



## *Revisions and Clarifications*

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# The Innovation Agenda

## *A Design for Excellence In The Cambridge Public Schools*

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*Educating Students for Their Future  
Not Our Past*

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Amendments Presented to the Cambridge School Committee

By Superintendent Jeffrey Young

March 8, 2011

## Redesign Based on Community Feedback

The Innovation Agenda was presented to the Cambridge School Committee on February 1, 2011. Since that time, Superintendent Young, his Cabinet, the staff of the Cambridge Public Schools, the Cambridge School Committee, and the Cambridge community have actively participated in a rich and civil city-wide dialogue about the Innovation Agenda and our vision for public education in Cambridge. The Superintendent and his team engaged with the community and with the Cambridge School Committee in the following forums:

- School Committee Innovation Agenda Roundtable, February 3, 2011
- Innovation Agenda Town Hall Meetings, February 9 & 10, 2011
- School Committee Public Hearing, February 15, 2011
- NAACP Innovation Agenda Public Meeting, February 21, 2011
- Innovation Agenda Individual School Meetings, held at each of the elementary schools in Cambridge (12 in total)
- Email and proposals sent to the district's planning site ([planning@cpsd.us](mailto:planning@cpsd.us))
- Meetings with principals and community and School Committee members

Throughout this process, the Superintendent and his leadership team have listened to community feedback about the agenda's perceived strengths and weaknesses, and responded to and explored the community's questions. The questioning, suggestions, concerns, and support of the Cambridge community have positively impacted the district's thinking and the design of the Innovation Agenda. With the community's feedback at the forefront, Superintendent Young and his leadership team have revisited, further defined, and revised the framework for the Innovation Agenda as described in this document.

## Revisions to the Innovation Agenda

### Overview: Issues Addressed by Agenda Revisions

The Innovation Agenda has been revised to address the following issues and concerns raised by the community and members of the School Committee:

- Lack of an upper school campus in the Cambridgeport/Riverside neighborhood, a neighborhood with one of the highest populations of students in the city
- Continuation of immersion education within an upper school campus
- The movement of the Tobin Montessori JK-5 School to the Linnaean Street building, and of the Graham and Parks JK-5 School to the Vassal Lane building
- Schedule and staffing for the upper school campuses

### District Configuration and Upper School Feeder Patterns

The revised Innovation Agenda district configuration continues to offer 4 upper school campuses. However, **the revised Agenda now proposes an upper school campus in the Cambridgeport/Riverside neighborhood rather than two campuses in East Cambridge.** The fourth campus will be located at the Putnam Avenue site, and the Spring Street site will not host an upper school campus as previously planned.

In addition, the revised Innovation Agenda district configuration provides **JK-8 immersion opportunities for students in the Amigos two-way immersion school and for students in the Ola program.** The King School will launch and continue to develop its Chinese immersion program over the next several years, and the district will evaluate the upper school plan for this school as the immersion program grows from its Kindergarten start in the fall of 2011.

To best accomplish these goals, Innovation Agenda feeder patterns and program locations have been revised as follows:

- The King School JK-5 will remain at the Putnam Avenue building
- The Amigos School JK-8 will relocate to the Upton Street building
- King upper school students will attend the Putnam Avenue campus (rather than the Rindge Avenue campus)
- Morse upper school students will attend the Putnam Avenue campus (rather than the Spring Street campus)
- Kennedy-Longfellow upper school students will attend the Putnam Avenue campus (rather than the Spring Street campus)
- The Ola Program JK-8 will remain at the Cambridge Street building

Advantages of these configuration changes include the following:

- Elementary schools will no longer share buildings with each other
- The enrollment of the Rindge upper school campus is reduced
- The Spring Street building (housing the Kennedy-Longfellow School JK-5) is available as a future fifth upper school campus site, should enrollment increase in coming years

### **Revised Upper School Campuses & Feeder Schools**

<b>Upper School Campus Location</b>	<b>Elementary School Communities Assigned</b>
Cambridge Street	Cambridgeport Fletcher Maynard King Open
Putnam Avenue	Kennedy-Longfellow King Morse
Rindge Avenue	Baldwin Peabody
Vassal Lane	Graham and Parks Haggerty Tobin

See Appendix A of this document for more detailed information about upper school campus enrollment.

