

## School Redesign (SRG) and Level 3 School Turnaround (L3) Grant: FY20 Renewal Application

**District:** Chelsea      **School:** Chelsea High School

**Renewal Year:** (circle one)      One      Two      *(Three)*

### SRG/L3 School Turnaround Grant Renewal Objectives

The School Redesign Grant (SRG) and Level 3 School Turnaround (L3) Renewal Application is designed to provide an opportunity for districts and schools to: (1) reflect upon successes and challenges of the past year, within the context of the school’s turnaround plan and the turnaround practices; (2) describe key strategies or modifications to strategies that build upon successes and challenges and that will serve as the focus in the coming year; and (3) provide a budget update and justification for the coming school year.

**Please use the following tables and narrative text boxes to provide your responses to the questions and prompts in each section.**

### Section I: School Redesign and Turnaround Planning Renewal

*Please provide a bulleted summary of key strategies/initiatives by turnaround practice (you will have an opportunity to provide a more detailed explanation of your strategies in Section II), modifications or new strategies, and key implementation benchmarks for 2019-2020.*

Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration	Year 1: Summary of Strategies and Actions 17-18	Year 2: Summary of Current Strategies and Actions 18-19	Year 3: Intended Modifications or New Strategies 19-20	Key Benchmarks for 2019-20
<p>Leadership and teacher teams are established and being actively used to (a) improve teaching and learning and (b) monitor the effectiveness of turnaround strategies.</p>	<ul style="list-style-type: none"> <li>● Revised Bell Schedule</li> <li>● Individual Teacher Coaching</li> <li>● Retention Strategies for Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Refine course placements &amp; timing of courses</li> <li>● Integrate instructional coaching to include SEL strategies and action steps</li> <li>● The incentive structure cannot be adjusted as it is tied to the MOU.</li> </ul>	<ul style="list-style-type: none"> <li>● Version 2.0 of block bell schedule</li> <li>● Grade 9 Grading Policy</li> <li>● Grade 8 to 9 Transition outreach</li> <li>● Summer curriculum teams</li> <li>● Aspen build for “on track” monitoring</li> </ul>	<p>For students:</p> <ul style="list-style-type: none"> <li>- grade 9 on track rates increase additional 5%</li> <li>- Quarterly Performance Assessment proficient scores in ELA and math increase additional 5%</li> </ul> <p>For educators:</p> <ul style="list-style-type: none"> <li>- progress monitoring meetings (same)</li> <li>- coaching cycles (same)</li> </ul>

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				<p>MAGs</p> <ul style="list-style-type: none"> <li>- EWIS Acaemic Readiness indicator</li> </ul> <p><i>For rationales please see narrative</i></p>
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	Year 1: Summary of Strategies and Actions 17-18	Year 2: Summary of Current Strategies and Actions 18-19	Year 3: Intended Modifications or New Strategies 19-20	Key Benchmarks for 2019-20		
<p><b>Turnaround Practice 2: Intentional Practices for Improving Instruction</b></p> <p>The school has set clear expectations for high quality instruction and instructional practices, reinforced through a system for monitoring and supporting teachers in improving classroom instruction.</p>	<ul style="list-style-type: none"> <li>● Foundational Courses</li> <li>● Revision of Professional Development Program</li> <li>● Expansion of College and Career Pathways</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate with WriteBoston to improve curriculum and implementation</li> <li>● Embed more PD in Faculty Meetings and integrate coaching support for iBlock</li> <li>● None required</li> </ul>	<ul style="list-style-type: none"> <li>● Write Boston</li> <li>● Deeper Learning</li> <li>● Feedback and assessment</li> <li>● Teacher professional development and coaching around instructional focus areas</li> <li>● Expanding and refining the Formative Assessment to History, Algebra 1 and ELA 9, Geometry and ELA 10</li> </ul>	<p>For students:</p> <ul style="list-style-type: none"> <li>- failure rates in ELA and math (reduce another 25% off of 18-19 Q3)</li> </ul> <p>For educators:</p> <ul style="list-style-type: none"> <li>- CVT indicators for high order thinking and assessment and feedback (increase by 25% from 18-19 Q3)</li> </ul>		
						MAGs Targets for 2019-20
						<p>Overall Accountability Percentile 11th or better or SWD 6th percentile or better</p> <p><i>For rationales please see narrative</i></p>

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<b>Turnaround Practice 3:</b>	Year 1: Summary of Strategies and Actions 17-18	Year 2: Summary of Current Strategies and Actions 18-19	Year 3: Intended Modifications or New Strategies 19-20	Key Benchmarks for 2019-20
<p align="center"><b>Providing Student-Specific Supports and Instruction to All Students</b></p> <p>The school and teachers use a variety of ongoing assessments to identify student-specific needs, and a system to provide targeted, student-specific instructional interventions and supports to students.</p>	<ul style="list-style-type: none"> <li>● iBlock Team created and meeting regularly</li> <li>● iBlock running for all students with academic and SEL intervention as well as some enrichment</li> <li>● SEL curriculum embedded into first 3 weeks of each semester</li> <li>● Professional Development modules created and launched by iBlock Team both in person and online</li> <li>● Surveys created and administered to students and staff</li> <li>● Students request feature for teachers to tag them enabled</li> </ul>	<ul style="list-style-type: none"> <li>● Target intervention for Tier 2 Groups</li> <li>● Imbed Peer Tutoring into iBlock</li> <li>● Intentionally choose doubled up classes for Mentor Mondays</li> <li>● iBlock Team Teacher Support as job embedded PD</li> <li>● Strategically create year-long iBlock calendar</li> <li>● Collect and report out on iBlock attendance data by iBlock Team</li> </ul>	<ul style="list-style-type: none"> <li>● Increase of time for iBlock</li> <li>● Strategic student groupings for a quarter in iBlock</li> <li>● Refine pairing of doubled up classes in Mentor Mondays</li> <li>● Expand and revise Peer Tutoring</li> <li>● Refine and expand the Standards based formative assessment system in Grade 9 &amp; 10 ELA, Math and History (see TP2)</li> <li>● Expanded grade 8/9 summer interventions</li> <li>● Continue our vacation intervention programs of Second Chances and Sontag</li> </ul>	<p>For students:</p> <ul style="list-style-type: none"> <li>- iBlock Survey Data (increase additional 10%)</li> </ul> <p>For educators:</p> <ul style="list-style-type: none"> <li>- iBlock Survey Data (increase additional 10%)</li> </ul> <p><b>MAGS:</b></p> <p>Dropout rates (same)</p> <p><i>For rationales please see narrative</i></p>

<b>Turnaround Practice 4: School Climate and Culture</b>	Year 1: Summary of Strategies and Actions 17-18	Year 2: Summary of Current Strategies and Actions 18-19	Year 3: Intended Modifications or New Strategies 19-20	Key Benchmarks for 2019-20
<p>The school has established a positive culture and climate</p>	<ul style="list-style-type: none"> <li>● Brain-Based Social Emotional Learning</li> <li>● School-wide Mindfulness and Classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Revise and expand curriculum</li> <li>● Anchor school-wide PD in a text and partner with authors for expanded PD</li> </ul>	<ul style="list-style-type: none"> <li>● Circle training for teachers and use of circles</li> <li>● Daily Bulletin that shares school-wide updates with staff</li> </ul>	<p>For students:</p> <ul style="list-style-type: none"> <li>- Referral rate on skipping class (reduce by 25%)</li> </ul> <p>For educators:</p>

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for teachers, students, and families that includes shared behavioral expectations and practices, meaningful social-emotional supports for students, and strategies for engaging families that are culturally relevant and responsive.	Integration of Mindful Practices		<ul style="list-style-type: none"> <li>● Climate Teams</li> <li>● New format for Parent/Teacher Nights, now Family Nights</li> <li>● Revamped Freshman Orientation</li> <li>● Continued focus on integrating SEL and academic strategies</li> </ul>	<ul style="list-style-type: none"> <li>- CVT practice Safe and Supportive Learning Environment (increase 15% classrooms rated 4)</li> <li>- Family attendance at family events (increase 25%)</li> </ul>
				MAGs Targets for 2019-20
				Suspension rate (decrease by 10%)  <i>For rationales please see narrative</i>

### **Section II: Reflecting on Turnaround Plan Implementation**

*Using the narrative boxes below, please describe how each turnaround practice is being incorporated into the overall school redesign effort. A 2-4 paragraph explanation for each practice is sufficient.*

#### **Turnaround Practice 1: Leadership, shared responsibility, and professional collaboration**

**Prompts:**

- Specific to your current strategies in this turnaround practice, what worked and what did not work, and how do you know?
- Given this analysis, what changes will be implemented or successes leveraged for the coming year?
- Please provide evidence and data to support your responses.

Chelsea High School has begun to see some positive change in outcomes due to our turnaround work. In our recent MSV Report from AIR that we only have two elements remaining in the developing category and saw increases in eight elements to providing and sustaining. Therefore the 2019-2020 version of our turnaround plan represents our work building on past success and also addressing the three areas in which we regressed from sustaining to providing or to developing. In addition, we have seen growth in some of our leading indicators such as Grade 9 and 10 course passing rates, dropout rates and the use of targeted interventions. We have continued our ongoing progress monitoring meetings every 30 school days. At these meetings CHS administrators collaborated with coaches, leads, CPS Central Office leaders and SSoS members to review and analyze both our outcome and implementation measures. Through these meetings the vision for our 2019-2020 plan has taken shape, last year’s

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initiatives were reflected upon and both needed adjustments to past initiatives as well as proposals for new work took place which are reflected in the plan below.

Since we began our turnaround process in 2017-18 our theory of action for Turnaround Practice 1 has been that if we increase time on learning in foundational core courses in Grades 9 & 10 then student achievement will rise. This spring we negotiated a two year MOU for the CHS Bell Schedule to continue this work. (See Appendix A.) The schedule remains fundamentally the same with four blocks a day in a semesterized format with Grade 9 & 10 core courses (ELA 9, ELA 10, Algebra, Geometry, and Biology) meeting daily for the entire year. Our 9th Graders on Track Data and Grade 10 QPA Proficiency rates have shown that this increase of time is beginning to pay off and we are making progress toward our goals. Grade 9 on track data shows increases of 17 - 21% and proficiency on Quarterly Performance Assessments in ELA has increased 14 - 42% and in math 9 - 12%.

