

**Hooks School
Accelerated Improvement Plan
2020-2021**

Executive Summary: In the 2020-2021 school year, the Hooks Elementary School Accelerated Improvement Plan intends to blend the 2019-2020 Accelerated Improvement Plan and its many initiatives with the new Chelsea Public Schools 2020-2021 District Improvement Plan. Specifically, this new Accelerated Improvement Plan takes into account the effects that COVID-19 has played on the second half of the 19-20 school year and the far-reaching potential implications on the 20-21 school year. This plan incorporates the best of both AIPs, keeping as a goal the progression of students, teachers, and the Hooks community.

Overarching Goal: *What are you trying to achieve?*

The Hooks School will continue to implement and monitor a culturally responsive instructional system that integrates both academic and social-emotional development to promote deeper learning and accelerate student achievement.

Theory of Action: *Data analysis and challenges (including data from last year in appendices as needed), rationale for this work*

In 2020-2021, if the Hooks School educators strengthen instruction through:

- ensuring alignment to the MA Frameworks and Collaborative for Academic, Social, and Emotional Learning (CASEL) learning competencies
- completing the Hooks cycle of promoting higher-order thinking, assessing and providing feedback
- strengthening our understanding of a culturally responsive teaching approach
- cultivating the Hooks School as a trauma-informed learning environment

then Hooks School students would continue to develop as expert learners and accelerate their achievement.

Proposed Solution/Strategy 1:
*What is the first focus of our work?
What is one strategic initiative to
address our problem?*

By the end of the 2020-2021 school year, the Hooks School will integrate academic and social-emotional instruction grounded in teaching for deeper learning that responds to learner differences and educational gaps resulting from the pandemic through

- Opportunities for students to **access, build and internalize** curriculum and instruction through engagement or multiple means of representation

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	<ul style="list-style-type: none"> ● Alignment to MA Frameworks* ● CASEL SEL Competency-building ● Purposeful, motivating, and rigorous tasks that embed the Hooks cycle of higher-order thinking, assessment, and feedback <p><i>*As described and measured in Schoolworks Classroom Observation Tool Manual</i></p>
<p>Desired Impact of Solution/ Strategy 1: <i>What are we trying to change? (Lag)</i></p>	<p>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.</p>
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<ul style="list-style-type: none"> - CVT data (administrative observations, learning walks, etc) - Indicators 8,9 and 10 showed improvement, however, are an area of continued growth. - Students previously identified peer relationships as an area of needed growth. - As a year 3 UDL school, we are incorporating developing expert learners into our AIP and focusing on the engagement and representation components of the UDL guidelines. - SWIS Data - The Hooks School tracked location data for Office Referrals and has determined that additional instruction is needed during PBIS/SEL instructional blocks to support students. - Continue gathering and monitoring data: <ul style="list-style-type: none"> - 5DP Data (Math and ELA) - ACCESS - DIBELS - Reading Inventory - Sub-groups - Adapting to and addressing the implications of school closure due to COVID-19
<p>Resources/Assets: <i>What are the strengths of the school and/or district and supports available to the school</i></p>	<ul style="list-style-type: none"> - Teacher teams (UDL, PBIS, PLT Leadership, AIP Progress Monitoring Team, SEL Team) - PD (Faculty Meetings, PLTs, Workshops)

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<i>to implement this strategy?</i>	<ul style="list-style-type: none"> - District PD (CPLA, PD days, 5DP) - Coordinator & coach support - Training on and implementation of digital platforms (for synchronous and asynchronous teaching)
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Measures of Change of Solution/Strategy 1: *What outcome indicators do we use to measure success throughout the year?*

