

Amigos School

School Improvement Plan

SY23-24
to
SY24-25

DRAFT School Improvement Plan

SY23-24 to SY24-25

Key Resources:

- [SIP Draft Timeline](#)
- [CPS Targets](#)
- [School Council Handbook](#)

Guiding Premises:

- **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



Key Terms and Agreements

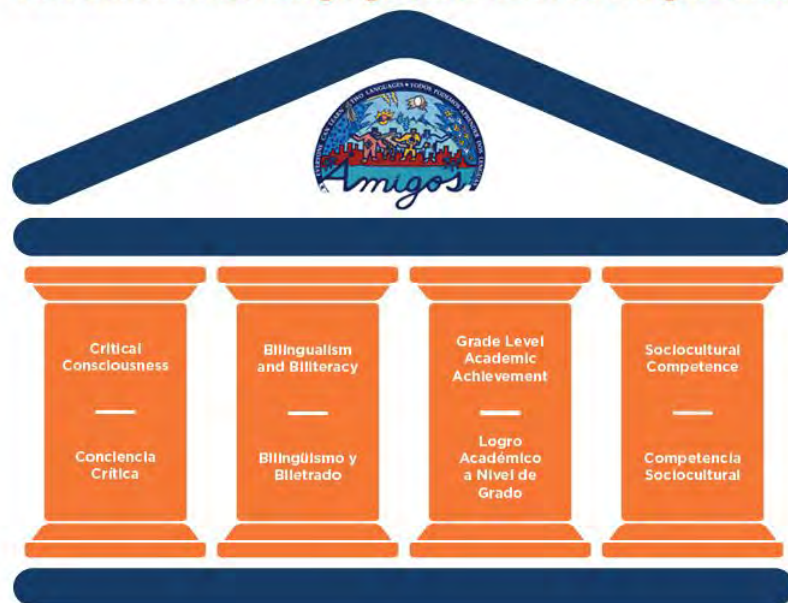
Tier 1 Instruction:

Systematic, differentiated and explicit lessons planned and taught by the teacher to all students. It requires every teacher to teach the standards and use the curriculum with fidelity. It requires that every student receive feedback on their learning and how to improve on a regular basis.

CAMBRIDGE Teaching and Learning Framework

The Four Pillars of Dual Language must be evident in everything we do.

Cuatro Pilares de Educación de la Lengua Dual en la Escuela Amigos
Four Pillars of Dual Language Education at the Amigos School



Acronyms

English Learner - **EL**

Multilingual Learner - **MLL**

Views of Climate and Learning - **VOCAL**

Avant STAMP 4S is a general language proficiency assessment of Reading, Writing, Listening, and Speaking skills - **STAMP**

Amigos School Council - **ASC**

Amigos African Diaspora United - **AADU**

Amigos Courageous Conversations - **ACC**

Black, Indigenous and other people of color - **BIPOC**

Massachusetts Comprehensive Assessment System - **MCAS**

Department of Elementary and Secondary Education - **DESE**

English Language Arts - **ELA**

Artes de lenguaje en español - **ADLE**

Literacy / ELA Goal/ ADLE Goal

We want all students to be fully bilingual and biliterate.

All BIPOC students will have equitable access to Tier 1 instruction in English and Spanish grounded in dual language pedagogy and evidence based literacy practices including skills-based small group instruction and close reading of grade-level complex texts.

ELA

Increased reading proficiency in English will be evident by Spring 2025 for all BIPOC students as measured by MCAS and continued growth will be evident by Spring 2025 as measured by mClass (K-2) and iReady (3-8).

By spring 2024, the overall percentage of students meeting/exceeding expectations on MCAS will increase to 75%. By spring 2025, the percentage of students meeting/exceeding expectations on MCAS will increase to 85%.

ADLE

Increased reading proficiency in Spanish will be evident by Spring 2025 for all BIPOC students as measured by mClass (K-2), iReady (3-6) and STAMP (Grades 5 and 8).

By spring 2025, the overall percentage of students meeting grade level benchmarks will increase to 80% as measured by the iReady Spanish assessment.

