

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Brian Radley
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Winship Elementary School
(As it should appear in the official records)

School Mailing Address 54 Dighton Street
(If address is P.O. Box, also include street address.)

City Brighton State MA Zip Code+4 (9 digits total) 02135-3217

County Suffolk County

Telephone (617) 635-8399 Fax (617) 635-8403

Web site/URL https://www.bostonpublicschools.org/winship E-mail bradley2@bostonpublicschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Brenda Cassellius E-mail bcassellius@bostonpublicschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Boston Public School District Tel. (617) 635-9000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Jeri Robinson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 80 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 29 High schools
 - 4 K-12 schools
- 119 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	31	17	48
K	22	29	51
1	17	28	45
2	25	20	45
3	17	19	36
4	13	11	24
5	11	8	19
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	136	132	268

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.4 % American Indian or Alaska Native
 - 15.4 % Asian
 - 14.1 % Black or African American
 - 37.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 25.6 % White
 - 7.1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 14%

If the mobility rate is above 15%, please explain:

The mobility rate below does reflect our current mobility rate with current year data.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2019	240
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Cambodian, Cantonese, Chinese, Japanese, Mandarin, French, German, Polish, Portuguese, Russian, Spanish, Thai, Toishanese, Turkish, Urdu

English Language Learners (ELL) in the school: 31 %
83 Total number ELL

7. Students eligible for free/reduced-priced meals: 54 %

Total number students who qualify: 146

8. Students receiving special education services: 12 %
31 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>6</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>13</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	94%	95%	94%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to foster a generation of lifelong scholars who have the skills, knowledge, and experiences to be critical and creative thinkers, and global citizens.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Boston Public Schools offered remote learning from September 2020 to January of 2021. High-needs students returned briefly for in-person learning in October before returning to fully remote instruction. High-needs students returned to in-person learning in February of 2021. As of March 1, families could opt into a remote or hybrid model, which entailed two days of in-person learning and 3 days of remote learning. Families that opted into the hybrid model began in-person learning on March 1 for grades K - 3 and March 15 for grades 3-5. As of April 26, families will have the option to choose 5 days of in-person learning or remain fully remote.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

The Winship Elementary School, a small K-5 elementary school that is part of the Boston Public Schools system, is housed in a charming brick Victorian-style building that was built in 1899. Situated on top of a hill and overlooking the center of Boston's Brighton neighborhood, Winship is steps from a branch of the Boston Public Library. The school building, its playground, and its well-maintained outdoor classroom create the perfect setting for engaging and vibrant learning experiences for kindergarten through 5th-grade students. The Winship staff provides an incredibly supportive, rigorous, and rich learning environment for students to explore, experiment, and grow academically, physically, socially, and culturally. Our goal is to foster a generation of lifelong scholars who have the skills, knowledge, and experiences to be critical and creative thinkers and global citizens.

The Winship School provides a rigorous education through engaging, student-centered learning experiences. Students are curious, thoughtful, kind, and eager to learn; teachers and administrators are talented, resourceful, and collaborative; and families are supportive and involved. It is a community rich with cultural and linguistic diversity. Nearly half (48%) of the Winship's 227 students and their families speak a language other than English in their home, and 31% of students are identified as English Language Learners. Our families represent more than 35 countries. There are nearly 20 languages spoken within the school community; we celebrate and embrace this diversity and consider it a distinct feature of the school. In the words of one parent: "the diversity and multiculturalism in my child's classroom are inspiring! Students speak Cambodian, Spanish, Polish, and Chinese and it is not atypical for students to visit family in countries across the globe...global citizenship, even for its youngest students, is not an abstract concept when there is such broad cultural representation and diversity of experiences." Both school-family partnerships and interactive learning experiences ensure students feel comfortable bringing their whole selves to the classroom.

