



Boston Public Schools Family Guide to the Pilot, Horace Mann, and Innovation Schools 2011-2012



- Another Course to College
- Baldwin Early Learning Center
- Boston Arts Academy
- Boston Community Leadership Academy
- Boston Day and Evening Academy
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Welcome to the Boston Pilot, Horace Mann, and Innovation Schools!

What is a Pilot School?

A Pilot School is a public school in the Boston Public School district with teachers who are members of the Boston Teachers Union. It is unique in that it has autonomy from the district in few key areas: 1) staffing; 2) budget; 3) curriculum and assessment; 4) governance; and 5) schedule. These areas of autonomy grant the schools flexibility in making decisions that best meet the needs of students and their families. Pilot Schools have their own governing boards which oversee their progress; with the Superintendent having final authority. For accountability to the district, each Pilot must undertake a School Quality Review process based on a set of benchmarks for a high-performing school. In addition to their five autonomies, Pilot Schools also share some key features; including a high degree of personalization and a nurturing environment in which staff attend to the learning needs of all students. Another key feature of Pilot Schools is their commitment to equity. Pilot Schools expect that every student is able to achieve academic success, and they provide supports to ensure that will happen. Each school also strives to have a student body that reflects the diversity of public school students in Boston. Finally, all of the Boston Pilot Schools work very hard to engage families and forge partnerships with their communities. In Pilot Schools, it is evident that relationships between school staff and families are based on respect, trust, and collaboration. Families are encouraged to participate as partners in each school. Parents serve on the governing boards of Pilot Schools and participate in making decisions on budget priorities, principal evaluation, and school policy. Schools form partnerships with community organizations in order to expand learning opportunities and support services for students and their families. There are currently 21 Pilot Schools in Boston, all included in this guide.

What is a Horace Mann Charter School?

A Horace Mann Charter School is a public school under a Massachusetts state charter that operates within a regular school district and serves the students and families enrolled in that district. In these schools, teachers also remain members of the local teachers union. Like Pilot Schools, Horace Mann Charter Schools have the same autonomies from their local district described above. They are different from Pilot Schools in that they are approved by and accountable to the Massachusetts Board of Elementary and Secondary Education (BESE). BESE conducts a charter renewal process at all Horace Mann Schools every five years. In the interim, the school board of trustees at Horace Mann Charters has complete authority to oversee the school's progress. There are currently four Horace Mann Charter Schools in Boston which include Boston Day and Evening Academy, Edward M. Kennedy Academy for Health Careers, UP Academy and Boston Green Academy. Boston Public Schools is proposing additional Horace Mann Charter Schools (also referred to as "in-district charters") to open in future school years.

What is an Innovation School?

An Innovation School, a new development in Massachusetts education reform, is also an in-district public school that has been given increased autonomy and flexibility in up to six areas (depending on the school's design proposal): 1) curriculum; 2) budget; 3) schedule and calendar; 4) staffing; 5) professional development; and 6) district policies. Just like Pilot and Horace Mann Charter Schools, teachers at Innovation Schools are members of the local teacher union. Different from these schools, Innovation Schools are accountable to their district's school committee through demonstrated progress on measurable goals that they have set for student learning and school performance. Similar to Pilot Schools and Horace Mann Charter Schools, Innovation Schools allow educators and other partners to utilize their expertise to establish the conditions that will best meet the needs of their students. For example, Innovation Schools can increase opportunities for teachers to take on new instructional and leadership roles, and other community members can contribute directly to the development and operation of these schools. Currently, Roger Clap (Elementary) Innovation School is the only Innovation School open in Boston. The Margarita Muñiz Academy, a high school, has been approved and is slated to open in September 2012.

Another Course to College

Another Course to College (ACC) is a college preparatory high school in the Boston Public Schools, serving students from diverse backgrounds and neighborhoods. It is dedicated to providing rigorous academics for students in a supportive environment. ACC fosters intellectual curiosity and prepares its students for analytical reading and writing at the college level.

ACC began in 1976 as a college preparatory educational program for highly motivated juniors and seniors who wanted to attend four-year colleges and universities. ACC is a small school with rigorous academic standards and a caring and energetic staff that fully supports students. The small school environment has allowed students to receive individual attention and establish strong relationships with their teachers and peers.

In September 2003, ACC added 9th grade and transitioned from being a program to a high school, continuing its commitment to provide both rigor and support. Students who graduate with an ACC diploma are well prepared for college-level reading and writing, and the majority of ACC graduates attend college upon graduation.

ACC fully supports parents in guiding students through the college and financial aid application process. Because ACC is a small school, we are able to maintain close personal contact with parents. ACC also has an after-school program until 5:00 p.m. each day, where students can receive tutoring in their coursework. We also work with local programs in order to facilitate preparation for standardized exams, such as the SAT. Our students have had immense success with their MCAS tests because of the challenging level of work in which they engage daily.

Student Body

There are 208 students enrolled as of October 2011. The student population is: 5% Asian, 42% Black, 45% Latino, and 9% White.

Our students come from every neighborhood in Boston, including Allston, Brighton, Dorchester, Hyde Park, Mattapan, Roslindale, Roxbury and West Roxbury.

20 Warren Street
Brighton, MA 02135
(617) 635-8865

Headmaster

Lisa Gilbert-Smith

Grades

9 - 12

Admission Process

Students are enrolled through the district-wide school choice assignment process. There is no separate application for ACC.

School Characteristics

A Pilot school

Academically demanding curriculum

Limited extracurricular activities

College acceptance is a graduation requirement

Strong partnership with Harvard Graduate School of Education

To enhance college readiness, students participate in high school and college exploration courses with their guidance counselors in grades 9-12.

Harriet A. Baldwin Early Learning Center

121 Corey Road
Brighton, MA 02134
(617) 635-8409
(617) 635-9544 fax

Grades

K0-1

Principal

Dr. Graciela Hopkins

Staff in Charge

Tavia Mead
Brenda McGonagle
Claudine Milano

Parent Coordinator

Angela G. Giorgis

Head Staff Assistant

Maria P. Gomes

Our Core Values

Respect
Love for Children
Dedication to Teaching and Learning
Positive Self Concept
Child-Centered Education
Cultural Diversity
Excellence
Commitment
Compassion
Consistency
Cooperation
Innovation
Integrity
Small Classes

Our Priorities

Expanded Assessment, Data Collection, and Instructional Time for Language Development

Expanded Partnerships within a Professional Learning Community

Shared Leadership

A Friendly Place to Learn

The Baldwin ELC is a small learning community of 200 children, ages 3 to 7 in classrooms of 16 to 20 students. We offer a free, seamless instructional program from 7:30 a.m. to 5:00 p.m.

Mission

The Baldwin ELC teachers and families ensure an exemplary early childhood education for every child by working together in a nurturing and diverse environment.

Vision

The Baldwin ELC is dedicated to being an innovative leader in early childhood education. We are committed to providing the building blocks for a strong foundation for every child's future success through valuing cultural and family life and promoting social justice and community service.

Instruction

The Early Learning Center's focus is providing all our students with the opportunity to enrich their spoken and written language. Children engage in activities enhancing speaking, listening, writing, and reading within our developmentally appropriate curriculum. This curriculum provides the necessary foundation for our children to become eager and competent readers. Our focus includes the ELC students' knowledge of numeracy, science, and social studies. Our approach reflects not only the expertise and experiences of the teaching staff, but also the findings from the best available research on early childhood practices.

Partnerships

The ELC has partnerships with Boston University, Boston College, Wheelock College, Boston Partners in Education, the YMCA, the Community Music School, Franciscan Hospital for Children, and Providence House Senior Center, which provide us with literacy tutors, afternoon program assistants, student teachers, and physical education and music instructors.

Parent Support

The ELC has a School Parent Council and a School Board. There are also parent representatives for each classroom. A parent coordinator and Chinese-, Portuguese-, and Spanish-speaking parent liaisons enable parents to obtain information about their child's education and any areas of need.

Student Body

There are 200 students enrolled as of September, 2011. Of these, 20% receive special education services. The student population is: 20% Asian, 15% Black, 35% Hispanic, and 30% White.

Boston Arts Academy

Boston Arts Academy (BAA) is the City of Boston's only public high school for the performing and visual arts. The school was founded in 1998 through the collaborative efforts of the Boston Public Schools, Mayor Thomas M. Menino, many parents, and the member colleges of the ProArts Consortium: Berklee College of Music, Boston Architectural College, The Boston Conservatory, Emerson College, Massachusetts College of Art and Design, and The School of the Museum of Fine Arts, Boston.

Boston Arts Academy graduates are holistic individuals who demonstrate interdisciplinary thinking as they create products, solve problems, and offer explanations of the world around them. Our students are disciplined, well-trained, creative artists and scholars who are aware of the world and their responsibility to engage with it. The BAA student is committed to excellence in his/her studies, and to continuing on to higher education.

