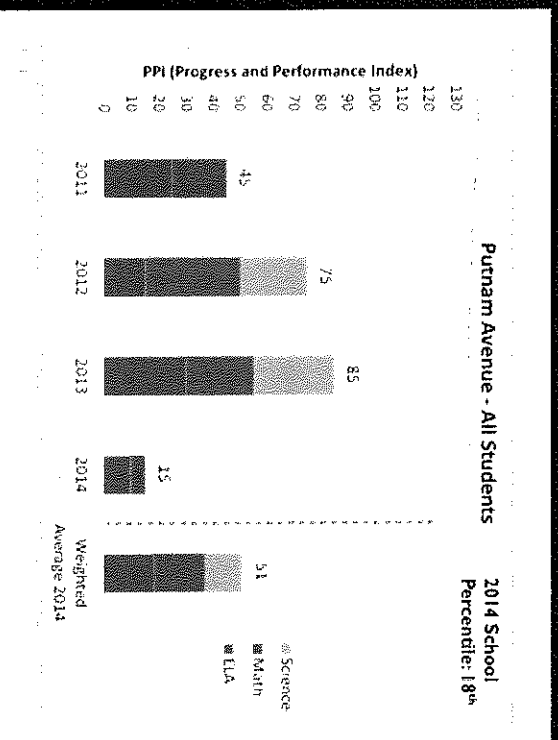


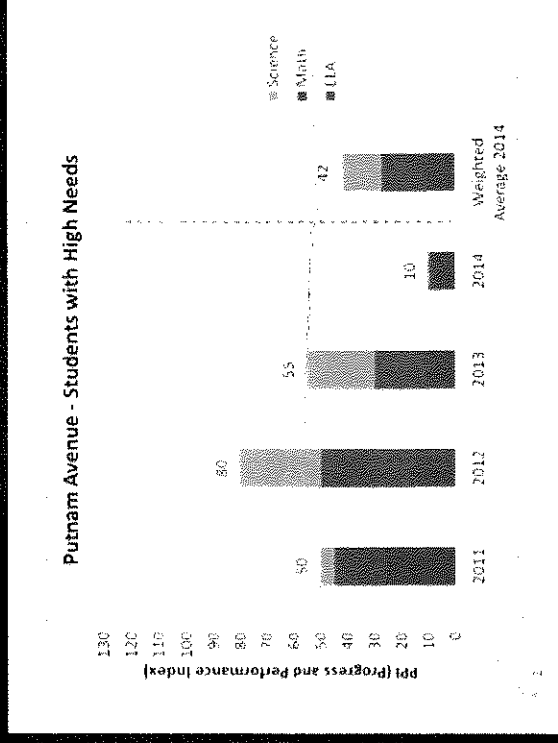
Putnam Avenue Upper School

School Committee Meeting, 10/21/14

MCAS Data



MCAS Data (cont'd)



An opportunity...

- To create a sense of urgency around improving teaching and learning in our community.
- Not to blame but to address personal responsibility and ownership around improving the quality of teaching and learning while supporting our school community to encourage, inspire, and educate.

Creating a Sense of Urgency

- Convened meeting with Kathi Ivins, Carolyn Turk in early August to review data
- Convened full day meetings with ILT and Dr. Larry Myatt from 8/5/14-8/7/14 to discuss strategies and plans for SY2014-2015
- Analyzed data on 8/18/14-8/21/14 as an ILT as part of four days of voluntary staff planning for SY2014-2015
- As a school, reviewed the following data to determine areas of focus for SY2014-2015:
 - subgroups in comparison to the district and state
 - growth
 - standards and specific content
 - grade level areas of concern

Strategic Objective to Support Student Learning #1:

1. Increase students' problem solving and critical thinking skills across content areas
 - Open response writing across all content areas as an entry point into working on enhancing students ability to problem solve and think critically as well as how to give students feedback
 - Weekly data meetings facilitated by principal
 - School-wide problem solving framework
 - Developing an interim assessment cycle
 - Identifying when and how to reteach & reassess

Strategic Objective to Support Student Learning #2:

2. Build a collaborative culture to support improved instruction
 - Focus on: 1. Expectations 2. Clarity 3. Engagement 4. Instructional Strategies 5. Learning Experiences
 - Weekly Looking-at-Student Work sessions facilitated by principal
 - Student-for-the-Day protocol
 - Bi-weekly building-based ELA, STEM, and OSS Dept. Meetings

Strategic Objective to Support Student Learning #3:

3. Strengthen Academic Supports
 - Math teachers are focused on the implementation of the new *Math in Focus* curriculum with a constant eye on the MA framework. Teachers are utilizing daily data collection (Do Now, survey, exit slip, questioning) and analysis to align the next day's instruction with student needs.
 - Ask students what they need
 - Before school Math and Science Academic Learning Centers for targeted students based on data analysis
 - After school ELA, Math & Science Academic Learning Centers in partnership with EEH via DESE 21st Century Grant

Strategic Objective to Support Student Learning #4:

4. Strengthen Social Emotional Supports

- Ask students what they need
- Implement growth mindset work
- Implement restorative justice practices
 - Supporting our young men of color
- Create a community of caring and developing relationships

Next Steps

1. State Level Responses

- a. DSAC Support: The Massachusetts Department of Elementary and Secondary Education (ESE) has established six regional District and School Assistance Centers (DSACs) to help districts and their schools strategically access and use professional development and targeted assistance to improve instruction and raise achievement for all students. The DSAC Team assigned to Cambridge will commence work with PAUS leadership and the Deputy Superintendent during October 2014.

Next Steps (cont'd)

2. District Level Responses

- a. Conditions for School Effectiveness Self-Assessment Tool:
- b. Cross discipline district led site visit
- c. Targeted assistance and monitoring of the School Improvement Plan
- d. Targeted support and monitoring of curriculum implementation
- e. Partner with OSS Dept. to improve educational outcomes for SWDs
- f. Title I support

Next Steps (cont'd)

3. Classroom Level Responses

School-based and district coaches will support classroom teachers in ensuring that the following high leverage concepts are operationalized in the classroom:

- a. Rigor and complexity – lessons will focus challenging cognitive processes such as applying, analyzing, evaluating, and creating.
- b. Expectations and support – communicating belief that students can be successful learners and scaffolding to ensure success through growth mindset work
- c. Developing Individual learning plans – Start with students identified as failing and/or warning in MCAS. Connect with Phillips Brooks House, CSV, in-school intervention