<b>Interim Benchmarks for Students</b>				
	<b>Goal</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>
<b>9th Graders on Track (2017-2018)</b>	90%	49%	53%	46%
<b>9th Graders on Track (2018-2019)</b>	90%	70%	71%	63%
<b>10th Graders P or better on QPA in ELA &amp; Math (2017-2018)</b>	75%	18% & 15%	29% & 15%	36% & 23%
<b>10th Graders P or better on QPA in ELA &amp; Math (2018-2019)</b>	75%	60% & 24%	50% & 27%	50% & 32%

The adjustments we have made to the schedule is increasing the time for iBlock/PLC time from 37 minutes to 45 minutes which is in direct response to the needed opportunity for intervention that we feel iBlock is providing as well as the need to increase PLC time highlighted in the MSV report. Indicator 1.6 Time Use for Professional Development and Collaboration was one of the two elements rated as developing and this increase in PLC time is in direct response to that feedback. In addition, we are reducing the number of lunch periods from four to three which gains back a few minutes in passing time. In addition, teaching time continues to extend beyond the usual contractual time by 5 minutes with the last period ending at 2:25 instead of 2:20. This does represent a reduction of ten minutes from 2018-2019, however, even with the loss of grant incentives for the 2019-2020 school year the Chelsea Teachers Union was willing to extend by five minutes beyond contractual obligation. We continue to focus teacher time and energy on instruction without the requirement of administrative duties.

On reflecting on the initiatives from last year, we have seen some real success while others have not improved outcomes as much as anticipated. In the category of refining course placements and timing of courses we had three major pushes: the institution of a new Accelerated Algebra course, a pilot of integrating students with disabilities into Grade 9 Honors courses, and changing the timing of Mastery Classes. The Accelerated Algebra Course was created to support students who in the past were placed into Geometry freshman year and had not yet mastered Algebra 1 content,

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which led to a gap in foundational algebra skills and lack of preparation for MCAS. The course has had strong outcomes. 35 out of 40 students or 88% passed the course first semester while 2 failed and three received E grades for too many absences. As of quarter 3 grades, 27 of the 35 (68%) who passed Accelerated Algebra are now passing Algebra 2 Honors putting them on the path to take Geometry next year and be in a position to take more upper level math classes in grades 11 and 12. There are also 3 students from this cohort failing Algebra 2 Honors, and there are 5 E grades. In addition, two students are passing Algebra 1 and one passing Algebra 2. The true impact of adding the course will be known after the MCAS results from next year (2019-2020) when these students have completed Geometry as sophomores and take the test with all three courses (Alg 1, Alg 2 and Geometry) under their belts. We will continue to offer this course in the 2019-2020 school year.

The initiative to integrate students with disabilities into Grade 9 honors classes was also successful. The goal was to provide SWD exposure to grade level peers and tasks as well as have appropriate academic behavior modeled for them.

<b>Grade 9 SWD ELA 9 Honors Pilot</b>				
	<b>Number of SWD</b>	<b>Number of Quarter Grades</b>	<b>Number of Failures</b>	<b>% Failing Grades</b>
2017-2018	28	84	39	46%
2018-2019	18	52	13	25%

Last year 39% of SWD failed for the year and we anticipate that to be much lower this year. Next year we will continue in Grade 9 as we know it has been very successful for SWD. We have decided to not expand to Grade 10 as we will gather more data next year around the impact on the Honors students in this class and the students who are in the regular 9th grade ELA classes.

The schedule of Mastery Classes was changed to avoid first period because we felt that attendance was negatively contributing to passing rates. We hypothesized that if we moved mastery classes out of first period, student attendance would improve. The outcomes of this strategy were mixed at best.

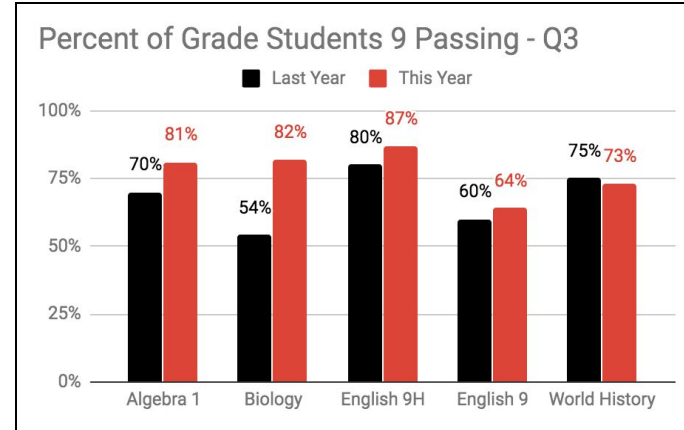
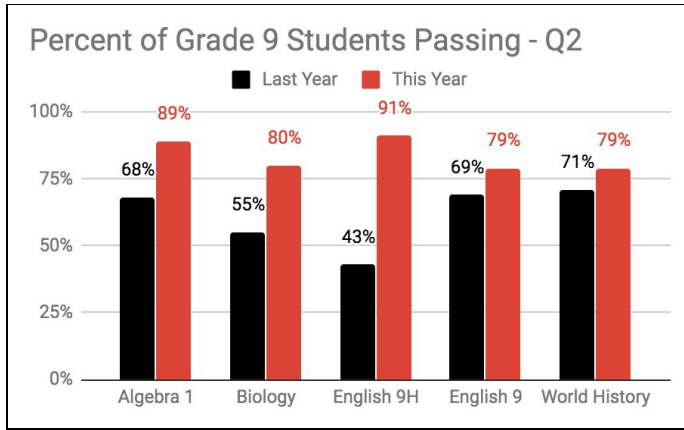
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Effects of Moving Mastery Classes from Period 1 (Q1 through Q3)			
Mastery Course	2017-2018 E Grades	2018-2019 E Grades	Difference
ELA 10	7	3	-4
ELA 9	18	15	-3
BA Integrated Math	7	3	-4
Geometry	17	8	-9
Algebra 1	5	16	+11
BA Biology	3	20	+17
Biology	9	37	+28

Due to the range of results, it appears that the E grades **are not correlated to** scheduling. As a result, next year we will not put that constraint on the schedule which will allow us to be more creative in other parts of the schedule. The last two initiatives from last year were contracting for professional development with WriteBoston and Bill Atwood which will be discussed in Turnaround Practice 2 and using student mentors in MCAS tested subjects during iBlock which will be discussed in Turnaround Practice 3.

For the 2019-2020 school year we will be working on four new strategies including a new Grade 9 grading policy, targeted summer curriculum work teams, more Grade 8 to 9 outreach and support, and a build in Aspen to monitor if students are on track for graduation. This year, the Grade 9 team worked to pilot a new grading policy. The team did research by reading Grading for Equity by Joe Feldman and other articles and experimented with raising the floor to a 40% for assignments and overall grades. The math department experimented with the idea with the most fidelity and in other departments some teachers opted in. The goal was to increase student motivation and make low grades “recoverable” for students. The student motivation domain of the AIR MSV report was rated at 5.0 which is in the high end of the middle range. This represents a slight increase from last year’s 4.8 rating but still needs to improve. In the graphs and tables below, one can see the impact of the grading pilot on the passing rates of Grade 9 students.

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Grade 9 Passing Rates Quarter 3					
	Passing All Courses	Failing 1 course	Failing 2 courses	Failing 3 Courses	Failing 4 Courses
Grade 9 Students 2017-18 Q3	46%	20%	19%	11%	4%
Grade 9 Students 2018-19 Q3	63%	16%	9%	9%	4%

In addition, the team held focus groups with students to see if the pilot was having the motivational power they had hoped. Some key quotes from interviewed students included:

- "A 40 is better than a 0. People who get 0's would get a 40 and still be failing but a 40 is a lot easier to bring up to a C or D than a 0."
- "Some people will work harder 40 it's motivating."
- "I need this to survive at school. I get so stressed out with a 40... imagine a zero. You would lose all motivation."
- "Seeing the zero at first I tried to make it up but grade did not improve so what's the point? I did less since it [my effort] did not matter."

From these results, the team found that the grading policy was having the effect they intended. Consequently, the grading policy will be in effect for all Grade 9 core courses next year. In addition, we will begin to lay the foundation to roll it up into other grades in the 2020-2021 school year.

This summer targeted summer curriculum work teams will collaborate to further our work on deeper learning, formative assessment and feedback, and coherence and alignment. In progress monitoring teams the PLC coaches have repeatedly advocated to get this work completed in the summer so that we can "hit the ground running" with stronger curriculum in place to support our key initiatives. In addition, this supports the MSV result



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of 2.7 Structures for Instructional Improvement which was rated as providing as well as Analysis and Inquiry which received an average rating of 3.2 and Quality of Feedback rated at 4.1 both in the lower part of the middle range. Samples of proposed summer curriculum projects include:

- **ELA:** Examine and refine the formative assessment system. Establish exemplars for each assessment.
- **Math:** *Deeper Units* Step 1. Using the Scope and Sequence/ARC of learning from unit to unit teachers will identify Key Misconceptions, Key Conceptual Understandings, Key Connections between concepts. Step 2. Look through the DLTs and QPA connected to the units and see if they serve the purpose of getting to the deeper learning when implemented as a learning task (not used to just demonstrate what they know). Step 3. Refine units ensuring connections between DLTs leading up to QPA and the Key Concepts/Understandings. Fill in gaps and refine as needed. This includes creating/refining DLTs and QPAs
- **Science:** Creating Storyline Anchoring Phenomena Unit UBD plans with Deeper Learning Task investigations that incorporate Science and Engineering Practices skills.
- **History:** Create and revise formative assessments aligned to standards for US History 1 and US History 2. Create/identify exemplary responses and create criteria for success.
- **EL:** Use the updated Year Long Plans to enhance Deeper Learning Tasks and units to integrate Focused Language Goals and content standards.

