HOLMES INNOVATION SCHOOL PLAN APPLICATION

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As specified by state law, there are two major stages to the approval process for an Innovation School. A **Prospectus** must be approved by a three-person screening committee, and then a fully detailed **Innovation School Plan** must be developed and approved by the innovation plan committee and then approved by teachers (in the case of conversions) and the local school committee. For more detailed information on the Innovation School approval process please see http://www.mass.gov/edu/innovation-schools.html.

This document outlines the requirements for the **Innovation School Plan**. *Note: It is appropriate to use the Prospectus as a starting point for the Plan; however, ultimately the Innovation School Plan should reflect the collaborative work of the Innovation Plan*
Committee. Some aspects may deviate from the original Prospectus, and that is allowable and appropriate.

To help Innovation Plan Committees create more robust plans that can move easily into implementation, the Innovation Office of Boston Public Schools has created a three-stage process for the Innovation Plan submission.

Three-Stage Innovation Plan Process
Objectives

Initial (draft plan): August	Intermediate (draft plan): October	Final Plan: December
• *Teams will transfer as much as possible from the Prospectus/Concept Paper to the Innovation Plan Template (below)* • *Teams will make revisions based on their developing ideas and their conversations with BPS Innovation* • *Teams will familiarize themselves with plan components* • *Teams will begin to divide up responsibilities*	• *Teams will have a working draft of 90% of the Innovation Plan Template* • *required attachments (Section X) need not be submitted*	• *Teams will have a final, submission-ready Innovation Plan including required attachments* • *Teams will be prepared to present to the School Committee*

A timeline for the Innovation Plan process can be found <u>here</u>. It is a living document. Please revisit it regularly.

Many of the template prompts for the Innovation School Plan are similar to the template for the Prospectus, however there are additional prompts for the Plan, indicated in **bold. Please note that we are in the process of adding additional links into the plan to help Innovation Plan Committees with their design work. We are also in the process of creating a toolkit with exemplars and planning support documents.**

Format and Submission Requirements	The Innovation Plan is limited to 50 pages of text, excluding required attachments. The Innovation Plan and Measurable Annual Goals must: ● Be prepared on plain, 8 ½ x 11" size paper suitable for reproduction. ● Contain one-inch margins ● Use 11-point font, or larger ● Include a Table of Contents that includes attachments ● Include page numbers in the bottom right hand corner of each page, including attachments ***At each stage submit to district Superintendent:*** ● One (1) bound or stapled original copy, ● One (1) unbound copy suitable for photocopying, and ● An electronic copy of the Plan and MAGs.
Where to Mail and/or Drop-off Prospectuses	Office of Innovation Boston Public Schools 2300 Washington St. Roxbury, MA 02119 *Please Note: All documents submitted become a part of the public record.*

Proposed Innovation School Name:	**Oliver Wendell Holmes Innovation School**
New School/Conversion School/Academy within a school (choose one):	**Conversion**
Proposed School Address (if known):	**40 School Street**
Lead Applicant Name:	**Yeshi Gaskin Lamour**
Lead Applicant Phone Number:	**617-943-4724**
Lead Applicant Fax Number:	**617-635-8685**
Lead Applicant Email Address:	**ygaskin@bostonpublicschools.org**

If conversion:

Existing School Name:	**Oliver Wendell Holmes Elementary School**
Existing School Address:	**40 School Street** **Boston, MA 02124**

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

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year	KO-5	386	27 Teachers, 22 Learning Specialists 1 K-2 Literacy Coach 1 3-5 Literacy Coach 1 Director of Operations 5 Student Support Members
Second Year	KO-5	386	*27 teachers 22 Learning Specialists*

Holmes Innovation School Plan

			1 K-2 Literacy Coach 1 3-5 Literacy Coach 1 Operations Coordinator **5 Student support Staff**
Third Year	KO-5	386	""
Fourth Year	KO-5	386	""
Fifth Year	KO-5	386	""
At Full Enrollment		386	""

INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	**Oliver Wendell Holmes Innovation School**
Proposed City/Town Location:	**Boston/Dorchester**

Names of innovation plan committee members (no more than 11 individuals) selected in accordance with state law:

Affiliation	Name	Vote (yes or no)
Lead applicant:	**Yeshi Gaskin Lamour**	**Yes**
Superintendent or designee:	**Dr. Tommy Chang**	**Yes**
School committee member or designee:	**Geraldine Robinson**	
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	**Sherene Smith**	**Yes**
Teacher employed by district (selected from among volunteers)	**Yolanda McCollum**	**Yes**
Teacher employed by district (selected from among nominees submitted by the local teacher's union)	**Joseph Johnson**	**Yes**
Member:	**Esther Jeudi**	**Yes**

Holmes Innovation School Plan

Member:	Michelle Napor	Yes
Member:	Melissa Sidiropoulos	Yes
Member.	Brennan Green	Yes
Member:	Collette Tallow	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

Yeshi Gaskin-Lamour   **Date: 12/1/16**

I. EXECUTIVE SUMMARY

The Oliver Wendell Holmes Innovation Elementary School, known as the "Ollie", is a full-inclusion elementary school with a mission grounded in social justice, access, strong relationships, and equity. We proudly serve students with varied abilities in our inclusion program located in the heart of Dorchester. The Holmes, previously a middle school during desegregation, is now the home to 385 amazingly intelligent, resilient, and hard-working students from K0-5 and 50 dedicated staff.

Our call to action is grounded in the charge of creating a culture of achievement for each student at the Holmes. In the last three years, we have made significant strides towards achieving our goal of providing an excellent education for all. The Holmes has been recognized as one of the ten finalists for the prestigious EdVestors School on the Move Prize for the significant work our school has made to close opportunity and achievement gaps particularly within our special populations. We have leveraged open-posting and coaching to attract highly-qualified and effective teachers. Furthermore, we have piloted innovative partnerships with the Boston Public Health Commission, created a successful boxing program, and collaborated with other partners to give students living with trauma positive outlets and strategies. We also acknowledge there is significant work to be done - currently only 33% of students have made one year of growth in reading on the Fountas and Pinnell Benchmark Assessment System (BAS) and more than two-thirds of our students are still reading below grade level. We are not satisfied, nor will we stop growing until we see high levels of achievement for ALL students at the Holmes.

In order to meet the needs of our diverse student population, the Holmes Innovation School is seeking a range of autonomies. We would like to have the autonomy to opt out of district curriculum initiatives given that we have an evidence-based proven alternative. We seek the autonomy to develop thematic project-based units of study, follow Literacy Collaborative, and utilize Expeditionary Learning across all grade levels. We need the autonomy to opt out of assessments that we don't consider aligned or appropriate and to continue using standards-based assessments to drive upper-grade intervention cycles.

The Holmes Innovation School requests the autonomy to add thirty additional professional development hours; twenty-four hours before the start of school, monthly half-days on Wednesday, and three additional two-hour afterschool professional development sessions.

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.

The staffing autonomies that we are seeking include having the authority and autonomy to hire staff who best fit the needs of the school as well as protecting effective provisional staff from "bumping". In addition, autonomies would extend to hiring managerial staff and paraprofessionals. We seek to

have the autonomy to define our job descriptions when no similar position exists.

Our school seeks the autonomy to require a school-family contract to codify our partnership with families and increase family engagement. Finally, we seek to implement a mandatory uniform policy to minimize distractions from learning.

Please find the link to proposed autonomies here.

The primary foci of the Holmes Innovation School is to:

1.   Establish an inclusive, EL school focused on leveraging all modalities of learning. Expeditionary Learning offers a different approach to school improvement as a project-based learning system rooted in situated learning expeditions that within the school and the broader community..
2.   Advance strong family partnerships via our family/parent engagement initiatives;
3.   Develop students' individual talents and interests in order for scholars to pursue a lifelong passion for learning;
4.   Create a professional learning community that is data-driven, focused on the principles of Data Wise, and centered on creating a culture of achievement for all learners;
5.   Build a virtual platform to support a project-based, student-centered learning environment that is aligned to the Massachusetts Common Core State Standards.

In addition, the Holmes Innovation Elementary School's **Instructional focus** will anchor instruction:

Each day Holmes teachers provide all students with access and opportunity to productively struggle through challenging and engaging writing tasks in all content areas.

II. COMMITMENT TO EQUITY

The Holmes student body is predominantly African American and Latino with less than 6% from other ethnic groups. The Holmes services students from across the city with emotional impairments and this makes up 24% of our student body, which is significantly higher than the district average at 19%. Expeditionary Learning and Project Based Learning frameworks for our population as they are aligned to principles that engage students in a relevant, multi-sensory experience that provides opportunities to progress at a pace that is best for them.

Through our project based curriculum, all of our students will be provided with equitable and engaging learning experiences by leveraging students' voice and choice within core instructional time through the development of instructional playlists. The playlists allow students to choose the learning experiences that meet their individual needs as learners and facilitate their social-emotional development by engaging students in daily opportunities for self-monitoring and reflection as they design their instructional day. We ensure equity for all students by providing multiple modes of accessing content in which students are given the personalized resources necessary to learn at the same rigorous level. Additionally, teachers will utilize instructional playlists to create opportunities for strategic and targeted interventions for students who require further supports and resources to master foundational skills that will help students to reach grade-level content mastery. We will close the achievement gap by providing students with a variety of deeply engaging learning experiences

and resources that immerse students of all needs and backgrounds within the content and ensure foundational skills are mastered through facilitated interventions from teachers.