Boston Arts Academy offers a rigorous professional training program in four art disciplines: Visual Arts, Dance, Music (Vocal and Instrumental), and Theatre. Through audition, admitted students must focus in a specific major. Students must maintain a minimum grade of C (75%) in all their arts major classes in 9th & 10th grade, and a B- (80%) in 11th & 12th grade. There are two major benchmarks, a Sophomore Review in 10th grade and senior exit requirements. Students will have many opportunities to perform and exhibit, as well as interact and learn from working professionals in their area of arts focus.

The mission of Boston Arts Academy is to prepare a diverse community of aspiring artist-scholars to be successful in their college or professional careers and to be engaged members of a democratic society. As a Pilot school within the Boston Public Schools, BAA is charged with being a laboratory for artistic and academic innovation.

Boston Arts Academy is proud to be the first Boston public school that has been named a full inclusion high school. Our students come with a wide range of academic strengths and needs (including disabilities and English Language Learner needs), and we are committed to supporting and challenging each student. We have created several structures that enable us to better address the individual needs of each child. These structures include, but are not limited to, the following: tutorial blocks for each student; special education teachers with multiple roles, including direct instruction in a "pull out" model and co-teaching with regular education teachers in a "push in" model; an in-house certification path through which 50% of our regular education teachers have or are pursuing an additional certification in Moderate Disabilities English Language Learning; and our school-wide reading/writing seminars and advisory system. We welcome and serve applicants with identified learning needs of all kinds. Families with further questions should feel free to contact Carmen Torres, Co-Headmaster.

Student Body

There are 419 students enrolled, as of October 2011 in the SY 2011-2012. Boston Arts Academy students reflect the diversity of the city: 37% are African -American; 44% are Hispanic; 14% are White; 3% are Asian; 0.9% are Native American; 1.6% are Multiracial..

174 Ipswich Street
Boston, MA 02215
(617) 635-6470
www.bostonartsacademy.org

Co-Headmasters

Linda Nathan
Carmen Torres

Associate Head of School

Anne Clark

Grades

9 - 12

Special Admissions Process

Admissions information and applications can be accessed at www.bostonartsacademy.org or by contacting Blanca Bonilla at (617) 590-8071.

Boston Arts Academy is one of only a few public high schools for the arts nationwide that admits students *solely* on their artistic potential. The admissions procedure is academic-blind.

Special Education Directors

Anne Clark
Nicole Mullen

School Characteristics

- BAA is a full-inclusion educational setting.
- BAA is part of the Massachusetts Expanded Learning Time Initiative and the BPS Academic Achievement Framework.
- An average of 94% of all graduates go on to study at two- or four-year colleges.
- Students select a major in one of five arts disciplines: visual arts, theatre, dance, and vocal or instrumental music.
- In addition to a college prep curriculum, students spend another 10 hours each week studying an arts discipline.
- BAA has extensive community and university partnerships and summer arts scholarships.

Boston Community Leadership Academy (BCLA)

20 Warren Street
Brighton, MA 02135
(617) 635 - 8937

Headmaster

Brett Dickens

Assistant

Headmaster

Zayda Cruz-Gonzalez

Family Advocate

Lisa Remy-Kelley

Grades

9 - 12

Admissions Process

Contact school

School Partners

- The ArtScience Prize
- Boston Health Centers
- Boston Partners in Education/AIM High
- Boston Scholar Athlete Program
- Boston Teacher Residency
- Tenacity
- West End Boys and Girls Club
- Write Boston

Boston Community Leadership Academy's mission is to develop the capacity for leadership in all students, empowering them to make positive contributions to our communities.

To fully develop this capacity, we in the BCLA community believe that students must achieve academic excellence and cultivate strong leadership principles.

Our rigorous curriculum, innovative instruction, authentic assessment, extra-curricular activities, and system for social & emotional support help BCLA students to develop scholarly attitudes, habits, and skills necessary to succeed in college, to lead fulfilled lives, and to participate in our diverse and complex democracy.

Academic Expectations

Graduates of BCLA will:

- Read for Meaning
- Write Effectively for a Variety of Purposes and Audiences
- Utilize Research
- Solve Complex Problems and Think Critically
- Communicate Clearly
- Practice Scholarly Attitudes and Behaviors

Graduation Requirements

4 years of English
4 years of Math
4 years of Science
4 years of History

2 years Foreign Language
1 year of the Arts
100 hrs community service
Admission to college

Students complete performance-based assessments, portfolios, and exhibitions in all subject areas. Courses designated as Honors or Advanced Placement represent classes with expectations and demands that are more rigorous. Advanced Placement classes are available for students in grades 11 and 12 in the following areas: AP Calculus, AP English Language & Composition, AP Literature and Composition, AP Biology, AP World History, and AP Spanish.

Student Body

There are 475 students enrolled at BCLA

- 38% are African-American
- 6% are Asian
- 47% are Hispanic
- 8% are White
- 27% of students are designated as English Language Learners
- 15% are designated as having Special Needs

Boston Day and Evening Academy

Boston Day and Evening Academy (BDEA), a unique, innovative, year-round alternative public high school, serves 370 students who are over-age for grade level and who are either at high risk for dropping out or have already dropped out of high school and are returning to earn a diploma. As a Horace Mann public charter school, we use our autonomies to give students the tools to reach their fullest potential through a competency-based curriculum and to inspire critical and creative thinking, independent learning, and active citizenship.

BDEA has three programs designed to ensure the academic and social-emotional development of all students. Students served in our Day Program are generally enrolled coming out of 8th grade, after being held back or repeating 9th grade; our Evening Program addresses the issues faced by older students who have been unsuccessful at traditional schools and wish to “drop back in” to finish their high school credential; and our Distance Learning Program serves highly motivated students who cannot attend school on a regular basis due to full time care-giving responsibilities, illness, or full-time employment.

For BDEA students, there are three steps to graduation: students must pass MCAS in English Language Arts, mathematics and science; they must demonstrate the 300+ competencies listed in their Individual Learning Plans; and they must complete a capstone trimester that involves an internship and a digital portfolio presentation to a committee consisting of community members from outside the school. Teachers create authentic assessments (presentations, debates, projects, portfolio reviews, etc.) that allow students to demonstrate mastery of benchmarks and competencies in the context of ongoing learning.

At BDEA, we work with experienced faculty who blend strong academics with wrap-around supports to give students the tools to reach their fullest potential. We believe that personal and shared responsibility is achieved through strong school and home ties.

In 2011, BDEA graduated 89 students, of whom 83% met their graduation requirements in three years or less, and 83% enrolled in college. The rest are attending career and technical training schools, or employed full-time and earning a livable wage.

Student Body

BDEA enrolls 370 students, with a cap of 405. We graduate students four times annually and have rolling admissions. In SY 2011 school year, 55% of our students were African American; 31% were Latino; 4% were Asian; 6% were White; 1% were Native American, and 3% were multiracial. There is a 56% / 44% ratio of female to male students.



20 Kearsarge Avenue
Roxbury, MA 02119
Phone: (617) 635-6789
Fax: (617) 635-6380

Head of School

Beatriz McConnie Zapater
(617) 635-6789 Ext. 119

Manager of School Climate and Operations

Mawakana Onifade
(617) 635-6789 Ext. 139

Admissions Manager

Diane Merrill
(617)-635-6789 Ext.109

Director of Instruction

Alison Hramiec
(617) 635-6789 Ext.102

Institutional Advancement

Director

Andrea Kunst
(617) 635-6789 Ext. 201

Grades

Ungraded High School

School Characteristics

- Competency-based
- Advisory Model
- Experiential Learning
- Individual Learning Plans
- Average class size 10-15
- College courses available
- Student Support services
- Intensive post-graduate planning including a Transition Year program

Boston Teachers' Union School

The Boston Teachers' Union School seeks to educate students to high standards, helping them reach their educational potential and become capable, caring, engaged citizens. We aim to provide all students with a rigorous and wide-ranging liberal arts education in an inclusive, democratic, nurturing and safe environment that welcomes families and capitalizes on the expertise of excellent teachers.

The BTU School is a teacher-run school with two teacher-leaders and the faculty working together to make important decisions regarding the school. We believe that unleashing the potential of teachers is the best way to provide a wide-ranging, high-quality education to all of our scholars. Collaboratively, the faculty develops an innovative and rigorous professional growth program for teachers and associate teachers, including a professional development and evaluation program.

The BTU School is unique in its emphasis on involving the whole family by providing educational opportunities and other social and related services for students and their family members. The school has a longer school day and involves outside agencies with a long-term goal of providing more services, including health and social services.

In addition to a rigorous academic program, the Union School currently offers Music and Spanish as a World Language to every scholar. Ongoing student assessment, intervention and academic support ensures achievement for each and every scholar.

Simmons College Partnership

The professional development partnership with Simmons provides opportunities for teachers from both the school and the college to engage in self-reflective practice. Social work, graduate health studies and library science students will also be involved with the BTU students and the school community. The partnership will serve as an opportunity to provide a school environment that enhances student learning, teacher learning, research and practice.

Student Body

There are 315 students enrolled at the beginning of SY 2011 – 2012 – 19% receive special education services. The student population is 44% Latino, 36% Black, 15% White, 2% Asian and 2% other. 68% are eligible for free/reduced lunch. All students with disabilities are integrated for music and recess at this time. Our goal is to move toward inclusion.

