School Name

Chelsea Integrated Turnaround Plan Model
2020 - 2021

Executive Summary:

The 2019-2020 school year allowed us only September to the end of February (6 out of 10 months) to implement the vision and plan for 2019-2020 Turnaround Plan. For that reason, it is imperative that we use 2020-2021 to continue this plan and implement more deeply the work toward embracing and empowering the whole child as a fully participating member of our school community.

*Our vision is to **disrupt inequities** in our world that have long been a part of the traditional education setting so that students are empowered members of the school **community.*** We will do this by continuing the work we started last year to transform the culture of our school to one that empowers all voices and builds trusting relationships so that staff and students take risks to learn and grow. What continues to be bold about our plan is the belief that our student learning outcomes will improve ONLY when we succeed in educating the **whole child** within a community working toward Equity and empowerment of all stakeholders.. The empowered school community we are building is a positive and trusting school culture that is grounded in relationships between and among adults and students. An empowered community is a strong community that cares deeply about all its members and invests in each other, a condition necessary to understand the needs of our students.

* Students, teachers, and administrators will be partners in developing the whole child. We educate through the instructional integration of Social Emotional learning (SEL) with a culturally responsive and social justice lens. Our curriculum supports these goals along with high learning standards and political social, and emotional awareness.

Building on the Restorative work we started last year, we will establish that Restorative Practices are foundational to our school and students, teachers, and administration will be partners in developing and educating the whole child. We will accomplish this through the implementation of the "Gold Standards of Restorative Practices" issued by the Center for Restorative Justice. Fundamental to deepening our understanding of this work is the establishment of a robust Leadership team to lead the work of implementation. This leadership team will be integrated into our current leadership structures joining our Administrative, Progress Monitoring, SEL and Student Support Leadership Teams building greater leadership coherence around our vision. This move will allow us to refine our structures further addressing the School Works findings of the need for further coherence and shared ownership and collective responsibility for improving student achievement. The focus areas of the RJLT will be to continue to support our faculty with their social and self awareness. We will build on our implicit bias work from last year to support our faculty and administration to engage in diversity and equity conversations with each other and with students. Our Faculty is overwhelmingly white, our student population overwhelming students of Color and we are ready to take on the unpacking of white privilege and what that means in our school. We will lead our community through PD specifically to engage in these conversations and develop our understanding to disrupt inequities in our school culture that are impacting our student achievement.

	The school works findings supported our own observations that despite our efforts to support the implementation of Academic Circles they have not taken hold. As a result of our site visit we developed a plan to scaffold this integration work through a scaffolding of Daily Integrated Social/Emotional learning. The hope being, as we develop student social and emotional awareness and build their social and emotional skills, students would be more likely to engage in academic circles. Another component to this plan was the additional support teachers needed to incorporate this work, building on APT they'd successfully developed in the previous academic year. The lack of coherence on our leadership teams around their responsibility to follow up and support this work didn't transpire or develop because of the pandemic and the disruption to our school year. Therefore, this year we will continue to support our faculty to integrate social and emotional development in their classrooms daily. Additionally, we will provide further Tier 1 Circle training as well as provide already trained staff opportunities to participate in Tier 2 and Tier 3 Circle training. This will give our faculty greater understanding as to how to incorporate circles as one tool to build community, provide students with opportunities to develop social and emotional awareness and skills as well as create a vehicle for staff and students to repair relationships in the event damage has been caused to either or both parties within the classroom. One area of Improvement outlined by School Works was that the school does not yet have a common vision for high-quality instruction. While leaders reported that they have purposefully prioritized school culture over instructional strategies, leaders and teachers reported that this focus is not yet explicitly connected to students' academic achievement. Our Instructional Vision/strategies are informed by our vision and values - Explicit teaching of Social/Emotions/Academic skills to build student capacity to engage in Higher Order Thinking activities with independence and reach our Vision of a Middle School Graduate. A component of our vision is that we educate through the instructional integration of Social Emotional learning (SEL) and curricula that supports high learning standards that develops student political, social, and emotional awareness. In support of the development of this social and emotional self-awareness we will build on the Vision of a Middle School Capstone project that we piloted in our school this year. This project supported teachers to think through how to develop 4 specific mindsets in the Browne Middle School - Community, Reasoning, Growth and Curiosity Mindsets. The process requires students to develop their awareness of where they are developmentally relative to these skills and actively work toward their own development in all 4 mindsets. At least 14 staff members are willing to begin this work. This focus will empower students to engage in a shift to more student centered learning. Thus, this year we can state unequivocally that we have an instructional vision which is to develop the Four Mindsets: Community, Reasoning, Growth and Curiosity mindsets within our students.
A	**Turnaround Practice(s):** *Which turnaround practice(s) are you addressing? Turnaround Practice 1,2, 3 &4*