Data Overview: English Language Arts

Overall, we are seeing a return of achievement that is similar to before the COVID pandemic and the percentage of students *meeting/exceeding expectations* is well above the state in every grade and subject.

In ELA, all Amigos Students were determined to be on the Recovery Path by the 2022 MCAS results. Being on the Recovery Path means the MCAS average scaled score for a given demographic group was higher in 2019 than in 2022. These groups experienced declines in student achievement during COVID and are expected to improve achievement in a specified number of years to return to (and ultimately surpass) 2019 achievement levels.

Students (46) who fall into the DESE category of Lowest performing had a 2023 ELA Achievement Baseline of 485.3 (scaled score putting them on the Recovery Path) will increase their scaled scores by 5.1 by Spring 2024. Students who fall into the DESE category of EL and Former EL had a 2023 ELA Achievement Baseline of 493.9 (scaled score putting them on the Recovery Path) will increase their scaled scores by 2.4 by Spring 2024.

Key Successes to Build Upon:

All students (233) had a 2023 ELA Achievement Baseline of 510.9 up from 507.8 in 2022. By spring 2024, the percentage of students meeting/exceeding expectations will increase to 75%. By spring 2025, the percentage of students meeting/exceeding expectations will increase to 85%.

% of Students Meeting/Exceeding Expectations: 2023 MCAS

Subject	Amigos	CPS	State	Amigos/State Difference
ELA: Grades 3-8	65%	59%	42%	+23 points

Key Areas of Need to Address:

Even though our Hispanic/Latin@ demographic group is in the 99th percentile state-wide, there is a discrepancy in scaled scores of 18 points between Amigos students who identify as white (519) and Amigos students who identify as Hispanic/Latino (503). To address this, we will be focusing on writing in English for MultiLingual Learners.

Over all, iReady and MCAS testing also show that school-wide our students need to improve in the areas of informational reading (SY23-24) and writing (SY 24-25). In order to support writing about reading we will initially focus on data driven small group instruction and “Close Reading” (SY 23-24) followed by writing with a special focus on writing about reading. These goals are in alignment with the ELA department goals as well as our district goals.

Data Overview: Spanish Language Arts

Language acquisition was impacted significantly by the pandemic. We saw this in our English Language Arts scores for our MLL students and we see it in our [Spanish Language Arts scores measured by iReady](#). According to iReady data, 80% of students in grades 3-6 are below grade level in Spanish reading.

iReady Spanish Grade Level Assessment

Met	42	20.00%
Partially Met	66	54.29%
Not Met	45	25.71%
Untested	12	
Tested	153	100%

By spring 2024, the overall percentage of students meeting grade level expectations in iReady Spanish in grades 3-6 will increase from 20% to 50%. By spring 2025, the percentage of students meeting grade level expectations will increase to 75%.

Key Successes to Build Upon:

Our 5th and 8th graders took the AAPPL (Assessment of Performance Toward Proficiency in Languages) in early January in the domains of Reading and Listening.

- 55% of 5th grade students are reading at grade level in Spanish.
- **80% of 8th grade students are reading at grade level in Spanish**
- 51% of 5th grade students are listening at grade level in Spanish.
- **94% of 8th grade students are listening at grade level in Spanish**

Data from the 8th grade supports what research in biliteracy suggests—that **8-9 years of instruction in a partner language is needed for proficiency in literacy.**

Key Areas of Need to Address:

Adoption of the soon-to-be-determined ELA curriculum in grades 1-5 with best practices in dual language instruction at its core.

Increase access to books in Spanish that students can take home to help with language acquisition and exposure. (Actual books and not reading online)

Increased oral language opportunities in grades JK-2.

Fidelity to our language allocation model.

By 2025/Year 2 SMARTIE Goal:

90-day Milestone September '23-January '24

All students scoring warning/needs improvement will have been identified and will have an intervention plan in place.

All students scoring warning/needs improvement will be regularly using iReady. Their progress will be monitored weekly.

All students will be engaging in data-driven small group instruction.

Pilot of the “Si se puede” program will be implemented.

