



CAMBRIDGEPORT SCHOOL

Vision Statement

At Cambridgeport, we believe that learning unfolds when we provide conditions in which children can explore, inquire, and share their own understandings.

Mission Statement

We are a collaborative and reflective school that builds relationships. We create a safe and joyful learning environment that **empowers** and guides students' understanding of themselves, their community, and the world to develop independence and critical thinking skills.



School Improvement Plan

SY23-24
to
SY24-25

Cambridgeport School

89 Elm Street | Cambridge, MA 02139

617.349.6587 | <https://cambridgeport.cpsd.us>



[Click Here for Complete K - 5 Data Slides](#)



Draft SIP Timeline

SY2023-25

YEAR 1: SY2023-24

PRE-WORK BEGINS

June 2023

Complete end of year reflection using SY22-23 improvement goals, expected student outcomes and school/ dept data trends from current School Improvement Plan. Begin to incorporate early reporting of preliminary Spring MCAS data. Use new SIP template to capture reflections (see below for where this should go):

Describe the current state of learning, instruction, practices and outcomes. Cite data and describe any strategies employed in the previous year.

Data Overview:

Key Successes to Build Upon (evidence of impact):

Key Areas of Need to Address (Next level of work to achieve the goal):

June - August 2023

In collaboration with others whenever possible

Develop working SIP drafts with available members of your teams:

- School Improvement Plan Overview
- Data Analysis
- Action Plans aligned to District Initiatives
- School leaders submit to Asst Supt's initial plans for use of >50% of SIP budget, as needed for beginning of the year efforts
- Draft schedule for professional development, and budget to accomplish SIP goals

CYCLE 1 BEGINS

September 2023

Revise working SIP drafts, by:

- Meeting with Assessment & Accountability and Curriculum Coordinators to review MCAS data and incorporate results and additional data analysis into plans
- Sharing draft of SIP with School ILTs for feedback and continue work
- Scheduling school data overview meetings

October 2023

School Community Engagement

Principals and ILT will hold meetings with stakeholders to *obtain and incorporate feedback from families, students, and educators.*

- Opportunities will be communicated through email, text, hard copy flier, phone calls, and announcements at in-person events.
- Discussions should be centered around: Student needs based on data, disaggregated by race, Multilingual Learners, special education, low-income, advanced learners, immigrants, etc., and other data such as attendance, school climate, etc. also disaggregated, strengths and resources of school community, community partners, student clubs, etc.
- Feedback on stated goals of previous year and new or continuing goals.

Submit SIP draft to Assistant Superintendent & Chief of Academics and Schools

- Schedule meeting with Assistant Superintendent for feedback
 - May include OSS, Multilingual Learners, Curriculum Leaders to support targeted areas

November 2023

School Council Synthesis of Community Feedback (by Nov. 6th)

- Share SIP Draft with School Council
- School Council will submit recommendations on potential areas of focus, with special attention to issues of racial equity, drawing on data, and community feedback to the school's ILT.

Team Meetings: The ILT and other pertinent school teams meets to review and refine identified goals, action steps and targets/outcomes of SIP.

- The Principal and ILT will share drafts with the school council, families, staff and students for feedback in November

The ILT will:

- Review recommended focus areas from school council and educator focus groups
- Draft the Problems of Practice and Strategic Objectives relative to the district wide priorities
- Refine Action Plan for each priority
- Identify professional development needs
- Final SIP Approval from Dept of Academics and Schools and the Superintendent
- SIPs are shared with School Committee
- SIPs are published on the CPS website

December 2023

Final SIP Approval from Dept of Academics and Schools and the Superintendent

- SIPs are shared with School Committee
- SIPs are **published on the CPS website**

January 2024

SIP Mid-Year Reflection and Data Review

YEAR 2: SY2024-25

CYCLE 2 BEGINS

January 2024

Assistant Superintendents conduct school visits:

- Meetings to review and discuss progress, areas of need, and support
- Include winter data and discuss progress and adjustments
- Principal may include available members of ILT/school staff
- May include OSS, MLL, Curriculum Leaders, Dir. of Data & Accountability to support targeted areas

May 2024

SIP Year-End Reflection & Planning at May Principal's Meeting

- Principals share with peers, begin alignment of updated SIP aligned with district plan
- Complete self-reflection using SY23-24 goals, outcomes and measures/data and plan adjustments

June 2024

End of year reflection & celebration with school community

CYCLE 3 BEGINS

June - August 2024

- ILT and other school teams review available data and adjust SIP in response to data

October - November 2024

School Community Engagement

Principals and ILT will hold meetings with stakeholders to obtain and incorporate *feedback from families / caregivers, students, and educators.*

- Opportunities will be communicated through email, text, hard copy flier, phone calls, and announcements at in-person events.
- Discussions should be centered around: Student needs based on data, disaggregated by race, Multilingual Learners, special education, low-income, advanced learners, immigrants, etc., and other data such as attendance, school climate, etc. also disaggregated, strengths and resources of school community, community partners, student clubs, etc.
- Feedback on stated goals of previous year and new or continuing goals.

November 2024

School Council Synthesis of Community Feedback

- School Council will submit recommended updates, with special attention to issues of racial equity, drawing on data and community feedback, and data to the school's ILT.

December 2024 - January 2025

SIP Mid-Year Reflection and Data Review

January 2025

Assistant Superintendents conduct school visits:

- Meetings to review and discuss progress, areas of need, and support
- Include winter data and discuss progress and adjustments
- Principal may include available members of ILT/school staff
- May include OSS, MLL, Curriculum Leaders, Dir. of Data & Accountability to support targeted areas

May 2025

SIP Year-End Reflection & Planning at May Principal's meeting

- Principals share with peers, begin alignment of updated SIP with District Initiatives
- Complete self-reflection using SY23-24 Planning Worksheet [updated to align with new district plan]

June 2025

End of year reflection & celebration with school community

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



SIP Reflection Questions

Reflect on the following questions. Share ideas and practices with your principal colleagues.

1. How is the **teaching and learning framework** leveraged in the SIP to improve Tier 1 instruction?
2. What school wide strategies and actions will address and **improve Tier 1 instruction**? Have they been identified?
3. How will the SIP strategically **reduce reliance on Tier 2 and 3 instruction**?
4. How will **data be systematically used** to improve instruction?
 - Data Wise, progress monitoring...
5. Are the SIP goals **SMARTIE**?
 - Strategic, measurable, achievable, realistic, time tracked, inclusive, & equitable
6. How will families be **proactively supported** so they can help their scholar learn at home?
 - Is it identified in the SIP?
7. How does your **SIP proactively** help address chronic absenteeism and tardiness?
 - Are the strategies inclusive, culturally responsive and helpful to all families?
8. How do the **90 day Milestones elevate your school improvement plan**?
 - How will you leverage it to ensure the SIP is a living document that is revisited & adjusted accordingly?



Literacy

[Complete Data
Overview
Slides HERE](#)

Key Successes to Build Upon:

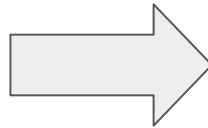


Literacy

Efforts to Outcomes: ELA Spring MCAS 2023

Action Plans focused on Writing About Reading

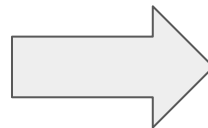
(Readers' notebooks,
WAR routines, Criteria
for success, Looking at
Student work, etc.)



2022-2023 Essay Scores	2022	2023
Grade 3	21% (-3)	38% (+7)
Grade 4	39% (-6)	39% (+4)
Grade 5	35% (+3)	45% (+7)

Balance narrative & informational texts

(more info
reading units, text-to-text
connections, close
reading, TLA Phonics,
etc.)

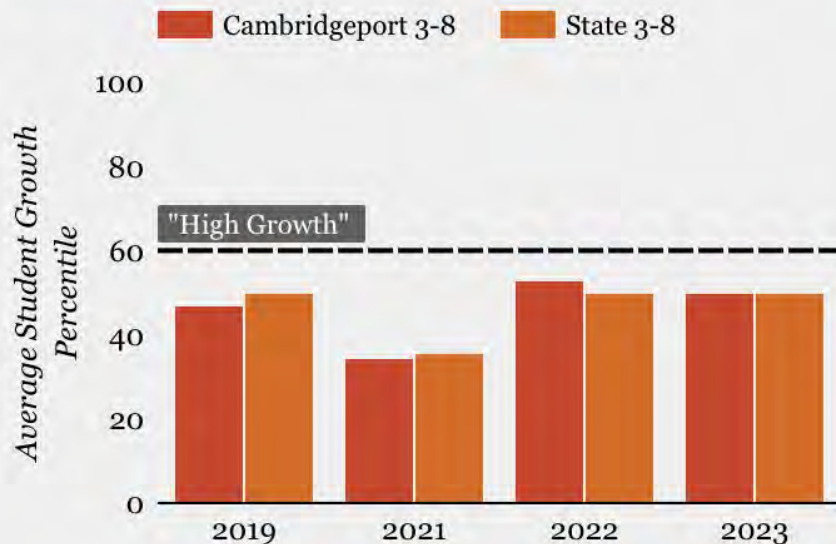


Reading Standards	Craft, Integration & Key Ideas and Details
Grade 3	71% (+11)
Grade 4	71% (+8)
Grade 5	80% (+11)

