

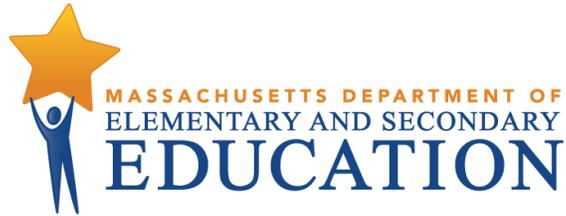
Innovation Schools Annual Evaluation

John Winthrop Elementary School

For School Year 2020-2021

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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2020-2021 school year should be submitted by August 1, 2021. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message “Innovation School Annual Evaluation 2020-2021 *[insert School name_District name]*.”

Innovation School/Academy Information

School/Academy Name: John Winthrop Elementary School	
School Type (New/Conversion/Academy): Innovation School	District Name: Boston Public Schools
Year Innovation Status Granted: 2019	School Year Implementation Commenced: 2019-2020
Grades Served: K-5 (6).	Total Enrollment: 216
Mission: The John Winthrop Elementary School is a nurturing community that strives to create dynamic learning experiences that challenge, engage, and motivate our students to become lifelong learners. We value a strong work ethic and a healthy sense of self, balanced with a clear respect for the rights and differences of others. Immersed in this environment, our students will become not only critical thinkers who are responsible, resilient, creative and inquisitive leaders but also productive community members.	
Vision: All students will have access to rigorous instruction, complex tasks, and preparation in reasoning skills that will prepare them for lifelong learning and careers. These skills are essential for students to gain conceptual knowledge to analyze information and engage in topics and discussions that are relevant to their lives as citizens. This will encourage students to cultivate interest in careers in science, and to apply their critical reasoning skills to their future studies and diverse life paths.	
Educational Model: Traditional K-6 Elementary Model	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected groups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Autonomy approved in Innovation Plan	Successes and Challenges during Implementation	Impact to reduce opportunity gaps/and or achievement gaps
<p align="center">Scheduling</p> <p>Authority over the master schedule.</p>	<p align="center">Successes:</p> <ul style="list-style-type: none"> • The Winthrop used double science blocks in grades 3-5. • Specialists were able to co- teach with teachers and push in and pull out in classrooms to support our highest needs students based on data. <p align="center">Challenges:</p> <ul style="list-style-type: none"> • The Science teacher needed additional support and additional planning time with teachers. 	<p>Double science blocks in grades 3-5 helped students make additional gains in Science and in ELA. For example, according to MAP growth data for ELA for example in 2021-2022, Winter data showed that ELL students made gains comparable to district data. Students with disabilities are making progress, but the average RIT score is still a little lower than the district in ELA and Math.</p>
<p align="center">Curricula & Assessments</p> <p>Flexibility around curriculum and assessment implementation</p>	<p align="center">Successes:</p> <ul style="list-style-type: none"> • The BPS Focus curriculum was implemented in grades K-2, with a focus on equitable literacy practices. <p align="center">Challenges:</p> <ul style="list-style-type: none"> • Teachers needed additional support for equitable literacy. We received additional coaching from the district. 	<p>Increased student achievement as measured by:</p> <ul style="list-style-type: none"> • School assessments. • BPS interims & assessments. • District and school walkthroughs.
<p align="center">Out-of-School Professional Development Time</p> <p>Teachers will participate in a total of 60 total hours of Professional development.</p>	<p align="center">Successes:</p> <ul style="list-style-type: none"> • Winthrop teachers participated in 60 total hours of professional development with a focus on equitable literacy practices. • The Winthrop school provided strategic professional development 	<p>Increased student achievement as measured by:</p> <ul style="list-style-type: none"> • School assessments. • BPS interims & assessments. • District and school walkthroughs.

	<p>for teachers grouped in grade level or content area teams.</p> <ul style="list-style-type: none"> • This provided time for teachers to collaborate around planning for instruction. • This also created increased opportunities for peer to peer observations, collaborative coaching and learning (CCL cycles) and individual coaching. <p>Challenges:</p> <ul style="list-style-type: none"> • There needed to be more opportunities to support professional development in instructional practices to support content in grades 3-5. 	
<p>In-School Day Professional Development and Collaboration Time</p> <p>Teachers have one 50 minute period of Common Planning Time/Content area planning with teams and four self-directed 50 minute P&D periods per week.</p>	<p>Successes:</p> <ul style="list-style-type: none"> • 50 minutes of Common Planning Time/Content area planning teams once each week • 50 minute self-directed P&D periods 4 times per week • Peer Observations to support implementation of the schools' instructional focus <p>Challenges:</p> <ul style="list-style-type: none"> • N/A 	<p>Increased student achievement with staff meeting to have:</p> <ul style="list-style-type: none"> • Improved teaching practices made possible by adult collaboration. • Rigorous and well-planned content.

