Executive Summary

Vision Statement
Columbus Park Preparatory Academy strives to provide high quality instruction that guides the educational needs, styles, and cultures of all learners by fostering a safe and intellectual learning environment that is grounded in relationship building and supports the social-emotional well-being of the diverse population of learners within our school community.

Instructional Focus:
Columbus Park Preparatory Academy's school wide commitment is to ensure that all classrooms reflect a joyful and engaging environment that is centered around student learning with a focus on reading and writing across all content areas. Students will show measurable growth in their ability to read grade level text with understanding and explain their thinking in writing to demonstrate comprehension. This will be achieved through the implementation of a common set of standards-based teaching practices and measured by formative and summative assessments such as rubric scored responses, BAS, STAR, ACCESS, and MCAS data.

To the members of our community, families, and stakeholders,

First and foremost, I would like to thank our entire school community as we conclude a year filled with resilience, collaboration, and constant change. All educators, students, and caregivers rose to the challenge as we successfully partnered together to ensure that all students continued to receive quality instruction within both the remote and hybrid learning models.

As we enter the 2021-22 school year, we share our collective turnaround efforts depicting our current state (where we are right now) and the goals for the upcoming academic school year.

Columbus Park Elementary School serves a community of approximately 388 students spanning kindergarten to grade six. Our student population consists of a diverse community of learners from various ethnicities and backgrounds (Hispanic 50.1%, White 25.1%, African American 12.8%, and Asian 8.1%). Our Multilingual Learner (ML) population comprises 41% of our student population and our Students with Disabilities make up 23% of our student population. We continue to be proud of our diverse learning community.

Designated as a Turnaround School in the academic 2018-19 school year, the instructional leadership team (ILT) set forth a comprehensive plan for improvement. In doing so, we completed the year having improved our accountability rating, with 65% of our students demonstrating substantial progress toward their learning targets, and our Multilingual Learners exceeding their identified targets. Our goals were attained, and our trajectory was clear. We looked forward to our spring assessments during the 2019-2020 academic school year. We were confident that our school-wide focus on writing across all content areas was on a trajectory to make a marked difference in our students’ performance. However, the closure of school halted that opportunity and remote learning became the center of our school wide focus. As the 2020-2021 academic school year unfolded, we continued to engage in remote learning utilizing our SeeSaw and Google Classroom platforms. We improved our capacity to use technology to support our students, through
direct instruction and individual support, as observed through the use of Google Meet. We transitioned from fully remote, to hybrid, and lastly to in-person learning throughout the year. As this past school year posed many challenges, both academically and emotionally, we did succeed in building successful blended learning communities. We happily welcomed back students within the building in the month of March.

We look forward to the coming academic year and the sense of normalcy it will bring. Our vision remains unchanged as we strive for academic excellence within the 2021-22 school year. The heart of our school flourishes on the belief that *Relationships Matter* and positive student/teacher relationships remain at the forefront of all that we do. Our turnaround efforts will continue with a focus on shared leadership, intentional practices to improve instruction, providing student specific supports, and enhancement of our school culture and climate.

The following provides a brief overview of the work we have accomplished this year in the four areas designated for improvement.

**Turnaround Practice 1 (Leadership, shared responsibility, and professional collaboration)**

We successfully developed and implemented a clear system of distributive leadership structures and developed systematic teams that were committed to assume shared responsibility for improving student achievement. This was accomplished through the work of our Instructional Leadership Team and Professional Learning Communities. We worked collectively to implement processes so that school leaders understood the importance of high expectations with positive regard between leadership, staff, and students. We identified strategies and activities to ensure that these elements were in fact in place. Our goal this year is to utilize our Instructional Leadership team more effectively in all decision making as we work collectively to monitor and assess the implementation and impact of key improvement strategies.

**Turnaround Practice 2 (Intentional practices for improving instruction)**

Our intended focus was to implement and refine our ELA and Math curriculum and instructional focus (writing across all content areas and grade levels), through co-teaching, lesson planning, and collaboration. Within the remote learning setting, this became a challenge as technology, participation, and attendance impacted the success of our lessons. We found ourselves with messy data as we strived to gain accuracy of student performance and their learning outcomes. While our spring 2021 STAR data noted some very successful results in student growth, we are well aware of the work that lies ahead. Our goal this year will focus on writing across all content areas, within all grade levels, with shared expectations for instructional best practices. We also will implement a system to monitor and enhance classroom-based instruction and provide teacher feedback on a weekly basis to review effectiveness strategies and practice.

