Fletcher Maynard Academy

School Improvement Plan

SY23-24
to
SY24-25

CAMBRIDGE
PUBLIC SCHOOLS

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

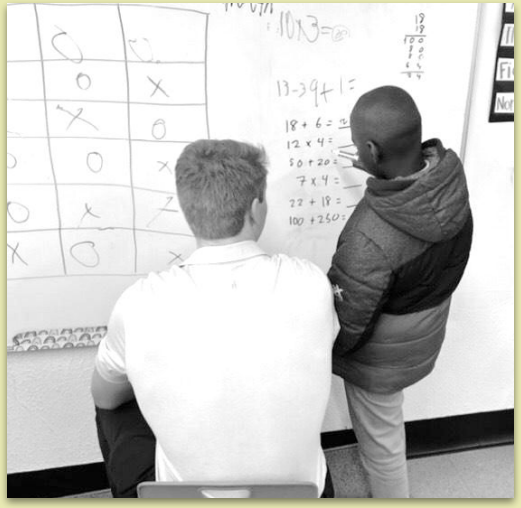
Data Wise Improvement Cycle



Vision

FMA

C	A	R	E	S
Curiosity	Attitude	Responsibility	Excellence	Self-Discipline



Mission

The Fletcher Maynard Academy is committed to building and nurturing a community of caring citizens who are lifelong learners. With perseverance and courage, this community fosters respect for cultural and social diversity, family, and education.

ACRONYMS and TERMS

BIPOC: Black, Indigenous and other People of Color

CPS: Cambridge Public Schools

DESSA: Devereux Student Strengths Assessment

FMA: Fletcher Maynard Academy

FOFMA: Friends of Fletcher Maynard Academy

HET: High Expectations Teaching

IM: Illustrative Mathematics

LEP: Limited English Proficiency

MCAS: Massachusetts Comprehensive Assessment System

MTSS: Multi-Tiered System of Support; Tier 1, Tier 2, Tier 3.

mCLASS: "An assessment and instruction system that helps measure your child's literacy and math development"

PLC: Professional Learning Community

PBIS: Positive Behavioral Interventions and Strategies

RBT: Research for Better Teaching

SCALE: Social Community Academics and Life Skills Education

SEL: Social Emotional Learning

SIP: School Improvement Plan

SGP: Student Growth Percentile

VOCAL: Views of Climate and Learning

WIN: What I Need



LITERACY/ELA

English Language Arts Data Overview

The Massachusetts Department of Elementary and Secondary Education in its analysis of MCAS scores determined that Fletcher Maynard Academy has made "Substantial progress toward targets." We intend to make even further gains.

Since 91.6% of the students at our school are non-white, 37.1% are students with disabilities, 83.3% are children with high needs, 67.7% are from low income families, and 50.2% are students whose first language is not English or are English Language Learners, all our pedagogy is targeted toward specific groups.

In English Language Arts on the MCAS, the largest number of students in 5th grade are Meeting Expectations. The 5th grade percentage "Meeting or Exceeding Expectations" is 50, higher than the state percentage of 44. However in 3rd and 4th grades the largest number of students are Partially Meeting Expectations. In addition, 35% and 27% respectively in 3rd and 4th grade are "Meeting or Exceeding Expectations". This may indicate that students improve with more time on the subject. However, our continued use of targeted small group instruction in 3rd and 4th grade should improve their achievement, providing students with a better foundation towards true competency.

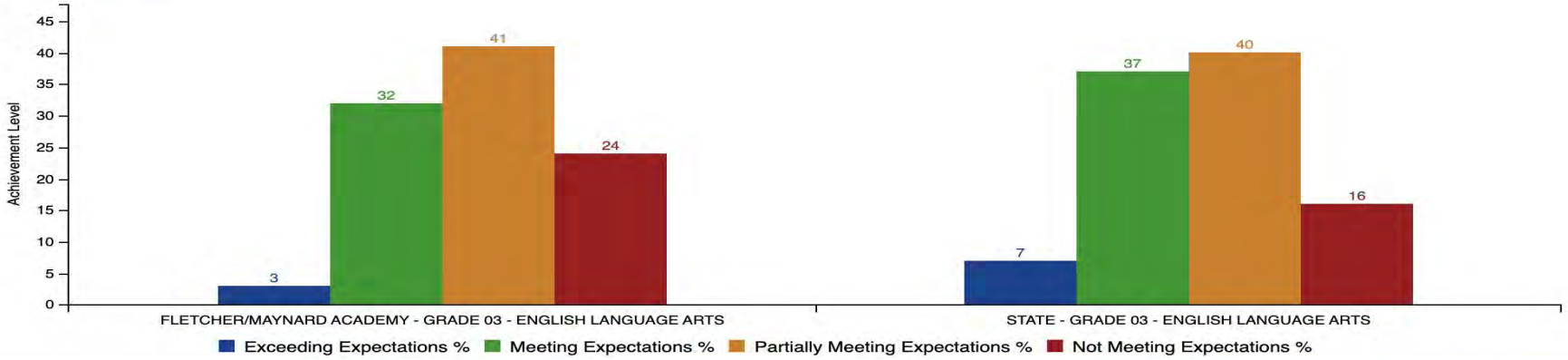
A comparison between MCAS scores from 2019 and 2023 indicate that the children of Fletcher Maynard Academy suffered significantly during the pandemic and have not yet recovered. Systematic identification of individual students' strengths and needs, intentional grouping, formative assessments, and informed additional supports should help them recover.

i-Ready scores give a more detailed breakdown of student reading strengths and improvement needs. 97% of FMA students in grades 2-5 score on or above grade level on phonological awareness. 83% of FMA students score on or above grade level in phonics, and 95% score on or above grade level on high frequency words. Of concern, however, is that 59% score on or above grade level on vocabulary, and 57% score on or above grade level on comprehension. This may be due in part to the percentage of students for whom English is not a first language, in part to the losses during the pandemic, and in part due to struggles with fluency.