This work will take place between June and August and will be ready to present to teachers during the first few weeks of school. We will measure the efficacy of the work through Classroom Visit Tool data that is collected for each progress monitoring cycle in the domains of Common Core Alignment, Purposeful Teaching and In-Class Assessment and Feedback. The implementation of this curriculum work will continue to be supported throughout the year in teacher coaching cycles with PLC Coaches and Lead Teachers. This year 52 teachers (59%) have completed 6 or more coaching cycles with PLC Coaches, 67 teachers (76%) have completed 5 or more coaching cycles, and all teachers have completed at least 2. With six weeks left in the school year, we are close to our goal of 6 per teacher.

We have begun work to increase our outreach to Grade 8 students who are enrolling in Chelsea High School next year. [A video](#) was created portraying all the wonderful programs CHS has to offer, as well as a revamp of freshman orientation. (See description in Turnaround Practice 4 for more detail.)

Finally, we are planning to contract with ASPEN, our SIS provider, to build a feature into our system that will monitor students' progress toward graduation. This feature will appear as a bar that fills as students receive credits toward graduation. The graphic will be available in both the parent and student portals and will both increase awareness and act as a talking point in parent outreach efforts and guidance conversations.

We have many programs and initiatives designed to support students of color. In our case, we have an extremely diverse population with only 6.5% of our students identifying themselves as white. A few of the direct supports we have put in place for our Turnaround Practice 1 strategies include a fluent Spanish speaker on the Grade 8 outreach team and Freshman Orientation will be fully interpreted/bilingual.

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We propose that our Turnaround Practice 1 benchmarks for students of Grade 9 Students on Track and Grade 10 Quarterly Performance Assessment scores in ELA and math be increased by 5% as we are making progress toward achieving them. This would mean that the Grade 9 on Track rate goal would be 95% and QPA Proficiency goal would be 85%. Our benchmarks for educators of progress monitoring meetings and coaching cycles will remain at constant level of high expectations. Finally, our work has not yet impacted our Graduation Rate MAG of 80% we feel this is due to the strategies of the Plan primarily targeting 9th and 10th graders who are not yet eligible to graduate. As a result, we would like to use the Early Warning Indicator System’s (EWIS) outcome of “Academic Readiness” to measure impact. EWIS’s goal is to provide a method to better target interventions and student supports at the individual, small group, and whole school levels and a systematic way to identify students for further review to determine if additional supports are necessary. (<http://www.doe.mass.edu/ccr/ewi/whatitis.pdf>) Academic Readiness is one of EWIS’s Academic Milestones and is defined “as enrolling in credit-bearing courses without remedial education.” (<http://www.doe.mass.edu/ccr/ewi/whyuse.html>) Basing our goals on historic data, we would like to strive to reduce CHS number of students in the High Risk Category to the State’s current percentages by 2020. (See details in the chart below.)

<b>EWIS Report 303: Percent of Students in High Risk Category for Academic Readiness</b>					
<b>Cohort</b>	<b>CHS Dec 2017</b> <small>for the 2017-2018 School Year for students currently enrolled in the 2018-2019 School Year</small>	<b>CHS Sept 2018</b> <small>for the 2018-2019 School Year for students currently enrolled in the 2018-2019 School Year</small>	<b>State Sept 18</b> <small>for the 2018-2019 School Year for students currently enrolled in the 2018-2019 School Year</small>	<b>CHS Goal for Sept 2019</b>	<b>CHS Goal for Sept 2020</b>
All Grade 10 Students	74.5%	58.5%	34.6%	46.5%	34.5%
Grade 10 Students with Disabilities	100%	93.8%	65.3%	79.5%	65.3%
Grade 10 English Learners	69.6%	73.8%	52.9%	63.3%	52.8%

### Turnaround Practice 2: Intentional practices for improving instruction

Prompts:

- Specific to your current strategies in this turnaround practice, what worked and what did not work, and how do you know?
- Given this analysis, what changes will be implemented or successes leveraged for the coming year?
- Please provide evidence and data to support your responses.

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Our theory of action for turnaround practice two has always been that if we achieve deeper learning through strong instruction, then students will succeed. During 2018-2019, a number of practices were put into place to support the implementation high quality instruction and instructional practices. These were reinforced through a coaching system and progress monitoring.

By adding an Assessment and Data Lead Teacher, and through the district investment in the data platform MasteryConnect, during the 2018-2019 school year instruction became better aligned to content standards. Teachers in Math, History, and Science began to regularly use MasteryConnect, and could therefore link individual assessment question outcomes to progress on standards. This classroom level data system supported our teams to more accurately assess student progress towards achievement on the lag measures (MCAS) in real time. The Assessment and Data Lead Teachers, for ELA and Math have been able to support formative assessment on both a technical and adaptive level. The people in this role supported teachers in the use of MasteryConnect technically, modeled best ways to use data to target specific skills and oversaw the faculty's professional development and needs related to data collection and analysis. This position will be in place for the 2019-2020 school year. The efficacy of the data lead position is borne out by the fact that implementation of formative assessment has increased throughout STEM and Humanities. The data leads have also successfully developed and implemented common ninth grade benchmark assessments in the Biology, Algebra 1, and ELA 9 classes. Next year, we are going to expand this work into Grade 10.

The visiting team noted in the March MSV report that systems were in place to support teacher use of data to tailor instruction to student needs. They noted that "The exact format and data sources for progress monitoring in PLCs vary by grade. However, all teachers are expected to review student data and use the data to inform instruction. One respondent described this process: 'Analyzing the data right in PLC, determining the one to two spots that we want to intervene. We will then create aligned interventions in PLC that next week, with a common reassessment. Then teachers will reteach, we will reassess with that common reassessment, and then come back and look at the data.' Teachers also review data to identify classroom trends and topics that need to be retaught. Data used include MCAS data, benchmark assessments, quizzes, failure data, attendance data, and grades. To facilitate the data review process, some teachers have access to the MasteryConnect online system and can input assessments for administration and for data analysis." (p. 20) (Some of this work is elaborated on in Appendix B.) Overall, the MSV team noted that "Respondents shared multiple examples of data-driven schoolwide decisions". (p. 19) Data driven decision making is critical to inform both intervention and effective tier one instruction that achieves deeper learning. For the 2019-2010 school year, deeper learning will remain a central focus at CHS, with much of the work occurring in teacher/coach/administrator teams' collaborative work during Summer 2019. (For a description of summer curriculum work please see TP1.)

WriteBoston's partnership with CHS has been effective and has resulted in higher levels of student engagement, better instruction and teacher growth. WriteBoston has helped our faculty to refine our Quarterly Performance Assessments (QPAs) and Deeper Learning Tasks (DLTs) to be more culturally relevant and authentic as well as to support their implementation in classrooms. The focus areas for this work has been in ELA, history, and science with the goals of improving our MA Framework Alignment, Focused Instruction, Instructional Strategies, Participation and Engagement, and Higher Order Thinking Classroom Visitation Tool (CVT) indicator results. WriteBoston works directly primarily with CHS administrators, PLC Coaches, and Lead Teachers to build capacity in a train-the-trainer model. The WriteBoston coach also provides whole group PD to full departments and then supports individual coaching cycles with target teachers.

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Overall student engagement, one of the goals of the WriteBoston work, has increased, as noted below:



A correlation between this significant increase in student participation and engagement and WriteBoston’s work appears to exist because the departments that worked with WriteBoston (ELA, Science, History) showed strong gains in engagement, while the largest department that did NOT work with WriteBoston did not show growth in this area. Details are shown in the table below:

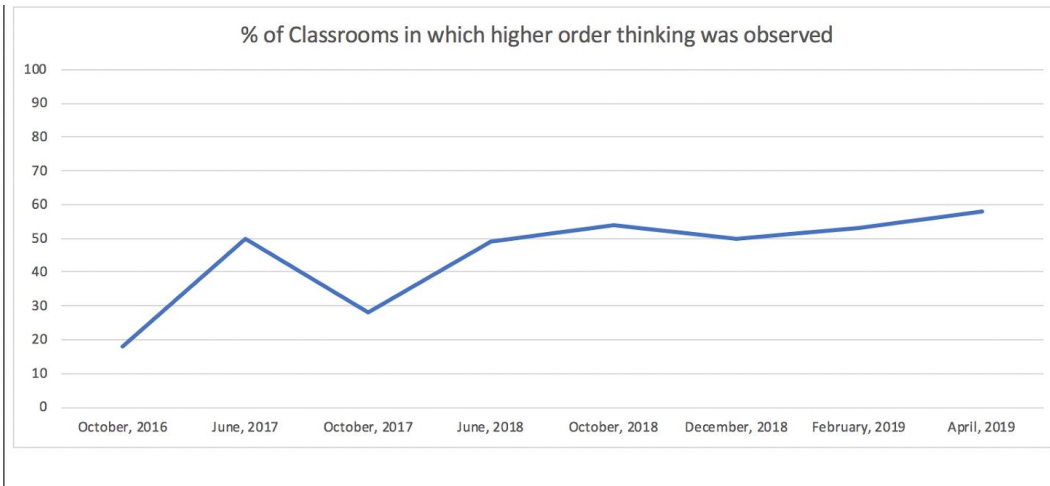
<b>Growth in Ratings of Participation and Engagement Indicator of CVT</b>	
% change in Math from Spring 2018 to Spring 2019 in Participation and Engagement ratings	-14%
% change in an average of ELA, History, Science from Spring 2018 to Spring 2019 in Participation and Engagement ratings	44%

For the school year 2019-2020, CHS will continue our collaboration with WriteBoston. They will continue to engage teachers through department level professional development sessions, collaboration with coaches, leads and administrators, and individual coaching sessions.

Striving for our goal around Higher Order Thinking has been a challenge. Our hope was that Deeper Learning Tasks (DLTs) would serve as exemplars for teachers for the implementation of tasks demanding higher order thinking. However, DLTs did not influence the remainder of daily lessons such that rigor rose in all rooms. Instead, the DLTs, in many cases, were counted on as the major source of rigorous thinking. This was

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disappointing and we are rethinking how to make rigorous tasks more pervasive. As can be seen in the graph below, we did not make the gains we had hoped.