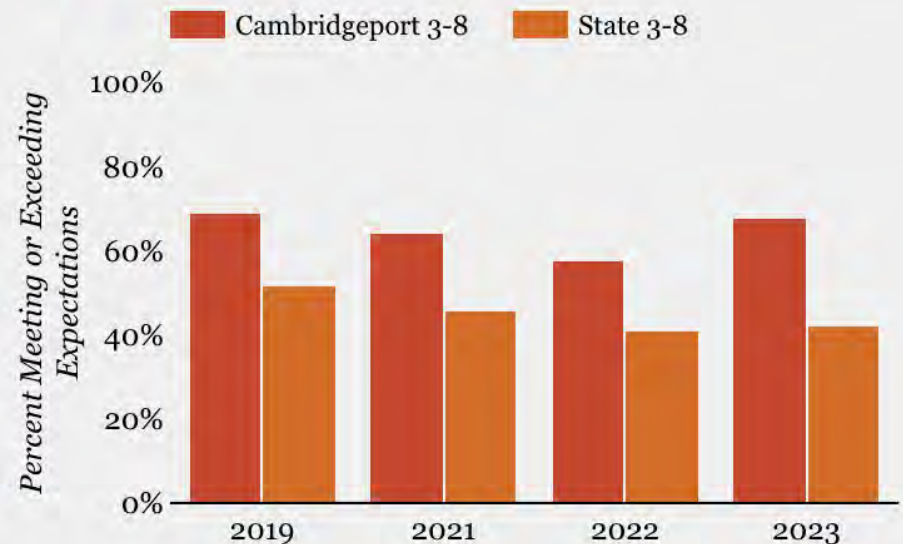
Grades 3rd - 5th English Language Arts MCAS Yearly Comparison

The Massachusetts Comprehensive Assessment System (MCAS) measures a student's proficiency in grade-level English Language Arts (ELA) across the state and students' growth in ELA as compared to peers who performed similarly on previous test administrations.

State Comparison: Student Growth Percentile

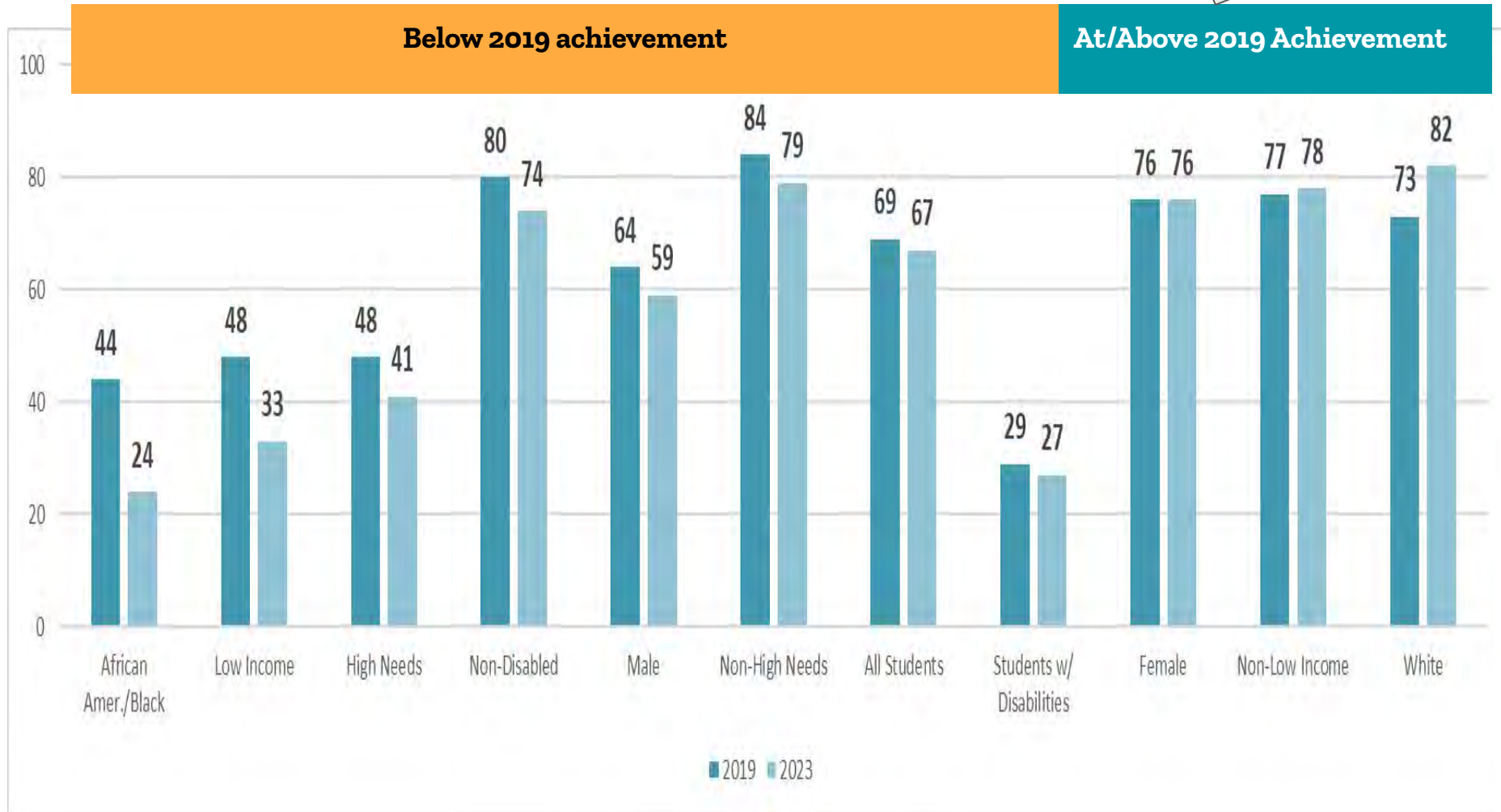


State Comparison: Percent Meeting or Exceeding Expectations



% of Students Meeting/Exceeding Expectations: ELA MCAS, 2019 vs. 2023

-Differences between groups?
-Differences 2019 to 2023?



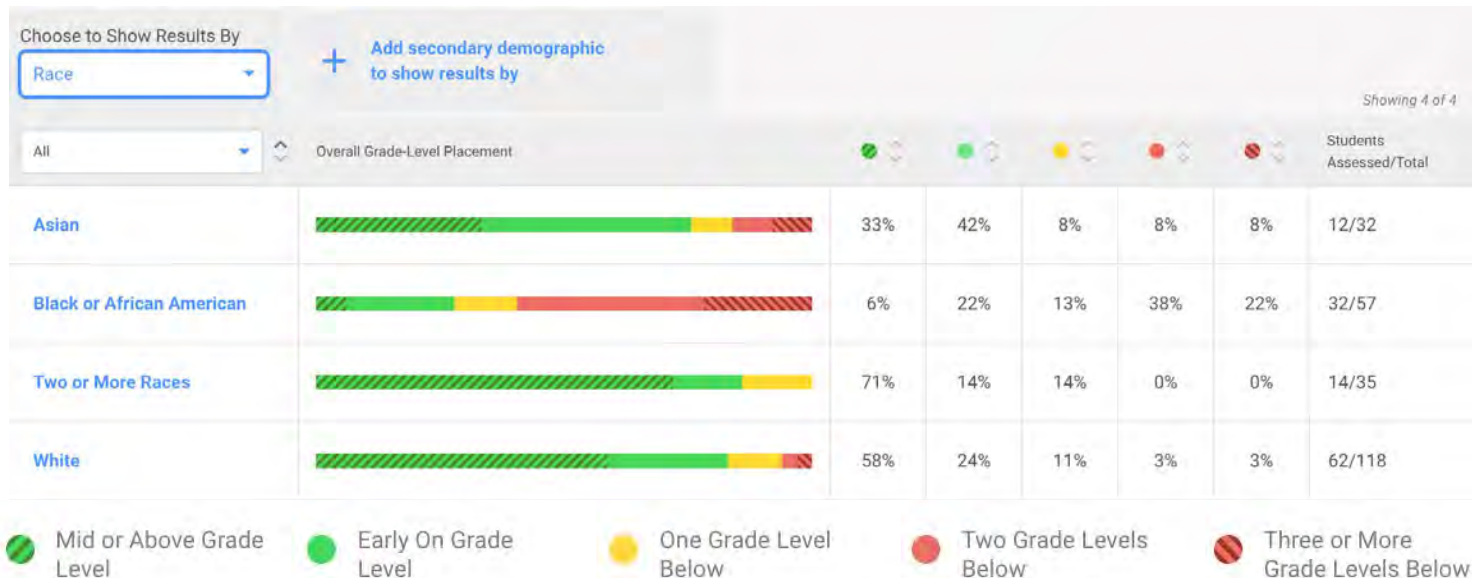
Data Overview Digging Deeper

Literacy

MCAS Spring 2023 ELA Gr. 3-5 By Race

Student Group	School						
	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score
	#	%	E	M	P	N	M
Accountability Student Groups							
Students w/ Disabilities	15	94	0	27	40	33	481
EL and Former EL	4						
Low Income	24	87	0	33	42	25	486
High Needs	32	88	0	41	41	19	489
African Amer./Black	17	95	0	24	53	24	483
Asian	6						
Hispanic/Latino	9	91					
Multi-Race, Non-Hisp./Lat.	15	94	13	53	33	0	506
White	57	90	14	68	14	4	512

iReady Reading- 3rd-5th by Race Fall 2023



SMARTIE Goal - Key Areas of Need to

Address: Our ELA MCAS 2023 data shows that 24% of African American/Black students are meeting or exceeding expectations. **By 2025** We aim for at least 60% of African-American students to meet or exceed standards on the MCAS.

