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Executive Summary

A Quartet of Quotes

"Every person needs a place that is furnished with hope."
-Maya Angelou

"Children grow into the intellectual life around them."
-Leo Vygotsky

"Better is possible. It does not take a genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try."
-Atul Gawande

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."
-Paulo Freire

SY 2019-2020

For the past few years, and since we began the work of adopting, implementing, and evaluating year-long Turnaround Plans, we have described the Wright Academy as "a school on the move." This remains true. However, our plan for 2019-2020 is largely focused on taking stock of the progress we've made in the past two years, and working to integrate rigorous academics with supportive and trauma-informed social-emotional learning. That is to say, our focus is to move from good to great, strengthening consistent practices and maximizing the effectiveness of the many assets we already have in place.

Two years ago, our focus was on higher-order thinking. We worked relentlessly to develop vertical content teams and tasked them to define what rigor, inquiry, and complex learning looked like in their classrooms. Last year, we prioritized focused instruction,
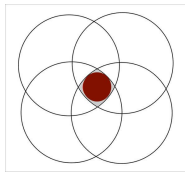
leveraging a school-wide instructional framework to ensure all students had consistent access to this content, and that all teachers could assess and evaluate mastery. Additionally, we've worked to solidify our social-emotional programming and our reading and math intervention block, dedicating committees to each of those initiatives. We have invested, collaborated, and improved in this work as a whole school, with all hands on deck, from coaches and teacher leaders to our student support team, paraprofessionals, and administrators. This work is stronger than it has ever been, and we will continue to be deliberate and reflective in moving it even farther forward this year.

This year, we are layering on two new areas of focus, both of which will solidify our continued mission to deliver rigorous instruction, supportive social-emotional learning, and targeted intervention programming. First, we will bridge the connection between maximizing our instructional framework and complex higher-order thinking by prioritizing instructional strategies. As a school, we will learn, analyze, practice, reflect upon, and refine best practices that actualize deep learning and authentic engagement. Secondly, we will tap into our strong culture and climate, leveraging our strong faculty-faculty and faculty-student relationships in order to bolster our school-wide approach from "warm" to "warm demander." We will adopt *Culturally Responsive Teaching and The Brain* as our anchor text and will preserve Faculty Meeting time for professional learning around the mindsets, knowledge, and skills outlined within the book. The subtitle of this text is "promoting authentic engagement and rigor among culturally and linguistically diverse students," and the text itself focuses on creating a culture of high expectations, cultural relevance, and building authentic learning partnerships in order to develop academic mindset within each and every student. This is the very urgent, meaningful, rewarding, and complex work that keeps us up at night and fires us up each morning, and we will work together, as one school and one team, to take on this adaptive work, and to empower our students.
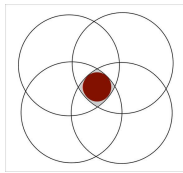
Our goal is to create and sustain a school where every student feels they can belong, succeed, grow, and prepare for high school, college, career, and the future. We will continue to welcome and educate each and every child, and to honor the hopes and dreams of our families and our larger Chelsea community. With this plan for 2019-2020, we will have our boldest and most powerful year yet.

I – Consistent Instructional Approaches and Adult Learning to Support Culturally Responsive Teaching
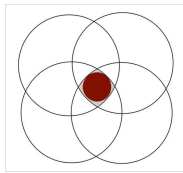
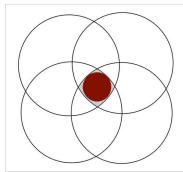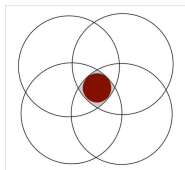|	
A	**Turnaround Practice(s):** *Which turnaround practice(s) are you addressing?* 1. Leadership, Shared Responsibility, and Professional Collaboration 2. Intentional Practices for Improving Instruction

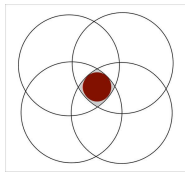|	
	3. Student-Specific Supports and Instruction to all Students 4. School Climate and Culture
B	**Overarching Goal:** *What are you trying to achieve with work with this turnaround practice(s)?* ● We will highlight and implement targeted instructional strategies to support high quality teaching in Tier 1 instruction, building upon our previous Turnaround Plans' foci on an Instructional Framework for Focused Instruction (SY 2018-19) and Higher-Order Thinking (SY 2017-18) in both Tier I and WIN and foster a culturally responsive mindset in staff to ensure the success of all students.