<p style="text-align: center;">Staffing</p> <p>Staffing autonomies as granted by a 2010 Joint Resolution Committee, which included: the ability to excess staff, open-post positions, additional flexibility in hiring a school secretary, protections from bidding and bumping, and the autonomy to adjust job role descriptions (which the school use to departmentalize grades 3-5)</p> <p>We will maintain the ability to define job descriptions, when no similar position exists.</p> <p>Maintain secretary hiring flexibility.</p>	<p style="text-align: center;">Successes:</p> <ul style="list-style-type: none"> ● School site council continues to open post positions and use these autonomies to hire the best staff to support the Winthrop Community. <p style="text-align: center;">Challenges:</p> <ul style="list-style-type: none"> ● Creating flexible positions that meet the needs of the school which may not have union protections. ● Recruiting diverse candidates. 	<p>Creating flexible positions and a diverse staff helps support the many needs of our school community.</p>
<p style="text-align: center;">Budget</p> <p>Opt out of district services as needed.</p> <p>Retain any unused funds and use funds in subsequent school years</p>	<p style="text-align: center;">Successes:</p> <ul style="list-style-type: none"> ● The Winthrop School has continued to use the budget as allocated and opts out of district services as needed. The Winthrop has only opted out of one district service (printing), and has needed all the additional services that the district provides. <p style="text-align: center;">Challenges:</p> <ul style="list-style-type: none"> ● There are no funds left at the end of the school year to use. 	<p>The budget has supported students' many needs. For example, this year the Winthrop School used additional funds to support students with tutoring. This additional time helped students make additional gains.</p>
<p style="text-align: center;">Length of School Day</p> <p>A 6.5 hour student school day.</p>	<p style="text-align: center;">Successes:</p> <ul style="list-style-type: none"> ● The additional time in the school day provides intervention and support for all students. <p style="text-align: center;">Challenges:</p> <ul style="list-style-type: none"> ● These include aligning interventions to support all students, not only students with the highest needs. 	<p>Extending the school day helps reduce achievement gaps for all racial groups, students with disabilities and ELL students by creating additional time for intervention and time for learning.</p>

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2020-2021 school year.

The staff at John Winthrop Elementary School will continue to use resources and evidence based curricula that are endorsed by the district. The school will continue to use autonomy to adapt these materials where needed, supplement district curricula in certain places, and will continue using these approaches for the duration of the renewed Innovation Plan.

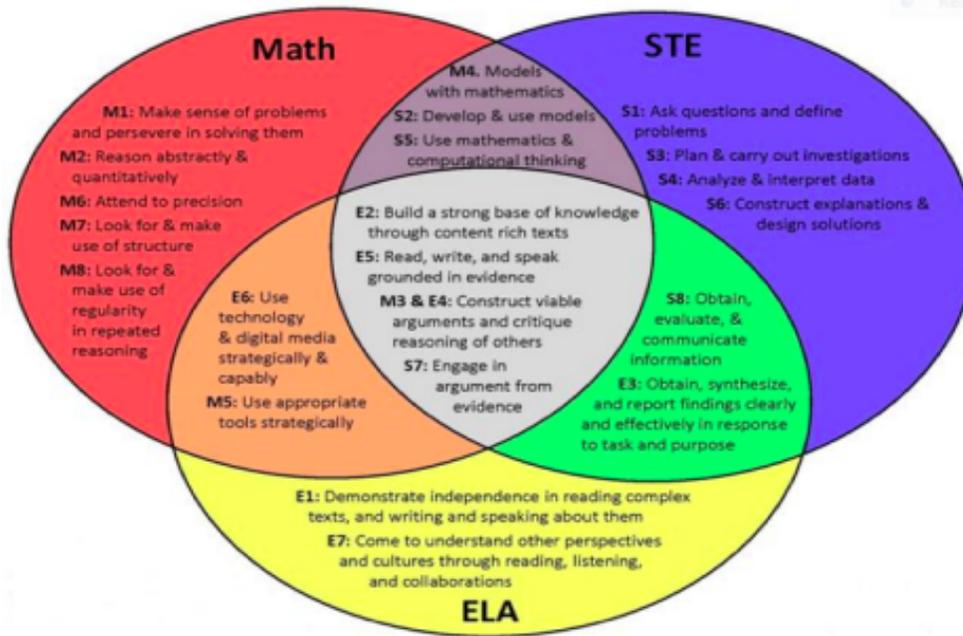
Described here is what was included as part of the Innovation Plan approved in school year 2019. The renewed Innovation Plan will continue to use the curriculum adaptations described in the original Innovation Plan. The details of the approach to Curricula, Instruction, and Assessments are as follows:

Description of Curriculum:

Instructional Components Connected to STEM Standards

Learning in STEM education builds on skills to connect students to: standards that help them analyze and explain experiences, engage in inquiry and design based learning, and apply these to many different contexts and disciplines. The following diagram explains the connections to Science:

Science, Technology, and Engineering (STE) Standards to ELA and Mathematics



Winthrop’s Three Plan to Integrate STE into The Current Curricula:

The Winthrop’s Instructional Leadership Team (ILT) will review the current implementation of STE standards yearly and determine each year’s plan of integration according to school wide data and student need. The ILT will facilitate this process and determine the partner or program that the Winthrop will use in order to engage students with more integration with the STE standards, if applicable. The Winthrop’s ILT is comprised of teacher leaders from each grade level that will receive input from the teachers on their grade level team.

