



Equity Impact Statement Template for School Committee Proposals and Presentations

Title: Holmes Innovation School

Date: June 1, 2022

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

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

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

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What are the proposal's/effort's desired outcomes, including in eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>The Holmes Innovation School would like to renew our innovation plan to continue the work and efforts that we began during its inception. In doing so, we hope to fulfill our vision: <i>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.</i></p> <p>Our school's Governing Board helped lead the planning of this work both in 2015 and again now. Our board is composed of staff, families, and community members that mirror the diversity of our school as approximately 80% of members are persons of color.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p style="text-align: center;"><u>Some of the desired outcomes of the Innovation Plan include:</u></p> <p>Provide project-based learning opportunities The Holmes has created a schoolwide priority that is encapsulated here: Designing tasks & products that connect academic standards with real-world issues, controversies, and local people. The district shared this goal: <i>3.1 Engage youth voice in decision making and leadership in a timely and transparent manner by leveraging BSAC, the Superintendent's Youth Cabinet, focus groups and other forums organized to give voice to BPS learners.</i> Through our PBL opportunities, students have the opportunity to shape the topics and lead their learning.</p> <p>Extend professional development to increase outcomes and learning for staff The Holmes staff engages in weekly professional development that allows staff members (classroom teachers, paraeducators, and other support staff) to engage in learning that pushes their practice and instructional skill set. The Strategic Plan outlines a focus to:</p> <ul style="list-style-type: none"> - <i>2.2 Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting.</i> - <i>3.1 Engage youth voice in decisionmaking and leadership in a timely and transparent manner by leveraging BSAC, the Superintendent's Youth Cabinet, focus groups and other forums organized to give voice to BPS learners.</i> <p>Here, the Holmes is able to provide these opportunities by providing relevant feedback that speaks to the goals and needs of our staff.</p> <p>Become a full-inclusion school to eliminate disenfranchisement and separation of students The Holmes serves approximately 265 students</p>

and 30% of students have an IEP, many of which are for emotional impairments. The BPS Strategic Plan states, *“Black and Latinx students comprise 76% of BPS enrollment. Historically, Black and Latinx boys, English Learners, and students with disabilities have been excluded from access to more rigorous coursework and inclusive general education settings at disproportionate rates.”* Given that our formerly sub-separate class was nearly 95% Black and Brown boys, this was particularly important. Additionally, the Strategic Plan outlines a focus to- *2.2 Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting.* In both regards, our efforts to provide inclusion opportunities for all of our students directly aligns with that of the district..

Expand to our school to serve 6th grade One of the requests and needs identified by families and staff is what happens to students once they leave the Holmes. Given the fact that we can provide inclusion opportunities for our students, a fear has been that they will leave and be forced back into exclusionary classroom settings due to the model of the schools they’d be moving into. By expanding, we provide a better pathway for students to be successful, which is aligned to the district’s focus to *4.4 Make substantive progress with BuildBPS to create equitable, 21stCentury, safe and nurturing learning spaces and ensure safe, equitable pathways and connectors between schools.*

Using Autonomies:

Curriculum, Instruction, and Assessment- The school community has “the autonomy to opt out of district curriculum initiatives if we have an evidence-based proven alternative.” As we have shifted our practice over the years, we are more aligned to district curricula. However, we have the opportunity to adjust and supplement curricula where needed. *(1.3 Empower and partner with educators to review curriculum for cultural and linguistic bias and relevance, to ensure that new purchases are culturally and linguistically relevant.)*

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

Staffing- 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. *(5.3 Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities, and leveraging teacher leadership.)*

All of these goals and outcomes are aligned to the district’s vision and mission.

<p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>The key data points that we used included:</p> <ul style="list-style-type: none"> - MAP Reading Data - Attendance - Climate Survey Data - Discipline Rates
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p>	<p>The primary deciding body is the school's Governing Board, which includes:</p> <ul style="list-style-type: none"> - 5 Family Members - 4 Community Members - 8 Staff Members <p>Additionally, families have an opportunity to provide feedback during Parent Council meetings. Families want to ensure that students are safe and have multiple opportunities to write.</p> <p>Student Council- composed of 4th & 5th grade students who were voted by their peers. Students shared concerns around staff attendance and finding multiple ways to engage students in class</p> <p>Finally, the school's Instructional Leadership Team meets bi-weekly to analyze data. They help shape our professional development foci and the school's priorities each year, which can be seen here.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>By implementing the goals outlined in the Innovation Plan, we decrease the disparities between students with disabilities, particularly students who were in substantially separate classrooms.</p> <p>Due to the shift to full-inclusion, there has been:</p> <ul style="list-style-type: none"> - A steep and drastic decrease in student referral/incident reports for that population - An increase in their academic performance (The highest scores on Math Interim 1 were from the 2 students who were formally in sub-separate <p>Due to our increased PD hours, we have been able to:</p> <ul style="list-style-type: none"> - Increase our focus on equity work and its implications for instruction - Increase the effectiveness of our Project-Based Learning - Begin our work around Equitable Literacy and align curricula and onboarding ahead of next year's expectation for implementation
<p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p>	<p>There are no budgetary implications for implementation of the plan, other than:</p> <ul style="list-style-type: none"> - The opportunity for us to opt out of certain obligations, allowing us to utilize more resources. We use this as an opportunity to order supplies and resources based on staff feedback and aligned to our school priorities - Pay actual salaries- this allows us an opportunity to receive budget reconciliation to allocate funds for materials as well <p>Neither of these affect the budget allocations from the district.</p>



<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The impact of this work will be reflected in the:</p> <ul style="list-style-type: none">- Measurable Annual Goals per the Innovation Plan- Student growth and achievement on:<ul style="list-style-type: none">- MAP- Interim Assessments- MCAS- Attendance Data <p>Data is frequently shared with the Governing Board, Instructional Leadership Team, and Parent Council while utilizing the Equity Roundtable agenda</p>
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