Next Generation MCAS Tests 2023
Percent of Students at Each Achievement Level for Fletcher/Maynard Academy

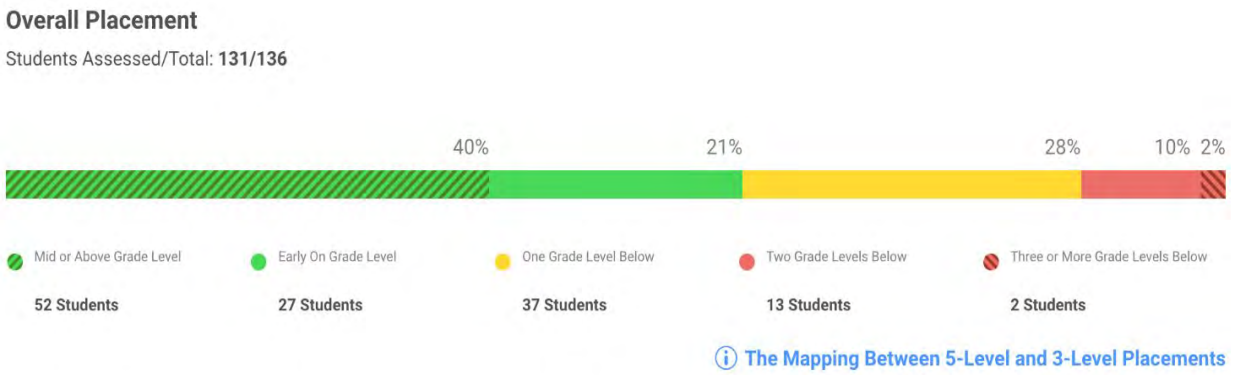
Data Last Updated September 19, 2023.

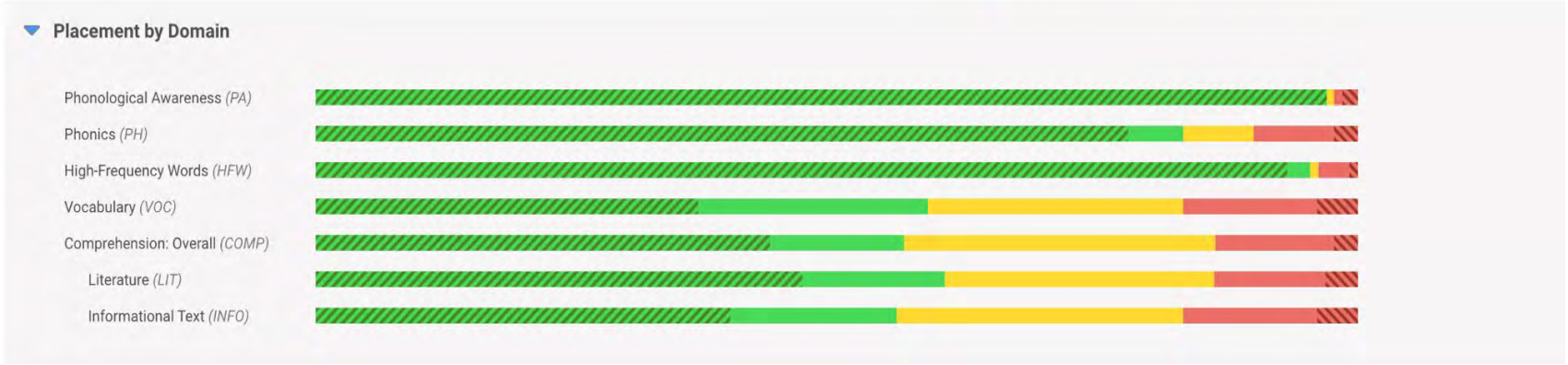
More about the data



Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	35	44	3	7	32	37	41	40	24	16	34	100	489	N/A	N/A	30
GRADE 03 - MATHEMATICS	29	41	6	8	24	33	35	39	35	20	34	100	485	N/A	N/A	24
GRADE 04 - ENGLISH LANGUAGE ARTS	27	40	3	5	24	34	55	43	18	17	33	97	489	56	30	33
GRADE 04 - MATHEMATICS	29	45	0	8	29	37	50	37	21	18	34	100	487	57	31	25
GRADE 05 - ENGLISH LANGUAGE ARTS	50	44	7	5	43	39	37	40	13	16	30	100	500	62	26	68
GRADE 05 - MATHEMATICS	40	41	3	5	37	36	47	46	13	13	30	100	497	58	26	55
GRADE 05 - SCIENCE AND TECH/ENG	33	42	3	8	30	33	50	40	17	19	30	100	492	N/A	N/A	42
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	37	42	4	7	33	35	44	39	19	19	97	99	492	59	56	41
GRADES 03 - 08 - MATHEMATICS	33	41	3	7	30	33	44	41	23	18	98	100	489	57	57	33
GRADES 05 & 08 - SCIENCE AND TECH/ENG	33	41	3	7	30	34	50	40	17	19	30	100	492	N/A	N/A	43

i-Ready English Language Arts Data





Literacy / ELA Goal

By SY 2025 as measured by the MCAS and iReady data with particular attention to BIPOC students

- *95% of students will make at least moderate growth in reading*
- *90% of students who are "not meeting/partially meeting grade-level standards" will achieve high growth.*
- *Overall Mean Student Growth Percentile (SGP) for "high needs" students will increase from "moderate growth" to "high growth"*

Key Successes to Build Upon:

- New scheduling guidelines have been implemented.
- All FMA educators have completed High Expectations Teaching professional development during SY 2021-2023.
- Grade level cluster groupings have been modified to align with assessments.
- Professional Learning Community time has been increased.
- Social, Communication, Academic, and Life Skills Education (S.C.A.L.E) educators meet in a cluster every Tuesday. Specialists meet every Wednesday to improve student growth and achievement.
- K-2 teachers, coaches, interventionists are trained/training in the Science of Reading (Tier 1)

Key Areas of Need to Address:

- Overall reading achievement for all FMA scholars.
- Focus on improving reading outcomes for low income, ELL and BIPOC students.
- Concentrate on helping 3rd and 4th grade students to meet grade level expectations.
- Implement additional supports for students who have lost ground since the pandemic.
- Institute a school-wide concentration on vocabulary and comprehension.