Here is a new timeline that reflects next steps in from 2022-2027:

Timeline:

2022-2023	In year one and year 2, Grades K-2 will continue with integration using a centered-based approach based on the FOCUS curricula, where applicable. After the first year, the ILT will assess STE implementation and determine next steps. For example, the Winthrop will also determine if we will partner with an organization or program that will support the school in receiving curriculum and professional development in order to engage students more deeply with the STE standards during year two.
2023-2024	

2024-2025	Based on this assessment and feedback, integration in year three and year four will be determined based on teacher feedback, student data, and current integration of STE standards into the curriculum. STE integration would be implemented in grades 3-6 ELA & Math curricula (EL & Math Investigations) where applicable in year two.
2025-2026	The implementation of grades 3-6 will also be determined by ILT based on student data and current school goals. By year four, the school plans to have more integration of STE standards connected to the curricula in order for students to get more hands-on experiences in science to deepen their knowledge and expertise.
2026-2027	The final year of implementation, grades K-6 will have full implementation and integration of STE standards connected to curricula. Teachers will be guided by ongoing professional development, and will have the opportunity to reflect and expand on their instructional practices. Students will have an array of varied experiences where they are learning content connected to STEM standards in ELA and in Mathematics.

English Language Arts Connected to STE

Students at the John Winthrop Elementary School will receive language and literacy support to become proficient in the standards in reading, writing, speaking, and listening skills. Taking a multidisciplinary approach, students will also be engaged in science, technology, and engineering practices focused on the STE standards. According to the Massachusetts Department of Elementary and Secondary Education, the STE preK-2 standards expect the following:

1. “Pre-K standards ask students to demonstrate an ability to ask questions, set up simple investigations, analyze evidence, observations, and data for patterns, and use evidence to explain or develop ideas about how phenomena work.”
2. “Kindergarten standards call for students to show further development of investigation and communication skills, as well as application of science concepts to designing solutions to problems, and to now use information obtained from text and media sources.”
3. “Grade 1 standards call for students to continue developing investigation skills, including their ability to pose scientific questions as well as their ability to analyze observations and data and to effectively use informational sources. Grade 1 standards also call for students to demonstrate their ability to craft scientific explanations using evidence from a variety of sources.”
4. “Grade 2 standards call for students to use models in a scientific context and further their skills in a number of the practices, including investigations, data analysis, designing solutions, argumentation, and use of informational sources.”

K-2 Reading Block Expectations

The reading block expectations will promote connections to the prek-2 standards to develop and expand current curricula, more specifically the Boston Public Schools FOCUS curriculum in grades K-2.

The following table describes the reading block expectations for grades K-2 starting in September 2019.

In addition to the 45-minute morning ELA intervention time, each classroom teacher will devote a minimum of 60 minutes per day to explicit reading instruction. Teachers will incorporate STE standard (s) connected to the current curriculum for a mini-lesson, exploration, and guided reading if applicable and if time allows. This block should be organized as follows and will be multi-disciplinary:

<p>15-20 minutes</p>	<p>Whole Group Mini-Lesson</p> <ul style="list-style-type: none"> ● Texts are at or above grade level complexity and engaging ● 50/50 balance of informational texts and literature ● Instruction focuses on academic language, complex sentence structures, and academic vocabulary ● Questions are text-dependent and require students to use specific details and evidence from the text to support their answers ● Questions push students to develop their higher-order thinking skills by asking them to make inferences, highlight comparisons across texts, and draw conclusions about details.
<p>40-45 minutes</p>	<p>Small Group Time:</p> <ul style="list-style-type: none"> ● Varied literacy opportunities based on fluency, vocabulary, and comprehension needs for both remedial and enrichment needs of students. Guided reading can happen during this time in addition to morning intervention <u>time</u>.

The current FOCUS curricula in grades K-2 offer alignment to the STE standards and will be expanded, discussed, and planned through common planning time meetings and professional development. For example in Kindergarten, Boston Public Schools already provides teachers with weeklong STEM investigations connected to each unit of study on its website. It provides teachers with resources of how the STEM center should look like within each Kindergarten class. In grades 1 and 2, according to the Boston Public School website, the curriculum has units that are rooted in “physical, biological, and social sciences.” Teachers will meet and plan and discuss the weekly STEM investigations that will connect to the current curriculum.

Winthrop Grades 3-6 Literacy Expectations

The Expeditionary Learning curriculum will be the foundation of our grades 3-5 reading instruction. Guided and independent reading will supplement the EL curriculum, providing individualized support. Writing will also be taught regularly, using a writing workshop model. All literacy components should be taught weekly, for the minimum time outlined below. Teachers will incorporate STE standard (s) connected to the current curriculum for a mini-lesson, exploration, and guided reading and writing if applicable and if time allows. This block should be organized as follows and will be multi-disciplinary:

Component	Time	Weekly
Expeditionary Learning	5 days a week, ~45 min lessons 200 min.	200 mins
Guided/Independent Reading	2, 20-min lessons per group weekly 180 min.	180 mins
Writing	3 days, ~45 min 135 min.	135 mins
<i>Read aloud/other</i>	<i>3-4 days, 15-20 min 45 min.</i>	<i>45 mins</i>

Sample Schedules: There are a number of ways to configure the components within a weekly schedule. Here are two sample schedules, based on 600 minutes of ELA:

Schedule 1 - Longer EL Lessons, 4x/week (20 min remain on Friday for additional GR or EL)					
	Mon (150)	Tues (100)	Wed (150)	Thurs (100) Fri (100)	Total
EL	60	50	60	50 0	220
Guided/Ind.	40	0	40	0 60	180
Rd. Aloud	0	20	0	20 20	60
Writing	50	30	50	30 0	160

Schedule 2 - Shorter EL Lessons, 5x/week					
	Mon (150)	Tues (100)	Wed (150)	Thurs (100) Fri (100)	Total
EL	45	40	45	40 40	210
Guided/Ind.	60	20	60	20 40	200

