CSUS School Improvement Plan

SY23-24 to SY24-25

Key Resources:

- SIP Draft Timeline
- CPS Targets

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



CSUS School Improvement Plan
SY23-24 to SY24-25

School Name:
School Principal:

LITERACY/ELA GOAL

Based on our initial data review at the end of the 22-23 school year, CSUS Instructional Leadership Team (ILT) identified an alarming difference in achievement in school-wide growth and achievement and the growth and achievement of scholars of color and scholars on Individualized Education Plans (IEPs), specifically females of color on IEPs.

Our plan for intentional focus on and support of this group of learners includes the two priorities

1. Centering holistic, high-quality pedagogical practices and high expectations to engage and motivate scholars for equitable success
2. Build a community of actively antiracist educators that fosters belonging for all scholars while holding them to high standards

Describe the current state of literacy instruction, growth and achievement. Cite data and describe the strategies employed in the previous SIP.

Data Overview:

On the 2023 ELA MCAS, 46% of students are meeting or exceeding expectations.

- **17% of African-American students scored meeting or exceeding expectations.**
- **8% of students with disabilities scored meeting or exceeding expectations.**
- **13% of low income students scored meeting or exceeding expectations.**

On the Fall iReady reading screener, 51% of students scored on or above grade level.

- **20% of African American students scored on or above grade level.**
- **23% of students with disabilities scored on or above grade level.**
- **52% of economically disadvantaged students scored on or above grade level.**

Key Successes to Build Upon:

The percentage of students scoring in meeting or exceeding expectations has increased from 41% to 46% from 2022 to 2023.

- **The percentage of students with disabilities scoring in meeting or exceeding expectations has increased from 10% to 18% from 2022 to 2023.**
- **The percentage of low income students scoring in meeting or exceeding expectations has increased from 17% to 24% from 2022 to 2023.**
- **In the reading domain of ELA MCAS, CSUS scholars scored below the district and above the state by 1 point. Participation rates improved by 10 percentage points or more in each grade.**

CSUS School Improvement Plan

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Key Areas of Need to Address:

While CSUS saw an overall increase in scholars meeting or exceeding expectations in ELA MCAS from 2022 to 2023, there is a disparity in achievement between scholars of color, scholars with disabilities and the school average. The percentage of scholars meeting identifying as African American/Black (16%), Hispanic/Latino/a (19%) and scholars with disabilities (18%) are dramatically lower than school average (45%) and the performance of White scholars (65%).

CSUS Fall iReady diagnostic revealed 54% of students scored below grade level on vocabulary and 51% on comprehension.

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	On the Winter iReady diagnostic, • students will make at least 50% growth. • African American students and students with disabilities scoring on or above grade level will increase by at least 10%
90-day Milestone January '24-June '24	On the Spring iReady diagnostic, • students will make at least 100% growth. • African American students and students with disabilities scoring on or above grade level will increase by at least another 10% • the percent of students scoring below grade level on vocabulary and comprehension will decrease by at least another 10%
90-day Milestone September '24-January '25	On the Winter iReady diagnostic, • students will demonstrate growth; targets TBD based on S 24 iReady and MCAS • African American students and students with disabilities scoring on or above grade level will increase; targets TBD based on S 24 iReady and MCAS
90-day Milestone January '25-June '25	Spring iReady and MCAS goals TBD based on Spring 24 and Winter

	24 data

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 ?	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 - *What is your instructional improvement strategy to achieve your outcome?*	Teachers will: • support students to become independent learners and critical thinkers by shifting the cognitive load through planning and execution of lessons. • Implement close reading strategies through Fishtank curriculum, SS curriculum, and Science.	By supporting students to become independent learners, all students will be more invested in their learning and confident in their own reasoning and thinking abilities. Teachers will plan learning experiences that allow access and participation by all students. Those lessons will center around questioning that create opportunities for	Using team data meetings, coaching meetings, and department meetings to look at formative assessment results to determine implications for instruction Progress monitoring once per month to track student progress for	Literacy Coach, Instructional Coach, Literacy Interventionists, and Grade Level Teachers