Adults: <i>What & when?</i>	<p><i>Due to unknown school set-up, adaptations to the administration of tasks and timelines may be made.</i></p> <p>Results of staff UDL survey given two times per year.</p> <p>By the end of 2020-2021 SY, Classroom Visit Tool (CVT) data (or alternate district determined measure) will show growth in the EOY average rating (Beginning of year to end of year) by at least 25% in each of the CVT indicators 8: <i>Higher-Order Thinking</i>, 9: <i>Assessment</i>, and 10: <i>Feedback</i>.</p> <ul style="list-style-type: none"> ● Hooks will show growth from the Average 2018-2019 District Learning Walk data by showing an increase of 20% or greater to the rating of 4 on CVT indicator 1a. 2018/20219 - 4s = 72% (was the goal-need to update with data) 2020-2021 - 4s = _____ <ul style="list-style-type: none"> ● Hooks will show growth from the Average 2019-2020 District Learning Walk data by showing an increase of 10% to the rating of 3 & 4 in CVT indicators 8, 9 & 10 <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="4">Average Percentage of 3s & 4s</th> </tr> <tr style="background-color: #cccccc;"> <th>Academic Year</th> <th>CVT 8</th> <th>CVT 9</th> <th>CVT 10</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">2018-2019</td> <td>69%</td> <td>69%</td> <td>72%</td> </tr> </tbody> </table>	Average Percentage of 3s & 4s				Academic Year	CVT 8	CVT 9	CVT 10	2018-2019	69%	69%	72%
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<p>Students: <i>What & when?</i></p>	<p><i>Due to unknown school set-up, adaptations to administration of tasks and timelines may be made.</i></p> <ul style="list-style-type: none"> • Based on baseline data, by the end of 2020-2021 SY, 85% of students in Grades 1-4 will demonstrate growth on the math performance assessments focus on communication domain-- 1.5 scaled score (3pts) in B3 or B4 Performance Task. Average of Grades 1-4 of students growing 1 scaled score (2 pts) in 2018-2019 = 88.5%. Spring 2020 data was unable to be gathered due to school closure because of COVID-19. • Based on baseline data, by the end of 2020-2021 SY, students in Grades 1-4 will demonstrate growth on the writing performance task. 80% of students will improve one scaled score (2pts) or more in three out of the five domains in grade level assigned text type (Informational, Narrative and Opinion). Average of Grades 1-4 in 2018-2019 = 77%. Spring 2020 data was unable to be gathered due to school closure because of COVID-19. • Based on data from the Imagine Learning beginning of year benchmark assessment, by the end of the 2020-2021 SY, 50% of students in the foundational language classrooms will gain 100 or more points on the Imagine Learning benchmark assessment scaled score. In 2019-2020, 44% of students in the foundational language classes increased at 												

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least 100 points on the scaled score from the beginning of year benchmark to the mid/end of year benchmark assessment.

- By the end of 2020-2021 SY, 60% of Grade 3 & 4 students will grow 100+ points from fall to winter/spring administration. RI Administration: Fall, Winter, Spring. In 2018-2019, 55% of 4th grade students made expected annual growth. In 2019-2020, based on fall to winter administration of the RI, 20% of 4th grade students made expected growth.
- By the end of 2020-2021 SY, Grades 1-4 will each perform within 3% of the network 5DP average in ELA and at least 5% above the network 5DP average in Math.

All Students 5DP Data						
	ELA 2019-2020			Math 2019-2020		
	A1	A2	A3	A1	A2	A3
Grade 4	50%	53%	60%	58%	53%	69%
Grade 3	51%	49%	59%	65%	77%	66%
Grade 2	51%	57%	58%	63%	60%	72%
Grade 1	54%	70%	NA	65%	67%	84%

5% or greater than the network average

Within 3% of the network average

No Network Data

- By the end of 2020-2021 SY, Students with Disabilities (SWD) in Grades 1-4 will each perform within 5% of the district average in ELA and within 5% of the district average in Math.