At the Oliver Wendell Holmes Innovation School we are committed to ensuring equity for all students and closing achievement and opportunity gaps. Through our innovations we will:

- Intentionally plan, leverage data, and utilize UDL frameworks to ensure all students are gaining access to content.
- Create more opportunities for student choice and voice within our academic day.
- Leverage academic (literacy and math) data to plan for student activities and small group choices. Students will have the will to make the choices, making provisions for where they are.
- Challenge the status quo with our social justice thematic units of study.
- Create robust adult learning opportunities through differentiated professional development (PD).
- Use portfolios as a form of progressive and dynamic assessment.
- Leverage our outdoor space for learning.
- Implement equity audits ensuring opportunities are balanced.
- Increase attendance to 99% and work towards eliminating tardiness.

III. Strategic Change Chart

The Holmes Innovation School **design** elements focus on maximizing student access to rigorous, standard-aligned curriculum and hands-on learning experiences.

Design Elements	Current School or District Practice	Proposed change in Practice	Expected impact on student achievement
People	Dual or Triple Certified Classroom Teachers Instructional Coach	Director of Instruction & Personalized Learning EL Curriculum Specialists	Change of mindset/instruction to be personalized and engaging for all students through project-based learning More opportunities for mentorships and individualized student check-ins Continued individual reflection
Time	9:30-3:30 30 hours PD	Extended Learning Day New Start Time (8:30 AM-3:10 PM) Daily Check-Ins with	Increased community involvement Increased exposure to curriculum

		heterogeneous groupings of students (multi-grade level)	Increased opportunities for social-emotional learning across grade levels
		Weekly half days for PD and CPT	
		Whole-Day Project Based Learning Wednesdays	Teachers have more sacred time to engage in differentiated adult learning and curriculum planning with colleagues
		Enrichment Programs on Wednesday afternoons through school partnerships	Parents become exposed to child's growth and interests.
		30 Additional hours of PD	Increased opportunities for student enrichment and leadership
		Bi-Annual community-based projects per grade	
		Showcase Expo Learning Expeditions	
		Summer Advantage Summer enrichment for 60 K2-2 scholars	
Technology	Chromebooks iPads Elmos Technology Goes Home Online Programs (Lexia, Symphony Math)	Increased Assistive Technology Blended Learning Differentiated instruction via small-skill (needs) based instruction Virtual Learning Platform Videotaped Morning Announcements	Increased exposure and access to technology Flexible learning opportunities Further modes of accommodations UDL Student-led morning routines
Money	Average Salaries weighted student	Actual salaries Budgetary Autonomy	Increase of money to allocate more resources

	funding formula	similar to BPS Pilot schools	to students.
Expansion of Model	KO-5 Full Inclusion model w/ a lab cluster	Full-Inclusion with an emphasis on UDL Trauma Sensitive School	High Need in community for Trauma Sensitive School Provide equal access to learning for all students Changes traditional power shift.
Other Resources		EL and PBL curriculum design Planning Grants Whole staff EL professional develop-ment	Increased student engagement Students as leaders of their own learning Grant money used to support innovation planning and implementation Increased staff knowledge and confidence in implementing a new curriculum and taking on the role of teacher-facilitator

Holmes Strategic Change Chart	16-17 LC Year 2 EL Year 3	17-18 LC Year 3 EL Year 4	18-19 LC Year 4 EL Year 5	19-20 LC Year 5 EL Year 6	20-21 EL Year 7
Curriculum	**EL Grades 3-5**	**EL & Social Justice Aligned Thematic Units of study** •Integrate Grade 2	**EL Grades 1-5 & Social Justice Aligned Thematic Units of study** •Integrate Grade 1 •Integrate Grade 5	**EL Grades K2-5 Social Justice Aligned Thematic Units of study** •Integrate K2	**EL Full implementation** **Students will receive additional specialized reading instruction during intervention block**
	LC (guided reading, writer's workshop, and read alouds) •Start with K2-2	**LC (guided reading, writer's workshop, and read alouds)** • Integrate Grades 3-5	**LC (guided reading, writer's workshop, and read alouds)** •Integrate Grade 5	**LC (guided reading, writer's workshop,k and read alouds)** •All Grades (K2-5) Integrated	
	Math: Engage NY	**Math**: Investigations 3 roll out K2-2	**Math**: Investigations 3 roll out 3-4	**Math**: Investigations 3 **Roll out 5**	**Math**: Investigations 3 K2-5
	Panther Team 1*: Interdisciplinary Project-based Development	**Panther Team 1:** Begin Professional Development and roll-out for one class per grade.	**Panther Team 1 and IPD Cohort 1:** Professional Development for whole school and roll out.	**Full implementation across all classes in all grades with Panther Team support and coaching**	**Continued Panther Team support and coaching**
	Panther Team 2: Investigate EL Curriculum for grades K2-2	**Panther Team 2:** Begin Professional Development and roll-out for one class per grade	**Panther Team 2 and EL Cohort 1:** Professional Development for whole school and roll out		
Assessment	**Writing Portfolio Development**	**Writing Portfolio Development**	**3 (per semester) Interdisciplinary Portfolio**	**3 (per semester) Interdisciplinary portfolio**	**3 (per semester) Interdisciplinary portfolio Showcases**

	Writing Rubric Development **Project-Based rubric development**	**Writing Rubric Development**	**Showcases** •Integrate Grades 2-5 **Panther Team 3:** Competency Based Rubrics Development	**Showcases** •Integrate Grade 5 **Panther Team 3:** Professional development on use of Competency Based Rubrics from grades 3-5	Integrate Grades
Instruction	**Teacher Led**	Student voice through choice within tasks in the module Inquiry-driven, project based, and equity-centered practices	Teacher as facilitator, Student as lead learner. Student guiding their path of learning via a menu of learning within modules Grades 3-5 Inquiry-driven, project based, and equity-centered practices	Teacher as facilitator, Student as lead learner. Student guiding their path of learning via a menu of learning within modules Grades Inquiry-driven, project based, and equity-centered practices	Teacher as facilitator, Student as lead learner. Student guiding their path of learning via a menu of learning within modules Grades Inquiry-driven, project based, and equity-centered practices
Themes	None	**Social Justice Themes:** • **1st Trimester:** Who Am I? • **2nd Trimester:** How do I take a stand? • **3rd Trimester:** How I persevere?	**Social Justice Themes:** • **1st Trimester:** Who Am I? • **2nd Trimester:** How do I take a stand? • **3rd Trimester:** How do I persevere?	**Social Justice Themes:** • **1st Trimester:** Who Am I? • **2nd Trimester:** How do I take a stand? • **3rd Trimester:** How do I persevere?	**Social Justice Themes:** • **1st Trimester:** Who Am I? • **2nd Trimester:** How do I take a stand? • **3rd Trimester:** How do I persevere?
Flexible	Learning within	Learning via	Learning via	Learning via	Learning via

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| Learning Spaces | the classroom

Panther Team 4: Team will investigate various flexible learning spaces and develop professional development for staff. | expeditions and beyond the class.

Panther Team 4: Team will facilitate professional development before school begins regarding Flexible Learning Spaces. Teachers will offer to take on a flexible learning environment. | expeditions and beyond the class via outdoor educational experiences.

Partnership with independent school

Full implementation of flexible learning environment | expeditions and beyond the class via outdoor educational experiences.

Partnership with independent school

Full implementation of flexible learning environment | expeditions and beyond the class via outdoor educational experiences.

Partnership with independent school

Full implementation of flexible learning environment |
|---|---|---|---|---|---|
| Expeditions | None | Grades 2-5 | Grades 1-5 | Grades K2-5 | Grades KO-5 |
| Personalized Learning | Blended Learning in writing in 5 classes with Learn Launch Pilot

Panther Team 5: Begin investigating various online blended learning platforms and start professional development in the platforms we choose as a team | Blended Learning during centers in grades KO-2 and during teacher choice time in grades 3-5

Panther Team 5: Facilitate Professional development on platforms and begin roll-out through grade levels | Station learning in content areas featuring blended learning with a 1-1 match with Chromebooks for each student in 1-5 | Station learning in content areas featured blended learning with 1-1 match with Chromebooks for each student in 1-5 and 1-1 match with tablets for students KO-K2 | Station learning in content areas featured blended learning with 1-1 match with Chromebooks for each student in 1-5 and 1-1 match with tablets for students KO-K2 |
| Access | Small skill based groups in reading math | UDL

Small skill | UDL

Small skill based | UDL

Small skill | UDL

Small skill based |

		based groups across all content	groups across all content	based groups across all content	groups across all content
Showcase	One showcase grade 4	Professional development regarding showcases and how to develop them. One showcase for the year	3 Showcases (one per trimester) aligned to themes and EL modules Grades 2-5	Portfolio Defense grade 5 Showcases Grades	Portfolio Defense grade 5 Showcases Grades

*Panther Team: A small group that tries on innovations with the intent to educate peers in the subsequent year.

III. Public Statement

The Holmes Innovation School is a full inclusion, trauma-sensitive, Expeditionary Learning School in Dorchester with the following Key Principles: Scholarship, Tenacity, Agency, Respect, and Social Justice. We believe in developing in our students 21st century skills and resilience that will enable them to overcome academic and personal challenges. The mission is to prepare students to become collaborative learners, critical thinkers, and idea builders to create a culture of achievement for all students. In order to meet the diverse needs of our students, we must meet them where they are and develop their skills using personalized learning pathways.

IV. Mission, Vision, Core Values, Statement of Need, and Proposed Partnerships

A. Mission Statement

The Holmes Innovation School provides strong opportunities for ALL students to reach their highest academic, innovative and social potential within an inclusion program.

Family Friendly Mission Statement

At the Holmes Innovation K-5 School students are at the center of everything we do. We provide strong opportunities for ALL students to reach their highest academic, innovative and social potential.