Rd. Aloud	0	0 0 40 20	60
Writing	45	40 45 0 0	130

The current Expeditionary Learning curricula in grades 3-6 offer direct alignment to the STE standards and will be expanded, discussed, and planned through common planning time meetings and professional development. For example in grade 3, module 1 begins with an overview of “the power of reading”. On the Boston Public Schools website it states, “this module uses literature and informational text such as *My Librarian Is a Camel* to introduce students to the power of literacy and how people around the world access books.” The Winthrop team will plan the first unit to connect to the STE standards in grade 3 about earth and space sciences such as:

- “3-ESS2-1. Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.
 - Clarification Statements:
Examples of weather data could include temperature, amount and type of precipitation (e.g., rain, snow), wind direction, and wind speed. Graphical displays should focus on pictographs and bar graphs. “
- “3-ESS2-2. Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.”

Connecting these specific standards and exploration will give students background knowledge about the different regions of the world that they will be reading about, and students will additionally be given opportunities to analyze and interpret maps, and use data to make conclusions.

The following describes the writing block expectations for K-5 for teachers for instruction starting in September 2019.

K-6 Writing Expectations

Through regular instruction and assessment we will work to build on writing instruction at the Winthrop.

All classes are expected to:

- Have writing at least **3 times weekly**, following a **writing workshop model**.
- Complete projects in following genres: narrative, informational and argument.
- Take a standard assessment based three times a year.
- *If applicable and if time allows*, Connect writing and assessments to STEM standards by:
 - Daily exit tickets
 - STEM journals documenting writing based on scientific exploration connected to the STE standards.

Writing Workshop

Writing workshop will be a flexible, student-centered model of writing instruction that includes:

- Explicitly taught and modeled skills - Writing skills are developed through mini lessons and analyzing models of writing. Lesson topics should be based on the project and student needs and should include content, structure, grammar, and voice.

- Time - Students should spend a significant amount of time *writing independently* and work on in-depth projects, which they see through the whole writing process.
- Choice - Students should have some choice in writing topics.
- Feedback - Students should receive regular feedback from their teachers and peers.
- Payoff/purpose - Students should complete (publish) their work several times a year and share or celebrate it in some way.

Writing Standard Assessments

All writing teachers will administer writing assessments three times a year to identify areas of strength and areas in need of improvement in students’ writing. Each grade should have a uniform approach administering the assessment and keep the same approach (time limit, instructions, materials, etc.) for each of the three assessments. Rubrics and spreadsheets will be provided for teachers to grade writing and enter data.

Altogether in ELA, students will be supported by teachers engaging them in instruction based on building critical reading and writing skills. Altogether, students will apply skills through discourse, build background and conceptual knowledge in the sciences and other content areas, build upon prior skills, and apply skills and strategies to reading and writing using complex text.

This preparation will not only prepare students for reading and writing skills, it will also help students develop language skills. According to Appendix II, Essential Role of Language, Literacy, and Mathematics for Science and Technology/Engineering Learning for All Students with the Department of Elementary and Secondary Education, it states that students will require, “an appreciation of the norms and conventions of the discipline of science, including understanding the nature of evidence used, an attention to precision and detail, and the capacity to make and assess intricate arguments, synthesize complex information, and follow detailed procedures and accounts of events and concepts.” At the Winthrop, students will be challenged to defend their claims with evidence and reasoning and clarify their thinking through discussion and writing in order to build language skills. In addition to these skills, students will have a deeper knowledge of science over time through hands-on experiences and learning that will promote richer engagement and retention of knowledge. According to Appendix V, from the Massachusetts Department of Elementary and Secondary education states, “an integrated STE curriculum that reflects what we know about the learning of science and how mastery develops over time promotes deeper learning in science (e.g., Wilson et al., 2010).

Grades K-2 Math Block Expectations

Each classroom teacher will devote a minimum of 60 minutes per day to explicit math instruction. During this time, teachers will:

15-20 minutes	<p>Whole Group Mini-Lesson</p> <ul style="list-style-type: none"> ● Focus on grade-level Massachusetts Arts Curriculum Framework (MACF) math standards, skills, and concepts ● Instruction focuses on rigorous problems, mathematical language, and problem solving strategies. <ul style="list-style-type: none"> ● Discussions push students to explain their thinking, make connections among concepts, and apply knowledge to new situations.
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20 minutes	Guided Small Group Math Instruction <ul style="list-style-type: none"> ● Teacher meets with two small groups during this time to target specific skills, standards, or concepts. ● Varied math activities based on fluency, problem solving, and conceptual needs for both remedial and enrichment needs of students.
20-25 minutes	Target Math Intervention <ul style="list-style-type: none"> ● Students engage in data-informed, targeted math interventions either independently or with support from adults. <ul style="list-style-type: none"> ● Groupings can be flexible. ● <u>Interventionists (ESL & resource teachers) will meet with students as needed.</u>
20-25 minutes	Number Talks

