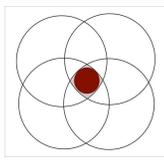


Executive Summary: 1 - 2 pages, audience is stakeholders: *What is bold and ambitious about your plan?*

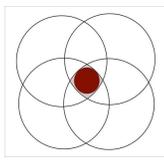
The Chelsea High School vision is to welcome and educate all students and families in order to accelerate student achievement. To do this, we will engage in learning partnerships that promote 2-way communication between families, students, and all staff, and we will cultivate culturally responsive instruction. These strategies have been chosen because they address challenges that have been identified at the school level and by outside partners. The results from the district’s Safe and Supportive Schools survey regularly tell us that significant numbers of students report that class materials do not reflect their identities, that the school does not recognize their accomplishments, and that they do not feel like they belong. The 2019-20 MSV report from AIR indicated that in our classrooms there is limited regard for student perspectives (average 3.1 out of 7) and limited use of analysis and inquiry (average 2.7). Although we saw growth in our MCAS and ACCESS results last year, the range of percentages of students who score at “Meeting” or “Exceeded” in all three MCAS subjects is still below 40%. In addition, student absences and drop-out rates remain worryingly high. Returning to school in the wake of extended school closure due to the COVID-19 pandemic presents us with additional and unpredictable challenges as we work to accelerate student achievement and support the physical and emotional well-being of all members of the CHS community.

T Over the past several years, Chelsea High School has undertaken numerous efforts towards improvement. Many of these initiatives have become established practices. We have adjusted our school schedule to provide more instructional time in foundational classes (including English 9, biology, and geometry) and have built in daily intervention time. All departments have skills-based rubrics that are regularly used to assess performance assessments, and our school’s Vision of a Graduate was revised two years ago to align to the CASEL competencies; both of these drive the annual Capstone project that all students engage in. We have focused on making deeper learning and equity of opportunities for students to engage in deeper learning the cornerstone of our instructional vision.

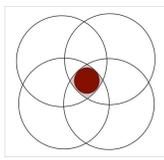
While there are similarities to last year’s Turnaround Plan, the Instructional Leadership Team has made adjustments in areas in which we need to see more growth. Last year, we focused our plan on integrating SEL and academics, but in the work we did around SEL it became clear that there was a broader need to focus on culturally responsive practices, both inside and outside the classroom, and to foster a mindset in our school community that honors student voice. Previously, we had looked at student-centered education in terms of strategies and curricular elements that teachers could use to create opportunities for student engagement and deeper learning. The shift is to incorporate student identity and faculty identity to develop experiences across a student’s day that recognize, honor, and further the skills and knowledge they bring into school. This is particularly



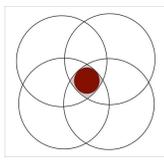
	<p>pressing as our school commits to becoming an anti-racist community that is grounded in equity, racial justice, and social justice. Focusing on equity, racial justice, and social justice will raise the quality of student engagement, and therefore student outcomes.</p> <p>The origins of this plan came from sessions with different leadership teams in the school. Using the “back to the future” protocol, the administrative team, lead teachers, and instructional coaches envisioned what our school could look like in five years and then worked to name the conditions or practices that would need to have been established for that vision to be true. With help from the Assistant Superintendent and our SOSS support partner, the administrative team categorized and then narrowed down these ideas to determine what our five-year goal would be and what strategies we would begin with in year one. Over a series of meetings with the instructional coaches and then with the full Instructional Leadership Team, we gathered feedback about narrowing the breadth of our goals and refining our language, and we collected input on possible measures. The admin team continued to collaborate remotely to incorporate these ideas, to align our plan to the district AIP, and to consider how the extended school closure and the nationwide refocus on systemic racial injustice would impact our planning.</p> <p>In conclusion, if our implementation of the strategies in our school’s Turnaround Plan are successful, we will have created a learning environment where students and educators are all focused together on rigorous instruction and improving outcomes for students, both as academic and social emotional learners. In our implementation of these strategies, we will need to be flexible and nimble as we adjust to the conditions that are created by the COVID-19 pandemic. Our long term hope is that we can genuinely say that CHS is a school that welcomes and educates all students and that all members of the community--students, parents, teachers, support staff, administrators--are working together to sustain that vision.</p>
A	<p>Turnaround Practice(s): <i>Which turnaround practice(s) are you addressing?</i> TP1, TP2, TP4</p>
B	<p>Overarching Goal: <i>What are you trying to achieve with work with this turnaround practice(s)?</i></p> <p>We will cultivate culturally responsive instruction while fostering learning partnerships between students, families, and all CHS staff.</p>
c	<p>Theory of Action: <i>Data analysis and challenges (including data from last year), rationale for this work</i></p> <p>If Chelsea High School engages in learning partnerships with students and families and implements culturally responsive teaching, then we will have created a learning environment where all students are engaged in and all educators provide rigorous instruction in order to improve outcomes for students, both as academic and social emotional learners.</p>