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Students with Disabilities 5DP Data						
	ELA 2019-2020			Math 2019-2020		
	A1	A2	A3	A1	A2	A3
Grade 4	44%	46%	45%	44%	44%	53%
Grade 3	46%	39%	53%	52%	75%	61%
Grade 2	52%	57%	56%	60%	51%	71%
Grade 1	53%	46%	NA	46%	44%	72%

5% or greater than the district average

Within 5% of the district average

- By the end of the 2020-2021 SY, Grades 1-4 will increase the percentage of students that met their ACCESS student growth target by 2-5% from their 2018-2019 average attainment. Therefore, the school average (2017 - 58%, 2018 - 69%, 2019 - 65%) will increase average to at least 67%.

Grade Level	2018	2019	2020
Grade 1	57	59	47
Grade 2	65	61	80
Grade 3	77	63	74
Grade 4	73	78	54
School Average	69	65	64

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<p>Measures of Implementation of Solution/Strategy 1: <i>How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?</i></p>	<p><i>Due to unknown school set-up, adaptations to administration of tasks and timelines may be made.</i></p> <p>Hooks School educators foster expert learning practices in daily instruction, align instruction to both MA Frameworks/CASEL standards, and cultivate positive adult-student relationships in school and classroom communities.</p> <ul style="list-style-type: none"> ● By End of Learning Walk 1: A first round of internal formative learning walks will be conducted. Data collected throughout the year with the Classroom Visit Tool (CVT), or an adaption of it, will be used to show growth and inform areas of development. Fall 2020 School Learning Walk data will be used as a baseline. ● Fall RI administration will occur followed by team data meetings. ● By mid year: Winter RI will occur followed by team data meetings. ● By the end of Learning Walk 2: A second round of internal formative learning walks using the CVT, or an adaptation of it, will be conducted and data will be used to show growth and inform areas to improve. ● By end of year: Spring RI administration will occur followed by team data meetings. ● By the end of Learning Walk 3: A final round of formative learning walks using the CVT, or an adaptation of it, will be conducted. ● Math/ELA Benchmark Assessment meetings take place following test administration in all grade levels.

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	<ul style="list-style-type: none"> ● Results of staff UDL survey given two times per year will be used to measure understanding and implementation of UDL guidelines..
<p>Proposed Solution/Strategy 2: <i>What is the second focus of our work?</i> <i>What is our second strategic initiative to address our problem?</i></p>	<p>By the end of the 2020-2021 school year, the Hooks School will continue to prioritize social emotional development and a culturally responsive community in response to the impact of school closure in 2019-2020 on students, staff and the community through:</p> <ul style="list-style-type: none"> - Continuing to develop teachers understanding of: <ul style="list-style-type: none"> ● How to appropriately implement trauma informed care in classrooms ● Developing deeper understanding of trauma informed care - Deeper understanding and continuation of Restorative Practices - Continued use of Positive Behavior Interventions and Supports (PBIS) - Continue providing opportunities for student reflection (academically and socially) - Continued exploration of the MindUp Curriculum - Pilot CPS trauma/chronic stress screener and corresponding new curriculum
<p>Desired Impact of Solution/Strategy 2: <i>What are we trying to change? (Lag)</i></p>	<p>By the end of the 2020-2021 school year, all students will be expert and resilient learners who are supported by knowledgeable staff to demonstrate social emotional growth and academic achievement.</p>
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<ul style="list-style-type: none"> - Teacher survey of remote learning participation and social work data indicate a need for SEL support in the 2020-2021 school year - Inclusive Academy Observation - Observed beginning practices of UDL. As a year 3 UDL school, we are incorporating developing expert learners into our AIP and focusing on the "Access" component of the UDL Guidelines. - SWIS Data - The Hooks School tracked location data for Office Referrals and has determined that additional instruction is needed during PBIS/SEL instructional blocks to support students. - Increased district emphasis on trauma informed practices based on inclusion in the district's AIP. - Increased awareness of culturally responsive practices based on inclusion in the district's AIP.