Grades 3-6 Math Block Expectations

60 minutes daily, each homeroom	Core Instruction <ul style="list-style-type: none"> ● Focus on grade-level MACF math standards, skills, and concepts ● Instruction focuses on rigorous problems, mathematical language, and problem solving strategies ● Discussions push students to explain their thinking, make connections among concepts, and apply knowledge to new situations
30 minutes during Core Instruction	Guided Small Group Math Instruction <ul style="list-style-type: none"> ● Teacher meets with one or two small groups during this time to target specific skills, standards, or concepts ● Varied math activities based on fluency, problem solving, and conceptual needs for both remedial and enrichment needs of students.
30 minutes daily, each homeroom	Targeted Math Interventions <ul style="list-style-type: none"> ● Students engage in data-informed, targeted math interventions either independently, in small groups, or with support from adults <ul style="list-style-type: none"> ● Groupings should be flexible and change based on data
30 minutes, 3 times a week each homeroom	Problem Solving Notebook <ul style="list-style-type: none"> ● Students engage in solving multi-step, multi-step operational story problems <u>and open ended tasks</u> ● Students are explaining their mathematical thinking and reasoning in writing, as well as orally with peers <ul style="list-style-type: none"> ● Standards for Mathematical Practice are highlighted
15 minutes, 2 times a week each homeroom	Number Talks

Science

The Winthrop will additionally expand its current Boston Public School Science curriculum, Full Option Science System (FOSS) by expanding units to the intervention block or English Language

Arts to promote coherence and additional exploration. Resources for implementing FOSS units are located on the Boston Public Schools website where teachers will have resources for “close reading, texts, and how-to guides.” The science teacher will continue to have expanded time, double blocks in grades 3-6, and will co-teach to support teachers to build science into English Language Arts instruction.

Technology

Currently, the Winthrop is almost a 1-1 school, where each grade level or grade shares a laptop cart where students have access to chromebooks. This was donated through Winthrop’s partnership with Natixis Investment Managers.

Teachers will use the chromebooks to expand upon the STE standards in the general curriculum and also to support the intervention block. Students will have opportunities to conduct research, write reports, use google and or google docs to share, read, and write information. Additionally, teachers will use supportive programs such as Achieve 3000, Lexia, Raz kids, and other technology programs to differentiate instruction and to give students supportive structures to advance instruction in each content area.

Key Components of our Approach to Curriculum, Instruction and Assessment: The Winthrop School will use the Boston Public Schools curricula. Teachers will modify and supplement this curriculum to align with the M.A. Framework of Standards in order to address the specific needs of our students. Currently grades 3-6 are departmentalized.

Math:

Kindergarten uses the FOCUS curriculum as an integrated and comprehensive approach to both Math and ELA.

In math, (Grades K2-2) the Investigations Curriculum has been supplemented by teaching students a structure for solving math problems that utilizes the eight Mathematical Practice Standards. During the designated 60 minutes of core math instruction per day, instruction will focus on rigorous problems, mathematical language, and problem solving strategies in a whole group setting followed by guided small group math instruction to target specific skills, standards or concepts.

In math, (Grades 3 - 5), the Investigations Curriculum has been supplemented by teaching students a structure for solving math problems that utilizes the eight Mathematical Practice Standards. Described as the Problem Solving Notebook, this activity teaches students to use mathematical notation, representations, and words, to makes sense of, and solve, multi-step/multi-operational math word problems. In addition, each class has thirty minutes of math intervention each day, where students receive instruction in homogenous small groups based on interim and other assessment data to differentiate and extend grade level content based on student need.

In math, grade 6 will use the CMP 3 (Connected Math Project) curriculum. “It uses interactive problems and everyday situations to explore mathematical ideas, with a goal of fostering a problem-centered, inquiry-based learning environment.” (New York State Response to Intervention Middle School Project, 2022)

ELA:

Grades K2-2 use BPS' FOCUS curriculum. FOCUS curriculum uses an integrated approach to learning and incorporates reading, writing, social studies and science and engineering components embedded throughout the curriculum.

In ELA (grades K1-2), the district curriculum is being supplemented by an ELA intervention block. Students are placed into needs based groups and given intervention and extension activities to deepen student learning. During this time, teachers meet with small guided reading groups.

In ELA (grades 3-6), the district curriculum, Expeditionary Learning, is being supplemented by the ELA Intervention block of 30-45 minutes a day. This time is differentiated based on data from assessments both in content and student ability level. Students will also engage in equitable reading practices to develop skills in fluency and comprehension.

Science:

In Science (grades 1-5), we use district curriculum including FOSS kits, STC kits, and Smithsonian kits. District curriculum is supplemented in several ways. First, through teacher development of mini-units that focus on standards not addressed by the provided kits. These mini-units include readings, videos, and MCAS practice questions. Second, by a City Sprouts partnership which uses a school learning garden to focus on Science standards that encompass sustainability and nutrition while integrating ELA and math. Third, through small group push-ins during ELA blocks to explore science content and topics through an ELA framework.

Grade 6 will adopt the OpenSciEd curriculum. "OpenSciEd brings together multiple partners, including Massachusetts as one of 10 partner states, a consortium of curriculum developers, and many other science education leaders and experts, to create a complete set of robust, research-based, open-source, K-12 science instructional materials while addressing demand for science instructional materials designed for the Next Generation Science Standards (NGSS) and the Massachusetts Curriculum Frameworks." (Massachusetts Department of Elementary and Secondary Education, 2022)

Opportunities to Integrate STEM:

In grades K1-2, the current FOCUS curriculum embed science and engineering through hands on experiences and engineering tasks. Students use Science & Engineering journals as a tool to enhance their ability to think, act, and communicate as scientists and engineers using literacy skills connected to the 2016 Science and Technology/Engineering Curriculum Framework.