25 Walk Hill Street
Jamaica Plain, MA 02130
617-635-7717
617-635-6982 fax

Co-lead Teachers

Berta Rosa Berriz
Lower School
bberriz@comcast.net

Betsy Drinan
Upper School
bdrinan@gmail.com

Current Grades

K1 – 4
Grades 6, 7, 8
To expand each year to a K – 8

Schedule

8:15 Breakfast
8:30 School Day Begins
3:00 Dismissal

Trimester Marking Terms

SY 11-12
September 8 – December 2
December 5 – February 28
February 29 – June 21

Playworks and Recess

Daily organized recess with Playworks Coach C.J. and weekly sessions that emphasize cooperation and fun. Various after school activities will be announced in the newsletter.

After School Program (K1 – 8)

YMCA of Boston Hyde Park
Offers enrichment classes in art, music, crafts, dance, ALERTA, Playworks, and Mandarin Chinese

Contact: Allison James
617-361-3200
AJames@ymcaboston.org

Edward M. Kennedy Academy for Health Careers

A Horace Mann Charter Public School in partnership with the
Boston Public Schools and Northeastern University

On Sunday, April 25, 2010 our school was renamed in honor of the late US Senator Edward M. Kennedy. Senator Kennedy imagined a future of educational excellence for all children, as well as health care and economic opportunity for all families. Because of his lifetime of public service, we are closer to these goals now than we have ever been. The staff and students of the Kennedy Academy work each day to realize the future he imagined for all of us.

The Edward M. Kennedy Academy for Health Careers is a small, academically rigorous learning community for students who express an interest in the health professions. Kennedy Academy supports students as they develop the academic, social, and personal skills they will need to succeed in higher education and in health care careers. Individual guidance and support help each student set high expectations for personal achievement.

Located on the campus of Northeastern University, Kennedy Academy offers students an opportunity to experience their high school years within an urban college environment, with access to the university's state-of-the-art science laboratories and libraries.

Kennedy Academy has a well-educated and committed staff; almost 60% have dual certification in special education. There is a full-time health engagement coordinator who oversees all collaborations and external relationships between Kennedy Academy, medical facilities, and higher education institutions. The health engagement coordinator organizes all field experiences/experiential learning opportunities for students and staff and has collaborated with area employers to secure job shadowing and employment opportunities for students. Kennedy Academy prepares students for college and the health professions through a strong curriculum in math, science, technology, health, history, world language, and English. We provide college counseling through junior and senior seminars.

Parents may participate as members of the Board of Trustees. Parents participate in college planning and financial aid workshops, various fundraisers, year-end awards, and other activities. Parents attend a curriculum orientation in the fall and individual parent/teacher conferences three times a year. Kennedy Academy has two social workers who support parents and students with academic, social, emotional and health issues. We have partnerships with Brigham & Women's Hospital, Massachusetts General Hospital, Partners Healthcare, Center for Community Health Education (CCHERS), Boston Private Industry Council, Boston Campaign for Proficiency, Harvard School of Public Health, TJX Companies, and Children's Hospital.

The Kennedy Academy continues to be committed to the children of Boston and to public education and believes that hard work combined with constant, effective effort will lead to positive results. The school is a collaborative effort of the Boston Public Schools and Northeastern University.

Student Body

There are 225 students enrolled as of October, SY2011-2012. The student population is: 56% Black, 38% Latino, 3% Asian, and 2% White, 10% SPED and 5% English Language Learners.

*"I like going to a small school.
Everyone knows everyone."
- Kennedy Academy Student*

Address

102 Cahners Hall
360 Huntington Avenue
Boston, MA 02115
(617) 373- 8576

Headmaster

Dr. Caren Walker Gregory

Assistant Headmaster

Ms. Angela Hedley

Director of Curriculum & Instruction

Ms. Julie Caldarone

Health Engagement Coordinator

Kristin Driscoll

Guidance/Student Support

Carmen Calderón O'Hara
Luella Ferrill Carter

Grades

9 – 12

Awards/Distinctions

- Kennedy Academy was recognized by US News and World Report 2010 for the second time in a row with a Bronze Medal, awarded to high schools nationwide to recognize academic excellence and improvement in preparing students for college.
- Twelve students participated in the Massachusetts statewide science fair competition at MIT.
- 100% of the senior class passed MCAS and ten students received the John and Abigail Adams Scholarship.
- Ms. Alison Galanter, Kennedy Academy History teacher was selected as 2011 Boston Educator of the Year. Ms. Galanter was nominated by students and colleagues at the school for the energy and creativity that she brings to her work, and for the high standards she holds for all of her students.

Fenway High School

“Fenway was the first school where the teachers were interested in me as an individual and where my opinion was valued, and it prepared me very well for a demanding college.”

174 Ipswich Street
Boston, MA 02215
(617) 635 - 9911

Head of School

Peggy Kemp

Associate Head of School

Kevin Brill

Grades

9 - 12

Special Admissions Process

An application is required. Call school for details or visit our website: www.fenwayhs.org

School Preview Days for students and parents on Nov. 16, Dec. 8, and Jan. 11 & 19 from 9:00AM –11:00AM.

School Characteristics

Member of the Coalition of Essential Schools

Portfolios, projects, and exhibitions are our primary forms of assessment

Many community partners, including Museum of Science, Emmanuel College, Dana Farber Cancer Institute, and Facing History and Ourselves

Six-week internship is a senior requirement for graduation

Strong advisory and student support system

Located in the Fenway area, Fenway High School’s mission is to create a socially committed and morally responsible community of learners that values its members as individuals. Fenway, through close work with its collaborating partners (Emmanuel College, Museum of Science, and Dana Farber Cancer Institute) and a required six-week senior year internship, provides every student with the skills necessary to achieve a successful transition into college or the workplace.

Fenway has received recognition and numerous awards for its innovative integrated curriculum, strong school-to-career program, pioneering work on authentic assessment, and the academic success of its students. These awards include a *New American High School* designation by the US. Department of Education, a *Breakthrough High School* recognition by the National Association of Secondary School Principals, a *Commonwealth Compass School* designation by the Massachusetts Department of Education and, most recently, the title of *Best High School* from US News & World Report.

There are three main aspects to our curriculum design. First, students are required to produce work that demonstrates their thinking processes, effort, and capability. Fenway students keep portfolios, put on exhibitions, and present project results to their teachers and adult judges from the community and local colleges. Second, students are engaged in thinking about a core set of questions and themes. In all four years, students take humanities, science, and math. Third, Fenway students have multiple opportunities to connect classroom study to the “real” world. Collaborators provide expertise, mentoring, and worksite experiences. During Project Week in April, the city becomes a classroom for the entire student body and faculty.

Student Body

Fenway currently has 322 students enrolled. The student population is 42% Black, 46% Hispanic, 8% White, and 3% Asian. 15% of students receive special education services, which are provided within the least restrictive environment that is practicable.

GARDNER PILOT ACADEMY

“INNOVATION AND EXCELLENCE”

Vision

Gardner Pilot Academy educates the minds and develops the character of all students in partnership with families and the community to ensure all children become socially responsible and achieve academic excellence.

Located in the Allston neighborhood of Boston, Massachusetts, Gardner Pilot Academy is a full service community school that serves 350 students in pre-kindergarten (K1) through grade 5, with plans to expand to grade 8. Our school provides outstanding education and support to students from 7:30am-6:00pm every day, with regular school hours between 8:30am and 2:30pm. GPA maintains strong relationships with dozens of community partners – including universities, physical and mental health providers, and non-profit enrichment, recreation, and arts organizations – that actively strengthen GPA’s ability to teach and enhance student learning.

As one of just 21 pilot schools, or in-district charter schools in the Boston Public Schools, GPA is exempt from many district and union regulations. Pilot status gives the school autonomy to offer innovative curricula, assessment and interventions, and a school culture that supports high expectations and achievement.

GPA strives to keep a low student-to-adult ratio and to maintain an average class size of about 20 students per classroom. Through a unique staffing structure that creates grade level teams of teachers, aides, specialists and interns, GPA boasts a ratio of one adult for every ten students. GPA is working with Boston College to pioneer a **Response to Intervention Model**. Every GPA student is taught science by a science specialist in a dedicated classroom equipped as a science lab as well as in an outdoor science classroom.

Every student at GPA will be exposed to a variety of arts, including dance, storytelling, drama, music, textiles, drawing, and more as part of GPA’s Friday Arts Initiative which is taught by professional artists through our partnership with local esteemed arts organizations such as Young Audiences, Mass Movement, Boston Children’s Theater, and the Museum of Fine Arts. Physical education is provided by a full time teacher as well as a partner organization, the nationally acclaimed Playworks. GPA’s before school, after school, and summer programs combine homework support, academic enrichment, recreational clubs, character development, and community service into the daily schedule.