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<p>Resources/Assets: <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> - Teacher teams (UDL, PBIS, PLT Leadership, AIP Progress Monitoring Team, SEL Leadership) - PD (Faculty Meetings, PLTs, Workshops) - District PD (CPLA, PD days, 5DP) - Book study groups - School Text: Culturally Responsive Teaching & the Brain - Coordinator & coach support - Continued PBIS/UDL Support (year 3) - PBIS Tier 2 Academy* - Restorative Circles for staff
<p>Measures of Change of Solution/Strategy 2: <i>What outcome indicators do we use to measure success throughout the year?</i></p>	
<p>Adults: <i>what & when?</i></p>	<p>By the end of the 2020-2021 SY staff will deepen their knowledge of implicit bias, culturally responsive teaching, and responsive practices by increasing their understanding self-rating on a staff survey given three times a year.</p> <p>By the end of the 2020-2021 SY 60% of staff will feel that knowledge of implicit bias, culturally responsive teaching, and responsive practices will impact their students' learning by staff survey given three times a year.</p> <p>By the end of the 2020-2021 SY 50% of staff will feel that they have had the opportunity to participate in restorative circles and were supported in implementing circles either in person or remotely in their classrooms. Restorative Circle Survey - EOY.</p> <p>Progress monitored during FM/PLTs throughout the year.</p>
<p>Students: <i>what & when?</i></p>	<p><i>At the end of the 2018-2019 school year 60% of students in grades 3 and 4 scored proficient or advanced in relationship skills-, therefore by June 2021, 70% of students in grades 3 and 4 will score proficient or advanced in relationship skills on the CPS Elementary SEL assessment/COVID Survey on Mastery Connect. Dependent on students availability in the classroom.</i></p>

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	<p>By December 2020, 85% of students will receive at least 3 Hoot (collected via class Dojo) as part of the Tier I PBIS Reinforcement Program as measured by online survey.</p> <p>By June 2021, 85% of all students will have received 5 or more Hoots (collected via class Dojo) as part of the Tier I PBIS Reinforcement Program as measured by online survey.</p> <p>By June 2021, 75% of all students will feel recognized for their positive behavior as part of the Tier I PBIS Reinforcement Program as measured by online survey.</p>
<p>Measures of Implementation of Solution/Strategy 2: <i>How do we hold ourselves accountable for the work and outputs? what & when?</i></p>	<p>Hooks School educators foster expert learning practices into daily instruction, align instruction to both MA Frameworks/CASEL standards, and cultivate positive adult-student relationships in school and classroom communities.</p> <ul style="list-style-type: none"> ● All staff will continue to receive PD on culturally responsive teaching and implicit bias and engage in conversation on how this could impact their daily instruction. ● All staff will continue to receive PD on restorative practices and engage in conversation on how this could impact their daily instruction. ● Teachers will have an additional mandatory PD on COVID/School closure related trauma ● All staff will have the opportunity to participate in community building circles two or more times per quarter to deepen their understanding of restorative practices. ● All students will complete the COVID* survey three times* per year. ● Staff will continue Tier 1 implementation of PBIS and analyze and action plan around SWIS data and Hoots Data from a Tier I perspective. ● Teachers will continue to teach the CASEL competencies through implementation of and reflection on the Mind Up Curriculum.

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	<ul style="list-style-type: none">● Teachers will participate in a whole school book study with Zaretta Hammond text: <i>Culturally Responsive Teaching & the Brain</i> - Monthly Goals & Required Readings aligning with Faculty Meetings/PLTs.● Staff instructional practices will promote SEL.● Staff will integrate SEL in all academic areas, and in school culture and climate.

Required Appendices for SIP requirements:

- 1) [Core Values/Mission](#)
- 2) [Hooks Professional Development Plan 20-21](#)
- 3) [Parent Involvement Plan](#)
- 4) Teacher induction and Mentoring Activities - Provided by Linda and Sarah
- 5) District Program Models and Approaches that Ensure Progress for ELs - Provided by Victoria and Sarah