Strategic Tutoring After School

90-day Milestone January '24-June '24

All students in the demographic groups of lowest performing/EL or Former EL and white will meet their expected iReady stretch growth benchmarks.

All students in the demographic groups of lowest performing/EL or Former EL and white will meet their expected MCAS recovery target

The percentage of students meeting grade level expectations in iReady Spanish will increase from 20% to 50%.

90-day Milestone September '24-January '25

All students will meet their expected iReady growth benchmarks.

Students in grades 5 and 8 will take the STAMP assessment in preparation for the Seal of Biliteracy.

K Team will implement writing component of Focus on K

90-day Milestone January '25-June '25

All students will meet their expected MCAS recovery target

Increased reading proficiency in English will be evident by Spring 2025 for all BIPOC students as measured by MCAS and continued growth will be evident by Spring 2025 as measured by mClass (K-2) and iReady (3-8).

Increased reading proficiency in Spanish will be evident by Spring 2025 for all BIPOC students as measured by mClass (K-2), iReady (3-6) and STAMP (Grades 5 and 8)

Action Plan

Bi-Literacy

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?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	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 <i>What is your instructional improvement strategy to achieve your outcome?</i>	All teachers will create cognitively demanding, student-centered lessons and learning experiences grounded in measurable objectives, grade-level standards and knowledge of student learning needs. Consistent progress monitoring and implementation of MClass, iReady, and Fishtank (6-8). Data-driven small group reading instruction in both languages. Increased opportunities for Spanish Oral language use. Implement Strategic Tutoring - after school tutoring for students 2-3 grade levels below	Equal opportunity for all students and staff FLEX time dedicated to targeted instruction. Equal opportunities for engagement in both English and Spanish. Coaches will support teachers and students in planning and progress monitoring. Dual language coach will support teachers to increase their opportunities for Spanish oral language use.	Monitoring implementation and use of new platforms for screening and intervention. Written lesson plans. Look at student data and examine instruction. Utilize data analysis tools to monitor progress and adjust instruction as needed.	All teachers and interventionists, Principal, AP and instructional coaches

Action Plan

Bi-Literacy

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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 ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Training and Coaching for all staff in MClass and iReady for both screeners and interventions. Templates for teachers to communicate with families regarding MTSS and progress monitoring. Fishtank: A PLC for developing and implementing the units in the context of dual immersion.	All Jk-2 staff has access to LETRS training as well as mClass Coaches will continue to support teachers in 3-8 with iReady	Participation numbers Platform progress monitoring reports	Principal, AP and instructional coaches

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 ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Training and technical support for families and caregivers in the use of learning platforms at home. Check with afterschool programs to see if they can support use of learning platforms.	Increases out of school time reading.	Teacher/Caregiver Conferences iReady, Forefront reports, End of the Unit Assessments Student led Conferences (G5-8) Dig into student data and develop an action plan	Principal, AP and Family Liaison, Technology teacher

Mathematics Goal

We want all our students to be proficient mathematicians who think critically and deeply.

All students will have access to Tier 1 instruction that is engaging, holds them accountable and has high expectations in order for them to experience sustained high growth (stretch growth) as measured by Forefront (K-2) and iReady (3-8) and proficient mathematicians as measured by MCAS.

By spring 2024, the overall percentage of students meeting/exceeding expectations on MCAS will increase to 75%. By spring 2025, the percentage of students meeting/exceeding expectations on MCAS will increase to 85%.

Data Overview:

We are seeing a return of achievement that is similar to before the COVID pandemic.

In Math, all Amigos Students were determined to be on the Recovery Path by the 2022 MCAS results. Being on the Recovery Path means the MCAS average scaled score for a given group and subject was higher in 2019 than in 2022. These groups experienced declines in student achievement during COVID and are expected to improve achievement in a specified number of years to return to (and ultimately surpass) 2019 achievement levels.

Students (46) who fall into the DESE category of Lowest performing had a 2023 Math Achievement Baseline of 476 (scaled score putting them on the Recovery Path) will increase their scaled scores by 3.8 by Spring 2024. Students who fall into the DESE category of EL and Former EL had a 2023 Math Achievement Baseline of 487.8 (scaled score putting them on the Recovery Path) will increase their scaled scores by 3.1 by Spring 2024.

