

Rindge Avenue Upper 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



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School-Wide Instructional Priorities

School-Wide Instructional Priorities:

Grading for Equity

If students receive timely, standards-based feedback on their work, and have structured opportunities to reassess, they will be more aware of and engaged in their learning journey and will make increased progress toward grade-level standards

Differentiation

If teachers differentiate instruction based on student learning data, engage in co-teaching, and plan for strategic scaffolds, modifications, & accommodations, all students will be better able to meet grade-level standards

All learners engage in grade-level content

By 2025/Year 2 SMARTIE Goal, RAUC MCAS data in all 3 subjects will show:

- The mean student growth percentile (SGP) for all subgroups will be high moderate growth (>50)
- The mean SGP for students in the bottom quartile will be high growth (>60)
- The gaps in mean SGP between Black and white students and students with and without disabilities will decrease to under 10 percentage points

90-day Milestone
September '23-January '24

Data collection for entry plan process



90-day Milestone
January '24-June '24

Differentiation

Conduct an inquiry cycle to identify high-level practice shifts for next school year

Grading for Equity:

Pilot standards-based grading with 7th grade team + compile/present current best practices

All staff engage with investigation on closing gaps and strengths of SBG



90-day Milestone
September '24-January '25

Differentiation

TBD based on SY23-24 data

Grading for Equity:

Develop and implement training plan for staff re: standards-based grading



90-day Milestone
January '25-June '25

Differentiation

TBD based on SY23-24 data

Grading for Equity:

- All staff trained in Standards-Based Grading Professional Development
- Collect data from staff, families and students about SBG to inform next steps

Action Plan for School-Wide Instructional Priorities

RAUC

Increased Academic Achievement & Growth

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>	Differentiation Teachers will differentiate instruction based on student learning data, engage in co-teaching, and plan for strategic scaffolds, modifications, & accommodations Grading for Equity Teachers provide students with timely, standards-based feedback on their work, and provide structured opportunities to reassess	Instructional staff will better understand the needs of all learners and identify best practices that promote equitable outcomes Spaces with multiple instructors will maximize educator expertise and belonging Standards-based grading is transparent, bias resistant, and motivational	Collect data from learning walks, staff reflections and staff surveys Collect and analyze student learning data with specific focus on priority demographic groups	Principal, Instructional Coaches, Educational Leadership Team, Standards-Based Grading Pilot Group
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Differentiation Use inquiry cycle to plan strategic professional learning communities Grading for Equity Differentiated staff meetings for PD and planning time around standards-based grading	Use staff input and expertise to inform staff learning	Staff surveys	Principal, Instructional Coaches, Educational Leadership Team

Action Plan for School-Wide Instructional Priorities

RAUC

Increased Academic Achievement & Growth

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>	Monthly communication and progress updates Collect data from staff, families and students about SBG to inform next steps	Families will be thought partners in promoting student learning; families will be aware and included in conversations	Collect data from families	Principal, Instructional Coaches, Family Liaison

Literacy

DATA OVERVIEW

KEY SUCCESSES TO BUILD ON

- Returned to pre-covid MCAS scores
- 50% of students achieved at Mid Grade Level or above on iReady
- High growth on MCAS across our school (mean Student Growth Percentile of 61)
- 69% M/E on MCAS
- Outperforming the state in all MCAS domains by an even larger margin than last year

KEY AREAS OF NEED TO ADDRESS

- Instruction does not equitably serve all groups. 42% of Black/African American students received below grade level on iReady (compared with 13% of white students)
- Mean Student Growth Percentile (SGP) for Black/African American students was 55 (moderate growth)
- Mean SGP for students with disabilities was 52.