	• Implementing Fishtank curriculum with integrity.	students to engage in critical thinking and verbal reasoning. Close reading is a scaffold that helps to make rigorous texts accessible to all students.	students receiving Tiers 2 and 3 literacy intervention Using formative assessments to monitor all student growth	
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Training and Support: • ELA department meetings • Horizontal grade level meetings • 1:1 Coaching meetings	Ensuring that staff is properly trained and prepared to deliver instruction will maximize student outcomes. Staff professional learning in SY 23-24 will focus on developing intentional questions designed to promote critical thinking for all scholars.	Using diagnostic screeners (example: iReady) to make instructional decisions related to tiered instruction	Literacy Coach, Instructional Coach, Literacy Interventionists, and Grade Level Teachers
Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, communitiy partners, out-of-school time partners, and/or business partners in this plan?*	Family and Caregiver Engagement: • Listening Conferences • Curriculum Updates on Take Home Tuesdays	By involving families and caregivers in their child's learning, we can support the whole child and positively impact the student's sense of belonging.	CSUS will meet regularly with critical Out of School Time (OST) partners around support for shared scholars. These meetings will include looking at	Literacy Coach, Instructional Coach, Literacy Interventionists, and Grade Level Teachers

	• Weekly homework calendar • Phone calls and letters home about intervention services		data and sharing of best practices and information about curriculum to support scholar academic achievement.	

MATHEMATICS GOAL

Based on our initial data review at the end of the 22-23 school year, CSUS Instructional Leadership Team (ILT) identified an alarming difference in achievement in school-wide growth and achievement and the growth and achievement of scholars of color and scholars on Individualized Education Plans (IEPs), specifically females of color on IEPs.

Our plan for intentional focus on and support of this group of learners includes the two priorities

3. Centering holistic, high-quality pedagogical practices and high expectations to engage and motivate scholars for equitable success
4. Build a community of actively antiracist educators that fosters belonging for all scholars while holding them to high standards

*Guidance: Review your Math MCAS, i-Ready, curriculum-embedded assessments, and Number Sense data at domain, standard and demographic level to identify an area of focus; in response, identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address the range of all learners in your school, with a particular focus on those students furthest from proficiency (especially those student groups identified as"Recovery" in the state's accountability system) and making the least amount of growth.*

Describe the current state of math instruction, growth and achievement. Cite data and describe the strategies employed in the previous SIP.

Data Overview:

On the 2023 Math MCAS 37% of students are meeting or exceeding expectations.

- **13% of African-American students scored meeting or exceeding expectations.**
- **14% of students with disabilities scored meeting or exceeding expectations.**
- **18% of low income students scored meeting or exceeding expectations.**

On the Fall iReady math screener 33% of students scored on or above grade level.

- **9% of African American students scored on or above grade level.**

- 6% of students with disabilities scored on or above grade level.
- 32% of economically disadvantaged students scored on or above grade level.

On the Fall iReady math screener 33% of students scored on or above grade level.

Key Successes to Build Upon:

The percentage of students scoring in meeting or exceeding expectations has increased from 36 % to 38 % from 2022 to 2023.

- The percentage of students with disabilities scoring in meeting or exceeding expectations has increased from 9% to 14% from 2022 to 2023.
- The percentage of low income students scoring in meeting or exceeding expectations has increased from 8% to 18% from 2022 to 2023.

In the expression and equations domain of math MCAS, CSUS scholars scored below the district and the state.

Participation rates improved by 10 percentage points or more in each grade.

Key Areas of Need to Address:

While CSUS saw an overall increase in scholars meeting or exceeding expectations in MCAS from 2022 to 2023, there is a disparity in achievement between scholars of color, scholars with disabilities and the school average. The percentage of scholars meeting who identify as African American/Black (13%), Hispanic/Latino/a (7%) and scholars with disabilities (14%) are dramatically lower than the school average (38%) and the performance of White scholars (54%).

