Baldwin School

School Improvement Plan

SY23-24
to
SY24-25

CAMBRIDGE
PUBLIC SCHOOLS

Strengths & Successes

Literacy	Math	Climate/Culture Wellness	Absenteeism
Overall, our 2023 Grade 3-5 MCAS ELA growth exceeded our target. Nearly all of our K-2 teachers are participating in the Language Essentials for Teachers of Reading and Spelling (LETRS) coursework that focuses on foundational reading skills (and reading science). We are actively implementing new reading screening processes that are based in reading science. Baldwin is at the 93rd achievement percentile for ELA MCAS statewide.	Overall and for high needs, low income and students with disabilities we saw high growth on the 3-5 Math MCAS and exceeded our performance targets. We are actively implementing the new math curriculum, Illustrative Math, and working in teams to do this work. Baldwin is at the 96th achievement percentile for Math MCAS Statewide.	We are in year two of the schoolwide implementation of a social-emotional learning curriculum: Second Step. On our social-emotional competency screener (DESSA), 95% of students came up as in either the “typical” or “strength” categories overall.	We saw high growth over last year for attendance for our “lowest performing” students. We have formed an attendance team that reviews attendance issues weekly.

DRAFT School Improvement Plan
SY23-24 to SY24-25

Key Resources:

- SIP Draft Timeline
- CPS Targets
- School Council Handbook

Guiding Premises [DRAFT]:

- **Premise #1:** The SIP is a tool to guide each learning system and space through an anti-racist, and culturally affirming lens within CPS.
- **Premise #2:** The goals articulated in this document are geared towards equitable and accelerated learning and SEL outcomes for all students and specifically the students from historically resilient communities.
- **Premise #3:** All learning takes place through culture. We are purposefully designing learning spaces that are culturally affirming and linguistically sustaining for each scholar.
- **Premise #4:** Data and improvement processes are used to guide our work.
- **Premise #5:** We are striving for collective educator agency and efficacy.
- **Premise #6:** The ultimate goal of the School Site Council is to support systems and structures that humanize our collaborative partnership with students, families and the community at large.

Establishing SMARTIE Goals:

- Strategic & Specific
- Measurable
- Attainable & Ambitious
- Relevant
- Time-Bound
- Inclusive
- Equitable & Explicit

Data Wise Improvement Cycle



Goals Overview

Current Performance	Goals	Key Actions
English Language Arts (ELA): 73% of students met or exceeded expectations on 2023 ELA MCAS 33% of students w/disabilities met or exceeded expectations on 2023 ELA MCAS 30% of low income students met or exceeded expectations on 2023 ELA MCAS 65% of 1st & 2nd Grade students were at or above the benchmark on the fall reading screener	**ELA:** We will consistently (23, 24 MCAS) achieve "high growth" for our lowest performing group of students (as determined by DESE) Benchmark: Fall 2024 Reading Screener: 75% of 1st & 2nd Grade students will be at or above benchmark Spring 2025, over 80% of 1st and 2nd grade students will be at or above benchmark with clear improvement plans for those not meeting the benchmark	• Staff will take LETRS coursework (coursework based on reading research) and mCLASS (reading assessment) trainings • LETRS training for interventionists and classroom teachers; discussion about application of science of reading during collaborative times • Academic language professional development for staff • Development of key resources to support families in understanding assessments and knowing when to be concerned and how to help from home • Develop easy ways for families to know what is happening and how to support with math and ELA units
Math: 76% of students met or exceeded expectations on 2023 Math MCAS 52% of students w/disabilities met or exceeded expectations on 2023 Math MCAS 44% of low income students met or exceeded expectations on 2023 Math MCAS 65% of 1st & 2nd Grade students were at or above the benchmark on the fall reading screener	**Math:** We will consistently (Spring 23, Spring 24 MCAS) achieve "high growth" for our lowest performing group of students (as determined by DESE). 100% of teachers will learn about (23-24) and then consistently implement (24-25) language objectives and curriculum-based language routines into their math lessons as we learn about and put the Illustrative Math curriculum into practice at Baldwin.	• Design and implement professional development for teachers related to language objectives, vocabulary and math language routines • Collaborate together to implement a new math curriculum and strengthen math instruction for our lowest performing students through actions such as co-planning math lessons, looking at student work and reflecting on instruction. • Refine structures for intervention given the changes in staffing from last year • Develop easy ways for families to know what is happening and how to support with math and ELA units

