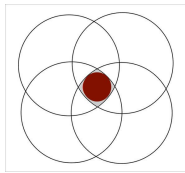


Executive Summary: *The Browne faculty and administration have been working incredibly hard focused on developing instruction to improve outcomes for students. The support provided to transitioning ELLs has paid dividends; the reading interventions are supporting modest gains. However, we are not seeing significant results for staff effort and work and there is growing disgruntlement between students and faculty and faculty and administration such that the culture and morale in the building is low. Thus, the focus in this plan is to address the culture and more. Our goal is to focus on building a community where adults and students are working together to build a better environment where learning is happening and students are leaving 8th grade with a well rounded skill set - social, emotional and academic. Developing a deep understanding of both the students and adults will allow us to build relationships with each other to support the learning that is needed and not currently happening. **The plan is bold because it is solely focused on improving the culture and climate through developing restorative mindsets and making the bet that this is what will move the needle in terms of outcomes for students. Students need to feel cared for and valued to take the risk to learn and work hard AND faculty need to feel cared for and valued to take the risks being asked of them to make significant shifts in their instruction.***

***Vision:** Restorative practices will be foundational to our school and students and teachers will be partners in developing the whole child. We will build a strong and positive school community using restorative practices that cultivate restorative mindsets where students and adults trust each other to take risks to learn and grow. We will build a community where both students and adults feel represented and have a sense of belonging. Students and parents in the Chelsea community will be excited at the prospect of sending their child to the Browne Middle School.*

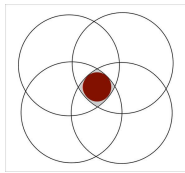
In order to do this we are asking all adults in the Browne Middle school to embark on the work of Adult Self Awareness to shift Mindsets in three ways: (i) How they know and understand their students (ii) How they know and understand themselves (DEEP) and (iii) Invest in the radical idea that #Love Works. This important groundwork will pave the way for students to be less reluctant to engage in academic challenges and for teachers to confidently challenge students to learn at a deep level. Thus we will produce 8th grade students confident in their ability to transition to high school with the Social, Emotional and Academic skills needed to experience success as high school Freshmen. These practices will also prepare students to have a greater sense of awareness about their learning and learning mindsets which in turn will begin the preparation for the Middle School Capstone and Vision of a Graduate reflection we'll be asking the students to take on fully in SY 2020-2021.

***Key improvement strategies and goals that address root causes of challenges the school faces that will be used to accelerate improvement.** We are demonstrating some gains connected to strategies and approaches implemented last year. To that end we will continue the push to engage students in higher order conversation, continue to support the transitioning ELLs with licensed content teachers and provide ongoing reading supports to our students. On the other hand, faculty and administration*

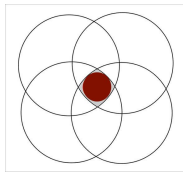


are working to hold academic standards but are experiencing difficulty engaging students with these standards. Despite the focus on APT students generally demonstrate a reluctance to engage. We've analysed teacher focus group data, CVT data and the School Works Review and have determined that there is an overall lack of trust and sense of belonging in the school that is undermining the instructional and academic efforts. To that end we will continue the push to engage students in higher order conversation but support this work through a focus on building a more supportive climate and community. The root cause being that there are insufficient relationships between the adults and students or between administration and teachers for either teachers or students to take instructional and academic risks; both groups are reluctant to take risks and grow; they are unsure of each others' support and trust. Therefore, the overarching goal is to build community through an **intentional focus** on understanding and accepting who our community is (there will be no more explaining our "failures" by explaining our students) in order to build strong and trusting relationships so that we can support all students to learn and grow. Students and teachers need more time together to partner and learn. Therefore, we've worked to develop a bell schedule that gives more time to build community e.g. advisory period all 5 days; to provide professional development to support staff to unpack implicit biases about our students; and to restructure 'student support' using restorative practices to build relationships and invest in the idea that #Love Works. Circles will be the vehicle through which we build understanding of each other, provide support to have honest conversations, collaborate and reflect and engage students and adults. We will use the knowledge and comfort gained with the practice of circles in advisory and transfer it to instruction. This transfer will support staff to routinely use the circle mindset/structure for students to engage in higher order thinking e.g. Circle up to reflect on what was difficult or challenging about this process; Circle Up to collaborate and share evidence to support your claim and give feedback to each other. Thus creating the routine opportunity for Higher Order Thinking that is not current practice.