Goal Monitoring:

90-day Milestone
September '23-January '24

iReady ELA will move from 28% of African Americans students meeting at or above grade level to 38%.



90-day Milestone
January '24-June '24

48% of African American students will meet or exceed in iReady ELA.



90-day Milestone
September '24-January '25

58% of African American students will meet or exceed in iReady ELA.



90-day Milestone
January '25-June '25

68% of African American students will meet or exceed in iReady ELA.

Action Plan **Deliver Ambitious Instruction & Effective Supports**

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?	Who is responsible for leading the team’s work on this strategy?
<p>Deliver Ambitious Instruction & Effective Supports</p> <p><i>What is your instructional improvement strategy to achieve your outcome?</i></p>	<ul style="list-style-type: none"> ❑ Feedback to students: Provide descriptive feedback to students, engage them in constructive conversations, and feedback that focuses on how students can improve their performance. ❑ Implement WIN (What I Need) blocks to continue to provide additional data-driven, small-group instruction to target students’ specific literacy skills. ❑ Continue to implement TLA phonics curriculum instruction to explicitly and systematically build phonics instruction ❑ Complex Text & Cognitively Demanding Tasks: Instruction includes modeling and practice of Close Reading strategies such as rereading, annotation and reflection, and include ongoing opportunities for students to process, expand and revise their responses following discussion and feedback. 	<p>Provides targeted support based on student data and needs.</p> <p>Provide cognitively demanding, student centred learning experiences grounded in measurable objectives, grade-level standards and knowledge of student learning needs.</p>	<p>Weekly Professional Learning Community Meetings where we implement several Data Wise Cycles</p>	<p>Principal, Assistant Principal & Instructional Coaches</p>

Action Plan **Effective Staff Learning & Support**

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.*

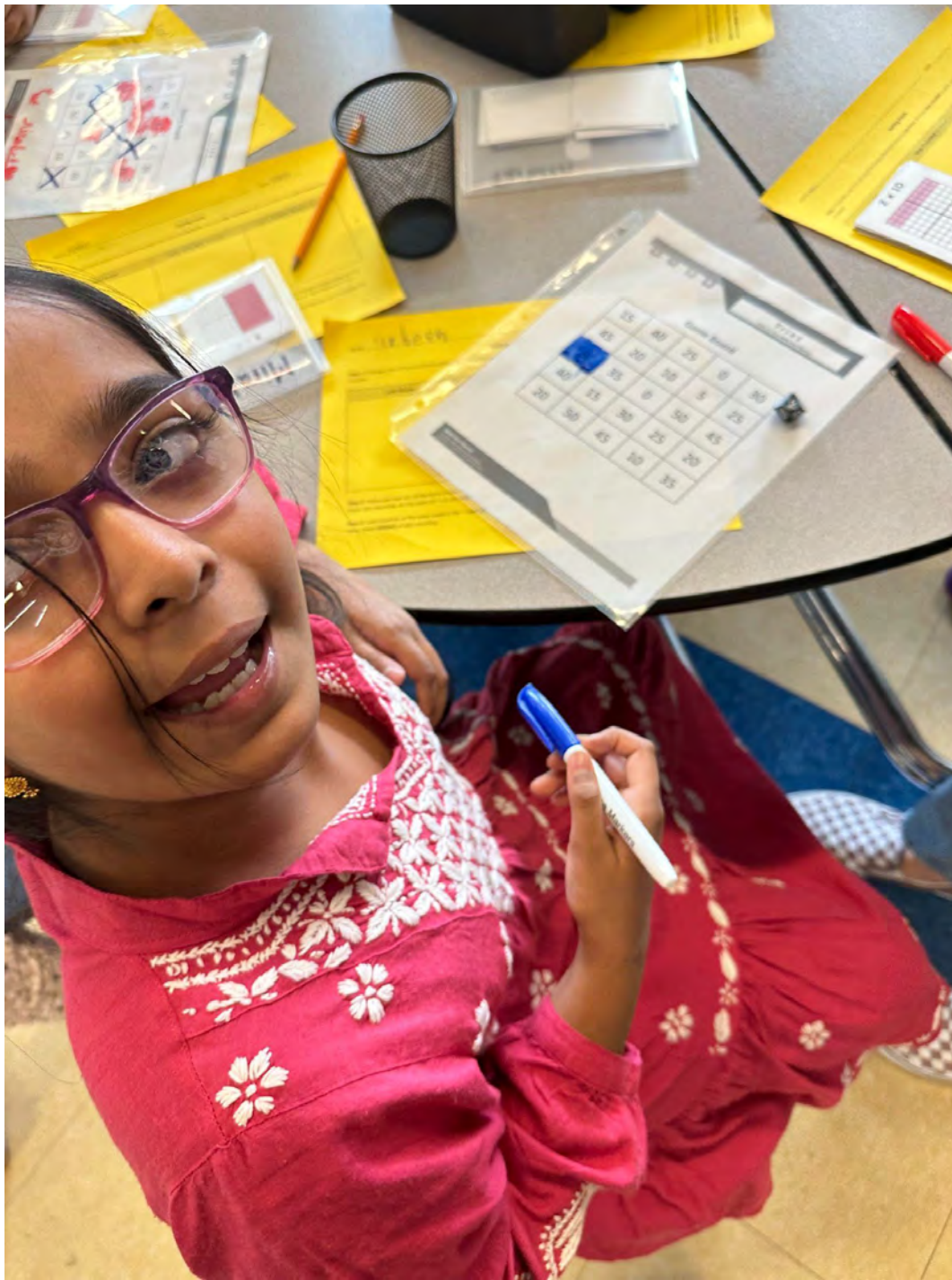
District Objective	What is the strategic, research-based solution you will try?	In what way does this strategy advance equitable outcomes for all students and staff ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading 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>	<ol style="list-style-type: none"> 1. Provide <u>LETRS</u> training to develop Science of Reading Teaching Skills. 2. Enhance our Instructional Equity Leadership Team that includes staff and families to use our assessments/ screeners and surveys to create action plans that will support our academic learning within our school. 3. Principal participate in Instructional Leadership Academy (ILA) Professional Development with other district leaders on improving staff feedback on teaching and learning. 	<p>Educators are able to provide explicit, systematic instruction in foundational skills to every child.</p>	<p>Literacy coaching & intervention practices will align through ongoing and collaborative PD, clearly articulated expectations, and common resources.</p>	<ol style="list-style-type: none"> 1. Literacy Department, Instructional Coaches, Interventionists,, Principal, & Assistant Principal 2. Principal & Assistant Principal 3. Superintendent Cabinet Team & Center for Education Leadership (CEL).

Action Plan **Build Welcoming & Supportive Schools & District**

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)
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>	<ol style="list-style-type: none"> Utilize our Equity Leadership Teams to support walkthroughs and workshops that will allow our community to see first hand what is happening in our classrooms. Hold at least one Academic Parent Teacher Team(Data Meeting)for each grade level. Students that are two or more grade levels below based on, DESSA, mClass and iReady screeners/assessments are prioritized for parent teacher conferences and bi-weekly outreach. 	<p>Equity Teams are able to observe instruction to provide educators explicit feedback on instruction to support every child's academic experience.</p> <p>Parents will have student data that will allow them to better understand the state of our school and their children that will help them in effectively partnering with us to support student learning.</p>	<p>We will focus on the problem of practice that is directly related to the learner-centered problem based on evidence found when examining instruction and other data, within our control. It's a statement about practice, not a question, and it's specific and small.</p> <p>We will answer: What are we as C'Port Community members (Parent, teachers, admin ,etc) doing or not doing, that might be contributing to what students are struggling with?</p>	Instructional Equity Leadership Team



Math

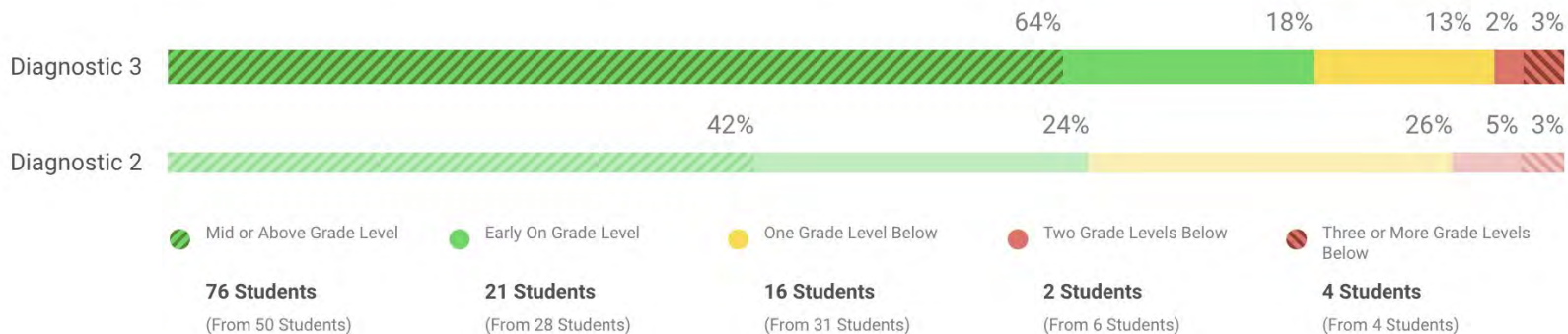
[Complete
Data Overview
Slides HERE](#)

Key Successes to Build Upon:



Last Spring, we engaged in a Safe to Fail Sprint in Math to support our students in building their mathematical skills. We shared with families how we supported students and asked parents to continue to help at home. Together parents and staff engaged our students in more activities during the day and outside of school. Our MCAS Spring 2023 math achievement percentile data for students in grades 3 - 5 went from 66% in Spring 2022 to 87% in Spring 2023. We exceeded our state target in our Math 2023 MCAS for all students