Key Successes to Build Upon: Grades JK-2

Overall, most students in K-2 are meeting the standard for number sense as measured by the Forefront Screeners.

- Time for math instruction has been increased
- One curriculum K-8 is being implemented
- [LINK Forefront # sense data](#)

Grades 3-8

Overall, we had tremendous success in both achievement and growth on the 2023 Math MCAS. In the areas of growth and achievement all subgroups exceeded their DESE state set goal.

% of Students Meeting/Exceeding Expectations: 2023 MCAS

Subject	Amigos	CPS	State	Amigos/State Difference
Math: Grades 3-8	59%	53%	41%	+18 points

Key Areas of Need to Address:

In order to close gaps and accelerate learning we need to have multiple years of high growth and achievement. We will be focusing on students who continue to fall in the warning/needs improvement categories by ensuring that tier 2 and 3 supports are in place and consistent progress monitoring is being implemented. Families will also be updated regularly on how to support their students at home (iReady, ST math etc). If we continue with this type of improvement, students will surpass their 2019 growth and achievement levels in three years as is set by DESE predictors.

By spring 2024, the percentage of students meeting/exceeding expectations on MCAS will increase to 75%.
By spring 2025, the percentage of students meeting/exceeding expectations on MCAS will increase to 85%.

By 2025/Year 2 SMARTIE Goal:

**90-day Milestone
September '23-January '24**

All students will receive both formative and summative assessments as they are written in the new IM math curriculum.

Students requiring additional supports will have been identified via MTSS process.

All students scoring warning/needs improvement will have been identified and will have an intervention plan in place.

All teachers will receive training for the new math curriculum. (Tier I)

Strategic Tutoring After School will be in place

**90-day Milestone
January '24-June '24**

All students in grades K-8 will have had at least one full year of the complete Illustrative Math curriculum.

All students in the demographic groups of lowest performing/EL or Former EL and white will meet their expected iReady growth benchmarks.

Students who are below grade level will receive extra support, progress monitoring and EXCEL tutoring.

**90-day Milestone
September '24-January '25**

K teachers will have all IM centers up and running daily

All teachers in Grades K - 8 will plan and implement all IM units and lessons (warm-up, activities, cool down).

By spring 2024, the percentage of students meeting/exceeding expectations on MCAS will increase to 75%.

**90-day Milestone
January '25-June '25**

By spring 2025, the percentage of students meeting/exceeding expectations on MCAS will increase to 85%.

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 ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	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 <i>What is your instructional improvement strategy to achieve your outcome?</i>	Increased minutes for math in whole school schedule All teachers will create cognitively demanding, student-centered lessons and learning experiences grounded in measurable objectives, grade-level standards and knowledge of student learning needs. Targeted use of interventionists Strategic tutoring for students 2-3 grade levels below	Equal opportunity for students and staff FLEX time dedicated to iReady	Utilize data meetings to review iReady screeners Use data to inform instruction for tier 1 & 2.	Teachers, Principal, Assistant Principal, Coaches

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 ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Implementation and training for the new IM curriculum Learning Walks and instructional rounds focused on IM	All K-5 staff will be trained in IM. All paraprofessionals will be trained in IM. Coaches will continue to support teachers in 3-8 with iReady	Unit assessments, Data Meetings, Progress monitoring, PLCs	Principal, Assistant Principal, Coaches, District trainers
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Math Night: Welcome to our new curriculum Training and technical support for families and caregivers in the use of learning platforms at home.	Increased access to information and platforms Increased access to student achievement and growth	Teacher/Caregiver Conferences iReady, Forefront reports (Fall, Winter, Spring) End of the Unit Assessments Monitoring participation and growth on ST math and iReady individualized instruction.	Math Coach, Family Liaison

Chronic Absenteeism Goal

Improved attendance is directly linked to academic success and a positive school environment. Enhancing student attendance contributes to a more engaged and successful learning community. By the end of SY 2025, we will maintain overall student attendance at 95% We will track daily attendance records for each student and calculate the percentage increase at the end of the semester compared to the baseline.