Feedback from stakeholder groups influenced the plan. As active participants in turnaround work within the district, it became clear that without building relationships with students, it is very difficult to successfully engage all students in productive struggle to learn at a deep/expert level. We need to integrate social, emotional and academic learning where students are buoyant through the support of strong, trusting relationships where they are confident of the support they'll receive to take risks, safely and grow. This idea was further solidified during Browne teacher and administrator focus groups. All focus groups provided clear evidence that a lack of trust and belief in being supported was deep in the culture of the school. This needs to change in order for students to engage in learning at a deep level. Safe & Supportive School Survey: 38% always feel safe working in groups; 27% say they learn and practice how to manage feelings. While 70% say they know the routines, rules and expectations only 40% say they help them feel comfortable and ready to learn. While 61% of students say that adults at the Browne recognize that students come from different cultures and experiences only 25% see themselves in books, lessons and curriculum. 66% say that All or some adults help them feel cared for at the school; 58% say that the adults at the school know about my strengths, culture and interests; and 40% say they always feel valued and 48% say they sometimes feel valued,



	<p>We have at least 45% of students who don't sometimes or ever feel like they feel recognized or valued and don't see adults in the building who know them and their culture. Without taking care of this huge segment of our population we will remain managing compliance.</p>
<p>A</p>	<p>Turnaround Practice(s): <i>Which turnaround practice(s) are you addressing?</i></p> <ol style="list-style-type: none"> 1. Leadership, Shared Responsibility, and Professional Collaboration 2. Intentional Practices for Improving Instruction 3. Providing Student-Specific Supports and Instruction to All Students 4. School Climate and Culture
<p>B</p>	<p>Overarching Goal: <i>What are you trying to achieve with work with this turnaround practice(s)?</i></p> <p>We will build community through an intentional focus on understanding and accepting who our community is in order to build strong and trusting relationships so that we can support all students to learn and grow. We will own and support our students as a community owns their members. We will own and support our faculty as a community owns their members. Students and teachers need more time together to partner and learn as well as the knowledge for how to build this partnership and we will provide them with the support needed to engage in this partnership.</p>
<p>C</p>	<p>Theory of Action: If we develop a deep understanding of our community, cultivate trust between adults and adults as well as adults and students, and believe that all students can succeed, then we will have increased engagement and academic risk taking in classrooms. Without adult risk taking, teaching will not change and without student risk taking, learning outcomes will not change.</p> <p>Representative supporting data from 2018-2019:</p> <p>Despite a sustained instructional focus and support provided for the instructional focus student engagement in higher order thinking continues to be low. (CVT data: almost 44% 3s; 0% 4s = 56% 1s and 2s) Student Outcomes (MCAS ELA, Math and STE) are not growing they are static and consistently significantly below the State. Teachers are sharing that when they raise standards, students disengage, and then practices shift to creating access by over scaffolding. At the same time faculty are reporting low morale feeling under supported, increased problematic student behaviors and lack of communication between administration and faculty. Overall there is a lack of community pride for teachers and students and there is a broken sense of community. With our Turnaround Plan Goal the bet here is that if we build stronger relationships, understand our students emotional, social and learning needs, understand our individual selves and what we bring to the community, we will be better able to support students to have confidence to take risks and engage in productive struggle to learn. At the same time building trusting relationships between faculty and administration will</p>



support faculty to take risks in the classroom. ***Building relationships, integrating SEL practices with instructional practices is the key to moving learning outcomes forward.***

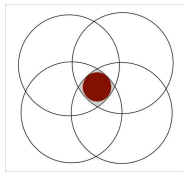
Teacher Focus Groups:

- *Want support around dealing with student behaviors
- *We need a little bit more pride and community building;
- *Kids are not proud, running around and not going to class
- *There's no communication loop

