Dear Community, Families, and Stakeholders:

Chandler Magnet Elementary School serves a community of approximately 420 students in Pre-kindergarten through 6th grade. Our student population consists of a diverse community of learners from various ethnicities and backgrounds (Hispanic 76%, White 23%, African American 5%, and Asian 2%). Students with Disabilities make up 17% of the student population.

The Chandler Magnet community values a positive nurturing learning environment where both students and families alike feel safe and welcomed. This year, we strive to set school-wide conditions for successful academic acceleration and achievement using state feedback on key improvement areas and collective book studies to inform our best instructional practice. Prioritized collaborative teaming will be the conduit for implementing best practices, with embedded systems to monitor effectiveness and student growth.

**English Language Learners**
The English Learner population comprises 59% of students at CMS. Of those students, over half are categorized as EPL 1 or 2, with 57% categorized as EPL 1. Our goal this year is to utilize collective-focused inquiry to provide appropriate tiered intervention specific for language learners.

**Language Acquisition Programs**
Chandler Magnet offers two second language acquisition programs for students and families committed to developing linguistic fluency and literacy in both English and Spanish. The Transitional Bilingual Education program (TBE) is offered upon registration to beginner EPL 1 and 2 students with Spanish as their native language who are new to the United States in accordance with Massachusetts law Chapter 71A. The program is designed to use students' native language for the purpose of accelerating linguistic transference to English and content learning.

The Dual Language (DL) program is offered to both native English and native Spanish-speaking students beginning in either PreK or Kindergarten. The goal of the Dual Language program at CMS is to support students on their journey to becoming bilingual, biliterate and bicultural and achieving the State Seal of Biliteracy.

Both the TBE and Dual Language programs will enter their second year of implementation of the American Reading Company program to address Spanish literacy outcomes for students. We will capitalize on the strengths of the programs in developing bilingual and biliterate skills. Strengths are defined by areas that best address gaps in ACCESS growth scores when compared to the aggregate. This information will be used to make decisions about program structure and delivery of content instruction.
**Sustainable Improvement Plan: 2021-22 SY**

**Turnaround Practice 1**
Our first strategic objective is to establish a collective, shared leadership structure with deliberate focus on high-expectations for student outcomes. This will be accomplished in two ways. First, we will prioritize creating collaborative opportunities for faculty to innovate, plan, and problem solve. Each grade level will have weekly opportunities to meet at least once with their grade level team and at least once with their curricular team. Grade level teams will prioritize alignment amongst the three language tracks (i.e. classroom structures, literacy goals, and scaffolding grade level standards). Explicit modeling of focused collective inquiry, particularly in literacy, will be superseded by fidelity checks using multiple data points. Teacher-led curricular teams will collaboratively plan high quality lessons using their respective curricular resources (ARC, CIA, SRSD). Second, we will work to establish an Instructional Leadership Team that will work together to assist in school improvement efforts throughout the year. ILT members will assist admin in the monitoring of intervention strategies.

**Turnaround Practice 2**
This year we will strengthen professional capital in literacy intervention and defined practices for high-quality inclusive instruction. This will be done in two ways. First, all instructional faculty including instructional assistants will participate in various literacy trainings (Guided Reading, Wilson, Just Words, Leveled Literacy Intervention). Second, staff will receive explicit professional development in each of the four instructional dimensions (Engagement, Effective Use of Time, Cognitive Demand, Formative Assessments). A variety of data-points will be used to monitor fidelity of implementation and effectiveness of practices and will apprise next steps in job-embedded supports. Teachers will receive weekly individual feedback on each determined criterion.

**Turnaround Practice 3**
The widening achievement gap of CMS students as they ascend grade levels presents an urgent need for an MTSS system that builds our students’ intellectual capacity to think critically and solve complex problems in the area of literacy. Over the course of the summer, the Instructional Leadership Team will engage in identifying strategies that prevent initial barriers to learning in order to identify key areas of improvement strategies. By October, systems will be in place to monitor lesson plans and provide ongoing proactive literacy intervention. Coaching staff will be leveraged in this effort, attending grade level meetings and supporting teachers in creating effective lesson plans and implementing high-quality core instruction. In addition, the Student Support Team will continue to work to identify how to monitor fidelity of interventions and data tracking, and the efficacy of interventions occur on a weekly basis. The objective for this area of improvement is to identify and respond to specific behavioral needs of all students by creating a system of student and teacher support structures to ensure effective socio-emotional support.