By 2025/Year 2 SMARTIE Goal:

90-day Milestone September '23-January '24	90-day Milestone January '24-June '24	90-day Milestone September '24-January '25	90-day Milestone January '25-June '25
(See slide 10)	(See slide 10)	(See slide 10	(See slide 10)

90-Day Milestone September ‘23 - January ‘24:

We will see all students meeting their *Middle of Year* growth targets based on *MCAS* and *iReady* data.

- Every 6-8 weeks Scholar Groups will be formed according to screener/assessment data.
- Small groups will be implemented with targeted instruction for **Tier 1, Tier 2 and Tier 3.**
- Educators will progress-monitor to adjust student groups accordingly.
- Interventionists will push in during What I Need (WIN) Blocks to work with assigned scholars and provide small group instruction/support.

90-Day Milestone January ‘24 - June ‘24:

- All educators will implement High Expectation Teaching strategies to improve Tier 1 instruction.
- Students requiring Tier 2 and Tier 3 instruction will continue to receive targeted instructional strategies.
- All grade K-2 educators will have completed an intensive coaching cycle in mCLASS.
- New educators will have received planning assistance and professional development on close reading.
- Early childhood educators will have implemented a full year cycle of Focus on K curriculum.

90-Day Milestone September ‘24 - January ‘25:

- All ELA classrooms Pk-5 will have evidence of operational language centers.
- All students will meet anticipated iReady growth benchmarks.

90-Day Milestone January ‘25 - June ‘25:

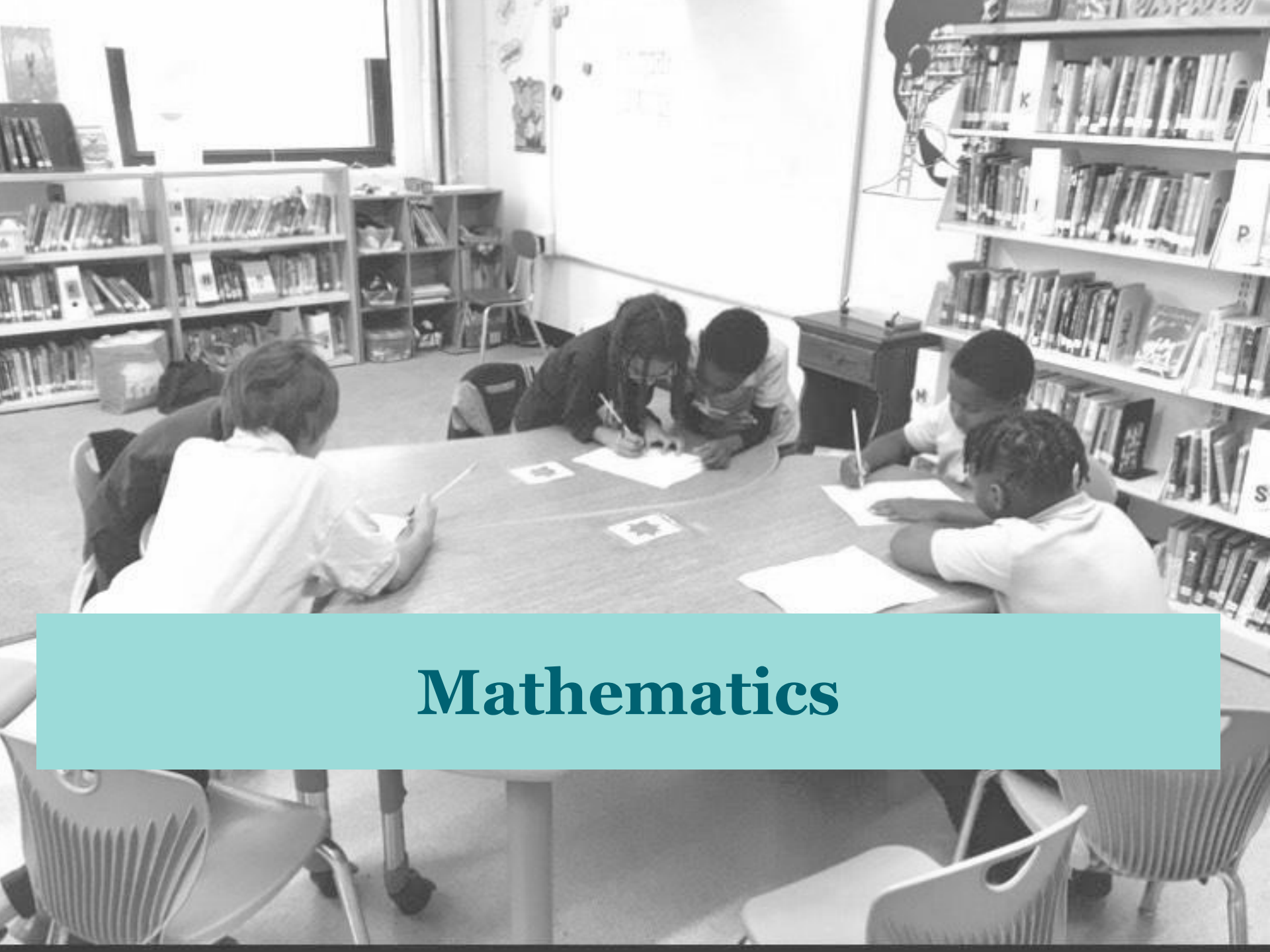
- By spring of 2025, English reading proficiency will have improved for all students including BIPOC students as measured by MCAS, and continued growth will be evident as determined by mCLASS (Early childhood education) and i-Ready (grades 3-5).
- At least 95% of students will meet their expected MCAS growth targets.

