Overarching Goal: *The Sokolowski School wants to create an inclusive environment where all staff members are responsible for ALL of our students' growth both academically, socially, and emotionally. We believe that the "Sokolowski Way" is being responsive to student needs through collaboration, purposefulness, and data informed decisions that will accelerate our students' achievement and growth as individuals.*

Theory of Action: *If Sokolowski teachers design and implement lessons with purposeful assessment strategies that generate strategic and actionable feedback, then students will be motivated, engaged and grow as expert learners which will result in improved student achievement on grade-level standards.*

Proposed Solution/Strategy 1: *What is the first focus of our work? What is one strategic initiative to address our problem?*	● The Sokolowski School will increase the access and mastery of rigorous standard based lessons for students through high leverage teaching strategies that are both vertically and grade level aligned.
	  ○ Assessment Strategies
	  ○ Feedback

Desired Impact of Solution/ Strategy 1: *What are we trying to change? (Lag)*	- In order for students to meet grade level standards, lessons will include multiple means of action and expression which will enhance the use of **formative assessments.** - In order to meet grade level standards, lessons will include multiple means of representation which will increase **mastery oriented feedback** during lessons.

Identified Challenges: *What caused you to choose this strategy and what data supports the need for it?*	Students at the Sokolowski are in need of mastery oriented feedback to meet grade level standards.
	● *2019 Spring Learning Walk:*
	  ○ *SchoolWorks Classroom Visit Tool (CVT) rating of 4's (highest rating)*
	    ■ *8 (Higher-order Thinking) - 8%*
	    ■ *9 (Assessment Strategies)-16%*
	    ■ *10 (Feedback)-24%*
	● From SchoolWorks Quality Review:
	  ○ Some classroom instruction is intentional, engaging, and challenging for students
	    ■ In many classrooms a variety of instructional strategies and materials support students' diverse learning needs.
	    ■ Instruction inconsistently requires students to use and develop higher-order thinking skills.
	● *2019 Safe and Supportive Survey:*
	  ○ *Always (highest rating)*

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	■ *#2 (My teacher gives me feedback that helps me work independently.)- 52% of students selected 'Always'.*
	■ *#13 (My teachers encourage me to keep trying, even when things are difficult.) - 73% of students selected 'Always'.*
	● 2019 5DP Benchmark Data:
	  ○ Grades 2 & 4 were below the district on all three benchmarks for ELA & Math
	  ○ Grade 3 was below the district on all three math benchmarks and ⅔ of ELA
	  ○ In ELL subgroup - grades 2 and 4 were below the district in all three benchmarks for ELA and Math
	  ○ In students with disabilities (SWD) subgroup - grades 2 and 4 were below the district in all three benchmarks for ELA and Math

Resources/Assets: *What are the strengths of the school and/or district and supports available to the school to implement this strategy?*	● Assets:
	  ○ Common knowledge of Strategy Study
	  ○ Begun developing common understanding of LASW protocol
	  ○ From SchoolWorks Quality Review:
	    ■ Classroom interactions and organization ensure a classroom climate conducive to learning for students in most classrooms.
	      ● In most classrooms, the learning environment is highly structured and learning time is maximized through effective planning and guidance.
	      ● Most classroom interactions are cooperative and conducive to learning.
	  ○ Resources:
	  ○ Coaches
	  ○ Teacher teams: ILT, UDL, Strategy Study
	  ○ Strategy Study Resources
	  ○ A schedule that maximizes opportunities to support learner differences through WIN block.
	  ○ Google Folder- Inclusive Resources
	  ○ Data Cycles
	  ○ Mastery Connect
	  ○ UDL framework
	  ○ "Improved" CVT datasheet

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	○ Student Data Sheets ○ SSOS ○ Tier I Inclusive Academy ○ DLT ○ Elementary Coordinators ○ Software programs

