

John Winthrop Elementary School Innovation Plan

Fostering High Quality Instruction through Critical Thinking Skills and a  
Professional Culture of Planning, Collaboration, and Leadership

*December 8, 2018*

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## INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	John Winthrop Elementary School
Full/Partial Conversion or New:	Conversion
Proposed School Address (if known):	35 Brookford Street Dorchester, MA 02125
Primary Contact Name:	Leah Blake McKetty
Primary Contact Phone Number(s):	(617) 635-8379
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If conversion:

Existing School Name:	Winthrop Elementary School
Existing School Address:	35 Brookford Street Dorchester, MA 02125

Proposed Innovation School Opening School Year: 2019-2020

Proposed Duration of Innovation Plan: 3 years

School Year	Grade Levels	Total Student Enrollment	Total number of staff
2013-2014	K1-5	358	23
2014-2015	K1-5	347	26
2015-2016	K1-5	331	26
2016-2017	K1-5	328	25
2017-2018	K1-5	305	23

## INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	<b>John Winthrop Elementary School</b>
Proposed City/Town Location:	<b>Boston/Dorchester</b>

Names of Innovation Plan committee members (no more than 11 individuals) selected in accordance with state law:

<b>Affiliation</b>	<b>Name</b>	<b>Vote (yes or no)</b>
Lead applicant (Principal):	Leah Blake	
Superintendent or designee:	Kelly Hung	
School committee member or designee:	Michael Loconto	
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Georgiana Pall	
Teacher employed by district (selected from among volunteers)	Michelle Lydon	
Teacher employed by district (selected from among nominees submitted by the local teacher's union)	Kara Charochak	
Member:	Concetta Avellino	
Member:	ToRena Webb-Thomas	
Member:	Amber Kalaclar	
Member:	Kristen Bergner:	
Member:	Christine Rogan	

I hereby certify that the information submitted in this Innovation Plan is true to the best of my knowledge and belief and has been approved by a majority vote of the Innovation Plan committee.

**Signature of Lead Applicant Member:** \_\_\_\_\_ **Date** \_\_\_\_\_

## INNOVATION SCHOOL PLAN

### *I. EXECUTIVE SUMMARY*

John Winthrop Elementary school was designated by the Commissioner of Elementary and Secondary Education as a Level 4 school in 2013. The Winthrop used the changes that this status brought, such as staffing autonomies, flexibility in curriculum design, and additional professional development time to help teachers grow their teaching practices and for students to make gains. Winthrop intends to use the flexibilities and autonomies of an Innovation School to build upon these strengths and to continue to accelerate student achievement efforts.

The Innovation Plan focus on accelerating student growth by supporting students with differentiated instructional practices and curriculum, ongoing assessment to monitor student growth towards goals, and professional development that supports the needs of our teachers and students through thoughtful planning and collaboration.

Students will be immersed in an integrated curriculum that will gradually and increasingly embed Massachusetts Science and Technology and Engineering Curriculum Frameworks (MSTEC) into current curricula as a strategy to promote ongoing critical thinking skills for students and engagement in cross-content integrated learning. The Winthrop Instructional Leadership Team (ILT) will assess the implementation and integration of MSTEC into current curricula as a strategy on an ongoing basis and will prioritize developing and sustaining student needs while drawing on MSTEC content to inform lesson planning. Learning will be inquiry-based and the pedagogy will promote application of the content/concepts to the real world. To achieve this we will continue to use the BPS curriculum, which includes Investigations, FOCUS, and Expeditionary Learning (EL) curricula across grades PK-5. The school will seek to continue to use curriculum autonomy to supplement its ELA, math, and intervention blocks with a strong emphasis on incorporating scientific content and exploration, writing, and discourse strategies and skills to engage students in order to build the application of knowledge. The school will continue with departmentalized English Language Arts and Mathematics instruction in grades 3-5 to bring greater coherence to planning and instruction.

Teachers will engage in aligned professional development to support integrated science content into English Language Arts subject areas, where applicable. Planning standards-based learning aligned to the Massachusetts Curriculum Frameworks in all content areas will help teachers build learning experiences to prepare all learners with 21st century skills. The BPS Inquiry Model will continue to guide and support teacher led professional development and collaborative planning

structures. During these collaborative planning sessions, grade levels and content area teams will use Winthrop and District provided assessments to guide data planning, instructional moves, and tasks to support students.

The school will engage all partners in the new plan, with aligned implementation to support students before and after school, and engage families in events that foster scientific exploration and critical thinking skills. Altogether, this will take place with the goal to enhance the experiences of Winthrop students and their families, both in school and in the community.

Altogether, this new plan will help students make additional progress by focusing on improving the instructional rigor of content for students to problem solve, become critical thinkers, and to reason across disciplines.

**II. STRATEGIC CHANGE CHART**

As a school exiting from Underperforming (formerly known as “Level 4” Status), Winthrop’s default conditions and autonomies would revert to those of a non-autonomous BPS elementary school in School Year 2019-2020. Non-autonomous, traditional elementary and middle schools are subject to the 2015 Schedule A Memorandum of Agreement (MOA). The Innovation Plan that Winthrop proposes to establish would extend or modify some of the current conditions; in some cases, the “Proposed Practice” column represent changes from the conditions Winthrop would face in 2019-2020 were the school to be governed by non-autonomous BPS policies, but are continuations of conditions “Current School Practice” column. In some cases the “Proposed Practice” is consistent with the Schedule A MOA, and in some areas the plan outlines specific deviations from the Schedule A MOA and an explanation for the proposed changes.