Goals Overview

Current Performance	Goals	Key Actions
Attendance: 17% of 1st-5th grade students at Baldwin were classified as chronically absent (less than 90% present) last year. 30% of 1st-5th grade low income students were chronically absent last year. 14% of the lowest performing 1st-5th grade students were chronically absent last year.	**Attendance:** Annually reduce number of chronically absent students by reaching overall rate of 13% or lower by the end of the 2024 school year and below 11% at the end of 2025, showing progress according to DESE targets for all other groups	• Establish daily attendance review email protocol • Establish a team to connect and support families in problem solving for absenteeism
Climate and Culture: A high percentage (need actual data) of our student support response needs are during some of our specialist classes or during non-instructional times. Our behavior support and clinical teams currently consult with non homeroom teachers about student behavior on a case-by-case basis and usually in response to challenges, and our clinical and behavior team has few opportunities to consult consistently proactively and preventatively. Our specialist teachers do not have a regular planning meeting to share ideas and receive regular updates as a specialist group.	**Climate and Culture:** Response calls to non-homeroom times and spaces will decrease over time to be proportionate with the time spent in homerooms (due to increase in positive behaviors). Overall response calls and office referrals will decrease in non-homeroom spaces. The opportunities for proactive and preventative communications about high needs students will be regular and increase overall.	• Create a specialist collaborative planning time throughout the year where specialists share ideas and strategies and get updates. • Ensure ongoing access to clinicians, related service providers and administrators during the collaborative time to provide support and answer questions about student plans. • Develop a system of proactive and preventative planning at the start of each year. • Invite a specialist representative to attend part of the Critical Support Team meeting where we discuss student needs that would impact specialists and where specialists can bring their questions and concerns about students.

ELA Goal

Current Performance	Goals	Key Actions
English Language Arts (ELA): 73% of students met or exceeded expectations on 2023 ELA MCAS 33% of students w/disabilities met or exceeded expectations on 2023 ELA MCAS 30% of low income students met or exceeded expectations on 2023 ELA MCAS 65% of 1st & 2nd Grade students were at or above the benchmark on the fall reading screener	**ELA:** We will consistently (23, 24 MCAS) achieve "high growth" for our lowest performing group of students (as determined by DESE) Benchmark: Fall 2024 Reading Screener: 75% of 1st & 2nd Grade students will be at or above benchmark Spring 2025, over 80% of 1st and 2nd grade students will be at or above benchmark with clear improvement plans for those not meeting the benchmark	• Staff will take LETRS coursework (coursework based on reading research) and mCLASS (reading assessment) trainings • LETRS training for interventionists and classroom teachers; discussion about application of science of reading during collaborative times • Academic language professional development for staff • Development of key resources and learning opportunities to support families in understanding assessments and knowing when to be concerned and how to help from home • Implement progress monitoring with consistency • Implement skill-based small group instruction based on mClass data in Tier 1

Literacy / ELA Goal Context and Milestones

Data Overview:
The "All Students" measure on the MCAS accountability data shows high achievement in ELA, exceeding state and district expectations by scoring in the 93rd percentile on the 2023 ELA MCAS. However, in the "all students" category we also demonstrated low growth on the 2023 ELA MCAS. Areas of need are more visible when we look more closely at demographic groups in MCAS and other measures. Our mClass data shows a variety of instructional needs in foundational skills with 22% of K students, 16% of 1st grade students and 20% of 2nd grade students scoring well below benchmark on mClass (DIBELS, 8th Ed).