Over the past five years, the entire Winship community has established and continually revised its vision to cultivate an engaging, student-centered learning environment that demands rigor, meets students' needs, and guides them in becoming critical thinkers and problem solvers. Our goal was to create an enthusiastic and responsive academic community where we meet the challenge of providing students with rigorous, authentic learning experiences that are engaging, student-centered, and meet the current and diverse needs in the school community. We believe we can achieve this goal by empowering teachers to collaborate across grade levels and develop shared best practices, engage students in project-based learning experiences, and maximize our resources for our student's academic and social-emotional success. The Winship School's professional learning opportunities, academic programs, and student and family support structures all advance the school toward this shared vision.

The Winship School has built many partnerships over the years, offering students a variety of opportunities to enhance their learning and support their academic and social/emotional development. Students receive individualized academic support through tutors from Generations Inc., the Greater Boston Jewish Coalition for Literacy, Boston College, and Boston University. Among others, the Winship partners with Big Brothers, Big Sisters of America to offer a Strong Women Strong Girls program. Grades 3-5 benefit from meeting and engaging in lessons with practicing scientists through the Science from Scientists program. All students in Kindergarten through Grade 5 participate in weekly choral music through the Handel & Hayden Society Music Program. Before and after-school care is provided at the Winship by the Oak Square YMCA. These partnerships have continued and evolved to remote and hybrid modalities throughout the pandemic.

The Winship is committed to supporting the wellness of all students at the individual and school community level in several ways. All classroom teachers use morning meetings and social-emotional learning curriculum to provide non-academic supports for students. In addition, the Boston Public School's Comprehensive Behavior Health Model guides individual support for students. The partnerships with BOKS (morning program) and the Walk to School program promote physical wellness.

The Winship School has received grant funding to renovate our well-loved and well-used playground and outdoor classroom and community garden. Students, adults, and community members organized and wrote

letters, essays, drew pictures, and contacted City Council representatives who provided a clear voice of support for a new playground. We have applied our student-centered focus to the planning, designing, and building process and celebration of the playground, with students and families providing input and feedback throughout the process. These are the authentic learning experiences we seek for children, connecting them to rigorous content area study that values student voice and inspires a growth mindset.

The Winship School received a Massachusetts Department of Elementary and Secondary Education School of Recognition designation in both 2018 and 2019 for demonstrating significant improvement in student academic growth and achievement. We remain committed to reflecting on and developing best classroom practices and incorporating STEAM-based opportunities. This is a clear affirmation of our progress and growth as a learning community and commitment to our vision.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

At the Winship School, whether learning in-person or remotely, teachers cultivate student-centered learning experiences that promote deep engagement with standards-based content and promote academic discourse with peers.

Winship teachers know their students well--who they are, and what inspires, as well as challenges, them as learners. They plan tasks and questions that are authentic, meaningful, and engaging. Winship teachers are committed to providing students with regular opportunities to demonstrate their thinking through multiple means and to engage in student-owned academic discourse. Our shared belief is that if we spark students' interests through engaging tasks and questions, then students will be motivated to participate fully and share with their peers through play, experimentation, and discourse. As a school, we aim to ensure that all students have access to learning experiences that promote higher-order thinking; specifically, we seek to offer students opportunities to create something new with the skills they acquire or apply their knowledge to a new situation. For example, in May 2020, students in all grades used knowledge of "simple machines" to create Rube Goldberg-style inventions at home, and shared them through an online whole-school meeting.

The Winship School uses standards-based curricula across Grades K0-Grade 5. Since the start of the pandemic, teachers based instructional decisions on grade-level standards and modified their curricula to create engaging and accessible remote learning experiences for all students. One example of this is how kindergarten teachers used student excitement over the SpaceX rocket launch to modify a construction unit to include building model rockets. This work continued as the 2020-21 school year began via remote learning.