**Turnaround Practice 4**
The PBIS team will continue to support the MTSS work by assuring that our program is explicit in its teaching of academic behaviors and mindsets. This year, the team will focus on operationalizing tier 2 supports. In addition, the introduction of the Student Ambassador program will activate students as agents of school change and provide opportunities for voice, choice and other leadership opportunities.

We appreciate your support,

Chandler Magnet Elementary Team
## Strategies and Objectives

<table>
<thead>
<tr>
<th><strong>Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration</strong></th>
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<tbody>
<tr>
<td>The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.</td>
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### Our Strategic Objective

Establish a collective, shared leadership structure with deliberate focus on high-expectations for student outcomes.

### Key Areas for Improvement

1. Prioritize professional collaboration and structured learning time
2. Create teaming structures to implement instructional foci

## Strategies and Actions (specific and timebound)

1. **Create conditions for effective student-centered collaboration that lead to improved student outcomes**

   **Phase 1:** Create master schedule designed for a variety of collaborative teaming
   - Create a master schedule designed for weekly collaborative teaming for both grade level and curricular planning teams. Grade-levels will focus on providing consistency amongst instruction practices, enhancing the sharing of ideas across all language programs. Curricular planning teams will co-plan lessons in their respective curriculum resources. TBE and DL will plan using the strengths of the ARC program. SEI grades will plan using SRSD, CIA, Guided Reading, Fountas and Pinnell Classroom.

   **Phase 2:** Define characteristics of collaborative teaming specific to our school
   - Coaches will model effective grade-level meetings that lead to improved student outcomes, focusing on collective inquiry and data analyses
   - We will monitor for effectiveness and fidelity of grade level teams through non-scheduled admin check-ins and review of coaching notes. These data points will be used to make decisions on collaborative teaming support once a week during administrative meetings.

2. **Establish an Instructional Leadership Team to guide school improvement efforts and decision making**

   **Phase 1:** Equip team members to assist in roll-out and implementation of school improvement strategies
   - Following a submission of ILT applications, leadership will identify teacher leaders who demonstrate adeptness in data analysis, SEI instruction, collaborative decision making, and share a growth-mindset approach to the work.
   - ILT will read *Diving In to Strategic Thinking*, by Gwendolyn Leininger & Sandra Adams, and *Embedded Formative Assessment* by Dylan Williams to inform our thinking around improvement areas defined by staff input and TSV feedback. ILT will come together twice over the summer to strategize and design specifications for key features of our plan and how these “best practices” will be operationalized in our school.

   **Phase 2:** ILT will work together to support school improvement throughout the year
   - During the first part of the year, ILT will work to reflect and refine the walkthrough process and feedback. This work includes clarifying ways of identifying school-wide problems of practice and assessing whether school improvement strategies are working.
Sustainable Improvement Plan: 2021-22 SY

Turnaround Practice #2: Intentional practices for improving instruction
The school employs intentional practices for improving teacher-specific and student-responsive instruction.

<table>
<thead>
<tr>
<th>Our Strategic Objective</th>
<th>Key Areas for Improvement</th>
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<tbody>
<tr>
<td>Strengthen inclusive high-quality practices in core instruction</td>
<td>1. Strengthen professional capital in key improvement areas and inclusive instruction</td>
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<td>2. Defined multi-level protocols for monitoring the effectiveness of school-wide initiatives</td>
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</table>

Strategies and Actions (specific and timebound)

2.1 Build professional capital in the four instructional dimensions

2.2 Build professional capital in responsive literacy

   Phase 1: Professional Development
   a. Classroom teachers will receive professional development in Guided Reading
   b. Interventionists, tutors, ESL educators and support personnel will receive professional development in Leveled Literacy Intervention
   c. Key identified educators and support personnel will receive additional training in Just Words and WILSON by September
   d. TBE and DL will receive additional professional development in ARC Tool Kits

   Phase 2: Follow Up and Reinforcement
   a. By October 1st, all educators will receive 1:1 or small group refreshers on running records to assureschool-wide scoring alignment
   b. By November, all staff will receive follow up training in Leveled Literacy Intervention.
   c. By November, TBE and DL educators will receive individual follow-up support in ARC Tool Kits
   d. Coaches will observe and provide ongoing job-embedded support during intervention sand Guided Reading session