Current School Practice	Proposed Practice	Expected Impact on Student Achievement
<p><b>Scheduling</b></p> <p>Authority over the master schedule.</p>	<p>Maintain authority over the master schedule, which will be created with opportunities for input from all staff and approved by the Instructional Leadership Team and the School Leader.</p>	<p>Over the past few years, the Winthrop admin team in consultation with the ILT has adapted the schedule to meet the needs of students, and this autonomy over the master schedule created flexibility to add double science blocks for grades 3-5. Students made significant gains in science and met 4 out of 4 of our targets according to ESE in 2017-2018 SY. In addition, this flexibility in scheduling will support specialists to have the autonomy to push in and pull out to support our highest-needs students based on data.</p>

<p><b>Curricula &amp; Assessments</b></p> <p>Flexibility around curriculum and assessment implementation</p>	<p>Winthrop will maintain the autonomy to opt out of district curriculum and assessments and choose evidence-based alternatives. Winthrop will maintain focus on selecting strategies and materials to meet student needs and foster higher-order thinking skills.</p>	<p>Increased student achievement as measured by:</p> <ul style="list-style-type: none"> <li>● School assessments.</li> <li>● BPS interims &amp; assessments.</li> <li>● District and school walkthroughs.</li> </ul>
<p><b>Out-of-School Professional Development Time</b></p> <p>Teachers meet for 100 hours more professional development than those at a non-autonomous BPS school.</p>	<p>Winthrop teachers will participate in 60 total hours of professional development. Traditional elementary schools have 30 hours per year of out-of-school professional development time. That will be the baseline for the staff at the Winthrop.</p> <p>The Schedule A MOA compensates teachers for an additional 120 hours annually worked past the six hour school day baseline. Spread over 180 instructional days, the 120 hours is equal to 40 additional minutes added to the student day. The Winthrop proposes to compensate teachers for 120 hours of work time, as per the Schedule A MOA. They plan to use 90 hours of that time for additional instructional time, equal to 30 minutes daily. The remaining 30 hours will be used for out-of-school professional development time. These 30 hours will be on top of the 30-hour baseline for traditional school professional development.</p> <p>This will build off the strengths recognized over the last few years that when we give teachers additional planning time, student achievement improves.</p>	<p>While this represents fewer total hours, this proposal is still above the 30 hours for professional development that are standard at non-autonomous BPS Elementary schools.</p> <p>In addition to whole staff learning, Professional Development time will be used in the following ways, which evidence indicates will advance teacher practice and student learning:</p> <ul style="list-style-type: none"> <li>● Strategic professional development for teachers grouped in grade level or content area teams.</li> <li>● Time for teachers to collaborate around planning for instruction.</li> <li>● Increased opportunities for peer to peer observations, collaborative coaching and learning (CCL cycles) and individual coaching.</li> </ul>

	<p><u>Family Engagement:</u> We will follow the parent teacher meeting guidance as outlined in the BTU contract on page 48 which asks teachers to complete two two-hour parent-teacher events. An additional six hours dedicated to family engagement will be allotted through the total professional development hours listed above.</p>	
<p><b>In-School Day Professional Development and Collaboration Time</b></p> <p>Teachers have one 50 minute period of Common Planning Time/Content area planning with teams and four self-directed 50 minute P&amp;D periods per week.</p>	<p>Teachers will maintain:</p> <ul style="list-style-type: none"> <li>● 50 minutes of Common Planning Time/Content area planning teams once each week.</li> <li>● 50 minute self-directed P&amp;D periods 4 times per week.</li> </ul> <p>The Winthrop will not adopt Teacher Facilitated Time as outlined in the Schedule A MOA.</p>	<p>Students will benefit from continuing to receive:</p> <ul style="list-style-type: none"> <li>● Improved teaching practices through made possible by adult collaboration.</li> <li>● Rigorous and well-planned content.</li> </ul>
<p><b>Staffing</b></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</p>	<p>Winthrop proposes to implement similar autonomies:</p> <ul style="list-style-type: none"> <li>● Under the principal, staffing autonomies will continue to be the same as current Turnaround staffing policies. If the individual who was the Winthrop school leader 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</li> </ul>	<p>Hiring experienced teachers committed to the Winthrop vision and core instructional practices will further student growth and achievement.</p>

departmentalize grades 3-5)	<p>Agreement will govern all staffing decisions after that date.</p> <ul style="list-style-type: none"> <li>• We will maintain the ability to define job descriptions, when no similar position exists.</li> <li>• Maintain secretary hiring flexibility.</li> </ul>	
<p><b>Budget</b></p> <p>Winthrop does not currently exercise any budgetary autonomies.</p>	<ul style="list-style-type: none"> <li>• Winthrop will obtain the budget autonomy to opt out of district services as needed.</li> <li>• Will obtain the autonomy to retain any unused funds and use funds in subsequent school years.</li> </ul> <p>The school will continue to budget using average salaries, following the same policy as the majority of BPS schools.</p>	<p>These budget autonomies increase the ability to target resources to meet the direct needs of our students. While these autonomies are only available to Innovation schools and thus would be new to the Winthrop, they will be a crucial support give changes in funding resources associated with the end of Underperforming Status.</p>
<p><b>Length of School Day</b></p> <p>A 6.5 hour student school day.</p>	<p>The Winthrop will maintain a school day that is 6.5 hours for students.</p>	<p>Additional time for interventions for students will further student growth and achievement for our highest-needs students.</p>

### ***III. PUBLIC STATEMENT***

The Winthrop is a Boston Public School located in Dorchester, Massachusetts. As John Winthrop Elementary School, we will serve 295 students in grades K-5. Teachers will foster an environment where students use open-ended problems and tasks in order to solve problems, think critically and reason across disciplines using higher-order thinking skills. Altogether with the support of partnerships, our families, and community, we plan to support our students to develop 21st century knowledge and skills necessary to succeed in whatever path they choose, whether college or career.

### ***IV. MISSION, VISION, STATEMENT OF NEED, AND PROPOSED PARTNERSHIPS***

#### **A. Mission Statement**

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.

## **B. 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.

## **C. Statement of Need**

### *Student Population*

Our school currently serves approximately 295 students, 75.8% of our students are economically disadvantaged and 86.5% are high needs. 96% of our students are students of color. Currently, about 11% of our population is students with disabilities. 24.5% of our students are English Learners and 32.4% of our students speak a first language other than English.

Other needs include a high number of students who experience homelessness and trauma. According to the Boston Public Schools Opportunity Index, a tool designed to measure and quantify the concentration of students in need at each school, the Winthrop received a score of .705, the 10th highest opportunity score in the district.

We know that BPS still does not provide authentic learning opportunities for our students who are most marginalized to develop into self-determined, independent learners, able to pursue their aspirations. These failures lead to disengaged students and significant achievement gaps.