As of February 2019 on CVT, 53% classrooms were scoring a 3 or 4 (partially effective or effective) on higher order thinking with 47% classrooms scoring a 1 or 2 (ineffective or partially ineffective). In reflecting upon the data, we attribute the lack of substantial progress to several factors:

- Quarterly Performance Tasks have been created for a majority of subjects across the school, however, there is a range of quality in QPAs.
- Creating weekly Deeply Learning Tasks were a focus during the 2017-2018 school year. However, due to the lack of focus on continuing to strengthen and create DLTs in the 2018-2019 school year, not all subjects areas have DLTs and the quality of DLTs also range.
- Transfer of pedagogy from weekly DLTs to daily tasks is limited; daily tasks seldom reflect the rigor required of weekly deeper learning tasks as mentioned above.
- Over-scaffolding on QPA, DLTs, and daily tasks is preventing students from engaging in productive struggle and developing a deeper understanding.

Because higher order thinking has been an area of struggle, school leadership developed a plan for improvement so that more students will demonstrate the ability to enter, persist and master rigorous tasks and academic texts. This struggle in the area of deeper learning was also evident to the AIR MSV visiting team in March. They noted that “Analysis and Inquiry” was the lowest rating among all areas in their classroom observations. Eleven of the visited classrooms in March scored in the “low” range; 17 in the “middle” range, and only 2 in the high range. This confirms our need to continue to focus in this area. Our progress monitoring team created a goal that Chelsea High School teachers will create daily, weekly, and quarterly deeper learning tasks aligned to criteria for success for deeper learning. Much of this development and improvement of learning tasks will occur during June, July and August of 2019 with our school leadership and faculty collaboration.

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While overall coaching was a strength, there are areas for growth. Classroom visits to veteran teachers by administrators dropped this year as the school focused attention on culture and climate. The Classroom Visitation Tool (CVT) remained the standard protocol to set expectations for quality instruction and for creating common touchpoints for observers and teachers. However, more experienced teachers saw fewer classroom visits from administrators. The number of observations by leads and coaches did not decrease as mentioned in Turnaround Practice One. Based on overall improvements noted by Schoolworks during their school visit, the reduction in administrative classroom visits did not negatively impact classroom performance. In the CVT data of SchoolWorks' observations:

- 9 out of 10 of the CVT rating indicators' results improved
- the percentage of classrooms rated as "effective" or "partially effective" rose by 10 points or more on 5 of the indicators

To explicitly focus on students of color, June 19th we are hosting a 6-hour Latin American History class (Latin American Histories and Identities) for the teachers of CHS. The goals of the course include providing a broad historical survey of Latin America, with a focus on Central America and the development of Latinx identities; and to start informed discussions of "where our students come from" culturally, economically, and historically. The course will attempt to foster curiosity and build a foundation for independent study. In addition participants will be asked to complete a survey in advance regarding their interest in specific topics such as migration, art, gender norms, U.S. relations, etc. Currently twenty-six teachers are enrolled. In addition, WriteBoston's focus on identifying and including culturally responsive texts is an attempt to diversify our literature to more accurately reflect our minority population of students. Our partnership with Johns Hopkins is also working to identify partner texts for our curricula that are more culturally relevant for our students.

We propose that our benchmarks for Turnaround Practice Two focus on the areas of growth identified by the visiting teams this year using the CVT. The AIR MSV visit data pointed toward *analysis and inquiry* with an overall score of 3.2 (which we interpret as higher order thinking) as the focus area; the Schoolworks visit team, in a facilitated meeting with school and district leadership, also noted that *feedback and assessment* was an area of need. The progress monitoring team believes, our goal for higher order thinking should be based the CVT tool classroom observations, and should read as follows: By the end of Q3 2020, 80% of classrooms will have students engage in daily tasks that involve critical thinking skills in support of deeper learning that is measured by a 3 or 4 on CVT indicator 8. Currently, the percentage of CHS classrooms achieving a 3 or a 4 on the higher order thinking indicator is 58%. As a result our goal is to increase by 22 percentage points. For the *feedback and assessment* target, we propose the following: By the end of Q3 2020, 80% of classrooms will use in class assessments tied to the objective at multiple points of the lesson in order to provide meaningful timely feedback to all students in support of deeper learning. At present, the percentage of classrooms achieving a 3 or a 4 on the average of "assessment strategies" and "feedback" is 61%, so our goal would represent an increase of 19 percentage points. For student learning outcomes, we made significant progress, but did not achieve our goal. As noted in the table below, our goal was to reduce failure rates in ELA in Grades 9 and 10 by 25% to 20.25; our current failure rate in Quarter 3 in that area is 24%. In mathematics, our goal was a 25% reduction to 18.25%, but we achieved 21% which is 2.75% off our goal. Since we did make significant progress, our goal for the coming year will be a further reduction. We again are seeking a 25% reduction in failure rates from this new Quarter 3 baseline. Based on third quarter data, we are seeking to achieve an 18% failure rate or better in ELA for grades 9 and 10, and a reduction to 16% in

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math in those grades. As agreed upon in the MOU with the Chelsea Teachers' Union, our goals and accompanying teacher incentives to use as MAGs are as follows: rise to 11th percentile or better on the state accountability index, or 6th percentile or better in students with disabilities subgroup.

<b>Failure Rate Goals</b>							
<b>Measure</b>	<b>Goal 18-19</b>	<b>Baseline</b>	<b>Best in '17-'18</b>	<b>Q1 18-19</b>	<b>Q2 18-19</b>	<b>Q3 18-19</b>	<b>Goal 19-20</b>
Failure rates in ELA Courses in Gr. 9 & 10	decrease 25% (20.25%)	27%	24%	13%	15%	24%	18%
Failure rates in Math Courses in Gr. 9 & 10	decrease 25% (18.25%)	25%	22%	18%	23%	21%	16%

### Turnaround Practice 3: Providing student-specific supports and instruction to all students

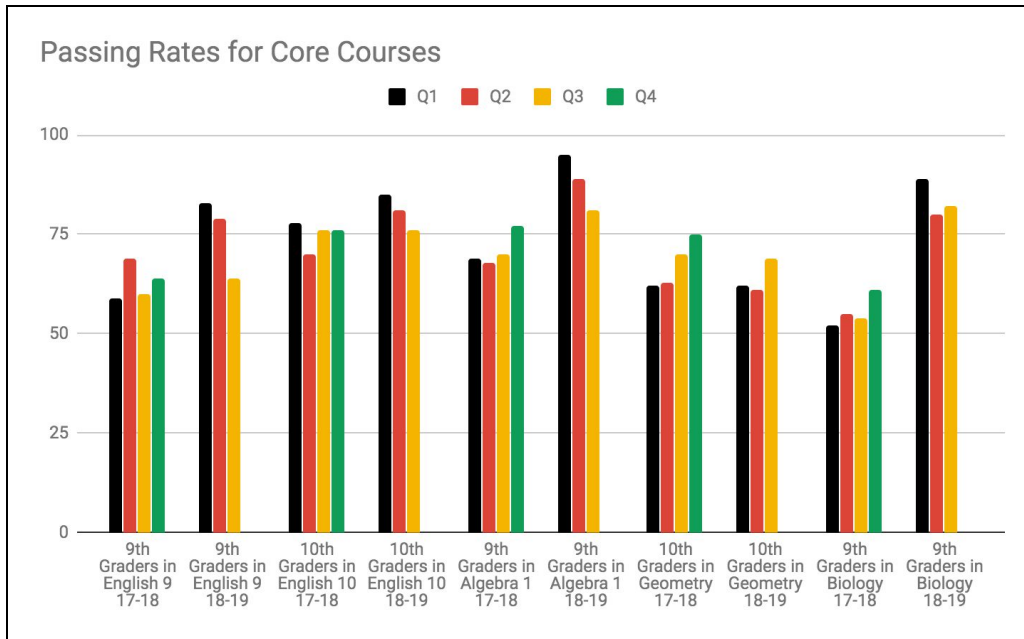
Prompts:

- Specific to your current strategies in this turnaround practice, what worked and what did not work, and how do you know?
- Given this analysis, what changes will be implemented or successes leveraged for the coming year?
- Please provide evidence and data to support your responses.

Our theory of action for Turnaround Practice 3 has been if we provide targeted interventions to meet the needs of our students, more students will succeed academically. We have worked hard at this goal both in and out of iBlock and we are seeing some gains. As seen in the data below, failure rates have decreased as passing rates have increased which is cause to celebrate.

<b>Failure Rates in Grades 9 and 10 ELA and Math Courses</b>					
	<b>Goal</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
Grade 9 & 10 ELA 2017-18	Decrease 25% (20.25%)	24%	25%	26%	25%
Grade 9 & 10 ELA 2018-19		13%	15%	24%	Not available yet
Grade 9 & 10 Math 2017-18	Decrease 25% (18.25%)	28%	27%	25%	22%
Grade 9 & 10 Math 2018-19		18%	23%	21%	Not available yet

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In addition, according to the iBlock Student Surveys, between 86% and 90% of students have felt all year that “Through iBlock, I am able to personalize my learning at CHS by setting my own academic goals”. It should be noted that in 2017-2018, the response presented as an option in a list, while in 2018-2019 it was asked as a yes/no, however, even so such a large shift does signal improvement.

iBlock Student Survey Results				
		Fall	Winter	Spring
2017-2018	“Through iBlock, I am able to personalize my learning at CHS by setting my own academic goals.”	46%	48%	45%
2018-2019		90%	86%	88%



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Targeted intervention during the 2018-2019 school year took many forms. Formative assessment became a focus to drive strategic grouping and departments used PLC time to review student work and create intervention lessons. This ranged from the core departments to the support staff and electives such as the Physical Education Department. (For a complete list of the many interventions see Appendix B.) In addition, outside of iBlock, a group of administrators worked to predict the “Lowest 25%” cohort and intervene with them with the aid of the guidance department. The Grade 9 Team met to discuss students with the goal of finding ways to intervene with the students to keep them on track or get them back on track to become sophomores. The teachers discussed everything they knew about the student, investigated the student in Aspen, and developed support plans for the student based on the conversation. These interventions took a wide range of forms including: behavior plans, academic support plans, group and one on one conversations with students. In some cases the team drew on the support of deans, social workers, school counselors, the grade 9 outreach worker, and administration. Approximately 15 high needs students were supported through this initiative. This group will continue their work next year.

