

Annotated U Prep Acceleration Plan

Annotations are called out in colored boxes throughout this document.

These annotations call out key elements of the decision-making process behind the Acceleration Plan. These annotations have been color-coded to highlight many different considerations:

Where have decisions been informed by the school's values, mission, or institutional experience?

How do the details of the plan align to the three main pillars or "prongs" of the plan?

How will ESSER funds be used to support this plan?

Which elements of the plan reflect decisions about what to prioritize, or deprioritize, in order to reach the ultimate goals of the plan?



**Annotated
Acceleration Plan**

VISION STATEMENT

for our approach to “catch up”

Over the next three years, we will provide the opportunities and experiences necessary to ensure all scholars are performing at or above grade level, while maintaining a healthy and sustainable culture for all stakeholders.

We will stay **focused** on what we know works, and double down on the principles that have afforded us success historically. We will not reinvent the wheel or pile on for piling ons sake – rather, we are going to do what we know works, and what we have always done – we are just going to do it much more strategically and thoughtfully.

We are **not** adding untested, heavy lift, new initiatives. We are **not** asking people to blow up their lives.

We **are** asking everyone to get even more knowledgeable about their curricula and their scholars. We **are** asking everyone to get even more strategic with data.

Quick note on terminology:
The annotations on this plan follow U Prep’s practice of referring to students as “scholars.”

We are asking everyone to level up on the game we are already playing.

CATCH UP PLAN



Grade Level
is Grade
Level

The selection of the "**Grade Level is Grade Level**" priority was based in **research** and **experience**. The research around the effects of grade-level content (or lack thereof) made this a non-negotiable element of the Acceleration Plan.

It also aligns to key elements of U Prep's ongoing **mission**: its commitment to families, and its Tenets of Effective Instruction (in the Vision of Excellence) -- particularly, High Expectations and Essential Content.

The decision to prioritize **Rapid Acceleration** reflects an understanding that simply providing grade level content will not be sufficient to address scholars' needs; they need additional supports.

It also aligns to U Prep's first **core value** -- "Educate Our Scholars." Since scholar needs are greater in this moment, it is the school's task to figure out how to support them most effectively, allowing them to continue to drive towards a high-quality education

Rapid
Acceleration

Family and
Community
Partnerships

Family and Community Partnerships align to U Prep's ongoing commitment to Authentic Partnerships with families and the community (see **Vision** of Excellence) and to the **core value**, "Serve Our Families."

This priority also reflects U Prep's **experience** and conviction that family and community support are essential to the success of any major strategy.

Continuation of strong curricula and grade-level assessments already in use supports both continuity of approach and consistency of grade-level expectations.

KEY DETAILS

Integrating plans for ongoing strong communication practices with families reflects U Prep's commitment to Authentic Partnerships and belief that meaningful family support and engagement is a key lever for scholar success.

Grade Level is Grade Level

- All scholars get access to grade level content regardless of their level of performance.
- We continue to run core curriculum (WW, CKLA, Eureka, Amplify)
- We continue to run critical grade level assessments (CBAs, ANET, DIBELS).
- Significant investment in teacher content knowledge development to support more effective instruction.
- Scholar progress is always reported in terms of proximity to grade level.

Rapid Acceleration

- Small school model (K-1, 2-3, 4-5). K-1 operates as normal, 2-3 with moderate intervention and 4-5 with significant intervention. Daily schedules vary based on small school.
- Tutoring enacted for all at risk 4th and 5th graders.
- 1 additional hire to support 2-3 at each campus, and 2 additional hires to support 4-5.
- Universal screeners and pre-module assessments administered to gauge unfinished learning and make adjustments to scope and sequence accordingly. Use of data is intensified to better meet scholar needs throughout the school year.

The division of each campus into three "small schools" (grades K-1, 2-3, and 4-5) reflects U Prep's approach to prioritizing the needs of scholars based on the magnitude of acceleration needed at each level.

Family and Community Partnerships

- Partnerships with our families will improve outcomes for scholars. Families are genuine partners who play an active role in their child's "catch up." Communication between home and school is more robust than ever
 - Home Visits w/ all (*New families and 4th/5th prioritized)
 - Grade level kick-offs to start the year.
 - Back to school night
 - Meaningful touchpoint with each family within the first two weeks of school.
 - Quarterly University Nights
 - Monthly newsletters
- We share openly and honestly with families about scholar performance in relation to grade level.
 - Meaningful monthly touchpoints with each family
 - Report card conferences fall and spring (more for 4th/5th)
 - Ongoing, consistent, conversations with families of at risk scholars.

This page summarizes the details of the plan in alignment with the three pillars or "prongs" of the network's approach.

K-1: OPERATES AS NORMAL

Since K-1 scholars are always new (or fairly new) to U Prep, these grades will operate as normal with minimal adjustments from prior years. These scholars will receive support throughout their tenure at U Prep.