GPA is committed to supporting the needs of the whole child as well as families. Integrating the best aspects of the community school and Pilot school models, GPA strives to ensure that the individual needs of each child are addressed. Families have the opportunity to participate in programs such as adult education services, parent support groups, and parent/family engagement events. GPA is a partner with City Connects, which provides GPA with a full time family support social worker to connect children and their family members to community-based support programs. Joseph M. Smith Community Health Center has a satellite office housed in the GPA building that provides medical services to all GPA family members who choose JMCS as their primary care provider.

Student Profile

GPA serves a total of 345 students of whom 15 % are African American, 66% are Hispanic, 10% are white and 7% are Asian. 66% of the students are from the immediate Allston-Brighton neighborhood and 34% are from other areas of the city, including Dorchester, East Boston, Fenway and Charlestown. Almost 85% of the students meet the federal poverty guidelines to participate in the Free or Reduced Price Lunch Program. 17% of the students have special educational needs, including those enrolled in GPA’s two substantionally separate classrooms. 54% of the student body are ELL students.. The GPA students and their families speak over 13 languages ranging from Spanish to Khmer.



Innovation & Excellence

30 Athol Street
Allston, MA 02134
617-635-8365

gardner@boston.k12.ma.us
www.gardnerpilotacademy.org

Principal

Erica Herman

Assistant Principal

Joseph Sara

Director of

Extended Services

Lauren Fogarty

Curriculum and

Assessment Coordinator

Abby Brown

Parent Coordinator

Elba Mendez

Governing Board Chair

Irwin Blumer

School Characteristics

Focus on academic excellence through quality teaching & learning.

Low teacher to student ratio, both school wide and in classrooms.

Science specialists and dedicated indoor and outdoor science labs.

Before school, After school & Summer programs with academic & enrichment components.

Physical education through PlayWorks

Arts initiative through partnerships with professional artists.

Satellite office of the Joseph Smith Health Clinic.

Programs for the entire

Greater Egleston Community High School

Greater Egleston Community High School is a small Pilot school. Its mission is to promote the development of student scholars who achieve through a variety of academic challenges. The school offers a supportive environment where approximately 180 students, 16-21 years old, learn academic, communication, and life skills necessary for successful futures. Using a more holistic approach to teaching helps the staff to know our students well. GECHS students acquire academic success and cultivate character-building life skills.

Greater Egleston Community High School prepares and supports the successful transition of all students into higher education institutions, career training programs or other career paths. These goals are achieved by:

- Providing an inclusive educational setting to meet the needs of a highly diverse range of learners and learning styles;
- Focusing professional development on ways to improve academic skills and broaden knowledge in all content areas;
- Assisting seniors with graduation requirements and meeting goals outlined in their portfolio, to support their transition into college or other choices;
- Providing counseling and mentoring opportunities for peer collaboration and small advisory groups; and
- Facilitating community service internships for students at various organizations, schools, and agencies throughout the Boston area.

In the past few years, more students have chosen to attend Greater Egleston Community High School. We are pleased that the mission to align academic and performance standards with instruction continues to result in a higher rate of academic achievers.

Student Body

There were 180 students enrolled at GEHS during school year 2010-2011. The student body was 1% Asian, 30% Black, 65% Hispanic, 2% Other and 3% White.

80 School Street
Roxbury, MA 02119
(617) 635-6429

Headmaster

Julie Coles

Grades

10-12

Special Admissions Process

Contact the Dean of Students

History: In 1992, The Egleston Square Coalition established the Greater Egleston Community High School (GECHS) as a national demonstration project of the U.S. Department of Labor. In 1997, the success of the program led to GECHS petitioning for and receiving the approval of the school committee and the superintendent to be recognized as a school within the Boston Public Schools. Greater Egleston became one of the first Pilot schools in the Pilot School Network of Boston Public Schools.

Greater Egleston strives to provide the highest quality of education. We achieve this goal by motivating our students to become fully invested in learning so that all can access a range of opportunities beyond high school. The staff also values knowing our students well. By encouraging our students to cultivate their talents and remain focused in the pursuit of their goals, we are able to support their transitions from high school to college or career-oriented training programs.

Haley Pilot School

“Where every student achieves grade level standards and beyond.”

We strive...

- *For every student to be motivated to learn through memorable experiences and connections to community. (Engagement)*
- *For every student and his/her family to be understood, respected and engaged. (Community)*
- *For our instruction to be inclusive yet different based on students' individual strengths and needs. (Equity)*

The Haley School is a learning community of approximately 300 students from K1 through grade 5. We are now a full inclusion school with co-teachers in every classroom.

When you enter the building, you enter a peaceful climate where all students and families feel welcome. We are the first Boston public school to be designated a "Peace Zone," and all students and faculty honor the Pledge for Peace.

At the Haley School, our focus is achieving success for all students in language arts and mathematics while focusing on our school theme of community and the local environment. Our collaboration with the Boston Nature Center provides excellent support for our thematic curriculum.

Student Body

There are 314 students enrolled for SY 2011-2012, of whom 18.7% receive special education services.* The student population is: 32 % Black, 36% Hispanic, 25% White, 2% Asian, 1% Native American and 4% Other.

*Our school is full inclusion, where all students with disabilities are integrated in regular education classrooms.

570 American Legion Hwy
Roslindale, MA 02131
(617) 635-8169

Principal

Angel Charles

Family & Community Coordinator

Denise Rosa

Grades

Pre-K - 5

School Characteristics

- Thematic curriculum across all grades
- Music, technology, and art
- On-site counseling
- Boston Schools Environmental Initiative
- Mandatory uniform policy- Grades K-5
- Outdoor classroom
- Health & wellness curriculum
- Boat building
- Response To Intervention
- NAEYC Accredited

Partners with:

- Boston College
- Harvard University
- UMass Boston
- Wheelock
- Mass Audubon-Boston Nature Center

Programs

- Before-School program 7:30-8:30 am
- After-School program 2:30-6:00 pm

Awards, Honors and Distinctions

- Neighborhood Pride Award, 1998
- Schoolyard Initiative, 1998
- Audubon "A" Award, Mass Audubon Society, 2005
- School on the Move Prize--Finalist, EdVestors, 2006
- Roslindale Parade Community Award
- Roslindale Parade Committee, 2007
- VHI Grant Recipient 2009
- Kirk Meyers Schoolyard Initiative Award 2009
- Newest school to convert to Pilot status 2009

THE HARBOR PILOT MIDDLE SCHOOL

11 Charles St.
Dorchester, MA 02122
(617) 635 - 6365

Principal

Leah Blake

Secretary

Kimberly Harris

Assistant Principal

Harold Miller

Family and Community Outreach Coordinator

Amy Jackson

Instructional Leader

Jordan Weymer

Director of Special Education and Inclusion Services

Leslie Borr

School Characteristics

- Full inclusion school that offers a research- and standards-based curriculum with a strong emphasis on rigor, goal setting, and a college preparatory path.
- Unique collaboration and partnership with the Dr. William Henderson Elementary School that includes the development of an exemplary full inclusion middle school program at the Harbor Pilot School.
- The latest technologies to provide adaptive learning and differentiated instruction for all students.

The Harbor Pilot Middle School is a part of the Boston Public School district with approximately 243 students in grades six through eight. We have an innovative 21st century approach to education. As a turnaround school, we have faculty members with extensive expertise and experience. The Harbor Pilot Middle School has a clear vision of success and high expectations for all staff and students.

Our school's rigorous course design is based on the most contemporary research and standards-based curriculum. We have the most up-to-date textbooks in all subject areas, a state-of-the-art technology initiative with HP ThinkClient workstations in every classroom, a thirty seat computer and research laboratory, and a full multimedia library.

The Harbor School's educational philosophy is that students are taught to work collaboratively through inquiry-based learning. Through guided practice, students learn to interact effectively and to take responsibility for each other's learning while engaged in higher-order thinking skills.

Being a full inclusion school, our systemic approach is to use an RTI (Response to Intervention) three-tier model while differentiating instruction and using adaptive technologies for all students according to their individual student data profiles.

Our educators are trained to implement the AVID program, which provides foundational support to each student in organizational skills, daily homework expectations, Cornell Note taking, time management, Socratic Seminars, and goal setting on the path for college success. Motivation in the AVID program ensures that our students will succeed in a rigorous curriculum, increase their enrollment in four-year colleges, and become well-educated, responsible participants and leaders in our society.

Parents are vital to the success of the school, and we ask that parents help reinforce the learning process. Parent should sign agenda books daily, review all progress reports, and contact their teachers for conferences. We require that Harbor students read 30-45 minutes each night. Families have a voice in school governance through the parent council and the Governing Board, and we strongly encourage involvement in their child's education.

We offer a range of after-school programs tailored to meet individual student and family needs, including: academic support, MCAS prep, social/emotional groups, and athletic groups.

The resources of the Harbor School are greatly enhanced by our distinctive partnerships with the Neighborhood House Charter School, UMass Boston, Thompson Island Outward Bound Education Center, Dotwell, Very Special Arts of Massachusetts through the BPS Arts Expansion Fund, City Year, Project DEEP, and the Boston Inclusive Network.

Student Body

There are 243 students enrolled at the Harbor School. In 2011-2012, 64% of the students are African American, 23% are Hispanic, 8% are White, 3% are Asian, and 2% are Other.