## Revised Special Education Programs Locations

### ***CAMBRIDGE STREET BUILDING***

<b>Feeder School</b>	<b>*Program</b>	<b>Grade Level</b>	<b>Current Enrollment</b>	<b>Max Enrollment</b>
Cambridgeport	Special Start Integrated	Pre	13	14
Cambridgeport	Special Start Sub. Sep	Pre	5	5
Fletcher Maynard	Autism	Kindergarten	5	5
Fletcher Maynard	Autism	K-1	5	5
Fletcher Maynard	Autism	K-1*	0	5
Fletcher Maynard	Autism	K-1*	0	5
Fletcher Maynard	Autism	2/3	6	6
Fletcher Maynard	Autism	1-4 Inclusion	8	8
King Open	Autism	1-3	6	6
King Open	Autism	3-5	6	6
King Open	Autism	4-5	4	6

### ***PUTNAM BUILDING***

<b>Feeder School</b>	<b>*Program</b>	<b>Grade Level</b>	<b>Current Enrollment</b>	<b>Max Enrollment</b>
Kennedy Longfellow	Special Start Integrated	Pre	13	14
Kennedy Longfellow	Special Start Sub Sep	Pre	5	6
Morse	Developmental Delay	Kindergarten*	0	10
Morse	Developmental Delay	1-2	9	12
Morse	Developmental Delay	3-4	6	12
Morse	Developmental Delay	5	7	12
King	Developmental Delay	6-8	7	12
King	Developmental Delay	7-8	7	12

**VASSAL LANE BUILDING**

<b>Feeder School</b>	<b>*Program</b>	<b>Grade Level</b>	<b>Current Enrollment</b>	<b>Max Enrollment</b>
Tobin	Special Start Integrated	Pre	13	14
Tobin	Special Start Integrated	Pre	14	14
Tobin	Special Start Sub Sep	Pre	5	5
Haggerty	Integrated Kindergarten	Kindergarten	11	13
Graham Parks	Learning Disabilities	2-3	2	12
Graham Parks	Learning Disabilities	4-5	11	12
Tobin	Learning Disabilities	6	6	12
Tobin	Learning Disabilities	7	9	12
Tobin	Learning Disabilities	8	8	12

**RINDGE AVENUE BUILDING**

<b>Feeder School</b>	<b>Program</b>	<b>Grade Level</b>	<b>Current Enrollment</b>	<b>Max Enrollment</b>
Baldwin	Emotionally Fragile	Kinder-2	2	6
Baldwin	Emotionally Fragile	3-4	4	6
Peabody	Emotionally Fragile	5-6	3	6
Peabody	Emotionally Fragile	7-8	4	6
Peabody	Special Start Integrated	Pre	14	15
Peabody	Special Start Sub Sep	Pre	6	6

**Amigos School at Upton Street**

<b>Feeder School</b>	<b>Program</b>	<b>Grade Level</b>	<b>Current Enrollment</b>	<b>Max Enrollment</b>
Amigos	Special Start Integrated	Pre	13	14
Amigos	Special Start Integrated	Pre	14	14

### **Elementary School Locations: Tobin Montessori and Graham and Parks**

The revised Innovation Agenda proposes leaving both the Tobin Montessori JK-5 School and the Graham and Parks JK-5 School in their current locations. The Innovation Agenda had originally proposed moving the Tobin Montessori JK-5 to the Linnaean Street building, and the Graham and Parks JK-5 to the Vassal Lane building. Superintendent Young and his team have reconsidered this proposal as a result of feedback from both school communities, and these JK-5 schools will remain at their current locations. While it can prove challenging to integrate some students from special populations into Montessori classrooms, students with disabilities are successfully attending the Montessori program at this time.

Grades 6-8 students from both the Tobin Montessori and the Graham and Parks will join with Haggerty students at the Vassal Lane upper school campus as originally planned. Sixth grade students from the Montessori program will have the opportunity to participate in leadership projects within the Upper School Program located on Vassal Lane.

Under the revised Innovation Agenda, the only elementary school community that will be relocating is the Amigos School JK-8.

