

Graham & Parks School

School Improvement Plan

**SY23-24
to
SY24-25**

School Improvement Plan

SY23-24 to SY24-25

Key Resources:

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

Guiding Premises:

- **Premise #1:** The School Improvement Plan (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:

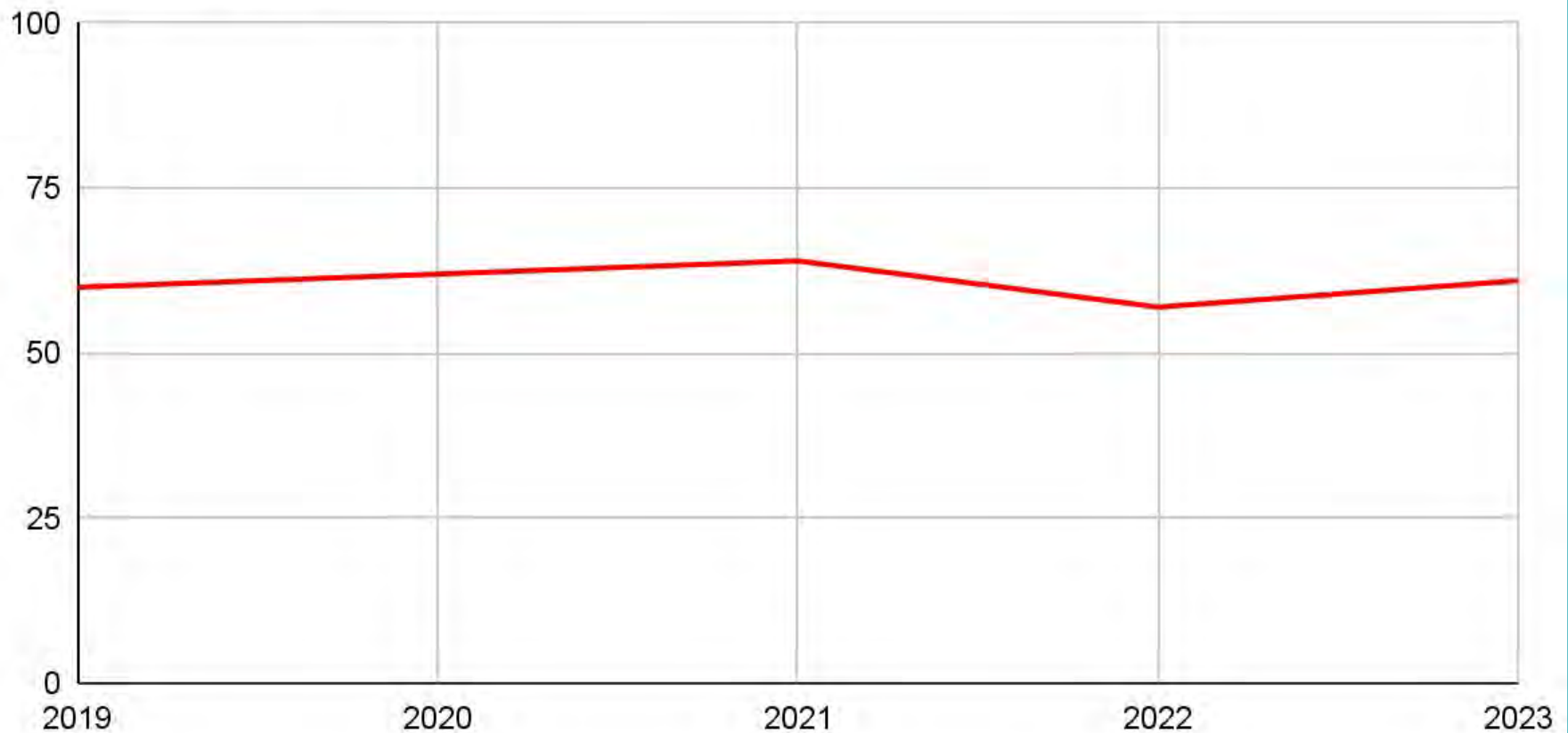
- Strategic & Specific
- Measurable
- Attainable & Ambitious
- Relevant
- Time-Bound
- Inclusive
- Equitable & Explicit