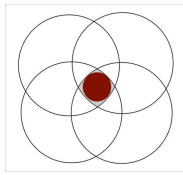
School Works Report: Finding Statement #8: Behavioral expectations and practices are inconsistently implemented throughout the school. While the school uses Bulldog bucks and the 3 Rs (Respect yourself, Respect others, Respect the school) to structure and reinforce behavioral expectations, administrators, coaches, and teachers reported that student behavior and safety in the school building, compared to previous years, is on a decline. Administrators reported that they started the school year without an SEL leadership team member to message and monitor behavior expectations, including student safety, culture initiatives, MindUP, and restorative practices. Teachers reported that hallway behavior is unsafe and it is hard to teach when students are engaging in foul play in the hallway. Teachers also reported that more than 15 parents have shared that, due to safety concerns, they are not planning to send their students to the school next year. Students unanimously reported that there is a lot of bullying in their school based on race, religion, gender, how students talk, and the way students speak English. Students reported that they wish other students had more empathy.

SW Finding #10: Teachers reported that the lack of time, resources, and clarity are exhausting and make them feel unsuccessful, unproductive, and not positive about their collaboration, support, and ultimate impact on student achievement. Teachers reported that 80-to-85% of the school would describe the current school climate as unsatisfied, divided, burnt-out, and tired. However, teachers reported that collegiality and collaboration among grade-level teams and their fellow colleagues make school a good place to come to everyday.

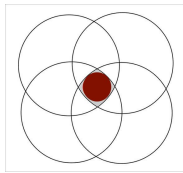
<p>D</p> <p>Proposed Solution/Strategy 1: <i>What is the first focus of our work?</i> <i>What is one strategic initiative to address our problem?</i></p>	<p>Create a distributive leadership team structure which includes a central hub and multiple mini-hubs with clear lines of communication, clear roles and responsibilities, and a collaborative culture in order to build a trusting school community (Listening Leader Framework- Snowflake)</p>
<p>E</p> <p>Desired Impact of Solution/ Strategy 1:</p>	<p>We want to change the lack of communication, the lack of coherence so that our community knows where we're going (vision) , why we've chosen that destination and are involved in</p>



<p><i>What are we trying to change? (Lag)</i></p>	<p>moving our community toward that vision. Build systems where there aren't current systems to support this work. Thus reducing the sense of being overwhelmed and being removed from a collective vision.</p> <p>Our plan here is to restructure teams and develop communication coherence by (i) creating a Progress Monitoring for Turnaround Plan Team which will collaboratively evaluate our work and make refinements and act as the central hub for our turnaround plan focus (ii) Continue to develop and refine the ILT so that they are integrating academic, social and emotional learning</p> <p>Restructuring of teams will focus on "Shifting Culture" as well as supporting consistent coherent messaging from Progress Monitoring.</p>
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>Feedback in faculty focus groups consistently voiced that there was a lack of transparency between administration and faculty, no complete feedback loop so that faculty didn't feel supported on a day to day basis.</p> <p>Focus group - " We have a lot of teams."</p> <p>Feedback loops for schoolwide systems – there's a lot of interest amongst staff</p> <p>Need more Open communication, consistent;</p> <p>A lack of clear communication from administration. We've lost that a little bit with x2</p> <p>People who have been here a long time are operating with old rules, new staff and not knowing what the rules are. Confusion around basic expectations</p> <p>We're collecting a lot of data and we're not using it to inform either the instruction or discipline</p> <p>Additionally, the School works review cited that there are many teams working to support multiple initiatives however, there wasn't clear communication across teams and sometimes teams were duplicating efforts to target similar problems. " The school has a number of collaborative and distributive structures; however, these teaming structures do not have a collective and cohesive focus..... The leadership team plans to meet weekly but – due to competing priorities with school culture and climate – sometimes does not meet. The leadership team includes the principal, two assistant principals, and English language learner (ELL) District Coordinator. Administration reported that the leadership team meeting focuses on school-wide needs..... Teachers reported that there are several teams and meetings that take place in a given week, which makes it hard to find time for individual and</p>