### **Elementary Schools and Innovation Agenda Locations**

<b>Elementary Schools &amp; Programs</b>	<b>Building Location</b>
Amigos JK-8	<i>Upton Street School Building</i>
Baldwin JK-5	Current location
Cambridgeport JK-5	Current location
Fletcher Maynard Academy JK-5	Current location
Graham and Parks JK-5	Current location
Haggerty JK-5	Current location
Kennedy-Longfellow JK-5	Current location
King JK-5	Current location
King Open JK-5	Current location
Ola Portuguese Immersion Program JK-8	Current location
Morse JK-5	Current location
Peabody JK-5	Current location
Tobin Montessori JK-5	Current location

### **High School Extension Program**

To make room for the Amigos School at the Upton Street building, the High School Extension Program will be relocated to the Broadway school building. The Extension Program will share this space as necessary with school communities during the facilities renovation process.

### **Ola Portuguese Immersion Program**

The Innovation Agenda has been revised to maintain the Ola Portuguese immersion program for students JK-8 at its current location on Cambridge Street, in the neighborhood in which the program is rooted. Given the small cohort size of the Ola program in the middle grades, the district will explore the possibility of allowing Ola students to receive the English component of their education as part of the Cambridge Street upper school campus.

### **Amigos Spanish Immersion School**

The Innovation Agenda has been revised to maintain the Amigos two-way immersion school for students JK-8, and to locate this school in the Upton Street building. The school will continue as currently structured and funded. The JK-8 configuration for this school responds to that community's belief that the JK-8 structure is necessary for an effective immersion experience; that middle grades students benefit from remaining in the same school facility as elementary students, with access to bilingual resources and staff; and that teachers benefit from remaining in the same school facility with their two-way immersion colleagues.

To support the Amigos School in achieving its mission of serving a higher number of native Spanish speakers and closing achievement gaps, the Innovation Agenda proposes that:

- The Amigos School's request that assignment to the school be subject to the Controlled Choice policy's socio-economic balance guidelines be evaluated in collaboration with the Bilingual Education Department, and a recommendation reviewed.
- Amigos School admission policies regarding language testing be evaluated and revised by the district.
- The Amigos School create a Recruitment and Retention Plan as designed by the district, modeled after that of the Massachusetts Department of Elementary and Secondary Education, to identify strategies for recruiting and retaining student groups currently underrepresented at the school.

### **Kennedy-Longfellow School**

The Kennedy-Longfellow will remain at its current location as a JK-5 school, participating in the groundbreaking, three-year, \$2 million technology partnership with Lesley University funded by Mr. and Mrs. Albert Merck. In addition, the district will work with the school community in 2011-12 to explore additional opportunities that may be of interest to this school community in revitalizing its academic program.



## Upper School Staffing

Under the revised Innovation Agenda, three upper school campuses (Rindge Avenue, Cambridge Street, and Putnam Avenue) are currently projected to enroll approximately 75-88 students per grade level. This enrollment will result in 4 classes per grade of approximately 22 students. One upper school campus (Vassal Lane) is currently projected to enroll approximately 90-100 students per grade level. This enrollment will result in 5 classes per grade of approximately 20 students.

To ensure that all teachers maintain a student load of no more than 88 students, the Innovation Agenda provides additional staffing in the core subject areas for the larger campus at Vassal Lane. The Innovation Agenda staffing models are displayed in the table that follows.

### Upper School Campus Staffing Plan

<p><b>All Upper School Campuses</b></p>	<ul style="list-style-type: none"> <li>• 1 Instructional Leader (Dean/Principal)</li> <li>• 1 Student Support (Guidance Counselor/Social Worker)</li> <li>• 1 Library/Media/Technology Integration Specialist</li> <li>• 3 ELA Teachers</li> <li>• 3 Social Studies Teachers</li> <li>• 3 Math Teachers</li> <li>• 3 Science Teachers</li> <li>• 2 World Language Teachers</li> <li>• 1-2 Physical Education Teachers</li> <li>• 4 Music/Art/Drama Teachers</li> </ul>
<p><b>Upper School Campuses With More Than 88 Students Per Grade</b></p>	<ul style="list-style-type: none"> <li>• 1 Additional ELA Teacher</li> <li>• 1 Additional Social Studies Teacher</li> <li>• 1 Additional Math Teacher</li> <li>• 1 Additional Science Teacher</li> </ul>

The district currently employs approximately 62 teacher FTEs who teach middle grades English language arts, math, science, and social studies, as well as sixth grade. The district also employs 8 World Language teacher FTEs, and approximately 18 Art/Music/PE teacher FTEs who teach middle grades students. The total proposed staffing for the Upper School

Program includes 52 core teacher FTEs (ELA, math, science, and social studies), 8 World Language teacher FTEs, and about 21 Art/Music/PE teacher FTEs.