We have a Special Education population of 34%.

Josiah Quincy Upper School

“My daughter is thrilled with the Quincy Upper School because she finds the curriculum academically stimulating, the teachers encouraging, and the atmosphere warm and friendly.”

-Parent

152 Arlington St.
Boston, MA 02116
(617) 635 - 8940

Headmaster

Bak Fun Wong

Grades

6 - 12

Family Advocate

Donna Harris

School Characteristics

Downtown location

International Baccalaureate Program, daily physical education, visual and theatre arts, and world language for all students

Commitment to academic excellence

Strong daily advisory program for students in small groups, school teams, interdisciplinary connections and elective courses

Teachers as school leaders

The Josiah Quincy Upper School (JQUS) is a Pilot school that accepts students who have graduated from the Josiah Quincy Elementary School. It builds on the educational and cultural foundation that is laid at the elementary level. The JQUS enjoys the richness of a diverse student population and offers an educational program that continues to evolve as administrators, teachers, and support staff pursue programs and strategies that will challenge and inspire students. In September 2012 we formally established the International Baccalaureate (IB) Diploma Program for students in grades 11 and 12. We anticipate receiving approval this year to move ahead in our planning to introduce the IB Middle Year Program some time in 2011-2012. We offer students a supportive school climate that fosters personal and social growth through student advisories, the arts, sports and club activities

At JQUS, we see ourselves as a permanent work in progress, for we believe that we need to be continually engaged in an ongoing search for organizational design, curriculum, and strategies for instructional and student support that will enable the school to effectively meet the needs of students in the 21st century. As a Pilot school, we build into our operation the capacity to make thoughtful curriculum and pedagogical changes that emerging insights require. The school schedules weekly planning time to explore ways to respond to short- and long-term needs.

At JQUS we feature four conceptual educational pavilions: the Information Pavilion, the Cultural Pavilion, the Pathfinding Pavilion and the Renewal Pavilion. We have a strong student support program, significant teacher involvement in decision making, student advisory groups, a college counseling program, teachers as leaders, weekly professional development, extensive after school activities, sports, school partners, and a longer school day four days a week.

The Quincy Upper School is located on two downtown campuses: 152 Arlington Street for grades 8-12, and a modular facility at 900 Washington Street for grades 6 and 7.

Student Body

There are 539 students enrolled as of September 2011, including approximately 79% in regular and 21% in special education. The student population is: 52% Asian; 23% Black; 17% Hispanic; 7% White; and 1% Other. Special Education services and programs are offered within the least restrictive environment. In addition, the school has three SAR classes.



Lee Academy Pilot School

Lee Academy is a Boston Pilot School, housed at the Lee Complex with the Joseph Lee School. The Lee Academy is a fundamentally new kind of public school model—one that redefines traditional relationships between early childcare and primary school settings. Key characteristics and innovations include:

Comprehensive K0 to 1st Grade model

The Lee Academy offers a rich, developmentally sequenced learning model for children ages 3-7. All children and their families are well known to staff by the time they enter kindergarten and begin traditional school ready to learn. All teachers—preschool and primary grade—collaborate closely within a seamless instructional community.

Strong literacy and language focus

The Lee Academy’s core instructional focus is on literacy and language development. The Academy staff draws on research-based, innovative literacy and language development strategies and works intensively to ensure that all children become strong readers and writers.

Emphasis on social-emotional development

The Lee Academy uses school-wide and classroom practices to promote students’ social-emotional development. Staff is familiar with community- and relationship-building strategies, classroom management practices, and instructional methods that foster student growth. All students in K2 and above participate in the Open Circle program, a curriculum focused on social and emotional learning.

Strong partnerships with families

The Academy uses creative methods of partnering with families that promote childrens’ learning and nurture parents’ roles as “first teachers.” Staff and families participate in weekly parent groups, as well as monthly workshops that connect parents to one another and provide a bridge for parents to a range of school roles, activities and resources. Staff members also develop learning contracts with parents that outline specific academic and social-emotional development goals for each child and identify roles and goals. In the 2007-2008 school year, Lee Academy began an intensive home-visiting program, in which classroom teachers, assistant teachers, specialists and administrative staff members visit the homes of students in order to strength the partnership between home and school.



155 Talbot Avenue
Boston, MA 02124
(617) 635-6619
Fax 617-635-6618

Principal

Genteen Lacet Jean-Michel

Director of Instruction

Marie Mullen

Grades

PreK-1st

Our students leave our school after grade 1 and transition into the Joseph Lee School, in the same complex, for grades 2—5.

School Characteristics

Our program supports a diverse group of children. We currently have 5 preschool classrooms, including an integrated classroom (with regular education students and special needs students), 2 Kindergarten II, 4 first, 2 K0/KI and 3 KII/1st grade substantially separate classrooms of children with autism. These diverse programs allow our children to support and interact with one another in all aspects of learning.

Student Body

There are approximately 220 students enrolled at the Lee Academy. 49.5% of the students are Black, 33% Hispanic, 7.3% Asian, 6.8% White, and 3.4% Multiracial.

Lilla G. Frederick Pilot Middle School

LGF: Learning, Connecting, Achieving

270 Columbia Road
Dorchester, MA 02121
(617) 635-1650

Principal

DaQuall Graham

Assistant Principal

Donna Mack

Teacher Leaders

Matthew Ebert
Deborah White
Jaime Moody
Grace Coleman

Grades

6-8

School Characteristics

- Educators that care with commitment, compassion, consistency, culture, and competence
- Extensive after-school programming
- A laptop with wireless access for every child
- A mandatory uniform policy
- Saturday Scholars Program
- Contact Football Team

The Lilla G. Frederick Pilot Middle School is dedicated to offering students in grades six through eight a rigorous curriculum and a nurturing environment where they will grow in mind, body, and spirit. Our Instructional Target is to build consistently high teacher expectations and to cultivate proficient expository writers.

A state-of-the-art facility, the Lilla G. Frederick Pilot Middle School is the first school built in Boston in over 30 years. It is handicapped-accessible and provides a beautiful library, excellent technology access, laboratories, a regulation-sized gymnasium, auditorium, and more.

Structured as four academies, the school provides small learning communities where students have the opportunity to develop positive, supportive relationships with their teachers and peers. All students participate in an advisory class designed to promote high achievement, help students access resources, and teach problem solving and leadership skills. Students develop competencies in academic subject areas and are taught to demonstrate strong skills in reading, writing, oral communications and technology. We provide direct instruction, thematic learning, and cooperative learning. Student projects and practical applications are integrated with traditional teaching and learning.

Governed by a Board of Directors representing families and our community, the Lilla G. Frederick Pilot Middle School expects parents to participate in the learning community. We work closely with families to ensure student success. We sponsor community exhibitions of student work, products, and performances to share and nurture our students' successes. We encourage community participation in the teaching, learning, and governing processes of our school.

Student Body

Approximately 650 students – 52% African-American, 40% Hispanic, 3% White, 1% Asian, 1% Native Hawaiian/Pacific Islander, and 2% Other.

At the beginning of the 2011-2012 school year, 39% of our students received Special Education services and 49% were English Language Learners.

Margarita Muñiz Academy

Living and Learning in Two Languages

Proposed School Address

Agassiz School Building
20 Child Street,
Jamaica Plain, MA

Contact for more Information:

Dr. Dania Vázquez,
Headmaster
617-470-6907

School Website:

munizacademy.org

Grades: 9 through 12

Opening September, 2012 with
the founding class of 9th
graders.

Small School:

Each grade will be added
through full enrollment of 400
students in all grades.

Average Class Size: 20- 22

Extended School Day:

9 to 4:15, Monday to Thursday;
Friday early release at
12:30pm

After-school programs:

4:15 to 5:30

Arts

Tutoring

Field Work and Internships

Health and Fitness Activities

School Uniforms

Information Sessions

November 16, 2011

Hurley K-8 School
2:45pm to 3:45pm

November 17, 2011

Umana K-8 School
6pm to 7pm

December 8, 2011

Hernández K-8 School
6pm to 7pm

The Margarita Muñiz Academy is Boston Public School's first dual-language high school! Muñiz Academy will open in September, 2012 with our founding 9th graders – graduates in 2016! We are a school dedicated to preparing **citizens and leaders** who are fluent in English and Spanish. Every student will be ready for college and contribute to the community and beyond. MMA partners with **families and community** to realize our mission together!

Highlights of Learning at Margarita Muñiz Academy

College Prep

- MMA is a college preparatory high school.
- Students will learn in a dual-language learning model – Spanish and English.
- Learning is student-centered, designed around expeditions and inquiry projects that are about social change and real connections to the community.
- Internships and Field-work
- Competitive College Scholarships
- National and International Learning Tours

Music Education

Every student will learn music through the internationally recognized El Sistema program:

- Instrumental Lessons
- Orchestral and Choral Work
- Private Lessons

21st Century Technology

MMA students and staff will use technology as a core tool for learning.

Apply to MMA!