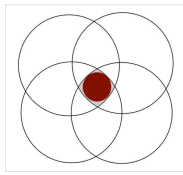


	<p>collaborative planning with special education (SPED) and ELL teachers. “ “ Administration also noted that progress monitoring meetings are focused on data analysis but often do not translate to school-based actionable and instructional next steps. Coaches and teachers reported that the ILT and PLT meetings are not leveraged for data analysis or progress monitoring on a consistent basis. “</p> <p>SchoolWorks: Finding Statement #10: While there is a climate of respect and collegiality, the school lacks productive communication, collaboration, and positivity in support of increasing student achievement. The school team of administrators, coaches, and teachers all agreed that there is a maintained climate of respect and collegiality. ...While teachers appreciate the efforts and intentions of administration to provide opportunities for distributive leadership through multiple teams and committees, teachers reported feeling overwhelmed and exhausted by the amount of meetings they have to attend within a week and by the amount of meetings that they should be attending but – due to schedule constraints – are not able to attend.</p> <p>Administration and coaches have also reported in focus groups the challenges of the cascading schedules and its impact on staff morale. Administrators reported that a schedule committee will begin to meet in the coming weeks to leverage teacher voice in the necessary schedule changes.</p> <p>Coaches and teachers also reported in focus groups that with multiple teams and committees, decisions and expectations for school-wide instructional and SEL initiatives are ambiguous and sometimes untimely. They also reported discomfort with the tension between administration and teachers and the role in which instructional leaders play as a coach, accountability partner, and liaison to administration. While teachers reported appreciating the ongoing support and feedback from their coach, teachers reported a lack of alignment with coach feedback and administration’s instructional focus. Teachers are also feeling unclear about the vision for the instructional outcomes of the school and what their role and progress is in meeting the vision and goals.</p>
<p>* Assets/Resources: <i>What are the strengths of the school and/or district</i></p>	<p>*We have teacher interest and investment. Teacher Focus groups asked for a voice in evaluating the Turnaround Plan. The (PMTP Team) at the center of the leadership organization</p>



	<p><i>and supports available to the school to implement this strategy?</i></p>	<p>chart will act a this team informing the work taken out to other teams.</p> <p>*Strong SEL and PBIS leads in place who recognize the need for the integration of the SEL and PBIS teams to reduce teacher work, prevent duplication or working at odds and have a more coherent approach to supporting students Social, Emotional and Learning needs. (Restructuring of student support)</p>
F	<p>Measures of Change of Solution/Strategy 1: We should see greater faculty satisfaction around communication, our coherence and ability to articulate our vision.</p>	
G	<p>Adults: <i>what & when?</i></p>	<p>Staff Survey for quarterly feedback on communication, coherence and overall adherence to our turnaround plan.</p> <ul style="list-style-type: none"> - Each quarter the percentage of positive responses will increase. - <p>Monthly we will solicit feedback through a survey to establish the support staff are experiencing to implement our vision in our turnaround plan. It will allow us to be responsive to their concerns.</p> <ul style="list-style-type: none"> - Adults will report a consistent responsiveness to the level of support provided for our vision.
H	<p>Students: <i>what & when?</i></p>	<p><i>Please think about subgroup measures as well as aggregate (ELs and SWD).</i></p> <p>The interconnectedness of our new leadership model will create a strong communication hub with progress monitoring at the center such that there will be greater cohesion and focus in lesson planning and implementation strategies to support risk taking for engagement in higher order thinking and therefore student achievement will increase.</p> <p>Overall increase in student achievement:</p> <p>*Reading: Using the Reading Inventory (RI), 75% of BMS students will meet their individualized annual growth goal. We will compare the baseline assessment (administered in September) to the post-assessment (administered in May).</p> <p>*Math: Using the iReady math diagnostic assessment, 75% of BMS students will meet their individualized typical growth goal. We will compare the baseline assessments (administered</p>

School Name



Chelsea Integrated Turnaround Plan Model

2019 - 2020



in September) to the post-assessment (administered in May).