Vision Statement

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.

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Student and Family Vision Statement

Holmes scholars are courageous, resilient, and curious about their place in the world. They challenge social injustice! Together, we take full responsibility for all of our scholars by providing personalized learning pathways, and robust opportunities for project-based learning. Holmes scholars are critical thinkers who lead in our learning community and beyond.

Student Day	Teacher Day
- Before School *(The primacy of self discovery)* - Achieve/Grasp Before School Program - Boxing Program - BOKS Kids - Doc Wayne - Breakfast - During School *(The responsibility for learning)* - Morning Meetings and/or Check-Ins (Tied to PBIS and Holmes Core Values) - Open Circle (OC) (2x's/week) - Power Block - Academic Menu Choice (Student review portfolio menu for daily assignments) - Variation of learning spaces and environments (within and outside of the classroom) - Exit Ticket/Choice of assessment (Student choose how they will show what they've learned) *(The primacy of self discovery)* - Students working on individual projects ensuring overarching standards and concepts covered *(The responsibility for learning)* - Working snacks, movement breaks, and/or times for mindfulness	- Arrive at school - Leadership Team Meeting - Greeting of Students - Open Circle - set expectations for the day at close of OC - Power Block - All staffing provide small, skill-based group intervention (STARS based groupings of assessment, tech-based (Lexia), Fundations, etc.) - Literacy Block - Teacher facilitates options to achieve learning targets (UDL), differing autonomies/choice based off data, guided informed choice reflective of the individual student learning contracts, prepares for portfolio presentations. *(The responsibility for learning)* Informal notes being collected by learning specialists and differentiated exit tickets to check for understanding. - Grade Team Planning - Facilitated by GTF - Centered around practice while students are in specials - Grade Team discuss pros and cons of external and/or virtual field trips linked to future thematic units of study *(The Having of wonderful ideas)* - Lunch - Thematic Units of Study - Interdisciplinary lessons with learning targets from writing and science (i.e.,

- Lunch/Recess (including various lunch groups)
- Midday Check-Ins
- Earned breaks
● End of School (*The responsibility for learning*)
   - Daily Review (Tied to PBIS and Holmes Core Values)
   - Homework and Review of the following day
   - Prepare for dismissal
   - Dismiss for after school enrichment
 	
Half-Days:
 	
Personalized-project base days for all students
	meteorologists comes in for students to interview) *(The Having of wonderful ideas)*
	● Math
	  - Students are presented with a math challenge to individually grapple with using their resources. Students then team to further share their thinking. Adults circulate to probe thinking and access understanding. Teacher facilitates a share out to solidify concept and celebrate student perseverance.
	● Home to School Notebook/Text Messaging
	  - Sent to parents of individual students needing this level of support
	● Digital Homework Post
	  - Teacher clarifies expectations for digital or paper-based learning continuations
	● Interactive Read Aloud
	  - Routine peer observation to assess level of questioning
	● Dismissal
	  - Students re-set flexible space for tomorrow's day of learning
	  - Teacher prepares for Extended Day Learning by reviewing the previous days
	  -Co-created assessment/exit ticket to group students accordingly.

Core Values

Our Innovation School's vision is built on the following core values:

Scholarship- *Every student's and teacher's learning needs and differences are met through a high level of academics and professional development that is rooted in high expectations, differentiated practices, and cultural relevance.*

Tenacity *Every stakeholder/student and teacher will participate in a reflective culture in which students build resilience and are encouraged to overcome academic and personal challenges.*

Agency- *Every stakeholder/student and teacher will build upon their academic foundation in order to increase individual and school influence.*

Respect- *Every stakeholder/student and teacher will be a respected and respectful member of the Holmes community and will develop both personal and interpersonal relationships with their peers in order to create a safe and healthy school climate.*

Social Justice- *Every stakeholder/student and teacher will be equipped with the tools to push against the status quo and to navigate through complex social situations responsibly.*

Social Justice - Students will learn how to work in the community on issues of equality and fairness.

Student Friendly Version of Core Values (this would be recited daily)

At the Holmes Innovation School I reach for the **S.T.A.R.S.**!

- I am a **SCHOLAR** - I meet the high expectations for academic excellence! (WHAT DOES THAT MEAN?!)

- I am **TENACIOUS**- I persevere through all challenges in my path to excellence! (WHAT DOES THAT MEAN?!)

- I am an **ADVOCATE**- I speak-up for myself and take responsibility for my learning! (WHAT DOES THAT MEAN?!)

- I am **RESPECTFUL** - I value myself and my relationships with others! (WHAT DOES THAT MEAN?!)

- I fight for **SOCIAL JUSTICE** - I work for equality and fairness in my community!

At the Holmes Innovation School we are all **S.T.A.R.S.**!

Statement of Need

The Holmes Innovation School will be a school that focuses on closing the achievement and opportunity gap for all students. This new school will re-engineer itself to meet the varying learning styles of students in the inclusion setting. Holmes Innovation School students will excel academically via personalized learning experiences, learning expeditions, a multimodal learning community, blended learning opportunities, and a focus on social justice.

We are intentional about moving away from traditional instruction and moving towards hands-on learning experiences. We seek to enrich our curriculum with all modalities of learning to increase student access to learning. In addition, we would like to implement a portfolio-based system of grading students in our innovation school.

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 KO-5 grade inclusion school. We do not believe sub-separate programs promote social equity and a culture of achievement.

At the future Holmes Innovation School, we believe our school model will help support learners with a variety of needs. We believe that we can fully support students provided the appropriate supports, resources, and professional development is in place. The specific challenges that will need to be addressed are the strategic dismantling of the sub-separate behavioral program and the integration of students back to inclusion. The other specific problem that we face is the need to support all students to be successful in an inclusive context. We have found that many of our students require additional counseling support. As a result, we will need to augment our counseling services for our students. Through our innovation model, we would focus on having additional counselors to support students with Post Traumatic Syndrome Disorder (PTSD) and social/emotional disabilities.

As a conversion school, we anticipate barriers around enrollment projections and will need the district to be in full support of our plan to grow as an innovation school. We would like to cap the percent of students with emotional impairments to 5% (21 students), reimagine our lab program in order to fully expand to a inclusive KO-5 elementary school. In addition, we would like to take the lab cluster funding allocation and redistribute students and human capital to create a strategic model, which consists of co-teaching and social/emotional support for students with social/emotional disabilities (i.e. similar to the Manning Elementary School model). 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.

The Holmes Innovation School has the autonomy to opt out of district curriculum initiatives given that we have an evidence-based proven alternative. We have the autonomy to develop thematic project-based units of study, follow Literacy Collaborative, and utilize Expeditionary Learning across all grade levels. We have the autonomy to opt out of assessments that we don't consider helpful or appropriate and to continue using standards-based assessments to drive upper-grade intervention cycles.

The Holmes Innovation School has the autonomy to add thirty additional professional development hours; twenty-four hours before the start of school, monthly half-days on Wednesday, and three additional two-hour afterschool professional development sessions.

Within our budget, we seek 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 the actual or the average 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 by school site council/school governance.

Our staffing autonomies include having the authority and autonomy to hire staff who best fit the needs of the school and provision staff would be protected from "bumping" along with extended

hiring autonomy to managerial staff and to paraprofessionals. We have the autonomy to define our job descriptions when no similar position exists.

Finally, our school seeks the autonomy to require a parent contract to increase parent involvement and to implement a mandatory uniform policy.

We seek to opt out of the following:
- District Procedures and Policies,
- Curriculum, Instruction, and Assessment,
- Budget,
- Schedule and Calendar, Staffing, and
- PD.

Please see a detailed description of proposed autonomies chart here.

Community Need
The Holmes Innovation School would be the first autonomous elementary school in the surrounding community. Families in the neighborhood seeking an innovative approach to schooling must either travel or attend an out-of-district charter school. Given that there is a high incidence of trauma in our community, there is a need for trauma-sensitive learning spaces that support the whole child. Additionally, through project-based expeditions, we seek to expose students substantively to various career paths beyond those that are typically shared with elementary-level students.

Primary Proposed Partnership(s), if applicable
The Holmes Innovation School would like to partner with organizations that aligned to our mission and vision. We aspire to continue partnerships that are high leveraging and directly link to student achievement. The following partners are those who we would like to either continue or begin to partner with in our initial stages of innovation.

External Partner	Role	Rationale	MA PLN Six Principles Connection	EL and MA PLN Principles Connection	Relationship E: established; D: developing; P: proposed
Boston College	School Partner	Increase tiered resources for students by collecting baseline social/emotional and academic data	Social Emotional Learning Academic Mindset	The Primacy of Self-Discovery Empathy and Caring Success and Failure	E

Lesley University	School Partner	Develop a cohesive literacy framework for grades K-2 Provide essential professional development for teachers	Engaged Learning	The Having of Wonderful Ideas	E
Harvard University	School Partner	Provide tier 2 social work interns to support tiered social/emotional support to students	Social Emotional Learning	The Responsibility for Learning The Primacy of Self-Discovery Empathy and Caring Success and Failure	E
Doc Wayne	School Partner	Provide tier 2 social emotional supports for boys through sports	Social Emotional Learning Engaged Learning	The Primacy of Self-Discovery Empathy and Caring Success and Failure	E
Technology Company (GOOGLE)	Potential Company Partner	Provide innovative opportunities such as virtual field trips and blended learning experiences.	Next Generation Curriculum and Assessment Engaged Learning Flexible Learning Environment	The Having of Wonderful Ideas The Responsibility for Learning Collaboration and Competition Diversity and Inclusion The Natural World	P
Earl Martin Phalen	Summer Advantage Partner	Provide summer learning enrichment experiences for students K2-2.	Flexible Learning Environment	The Responsibility for Learning Solitude and Reflection	D

Liz Carney	Dot Art Partner	Provide art instruction to support thematic based interdisciplinary units of study.	Engaged Learning Next Generation Curriculum and Assessments	The Having of Wonderful Ideas Collaboration and Competition	E
Berkelee College of Music	Berkelee School of Music Partner	Provide music lessons to students via direct music instruction from Berklee music students.	Engaged Learning Next Generation Curriculum and Assessments	Collaboration and Competition	E
Expeditionary Learning	EL Network	Provide professional development for teachers at the Holmes Innovation School. Provide access to a rich network of EL schools. Provide access to project based learning curriculum	Engaged Learning Next Generation Curriculum and Assessments Personalized Learning Pathways Flexible Learning Environments	The Primacy of Self-Discovery The Having of Wonderful Ideas The Responsibility for Learning Empathy and Caring Success and Failure Collaboration and Competition Diversity and Inclusion The Natural World Solitude and Reflection Service and Compassion	D

V. How Will Autonomy and Flexibility be Used to Improve School Performance and Student Achievement?

We seek the following autonomies for the following reasons to meet our goals of dramatically increasing student achievement.