For English Language Arts, the Winship follows the Boston Public Schools Focus on Early Learning Curriculum for Grade K0-Grade 2 and Expeditionary Learning for Grades 3-5. Winship teachers continue to adapt both curricula for remote learning and enhance student background knowledge by adding digital resources to lessons. As part of our ELA curricula, all teachers in Grade K2 - Grade 5 plan and implement daily shared, guided, and independent reading lessons, as well as lessons related to word work (Foundations).

For Mathematics, the Winship follows Building Blocks curriculum for K0 and K1, and we use the TERC Investigations 3 Curriculum for Grade K2-5. In response to the pandemic, teachers found supplemental materials and created classroom level structures to promote opportunities for remote math discourse.

Massachusetts History & Social Science standards are embedded in the ELA curricula for primary grades, and for upper grades are addressed through dedicated Social Studies blocks. Teachers have used virtual field trips during remote learning to make social studies engaging and interactive. In the fall, K2 students participated in the election process and developed an understanding of what it means to be a citizen.

Data, assessment, and artifacts of student learning inform our daily instruction. During the 2020-2021 school year, our literacy and math assessments have been administered online. Our K1 team uses the PALS assessment to track student progress on multiple literacy skill levels. Our K2-Grade 2 teams use the NWEA MAP Fluency assessment and our Grade 3-5 team uses the MAP Growth Reading assessment to collect data on student reading performance. To support students in guided reading, K2-Grade 5 teachers collect data through the Fountas and Pinnell Balanced Assessment System.

Students in Grade 2-5 take Boston Public School ELA Interim Assessments, which are based on grade-level priority standards. Grade 2-5 take the Boston Public Schools Math Interim Assessments, which are based on grade-level priority standards and are administered online. All grade levels complete beginning and end-of-year, as well as end-of-unit, District Math Assessments.

Finally, Winship teachers regularly collect and reflect upon standards-aligned, formative assessment data through student work, observational notes from classroom discussions, Exit Tickets on Google Forms, and student uploads to SeeSaw and Google Classroom. Teachers examine individual student-level data from the NBRS 2021

range of assessments noted and carefully plan learning activities based on that analysis.

Throughout the pandemic, our teachers, leaders, and staff have quickly and agilely adapted curriculum and instruction to meet the needs of all learners. In March 2020, all teachers immediately set up individual Google Classrooms and used online communication platforms to begin online learning and maintain family communication. Staff members utilized district resources, co-planned classroom meetings, used Google Hangouts and Zoom, then found ways to maximize the use of Zoom (breakout rooms, polling, etc), followed students in small groups, and provided office hours for families. Since then, teachers supported student engagement and discourse through both non-computer-based outputs and digital resources like Padlet. Winship remained committed to providing engaging academic experiences through creative scheduling, such as combining art and science blocks so that students would receive integrated science and art lessons while streamlining Zoom links and minimizing screen time.

For the 2020-2021 school year, teachers have continued to refine their online learning practices. We created remote and hybrid classroom schedules with a return to hybrid and in-person learning in mind, so that the schedule would remain consistent throughout the year, and would maximize group learning time and provide time for intensive small group support every day.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

The Winship School uses the district's Focus on K1 Curriculum, which is a comprehensive literacy-based curriculum. Focus on K1 is inclusive of all subject areas: literacy, science, arts, and social studies. Students explore concepts of each of the six units (Family, Friends, Wind and Water, The World of Color, Shadow and Reflections, and Things That Grow) through play and hands-on exploration. Fiction and nonfiction texts are at the core of the curriculum, which support and promote the development of oral language and vocabulary. Classrooms use the Building Blocks curriculum to enhance mathematical learning. Social-emotional learning is embedded in daily classroom experiences and reinforced through the Second Step curriculum.

Converting the hands-on, experiential-based curriculum to remote learning posed many challenges, including ensuring students have materials at home, simplifying more in-depth projects, providing opportunities for students to interact with each other online, and finding formats for students to share work with teachers and peers. Teachers distribute materials to students to access curriculum experiences at home. During the Family unit, children made collages with materials that were sent home. Projects, such as making family books, were simplified to accommodate the remote learning environment.

