

Chelsea Opportunity Academy 2020-2021

Executive Summary:

Overarching Goal: *What are you trying to achieve?*

Re-engage students who have experienced limited success in a traditional school setting, maintain their participation in school for the full 2020-2021 school year, and move them towards graduation.

Theory of Action: *Data analysis and challenges (including data from last year in appendices as needed), rationale for this work*

If the Chelsea Opportunity Academy increases the rigor and relevance of our courses and also maintain the strong relationships, positive culture, and strong outreach techniques of our school as we increase in size, then the Chelsea Opportunity Academy will successfully re-engage students who have experienced limited success in a traditional school setting and maintain their participation in school for the full 2020-2021 school year.

Proposed Solution/Strategy 1:

*What is the first focus of our work?
What is one strategic initiative to address our problem?*

Rigor and Relevance

Staff will increase the rigor and relevance of courses within the COA course catalogue by:

- Participating in professional development and PLC sessions on backwards planning based off of COA competencies and CCR ([College and Career Readiness](#)) literacy standards.
- Participating in PLC sessions on integration of literacy skills and strategies into courses.
- Revising tasks for alignment with the COA competencies, Bloom's taxonomy, Depth of Knowledge, and general course completion rates.
- Revising old courses and creating new courses to include explicit instruction of language forms (such as [the COA Unified Paragraph Form](#)).
- Creating a schoolwide exemplar bank of high quality samples of student work.
- Integrating opportunities for meaningful student collaboration in new course creation and course revision.
- Creating vocation oriented, interdisciplinary, and cogenerative courses.
- Reviewing the [COA Academic Vision](#) for the 2020-2021 school year.

<p>Desired Impact of Solution/ Strategy 1: <i>What are we trying to change? (Lag)</i></p>	<p>By the end of the 2020-2021 school year, COA teachers will be able to analyze relevant information on student performance, collaboratively create tasks, and revise those tasks in order to create relevant and rigorous courses with a focus on teaching literacy. COA students will be able to engage with these rigorous and relevant tasks with reduced scaffolding and perform at the functional level as defined in our competency rubrics.</p>
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>During our most recent Springpoint evaluation cycle, the rigor and relevance of student tasks and performance assessments was listed as an area of growth for the Chelsea Opportunity Academy where as several other areas (college and career readiness, safe and supportive learning environment, etc.) were listed as strengths. During our internal assessment of attendance and engagement (PE65), literacy skills were determined to be an area of growth in our school and an area in which students would like to practice more.</p>
<p>Resources/Assets: <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> ● CCE coaching support ● SRI review ● Critical friends group ● Opening and closing institute ● Staff retreat ● Ongoing PD ● Department time during FLEX block ● Individual planning time ● PLC
<p>Measures of Change of Solution/Strategy 1: <i>What outcome indicators do we use to measure success throughout the year?</i></p>	
<p>Adults: <i>What & when?</i></p>	<p>75% of district learning walks will result in a rating of 3 on indicator 8 (Higher-Order Thinking - challenging tasks, application to new problems and situations, and justify thinking or reasoning). 2 new courses created per teacher per year 100% of courses aligned to both one competency at least one literacy standard 100% of courses revised based on peer review process At least 16 examples (one for each competency) of strong student work in our exemplar database 100% of courses incorporating best practices in teaching literacy learned during PD or PLC</p>

<p>Students: <i>What & when?</i></p>	<p>90% of students will indicate strong engagement in school based on SRI data collection in June. (SRI Insights is a data analytics company hired by the Barr foundation to monitor school progress in their Engage New England Cohorts).</p> <p>95% of students will indicate strong academic rigor based on SRI data collection in June.</p> <p>An overall, cumulative average of 50% of students will demonstrate competency in two indicators per quarter.</p> <p>50% of ELL students will demonstrate competency in two indicators per quarter.</p> <p>50% of ELL students will improve ACCESS scores during the 2020-2021 school year.</p> <p>100% of students will engage with activities grounded in CCR standards.</p> <p>100% of ELL students will demonstrate proficiency in at least 1 reading and 1 writing CCR standard over the course of the year.</p> <p>20% of students will graduate during the 2020-2021 school based on average annual enrollment.</p>
<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>	<p>At least quarterly, the Chelsea Opportunity Academy will monitor student performance in relation to both strategies per individual school Accelerated Improvement Plan measures using CVT observation tool, Springpoint site visit feedback, COA individual student surveys, COA individual staff surveys, and CPS Safe and Supportive Schools Surveys.</p> <p>By mid - September,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff will have participated in at least five professional development sessions on Bloom’s taxonomy, creating relevant tasks, and revising tasks for rigor and relevance. ● The Chelsea Opportunity Academy staff will have initiated their Critical Friends Group and have developed a quarterly scope and sequence plan for the group. ● The Chelsea Opportunity Academy staff will have begun to look at scope and sequence work in their FLEX block planning time. ● The Chelsea Opportunity Academy staff will have incorporated at least one literacy standard per course. <p>By mid - November,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff members have “play tested” each other’s courses through FLEX department time to calibrate courses for rigor and test for relevance. ● The Chelsea Opportunity Academy’s staff will have participated in at least 3 PLC sessions on incorporating literacy skills into their course creation and revision as well as classroom instructional practices.