Area of Autonomy	What conditions we seek in our Innovation Plan?	How could those conditions benefit the school?	How could those conditions benefit the teachers and staff?

Curriculum & Instruction	Autonomy to opt out of district curriculum initiatives if we have an evidence-based proven alternative: · Literacy Collaborative · Develop thematic, project-based based units of study · EL from K-5 Autonomy to opt out of some assessments we don't consider helpful or appropriate (e.g. EVT, TRC, etc…) and to continue using standards-based assessments to drive upper-grade intervention cycles	Continue doing what our data shows has been effective for our students, building students' skills across grades and accelerating improvement Meet an unmet need for systematic intervention to catch up kids' skills in ELA and Math Time spent testing would be prioritized for those assessments with greatest benefit of students or our teaching.	· Sustained, multi-year focus on getting really good at things that work for our kids · Greater input into teaching and learning decisions · Fewer distractions and competing "new things" · Students with stronger literacy and math skills Time spent testing would be prioritized for those assessments with greatest benefit for students or our teaching
Schedule/Calendar	Autonomy to flexibly use an additional 30 hours of professional development time in support of school goals during a 4-day summer session, Wednesday half-days and 3 additional after-school sessions.	More time to provide instruction to each student and more time to plan with teacher facilitated time and planning time.	More time to plan for all teachers. This could also lead to additional cross-grade planning opportunities.
Budget	· Autonomy to opt out of certain district services (e.g. certain PD, printing textbooks) and instead receive equivalent per pupil funds. · The district would charge the school the staff either the actual or the average depending on what was the best option for the school. (This has no effect on what a staff member is actually paid.) Autonomy to redirect any cost savings to maintain partners, programs or staff deemed critical to student success. (Budget would continue to be approved by school site council/ school governance.)	Expected cost savings from these measures allow: · Greater flexibility with funds offering opportunity for more strategic and site-based decision making about school program, service offerings that will best serve school community · Possibility of contracting some services (language, etc.…) · Maintenance of key supports (e.g. partnerships, student support staff to ensure student success, Play works)	Staff continue to receive the salary step, lane increases, as per the BTU contract. Maintenance of critical supports (e.g. resources, staff partnerships) for student and staff success. Greater flexibility with funds offers opportunity for teachers to have greater input into school program/service offerings.
Staffing	Authority and autonomy to hire internal and external staff who best fit the needs of the school. The school may select staff (Boston Teachers Union positions	These flexibilities would allow: · Protection to the individual staff and teams the school has invested in, ensuring stability of students, and protecting the	Greater security from being "bumped" from position or school. Every teacher hired will continue to become a member of the BTU, and

	only) without regard to seniority or membership in the BTU, and formulate job descriptions for BTU members of the staff. In exchange for choosing "at-will" rights at the school, provisional staff would be protected from "bumping" Autonomy to determine the job duties, responsibilities, terms and conditions, and other requirements for Guild positions based on its determination of the needs of the school. If a newly created position opens up at the school, it will be advertised as a special bid. As well, the school principal may select the candidate of choice, including external candidates as long as internal candidates were considered. Autonomy to select our paraprofessionals out of the entire available pool of paraprofessionals, Autonomy to define our job descriptions and job titles when no similar position exists. Autonomy to select the step at which the employee is paid, as long as the employee is placed at least at the minimum step required by the collective bargaining agreement. The school may determine job changes and staffing patterns that will benefit the school, however employees remain members of the BTU. The school leader will inform the district about job changes and staffing patterns for the subsequent school year by the date by which they are required to submit probable	school's capacity to sustain improvement	all staff continues to be paid according to existing contracts. Flexibility to hire teachers, paraprofessionals and support staff with deep knowledge, experience in, and mindset for creating excellent outcomes for students who have experienced trauma and/or have significant emotional impairments.

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	organization plans to the Office of Human Capital.		
Professional Development	Additional 30 hours of professional development time.	Maintain and increase time to sustain and deepen our practice in a professional learning community.	Additional time to go deeper in content and to be highly planned and aligned to colleagues to ensure coherence.
District Policies	Family Compact to increase parent involvement. In addition, implement a mandatory uniform policy.	Increased parent involvement to ensure that parents are supporting the school. We also want to ensure that students are held to high expectations and aligned to the school mission of coherence and equity	We would start our day at 8:30 and end at 3:10 PM. We would have our extended day to enhance learning for all. We would also dismantle our LAB program over time into our inclusion program.

A. Curriculum, Instruction, and Assessment

As we continue forward in our innovation school planning, we are actively reaching out to Expeditionary Learning (EL) Education to serve as a critical partner. We want to fully align our school to the principles of EL because we believe our scholars will have better access to learning rigorous concepts by actively engaging in learning opportunities that are meaningful and culturally sustaining. We also want to center our curricular units around the theme of social justice and solving community-based problems. We are intentional about moving away from traditional instruction and moving towards hands-on learning experiences. We seek to enrich our curriculum with all modalities of learning to increase student access. Finally, we would like to implement a portfolio-based system for determining student growth in our innovation school.

Our curriculum will be aligned to Common Core State Standards, MA Curriculum Frameworks, Expeditionary Learning Principles, the Literacy Collaborative framework, Universal Design for Learning (UDL) and the principles of personalized learning. Although we believe that these programs best serve the academic needs of our students, we are thoughtful consumers of them, and work deliberately to adapt curriculum and materials to ensure cultural representation and access for all students. The key components of our instructional program are outlined below.

Assessment of student learning is key to ensuring that students are growing academically as they progress through the school year and to ensure that curriculum and instruction is effective for all (ELLs, SWD, and economically disadvantaged) students. To this end we propose to implement a robust assessment system that not only includes state tests, but also includes digital and print portfolios, curriculum embedded performance assessments, formative assessment tasks, interim reading and math diagnostics and, oral and visual presentation and representation of learning.

Expeditionary Learning

Our home-based innovation design team has done extensive research on the Expeditionary Learning (EL) framework and plan to directly partner with the network to support us with our curriculum design and our gradual transformation over the next two years. We intend to seek partnership within the EL community and learn from great exemplars via field visits and consultants. We are inspired by the philosophy of EL and the positive results we have seen in the grades in which we have implemented components of the program. The following quote from EL Founder Ron Berger speaks to our vision for the Holmes:

> *"I believe that work of excellence is transformational. Once a student sees that he or she is capable of excellence, that student is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence. After students have had a taste of excellence, they're never quite satisfied with less; they're always hungry. When the teachers at the Austine School for the Deaf pointed out to Sonia that many students wouldn't obsess over their work as she does, her reply was quick: This school has ruined me for life, she said. I'm never satisfied with anything until it's almost perfect. I have to be proud of it." (Ron Berger, p8, 'An Ethic of Excellence')*

At the Holmes Innovation School, we plan to use the EL curriculum in grades K-5 and augment the units of study to incorporate learning expeditions that are meaningful and culturally sustaining for our scholars. This is a slight shift from the district curriculum as it will be developed by teachers for students. We anticipate creating a student-facing curriculum which enhances student learning and increasing student achievement. This is necessary to increase student access and authentic engagement of our learners.

EL Principles	What it is?	What it Looks Like at our Innovation School
The primacy of self discovery	Growth mindset and agency towards the work.	**Student presentations of work:** Students develop a growth mindset and a sense of agency to push past their identified limits by engaging in rigorous tasks embedded in the thematic project-based units.
The Having of wonderful ideas	Exploration and time to discover via project-based units of study.	**Curriculum Units:** Students engage in student choice and voice within the curriculum units. Students get the time needed to explore and make meaning of their learning daily.
The responsibility for learning	Student or group agency for the work.	**Project-based units and Group Work:** Individual and or teamwork to complete robust connected and engaging learning tasks.
The Natural World	Place Based Learning Opportunities.	**STAR Days:** Learning expeditions connected to thematic units. Depth vs. breadth.

Diversity and Inclusion	Respect for learning differences and abilities.	**Flexible Learning Groups:** Students working in heterogenous groups and leveraging strengths from teammates.
Service and Compassion	Students learning with the intent to serve others and to problem solve.	**Community Service and organization:** Students solving community-based problems and issues of social injustice.