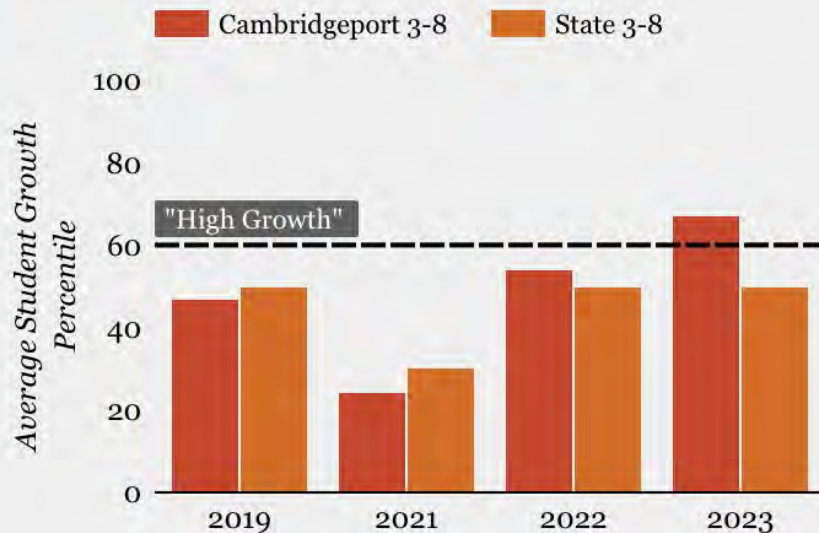
The chart below shows our students in grades 3 to 5 moved from having 65% on or above grade level in the winter of 2022 to having 82% in Spring of 2023 on or above grade level in their iReady assessment.



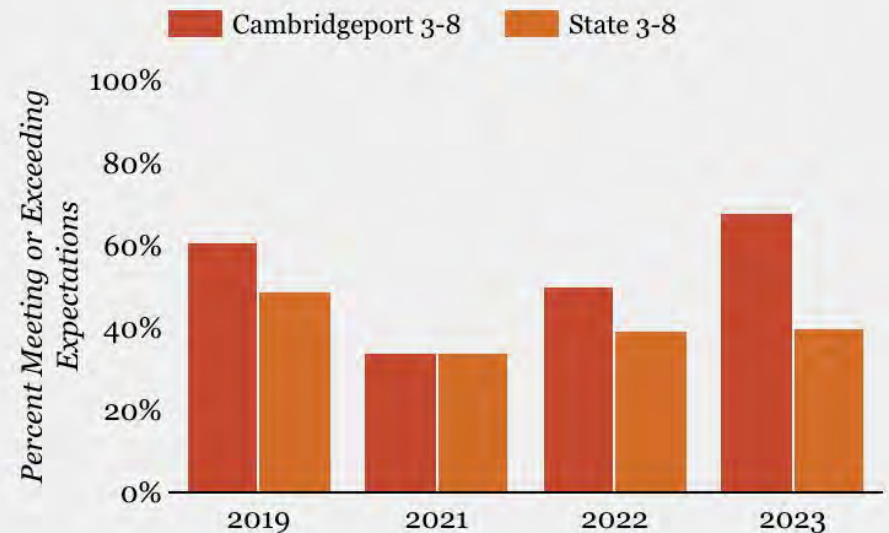
Grades 3rd - 5th Mathematics MCAS Yearly Comparison

The Massachusetts Comprehensive Assessment System (MCAS) measures a student's proficiency in grade-level mathematics across the state and students' growth in mathematics as compared to peers who performed similarly on previous test administrations.

State Comparison: Student Growth Percentile



State Comparison: Percent Meeting or Exceeding Expectations



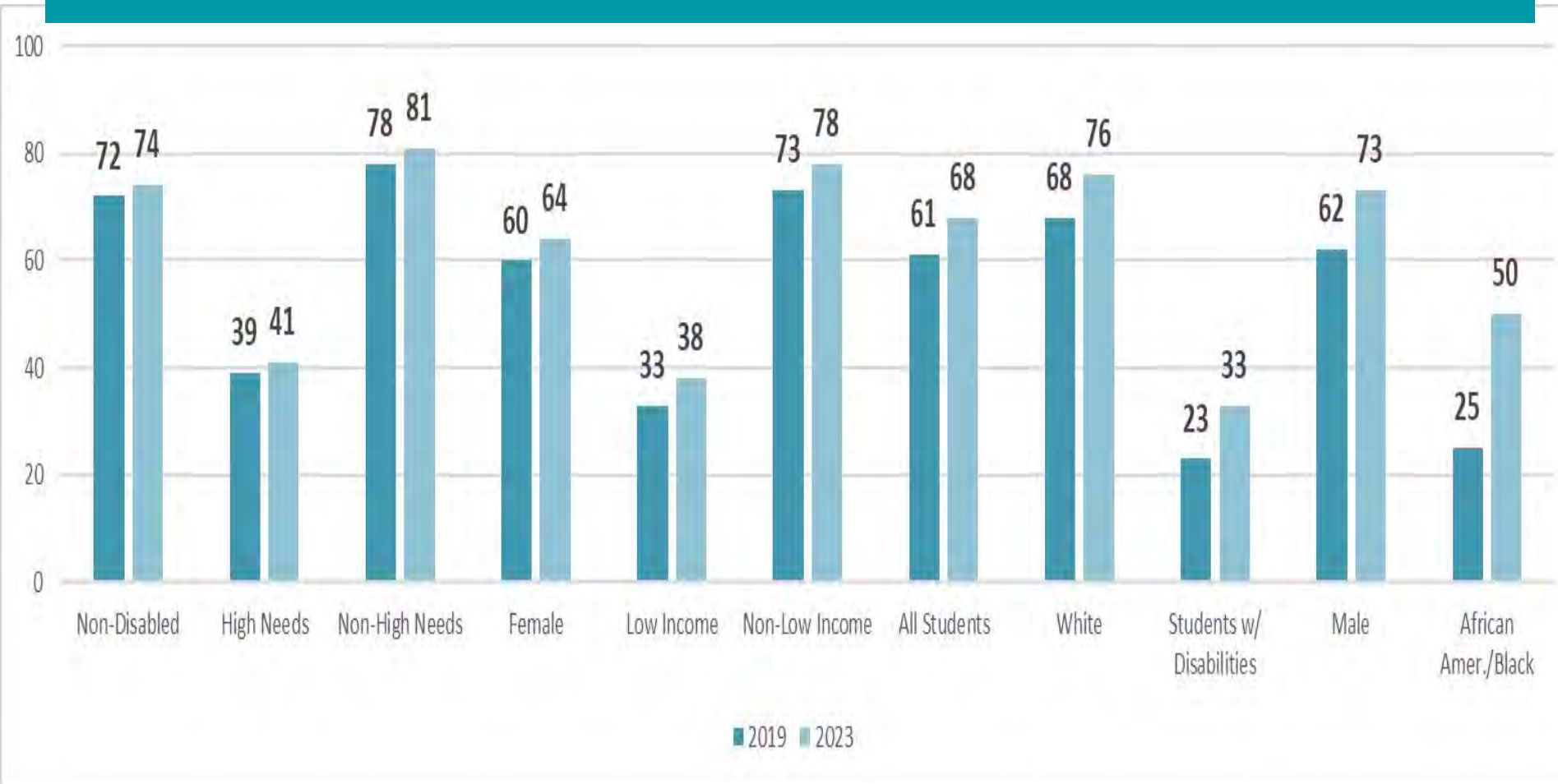
% of Students Meeting/Exceeding Expectations: Math MCAS, 2019 vs. 2023

