



Chelsea Public Schools
District Accelerated Improvement Plan
2018-2019

Overarching Goal	
<p>Design, implement, and monitor a comprehensive and coherent instructional system embedded in a trauma sensitive learning environment to accelerate student growth across the school district.</p>	
Theory of Action	
<p>In 2018-2019, if the Chelsea Public Schools educators strengthen Tier I instruction in each classroom through:</p> <ul style="list-style-type: none"> - <i>ensuring alignment to the MA Frameworks</i> - <i>creating a positive classroom climate</i> <li style="padding-left: 20px;">- <i>furthering purposeful teaching</i> <li style="padding-left: 20px;">- <i>assessing and providing feedback</i> - <i>promoting the development of social-emotional skills</i> <p>then Chelsea Public Schools will have a comprehensive and coherent instructional system that will accelerate student achievement and foster resiliency.</p>	
Essential Questions	
<ul style="list-style-type: none"> ● How can we provide high quality instruction that meets individual needs and also challenges all students in order to impact student achievement? ● How can we create a focused, rigorous, and engaging learning environment in every classroom to impact student learning? ● How can we promote the development of the core social-emotional learning (SEL) competencies to impact student achievement? ● How can we create emotionally and physically safe and supportive classroom environments that impact student learning? 	
Proposed Solution: Strengthen Tier I Instruction	
Strategies	
<p>Provide standards aligned, student-centered instruction rooted in teaching for understanding and responding to learner differences through</p> <ul style="list-style-type: none"> ● Alignment to MA Frameworks* ● Purposeful Teaching* ● In-class Assessment and Feedback* <p><i>* As described by SchoolWorks Classroom Observation Manual</i></p>	<p>Cultivate and sustain culturally responsive classroom climates and school environments that ensure student growth in the core SEL competencies from CASEL**</p> <ul style="list-style-type: none"> ● Self Awareness ● Self Management ● Social Awareness ● Relationship Skills ● Responsible Decision Making <p><small>**Collaborative for Academic, Social, and Emotional Learning, http://www.casel.org</small></p>

Desired Impact	
<p>By the end of the 2018-2019 school year, Chelsea educators will positively impact student growth and achievement by purposefully teaching MA frameworks aligned lessons which include in-class assessment and feedback. Growth will be measured through learning walks, observations and feedback, and student performance.</p>	<p>By the end of 2018-2019 school year, Chelsea educators will use instructional practices that are culturally responsive and trauma informed. Educators will cultivate and sustain safe and supportive classroom climates and school environments in order to positively impact both academics and social-emotional learning. Growth will be measured through learning walks, observations and feedback, self assessment/reflection, and student performance.</p>
Measures of Implementation and Change	
<p>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.</p>	
<p>By Mid-October:</p> <ul style="list-style-type: none"> ● 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. June 2018 District Learning Walk data will be used as a baseline. ● All students in grades 3, 7, and 9 will complete the CPS Safe and Supportive Schools Survey to measure schools' growth in classroom environments, cultural responsiveness, and adult-student relationships. ● All students in grades K - 12 will complete a CPS SEL Assessment to measure growth on the core SEL competencies. 	
<p>By Mid-February:</p> <ul style="list-style-type: none"> ● 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. ● All students in grades K, 3, 7, and 9 will complete the CPS Safe and Supportive Schools Survey to measure schools' growth in classroom environments, cultural responsiveness, and adult-student relationships. 	
<p>By June:</p> <ul style="list-style-type: none"> ● A final round of formative learning walks using the CVT will be conducted. ● All students in grades K, 3, 7, and 9 will complete the CPS Safe and Supportive Schools Survey to measure schools' growth in safe and supportive classroom environments, cultural responsiveness and adult-student relationships. ● All students in grades K - 12 will complete a CPS SEL Assessment to measure growth on the core SEL competencies. 	
<p>By the end of the 2018-2019 school year:</p> <ul style="list-style-type: none"> ● All schools, and therefore the district, will show growth from the June 2018 District Learning Walk data by showing an increase of 20% to the ratings of 4 on CVT indicators 1, 5-8 or by reaching 100%. ● All schools, and therefore the district, will show growth from the June 2018 District Learning Walk data by showing an increase of 20% to the ratings of 3 & 4 in CVT indicators 9 & 10 or by reaching 100%. ● All schools, and therefore the district, will achieve a rating of 3 or 4 in CVT indicators 2-4 in 95% of the classrooms. 	