All Boston students are welcome to choose the Muñiz Academy through the BPS assignment process. Students applying for grades 9 to 12 must take part in a Spanish language screening and an in-person consultation regarding motivation and attitude toward participating in a dual language program, Spanish literacy levels, as well as expectations and goals for a dual language high school program of studies.

Admissions priority will be given to students who graduate from BPS dual language middle schools including the Hurley K-8 School, the Sarah Greenwood K-8 School, and the Rafael Hernández K-8 School. Given the nature of their dual language programs these students are exempt from this screening and consultation in the first year of enrollment (2012-13) for Muñiz Academy.

Students and their families will be invited to participate in orientation regarding the overall school program and learning opportunities after their assignment is confirmed.

Mary Lyon High School

Proactive
Respect
Integrity
Determination
Excellence

95 Beechcroft Street
Brighton, MA 02135
(617) 635 - 8351

Headmaster

Herve Anoh

Clinical Coordinator

Jeanne Davoren

Grades

SY 2011-12: 9th, 10th and
11th grades

Admissions Process

No special admission
required.

School

Characteristics

Inclusive education and
small class (10 regular
education students and 5
students with disabilities).

Co-teaching model (two
teachers in all classes).

College preparatory
curriculum.

Variety of student
assessment including
electronic portfolio
assessment.

Strong advocacy through
advisory and student
government.

The Mary Lyon High School (MLHS) was approved to open by the Boston Public School Committee on Wednesday, November 19, 2008. As an expansion of the Mary Lyon K – 8 Program, the MLHS has been designed as a co-teaching, full inclusion model that accommodates 10 regular education students and 5 students with special needs in each classroom. In order to better serve the students, our teachers are dually licensed in their content areas and special education. This enables them to make an efficient diagnosis of the learning process with a clear understanding of the content standard, the performance standard, and the opportunity for learning standard. They are therefore able to customize their practice to meet the academic, social, and emotional needs of *all* students.

At the Mary Lyon High School, we believe that every enrolled student is a child in *development*. As a result, we endeavor to build in each child the sense of confidence in his/her abilities to learn solutions and solve problems. To achieve this, the MLHS promotes a strong sense of a learning community by emphasizing and fostering the notion of PRIDE (**P**roactive, **R**espect, **I**ntegrity, **D**etermination, and **E**xcellence) as our core values.

For the 2011 – 2012 school year, the Mary Lyon High School has enrolled students in 9th and 11th grade classes. The school will reach full capacity in September 2012 with the addition of Grade 12.

Student Body

As of October 2011, the demographic of the student body is as follows: 32% White, 30% Black, 32% Latino, and 5% Asian. 39% of our students live in the Brighton and Allston area, 38% live in the Dorchester and Roxbury areas, 17% in the West Roxbury and Hyde Park area, 4% in South Boston, and 2% come from the Charlestown and East Boston area.

Mason Pilot School

The mission of the Mason School is to provide a comprehensive and rigorous full inclusion academic program supported by committed teachers, staff, teacher interns, devoted parents, and a strong community working collaboratively and learning together.

We provide for our students:

- Multiple educational experiences for every learner to develop to his or her best, academically, socially, emotionally, and physically.
- High expectations for achievement, behavior, and positive social interactions for everyone.
- Research-based, cutting-edge, challenging curriculum and instruction that meet the individual needs of each child in reading, writing, mathematics, social studies, science, and technology.
- A positive, respectful school culture that is nurturing and supportive, honors diversity, and celebrates one another's achievements and accomplishments.
- Opportunities for parents and families to be active partners in their children's education and in our educational community.
- Ongoing student assessment that informs and guides teaching and learning for each student.

Student Body

239 students are currently enrolled at the Mason. 29.7% receive special education services and 29% are English Language Learners. The student population is: 50% Black, 36% Hispanic, 9% White, 3% Asian, and 3% other.

Our school is full inclusion, where all students with disabilities are integrated into regular education classrooms.

*150 Norfolk Avenue
Boston, MA 02119
(617) 635-8405*

Principal

Harolyn Bowden

Teacher-in-Charge

Michelle Anderson

Family Coordinator

Maria Pontes

Grades

Pre-K - 5

School Characteristics

Early Childhood integrated program for ages 3-4

Swimming, music, technology, dance, physical education and art

On-site counseling

Partnership with City Connects

Boston Schools Environmental Initiative (Partnership with Boston Nature Center)

Mandatory uniform policy- Grades Pre-K-5

Outdoor classroom

Before- and After-School (YMCA) programs

Full-time Parent Coordinator

Site for Boston Teacher Residency Program

Recipient of the Thomas Payzant School on the Move Prize (2008)

Mission Hill School

The Mission Hill School is a Boston Pilot school, serving children in grades K-8. We are a small community, with approximately 175-180 students. Classrooms consist of no more than 20 students and are multi-age; most children spend two years with the same teacher. We typically have two adults in each classroom in a co-teaching environment. Most classrooms have university interns from universities across Boston completing their teaching certification requirements. Some classrooms have teacher assistants, who may also support other programs in the school. Completing our school community are full- and part-time non-faculty staff specifically hired to support our mission and vision.

Experiential education, where students learn by doing, is at the core of our curriculum. Through our many partnerships, Mission Hill students have ample opportunities to experience the subjects they are learning about in their classrooms. One example of the numerous partnerships Mission Hill School sustains is students' experience at the Farm School, an organic dairy farm in Athol, Massachusetts. Students are involved in all areas of farming, from harvesting to building, and even look after the farm animals as apprentices to Farm School workers.

Our after-school program is run by Mission Hill School for grades K-5. Additional after-school programs are available for grades 6-8. An intramural sports program will be introduced this school year. Community-based learning is interwoven into our curriculum. Middle-school aged children participate in the School to Community Initiative (SCI) program that places them in different internships in organizations around the Mission Hill community. A few participating organizations have included: Brigham and Women's Hospital's Medicine Department, MSPCA, WGBH, Diablo Glass, Sociedad Latina, and Tartt's Day Care Center.

Mission Hill School is a member of the Coalition of Essential Schools, a national network of schools and regional centers that embrace common principles of education, placing the students as partners in their own learning. Some of these principles include: small school size, authentic assessment, equitable education and democratic governance. Currently, our curricular focus remains embedded in the Habits of Mind. We have a continued commitment to the arts, as demonstrated by the expansion of our music program.

School website: www.missionhillschool.org

Student Body

There are approximately 163 students enrolled in October SY2011-2012, of whom 28% receive special education services. The student population is: 1% Asian, 41% Black, 34% Hispanic, 18% White and 7% Other.

67Alleghany Street
Roxbury, MA 02120
(617) 635-6384
(617)635-6419 Fax

Principal

Ayla Gavins
agavins@boston.k12.ma.us

School/Community Contact Person

Dani Coleman
dcoleman@boston.k12.ma.us

Family Council

Amina Michel-Lord

Grades

K - 8

School Characteristics

Experiential learning with a focus on the arts

Emphasis on learning skills, habits of work and habits of mind

Small classes

School and family collaboration

Performance-based assessments

New Mission High School

New Mission High School empowers all students to become self-directed, life-long learners who do well in the world and do well for the world. In our inclusive, portfolio-based school, our students develop their passion, commitment to learning, habits of mind, and essential skills. Our students will become college graduates who work to create positive change and a more democratic and just society.

Inquiry as an innovative approach to education is at the foundation of the essential habits and content that are the basis for NMHS's educational program. The humanities, science, mathematics, and the practical and performing arts are ways for students to investigate the world around them, and to search for and fashion meaning, transforming the exploration of learning from passive to active. A project-based approach to curriculum allows students to investigate areas of interest and helps them develop responsibility for their own learning by placing them at the center of the learning process.

New Mission is dedicated to creating a "college going culture" in which students are exposed to rigorous coursework, high academic expectations, and accountability for their own learning. Seniors are expected to apply to a minimum of five colleges prior to graduation through our signature course, Senior Seminar. This course supports all seniors through the year-long post-secondary planning and college application process.

The assessment system at NMHS complements the inquiry and project-based approach, functioning primarily as a feedback system to assist a student's development. An intensive portfolio development process is one form of assessment at NMHS. These portfolios are monitored by advisors and reviewed twice a year by parents. The process requires students to document their learning by collecting evidence and presenting it to teachers and parents.

Central to life at NMHS are the Advisory Learning Teams, which form the hub of NMHS's personalized learning system. Small groups of students are assigned to an advisor with whom they meet daily over the course of several years. These teams provide the structure through which students and teachers get to know each other well and learning becomes more personalized to better meet the needs of the individual learner. As one student explains, "I never believed I would find a high school where I really felt I mattered, where people, teachers and the other kids too, really care about each other."

Student Body

As of October 2011, the student population is: 61% Black, 34% Hispanic, 0.8% Native American, 0.4% Asian, 0.4% Multiracial and 3% White.

New Mission High School provides our students with special needs a fully inclusive teaching model which demonstrates our commitment to a least restrictive environment.

"Working in a circle for discussion has really helped me...this gives me confidence to speak my mind. Here they want you to question things. They actually want to know what I think!"

