Classical’s 2020 Vision

Our promise to students and their families is that we will do the necessary work to provide all students a high-quality education.

This can only be achieved by operationalizing equity across all aspects of student experiences at Classical.
Classical’s 2020 Vision

Classical teachers will engage in systematic professional collaboration and learning throughout the school year to support the fundamental shifts required to deliver on our promise.

We are committed to growing together.

#RAMFAM
Classical’s 2020 Vision

You will see values of equity embedded in:

• the instructional materials we use
• the culturally responsive techniques we employ
• the way we analyze and respond to assessment data
• in the identification and deployment of social, emotional, and behavioral supports.
We will open opportunities for you:
1. Go to college now
2. Learn English quickly
3. Get caught up

We will structure to innovate:
1. Lesson studies
2. Learning walks
3. Clear priorities

Teachers for our students' future:
1. Ready to welcome
2. EL teaming
3. Partner with student ambassadors

Students work to fit your lives:
1. Flexible schedules + appealing courses
2. Mentoring
3. Be healthy
Sustainable Improvement Practice 1:
Leadership, shared responsibility, and professional collaboration
Sustainable Improvement Practice 1

• I. Instructional Leadership Team (ILT)
• II. WestEd Partnership for PLC PD
• III. EL Cross Content Teams
• IV. Dynamic Class Organization
  ***Full time EL Coach for the building!
• V. Flexible Scheduling
  ***Can’t get more flexible than this year!
Sustainable Improvement Practice 1

I. Instructional Leadership Team

• Team of administrators and teacher leaders that support the implementation of the Sustainable Improvement Plan.

• Teacher leaders act as liaisons for communicating information between ILT and departments and PLCs to ensure shared understanding.
Sustainable Improvement
Practice 1

I. Instructional Leadership Team

The ILT unpacked data from our Monitored Site Visit to identify weaknesses and put in place guiding documents to improve lesson planning and instruction for all students.

• RAMS Rigor Rubric

• LCHS Standard of Excellence Guide

• LCHS Excellence Interactive Look-For Guide

• LCHS Lesson Plan Template
Sustainable Improvement Practice 1

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Sustainable Improvement
Practice 1

II. Partnership: Strengthening PLCs

1. Provide PD on Best Practices in Remote Learning for all staff.

2. Facilitative Leadership Training for PLC Leaders

3. Work with PLCs to implement Lesson Tuning Protocol and Standard of Excellence Tools to increase targeted feedback on planning and instruction in high priority areas.
Sustainable Improvement Practice 1

*Shared Leadership Continued Actions*

- EL Cross Content Teams
- Dynamic Class Organization
  ***Full time English Learners Coach for the building!***
- Flexible Scheduling *(Can’t get more flexible than this year)*
Sustainable Improvement Practice 2

Intentional practices for improving instruction
Sustainable Improvement Practice 2

• I. Learning Walks
• II. Lesson Tuning Protocol PD
• III. Formative Assessment PD
• IV. Responsive Supports for ELs PD
• V. Teach Like a Champion PD
Sustainable Improvement Practice 2

I. Learning Walks

• Learning Walks
  • Smaller scale, more frequent
  • re-imagined if we remain virtual
Sustainable Improvement Practice 2
II. Lesson Tuning

• Increase PLC time to provide more opportunity for collaboration, shared resources, and peer feedback.
• Use West Ed Lesson Tuning Protocol and Training and incorporate:
  • LCHS Standard of Excellence Guide
  • LCHS Excellence Interactive Look-For Guide
  • SEI Strategies for Els
  • Cultu
Sustainable Improvement Practice 2: III. Formative Assessment

**EdCite**: online platform for creating and analyzing assessments

- Department teams meet over the summer to get familiar with the platform and design benchmark assessments
- Teacher leaders train departments on EdCite in PLCs
- Use EdCite to disaggregate assessment data*
Sustainable Improvement Practice 2

III. Formative Assessment

- Formative Assessment In Practice Training (FAIP) to support formative assessment, intentional grouping and small group instruction for all teachers
Sustainable Improvement Practice 2
IV. Responsive Supports for English Learners PD

Informed Decision
Besides knowing WHAT strategies to use, educators also need to know WHY, WHEN, and WHEN NOT to use them.