	Grade Level is Grade Level	Rapid Acceleration	Family and Community Partnerships
Content Considerations	<p>Core Content Areas: Math, FRS, ELA, Science, Enrichment</p> <p>60 mins CKLA</p> <p>75 minutes of Eureka</p> <p>90 minutes of WW</p> <p>40 minutes of Science</p>	<p>CKLA placement based on BOY diagnostic. Tier 1 and 2 supports exist within lessons.</p> <p>On grade level scholars have meaningful acceleration opportunities throughout the day.</p>	<p>Clear communications between families and teachers about content approach and needed support at home.</p> <ul style="list-style-type: none"> • Grade level kick offs to start the year. • Back to school night • Meaningful touchpoint with each family within the first two weeks of school.
Pacing Considerations	<p>All Wit and Wisdom and Eureka Modules covered. Pacing Guidance provided for all grade levels. Deans support teachers to make strategic prioritization decisions based on data collected from grade level assessments.</p>	<p>Coaches support teachers to analyze assessment results at the end of each unit, and unpack upcoming modules, ensuring teacher readiness, and providing pacing oversight.</p>	<ul style="list-style-type: none"> • Quarterly University Nights • Monthly newsletters
Assessment Strategy	<p>All CBAs given without alteration.</p> <p>Daily assessments given. Data used to inform ongoing instruction. Appropriate scaffolds and interventions planned in response to data.</p>	<p>Pre- Unit Assessments for CKLA and Eureka used to identify and address unfinished learning. EOY assessments used to determine acceleration efforts. BOY assessment window shortened.</p> <p>Teachers consistently administer and utilize data to inform instruction at the daily, weekly and unit level. Deans support teachers to do this effectively.</p>	<p>Honest communication between home and school about performance in relation to grade level.</p> <ul style="list-style-type: none"> • Meaningful monthly touchpoints with each family • Report card conferences fall and spring • Ongoing conversations with families of at risk scholars.
Staffing Considerations	<p>No necessary adjustments.</p>	<p>No necessary adjustments.</p>	<p>No necessary adjustments.</p>

2-3: MODERATE SHIFTS

Disrupted learning due to COVID has strongly impacted scholars in grades 2-3. Successfully accelerating learning for these scholars will require moderate shifts to these grades for the remainder of their time at U Prep (3-4 years).

	Grade Level is Grade Level	Rapid Acceleration	Family and Community Partnerships
Content Considerations	<p>Core Content Areas: Math, FRS, ELA, Science, Enrichment</p> <ul style="list-style-type: none"> • 90 mins CKLA (MTSS baked in) • 90 minutes of Eureka (MTSS baked in) • 60 minutes of WW (3 Modules) • 3 Science modules delivered via TBD schedule. 	<p>Universal Screeners:</p> <ul style="list-style-type: none"> • DIBELS as universal screener • All scholars take 2nd grade placement assessment (CKLA). • EOY Cumulative Math Assessment (TBD) <p>Unfinished learning addressed through baked in MTSS blocks.</p> <p>On grade level scholars have meaningful acceleration opportunities throughout the day.</p>	<p>Clear communications between families and teachers about content approach and needed support at home.</p> <ul style="list-style-type: none"> • Grade level kick offs to start the year. • Back to school night • Meaningful touchpoint with each family within the first two weeks of school. • Quarterly University Nights • Monthly newsletters
Pacing Considerations	<p>3 Wit and Wisdom and all Eureka Modules covered. Pacing Guidance provided for all grade levels. Deans support teachers to make strategic prioritization decisions based on data collected from grade level assessments.</p>	<p>Coaches support teachers to analyze assessment results at the end of each unit, and unpack upcoming modules, ensuring teacher readiness, and providing pacing oversight.</p>	
Assessment Strategy	<p>Unit level data strategy: Pre-assessments (Eureka, CKLA), build scope and sequence, post assessment</p> <p>Quarterly Assessments: ANET</p> <p>Daily data strategy: Dictation and running records (CKLA) Daily exit tickets and in lesson data collection (all content areas)</p>	<p>Pre- Unit Assessments for CKLA and Eureka used to identify and address unfinished learning. EOY assessments used to determine acceleration efforts. BOY assessment window shortened.</p> <p>Teachers consistently administer and utilize data to inform instruction at the daily, weekly and unit level. Deans support teachers to do this effectively.</p>	<p>Honest communication between home and school about performance in relation to grade level.</p> <ul style="list-style-type: none"> • Meaningful monthly touchpoints with each family • Report card conferences fall and spring • Ongoing, consistent, conversations with families of at risk scholars.
Staffing Considerations	<p>1 extra hire tagged to FRS</p>		<p>No necessary adjustments.</p>

4-5: MAJOR UPDATES

Disrupted learning due to COVID has strongly impacted scholars in grades 4-5. In addition, there are only 1-2 years left in their U Prep experience, before they move on to middle school. In order to accelerate learning for these scholars as quickly as possible, major updates have been made to systems, staffing, and approach to shore up scholar development in these grades.