Student

67 Alleghany Street
Roxbury, MA 02120
(617) 635 - 6437

Headmaster

Naia Wilson

Assistant Headmaster

William Hayes

Grades

9 - 12

Special Admissions

Process

Contact school for more information.

School Characteristics

Average class size is 22 students

Students must demonstrate competency in the school's learning expectations

Demonstration of competency is accomplished through a combination of portfolios, presentations and traditional assessments

NMHS students can take classes at Benjamin Franklin Institute and Wentworth Institute

Orchard Gardens K-8 Pilot School

Orchard Gardens K-8 Pilot School is a neighborhood-centered school developed with the vision of community. We believe that children perform better academically and socially when their families and communities are involved in their education and their lives. Our nearly 800 students are taught to be independent thinkers and learners. Our sheltered English immersion program welcomes students from many Spanish-speaking countries as well as from Cape Verde. All teachers and administrators participate in extensive professional development training during extended hours.

Orchard Gardens K-8 Pilot School is a beautiful new school which was opened in 2003 as the result of efforts of the Orchard Gardens Residents Association spearheaded by Edna V. Bynoe. The facility includes state-of-the-art science labs, gymnasium, dance studio, auditorium and library. The library boasts a spectacular view of the city. We use a wide range of technology in our classrooms, including laptop computers and Smart Boards for interactive teaching and learning. Our students participate in Theatre, Dance, Music and Visual Arts classes during the school day, providing a pathway to Boston Arts Academy.

At Orchard Gardens we serve a diverse population of students in three small learning academies: Bethune, Shabazz and DuBois. The unique architecture of our building reinforces our students' growth and development. Our primary students are housed on the first level, our elementary students are on the second floor, and our middle school students are on the third floor.

Families come first at Orchard Gardens. Our parents volunteer in our classrooms and attend school performances and showcases. Family events include Back to School Night, two annual Arts Shows and other student performances from our Theatre, Music, Dance and Visual Arts programs. In addition to our family partners, OGPS also has partnerships that expand enrichment and learning opportunities for our students, including: Citizen Schools, BELL, City Year, Playworks, Northeastern University, Thompson Island/Outward Bound, Vine Street Community Center, Bird Street Community Center, Alvin Ailey Dance Camp, Morgan Memorial Goodwill, Orchard Gardens Boys & Girls Club, Boston Partners in Education and Berklee College of Music.

Our Vision and Mission

Orchard Gardens K-8 Pilot School guarantees all students a rigorous academic experience, provided in an environment that values and celebrates strong relationships between students, staff, families, and community. All students will believe in their ability to achieve, and they will be offered a wide range of enrichment to be fully prepared for success in college and career. We will become one of the top performing schools in the Commonwealth by: creating and supporting teams of highly skilled educators who share a commitment to high achievement through use of data, high-quality professional development and opportunities to work, plan and reflect together; ensuring students are educated through the creation and support of a safe learning environment and taught by educators differentiating instruction to meet specific, rigorous goals; and working closely with our strategic community partners to ensure clear and consistent communication, provide educational opportunities to all members of our community, and give families multiple opportunities to engage in school.

Student Body

There are approximately 800 students enrolled for the 2011-2012 school year. 55% are Hispanic, 40% are African-American, 1% are White, 2% are Asian and 2% are identified as "Other."

906 Albany Street
Roxbury, MA 02119
(617) 635-1660

Principal

Andrew Bott

Assistant Principal

Camille Young

Academy Directors

Bethune: Jocelyn Lumley

Shabazz: Kellie Njenga

DuBois: Ben Rockoff

Chief Operating Officer

Michelle Boyers

Professional

Development Director

Toby Romer

Guidance Counselor

Sarah White

Family & Community

Outreach Coordinator

Nydia Mendez

Community Field

Coordinator

Ines Catala

School Characteristics

Organized in three small learning academies—

Bethune: Grades K1-2

Shabazz: Grades 3-5

DuBois: Grades 6-8

A full-time guidance counselor is available to assist students and parents.

Extended School Hours:

7:30am to 2:30pm

(All 6th & 7th graders

participate in Citizen

Schools until 5:30pm

Monday through Thursday)

Patrick Lyndon School

A Community of Learners

20 Mt. Vernon Street
West Roxbury, MA 02132
(617) 635 - 6824

Management Team

Kathleen Tunney
Andre Ward

Grades

K1 - 8

Instruction

- Looping K2/1st, 2nd/3rd, 4th/5th
- Standards-based Instruction
- Differentiated Instruction
- Collaborative Teaching across grade levels
- SEI Classrooms for Spanish Speakers (K-5)
- ESL Instruction
- SAR Classrooms
- Outdoor Classroom
- Portfolio presentation (Grade 8)
- Art, General Music, Dance, Instrumental Music, Technology, Physical Education, Drama
- Boys' & Girls' Basketball team

Family and Community

Involvement

- Parent Teacher Association
- School Site Council
- Friends of the Lyndon
- Partnerships with West Roxbury YMCA, Northeastern University, Massachusetts College of Pharmacy, Regis College, Simmons College, Boston College, Wheelock Family Theater, Boston Ballet, and Children's Hospital Neighborhood Project
- Whole School Community Service Projects

As Albert Einstein reminds us, human beings are born with an insatiable desire for knowledge. It is this innate sense of human curiosity that the Patrick Lyndon School hopes to capitalize upon as it strives to create the highest quality learning environment possible for its students. The school's over-arching goal is to foster a lifelong love of learning in students while helping them develop the specific skills needed for ongoing academic success and personal maturation. The Lyndon works to help students become successful, contributing community members and responsible future citizens.

The Lyndon School's commitment to its students is displayed in its pledge to parents and guardians. Parents and guardians can expect full participation in their child's schooling in a number of different capacities; such as parent/guardian forums, fundraising projects and hiring personnel. In addition, this school's unique governance structure, consisting of a management team of two, a teacher-led Education Committee, School Site Council, and a Parent/Teacher Association (PTA), aims to capitalize on the collective wisdom of a wide range of individuals. This helps to ensure that the school is responsive to parent/guardian and community concerns.

Students study computer, science, music, art, dance, and physical education in cross-classroom groupings to promote the integration of bilingual and monolingual students. Lyndon students can expect an enriched curriculum that encourages them to construct knowledge in an active, exploratory mode.

The school community sets an example for children of respectful behavior, a love of learning, and personal growth.

Student Body

There are 603 students enrolled as of September 2011. The student population is: 2% Asian, 9% Black, 45% Hispanic, 43% White, and 1% Other.

Roger Clap Innovation School

35 Harvest St.
Dorchester, MA 02125
Phone: (617)635-8672

Justin A. Vernon,
Principal

Grades K0-5

The Roger Clap Innovation School has the solid building blocks of a neighborhood school. We value our size, with just 170 students at maximum capacity, our diversity, and our location. Over 60% of our students walk to school and our families speak eight languages.

Our mission and vision are based around more rigorous instruction and our core innovation idea is a place-based curriculum with an emphasis on civic engagement and community commitment. In addition, we aim toward dramatically increasing parent communication and support.

School Summary

The mission of the Roger Clap Innovation School is to ensure that every student, regardless of his/her socio-economic, linguistic and academic history, is educated to the highest level through a rigorous and comprehensive curriculum. Furthermore, the Roger Clap Innovation School will educate students to become knowledgeable of, civically engaged in, and involved in the service of their school, the local community, and the global community while being at the forefront of educational innovations and preparing its students for the demands of tomorrow's world.

In early October 2010, BPS proposed to close the Roger Clap Elementary School at the end of the 2010-2011 school year. Over the following two months the district engaged in extensive conversations with families and school communities about the proposed closures, mergers, and extensions. In early December, based on feedback from these conversations, BPS proposed a revised plan with revised criteria to select schools. Under this proposal, the Roger Clap Elementary School would be closed, but reopened as an Innovation School under new leadership and changed staff. The revised selection criteria gave higher weight to parent choice, among other factors. While the school's performance still merited closure, the district decided to reopen it as an Innovation School based on several factors. The Clap was more highly chosen than other schools selected for closure. Also, given its small size and a very active, diverse and engaged family group, BPS academic leadership thought there was a high potential that it could be improved quickly with new leadership and staff.

The new Roger Clap Innovation School envisions a school that embraces a Place-based Curriculum model. Place-based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects across the curriculum. Emphasizing hands-on, real world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens.

UMass Boston, Dorchester Historical Society, FitzKids (Reebok), City Connects (Boston College), and Bird Street Community Center make up RCIS' community partners.

Student Body

The student population reflects the ethnic composition of the neighborhood: 34% White, 32% African American, 23% Hispanic, 8% Asian, and 3% other. Approximately 26% will be English language Learners and 21% students with disabilities. Approximately 70% will receive free and reduced lunch.

TechBoston Academy

TechBoston Academy
9 Peacevale Road
Dorchester, MA 02124
(617) 635 - 1615
www.techbostonacademy.org

Headmaster

Mary Skipper

Chief Administrative Officer

Keith Love

Chief Academic Officers

Lisa Martinez, Nora Vernazza

Grades

6 - 12

Admissions Process

Students are enrolled through the District-wide school choice assignment process.

