

<p>Overarching Goal: We will create an inclusive culturally-responsive environment where ALL staff members are responsible for the achievement and well-being of ALL students. The “Sokolowski Way” means valuing all members of the community as people first with their own rich, cultural value and agency. This allows us to be culturally responsive to students’ social-emotional and academic needs through purposeful instruction and data-driven feedback.</p>	
<p>Theory of Action: If we create a community where all members are valued as people first, then we will create a culturally-responsive community of independent, expert learners.</p>	
<p>Proposed Solution/Strategy 1: What is the second focus of our work? What is our second strategic initiative to address our problem?</p>	<ul style="list-style-type: none"> ● We will create a culturally-responsive environment where students will have agency over their learning. By creating this environment, students will have the tools and the space to express themselves, take emotional and academic risks, be self-reflective, and be goal-oriented learners.
<p>Desired Impact of Solution/Strategy 1: What are we trying to change? (Lag)</p>	<ul style="list-style-type: none"> ● Classroom and school environment will showcase student voice and culture. ● Instruction will include multiple means of engagement, representation, and action so that students are empowered to Self Manage, be Responsible Decision Makers (CASEL Standards), and engage in productive struggle. ● Stronger school-family equitable partnerships that will empower community voices and cultures.
<p>Identified Challenges: What caused you to choose this strategy and what data supports the need for it?</p>	<ul style="list-style-type: none"> ● Remote Learning <ul style="list-style-type: none"> ○ Platforms ○ Novice- “New teacher” feeling ○ Student Engagement ● SchoolWorks: <ul style="list-style-type: none"> ○ Maximization of learning time ○ More consistency with learning goals and targets ○ Student engagement through rigor

Resources/Assets: What are the strengths of the school and/or district supports available to the school to implement this strategy?

- Assets:
 - Collaborative Staff
 - Strategy Study-Vertical Teams
 - Leadership Teams: SWT and ILT
 - Compassionate Staff
 - School Meeting twice a month
 - Red Triangle
 - Consistent understanding and use of the Pyramid of Success
 - Implementation of Mind Up principles
 - Leadership roles
 - Vertical student teams
 - Restorative Justice Training
 - Circle Training
 - “Restorative Mindset” vs “Punitive Mindset”
 - SchoolWorks:
 - Student and staff interactions are positive
 - Student engagement
 - Professional Development Syllabus

● **Resources:**

Documents
<ul style="list-style-type: none"> ○ UDL framework ○ The Soko Way to Growth Mindset ○ The Soko Way to PT and L (ongoing initiatives) ○ The Soko Way 2.0 Instructional Self-Assessment (Purposeful Planning, Teaching, Assessments, and Feedback) ○ Student Data Sheets ○ Strategy Study Resources ○ A schedule that maximizes opportunities to support learner differences through WIN block. ○ Google Folder- Inclusive Resources ○ Mind Up Curriculum

	<ul style="list-style-type: none"> ○ CPS Pandemic Response Survey
	<p>Personnel</p>
	<ul style="list-style-type: none"> ○ Coaches ○ Teacher teams: ILT, UDL, Strategy Study ○ Elementary Coordinators ○ SSOS ○ DLT ○ Tier I Inclusive Academy
	<p>Structures</p>
	<ul style="list-style-type: none"> ○ Data Cycles ○ Strategy Study ○ School Meeting ○ Family Nights ○ Restorative Justice <ul style="list-style-type: none"> ■ Circle ■ Restorative Conversations
	<p>District Digital Platforms</p>
	<ul style="list-style-type: none"> ○ Google Classroom ○ SeeSaw ○ Pear Deck ○ Nearpod ○ Screencastify

Measures of Change of Solution/Strategy 1: What outcome indicators do we use to measure success throughout the year?