CSUS Fall iReady diagnostic revealed 59% of students scored below grade level on Number and Operations and 40% on geometry.

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	On the Winter iReady diagnostic, • students will make at least 50% growth • African American students and students with disabilities scoring on or above grade level will increase by at least 10% • the percentage of students scoring below grade level on vocabulary and comprehension will decrease by at least 10%

90-day Milestone January '24-June '24 TBD	**On the Spring iReady diagnostic,** • **students will make at least 100% growth** • **African American students and students with disabilities scoring on or above grade level will increase by at least another 10%** • **the percentage of student scoring below grade level on vocabulary and comprehension will decrease by at least another 10%** **On the spring 2024 MCAS:** • **African American students' scores will increase from 32% meeting or exceeding to 40%** • **Students with disabilities scores will increase from 15% to 20% meeting or exceeding**
90-day Milestone September '24-January '25 TBD	**On the Winter iReady diagnostic,** • **students will demonstrate growth; targets TBD based on S 24 iReady and MCAS** • **African American students and students with disabilities scoring on or above grade level will increase; targets TBD based on S 24 iReady and MCAS**
90-day Milestone January '25-June '25 TBD	**Spring iReady and MCAS goals TBD based on S24 and W24 data**

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.*

CSUS School Improvement Plan
SY23-24 to SY24-25

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 -*What is your instructional improvement strategy to achieve your outcome?*	Math teachers will: • deliver lessons with complex instruction approaches. • conference with individual students around data and goals and by using Standards Based Grading. • use Standards Based Grading for scholars to progress monitor.	Complex instruction is an approach grounded in equitable learning and strategies. Teachers will facilitate and adapt lessons to incorporate aspects of complex learning, including group roles, intentional questions, "smartnesses", and routines.	Team data meetings to determine implications for instruction at least twice per year. Staff meetings to collaborate towards improved instruction 12 times per SY. Using formative assessments to monitor student growth. CSUS will meet	Math Coach, Math Interventionists, and Grade Level teachers
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Training and Support: • District Math Department Meetings • Vertical Math Department Meetings • Staff Meetings to Model Problem Solving Instruction	Staff will have equitable access to data, instructional approaches, and meeting time. Staff will learn how to analyze		Math Coach, Math Interventionists, and Grade Level Teachers

		data and use student data to plan for rigorous and cognitively demanding learning experiences. Staff professional learning in SY 23-24 will focus on developing intentional questions designed to promote critical thinking for all scholars, particularly our targeted groups.	regularly with critical Out of School Time (OST) partners around support for shared scholars. These meetings will include looking at data and sharing of best practices and information about curriculum to support scholar academic achievement.	
Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, communitiy partners, out-of-school time partners, and/or business partners in this plan?*	Family and Caregiver Engagement ● Listening Conferences ● work with Parent Caregiver Organization (PCO) and School Council to provide parent and caregiver workshops. Community Partners ● YPP - Flagway Program	CSUS will meet regularly with critical Out of School Time (OST) partners around support for shared scholars. These meetings will include looking at data and sharing of best practices and information about curriculum to support scholar		Math Coach, Math Interventionists, and Grade Level teachers

		academic achievement.		

CHRONIC ABSENTEEISM GOAL

*Guidance: Review your historical and year-to-date chronic absenteeism data at the demographic-level to identify an area of focus and identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address a tiered approach to attendance, specifically addressing unexcused absences.*

Describe the current state of chronic absenteeism data and efforts. Cite data and describe the strategies employed in the previous SIP.

Data Overview:
https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00490305&orgtypecode=6&leftNavId=16817&

- **2022-2023 data shows that 28.2% of students were absent 18 or more days.**

Key Successes to Build Upon:
The percentage of students who were absent 18 or more days decreased from 29.7% to 28.2% from 2021-2022 to 2022-2023.

