

Peabody School

School Improvement Plan

SY23-24
to
SY24-25

DRAFT School Improvement Plan

SY23-24 to SY24-25

Key Resources:

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

Guiding Premises [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



ELA Data Overview



2023 MCAS ELA Performance Data

Grade 3 - 74% Meeting or Exceeding Expectations

Grade 4 - 66% Meeting or Exceeding Expectations

Grade 5 - 77% Meeting or Exceeding Expectations

IReady Data - FALL 2023

Grade 3 - 49% of students - at or above grade level

Grade 4 - 68% of students - at or above grade level

Grade 5 - 62% of students - at or above grade level

Literacy / ELA Goal: By SY 24/25 students meeting or exceeding expectations on the English Language Arts MCAS assessment will increase from 72.3% to 82.3%.

Key Successes to Build Upon

- Implementation of **Focus on K Curriculum** (Tier 1)
- Implementation of targeted, **data-informed standards-based instruction** (Tier 2)
- **Consistent assessment and data meetings** with collaborative team approach to address student needs with consistent follow-up (Tier 2)
- Flexible planning and grouping of students to address student learning needs
- Implementation of systematic, explicit **phonics instruction** in grades preschool - 3 and as needed in grades 4 & 5 (Tier 1 & 2)
- Student-centered **team coaching cycles and peer observation** to improve Tier 1 instruction
- **Small group** skills-based reading instruction (Tier 1)
- Focus on reading comprehension and vocabulary instruction (Tier 1)



See next slide

2023 Accountability Data - Peabody School

All groups met or exceeded accountability targets in ELA.

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	508.1	511.2	3.1	510.7	128	4	Recovery Path: Exceeded Target
Lowest Performing	486.2	491.0	4.8	490.4	20	4	Recovery Path: Exceeded Target
High needs	497.0	498.7	1.7	499.6	53	3	Recovery Path: Met Target
Low income	498.4	499.2	0.8	501.1	34	3	Recovery Path: Met Target
EL and Former EL	-	-	-	-	15	-	-
Students w/ disabilities	490.3	490.7	0.4	492.9	27	3	Recovery Path: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	15	-	-
Afr. Amer./Black	496.1	500.2	4.1	499.1	28	4	Recovery Path: Exceeded Target
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	10	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	515.3	515.7	0.4	518.5	66	4	Recovery Path: Exceeded Target

2023 Accountability Data: Growth Peabody School

All groups had High or Typical-High Growth in ELA.

English language arts growth - Non-high school					About the Data
Group	2023 Mean SGP	N	Points	Reason	
All Students	64.7	80	4	Exceeded Typical Growth	
Lowest Performing	58.8	20	3	Typical Growth - High	
High needs	60.2	33	4	Exceeded Typical Growth	
Low income	62.8	22	4	Exceeded Typical Growth	
EL and Former EL	-	12	-	-	
Students w/ disabilities	-	16	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	8	-	-	
Afr. Amer./Black	59.2	20	3	Typical Growth - High	
Hispanic/Latino	-	8	-	-	
Multi-race, Non-Hisp./Lat.	-	7	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	65.1	37	4	Exceeded Typical Growth	

Literacy / ELA Goal

Key Areas of Need to Address:

- Implementation of a research-based ELA curriculum by SY2024
- Consistent use of iReady and mCLASS screener data to inform literacy instruction and provide tiered support to all students (Tier 1 & 2)
- Implementation of consistent small group reading instruction, phonics, close reading practices (Tier 1)
- Reduce number of students referred for Tier 2 & 3 interventions by improving Tier 1 instruction
- Implementation of scheduling guidelines to increase time on learning and reduce the number of times students are pulled out during Tier 1 instruction in math and ELA (in progress)
- Consistent implementation of small group, skills-based reading instruction (Tier 1)
- Language comprehension (vocabulary) instruction an area of focus in our data (Tier 1)

90-day Milestone September '23-January '24

Increase of 5 % of students 'at or above grade level' on IReady Reading Diagnostic .



90-day Milestone January '24-June '24

Increase of 5% of students 'meeting/exceeding expectations' on ELA MCAS in grades 3-5.



90-day Milestone September '24-January '25

All students will meet their expected iReady growth benchmarks.



90-day Milestone January '25-June '25

All students will meet their expected MCAS recovery target.