C	**Theory of Action:** *Data analysis and challenges (including data from last year), rationale for this work*
	● **If** teachers plan and implement every lesson using the schoolwide Instructional Framework with shared expectations for rigor and instructional best practices to meet all students' needs, **then** students will have consistent access to high-quality curriculum, instruction, and assessment that builds their confidence and independence, increases engagement, and leads them toward higher-order thinking that ensures successful mastery of content knowledge and skills.
	
	    ○ Rationale:
	        ■ Defining common expectations for high-quality instructional practices that address clearly identified student-specific needs will help all students thrive and succeed.
	
	        ■ Using and analyzing a variety of student-specific data to assess the effectiveness of our teaching will help us to modify instruction to meet the needs of all students.
	
	        ■ Strengthening WIN will provide targeted instructional interventions and supports to all students.
	
	        ■ Focusing on leveraging culturally responsive teaching to integrate more effective academic and social emotional components into the day to day teaching and learning for our teachers and students will result in more positive relationships focused on high academic and behavioral expectations, stronger teacher pedagogy and student engagement, and an overall greater understanding of our students' strengths, cultures, and interests.

D	**Proposed Solution/Strategy 1:** *What is the first focus of our work?* *What is one strategic initiative to address our problem?*	● Adopt and integrate best instructional practices into our Instructional Framework (SY 2018-2019) strengthening our Focused Instruction and Higher-Order Thinking (SY 2017-2018) in Tier 1. ○ Identify and define best instructional practices and expectations for effective instruction that are both consistent and coherent and allow for flexibility

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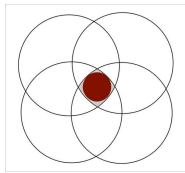|		
		between grade levels and content areas
		○ Adopt and integrate these instructional practices into the framework in order to ensure student engagement and mastery
E	**Desired Impact of Solution/ Strategy 1:** *What are we trying to change? (Lag)*	● Teachers will understand and articulate a shared vision for best instructional practices and expectations for high quality instruction ● Teachers will consistently use student data to assess the effectiveness of their instruction and modify instructional practices to meet the needs of all learners. ● Students will consistently experience common lessons planned with the identified best instructional practices and strategies that utilize their data to enhance their level of engagement ● Students will consistently benefit from lessons that ensure higher-order thinking, engagement, and mastery

*	**Identified Challenges:** *What caused you to choose this strategy and what data supports the need for it?*	*Think about SchoolWorks review, student outcomes in academics or SEL, survey data and/or your personal reflection.*
		
		SchoolWorks Visit Data (March 2019):
		
		● School leadership has identified an instructional framework, but not shared expectations for rigor and instructional best practices to meet all students' needs in all content areas.
		● While administrators and instructional coaches are monitoring instruction at the school and teacher level, it is not yet aligned to a set of shared instructional expectations.
		● Some teachers use student data to assess their instruction and modify instructional practices; however, it is inconsistently implemented across grade levels and content areas.
		