B	**Overarching Goal:** *What are you trying to achieve with work with this turnaround practice(s)?* We will build a community committed to equity and the empowerment of students, faculty and families using restorative practices. We will educate the whole child through the instructional integration of Social Emotional learning (SEL) and implement a culturally responsive curriculum that supports high learning standards as well as develops a political, social, and emotional awareness for students. All faculty and all students will understand the necessity of the integration of SEL and academics and begin to work together to develop that in our school. Adults and students will take ownership of both their actions and their learning. We will increase the knowledge of how to build learning partnerships and we will provide the support needed to engage in this work between adults and adults, adults and students as well as students and students including families.
C	**Theory of Action:** *Data analysis and challenges (including data from last year), rationale for this work* ***If*** *the BMS community which includes students, teachers and administrators commit this year to continue to develop the whole child through adult to student relationships, as well as the daily instructional integration of social emotional learning with a culturally responsive and racial justice lens* ***then*** *our students will be more confident to engage with independence in higher order thinking tasks and see themselves and their future as attainable and student outcome metrics will improve.* While we've made inroads into building culture and establishing a community, we need to continue to build on these foundations. We recognize we only had six months to implement our 2019-2020 Turnaround Plan. Nonetheless, our School Works Data from our mid year review showed overall increases in data for the 9 indicators on the CVT tool. However, with the move to distance learning our work toward our annual goal was disrupted. We are definitely moving in the right direction with reports of a more positive culture although there is little assessment data to assess what impact if any there was on student outcomes. Our rationale for our focus is the same as last year. Despite a sustained instructional focus and support provided for the instructional focus, student engagement in higher order thinking continued to be low. (2018-2019 CVT data: almost 44% 3s; 0% 4s = 56% 1s and 2s) Student Outcomes (MCAS ELA, Math and STE) are not growing they are static and consistently significantly below the State. This year (2019-2020 CVT data 63% 1s and 2s. And 37% 3s & 4s)) Outcomes continue to be low and while we anticipated a decrease or static outcomes we did see growth in multiple CVT indicators: 50% increase in alignment to Common Core math, Classroom Climate - specifically, Supportive Learning Environment (our area of Focus). Also saw significant shifts in purposeful teaching -specifically Instructional Strategies and Participation and Engagement. We need to continue to address student engagement through culturally responsive curriculum and instruction to continue the growth within a safe and supportive environment. Our student support model is in place and functioning with a Solid Bin A, Bin B, Bin C model. This approach with pushin support to repair relationships between students and teachers is yielding results. The next step in this work is to support staff and students who need greater support (Chronic Bin B behaviors). The sharp focus this year will be explicit transfer of skills from advisory to the classroom and will provide