ELA SMARTIE Goals

By 2025/Year 2 SMARTIE Goal: By SY 24/25 the Peabody School number of students meeting or exceeding expectation on the English Language Arts MCAS assessment will increase from 72.3% to 82.3%.

In order to achieve this goal we will: (Strategic/Action plan)

- design culturally responsive lessons using a variety of resources, including Hammond's Ready for Rigor Framework
- plan and deliver data-informed small group literacy lessons
- consistently provide systematic phonics instruction
- provide explicit language and vocabulary instruction, including use of language objectives in classrooms
- target comprehension skills and strategies
- progress monitor student growth

Action Plan

Increased Academic Achievement & Growth – Literacy/Language Arts:

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>	- Consistent implementation of Focus on 4 and Focus on K curriculum in grades Preschool & K - Implementation of new mCLASS screening tool for grades K - 2 Monitor student progress with mClass data in grades K - 2 - Provide consistent small group skills-based reading instruction - Implement TLA phonics instruction with fidelity (Tier 1) - Use data to plan flexible and fluid instructional groupings (Tier 1) - Use data to plan Tier 2 supports and adjust What I Need Now (WINN) Blocks Instructional supports	- All students receive researched based, targeted and explicit instruction/curriculum. - All students receive research-based, systematic phonics / foundational reading skills. - Teachers use individual student data to address student needs and plan instruction.	- Data meetings have increased in frequency from 3 times per year to 6 times per year. Educators, coaches, and school administrators work collaboratively on data cycle. - Data meetings have been modified to provide educators more time to plan their lessons with academic coaches guided by ongoing changing student data.	Principal, Assistant Principal, Instructional Coaches, Instructional Leadership Team (ILT), Classroom Teachers, Special Educators, Interventionists

Action Plan

Increased Academic Achievement & Growth – Literacy/Language Arts:

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)
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	• School and District-based professional development to build capacity and understanding for teachers in mCLASS, iReady, small group Close reading instruction and using data to inform instruction • Continue teacher training in the Science of Reading/LTRS • School-based literacy training on the use of reading decodables, close reading strategies, analyzing data, etc.) • Individual and team student-centered instructional coaching • Team analysis of student data and planning • Peer modeling and observations among teachers to improve Tier 1 instruction	Professional learning opportunities promote and support research-based and culturally responsive literacy practices that increase student achievement by increasing access to learning.	• K-5 students experience progress monitoring four times a year using the iReady screeners, mClass, and grade level formative assessments. This is done by grade level teachers, special education teachers, and interventionists. • Students receiving academic interventions get progress monitored every three weeks. This is done by our academic interventionists, the curriculum coach, the school psychologist, and the school psychologist’s intern.	District-based literacy leaders, Literacy Coach, Teachers

Action Plan

Increased Academic Achievement & Growth – Literacy/Language Arts:

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)
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>	To increase efforts, families and/or business partners will be engaged through/by: • Family literacy workshops • Family literacy information sessions • Lesley University and Tufts University partnerships • Community and guest readers • Communicate with families/ caregivers in <i>Literacy Corner</i> of the weekly <i>Caregiver Memo</i>	By providing opportunities for all families & caregivers to collaboratively engage in learning how they can support literacy learning, we will increase the home/school partnership.	The school will assess the impact of the strategies outlined in column 1 by gathering data through feedback from students, caregivers, educators, and partners. This data will be analyzed and next steps will be determined every two months at the school’s Building Emotional and Academic Support Team meetings.	Principal Assistant Principal Literacy Coach Teachers

Math Data Overview

Data Overview:

- According to data from our 2023 Fall Forefront Number Sense Screener, 83% of all students in Kindergarten through 2nd grade are meeting grade level expectations.
- According to data from our 2023 Fall iReady Diagnostic, 17% of low income students in Grades 3-5 are meeting or exceeding grade level expectations as compared with 55% of non-low income students.
- According to our 2023 Math MCAS data, the overall number of students meeting or exceeding expectations Grade 3 is 63%, Grade 4 is 76%, Grade 5 is 57% in all demographic populations.
- We received 0 points on mathematics achievement for students meeting the criteria for low income which is a decline from 2022 achievement. While these students made typical growth, they had the lowest average (50.9) growth percentile of any student demographic in the school. Math achievement appears to have been most affected within this demographic and directly correlates to chronic absenteeism (see SIP data). Almost 40% of low income students at the Peabody were chronically absent last year.