Literacy

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	Tier 1: Educators have received training in High Expectations Teaching(HET) from RBT to improve Tier 1 Instruction school wide. All educators are expected to access student specific data, and apply the High Expectations Teaching strategies according to specific individual needs of all students. Educators will create weekly lesson plans according to strategies acquired through the HET training .Lesson plan Template Tier 2: Implementation of small group instruction will further this strategy of meeting the specific needs of students identified as below grade level, during What I Need Blocks (WIN)	These strategies advance the equitable outcomes by looking at each student as an individual. Our ability to view the strengths and areas of improvement for each child allows educators to identify and intentionally create small groupings of students based on shared abilities and needs. This also allows us to closely monitor the progress each student is making as well as the students in each classroom.	Ongoing monitoring of student growth and progress. Cluster teams meet weekly during the day for 30-45 minutes and at least once a month after school for 90 minutes to review data. Educators meet weekly with the literacy coach to review curriculum, progress-monitor and problem solve using the FAR cycle (Formative Assessment for Results).	Cluster leaders and FMA educators, ILT, Literacy coach, literacy interventionists, Principal, Assistant Principal
Effective Staff Learning & Support	• Educators will be involved in intensive coaching cycles • Educators will be supported by district led PD on LTRS, close reading and small instruction • New teachers will receive High Expectations Teaching training • ELA interventionists will push into classrooms for Tier 1 and Tier 2 support • Cluster leaders will prepare and lead regular grade level meetings	All staff members are engaged and provided professional development opportunities for 2 year LTRS and mClass training.	Coaches will establish and share coaching cycles for all educators and separate additional supports for new teachers.	Cluster leaders and FMA educators, ILT, Literacy coach, literacy interventionists, Principal, Assistant Principal
Build Welcoming & Supportive Schools & District	• Ongoing communication between staff and caregivers . • Family Liaison will inform parents of opportunities outside of the school related to English acquisition through the Family Buzz • Family Liaison will offer training to families in use of Classlink	Informing and welcoming all families and caregivers about online learning platforms: iReady 3-5, Take home decodable texts (K-2) Use of Classlink to access: • Books from the library • Pebblego • Newsela • Google Classroom	Data will be shared with families by educators on a quarterly basis.	Cluster leaders and FMA educators, ILT, Literacy coach, literacy interventionists, Principal, Assistant Principal



Mathematics

Mathematics Data Overview

The Massachusetts Department of Elementary and Secondary Education in its analysis of MCAS scores determined that Fletcher Maynard Academy has made "Substantial progress toward targets." We intend to make even further gains.

Since 91.6% of the students at our school are non-white, 37.1% are students with disabilities, 83.3% are children with high needs, 67.7% are from low income families, and 50.2% are students whose first language is not English or are English Language Learners, all our pedagogy is targeted toward specific groups.

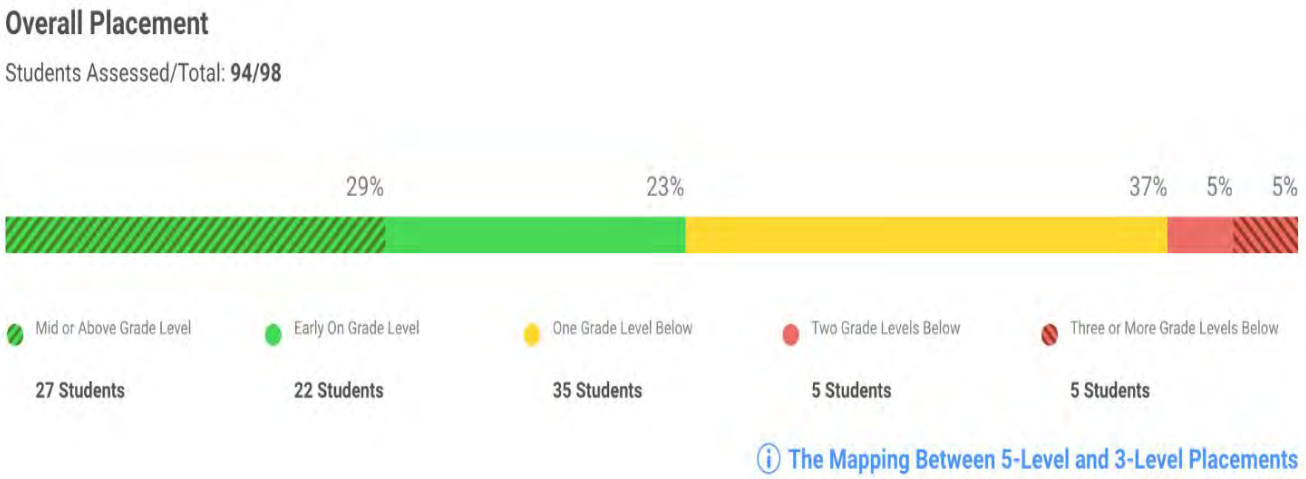
In Mathematics the scores are skewed lower than English Language Arts in grades 3-5, with the largest number of students scoring in the Partially Meeting Expectations category. This indicates a need to concentrate greater efforts on mathematics in all three grades. (See slide 7)