Data Wise Improvement Cycle



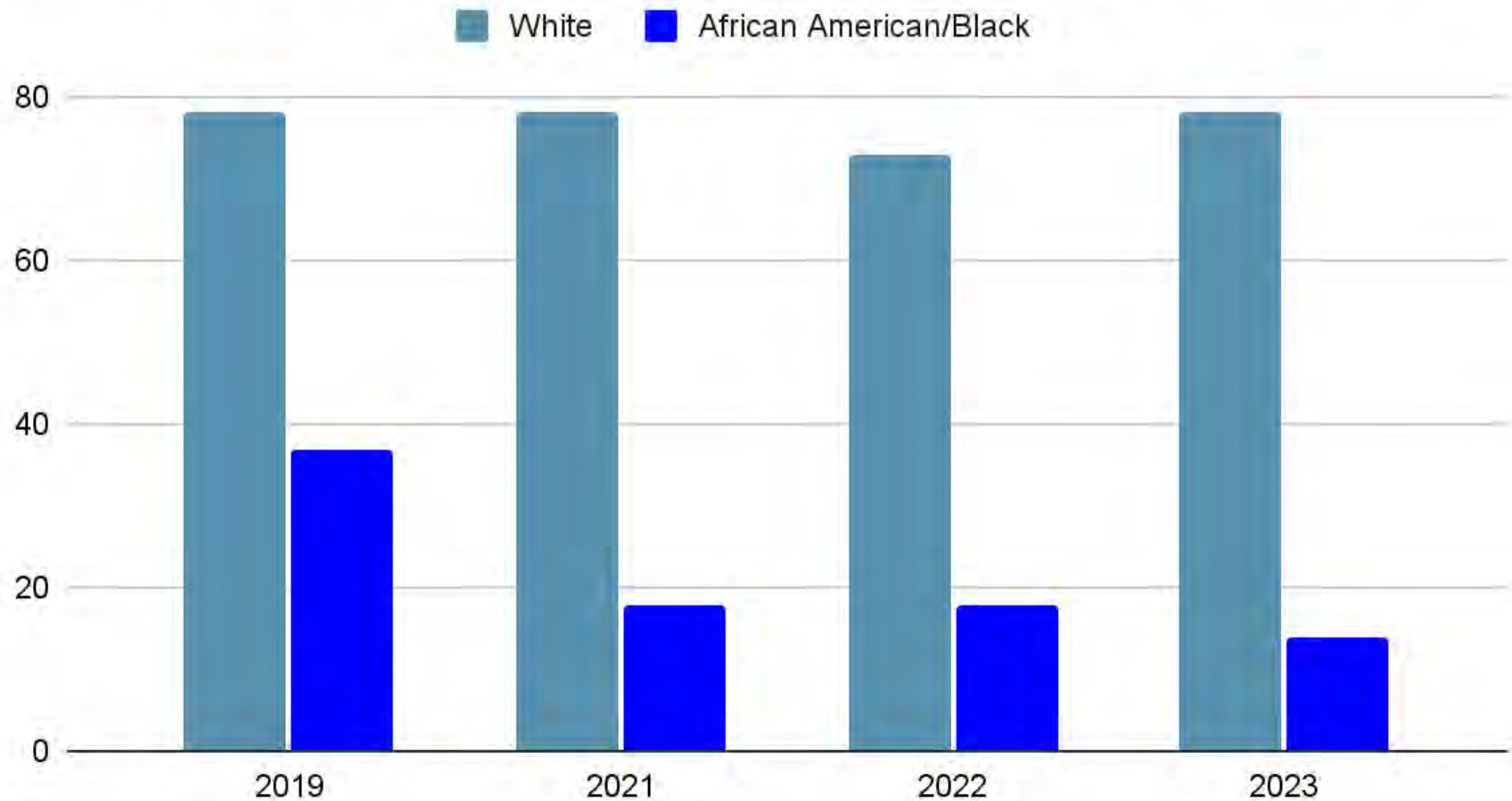
Data Overview:

G&P ELA MCAS Gr. 3 - 5 % of Students Meeting & Exceeding Expectations



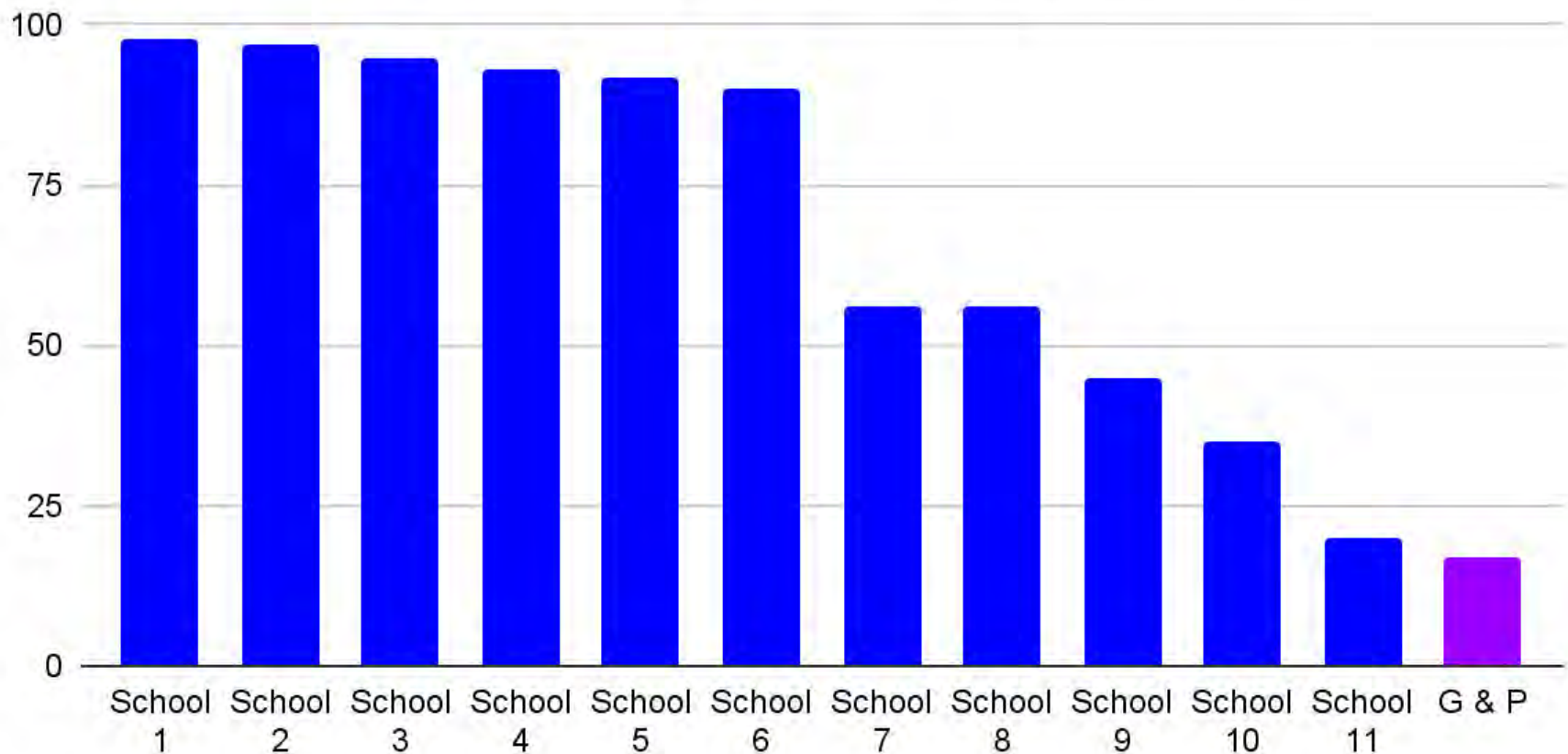
Data Overview:

