

Acceleration Schools Strategy

May 7, 2020

Acceleration Schools

CCSD has identified 15 schools that need to significantly accelerate academic growth to ensure more students achieve college and career readiness. In the next academic year, after months of interrupted schooling, it will be even more essential that we invest in the success of these students and schools.

Morningside Middle

North Charleston High

Stono Park Elementary

**North Charleston
Elementary**

Hunley Park Elementary

Mitchell Elementary

Chicora Elementary

Memminger Elementary

W.B. Goodwin Elementary

Mary Ford Elementary

Sanders-Clyde Elementary

Simmons-Pinckney Middle

Edmund Burns Elementary

Pepperhill Elementary

Burke High

Acceleration Schools

*INSERT
Teacher, Student, School, etc. Demographics?*

In three years, we want to ensure that all students across all Acceleration Schools can learn at much higher levels if given great schools.



Our commitments to the kids, their families, and the dedicated educators who lead our Acceleration schools:

Exceptional People. Every student will have a great teacher and strong school leader.

GOAL: Every school has a strong principal that supports the instruction of diverse and effective teachers.

Rigorous Content and Instruction. Every student can achieve their college or career goals.

GOAL: Every school provides kids grade-appropriate assignments, strong instruction, deep engagement, and high expectations.

Community Partnership. Every student and their family are proud of their school.

GOAL: Every school partners with families and communities to provide equitable experiences and opportunities to all students.

Priority 1: Exceptional People. Every student will have a great teacher and strong school leader.

To achieve this, we must have:

- Effective and diverse leaders with a clear vision for increasing student achievement.
- Effective and diverse teachers who demonstrate excellence in content, pedagogy, and relationships with students.
- A school culture and adult mindset committed to continuous improvement.
- Adults who believe all students are capable of achieving at high levels.

Priority 1: Exceptional People

To achieve this, in the next year we must make the following investments:



Exceptional People

- Design comprehensive talent strategy focused on recruitment, development and retention of a diverse and effective workforce.
- Develop and empower principals and their teams to be strong talent champions for their buildings – capable of hiring and retaining top talent.
- With a focus on local hiring of a diverse workforce, ensure strong pipelines are in place to recruit top talent to CCSD.

Priority 1: Exceptional People

To achieve this, we must make the following investments:

	2020-2021	2021-2022	2022-2023
 Exceptional People	<ul style="list-style-type: none"> Design comprehensive talent strategy focused on recruitment, development and retention of a diverse and effective workforce Develop and empower principals and their teams to be strong talent champions for their buildings - capable of hiring and retaining top talent With a focus on local hiring of a diverse workforce, ensure strong pipelines are in place to recruit top talent to CCSD 	<ul style="list-style-type: none"> Develop a strong career ladder and development opportunities for effective teachers to provide multiple pathways to entry into leadership roles Implement on strong pipeline programs to improve the recruitment and retention a diverse and effective workforce for our highest-need schools Continued development for building leaders on building and sustaining a strong instructional culture aimed at retaining top talent 	<ul style="list-style-type: none"> Provide continued development to all building leaders and their teams Provide additional autonomy to the strongest leaders and their teams Community-driven decisions around future models and investments

Priority 2: Rigorous Content and Instruction. Every student can achieve their college or career goals.

To achieve this, we must have:

- A clear vision for college and career-ready rigorous standards aligned instruction.
- Challenging, engaging core curricula that reflect college- and career-ready standards.
- Instructional strategies that meet students' individual needs, reflect cultural competency, and enable mastery of new content.
- Assignments that consistently allow students to grapple with demanding content.

Priority 2: Rigorous Content and Instruction

To achieve this, in the next year we must make the following investments:




Rigorous Content and Instruction

- Implement an aligned district vision for excellent instruction in core subjects
- Full implementation of rigorous, standards-aligned Math and Phonics curricula
- Pilot of new ELA and Early Childhood curricula
- Continue access to high quality adaptive technology and intervention programs
- Increased gifted and talented identification