Children can share their work through Center Time Zoom sessions and by using the SeeSaw platform. Children created their own animal books on SeeSaw after learning about animals and their habitats during the Wind and Water unit. Some students illustrated their nonfiction books and others used real photographs and dictated words.

The impact of early education on school readiness and success in the primary grades can be seen through students' academic achievements. Students who attend K1 at the Winship School have developed relationships with their peers and teachers, and share special experiences (such as the well-established guest reader program), which increases their sense of belonging in the school community.

2. Other Curriculum Areas:

Winship Elementary School offers Art, Library, Physical Education (PE), Technology, and Science (2x/week) as specialty classes.

Art instruction focuses on building student art skills and appreciation, through the lens of a culturally

responsive and anti-racist curriculum. In order to maintain accessibility and equity during remote learning, art lessons maximize the use of technology and readily available materials. Students created online portfolios and shared their work through digital platforms.

In the lower grades, Technology class enriched learning with virtual field trips and discussions. Instruction was adapted for grades 1-5 with a focus on student autonomy through self-paced explorations, typing, coding, and enrichment lessons.

Library curriculum themes include building capability of and excitement for independent reading, research and information literacy skills, and digital citizenship. This year's operating schedule of Zoom and hybrid instruction has incorporated a higher degree of building students' skills for finding reading material online independently. Project-based learning is used across the curriculum to generate literacy enthusiasm and independent learning skills. For example, 2nd-5th grade library classes this year created a video book trailer for their favorite fiction book.

Physical Education combines physical health (nutrition discussions, movement) and mental well-being (yoga, mediation) while using Massachusetts state standards to create lessons accessible to all grade levels. Adjustments were made for minimal equipment requirements, so all students can participate during remote/hybrid learning. PE builds physical literacy, through students learning and practicing healthy living habits. Netflex (not to be confused with Netflix!) was incorporated to increase student physical activity at home. In Spring 2020, there were cross-grade PE classes, allowing students to collaborate and create relationships. Students played an active part in shaping the learning experience, by submitting ideas via the Bitmoji classroom (the hub for students to revisit and incorporate their learning at home).

For Science, the Winship uses adapted FOSS, STC, and Smithsonian science units for grades 3-5 and uses the Boston Public Schools Focus on Early Learning Curriculum for Grade K0-Grade 2. All curriculums are aligned to MA state standards and have been supplemented with research-supported instructional practices ideal for science education. FOCUS curriculum has been paired with engineering design tasks, with the mentor text serving as the anchor. A WiFi hotspot is used to bring remote students to the outdoor classroom. For in-person learning, the makerspace is used after school. The aforementioned shifts were made to continue hands-on experiences, strong student discourse, and critical thinking, in a remote setting.

Phenomena-based learning (PhenBL) is integrated at grades 1-5. PhenBL creates a common entry point into the lesson for all students, provides space for student sensemaking, and draws upon students' funds of knowledge. PhenBL is helpful in engaging students from non-dominant communities. The science specialist uses phenomena to solicit a variety of perspectives and create more rigorous lessons. Through the Science with Scientists partnership, grades 3-5 receive science kits for remote use and engage in weekly virtual learning experiences that provide a real-world context of what modern-day researchers and individuals in the STEM field do. All grades continue investigations, through observed demonstrations and through the use of easily accessible at-home materials. Students draw models to demonstrate sensemaking and support science writing.

3. Academic Supports:

The Winship School uses a collaborative approach with planning, flexible scheduling, groupings, and generating learning activities that focus on the "Achieve the Core" Standards for both online and in-person learning. In addition to classroom teachers, we have relied on specialists, academic interventionists, community-based tutors and volunteers, and all staff members to provide academic support.