		CVT Data:
		
		● **June school-based percentages were as follows:**
		  ○ #5 Focused Instruction: 31%
		  ○ #6 Instructional Strategies: 31%
		  ○ #7 Participation and Engagement: 40%

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		○ #8 Higher-Order Thinking: 27%
*	**Assets/Resources:** *What are the strengths of the school and/or district and supports available to the school to implement this strategy?*	**Assets & Resources:** ● Previous Turnaround Plan initiatives (SY 2017-18, SY 2018-19) ● Ongoing Progress Monitoring Meetings with School and District Leadership ● SchoolWorks Reviews & Visits ● RI and I-Ready Data ● 5DP Assessment Data ● School and District CVT Data ● SSOS and State Partners ● MathLabs, WriteBoston, District-offered Professional Development (CPLA)
F	**Measures of Change of Solution/Strategy 1:** *What outcome indicators do we use to measure success throughout the year? (Lead)*	

G	**Adults:** *what & when?*	● By June of 2020, the WSTA will grow by 20% in classrooms scoring a 4 in CVT indicators 5, 6, 7 and 8 with an expected average growth of 5% per quarter.
		● Baseline data of 4s in June 2019:
		  ○ Indicator 5 at 31%
		  ○ Indicator 6 at 31%
		  ○ Indicator 7 at 40%
		  ○ Indicator 8 at 27%

	Students: *what & when?*	*Please think about subgroup measures as well as aggregate (ELs and SWD).* **In Literacy and the humanities:** ● Standards Mastery Reports ○ Students in Proficient and Advanced levels will increase by 10% and students in Needs Improvement and Warning will decrease by 10%. **Benchmark Testing:** ● In 5DP assessments WSTA will be within 3 percentage points of the network when we are below in ELA and Math, and within 3 percentage points of the district when we are below in Science.

		MCAS Testing **Set benchmarks based on accountability data in July/August
I	**Measures of Implementation of Solution/Strategy 1:** *How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?*	*For Adults:* ● By the end of August, the school leadership team will identify and define best instructional practices to focus on for SY 2019-2020. ● By the end of August the school leadership team, leads, coaches, and teacher leaders from each content area will identify look-fors for each instructional practice. ● Vertical PLT members will complete walkthroughs once per quarter using the look-for tool and bring observation data to vertical PLT. ● Vertical PLTs will follow-up from observation and debrief trends (glows and grows), and determine next steps for their content area. ● Vertical PLTs will support in problem-solving using the consultancy protocol and the workshopping of lessons. ● Vertical PLTs will examine content specific CVT data, identify patterns and trends, and assign next steps.

D	**Proposed Solution/Strategy 2:**
	What is the first focus of our work? What is one strategic initiative to address our problem?
		● Continue to refine and improve an effective Enrichment/Tier 2/Tier 3 system to provide students with targeted intervention (WIN).
		  ○ Continue to build upon the work from WIN Committee (SY 2018-2019) and create a long term cycle and WIN plan for 2019-2020.
		  ○ Progress Monitor using student data and learning walk data for different groups of students.
		  ○ Horizontal and Vertical PLT work to provide teachers with what is the student outcome data telling us about student progress/needs? How are we flexibly grouping our students and meeting their needs in the specialized block?
		    ■ WIN Committee teachers will read *Enhancing RTI; How to Ensure Success with Effective Classroom Instruction and Intervention*, bringing knowledge to faculty meetings and developing frameworks at each tier.

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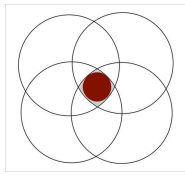
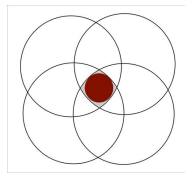|		
		■ Hyper focus on the lowest 25% of students and how to help them grow in Tier 1 instruction as well ■ Struggling student protocols and follow-up with individual team members

E	**Desired Impact of Solution/ Strategy 2:**
	What are we trying to change? (Lag)
		● WIN ensures the following:
		  ○ Helps struggling students to grow in Tier 1 instruction
		  ○ Provides accelerated students with enrichment opportunities to extend their learning beyond Tier 1
		  ○ Becomes an integral part of daily instruction and more ingrained component of our school community

*	**Identified Challenges:** *What caused you to choose this strategy and what data supports the need for it?*	*Think about SchoolWorks review, student outcomes in academics or SEL, survey data and/or your personal reflection.*
		
		SchoolWorks Visit Data (March 2019):
		
		● The school uses a variety of assessments to identify academic needs, and some teachers are using these assessments to provide student-specific interventions and supports.
		● The school employs a system for providing targeted interventions and supports; however, it does not yet monitor the impact of tiered interventions outside of WIN.
		