**Turnaround Practice 3 (Student-specific supports and instruction to all students)**

Our focus was to work on developing and implementing processes to facilitate multi-tiered systems of support, through redesigned structures, refined student support processes, practice, and resources, and ongoing monitoring of the impact of tiered interventions. This was met with some success. As behavior issues were minimal in the remote setting, we did find additional time to evaluate instruction and identify challenges. Through the use of student surveys, we were able to gauge how students were doing academically and emotionally. Our Social Emotional Learning
professional learning community was able to meet on a daily basis to identify student specific needs, define action steps, and plans were immediately executed. Our goal this year is to refine our structured support systems in order to meet the needs of all of our students. We will continue to use data to effectively monitor progress and outcomes. Our Student Support Team will play a pivotal role in this process. We will also focus on the development of a structured Response to Intervention model that will meet the needs of all struggling learners and those that have identified instructional gaps.

**Turnaround Practice 4 (School Climate and Culture)**

Our goal was to improve and build a shared understanding and trust around current behavioral expectations and practices, and build teacher capacity regarding SEL support and interactions with students. This was met with much success as teachers connected with students in ways in which we never imagined. They were emailing, texting, and collaborating through multiple means of technology. Relationships blossomed and student/teacher relationships flourished. Our administration team found ourselves easily supporting some of our previously identified behaviorally challenged students. Many found much success in the remote setting. Our goal this year is to build upon our system of shared responsibility to support students' emotional and behavioral well being. We plan to work more effectively with families to support education by providing a systematic system of wraparound services. We want to celebrate our diverse learning community and continue to collaborate with families in order to best meet the needs of all of our learners.

We look forward to a successful partnership with our entire school community. We thank you in advance for your support throughout this process.

Respectfully,
Principal Martinelli
**Columbus Park Elementary School**

**Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration**

The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.

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<thead>
<tr>
<th>Our Strategic Objective</th>
<th>Key Areas for Improvement</th>
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<tbody>
<tr>
<td>To develop and implement a clear system of distributive leadership structures and develop systematic teams that are committed to assume shared responsibility for improving student achievement.</td>
<td>School Leadership and members of the Instructional Leadership Team will intentionally focus on pursuing student achievement through deliberate monitoring of specific instructional practices. This team will also monitor and assess the implementation and impact of key improvement strategies, classroom instructional practices, and non-academic supports in student achievement.</td>
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**Strategies and Actions**

1.1 Improve the effectiveness of ILT and PLC meetings by clearly defining their respective purposes and foci; how they will collaborate, and by ensuring appropriate participation and support.
- Develop a monthly schedule for ILT, weekly schedule for PLCs, with shared agendas and meeting minutes.
- Ensure weekly participation from the ELL Team and SPED Team in order to support their assigned grade level partners and to enhance effective co-teaching models.
- Redefine the roles of all members of the Instructional Leadership Team to ensure commitment to the work is clear and communication to grade level team members is precise.

1.2 Continue to implement processes so that school leaders understand the importance of high expectations and positive regards between leadership, staff, and students and use strategies or activities to ensure that these elements are in fact in place.
- Develop and refine the use of practices and protocols for PLCs to reinforce progress monitoring and use of data in regards to effectiveness of instructional strategies.
- Leadership team, Instructional coach, and members of the ILT will teach, monitor, participate and collaborate with teacher teams to develop norms and procedures for planning, analysis, and reflections.
- The Instructional Leadership Team will support the Leadership Team in identifying the effectiveness of instructional strategies during scheduled monthly meetings.

1.3 Ensure that the schedule includes adequate time for professional development opportunities and collaboration for all teachers.
- Continue to utilize grant funding in order to maximize our time spent in structured Professional Learning Community meetings.
- Second Monday of the month staff meetings will be specifically designed for ongoing professional development.
- Utilize teacher surveys to identify specific needs in regards to professional development.
### Turnaround Practice #2: Intentional practices for improving instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

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<td>School leadership and members of the Instructional Leadership Team will define a clear instructional focus with shared expectations for instructional best practices. School administration will establish clear structures for constructive feedback and support to effectively monitor classroom-based instruction.</td>
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### Strategies and Actions

2.1 The implementation of core instruction and refinement of ELA, writing, and math blocks with an instructional focus on ST Math implementation, readers’ workshop model, LLI, F&P, writing across all content areas.