We will implement a targeted attendance awareness campaign, involving both students and parents, to address potential barriers and emphasize the importance of regular attendance.

Data Overview:

Chronic absenteeism - Non-high school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	22.7	9.9	-12.8	21.6	334	4	Exceeded Target
Lowest Performing	32.6	15.2	-17.4	29.3	46	4	Exceeded Target
High needs	33.1	18.5	-14.6	31.0	135	4	Exceeded Target
Low income	41.0	22.3	-18.7	36.7	94	4	Exceeded Target
EL and Former EL	26.5	19.0	-7.5	23.5	42	4	Exceeded Target
Students w/ disabilities	28.9	16.7	-12.2	26.4	42	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	10	-	-
Afr. Amer./Black	-	-	-	-	14	-	-
Hispanic/Latino	22.0	16.1	-5.9	17.8	168	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	25	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	24.6	4.3	-20.3	23.4	117	4	Exceeded Target

We exceeded our DESE Target in all demographic groups according to our MCAS Accountability Report

Amigos PK-5: 5.9% average student absenteeism rate in SY 22-23

Amigos 6-8: 5.1% average student absenteeism rate in SY 22-23

The Amigos PK-5 Chronically Absent Rate in 2022-2023 was 13.9% while in 6-8 it was 7.3%

Key Successes to Build Upon:

Most Improved Attendance in 6-8 district-wide

Overall Chronic Absentee Attendance went from 22.7% to 9.9%.

Key Areas of Need to Address:

Fridays 10%-15% of students are absent - Approximately 60 students

The day before winter break in December 2022 38.3% of students were absent

Jk/K students have the highest percentage of absences

Hispanic/Latin@ students make up 70% of chronically absent students

By 2025/Year 2 SMARTIE Goal:

90-day Milestone September '23-January '24

Fidelity in reviewing attendance data bi-monthly at data meetings and CHT.

Clear protocols for caregiver communication related to absenteeism.

Regular updates to teachers and advisors about who are their chronically absent students.



90-day Milestone January '24-June '24

All teachers/advisors are working with students who need extra support with attendance.

Students who were chronically absent in 2022-2023 have improved their attendance by 5 days.

Proactive attendance tips sent out by family liaison



90-day Milestone September '24-January '25

All teachers/advisors are working with students who need extra support with attendance.

Students who were chronically absent in 2022-2023 have improved their attendance by 5 days.

Proactive attendance tips sent out by family liaison



90-day Milestone January '25-June '25

School will meet or surpass an overall attendance rate of 95%.

Chronic absenteeism will decrease from 13.9% to 7%.

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 ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	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 <i>What is your instructional improvement strategy to achieve your outcome?</i>	Use Positive Reinforcement to Improve Student Attendance Provide Supports for Chronically Absent Students When They Return to Class	All students deserve to be at school everyday	Bi-weekly CHT meetings Dig into student data and develop an action plan	Principal, AP, Family Liaison, Counselors, teachers
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Assure that all teachers and advisors are following the absenteeism protocol Share, discuss and analyze attendance at staff, data and CHT meetings	All staff members are working in harmony toward improved attendance	Monthly reports to teachers and advisors	Principal, AP, Family Liaison, Counselors, teachers

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 ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Engage families and caregivers in a conversation around improving attendance Increase opportunities for family engagement in order to increase the amount of time they are in/at the school Family Liaison will participate in Harvard Training with Karen Mapp	Ensure understanding of the district attendance policy and state laws. Promote equitable and consistent, daily school attendance	Dig into student data and develop an action plan In person meetings with families who are at risk of chronic absenteeism Identification and mitigation of barriers impacting attendance.	Principal, AP, Family Liaison, Counselors, teachers

School Climate and Culture Goal

Family engagement is crucial for a child's academic success, and fostering a strong connection between families and the school community positively influences the overall learning environment. *We want all students, staff and families to feel they belong to the Amigos Community. We will have 100% participation in the Panorama Survey by families, students and staff. 100% of families will participate in at least one school event.*