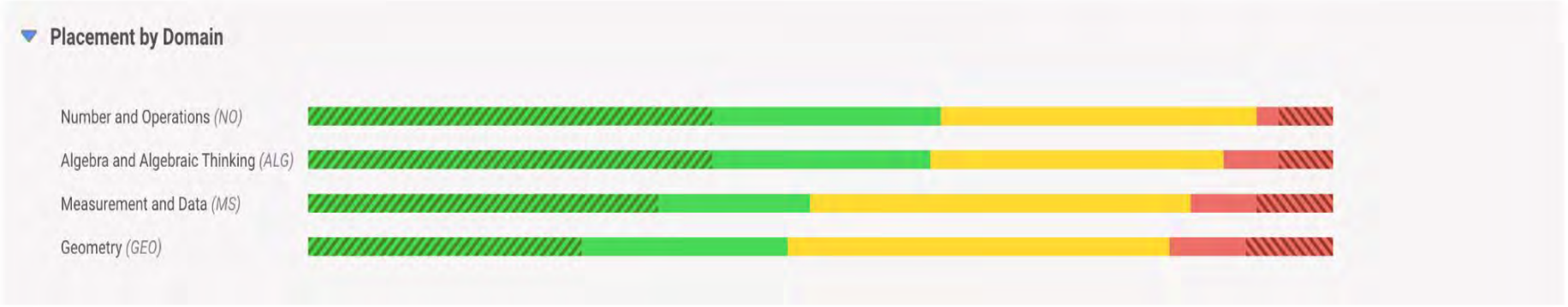
A comparison between scores from 2019 and 2023 indicate that the children of Fletcher Maynard Academy suffered significantly during the pandemic and are two or more grades below grade level.

Targeted instruction for Tiers 1, 2, and 3, implementation of the Illustrative Math curriculum, systematic identification of individual students' strengths and needs, intentional grouping, and careful monitoring of student progress should support overall academic growth and achievement.

iReady scores give a more detailed breakdown of student math strengths and improvement needs. 61% of FMA students are on or above grade level in Numbers and Operations. 60% of FMA students are on or above grade level in Algebra and Algebraic thinking. 49% of FMA students are on or above grade level in measurement and data. 47% of FMA students are on or above grade level in Geometry.

i-Ready Mathematics Data





Mathematics Goal

By SY 2025 based on the MCAS and iReady data with particular attention to BIPOC students

- *85% of students will make at least moderate growth in Math.*
- *80% of students who are "not meeting/partially meeting grade-level standards" will achieve high growth.*
- *Overall Mean Student Growth Percentile (SGP) for "high needs" students will increase from "moderate growth" to "high growth."*

Key Successes to Build Upon:

- New scheduling guidelines have been implemented
- All FMA educators have completed High Expectations Teaching (HET) professional development during SY 2021-2023
- Grade level cluster groupings have been modified to align with screener data
- Professional Learning Community (PLC) time has been increased
- Social, Communication, Academic and Life Skills Education (S.C.A.L.E.) educators meet in a cluster every Tuesday
- Specialists meet every Wednesday to plan & improve student growth and achievement
- Weekly coaching/planning sessions with grade level teachers.
- There is ongoing department led Professional Development in the Illustrative Math Curriculum
- Interventionists are receiving Math Recovery training

Key Areas of Need to Address:

- Overall mathematics achievement for all FMA scholars
- Focus on improving math achievement for low income and BIPOC students
- Concentrate on helping third, fourth, and fifth grade students to meet grade level expectations
- Implement additional supports for students who are two or more grades below grade level
- Institute a school-wide concentration on numeracy

By 2025/Year 2 SMARTIE Goal:

90-day Milestone September '23-January '24

See slide 16

90-day Milestone January '24-June '24

See slide 16

90-day Milestone September '24-January '25

See slide 16

90-day Milestone January '25-June '25

See slide 16

90 DAY MILESTONE September ‘23 - January ‘24

- We will see all students meeting their *Middle of Year* growth targets based *Forefront* and *iReady* data.
- Every 6 weeks student groupings will be formed according to screener/assessment data.
- Implementation of small groups with targeted instruction for **Tier 1, Tier 2 and Tier 3** Illustrative Math Instruction.
- Educators will progress monitor to adjust student groups accordingly.

  - Grades 3-5 will implement 6-8 week intervention cycles based upon iReady data.

  - Grades K-2 will utilize pre and post assessments to adjust small group instruction using Forefront data

90 DAY MILESTONE January ‘24 - June ‘24

- Students requiring Tier 2 and Tier 3 instruction will receive targeted instructional strategies
- By June of 2024, all students in grades K-5 will have completed a full year cycle of the Illustrative Math curriculum

90 day MILESTONE September ‘24 -January ‘25

- Illustrative Math centers will be evident in all early childhood classrooms
- All educators in all grades K-5 will be delivering Illustrative Math curriculum units and lessons

90 DAY MILESTONE January ‘25 - June ‘25

- By spring of 2025 at least 95% of students will meet their anticipated growth targets

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	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?*	Tier 1: Educators have received training in Highly Effective Teaching (HET) from Research for Better Teaching (RBT) to improve Tier 1 Instruction school wide. All educators are expected to access student specific data, and apply the HET strategies according to specific individual needs of all students by using analysis of individual students' achievement. Educators will create lesson plans in line with the HET training received, using the following lesson plan template. Lesson Plan Template K-2 will implement instructional routines to meet the mathematical standards from the previous grades (Tier 1 & Tier 2). Interventionists will provide Tier 2 intervention during WIN blocks so students remain in Tier 1 instruction. Tier 2: Implementation of small group instruction during class will further this strategy of meeting the specific needs of students identified as below grade level.	These strategies advance the equitable outcomes by looking at each student as an individual. Our ability to view the strengths and areas of improvement for each child allows educators to identify and intentionally create small groupings of students based on shared abilities and needs. This also allows us to closely monitor the progress each student is making as well as all students in each classroom.	Ongoing monitoring of student growth and progress.Cluster teams meet weekly during the day for 30-45 minutes and at least once a month after school for 90 minutes to review data. Grade level teams meet weekly with the Math coach to review curriculum and progress-monitor and problem solve. By using the FAR cycle a four-step improvement cycle: • Step 1: Clarify learning target and success criteria for students • Step 2: Infuse formative assessment in their daily practice • Step 3: Analyze formative assessment results • Step 4: Take timely, targeted F-I-R-M-E (Feedback, Investigation of student thinking, Reteaching, Moving on, and Extending learning) action	Math Coach. Cluster leaders, Math Interventionists, FMA educator and ILT Principal, Assistant Principal

Action Plan (continued...)