*Foundational ELL: Using the Reading A-Z assessment, 75% of BMS Foundational ELs will meet their individual annual growth goal OR have reached sufficient English proficiency to move to the Transitional level. We will compare the baseline assessment (administered in September) to the post-assessment (administered in May).

*Grades 6 and 8 will close the gap to the network by 2% each benchmark.

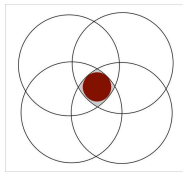
2018-2019 5DP Math Benchmark Distance to Network

Grade	A1	A2	A3
5	-11%	-12%	-16%
6	-8%	-6%	-8%
7	-7%	-14%	-18%
8	-10%	+2%	-11%

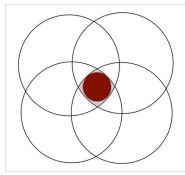
*Grades 5 and 7 subgroups (EL and SPED) will close the gap by 2% each 5DP Math benchmark

2019 5DP Math Benchmark SPED Distance to School

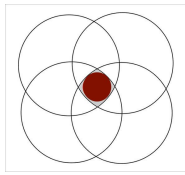
Grade	A1	A2	A3
5 (20)	-10%	-8%	-5%
6 (14)	-17%	-15%	-13%
7 (14)	-16%	-11%	0%
8 (14)	-10%	-21%	-18%



I	<p>Measures of Implementation of Solution/Strategy 1: <i>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?</i></p>	<ul style="list-style-type: none"> *Restructure the leadership model to one of a distributive leadership model and implement in the summer of 2019-2020. *PMTP will meet monthly throughout the year to determine the refinement of priorities and take these foci to their smaller teams (SEL, ILT, SST) *The Progress Monitoring of Turnaround Plan Team (PMTP) will be shared with faculty at the end of this current school year 2018-2019. *The 5 person Admin team will be dispersed to all teams and thus create a coherent flow of information as well as support for implementation of the priorities outlined in PMTP. *Agendas for all subgroups/teams who take the work from PMTP. *Weekly Admin team meetings to support the work from the PMTP *Quarterly Faculty Survey for communication and coherence *Monthly Survey for level of support experienced and needed
	<p>Proposed Solution/Strategy 2: <i>What is the second focus of our work? What is our second strategic initiative to address our problem?</i></p>	<p>We will build a strong and positive school community using restorative practices that cultivate restorative mindsets where students and adults trust each other to take risks to learn and grow. We will do this through a revamped student support model that cultivates positive relationships and student engagement in academics using Circles and other practices as a vehicle. We will also support staff in these shifts through professional development focused on Self Awareness and Implicit Biases; the development of understanding restorative practices; the understanding of Circles, their origin, their uses; Advisory and how to teach the social and emotional skills necessary for our students to mature..</p>
	<p>Desired Impact of Solution/Strategy 2: <i>What are we trying to change? (Lag)</i></p>	<p>We will have a community where both students and adults feel represented and have a sense of belonging. We will develop restorative mindsets for student support (in classrooms, outside of classrooms, with parents), restructure student support teams and establish a system for managing student behaviors/supports. The development of a new system to support students will require a Mindshift away from discipline and or giving off the responsibility to others to a collective ownership of building a community together and teaching students the social, emotional and behavioral skills to be a positive member of our school. Additionally, we will have a schedule that supports increased time on learning with advisory everyday.</p>