Families

Weekly Newsletter from Principal

Three in person full community events

Three smaller Courageous Conversations/Amigos African Diaspora Events

Student-led conferences expanding into grade 5

Students

Implementing a school-wide social and emotional curriculum

Improving responses to Tier 3 behaviors

Staff

Supporting staff to find balance between work and home

Data Overview:

According to The Views of Climate and Learning (VOCAL) survey designed to provide schools with information on student perceptions of three dimensions of school climate (engagement, safety, and environment). Amigos received a scaled score of 50 which falls right at somewhat favorable (31-50) and favorable (51-70). With the specific categories scores of 50 for school climate, 50 for engagement, 49 for safety and 51 for environment. A higher average scaled score indicates that students view the school climate more favorably.

VOCAL Data: Common trends across grade levels

+ Plus

I feel safe at school

- 93 % Always/Mostly True in Grade 4
- 70 % Always/Mostly True in Grade 5
- 96 % Always/Mostly True in Grade 8

Teachers support students who come to class upset

- 100 % Always/Mostly True in Grade 4
- 61 % Always/Mostly True in Grade 5
- 85 % Always/Mostly True in Grade 8

My teachers care about me as a person

- 92 % Always/Mostly True in Grade 4
- 78 % Always/Mostly True in Grade 5
- 89 % Always/Mostly True in Grade 8

▲ Delta

My classmates behave the way my teachers want them to

- 44% Always/Mostly True in Grade 4
- 35% Always/Mostly True in Grade 5
- 71% Always/Mostly True in Grade 8

I read books in class that include people who are similar to me

- 49 % Always/Mostly True in Grade 4
- 55 % Always/Mostly True in Grade 5
- 74 % Always/Mostly True in Grade 8

Key Successes to Build Upon:

Affinity Groups and Courageous Conversations

Amigos has established four core groups aimed at improving family engagement. The Amigos School Council (ASC), the Friends of Amigos (FOA), the Amigos Courageous Conversations (ACC) and the Amigos African Diaspora United (AADU). These groups work independently and together to promote climate and culture in the Amigos School community.

Student Led Conferences

We piloted student led conferences in grades 6-8 last year (SY22-23). We will be implementing them in grades 5-8 this year. Our definition of student led conferences is the following:

A **reflection** of a students' skills, process and growth. It includes something about who the student is as a **learner** and presents how he/she/they **honor bilingualism**. During a SLC, students select pieces of work (artifacts) that help **paint a picture** of who they are as a student at Amigos. This does not mean that they always select the artifact that they got the best grade on. *It can be an assignment that was challenging and where they showed perseverance! The focus is learning, growth and goal setting - not grades.*

Key Areas of Need to Address:

Families

- We want all families to feel they belong at school
- We want Family Engagement by all families
- We need improved participation in Amigos parent organizations
- COVID significantly impacted our ability to connect in person with families. Almost all of our school-wide events were cancelled. We are looking to surpass the work we were doing pre-Covid with more events both social and educational in nature

Students

- We want all students to feel they belong at school
- We want to support all students in developing social and emotional competencies
- We want to support students who are struggling to meet behavioral expectations

Staff

- We want all staff to feel they belong at school
- We want adults to feel that they can collaboratively problem solve and work together toward creating a strong school climate

By 2025/Year 2 SMARTIE Goal:

**90-day Milestone
September '23-January '24**

100% of students, staff and families will participate in the Panorama survey.

Continued support for ASC, ACC, AADU and FOA

Club del Sol - Staff Appreciation Group

Weekly Update sent every Monday to staff from principal



**90-day Milestone
January '24-June '24**

100% of families will have participated in at least one school event.

Afternoon/evening session for support with learning platforms at home

Staff will complete the Wayfinder curriculum training



**90-day Milestone
September '24-January '25**

Additional milestones to be identified after receiving data from the Panorama student, staff and family surveys.