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	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 *How will you train and support staff to carry this plan out?*	Examining data in Grade level Cluster meetings District led professional development: Illustrative Math implementation Math coaching cycles	All staff members are engaged and provided professional development opportunities.	By using the FAR cycle a four-step improvement cycle: Step 1: Clarify learning target and success criteria for students Step 2: Infuse formative assessment in their daily practice Step 3: Analyze formative assessment results Step 4: Take timely, targeted F-I-R-M-E (Feedback, Investigation of student thinking, Reteaching, Moving on, and Extending learning) action	Math Coach. Cluster leaders, math interventionists, FMA educator and ILT Principal, Assistant Principal
Build Welcoming & Supportive Schools & District *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	Information and resources provided to families to help keep students engaged in learning at home Partnership with school council and Friends of Fletcher Maynard Academy	Informing and welcoming all families and caregivers Online learning at home: FMA math website ST Math IL classroom i-Ready:Math	Data will be shared with families by educators on a quarterly basis.	Math coach. Cluster leaders, math interventionists, FMA educator and ILT Principal, Assistant Principal



ABSENTEEISM



Attendance Data Overview

In general, student attendance rates at Fletcher Maynard Academy correspond to the average rates of the District as a whole, with a few exceptions. African American/Black attendance is slightly better with an FMA rate of 92.7 and a District rate of 91.7. However, Fletcher Maynard Academy's LEP/English Language Learner rate is 91.5 to the District's 92.5, and the Hispanic or Latino rate is 88.5 to the District's 90.2. This reflects one of the consequences of the pandemic and requires attention, especially since there is overlap between the LEP and Hispanic/Latino populations.

A comparison of attendance data from 2022 to 2023 shows a general increase in absenteeism, with the notable exception of the Lowest Performing Students whose absenteeism dropped 10%.

These trends have required serious attention and addressing them has been prioritized.

Chronic Absenteeism Goal



Improving student attendance is important to student success and school culture. Better student attendance will create a more engaged and successful learning community. Therefore, we will increase overall student attendance to 95% by the end of SY 2025, with special attention to Hispanic/Latino students.
By tracking daily attendance records we will calculate the percentage increase at the end of each semester.
We will institute a school-wide attendance awareness campaign, inviting students, families, and the community, to discover barriers to attendance and teach the importance of regular attendance.

FMA Attendance

SY 2022/2023

Student Attendance (2022-23) - End of Year						
Student Group	**Attendance Rate**	**Average # of Absences**	**Absent 10 or more days**	**Chronically Absent (10% or more)**	**Chronically Absent (20% or more)**	**Unexcused > 9 days**
All Student	92.0	13.8	55.0	31.5	6.2	15.0
Female	92.1	13.8	52.4	29.5	6.7	10.5
Male	91.8	13.9	56.8	32.9	5.8	18.1
Low Income	91.5	14.7	57.6	33.9	6.2	18.6
High Needs	91.3	15.0	58.3	35.5	7.6	18.5
LEP English language learner	91.5	13.8	64.3	39.3	3.6	25.0
Students with disabilities	90.5	16.4	67.0	39.2	9.3	19.6
African American/Black	92.7	12.6	49.6	26.7	6.7	14.1
American Indian or Alaskan Native						
Asian	92.4	11.3	47.6	28.6	0.0	0.0
Hispanic or Latino	88.5	20.3	75.5	58.5	9.4	34.0
Multi-race, non-Hispanic or Latino	93.1	12.1	52.2	21.7	0.0	4.3
White	93.6	10.7	51.9	14.8	7.4	3.7

Attendance Data Overview or SY 2022/2023

Chronic absenteeism - Non-high school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	25.4	31.0	5.6	23.9	184	0	Declined
Lowest Performing	30.0	20.0	-10.0	28.7	20	4	Exceeded Target
High needs	27.0	34.9	7.9	24.6	149	0	Declined
Low income	26.6	33.6	7.0	23.4	131	0	Declined
EL and Former EL	-	-	-	-	27	-	-
Students w/ disabilities	31.7	38.2	6.5	28.1	68	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	14	-	-
Afr. Amer./Black	15.8	27.1	11.3	12.2	96	0	Declined
Hispanic/Latino	-	-	-	-	38	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	18	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	17	-	-

Data Source: https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=00490090&orgtypecode=6&

Chronic Absenteeism Goal

Key Successes to Build Upon:

- The principal, family liaison, and teaching staff greet and welcome students and families each morning at the front gate.
- Students from the S.C.A.L.E. classrooms that arrive on busses are greeted and welcomed by staff on the Broadway entrance each morning.
- The Assistant Principal and school staff greet students arriving at the Windsor Street entrance each morning.
- Monthly attendance reminders are sent home to families via Parent Square.
- Attendance letters are sent home to families who are approaching chronic absenteeism.