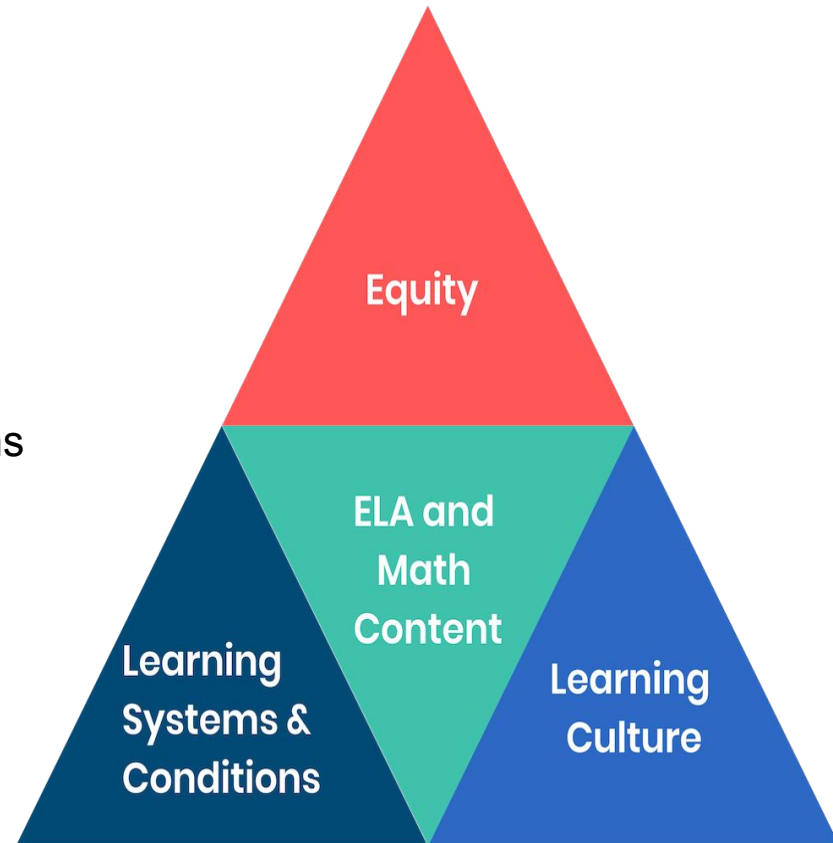
Priority 2: Rigorous Content and Instruction

To achieve this, we must make the following investments:

	2020-2021	2021-2022	2022-2023
 <p>Rigorous Content and Instruction</p>	<ul style="list-style-type: none"> ● Implement an aligned district vision for excellent instruction in core subjects ● Full implementation of rigorous, standards-aligned Math and Phonics curricula ● Pilot of new ELA and Early Childhood curricula ● Continue access to high quality adaptive technology and intervention programs ● Increased gifted and talented identification 	<ul style="list-style-type: none"> ● Full implementation of rigorous, standards-aligned ELA and Early Childhood curricula ● Increased access to advanced courses in high school ● Increased access to pre-kindergarten options for those that qualify ● Improved ELL and SPED identification and services ● Focused professional development on the instructional core 	<ul style="list-style-type: none"> ● Strengthen CTE program for college and career and ensure graduate readiness ● Pre-Kindergarten available for all who qualify ● Increased focus on Science instruction ● Launch innovation pilot around improving instruction from good to great

Leading Educators

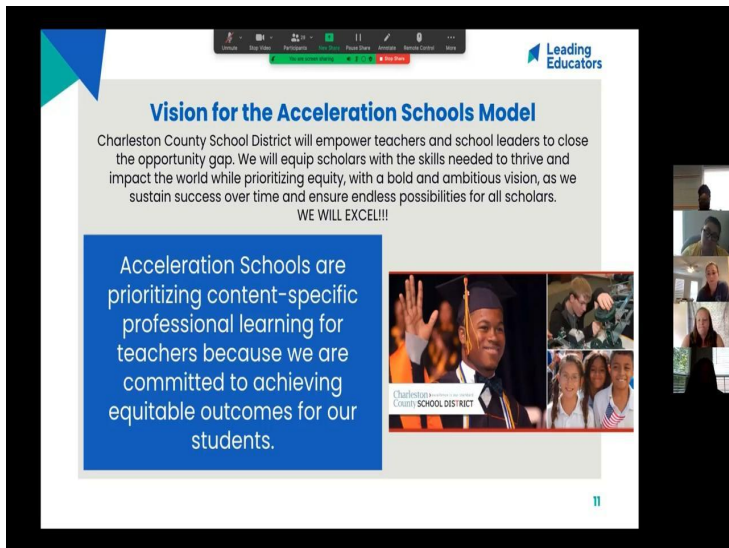
- Leading Educators partners with school systems to build and sustain the conditions, teaching, and leadership to ensure that the students furthest from opportunity succeed in school and in life.
 - Partnering with systems to optimize conditions and strategy.
 - Providing professional learning and coaching to build enduring instructional leadership capacity.
 - Designing customized curriculum-aligned PLC materials to improve teacher practice.



Leading Educators

Domain 2: Talent Management

- Created weekly structures for content specific school-based professional development (i.e., content cycles) for each Acceleration School with LE provided materials.
- Designed SY22 Instructional Leadership Coaching program through which
 - Math PLC leaders will receive regular observation and coaching by LE staff (all year)
 - ELA PLC leaders will receive regular observation and coaching by LE staff starting second semester
- Supported Instructional Specialists in the development of CCSD math/ELA coaches by co-crafting an arc of learning aligned to math and ELA instructional vision and teacher goals.
- Supporting ELA coaches with EL pilot at Acceleration Schools (ongoing) via professional learning sessions on EL curriculum internalization.
- Led Acceleration Schools through developing equity plans.
- Introduced the Teaching for Equity framework for teachers to implement strategies throughout the school year.