Math Goal

SMARTIE Goal for 2023 -2025: In order to increase academic outcomes for students identified as low income as determined by the 2023 Spring Math MCAS, the Peabody School will achieve an accountability determination of 3 (meeting targets) in the 2024 school year, and a 4 (exceeding targets) in 2025. In order to monitor this goal, we will use information from the iReady mid-year and end-of-year diagnostic along with summative and formative assessments to ensure that our low income students have met/exceeded their stretch growth.

Action Plan

In order to achieve this goal we will:

- Target math intervention for students identified during data meetings
- Use explicit and targeted instruction within small groups employed during WIN Blocks
- Incorporate Teaching and Learning Framework planning days for educators in grades K-5 multiple times per year.
- Provide professional development opportunities for paraprofessionals
- Implement the Illustrative Mathematics curriculum with fidelity
- Use data meetings to analyze student work, monitor progress, and plan next steps

These action steps will yield gains in closing existing gaps in achievement for ALL our students by 2025.

2023 Accountability Data - Peabody School

Low Income Demographic MCAS Math Achievement - 0 Points (Recovery Path: Declined)

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2022 Achievement	2023 Achievement	Change	2023 Target	N	Points	Reason
All Students	503.4	506.2	2.8	505.6	127	4	Recovery Path: Exceeded Target
Lowest Performing	481.7	489.1	7.4	487.3	20	4	Recovery Path: Exceeded Target
High needs	491.7	493.5	1.8	494.3	52	2	Recovery Path: Improved Below Target
Low income	492.1	490.6	-1.5	495.3	33	0	Recovery Path: Declined
EL and Former EL	-	-	-	-	14	-	-
Students w/ disabilities	483.8	486.3	2.5	486.8	27	3	Recovery Path: Met Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	15	-	-
Afr. Amer./Black	490.7	497.3	6.6	494.1	28	4	Recovery Path: Exceeded Target
Hispanic/Latino	-	-	-	-	9	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	10	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	509.5	510.8	1.3	512.0	65	4	Recovery Path: Exceeded Target

2023 Accountability Data: Growth Peabody School

Low Income Demographic - 2023 Mean Student Growth Percentile (SGP) 50.9
 Lowest Mean SGP of all Demographic Groups (compared with highest
 Demographic Group (White) 63.9)

Mathematics growth - Non-high school					About the Data
Group	2023 Mean SGP	N	Points	Reason	
All Students	58.7	78	3	Typical Growth - High	
Lowest Performing	57.8	20	3	Typical Growth - High	
High needs	53.3	32	3	Typical Growth - High	
Low income	50.9	21	3	Typical Growth - High	
EL and Former EL	-	11	-	-	
Students w/ disabilities	-	16	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	8	-	-	
Afr. Amer./Black	59.4	20	3	Typical Growth - High	
Hispanic/Latino	-	8	-	-	
Multi-race, Non-Hisp./Lat.	-	7	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	63.6	35	4	Exceeded Typical Growth	

2023 Fall Math iReady Data Peabody School

Low Income: **Two or more grade levels below** 35%

Non Low Income: **Two or more grade levels below** 12%

Low Income: **Early on Grade level or Mid/Above** 18%

Non Low Income: **Early on Grade level or Mid/Above** 55%

Switch Table View

Choose to Show Results By

Placement Summary

Economically Disadvantaged

Showing 2 of 2

All

Overall Grade-Level Placement



Students
Assessed/Total

Yes - Economically
Disadvantaged



7%

11%

47%

24%

11%

45/88

No - Economically
Disadvantaged



32%

23%

33%

9%

3%

88/193

Key Successes to Build Upon:

- Implementation of Illustrative Mathematics (IM), a research-based, data informed math curriculum anchored in assessment, accessible instruction, and problem solving
- Professional learning will be provided to all teachers in Illustrative Math
- Provide small group instruction and support in math during our WINN (What I Need Now) blocks
- Compliment Tier 1 instruction and provide math recovery with ST Math and access to the iReady and the Imagine Learning (IM) platform
- Data meetings are utilized to identify students areas of need and monitor progress
 - Forefront Number Sense Screeners given 3 times per year in (K-2)
 - iReady (Fall/Winter/Spring) diagnostic; and IM embedded assessments
 - Math identify screeners (K-5)
- Alignment of Tier 1, 2, & 3 instruction and planning using the Illustrative Math Curriculum in grades K-5
- Coaching cycles support teacher's Tier 1 instruction



Key Areas of Need to Address:

- Our Spring 2023 MCAS Math data demonstrates existing achievement gaps for our High Needs demographic groups:
 - Percentage of students meeting or exceeding expectations: Grade 3 is 24%; Grade 4 is 58%; Grade 5 is 31%.