Second year implementation of Wayfinder

Continued refinement of our systems and structures for student behavior management



**90-day Milestone
January '25-June '25**

Action Plan

Climate and Culture

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 ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	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 <i>What is your instructional improvement strategy to achieve your outcome?</i>	Implementation of Wayfinder curriculum JK-8	Strengthen Tier 1 social and emotional learning through morning meeting and advisory groups	Use DESSA, Panorama and VOCAL data to inform yearly progress	Principal, AP, Family Liaison, Counselors, teachers
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Ongoing training with Wayfinder implementation team and CPSD SEL	Consistent structures and expectations across grades K-8	Dig into student data and develop an action plan	Principal, AP, Family Liaison, Counselors, teacher
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Share information about on SEL competencies and support families in building prosocial behavior through newsletters, coffees, etc.			Principal, AP, Family Liaison, Counselors, teacher

Accessible College and Career Pathways Goal

We want all students to know how to achieve and set goals and see a future for themselves. We will focus on efforts to prepare scholars for high school and beyond, and work to create individual success planning for all students.

By the end of 2025, 100% of our middle school students will have completed a personalized career exploration assessment, identified at least three potential career interests, and developed a basic plan outlining the required academic and extracurricular steps to pursue those interests

Data Overview:

“My Career and Academic Plan (MyCap) prepares students for college, career and civic readiness. The MyCAP process engages students in postsecondary planning through learning focused on the individual student's interests, skills and talents. Students become the drivers of their education and are empowered to connect their course taking with career interests, to seek out career development opportunities such as internships, apprenticeships, capstone projects, and to identify the personal, social, and behavioral skills needed to be successful in the workplace.”

At this point in time, we don't have quantitative data related to MyCap. My CAP is a newer initiative. The CPSD MyCAP team has done a landscape assessment to determine areas of need for middle school students in Cambridge.

Key Successes to Build Upon:

- Listening conferences at the beginning of each school year
- Student-led conferences for grades 5-8
- Participation in Breakthrough, AVID, Project 351

Key Areas of Need to Address:

Students need to engage in MyCap activities through guidance counselor led lessons. Each lesson will take a class period to complete.

Students need to set goals for themselves and know how to achieve them.

By 2025/Year 2 SMARTIE Goal:

By 2025 Amigos Upper School students will be receiving MyCap lessons and Completing the Strengths Explorer **Assessment**. By the end of 2025, 100% of our middle school students will have completed a personalized career exploration assessment, identified at least three potential career interests, and developed a basic plan outlining the required academic and extracurricular steps to pursue those interests

90-day Milestone September '23-January '24

The Amigos Principal will work with other upper school heads and Alice Beth Fitzpatrick, Career Pathways Program Manager for the district to better understand the MyCap expectations for CPSD upper school students.

The Amigos Upper School Guidance counselor working with guidance colleagues across the district will do the following:

- Set up Google classroom for each grade
- Create classroom lesson- MyCap Lesson 1
- Deliver classroom lesson
- Exit Tickets

90-day Milestone January '24-June '24

By May 2024 80% of upper school students:

- Will recognize and understand basic career vocabulary
- Will understand the variety of career clusters and the job opportunities available within them
- Will identify careers of interests matched to their skills, talents and passions

90-day Milestone September '24-January '25

Additional milestones to be added in 9/2024

90-day Milestone January '25-June '25

100% of our middle school students will have completed a personalized career exploration assessment, identified at least three potential career interests, and developed a basic plan outlining the required academic and extracurricular steps to pursue those interests

Action Plan

Provide Accessible College & Career Pathways: *Implement a system of individualized student success planning and supports that prepare students for effective transitions and post-graduation success. Embed college & career exploration and experiences across the JK-12 continuum.*

District Objective/Outcomes	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 ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Increase individual student success planning	Students learn how to set and achieve goals by participating in student led conference and goal setting. Students understand the Seal of Biliteracy and its importance		Dig into student data and develop an action plan	Principal, AP, Family Liaison, Counselors, teacher
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Upper School Guidance counselors are working to plan and present MyCap lessons.	All students receive MyCap Lessons		Principal, AP, Family Liaison, Counselors, teacher
Build Welcoming & Supportive Schools & District <i>How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?</i>	Student led conferences w. Families Adapt 8th grade Spring Conference time to correspond with CRLS course registration			Principal, AP, Family Liaison, Counselors, teacher