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

Adults: *What & when?*	● 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 November a rating of 35% ○ By February vacation a rating of 60% ● By the end of the year CVT element 9 (Assessment Strategies) will be rated a 4 75% of the time. ○ By the end of November a rating of 35% ○ By February vacation a rating of 60% ● By the end of the year CVT element 10 (Feedback) will be rated a 4 75% of the time. ○ By the end of November a rating of 35% ○ By February vacation a rating of 60% ● Safe and Supportive School Survey ○ 75% of students will identify 'ALWAYS" for question #2. (My teacher gives me feedback that helps me work independently.) ○ 90% of students will identify 'ALWAYS" for question #13 (My teachers encourage me to keep trying, even when things are difficult.)
Students: *What & when?*	● MCAS Data goals: ○ 50% of students in 3rd and 4th grade will earn a rating of meeting or exceeding the standard in ELA. *(18-19 Data:__% earned a meeting/exceeding rating.)* ○ 50% of students in 3rd and 4th grade will earn a rating of meeting or exceeding the standard in math. *(18-19 Data:__% earned a meeting/exceeding rating.)* ● 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. *(18-19 Data:72%* grew at least one proficiency level.*)*

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	● The Sokolowski School students in grades one through four will achieve within 3% of the Chelsea elementary schools on benchmark assessment. Data will be analyzed from:
	  ○ All students
	  ○ Subgroups:
	    ■ ELL
	    ■ Students with Disabilities
	    ■ Lowest 25%
	● Distance from "All Students"
	  ○ 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, commons assessments)
	  ○ By the end of the year 60% of students will be marked "green" (on grade level)
	  ○ By the end of the year less than 10% of students will be marked "red" (significantly below grade level.

Measures of Implementation of Solution/Strategy 1:
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?
	● Creation of a Sokolowski School PD and PLT syllabus
	  ○ Inclusive Academy rooted in the framework of UDL
	● The Safe and Supportive School Survey will be administered three times during the school year.
	  ○ By October 18th
	  ○ By February Vacation
	  ○ By June 1st
	● Teachers will participate in common assessment data cycles in ELA and Math at PLT and common planning time.
	● Teachers will self-assess in the beginning, middle, end of the academic year using the Soko Way Instructional Self-Assessment.
	● Implementation of the student profile.
	● Creation of and use of the 2019-2020 Sokolowski Assessment Methods.
	  ○ Use of the Student Data Profile
	    ■ Full implementation of engagement data by the end of October
	    ■ Full implementation of math data by the end of December
	    ■ Full implementation of literacy data by the end of April
	  ○ Use of the CVT data tracker with staff

	■ Collectively and individually.
Proposed Solution/Strategy 2: *What is the second focus of our work? What is our second strategic initiative to address our problem?*	● The Sokolowski School will strengthen our inclusive community by providing a safe place that supports academic risk taking and goal oriented learning. 　○ Engagement Strategies 　　■ Provide options for recruiting interest 　　■ Provide options for sustaining effort and persistence 　　■ Provide options for self regulation
Desired Impact of Solution/Strategy 2: *What are we trying to change? (Lag)*	- Lessons will include multiple means of engagement in order for students to be **independent and reflective learners** through teacher facilitated **productive struggle.** - Lessons will include multiple means of engagement in order for students to Self Manage and are be Responsible Decision Makers (CASEL standards) in their own learning.
Identified Challenges: *What caused you to choose this strategy and what data supports the need for it?*	● *Spring Learning Walk:* 　○ *Classroom Visit Tool (CVT) rating of 4's (highest rating)* 　　■ *7 (Participation and Engagement)- 56%* 　　■ *10 (Feedback)-24%* ● *Safe and Supportive Survey* 　○ *Always (highest rating)* 　　■ Question 1 (I feel safe when I am working in groups with other students.): Always-58% of students selected "Always". 　　■ Question 5 (I feel I can succeed at my school.): 59% of students selected "Always".
Resources/Assets: *What are the strengths of the school and/or district and 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
- ○ CVT element 2 (Behavioral Expectations) and 4 (Supportive Learning Environment) were rated a 4 80% of the time.
- ○ Community Needs Assessment- Staff Survey:
  - ■ Views PD as supportive to their practice.
    - ● 82.8% of teachers agreed that PD positively impacted practice.
    - ● 86.2% of teachers agreed that PD was aligned to student achievement.
  - ■ Values Strategy Study
  - ■ 73.1 % of teachers agreed that strategy study positively impacted their practice.
  - ■ Staff feels they have a voice in decision making.
    - ● 76% of teachers agree that they voice in decision making.
- ○ Safe and Supportive School Survey:
  - ■ "The adults at my school care about me" was rated "always" 76.2% of the time
  - ■ "The adults at my school respect me" was rated "always" 74.7% of the time
- **Resources:**
  - ○ "Improved" CVT data sheet
  - ○ Student Datasheets
  - ○ CPS SEL Survey
  - ○ Parent perception survey
  - ○ UDL framework
  - ○ Service Learning Project resources
  - ○ Mind Up curriculum
  - ○ WIN Block
  - ○ Pyramid of Success curriculum
  - ○ Software Programs
  - ○ The Soko Way to Growth Mindset
  - ○ The Soko Way to PT and L (ongoing initiatives)
  - ○ The Soko Way Instructional Self-Assessment (Purposeful Planning, Teaching, Assessments, and Feedback)