	<p>By mid - January,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff will have implemented it's first of either a cogeneratively planned course, cross-discipline course, vocational course, or SEL specific course. ● The Chelsea Opportunity Academy staff and student body will begin revising it's instructional vision, beginning with data collection and data synthesis. ● The Chelsea Opportunity Academy staff will have completed at least five review cycles of student work and collaboratively planned at least one task per subject. <p>By the end of the 2020-2021 school year,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff and student body will have reviewed, revised, and ratified all core documents. ● The Chelsea Opportunity Academy staff will have completed a professional development sequence that includes rigor and relevance training, task revision, literacy skills incorporation, and best practices in teaching literacy.
<p>Proposed Solution/Strategy 2: <i>What is the second focus of our work?</i> <i>What is our second strategic initiative to address our problem?</i></p>	<p>Maintaining Relationships and Culture as We Scale Up and Return from Spring of 2020</p> <p>Leverage returning students to set the example of positive relationships and culture for all new students by:</p> <ul style="list-style-type: none"> ● Creating experiences where returning students and new students interact in advisory that also reflect our new hybrid model and health standards. ● Engaging with our core documents, mission, instructional vision and core values. ● Taking leadership roles in planning and executing school activities including weekly community meetings, field trips and special COA events that are in compliance with new health standards. ● Creating school wide SEL specific courses for credit. ● Creating protocols and procedures with students to support COA's transition to the hybrid learning model. ● Run digital and in person cycles and discussion groups to discuss the Uprising for Black Lives. ● Staff (and possibly students) participating in professional development and conferences around anti-racism. ● Reviewing the 2020-2021 Student Support Plan.

<p>Desired Impact of Solution/Strategy 2: <i>What are we trying to change?</i></p>	<p>New students will embody the core values, student norms, mission and instructional vision as a base to build positive relationships in the COA community as we return to school after the events of Spring 2020.</p>
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>During our first year of operation, the Chelsea Opportunity Academy built and maintained positive school culture and relationships between staff and students. This was evident in independent school surveys, CPS Safe and Supportive schools surveys, and Springpoint Observations.</p> <p>Maintaining these standards will be a challenge as we upscale our school and return from Spring of 2020.</p>
<p>Resources/Assets: <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> ● CCE coaching support ● Student huddle ● Staff and student climate and culture days ● Restorative circles/justice training ● Core document revision teams ● SEL CASEL standards ● Outside professional development on anti-racism
<p>Measures of Change of Solution/Strategy 2: <i>What outcome indicators do we use to measure success throughout the year?</i></p>	
<p>Adults: <i>what & when?</i></p>	<p>100% of district learning walks will result in a rating of 4 on indicator 4 (Supportive Learning Environment - caring relationships, teacher responsiveness to students' needs). Overall rating of Springpoint indicator of school quality: school culture will remain an area of strength. 100% of staff will participate in our staff huddle procedure, a data driven student support program aimed at supporting struggling students. 100% of staff members will participate in school culture circle discussions 50% of staff members will attend outside trainings on anti-racism 100% of staff members will participate in internal trainings on anti-racism 100% of staff members will participate in the creation of return to school protocols around Coronavirus safety</p>
<p>Students: <i>what & when?</i></p>	<p>90% of students will indicate a strong school culture based on SRI data collection. (SRI Insights is a data analytics company hired by the Barr foundation to monitor school progress in their Engage New England Cohorts).</p>

	<p>80% of students will indicate strong belonging and peer collaboration based on SRI data collection. 90% of students will indicate strong relationships based on SRI data collection. 80% of students will indicate that they “agree” or “strongly agree” with the second three questions of our quarterly survey. (Questions based on school culture and positive learning environment, to be developed in August of 2019)</p>
<p>Measures of Implementation of Solution/Strategy 2: <i>How do we hold ourselves accountable for the work and outputs? what & when?</i></p>	<p>By mid - September,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy will have held a minimum of two school culture days where staff and students participate in bonding activities. ● The Chelsea Opportunity Academy will have created with staff and students return to school protocols based on school health standards. <p>By mid - November,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy student body will have created and run it’s first hybrid community meeting with limited staff support. ● The Chelsea Opportunity Academy staff and student body will have held its first discussion group about the Uprising for Black Lives. <p>By mid - January,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff and student body will begin revising it’s instructional vision, beginning with data collection and data synthesis. ● The Chelsea Opportunity Academy student body will have planned and implemented it’s first SEL specific course. <p>By June, the Chelsea Opportunity Academy will,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff and student body will have reviewed and revised the mission statement and core values. ● The Chelsea Opportunity Academy student body will plan, with limited staff assistance, at least one end-of-year event. This event may or may not be hybrid or digital. <p>By the end of the 2020-2021 school year,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff and student body will have reviewed, revised, and ratified all core documents. ● The Chelsea Opportunity Academy staff and student body all will be familiar with, and/or have