The vacation intervention “camps” of Sontag and Second Chance Academy were also successful this year. The Sontag program had 101 students in February complete the ELA session and 66 in April complete the math. Of the 101 in February, 29 students were English Language Learners and 6 were students with disabilities. In April, 66 attended and 41 were English Language Learners and 7 were students with disabilities. Attendance in February ranged from 91-100% and April had 83% attendance on Monday (a holiday) to the high nineties later in the week. Second Chances is a program we designed to help students recover credit mid-year and not need to wait until summer school. This program supports our graduation rate and on-track data. Students invited have failed the class in question with between a 40-59, portray no major behavioral issues, and no major attendance issues. The grade earned for the week replaces the grade of two quarters for year long courses or the course grade for a semester-long course. For example, for Alg 1 Second Chance, the new grade replaces Q1 & Q2, but for Alg 2 it replaces the previous Alg 2 grade. Second Chances does the opposite subjects as Sontag so in February offered Algebra 1, Algebra 2, Biology and Odysseyware. 46 students participated and 100% passed. In April, ELA 9 and ELA 12 were offered with 36 students attending and, again, 100% passed. We will continue these programs next year.

The peer tutoring intervention program during iBlock was very successful. The program began in October for Algebra 1. Grade 8 STEM MCAS outcomes and grades for current Grade 9 students was used to identify freshmen in need of support. Approximately 18 upperclassmen were identified to be tutors through teacher recommendation as well as pulling from National Honor Society and AP courses looking for student leaders. The tutors attended the iBlock of an Algebra 1 teacher one day a week to support two mentees assigned to them. Of the 39 freshmen identified for support, 82% had passing Algebra 1 grades for Semester 1. After Quarter 3, the number dropped to 77%, but another 10% are within two points of passing for the year. Our fingers are crossed! Given that these were the most struggling mathematicians who were behind coming out of Grade 8, we find these results very exciting. We began a parallel program in Biology in Quarter 3. Next year we hope to tweak the program a few ways to make it even stronger. We will formalize the program more with regular support and communication of expectations for both tutors and mentees, solicit more feedback and input from both students and teachers to inform adjustments, and hit the ground running in the fall.

The iBlock Team worked diligently on increasing attendance in iBlock, however, their efforts did not yield the results we were hoping for. For the first three weeks of iBlock, the team emailed teachers who were forgetting to take attendance in Enriching Students (the platform we use for

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iBlock). The team then used the attendance data to identify students who were missing iBlock to design interventions for them. These interventions included calling home, having teams of teachers and administrators meet with students in the cafeteria for rescheduling and support, and touching base with Mentor Monday teachers to have them conference with their students. Finally, an analysis was done to see which students were present in their regular classes but not attending iBlock. A list of 20 students was given to the administration team for conferences. Even with all this effort, overall attendance did not improve.

<b>iBlock Attendance Snapshots</b>				
Date	Timing	Number Present in iBlock	Total Students	% Present
September 19	Before any interventions	837	989	85%
October 18	Just before interventions began	744	912	82%
November 6	During hallway monitoring	769	909	85%
February 2	After call home intervention	651	815	80%

Anecdotal data from interacting with students found that students who did not attend iBlock were overwhelmed with the amount of switching due to the day-to-day schedule, not wanting to spend more time in classes (or with teachers) where they were not succeeding, and not knowing their classmates in iBlock. This data was a major driver for our iBlock 2.0 proposal for next year which will be described below.

Unfortunately, teachers did not take advantage of the offer of iBlock Team embedded support as we had hoped. The goal was to have iBlock Team members coach/support teachers in implementing effective interventions on a non-evaluative basis. Teachers could request support and arrangements would be made for iBlock Team members to be available to them. This was advertised in many professional development spaces, especially to new teachers in the Chelsea Professional Learning Academy sessions, and through email, however, only 4 teachers asked for and received support. As a result, the iBlock Team will continue the practice if teachers request, but will not put much energy into promoting the program next year.

This year we doubled up Grade 9 and Grade 12 Mentor Monday groups. The strategy was to have the older seniors help the freshman learn about iBlock, serve as models and supports for social emotional curriculum work, and generally support their transition to CHS. Anecdotal data reports that it was successful. Several of the Mentor Monday group leaders commented that they felt it promoted a positive sense of community. In the iBlock Teacher Survey in May 56% of participating teachers agreed or strongly agreed that “pairing the groups was beneficial to students”. The remaining 36% were neutral and only 9% disagreed. As a result, next year we will continue to loop the iBlock Mentor Monday groups with the same teacher from year to year to promote relationships, but we will also group Grade 9 students with Grade 11 and Grade 10 with Grade 12. The idea behind this is that the Grade 9 & 11 will be able to stay together for two years.

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The iBlock Strategic Calendar was well liked by faculty and allowed them to anticipate upcoming SEL curriculum as well as interruptions to iBlock such as state testing or assemblies. This made scheduling easier and simply reduced stress. 62% of teachers in the iBlock survey said the calendar “better supported student learning” 33% were neutral and only 6% disagreed. We will continue this practice next year.

Next year iBlock will continue but will be adapted to meet the challenges we identified this year and be increased in the schedule from 37 minutes to 45 minutes. iBlock 2.0 for the 2019-2020 school year will include strategic grouping by quarter. Based on grade data, students will be assigned to the same iBlock Tuesdays through Fridays. These groups will be somewhat homogeneous based upon need and, with very few exceptions, be with the student’s current teacher, and will be constant for one quarter. Teachers will teach iBlocks based upon the courses they teach as well as have a PLC each week. The new model is in direct response to teacher feedback, where in multiple teacher surveys in open-ended questions teachers requested predictable, homogeneous grouping in order to be able to more strategically and appropriately intervene.

<b>iBlock 2.0: Example of a Student’s and a Teacher’s Week during Quarter 1</b>						
		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
iBlock 9:18 - 10:03	Student	Mentor Group	English 9	Enrichment	Biology	Algebra 1
	Teacher	Mentor Group	Algebra 2: 40 - 65 Group	PLC	Algebra 1 Failing Group	Algebra 2: 60 - 75 Group

The goals of these shifts in iBlock include:

- Increase the targeted nature of the intervention provided due to the routine of seeing students every week on same day.
- Increase routine and predictability and decrease transition and unstructured time in order to increase attendance.
- Remove the scheduling load from Mentor Mondays allowing more time for SEL Curriculum, relationship building and other relevant curricula.
- Increase the accountability and efficacy of the time for both students and adults.
- Use our current SIS platform to track attendance (instead of the additional platform Enriching Students) so data collection on attendance and class assignments are all in the same place.
- Continue enrichment activities where appropriate.
- Continue successful programs such as peer tutoring and pairing of Mentor Monday groups.
- Continue to use iBlock to support students in other ways during iBlock instead of core instructional time (guidance groups, assemblies, etc.)

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iBlock 2.0 also aligns very well with the school's focus on formative assessment and feedback discussed in Turnaround Practice 2. The formative assessment data will drive the curriculum of these strategic iBlock groups. The role of the iBlock Team will shift to using quarterly data to assign students (and teachers) to their iBlocks. To ensure that the new model will be successful to implement, the iBlock Team mocked up the current Grade 9 class using Quarter 3 grades and, after a few modifications and iterations, found a system it believes will work. We are excited to try this next version of the iBlock and feel it builds upon the great work that took place in the previous two years.

To support students of color, several iBlock groups are run for different segments of our student body. One example is daily groups run by ROCA's Central American Youth Initiative. This program specifically targets Central American young men and offers support through cognitive behavioral therapy and goal-setting.

When considering adjusting our benchmarks for Turnaround Practice 3 for next school year, we have reflected on our progress on our 2018-2019 benchmarks. Our MAG for this practice is to reduce our dropout rate to 5%. We have made progress on this goal but haven't achieved it yet. As of May 1, 2019 we are at 5.54% which is a full percentage point below where we were at this time last year (6.57%). As of May 1, our regular education students were at 5.93% last year and are at 2.6% this year. Our students with disabilities were at 4.4% and this year are at 1.35%, and our ELs were at 12.1% and now are at 10.34%. Although the progress is promising, we are only half way there, and would like to leave our MAG at 5% for the 2019-2020 school year. As for Interim Benchmarks for Teachers/Practitioners, in the faculty survey there has been an increase in teachers agreeing or strongly agreeing with the statement that "students feel they can succeed at CHS" from 46% in the fall of 2017 to 66% in the spring of 2019. This is a 20% increase that can be celebrated, however, we will continue this work in 2019-2020 set our goal at 85%. As for student benchmarks, there has not been an increase in students reporting they turn in "high quality homework in **all** their classes" from fall 2017 to spring 2019 which remained constant at 73%. Similarly, there has been a significant increase in in students feeling that they can personalize their learning (see details in narrative above). Our adjusted goal will become 100%. Again, progress is being made and we will continue to track growth through surveys in 2019-2020.

### Turnaround Practice 4: School climate and culture

#### Prompts:

- Specific to your current strategies in this turnaround practice, what worked and what did not work, and how do you know?
- Given this analysis, what changes will be implemented or successes leveraged for the coming year?
- Please provide evidence and data to support your responses.