### *Reasons Why this Innovation School Is Needed in the Proposed District:*

John Winthrop Elementary School was designated by the Commissioner of Elementary and Secondary Education as a Level 4 in 2013. After four years in a focused turnaround effort, the Department of Elementary and Secondary Education announced that Winthrop could exit this status in September 2018, conditional on the premise that the school and district find another mechanism by which the school can sustain the autonomies and strategies that led to academic growth. As a result of Level 4 / Underperforming status and the adoption of a Joint Resolution Committee agreement, the school was afforded autonomies in a number of areas, including:

- Staffing, including the opportunity to hire our entire teaching staff without any restrictions;
- Curriculum design to promote student achievement; and
- Professional development time and content.

These autonomies were due to the flexibilities of the BPS Joint Resolution Committee, the significant additional funding associated with this status, and support from both ESE and BPS.

Winthrop's MCAS scores demonstrate both the promise of the turnaround process and the need for the autonomies of Innovation status to accelerate our student achievement. In the past four years, students have made dramatic gains in MCAS. According to ESE's accountability data, the Winthrop has earned 79% of target points based on the 2017-18 School Year, meaning that the school on average met or exceeded targets across indicators. The school has received 4 out of 4 points for ELA and 4 out of 4 points for Science - indicating that the school exceeded the state's expectations for improvement in these areas.

The central elements of Winthrop's Innovation proposal are designed to improve the quality of instruction through planning, collaboration, and leadership, in ways that will extend the strategies the school employed during its time in Level 4 / Underperforming status. Professional development hours were dedicated to collaborative efforts such as analyzing student data and planning lessons as grade-level teams, conducting weekly progress monitoring sessions at each grade level, and engaging in whole school professional development during turnaround. Winthrop proposes to continue with these practices as teachers benefited from extended grade level and content area planning time. Flexibility in hiring was also central to the school's successful turnaround efforts; should an opening occur, it is the school's desire to both retain our current high quality staff and maintain the ability to hire teachers without regard for seniority within the Boston Public Schools. Winthrop students benefit from an additional 30 minute daily intervention block that helped students meet individual and school wide learning goals. Additionally, having scheduling flexibility has allowed specialists to provide one-on-one and small group instructional support to our students who need increased intervention time.

Without the autonomies Winthrop proposes to seek through an Innovation Plan, the school would lose curriculum and assessment autonomies, have limited budget and staffing autonomies, and have a schedule governed by the BPS Extended Learning Time Schedule A MOA. This would require the school to redesign its schedule to meet new requirements and extend the school day by 10 minutes, but reduce the total number of out of school professional development hours to 30 per year - less than a quarter of what the school used the previous four years. While BPS can and will support the teacher stipends and other funding associated with Schedule A status, Winthrop seeks the autonomies provided by Innovation status to maintain a teaching, learning, and professional development schedule that will enable the school to sustain its successful practices.

## ***V. HOW WILL AUTONOMY AND FLEXIBILITY BE USED TO IMPROVE SCHOOL PERFORMANCE AND STUDENT ACHIEVEMENT***

## **A. Curriculum, Instruction, and Assessment**

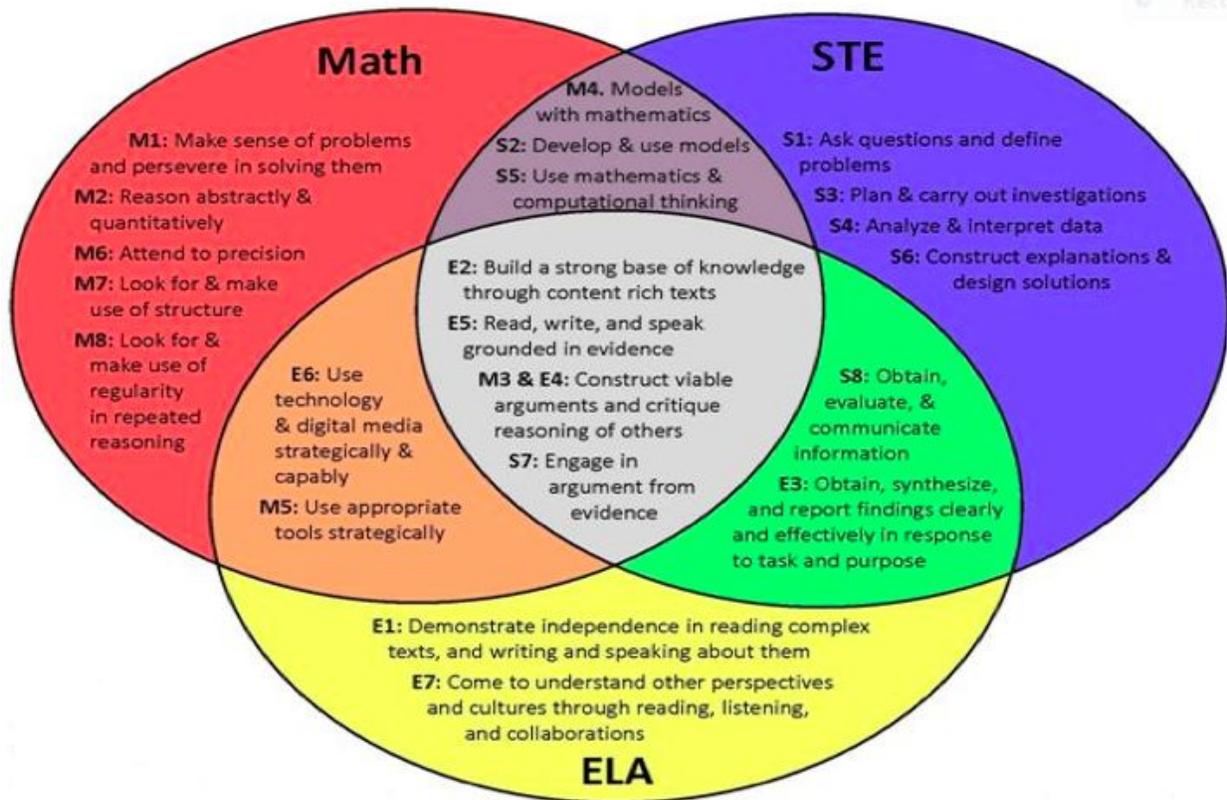
A defining feature of the Winthrop as an Innovation School will be the promotion of critical thinking skills through a rich meaningful curriculum and highly effective teaching practices. Through teacher collaboration, all students at each grade level will benefit from the same high expectations for student performance, as well as high quality curriculum and instruction. Gaining Innovation status will enable Winthrop to extend their work in this area by sustaining the curricular flexibilities the school used while turning around.