Key Areas of Need to Address:

- Increase awareness of the connection between absenteeism and student academic success
- Intentional attention to the chronic absenteeism rate of Hispanic/Latino students
- Focused on the chronic absenteeism rate of students with disabilities
- Chronic absenteeism of English Language Learner students

By 2025/Year 2 SMARTIE Goal:

90-day Milestone September '23-January '24

See Slide 27

90-day Milestone January '24-June '24

See Slide 27

90-day Milestone September '24-January '25

See Slide 27

90-day Milestone January '25-June '25

See Slide 27

Action Plan

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

District Objective	What is the strategic, research-based solution you will try? What is the "safe to fail" experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team's work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Deliver Ambitious Instruction & Effective Supports *What is your instructional improvement strategy to achieve your outcome?*	• Attendance letter to all families outlining district and school guidelines, an account of current absences and tardies to school, tips for improving attendance. • Students trending or currently identified as being chronically absent receive phone calls and additional informational letters and supports. • Classroom teachers call home after the first 3 absences each quarter before a letter is sent. • Whenever possible send work packets home for students who have extended illness.	The letters are sent out to all students and their families making the entire population aware of school and district expectations and supports.	Letters will continue to be sent out every six weeks. We will increase our communication to families and staff regarding positive strategies for improving student attendance.	Family Liaison, School Clerk, Gen Ed. Social Worker, Assistant Principal, Principal

CONTINUED ON NEXT PAGE

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.*

Effective Staff Learning & Support *How will you train and support staff to carry this plan out?*	• Presentations to the ILT, cluster leaders and school council explaining our current plan • Emphasizing the importance of accurate record keeping with educators and administrators • Supporting educators when calling homes to check in on students who have missed multiple days of learning due to illness or other causes	The entire population of caregivers, educators and FMA stakeholders are aware and encouraged to become involved in our efforts to decrease chronic absenteeism.	Attendance related progress reports and updates will be shared with classroom teachers, members of the ILT and the School Council at 6 week intervals.	Family Liaison, Gen Ed. Social Worker, ILT members, school Council members, FAC, RTI committee, Assistant Principal, Principal
Build Welcoming & Supportive Schools & District *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	• Daily greeting of families at all school entrances each morning and afternoon • Intentionally delivering high expectations instruction from the start of the day and throughout the day • Personally reaching out to families to have conversations about student attendance and how it affects student learning outcomes	The intentionality of our efforts to reduce chronic absenteeism in our school sends the message that we have high expectations, are dedicated to supporting the needs of all FMA students, and care about them.	Continued sharing of information to build awareness and the importance of building good attendance habits	Family Liaison, Gen Ed. Social Worker, School clerk. Assistant Principal, Principal

90 DAY MILESTONE September ‘23 - January ‘24

- We will see all students meeting their *Middle of Year* growth targets based *Forefront* and *iReady* data
- Every 6 weeks student groupings will be formed according to screener/assessment data
- Educators will progress monitor to adjust student groups accordingly

  - Grades 3-5 will implement 6-8 week intervention cycles based upon iReady data

  - Grades K-2 will utilize pre and post assessments to adjust small group instruction using Forefront data

- Analyze attendance data to identify specific students trending towards chronic absenteeism.
- Create informational attendance letter that is sent to all families.
  - The letter includes the district attendance policy, the number of absences and school tardiness for each student, as well as helpful tips for students and families about how to improve their own attendance

90-Day Milestone January ‘24 - June ‘24:

- Continue to communicate with families
- Review attendance of students who were chronically absent in ‘22-’23 to identify trends
- Send out reminders of attendance tips
- Social Worker and Family Liaison will regularly contact families whose children are having difficulty with absenteeism

90-Day Milestone September ‘24 - January ‘25:

- Make a special welcome in September to students and families who had chronic absence problems in SY ‘23-’24
- All staff are working with students who need extra support around attendance
- Monitor students who were chronically absent in ‘23-’24 and encourage improved attendance
- Social Worker and Family Liaison continue to regularly contact families of chronically absent students

90-Day Milestone January ‘25 - June ‘25:

Fletcher Maynard Academy will continue efforts to meet or surpass 95% attendance rate



SCHOOL CLIMATE

School Climate and Culture Data Overview

VOCALs data from Spring of 2022 indicated that:

79% 4th grade students → **96%** 5th grade students → **"Happy to be at our school"**



94% 4th grade students → **100%** 5th grade students → **"Teachers care about me as a person"**



Please note:

It is important to note that in 2022 students and staff had just returned after remote learning from home due to the pandemic.

It is equally important to note that during the '21-'22 school year families were not allowed to access the school building. This meant that families got out of the habit of attending school events and engaging with the school.

School Climate and Culture Goal

Because Fletcher Maynard Academy is committed to building and nurturing a community that fosters respect for culture and social diversity, family, and education, it recognizes the importance of family engagement. By June of 2025, 100% of families will participate in at least one school event annually. The Family Liaison will monitor this participation, with special attention to Black Indigenous People of Color (BIPOC) families.



By June of 2025, 96% of FMA students will begin to report feeling happy and proud at school according to VOCALs data. 100% will continue or begin to say that teachers care about them. All students will continue to practice the **five B's of FMA**:

Be	Be	Be	Be	Be
Cooperative	Accountable	Respectful	Engaged	Safe

Grade 4: Spring 2022 VOCALs Data

Item description	Students included	Always true %	Mostly true %	Mostly untrue %	Never true %	Always or mostly true %	Always or mostly true % district	Always or mostly true % state
*I have been hit by other students more than once in school.	34	26	35	24	15	61	35	37
*In my school, groups of students tease or pick on one student.	35	20	40	29	11	60	30	34
*In my school, older students scare or pick on younger students.	34	15	26	26	32	41	24	26
If I tell my teacher my classmate is being bullied, my teacher will help that person.	34	53	38	6	3	91	93	94
My teachers have taught me about what to do if I am bullied.	33	42	24	27	6	66	76	78
Students at school try to stop bullying when they see it happening.	34	12	38	47	3	50	72	74
Teachers don't let students tease each other.	35	40	29	20	11	69	87	89
Teachers, students, and the principal work together to stop bullying.	34	59	29	9	3	88	88	90
Emotional Safety								
I am happy to be at our school.	34	38	41	6	15	79	88	87
I feel comfortable talking to my teacher(s) about something that is bothering me.	34	29	44	15	12	73	73	74
I feel safe sharing my feelings in class.	34	26	24	18	32	50	62	59
Students will help other students if they are upset.	34	18	59	15	9	77	88	89
Teachers support (help) students who come to class upset.	35	40	51	9	0	91	94	91
Physical Safety								
*I have seen more than one fight at my school in the last month.	35	29	34	26	11	63	43	40
I feel safe at our school.	35	54	34	9	3	88	94	91
Relationships								
In my classes, students work well together in groups.	34	15	71	12	3	86	85	85
My teachers care about me as a person.	35	60	34	6	0	94	95	96
Students at my school get along well with each other.	34	3	68	21	9	71	80	79
Students respect each other in my school.	35	0	46	46	9	46	76	76