MCAS ELA Grade 3 - 5 % Meeting or Exceeding Expectations



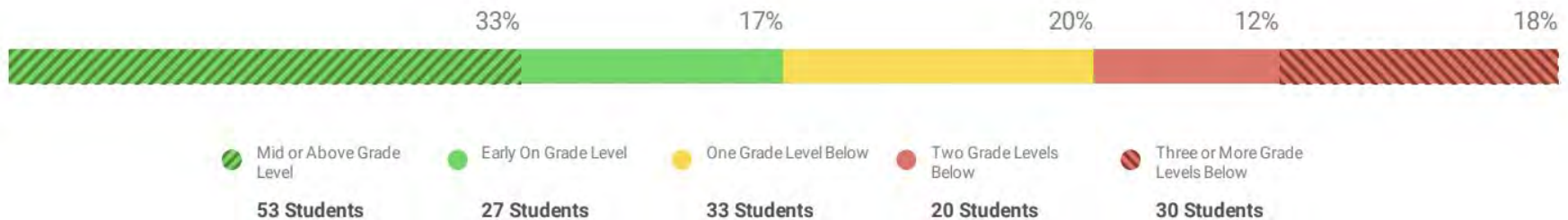
Data Overview:

MCAS 2023 ELA Achievement Percentile of African American/Black Students Across Cambridge Elementary



Data Overview:

i-Ready Reading Grades 3 - 5 Fall 2023



White



African American/Black



Literacy Conclusions:

Key Successes to Build Upon:

- Leveraging best practices from Language Essentials for Teachers of Reading and Spelling (LETRS) training, which are grounded in the science of reading, educators are delivering a systematic phonics curriculum (Foundations) in K-3 and providing explicit instruction in Phonemic Awareness (Heggerty) in K-2. (Tier I)
- Creation of strategic targeted intervention using data and developed an evidence-based stance around student goals and who gets intervention delivered during school-wide scheduled What I Need (W.I.N.) blocks. (Tier II & Tier III)

Key Areas of Need to Address:

- Enhance language comprehension by developing and implementing effective strategies to improve students' ability to comprehend and engage with complex, content-rich texts. (Tier I)
- Provide effective scaffolds and differentiated instruction to ensure all students, especially our Black/African American and multilingual learners have access to core instruction. (Tier I)

By 2025/Year 2 SMARTIE Goal:

Our ELA MCAS data for spring 2023 shows that 17% of Black/African American students are meeting or exceeding expectations. By spring 2025, we aim for at least 50% of Black/African American students to meet or exceed expectations.

90-day Milestone September '23-January '24

Middle of Year (MOY) assessments in January 2024, 80% of Black/African American students in grades K-5 who are currently two or more grade levels below on iReady or mCLASS will reach their Stretch Growth (iReady) or Above Average Growth Rate (mCLASS).



90-day Milestone January '24-June '24

End of Year (EOY) assessments in June 2024, 80% of Black/African American students in grades K-5 who are currently two or more grade levels below on iReady or mCLASS will reach their Stretch Growth (iReady) or Above Average Growth Rate (mCLASS).



90-day Milestone September '24-January '25

Using Beginning of Year (BOY) assessment data, we will determine our growth goal for students in grades K-5 to support our goal to significantly narrow the academic achievement gap for Black/African American students.



90-day Milestone January '25-June '25

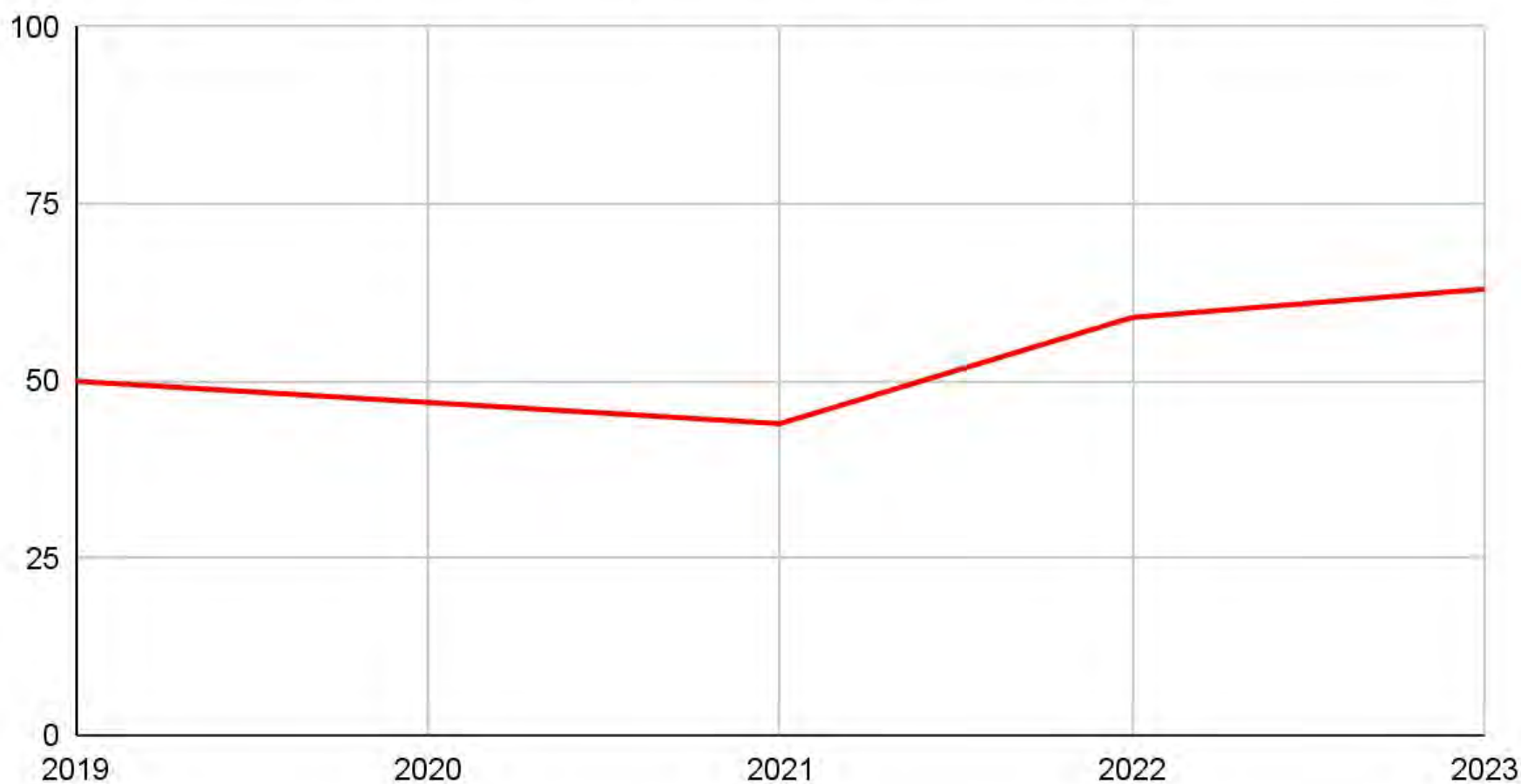
End of Year (EOY) assessments in June 2025, 80% of Black/African American students in grades K-5 who are currently two or more grade levels below on iReady or mCLASS will reach their Stretch Growth (iReady) or Above Average Growth Rate (mCLASS).

