



**CHELSEA PUBLIC SCHOOLS
DISTRICT ACCELERATED
IMPROVEMENT PLAN
2016-2017**

Thematic Goal

Design, implement, and monitor a comprehensive and coherent instructional system embedded in a safe and supportive learning environment across the school district.

Theory of Action

In 2016-2017, if the Chelsea Public Schools educators strengthen Tier I instruction in each classroom through purposeful teaching that is: 1) student-centered; 2) teaching for understanding; 3) teaching for learner differences; 4) teaching from Standards to rigor and depth; 5) using assessment to inform instruction, and 6) promoting the development of social-emotional skills then Chelsea Public Schools will have a comprehensive and coherent instructional system that will support student achievement and resiliency.

Strategic Objective (to achieve Thematic Goal)

Strengthen Tier I Instruction

Elements of Strong Instruction
Student-Centered
Teaching for Understanding
Teaching for Learner Differences
Teaching from Standards to Rigor & Depth
Using Assessment to Inform Instruction
Promoting the Development of Social-Emotional Skills

Strategic Initiative (to achieve the strategic objective)

1. Improve the rigor and daily effectiveness of standards-based lessons through the use of district identified instructional practices.
2. Create classroom climates and school environments that provide opportunities for students to grow in the areas of engagement, motivation, persistence and collaboration.

Benchmarks			
Strategic Objective	<u>Strengthen Tier I Instruction</u>		
Essential Questions	<ul style="list-style-type: none"> • <i>How does providing high quality instruction that meets the needs of and challenges all students impact student achievement?</i> • <i>How does creating a coherent, rigorous, and engaging learning environment in every classroom impact student learning?</i> • <i>How does creating an emotionally and physically safe and supportive classroom impact student learning?</i> 		
Strategic Initiatives	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Improve the rigor and daily effectiveness of standards-based lessons through the implementation of district identified instructional practices.</td> <td style="width: 50%; padding: 5px;">Create classroom climates and school environments that provide opportunities for students to grow in the areas of engagement, motivation, persistence and collaboration.</td> </tr> </table>	Improve the rigor and daily effectiveness of standards-based lessons through the implementation of district identified instructional practices.	Create classroom climates and school environments that provide opportunities for students to grow in the areas of engagement, motivation, persistence and collaboration.
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SMART Goals	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">By the end of the 2016-2017 school year, Chelsea educators will increase their ability to implement the district identified instructional practices in order to impact student growth and achievement. Across the district we will concentrate on Purposeful Text/Task Complexity with an additional focus at each school. Growth will be measured through learning walks, observations and feedback, targeted professional development offerings, and student performance.</td> <td style="width: 50%; padding: 5px;">By the end of 2016-2017, Chelsea educators will increase their ability to create safe and supportive classroom climates and school environments in order to impact student growth and achievement. Across the district we will focus on building positive learning environments based on trauma-informed practices, cultural awareness, relationship-building, and social-emotional skill development. Growth will be measured through learning walks, observations and feedback, targeted professional development offerings, and student data.</td> </tr> </table>	By the end of the 2016-2017 school year, Chelsea educators will increase their ability to implement the district identified instructional practices in order to impact student growth and achievement. Across the district we will concentrate on Purposeful Text/Task Complexity with an additional focus at each school. Growth will be measured through learning walks, observations and feedback, targeted professional development offerings, and student performance.	By the end of 2016-2017, Chelsea educators will increase their ability to create safe and supportive classroom climates and school environments in order to impact student growth and achievement. Across the district we will focus on building positive learning environments based on trauma-informed practices, cultural awareness, relationship-building, and social-emotional skill development. Growth will be measured through learning walks, observations and feedback, targeted professional development offerings, and student data.
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District Identified Instructional Practices	<ul style="list-style-type: none"> • Systematic Approach to Foundational Academic and Social-Emotional Skill Development • Purposeful Text/Task Complexity • Academically Productive Talk • Active Inquiry/Problem Solving • Four Prong Approach to Vocabulary Instruction • Instructional and Social-Emotional Coaching 		
Benchmarks	<p>By mid-September administrators will calibrate around the use of the SQR learning walk tool</p> <p>Spring SQR data will be used as baseline data. A first round of internal formative learning walks will be conducted by mid-November. Data collected throughout the year will be used to show growth and inform areas of development.</p> <p>By January, all educators will be provided with professional development opportunities to support their growth in promoting positive relationships, cultural awareness and providing safe and supportive learning environments as well as purposeful text and task complexity.</p> <p>A second round of internal formative learning walks using the SQR tool will be conducted by the end of February. Data will be used to show growth and inform areas to improve.</p> <p>By the spring of 2017:</p> <ul style="list-style-type: none"> • All schools, and therefore the district, will show growth from their SQR 2016 data by reaching 75% in categories 3&4 in 6 of the 11 SQR indicators with at least one indicator from all four elements. • 76% or more of Chelsea educators will achieve a moderate or high impact rating as determined by district created common assessments. 		