



## Winthrop School Innovation Renewal Equity Impact Statement

**Title:** John Winthrop Elementary School Innovation Renewal

**Date:** 6/8/22

Was the [Racial Equity Planning Tool](#) used?  Yes  No

If yes, insert date(s) of REPT meetings and link to completed REPT here: \_\_\_\_\_

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement?  Yes  No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p><b>1. Proposal/Presentation &amp; Impact</b> <i>What are the proposal's/ effort's desired outcomes, including in eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>The Winthrop School's proposed Innovation Plan seeks to improve attendance and academic gains for economically disadvantaged students, Black/African American and Latinx students, English learners, and students with disabilities through specified autonomies in curricula, instruction, and assessment; professional development for faculty and staff; and family engagement. This work was completed through a series of administrative meetings, and a stakeholder convening that included faculty, support staff, and parents of Winthrop students. The parents who attended the stakeholder meeting speak Hatian Creole and Cape Verdean Ceole. They have Black children that attend the Winthrop School which represent the racial background of the majority of the student population.</p> <p>The Winthrop School administration includes representation of the Black African Diaspora, which is 75% of the school's total population. Specifically, two individuals who descend from Africans who were enslaved in the United States and an individual of West Indian descent. The team also includes someone with extensive experience in special education. Of our teaching staff of 20 individuals, people with marginalized identities include four people who identify as Black/African American, one Latinx person, and one Asian person. We are working to increase the number of staff who represent Black/African American, multilingual, and Latinx individuals to create a learning community that more closely represents the student population.</p>
<p><b>2. Alignment with the Strategic Plan</b> <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>The proposed Innovation Plan is aligned with the District's first priority as stated in the strategic plan: eliminating opportunity and achievement gaps. The Plan aims to close these gaps with autonomies such as adapting a master schedule that supports additional science blocks, supplementing curricula and adjusting assessments to meet the needs of students, and creating additional professional development time for teachers to learn about equitable practices that support students to make academic gains.</p>
<p><b>3. Analysis of Data</b> <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>The Winthrop community reviewed the school's Measurable Annual Goals, which have been adapted this year to measure growth and achievement for all students using Measures of Academic Progress (MAP) data. The data was disaggregated by key groups, including race, English learners, and students with disabilities. The data showed that Latinx and English Language Learners are making gains, but there are still disparities for Black students and students with disabilities.</p>
<p><b>4. Stakeholder Engagement</b> <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p>	<p>On May 4, 2022, a stakeholder meeting was convened with teachers, support staff, and families. An overview of the Innovation Plan was given, student achievement data was reviewed, and participants provided feedback on the Measurable Annual Goals. Families expressed their appreciation for access to additional resources (such as translation support and the provision of winter coats), and monthly take-home activities. Families also indicated that teacher conferences and whole school activities are sometimes difficult to attend due to scheduling conflicts, and requested access to tutoring throughout the duration of the school year and additional community-based resources, such as a food pantry.</p>

<p><b>5. Racial Equity Strategies</b>  <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>The Winthrop Innovation Plan proposes autonomies that aim to mitigate disparities, increase equity, and promote academic achievement, such as autonomy over the master schedule. With this autonomy, the schedule has additional double blocks of science for grades 3 to 5. This provides Science, Technology, Engineering and Math (STEM) hands-on experiences for students that build additional skills to apply to other content areas. Additionally, autonomy over the master schedule provides support for students that need to make academic gains. Specialist teachers pull out from and push into classrooms to support students with the highest needs based on data. Assessment data has shown that these opportunities have increased academic gains, and are closing opportunity gaps for Black students and students with special needs.</p> <p>Another key autonomy is additional professional development (PD) time for teachers. Teachers have a total of 60 PD hours throughout the school year, providing opportunities to review data, collaborate and plan in order to meet students’ needs, and close achievement gaps. Additionally, teachers have been receiving PD on equitable literacy practices to further advance equity at the Winthrop.</p> <p>Possible unintended consequences of the Winthrop Innovation Plan might occur in our commitment to providing appropriate curricula and assessments that meet our students’ needs and are culturally responsive. For example with curricular autonomy, the Winthrop could potentially use curricula that haven’t been carefully reviewed to ensure that they are culturally responsive to students. We guard against this by vetting curricula, supplementing the BPS curricula, and empowering teachers to be critical consumers. Teachers use PD to think through ways to make their instruction and curricula more inclusive.</p> <p>The addition of a 6th grade at the Winthrop is a complementary strategy to further advance equity. Adding a 6th grade will eliminate a school transition for families so that, moving forward, Winthrop students will generally transition just once from a K-6 experience at the Winthrop to a 7-12 experience at the high school of their choice. Data shows that limiting transitions closes opportunity gaps.</p>
<p><b>6. Budget &amp; Implementation</b>  <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p>	<p>The Winthrop School budget will not change based on the updated Innovation Plan.</p> <p>The School Site Council (SSC) will oversee the implementation of the Innovation Plan, and continually assess progress toward meeting its objectives. The SSC agenda uses a format where all stakeholders have open conversation with an equity lens aimed to eliminate opportunity and achievement gaps. The SSC is representative of our school community, including teachers and family members from a variety of racial and ethnic backgrounds, the family liaison, and the City Connects coordinator.</p>
<p><b>7. Accountability &amp; Communication</b>  <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Winthrop plans to hold instructional rounds three times a year where we will gather all stakeholders, conduct a whole school walkthrough, review data, and discuss implementation of the Innovation Plan. In addition, the Instructional Leadership Team (ILT) meets monthly to assess school progress. The ILT will be responsible for gathering all stakeholders, and communicating progress of the plan and next steps. We will also include updates on our Innovation Plan at our School-Based Equity Roundtables, SSC, and School Parent Council during SY 2022-23.</p>