Key Successes to Build Upon: Lowest students and high need students achieved high growth on the 2023 ELA MCAS. Our math growth and achievement are high, which we believe relates to an increase in teacher collaboration time focused on math. This success can inform our ELA achievement and growth. We have nearly all K-2 homeroom teachers and special educators enrolled in the LETRS training.

Key Areas of Need to Address: For ELA, we must determine ways to better support the achievement of our lowest performing students, our high needs students, our low income students and our students with disabilities. We must address persistent gaps in ELA between groups we are serving best and those we are not yet reaching (for example, our achievement percentile overall is 94th while we see the performance of some demographic groups at around the 50th percentile. (See appendix for details)

90-day Milestone September '23-January '24

- LETRS Enrollment
- mClass implementation
- mClass grouping review
- Academic Language PD

90-day Milestone January '24-June '24

mClass progress monitoring complete and consistent

90-day Milestone September '24-January '25

Foundational skills on MClass will be proficient at at least 80%

90-day Milestone January '25-June '25

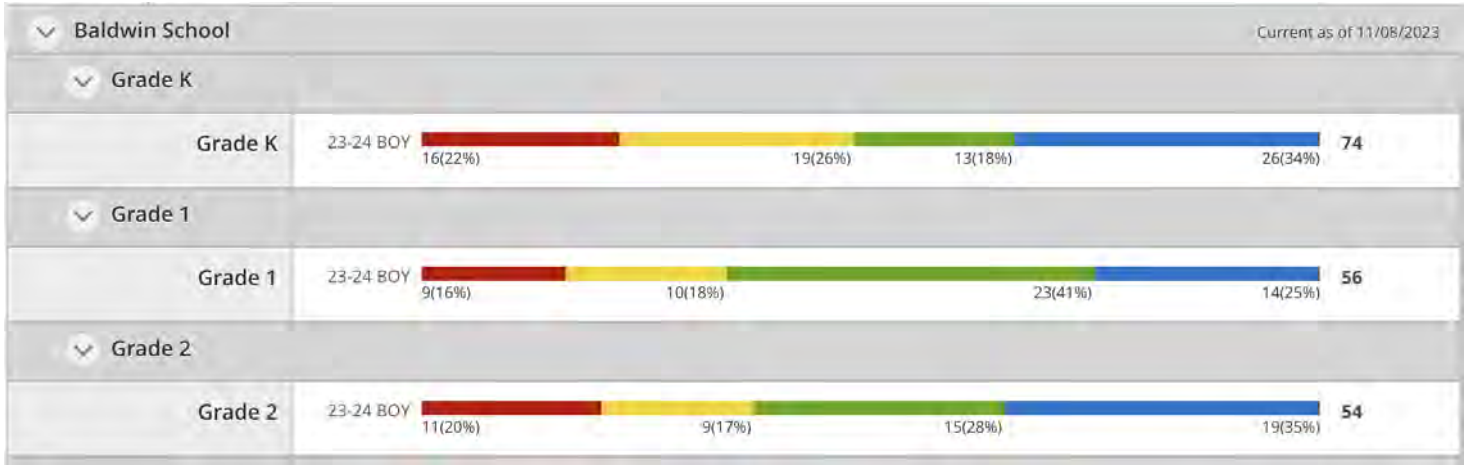
All teachers will be using new curriculum

Detailed Action Plan

Increased Academic Achievement & Growth – Literacy/Language Arts: *Create an environment that promotes active student engagement and consistent improvement in academic achievement in Literacy/Language Arts among preK-12 students from all backgrounds and programs.*