<p>Adults: what & when?</p>	<ul style="list-style-type: none"> ● 90% of educators will attend at least two monthly Culture Circles focused on deepening knowledge of CRT theories and practice
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	<ul style="list-style-type: none"> ● Lessons will demonstrate the presence of elements of CRT including The Soko Way 2.0. This will be measured by: <ul style="list-style-type: none"> ○ 80% of lessons will be rated a 4 on the Classroom Visit Tool on indicator 7 (Participation and ENGagement). ○ 80% of lessons will be rated a 4 on the Classroom Visit Tool on indicator 8 (Higher Order Thinking). ○ 80% of lessons will be rated a 4 on the Classroom Visit Tool on indicator 10 (Feedback). ● CPS Pandemic Response Survey for staff <ul style="list-style-type: none"> ○ Establish Baseline
<p>Students: what & when?</p>	<ul style="list-style-type: none"> ● Attendance rate will remain above 95%. ● Chronically absent students will be less than 17%. ● CPS Pandemic Response Survey for students <ul style="list-style-type: none"> ○ Establish baseline
<p>Measures of Implementation of Solution/Strategy 1: How do we hold ourselves accountable for the work and outputs? what & when?</p>	<ul style="list-style-type: none"> ● CPS Pandemic Response Survey for students and staff <ul style="list-style-type: none"> ○ Complete by October 1st. ● Leverage existing structures to communicate a culturally responsive learning environment <ul style="list-style-type: none"> ○ Bulletin Board sign up sheet ○ Message Board as students enter school ● Complete two rounds of the Collective Diversity initiative. <ul style="list-style-type: none"> ○ All classrooms read the text All Are Welcome and discuss using the guiding questions and shared protocols. ● Leverage School Meetings to increase parent and student engagement <ul style="list-style-type: none"> ○ Utilize School Site Council to engage with local talent and businesses. ○ Increase parent attendance and invitation to participate. ● Leverage the Pyramid of Success <ul style="list-style-type: none"> ○ Increase display and visuals ○ Link other texts that connect to the individual blocks <ul style="list-style-type: none"> ■ Timeline: Texts will be rolled out by the month that coincide with each building block’s focus ○ Provide list of biographies connect to the individual blocks <ul style="list-style-type: none"> ■ Timeline: Texts will be rolled out by the month that coincide with each

	<p style="text-align: center;">building block’s focus</p> <ul style="list-style-type: none"> ● Professional Development Syllabus ● Parent Survey <ul style="list-style-type: none"> ○ Completed by October 1st ● The “Sokolowski Way 2.0” will be updated to incorporated CRT principles by October 1st ● Student Council will meet quarterly with teachers to share ideas and feedback ● Quarterly student focus groups (by grade level) to elicit feedback
<p>Proposed Solution/Strategy 2: What is the first focus of our work? What is one strategic initiative to address our problem?</p>	<p>We will increase student access to rigorous standards based lessons through continued goal oriented planning and mastery of high leverage teaching strategies, including the use of meaningful assessment strategies that lend themselves to high leverage feedback in order to improve students’ academic performance.</p>
<p>Desired Impact of Solution/ Strategy 2: What are we trying to change? (Lag)</p>	<p>Lessons will include multiple means of action, expression, and representation in order to produce student work that lends itself to mastery oriented feedback.</p> <p>Lessons will use formative assessment strategies throughout the lesson in order to provide mastery oriented feedback that is aligned to grade level standards in order to create independent, expert learners.</p>
<p>Identified Challenges: What caused you to choose this strategy and what data supports the need for it?</p>	<p>Students at Sokolowski are in need of mastery oriented feedback to meet grade level standards.</p> <ul style="list-style-type: none"> ● Remote Learning <ul style="list-style-type: none"> ○ Platforms ○ Novice- “New teacher” feeling ○ Student Engagement ● SchoolWorks: <ul style="list-style-type: none"> ○ Maximization of learning time ○ More consistency with learning goals and targets ○ Student engagement through rigor ○ Regular assessment and feedback to reveal student thinking ● 2019 Safe and Supportive Survey: <ul style="list-style-type: none"> ○ Always (highest rating) <ul style="list-style-type: none"> ■ #2 (My teacher gives me feedback that helps me work independently.)- 52% of