Key Areas of Need to Address:
Our Hispanic/Latino and low income scholars have the highest chronic absenteeism rate at 52.8 % and 39.5 respectively. Decrease the number of absences for students with more than 18 or more days absent from 28 to 26%. To achieve this goal, our guidance counselor and Admin will implement a system for reviewing and responding when students are repeatedly absent to identify patterns and trends. Utilize scholar and family interviews, surveys, and other data to better understand how to support scholars and connect families to helpful resources.

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	• **CSUS Administrators will identify/hire staff responsible for monitoring attendance** • **CSUS Admin and guidance counselor will review and update existing attendance protocol and share with staff, scholars and families**

	• **Implement safe-to-fail experiment to interrupt Quarter 1 attendance trends**
90-day Milestone January '24-June '24 TBD	• **CSUS will add attendance reflection and goal setting to mid-year scholar-led conference** • **CSUS guidance counselor and Family Liaison will connect with 100% of families with chronically absent scholars around improving attendance.** • **Number of absences for students with more than 18 or more days absent**
90-day Milestone September '24-January '25 TBD	• **CSUS guidance counselor and Family Liaison will launch the 24-25 school year with a clear attendance and chronic absence plan. This plan will identify key stakeholders, data, and updated improvement goals.**
90-day Milestone January '25-June '25 TBD	**Jan-June '25 Attendance goals TBD based on S24 and W24 data**

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? (Principal, A.P. Instructional Coaches, ILT, Grade level)

			(How, how often, by who?)	
Deliver Ambitious Instruction & Effective Supports - *What is your instructional improvement strategy to achieve your outcome?*	Safe to fail experiment: Attendance incentives will be given to students with no absences at an award ceremony, advisory attendance challenge, and at a celebration at the end of the year.	Since disproportionate numbers of students who are low income, SWD, and unhoused are chronically absent, efforts to engage these families will support equity by reconnecting underrepresented groups to the school. Absenteeism is highly correlated with performance in school. The students most disconnected from school are the ones we most want to reach. This will accomplish that goal.	Attendance data will be more public, reviewed weekly by scholars and staff, and successes publicly celebrated (launch during our January attendance challenge)	Guidance Counselor, Family Liaison, & Scholar Support Team (SST)
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	During Instructional Leadership Team meetings (ILT), data protocols are introduced that team leaders can share with to team Professional Learning Communities (PLCs) to build the regular practice of looking at scholar data in these spaces. CSUS Principal, Asst Principal meet once weekly with building and district coaches in ELA, Math, Science, and Social Studies to align on school-based goals; department level teams will also have the opportunity to		School-level absence data will be reviewed on a weekly basis. An attendance team will review attendance data quarterly to measure progress toward goals.	

	practice looking at data and using it to plan next steps.			
Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, communitiy partners, out-of-school time partners, and/or business partners in this plan?*	The guidance counselor and family liaison will communicate with families regarding attendance on a regular basis through phone calls, emails, and in-person meetings. The guidance counselor will reach out through interpreters, the family liaison, and other community resources on a regular basis. The guidance counselor will send out outlining CSUS attendance policies and expectations. The guidance counselor also promotes positive attendance by phoning students early in the morning to encourage them to come to school, she shares her cell number with parents for them to be able to connect with her directly regarding their child's attendance, and she uses translators as needed to communicate with parents.		CSUS will meet regularly with critical Out of School Time (OST) partners around support for shared scholars. These meetings will include looking at attendance data and sharing of best practices.	

CSUS School Improvement Plan
SY23-24 to SY24-25

SCHOOL CLIMATE & CULTURE GOAL

*Guidance: Review your SEL DESSA data, YRBS (if applicable) and behavior data, including any school climate and equity data (MAEC Equity Self Assessment) you have at the demographic-level to identify identify targeted, **equity-centered**, high-leverage, **research-based strategies** to address your improvement strategy. Be intentional about how you plan to address the range of all scholars.*

Describe the current state of school climate data and related efforts. Cite data and describe the strategies employed in the previous SIP.