Administrators and lead teachers are deeply involved in communicating with families regarding barriers to learning (attendance, buses, technology updates). There is an emphasis on meeting the social-emotional needs of students alongside academic ones. It is a priority for students to feel safe in the face of COVID through consistent protocols, ongoing guidance, and feedback from reassuring adults. Students build community through whole-school online meetings and social

opportunities as allowed with social distancing (mask breaks outside and recess time.) Not to mention positive feedback through “huddles” and lots of virtual shout-outs and socially distanced “high fives!”

There is a collaborative focus on modifying the curriculum by providing opportunities for student voice and choice and student-centered learning. Teachers have used scaffolding and built the background knowledge of students while developing project-based lessons that are curriculum-related. Teachers have modified activities for in-person and remote students by incorporating materials that can be found in the classroom or at home.

Students Performing Below and Above Grade Level, and Students with Disabilities

We have developed a variety of methods to meet the needs of students who are performing below and above grade level, as well as students with disabilities. Classroom teachers continually collaborate with specialists and academic interventionists to observe and assess students and plan for instruction in reading, writing, and math. Students receive targeted intervention and academic enrichment based on their individual needs. Students work one-on-one and in small groups with teachers and specialists at school, and with teachers and community-based tutors (BUILD and Generations) online through Zoom. Teachers have worked closely with tutors to familiarize them with district reading platforms such as Lexia and RazKids in order to individualize student support. To engage families in their children’s learning, teachers communicate with them through Google Classroom and Talking Points. Teachers support students and families in accessing online learning platforms and schedules. Families are provided with learning supplies to use at home. Supplies include Chromebooks, reading and writing materials, and hands-on math materials. These supplies are updated and replenished as needed. Curriculum is adapted, and enrichment opportunities provided, for students performing above grade level.

ELLS and Students with Special Needs and Other Populations

Students who are followed on IEPs (individualized Education Plans) receive remote and in-person learning support (Resource/Special Education Services) and designated (i.e. speech) therapies. The Student Support Team provides ongoing support with regularly scheduled meetings and follow-up preliminary interventions as well as referral for formal assessment and eligibility for specific assessment language and motor assessment and intervention (IEP) and targeted services. Winship has maintained its partnership with Franciscan Children’s Hospital and affiliated staff provides counseling for identified students and their families as well as a check-in time for staff with more general concerns about students and other community resources.

Students who are English Language Learners receive their English as a Second Language (ESL) services through both small group “pull-out” and embedded English Language Arts models of service delivery. ESL teachers are assigned to grade-level teams to coordinate planning and to ensure the curriculum is accessible to all ELLs, with consideration for the level of English Language Development (ELD). ELLs are tested annually through the WIDA ACCESS assessment.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is at the core of the Winship instructional mindset and has been described throughout this narrative. The Winship staff is committed to engaging and motivating our students while providing a positive school environment that supports their academic, social and emotional growth. This is achieved through community-building events, academic celebrations, social activities, and flexible instruction.

Students feel excited and appreciated during whole school community-building activities such as Welcome-to-School and End-of-Year parades, and bi-weekly community meetings led by the Principal. They are routinely brought together to celebrate their writing at publishing parties, work in small groups in breakout rooms, and socialize with peers during weekly “Lunch Bunch” meetings.

Teachers from different grade levels work collaboratively to create enriching activities for students that have included centers (both online and in person) chick-hatching, bedtime stories, and robot-making. These hands-on activities incorporate materials from home as well as school.

The specialty classes tend to social-emotional learning and foster building strong relationships, through students engaging in “snacks with specialists” (a non-academic time where students could visit with each other virtually, as well as build relationships with non-homeroom teachers). Despite the transition to remote learning, the STEAM culture continued with multiple school-wide STEAM challenges. The Winship Virtual Learning Commons page provides guidance on selecting books. A library book borrowing program allows students to request books via an online form and have the books delivered to them in their classrooms or for pickup (remote families). Students have an opportunity to share their art through a Virtual Art Show, during Youth Art Month in Boston.