		Survey from WIN:
		● On a scale of 1-5 (5 being most effective)n teachers were asked how well they thought WIN went during the 18-19 school-year.
		  ○ 1: 0% of teachers
		  ○ 2; 0% of teachers
		  ○ 3: 39% of teachers
		  ○ 4: 54% of teachers
		  ○ 5: 7 % of teachers

*	**Assets/Resources:** *What are the strengths of the school and/or district and supports available to the school to*	● Organized and effective WIN committee already in place ● Previous Turnaround Plan initiatives (SY 2017-18, SY 2018-19)

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	implement this strategy?	- Ongoing Progress Monitoring Meetings with School and District Leadership - SchoolWorks Reviews & Visits - RI and I-Ready Data 5DP Assessment Data - School and District CVT Data - SSOS and State Partners - MathLabs, WriteBoston, District-offered Professional Development (CPLA)
F	**Measures of Change of Solution/Strategy 2:** *What outcome indicators do we use to measure success throughout the year? (Lead)*	
G	**Adults:** *what & when?*	The percentage of students moving up in intervention groups will increase Teachers will track student moves in a WIN google doc.
H	**Students:** *what & when?*	*Please think about subgroup measures as well as aggregate (ELs and SWD).* - RI Data - RI Goals - By June 2020, 50% of our school will be reading at grade-level. - Baseline: 40% Proficient (June 2019) - By November, we want to maintain our 40% Proficient from June 2019. - By February, the target is to increase by 5% of students reading at grade level, for a total of 45% of students in Proficient. - By June, 50% of students will be reading at grade level. - RI Data - Growth Goals - By June 2020, 100% of students at WSTA will have made progress toward their annual growth and 70% will have met their annual growth goal. - By November, students will have met 33% of their annual growth goal. - By February, students will have met 66% of their annual growth goal. <u>In Math:</u> - i-Ready Math Growth Goals - By June 2020, at least 50% of students will have met their Typical Annual Growth Goal.

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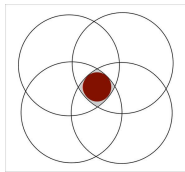Chelsea Public Schools
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		■ Baseline: 42% met Typical Annual Growth (June 2019) ○ By February 2020, at least 50% of students will have made 60% progress toward their Typical Annual Growth Goal. ■ Baseline: 45% made at least 60% progress (June 2019)
I	**Measures of Implementation of Solution/Strategy 2:** *How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?*	*(Ongoing)* Teachers will re-group students based on multiple data points (RI, i-Ready) for Math and ELA for WIN block. *** Dates for re-grouping will be determined by RI and i-Ready testing administration *** Percentages will be set when we receive baseline data in the fall *(Ongoing)* The percentage of students reading and doing math on grade level will increase. ***Dates for reporting will be determined by RI and i-ready testing administration in the fall.

D	**Proposed Solution/Strategy 3:** *What is the first focus of our work? What is one strategic initiative to address our problem?*	● Adopt <u>Culturally Responsive Teaching and the Brain</u> and use Faculty Meetings as the primary time and space for whole-school professional learning.
		  ○ Develop a scope and sequence for professional learning throughout the school year for faculty meetings.
		  ○ Monitor the effectiveness of the learning through exit-tickets, classroom observations, informal conversations, and planning time with teachers and administrators.