School Characteristics

- Average 22 students per class
- Extended Day Program- students stay to 3:30 pm for academic support
- Integration of technology in all core subject areas
- Internships and mentors in the technology industry
- Facing History travel abroad program to Europe, Latin America, and Rwanda
- Dual Enrollment: UMass Boston, Suffolk University, and Benjamin Franklin IT

Our Mission:

Every student can learn and develop into a responsible citizen when provided with an environment that is both nurturing and challenging. TechBoston Academy offers a college preparatory curriculum which includes interdisciplinary project-based learning, where technology is the bridge that connects the student to his/her learning experience.

Our students are exposed to technology in a variety of ways: wireless laptops, smart boards and classes in IT Essentials, MOS, Digital Art, Web Design, Media Studies, and Computer Science. Summer technology internships are also available.

TechBoston Academy serves grades 6-12. We accept students at all grades. We are housed in the Dorchester Education Complex. The hours are 7:30 am until 2:30 pm, with homework help until 3:30 pm. Every other Wednesday is an early dismissal at 11:00 am, so that teachers can attend professional development meetings and discuss student needs.

Our sponsors include: Apple, The Barr Foundation, The Bill and Melinda Gates Foundation, the Boston Foundation, Cisco, Dell, MIT, Haphi, Harvard University, HiQ Computers, IBM, Microsoft, SmartBoard Technologies, Suffolk University, Technology Goes Home, Tufts University, UMass Boston, WriteBoston, Year Up, YES, and Boston Digital Bridge Foundation.

Student Body

There are 955 students enrolled for the 2011-2012 school year. The student population is 4.2% Asian, 64% Black, 25.5% Hispanic, 5% White, .5% Native American, and .8% Mixed/Other. 21% are designated as having "special needs," and 21% are designated as ELLs.

Grade 10 MCAS Results: 100% pass ELA, 97% pass Math, 68.4% Advanced or Proficient in Math, 70.6% Advanced or Proficient in ELA. 26 graduating seniors qualified for John Adams Scholarships.

The 4 Year Graduation Rate is 83.3%. 95% of graduating seniors attend a 2- or 4-year college.

For printed materials or to set up a school visit, please contact:
Lisa Martinez at lmartinez@techboston.org or at 617-635-1615, ext 31110 or
Nora Vernazza at nvernazza@techboston.org or at 617-635-1615, ext. 31112

UP Academy Charter School

215 Dorchester Street
South Boston 02127
(617)635-8819 (P)
(617)635-8820 (F)
upacademyboston.org

Principal
Amanda Gardner

Grades
6-8

Application Process:
As required by state law, enrollment is determined by public lottery. No test scores, grades, recommendations, or academic history will be taken into consideration for admittance.

School Hours:
UP Academy provides an extended school day within an extended academic year.

- Mondays- Thursdays:
8:00am-4:00pm
- Fridays:
8:00am-1:30pm

*Additional academic and behavioral support programs will run from 4:00-5:00pm on Mondays-Thursdays, 1:30-3:30pm on Fridays.

Other School Features:

- Required school uniforms
- Weekly assessment of student progress and performance is communicated to all families
- Weekly theatre, music, and fitness classes
- Enrichment program (e.g., athletics, drama) on Fridays for all students
- Saturday Math Club option for some students
- ISEE and SSAT prep for 8th grade students
- Full-time High School Placement Manager
- Full-time Coordinator of Family and Community Relations.

UP Academy is a new, high-performing public; tuition-free, college preparatory middle school (grades 6-8). Our school aims to ensure all students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential. Our school program is modeled on the highest-performing urban public schools in the United States.

Our founding team believes that any student can rapidly approach grade-level proficiency when exposed to an academic environment defined by the following programmatic components, which will infuse our school:

- *Relentlessly high, consistent academic and behavioral expectations for all stakeholders, including our students, our families, and our staff.* Our expectations are explicitly taught, meticulously enforced, and consistently supported by school-wide systems of incentives and consequences.
- *Seamless and detailed operating procedures.* Our operating systems are wide-reaching, encompass every imaginable aspect of school operations, and are implemented with unyielding attention to detail. All routines are modeled for, and practiced by, the appropriate constituents at the beginning of each year, and regularly reinforced thereafter.
- *Rigorous, standards-based curriculum, instruction, and assessments.* Our educational program is designed to help students master core basic content and skills by the end of 8th grade, while simultaneously preparing them for the intellectual demands of a college preparatory high school program.
- *A wide-reaching network of supports for all students, including Special Education students and English Language Learners.* Our school employs an extensive network of whole-school and individualized supports to catch struggling students before they fall behind. When faced with a student who is not finding success in our program, we will seek to identify the underlying skill deficiency and then provide systematic supports to address the issue.
- *An obsession with regularly and effectively using data.* We regularly analyze academic assessment data to understand which concepts students have and have not mastered, using this analysis to build tutoring plans and to make adjustments to our program. Data detailing student performance on non-academic goals also permeate the school and drive individual and school-wide improvements.
- *An atmosphere of enthusiasm and joy.* Our program is designed to ensure that teaching and learning become exciting and fun.

There are 490 students enrolled at UP in fall 2011. 48% of students are Black, 10% are White, 10% are Asian, 31% are Hispanic, and 1% are Multiracial.

85% of students qualify for free or reduced lunch, 28% of students have a diagnosed disability, and 32% of students have limited English proficiency.

Young Achievers

Science and Math Pilot School

The Young Achievers Science and Mathematics Pilot School (K-8) is committed to the future of each of its students, a future that includes proficiency in science and math and pursuing a college preparatory math/science curriculum in high school. In each of our graduates, we work to develop the six habits of mind—equity, creativity, investigation, connections, perseverance, and responsibility. As well, we encourage them to become leaders who can make a difference in our communities.

Young Achievers helps make this possible through innovative programs: an eight-hour school day, experiential learning opportunities grounded in the local environment, and classroom partnerships with working scientists and community-based organizations. Our supportive approach is reflected in our Saturday Academy for academic support and in our summer programming, as well as in our “surround care” in the early morning and late day. At Young Achievers we answer students’ curiosity about how their lessons apply to the real world by making Boston’s natural settings, neighborhoods, and real world problems an essential part of the curriculum.

Young Achievers is located at the former Lewenberg School building in Mattapan. Our program continues to provide small classrooms of 18-20 staffed by a teacher and a community teacher/intern. Each room has Internet access, and the school offers a computer lab and a mobile classroom laptop lab. In addition to a rigorous core academic program, Young Achievers actively recruits partners from the community to offer enrichment activities in music, physical education, theater, martial arts, and visual arts for all grades, and intramural athletics for 5th-8th grades. Children with special needs are enrolled in our fully inclusive program, with individually designed services to meet students’ needs. English Language Learners have access to a specifically designed SEI Program for K-5th Grade.

At Young Achievers, school staff and families work together as partners to ensure the best possible educational experience for each child. Beginning with home visits over the summer, staff members actively reach out to each family and engage them in the critical work of supporting student achievement. Families are expected to attend twice-a-year conferences and to come to school for classroom and school-wide presentations.

Student Population

There are 580 students enrolled at YA in the fall 2011. 94% are in regular education classrooms with 25% receiving special education services in an inclusion model. 26% of our students are English Language Learners (ELD Levels 1-5) serviced in both in an SEI Program and in the mainstream classrooms. The student population is 0.4% Asian, 50.7% Black, 44.5 % Latino, 0.5% Native American, 3.6% White, and 0.4% Multiracial/other.

“This is not just a school—it’s Young Achievers. My older daughter started talking about how groups of people can really change things. I decided this was a school I wanted because of the sense of community.”

Parent

20 Outlook Rd.
Mattapan, MA 02126
617-635-6804 (T)
617-635-6811 (F)

Principal

Virginia Chalmers

Upper School Coordinator

Chandra Joseph-Lacet

Lower School Coordinator

Carol Murray

Academic Achievement Framework Coordinator

Matthew Santmire

Director of Operations

Leigh James

Office Manager

Patty Gilmore

Family Community Outreach Coordinator

Abby Rodriguez

Grades

K – 8

Mandatory Uniform

K-5th Grades- Maroon top/Khaki bottom
6-8th Grades- Navy Blue top/ Khaki bottom

YA School Schedule

Monday - Friday

Before School Program 7:00-9:00AM
Buses arrive 9:10 AM
Classes begin 9:30 AM
Buses depart 4:30 PM
Homework and Tutorial Support
4:30-6:30 PM



Carol R. Johnson, Superintendent of Boston Public Schools

Boston School Committee

Chairperson: Reverend Gregory G. Groover, Sr., D.Min.

Vice Chairperson: Marchelle Raynor

Members:

John F. Barros

Alfreda J. Harris

Claudio Martinez

Michael D. O'Neill

Mary Tamer

Student Representative:

Carlos Rojas

Executive Secretary:

Elizabeth A. Sullivan

The information presented in this document was obtained from the Boston Public Schools website www.bostonpublicschools.org, the Center for Collaborative Education, the Massachusetts Department of Education www.doe.mass.edu, and from the schools within.

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