Winship has coordinated consistent, persistent, and targeted outreach to individual students and families facing barriers to engagement. Our Principal and School Psychologist closely monitor daily attendance and engagement and communicate with families and staff. Our Student Family Support Team coordinates a variety of supports and interventions for families struggling with remote learning: these supports include home visits, technological support, and delivering school supplies and food, creating productive spaces, at-home routines, and academic interventions. Teachers proactively communicate with remote students using a variety of methods, including Talking Points, phone, email, and text.

Student engagement continues throughout the year. The Winship hosted acceleration academies during previous February and April vacation weeks. In the summers of 2020 and 2021, we provided all Winship students with the opportunity to attend one of two summer programs, designed by Winship teachers to meet the needs of Winship Scholars. In addition to daily math and literacy instruction, students also received art and science enrichment.

2. Engaging Families and Community:

Families are actively encouraged to participate in all functions of the Winship community (publishing parties, community meetings, curriculum night, parent/teacher conferences, etc). These events have all been adapted for remote learning. We employ multiple means of communication for families to access student learning, as well as written and recorded translations of family communications into multiple languages. Even when the school was closed to everyone, families were welcomed to the school for End of Year and Back to School parades as well as outdoor, socially-distanced assistance with technology, supplies for learning, and additional support for any other difficulties that impacted student learning.

Resources are provided to assist families based on their particular needs. We maintain consistent ongoing contact with families to build connections to the Winship community. Our many partnerships assist in addressing concerns that impact student learning and increase family participation. One specific example of how a partnership helped engage and support families during the pandemic is our work with City Connects.

Since the start of the pandemic, our City Connects liaison worked tirelessly with Winship staff to identify and meet the needs of our families. From delivering mobile hotspots for internet connection at home to acquiring and distributing groceries and clothing for vulnerable school community members, as well as supporting in filling out mandatory forms and paperwork. The Winship and City Connects together provided support and consistency throughout the school closure.

Another specific way the Winship celebrates and engages with families is through our STEAM program. Typically, we have a weekly makerspace after-school program where families are invited to work with their students. We organize an annual STEAM week, where family and community members who have a career in a STEAM field come in to speak and answer student questions. The annual family STEAM night, where families engage in learning activities together is always a highly attended highlight of the year. Even during the pandemic shut down, the Winship made it a priority to continue family STEAM learning through whole-school projects and “share-out” at community meetings. A new tradition that we hope to continue is our student-centered STEAM library, where instead of books, families can borrow materials, games, and hands-on projects to continue learning together at home.

We have found the most effective way of working with families towards school improvement is through strengthening the school community, and showing appreciation for and building relationships with every Winship family.

3. Creating Professional Culture:

The Winship School’s commitment to creating a lively and rigorous academic community rests on our empowerment of teachers to collaborate around authentic and engaging learning experiences.

During the 2020-2021 school year, the Winship staff works collaboratively to learn about effective practices to support hybrid and remote learning instruction. Three modalities staff explored include flipped lesson structures, use of playlists and centers, and models for co-teaching. Whether using a flipped structure, centers, or a co-teaching approach, staff ensure that the tasks spark and inspire student curiosity, and that there are multiple opportunities and modalities for student discourse within the learning activities. During professional development time, teachers assumed the role of students, experienced sample lessons, and debriefed their experiences.

During weekly Common Planning Time (CPT) meetings, teachers create a teaching and learning cycle based on the Winship instructional focus, with consideration for hybrid and remote learning. The cycles include examining a variety of student data sources, identifying focus standards, collaborating with colleagues, and creating dialogue-rich lessons based on the focus standard. Teachers use a Looking at Student Work (LASW) protocol to review student work from the lessons. One example of the work that resulted from our CPT cycle is a best practices and vertical alignment sharing document. Staff members apply the learning that takes place in CPT to classroom planning. During whole-school professional development (PD) there is often opportunities to share these practices across grade levels.