In addition to the teaching staff, the Upper School Program will include the following additional staff: Instructional Leadership (Deans/Principals )(4), Student Support (Guidance Counselors/Social Workers) (4), and Library/Media/Technology Integration Specialists (4).

### Budget

The Innovation Agenda budget has also been revised as a result of changes to this design and further development of the upper school campus staffing model. Proposed staffing levels for teachers have been slightly adjusted upward, which has budgetary implications. The cost of the Innovation Agenda is now estimated at approximately \$380K-\$650K more than if the district made no changes to the middle grades structure.

As part of the Fletcher Maynard Academy wraparound zone, the district is exploring the possibility of providing services for three-year-olds at the Fletcher Maynard School. This aspect of the wraparound zone model and its funding will be a point of discussion with the Cambridge Department of Human Services, and is not included in the proposed Innovation Agenda budget.

#### Upper School Network Staffing Plan: Three 4 Strand & One 5 Strand

Position	Proposed Middle Grades FTEs	Current Middle Grades FTEs	FTE Inc/Decr	Total Increased Salary
Upper School Program Developer		-	1.00	\$125,000
Instructional Leadership (Dean/Principal)	4.00	-	4.00	\$400,000
Student Services (Guidance Counselor/Social Worker)	<u>4.00</u>	<u>-</u>	<u>4.00</u>	<u>\$240,000</u>
<b>Subtotal</b>	<b>8.00</b>	<b>-</b>	<b>9.00</b>	<b>\$765,000</b>
Core Classroom Teachers	52.00	62.50	(10.50)	\$(630,000)
World Language Teacher	8.00	8.00	-	\$-
PE /Health Teacher*	5.25	4.00	1.25	\$75,000
Music /Art/Drama*	<u>16.25</u>	<u>14.00</u>	<u>2.25</u>	<u>\$135,000</u>
<b>Subtotal: Teachers</b>	<b>81.50</b>	<b>88.50</b>	<b>(7.00)</b>	<b>\$(420,000)</b>
Math Coach	2.00	2.00	-	\$-
ELA Coach	2.00	2.00	-	\$-
Library/Educational Technology Integration Specialist	<u>4.00</u>	<u>-</u>	<u>4.00</u>	<u>\$240,000</u>
<b>Subtotal: Other Instructional Support</b>	<b>8.00</b>	<b>4.00</b>	<b>4.00</b>	<b>\$240,000</b>
<b>Grand Total</b>	<b>97.50</b>	<b>92.50</b>	<b>6.00</b>	<b>\$585,000</b>
Average Teacher Salary \$60K, not including benefits				
* Specialist Teachers assigned based on # of classes. Current middle grades FTE based on estimate of FTEs allocated to middle grade classrooms.				

## Clarifications of Issues in the Innovation Agenda

### **Best Practices and School Traditions to Explore for the Upper School Program**

The Innovation Agenda promises to build on best practices of successful middle grades programs, both within and outside of Cambridge—and to do so by working collaboratively with teachers and administrators to identify, share, and continue to develop these best practices for the Upper School Program. **The goal of the Innovation Agenda is to advance programs and best practices that are getting the best results for all students.**

Many parents and teachers across the district have asked what Superintendent Young and his team consider to be the best middle grades practices of the Cambridge Public Schools today. Examples of some of the best practices that will be explored and strengthened in 2011-12 as we work with teachers across all schools to develop the Upper School Program include:

- Project-based and experiential learning
- Interdisciplinary curriculum and instruction
- Authentic assessment, such as portfolios
- Developmental Design
- Analyzing student work to improve instruction
- Humanities
- Using teacher teams to address the learning needs of all students
- Continuation of Professional Learning Communities that focus on both academic content and adolescent needs

In addition to these best practices, we will also consider expanding some school programs and traditions that have proven popular with teachers and families, including:

- Facing History and Ourselves
- Social justice programming
- Performing arts and social studies integration
- Oral history projects
- Author studies
- Expeditionary Learning

As Superintendent Young has repeatedly stated during the Innovation Agenda outreach process, upon an affirmative vote by the School Committee, the district will begin engaging teachers this spring in this best practice discussion—through best practice sharing forums or other means. Working together, teachers and administrators will examine and evaluate

both internal and external best practices, looking for those that yield the best results, and developing those for the district.

