



2019-2020 Berkowitz School: Accelerated Improvement Plan



Overarching Goal: Students will experience culturally responsive learning environments and partnerships rooted in a heightened salience of goals with a strong coherence between goals, assessments, activities, and feedback that will result in ALL Berkowitz students working toward becoming expert learners.

Theory of Action: If Berkowitz faculty and staff can develop trusting learning partnerships with students and families by increasing their capacity to provide culturally responsive teaching with a strong coherence between goals, assessments, activities, and feedback, then we will create a sense of connectedness that will support the development of expert learner characteristics.

Strategy 1: Lessons at the Berkowitz School will include a heightened salience of goals that drive the creation of assessments and activities and allow for coherent feedback through the use of the following “Golden Questions” when lesson planning:

1. (Goals) What will the students know or be able to do by the end of the learning experience?
2. (Assessment) How will I know where students are in relation to the goals?
3. (Activities) What will take place during the learning experience that will increase the likelihood that students meet or make progress toward the goals?
4. (Feedback) How will I plan for structures to allow for students to receive feedback to support them in reaching the goals?

Note: These “Golden Questions” are meant to be applied to ALL learning experiences including academic lessons, behavioral interventions, social-emotional learning lessons, restorative circles, etc.

Desired Impact of Strategy 1: When the Golden Questions are addressed in the lesson planning process, learning experiences will be more likely to include coherence between goals, assessments, activities, and feedback. This allows the learner’s central nervous system to devote resources (executive functions) toward meeting the goal. As a result, ALL learning experiences will increase in both efficiency and efficacy.

Identified Challenges: Based on a qualitative analysis of written observational feedback to teachers during the 2018-2019 school year, along with analysis of data from the CPS Safe and Supportive Schools survey, lessons at the Berkowitz School incorporate clearly communicated learning goals. However, coherence between goals, assessments, activities, and feedback could be improved. According to the 2018-2019 Schoolworks review, 47% of classroom visits resulted in a 3 or 4 for both indicators 9 and 10 (28% 3s and 19% 4s for both indicators). Faculty and staff will require support and application time in allowing the Golden Questions to take a more prominent role in lesson planning and delivery. This will be addressed during school-wide professional development, professional learning teams (PLTS), and direct instructional coaching with coaches and evaluators. The Golden Questions will serve as the “agenda” for all lesson debriefs.



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Resources/Assets: The Berkowitz School is made up of a talented, hard-working, and dedicated staff that benefits from autonomy. As of June 2019, 100% of teachers and paraprofessionals will be returning for the 2019-2020 school year. This is a result of a cohesive group of educators that care about our school and students. Our teachers go out of their way to share resources and support each other in meeting the diverse needs of our students. Faculty and staff are not afraid to take risks, and are supported in doing so. The Golden Questions allow for an accelerated improvement plan that allows for continued autonomy by providing a tight goal with flexible means. There are numerous opportunities for teacher leadership including taking part in providing “choice sessions” at staff meetings, UDL, ILT, and ELL leadership teams, and PLTs. Teachers have a variety of options when seeking support including 4 instructional coaches, a social worker, a school-based SEL lead, administration, and most importantly, colleagues. Various formats for planning with the Golden Questions will be provided as well as “pre-approved” student learning and professional practice goals that teachers *may* opt to use as a component of their evaluation.

Measures of Change of Strategy 1 (Adults):

- A. Increase teacher capacity to heighten salience of goals and plan and deliver learning experiences that demonstrate a strong alignment of goals (CVT indicator 5), assessments (indicator 9), activities (indicator 6), and feedback (indicator 10). By May of 2020, using SQR and district learning walk results 75% of classroom observations will be rated 4 on indicators 5 and 6 (baseline 28 and 47 according to 2019 SQR) and 50% on indicators 9 and 10 (baseline 19 and 19 according to 2019 SQR).
- B. Teacher self assessment survey of Golden Questions implementation (coinciding with district learning walks), baselines will be determined by average response for each question for round 1 of the survey, which will utilize a 4-point scale. Each round thereafter will show a 15% increase in the average for each response. A personal reflection document will be provided to staff so they can monitor their own growth.
- C. The following yes/no questions will be added to the end of the CVT for district learning walks only:
 1. Did the learning goals drive all components of the lesson?
 2. Was an effective structure in place for assessing students against that goal?
 3. Did the lesson components support students in meeting the goals?
 4. Was the student feedback related to the goal?

Baselines will be determined by round 1 of the district learning walks. Each round thereafter will show a 15% increase in the percentage of “Yes” responses for each additional question.

Measures of Change of Strategy 1 (Students):

- A. Benchmark assessment data for ELA and math within 3% of network in all 3 assessments in all 4 grades (G1 compared to district), gap to aggregate measures for SWDs, ELLs, and lowest 25% will decrease by 25% each assessment.
- B. Math performance task data will show 75% of students increasing 1 or more levels in 2 of 3 domains for ALL students



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including SWDs, ELLS, and lowest 25% (tracked as specific cohorts).