Although these percentages are above state averages, we strive for greater achievement gains.

90-day Milestone September '23-January '24

30% of students identified as low income will meet their stretch growth according to the iReady diagnostic.



90-day Milestone January '24-June '24

Students identified as low income will show moderate growth according to Spring 2024 MCAS.



90-day Milestone September '24-January '25

40% of students identified as low income will show moderate to high growth according to the iReady diagnostic.



90-day Milestone January '25-June '25

Students identified as low income will show moderate growth according to Spring 2025 MCAS.

Action Plan

Increased Academic Achievement & Growth – Math

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>	• Educators will implement the Illustrative Mathematics curriculum in grades K - 5 with integrity for the 23/24 and fidelity for the 24/25 school years. • Implementation of WIN Blocks 5x per week across grade levels • Use multiple data sources to inform Tier 2 and 3 Interventions	• The IM Math certified curriculum is rigorous, problem-based, and fully aligned to the Massachusetts State Standards, with coherence across K-5 grade bands. • IM provides problem based learning (a shift from traditional teacher-directed) to student centered pedagogy to meet the needs of all students. • Lessons have clear daily learning goals & objectives . • Daily cool downs are provided for each lesson. • There are 3-4 checkpoints during each unit as well as an end of unit assessment for at every grade level.	• Data meetings 4x per year, leveraging the data wise protocol to assess, commit to action, and adjust instruction. • Use data from IM units to monitor student progress. • Teachers will meet in grade level teams and with coaches to target instruction for WINN Block based on data. • Forefront Screeners will be administered 3x per year in grades K - 2 and used to determine students needing math intervention. • Kathy Richardson Screener JK 2x per year (Fall and Spring), Math Identity Survey (All Grades) (Fall and Spring).	Classroom Teachers Math Interventionist Math Coach School Administrators District Math Coach

Action Plan

Increased Academic Achievement & Growth – Math

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>	- Teachers will receive professional development in the Illustrative Math Curriculum. - Paraprofessionals will be trained in IM Center Games in November 2023 and Spring 2024. - Math Coach will lead coaching cycles for teachers. - Math Coach will support unit planning, set student-centered goals with teachers/teams and support IM learning centers. - Use of 3 planning days to set expectations and learn how to use the Teaching and Learning Framework for all preschool to grade 5 educators and special educators. - The Math Interventionist will engage in a professional development course through the Math Recovery Council and work with students identified as needing the most support.	These strategies provide instructional staff with skills needed to: - Lead center games connected to IM, an overview of IM (problem based curriculum). - Plan lessons intentionally and scaffold instruction for students Learning Walks will be used to engage educators, coaches and administrators in the IM planning process and observation of lessons.	By using the Data Wise Improvement process teachers, coaches, interventionists, and school administration will meet six times a year to work collaboratively to identify areas of growth in mathematics for our students. Every iteration of this process will include looking at student work, coaching, cycle and instructional walks that develop an action plan and its assessment for progress.	Classroom Teachers, Math Interventionist, Math Coach, Administrators, District Math Coach

Action Plan

Increased Academic Achievement & Growth – Math:

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>	- The Math Interventionist will complete a professional development course through the Math Recovery Council and work with students identified as needing the most support. - Staff will attend district wide professional development surrounding IM curriculum and instruction.	- Unit and lesson planning allows for access and engagement and access for all students. - The Math Interventionist will identify and work 1:1 and in small groups with first graders for 100 hours this school year.	- Data meetings have increased in frequency from 3 times a year to six times a year using the Data Wise framework. Educators, coaches, and school administrators work collaboratively on this new data cycle. - These data meetings have also been modified to give educators more time to plan their lessons with our academic coaches based on the ongoing changing student data.	Classroom Teachers Special Educators Math Interventionist Math Coach Principal & Assistant Principal
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>	Family Engagement Events - Family math morning for our kindergarten and first grade families. - Math Pop-Ups - Community Event off-site locations (i.e. library, playground, community space) - Pi Day (collaboration with Art Teacher) - Host Family Game Night - Peabody families receive weekly updates of resources they can use to support their kids’ math learning at home. These resources appear in our weekly school memo to our families.	- Foster Home/School Partnership - Provide access and information to all families, share tools and resources	Surveys and track attendance at events.	Math Coach Family Liaison School Administration Partnership with Math Department and art teacher