District Objective	What is the strategic, research-based solution you will try? What is the "safe to fail" experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	Who is responsible for leading the team's work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports *What is your instructional improvement strategy to achieve your outcome?*	Strengthening reading/writing instruction through use of research based strategies and data (22-24); Implement consistent progress monitoring to follow students who are receiving intervention supports (23-25)	Research based approaches should better address the needs of all students Progress monitoring will help us evaluate as we go and make changes along the way	Principal, AP, Coaches, District ELA Department
Effective Staff Learning & Support *How will you train and support staff to carry this plan out?*	Signing up as many people as possible for LETRS and providing practical time/support for completion and processing; supporting teachers in using mClass (a new assessment and grouping tool)	It equips staff not with a curriculum, but with deep knowledge of approaches and strategies; collaboration with mClass will help ensure we are open about challenges and can make progress.	ELA Department, Principal, AP, Coaches, ILT, Grade level Teams
Build Welcoming & Supportive Schools & District *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	Share at School Council, Written Communications, Back to School Night(s)	We will provide more information to caregivers so they can support from home as well. Develop website with key info about current math/ELA units	Principal, Family Liaison, Coaches

Overall mCLASS (K-2 Literacy) Data by Grade Level



- **Red/Yellow** = Well Below/Below Grade Level
- **Green/Blue** = At/Above Grade Level

MCAS ELA ACHIEVEMENT

	# of Students	% Exceeding	% Meeting	% Partially Meeting	% Not Meeting	Achievement Percentile (Statewide)
ALL STUDENTS	133	20	53	23	5	93
Ss w/Disabilities	35	3	31	49	17	94
EL and Former EL	6					
Low Income	27	0	30	48	22	51
High Needs	48	2	38	48	13	86
African American/ Black	15	0	27	47	27	45
Asian	10	20	40	40	0	50
Hispanic/Latino	13	15	46	31	8	94
Multi-Race, Non-Hisp./Lat	13	15	46	31	8	61
White	82	24	62	13	0	98
Male	65	15	55	22	8	93
Female	68	24	51	24	1	92
Non-Disabled	98	26	61	13	0	96
Non-Low Income	106	25	59	16	0	97

Math Goal

Current Performance	Goals	Key Actions
Math: 76% of students met or exceeded expectations on 2023 Math MCAS 52% of students w/disabilities met or exceeded expectations on 2023 Math MCAS 44% of low income students met or exceeded expectations on 2023 Math MCAS 65% of 1st & 2nd Grade students were at or above the benchmark on the fall reading screener	**Math:** We will consistently (Spring 23, Spring 24 MCAS) achieve “high growth” for our lowest performing group of students (as determined by DESE). 100% of teachers will learn about (23-24) and then consistently implement (24-25) language objectives and curriculum-based language routines into their math lessons as we learn about and put the Illustrative Math curriculum into practice at Baldwin.	• Design and implement professional development for teachers related to language objectives, vocabulary and math language routines • Collaborate together to implement a new math curriculum and strengthen math instruction for our lowest performing students through actions such as co-planning math lessons, looking at student work and reflecting on instruction. • Refine structures for intervention given the changes in staffing from last year • Review and utilize language routines and language objectives in classrooms • Use cool-downs (exit tickets) as progress monitoring tools

Mathematics Goal Context and Milestones

Data Overview: All students demonstrated high achievement and high growth on the 2023 Math MCAS. Our iReady data is similar. We see varying needs in the lower grades on our screeners in terms of specific skills needs.

Key Successes to Build Upon: Lowest performing students demonstrated high growth on the 2023 Math MCAS. Last year we spent a significant amount of grade level time discussing and planning for math, including methods for scaffolding learning such as the "Three Read Protocol" and other tools. We believe this work had a significant impact on student outcomes.

Key Areas of Need to Address: As we implement the new Illustrative Math (IM) Curriculum, we need to find time to discuss the implementation in grade level teams, increase staff attendance and trainings, and work to schedule enough math time (60 minutes/day) to implement the components of the new curriculum. Given the ELA needs at our school, we need to pay particular attention the Math Language Routines in the IM curriculum. Next year, we will zoom in more specifically on tools (such as the cool-down) as a means of routine progress monitoring.