	<p>students selected 'Always'.</p> <ul style="list-style-type: none"> ■ #13 (My teachers encourage me to keep trying, even when things are difficult.) - 73% of students selected 'Always' <ul style="list-style-type: none"> ● 2020 5DP Benchmark Data: <ul style="list-style-type: none"> ○ Performance is inconsistent 				
<p>Resources/Assets: What are the strengths of the school and/or district and supports available to the school to implement this strategy?</p>	<ul style="list-style-type: none"> ● Assets: <ul style="list-style-type: none"> ○ Common knowledge of Strategy Study ○ Begun developing common understanding of LASW protocol ● SchoolWorks: <ul style="list-style-type: none"> ○ Student and staff interactions are positive ○ Student engagement ● Resources: <table border="1" data-bbox="814 711 1753 1448" style="margin-left: 20px;"> <tr> <td data-bbox="814 711 1753 776">Documents</td> </tr> <tr> <td data-bbox="814 776 1753 1136"> <ul style="list-style-type: none"> ○ Strategy Study Resources ○ A schedule that maximizes opportunities to support learner differences through WIN block. ○ Google Folder- Inclusive Resources ○ Math Guidelines ○ ELA Guidelines ○ UDL framework ○ "Improved" CVT datasheet ○ Student Data Sheets </td> </tr> <tr> <td data-bbox="814 1136 1753 1201">Personnel</td> </tr> <tr> <td data-bbox="814 1201 1753 1448"> <ul style="list-style-type: none"> ○ Coaches ○ Teacher teams: ILT, UDL, Strategy Study ○ Elementary Coordinators ○ SSOS ○ DLT ○ Tier I Inclusive Academy </td> </tr> </table> 	Documents	<ul style="list-style-type: none"> ○ Strategy Study Resources ○ A schedule that maximizes opportunities to support learner differences through WIN block. ○ Google Folder- Inclusive Resources ○ Math Guidelines ○ ELA Guidelines ○ UDL framework ○ "Improved" CVT datasheet ○ Student Data Sheets 	Personnel	<ul style="list-style-type: none"> ○ Coaches ○ Teacher teams: ILT, UDL, Strategy Study ○ Elementary Coordinators ○ SSOS ○ DLT ○ Tier I Inclusive Academy
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<p>Measures of Change of Solution/Strategy 2: What outcome indicators do we use to measure success throughout the year?</p>					
<p>Adults: What & when?</p>	<ul style="list-style-type: none"> ● By the end of the year CVT element 8 (Higher-order Thinking) will be rated a 4 75% of the time. ● By the end of the year CVT element 9 (Assessment Strategies) will be rated a 4 75% of the time. ● By the end of the year CVT element 10 (Feedback) will be rated a 4 75% of the time. ● CPS Pandemic Response Survey for students <ul style="list-style-type: none"> ○ Establish baseline 				
<p>Students: What & when?</p>	<ul style="list-style-type: none"> ● MCAS Data goals: <ul style="list-style-type: none"> ○ 50% of students in 3rd and 4th grade will earn a rating of meeting or exceeding the standard in ELA. ○ 50% of students in 3rd and 4th grade will earn a rating of meeting or exceeding the standard in math. ● 100% of ELL students enrolled at the Sokolowski School for more than one year will grow at least one proficiency level as measured by ACCESS data by the end of the year. ● The Sokolowski School students in grades one through four will achieve within 3% of the 				

	<p>Chelsea elementary schools on benchmark assessment. Data will be analyzed from:</p> <ul style="list-style-type: none"> ○ All students ○ Subgroups: <ul style="list-style-type: none"> ■ ELL ■ Students with Disabilities ■ Lowest 25% ● Distance from “All Students” <ul style="list-style-type: none"> ○ Special education subgroup data will not exceed an average of 10% off of the aggregate. ○ ELL subgroup data will not exceed an average of 7% off of the aggregate. ● Data Profile- Includes: (DIBELS, SRI, F&P, benchmark, common assessments, performance assessments)
<p>Measures of Implementation of Solution/Strategy 2: 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?</p>	<ul style="list-style-type: none"> ● Creation of a Sokolowski School PD and PLT syllabus <ul style="list-style-type: none"> ○ Inclusive Academy rooted in the framework of UDL ○ Looking at student work at PLT ○ Participation in Culturally Responsive Teaching Academy ● Teachers will self-assess in the beginning, middle, end of the academic year using the Soko Way Instructional Self-Assessment 2.0. ● Identified time for use of timely feedback during the planning phase <ul style="list-style-type: none"> ○ Lesson Planning norms: <ul style="list-style-type: none"> ■ ELA Guidelines ■ Math Guidelines ■ The Soko Way 2.0