The screenshot shows a video player interface with a presentation slide. The slide has a white background with a blue header and a blue box containing text. The text on the slide reads: 'Vision for the Acceleration Schools Model', 'Charleston County School District will empower teachers and school leaders to close the opportunity gap. We will equip scholars with the skills needed to thrive and impact the world while prioritizing equity, with a bold and ambitious vision, as we sustain success over time and ensure endless possibilities for all scholars. WE WILL EXCEL!!!', and 'Acceleration Schools are prioritizing content-specific professional learning for teachers because we are committed to achieving equitable outcomes for our students.' There are also images of a graduate and students on the slide. The video player shows a 'Leading Educators' logo in the top right and a vertical strip of video thumbnails on the right side.

Video clip of CCSD Instructional Specialist- Tonya McIntyre launching the EL Pilot for 100 CCSD Teachers this summer.

Leading Educators

Domain 3: Instructional Infrastructure Practice

- Led math professional development for PLC leaders, coaches, principals, and assistant principals focused on math shifts and equitable instruction.
- Led ELA professional development for ELA teachers, coaches, and principals around ELA shifts, equitable instruction, and rolling out EL curriculum.
- Supported the implementation of Bridges and IM through unit internalization and content cycles on the math shifts with specific examples drawn from the Bridges and IM curricula (ongoing).
- Created and introduced SC standards by focus crosswalk document and aspects of rigor guide to assist teacher planning and internalization.
- In sessions, highlighted curricular resources that teachers can leverage to support the Math shifts.
- Supported the selection of the EL curriculum for Acceleration Schools
- Supported development of a pilot plan to introduce the EL curriculum in Acceleration Schools
- Supporting the implementation of EL curriculum via module, unit, and lesson internalization in collaborative PLCs.
- Designed and facilitated professional learning around ELA shifts and The Opportunity Myth so that teachers understand how the EL curriculum is a lever equity.

Analyze the Lesson

Talia says that $\frac{1}{3}$ and $\frac{2}{6}$ are equivalent fractions.

a Do you agree with Talia? _____

b Use labeled sketches, numbers, and words to explain your answer. (You can use the egg carton diagrams to help if you like.)

Discussion and reflection: Students build their own understanding through experience, discussion, explaining, justifying, and/or reflection; teacher facilitates through questioning and making connections

Manipulatives and visual models: Deepen knowledge of concepts before moving to abstract representations

Multiple Representations: Provide opportunities for students to experience and work between different representations of the same content (ex. table, graph)

Error analysis: Target common misconceptions by determining if a mistake exists; explain the mistake

Which instructional strategies are evident in the task and lesson? What additional strategies could be used?

Canvas 31

CCSD EL Module 1 and Unit 1 Internalization

Grade Level: _____ Team Members: _____

Module Internalization

ELA Shifts

1. Complexity: regular practice with complex text and its academic language
2. Evidence: ground reading, writing, and speaking in evidence from text-- both literary and informational
3. Knowledge: build knowledge through content-rich nonfiction

Materials: **Teachers Guide**

- Module Overview
- Performance Task Overview

TOPIC

Read through the Module Overview:

- What will students mostly be learning about in this module (content)?
- What will they be practicing (skills)?
- What **specifically** stands out to you?

• What background knowledge are you bringing to the topic?

• What feelings do you have about it?

TEXTS

Anchor Text	Text Type	What knowledge about the module topic are students gaining by reading this particular text?

1

Priority 3: Community Partnership. Every student and their family are proud of their school.

To achieve this, we must have:

- Social and emotional support for students in a positive, safe school environment
- Families and a broader school community engaged in supporting students' learning.
- Increased opportunities for student voice to drive our work and priorities

Priority 3: Community Partnership

To achieve this, in the next year we must make the following investments:




Community Partnership

- Community listening tours to inform vision-setting for schools.
- Gathering of information on student and family experience.
- Better align programming options to student and family interests and needs.
- Cultural competency training for all staff.

Priority 3: Community Partnership

To achieve this, we must make the following investments

	2020-2021	2021-2022	2022-2023
	<ul style="list-style-type: none"> Community listening tours to inform vision-setting for schools Gathering of information on student and family experience Better align programming options to student and family interests and needs Cultural competency training for all staff 	<ul style="list-style-type: none"> Pilot new programming aligned to student and family interests and needs that build engagement in school Build community coalitions around the vision for strong schools to identify ways to support – put in place structure and system for community coalitions to contribute 	<ul style="list-style-type: none"> Sustain community coalitions and increase advocacy for student and family engagement through this work Deliver collaborative family engagement training to school based staff in partnership with at least one community organization

20-21 Budget Investments

- **Central Staffing**
 - Executive Director of Acceleration Schools
 - Curriculum Coaching Coordinator – cost-shift from existing C&I role
 - Community Engagement – funding from existing budget
- Capacity Building – \$1.5 million GOF; \$1 million special revenues
 - Strategic Talent Advisement and Support
 - Clear defined standard for hiring teachers/leaders
 - Selection training
 - Performance Management
 - AP Development
 - UVA – Turnaround Capacity Building – leaders and principals
 - Academic Support around Bridges and Illustrative Math