Math

Data Overview
Digging Deeper

-Differences between groups
-Differences 2019 to 2023

At/Above 2019 Achievement

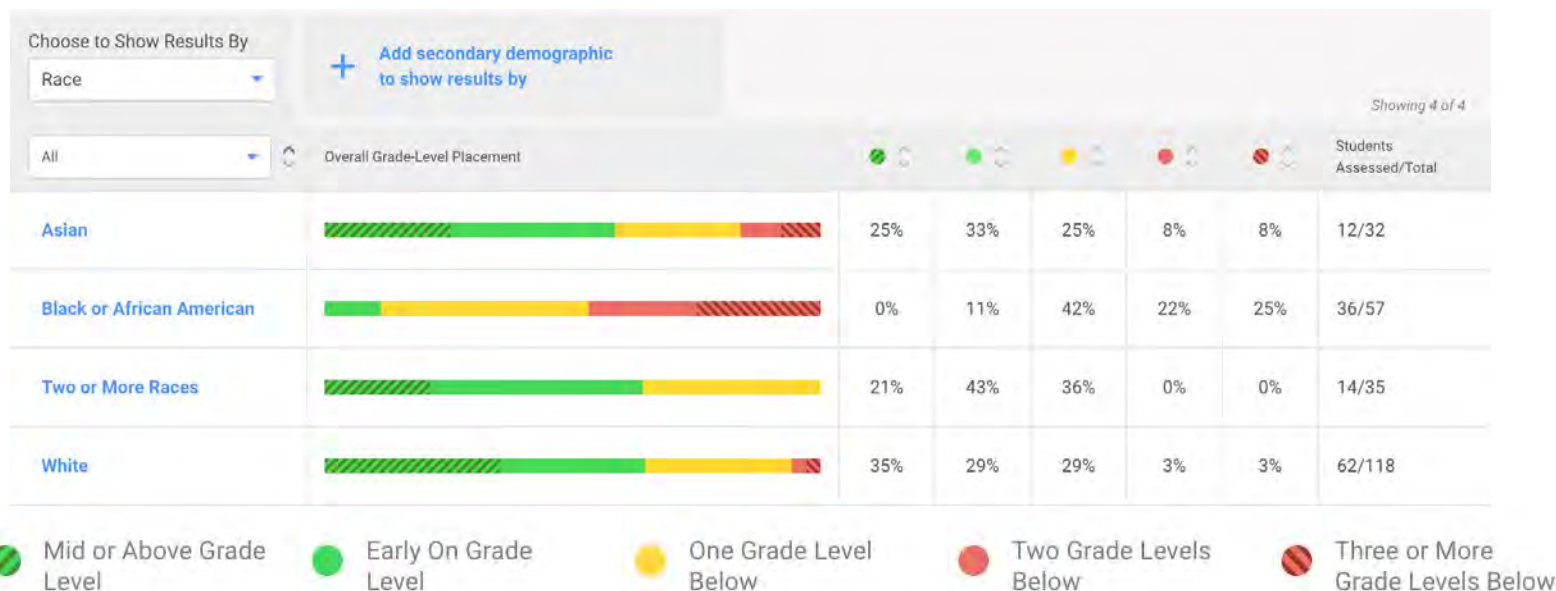


Data Overview Digging Deeper

MCAS - Math Spring 2023 Gr. 3-5

Student Group	School						
	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score
	#	%	E	M	P	N	M
Accountability Student Groups							
Students w/ Disabilities	15	94	7	27	53	13	490
EL and Former EL	4						
Low Income	26	94	0	38	50	12	490
High Needs	34	93	3	38	50	9	493
African Amer./Black	18	100	6	44	44	6	495
Asian	6						
Hispanic/Latino	9	91					
Multi-Race, Non-Hisp./Lat.	15	94	27	40	33	0	513
White	58	91	16	60	21	3	513

iReady Math - 3rd-5th by RACE Fall 2023



Key Area of Need to Address

*Our Math MCAS 2023 data shows that 50% of African American/Black students are meeting or exceeding expectations. **By June 2025 SMARTIE Goal** We aim for at least 70% of African-American students to meet or exceed standards on the MCAS.*

Goal Monitoring:

90-day Milestone September '23-January '24

iReady Math will move from 11% of African Americans students meeting at or above grade level to 21%.



90-day Milestone January '24-June '24

31% of African American students will meet or exceed in iReady Math.



90-day Milestone September '24-January '25

41% of African American students will meet or exceed in iReady Math.



90-day Milestone January '25-June '25

51% of African American students will meet or exceed in iReady Math.

Deliver Ambitious Instruction & Effective Support

Math

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)
<p>Deliver Ambitious Instruction & Effective Supports</p> <p><i>What is your instructional improvement strategy to achieve your outcome?</i></p>	<ul style="list-style-type: none"> ❑ Implement components of the Five Equity-Based Practices in Mathematics <ol style="list-style-type: none"> 1. Going Deep with Mathematics 2. Leveraging multiple mathematical competencies 3. Affirming mathematics learners identities 4. Challenging spaces of marginality 5. Drawing on multiple resources of knowledge(math, culture, language, family, community). ❑ Feedback to students: Provides descriptive feedback to students, engages them in constructive conversations, and feedback that focuses on how students can improve their performance. ❑ Implement WIN (What I Need) blocks to continue to provide data-driven, small-group instruction to target students' specific mathematical skills. ❑ Implement the Illustrative Math Curriculum as recommended by CPS. 	<ul style="list-style-type: none"> - Understand and use all key components of Illustrative Math(M's) problem-based design structure and approach. - Go deep with the math by presenting tasks that have high cognitive demand and include multiple solution strategies and representations. 	<p>Weekly Professional Learning Community Meetings where we implement several Data Wise Cycles</p>	<p>Principal & Instructional math coach and math interventionist</p>

Action Plan

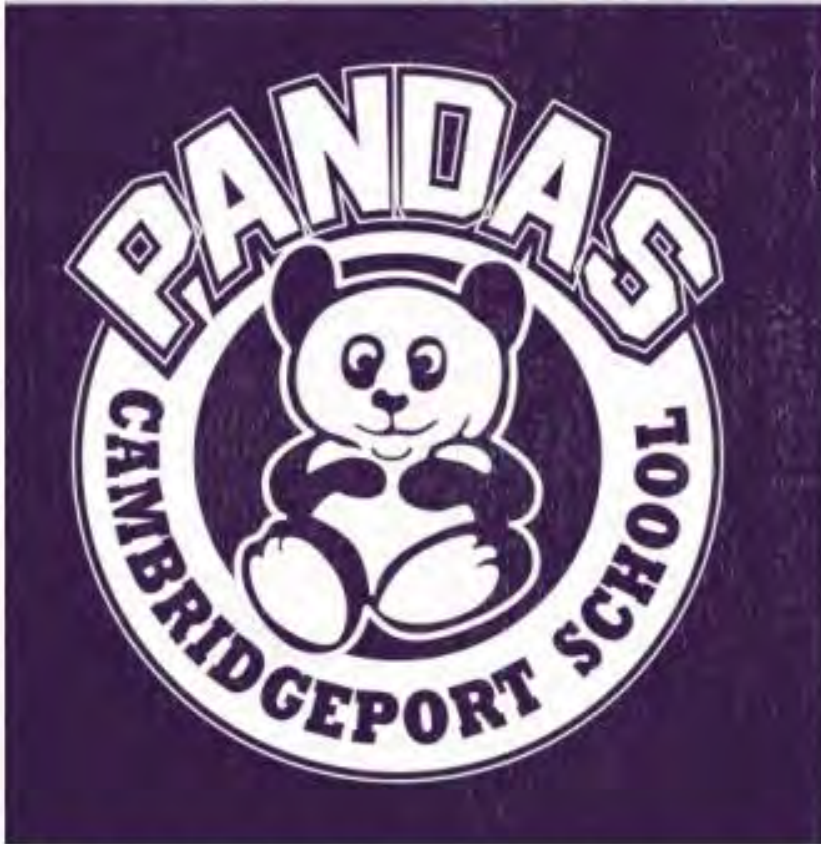
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Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	<ol style="list-style-type: none"> 1. Math coach will coach grade level groups and individual teachers in Illustrative Math Curriculum and math practices. 2. Math Department will lead and create resources for using Illustrative Math Curriculum. 3. Enhance our Instructional Equity Leadership Team that includes staff and families to use our assessments/ screeners and surveys to create action plans that will support our academic learning within our school. 4. Principal participate in Instructional Leadership Academy (ILA) Professional Development with other district leaders on improving staff feedback on teaching and learning. 	<p>Educators are able to provide explicit, systematic instruction in foundational mathematical skills to every child.</p>	<p>Math coaching & intervention practices will align through ongoing and collaborative PD, clearly articulated expectations, and common resources.</p>	<p>Math Department, Instructional Coaches, Interventionists,, Principal, & Assistant Principal</p>

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)
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>	<ol style="list-style-type: none"> 1. Hold at least one Academic Parent Teacher Team (Data meetings) for each grade level. 2. Utilize our Equity Leadership Teams to support walkthroughs and workshops that will allow our community to see first hand what is happening in our classrooms. 3. Students that are two or more grade levels below based on, Forefront, iReady screeners/assessments are prioritized for parent teacher conferences and bi-weekly outreach. 	<p>Equity Teams are able to observe instruction to provide educators explicit feedback on instruction to support every child's academic experience.</p> <p>Parents will have student data that will allow them to better understand the state of our school and their children that will help them in effectively partnering with us to support student learning.</p>	<p>Monthly Instructional Equity Leadership Team meetings and learning walks where we implement Data Wise Cycles.</p>	<p>Instructional Equity Leadership Team members that include parent.</p>



Absenteeism



Cambridgeport Absenteeism

Students who missed at least 10% of school days

Key Areas of Need to Address:

1. Our school community has not yet built effective partnerships that will lead to academic & social emotional achievement for all students.
2. Our goal is to listen and learn from families that will help design effective strategies for building a strong family engagement partnership.