Action Plan

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.*

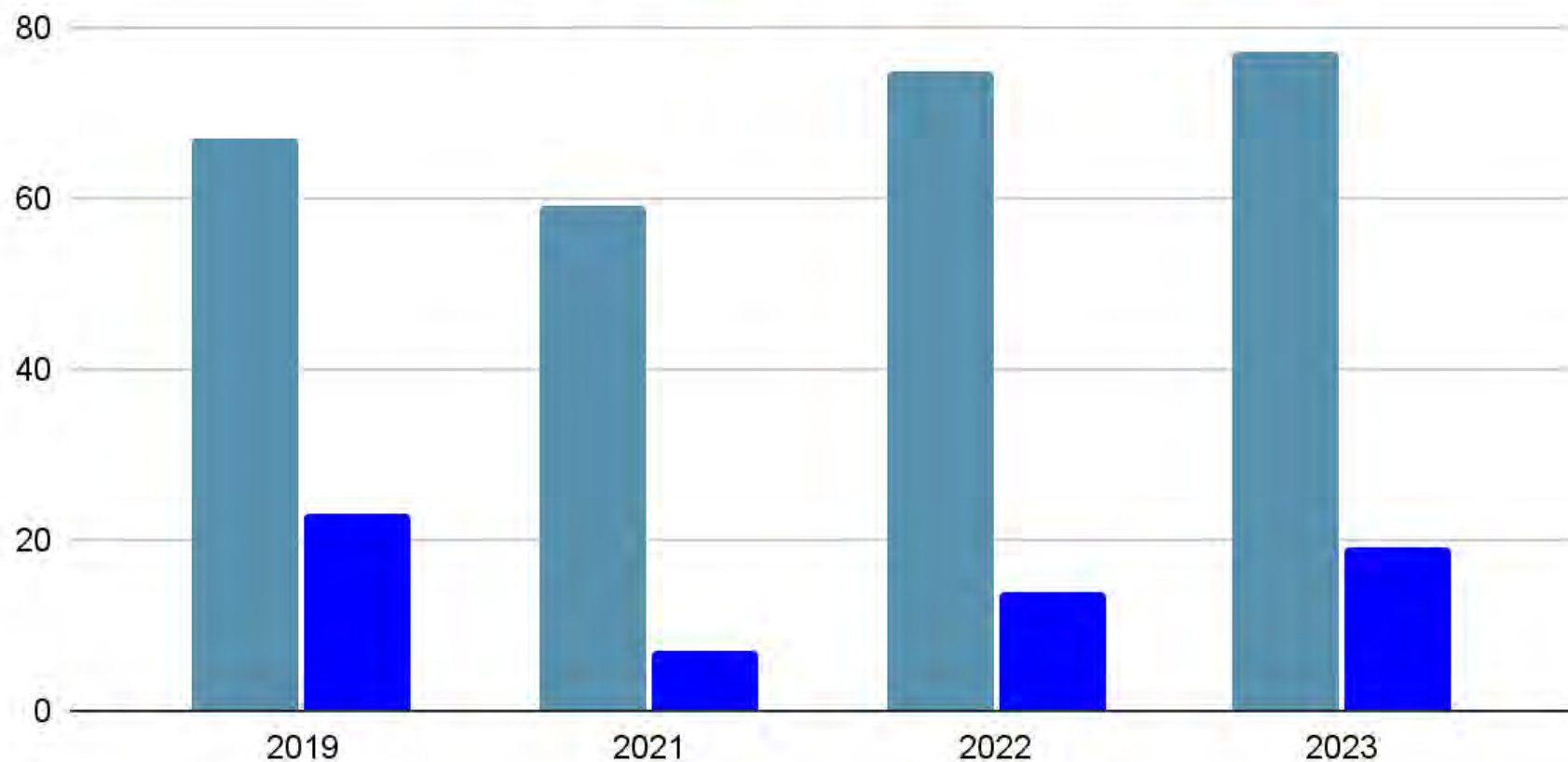
District Objective	Strategic & Research-Based Solution	In what way does this strategy advance equitable outcomes?	How will the school monitor progress?	Who is responsible for leading the team's work?
Deliver Ambitious Instruction & Effective Supports	- Emphasis on foundational reading block K-3 (Phonemic Awareness & Phonics) - Implementation of Close Reading practices in all grade K-5 - Plan and hold data meetings to plan intervention, scaffolds, and consider other implications for Tier 1 instruction - Implement strategic data-driven small group reading instruction - Provided targeted Tier 2 instruction during the W.I.N. (What I Need) block in all grade levels K-5	- Establishing a structured approach to literacy ensures all students receive essential skills for effective reading through Tier I instruction - W.I.N. instructional focus enhances Tier II and Tier III instruction based on individual needs, effectively addressing the learning needs of all students	- Utilize data analysis tools to monitor progress and adjust instruction as needed. - Implement Data Wise Improvement Process to empower teachers to make incremental and cumulative changes	- Literacy Coach - Principal - Assistant Principal - Instructional Leadership Team
Effective Staff Learning & Support	- All K-2, SEI, and Special Education teachers, and School Leaders attend LETRS professional development - Coaching grounded in one of the English Language Art (ELA) Department's instructional focus areas: data driven small group instruction or close reading - Professional Learning on 6 Essential Practices of Close Reading - Professional Learning to support adoption of new ELA curriculum	- LETRS grounds educators in research-based knowledge, approaches, and strategies. - Close Reading is a high-impact instructional strategy that is proven to build students' language comprehension and accelerate student learning. - Small Group instruction provides targeted instruction based on students' area of need	Compare approaches to outcomes using short term and long term assessment data in Grade Level Professional Learning Community (PLC) meetings	- Principal - Assistant Principal - Literacy Coach - Instructional Leadership Team
Build Welcoming & Supportive Schools & District	- Share information at School Council, in written communication, and Back to School Night so families know how the school is doing and solicit feedback - Host a Family Literacy Celebration to build an understanding of how to support reading and literacy at home - Partner with CPS to begin high dosage	- Leverage Excel Tutoring to provide strategic tutoring to students in grades 3 - 5 in literacy after school - Targeted outreach to families of students who are below grade level including access to skills based programs including	- iReady Data - Feedback from Families including data from the School & District Panorama Survey	- Principal - Assistant Principal - Literacy Coach - Instructional Leadership Team - Family Liaisons