Literacy Collaborative

The Holmes Innovation School is currently a part of the I3 Grant with the district and Lesley University. This partnership creates a 5-year partnership with Lesley, which provides a literacy coach as well as 60 hours of professional development to teachers over 2 years. The key components of the Literacy Collaborative model include: on-site professional development, leading to the creation of a school leadership team; and a research-based, instructional model that aligns with the Common Core Standards in English Language Arts, and meets the requirements of Response to Intervention (RTI).

Literacy Collaborative is a researched-based instructional model for literacy teaching and learning. Our language and literacy framework for literature and content areas (K-8) is student centered and provides many opportunities for authentic reading and writing, as well as focused work on the essential elements of phonics, word study, and oral language development. It consists of language and word study, reading workshop (including guided reading), and writing workshop. This flexible, conceptual tool for organizing instruction allows for:

- variation in content;
- differentiation through whole group, small group and individual instruction informed by systematic documentation of student progress; and
- a balance of teacher-directed instruction with inquiry learning.

We believe the Literacy Collaborative framework will provide the Holmes Innovation K-5 School with a strong literacy foundation to support our inquiry-based learning approach.

Holmes Strategic Change Chart	**16-17** **LC Year 2** **EL Year 3**	**17-18** **LC Year 3** **EL Year 4**	**18-19** **LC Year 4** **EL Year 5**	**19-20** **LC Year 5** **EL Year 6**	**20-21** **EL Year 7**

Curriculum	**EL Grades 3-5** **LC (guided reading, writer's workshop, and read alouds)** •Start with K2-2 **Math**: Engage NY **Panther Team 1*:** Interdisciplinary Project-based Development **Panther Team 2:** Investigate EL Curriculum for grades K2-2	**EL & Social Justice Aligned Thematic Units of study** •Integrate Grade 2 **LC (guided reading, writer's workshop, and read alouds)** • Integrate Grades 3-5 **Math**: Investigations 3 roll out K2-2 **Panther Team 1:** Begin Professional Development and roll-out for one class per grade. **Panther Team 2:** Begin Professional Development and roll-out for one class per grade	**EL Grades 1-5 & Social Justice Aligned Thematic Units of study** •Integrate Grade 1 •Integrate Grade 5 **LC (guided reading, writer's workshop, and read alouds)** •Integrate Grade 5 **Math**: Investigations 3 roll out 3-5 **Panther Team 1 and IPD Cohort 1:** Professional Development for whole school and roll out. **Panther Team 2 and EL Cohort 1**: Professional Development for whole school and roll out	**EL Grades K2-5 Social Justice Aligned Thematic Units of study** •Integrate K2 **LC (guided reading, writer's workshop,k and read alouds)** •All Grades (K2-5) Integrated **Math**: Investigations 3 **Roll out 5** **Full implementation across all classes in all grades with Panther Team support and coaching**	**EL Full implementation** **Students will receive additional specialized reading instruction during intervention block** **Math**: Investigations 3 **K2-5** **Continued Panther Team support and coaching**
Assessment	**Writing Portfolio Development** **Writing Rubric Development** **Project-Based rubric**	**Writing Portfolio Development** **Writing Rubric Development**	**3 (per semester) Interdisciplinary Portfolio Showcases** •Integrate Grades 2-5 **Panther Team**	**3 (per semester) Interdisciplinary portfolio Showcases** •Integrate Grade 5 **Panther Team**	**3 (per semester) Interdisciplinary portfolio Showcases** Integrate Grades

	development		**3:** Competency Based Rubrics Development	**3:** Professional development on use of Competency Based Rubrics from grades 3-5	
Instruction	**Teacher Led**	Student voice through choice within tasks in the module Inquiry-driven, project based, and equity-centered practices	Teacher as facilitator, Student as lead learner. Student guiding their path of learning via a menu of learning within modules Grades 3-5 Inquiry-driven, project based, and equity-centered practices	Teacher as facilitator, Student as lead learner. Student guiding their path of learning via a menu of learning within modules Grades Inquiry-driven, project based, and equity-centered practices	Teacher as facilitator, Student as lead learner. Student guiding their path of learning via a menu of learning within modules Grades Inquiry-driven, project based, and equity-centered practices

Universal Design for Learning (UDL)

UDL is the method by which we want to plan all of our thematic units of study. We want to keep in mind how our students learn best and provide the maximum access to rich multisensory instruction. Ultimately, we intend to eliminate all learning barriers for students. It is no longer making students meet us where we are but we want to meet students where they are.

Technology

We currently have 6 laptop carts and over 35 iPads. We currently use our technology to supplement learning and to aid in interventions (i.e. Lexia, Symphony Math, etc…) In the future, we anticipate leveraging our technology to augment learning opportunities through blended classrooms. In

addition, we would like to be intentional of leveraging technology to have students create products, access instruction or as a vehicle of assessment.

Personalized Learning

We believe that differentiated instruction via small-skill based groups is essential to providing the maximum amount of access to all learners at the Holmes. At the Holmes we want to ensure that all students are provided with:

- Multiple ways to access instruction (i.e. via technology, multiple modalities, etc...)
- Multiple ways to engage (i.e.playlist for learning,   creating, designing, etc...)
- Multiple ways to express (i.e. a menu of ways to showcase knowledge, use of multiple modalities, etc...)

Assessment

The grid below also highlights the future of curriculum, instruction and assessment at the Holmes Innovation School. Assessment, instruction, and curriculum meet the following MA Personalized learning attributes: Social-emotional learning and academics, personalized learning pathways, flexible learning environments, engaged learning, next generation assessments, and competency based progression.

Assessment	Instruction	Curriculum
- Interdisciplinary Portfolio Showcases Roll-out SY 18-19 (Writing) - Culminating Tasks/Performance task SY 17-18 - Interim Assessments SY 15-16 - Pre-assessments SY 15-16 - Multimodal assessments (i.e. presentations, showcases, Whole-school museum exhibits,	- Small skill based groups - Differentiated - Departmentalizing - Blended Learning - Learning expeditions - Flexible scheduling based on student needs - Work from home on snow days via blended learning opportunities SY 18-19 - Change in scheduling for field trips - RTI via intervention blocks	- Virtual Platforms (blended/flipped classrooms) SY 16-17 (small-scale blended opportunities in writing) - Collaborative, teaming with others and self directed learning. SY 16-17 - Virtual Fieldtrips - Project-based thematic curriculum units

verbally, etc...) SY 18-19		

The Holmes Innovation school envisions that each student will engage in personalized learning pathways, including blended learning pathways through center-based work in grades K2-2 and during teacher choice times in grades 3-5, to become critical thinkers. Students will develop respectful ways of interacting with the technology. Students will engage in formative (end of unit curriculum assessments) , informative (exit tickets, weekly text-based questions), diagnostic and interim assessments using technology and online platforms. Teachers will gather anecdotal notes using technology. These assessments will allow students to showcase their understanding of the following core values: scholarship, tenacity, agency, respect, and social justice. Our curriculum and assessments will also align to these core values. Teachers will also analyze data gathered using the above mentioned assessments. We will assess our progress after each year to determine which online/technological assessments are beneficial and provide sufficient data. Teaches will engage in professional development regarding various ways to assess students formally, informally, diagnostically and through interim assessments.

Currently, students at the Holmes elementary school are expected to take a one-size fits all, paper-based standardized assessments. We know that students learn differently and therefore our assessments need to change to allow students to express their understandings and achievement in multiple ways/modalities. This will improve our school performance by allowing students to be more engaged through students voice and choice and taking more ownership of their learning. Students will therefore be agents of their own learning.

Our assessments are critical in allowing students to choose the way they will present what they know and have access to authentic, next generation assessments that tell a compelling story of student strengths via student presentations and portfolio based standards aligned curriculum. Currently, students use standardized assessments to measure their level of proficiency and it is a limited representation of the skill-set they have. We want to engage listening, speaking, reading, and writing in our assessments. This will allow the student to have full agency of their learning and embody the core values of STAR to showcase their understanding of the core content presented via the thematic project-based units of study. We believe this will increase student achievement.

Summary

Our hope is to create thematic, project-based units of study with culminating projects that showcase student learning and embed the principles of EL specifically which include but not limited to:

- **The Natural World via STAR Days. Students engage in** learning expeditions connected to thematic units. Depth vs. breadth.
- **Service and Compassion**, students engage in **Community Service and organization:** To solve community-based problems and issues of social injustice.
- **Diversity and Inclusion, students engaging in Flexible Learning Groups:** Students working in heterogenous groups and leveraging strengths from teammates.

This year we are implementing blended learning experiences in writing for students across K0-5. We hope to scale this opportunity up to expand the learning to the entire school community. In addition, we are trying on thematic based units via a capstone project in our fourth grade as a culminating task for our work with the Excellence For All initiative. We plan to gradually phase in thematic based units of study from K0-5 next year..

These changes are necessary to ensure that each Holmes Student has access to learning each day. We want to ensure that students are highly engaged and their learning styles are respected and supported.

B. Schedule and Calendar

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. During the half-days students will engage in STAR days. These days will be dedicated to thematic project-based learning. 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. In addition, it will increase daily instructional time, which is needed. In addition, extending our day by 40 additional minutes will allow us to have a robust intervention block and enable us to implement an RTI structure to support all learners at the Holmes. An intervention block is needed in order to ensure that the academic needs of students are being met via research-based interventions, as well as, academic extensions provided to students.

The Holmes Innovation School's proposed schedule differs from the district schedule in that it increases time on learning, and provides additional professional development opportunities for staff. This is needed to support our goal of closing the access and opportunity gaps and to increase student achievement at the Holmes. In conclusion, we are seeking to add **30** additional PD hours, with 24 hours occurring before the start of the school year. This is an increase from the district's policy.