Assets-Based Mindset
Educators need to confront deficit thinking and cultivate a mindset that builds on the strengths and resources of ELs.

Assets-Based Mindset

Informed Decision-Making

Strategic Scaffolding

Strategic Scaffolding
Supports need to be responsive to the strengths and needs of students, always to clarify instruction and to fortify ELs.

Sheltered Instruction
Educators need an understanding of the role they play in the language development of EL students.

Sheltered Instruction

IV. Responsive Supports for English Learners PD

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Educators need to confront deficit thinking and cultivate a mindset that builds on the strengths and resources of ELs.

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Supports need to be responsive to the strengths and needs of students, always to clarify instruction and to fortify ELs.

Sheltered Instruction
Educators need an understanding of the role they play in the language development of EL students.

Sheltered Instruction
Sustainable Improvement Practice 2

V. Teach Like a Champion

- Summer 2020: Teams meet and design professional learning that links directly to the clear instructional practices that emerged as areas for growth.

- Fall 2020: All staff receive the book (Teach Like a Champion).
  - PLCs work together to unpack techniques to support planning and instructional practices outlined in the Standard of Excellence Guide
  - Teachers are provided targeted feedback on TLAC techniques staff are learning in PLCs
Sustainable Improvement Practice 3
Student-specific supports and instruction to all students
Sustainable Improvement Practice 3

• I. Expand Student Pathways
• II. Collecting and Analyzing Data to adjust practice
Sustainable Improvement Practice 3

I. Expand Student Pathways

A. Advanced Coursework
   • AP Psychology
   • AP Physics
   • AP Computer Science
   • Expand Early College Programs

B. Support courses to provide access.
   • Global Writing
   • Math Essentials
   • Math Concepts
   • MCAS Biology Portfolio
   • MCAS Math Portfolio
   • MCAS English Portfolio
Sustainable Improvement Practice 3
Expand Student Pathways: Dual Enrollment

**North Shore Community College Early College Pathways**

- 9th Grade
  - Understanding Higher Ed & Career Pathways
- 10th Grade
  - College Speech
- 11th Grade
  - Business Course 1
  - Informational Technology Course 1
  - Business Course 2
  - Informational Technology Course 2

**Salem State College Early College Opportunities**

- 11th Grade
  - Foundations of Writing/US History and Constitutional Government
- 12th Grade
  - Biology/Biomedical Course
  - Education Course 1/Education Course 2
Sustainable Improvement Practice 3

II. Collecting and Analyzing Data to Adjust Practice

A. EdCite Tool for Collecting and Analyzing Data

B. Formative Assessment in Practice
Sustainable Improvement Practice 4

School Culture and Climate
Sustainable Improvement Practice 4

• I. Increased Mental Health Support
• II. Flexible Scheduling
• III. EL Specific Supports
• IV Equity Panel
• V Wellness Team and Family Outreach
Sustainable Improvement Practice 4

I. Increased Mental Health Support

A. BRYT Program, Tier 3 Support
   *Returning and Making Strides*
   Social Worker and Teacher

B. Youth Harbors
   Social Worker and Case Manager
## Flexible Scheduling

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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>Family Outreach 1:00-1:45 (and cont’d student asynchronous work time)</td>
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<td>Cont’d student asynchronous work time 1:30-2:45</td>
<td>Student asynchronous work time 12:30-1:00</td>
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</tbody>
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III. EL Specific Supports

A. Student Ambassadors

B. See Yourself in Success Speaker Series
• Sustainable Improvement Practice 4

IV. Equity Panel

A. Partnering With the Equity Project

B. 2 Advisers, 20 Students

C. Identifying problem of practice, doing the research and using student voice to make change.
• Sustainable Improvement Practice 4

V. Wellness Teams and Family Outreach

A. Attendance Teams

B. Attendance Tuesdays & Wraparound Services

C. District Wellness Meetings Monthly

D. Family Outreach Teams