2.3 Use a variety of data-points to monitor implementation and effectiveness of practices

   Datapoint 1:: Walkthrough Tool
   a. Administration will use a walk-through Look For’s Feedback tool to focus on targeted elements of instruction
   b. Administration and coaches will conduct bi-monthly walkthroughs together for ongoing calibrate, alignment and adjustment to the feedback form if needed
   c. This data will be used during weekly administrative meetings to monitor fidelity of implementation and to make next step decisions for job-embedded support and professional development

   Datapoint 2:: Coaching feedback
   a. Coaches will attend grade level teams to discuss implementation of instructional expectations and problems of practice. Will use this information to guide continued development of diagnostic approaches to data-analyses when looking at student work. This will improve teacher capacity to identify instructional challenges and adjusting accordingly
   d. Administration team will meet weekly to analyze walkthrough data and coaching feedback and use this information to gauge to what level the school is effectively implementing instructional strategies, and to determine next steps in job-embedded support and bi-weekly professional development

   Datapoint 3:: Individual Feedback
   a. Administration will develop a walkthrough schedule that assures equality of classroom visits
   b. Each teacher will receive feedback based on a rubric on a weekly basis so that they can identify individual strengths and areas of growth
**Sustainable Improvement Plan: 2021-22 SY**

**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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<thead>
<tr>
<th>Our Strategic Objective</th>
<th>Key Areas for Improvement</th>
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<tbody>
<tr>
<td>Use ongoing data analyses to form an orchestrated system of identification and responses specific to students’ in the area of literacy</td>
<td>1. Use data collection and analysis to develop systems to monitor effectiveness of accelerative instruction and behavioral preventative measures.</td>
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<td>2. Use feedback from student performance data as a determinant of tiered interventions</td>
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**Strategies and Actions (specific and timebound)**

### 3.1 Strategically plan tier 1 literacy blocks that prioritizes responsive teaching

**Phase 1:: Classroom structure and lesson alignment**

- a. Coaching and grade level teams will come together to identify school-wide best practices in literacy instruction that prevent initial barriers to learning. They will design high-quality center-based ELA blocks that prioritize fluid groupings meet the needs of their students
- b. With teacher input, coaches will create a school-wide lesson planning template for guided literacy small groups

**Phase 2:: Monitor and ongoing job-embedded support**

- a. Lesson plans uploaded on a platform where coaches can review and provide feedback and support
- b. Grade level teams will be used to discuss implementation and problems of practice

### 3.2 Develop foundation for an orchestrated academic intervention system

**Phase 1:: By mid October team will initialize structures for identifying student literacy needs**

- a. All students will take a benchmark assessment to identify reading behaviors. This information will be used to place students in targeted accelerative groups
- b. School schedule will prioritize an acceleration block for each grade level where students can receive explicit support in areas of growth defined by the benchmark assessment
- c. Create an organized online platform for scheduling, and data tracking

**Phase 2:: Following a roll-out of organizational structures, we will implement acceleration blocks for each grade and monitoring effectiveness of interventions.**

- a. Designate professional development days to focus on organizational structures of the acceleration block
- b. Grade level teams will meet on a 4-6 week cycle to monitor effectiveness and move students to different intervention groups as needed.
Turnaround Practice #4: School Culture and Climate
A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

**Our Strategic Objective**
Establish a multi-tiered system of academic and social support for students

<table>
<thead>
<tr>
<th>Key Areas for Improvement</th>
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</thead>
<tbody>
<tr>
<td>1. Operationalization of tier two SEL supports</td>
</tr>
<tr>
<td>2. Increase student collaboration with school-wide decisions</td>
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**Strategies and Actions**

**4.1 Develop a tier 2 system of socio-emotional support**

Phase 1:: Develop a targeted and focused vision for tier two system of support SEI intervention
- a. Identify team members responsible for data-analysis, fidelity of implementation, monitoring and effectiveness of interventions.
- b. Use PBIS resources and the SWPBIS Tiered Fidelity Inventory to inform thinking on where we are with tier 2 supports, and what we need to accomplish to strengthen and increase effectiveness of our program. This information will be used to create a focus for the team that will influence subsequent decisions.

Phase 2:: Operationalize and assure program is adaptable to meet school-wide needs
- a. Team will convene once a week to analyze data and to determine goals for the team.