Below is a description of the curriculum structure the school plans to use and refine over the life of its Innovation Plan. While Winthrop proposes to use resources and evidence based curricula that are endorsed by the district in many places, the school seeks that autonomy to adapt these materials where needed, supplement district curricula in certain places, and retain the right to continue using these approaches for the three years of the Innovation Plan regardless of changes in district-endorsed materials.

### *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



1

### *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.

Timeline:

<sup>1</sup>Science and Math (CCSS-M)." *Knowledge Production*, teachingcommons.cdl.edu/ngss/science\_math/index.html.

Year One	In year one, Grades K-2 will begin with integration using a centered-based approach based on the FOCUS curricula, where applicable. During year one, the ILT will assess STE implementation and 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.
Year Two	Based on this assessment and feedback, integration in year two and year three 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 3-5 ELA & Math curricula (EL & Math Investigations) where applicable in year two.
Year Three	The implementation of grades 3-5 will also be determined by ILT based on student data and current school goals. By year three, 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.

*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:

<b>15-20 minutes</b>	<b>Whole Group Mini-Lesson</b> <ul style="list-style-type: none"><li>• Texts are at or above grade level complexity and engaging</li><li>• 50/50 balance of informational texts and literature</li><li>• Instruction focuses on academic language, complex sentence structures, and academic vocabulary</li><li>• Questions are text-dependent and require students to use specific details and evidence from the text to support their answers</li><li>• 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.</li></ul>
<b>40-45 minutes</b>	<b>Small Group Time:</b> <ul style="list-style-type: none"><li>• Varied literacy opportunities based on fluency, vocabulary, and comprehension needs for <b>both</b> remedial and enrichment needs of students.</li><li>• Guided reading can happen during this time in addition to morning intervention time.</li></ul>

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, the according the to 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 3-5 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.
Guided/Independent Reading	2, 20-min lessons per group weekly	180 min.
Writing	3 days, ~45 min	135 min.
<i>Read aloud/other</i>	<i>3-4 days, 15-20 min</i>	<i>45 min.</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
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The current Expeditionary Learning curricula in grades 3-5 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-5 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 connected to hands on experiences and learning that will promote deeper 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:

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

*Grades 3-5 Math Block Expectations*

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

<b>week each homeroom</b>	<ul style="list-style-type: none"> <li>• Students are explaining their mathematical thinking and reasoning in writing, as well as orally with peers</li> <li>• Standards for Mathematical Practice are highlighted</li> </ul>
<b>15 minutes, 2 times a week each homeroom</b>	<b>Number Talks</b>

*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 3-5, 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 3-5 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.

*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 3-5), 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 participate in leveled Guided Reading groups based on the Fountas & Pinnell leveling system.

*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.

*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 3-5, 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.

## **B. Schedule and Calendar**

*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.

Without the autonomies Winthrop proposes to seek through an Innovation Plan, the school would lose curriculum and assessment autonomies, have limited budget and staffing autonomies, and have a schedule governed by the BPS Extended Learning Time Schedule A MOA. This would require the school to redesign its schedule to meet new requirements and extend the school day by 10 minutes, but reduce the total number of out of school professional development hours to 30 per year - less than a quarter of what the school used the previous four years. While BPS can and will support the teacher stipends and other funding associated with Schedule A status, Winthrop seeks the autonomies provided by Innovation status to maintain a teaching, learning, and professional development schedule that will enable the school to sustain its successful practices.

For the last five years, Winthrop teachers have participated in additional professional development time before the start of the school year. This time was used for building staff culture, introducing and reinforcing cross-grade strategies such as the use of Open Circle or Guided Reading, onboarding new staff to existing teacher teams, and providing teachers with

dedicated time to begin unit development and lesson planning. All Winthrop teachers were invited to participate in a survey regarding the use of Professional development time that was distributed during an all-staff PD session in fall 2018. The majority of teachers who responded expressed interest in maintaining summer professional development time.

**C. Staffing**

The Winthrop school site council requests the autonomy to open post positions when there are teaching and paraprofessional vacancies in order to hire highly qualified teachers who are the best fit to our school community and who are committed to the philosophies and dedication required to teach at the Winthrop. We also request the autonomy to have flexibility over hiring our secretary to ensure that we will maintain a high-quality support staff.

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

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.

**Staffing Model for the 2019-2020 School Year:**

Principal	1 Principal
Director of Instruction	1 Director of Instruction
Teacher Leaders	5 Teacher Leaders
Staff	<p><b>24 Teachers:</b>                  2 K1 Teachers                  3 K2 Teachers                  2 Grade one teachers                  2 Grade two teachers                  2 Grade three teachers/1 Math and Social Studies &amp; 1 ELA                  2 Grade four teachers/1 Math and Social Studies &amp; 1 ELA                  2 Grade five teachers/1 Math and Social</p>

	<p>Studies &amp; 1 ELA  1 Special Education Teacher  1 Special Education Teacher  3 ESL Teachers  1 Theater Teacher  1 Music Teacher  1 Gym Teacher  1 Science Teacher</p> <p><b>School Supports:</b>  .5 School Nurse  .4 COESS  1 Secretary</p>
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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.

Part of the planning process for writing this Innovation Plan involved distributing surveys to teachers regarding all aspects of the Innovation process and holding several meetings in which all teachers and community members were invited. There was broad consensus in both formats for expanding upon teacher collaboration and building upon an integrated science approach to learning.

The working conditions established for the Innovation Plan (including but not limited to the 90 additional instructional hours and 60 professional development hours) shall remain in effect for the 2019-2020 school year. Teachers at the Winthrop will be compensated according to the Schedule A Pay Grid. This compensation shall be deemed a part of each employee’s base pay and subject to retirement deductions.

Professional development will take place in August. Our summer professional development days will be held on the following dates and times:

- Monday, August 26, 2019                      8:30 am - 3:00pm
- Tuesday, August 27, 2019                    8:30 am - 3:00pm
- Wednesday, August 28, 2019                8:30 am - 3:00pm

Wednesday, September 4, 2019 will be reserved for a union meeting and classroom set-up in accordance with the BTU contract. Wednesday, August 28, 2019 professional development day will take place instead of January 2, 2020. All teaching and administrative faculty must attend

these professional development days and are expected to plan their summer schedule in accordance with these dates.