Measures of Change of Solution/Strategy 2: *What outcome indicators do we use to measure success throughout the year?*	
Adults: *what & when?*	● CVT element 7 (Participation and Engagement) will be rated a 4 80% of the time from 56% during the 2019 Spring CVT learning walk data.

Students: *what & when?*	● Attendance rate will remain above 95%.
	● Chronically absent students will be less than 17%.
	● Safe and Supportive School Survey:
	  ○ 75% of students will identify 'ALWAYS" for question #1.(I feel safe when working in groups with other students.)
	  ○ 75% of students will identify 'ALWAYS" for question #5. (I feel I can succeed at my school.)
	● *CPS SEL Assessment:*
	  ○ 75% of students will identify 'ALWAYS" for question *#13:* (I set goals for myself and work hard to meet those goals.)
	  ○ 75% of students will identify 'ALWAYS" for question *#14:* (I stop and think so that I can make good decisions.)

Measures of Implementation of Solution/Strategy 2:
How do we hold ourselves accountable for the work and outputs? what & when?
	● Students will take the CPS SEL Assessments at the beginning and end of the year.
	● Teachers will take the <u>The Soko Way</u> Instructional Self-Assessment (Purposeful Planning, Teaching, Assessments, and Feedback) twice.
	  ○ By end of September
	  ○ By end of May
	● Implementation of the student profile.
	  ○ Attendance and office referrals
	    ■ Attendance update will be shared quarterly.
	    ■ Discipline referrals will be shared quarterly.
	● Creation of and use of the <u>2019-2020 Sokolowski Assessment Methods.</u>
	  ○ Use of the Student Data Profile
	    ■ Full implementation of engagement data by the end of October
	    ■ Full implementation of math data by the end of December
	    ■ Full implementation of literacy data by the end of April
	  ○ Use of the CVT data tracker with staff
	    ■ Collectively and individually

	- All CVT data will be shared with staff quarterly. - Individual data shared twice a year. - January and June

Sokolowski School's Mission Statement and School Vision	**Sokolowski School Mission Statement** *Our mission "Strive, Succeed, Soar" is meant to inspire all members of the school community to become life-long learners. The Frank M. Sokolowski School is dedicated to becoming a school of academic excellence by creating a positive learning environment, upholding high standards, and strengthening our partnership with parents.* **Sokolowski School Vision** *All students attending the Frank M. Sokolowski School will advance their academic and social skills to achieve grade level or above benchmarks. All students will be prepared to reach the proficient level on state mandated (MCAS) and locally developed assessments. Students will enter middle school equipped with the skills needed to maintain proficiency in core academic areas.* *The Frank M. Sokolowski School:* - *Develops and expands all students' literacy and mathematics skills.* - *Promotes student emotional and social development.* - *Encourages parental involvement to build a home school partnership for current and future academic success.*

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