

**John Silber Early Learning Center  
Accelerated Improvement Plan  
2019 - 2020**



<p><b>Overarching Goal:</b> <i>Implement a comprehensive and coherent Accelerated Improvement Plan (AIP) that will strengthen staff capacity and ability to implement highly effective instructional strategies and practices and cultivate and sustain learning partnerships with students and families in order to develop and foster higher order thinking skills, academic discourse and Social Emotional Learning (SEL) of ALL students to accelerate achievement.</i></p>	
<p><b>Theory of Action:</b> <i>If the ELC staff provides high-quality instruction that increases opportunities to engage all learners in rich collaborative academic and social-emotional discourse and activities that develop and promote higher order thinking, problem solving and social-emotional skills and foster meaningful learning partnerships with students and families, then the ELC will have increased student capacity for academic learning and accelerated student achievement.</i></p>	
<p><b>Proposed Solution/Strategy 1:</b> <i>What is the first focus of our work? What is one strategic initiative to address our problem?</i></p>	<p><b>Increase the frequency at which all students are engaging in academic discourse and higher order thinking through the use of targeted instructional strategies and ongoing formative assessment, so that ALL students demonstrate academic growth.</b></p>
<p><b>Desired Impact of Solution/ Strategy 1:</b> <i>What are we trying to change? (Lang)</i></p>	<p>Teachers increase the number and frequency of high-quality opportunities that engage more learners in rich collaborative academic and social-emotional discourse and activities.</p> <p>Students will become more engaged with their learning by actively participating in academic conversations with their peers and with their teachers.</p> <p>ALL students will be given more opportunities to respond and interact with HOT questions or prompts within a lesson.</p> <p>Students will demonstrate accelerated growth in the areas of literacy, math and overall language.</p>
<p><b>Identified Challenges:</b> <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>As a result from the School Works review and the administration observations through the CVT results, teachers are providing some higher order thinking questions and activities, but most students are not consistently participating and engaging in the higher order thinking questions, discussion or activities. Video evidence of in-class instruction shows that the structure and routines are in place for student learning, but not all students have an opportunity to interact with the content or are inconsistently engaged in the learning.</p> <p>The Fountas and Pinnell data results from one first grade classroom during the 2018-2019 school year, demonstrated that not all students reached the end of the year benchmark performance for a typical first grade student.</p>

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<p><b>Resources/Assets:</b> <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<p>Resources/ Supports:</p> <ul style="list-style-type: none"> <li>● The ELC has developed new schedules for each classroom to ensure students receive reading intervention and also ELL instruction rather than one or the other at the most optimal time.</li> <li>● PLT collaboration system</li> <li>● Ongoing grade level and leadership team data meetings.</li> <li>● Coaching from Curriculum, Inclusion, ELL Specialists and Literacy Coaches</li> <li>● Support from ELL teachers</li> <li>● Partnership with CAPIC to provide parent training and interpreters for trainings.</li> <li>● Ongoing work with the Early Literacy Grant - focus of the grant is on writing during 2019-2020 school year</li> <li>● SLT meetings and Elementary/ELC Collaboration</li> <li>● SSOS (Schoolwide Systems of Support)</li> <li>● Support from the District Literacy and Math Coordinators</li> <li>● The use of the Focus Feedback Form</li> </ul>
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**Measures of Change of Solution/Strategy 1:** *What outcome indicators do we use to measure success throughout the year?*

