Kelly School Accelerated Improvement Plan
2019 - 2020

BRIDGE TO
SUCCESS
Chelsea Public Schools
Chelsea, Massachusetts

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

All Kelly School scholars will become "expert learners" and progress into the school's sphere of success.

Goal | Expert Learners who are…

| Purposeful & Motivated | Resourceful & Knowledgeable | Strategic & Goal-Directed |

Data-based Rationale: *Click here for data analysis from SY 18-19 that highlights patterns in whole-school and subgroup performance that led to this year's proposed actions.*

Theory of Action: All Kelly School students will become expert learners and achieve at high levels when adults become more expert learners and leaders who organize our work around a shared belief that all students can achieve, and who identify and systematically address barriers that disproportionately affect our traditionally underserved student populations.

Adults will become more expert learners when we **collaborate to learn, apply, and integrate effective Social Emotional Learning (SEL), Universal Design for Learning (UDL), and Language Acquisition (LA) practices** into a more coherent Tier 1 and Tier 2 system of supports.

Proposed Solution: *What is the first focus of our work? What is one strategic initiative to address our problem?*	We will organize and support the technical and adaptive changes* needed to promote **high-functioning and high-impact collaboration** among those who share responsibility for the same students, so that all students benefit from excellent instruction.

Dimension 1: High-functioning collaboration (which will largely happen first and then get fine-tuned over time) will include addressing:
- "Technical" changes such as: schedules, assignments, role clarity, clear expectations, monitoring, accountability, artifacts
- "Adaptive" changes such as: norm enforcement, "well-partnership" check-ins, PD on next-level collaboration, and experiences that attune us to our own implicit biases and patterns of systematic bias affecting our students.

Dimension 2: High-impact collaboration
- Build the routines, tools, skills and habits to make adult collaboration even more goal-directed, strategic, and likely to result in effective implementation of instructional practices that will

accelerate growth for our learners who are not yet achieving at high levels.
  ○ Identify and build capacity for a set of core tasks and routines to be undertaken by collaborative constellations, including: <u>task design, analysis of type and quality of thinking demanded by enacted curriculum</u>, looking at student work (LASW), error analysis, exploration of implicit bias, and role-playing
  ○ Identify a set of high-leverage "crossover" instructional practices and apply them to address barriers to learning. These "cross-over practices" will meet one instructional goal in a way that supports another -- for instance, in planning how to help kids make sense of the ideas in a complex text, a co-teaching pair might choose a text-rendering protocol with APT prompts that will *also* build language-acquisition and SEL skills. *See "measures of implementation," below, for a starter list of these "high-leverage cross-over skills."*

Desired Impact **Of our Strategy:** *What are we trying to change? (Lag)*	**Students** will internalize the skills, habits, and mindsets* needed to be expert learners, and will increase proficiency on a variety of measures! *Skills, habits, and mindsets are a cross-walk of UDL and SEL (CASEL), and will be promoted by our evolving set of "high-leverage cross-over practices."* **Teachers** will internalize the skills, habits, and mindsets needed to be expert learners, and will increase proficiency on a variety of measures (including UDL progression rubric, selected CVT indicators, and surveys**). **Teachers will report high levels of satisfaction with collaborative learning structures and consistency of support in meeting students' academic, social-emotional, and behavioral needs, and high perceptions of collective efficacy: Teachers will believe that, working together, adults at the Kelly School are able to move students into the school's sphere of success (academically, social-emotionally and behaviorally).*
Identified Challenges: *What caused you to choose this strategy and what data*	Our students with the most complex social emotional and learning needs are often those with the most number of adults interacting to support them. In SY18-19, teachers reported (via staff surveys and

supports the need for it? *An in-depth data-based rationale is here.*	informally) that it is challenging to communicate deeply and consistently with co-teachers, paras, and service providers who share responsibility for their students. As a result, students who may be, for instance, pulled out for reading intervention are left on their own to connect and apply the skills taught in pull-out instruction to grade-level text back in their classroom, when they may have a different adult coaching them on something different, or using different language for the same skills and strategies. Because regular 'built-in' time for collaboration has generally been dedicated to grade-level work, collaboration between classroom teachers and ESL, SpEd, and Reading teachers and other service providers, as well as collaboration between Caminos teaching partners, has been relegated to teachers' prep periods or after-school. This results in variable and idiosyncratic patterns of collaboration; uneven quality, coherence, and impact of needed services; and ultimately, inequitable outcomes for kids. As a result, Tier 1 supports and Tier 2+ interventions sometimes feel fragmented or marginally effective; everyone has been working hard, but without support or accountability for building coherent learning experiences for our students, particularly those not yet in the school's sphere of success. This year, we intend to interrupt this pattern by providing the structures, support, and accountability for teachers to take on and streamline the cognitive load of helping kids connect, apply, and internalize skills and strategies taught by the various adults who share responsibility for their learning.
Resources/Assets: *What supports are available to the school or district to implement this strategy?*	The Kelly School has a generally strong and positive collaborative culture among adults; grade-level teams collaborate regularly with the support of coaches and administrators to analyze data, plan curriculum, learn and apply effective teaching practices, and design Tier 2 classroom interventions. For SY19-20, the school is also planning to shift PLT time to the last block of the day, maintaining a specialist schedule that can allow a double-PLT block when necessary. We also have a strong and skilled set of paraprofessionals, and will leverage August PD time and periodic PLT time to train them in certain interventions they can provide as part of WIN time or in-class stations. In addition, we are grouping students and scheduling services in a way that concentrates service providers' and paraprofessionals' work with a more manageable number of teachers.
Measures of Change: *What outcome indicators do we use to measure success throughout the year? (Lead)*	

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Click here to access the specific indicators, items, and progress-monitoring data.