Our Instructional Leadership Team (ILT) reviews whole school data in order to define trends in student performance and to develop whole-school professional development, through a culturally responsive lens, that addresses particular areas for teacher growth. ILT plans and connects the work of grade-level CPT and whole-school PD.

There are two instructional coaches in the building, one who is available to support teachers with their professional learning and student learning goals, and another who offers opt-in in coaching relationships based on professional interest. Teachers in grade 1, for example, plan science & literacy integrated lessons with the support of the BEES (Building Excellent Educators in Science) Coach. Teachers engage in coaching cycles that include co-planning support, classroom observations, and debrief meetings with clear action steps.

Winship started the school year 2020-2021 with 10 days of PD in September that focused on preparation for remote and hybrid instruction. Teachers were introduced to educational technology tools for instruction

(Nearpod, Seesaw) and to support parent communication (Talking Points). Professional culture is grounded in using data and research-supported practices to drive decision-making by staff and ultimately impact student growth.

4. School Leadership:

The leadership team at the Winship School consists of the Principal, Instructional Coach, Science Integration Coach, Lead Teacher, and teacher and parent-led committees. Each committee has a clear charge and function. These committees include the Instructional Leadership Team (ILT), Student-Family Support Team (SFST), Safety and Operations Team, School Site Council, Tech Team. Each team is composed of teachers, staff members, families, and in some cases, community partners. The work of each committee is integrated into school practices via staff meetings, common planning time meetings, family communications and outreach meetings, classroom observations, and family workshops.

Leadership is distributed and teacher and parent voice is key to the success of our community. This year, the leadership team at the Winship School has deepened its commitment to listening to and learning from the perspectives of diverse stakeholders and members of our community--with particular attention to our most vulnerable --to allow us to quickly identify and respond to areas of need. Below are the principles that have guided our work and some examples of each.

1. Prioritize relationships and routines.

Our staff acknowledged that our students and families faced severe trauma because of the pandemic and the racial reckoning in our country. Early in the year, leaders and teachers used culturally responsive strategies to build strong connections with students and families and learn what they need. By September 15, we completed virtual home visits for 100% of our families. We did neighborhood food and supply drops for families in need. We hand-delivered Chromebooks to students. To establish effective routines to boost engagement, teachers posted weekly schedules on our newly created Winship Family Hub Website. We hosted family workshops to help establish healthy schedules. We tracked attendance and engagement daily to ensure our efforts were resulting in increased learning. Each of these experiences strengthened our connections with diverse stakeholders.

2. Focus on task quality and student engagement.

After collecting input from teachers and families and looking at student learning data, we devised a clear and observable school-wide focus that would transcend learning modality (remote or hybrid) and grade level. We focused on “questions and tasks that would inspire students’ deep engagement with content and each other.”

3. Listen. Learn. Adjust.

Throughout the year, leadership offered frequent listening sessions, 1:1 meetings, surveys, and roundtables. The Principal conducted 75 individual and small group meetings between July and September to learn what worked in the spring of 2020 and what adjustments need to be made. We continue to hold frequent meetings with families and staff, in multiple languages. We convened a Safety and Operations team to create and review safety protocols, from hallway transitions to mask-break procedures. All plans were shared with the staff for input, executed, reflected up, and adjusted.

5. Culturally Responsive Teaching and Learning:

The Winship continues to do many things to address and celebrate the diverse needs and backgrounds of students, families, and staff. These include providing diverse representation across all subjects (library selections, scientists, ELA projects, etc), implementing a social-emotional curriculum, and sharing resources for addressing current events with both staff and families. Additionally, over the past four years, our whole school staff professional development has

focused on defining our Instructional Focus: Creating Student-Centered Learning Environments. Collectively, we defined and refined what a student-centered learning environment “looks” and “feels” like so that we have a common vision and language. Staff members have identified ten student-centered classroom “look fors” and are developing a student-centered learning resources/toolkit with examples of effective practices for each. Winship staff believe that when lessons and instructional environments are truly student-centered, they allow students to learn in a setting that promotes equity, cultural awareness, and respect.