90-day Milestone September '23-January '24

- Ensure that all classrooms set aside 60 minutes for math
- Ensure time for collaborative planning and reflection for math units and lessons

90-day Milestone January '24-June '24

- Observation data of language objectives and routines shows 75% of teachers using these consistently

90-day Milestone September '24-January '25

- Observation data of language objectives and routines shows 90% of teachers using these consistently

90-day Milestone January '25-June '25

- 100% of Teachers will utilize language objectives and routines from IM

Detailed Action Plan

Increased Academic Achievement & Growth – Math: *Create an environment that promotes active student engagement and consistent improvement in academic achievement in math among preK-12 students from all backgrounds and programs.*

District Objective	What is the strategic, research-based solution you will try? What is the "safe to fail" experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	Who is responsible for leading the team's work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports *What is your instructional improvement strategy to achieve your outcome?*	We will utilize teacher time for looking ahead at math units, and thinking about planning for the upcoming units with marginalized students in mind.	Planning helps ensure that we meet a wider range of students.	Principal, AP, Coaches, Grade Level Teams, Math Team
Effective Staff Learning & Support *How will you train and support staff to carry this plan out?*	We will use our Collaborative Planning Time (team time) to look ahead at units and debrief past units.	It will help us collaborate on solutions for harder to reach students.	Principal, AP, Coaches, Grade Level Teams, Math Team
Build Welcoming & Supportive Schools & District *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	We will focus on ensuring parents have clear information about the upcoming units using the materials in IM.	Parents will have a window into what students are learning and have some activities to try at home. Develop website with key info about current math/ELA units.	Principal, AP, Coaches, Grade Level Teams, Math Team

MCAS Math ACHIEVEMENT

	# of Students	% Exceeding	% Meeting	% Partially Meeting	% Not Meeting	Achievement Percentile (Statewide)
ALL STUDENTS	**133**	**23**	**53**	**20**	**3**	**96**
Ss w/Disabilities	**35**	**9**	**43**	**37**	**11**	**97**
EL and Former EL	**6**					
Low Income	**27**	**11**	**33**	**41**	**15**	**88**
High Needs	**48**	**10**	**46**	**35**	**8**	**95**
African American/ Black	**15**	**7**	**47**	**27**	**20**	**86**
Asian	**10**	**40**	**30**	**30**	**0**	**72**
Hispanic/Latino	**13**	**15**	**54**	**31**	**0**	**98**
Multi-Race, Non-Hisp./Lat	**13**	**31**	**38**	**23**	**8**	**83**
White	**82**	**24**	**60**	**16**	**0**	**99**
Male	**65**	**25**	**57**	**14**	**5**	**96**
Female	**68**	**22**	**50**	**26**	**1**	**96**
Non-Disabled	**98**	**29**	**57**	**14**	**0**	**97**
Non-Low Income	**106**	**26**	**58**	**15**	**0**	**98**

Climate & Culture Goal

Current Performance	Goals	Key Actions
Climate and Culture: A high percentage (need actual data) of our student support response needs are during some of our specialist classes or during non-instructional times. Our behavior support and clinical teams currently consult with non homeroom teachers about student behavior on a case-by-case basis and usually in response to challenges, and our clinical and behavior team has few opportunities to consult consistently proactively and preventatively. Our specialist teachers do not have a regular planning meeting to share ideas and receive regular updates as a specialist group.	**Climate and Culture:** Response calls to non-homeroom times and spaces will decrease over time to be proportionate with the time spent in homerooms (due to increase in positive behaviors). Overall response calls and office referrals will decrease in non-homeroom spaces. The opportunities for proactive and preventative communications about high needs students will be regular and increase overall.	• Create a specialist collaborative planning time throughout the year where specialists share ideas and strategies and get updates. • Ensure ongoing access to clinicians, related service providers and administrators during the collaborative time to provide support and answer questions about student plans. • Develop a system of proactive and preventative planning at the start of each year. • Invite a specialist representative to attend part of the Critical Support Team meeting where we discuss student needs that would impact specialists and where specialists can bring their questions and concerns about students.