The sharing of best practice is a critical piece of the work teachers will engage in together as they create the collaborative professional learning communities that will help drive instructional quality in upper school campuses.

### **Differentiated Academic Challenge**

The Innovation Agenda commits to differentiated academic challenge, and many have asked for further clarification about what form this challenge may take in the Upper School Program. Under the Innovation Agenda, CPS remains committed to flexible groupings in heterogeneous classrooms, and to providing teachers with the professional support necessary to provide effective differentiated instruction. In both elementary and upper schools, all students will have access to the same educational opportunities. The goals and standards of the district and of each school will apply to all students. Our commitment to heterogeneous classrooms reflects the high value Cambridge places on diversity and learning from others of different experiences and backgrounds.

Within heterogeneous groups, teachers will provide challenge and acceleration, as well as academic intervention and support. Students may at times be in smaller groups to allow for greater individualized support and challenge; these groups will be flexible and regularly reassessed.

Some members of the Cambridge community have expressed great interest in exploring the possibility of offering leveled classes in mathematics within the Upper School Program. Leveled math classes are being reviewed as part of the Math Curriculum Review Cycle currently in process. We will consider the findings of the Math CRC when available.

### **Upper School Governance**

Each upper school campus will be governed by a School Council that adheres to the rules and regulations specified by Massachusetts' education reform law. The district recommends that the School Council for each upper school include staff as well as parent representatives from each of the sending schools, in equal number.

### **Upper School Autonomy**

As Superintendent Young has repeatedly stated during the Innovation Agenda public outreach process, the agenda represents a "standards-based, not standardized, approach." The purpose of the Upper School Program is to provide a common but not identical experience for students.

The district intends for each upper school campus to have a level of autonomy that will support this "common but not identical" goal, within parameters and guidelines established by the district for the Upper School Program. For example, district leaders, principals, curriculum coordinators, and teachers may work together to define district-wide common practices in assessment and accountability, and minimum requirements for instructional time in each core subject and for teacher collaboration. Each campus may then develop its own vision, mission, and educational philosophy, as well as its own daily schedule, ensuring these are aligned with and meet district guidelines.

As the Innovation Agenda moves forward, the Superintendent and his team will work with upper campus leaders, staff, and parents to further define the campus autonomy within the

structure of the Upper School Program. Grade-level configurations such as looping with students and mixed grades may be explored by upper school campuses, if of interest to those school communities and deemed feasible in meeting district assessment and accountability practices.

### **Upper School Schedule**

The leadership and staff of each upper school campus will have the autonomy to design a school day schedule that best supports that campus's mission and vision while meeting district-wide guidelines for the minimum minutes of instruction in each subject area. A mock schedule for the larger upper school campus, with 5 classes per grade, served as a basis for the Innovation Agenda's revised staffing resources and budget.

### **Teacher Assignment and Upper School Teams**

At the heart of the Innovation Agenda is what happens in the classroom between teachers and students, and what happens in the school between teachers and teachers. CPS values both stability and collaboration in our teaching teams. Under the Innovation Agenda, we will attempt to build upon existing professional relationships and current strengths and expertise when possible. Our goal is to create the strongest upper school teams, with the most talented, committed and qualified teachers. The district will continue to work with the Cambridge Teachers Association and the core group of middle grades educators we have today to do so.

### **The Role of Teachers and Families**

The Innovation Agenda is a framework that requires and relies on community input and support. The role of teachers in designing the Upper School Program, for example, cannot be understated. With approval of the Innovation Agenda, the Superintendent and district leaders will begin work with the Cambridge Teachers Association and its members to begin developing the upper school curriculum. Funding is available in the budget to begin stipended work in this area this spring and to continue through next year.

Families are also indispensable in the planning process, as we work together to develop effective transition plans for students, and community building plans for the upper school campuses. By bringing existing JK-5 school communities together, the agenda provides fertile ground for building larger parent and family networks within the city. The district will provide opportunities for families to participate in the design of this work.