Over the past two years, teacher leaders on the ILT have grounded the school’s professional learning in the work of Zaretta Hammond, and specifically the research in "Culturally Responsive Teaching and the Brain." Hammond’s work highlights the importance of providing rigorous and engaging learning experiences, promoting learning partnerships between teachers and students, and helping students to develop strategies that help them to comprehend and apply new learning in an authentic manner. During Professional Learning sessions, teachers identified strategies and priorities that then developed into classroom practice. This direct application of practices from the text, followed by feedback from colleagues, created continuity for professional learning throughout the year and increased student achievement.

During PD and common planning time, teachers engage in both a success protocol and challenge protocol to share best practices with one another and get actionable feedback on how to improve practice. These discussions have included specific student interventions, evaluating curriculum and planning specific adaptations and extensions, and addressing student concerns and misconceptions by encouraging student-guided discussions about current events. At the classroom level, teachers have developed specific feedback protocols for students to respectfully engage with one another in both academic and social settings. By engaging in constructive and supportive feedback at a staff level, teachers then model what it means to support one another in the classroom. As a result of this work, Winship teachers are empowered to take academic risks and expand upon the curriculum to make learning experiences both authentic and responsive to the needs and interests of all students.

Whether it is a whole staff meeting, or whole school community meetings led by the Principal, a conscious effort is made to address current events and allow community members the time and space to reflect and share. Resources are then shared for ways that families and teachers alike can continue these conversations at home, and in the classroom.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Over the past five years, we have collectively defined and refined what a student-centered learning environment “looks” and “feels” in different classrooms and content areas so that we have a common vision and language. In 2020, the entire landscape changed. Given the challenges of remote learning and the pandemic, including technology barriers, increased distractions, and the impacts and trauma of COVID-19, we felt a tremendous sense of urgency to extend our definition of student-centered learning environments well beyond the classroom walls. To bring focus and clarity during a challenging time, we zeroed in on one aspect of our broader instructional focus: “cultivating remote and hybrid questions and tasks that spark and inspire students’ deep engagement with content and each other.” We recognized that this requires us to know our content and our students deeply.

To do so, we created opportunities--such as virtual home visits, interest surveys, and daily community circles--to allow teachers to develop a nuanced understanding of their students’ identities, interests, curiosities, and aspirations. In professional development sessions, we explored remote and hybrid lesson modalities designed to increase student discourse and engagement. Our coaches and teachers modeled sample lessons for us to analyze together and extrapolate effective teaching strategies that all teachers can apply in their classrooms. Continuing to learn and experiment, we introduced new lesson formats, such as “phenomena based learning,” to encourage inquiry and discourse in a remote setting. In Common Planning Time meetings, teachers and leaders engaged in inquiry cycles in which teachers identified a problem of practice related to our instructional focus. Teachers collaboratively planned a lesson or task that would “spark and inspire” and then, together, they analyzed student work to assess the effectiveness of their strategy and determine next steps for particular students. (Analyzing various sources of student data has been central to our ability to learn and respond to students’ needs.) We also engaged community partners, such as Science From Scientist, to provide hands-on science lessons for students at home. Every student in grades 3-5 could receive an at-home learning kit. In the coming weeks, as we transition to 5 days of in-person learning, teachers will create “student support plans” to engage and intervene with learners. Throughout, leaders and coaches have highlighted effective practices in meetings and weekly communications.

By adapting our multi-year instructional focus to the demands of this moment has allowed our team to constantly reflect, learn, and adjust. This strategy has leveraged “what we know” so we could better address the challenge of meeting the range of needs present in the student community during a time of crisis.