Overall Data on Chronic Absenteeism

Data Overview:	Overall Students	High Needs	Low Income	Student w/Dis	LEP	Black	White	Asian	Hispanic	Multi-Race
22-23 SY	25.6%	31.4%	41.8%	33.7%	36.1%	30.1%	15.3%	46.9%	33.3%	16.7%

Key Successes to Build Upon:

	High Needs	LEP	Black	White	Hispanic	Multi-Race	Student w/Dis
21-22 SY:	34.7%	42.3%	32%	15.8%	27.5%	22.2%	39.8%
22-23 SY:	31.4%	36.1%	31.1%	15.3%	33.3%	16.7%	33.7%
Overall Improvement:	+3.3%	+6.2%	+0.9%	+0.5%	+4.2%	+5.5%	+6.2%

Key Areas of Need to Address:

	Low Income	Asian	Overall Student
21-22 SY:	38.8%	35.4%	24.8%
22-23 SY:	41.8%	46.9%	25.6%
Overall Decline:	-3%	-11.5%	0.8%

Overall Data on Chronic Absenteeism

Chronic absenteeism - Non-high school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	20.0	21.1	1.1	18.9	232	0	Declined
Lowest Performing	35.0	20.0	-15.0	30.0	20	4	Exceeded Target
High needs	29.6	29.8	0.2	27.5	121	1	No Change
Low income	30.8	37.7	6.9	26.5	69	0	Declined
EL and Former EL	-	-	-	-	44	-	-
Students w/ disabilities	36.2	32.2	-4.0	33.7	59	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	34	-	-
Afr. Amer./Black	25.9	29.4	3.5	22.9	51	0	Declined
Hispanic/Latino	-	-	-	-	20	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	16	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	12.5	12.6	0.1	11.3	111	1	No Change

Chronic Absenteeism Goal

SMARTIE Goal: By 2025, the Peabody School will increase its overall student attendance at an annual rate of **3%** and continue to identify students and families in need and provide support where appropriate. By 2025, our overall students' chronic absenteeism should be at or below **19.6%** based on the 3% annual improvement rate.

In order to increase overall student attendance by 3% by 2025, we will address all demographics, with specific focus on the demographics that reflect the largest overall attendance decline (Low Income and Asian population).



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90-day Milestone September '23-January '24

1.5% daily attendance increase will result in an overall decrease in absenteeism from 25.6% → **24.1%**.



90-day Milestone January '24-June '24

1.5% daily attendance increase will result in an overall decrease in absenteeism from 24.1% → **22.6%**.



90-day Milestone September '24-January '25

1.5% daily attendance increase will result in an overall decrease in absenteeism from 22.6% → **21.1%**.



90-day Milestone January '25-June '25

1.5% daily attendance increase will result in an overall decrease in absenteeism from 21.1% → **19.6%**.

Action Plan

Increased 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?
Deliver Ambitious Instruction & Effective Supports <i>What is your instructional improvement strategy to achieve your outcome?</i>	- Regularly share information about the current state of attendance at parent conferences/meetings, SAC meetings, student assemblies, school newsletters, and ParentSquare communications. - The administrative team will monitor attendance input from teachers and attendance clerks to ensure that all students have an attendance code recorded by their teachers for each school day. - ParentSquare emails/newsletter will be used to communicate attendance goals to all parents. This strategy helps maintain a focus on the impact of attendance in relation to academic achievement.	- Providing real-time data to assist families with tracking student attendance. - Establish collaboration between families and educators for improving student attendance.	- Families will be made aware of overall grade level attendance on a weekly basis through the School/Parent Weekly Memo. - Assistant Principal will mail individual quarterly letters home with updated attendance record for students with more than 9% absences.	Attendance Team: Principal, Assistant Principal, Family Liaison, and School Clerk
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	- Staff will cross check the daily attendance to ensure accuracy. - If a student is out two consecutive days, the teacher or the school office will reach out to the family to check in via ParentSquare, email, or phone call.	Providing real-time data to educators as well as timely communication and notification to families	Daily accurate attendance tracking by educators through Aspen	Assistant Principal Family Liaison School Clerk