C. Staffing

Staffing Chart

Governance	Governing Board: Community partners, parents, teachers, and principal
Administration	Principal, Director of Operations, and Secretary
Student Support Team	Dean of Student Support and Equity, Clinical Coordinator, Strand Specialist (EI), Counselor,

	City Connects Social Worker
Teachers	KO/1-4 3 strands, 5 2 strands
Instructional Support	Learning Specialists Para Professionals
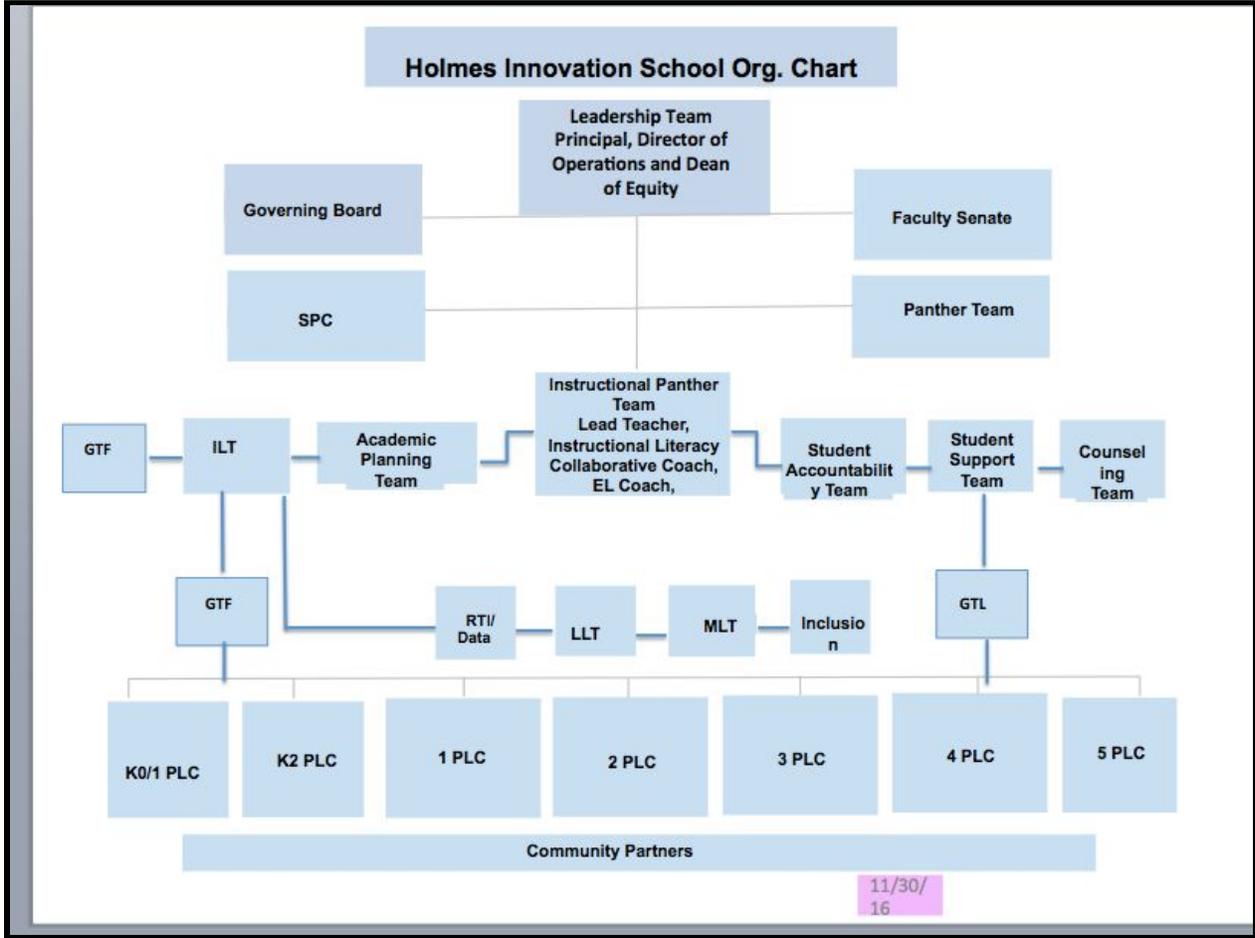
We seek a creative staffing structure that will enable our school to continue to be innovative and progressive. At the Holmes Innovation School we are pursuing the innovation pathway to become an autonomous school. We believe this is the best pathway to embark on as we continue to plan over the course of the year. This pathway allows our school community to acquire the autonomies that we seek to become an innovative inclusion school.

The flexibilities provided via the innovation status will give our school the leverage to run a better Boston Public School for all of our scholars. Through more flexibility with curriculum, professional development, and scheduling, we expect to see dramatically increased scholar achievement. Finally,

we believe this pathway will allow the Holmes learning community to be a stronger and more comprehensive learning environment for our families, teachers and scholars.

The future of staffing at the Holmes would be inclusive of the following autonomies: Please see link to Holmes autonomies here.

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.

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
- Daily schedule of 8:10-3:20 for teachers

How will decisions about working conditions be made?
Decisions on how working conditions will be made are determined by the school's governing board. The school's governing board will create the school's work/election agreement in year 17-18. The Holmes Design Team will create the school's work/election agreement in year 15-16. Please see the attached work/election agreement.

What is the communication pathway for providing input in school decisions?
The provided pathway for providing input in the school's decision making process is via the school governing board. This body of leaders will entail: teachers, parents, community members, and students via the school's student council.

How will staff be notified of decisions?
Staff will be notified of decisions via bi-monthly Holmes Huddles, via email, and weekly bulletin.

What is the proposed organization of the school?
Please see the attachment for the proposed organization of the school.

How will you select staff from inside or outside of your district?
We will continue to leverage the BPS Open Posting Online platform (Talented). Teachers will have to conduct a demo lesson and a data day. New teachers to the building will also shadow a teacher in the Holmes community for a minimum of 2-3 days. All staff members will have to be tri-certified (ESL, SPED, and Gen. Elementary)

Describe the evaluation process for teachers and administrators.
The principal will be evaluated by the governing board. Teachers will be evaluated by the leadership team inclusive of the principal, director of instruction and the dean of equity in school year 17-18. In addition, in subsequent years, the Holmes would establish a peer observation tool that would utilize teacher input to a teacher's evaluation.

Resource:
https://docs.google.com/document/d/1tbUixnNTF2UDKBQgR8aMSSpcvNSteBPhZBU-9lrsTbk/edit

Focus Area: Staffing						
Goal/Objective: To hire the best staff to meet the needs of all Holmes Students.						
Step #	**Action Step**	**Person (s) Responsible**	**Resources**	**Timeline for Completion**	**Status Indicator**	**Quality Indicator.**
1	Establish job descriptions for all Holmes Staff.	Personnel Subcommittee	Student Data	February 2017		
2	Create Demo rubric for all new staff members	Personnel Subcommittee	Job Descriptions	February 2017		
3	Assess Job descriptions	School Site Council	Job Descriptions	February 2017		
4	Budget Analysis	Budget Office	Analysis	November 2016		

5	Budget Collaborative	Budget Office	Analysis	December 2016		
6	Probable Organization	OHC, OSPED, OELL, Budget	FutureForce	January-February 2017		
7	Conduct Interviews	Holmes PSC	Interview Questions and Rubric	Spring 2017		
8	Finalize Hiring	Holmes PSC	OHC	Spring 2017		
9	Summer Institute	Holmes Leadership Team and Teacher Leaders	Bolling Building	Summer 2017		
10	Ongoing Professional Development & Site Visits	Holmes Staff	PD Plan	Summer 2017		

D. Professional Development

We understand that in order to develop teachers' practice that effective professional development is required. We are seeking 30 additional hours of professional development (PD). We want to focus our PD hours around the following levers: instruction, culture, and operations(i.e social/emotional systems). As a result, we want to invest time in developing our teachers. In order to do so, we want to have more consistent planning sessions in our schedule. Our plans are inclusive of the following: planning and learning retreats, field visits with other EL schools in the network, cross-grade planning opportunities, and additional professional development hours. For our students we would like to host a summer success academy for at least 100 Holmes Scholars each year to combat summer learning regression.

This PD proposal is different than current practices because we currently only have 30 minutes of PD. These hours do not entail hours for developing strong cultural, operational or deep instructional practices. For example, we have to decide a clear focus and go deep in the topic over the 30 hours. However, other important topics are left out. We will be able to unpack our (STAR) core values through the lens of our Culture, Instructional, and operations/Social Emotional Learning buckets. As a

result, our plan will increase the hours needed to support what we know are critical professional development levers.

Professional Development Offering	16-17	17-18 and beyond
Operations/Social Emotional Learning	*3 hours*	• *6 hours before the start of school* • *6 hours through the school year*
Instruction	*27 hours*	• *12 hours before the start of school* • *Weekly half-days on Wednesday for 2 hour sessions* • *14 after school hours* • *3, 2-hour afterschool PLC hours.*
Culture/Family Engagement	*0 hours*	• *6 hours before the start of school* • *6 hours through the school year* • Holmes Huddle 2x a month for(20 minutes x 18 weeks) 6 hours

Innovation PD Model 2017-2018 and beyond

Description	2017-2018 Calendar Year	Teachers	Paraprofessionals/Learning Specialists
Summer		**24 hours**	**24 hours**
Summer Institute	4 days	24 hours	24 hours
Summer Home Visits	-------		
Family Engagement		**10 hours**	**10 hours**
Curriculum Night	October 13th	2	2 hours
Family Engagement Event	Fall 2017	2	2 hours
Family Engagement Event	May 2018 Same date as	2	2 hours

	Internationa l Night		
Fall Showcase	Date to be determined	2 hours	2 hours
Spring Showcase	" "	2 hours	2 hours
Leadership		**26 hours**	**10 hours**
Whole School PD		14 hours	4 hours for Paraprofessionals
Professional Learning Community (PLCs)		6 hours	0 hours for Paraprofessionals
Thursday Morning Huddle	8:40-9:00	(20 minutes x 18 weeks) 6 hours	6 hours

E. District Policies and Procedures

We seek to augment our governance structure to attract strong partners. We seek to establish a governing board that is aligned to aiding the Holmes Innovation School's mission and focus. We believe this structure is necessary to create an objective governing body that is composed of partners that are aligned to the Holmes Innovation School's mission and vision. The governing board will have primary decision-making autonomy regarding: major policies, programs, and budget. The governing board will consist of community partners, teachers, parents, and the principal. Decisions will be made by a majority vote. The governing board will establish and approve the work-election agreement annually.