	<p>This will look like:</p> <ul style="list-style-type: none"> * Staff feel cared for, believe their administration support them to take academic risks. *Positive relationships between staff and students *Students feeling cared for *Students staying in their classrooms and decrease in student office referrals therefore increased instructional time. *Students taking academic risks in their classrooms and engaging in and persisting in deeper learning *Decrease in student suspensions <p>Increased student time in classrooms along with increased student engagement in HOT activities and deeper learning and will result in increased outcomes for ACCESS, ELA, Math and Science across these content areas. These practices will also prepare students to have a greater sense of awareness about their learning and learning mindsets which in turn will begin the preparation for the Middle School Capstone and Vision of a Graduate reflection we'll be asking the students to take on fully in SY 2020-2021.</p>
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>Teacher Focus Groups:</p> <ul style="list-style-type: none"> *Deep disgruntlement with the current schedule. *Student behaviors are out of control, there were no consequences for students, students are avoiding class and walking the halls. *Students afraid to engage and take academic risks. *More compliance in classrooms than students engaging deeply *Behavior management and restorative justice needs an overhaul *SEL work -protect PD time so that everyone knows how to use circles etc. *High levels of student referrals <p>School Works: Finding Statement #9: Teachers reported (and site visit team observations of all four grade level advisories confirmed) that advisory does not feel effective; the materials are received on the day of the lesson and are also not differentiated by grade level or student need. Administration reported that restorative practices are in the very early stages of implementation and are difficult to execute based on the tension that exists with balancing</p>



restoration and punishment.

Math MCAS outcomes continue to be stagnant and without increased time on learning we will not be able to teach the complete Middle School Math Standards.

ELA outcomes are more positive and there is more time devoted to literacy with a block of instructional time for ELA and a block of instructional time for Writing. However, growth is low and slow.

CVT Data : Low student engagement in HOT due to compliance over engagement in the classroom

School Works: The school has an instructional focus, but it is not yet fully supported by ongoing, aligned PD and job-embedded coaching.

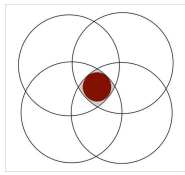
Administrator Input from Focus Groups: Teachers have a Compliance vs Flexible mindset about taking instructional risks; Static vs Growth Mindset prevails.

School Works Report: The administration noted that the focus of APT was informed by previous classroom visit tool (CVT) data analysis at a progress monitoring meeting that revealed a need for more higher-order thinking and less teacher-mediated talk. Based on varied responses in all focus groups, the site visit team noted that team members were not able to state one clear, consistent, quantitative metric for success aligned to instructional focus.....The school has an instructional focus, but it is not yet fully supported by ongoing, aligned PD and job-embedded coaching....Teachers noted that one-on-one coaching conversations with their coach have been impactful in their teaching. Teachers also reported, however, that the feedback that they received is not aligned to concrete instructional practices or an instructional framework.

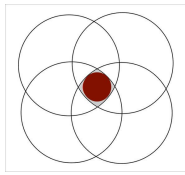
While Student outcomes are moving in the right direction growth continues to be low.

End-of-year RI scores.

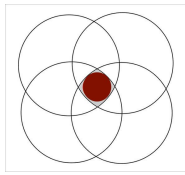
Schoolwide there was an increase of 13 points in the percentage of students reading at



	<p>grade level from September (20%) to May (33%). Students reading in the advance category increased by 5 points from 8% in September to 13% in May. Students reading in the proficient category increased by 8 points from 12% in September to 20% in May. Students reading in the basic category decreased by 9 points from 59% in September to 50% in May. Students reading in the below basic category decreased by 6 points from 23% in September to 17% in May.</p> <p>Similarly for Stem the i-Ready data showed: While 50% of 6th and 8th grade are showing general growth, 32% of 6th grade are on grade level with 25% of 8th graders on grade level. Both other grades show 5% and 19% respectfully.</p>
<p>Assets/Resources: <i>What supports are available to the school or district to implement this strategy?</i></p>	<ul style="list-style-type: none"> *12 staff members already trained in Circles *Plan in place to provide an additional circles training in the summer in preparation for the SY 2019-2020. *Instructional Coaches and Lead Teachers helped to determine what this strategy would look like in support of the overarching goal as well as the instructional vision at the Browne. *Schedule working group with strong teacher and coach representation from multiple content areas helped to develop the new schedule. *SEL team are strong advocates for greater time to build relationships, implement circles and use the Mind Up curriculum. *MindUP curriculum developed and will be refined during the summer months *Teacher Leaders and Administrative team attend a summer retreat to prepare to implement these initiatives. *Funding available through the TAG *District/Central Office approval of the Focus of Turnaround Plan *District Coordinators involved in the building of the Plan *SEL team leaders, administration team all participated in Implicit Bias/Disruptive Equity