For the 2019-2020 school year, our instructional day will be identical to the 2018-2019 school year. The current school day for teachers is as follows: 8:15 am – 3:15 pm, Monday, Tuesday, Wednesday, Thursday, Friday, which on all days is ten minutes before students arrive and ten minutes after they leave. The current school day for students is as follows: 8:30 am – 3:00 pm, Monday, Tuesday, Wednesday, Thursday, and Friday. This translates into a 7 hour work day for teachers five days a week. Similar to our current schedule, we therefore anticipate a continued Wednesday Professional Development schedule that runs from 3:30 pm – 5:30 pm once a month. The length of the school day for paraprofessionals will be 6 hours and 30 minutes from 8:30 to 3:00 p.m. Monday through Friday.

#### **D. Professional Development, Leadership, and Common Planning Structures, Primary Grade Support**

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

The Winthrop staff recognize the importance of continued professional development for the success of the Winthrop School. As stated above, rather than using the additional 120 minutes entirely for instruction, the Winthrop will use 90 hours towards instruction (equal to 30-minutes each day) and 30 hours towards professional development. This 30 hours will be additional to the 30 hours of PD outlined in the Schedule A MOA. Teachers will still follow the Schedule A ELT compensation agreement.

In turnaround, the Winthrop initially differentiated PD to support different teams. During SY18-19, these sessions were supported by the Academic Response Team (ART), a BPS Inquiry Coach, and National Association for the Education of Young Children (NAEYC). In order to continue with differentiated PD to support the needs of grade levels and content area teams, teams will be led by teacher leaders in collaboration with the district's Inquiry model to create their own professional development plan in consultation with the instructional leadership team.

To support the ongoing adult learning experiences, the Winthrop will also work to acquire intervention and curriculum coaches to support teachers during the school day. These coaches will model lessons and give ongoing feedback to teachers. The Winthrop teachers will participate in Collaborative Coaching and learning sessions (CCLs). These lessons will provide teachers with ongoing support, specific real time feedback, and allow teachers to observe and participate in hands on classroom experiences.

The Professional Development plan below is indicative of how PD time will be used. The specific uses of PD time would be determined in partnership with school leaders and the ILT each 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.

PD Hours:	Timeline:
18 hours ( 3, 6 hour days in August Day with team	<p>August/2 admin directed whole school pd/differentiated per team 1 day team/staff directed (in place of January 2)</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>● K-2 teachers will attend professional development focused on STEM initiatives to support literacy and instruction to support BPS’ curricula. This training will be focused on how to integrate STEM into our center-based learning (K-2)</li> <li>● K-2 teams will create resources for implementing STEM initiatives that support literacy and discourse, and planning to support the schools instructional focus for the 2019-2020 school year</li> <li>● Grades 3-5 teachers will attend content-based professional development</li> <li>● Grade level intervention planning time</li> </ul>
6 hours	<p>September ( Before school starts)</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>● Planning and Data analysis including 2019 MCAS data, 2019 EOY Illuminate, Fountas &amp; Pinnell data, and Lexia Rapid data, as well as goals to support student achievement</li> </ul>
2 hours per month on Wednesdays 20 hours	<p>September- June</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>● One monthly two hour after school PD that is determined by the ILT</li> </ul>
8 hours for Family	<ul style="list-style-type: none"> <li>● Fall Open House (2 hours)</li> <li>● Parent Conferences Fall and Spring ( 4 hours)</li> </ul>

Engagement	<ul style="list-style-type: none"> <li>• Events to support family engagement (2 hours)</li> </ul>
8 hours for Team Planning	<p>September -June</p> <p>Submit plans to ILT in May/June for the year (one hour dedicated to planning family engagement w/team)</p>

*Common Planning Structures and Collaboration*

Common planning time meetings will be structured 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 will have a focus on aligning planning to the Massachusetts Curriculum Frameworks in collaborative planning time with one another. In addition, all teams will follow the inquiry cycle where they will organize for collaborative work, build assessment literacy, create a data overview, dig into student data, examine instruction, develop an action plan, plan to assess progress, and act and assess.

*Leadership*

The Winthrop will continue to build upon its prior initiatives to sustain teacher leadership efforts. Throughout Turnaround, the Winthrop has 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 will have teacher leaders that will facilitate and lead the following initiatives:

- Natixis Teacher Liaison
- Parent and Family Teacher Liaison
- Generations Teacher Liaison
- Technology Goes Home Teacher Leaders
- School Climate Facilitators, including School Psychologist, City Connects Counselor and cross-grade level teachers
- K2 Teacher Leader and NAEYC Liaison
- 1st grade Team Leader
- 2nd grade Team Leader
- 3-5 math Team Leader
- 3-5 ELA Team Leader
- Senior Data Inquiry Facilitator
- STEM initiatives, including roll-out of Novel Engineering

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 supports from the BPS inquiry model.

### *Primary Grade Support*

Grades K1 and K2 will have recently completed NAEYC accreditation in April 2019. 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 will implement “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.”

## **E. District Policies and Procedures**

The Winthrop will seek the following flexibilities and autonomies from district policies:

- **Authority Over the Master Schedule:** We seek the autonomy to maintain authority over the master schedule, which will be created with opportunities for input from all staff and approved by the Instructional Leadership Team and the School Leader.
- **Flexibility Around Curriculum, and Assessment:** We seek the autonomy to maintain the autonomy to opt out of district curriculum and assessments and choose evidence-based alternatives. Winthrop will maintain focus on selecting strategies and materials to meet student needs and foster higher-order thinking skills.
- **Out-of-School Professional Development Time:** We will utilize our autonomy to require teachers to participate in 60 total hours of professional development.
- **In-School Day Professional Development and Collaboration Time:** Teachers will maintain 50 minutes of Common Planning Time/Content area planning teams once each week and 50 minute self-directed P&D periods 4 times per week. The Winthrop will not adopt Teacher Facilitated Time as outlined in the Schedule A MOA.
- **Staffing Flexibility:** Under the principal, staffing autonomies will continue to be the same as current Turnaround staffing policies. If the individual who was the Winthrop school leader 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 also will maintain the ability to define job descriptions, when no similar position exists. Finally, we will maintain secretary hiring flexibility.

- **Budget Autonomy:** We will obtain the budget autonomy to opt out of district services as needed. We will also obtain the autonomy to retain any unused funds and use funds in subsequent school years. The school will continue to budget using average salaries, following the same policy as the majority of BPS schools.
- **Expanded Time:** We will maintain a 6.5 hour school day.