### **Leadership and Human Resource Issues**

In the area of Human Resources, several areas will be addressed with approval of the Innovation Agenda. The Superintendent and his team continue to discuss the leadership structure for the upper school campuses; the role and responsibilities of the guidance counselor/social worker assigned to each campus; and the impact of these decisions on the roles and responsibilities of the JK-5 Principals and Assistant Principals. Job descriptions and organizational charts will be created.

### **Implementation Plan and Timeline**

The 2011-12 school year will be an intensive planning year for: Upper School Program development and staffing, upper school community building, and facilities needs assessment and planning. The Implementation Plan and Timeline included with this revision define specific milestones throughout this process.

The Innovation Agenda will take effect in September of 2012, and building renovation will begin after that point, on a construction schedule to be created in 2011-12. During construction, affected school communities will be temporarily relocated to the Broadway school building.

Although the district appreciates the suggestion made by some to phase-in the Innovation Agenda over time, we remain committed to the urgency of the Innovation Agenda and its call to improve the quality of the Cambridge middle grades experience for all students as quickly as possible, including those students in substantially separate special education programs. Systemic change is required to achieve these ends, and a consistent start for the implementation of the Upper School Program will benefit all students and school communities.

### **Performance Measurements**

Innovation Agenda performance measures will be set and presented for School Committee review following an affirmative vote for this plan.

### **Controlled Choice and Kindergarten Assignment**

As the community has observed, the Innovation Agenda does not address changes to the Controlled Choice system or to the Kindergarten assignment process. The Innovation Agenda does include initiatives designed to improve the student experience at three of the district schools less highly chosen by paid lunch families. These initiatives are: the Kennedy-Longfellow technology grant; the King Chinese immersion grant; and the Fletcher Maynard Academy wraparound zone.

The School Committee's Controlled Choice Planning Team, which met throughout the fall of 2010 as part of this district planning process, has recommended that it continue meeting in order to continue exploring the issues problematic in the Controlled Choice system. The district looks forward to the recommendations that will emerge from this work.

### **Achievement Gap Strategies**

As all educators within the district know, and as many members of the Cambridge community have rightly observed, achievement gaps do not suddenly emerge at the middle grades but are rooted in early childhood. While eliminating achievement gaps is one of the goals of the Innovation Agenda, it is not the only goal. The Innovation Agenda is a design for excellence for all students, and a reflection of the district's belief that we can improve the academic and social experience for all students, including those currently considered well served.

The Innovation Agenda will, however, attack achievement gaps on two fronts. The proposed Fletcher Maynard Academy wraparound zone will provide services for children and families that will support the early childhood development necessary to close gaps at this age. In addition, by providing equal access to rigorous academic programming, rich social experiences, and larger, more diverse student groups at the middle grades, the Innovation Agenda will radically improve the experience and opportunities for students struggling with achievement gaps in small elementary school programs.

### **Family Resource Center (FRC) Improvements**

Although the Innovation Agenda did not specifically address recommendations of the Controlled Choice Planning Team regarding the Family Resource Center, the district is taking action on those recommendations as follows:

- The district is currently in the process of gathering bids for an online registration system
- The district will hire a consultant to rewrite all existing registration forms and materials
- The district will be exploring infrastructure issues and systems to improve service

After the online registration system and new materials are in place, the district will evaluate current staffing levels to see if additional FRC resources are required to increase the level and quality of service. In recent years, the district has reduced staff at the FRC from 8 staff members to 3.

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## INNOVATION AGENDA TIME LINE

#	Action	Oversight	2011										2012								
			Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
1	Superintendent announcement to all staff re: Innovation Agenda Implementation	Human Resources																			
2	Superintendent announcement to all staff re: Opportunity to apply to be a Faculty Planning Team participant	Human Resources																			
3	Begin search for CPS Upper School Implementation Program Coordinator (Project Manager)	Human Resources																			
4	Begin construction planning process	Chief Operating Officer																			
5	Review process of WestEd recommendations regarding CPS Special Education programming	Office of Special Education																			
6	Announcement to all teaching & administrative staff re: Impending staffing/location changes	Human Resources																			
7	Formation of Faculty Planning Teams	Teaching & Learning																			
8	Begin Upper School Community Building planning	Teaching & Learning																			
9	Announcement to all teaching & administrative staff re: Anticipated Upper School staffing plan and timeline	Human Resources																			