The additional chart explains the rationale for seeking out autonomies from the following district policies:

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.*

F. BUDGET

We are a full-inclusion school that serves approximately 385 scholars. Our scholars primarily come with social emotional disabilities and experiences with trauma. Over the last three years, we have seen a relative decrease in our allocated budget, which lessens the potential impact that we have to be innovative and creative in serving students with many needs. Having budgetary autonomy will help us to continue to make innovative decisions in support of student achievement.

As a result, the Holmes Innovation School would like to receive the actual salaries of Holmes staff for the first several years of innovation. In addition, we would like to have increased flexibility and autonomy over the funds allocated to the school by the district. The following budgetary autonomies would enable the Holmes Innovation School to increase its ability to purchase required resources (i.e. additional positions, expansion of EL consulting & expeditions, etc...) to support instruction and student achievement:

- *Autonomy to retain any unused funds and use funds in subsequent school years.*
- *Autonomy to establish a non-profit organization that may assist school with fundraising (i.e. Friends of the Holmes Innovation School).*

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- *Autonomy to opt out of purchasing identified discretionary district services or not to purchase them in the school's lump sum per pupil budget (i.e. COSESS, nurse, lab cluster programmatic funding).*
- *Autonomy to use the funding structure from the lab cluster program (lump sum for clinical coordinator, BTU Specialist, teachers and paras) to re-allocate funds to support an inclusive program for students with social/emotional disabilities and trauma and to restructure human capital.*

3-Year Proposed Budget

Assumes a 1% annual increase in WSF and 5% annual increase in personnel costs.

	Year 1	Year 2	Year 3
Enrollment	386	386	386
WSF Allocation	4,593,027	4,638,957	4,685,346
Discretionary District Services Reallocation	49,369	49,369	49,369
Total Allocation	4,642,396	4,685,326	4,734,715
Foundation Staff	491,091	515,645	541,427
	1 Principal 1 Office Manager 1 Nurse 1 Director of Operations 1 Director of Education and Social Emotional Support .8 COSESS	1 Principal 1 Office Manager 1 Nurse 1 Director of Operations 1 Director of Education and Social Emotional Support .8 COSESS	1 Principal 1 Office Manager 1 Nurse 1 Director of Operations 1 Director of Education and Social Emotional Support .8 COSESS
Core Staff	2,515,286	2,699,050	2,829,002
	27 Teachers, 22 Learning Specialists 1 K-2 Literacy Coach 1 3-5 Literacy Coach 1 Director of Operations 5 Student Support Members	27 Teachers, 22 Learning Specialists 1 K-2 Literacy Coach 1 3-5 Literacy Coach 1 Director of Operations 5 Student Support Members	27 Teachers, 22 Learning Specialists 1 K-2 Literacy Coach 1 3-5 Literacy Coach 1 Director of Operations 5 Student Support Members
Student Support Staff	314,976	380,724	347,260
	2.5 ESL Pull-out support	3 ESL Pull-out support	3 ESL Pull-out support

	1 Special Education	1 Special Education	1 Special Education
Non-Discretionary Expenses	457,332	480,198	504,207
	4 Specialist Teacher 5 Lunch Monitors Substitute Teachers Supplies	4 Specialist Teacher 5 Lunch Monitors Substitute Teachers Supplies	4 Specialist Teacher 5 Lunch Monitors Substitute Teachers Supplies
Discretionary Expenses	249,332	155,302	116,551
	$60,000 Technology (90 Chromebooks for 1:1 match) $20,000 learning expeditions $30,000 sensory/trauma based tools and assistive technology $20,000 Curricular resources to support sub groups (ELL, SWD, Economically Disadvantaged students) $40,000 Non-fiction Guided Reading Libraries thematically linked to Expeditionary Learning $40,000 Expeditionary Learning Consultants $30,000 PD for teacher development	$40,000 learning expeditions $10,000 sensory/trauma based tools $2,000 Curricular resources to support sub groups (ELL, SWD, Economically Disadvantaged students) $40,000 Expeditionary Learning Consultants $20,000 Non-fiction Guided Reading Libraries thematically linked to Expeditionary Learning	$40,000 learning expeditions $5,000 sensory/trauma based tools $11,000 Cortex License Cost ($28 per student) $20,000 PD for teacher development $40,000 Expeditionary Learning Consultants $40,000 Non-fiction Guided Reading Libraries thematically linked to Expeditionary Learning

Discretionary District Services

Holmes Innovation School Plan

Discretionary District Services to Opt out of	Cost Per Pupil Savings	Total Cost	2017-2018 Budget Foci	2018-2019 Budget Foci	2019-2020 Budget Foci
Curriculum & Instruction	$ 63.51	$24,514.86			
Summer School	$6.48	$2,501.28			
Textbooks	$8.58	$3,311.88			
Library	$4.91	$1,895.26			
Office of Language	$26.69	$10,302.34			
Totals		$49,369.40			

In the discretionary district service budget table, we will receive $49,369.40 from opting out of 5 district services. This money will help us to achieve a 1-1 technology match at our school, which will help us to create a robust personalized learning platform. We are currently piloting blended learning in writing aligned to our instructional focus. We would like to adopt a personalized learning platform (i.e Cortex) to meet the individual academic needs of our students and increase student achievement for all of our subgroups.

 The Holmes Innovation School will receive a weighted lump-sum per pupil budget. In addition, the services that we elect to opt out of will be covered by the school via partnerships, and development efforts. The innovation school will access funds via the central budget provided to the school from the district and procure goods using the current district's purchasing platform. In addition *we will leverage the autonomy to retain any unused funds and use funds in subsequent school years.*

Capacity of Applicant Group

If not now, then when…The Holmes Innovation School's Design Team was birthed from the School Site Council (SSC).   One of the SSC's annual goals was to pursue innovation status. The rationale for applying for innovation status was due to a need to create a progressive and responsive learning environment for students. We aspire to become more autonomous, allow for more flexibility in decision-making, and personalize learning for all students. We want to rethink the way we currently teach. We know that our students learn best through a multimodal approach and we believe innovation status will help us to achieve our vision. We believe we are primed to make the conversion from a traditional to an innovation school because we understand the need to change our practices to meet the need of our students. We are committing to put students first. We have achieved strong academic outcomes and experienced setbacks. However, we are aligned to the needs of our students, and have planned a strategic rollout of innovation to ensure student engagement and achievement.

The Holmes Design Team is made up of dedicated teachers, parents, and administration who bring a variety of assets to the team. The team's strengths are grounded in curriculum design and planning, social emotional supports, school redesign planning, budgetary experience through annual probable organization experiences and development efforts (i.e. fundraising efforts, etc…). Each member builds their capacity via coaching and professional development from the Center of Collaborative Education (CCE), participation in field-site visits, attending technology conferences, and working collectively to design a student-facing learning environment. In developing a strong board, the team will actively seek those with deep expertise in finance and law to bring additional balance to the team's assets.

- *Sherene Smith is a parent of a K2 and 3rd grade student. She is a proud member of the School Site Council (SSC) and the School Parent Council (SPC) with skill in community organizing.*
- *Esther Jeudi is a 4th grade inclusion teacher at the Holmes. She is a teacher leader on the Instructional Leadership Team (ILT), and SSC. Esther has taught at the school for over 10 year and has extensive skill in innovative teaching practices*
- *Yolanda McCollum is a 4th grade inclusion teacher at the Holmes. She is a teacher leader on the Instructional Leadership Team (ILT) with experience in business management and leadership.*
- *Joseph Johnson is a 2nd grade inclusion teacher at the Holmes. He is a teacher leader on the SSC, and one of the building representatives with skill in community organizing and curriculum design.*
- *Melissa Sidiropoulos is the lead teacher of the building. She is also a co-facilitator on the ILT, member of the SSC, and an ESL teacher at the Holmes with skill in curriculum design and development.*
- *Michelle Napor is a K2 teacher at the Holmes. She is also a teacher leader on the ILT with skill in technology and web design.*

- *Brennan Green is a 5th grade teacher at the Holmes. He is also on the School Site Council with skill in technology and web design.*
- *Collette Tallow is a K2 Learning Specialist at the Holmes. She is also the program coordinator of the Summer Advantage Program with skill in program management and learning expeditions design .*
- *Yeshi Gaskin Lamour is the principal of the Holmes. She is also a co-facilitator of the ILT and SSC. She has experience in management, finance and education.*
- *Christine Landry is the instructional superintendent of TLT-1B. She has experience with starting autonomous schools, budget experience, and board governance.*

Our school is primed to make changes that will enable us to be more innovative and progressive in the way we teach and think of school for our learners. We are a full-inclusion school and our students learn in various ways. We know that the traditional method does not yield high results and we want to change our traditional methods. We need to think outside the box and rebuild a boundless learning environment to reach all of our students. We also need to deepen our learning as teachers and professionals and we know we do not have the time afforded to us in our current traditional model of school. Finally, we have to do better because our students depend on us to give them the tools to navigate through their own academic journeys successfully.