	<p>Education Project in June, 2019 and will develop PD plan to bring that knowledge to our faculty.</p> <ul style="list-style-type: none"> *SEL team leaders, Coaches, lead teachers and Administration (PMTPT) will participate in the Love Works/Restorative Culture Building July 1, 2019 *Restorative conferencing already a familiar tool in pockets of the school *ILT coaches and lead teachers participated in a summer retreat to internalise this TP and are invested.
<p>Measures of Change of Solution/Strategy 2: <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	
<p>Adults: <i>what & when?</i></p>	<ul style="list-style-type: none"> *CVT data for 7 and 8- increase in student engagement in HOT from 43% (3s&4s) EOY2019 to 70% (3s&4s) of classrooms EOY2020 *Increase in the number of Faculty trained in Circles from 10% to 80% by the end of the SY2020 * Teachers will write 2% fewer Bin B student behavior reports from September 2019 to June 2020. * There will be a steady increase from zero in September to 50% by the end of the year for faculty participation in restorative circles for students who receive an office referral (BinA)
<p>Students: <i>what & when?</i></p>	<ul style="list-style-type: none"> *CVT data for 7 and 8 - 80% of students will engage in APT in Circles in 100% of classrooms *Students who receive a Bin A report will receive 2% fewer after the initial referral. *100% of students who receive a Bin A referral will participate in a restorative project. *Safe & Supportive Schools survey data will show an increase from: <ul style="list-style-type: none"> ➢ 38% always feel safe working in groups to 50% ➢ 27% say they learn and practice how to manage feelings to 50% ➢ 40% say they help them feel comfortable and ready to learn to 60% ➢ 25% see themselves in books, lessons and curriculum to 50% ➢ 66% say that All or some adults help them feel cared for at the school to 90%; ➢ 58% say that the adults at the school know about my strengths, culture and interests to 80% 40% say they always feel valued to 70% ➢ 45% of students who don't sometimes or ever feel like they feel recognized or valued and don't see adults in the building who know them and their culture to 20%.

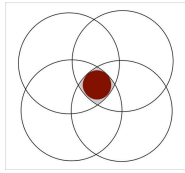


<p>Measures of Implementation of Solution/Strategy 2: <i>How do we hold ourselves accountable for the work and outputs? what & when?</i></p>	<ul style="list-style-type: none"> *A schedule with advisory every day- June 2019 where teachers implement Mind Up, Circles and Executive Function lessons/support. *Continue research into developing a 59/60min block schedule and set up a working team. *Grade levels consolidated on a floor- June 2019 *SEL & PBIS teams merge and consolidate June/July 2019 *Adults using circles consistently in advisory AND in classroom instruction- September begin Advisory Circles, October begin classroom circles. *Administration and Faculty using circles when meeting for Faculty- Starting in August *Weekly Circle with admin and Faculty after school- voluntary to “Check-in on Vital Signs” *Students will engage in circles in advisory AND in classrooms for culture building. * Daily use of “Circling Up” in support of HOT and APT, to reflect, problem solve, analyze, *Coaches will provide PD in PLTs & individual Coaching cycles for incorporating a routine use of circle in instruction *Faculty will create collaborative spaces in lesson plans for the consistent use of “Circle Up” in classrooms so that students will reflect and will collaboratively learn from each other *Mind UP/Advisory curriculum provided in August to prepare for opening of school and ongoing through the year. *Weekly PD within PLTs for integration of Social Emotional Learning with Academic Learning * Individual teacher coaching cycles in support of implementing student support in classrooms. * Monthly Faculty meeting time to provide PD for faculty self awareness, understanding & supporting students in class, Tier 1 restorative conferencing * Admin, Coaches, Support staff provide Tier 1 support for teacher/student conferencing *Collect weekly data for adult participation in restorative circles when they write an Office Referral *Weekly measure of students participating in restorative conferences *Weekly measure of # of kindness projects (restoration) *Adults and students will create a Kindness Wall
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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

School Name



Chelsea Integrated Turnaround Plan Model

2019 - 2020



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