Action Plan

Increased 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)
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>	• Every six to eight weeks families whose students are at or exceed the 10% absenteeism threshold (this number is predicated on the current total numbers of days vs the entire school year - 180 days), will receive a letter informing them of attendance risk. • Families will be invited to meet in order to identify ways staff can help remove barriers to attending school.	Establishing a home school connection will improve collaboration and relationships.	Data Wise Improvement process will and is being leveraged by the ongoing dialogue and problem solving meetings between caregivers, educators, and administrators.	Assistant Principal Family Liaison School Clerk

School Climate and Culture Goal: In order to increase equity, inclusion, and belonging by 100% for every stakeholder at the Peabody School:

Key Successes to Build Upon:

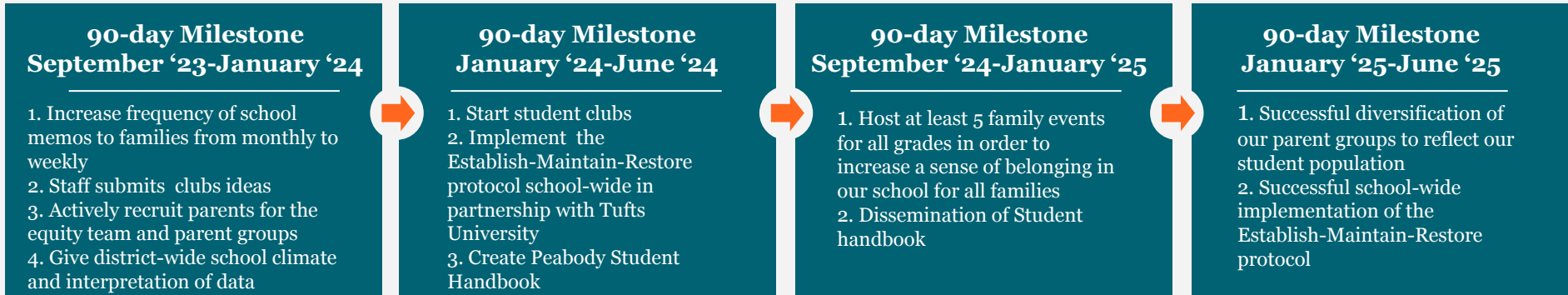
- Low teacher turnover
- Active caregiver groups
- Commitment to equity, inclusion, and belonging
- Accessible school administrators
- Research based SEL curricula: Zones of Regulation and Second Steps
- Implementation of Restorative Practices

Key Areas of Need to Address:

- Implementation of the Establish-Maintain-Restore (EMR)Framework. EMR is a framework that focuses on staff building effective relationships with pupils. It divides relationships into three stages: the Establish Stage, the Maintain Stage and the Restore Stage. The model focuses intentionally on the children with whom it might be most difficult to connect with. School staff can use the EMR to help them think about the children they work with and the stage of their relationship with each one.
- Increase participation and representation of families of color in school sponsored
- Increase frequency of teacher/caregiver communication

Action Steps

- Purposely recruit caregivers that represent the diversity of our student body for our School Council, equity team, classroom parents, and volunteers
- Host monthly coffee with the principal meetings to address issues impacting our community of learners
- Creation of Peabody’s Student Handbook
- Increase opportunities for students’ voices to be heard and increase student participation in school clubs
- Training all staff members in Establishing-Maintaining-Restorative Practices in partnership with Tufts University



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>	- We will support non-homeroom teachers and specialists in strengthening strategies designed to support SEL and positive behavior supports. - We will identify at risk students and ensure their connection to educators other than their lead teachers.	It ensures strategic and specific support for the students who have the most need according to several data sources.	- Ongoing feedback gathering and analysis after every major event. - Team will meet to discuss glows and grows.	Principal, AP, Clinical Team, Specialists and Family Liaison
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	We will create designated meeting times for specialist teachers to share their ideas and expertise with each other.	We will also include this data in our bi-monthly data meetings. The team will connect on what is working and what needs improvement.	- Use the Datawise program process to explore various questions and problems of practice, i.e., low family attendance of marginalized families. - Better representation on groups such as School Council. - Offering an opportunity to see a more diverse representation in our caregiver groups.	Principal, AP, Clinical Team, Specialists and Family Liaison
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>	We will review family survey data regarding specialist classes and take their ideas for improvement if behaviors in specialist classes do arise.		Review survey data and use the Data Wise Improvement Process on best ways to address challenging behaviors.	Principal, AP, Clinical Team, Specialists and Family Liaison