	further support. We continue to need to build stronger relationships, understand our students emotional, social and learning needs, understand our individual selves and what we bring to the community, so that we will be better able to support students to have confidence to take risks and engage in productive struggle to learn. At the same time building trusting relationships between faculty and administration will support faculty to take risks in the classroom. Ultimately in the classroom, this translates to teachers providing higher order thinking tasks to students who then engage with independence and stay the course and thus increased outcomes for students Additionally, we believe that if a community is focused on equity and empowerment for faculty and students, and if there is an integration of Social Emotional learning (SEL) and curricula that supports high learning standards and political, social, and emotional awareness (Culturally Responsive Curriculum), then students will be empowered and active participants in their learning leading to increased student outcomes. If we develop a deep understanding of and implement restorative practices, cultivate trust between adults and adults as well as adults and students, and believe that all students can succeed, then we will have increased engagement and academic risk taking in classrooms and thus improved outcomes for student learning.	
D	**Proposed Solution/Strategy 1:** *What is the first focus of our work? What is one strategic initiative to address our problem?*	Build a Restorative Justice Leadership Team (RJLT) and incorporate the RJLT into the existing leadership structures. The RJLT will lead the work of implementing the Gold Standards of Restorative practices at the school in order to support our school vision to disrupt inequities and achieve the empowerment of all stakeholders in our school. This team will have sub teams that support the development of all 8 standards with a Spiral approach over the coming years. This restructuring will allow for all leaders in our school to connect SEL for adults and for students with Academic learning and Social/Racial Justice learning. The Standards are comprehensive. The implication here is that with greater awareness of how all components of our work connect we'll have greater coherence around and more effective implementation of our initiatives and thus have better learning outcomes for our students. We all will own the responsibility for improving as well as understanding how we will improve student outcomes.
	Desired Impact of Solution/ Strategy 1:	We want our community to make connections between restorative practices and a mindset for empowerment and equity so that our students feel empowered to engage in learning and grow

	What are we trying to change? (Lag)	academically. This leadership team will be the umbrella for developing and implementing SEL for students and Faculty as well as the integration SEL/ Culturally Responsive Curricula. They will support the development and growth of a student Leadership Team alongside the coach from the Center for Restorative Justice. RJLT will also support the work of our Student Support Model which together builds an empowered community. This leadership team will use their spheres of influence to consistently make connections for all staff to our vision of empowering students to take ownership of their learning, engaging in HOT and student centered learning with growing independence and thus increased learning outcomes for students. We should see growing student independent thinking, speaking and learning as measured by CVT Tool #8 from September through June 2021 as well as the measure of this engagement on a 4 square quadrant tool for HOT & Student Engagement.
*	**Identified Challenges:** *What caused you to choose this strategy and what data supports the need for it?*	We introduced Circles as a stand alone process for building community; for engaging in dialogue with students who are disrupting learning; for engaging students in dialogue around academic content; for engaging faculty in open and honest conversation. However, the understanding that restorative practices are broader and more holistic and need to be understood as a framework that cultivates and promotes Equity and Empowerment for students to invest in and engage in learning within our community was missing. (End of year Faculty feedback Circles, PLT Feedback and School Works mid year review..) The previous leadership structures created siloed work (End of year Faculty feedback Circles, PLT Feedback and School Works mid year review.) and reorganizing the teams so that they are one (RJLT) and then subcommittees (SEL, ILT, DEI) to develop specific components of the vision/work will remove the silos and create greater coherence around how the work of the individual teams support the overall vision of student empowerment and ownership of learning leading to better learning outcomes as well as our responsibility for the whole. Step 1 of this work is to establish a restorative justice leadership team focused on establishing the above mindset across 8 Standards is imperative.
*	**Assets/Resources:** *What are the strengths of the school and/or district and supports available to the school*	*Strong commitment from the district to support restorative practices. *Established the Restorative Leadership Team that includes teacher leads, coaches, social worker, all grade levels, ELL teachers, SpEd teachers and a strong representation of staff of

	to implement this strategy?	color. We already have a monthly commitment to this work. *Strong school investment for a Restorative Leadership Team with great diverse representation.. *This team incorporates the instructional leadership team and the SEL lead teacher and have begun to work together to establish possible next steps for our community on the integration of SEL and Academic learning.. *These teams are attempting to understand how they work together, and where they work more independently in support of our vision. * There is also a DEI sub team that is preparing SEL learning for the leadership team in the summer and for adults at the Browne through the year. * Strong coaching partnership with the Center for Restorative Justice supporting the ongoing development of this team with specific focus on establishing improved Family and Student partnerships.
E	**Measures of Change of Solution/Strategy 1:** *What outcome indicators do we use to measure success throughout the year? (Lead)*	
G	**Adults:** *what & when?*	• By August 2020 RJLT members have identified and committed to supporting a component of the Gold Standards within their Sphere of Influence at summer retreat. • By August 2020, SEL Lead will develop an SEL YLP identifying the skills students will learn in advisory. • By June 2021 SEL team and ILT team will have met monthly to collaborate to plan to support teachers to integrate these skills into daily lessons. • By June 2021 RJLT sub committee prepared and delivered PD to support Faculty and Administration to engage in Equity/Diversity/Inclusion PD throughout the school year. • All Faculty and Administration engage in Equity/Diversity/Inclusion PD throughout the school year. • By June 2020 The Student Restorative Justice Leadership Team will be in place and functioning. • By June 2020 Browne 50% of families will have participated in workshops to learn about Circles and the use of restorative practices.
	Students: *what & when? Include subgroups*	*Please think about subgroup measures as well as aggregate (ELs and SWD).* • End of Year: 100% of students in each grade level will be able to demonstrate what