<p><b>Adults:</b> <i>What &amp; when?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">CVT #</th> <th style="padding: 5px;">6 (ratings of 4)</th> <th style="padding: 5px;">8 (ratings of 4)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>Baseline:</b></td> <td style="text-align: center; padding: 5px;">57%</td> <td style="text-align: center; padding: 5px;">27%</td> </tr> <tr> <td style="padding: 5px;"><b>November Target:</b></td> <td style="text-align: center; padding: 5px;">60%</td> <td style="text-align: center; padding: 5px;">30%</td> </tr> <tr> <td style="padding: 5px;"><b>February Target:</b></td> <td style="text-align: center; padding: 5px;">70%</td> <td style="text-align: center; padding: 5px;">40%</td> </tr> <tr> <td style="padding: 5px;"><b>June Target:</b></td> <td style="text-align: center; padding: 5px;">77%</td> <td style="text-align: center; padding: 5px;">47%</td> </tr> </tbody> </table>	CVT #	6 (ratings of 4)	8 (ratings of 4)	<b>Baseline:</b>	57%	27%	<b>November Target:</b>	60%	30%	<b>February Target:</b>	70%	40%	<b>June Target:</b>	77%	47%
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<p><b>Students:</b> <i>What &amp; when?</i></p>	<p>50% of students who score Needs Improvement or Warning in the Fall Literacy and Math Developmental Growth Rubrics (DRGs) will move to Proficient or above by Spring.</p> <p>75 % of K students will score Proficient or above in the areas OA1 and OA2 and 65% of K students will score Proficient or above in the area of OA5 on the spring math assessment.</p> <p>70% of First Grade students will score Proficient or above in the area of overall OA and 65% of First Grade</p>
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	<p>students will score Proficient or above in area OA1 on the spring math assessment.</p> <p>60% of Grade 1 students that attended the ELC for Kindergarten will meet their growth target on ACCESS testing.</p> <p>85% of level 1 and 2 English Language Learners in General Education Kindergarten and 1st grade who have been enrolled at the ELC since October 31, 2019 will increase one level on the Language Developmental Continuum (new/revised).</p> <p>75% of a cohort of 20 Kindergarten students randomly sampled from across all General Education classrooms, will increase at least one level on the Language Developmental Continuum (in process of being revised).</p> <p>50% of the 20 random sampling of students in the ELC first grade classrooms will increase at least five levels in reading comprehension as measured by Fountas and Pinnell. (NEW)</p> <p>85% of Students in Substantially Separate classrooms that have been enrolled in the ELC since October 31, 2019 will increase at least 9 points on the language and academic sections of the Pre-K/ K Special Education Development of Skills rubric.</p>
<p><b>Measures of Implementation of Solution/Strategy 1:</b> <i>How do we hold ourselves accountable for the work and outputs? what &amp; when?</i></p>	<ul style="list-style-type: none"> <li>● Consistent use of the CVT</li> <li>● Use of ELC Focused Feedback Form (FFF) 100% of the time, with a focus on academic discourse, instructional strategies and higher order thinking (with frequency and number of students).</li> <li>● Quarterly data meetings with the instructional leadership teams discussing classroom patterns and trends and students' progress monitoring data.</li> <li>● School-wide PLT Language and Literacy Data meetings in six week cycles.</li> <li>● Pineapple Chart Utilization and Impact Staff Survey (January and May)</li> <li>● Instructional Video Viewer Log</li> <li>● Ongoing PD in the areas of strategies to promote Higher Order Thinking and Academically Productive Talk.</li> <li>● Teachers will implement interactive read-aloud strategies as measured by classroom observation/focused feedback form data and CVT tool.</li> </ul>
<p><b>Proposed Solution/Strategy 2:</b> <i>What is the second focus of our work? What is our second strategic initiative to address our problem?</i></p>	<p><b>Cultivate and sustain effective learning partnerships with students and families to support continuous development of social emotional learning through the use of the PBS pyramid model in order to create trauma informed, culturally responsive school and classroom environments so that students can successfully access the curriculum.</b></p>

