

Using a Continuous Improvement Cycle to Create Safe, Supportive Environments

Chelsea Public Schools

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Chelsea: Nuestra Comunidad



11 Schools

Pre-K — Grade 12

District Enrollment

5,749 Students

Student Race and Ethnicity

- Hispanic - 89%
- African American - 4.3%
- White - 6.3%
- Asian - .7%

Populations Served

- First Language not English - 84%
- First Language Learner - 43.7%
- High Needs: 90.6%
- Low Income - 80.5%



Why Continuous Improvement?



Culture & Climate Require Systems That Learn

- Student needs and school contexts change over time
- One-time initiatives do not sustain culture or climate
- Data helps surface inequities that are not always visible
- Systems create consistency and reduce initiative fatigue
- Continuous improvement allows us to respond, not react

Chelsea's Continuous Improvement Cycle



How We Organize the Work

- Listen & Assess
- Identify Needs
- Implement Supports
- Monitor & Adjust
- Reflect & Improve



Listening & Assessing



How We Understand Student and School Needs

- **Panorama:** Student and staff perceptions of belonging, safety, and relationships
- **RCADS:** Universal screening for student mental health indicators
- **Aspen:** Attendance, behavior, and engagement patterns
- **eCINS:** Social work supports, interventions, and follow-up

Listening & Assessing

How We Understand Student and School Needs



We use multiple data sources and perspectives to understand strengths, needs, and gaps.

From Data to Action



How the Cycle Shows Up in Practice

- School-based SEL and mental health supports
- Student Support Teams and MTSS structures
- Crisis response and coordinated care protocols
- District SEL guidance and alignment
- Clinical consultancy to support staff practice

From Data to Action

How the Cycle Shows Up in Practice



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Emerging Work Within the Cycle



SEL Walkthrough Rubric

- Identified through climate and implementation data
- Intended to focus on observable adult practices
- Being developed as a non-evaluative learning tool
- Designed to inform coaching, professional learning, and system alignment

Emerging Work Within the Cycle

SEL Walkthrough Rubric (In Development)



Identified through climate and implementation data



Intended to focus on **observable** adult practices



Being developed as a non-evaluative learning tool



Designed to inform **coaching**, professional learning, and system alignment



This is an example of how data helps us identify the next area for growth.

Reflection & Discussion



Continuous Improvement in Practice

Discussion Prompt:

How are you using continuous improvement to strengthen culture and climate in your context?

What data has been most helpful in guiding your work?

Where has alignment been challenging?

How do you balance responsiveness with staff capacity?