	Grade Level is Grade Level	Rapid Acceleration	Family and Community Partnerships
Content Considerations	<p>Core Content Areas: Math, FRS, ELA, Science, Enrichment</p> <ul style="list-style-type: none"> • 90 mins FRS (60 FRS, 30 Fluency) • 100 minutes of Eureka (grade level lesson, spiral review, problem of the day, MTSS baked in) • 60 minutes of WW • Science incorporated into fluency block 	<p>Universal Screener:</p> <ul style="list-style-type: none"> • DIBELS for all scholars • Follow up screener for all scholars in yellow and red that gives us more specific info about existing gaps. • Place scholars within CKLA curriculum • Numeracy screener administered, MTSS groups and acceleration strategy determined according to results (leveraging spiral review and POTD) <p>On grade level scholars have meaningful acceleration opportunities throughout the day.</p>	<p>Clear communications between families and teachers about content approach and needed support at home.</p> <ul style="list-style-type: none"> • 4th and 5th grade families prioritized for BOY home visits. • Grade level kick offs to start the year. • Back to school night • Meaningful touchpoint with each family within the first two weeks of school. • Quarterly University Nights • Monthly newsletters • AFTER SCHOOL TUTORING
Pacing Considerations	<p>All Wit and Wisdom and Eureka Modules covered. Pacing Guidance provided for all grade levels. Deans support teachers to make strategic prioritization decisions based on data collected from grade level assessments.</p>	<p>Coaches support teachers to analyze assessment results at the end of each unit, and unpack upcoming modules, ensuring teacher readiness, and providing pacing oversight.</p>	
Assessment Strategy	<p>Unit level data strategy: Pre-assessments (Eureka, CKLA), build scope and sequence, post assessment</p> <p>Quarterly Assessments: ANET</p> <p>Daily data strategy: Dictation and running records (CKLA) Daily exit tickets and in lesson data collection (all content areas)</p>	<p>Pre- Unit Assessments used to identify and address unfinished learning. EOY assessments used to determine acceleration efforts. BOY assessment window shortened.</p> <p>Teachers consistently administer and utilize data to inform instruction at the daily, weekly and unit level. Deans support teachers to do this effectively.</p>	<p>Honest communication between home and school about performance in relation to grade level.</p> <ul style="list-style-type: none"> • Meaningful monthly touchpoints with each family • Report card conferences fall and spring • Ongoing conversations with families of at risk scholars.
Staffing Considerations	<p>One extra hire for 4th grade, and one extra hire for 5th grade tied to FRS. One extra SPED hired, not necessarily tagged to a grade level. Fellows support math and FRS.</p>		<p>2 Tutor Coordinators and ~35 tutors hired to support highest need 4th and 5th graders at each campus.</p>

Reliance on external tutors and additional temporary hires reflects U Prep's commitment to two priorities:

- a) the Rapid Acceleration prong (the additional structures needed to support scholars in reaching grade level performance)
- b) the foundational element of the Adult Experience – ensuring that the workload is distributed in a way that allows staff to remain focused on the core elements of their work and that is sustainable for staff who are already coming out of a difficult year.

Key considerations

Note: Calling out the **Key Considerations** guiding the development of the plan helps to ensure that these guiding principles can inform not only the plan itself but its implementation – and any mid-course corrections that become necessary.

Change Management: Deep consideration for how to communicate critical changes in a way that is motivating and inspiring, and does not overburden staff. Transparency around temporary nature of staffing model shifts.


Adult Mindset: More attention than ever will need to be spent cultivating mindset about what is possible for scholars.

Staff Support and Training: Due to the demands of our catch up plan and operationalizing our VOE, staff will need to be deeply knowledgeable about their content area. As such, we will significantly invest in ensuring they have the training and support they need to build content expertise through internal and external development. Emphasis will be placed on content PD, offered at least monthly cross campus, and weekly cross campus planning time.

Staff Experience: We remain committed to ensuring staff experience U Prep in a positive, uplifting and trusting way per our transformation efforts.

Connections to VOE: As all of these initiatives are rolled out, clear connections will be drawn between the catch up plan and our Vision of Excellence.

Clear connections to existing U Prep mission and vision ground this Acceleration Plan in the work and values that are already in progress at U Prep.



Beyond year 1 of catch-up

- 2022-2023
 - Science in K-3 is at ideal state (*full program vs. reduced experience to account for increased minutes within literacy & math during initial phase of catch-up in 2021-22*)
 - 4th & 5th are still committed to science work in abbreviated formats depending on scholar need.
 - Extra hire in 2nd & 3rd is removed
 - 4th & 5th are running the 2nd & 3rd plan.
- 2023-2024
 - Full Science K-5 in 2023-24
 - Full school is running at ideal state
 - We achieve true excellence (*achieve our long-term ultimate lag measures*)

Plan for Years 2 and 3:

- a) builds in a transition out of a temporary acceleration plan and marks a shift to ideal state, and
- b) provides a general sense for the adjustments to be made during these years, while allowing Year 1 experiences and lessons learned to inform the specific details of Year 2 and Year 3 plans.