School Climate and Culture Goal Context and Milestones

Data Overview:
Response and support calls for student behaviors come most frequently from lunch and recess and specialist classes, but not all specialists equally. Our behavior call data shows a need to better support specialist teachers in positive behavioral supports and SEL strategies in the specialist classrooms. Anecdotal data from specialists show that they are unique spaces that sometimes are the antecedent to student behaviors since they are spaces that are less familiar, often larger and with a teacher that sees the students less often.

Key Successes to Build Upon:
Generally, our behavior support calls are very low, but we are always looking to improve. We have successfully implemented the Second Step curriculum last year and also the DESSA screener the last few years. We have worked to find time the last two years for specialists to meet with our clinical team at least once/year. Within that meeting we have pulled specialists further into Second Step curriculum overviews and we have gathered SEL data from them to triangulate with the DESSA and inform our supports. Specialists have had some time to share strategies and clarify questions about our highest needs students and situations. Our specialist team is very skilled and looking to gather new ideas and share what's working for them.

Key Areas of Need to Address:
We need to more consistently support teachers and positive student behaviors in settings beyond the homeroom classroom as consistently as we support homeroom classrooms.

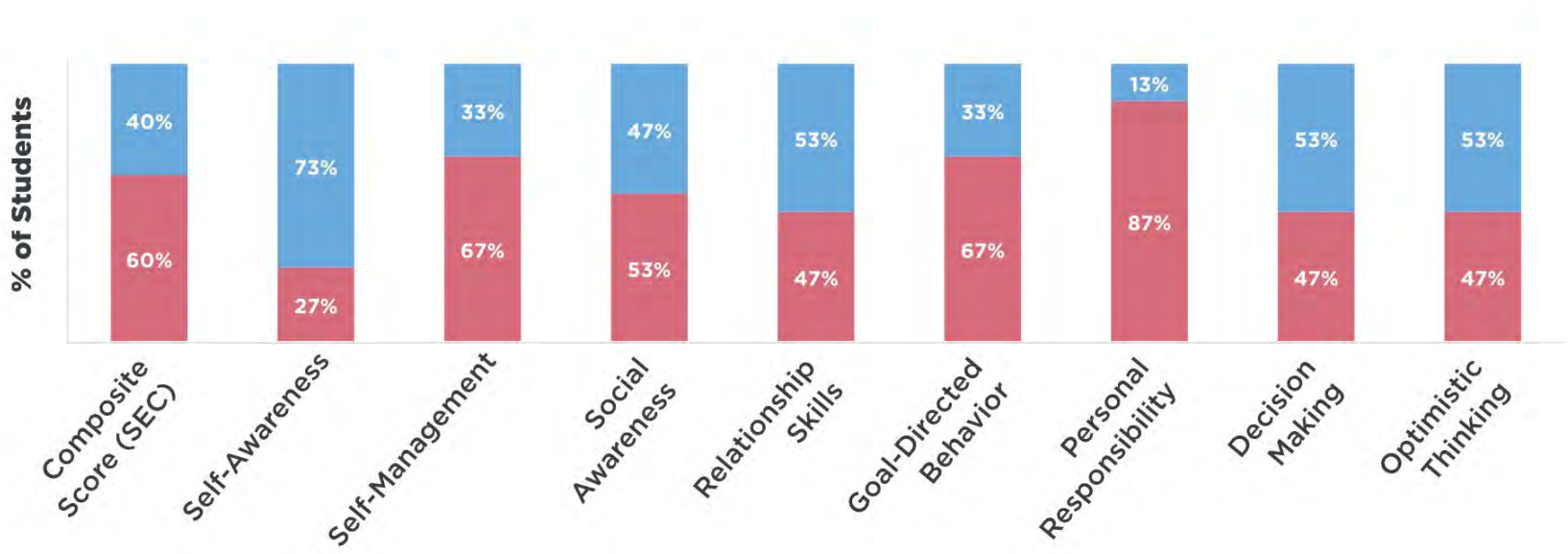
90-day Milestone September '23-January '24	90-day Milestone January '24-June '24	90-day Milestone September '24-January '25	90-day Milestone January '25-June '25
Meeting scheduled for twice/month	Agendas will demonstrate that we have discussed each concern that comes up	Support call data will improve for individual students and overall by 50%	Response call rates will reflect a continued decrease for students with behavior plans