Data Overview:**MCAS Math Grades 3 - 5 % Meeting or Exceeding Expectations**

Data Overview:

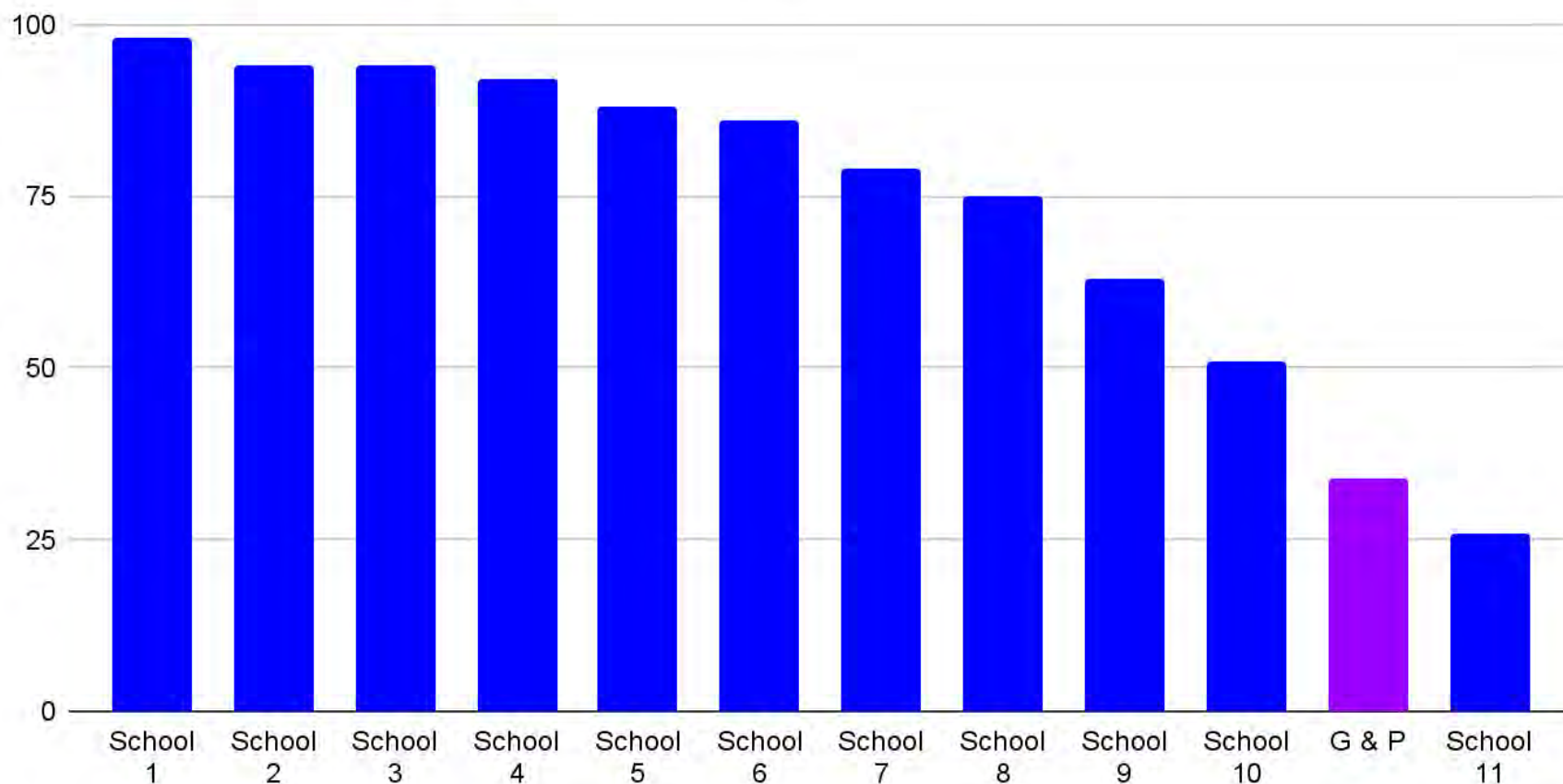
MCAS Math Grade 3 - 5 % Meeting or Exceeding Expectations