# DRAFT

## INNOVATION AGENDA TIME LINE CONTINUED

#	Action	Oversight	2011										2012								
			Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
10	Convene Faculty Planning Teams	Teaching & Learning																			
11	Based on the work of the Faculty Planning Teams, Identify SY:2011-2012 Faculty Work Group tasks	Teaching & Learning																			
12	Superintendent announcement to all staff re: Opportunity to apply to be a Faculty Work Group participant	Human Resources																			
13	Formation of Faculty Work Groups	Teaching & Learning																			
14	Begin transition planning	Teaching & Learning																			
15	Reiteration of announcement to all teaching & administrative staff re: Anticipated Upper School staffing plan and timeline.	Human Resources																			
16	Conduct site visits to schools that have proven effective best practices for children with special needs.	Office of Special Education																			
17	Issuance of contract non-renewal notices for SY 2011/12 to all non-professional status teachers	Human Resources																			



## APPENDIX A-2

### Year One Likely Scenario Under Innovation Agenda

	Grade 4			Grade 5			Grade 6			Grades 4-6						
	PD	Free	Total	PD	Free	Total	PD	Free	Total	PD	Free	Total				
<b>Vassal Lane Building</b>																
Graham & Parks	29	13	42	28	14	42	24	17	41	81	44	125	59% Paid			
Tobin	8	9	17	62% Paid	8	9	17	62% Paid	2	9	11	50% Paid	18	27	45	41% Free/R
Haggerty	21	13	34	38% Free/R	20	12	32	38% Free/R	N/A	N/A	N/A	50% Free/R	41	25	66	
<b>Total</b>	<b>58</b>	<b>35</b>	<b>93</b>		<b>56</b>	<b>35</b>	<b>91</b>		<b>26</b>	<b>26</b>	<b>52</b>		<b>140</b>	<b>96</b>	<b>236</b>	
<b>Putnam Ave Building</b>																
Kennedy-Longfellow	9	11	20		15	20	35		22	15	37		46	46	92	
King	12	8	20	54% Paid	7	16	23	37% Paid	4	13	17	52% Paid	23	37	60	47% Paid
Morse	23	18	41	46% Free/R	14	26	40	63%	21	15	36	48% Free/R	58	59	117	53% Free/R
<b>Total</b>	<b>44</b>	<b>37</b>	<b>81</b>		<b>36</b>	<b>62</b>	<b>98</b>		<b>47</b>	<b>43</b>	<b>90</b>		<b>127</b>	<b>142</b>	<b>269</b>	
<b>Rindge Ave Building</b>																
Peabody	14	20	34	54% Paid	28	16	44	60% Paid	36	25	61	62% Paid	78	61	139	59% Paid
Baldwin	27	15	42	46% Free/R	24	18	42	40% Free/R	25	13	38	38% Free/R	76	46	122	41% Free/R
<b>Total</b>	<b>41</b>	<b>35</b>	<b>76</b>		<b>52</b>	<b>34</b>	<b>86</b>		<b>61</b>	<b>38</b>	<b>99</b>		<b>154</b>	<b>107</b>	<b>261</b>	
<b>Cambridge St Building</b>																
King Open	26	17	43		24	15	39		25	13	38		75	45	120	
Cambridgeport	17	15	32	50% Paid	14	14	28	49% Paid	14	7	21	57% Paid	45	36	81	52% Paid
Fletcher Maynard	4	13	17	50% Free/R	5	10	15	51% Free/R	4	12	16	43% Free/R	13	35	48	48% Free/R
OLA Program	3	5	8		1	6	7		2	2	4		6	13	19	
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>		<b>44</b>	<b>45</b>	<b>89</b>		<b>45</b>	<b>34</b>	<b>79</b>		<b>139</b>	<b>129</b>	<b>268</b>	
Amigos	16	15	31	52% Paid 48% FR/R	14	12	26	54% Paid 46% FR/R	16	11	27	59% Paid 41% FR/R	46	38	84	55% Paid 45% Free/R
	<u>209</u>	<u>172</u>			<u>202</u>	<u>188</u>			<u>195</u>	<u>152</u>			<u>606</u>	<u>512</u>		
		381				390				347				1118		