Grade 5: Spring 2022 VOCALs Data

Item description *(Please scroll down to see more items.)*	Students included	Always true %	Mostly true %	Mostly untrue %	Never true %	Always or mostly true %	Always or mostly true % district	Always or mostly true % state
*I have been punched or shoved by other students more than once in the school or in the playgr...	29	10	28	14	48	38	40	38
*In my school, groups of students tease or pick on one student.	29	10	10	38	41	20	31	38
*In my school, older students scare or pick on younger students.	29	3	10	17	69	13	15	25
If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do somethin...	29	79	17	3	0	96	90	90
Students at school try to stop bullying when they see it happening.	29	41	41	10	7	82	67	64
Teachers don't let students tease each other.	29	55	34	3	7	89	79	86
Teachers, students, and the principal work together to prevent (stop) bullying.	29	66	28	7	0	94	88	87
Emotional Safety								
I am happy to be at our school.	29	62	34	3	0	96	84	81
I feel comfortable talking to my teacher(s) about something that is bothering me.	29	28	55	0	17	83	64	66
I feel safe sharing my feelings in class.	29	34	17	34	14	51	56	51
Students will help other students if they are upset, even if they are not close friends.	29	41	41	10	7	82	66	71
Teachers support (help) students who come to class upset.	29	48	38	7	7	86	89	91
Physical Safety								
*I have seen more than one fight at my school in the last month.	29	7	24	31	38	31	48	41
I feel safe at our school.	29	62	24	10	3	86	89	88
Relationships								
In my classes, students work well together in groups.	29	41	55	3	0	96	88	82
My teachers care about me as a person.	29	90	10	0	0	100	92	94
Students at my school get along well with each other.	29	14	69	14	3	83	73	73
Students respect each other in my school.	29	21	62	14	3	83	70	66

Key Successes to Build Upon:

- Decrease of in-school and out of school suspension rate to less than 2%
- New general education social worker hired to oversee and implement SEL strategies in classrooms
- Families reported a new sense of community and a higher level of safety
- FMA was identified in '22-'23 as a pilot school for the reintroduction of PBIS
- After school programs such as the Pacesetters and the Sister's with a Dream have demonstrated an increase in enrollment.
- Overall student behavioral incidents have decreased

Key Areas of Need to Address:

- Positive Behavioral Interventions and Supports (PBIS) needs to be fully implemented and practiced with fidelity
- Educator's handbook referrals need to be regularly filed with consistent followed up
- Effective classroom management, de-escalation, and behavior management training for all staff
- Develop a robust restorative practices program in conjunction with PBIS
- Continued efforts to increase family engagement and involvement



90 day milestone: September ‘23/January ‘24

- Review past practices involving family engagement at FMA
- Review previous work and implementation of PBIS (Positive Behavioral Intervention Strategies)
- On-Board new General education Social worker to implement various Social Emotional programmatic strategies.
- Review of facilities and needs

90 day milestone: January ‘24 /June ‘24

- Review data regarding family engagement at FMA since 2021-2023
- Build upon past practices for family engagement at FMA
- Look at new possible opportunities for families to become more engaged with FMA
- Form a new PBIS team and meet with the state representative from PBIS to form a new partnership
- The Family Liaison makes connection with all families and creates a database recording family attendance at school events.
- Begin addressing facilities needs and identify timeline

90 day milestone: September ‘24/January ‘25

- FMA will be a fully functioning PBIS school with restorative practices in place to resolve misunderstandings and conflicts involving all members of the FMA community.
- The Family Liaison makes September contact with new families and all families who have not previously attended school events

90 day milestone: January ‘25/June ‘25

- By SY 2025/2026, we will increase the number of families involved in our FOFMA and school council by 80%
  Families will have a strong and stable sense of community, pride and belonging
- By SY 2025/2026 there will be a decrease in behavior related incidents, suspensions and office referrals by at least 90%
- Facilities improvements will be completed

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?*	Pilot PBIS reinfusion and implement PBIS strategies Appropriate and consistent use of Educators Handbook SEL curricular implementation including Zones of regulation throughout the school. Cultural affinity groups for students and families Father and mother support groups	All students and staff participation Opportunities for all stakeholders to have voice and input	By implementing a whole school effort sharing information on a daily, weekly, monthly and quarterly basis.	Educators, Family Liaison, school social worker and school counselor, Assistant Principal and Principal
Effective Staff Learning & Support *How will you train and support staff to carry this plan out?*	Professional development sessions for the following: • PBIS curriculum • SEL curriculum • HET training reinforcement/ skillful teacher course for new educators to FMA. • De-escalation training (District provided) • Equity workshops	Professional development for staff is designed to positively impact the delivery of instruction and the overall school environment.	Professional development cycle (building based) to begin in sy 23/24 through 24/25 SY	Family Liaison, school social worker and school counselor, Assistant Principal and Principal and district leadership
Build Welcoming & Supportive Schools & District *How will you actively engage families and caregivers, community partners, out-of-school time partners, and/or business partners in this plan?*	Increase family and staff membership on school council and FoFMA Frequent communication through school council, FoFMA, Parent Square, phone calls home, backpack express Build relationships within the community	When caregivers are involved in their child's school, they are empowered to openly communicate with educators, participate in extracurricular activities, and volunteer in classrooms. Then students have a greater sense of belonging and perform at a higher level.	Monthly meetings that include all stakeholders in partnership with respective group members	Family Liaison, school social worker and school counselor, Assistant Principal and Principal and district leadership