White African American/Black



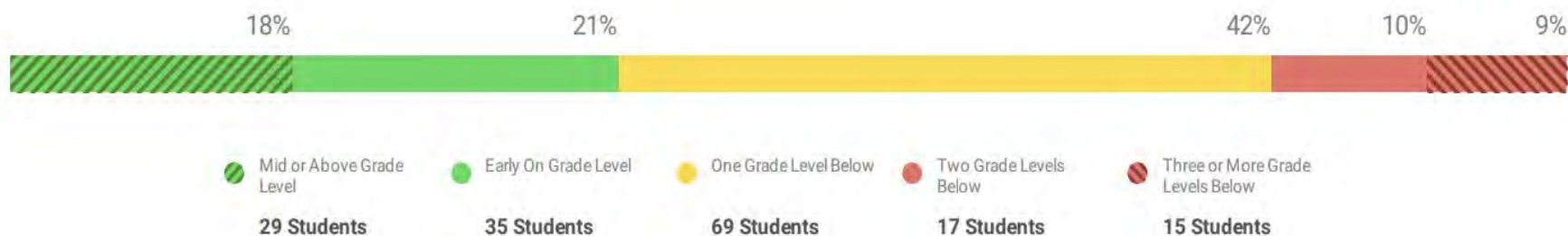
Data Overview:

MCAS 2023 Math Achievement Percentile of African American/Black Students Across Cambridge Elementary Schools



Data Overview:

i-Ready Math Grades 3 - 5 Fall 2023



White



African American/Black



Math Conclusions:

Key Successes to Build Upon:

- Adoption of a new culturally relevant math curriculum, Illustrative Mathematics. (Tier I)
- Strategic scheduling to ensure all students receive consistent 60 minutes of math daily. (Tier I)
- Creation of strategic targeted intervention using data and developed an evidence-based stance around student goals and who gets intervention delivered during school-wide scheduled What I Need (W.I.N.) blocks. (Tier II & Tier III)

Key Areas of Need to Address:

- Teacher understanding and knowledge of the new math curriculum. (Tier I)
- Teacher knowledge of how to prioritize and plan for conceptual understanding of math. (Tier I)
- Specific targeted interventions provided by teachers during What I Need (W.I.N.) (Tier II)

By 2025/Year 2 Math SMARTIE Goal:

Our ELA MCAS data for spring 2023 shows that 19% of Black/African American students are meeting or exceeding expectations. By spring 2025, we aim for at least 50% of Black/African American students to meet or exceed expectations.

90-day Milestone September '23-January '24

MOY assessments in January 24', 85% of Black/African American students in grades K-5 who are currently two or more grade levels below on iReady or mCLASS will reach their Stretch Growth (iReady) or Above Average Growth Rate (mCLASS).



90-day Milestone January '24-June '24

EOY assessments in June 24', 85% of Black/African American students in grades K-5 who are currently two or more grade levels below on iReady or mCLASS will reach their Stretch Growth (iReady) or Above Average Growth Rate (mCLASS).



90-day Milestone September '24-January '25

Using BOY assessment data, we will determine our growth goal for students in grades K-5 to support our goal to significantly narrow the academic achievement gap for Black/African American students.