Additionally, the Winthrop School will continue to use the School Site Council (SSC) as the governance and decision making body. In order for the Winthrop to achieve its mission, all stakeholders, parents, community members, staff, and additional representatives need voice in decisions. The SSC members will 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 will take on the role similar to a traditional BPS school. SSC will review and give voice to decisions. For example, before the budget is approved SSC will review and add suggestions to how funds are being used for the following year.

Winthrop's implementation of these autonomies will be 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 will support the school's instructional progress and other strategies, monitor the school's progress achieving measurable annual goals that are part of their Innovation Plan, and intervene to provide additional guidance, technical assistance, and / or coaching for school leaders and staff if needed. The school will retain access to the district systems and programs (such as Data Inquiry support) so long as the school team and support network deem them necessary to the school's continued success.

## **F. Budget**

The Winthrop will seek budgetary autonomy similar to that of a BPS pilot school. The school will opt out of certain 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. These funds will be used based on student need according to schoolwide data and the current budget.

In the Innovation Plan we will describe in greater detail the specific services the school would like to opt out of and the services that they will seek to maintain. These funds will provide direct support for Winthrop's intervention block and supplement the current curriculum. These include technology programs to support with differentiated learning, curriculum materials, and professional development to support teachers.

Furthermore, the school will continue to budget using average salaries, following the same policy as the majority of BPS schools

Additionally, the innovation school will access funds via the central budget provided to the school from the district and procure goods using the current district's purchasing platform. In addition we will leverage the autonomy to retain any unused funds and use funds in subsequent school years.

## ***VI. CAPACITY OF THE APPLICANT GROUP***

The teachers and staff of the Winthrop are seeking to become an Innovation School out of the committed desire to continue the work we have begun, with success, as a school that has earned eligibility to exit Underperforming. Teachers have participated in planning meetings and completed surveys that covered all aspects of the application. The writing was led by the principal, Leah Blake, and reflects the thinking of all those involved, particularly the following members of the school's Innovation Planning team below.

### **Statement of Commitment:**

Our Innovation Planning committee members have engaged stakeholders in the writing of this plan and are committed to implementing this plan with fidelity. The committee's resumes can be found in the attachment section of this plan.

- **Leah Blake, School Leader:** Leah Blake is the principal. She has her Doctorate in Educational Leadership from Boston College. She has led turnaround efforts as principal at John Winthrop Elementary School for the past 5 years, and previously at The Harbor School, a Boston Public School. She has worked for the Boston Public Schools for the past 17 years.
- **Christine Rogan, Instructional Director:** Christine is the Director of Instruction. Christine has a Masters Degree in Elementary Education. She was a grade 4 math teacher, and teacher leader, ILT leader, and coach throughout the turnaround process.. She has been part of the Boston Public Schools for the past nine years.
- **Kelly Hung, Superintendent's Designee**
- **Michael Loconto, School Committee Designee**
- **Georgiana Pall, Parent:**
- **Kara Charochak:** Kara teaches 2nd Grade. She has a Masters in Elementary Education with a Special Education Certification, ESL Certification, and SEI Endorsement. She has been teaching at the Winthrop for three years. She spent her first year as a City Year Corps Member during the first year of Turnaround. Kara is also an ILT member and Lead Team Teacher.
- **Concetta Avellino:** Concetta teaches K-2. She comes to the Winthrop with twenty-five years in BPS, six years at the Winthrop School. She holds a Master's Degree in Elementary Education and a K-3 Certification, ESL Certification, and she is currently working Toward a Moderate Disabilities Certification. Concetta is an ILT Member-Lead

Team Teacher and T3 teacher throughout the turnaround process at the Winthrop.

- **Michelle Lydon:** Michelle teaches Special Education at the Winthrop. She holds a Masters in Special Education and ESL Certification. She has taught special education for 19 years and is an ILT member, and Student Support member at the Winthrop School. She was also an original Winthrop turnaround planning committee team member.
- **Stephen Branch:** Stephen teaches 3rd Grade Math. He has 23 years of teaching experience with 20 of those years at BPS. He is in his 5th year at the Winthrop and was brought on to the Winthrop during the time that the school entered turnaround as a T3 teacher. He holds a Master’s Degree, his elementary certification, CPI certification, 1-6-SEI Endorsement, and he is also an ILT member, and Math facilitator.
- **Cheryl Giddings:** Cheryl teaches 1-5 Science. She has a decade of experience in BPS, 7 of those years have been at the Winthrop. She holds a Master’s in Education. She also holds certifications in Elementary Education 1-6 and Elementary Science and is on the Family Engagement Team.
- **Kristen Bergner:** Kristen teaches Music at the Winthrop. She holds an M.Ed in Curriculum & Instruction and has a PreK-12 Music Vocal/Gen/Inst. Certification. She has been in BPS for 5 years, 4 of those years have been at the Winthrop. She is a BTU Building Representative, Family Engagement Team member & Faculty Senate co-president. She was also a Turnaround planning committee member and BPS Arts mentor.
- **Torena Webb-Thomas:** Torena is a 2nd Grade teacher at the Winthrop. She holds a Masters in Education and is K-2 and SEI endorsed. She also has a certificate in Family Engagement. Torena is a BTU Building Representative and a Family Engagement Team and Faculty Senate member.
- **Amber Kalaclar:** Amber teaches K-1 at the Winthrop. She holds a master’s degrees in Early Childhood Education, Special Education, and Social Work. She is certified in Early Childhood (PreK-2), Mild/Moderate Special Needs (PreK-8), and Teaching English Language Learners (PreK-8). She also has an SEI endorsement and is a licensed social worker. She has thirteen years of teaching experience with two years at the Winthrop. School Climate team member and Tech Goes Home leader.