		CASEL competency they are working to engage in at any given time. • End of Year: 35% of students engaged in HOT Activities independently as measured by the 4 quadrant tool. Students will demonstrate increased voice, reflection and independence in classrooms daily as measured by CVT #8 Student Engagement in HOT; 4 Quadrant Tool. • All grade levels and programs have students representing their interests in a Restorative Justice Student Leadership Team • By June 2021 Students will facilitate restorative Justice Leadership Circles weekly • By June 2021 students will voice a greater sense of belonging, a feeling of respect and being represented in our school as measured by the CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement Survey from the beginning of the year.
I	**Measures of Implementation of Solution/Strategy 1:** *How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?*	**How are we going to measure this going forward?** • Summer retreat: Admin commitment to the Refined leadership team model that incorporates the Restorative Justice Leadership Team. • Summer Retreat: Equity subcommittee delivers PD and share YLP for Faculty year long PD • By August 2020: Identify where to record on CVT tool that students can identify what CASEL competency they are working on. • Summer 2020 RJLT begin preparations for the Student Leadership Team • September: Identified students will commit to learn and lead restorative Circles • Create a tracking mechanism for Student Led Circles • Baseline Data: September Administer the CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement • All staff (Coordinators and Admin) will gather student CASEL information alongside our CVT data monthly. • End of November: Students will engage in community building within their homerooms supported by teachers and student leaders • Monthly Track the Circles/Agendas of the Student Leadership Team • Monthly Faculty Meeting agendas for PD on Equity/Diversity/Inclusion • RJLT team will meet monthly to determine the refinement of priorities

		• Mid year Administer the CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement • End of year Administer the CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement
	Proposed Solution/Strategy 2: *What is the second focus of our work? What is our second strategic initiative to address our problem?*	Continue to support the **development of the social and emotional skills** of students, for Faculty and Administrationin order to engage in the work of disrupting inequities and build Equity and Empowerment across our school. This work will result in teachers consistently providing HOT tasks for all students to engage in and expect students to develop consequent academic skills. This work will be implemented both in the classroom and through distance learning. We will provide all Faculty and Administration with Diversity/Equity/Inclusion professional development to facilitate their understanding of white privilege and its impact on our school community both adults and students. Teachers will provide support to students by integrating the SEL skills (toolbox) students are learning in advisory into daily lessons. This will include the use of academic circles, as well as long established pedagogical practices such as building strong routines: consistently providing daily Criteria For Success, consistency for expectations, as well as incorporate Capstone Mindsets where students reflect on their abilities to have a Community mindset, a Growth mindset, a Curiosity mindset and a Reasoning mindset and revise their approaches. The synergistic effect of these practices will be that students have the skills necessary to engage with greater independence in HOT tasks and student centered learning opportunities and faculty will have the confidence and expectations that all students can and will engage in this learning.
	Desired Impact of Solution/Strategy 2: *What are we trying to change? (Lag)*	• Faculty members will understand our community, their own biases and the impact these biases have on their engagement with other faculty members and challenge faculty members' low expectations for students.. • Faculty members will understand our community, their own biases and the impact these biases have on their engagement with students and make the resulting change to their expectations for student engagement in Higher Order Thinking and thus student achievement. *Teachers will plan daily lessons that have Higher Order Thinking Task,