**Notes:**

**No SEI, No OSE self contained students**

Current Grades 4,5,6 rolled forward except for the Haggerty where only grades 4 and 5 rolled forward

Grades 4,5 and 6 represent grades 6,7 and 8 for year 2012-2013



## Maximum Target Capacity Under Innovation Agenda

School	K-5 Mainstream Capacity	K - 8	6-8 Mainstream Capacity	Total
Amigos		432		432
Baldwin	300			300
Cambridgeport	236			236
Fletcher Maynard	236			236
Haggerty	280			280
King	300		264	564
Morse	300			300
Tobin	336		330	666
Graham & Parks	280			280
Kennedy-Longfellow	300			300
King Open	300		264	564
Peabody	300		264	564

*Note: 4 strands of 6,7, 8 at Putnam Ave, Cambridge St and Rindge Ave Buildings, and five strands at the Vassal Lane Building. Target capacity calculated at 20 - Kindergarten and 22 in grades 1-8.*

**Estimates of Enrollment Under Innovation Agenda  
K-5 and 6-8**

<b>School</b>	<b>K-5</b>	<b>SEI</b>	<b>OLA</b>	<b>OSE</b>	<b>Total K-5</b>	<b>6-8</b>	<b>SEI</b>	<b>OLA</b>	<b>OSE</b>	<b>Total 6-8</b>	<b>Total</b>
Amigos	243				243	70				70	313
Baldwin	289			5	294						294
Cambridgeport	206				206						206
Fletcher Maynard	163			34	197						197
Haggerty	238			11	249						249
Graham & Parks	269	85		19	373						373
Kennedy-Longfellow	242				242						242
Morse	281			22	303						303
King / Putnam Ave Building	228				228	263			14	277	505
King Open / Cambridge St Building	290		65	16	371	237		18		255	626
Peabody / Rindge Ave Building	290				290	234			7	241	531
Tobin	288				288	281	34		17	332	620
<b>Total</b>	3027	85	0	107	3284	1085	34	18	38	1175	4459

## Notes for estimated enrollment PK-5

Amigos	Current enrollment grades K-8
Baldwin	Current enrollment grades K-5 plus one additional K estimated at 92% occupancy
Cambridgeport	Current enrollment grades K-4 / one grade 5.
Fletcher Maynard	Current enrollment grades K-5.
Haggerty	Current enrollment grades K-5.
King	Current enrollment grades K-5.
Morse	Current enrollment grades K-5.
Tobin	92% occupancy rate in Montessori from 3 grade levels.
Graham & Parks	Current enrollment grades K-5 plus SEI
Kennedy-Longfellow	No change K-5 except one less K. K enrollment estimated at 92% occupancy.
King Open	Current enrollment grades K-5 plus OIa
Peabody	One less K. K enrollment estimated at 95%. Grades 1-5 reflect one less grade 1,2,3.



Notes for Estimated Enrollment 6-8

<b>Vassal Lane Building</b>	<b>Grade</b>			<b>Total</b>
	<b>6</b>	<b>7</b>	<b>8</b>	
Graham & Parks	41	38	40	119
Haggerty	32	32	32	96
Tobin	22	22	22	66
	95	92	94	281

Haggerty 5th X 3  
 Tobin 3 Sections at 92% occupancy

<b>Rindge Ave Buildin</b>	<b>Grade</b>			<b>Total</b>
	<b>6</b>	<b>7</b>	<b>8</b>	
Peabody	44	44	44	132
Baldwin	38	28	36	102
	82	72	80	234

**Notes:**

Peabody curent 5th grade enrollment times 3.

Baldwin 6,7,8 current

Notes for Estimated Enrollment 6-8

<b>Cambridge St Building</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Total</b>
King Open	38	42	39	119
Cambridgeport	21	23	28	72
Fletcher Maynard	16	15	15	46
Ola	4	8	6	18
Total	79	88	88	255

King Open                   6,7,8 plus OLA  
 Cambridgeport           6,7,8  
 Fletcher Maynard       6,7,8

<b>Putnam Ave Building</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Total</b>
Kennedy Longfellow	35	35	35	105
King	17	14	13	44
Morse	36	37	41	114
Total	88	86	89	263

Notes:

Kennedy Longfellow current 5th grade enrollment times 3.  
 King 6,7,8 current  
 Morse 6,7,8