Detailed Action Plan

Build Welcoming & Supportive Schools - cultivate diverse and supportive school culture and climate for improved behavior: *Create strong partnerships with our students, family members, guardians and the community to establish a positive school culture and climate to respond to preK-12 students' physical, social and emotional needs. Improve families' access to resources within and beyond CPS. Promote positive school cultures and climate through district-wide vision of inclusive and restorative discipline policies and practices.*

District Objective	What is the strategic, research-based solution you will try? What is the "safe to fail" experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	Who is responsible for leading the team's work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports *What is your instructional improvement strategy to achieve your outcome?*	We will support non-homeroom teachers in strengthening strategies designed to support SEL and positive behavior supports. We will create space for specialist teachers to share their ideas and expertise with each other.	It ensures strategic and specific support for the students who have the most need according to several data sources.	Principal, AP, Clinical Team, Specialists
Effective Staff Learning & Support *How will you train and support staff to carry this plan out?*			
Build Welcoming & Supportive Schools & District *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	We will review family survey data regarding specialist classes and take their ideas for improvement if behaviors in specialist classes do arise.		

Needs of the 5% of Students in the "Needs Instruction" Category on the Social-Emotional Screener (DESSA)



- **% in Red** = % of Students Needing Instruction Need It in *That* Area. This will inform our work within our SIP goal.

Absenteeism/Attendance Goal

Current Performance	Goals	Key Actions
Attendance: 17% of 1st-5th grade students at Baldwin were classified as chronically absent (less than 90% present) last year. 30% of 1st-5th grade low income students were chronically absent last year. 14% of the lowest performing 1st-5th grade students were chronically absent last year.	**Attendance:** Annually reduce number of chronically absent students by reaching overall rate of 13% or lower by the end of the 2024 school year and below 11% at the end of 2025, showing progress according to DESE targets for all other groups	• Establish daily attendance review email protocol • Establish a team to connect and support families in problem solving for absenteeism • Establish a plan for parent outreach and teamwork for attendance obstacles

Chronic Absenteeism Goal Context and Milestones

Data Overview: Our lowest performing students (academically) had high growth but low achievement in terms of absenteeism. Overall, our chronic absenteeism rates exceed district and state averages.

Key Successes to Build Upon: Our lowest performing students demonstrated very high growth in chronic absenteeism for the 2022-2023 school year. We believe that this is due to our focus on engaging families who were both chronically absent and also had students performing below grade level.

Key Areas of Need to Address: We need an overall decrease in our chronic absenteeism rates. We need to make faster growth among some demographic groups that we have not engaged successfully in improving attendance since 2019–specifically High Needs students and Low Income students

By 2025/Year 2 SMARTIE Goal: Annually reduce number of chronically absent students according to targets set by DESE, with a focus on High Needs and Low Income students. Our overall rate should be 13% or lower with specific targets that show significant progress for students w/disabilities (24.6%) low income students (21.4%) and high needs students (19.5%)

90-day Milestone September '23-January '24

Establish attendance review protocol and daily individualized email response from the school clerk when there is an absence