- C. On demand writing data will show 75% of students increasing 1 or more levels in 3 of 5 domains for ALL students including SWDs, ELLs, and lowest 25% (tracked as specific cohorts).
- D. Using "Imagine Learning Scaled Score," which measures students who have made growth in performance over multiple areas over time, 80% of students will show growth each quarter with each quarter beginning a new baseline. During the 2018-2019 school year assessments 1, 2, and 3 had 77, 81, and 76% of students showing growth, respectively. Note: IL was only used with ELLs. During 2019-2020, all students will participate.
- E. Using Fountas and Pinnell growth targets, 80% of identified students in grades 3 and 4 will meet growth targets quarterly. Cohort determined by students scoring below basic (BB) on the Reading Inventory.
- F. MCAS percent correct for ELA/Math will increase by 5 points for each grade. 2019 baselines outlined below:
Grade 3: Math=45% ELA=50% Grade 4: Math=58% ELA=54%

Measures of Implementation of Strategy 1:

- A. Creation of lesson planning documents (variety/choice, visual doc of golden questions)
- B. Classroom observations (evaluative, district learning walks, SQR)
- C. Pre-approved SL and PP goals for staff
- D. Creation of various support docs and vision statement
- E. Ongoing creation of PD plan that reflects the development of expert learners
- F. Lesson planning guides
- G. LASW protocols

Strategy 2: According to the Safe and Supportive Schools survey, 68% of students always feel they can succeed at school, and 87% always feel that adults at school care about them. Teachers will increase capacity to provide culturally responsive teaching in order to create a sense of connectedness with students by building trust and rapport to reassure that students feel safe and that they can be successful. This solution/strategy is a multi-year approach. The 2019-2020 school year will serve as a learning year for staff where at least 3 staff meetings will focus on culturally responsive teaching (CRT). The principles of CRT can be found [here](https://docs.google.com/document/d/1I4pAh4rF09njP4ZzajONuo92cMbsFC4Kufppljx-AN8/edit?usp=sharing): <https://docs.google.com/document/d/1I4pAh4rF09njP4ZzajONuo92cMbsFC4Kufppljx-AN8/edit?usp=sharing>

Desired Impact of Strategy 2: ALL Berkowitz students will feel that they can succeed at school and that adults at school care about them.

Identified Challenges: Based on analysis of data from the CPS Safe and Supportive Schools survey, 68% of students always feel



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they can succeed at school, and 87% always feel that adults at school care about them. The survey denotes that we have work to do in this area. While office discipline referrals (ODRs) have steadily decreased over the past 3 years, suspensions have not. When students are not in school, they are less likely to learn. The belief is that students who feel that they are cared about and can succeed in school are less likely to make decisions that result in negative consequences. If 100% of students feel this way, we can continue to decrease ODRs and virtually eliminate out of school suspensions (OSSs). We recognize that this is a new topic for staff that will require a shift in mindset in some areas.

Resources/Assets: 100% of SQR observations resulted in a 3 or 4 on indicator 4 (Supportive learning environment), but only 84% resulted in a rating of 4. Our staff has done a great job with working with our most needy students. Most teachers are already practicing components of CRT. However, we need to develop both common language and understandings to increase our capacity to continue to make our school a safe place for students to become successful. We will focus our professional development on three big ideas related to CRT: dependent/independent learners, individualistic versus collectivist societies, and the role of the teacher as a warm demander, along with the 7 principles of CRT (Positive perspectives on parents and families, Communication of high expectations, Learning within the context of culture, Student-centered instruction, Culturally mediated instruction, Reshaping the curriculum, Teacher as a facilitator)

Measures of Change of Strategy 2 (Adults):

- A. 100% of district learning walks will result in a rating of 4 on indicator 4.
- B. As a result of CRT implementation, teacher need for Office Discipline Referrals (ODRs) will decrease by 30% by June, 2020. During the 2018-2019 school year, 290 ODRs were recorded over 180 school days, or roughly 1.6 per day.

Measures of Change of Strategy 2 (Students):

- A. 100% of students in grade 3 will answer “always” to the following 2 questions on the Safe and Supportive Schools survey: I believe I can succeed at my school. The adults at my school care about me.
- B. Totals for student school days impacted by out-of-school and in-school suspensions (OSSs and ISSs) will decrease by 75%. Baseline from 2018-2019 school year totals = 34.

Measures of Implementation of Strategy 2:

- A. Staff meeting agendas
- B. Coaching cycles
- C. Admin classroom observations
- D. 5x5 learning walks



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Required Appendices for SIP requirements:

- 1) [Core Values/Mission](https://docs.google.com/document/d/1eWPV8UIhbEug59zUZmbmjkZ7suquI-4Ex4nJ9FAyK7Q/edit?usp=sharing) :
- 2) [Professional Development Plan](https://docs.google.com/spreadsheets/d/1v2EHczVdzOyF9LpzuzwfLpkP4mHXynMWOOrjuvZASkI0/edit?usp=sharing) :
- 3) [Parent Involvement Plan](https://drive.google.com/file/d/1tYUukIFvmyi5qnnDu2Y3pQTjC1bskTjZ/view?usp=sharing) : [Spanish version](https://drive.google.com/file/d/1-kr8wo7NG40_ow6hFXOaoyMbJymgEfia/view?usp=sharing) :
- 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