Our theory of action around Turnaround Practice Four is that if we build community, students will attend school and persevere. This year, the Social Emotional Learning (SEL) Team focused on helping CHS grow from a culturally proficient SEL environment to a culturally responsive SEL learning community. In addition, the SEL Team continued to develop MindUP curriculum to be delivered during six dedicated weeks of iBlock. Our school centered its work around social emotional learning on Teaching the Whole Teen. In addition to collectively reading the book, many of our whole-school faculty meetings were led by one of the authors, Jeffrey Benson. This shared learning experience helped to make some key understandings common to teachers and administrators on building relationships with students and creating culturally responsive classroom

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environments. In the latter part of the year, the SEL Team led professional development focused on understanding and looking at implicit bias as we work to unearth and manage our biases and implement practices that actively draw upon students' diverse backgrounds, identities, strengths, and challenges as a strategy to deepen learning. This is the launching point for our work in SY 2019-2020, as we seek to integrate social emotional learning, culturally responsive teaching, and deeper learning as we know that only a strong commitment to high expectations in a restorative and accountable environment will move us toward our achievement goals. Our work to continue to become a culturally responsive learning environment in SY 2019-2020 will focus on further integrating other schoolwide SEL and restorative justice efforts. We will do this by increasing our use of restorative practices such as circles, increasing family engagement, and continuing to develop our own self-awareness as educators.

By implementing a leveled system of restorative circles throughout the school, we will build community and relationships with students as we work to help them build their SEL competencies. Level one is in the classroom using circles to build community and relationships between teachers and students. The use of circles in the classroom builds SEL competencies in students as they can be a modality for self-reflection, relationship building, perspective taking, goal setting, analyzing situations, problem solving, and showing respect for others. Level two will offer smaller group, more focused reflective opportunities for students to further self-awareness and community building. These circles, and related restorative practices, will help students look at social, emotional, and behavioral support needs they might have in order to be and feel successful at CHS. Finally, level three circles will support our work responding to discipline issues and other significant student incidents. Restorative justice interventions, such as re-entry and harm circles, will support our work to reduce suspension rates and lengths of suspensions as well as increase culturally responsive school culture of restorative accountability.

This year the SEL team also worked to enhance MindUP, our SEL curriculum, that is delivered during IBlock time. The MindUP curriculum was adjusted so that students who were at CHS last year learned new strategies for coping with stress, learning about how their brains operate, and how to optimize their unique qualities in school since they saw the original lessons the previous year.

Given how critical grade nine is as an entry into high school, we focused this year on engaging families earlier in the year and on having teachers collaborate to provide a more consistent set of expectations and operating principles. To engage grade nine families earlier in the year, we hosted an orientation in early August 2018 to engage families as partners, to share information about Chelsea High School, and to share our vision of a college-going culture. Along with the orientation, we brought incoming grade nine students to a local university to make the vision of college more concrete. As another way to build community and engagement in grade nine, we created a summer build-up program spanning three weeks in which students at high risk due to struggles in learning participated with us in classes with some of our best teachers for three weeks in July 2018. In addition, other students with learning challenges were visited at home in order to build trust with families.

For 2019-2020, we plan to build on orientation by creating a series of parent meetings for freshman families. The first one will happen before the end of the current school year for current 8th grade students that will become 9th graders next year. We will use the first session to survey parents about what other topics they would like to talk about in the three following parent nights. With this approach we will be able to tailor information with parents to what they want to know along with information that we would like parents to know. Our hope is by engaging with families early, we will build relationships and partnerships that will benefit students throughout the year.

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This year, we worked on strategies for engaging families that are culturally relevant and responsive and, as a result, family communication increased. We started by listening to families, which required us to increase engagement in School Site Council meetings so that families could join with us in decision making. We changed the language in which the meetings are conducted to Spanish, since every family member spoke that language. Our efforts around School Site Council went from four family members attending when we started to an average of 13.4 families--often composed of 2-3 members-- on average attending our monthly meetings. This allowed us to learn what families were seeking from the school, engage families in the hiring process, and to ask about budget priorities. One significant piece of information that we learned is that families know far too little about their students' progress in school. For that reason, we responded with the following:

- Making sure that families coming to the school were given the message that the door to the school door was always open for them, with or without an appointment and that spreading this message would be appreciated
- Granting Parent Portal access to our student information system allowing online access to grades, attendance, and other items— to all families directly, instead of relying on the prior system that required each family to come to the school and sign a release. This was initiated 1/22/19 for second semester
- Re-establishing a protocol from several years ago of mid-quarter progress reports on paper mailed home to all families
- Printing student information for all families who came to any of our three family nights
- Texting families to inform them of their student's tardiness and excessive absences
- Upgrading the student information system for the start of the 2019-2020 school year with an attendance bar graph that compares each student to the district and state attendance average and will be sent home quarterly
- Planning another student information system upgrade for the start of the 2019-2020 school year creating a simple graphic representing how far along students are toward graduation, similar to a download task bar
- Planning for start of the 2019-2020 school year to implement a texting system to families with any discipline infraction type

In addition, we built on planning from Spring 2018, in which families and school leaders sought a complete change to the content of family nights. Instead of the familiar set up in which teachers sit alone in their rooms and wait for families, we built "festivals" in which families were welcomed with light music, food, and all teachers in a science fair type set up in the cafeteria of the school. We had some of the strongest turn outs in years with 125 families in October and 85 families at the May festival. The School Site Council planned each family night and we debriefed after each event in order to make adjustments and improve. For the coming year, we plan to convene a Family Engagement Team to leverage the momentum from this year in order to drive academic, attendance, and behavioral improvements during 2019-2020.

Faculty, students, and families told us that school climate should be an area of focus; we responded with climate teams and saw improvement. The concept was that the school would be divided into sections with each section led by an administrator, who would improve climate in those areas. Administrators led a small team that included members of the security team, as well as various other staff. We clarified the role of climate team members before the year started by providing a card that contained the main points of our goal in the hallways: to connect with faculty and students and to build community. The goal was also to push higher expectations for scholarship. To further build community, our administrative staff greets students at the door in teams at arrival time for fifteen minutes or more every day of the week.

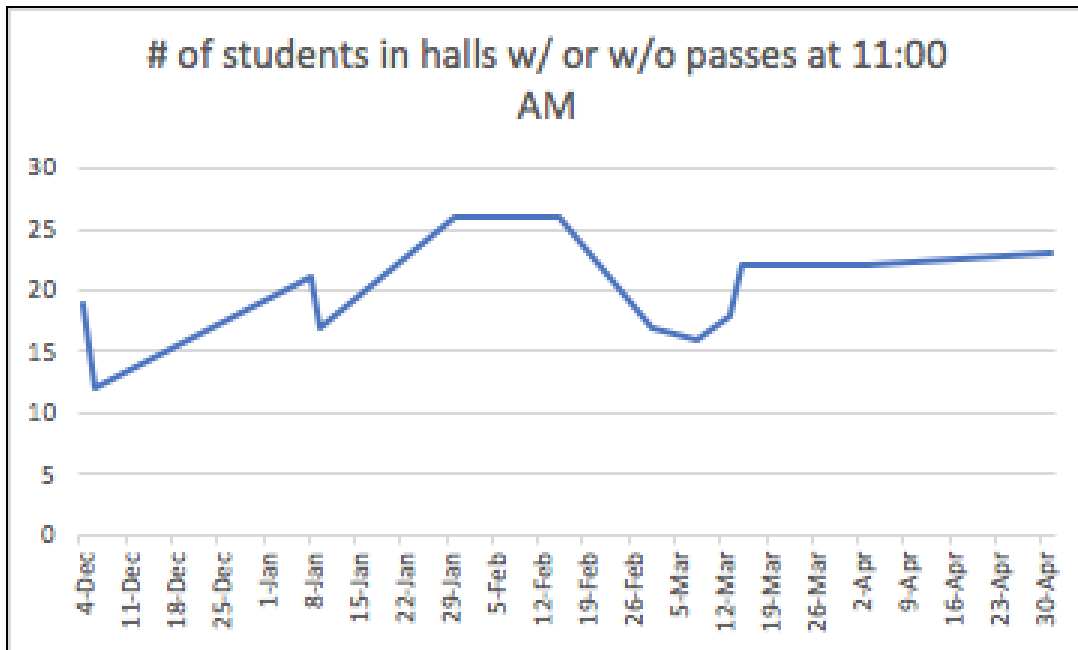
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The climate and culture work produced some positive results. Teacher survey data from October survey illustrate this: (below is copied directly from their survey):

- *Over 90% of respondents note the improvement in the hallways (less students and admin/teachers are visible)*
- *Almost every respondent mentioned some aspect of administrators, staff and students feeling more connected as community*
- *Climate/culture overwhelmingly improved*
- *Administrator visibility is viewed positively*
- *Hallway issues from last year largely under control*

To determine if climate and culture work was providing a more positive school climate, we meet with teachers once a month to check in. All teachers and staff are invited. The goal is to solicit teacher voice and use that feedback to improve our work in establishing a positive culture and climate for teachers and students.

In addition, data shows that due to the climate and culture work, “hallway wandering” is down 75-80% compared to 2017-2018. The following graph details students in hallways at various points during this year. We track and publish this information a few times per month in our daily bulletin to keep the whole faculty apprised of how we are doing.