Data Overview:
Based on our initial data review at the end of the 22-23 school year, CSUS ILT identified an alarming difference in achievement in school-wide growth and achievement and the growth and achievement of scholars of color and scholars on IEPs, specifically females of color on IEPs.

Our plan for intentional focus on and support of this group of learners includes the two priorities:

1. Centering holistic, high-quality pedagogical practices and high expectations to engage and motivate scholars for equitable success
2. Build a community of actively antiracist educators that fosters belonging for all scholars while holding them to high standards

MAEC Equity Self Assessment was not widely completed, and data varied greatly among the small number of responses received.

Key Successes to Build Upon:
CSUS has an historic commitment to culturally relevant, antiracist, and equitable instruction; CSUS implemented weekly Cultural Proficiency Seminars for all staff in 2012. CSUS began bringing our three communities (Cambridgeport, Fletcher Maynard, King Open) together to learn about, discuss, and problem solve issues of race and equity in our community beginning in 2016. Cambridge Street has great potential to learn and grow from this strong foundation post-pandemic and following significant leadership and staffing transition.

Key Areas of Need to Address:
As a part of this work, Coach/Admin team reviewed data from recent staff meetings and classroom observations and has identified two foci for upcoming/ongoing professional learning

1. Planning strategic, well-crafted questions to shift the “thinking work” to scholars.
2. Ongoing PD around shifting mindset (adult perceptions of their own work, adult perceptions of scholar capacity for learning and achievement)

CSUS School Improvement Plan

SY23-24 to SY24-25

By 2025/Year 2 SMARTIE Goal:	
90-day Milestone September '23-January '24	• CSUS Cultural Proficiency Facilitators will meet to align on a culture/climate "belonging" goal, and will begin to plan PD to support this goal. • CSUS will partner with OEIB for school-based PD focused on belonging and scholar experiences in December 2023. • CSUS Admin will begin to identify staff and scholar leaders to serve on CSUS Climate and Culture Team. • CSUS School Council/Equity Team will hold a meeting focused on belonging and building community.
90-day Milestone January '24-June '24 TBD	• CSUS Cultural Proficiency Seminars will resume around book study of selected texts grounded in the idea of cultivating belonging for scholars of color in schools. • CSUS Climate and Culture Team will meet at least three times between January 24 and June 24; a piece of this team's work will include piloting a mentoring program between 6th and 8th grade scholars.
90-day Milestone September '24-January '25 TBD	• CSUS Climate and Culture Team along with Cultural Proficiency Facilitators will launch 24-25 school year with a clear plan for continuing to improve scholar, staff, and families' sense of belonging in our Cambridge Street Community.
90-day Milestone January '25-June '25 TBD	TBD based on above

CSUS School Improvement Plan
SY23-24 to SY24-25

CAMBRIDGE PUBLIC SCHOOLS

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 - *What is your instructional improvement strategy to achieve your outcome?*	CSUS Cultural Proficiency Facilitators reviewed iReady, MCAS, Scholar Success Survey (F'22 and S'23) and Math Mindset Survey, and grounded in reading TNTP's Opportunity Myth and Dr Monique Morris' TED Talk aligned on the priority of building community and fostering a sense of belonging.	Since disproportionate numbers of students who are females of color on IEPs efforts to ensure belonging for these scholars will support equity by reconnecting underrepresented groups [and all scholars] to the school.	CSUS Admin, teacher, and scholar leaders will review Panorama survey results and use that data to set detailed goals for June '24, Jan '25, and June '25. This data and these goals will inform next steps. Percentage of	CSUS Admin, Cultural Proficiency Facilitators, Climate and Culture Team
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	Moving forward, the goal is to lead staff through the following texts • Cultivating Joyful Learning Spaces for Black Girls: Insights into Interrupting School Pushout • Unearthing Joy			CSUS Admin, Cultural Proficiency Facilitators, Climate and Culture Team