		authentic to and or relevant to a student's world with academic routines that support and expect students to engage. ● Students will have the social, emotional and academic skills to take ownership of their learning and engage in HOT tasks and student centered learning with growing independence. ● Students will develop their self awareness as to their performance of the 4 Mindsets of the Vision of a Middle School Graduate and set learning and performance goals for themselves to grow over time.
	Identified Challenges: *What caused you to choose this strategy and what data supports the need for it?*	**End of Year Faculty Feedback:** *There continues to be a hierarchy of power in the school within faculty and between faculty and administration. *Feedback from faculty at the end of the year identified the lack of connection between skill building in advisory and the application of these skills in the classroom daily. **Classroom Observational Data:** *There continues to be misplaced empathy for students' hardships that lead to low expectations for engaging in learning. Over scaffolding in classrooms **SchoolWorks Visit Data (March 2020):** • While the school leadership has identified a school improvement focus to build community, they have not yet identified shared expectations for instructional best practices. • There is an emerging system for monitoring and enhancing classroom-based instruction across the school and for individual teachers. ● #6 Instructional Strategies - 31% PartiallyEffective 38% Effective (69%) ● #7 Student Engagement -56% Partially Effective 0% Effective (56%) ● #8 HOT - 31% Partially Effective % 6% Effective (37%) ● #10 Feedback - 25% Partially Effective 6% Effective (31%) **CVT Data:** ● Feb 2020 school-based percentages were as follows: ○ #6 Instructional Strategies - 70%

- #7 Student Engagement - 85%
- #8 HOT - 50%
- #10 Feedback - 50%

Student Achievement data is low/underforming:

Benchmark data

Grade 5 ELA	**Grade 6**	**Grade 7**	**Grade 8**
Network 60%	56%	49%	50%
Chelsea 59%	45%	53%	49%
Browne 51%	55%	45%	48%

Benchmark data

Grade 5 Math	**Grade 6**	**Grade 7**	**Grade 8**
Network %	56%	49%	50%
Chelsea %	45%	53%	49%
Browne 36%	%	24%	29%

MCAS Data
% Partially/Not meeting the ELA Standards
Grade 5 = 70%
Grade 6 = 79%
Grade 7 = 79%
Grade 8 = 75%

		% Partially/Not meeting the Math Standards **Grade 5 = 93%** **Grade 6 = 85%** **Grade 7 = 85%** **Grade 8 = 88%**
	Assets/Resources: *What supports are available to the school or district to implement this strategy?*	• Center for Restorative Justice Partnership: coach to support RJLT to implement the restorative practices in our school • Faculty engaged in Circles to discuss the impact of racial unrest in our school and what that means for a community of color where the faculty are predominantly white. • Experienced teacher on staff with delivering and implementing PD successfully in a previous school to support colleagues have DEI conversations. This staff member is part of our Restorative Justice Leadership Team. Faculty requested this PD. • Summer retreat for RJLT to plan/address integration of SEL with Academic learning. • Monthly collaborative planning with curriculum co-ordinators and Instructional leadership team (Coaches, Lead Teachers, SEL lead, Admin) to support the dual focus of improved instructional delivery with integrated SE and Academic Learning. • Beginning partnership with Adaptive X to support culturally responsive teaching to further support our work. • We have a district and building based SEL team that develops our advisory curriculum and a clear scope and sequence for student skill development (CASEL Standards). • The SEL lead is part of the Restorative Justice Leadership Team. • We have an ILT, Lead teachers and coaches, that are part of the Restorative Justice leadership team. They plan content PLTs where this integration can be supported. • We have a Capstone Pilot that was shared with Faculty and ⅓ of the Faculty volunteered to implement this work. • Faculty have used an audit process previously to measure literacy in the classroom and can mimic this process to measure students engaging in HOT with independence (Taking Risks to learn and grow)

Measures of Change of Solution/Strategy 2: *What outcome indicators do we use to measure success throughout the year? (Lead)*	

Adults: *what & when?*	• By June of 2021, the BMS will grow by 20% in classrooms scoring a 4 on CVT indicators 6, 7 8 and 10 with an expected average growth of 5% per quarter.
	• Baseline data of 4s in June* 2020:
	  ○ Indicator 6 at 69%
	  ○ Indicator 7 at 56%
	  ○ Indicator 8 at 37%
	  ○ Indicator 10 at 31%
	• End of Year: 60% of PLTs devoted to supporting integration of CASEL & Academic Standards
	  ○ Beginning of Year: 60% of PLTs devoted to supporting integration of CASEL & Academic Standards
	  ○ Mid Year: 60% of PLTs devoted to supporting integration of CASEL & Academic Standard