90-day Milestone January '25-June '25

← Similar

Action Plan

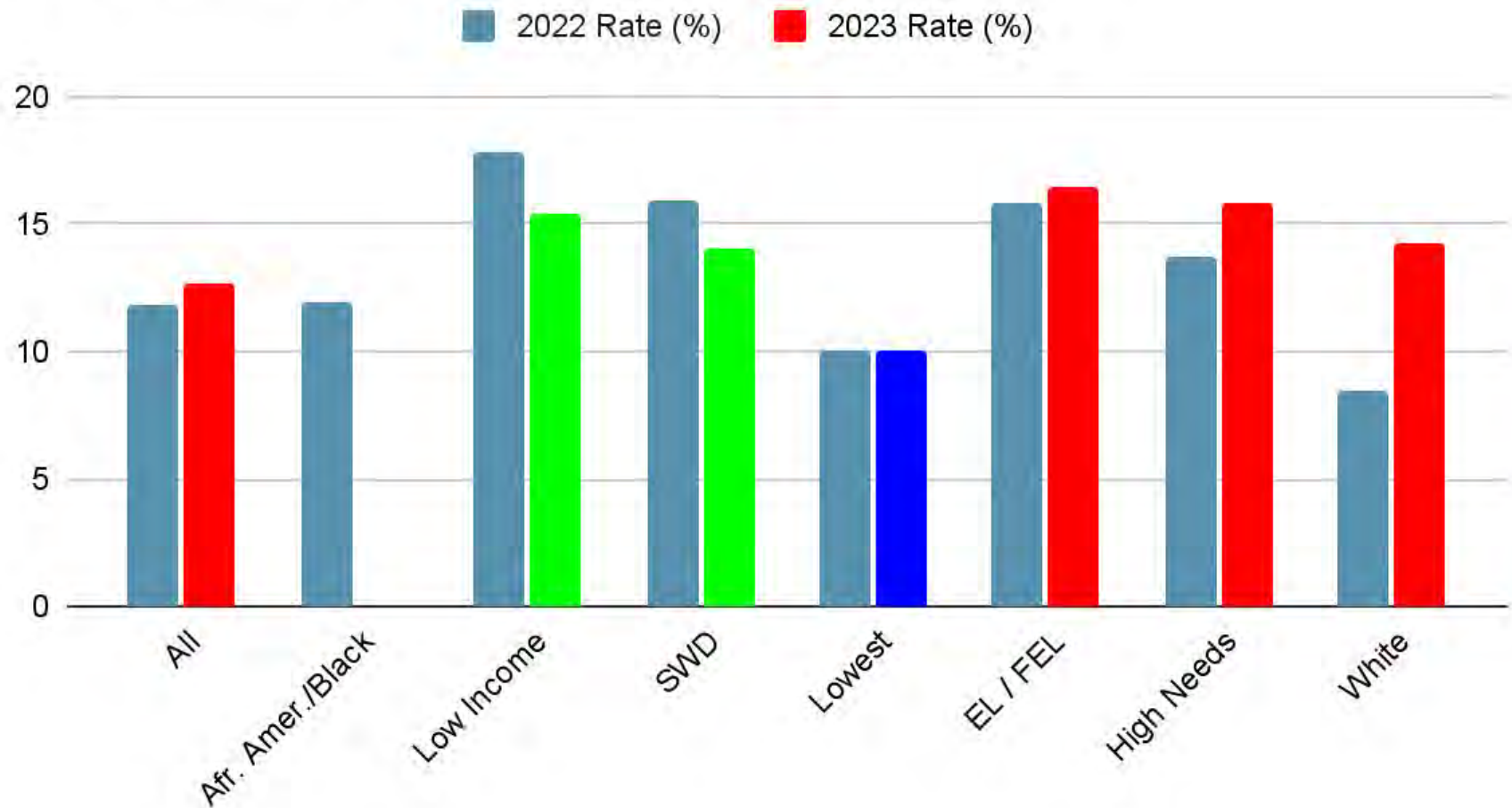
Math

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	Strategic & Research-Based Solution	In what way does this strategy advance equitable outcomes?	How will the school monitor progress?	Who is responsible for leading the team's work?
Deliver Ambitious Instruction & Effective Supports	- Implement Illustrative Math K-5 with fidelity to the culturally responsive pedagogy embedded into the curriculum by building a community of mathematicians and ensuring all students experience the high cognitive demand through the routines, activities, and games - Plan and hold data meetings to plan intervention, plan scaffolds, and consider other implications for Tier 1 instruction	- Alignment in the content and instruction of mathematics - Enhances Tier II and Tier III instruction based on individual needs, effectively addressing learning gaps for all students	- End of Unit Assessments - iReady - Forefront Screener - Utilize data analysis tools to monitor progress and adjust instruction as needed.	- Teachers - Math Coach - Principal - Assistant Principal - ILT
Effective Staff Learning & Support	- Time for teachers to unpack and plan the new math curriculum provided - Math Coaching Cycles to support adoption of a new curriculum that requires pedagogical shifts - Building based meeting time utilized to provide learning required to ensure all are prepared for data - Hire Illustrative Math facilitator to come to G&P to run a Math Lab with teachers	Helping teachers leverage pedagogy of a collectivist math curriculum to meet the needs of the students in front of them	Examine instruction for a shared understanding of what's happening in classrooms	- Math Coach - Principal - Assistant Principal - Math Interventionist - ILT
Build Welcoming & Supportive Schools & District	- Share information at School Council, Back to School Night, parent coffee, and in written communication so families know about the new math curriculum and progress the school is making and share feedback - Family Math Celebration provides the opportunity to learn about and experience math students are learning - Partner with CPS to begin high dosage tutoring after school	- Provides home supports to caregivers including access and support with iReady personalized learning and ST Math - Leverage Excel Tutoring to provide strategic tutoring to students in grades 3 - 5 in math after school	- iReady Data - Feedback from caregivers including data from the School & District Panorama Survey	- Math Coach - Principal - Assistant Principal - Family Liaisons - ILT

Data Overview:

% of Students Chronically Absent - 2022 & 2023



Data Overview:

Key Successes to Build Upon:

- Established a process for monitoring attendance data (daily %, Year to Date, individual student, chronically absent) with the Main Office Team and communicating with the families of students who were on track to be identified as chronically absent.
- Communication with families resulted in improved attendance for some students.

Key Areas of Need to Address:

- Develop a school-wide understanding of the district attendance policy.
- Create a culturally responsive school wide response to family trips and the request for work.
- Establish a protocol and clarify the role of the Student Support Team in attendance monitoring and work with families.

By 2025/Year 2 SMARTIE Goal: By June 2025, we will establish a culturally responsive protocol for monitoring attendance and partnering with families to improve daily attendance **in order to decrease chronic absenteeism from 12.7% to lower than 10.5%.**

90-day Milestone September '23-January '24

We will contact all families of students who are identified as chronically absent at least once to address barriers to attendance.



90-day Milestone January '24-June '24

Culturally responsive protocol for addressing absences created.



90-day Milestone September '24-January '25

Culturally responsive protocol for addressing absences implemented.



90-day Milestone January '25-June '25

Culturally responsive protocol revised based on feedback from teachers and caregivers.

Action Plan

Absenteeism

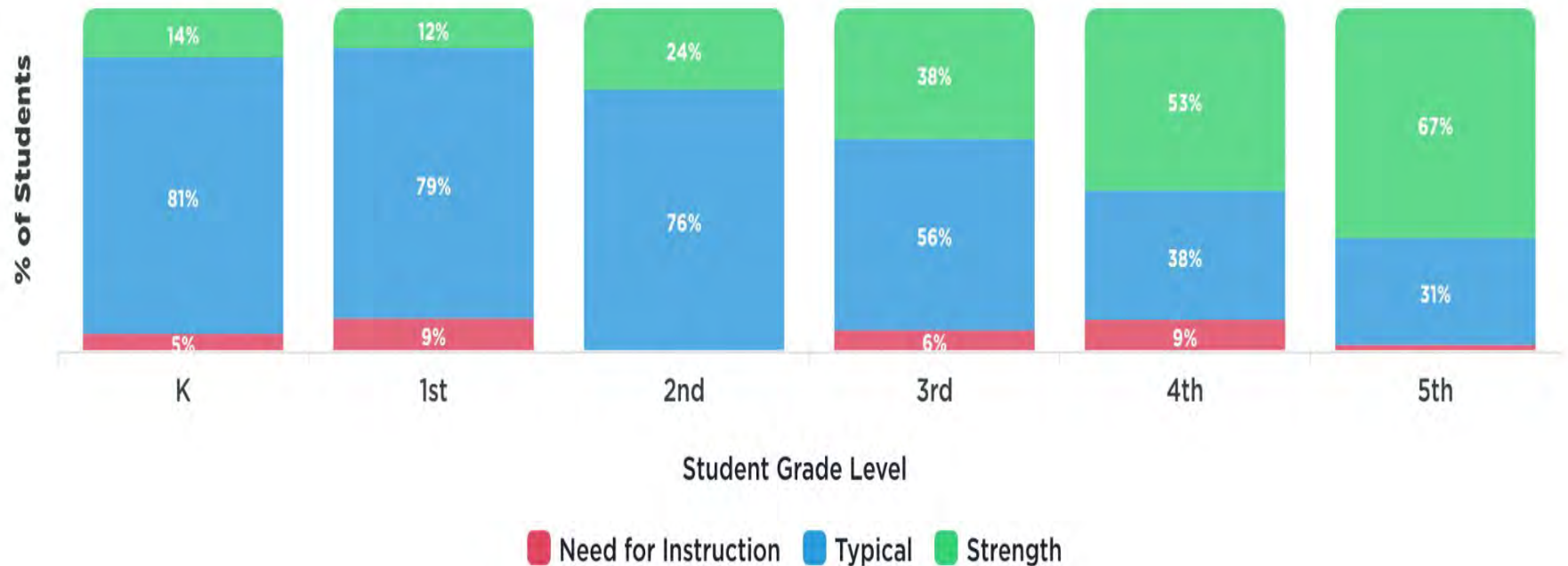
Increased Student Attendance: *Maximize partnerships with internal and external stakeholders (student, families, staff and the community) to implement a multi-tiered approach to reducing barriers to student attendance.*