In grades 3-6, we plan to incorporate Novel Engineering through Tufts Center for Engineering Education and Outreach where applicable and if time allows.

Assessment:

The Winthrop intends to use BPS assessments, Winthrop assessments, and additional supports in order to monitor student progress. Technology programs such as Achieve 3000, Lexia, Google Classroom, and exit tickets provide additional formative assessment data for teachers to monitor, review data, and adjust instructional practices where necessary.

Class Size:

Class sizes rules at the Winthrop will remain the same.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy's implementation of budgetary flexibilities during the 2020-2021 school year.

The Winthrop used budgetary autonomy similar to that of a BPS pilot school. The school only opted out of one of the services from the district (printing services), receiving instead the equivalent lump sum added to our whole school budget in order to utilize these funds to better align with the school's instructional priorities.

The school plan outlined that the budget used average salaries, following the same policy as the majority of BPS schools.

Additionally, Winthrop has accessed funds via the central budget provided to the school from the district and procure goods using the current district's purchasing platform. In addition, The Winthrop included its plan to leverage the autonomy to retain any unused funds and use funds in subsequent school years.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2020-2021 school year.

During the 2020-2021 school year, The Winthrop school implemented the same school schedule and calendar flexibilities according to the Innovation plan. For example, here is a summary of the schedule and calendar for the school year for students and staff:

Summary of Schedule and Calendar

- School year for students will be 180 days.
- School year for teachers will be 185 days. (This includes the Summer Institute

and two days in September prior to the start of school.)

- School day will be 6.5 hours for students.
- Teachers will participate in 60 out-of-school time professional development hours and one planning and development period per week engaged in grade-level team/and or content area team meetings.
- Included in the 60 hours will be a three-day summer institute prior to the start of the BPS school year. Teachers will participate in the two BPS teacher days during the week of Labor Day - one for professional development and one for classroom preparation.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy’s implementation of staffing flexibilities during the 2020-2021 school year.

Under the principal, staffing autonomies will continue to be the same as current Turnaround staffing policies. If the individual who was the Winthrop school principal at the time of approval of this innovation plan is replaced, all staffing autonomies shall end upon the last date of the current principal’s duty, and the language of the Collective Bargaining Agreement will govern all staffing decisions after that date. We will maintain the ability to define job descriptions, when no similar position exists. Maintain secretary hiring flexibility.

To ensure sufficient time to recruit and hire new staff, teachers who decide to voluntarily excess themselves must do so by February 1st.

As the school population undergoes change, specifically the increasing numbers of English Learners, teachers will be highly encouraged to obtain additional licensure in ESL certification in addition to their current certification mandated by the Department of Elementary and Secondary Education on their own time.

The Winthrop will follow BPS policies for recruiting and evaluating staff. Staff will be compensated under the Schedule A Pay Grid. This table has been adapted to reflect the staff during the 2020-2021 school year:

Principal	1 Principal
Director of	

Instruction	1 Director of Innovation and Administrative Support
Teacher Leaders	5 Teacher Leaders
Staff 24 Teachers:	<p>2 K1 Teachers 2 K2 Teachers 2 Grade One Teachers 2 Grade Two Teachers 2 Grade Three Teachers/1 Math and Social Studies & 1 ELA 2 Grade Four Teachers/1 Math and Social Studies & 1 ELA 1 Grade Five/Sixth Grade Teachers/1 Math and Social Studies & 1 ELA</p> <p>1 Special Education Teacher 1 Special Education Teacher 3 ESL Teachers 1 Theater Teacher 1 Gym Teacher 1 Science Teacher</p> <p>School Supports: 1 School Nurse .2 COESS 1 Reading Specialist 1 Math Specialist 1 Social Worker 1 Family Liaison 1 Secretary</p>

The staffing roles will be similar to traditional schools and will ensure adequate instruction to students. This Innovation Plan will also ensure that we have enough special education and ESL teachers in order to service the needs of Winthrop students.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2020-2021 school year.

A central aspect of our Innovation plan was building upon and continuously improving our focus on planning for instruction, building collaborative teams, and leadership. In order to support the ongoing student achievement efforts, teachers needed time to collaboratively analyze student work and data, plan units of study and lessons, and create plans for students who need additional support.

The Professional Development plan below is indicative of how PD time was used. The specific uses of PD time were determined in partnership with school leaders and the ILT during the 2020-2021 school year. As has been practice, Winthrop school leaders will notify teachers of August and September professional development days by January 15th of the same calendar year. The table below shows how the Winthrop staff used the professional development hours.

Winthrop PD Hours 2020-2021

Summer PD	10
Additional Summer PD (Team Planning)	8
September 9th	6
After School PD (One Wednesday per month from 3:30-5:30)	20
ILT, School Climate, or Family Engagement Participation, Team Planning	8
Open House, Family Events, Winter Conferences, Spring Conferences & Parent Communication & Newsletters (Teachers will need to provide copies of all newsletters, conference records, and parent communication)	8
Total	60

Common Planning Structures and Collaboration

Common planning time meetings continued to be structured as the Innovation plan described at each grade level; grades K1, K2, 1st, and 2nd will meet separately. Grade 3-5 will meet in departmentalized teams to address specific content and data in ELA and Mathematics aligned to curricula. During these meetings, all teachers focused on aligning planning to the Massachusetts Curriculum Frameworks in collaborative planning time with one another. In addition, all teams followed the inquiry cycle where they organized for collaborative work, built assessment literacy, created a data overview, dug into student data, examined instruction, developed an action plan, plan to assess progress, and act and assess.

