



## Chelsea Public Schools District Accelerated Improvement Plan 2020-2021

Overarching Goal	
<p>The Chelsea Public Schools will continue to implement and strengthen a culturally responsive instructional system that integrates both academic and social-emotional development to promote deeper learning and ensure the success and well-being of all students.</p>	
Theory of Action	
<p>In 2020-2021, if the Chelsea Public Schools educators strengthen instruction through:</p> <ul style="list-style-type: none"> <li>- <i>ensuring alignment to the MA Frameworks and CASEL social emotional learning competencies</i></li> <li>- <i>cultivating trauma informed learning environments</i></li> <li>- <i>strengthening purposeful teaching with culturally responsive strategies</i></li> <li>- <i>frequently assessing and providing high quality feedback to students</i></li> <li>- <i>adapting to and addressing implications of school closure due to COVID-19</i></li> </ul> <p>then Chelsea Public Schools will have an instructional system that develops expert learners and accelerates student achievement.</p>	
Essential Questions	
<ul style="list-style-type: none"> <li>● How can we respond to the impact of COVID-19 on Chelsea and be prepared for future implications?</li> <li>● How can we continue to integrate academic and social emotional learning to support deeper learning?</li> <li>● Why are learning partnerships essential to developing trauma informed and culturally responsive learning environments and climate?</li> <li>● How does academic and social emotional goal-directed instruction increase student learning and achievement?</li> <li>● How can systems and structures of progress monitoring can be leveraged to increase student achievement for all students?</li> </ul>	
Proposed Solution: Strengthen Instruction	
Strategies	
<p>Strengthen educational systems that are flexible and adaptive to address the needs of all our students and staff.</p> <ul style="list-style-type: none"> <li>- Communicate and partner with families and community organizations</li> <li>- Strengthen educator resilience and capacity to support student growth and create community</li> <li>- Promote educational engagement and well-being through outreach and safety nets for students</li> <li>- Use internal processes and structures of progress monitoring to drive instruction and student achievement</li> <li>- Build upon the systems and use of technology for remote learning to increase impact and opportunities</li> </ul>	
<p>Integrate academic and social emotional goal-directed instruction grounded in teaching for deeper learning that responds to learner differences and educational gaps resulting from the pandemic through</p> <ul style="list-style-type: none"> <li>● Alignment to MA Frameworks*</li> <li>● CASEL SEL Competency-building</li> <li>● Purposeful Teaching*</li> <li>● In-class Assessment and Feedback*</li> <li>● Motivating, rigorous tasks</li> </ul> <p><small>* As described by SchoolWorks Classroom Observation Manual</small></p>	<p>Leverage trauma informed culturally responsive practices that build learning partnerships in our educational community. Educators will actively draw upon students’ diverse backgrounds, identities, strengths, and experiences in order to create partnerships for deeper learning.**</p> <p>**DESE SEL Equity Continuum &amp; <i>Pedagogy of Confidence</i> by Yvette Jackson</p>

### Desired Impact

By the end of the 2020-2021 school year, all students will be expert and resilient learners who demonstrate social emotional growth and academic achievement because Chelsea educators integrate social emotional learning practices into daily instruction and cultivate positive adult-student relationships in learning communities and climates.

### Measures of Implementation and Change

At least quarterly, school teams will progress monitor professional development and student performance in relation to both strategies per individual school Accelerated Improvement Plan and Turnaround Plan measures using CVT, CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement

In September:

- All students and all staff will complete the CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement with the purpose of understanding and addressing students' and educators' needs for accessing and engaging with social emotional and academic learning.

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 development. Due to unknown school set-up, adaptations to administration and the tool itself may be made.

By January:

- All students and all staff will complete the CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement with the purpose of understanding and addressing students' and educators' needs for accessing and engaging with social emotional and academic learning.

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 Pandemic Response Survey of Student and Staff Well-Being and Engagement with the purpose of understanding and addressing students' and educators' needs for accessing and engaging with social emotional and academic learning.

By the end of the 2020-2021 school year:

- All schools, and therefore the district, will collect and analyze results from the CVT tool, or an adaptation of it, to strengthen educator resilience and capacity to support student growth.
- Data and analysis of results from the CPS Pandemic Response Survey of Student and Staff Well-Being and Engagement will be used throughout the year to strengthen educational systems that are flexible and adaptive.