E	**Desired Impact of Solution/ Strategy 3:** *What are we trying to change? (Lag)*	● All teachers, across content areas and grade-level teams, will develop a culturally responsive lens for their day to day work with students, focused on developing the mindsets, knowledge, and skills needed to integrate academic and social emotional learning to build a foundation that will ultimately strengthen their practice as culturally responsive educators. ○ Concepts of focus: Warm Demander, Academic Partnerships, Independent Learners, Academic Mindset, and Culturally Responsive Teaching
*	**Identified Challenges:** *What caused you to choose this strategy and what data supports the need for it?*	*Think about SchoolWorks review, student outcomes in academics or SEL, survey data and/or your personal reflection.* **SchoolWorks Visit Data (March 2019):**

		- *The school has behavioral expectations that some teachers actively use and enforce.*
		- *The school has social-emotional resources for students, but has yet to consistently assess the impact of those supports.*
		- *The school has a climate of respectful communication, dedicated staff, and supportive, collaborative relationships.*
		
		Personal Reflection:
		
		- Our school is poised for the next step in our efforts to become culturally responsive. We have received positive feedback in terms of our climate and culture and are ready for the adaptive learning presented in *Culturally Responsive Teaching and the Brain.*
		
		    Potential Challenges:
		
		    ○ Will require a heavier administrative/ILT lift in terms of more thoroughly planning, executing, and assessing the effectiveness of Faculty Meetings and Professional Learning
		    ○ Mindset shifts and conversations focused on implicit bias, culture, and identity can be uncomfortable.
		    ○ The idea of adopting an anchor text and using professional learning to simulate teaching strategies is something new for our school.

*	**Assets/Resources:** *What are the strengths of the school and/or district and supports available to the school to implement this strategy?*	- Some of our SLT have read the book for previous summer reading, and have attended the year-long learning series offered through DESE. - We have been able to purchase copies of the text for each of our teachers. - We have a collaborative and collegial faculty who are comfortable and eager to work together and take on new learning opportunities. - Overall, relationship-building and warm relationships are a strength of our school.
F	**Measures of Change of Solution/Strategy 3:** *What outcome indicators do we use to measure success throughout the year? (Lead)*	
G	**Adults:** *what & when?*	- By June of 2020, the WSTA will grow by 20% in classrooms scoring a 4 in CVT

		indicators 4 and 7 with an expected average growth of 5% per quarter.
		● Baseline data of 4s in June 2019:
		    ○ Indicator 4 at 75%
		    ○ Indicator 7 at 40%

H	**Students:** *what & when?*	*Please think about subgroup measures as well as aggregate (ELs and SWD).* ● By June of 2020, we want 100% of students to answer "many" or "all" of the adults at my school know about my strengths, cultures, and interests: ○ Baseline data in June 2019: SEL Survey: Question #14 "The adults at my school know about my strengths, culture, and interests" → 64% of students said either "some" (44%) or "one" (20%) vs. 36% who said many (26%) or all (10%).
	Measures of Implementation of Solution/Strategy 3: *How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?*	*For Adults:* ● By the end of August, the school leadership team will plan a year- long calendar of faculty meetings and CRT practices to focus on for SY 2019-2020. ● The school leadership will develop exit tickets to measure the effectiveness of delivery and content for each faculty meeting. ● Horizontal PLTs will follow-up from observation and debrief trends (glows and grows), and determine next steps for their grade level.

Repeat Rows A - J for as many initiatives that are turnaround practice-based as being addressed.
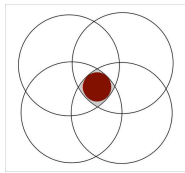
Repeat Rows D - J for as many strategies as needed for each for each initiative

Required Appendices:
1) District Support/Evidence Based Intervention - Provided by Priti and Sarah

For SIP requirements:
2) Core Values/Mission - Work on at the Summit, look at updates from handbook, consider the VOG,
3) Professional Development Plan - Work on at the Summit

4) Parent Involvement Plan – Work on at the Summit, update 2017 version
5) Teacher induction and Mentoring Activities – Provided by Linda and Sarah
6) District Program Models and Approaches that Ensure Progress for ELs – Provided by Sean and Sarah
7) District Program Models and Approaches that Ensure Progress for SWD – Provided by Cindy and Sarah