90-day Milestone January '24-June '24

Establish a team, lead by the Assistant Principal to connect with families and support them in problem solving about absenteeism while also holding them accountable; Reach 13% or lower chronic absenteeism rate

90-day Milestone September '24-January '25

Start the year with attendance protocols in place, altering them as needed based on spring 2024 data

90-day Milestone January '25-June '25

Make new priorities and get feedback from families on attendance protocols and policies given spring 2024 data; Reach 11% or lower chronic absenteeism

Detailed Action Plan

Increased Student Attendance: *Maximize partnerships with internal and external stakeholders (student, families, staff and the community) to implement a multi-tiered approach to reducing barriers to student attendance.*

District Objective	What is the strategic, research-based solution you will try? What is the "safe to fail" experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	Who is responsible for leading the team's work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports *What is your instructional improvement strategy to achieve your outcome?*	Support teachers in planning for engaging instruction so that high needs and low income students have increased "pull" into school and educate parents about the importance of attendance to increase"push" factors for getting to school and planning appointments, trips, etc. to minimize absences.	It focuses specifically on the populations that are most likely to be chronically absent and also supports their families.	Assistant Principal, Principal, Attendance Team, ILT
Effective Staff Learning & Support *How will you train and support staff to carry this plan out?*	The assistant principal will develop, lead and support an attendance team	It ensures strategic and specific support for families that need it.	Assistant Principal, Principal, Attendance Team
Build Welcoming & Supportive Schools & District *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	We will have routines and protocols (or build on current ones) that ensure that we are regularly communicating with and supporting students who are chronically absent or tardy.	It ensures strategic and specific support for families that need it.	Assistant Principal, Principal, Attendance Team , Social Worker, Nurse

Baldwin Chronic Absenteeism

Chronic absenteeism - Non-high school							About the Data
Group	**2022 Rate (%)**	**2023 Rate (%)**	**Change**	**Target**	**N**	**Points**	**Reason**
All Students	15.3	16.9	1.6	14.2	242	0	Declined
Lowest Performing	23.8	14.3	-9.5	20.5	21	4	Exceeded Target
High needs	23.8	26.4	2.6	21.7	87	0	Declined
Low income	30.0	30.4	0.4	25.7	46	1	No Change
EL and Former EL	-	-	-	-	16	-	-
Students w/ disabilities	29.6	26.4	-3.2	27.1	53	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	22	-	-
Afr. Amer./Black	-	-	-	-	22	-	-
Hispanic/Latino	-	-	-	-	23	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	31	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	13.1	11.8	-1.3	11.9	144	3	Met Target

- This chart shows our growth toward the MA Department of Elementary and Secondary Education's (DESE) targets for chronic absenteeism.
- The percentages shown are the percentages of 1st-5th grade students that are considered "chronically absent" which means they are absent 10% or more days.
- The "points" are on a scale of 0-4 and are earned through growth towards targets that DESE has set.

Overall accountability report can be found on the DESE Website

https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=00490005&orgtypecode=6&

Glossary

AP: Assistant Principal

Achievement Percentile: MCAS school achievement percentiles (1-99) compare each group's average scaled score to the average scaled scores of the same group from all public schools across the state. Only students enrolled in the same school since October 1 are included in calculations, and groups with fewer than 10 students do not receive percentiles.

CPT: Common Planning Time

DESSA: Aperture System, a suite of actionable, strength-based, and data-driven tools that prepare students with the social emotional skills for success in school and beyond

DIBELS: Dynamic Indicators of Basic Early Literacy Skills

ELA: English Language Arts

LETRS: Language Essentials for Teachers of Reading and Spelling

"Lowest Performing Students" (as defined by DESE):

MCAS: Massachusetts Comprehensive Assessment System

mCLASS: A universal screener that measures the development of reading skills of all students in grades K-5

PD: Professional Development

SEL: Social-Emotional Learning

SIP: School Improvement Plan