VII. Timetable

Holmes Community Outreach Plan Development

Situation Statement
The Holmes Innovation School will be an authentic community school that focuses on closing the achievement and opportunity gap for all students. We intend to support students who have mild-to-moderate disabilities in a full-inclusion setting. We currently support students with emotional impairment in our school community, and would like to dismantle our lab program in order to fully expand to a grade elementary school, as we do not believe sub-separate programs promote social equity and culture of achievement. Holmes Innovation School students will excel academically via personalized learning experiences, learning expeditions, a multimodal learning community, blended learning opportunities, and a focus on social justice.

Our Goals
The goal is to create meaningful partnerships that will help with our mission to close the achievement gap and provide authentic real world opportunities for our students. With meaningful partnerships, we will be able to extend the learning that is taking place within the classroom in order create connections that will lead to a lifelong love of learning and exploration.

Target Audience(s)/Stakeholders
A: Decisionmakers & People of Influence:

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School Parent Council
School District
Governing Board

B: Information Consumers:

Partners
Families
Students and Teachers

The Holmes Innovation School is a full inclusion, trauma-sensitive, Expeditionary Learning School in Dorchester with the following Key Principles: Scholarship, Tenacity, Agency, Respect, and Social Justice. We believe in developing in our students 21st century skills and resilience that will enable them to overcome academic and personal challenges. The mission is to prepare students to become collaborative learners, critical thinkers, and idea builders to create a culture of achievement for all students. In order to meet the diverse needs of our students, we must meet them where they are and develop their skills using personalized learning pathways. This is our charge!

Incentives for Engaging Targeted People and Organizations:
Stakeholder: Google

Incentive: To assist in closing the achievement and technology gap among urban schools and their suburban counterparts

Stakeholder: The Daily Table

Incentive: To help students in the community make great choices around food by making it easy for them to choose tasty, healthy, convenient meals.

Stakeholder: TechBoston

Incentive: To become a partner school which shares a common vision and mission aligned to the 6 principles of personalized learning. To assist students with receiving high school credits for working with students at the Holmes in a project-based format.

Stakeholder: Expeditionary Learning Network

Incentive: To partner with an school which utilizes EL to service students with Social Emotional Needs in an urban setting.

Stakeholder: Rosie's Place

Incentive: To work with families at the Holmes to provide them with outside resources (specifically counseling, housing support, financial support, legal matter support, health and nutrition support)

Stakeholder: Literacy Collaborative

Incentive: To develop a strong literacy program for grades K2-2 and to develop in-house capacity by developing an in-house literacy coach to support teaching and learning.

External Partner	Role	Rationale	Relationship E: established; D: developing; P: proposed
Boston College	School Partner	Increase tiered resources for students by collecting baseline social/emotional and academic data	E
Lesley University	School Partner	Develop a cohesive literacy framework for grades K-2 Provide essential professional development for teachers	E
Harvard University	School Partner	Provide tier 2 social work interns to support tiered social/emotional support to students	E
Doc Wayne	School Partner	Provide tier 2 social emotional supports for boys through sports	E
Technology Company (GOOGLE)	Potential Company Partner	Provide innovative opportunities such as virtual field trips and blended learning experiences.	P
Earl Martin Phalen	Summer Advantage Partner	Provide summer learning enrichment experiences for students K2-2.	D
Liz Carney	Dot Art Partner	Provide art instruction to support thematic based interdisciplinary units of study.	E
Berklee College of Music	Berklee School of Music Partner	Provide music lessons to students via direct music instruction from Berklee music students	E
Expeditionary Learning	EL Network	Provide professional development for teachers at the Holmes Innovation School. Provide access to a rich network of EL schools.	D

Holmes Innovation School Plan

Outreach Methods

School-Year	15/16	16/17	17/18
Holmes Staff	• Faculty Senate (Monthly) • Holmes Huddle (Bi-weekly)	• Faculty Senate (Monthly) • Holmes Huddle (Bi-weekly)	• Faculty Senate (Monthly) • Holmes Huddle (Bi-weekly)
Holmes Design Team		• Design Team: 20x (meet 4th Monday/ 2nd Thursday every month and 3rd monday in December 4:30-6:00)	• Design Team: 20x (meet 4th Monday/ 2nd Thursday every month and 3rd monday in December 4:30-6:00)
SSC	• SSC (Monthly Meetings)	• SSC (Monthly Meetings)	• SSC (Monthly Meetings)
Stakeholders(Community, parents, etc...)	• Community Town Hall:Every other month, staggered morning/ afternoon	• Community Town Hall:Every other month, staggered morning/ afternoon	• Community Town Hall:Every other month, staggered morning/ afternoon
Professional Development	• Monthly PD (30 min per session)	• Monthly PD (30 min per session)	• Monthly PD (30 min per session)
Parent Council	• Monthly Parent Council Meetings	• Monthly Parent Council Meetings	• Monthly Parent Council Meetings

Identify Your Spokesperson(s) and Other Responsibilities
    (A person or people capable of speaking to the issue and engaging multiple audiences.)

Name	Title	Organization or Affiliation	Responsibility	Contact Info
Pam Bailey	**TLT 1 Engagement Liaison/ School Support Team**	Boston Public Schools (BPS)	Family outreach	**617-635-7750**
Innovation Team	Innovation team	Holmes Innovation Elementary/Boston Public Schools	Engage community partners, Family outreach and district communication.	617-635-8681
SSC	School Governing Body	Holmes Innovation Elementary/Boston Public Schools	Engage community partners, Family outreach and district communication.	617-635-8681
Christine Landry	Instructional superintendent	BPS	Direct Supervisor and academic liaison	617-212-5277

Timeline

16-17 Roll out outcomes	17-18 Roll out outcomes	18-19 Roll out outcomes	19-20 Roll out outcomes	20-21 Roll out Outcomes
Personalized Learning Foci: *Social Emotional Learning and Academic Mindsets* *Personalized Learning Pathways*	*Personalized Learning Foci:* *Competency-Based Progression*	*Personalized Learning Foci:* *Next Generation Curriculum & Assessments*	*Personalized Learning Foci:* *Flexible Learning Environments* *Engaged Learning*	*Personalized Learning Foci:* *Six Principle full roll out*
Gather information from stakeholders. Develop a technology plan/ Build technology	Roll out technology plan. Begin rigorous PD in EL/ curricular development.	Learning Expeditions E-portfolio and portfolio defense(student) Flipped classroom(when appropriate)	Showcases of learning	Full Innovation

capacity. Implement RTI. Define curriculum and thematic units. Assess practices for effectiveness. Explore EL network and site visits to other EL schools. Parents/conf w student showcasing work samples. Trauma consultants to develop inclusive classroom environments.	Roll out curricular thematic units. Curriculum thematic units w/ learning expeditions. Student showcases. ½ days(pd) and extended school hours. Outfit school for a trauma sensitive school.	Bi-annual community based project.		

Media Outlets

We will leverage our partners as media liaisons to support our community outreach. We will also use our social media platforms such as: school-based website (designed by Tech Boston students) and Instagram to promote the work of our school.

Measurable Annual Goals

The Holmes Innovation School's goals for student learning are developed around creating greater student outcomes. The Holmes made a 6% percentage point increase as measured by the 2014-2015 PARCC assessment. Scholars with disabilities made 66% growth in math and 56% growth in ELA. As a result, our goals and objectives for learning are designed to continue higher growth for all subgroups and higher student achievement. Our goals include the following:

- Developing a keen sense of critical thinking, conceptual understanding and application of knowledge as opposed to a basic understanding of facts and/or rote memorization of basic skills;
- Constructing a robust learning portfolio based on all modalities of learning and aligned to the curriculum and rigorous standards. These portfolios will be measured by rubrics aligned to the multiple modalities of learning and rigorous standards;
- Persevering through academic and social challenges;
- Engaging in project-based learning focusing on identifying and solving community-based problems;
- Equipping scholars with technological skills by engaging in blended learning opportunities via a virtual platform for learning;
- Exhibiting a deep understanding of academic concepts via learning showcases demonstrating all modalities of learning;
- Engaging in learning and demonstrating the following core principles: Scholarship, Tenacity, Agency, Respect, and Social Justice.

Our current school year's measurable goals are narrowly focused on dramatically increasing reading results for all students. Please also see attached MAGS for subsequent annual goals.

- 50% of K2 students reading by the end of the year by June 16-17.
- 50% of 1st graders reading on grade level by the end of the year by June 16-17.
- 50% of 2nd graders reading on grade level by the end of the year by June 16-17.
- 50% of 3rd graders reading on grade level by the end of the year by June 16-17.
- 50% of 4th graders reading on grade level by the end of the year by June 16-17.
- 50% of 3rd graders reading on grade level by the end of the year by June 16-17.
- We aspire to increase the percentage of students reading on grade level by 10% each subsequent year after 16-17 until we reach 85% of students reading on grade level in all grades.

Leadership Change Exception:
If the current leadership (i.e. principal) should change, the Holmes Innovation School staff will have the autonomy to reassess the innovation plan in concert with the new administration to make any modifications or revisions as needed.

IX. REQUIRED ATTACHMENTS

The following attachments are required and should be sequentially numbered and clearly referred to in the text. They do not count toward the page limit.

- ☐ Statements of commitment and resumes from each Innovation Plan Committee member.
- ☐ *For conversions:* Current School Improvement Plan.