Target for 2025

Annually reduce number of chronically absent students by:

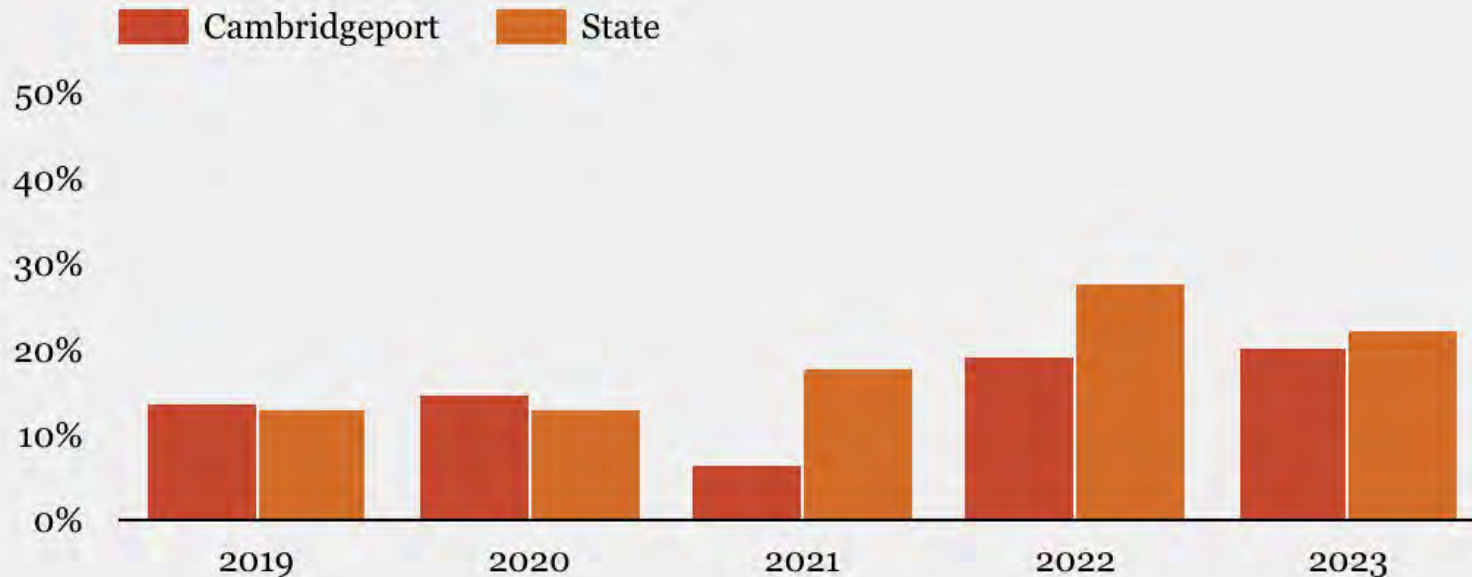
Grades 1-8:

2023: 1.7 percentage points

2024: 2 percentage points

2025: 2 percentage points

Chronic Absenteeism by school and demographic group vs the state



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?	How will you leverage the Data Wise Improvement process to monitor your progress?	Who is responsible for leading the team’s work on this strategy?
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	<ol style="list-style-type: none"> Parent/Teacher Listening Conferences in August Family Liaison and social worker will partner with teachers to reach out to families to ensure they know how to access needed resources in the community and within the school. Teachers will implement our schools outreach plan on contacting parents regarding each absence. 	<p>Parents will have student data that will allow them to better understand the state of our school and their children that will help them in effectively partnering with us to support student learning.</p>	<p>We will focus on the problem of practice that is directly related to the learner-centered problem based on evidence found when examining instruction and other data, within our control.</p>	<ol style="list-style-type: none"> Family Liaison Assistant Principal Classroom Teachers Social Worker Child Study Responsive Team

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 ?	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>	<ol style="list-style-type: none"> Professional Development: A team of three, social worker, family liaison and principal will attend The Four day Institute Family Engagement in Education: Creating Effective Home and School Partnerships Institute at Harvard University Graduate School of Education Nov 2nd - -Nov 4th 2023 Collective responsibility in Co-Professional development with teachers and families to unpack Family Involvement vs. Family Engagement and how we can effectively partner together. 	Parents will have student data that will allow them to better understand the state of our school and their children that will help them in effectively partnering with us to support student learning.	We will focus on the problem of practice that is directly related to the learner-centered problem based on evidence found when examining instruction and other data, within our control.	<ol style="list-style-type: none"> Family Liaison Principal Social Worker

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.

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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>	<ul style="list-style-type: none"> - Create at least two student affinity groups formed around a shared interest or common goal, to which individuals formally or informally belong. - Collective responsibility in Co-Professional development with teachers and families to unpack Family Involvement vs. Family Engagement and how we can effectively partner together. - Create a parent Ambassador that acts as a welcome wagon to the school, works to develop peer to peer networks, conduct parent cafes, work with staff and families to provide resources supports and programs. 	Parents will have student data that will allow them to better understand the state of our school and their children that will help them in effectively partnering with us to support student learning.	We will focus on the problem of practice that is directly related to the learner-centered problem based on evidence found when examining instruction and other data, within our control.	<ol style="list-style-type: none"> 1. Family Liaison 2. Principal & Assistant Principal 3. Social Worker



School Climate

WE EMPOWER
IN ROOM 103, WE
EMPOWER OURSELVES by *Ms. Sarah*

- * handling our supplies with care.
- * asking questions and asking for help.
- * having a safe body.

EMPOWER EACH OTHER by *Theresa, Jada, Elina, Reham*

- * being role models.
- * Listening and being **RESPECTFUL** to the speaker.
- * helping others if they need it.

EMPOWER OUR COMMUNITY by *Hermon, Moya, Ryan, Grace, Ms. Rose, Amelie, Geni, Saurio, Saurio*

- * **BEING INCLUSIVE!**
- * Treating others the way we want to be treated.
- * Using appropriate language and appropriate voice levels.

OURSELVES (vertical text on the left)
EACH OTHER (vertical text on the right)
OUR COMMUNITY (at the bottom)



C-Port POWER Matrix

Power: To utilize our strength Empower: To make (someone) stronger and more confident

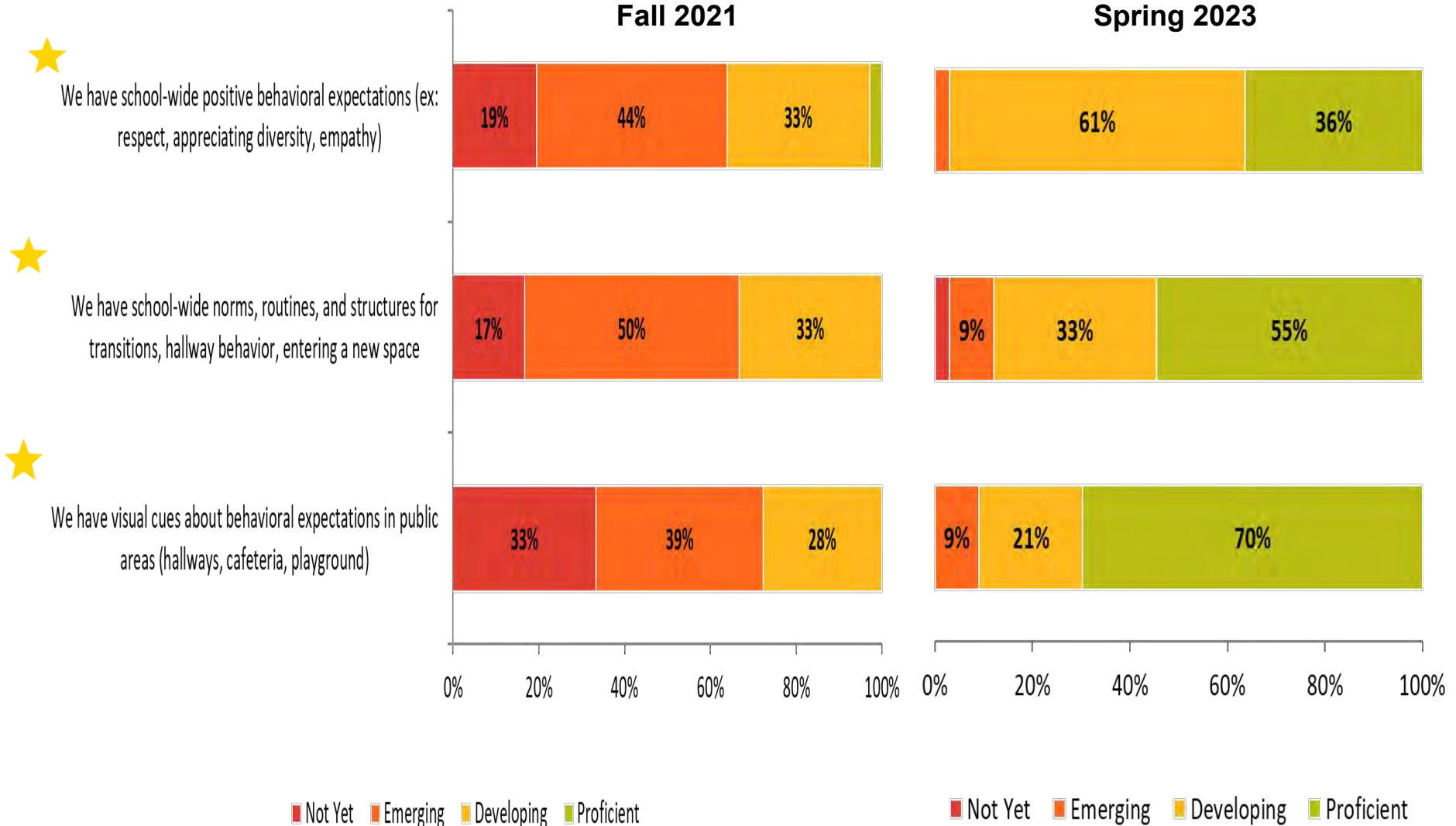
CLASSROOMS <small>Rules/Expectations</small>	HALLWAYS/STAIRS <small>Rules/Expectations</small>	CAFETERIA <small>Rules/Expectations</small>	PLAYGROUND <small>Rules/Expectations</small>
We Empower Ourselves			
<ul style="list-style-type: none"> • We are present • We use materials with care • We strive to grow 	<ul style="list-style-type: none"> • We walk in line and to the right • We follow signs • We walk stairs one at a time 	<ul style="list-style-type: none"> • We wash our hands • We eat our food • We stay seated 	<ul style="list-style-type: none"> • We choose safe and fun activities • We keep our bodies safe • We use equipment safely
We Empower Each Other			
<ul style="list-style-type: none"> • We include and help each other • We listen with curiosity • We celebrate our differences 	<ul style="list-style-type: none"> • We create peaceful hallways • We greet each other silently • We keep our bodies calm 	<ul style="list-style-type: none"> • We speak in an appropriate volume • We listen to each other • We become silent at the signal 	<ul style="list-style-type: none"> • We invite others to play • We ask for help • We help others
We Empower Our Community			
<ul style="list-style-type: none"> • We collaborate • We solve problems • We speak in an appropriate volume 	<ul style="list-style-type: none"> • We create clean hallways • We admire displays • We share the space 	<ul style="list-style-type: none"> • We clean up • We recycle • We show respect & appreciation 	<ul style="list-style-type: none"> • We freeze when the whistle blows • We listen for directions • We line up when recess ends