**VII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT**

Action:	Date:
Survey Staff for Input	10/20/2018
Family Listening Session	10/31/2018
Staff Design Session	11/01/2018
Innovation Planning Committee Assembled	11/01/2018

Planning Session One	11/06/2018
Second Staff Survey for Input	11/07/2018
Planning Session Two	11/08/2018
Planning Session Three	11/26/2018
Planning Session Four	12/10/2018
Planning Session Five	12/14/2018
Planning Session Six	01/04/2019
Submission of Prospectus to Screening Committee	01/07/2019
Family Listening Session (focus on input into Plan)	01/07/2019
Screening Committee Reviews Prospectus	01/11/2019
Staff Planning Meeting	01/15/2019
Innovation Planning Committee Vote	01/15/2019
Submission of Completed Plan to Staff	01/17/2019
Staff Vote on Innovation Plan	01/24/2019
Submission of Plan to School Committee	01/24/2019
Presentation of Plan to School Committee	Anticipated:01/30/2019
School Committee Vote	Anticipated:02/6/2019

## VII. Measurable Annual Goals

Student Attendance	<ul style="list-style-type: none"> <li>• The Winthrop will maintain an annual attendance rate of 93.5% or higher.</li> <li>• The Winthrop will reduce their rate of Chronic Absenteeism from a baseline of 20% to 18%.</li> </ul>
Student Safety and Discipline	<ul style="list-style-type: none"> <li>• The percentage of students receiving one or more out of school suspension during 2017-2018 will be</li> </ul>

	4%, decreasing from a rate of 10.4% in 2016-17.
Student Achievement on MCAS	<ul style="list-style-type: none"> <li>● The Winthrop will increase their ELA MCAS scaled scores from a baseline of 488.5 to 490.5 for all students.</li> <li>● The Winthrop will increase their Math MCAS scaled scores from a baseline of 488.7 to 490.7 for all students.</li> <li>● The Winthrop will increase their Science CPI from a baseline of 60.2 to 63.2 for all students.</li> </ul>
Progress on Areas of Academic Underperformance	<ul style="list-style-type: none"> <li>● The Winthrop will increase their ELA MCAS scaled scores from a baseline of 472.8 to 475.7 for the lowest performing students.</li> <li>● The Winthrop will increase their Math MCAS scaled scores from a baseline of 470.2 to 478.3 for the lowest performing students.</li> </ul>
Progress for Economically Disadvantaged Students	<ul style="list-style-type: none"> <li>● The Winthrop will increase their ELA MCAS scaled scores from a baseline of 487.6 to 489.2 for economically disadvantaged students.</li> <li>● The Winthrop will increase their Math MCAS scaled scores from a baseline of 487.9 to 488.9 for economically disadvantaged students.</li> </ul>
Progress for English Learners	<ul style="list-style-type: none"> <li>● The Winthrop will increase their ELA MCAS scaled scores from a baseline of 487.7 to 489.1 for English Learners.</li> <li>● The Winthrop will increase their Math MCAS scaled scores from a baseline of 488.2 to 489.8 for English Learners.</li> </ul>
Progress for Students with Disabilities	<ul style="list-style-type: none"> <li>● The Winthrop will increase their ELA MCAS scaled scores from a baseline of 474.6 to 475.9 for students with disabilities.</li> <li>● The Winthrop will increase their Math MCAS scaled scores from a baseline of 469.1 to 470.9 for students with disabilities.</li> </ul>
Family Involvement	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

**IX. Process for Conducting the Teacher Vote:**

The Innovation Plan was officially shared with the teachers via email on January 17th, 2019 at 8:00 am. This allows them to have 7-days to read the plan and to ask any clarifying questions to the Innovation Planning team before conducting an official vote on January 24th, 2019 from 3:20-3:40 p.m. in the library of the John Winthrop Elementary School. The vote will be administered by a secret ballot and counted by the representatives, Dan Anderson and Erik Berg. Teachers who are on approved leave will be sent a secret ballot that can be mailed in.

**List of Teachers to Whom the Plan will be Submitted for a Vote:**

<b>Winthrop Staff Eligible to Vote:</b>		
<b>Staff Member</b>	<b>Grade Level/Roles</b>	<b>Email</b>
Doherty, Donna	Nurse	<a href="mailto:ddoherty2@bostonpublicschools.org">ddoherty2@bostonpublicschools.org</a>
Kalaclar, Amber	K1	<a href="mailto:avredevoogd@bostonpublicschools.org">avredevoogd@bostonpublicschools.org</a>
Finley, LaWanda	K1	<a href="mailto:lfinley@bostonpublicschools.org">lfinley@bostonpublicschools.org</a>
Kretchman, Katerina	K2	<a href="mailto:kkretchman@bostonpublicschools.org">kkretchman@bostonpublicschools.org</a>
LaBonte, Margaret	K2	<a href="mailto:mlabonte@bostonpublicschools.org">mlabonte@bostonpublicschools.org</a>
Avellino, Connie	K2	<a href="mailto:cavellino@bostonpublicschools.org">cavellino@bostonpublicschools.org</a>
Cash-Bacon, Rachel	Grade 1	<a href="mailto:rcash@bostonpublicschools.org">rcash@bostonpublicschools.org</a>
Beckett-Simmons, Renee	Grade 1	<a href="mailto:rbeckettsimmons@bostonpublicschools.org">rbeckettsimmons@bostonpublicschools.org</a>
Lynch-Murphy, Karen	Grade 1	<a href="mailto:klynchmurphy@bostonpublicschools.org">klynchmurphy@bostonpublicschools.org</a>
Charachak, Kara	Grade 2	<a href="mailto:kcharochak2@bostonpublicschools.org">kcharochak2@bostonpublicschools.org</a>
Webb Thomas, Toren	Grade 2	<a href="mailto:twebb@bostonpublicschools.org">twebb@bostonpublicschools.org</a>
Farmer, Lindsay/	Grade 2	<a href="mailto:lparker4@bostonpublicschools.org/">lparker4@bostonpublicschools.org/</a>
Branch, Stephen	Grade 3 Math	<a href="mailto:sbranch@bostonpublicschools.org">sbranch@bostonpublicschools.org</a>
McMaster, J. Logan	Grade 3 ELA	
<b>Murray, Timothy</b>	Grade 4 ELA	<a href="mailto:tmurray2@bostonpublicschools.org">tmurray2@bostonpublicschools.org</a>

Perkins, Richard	Grade 4 Math	rperkins2@bostonpublicschools.org
Ernst, Katie	Grade 5 ELA	kernst@bostonpublicschools.org
<b>Johnson, Courtney</b>	Grade 5 Math	cjohnson11@bostonpublicschools.org
Harkness, Sarah	Theatre/ESL	sharkness@bostonpublicschools.org
Finneran, James	Gym	jfinneran@bostonpublicschools.org
Bergner, Kristen	Music	kbergner@bostonpublicschools.org
Giddings, Cheryl	Science	cgiddings@bostonpublicschools.org
Larson, Sheila	ESL	slarson@bostonpublicschools.org
Orlando, Carla	ESL	corlando@bostonpublicschool.org
Lydon, Michelle	Sped Resource	mlydon3@bostonpublicschools.org
Stone, Stephanie	ESL/Sped	sthornton@bostonpublicschools.org
Margo Press	School Psychologist	mpress@bostonpublicschools.org

## Leah Blake McKetty

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### Professional Summary:

Reflective, committed, and engaged instructional leader with effective communication, collaboration, and critical thinking skills. Experienced in: improving academic outcomes, establishing a vision for equity, and fostering growth and achievement for all students.