	With the goal of informing how teachers build classrooms and curriculum informed by an understanding of the importance of centering legacy, criticality, identity, and joy for black and brown scholars, especially our young women of color on IEPs.		scholars reporting a sense of belonging and high expectations will increase from Dec 23 to June 25.	
Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, communitiy partners, out-of-school time partners, and/or business partners in this plan?*	Review Panorama survey data to set goals for family/caregiver partnership. Meet monthly with out of school time partners.		Percentage of families reporting a sense of belonging and welcome will increase from Dec 23 to June 25. Percentage of staff reporting a sense of belonging and collegiality will increase from Dec 23 to June 25.	CSUS Admin, Family Liaison, identified caregiver leaders

~For Upper Schools & High School Only~

CSUS School Improvement Plan
SY23-24 to SY24-25

ACCESSIBLE COLLEGE & CAREER PATHWAYS GOAL

Guidance: For the high school, review your data on over-age and under-credited, individual student success planning, advanced coursework completion, earned credits and graduation data at the group and demographic-level when available to identify an area of focus and identify targeted, ***equity-centered****, high-leverage,* ***research-based strategies*** *to address your improvement strategy. Be intentional about how you plan to address the range of all scholars.*

For upper schools: focus on efforts to prepare scholars for high school and beyond, and the individual success planning efforts that are underway. Be specific about your plans for transition from 5th/6th and 8th/9th grade.

Describe the current state of college and career pathways data and related efforts. Cite data and describe the strategies employed in the previous SIP.

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
- Scholar-led conferences for grades 6-8, Cobra Capstone Portfolio presentation in 8th grade
- Participation in Breakthrough, AVID, Project 351
- CSUS hosted Cobras Go To College Night in 2018; Cambridge Street is looking to collaborate with district partners to reinstate this community event in 24-25

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:
What is the strategic, research-based solution you will try? What is the "safe to fail" experiment you will run to support

this strategy?	
90-day Milestone September '23-January '24	All CSUS students will be receiving MyCap lessons and completing the Strengths Explorer Assessment. Results will be analyzed and further goals will be set in collaboration with CSUS Guidance Counselor, Alice Beth Fitzpatrick, Michael OShea, after year 1.
90-day Milestone January '24-June '24 TBD	CSUS will partner with AliceBeth and other Upper School principals to plan for additional access to career and college focused learning experiences
90-day Milestone September '24-January '25 TBD	TBD based on goals established and data collected in 23-24
90-day Milestone January '25-June '25 TBD	TBD based on goals established and data collected in 23-24

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 (Upper Schools & CRLS)	Students learn how to set and achieve goals by participating in student led conference and goal	All scholars, including our scholars farthest	Use student data to develop a student	Principal, AP, Family Liaison, Counselors,

	setting. Upper School Guidance counselors are working to plan and present MyCap lessons.	from justice, have access and opportunity to set and be supported in individual academic goals. All CSUS students receive MyCap Lessons	success and action plan.	Teachers
Effective Staff Learning & Support - *How will you train and support staff to carry this plan out?*	CSUS Guidance Counselor will collaborate with AliceBeth Fitzpatrick,and Michael O'Shea to support teams in Grade 6-8.			
Build Welcoming & Supportive Schools & District - *How will you actively engage families and caregivers, communitiy partners, out-of-school time partners, and/or business partners in this plan?*	Family Engagement Office to increase awareness, outreach, and offerings to families. Adapt 8th grade Spring Conference time to correspond with CRLS course registration.		Families and stakeholders will be a part of the goal-setting and progress monitoring process through Listening Conferences.	Principal, AP, Family Liaison, Counselors, teacher