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CHS received confirmation that this strategy has had at least some positive impact in the form of the AIR MSV report from March, 2019, in which it was noted that “Another key strategy implemented this year is having school leaders in the hallways during transitions. Respondents have found that this strategy has helped them connect with more students. According to one respondent, ‘I would say that I personally know students. I know a much larger number of kids simply by being in the hallway during transitions.’ Similarly, several students commented on school leaders being more visible during transitions: ‘[The principal] interacts more, that’s good for students. He doesn’t sit in his office so when you’re going to a different class he’s usually in the hallways trying to talk to the students, trying to know them.’ In addition, teachers have also received professional development related to how to effectively approach and structure conversations with students (see 3.2 Teacher Training to Identify Student Needs (academic and personal-social).” (p. 34)

The school has also attempted to establish a positive culture and climate for teachers. This year, we added a daily bulletin on paper and online to boost transparency around decision making, share good news, engage teachers around whole-school events, and to share basic logistics. We added a Starbucks end-of-the-month teacher appreciation breakfast and a number of other events to build community among teachers and all school staff. However, the AIR visiting team noted that the communication still needs work. In their March visit they noted, “Although there are a number of structures in place to promote two-way communication, respondents have conflicting views regarding the effectiveness of communication between staff and administrators. On one hand, there are reports that communication and the inclusion of teachers in decision making has improved compared to previous years. For example, one respondent reported, ‘I feel like with the new principal and a new culture, we’re getting to a better balance of teachers’ voices being included more in the agenda setting.’ Another respondent described this communication as ‘very honest and real.’ Furthermore, it was reported that ‘teachers are getting more information’ and that ‘the principal is much more visible.’ On the other hand, some support staff feel ‘dismissed’ and that they are not being consulted about issues for which they are best suited to offer guidance. These staff reported that they would like more transparency and better communication from administration, and they would like to be included in decision making, especially for decisions that are directly related to their role at the school. These findings are consistent with instructional staff survey results, which indicate that, on average, instructional staff have mixed opinions about whether there is a system in place to foster open, two-way communication, contributing to the providing rating for this indicator.” (p. 13)

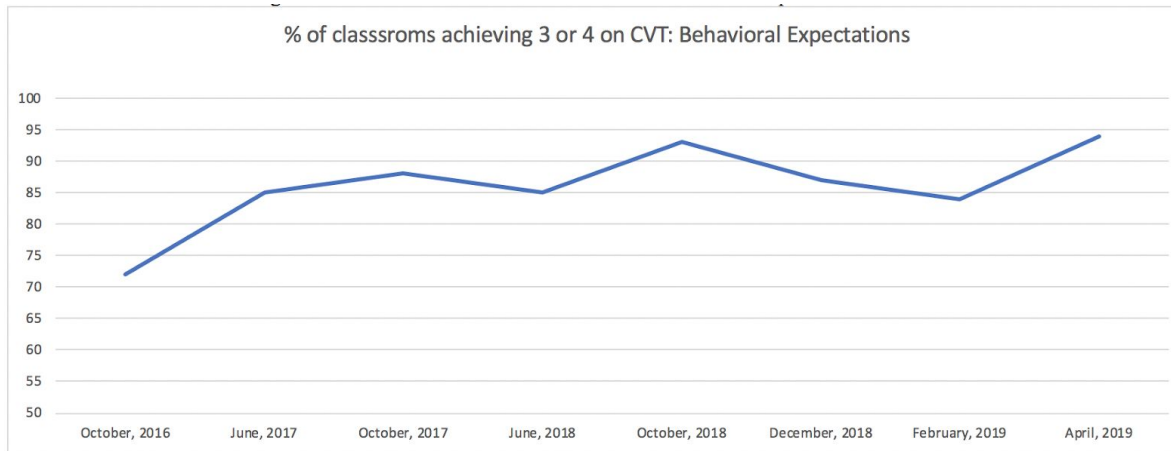
Our work around establishing a positive culture and climate for teachers and students was noted by Schoolworks, our classroom and school observation partner. They noted in March, 2019 that, “Behavioral expectations are clear and understood by most students. In 53% of classrooms (N=34), the site visit team observed effective behavioral expectations. In these classrooms, behavior was generally appropriate throughout the lesson, and teachers responded to minor misbehaviors efficiently and effectively.” The data below, from the same SchoolWorks visit in March 2019, shows that 94% of classrooms were either in the “effective” or “partially effective” zone in regard to behavioral expectations.

Behavioral Expectations			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	6%	41%	53%



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Internally, our CVT data also showed continued improvement over the past several years, and strength overall, in the area of behavioral expectations.

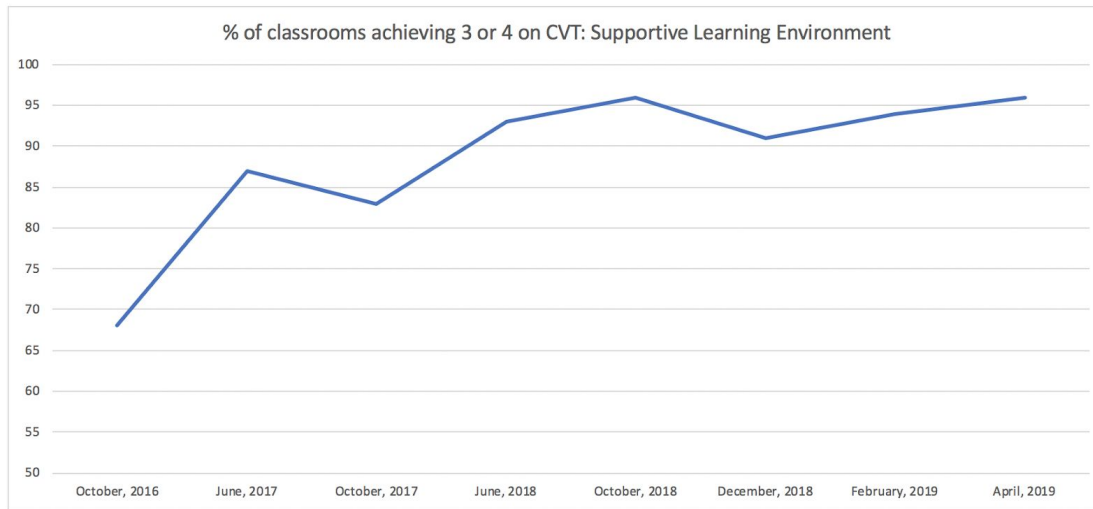


The visiting team from SchoolWorks noted in March 2019 that supportive learning environment was a strength. Students spoke positively about their relationships with staff. Teachers were described as “fun,” and it was reported that they “do their best to make students feel comfortable.” In addition, one student described guidance counselors as “very supportive.” It was reported that “Classroom interactions are cooperative and conducive to learning in most classrooms. The site visit team observed effective establishment of a supportive learning environment in 53% of classrooms. In these classrooms, teachers and students were respectful, caring, and supportive of each other.” The observation data they gathered proves this level of efficacy:

Supportive Learning Environment			
Ineffective	Partially Ineffective	Partially Effective	Effective
1	2	3	4
0%	6%	41%	53%

Internal data shows strength in the supportive learning environment dimension also, which we think can be attributed to the focus on SEL work among faculty. Specifically, the work with Teaching the Whole Teen, as well as the SEL focus of the past several years, shows strong growth over time as noted below:

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Overall, our work in the Classroom Climate domain of the CVT has met our goal of 95% 3's and 4's in two of the three indicators of the domain. In behavioral expectations and supportive learning environment we have reached 94% and 96% respectively, while in structured learning environment we are at 84% which is in range, but not yet achieving our target. As a result of these gains, we proposed to use only 4's or effective ratings next year as our benchmark. For more detail see below.

We propose that our Turnaround Practice Four benchmarks focus on the implementation of SEL practices school-wide. Those practices are evident in several ways. First, given our focus on circles as a way for classrooms to boost positive classroom climate, we would expect to see circles implemented in at least 25% of classrooms (self-reporting by teachers). To corroborate that data, we propose to use CVT data in the supportive learning environment element. Currently, in Quarter 3, 75% of classrooms are "effective" in this area (rated as level 4); we propose to seek an increase of 15 points, for a goal of 90% rated as "effective." In regard to families, we are seeking to improve our average open house turnout by 25% for the three family nights that are held throughout the year. Our 2018-2019 average was 110 families (multiple people from one family are only counted once) so our goal is an average of 138. In regard to school climate, our goal is a 25% reduction in the number of referrals for class cutting/skipping as this is our most common referral type. This year by April 15 we have 1,617 referrals for this infraction, consequently our goal for next by April 15 will be 1,213 referrals for class cutting/skipping. We believe this behavior category is the most clearly linked to negative academic outcomes as it directly impacts time on task and learning. As a MAG we had 245 suspensions in 2017-18. This year, as of April 15, we have had 195. Consequently, we have made progress (20% reduction) and would like to continue to reduce our rate. Therefore our goal is to further reduce our suspensions by another 10% by April 15, 2020.

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### Section III: Financial Plan

- Add any changes and updates to the financial plan for the 2019-2020 school year.
- If needed, how do you plan on sustaining turnaround efforts after the expiration of School Redesign Grant funding?

Next year we propose to use grant funds in a variety of areas:

- **Fund the teacher incentives for meeting student outcome benchmarks** if met with the 2018-2019 accountability results as agreed upon with the Chelsea Teachers Union. (\$275,000 anticipated) (TP1)
- **Leverage stipends for teachers and teacher leaders as outlined below:** (\$79,350 total)
  - iBlock Team work throughout the year to support iBlock 2.0 Model (\$10,000) (TP3)
  - SEL Team work to support SEL curriculum development, professional development and programming throughout the year (\$7,000) (TP4)
  - Family Engagement Team to support building relationships with families through events and communication (\$3000) (TP4)
  - Summer Curriculum Work to support deeper learning and curriculum alignment (\$51,350) (TP1 & 2)
  - Professional Development Stipends for deeper learning, SEL integration with academics, and restorative justice/use of circles (\$9,000) (TP 2 & 4)
- **Contract with partners:** (\$63,000 total)
  - WriteBoston for imbedded professional development throughout the year (\$40,000) (TP 1 & 2)
  - SchoolWorks for recertification of administrators and teacher leaders on CVT and a site visit (\$17,000) (TP1)
  - Aspen to create a new feature monitoring student progress toward graduation (\$6000) (TP1 & 4)
- **Indirect Costs** (\$16,650)

ARO analysis was completed when the plan was initially submitted. In addition, it should be noted that several of expenditures from the last two years of the grant have been absorbed into the district budget. The salaries and fringe benefits for the classroom monitors and security guard have continued through district funding as have the stipends for lead teachers for SEL, iBlock and Data and Assessment. Similarly, no materials are included in the proposed budget, and instead, any materials or texts required for grant implementation will come from the school budget.

Other key resources are also funded by the District. For example both technology hardware of one-to-one chromebooks as well as software platforms such as the formative assessment support of MasteryConnect are funded through the district budget. The District will also finance the 6-hour initial training and certification for any new administrators or lead teachers on the SchoolWorks Classroom Visitation Tool while recertifications will be supported by the grant as noted above.