### Educational Leadership Experience:

#### Elementary School Principal

- John Winthrop Elementary School, Turnaround School, Boston MA February 2013-Present
- Develop, assess, and implement the School Redesign Plan with staff, district representatives, school partners, and the Department of Education in order to lead the school to meet targets and exit turnaround status.
  - Implement professional development for school staff that supports best practices for developed tiered interventions and analysis of student performance data to support student achievement.
  - Foster teacher leadership through delegation, shared leadership, and decision-making in coordination with partners such as T3 and district teams (Inquiry & Academic Response Team).
  - Design and implement professional development for principals as part of the instructional leadership team for the district.
  - Strategically and periodically evaluate district services and programs for students; identify opportunities for greater effectiveness, efficiency and cost saving.
  - Coordinate with the curriculum and accountability offices to ensure that curriculum, assessments, and instructional practices are aligned to state standards. Monitor effectiveness by setting up walk throughs with school staff and district representatives.

#### Middle School Principal

- The Harbor School, Turnaround School, Boston MA Feb 2011-Feb 2013
- Developed and implemented the School Redesign Plan with the district and Department of Education that set the direction for turnaround school improvement efforts over three years to move the school out of level 4 status.
  - Cultivated and sustained meaningful partnerships with families, community members, and partners that support student achievement, professional development, and student well being (Partners include the following: Neighborhood House charter school, Research for Better Teaching, UMass Boston, City Year, Dotwell, and Boston Plan for Excellence). Re-established the schools' governance board structure to make school wide decisions with the aforementioned parties and school staff.
  - Designed and implemented a professional development strategy for three years that addressed instructional improvement for teachers that had to engage in 130 hours of professional development each year of turnaround based on turnaround requirements with the state and the Department of Education.
  - Ensured the learning needs of all students--Special Education, English Language Learners, and Regular Education--are met in an inclusive setting.
  - Facilitated the analysis of student performance data in teams to inform school improvement efforts and benchmark progress using a variety of sources such as classroom data, achievement network results, and BPS predictive assessments.
  - Conducted daily classroom observations to analyze instruction, and supervise staff to ensure continuous improvement in teaching and learning. Work with district staff on the Principal Advisory Committee to achieve a successful implementation of the performance evaluation system, and also help improve teaching and learning for all students in the BPS.
  - Established the start of an inclusive high school with the district, staff, and families (ninth grade) that fostered collaboration as a pathway from Henderson Elementary School, to Harbor Middle School, and then to an inclusive high school.

**Administrative Intern/Teacher**

Dr. William Henderson Inclusion Elementary School, Dorchester, MA

Intern	2009-2011
Teacher	2004-2011

- Assisted principal in planning and facilitating Coaching, Collaborating, and Learning sessions with teachers. Reviewed and analyzed student work sessions with teachers using BPS protocol which included data analysis, assessment review, and deepening curriculum knowledge in reading, writing, and math.
- Trained teaching staff in professional development workshops using technology with math software, clickers, behavior management strategies, and data warehouse information.
- Organized and facilitated National Walk to School Day. Directed volunteer Fed Ex staff to follow pedestrian safety lesson schedule.
- Co-facilitated a technology workshop at the Principals Leadership Institute (2008) utilizing Go solve math software, Kurzweil, and Achieve 3000 to support and differentiate learning.
- Reviewed and evaluated school improvement programs, school budgets, and fundraising initiatives with parents and elected teachers at school site council meetings.
- Organized Homeroom Parents with their respective Henderson teachers to facilitate implementing classroom directories, to foster communication for classroom needs, expectations, and to assimilate information.
- Coordinated and supervised teachers and students during morning arrival, dismissal, and lunch.
- Supervised and evaluated Boston teacher residents during practicum's.
- Ensured that the learning needs of all students, special education, English language learners, and regular education are met.

<b>Education:</b>	Ed. D., Boston College, Chestnut Hill, MA	May 2016
	C.A.G.S., Simmons College, Boston, MA	May 2010
	M.Ed., Lesley College, Cambridge, MA	May 2000
	B.A., Boston College, Chestnut Hill, MA	May 1998

<b>Licensures:</b>	MA License for Superintendent/Asst. Superintendent	May 2016
	MA License for School Principal/Asst. Principal, PreK-12	May 2010
	MA Teaching Certification, Elementary Grades 1-6	May 2000

**Professional Training & Skills**

- **Computer:** Knowledge of Mac/Personal Computers- Microsoft Office Excel, Power Point, Prezi, Access, Inspiration, Kurzweil, CPS.
- **Training/Workshops/Awards:**
- Attended *Developing Mathematical Ideas Leadership Institute.* 2008
- Participated in the *Foundations of Algebra Teacher Project, TERC.* 2008-2010
- Provided feedback and content for the course *Connecting Arithmetic to Algebra* sponsored by TERC, EDC, Summer Math for Teachers, and Heinemann. 2008
- Sontag Prize in Urban Education Winner 2010
- Elementary School Teacher in Boston Public Schools for 11 years 2000-2011
- *Teachers 21* Administrator Training 2012
- *CLASS Training* (classroom assessment scoring system) 2018

**Peer Reviewed Publications**

- McKetty, L. B. (2016) Leadership Practices of Principals and Perceptions of Central Office Support: One District's Implementation of the Massachusetts Model System for Educator Evaluation (Doctoral Dissertation). Boston College, Chestnut Hill, MA.

*References Available Upon Request*

## References

“Science and Math (CCSS-M).” *Knowledge Production*, [teachingcommons.cdl.edu/ngss/science\\_math/index.html](http://teachingcommons.cdl.edu/ngss/science_math/index.html).