Students: *what & when? Include subgroups*	*Please think about subgroup measures as well as aggregate (ELs and SWD).* **<u>Benchmark Testing:</u>** • In 5DP math assessments Grades 6 and 8 BMS will close the gap to the network by 2% each Math benchmark. • In 5DP assessments Grades 5 and 7 subgroups (EL and SPED) will close the gap by 2% each 5DP **Math** benchmark **<u>Literacy growth Measures:</u>** • Using the Reading Inventory (RI), 60% of BMS students will meet their individualized annual growth goal. We will compare the baseline assessment to the post-assessment. • Using the Reading Inventory (RI), 50% of BMS students will read at or above grade level. We will compare the baseline assessment to the post-assessment. (For context, last year, by February, we were at 37% at or above grade level).

		Math Growth Measures: ● *Using the iReady math diagnostic assessment, 75% of BMS students will meet their individualized typical growth goal. We will compare the baseline assessments (administered in September) to the post-assessment (administered in May). **ELL Growth Measures:** ● *Foundational ELL: Using the Reading A-Z assessment, 75% of BMS Foundational ELs will meet their individual annual growth goal OR have reached sufficient English proficiency to move to the Transitional level. We will compare the baseline assessment (administered in September) to the post-assessment (administered in May). ● End of Year: 35% of students engaged in HOT Activities independently as measured by the 4 quadrant tool. ○ *Beginning of Year: 15% of students engaged in HOT Activities independently as measured by the 4 quadrant tool. ○ *Mid Year: 25% of students engaged in HOT Activities independently as measured by the 4 quadrant tool. ● End of Year: 100% of students in each grade level will be able to demonstrate what CASEL competency they are working to do. ○ Beginning of the year: 60% of students in each grade level will be able to demonstrate what CASEL competency they are working to do. ○ Midyear: 80% of students in each grade level will be able to demonstrate what CASEL competency they are working to do. ● By the end of the school year 15% of students will produce ME reflections on the 4 mindsets.
	Measures of Implementation of Solution/Strategy 2: *How do we hold ourselves*	● By August 2020 Scope and Sequence of SEL Toolkit for Advisory Curriculum completed ● By August 202 develop the 4 Quadrant tool to measure Student engagement in HOT

	accountable for the work and outputs? what & when?	• By August 2020 complete Community Survey #Belong to BMS for all staff (may or may not create one in addition to the CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement • August: Lead teachers and coaches will provide department PD to determine an SEL Focus for the Core Content • September: Admin and grade level teams will determine a grade level SEL focus to explicitly teach students. • September: District Coordinators, Coaches, Leads and BMS admin meet and monthly thereafter to determine expectations for SEL/Academic integration in daily lessons and set out Content PLT agenda objectives/plan.. • September Coaches and Leads provide PD to support teacher to integrate their chosen SEL Focus into their unit of instruction for 1st quarter • September deliver community Survey to staff and repeat at the end of every quarter • RJLT will analyze faculty and student surveys to identify barriers and successes with #Belong2BMS/CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement • Monthly Gather data on SEL integration through classroom walkthroughs and record on our CVT visits as well as visits to Google classrooms • September establish a baseline for students engaging in HOT using Quadrant Tool and CVT 8 • Staff will reflect in their grade levels on their use of the "schoolwide toolbox" daily in classrooms to increase student growth in independent learning or all 4 Mindsets. • Support Staff will develop a Tier 2 response (Understanding what's contributing to the behaviors) to support students who are repetitive "Bin B" referrals

Required Appendices:

1) District Support/Evidence Based Intervention

For SIP requirements:

2) Core Values/Mission -

3) Professional Development Plan
4) Parent Involvement Plan -
5) Teacher induction and Mentoring Activities
6) District Program Models and Approaches that Ensure Progress for ELs
7) District Program Models and Approaches that Ensure Progress for SWD