Key Successes to Build Upon- Staff Survey

School Climate

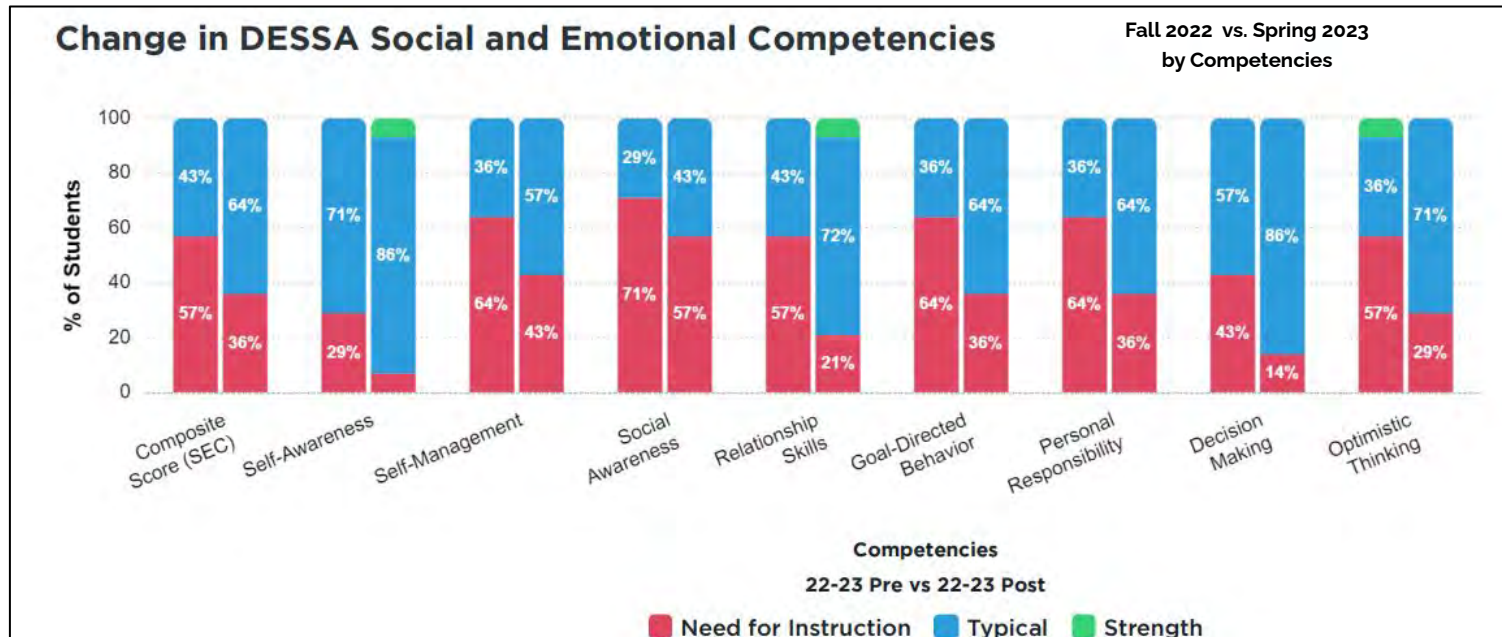
Celebrate our Growth!

Staff SEL Competency Data: **WHOLE SCHOOL STRUCTURES**

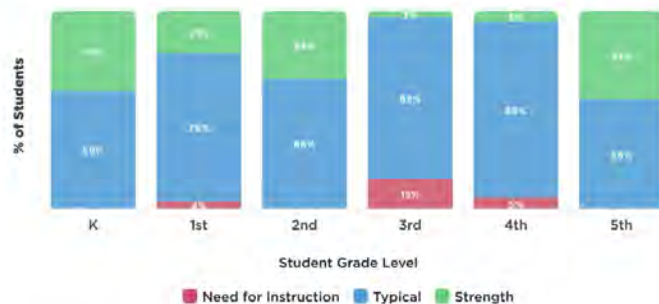


Key Successes to Build Upon - Student Data

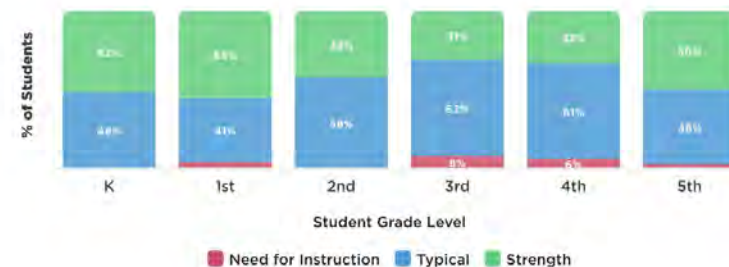
School Climate



Fall 2022 DESSA Mini Screener



Spring 2023 DESSA Mini Screener



School Climate and Culture Goal

Key Areas of Need to Address:

1. Our school community have not yet built effective partnerships that will lead to academic & social emotional achievement for all students.
2. Our goal is to listen and learn to families that will help design effective strategies to building a strong family engagement partnership.
3. Implement SEL Guidelines that align across our school and district.

By 2025/Year 2 SMARTIE Goal:

90-day Milestone September '23-January '24

Create a schedule that allows for consistent weekly SEL Curriculum Implementation.



90-day Milestone January '24-June '24

Complete the core lessons in the Wayfinder Curriculum



90-day Milestone September '24-January '25

WAITING ON CPS
SCHOOL CLIMATE
SURVEY RESULTS



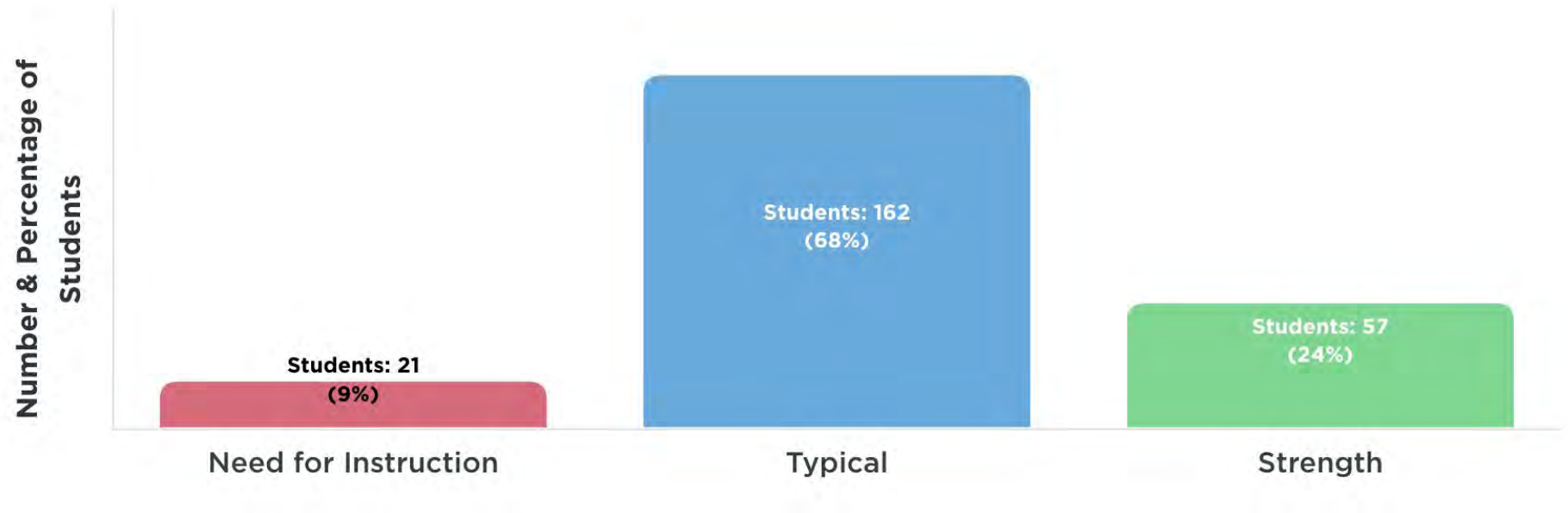
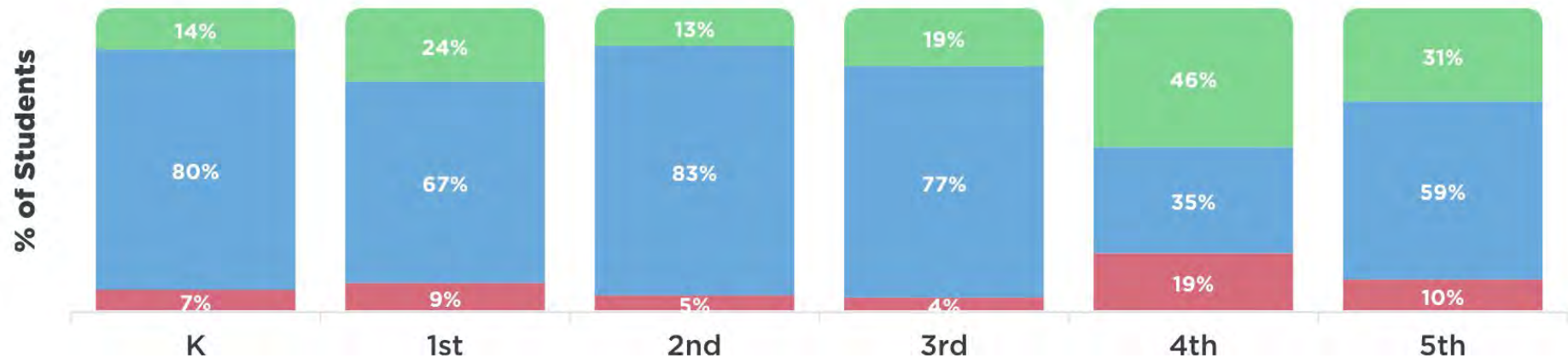
90-day Milestone January '25-June '25