- The ILT team will collaborate on creating components of math blocks, instructional practices and strategies including small groups across the K-6 classes which will be communicated to the teachers during PLCs and during lesson planning.
- Teachers will have a year long professional learning development for ST Math which will be guided by FIC and further supported by ILT.
- Teachers in grades 4-6 will utilize the district math Learning Intentions & Success Criteria for math blocks as part of math lesson planning.
- Teachers will engage in yearlong work focusing on improving school-wide Guided Reading implementation, Training on BAS system, running records, and LLI which will be guided by the FIC and ILT.
- Teachers will engage in yearlong PD to revisit SRSD routines to create writing across all content areas and in all grades levels.

2.2 Strategic use of relevant and intentional data to inform lesson planning and further interventions.

- Teachers will build upon their knowledge to critically consider students’ data when lesson planning by working collaboratively with the FIC, ILT and within their grade specific PLCs.
- Particular to math instruction, teachers will build upon their knowledge in how to consider data for planning math blocks, constructing math talk, supporting students getting unstuck, incorporating grade-level standards, and math facts proactively.
- Teachers will be guided to follow the school-wide system of interventions to support Tier I and Tier II instruction by working closely with FIC, ILT, SPED, ELL, and SEL teams.

2.3 Embedding co-teaching, UDL frameworks, and self-regulation strategies into instruction.

- Teachers will engage in year 2 of UDL frameworks training utilizing a book study format to delve deeper into the implementation of UDL guidelines.
- Teachers will work collaboratively with grade level teams along with specialty staff (FIC, ILT, SPED, ELL, SEL) when lesson planning and when analyzing student data during weekly PLCs.

2.4 Monitoring of instruction and provision of feedback that is linked to explicit expectations.
● Teachers will submit weekly standards-based lesson plans to be reviewed by Principal and Assistant Principal with feedback provided utilizing Google Docs.
● Observations will be scheduled weekly with an intentional focus (DOK, Formative Assessments) and feedback provided during PLCs.
● Review of strategies and their effectiveness will be reviewed during weekly PLC work.
● ILT will monitor successes and challenges during monthly scheduled ILT meetings.
Turnaround Practice #3: Student-specific supports and instruction to all students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

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<td>To develop and implement processes to facilitate multi-tiered systems of support,</td>
<td>School leadership, the Instructional Focus coach, and all staff members will employ a</td>
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<tr>
<td>through redesigned structures, refined student support processes, practice, and</td>
<td>system of structures, practices, and identified resources for providing targeted</td>
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<td>resources, and ongoing monitoring of the impact of tiered interventions.</td>
<td>instructional interventions, including the ongoing monitoring of the impact of tiered</td>
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<td></td>
<td>interventions.</td>
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Strategies and Actions

3.1 Implement best teaching practices across all areas of the content by creating a workshop model for math, reading and writing instruction while embedding Universal Design for Learning (UDL) frameworks for lesson planning and implementation.
   - Beginning in September, the ILT, SEL, ELL, SPED teams in collaboration with school administration will develop systematic best practices for all areas of curriculum (ELA, Math, Science, Social Studies), while incorporating SEL, SPED and ELL strategies and techniques to support and optimize all Tier I and Tier II classroom instruction.

3.2 Effectively use data to inform, instruct, and place students into targeted and intentionally aligned interventions while critically monitoring progress and outcomes.
   - Teachers will be guided by ILT team members and as part of collaborative PLC efforts to strategically identify all valid data entry points for students in order to discern students in need of a tiered system of interventions as designated by school-wide system of support while developing systems to monitor progress on a 4-6 week cycle.
   - Teachers will follow a systematic approach for intentional interventions as developed by the ILT/FIC and school administration with specific data monitoring and tracking approaches.