	<p>participated in the creation of health procedures and protocols for COA.</p> <ul style="list-style-type: none"> • The Chelsea Opportunity Academy staff and student body all will have either participated in a discussion group, circle, course, or professional development session about the Uprising for Black Lives.
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<p>Proposed Solution/Strategy 3: <i>What is the second focus of our work?</i> <i>What is our second strategic initiative to address our problem?</i></p>	<p>Attendance Outreach and Planning</p> <p>Staff will work to increase the attendance and remote work engagement rate by:</p> <ul style="list-style-type: none"> • Making individual calls home to each student each day • Participating in home visits and delivery of personalized letters for each student after a complete week of non-participation • Participating in a crew-focused outreach structure lead by our attendance outreach lead • Administrators participating in a daily planning session each morning • All staff working to maintain an attendance/engagement communication database that tracks student remote engagement, in person attendance, and best practices for outreach • All staff participating in biweekly studies of student engagement and attendance during our huddle sessions • Continuing to study engagement in our school through PE65
<p>Desired Impact of Solution/Strategy 3: <i>What are we trying to change?</i></p>	<p>By the end of the year, 65% of COA students will engage in academic work each school day. 95% of students will make contact (answer a phone call, respond to a text, respond to an email, respond to a social media outreach attempt OR reach out to a staff member via one of the aforementioned means) with a staff member at least once per week.</p>
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>The Chelsea Opportunity Academy was built to support students who were overaged and undercredited, and otherwise off track to graduate and at-risk for dropping out of high school. At previous schools, our students have struggled to engage academically due to competing interests such as work and family responsibilities (based on 2011-2018 CPS dropout surveys). Engagement continues to be a challenge for our students at COA. Prior to the coronavirus epidemic, we averaged approximately 40% attendance per day. During the pandemic, approximately 35% of students engaged with some amount of academic work each week and 90% made contact (see above definition) with at least one staff member.</p>

<p>Resources/Assets: <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> ● Principal and coordinator ● Attendance outreach lead ● Dedicated social worker ● Staff huddle ● CPS attendance supervisor ● Crew structure ● Coronavirus resource folder
<p>Measures of Change of Solution/Strategy 3: <i>What outcome indicators do we use to measure success throughout the year?</i></p>	
<p>Adults: <i>what & when?</i></p>	<p>100% of staff members will participate in daily outreach calls to students to encourage either attendance or engagement with online course material. 100% of staff will contribute to the student engagement database on a daily basis. Admin will participate in daily brainstorming sessions 7 days per week for the full year. Social worker, attendance outreach lead, coordinator, and principal will participate in socially distanced home visits at least once every month per staff member. 100% of staff members will participate in staff huddles on a biweekly basis.</p>
<p>Students: <i>what & when?</i></p>	<p>10% of students will either attend school 100% of school days per week or engage with remote work 100% of school days per week. 40% of students will either attend school 60% of school days per week or engage with remote work 60% of school days per week. 70% of students will either attend school 20% of school days per week or engage with remote work 20% of school days per week.</p> <p>20% of students will make contact with or respond to a staff member's outreach 100% of days per week. 60% of students will make contact with or respond to a staff member's outreach 60% of days per week. 95% of students will make contact with or respond to a staff member's outreach 20% of days per week.</p>

<p>Measures of Implementation of Solution/Strategy 3: <i>How do we hold ourselves accountable for the work and outputs? what & when?</i></p>	<p>By mid - September,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff will have divided their current student body into crews. ● The Chelsea Opportunity Academy staff will begin daily outreach phone calls to their crews. <p>By mid - November,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff will have begun their student support huddle process. <p>By mid - January,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy staff will review data gathered during the PE65 process. <p>By the end of the 2020-2021 school year,</p> <ul style="list-style-type: none"> ● The Chelsea Opportunity Academy student body will have participated in a successful transition to a hybrid school model. ● The Chelsea Opportunity Academy daily in person attendance rate will return to pre-coronavirus levels and our online engagement will remain at around 50% of students per week.
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Notes from AIP Feedback Meeting:

Adam:

- Feel like those plans are only effective if teachers only understand them
- It is about rigor, relevance, literacy, and relationships

Sarah:

- See some measures for ELL, not a lot about how ELLs are getting specific support
- Using terms like “contact” and “interact” are used a lot, can we be more specific with the verbiage so that we are all speaking the same language
- In the engagement section, is there a way to “tier out” student measures, high percentages but low bars - a certain percentage we will see 2 days a week, another percentage we will see 3 or more percentage, another percentage we will see 4 or more times per week
- Change “at least”