Leadership

The Winthrop continued to build upon its prior initiatives to sustain teacher leadership efforts. The Winthrop developed teacher leaders to facilitate leadership and build collaboration such as: being part of the ILT, co-facilitating PD for Inquiry Cycles, facilitating CPT and Student Support, and helping teachers collaboratively work together to build a climate for transformational instructional improvements. Winthrop school has the following teacher leaders that help facilitate and lead the following initiatives:

- Natixis Teacher Liaison
- Technology Coordinator
- School Climate Facilitators, including School Psychologist, City Connects Counselor and cross-grade level teachers
- K2 Teacher Leader

- 1st/2nd grade Team Leader
- 3-5 math Team Leader
- 3-5 ELA Team Leader
- STEM initiatives, including roll-out of Novel Engineering (n/a that year)

Additionally, the teacher leaders will have supportive structures to help them plan cycles of inquiry involving data and STEM initiatives, develop action plans, review data, and look at student work. This work will be supported by partners, the Winthrop leadership team, and by support from the BPS inquiry model.

Primary Grade Support

Grades K1 and K2 continued to build on completed NAEYC accreditation from April 2019, and continued to build equitable literacy practices. As a result, the teams will continue to build collaborative time with a focus on maintaining best practices learned through the accreditation process. These include a focus on NAEYC standards aligned to: “a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive [domains].”

In addition, collaborative time will help teachers incorporate standard aligned curriculum practices and planning for differentiated instruction. Based on the current FOCUS curriculum, teachers implemented “four in-depth units of study ... Our Community, Animals and Habitats, Construction, and Our Earth. Each theme builds on the concepts and skills learned in previous themes, allowing children to deepen their understanding and apply these skills and concepts with creativity and innovation.”

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of district policies and procedures flexibilities during the 2020-2021 school year.

The Winthrop used the following flexibilities and autonomies from district policies:

- **Authority Over the Master Schedule**
- **Flexibility Around Curriculum, and Assessment**
- **Out-of-School Professional Development Time**
- **In-School Day Professional Development and Collaboration Time**
- **Staffing Flexibility**
- **Budget Autonomy**
- **Expanded Time**

Please see the table above that explains autonomies more in detail.

Additionally, the Winthrop School has used the School Site Council (SSC) as the governance and decision making body. In order for the Winthrop School to achieve its mission, all stakeholders, parents, community members, staff, and additional representatives need voice in decisions. The SSC members continue to review, reflect, and give suggestions to administration about major policies, budget, and programming to reflect the best interests and needs of our students. The SSC has taken on the role similar to a traditional BPS school.

Winthrop's implementation of these autonomies have been monitored and supported by Boston Public Schools through the schools' continued participation in a Network support structure. A team of interdepartmental liaisons and an Academic Superintendent supported the school's instructional progress and other strategies, monitored the school's progress achieving measurable annual goals that are part of their Innovation Plan, and will intervene to provide additional guidance, technical assistance, and / or coaching for school leaders and staff if needed.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS¹; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student groups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student group rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2020-2021 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meeting its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

¹ Due to the ongoing COVID-19 pandemic, no MCAS administration occurred in FY20 and, therefore, no MCAS results were released in FY21. Schools should instead provide data on student performance for non-statewide assessments. For more information on how to discuss academic performance, see the 'Academic box' found on p. 8.

VII. Measurable Annual Goals

Current MAGS in Innovation Plan and Progress identified:

<p>Student Attendance</p>	<ul style="list-style-type: none"> • The Winthrop will maintain an annual attendance rate of 93.5% or higher. • The Winthrop will reduce their rate of Chronic Absenteeism from a baseline of 20% to 18%. 	<ul style="list-style-type: none"> • During the 20-21 school year, the attendance rate was 85.7% a bit lower than the intended AMG. • Winthrop had weekly attendance meetings which included a variety of district and school staff. These meetings review school-wide attendance data and discuss attendance plans and follow up with the goal to monitor and improve attendance over time. • Based on families needing additional supports the District added a family liaison to every school including the Winthrop School.
<p>Student Safety and Discipline</p>	<ul style="list-style-type: none"> • The percentage of students receiving one or more out of school suspension during 2017-2018 will be 4%, decreasing from a rate of 10.4% in 2016-17. 	<ul style="list-style-type: none"> • There were 0 students suspended in the 20-21 school year.
<p>Student Achievement on MCAS</p>	<ul style="list-style-type: none"> • The Winthrop will increase their ELA MCAS scaled scores from a baseline of 488.5 to 490.5 for all students. • The Winthrop will increase their Math MCAS scaled scores from a baseline of 488.7 to 490.7 for all students. • The Winthrop will increase their Science CPI from a baseline of 60.2 to 63.2 for all students. 	<ul style="list-style-type: none"> • See information below that describes achievement towards MAP assessment
<p>Progress on Areas of Academic Underperformance</p>	<ul style="list-style-type: none"> • The Winthrop will increase their ELA MCAS scaled scores from a baseline of 472.8 to 475.7 for the lowest performing students. • The Winthrop will increase their Math MCAS scaled scores from a baseline of 470.2 to 478.3 for the lowest performing students. 	<ul style="list-style-type: none"> • See information below that describes achievement towards MAP assessment