3.3 Provide intentional small group instruction and focused leveled interventions to support students’ learning outcomes.
   - Teachers, with the support of paraprofessionals and under the guidance of the instructional coach, will implement leveled curriculum based interventions within a small group setting that specifically targets areas in need of intervention.
   - The added role of an intervention support person will focus on tiered interventions in both literacy and math content areas.
**Turnaround Practice #4: School Culture and Climate**
A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

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<td>To improve and build a shared understanding (e.g., trust) around current behavioral expectations and practices and build teachers’ capacity regarding SEL support and interactions with students.</td>
<td>The school will identify, establish, and proactively provide effective social-emotional resources and support for students in need of such assistance. A climate of respectful and collegial communication, relationships, and a positive school culture will continue to be the school focus as established by leaders, teachers, and students with the intent of including increased opportunities for parental involvement and cultural celebrations.</td>
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**Strategies and Actions**

4.1 A school wide behavior plan is implemented and includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations.
   - Ensure consistent implementation by all staff members with fidelity to the PBIS Model.
   - Utilize mentor teachers who model expectations consistently, to allow teachers to observe, with feedback shared.
   - School wide celebrations planned to reward students who are consistent role models.

4.2 Structures are in place to support relationships among students and adults and deliver social-emotional support. These supports are monitored actively to determine whether they are meeting the needs of the school and will be modified when appropriate.
   - Tri-weekly meetings with the SEL Team to review behavioral data points.
   - Consistent monitoring and documentation of all efforts and strategies utilized to support the social-emotional needs of identified students.

4.3 Leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systematic system of wraparound services.
   - Admin, SAC, clinician, and school psychologist meet weekly to discuss student and family needs, level of support, and identify services that need to be utilized.
   - Community Outreach is consistent and the level of support identified.
   - Consistent form of communication is in place that fosters a collaborative team approach and documents the actions of all members.
   - Monthly opportunities scheduled to increase parent involvement and include cultural celebrations.
## Benchmarks

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<th>Benchmark</th>
<th>Measurement/Comments</th>
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<td>By September 2021, both administrators, the instructional coach, and ILT members, will develop and implement a clear system of distributive leadership structures and develop systematic teams that are committed to assume shared responsibility for improving student achievement. (TP 1.A1, TP 1.A3)</td>
<td>Professional Learning Communities&lt;br&gt;Instructional Leadership Team&lt;br&gt;Monthly Meetings&lt;br&gt;Meeting Agenda&lt;br&gt;Meeting Minutes&lt;br&gt;Shared agendas and minutes</td>
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<td>By October 2021, the school will employ intentional practices for improving teacher-specific and student-responsive instruction. (TP 2.D1, TP 2.D3)</td>
<td>Walkthrough Monitoring Tool&lt;br&gt;Literacy Component Checklist&lt;br&gt;Weekly Lesson Plans&lt;br&gt;Data Collection&lt;br&gt;Teacher Feedback Form&lt;br&gt;Best Practice Handbook</td>
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<td>By November 2021, administrative teams and support staff will develop and implement processes to facilitate multi-tiered systems of support, through redesigned structures, refined student support processes, practice, and resources, and ongoing monitoring of the impact of tiered interventions. (TP 3.G1, TP 3.G2)</td>
<td>Structured RTI Groups&lt;br&gt;Six week cycle data collection&lt;br&gt;SSP Review Data&lt;br&gt;BAS Data&lt;br&gt;Lexia Data&lt;br&gt;Math Common Assessment Data&lt;br&gt;Student Surveys&lt;br&gt;Parent Surveys</td>
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<td>By December 2021, all staff will develop a shared understanding in regards to current behavioral expectations and practices, and build their capacity in regards to supporting the social emotional needs of all students.</td>
<td>Schoolwide SEL Program&lt;br&gt;Sage Discipline Data&lt;br&gt;PBIS Meeting Agenda&lt;br&gt;PBIS Meeting Minutes&lt;br&gt;Shared agendas and minutes</td>
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## Academic Targets

1. We will meet/exceed our academic targets as defined by the Department of Secondary and Elementary Education in the following content areas:
   - All students~
     - ELA Achievement Target~ 490.3
     - Math Achievement Target~483.0
     - Science Achievement Target~482.4

2. We will meet/exceed our student growth percentiles for all students~
   - 2019 ELA Mean SGP was 50.7 (Typical Growth-High)
   - 2019 Math Mean SGP was 54.6 (Typical Growth-High)

3. We will meet/exceed the percentage number of students who are making Progress toward attaining language proficiency~
   - 2019 results 40.1% making progress
   - 2020 Target 44.1%

4. We will meet/exceed our target in the area of Chronic Absenteeism~
   - 2018 rate was 11.3% /2019 rate was 11.9 %
   - 2020 target rate was defined as 9.7%