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<p><b>Desired Impact of Solution/Strategy 2:</b> <i>What are we trying to change? (Lag)</i></p>	<p>Students will demonstrate increased social and emotional skills including self awareness, self management, social awareness, relationship skills and responsible decision making, and decrease challenging behaviors that impact their safety and learning of themselves and others.</p>					
<p><b>Identified Challenges:</b> <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p>BIR data--275 Behavior Incident Reports were completed during the 18-19 school year. Dissaggregated data is as follows: 151 incidents were due to aggression or dangerous behavior, 124 incidents were due to disruptive behaviors that impacted learning. 175 BIRs were reported for PK students, 113 BIRs were reported for K students, 5 BIRs were reported for Grade 1 students, 184 BIRs were reported for General Education Students, 109 BIRs were reported for Special Education Students, 18 students had 5 or more BIRs, 8 students had 10 or more BIRs, 3 students had 20 or more BIRs.</p> <p>SEL data--28% of K students and 42% of PK students were still in Needs Improvement or Warning categories on Spring SEL Assessment based on their overall score.</p> <p>Teacher Survey Data: several staff cited the lack of time and flexibility in the schedule for students to apply and practice their social emotional skills and strategies that we are working toward strengthening in ALL students.</p> <p>Parent Involvement Data: The ELC currently averages a 20% family attendance rate at school wide events.</p>					
<p><b>Resources/Assets:</b> <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"> <li>● The new schedule to ensure students have time for SEL skill mini-lesson instruction, as well as time to play, socialize and apply their new social-emotional learning on a daily basis.</li> <li>● PLT Collaboration System</li> <li>● Parent Liaison</li> <li>● Two coaches and one SLP trained in providing parent training in Pyramid Strategies for families</li> <li>● Social workers available to support students and teachers</li> <li>● SEL Lead and subcommittee</li> <li>● Collaboration with CAPIC to provide three parent training series</li> <li>● The use of the Focus Feedback Form</li> </ul>					
<p><b>Measures of Change of Solution/Strategy 2:</b> <i>What outcome indicators do we use to measure success throughout the year?</i></p>						
<p><b>Adults:</b> <i>what &amp; when?</i></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">CVT #</td> <td style="width: 33%;">2 (ratings of 4)</td> <td style="width: 33%;">4 (ratings of 4)</td> </tr> </table>			CVT #	2 (ratings of 4)	4 (ratings of 4)
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;"><b>Baseline:</b></td> <td style="text-align: center;">83%</td> <td style="text-align: center;">97%</td> </tr> <tr> <td style="background-color: #cccccc;"><b>November Target:</b></td> <td style="text-align: center;">90%</td> <td style="text-align: center;">98%</td> </tr> <tr> <td style="background-color: #cccccc;"><b>February Target:</b></td> <td style="text-align: center;">95%</td> <td style="text-align: center;">99%</td> </tr> <tr> <td style="background-color: #cccccc;"><b>June Target:</b></td> <td style="text-align: center;">100%</td> <td style="text-align: center;">100%*</td> </tr> </table> <p><i>*margin of error 3%</i></p> <p>95% of parents will select “always” or “most of the time” on the Parent/School Relationship section of the new ELC Safe and Supportive School Survey.</p> <p>95% of parents will select “always” or “most of the time” on the Teacher/Family Relationship section of the new ELC Safe and Supportive School Survey. This result will fall within 10% compared to teacher responses on the Teacher Family Relationship questions on the Teacher Needs Assessment Survey.</p> <p>Parent Involvement will increase so that 30% of ELC families will be represented at a school wide event by spring 2020.</p>	<b>Baseline:</b>	83%	97%	<b>November Target:</b>	90%	98%	<b>February Target:</b>	95%	99%	<b>June Target:</b>	100%	100%*
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<p><b>Students:</b> <i>what &amp; when?</i></p>	<p>SEL Assessment:</p> <ul style="list-style-type: none"> <li>-50% of general education students who score Needs Improvement or Warning on the Fall SEL Developmental Growth Rubric (overall score) will move to Proficient or above by Spring.</li> <li>-30% of general education students who score Needs Improvement or Warning on the Fall SEL Developmental Growth Rubric in the area of SEL 4 Self Management--Demonstrates Impulse Control and Stress Management (our lowest area) will move to Proficient or above by Spring.</li> </ul> <p>85% of Students in Substantially Separate classrooms that have been enrolled in the ELC since October 31, 2019 will increase at least 5 points on the Social Emotional section of the Pre-k/ K Special Education Benchmark Rubric Assessment.</p>												
<p><b>Measures of Implementation of Solution/Strategy 2:</b> <i>How do we hold ourselves accountable for the work and outputs? what &amp; when?</i></p>	<ul style="list-style-type: none"> <li>● Teachers will explicitly teach social and emotional skills each day in the designated SEL/PBS block as measured by Focused Feedback Form and CVT Tool.</li> <li>● Monthly PLT's focused on SEL</li> <li>● Continued SEL PD</li> <li>● Monthly SEL check in during staff meeting</li> <li>● New Safe and Supportive Schools Parent Survey Data--November and March</li> </ul>												

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**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
- 6) Appendix: Higher Order Thinking and Academically Productive Talk Professional Development Offerings

## Appendix

### Appendix 6: Higher Order Thinking and Academically Productive Talk Professional Development Offerings

The drive for PD in Higher Order Thinking Skills and using Academically Productive Talk began in January 2014 when we entered into a partnership with UMass Boston to improve math instruction. Early PD with the author of our math program, “Building Blocks” indicated a need to ask more open-ended questions that require a deeper level of thinking and questioning. As a result, we began offering PD that would support teachers in using more Higher Order Thinking and Academically Productive Talk. Specific offerings are as follows:

- Using Building Blocks to develop math language
- Incorporating open-ended questions to the daily routine to enhance higher level thinking in math
- Developing Higher Order Thinking Skills in Math
- The Standards for Math Practice ( 8 one hour sessions focused on how the math practices promote HOT and APT)
- Productive Struggle in Math (how productive struggle supports HOT skills)
- Summing It All Up: How the Math Practice Standards Support Student’s Thinking

Further professional development in this area was provided during PLTs and staff meetings as well as through coaching sessions.