WAITING ON CPS
SCHOOL CLIMATE
SURVEY RESULTS

DESSA Data Fall 2023

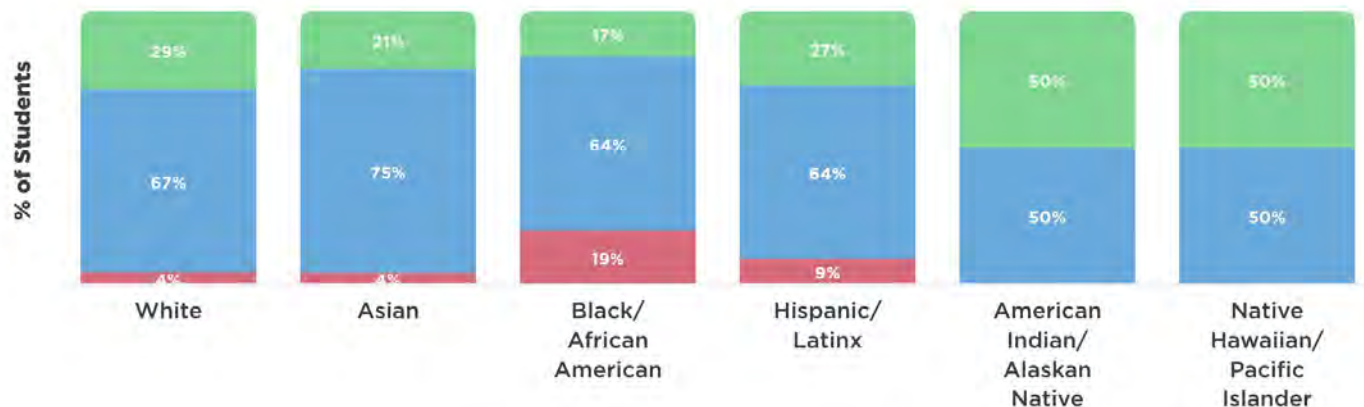
Data Overview

School Climate



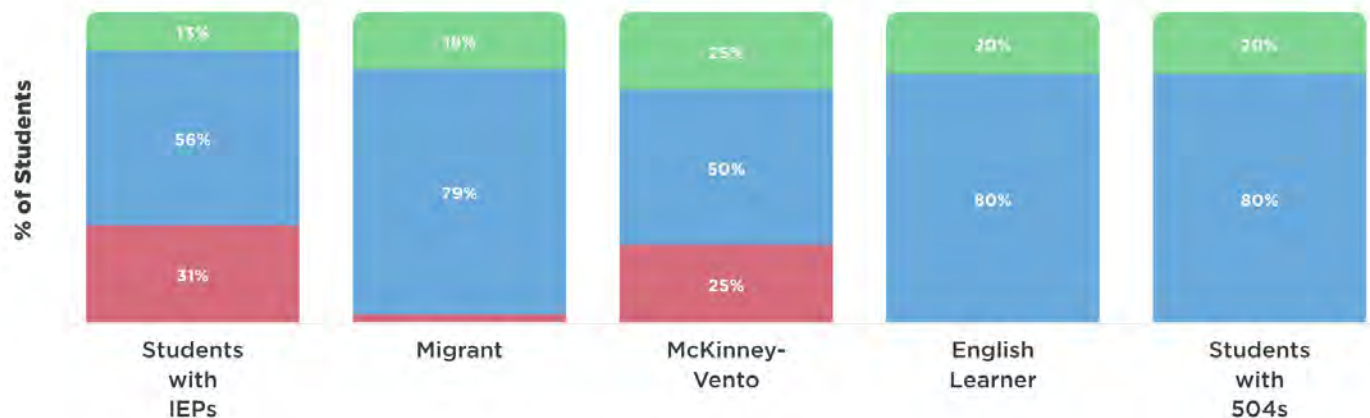
Race/Ethnicity Breakout

Across race/ethnicity categories, here is the distribution of ratings.



Student Subgroup Breakout

Across other categorizations, here is the distribution of ratings.



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 ?	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>	<ol style="list-style-type: none"> 1. Implement Wayfinder Social Emotional Curriculum in grades K - 5. 2. Offer affinity student groups formed around a shared interest or common goal, to which individuals formally or informally belong. 3. Continue to build and implement our Empower Framework 4. 5th Grade Student Council 5. Tier 2 SEL groups at WIN (Gr 1-5) based on students' need as indicated by DESSA data 6. Have student, staff and families complete the CPS Climate Survey and use results to action plan 	<p>Educators are able to provide explicit, systematic instruction in foundational social emotional skills to every child.</p>	<p>Create data dashboard to track family engagement</p>	<ol style="list-style-type: none"> 1. Social Emotional Leadership Team

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.*

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Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	<ol style="list-style-type: none"> 1. A team of three, social worker, family liaison and principal will attend The Four day Institute Family Engagement in Education: Creating Effective Home and School Partnerships Institute at Harvard University Graduate School of Education Nov 2nd - -Nov 4th 2023 2. Collective responsibility in Co-Professional development with teachers and families to unpack Family Involvement vs. Family Engagement and how we can effectively partner together. 3. Continue Responsive Classroom Training <ol style="list-style-type: none"> a. Engaging Academics, Positive Community, Effective Management, & Developmentally Responsive Teaching 	<ol style="list-style-type: none"> 1. Learn current research about the impact of family engagement on both student achievement and school improvement. 2. Learn the Dual Capacity Framework (Version 2) for Family-School Partnerships. 	Create data dashboard to track family engagement	<ol style="list-style-type: none"> 1. Social Emotional Leadership Team

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.*

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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>	<ol style="list-style-type: none"> 1. Enhance our Social Emotional Equity Leadership Team that includes staff and families to use our DESSA data and school climate surveys to create action plans that will support our Social Emotional Learning within our school. (ex. Standard Teacher/Parent Listening Sessions in August BEFORE school begins). 2. Co-create with families and staff a Family Handbook 3. Create at least one affinity Group formed around a shared interest or common goal, to which individuals formally or informally belong. 4. Collective responsibility in Co- Professional development with teachers and families to unpack Family Involvement vs. Family Engagement and how we can effectively partner together. 5. Build relationship trust by sharing Identity Trees embedded in gatherings (meetings, events, etc) 6. Create a parent Ambassadors that acts as a welcome wagon to the school, works to develop peer to peer networks, conduct parent cafes, work with staff and families to provide resources supports and programs. 	Build reciprocity and agency.	Create data dashboard to track family engagement	<ol style="list-style-type: none"> 1. Social Emotional Leadership Team



School Improvement Plan

SY23-24
to
SY24-25

Priorities One Pager

CPS Strategic Initiatives	OBJECTIVE 1: Deliver Ambitious Instruction & Effective Supports	Implement an instructional framework that guides consistent, high-quality instruction in every classroom.	OBJECTIVE 4: Build Welcoming & Supportive Schools	Improve families access to resources. Promote positive school cultures and climate through inclusive and restorative discipline policies and practices.
DRAFT Cambridgeport Priorities SY 23-25	Feedback to students: Provides descriptive feedback to students, engages them in constructive conversations, and seeks feedback that focuses on how students can improve their performance.	Focus on the Design Phase of the Teaching and Learning Framework where we create cognitively demanding, student centred learning experiences grounded in measurable objectives, grade-level standards and knowledge of student learning needs.	1. Implement Wayfinder Social Emotional Curriculum in grades K - 5 2. Continue to build and implement our Empower Framework	Use a variety of culturally responsive practices and communication strategies to support every family to participate actively in the classroom and school community that builds student learning.
	Complex Text & Cognitively Demanding Tasks: Instruction includes modeling and practice of Close Reading strategies such as rereading, annotation and reflection, and include ongoing opportunities for students to process, expand and revise their responses following discussion and feedback.	1. Implement the Illustrative Math Curriculum as recommended by CPS. 2. Implement components of the Five Equity-Based Practices in Mathematics	Parent/Teacher Listening Conferences in August BEFORE school starts.	Students that are two or more grade levels below or in need of Instruction based on, DESSA, mClass and iReady screeners/assessments are prioritize for parent teacher conferences and bi-weekly outreach.
	Continue to implement TLA phonics & LETRS training instruction to explicitly & systematically build the Science of Reading Instruction.	Implement WIN (What I Need) blocks to continue to provide data-driven, small-group instruction to target students' needed skills.	Hold at least one Academic Parent Teacher Team for each grade level.	Listen and learn to students & families that will help design effective strategies to building a strong family engagement partnership. (Co-Professional Development)



[Cambridgeport Data Slides to School Improvement Plan](#)