



**Chelsea Public Schools
District Accelerated Improvement Plan
2021-2022**

Overarching Goal	
<p>The Chelsea Public Schools will implement and strengthen a rigorous and culturally relevant instructional system grounded in our shared values that increases opportunities for every student every day in order to ensure the success and well-being of all students.</p>	
Theory of Action	
<p>In 2021-2022, if Chelsea Public Schools...</p> <ul style="list-style-type: none"> -Increases the quality of rigorous and culturally relevant teaching and learning at every school - Provides innovative and enriching programming that is inclusive and equitable for all -Engages families as our partners in our core work to improve teaching and learning <p>Then Chelsea Public Schools will deliver high-quality education and improve outcomes for ALL students so that every student will graduate from high school on a path to college and career success.</p>	
Essential Questions	
<ul style="list-style-type: none"> ● What does rigorous and culturally relevant teaching and learning look like at Chelsea Public Schools? ● What is needed to ensure an inclusive and equitable learning experiences and environment? ● How can we engage families as our partners in our core work? ● How can we meet the diverse academic and social-emotional needs of our students given the continued impact of COVID-19? 	
Proposed Solutions	
Strategies	
<p>Promote culturally relevant instruction grounded in standards that targets higher order thinking and engages students. In order to teach for deeper learning that responds to learner differences we will:</p> <ul style="list-style-type: none"> - Deepen standards alignment - Continue to robustly use data to inform instruction - Establish consistent Tier 2 high quality instruction in literacy and math - Institute a system to review curriculum for cultural relevance 	<p>Leverage culturally responsive practices, building upon students’ diverse backgrounds, identities, strengths, and experiences. In order to support all students’ social emotional growth we will:</p> <ul style="list-style-type: none"> - Build deeper relationships by knowing students and families by name, strength and need - Become more proficient at disrupting institutional biases and ending inequitable practices - Continue to implement and reinforce strategies to develop social emotional skills within the daily teaching and learning
Desired Impact	
<p>By the end of the 2021-2022 school year, every student, every day will experience rigorous and culturally relevant instruction they deserve grounded in our shared values that increases opportunities for academic and social-emotional growth.</p>	

Measures of Implementation and Change

At least quarterly, school teams will progress monitor student performance and instruction in relation to both strategies per individual school's Accelerated Improvement Plan or Turnaround Plan. Measures will include student outcomes, classroom observation data using the CVT, CPS Student and Staff Well-Being as well as Equity and Inclusion Surveys.

In September:

- All students will complete the CPS Survey of SEL and Well-Being with the purpose of understanding and addressing students' needs around SEL including emotional regulation, social awareness, self-efficacy and positive relationships. Teams will analyze results, respond and adapt.
- All staff will complete CPS Survey of SEL and Well-Being with the purpose of understanding and addressing educators' feelings of belonging, self-reflection, and social emotional well-being. Teams will analyze results, respond and adapt.
- Students Gr. 3 - 12 and all staff will complete the CPS Survey of Equity and Inclusion with the purpose of understanding and addressing students' and educators' perception of cultural awareness, equity, and relationships in school. Teams will analyze results, respond and adapt.

By Mid-November:

- A first round of internal formative learning walks will be conducted. Classroom Visit Tool (CVT) data collected throughout the year will be used to show growth and inform areas of instructional development with a focus on higher order thinking.

By January:

- All students and all staff will complete the CPS Surveys SEL and Well-Being as well as Equity and Inclusion to progress monitor. Teams will analyze results, respond and adapt

By Mid-March:

- A second round of internal formative learning walks using the CVT will be conducted and data will be used to show growth and inform areas to improve.

By June:

- A final round of formative learning walks using the CVT will be conducted.
- All students and all staff will complete the CPS Surveys SEL and Well-Being as well as Equity and Inclusion to progress monitor. Teams will analyze results, respond and adapt

By the End of the Year:

- Ratings of a 4 (proficient) on CVT indicator 8 for Higher Order thinking will increase by 20% from Fall to Spring.
- Ratings of a 4 (proficient) on CVT indicator 5 for Focused Instruction and indicator 6 for Instructional Strategies will increase by 20% from Fall to Spring.
- Ratings of a 4 (proficient) on CVT indicators 1a-c for Standards Alignment will increase by 20% from Fall to Spring.
- On the CPS Equity and Inclusion Survey, Rigorous Expectations, Sense of Belonging, Cultural Awareness and Action, and Engagement will increase by 5% annually.
- Additional targeted areas of need on both CPS Surveys will show growth from Fall to Winter and Winter to Spring administrations both by school and by district.