having [Next-Generation MCAS achievement](#) data available for the 2019-2020 school year to discuss, schools should instead provide student performance outcomes on non-statewide assessments. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.

1. Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.

2. Provide the most recent non-statewide data and/or visuals that are presented to the district's school committee or school/program leadership used for monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.

1. MAP Reading Growth, MAP Math Growth are formative assessment tools. They are both universal screens, indicating which students would benefit from further diagnostic assessment (and potential instructional intervention) as well as growth measures and predictive measures to MCAS. Using the 2020 Growth Norms, which include a linking study to MCAS, students in the ~65th percentile and above for achievement are on track to be proficient on the Spring MCAS assessment (grades 3-8). All percentiles for achievement and growth are based on national norms.

2. Data visuals
   a. These data visuals present the distribution of student ACHIEVEMENT performance across five quintiles in math and ELA for the Winter of 2022.
      i. [ELA](#)
      ii. [Math](#)
   b. These data visuals present the same performance of English Language Learners and Students with Disabilities
      i. [ELA ELLs](#)
      ii. [ELA SWD](#)
      iii. [Math ELLs](#)
      iv. [Math SWD](#)

a. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.

b. Provide the results for all students and one or more student groups.

2. For comparison, include national and/or statewide comparison data for all students and by student group, if available.

3. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school.

c. This data visual presents the median growth of students by grade level, fall-winter for SY21-22.
   i. [Growth](#)

3. Student performance is reported using national norms; students are compared to that national metric.

Reduction of proficiency gaps in academic underperformance (not MCAS related, such as access to AP/honors-level courses) and reduction of non-academic disparities (such as discipline rates, access to the arts, civic engagement, and extra-curricular activities)

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2021-2022 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates to the school's innovation plan made during the past two school years, which may not have been previously identified. Be sure to include when implementation of these revisions or updates began or will take place.
N/A

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

<mark>Provide a brief status update.</mark> Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to ***brenton.stewart@mass.gov***.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92 identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders
School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process
School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)
New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote
Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.
Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–
Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

Click or tap here to enter text.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.
Click or tap here to enter text.