**4.2. Activate students as agents of school change**

Phase 1: Develop a focused vision for Student Ambassador group
- a. Identify team leaders and convene to determine high-impact areas for student participation.
- b. Following identification or organizational structures, develop an application for student leaders who are invested in the school student culture.
- c. Students will meet monthly with team leaders and admin to identify goals for the group and further actions.
## Implementation Benchmarks

<table>
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<tr>
<th>Benchmark</th>
<th>Measurement</th>
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<tbody>
<tr>
<td><strong>JUNE</strong></td>
<td>Feedback of participants, ILT has set schedule for the summer</td>
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<tr>
<td>1. Identify ILT members and use TSV and staff input in identifying key improvement areas. Use this information to identify books for a collective book study 1.2</td>
<td>ILT individual Notes</td>
</tr>
<tr>
<td>2. Classroom teachers will receive professional development in Guided Reading 2.2</td>
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<tr>
<td>3. Key identified educators and support personnel will receive additional training in Just Words and WILSON 2.2</td>
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<tr>
<td><strong>JULY</strong></td>
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<tr>
<td>1. ILT will read Diving In to Strategic Thinking, by Gwendolyn Leininger &amp; Sandra Adams, and Embedded Formative Assessment by Dylan Williams to inform our thinking around improvement areas defined by staff input and TSV feedback 1.2</td>
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<tr>
<td><strong>AUGUST</strong></td>
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<tr>
<td>1. Create master schedule designed for a variety of collaborative teaming 1.1</td>
<td>School-wide schedule set and shared, Walkthrough schedule set and shared with participating admin</td>
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<tr>
<td>2. Administration will develop a walkthrough schedule that assures equality of classroom visits</td>
<td>Look For’s Resource Sheet, Feedback form shared, refinement of both forms due to feedback complete, lesson plan reviews</td>
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<tr>
<td><strong>SEPTEMBER</strong></td>
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<tr>
<td>1. Finalize Instructional Look For’s Resource Sheet, walkthrough feedback form</td>
<td>ILT notes, PD agenda, follow-up feedback, Tier two team has set schedule and plan developed and shared</td>
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<tr>
<td>2. Provide PD for the first two instructional dimensions (Engagement &amp; Student Ownership, Effective Use of Time &amp; Organization), calibrate and adjust feedback form</td>
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<tr>
<td>3. Interventionists, tutors, ESL educators and support personnel will receive professional development in Leveled Literacy Intervention 2.2</td>
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<tr>
<td>4. TBE and DL will receive additional professional development in ARC Tool Kits 2.2</td>
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<tr>
<td>5. All educators will receive 1:1 or small group refreshers on running records to assure school-wide scoring alignment 2.2</td>
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<tr>
<td>6. Administration and coaches will conduct bi-monthly walkthroughs together for ongoing calibrate, alignment and adjustment to the feedback form if needed 2.3</td>
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<tr>
<td>7. Teams will design high-quality center-based ELA blocks that prioritize fluid groupings meet the needs of their students 3.1</td>
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<tr>
<td><strong>OCTOBER</strong></td>
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<tr>
<td>1. ILT will meet monthly to identify school-wide problems of practice and assess whether school improvement strategies are working 1.2</td>
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<tr>
<td>2. Provide PD for the third dimension (Cognitive Demand and Rigor) and begin to document in walkthrough feedback form 2.1</td>
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<tr>
<td>3. All staff will receive follow up training in Leveled Literacy Intervention 2.2</td>
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</table>
4. TBE and DL educators will receive individual follow-up support in ARC Tool Kits 2.2
5. Following a roll-out of organizational structures, we will implement acceleration blocks for each grade and monitoring effectiveness of interventions. 3.2
6. Develop a targeted and focused vision for how tier two system of support SEI 4.1

NOVEMBER
1. School-wide expectations for instruction are performed consistently and regularly monitored for effectiveness 2.1
2. Provide PD for the last dimension (Evidence of Learning and Formative Assessment) and begin to collect instructional data on walkthrough feedback form 2.1
3. Grade level teams will meet on a 4-6 week cycle to monitor effectiveness and move students to different intervention groups as needed 3.2
4. Implementation of Student Ambassador group 4.2

PD agenda notes, coaching feedback, data-cycle observation, Student Ambassador identified and first meeting held

Academic Targets
2019-20 Academic Targets will be used as 2021-22 targets, as one measure of progress. ESE guidance on state accountability targets will be incorporated when this information is made available.