District Objective	Strategic & Research-Based Solution	In what way does this strategy advance equitable outcomes?	How will the school monitor progress?	Who is responsible for leading the team's work?
Deliver Ambitious Instruction & Effective Supports	- Form a team to gather, monitor and act on absentee data - Develop culturally responsive protocol for addressing student absences in a timely manner	- All students have access to daily instruction - Consistent and equitable protocol for providing work to students who are absent aligned to CPS policy	- Attendance data monitored by team - Data Wise Habits of Mind applied to protocol developed	- Principal - Assistant Principal - Family Liaisons - Social Workers - Student Support Team (SST)
Effective Staff Learning & Support	- Staff meeting time used to build a school-wide understanding of district attendance policy, share protocol, and build understanding of protocol - Delineate steps taken by classroom teachers in response to student absence	Protocol and policy are consistently applied by all staff members	Elements of data literacy are applied to staff learning on policy and protocol	- Principal - Assistant Principal - Family Liaisons - Social Workers
Build Welcoming & Supportive Schools & District	- Educate families and caregivers on the importance of school attendance through newsletters and parent coffees - Work one-on-one with families to address barriers to school attendance and provide culturally responsive support	All families understand importance of attending school consistently and provided support to remove barriers to attendance	Respond based on data and revise action plan accordingly.	- Principal - Assistant Principal - Family Liaisons - Social Workers

School Climate and Culture

Data Overview: (Panorama Data to be added in January 2024)

DESSA Fall 2023 Pre-Assessment By Grade Level



School Climate and Culture

Data Overview:

Key Successes to Build Upon:

- Continuous growth in building a school-wide approach to social and emotional learning (SEL) through professional learning, reflective practices, and coaching cycles that infuse social and emotional learning skills within content area instruction.
- Established a Student Intervention Team (SIT) that has led to a focus on creating individual goals, skill building, and providing supports to teachers and students.

Key Areas of Need to Address:

- Develop a Multi-Tiered System of Support (MTSS) for Social Emotional Learning, including the selection and implementation of social and emotional learning curriculum.
- Create school expectations for students with a student-facing matrix of positive behavioral expectations for different spaces in the building, rooted in values, and opportunities to practice.

By 2025/Year 2 SMARTIE Goal: Establish a continuum of social and emotional instruction and support including a school-wide approach to discipline emphasizing practices that are instructive, restorative, developmentally appropriate, and equitably enforced and measured by the Panorama Survey to be given in December 2023 and December 2024.

90-day Milestone September '23-January '24

Social and Emotional Learning (SEL) Team to determine school-wide SEL Program to deploy to all K-5 classrooms.



90-day Milestone January '24-June '24

Review and revise disciplinary policy to provide school-wide academic, social, and behavioral expectations



90-day Milestone September '24-January '25

Build capacity to use DESSA data to craft individual student support plans



90-day Milestone January '25-June '25

Integrate systems of support and continue to improve coordinated social and emotional learning

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	Strategic & Research-Based Solution	In what way does this strategy advance equitable outcomes?	How will the school monitor progress?	Who is responsible for leading the team's work?
Deliver Ambitious Instruction & Effective Supports	• Create a Social Emotional Learning (SEL) Leadership team to prioritize goals and develop action plans to achieve short and long term goals • Provide consistent, explicit SEL instruction for all students • Develop individualized support plans to provide students designated as in need of instruction on the DESSA • Create school-wide expectations for behavior and craft a discipline response policy	• Students will be build social and emotional competencies and develop strengths equitably	• Data Wise Habits of Mind applied to protocol developed. • Observations • Office Referrals • Student Intervention Team (SIT Referrals)	• Assistant Principal • Social Worker • School Adjustment Counselor • Classroom Teachers • Social and Emotional Learning Leadership Team
Effective Staff Learning & Support	• Train teachers on use of SEL curriculum and DESSA strategies to address student needs • Train and support staff to hold culturally responsive high expectations for behavior and discipline, including the use of restorative practices	• Protocol and policy are consistently applied by all staff members	• Elements of data literacy are applied to staff learning on policy and protocol.	• Principal • Assistant Principal • Social Worker • School Adjustment Counselor
Build Welcoming & Supportive Schools & District	• Share info on social and emotional competencies and support families in building prosocial behavior through newsletters, parent coffees, etc.	• All families understand the social and emotional competencies focused on and how to reinforce at home	• Feedback from caregivers including data from the School & District Panorama Survey	• Principal • Assistant Principal • Social Worker • School Adjustment Counselor • Family Liaisons