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### Section IV: District Support and Evidence Based Intervention

*District systems to support the school(s), including human capital strategy and partnership management.*

In Chelsea, District Leaders work hand in hand with school administrators to support turnaround work. We have put into place a robust progress monitoring system that meets every 30 school days with a full team of 24 people including school administrators, coaches, and leads who are joined by the district curriculum coordinators and assistant superintendents as well as SSoS representatives. Each of our 10 buildings has a district curriculum coordinator deployed to help the turnaround efforts in that school. The coordinator's role is to attend ILT meetings, progress monitoring meetings, subcommittee meetings and to support the team in keeping the turnaround plan alive. In the case of CHS, it is actually the role of the Assistant Superintendent to support the team. She meets weekly with the principal to discuss progress on the plan and strategize. In addition, the District supports the many partnerships that CHS has with both outside professional development providers and service providers from the community and surrounding area. Finally, the District has also adopted and supported the use of the SchoolWorks MORE System and CVT tool as described below.

In Chelsea Public Schools our district system to support school turnaround is an evidenced based intervention focused on intentionally improving instruction by adapting the SchoolWorks MORE System. The MORE System stands for Master, Observe, Rate, and Elevate and focuses on providing support for: Training and Certification, Data Collection and Analysis, and Follow-Up Consultation. As a district we have adopted the SchoolWorks Classroom Visitation Tool (CVT) and invested in annual training and certification for all school and district administrators (as well as many instructional coaches and teacher leaders) so that they are consistent and calibrated in their classroom observation feedback. We are deeply invested in extending the expertise of "master" beyond administrators. We know moving instruction forward at a school requires all stakeholders working collectively in one direction who can quickly characterize practices in-action – the Master, Observe and Rate elements of the MORE System (SchoolWorks, 2019). SchoolWorks provides our training and certification and follow-up consultation, but we use our own internal systems for data collection and analysis at the individual school level as well as the district level. The district collaborated with the Chelsea Teachers' Union (CTU) to formally integrate the CVT into its teacher evaluation process.

In Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement, Hattie states, "a major argument throughout this book is the power of feedback to teachers on what is happening in their classrooms so that they can ascertain 'How am I doing?' in achieving the learning intentions they have set for their students, such that they can then decide 'where to next?' for students. Classroom observation with formative evaluation provides one such form of feedback" (Hattie, 2009, 181). The district-wide adoption of the SchoolWorks CVT creates a systematic approach for formative feedback on teaching and learning by a range of stakeholders (administrators, coaches, and leads) throughout the school year and from year to year using indicators that focus on Common Core Alignment; Classroom Climate; Purposeful Teaching; and In-class Assessment and Feedback. As noted above, the training from SchoolWorks ensures school leaders "master the research-based criteria of high-quality classroom instruction, enabling them to easily characterize practices in-action," (SchoolWorks, 2019).

Additionally, the Carnegie Foundation for Advancement of Teaching outlines in *Developing an Effective Teacher Feedback System* three district drivers in its 90-Day Cycle Report:

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- *District Driver 1:* Provide a clear instructional framework/rubric that reflects a good vision of instruction
- *District Driver 2:* Provide extensive and ongoing training in delivering feedback for principals and coaches
- *District Driver 3:* Establish systems to track effectiveness of feedback process

The SchoolWorks CVT, itself, is “a research-based classroom observation tool aligned to SchoolWorks’ School Quality Criteria (SQC). The SQC consists of a set of standards used to assess critical aspects of a school’s culture, organization, and academic program. SchoolWorks Quality Criteria and indicators are based on research of best educational practices, as well as on the expertise that SchoolWorks brings to the process after assessing more than 1,000 school programs since 1998.” (SchoolWorks, 2017, 1). Using the CVT consistently provides teachers feedback in all four domains: Common Core Alignment, Classroom Climate, Purposeful Teaching, and In-Class Assessment and Feedback. The SchoolWorks tool, therefore, helps achieve the first driver.

As a district, we have committed and established structures to support drivers two and three. As noted above, CPS requires all of its school and district administrators to complete an annual calibration training and test facilitated by SchoolWorks. In many cases, the schools have also chosen to extend this training and requirement to their instructional coaches and lead teachers. SchoolWorks leads sessions for calibration and training throughout the year and an all-day training for people new to the tool. As a district we have chosen the Assessment and Feedback domain as our areas of focused development.

Finally, the CVT is used in debrief conversations with teachers. It is an official part of the Chelsea teacher evaluation process. CVT forms are directly uploaded into Teachpoint and are formal artifacts from classroom observations. Administrators and teacher use the form to establish a common vocabulary and set expectations as well as priorities for development. Teachers receive feedback throughout the year 3 or more times.

As a district, we also review school specific CVT data at least quarterly at formal progress monitoring meetings and district-wide data three times a year. The data is used to develop school-based and district-wide professional development for both teachers and school leaders. Overall, there is buy in from all stakeholders. Chelsea’s enhancements to the SchoolWorks MORE System creates a transparent and consistent system for intentionally improving instruction.

### Bibliography

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### APPENDIX A: 2019 - 2021 Agreed upon Bell Schedule

<b>1<sup>st</sup> Period</b>	<b>8:00-9:15 (75)</b>		
	<i>3 minute passing period</i>		
<b>iBlock</b>	<b>9:18-10:03 (45)</b>		
	<i>3 minute passing period</i>		
<b>2<sup>nd</sup> Period</b>	<b>10:06-11:22 (76)</b>		
	<i>3 minute passing period</i>		
<b>3<sup>rd</sup> Period</b>	<b>11:25-1:07 (102)</b>		
	<u>1st Lunch</u>	<u>2nd Lunch</u>	<u>3rd Lunch</u>
	<i>11:25 to 11:50 (25)</i>	<b>11:25-11:55 (30)</b>	<b>11:25-12:40 (75)</b>
	<b>11:53-1:07 (74)</b>	<i>11:57 to 12:22 (25)</i>	<i>12:42-1:07 (25)</i>
		<b>12:24-1:07 (43)</b>	
	<i>3 minute passing period</i>		
<b>4<sup>th</sup> Period</b>	<b>1:10-2:25 (75)</b>		

### APPENDIX B: List of Targeted Intervention Work in iBlock during 2018-2019 School Year

- a. **Reading groups** began in fourth quarter and are now running weekly.
- b. **ELA Department** Formative Interventions- below are the PLC meetings whose goal was to create a targeted intervention for iBlock
  - i. *December 12th:* Create the intervention that will take place in I-Block or in class between 12/13 and January 4th. Tag students in I-Block or decide when the re-teach will take place during class by January 4th
  - ii. *January 9th:* Teachers will analyze FA3 reteaching data and reteaching plans to determine specific instructional moves that improved student achievement and possible instructional moves to modify during reteaches.
  - iii. *January 16th:* Teachers will analyze student work samples from the formative assessment to determine what are the 1-2 areas that are holding students back from moving idea development scores to a 2-3 and a 1-2 in conventions.

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- iv. *February 13th*: Teachers will analyze the finalized MCAS 2.0 boot-camp overview plan (based in FA and MCAS data) for overall questions, potential solutions and set a date when lesson plans will be finalized
- v. *March 6th*: Teachers will reflect on overall writing trends on the mid-year TBQ formative assessment and potential instructional strategies to leverage during MCAS boot-camp to address student writing
- c. **Geometry Team** Formative Interventions (below are the PLC agendas that led to the creation of interventions)
  - i. *December 4th*: Create the intervention that will take place in I-Block, Tag students in I-Block , Create reassessment that will be given on day 2 of I-Block to measure student progress
  - ii. *February 7th*: Teachers will analyze the benchmark 2 data to determine, highlights, trends, questions, and 2 standards to target for student intervention.
  - iii. *February 14th*: Teachers will create aligned intervention lessons for standards A-CED1 and GCO-6
  - iv. *March 21st*: Teachers will analyze benchmark 2 reteaching data and reteaching plans to determine specific instructional moves that improved student achievement and possible instructional moves to modify during reteach, Teachers will name 1-2 instructional strategies they want to try or continue doing in their own instruction that can increase the rigor and reteaching possibilities in our classrooms more frequently.
- d. **Biology Team**
  - i. Once in *February*, once in *January*, and on *May 14th*, the biology team in PLC looked at formative assessment data and then arrived at an intervention to be implemented during iBlock or in class
- e. **History Department** Formative Interventions (below are the PLC agendas that led to the creation of interventions)
  - i. *February 5th*: Teachers will norm on the scoring of the formative assessment mini-DBQ to be able to get to a maximum of 1 point difference in scoring on the rubric
  - ii. *March 12th*: Teachers will analyze MC baseline formative data to name 2-3 strengths and 1-2 areas of focus within the skills assessed in multiple choice Teachers will analyze student work samples to determine what are the 2-3 areas that are holding students back from moving scores to a 1-2 in the rubric rows of argument, evidence, and analysis.
- f. **Math Department** targeted students who were repeating the MCAS, and ran weekly interventions for those students during iBlock to help them prepare for the MCAS. They did this for several week in the fall and then again in the winter.
- g. **Science Department** also targeted students who were repeating the MCAS, and ran weekly interventions for those students during iBlock.
- h. **Guidance/Social Work**:

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- i. Provided college & career information to students
- ii. Provided College application support
- iii. Provided Dual Enrollment/Early College support (students signing up for classes, BHCC application support, etc.)
- iv. Had college reps to present to students and do On the Spot admissions
- v. Provided scholarship information to students and helped with applications
- vi. Ran meetings with struggling students and helping students create short term and long term goal planning
- vii. Support with SAT registration
- viii. Complete AP pre-registration support
- ix. Ran coping skills/mindfulness groups
- x. Ran groups w/ newcomer students
- xi. Led restorative and repair circles with students, teachers and outside providers
- i. **Physical Education Department** Peer tutoring- the PE department has their own peer tutoring system setup where athletes tutor other athletes.