Adults: *What & when?*

Measures of Change: Adults	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CVT indicators 5, 6, 8, 10				✓		✓		✓			✓
ILT/AIP learning walk/observational sampling visits				✓				✓			
End-of-Tier-2 Cycle Surveys				✓		✓		✓			✓
Staff Survey	✓					✓				✓	
SQR Visit (show greater evidence of meeting diverse students' needs)								✓			

Click here to access the specific indicators, items, and progress-monitoring data.

Students: *What & when?*

Measures of Change: Students	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Shadow a student currently outside the school's sphere of success				✓				✓			
Safe and Supportive Schools Survey (gr 3+4)		✓				✓					✓
Focus group or targeted surveying of SwD and ELs who get push-in/pull-out services						✓					
Tier 1: Progress on Math Performance Tasks				✓		✓		✓			✓
Tier 2: Mastery of intervention target skills				✓		✓		✓			✓

Click here to access the specific indicators, items, and progress-monitoring data.

Measures of Implementation :
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?

Measures of Implementation
(continued)

By the end of August:
- group students and schedule services in a way that concentrates service providers' and paraprofessionals' work with a more manageable number of teachers,
- establish the technical elements of "high-functioning collaboration": Structure, Communication (e.g., classroom communication clipboard), Clear expectations, Norms
- Establish a schedule of regular PLT and planning time for collaboration to occur in "constellations"
- Establish a schedule of monthly/quarterly "well-partnership check-ups" with each constellation to monitor target students' progress and coach for function and impact.
- Invest time in August PD days for initial work in collaborative constellations, and for teacher pairs to identify their "bottom quartile" target students.

By September:
- Identify a set of high-leverage "crossover" practices that help learners (student and adult) become more expert learners in multiple domains (e.g., SEL, LangAcq). Some of those will include:

- Building constructive relationships with peers and adults
- Goal-setting, self-assessment, and reflection
- Clear criteria for success, student self-assessment, and feedback
- Self-awareness, self-advocacy, and effective choice-making
- Academically and socially productive talk

- Identify "collaboration champions" who can support collaborative partners within a particular constellation (e.g., Katie checking in with monthly or quarterly with co-teaching classroom + reading teachers)
- Identify the students currently outside the sphere of success that each collaborative constellation shares responsibility for, and support them to set goals for that child for the quarter and year.

By October:
- Clearly define the key purposes, outputs, and outcomes of each collaborative "constellation" (e.g., gen-ed teacher + ESL teacher; inclusion teacher + SpEd teacher; Reading Specialists + gen-ed teachers, ELL + SLL, Language Acquisition Team, Caminos teaching pair, Caminos program design team, Specialists + teacher, Specialists + Specialists, Coaches + teachers, Para + teacher, grade level teams)
- Help teachers sharing responsibility for kids to back-map their route to achieve those outcomes this year.
- Refine forms and protocols for our existing processes to identify and address barriers* so they all incorporate a similar lens and problem-solving process:
  - What barrier(s) is the child encountering? *"Does the student seem to be experiencing barriers to engaging [with the content? With peers?] or are the barriers in learning and applying new content/strategies [for reducing fractions, decoding text, or self-regulating]?*
  - What practices from each domain (UDL, SEL, LA/DL) could be part of addressing this barrier? Which "cross-over" practices might help build skills in multiple domains?
- Starting in October and routinely thereafter, establish a routine of self-assessment of collaborative "expert learner" practices and habits.
- By October (and on-going), staff (including teachers and service providers) involved in "collaboration constellations" will build bank of Kelly School resources connected to our past learning around UDL, SEL and Dual-language. Then, teachers/teams will draw flexibly and strategically on resources from across disciplines/domains to help remove barriers. *For example,* a student who is struggling to build relationships with peers and is also outside math sphere of success could work in a strategic small group to remedy math understanding and SEL issue.

By November
- Use a "case" approach to assess the coherence of the experience of students who are not yet in the school's sphere of success:
- Based on student performance and classroom practice data, we will have met with each constellation of teachers who share responsibility for kids at least once.

By January:

Measures of Implementation
(continued)

	- Update and refine existing problem-solving processes to increase the function and impact of those collaborative processes: - Tier 2 intervention cycles - IST process - UDL-informed unit/lesson planning - SEL problem-solving / case-management meetings - Strategic regrouping across classrooms for Tier 1 instruction or Tier 2 intervention. - Based on student performance and classroom practice data, we will have met with each constellation of teachers who share responsibility for kids at least twice. **By March:** - Based on student performance and classroom practice data, we will have met with each constellation of teachers who share responsibility for kids at least three times. **By June:** - Based on student performance and classroom practice data, we will have met with each constellation of teachers who share responsibility for kids at least four times.

Required Appendices for SIP requirements:

1) Core Values/Mission - Work on at the Summit
2) Professional Development Plan - Work on at the Summit
3) Parent Involvement Plan - Work on at the Summit
4) Teacher induction and Mentoring Activities - Provided by Linda and Sarah
5) District Program Models and Approaches that Ensure Progress for ELs - Provided by Sean and Sarah

All required appendices are updated and saved in the Shared Drive: Title One Schoolwide Yearly Requirements / Kelly