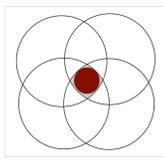
D	<p>Proposed Solution/Strategy 1: <i>What is the first focus of our work? What is one strategic initiative to address our problem?</i></p>	<p>Students and educators will engage in learning partnerships that promote 2-way communication between families, students, and all staff.</p>
E	<p>Desired Impact of Solution/ Strategy 1: <i>What are we trying to change? (Lag)</i></p>	<ul style="list-style-type: none"> ● Students and families will provide input into: <ul style="list-style-type: none"> ○ curriculum development ○ classroom practices ○ school structures ○ policies ○ resources
*	<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<ul style="list-style-type: none"> ● Identifying venues and time opportunities for these conversations to happen. ● Parents and students may be on different schedules than the school. ● Ongoing PD for teachers to be able to make these shifts in practice (building self-efficacy for individual teachers). ● Potential language-barrier between school personnel and parents/families. ● Building trust with families and students, so they feel comfortable engaging in this work. ● Building student and family-friendly language to be able to effectively talk about instruction and SEL. ● Social-distancing and PPE in the time of COVID-19. ● Challenges of logistics and scheduling based on state guidelines. ● Access to technology - Chromebooks / Internet. ● Email needed for all students and families.
*	<p>Assets/Resources: <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> ● PLCs ● Coaching Cycles with Leads, Coaches, Mentors, and Administrators, ● District Leads ● ILT ● Access to interpreters and Family Liaison ● Students who are ready and eager to share their voice ● School Site Council ● Chromebooks - ability to go 1-1 ● Connections to various community organizations (ROCA, Chelsea Collaborative,



		<p>BHCC, MGH, Mass Rehab, JVS, etc.)</p> <ul style="list-style-type: none"> • Funding for outside PD • Some previous work around cogens, identity, implicit bias • CVT Tool
F	Measures of Change of Solution/Strategy 1: <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i>	
G	Adults: <i>what & when?</i>	<ul style="list-style-type: none"> • All staff will organize and participate in at least 2 Cogens/Focus Groups - Review outcomes of Cogens/Focus Groups and adjust practice accordingly • Review results of the Pandemic Response Survey (with CHS specific questions) three times over the year and adjust practices accordingly • Pull and analyze survey results for ELs and SWDs • Educators will use a variety of restorative approaches to develop more meaningful relationships with students & families to increase the quality of engagement
H	Students: <i>what & when? Include subgroups</i>	<ul style="list-style-type: none"> • CPS Pandemic Response Survey three times over the year with CHS-specific questions • Participate in Cogens/Focus Groups one time per year - (Need ELs and SWDs specific Cogens - these two subgroups will participate in two cogens/focus groups per year)
I	Measures of Implementation of Solution/Strategy 1: <i>How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?</i>	<ul style="list-style-type: none"> • The ILT will incorporate feedback from students, families, and staff in order to define learning partnerships. • Cogens/Focus Groups - 1 time per semester - Feedback on lessons/assessments. Classroom climate. Student/Teacher Relationship. • Administer Pandemic Response Survey with CHS specific question 3 times per year • Parent/Family Contact w/teachers and staff • Create process for sharing and analyzing survey results with parents and students • Restructure School Site council as a venue for two-way communication
	Proposed Solution/Strategy 2: <i>What is the second focus of our work? What is our second strategic initiative to address our problem?</i>	Support the implementation of culturally responsive instruction in order to promote racial and social justice as well as to accelerate achievement.
	Desired Impact	<ul style="list-style-type: none"> • Improved annual/end of course passing rates



<p>of Solution/Strategy 2: <i>What are we trying to change? (Lag)</i></p>	<ul style="list-style-type: none"> ● ACCESS (increased rate of meeting growth targets, increased sub- scores) ● Reduced dropout rate
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<ul style="list-style-type: none"> ● AIR/SchoolWorks data indicating that deeper learning is an area of growth ● Teacher turnover rates remain higher than state average ● Curriculum alignment with culturally relevant topics/materials is in progress in many area ● Safe and Supportive Schools results indicate lack of student voice and belonging
<p>Assets/Resources: <i>What supports are available to the school or district to implement this strategy?</i></p>	<ul style="list-style-type: none"> ● AIR/SchoolWorks -visits ● Summer curriculum hours and PLC work to adjust curriculum ● Previous work in ELA and ELE departments around choosing culturally relevant texts
<p>Measures of Change of Solution/Strategy 2: <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	
<p>Adults: <i>what & when?</i></p>	<ul style="list-style-type: none"> ● CPS Pandemic Response Survey of Student and Staff Well-being and Engagement with CHS-specific questions around trust, alliances, support, engagement administered 3 times throughout the year ● All staff will participate in CRT PD throughout the year ● All teaching staff will participate in at least 2 coaching cycles focusing on culturally responsive teaching.
<p>Students: <i>what & when? Include subgroups</i></p>	<p><i>Please think about subgroup measures as well as aggregate (ELs and SWD).</i></p> <ul style="list-style-type: none"> ● Passing rates increased by department, subgroups (ELs and SWD) and whole school ● CPS Pandemic Response Survey of Student and Staff Well-being and Engagement with CHS-specific questions administered 3 times throughout the year
<p>Measures of Implementation of Solution/Strategy 2: <i>How do we hold ourselves accountable for the work and outputs? what & when?</i></p>	<ul style="list-style-type: none"> ● Provide all professional staff copies of <i>Culturally Responsive Teaching and the Brain</i> ● In quarter one define CRT through professional development using our anchor text. ● <u>Equity Audit</u> - Adapt for CHS, reflect and create action steps based on findings ● Relevant departments will use “mirrors and windows” to analyze cultural relevance of curriculum materials/activities ● Coaching cycles will be conducted with all educators focusing on culturally responsive teaching.



Required Appendices:

- 1) District Support/Evidence Based Intervention

For SIP requirements:

- 2) Core Values/Mission - Work on at the Summit, look at updates from handbook
- 3) Professional Development Plan
- 4) Parent Involvement Plan - Work on at the Summit, update 2019 version
- 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

[June 2021 \(Draft CRT PD plan\)](#)

[Learning Partnership CFS / Look Fors](#)