<p>Progress for Economically Disadvantaged Students</p>	<ul style="list-style-type: none"> • The Winthrop will increase their ELA MCAS scaled scores from a baseline of 487.6 to 489.2 for economically disadvantaged students. • The Winthrop will increase their Math MCAS scaled scores from a baseline of 487.9 to 488.9 for economically disadvantaged students. 	<ul style="list-style-type: none"> • See information below that describes achievement towards MAP assessment
<p>Progress for English Learners</p>	<ul style="list-style-type: none"> • The Winthrop will increase their ELA MCAS scaled scores from a baseline of 487.7 to 489.1 for English Learners. • The Winthrop will increase their Math MCAS scaled scores from a baseline of 488.2 to 489.8 for English Learners. 	<ul style="list-style-type: none"> • See information below that describes achievement towards MAP assessment
<p>Progress for Students with Disabilities</p>	<ul style="list-style-type: none"> • The Winthrop will increase their ELA MCAS scaled scores from a baseline of 474.6 to 475.9 for students with disabilities. • The Winthrop will increase their Math MCAS scaled scores from a baseline of 469.1 to 470.9 for students with disabilities. 	<ul style="list-style-type: none"> • See information below that describes achievement towards MAP assessment
<p>Family Involvement</p>	<ul style="list-style-type: none"> • 100% of Winthrop teachers will connect with the families of each student monthly through home/communication (e.g. Class Dojo) methods to discuss their child's progress. Discipline related contacts will not count towards this communication. 	<ul style="list-style-type: none"> • 100% of Winthrop teachers connected with families monthly either through home communication, text messages, monthly newsletter, or check in's about their child's progress.

Updated Measurable annual goals until 2027:

MAG	Metric
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Reading Fluency	The Winthrop School will increase its percentage of students in K2 that meet or exceed expectations within Measures of Academic Progress (MAP) Phonics/Word Recognition or testing up to Literal Comprehension from 44% to 68% by June 2027.
ELA Growth	The Winthrop School will increase its percentage of students tested for MAP Growth Reading across all students tested in the school in high average to high or average growth from 45% to 72% by June 2027.
Math Growth	The Winthrop School will increase its percentage of students who test high average to high or average from 36% to 68% across all students tested in the school by June 2027.
Chronic Absenteeism	The Winthrop School will decrease its percentage of students absent greater than 10% from 37% to 10% by June 2027.
Course Performance	The Winthrop School will increase its percentage of students meeting 80% of standards in all areas from 9% to 53% by June 2027.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

- Refer to the explanation in the table above that describes the progress of these MAGS in the Innovation Plan.

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

- Refer to the explanation in the table above that describes the progress of these MAGS in the Innovation Plan.

Student promotion and [retention rates](#)

- N/A

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

- N/A

Student [dropout rates](#), if applicable

- N/A

In light of not having [Next-Generation MCAS achievement](#) data available for the 2019-2020 school year to discuss, schools should instead provide student performance outcomes on non-statewide assessments. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.

1. Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.
2. Provide the most recent non-statewide data and/or visuals that are presented to the district's school committee or school/program leadership used for monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.
 - a. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.
 - b. Provide the results for all students and one or more student groups.
3. For comparison, include national and/or statewide comparison data for all students and by student group, if available.
4. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school.

1. MAP Reading Growth, MAP Math Growth are formative assessment tools. They are both universal screens, indicating which students would benefit from further diagnostic assessment (and potential instructional intervention) as well as growth measures and predictive measures to MCAS. Using the 2020 Growth Norms, which include a linking study to MCAS, students in the ~65th percentile and above for achievement are on track to be proficient on the Spring MCAS assessment (grades 3-8). All percentiles for achievement and growth are based on national norms.
2. Data visuals
 - a. These data visuals present the distribution of student ACHIEVEMENT performance across five quintiles in math and ELA for the Winter of 2022.
 - i. [ELA](#)
 - ii. [Math](#)
 - b. These data visuals present the same performance of English Language Learners and Students with Disabilities
 - i. [ELA ELLs](#)
 - ii. [ELA SWD](#)
 - iii. [Math ELLs](#)
 - iv. [Math SWD](#)
 - c. This data visual presents the median growth of students by grade level, fall-winter for SY21-22.
 - i. [Growth](#)
3. Student performance is reported using national norms; students are compared to that national metric.

Reduction of proficiency gaps in academic underperformance (not MCAS related, such as access to AP/honors-level courses) and reduction of non-academic disparities (such as discipline rates, access to the arts, civic engagement, and extra-curricular activities)

N/A

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2020-2021 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates to the school's innovation plan made during the past two school years, which may not have been previously identified. Be sure to include when implementation of these revisions or updates began or will take place.

In each section of this annual evaluation, there are a few changes to the Innovation Plan.

- During school year 2022-2023, the Winthrop school is adding a sixth grade. In the curriculum portion of the plan, there are additions that include the sixth grade curriculum.
- There is a different timeline of implementation of the former plan, instead of three years, the Winthrop team is renewing the plan and extending the timeline to be implemented in 5 years.
- The Measurable Annual Goals have been updated to reflect measuring growth on current assessments that the school and the district currently use.

The Winthrop team will continue to implement the plan as written with these updates and are requesting a renewal of their status through School Year 2026-2027.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to brenton.stewart@mass.gov.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–

Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

Click or tap here to enter text.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.

Appendix:

Names of stakeholders in the meeting

Stakeholders meeting agenda