Literacy / ELA Goal

By 2025/Year 2 SMARTIE Goal, RAUC ELA data will show:

- The mean Student Growth Percentile (SGP) for all subgroups will be high moderate growth (>50)
- The mean SGP for students in the bottom quartile will be high growth (>60)
- The gaps in mean SGP between Black and white students and students with and without disabilities will decrease to under 10 percentage points

**90-day Milestone
September '23-January '24**

Data collection for entry plan process

All students will show at least 50% of typical growth by Midyear iReady, students in the bottom quartile will achieve 50% of stretch growth



**90-day Milestone
January '24-June '24**

MCAS SGP above 50, gaps decrease to under 10 percentage points

At least 75% of students will achieve proficiency on final unit assessments



**90-day Milestone
September '24-January '25**

Data collection for entry plan process

All students will show at least 50% of typical growth by Midyear iReady, students in the bottom quartile will achieve 50% of stretch growth



**90-day Milestone
January '25-June '25**

MCAS SGP above 50, gaps decrease to under 10 percentage points

At least 85% of students will achieve proficiency on final unit assessments

Students in the bottom quartile achieve stretch growth on iReady

Action Plan

Literacy

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>	Implement Fishtank curriculum with integrity such that all students read grade level materials, study vocabulary, write about their thinking, and use close reading strategies to increase reading comprehension	All students across Cambridge will have access to the grade-level materials, will be assessed on grade-level priority skills at end of unit. Close reading practices and language supports provide built in scaffold.	2-3 target tasks/close reads per week per ELA class End of unit assessments after every unit delivered by ELA teacher; iReady administered at least 2x a year	District Instructional Lead (DIL) Literacy Coach Interventionists ELA teachers Special Educators
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Weekly coaching and yearlong PD focused on FT implementation and reading comprehension LETRS training for interventionists	As teachers’ effectiveness increases, so will student outcomes	Post-PD surveys after every meeting	DIL Principal Literacy Coach
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>	Plan quarterly conferences and monthly progress updates for parents and families	Families will be thought partners in promoting student learning; families will be aware and included in conversations about students progress	Family surveys, listening conference feedback	Family Liaison Teachers Interventionists

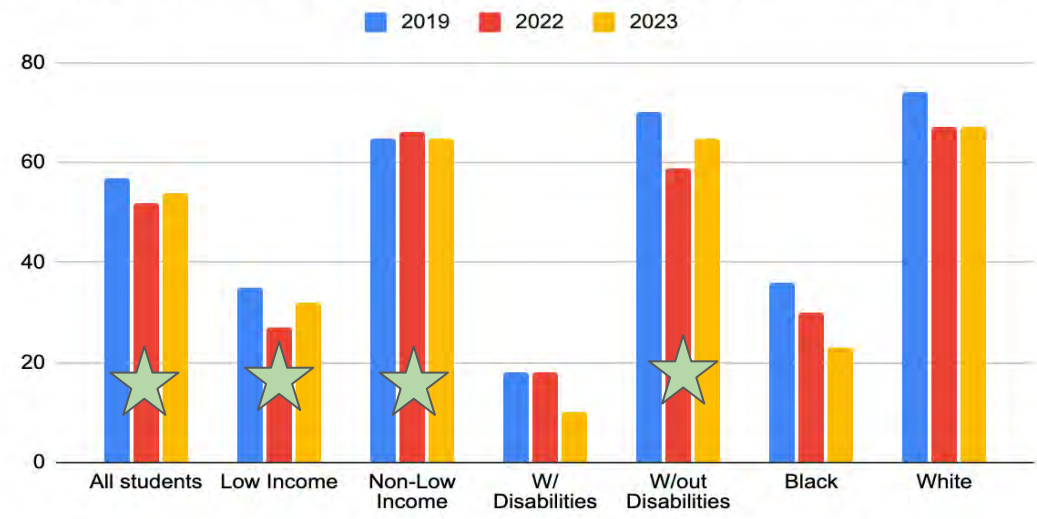
Math

DATA OVERVIEW

All RAUC subgroups – except students with disabilities, black students, and white students – are at or near pre-pandemic levels (± 5 percentage points)

★ = at or near pre-pandemic levels

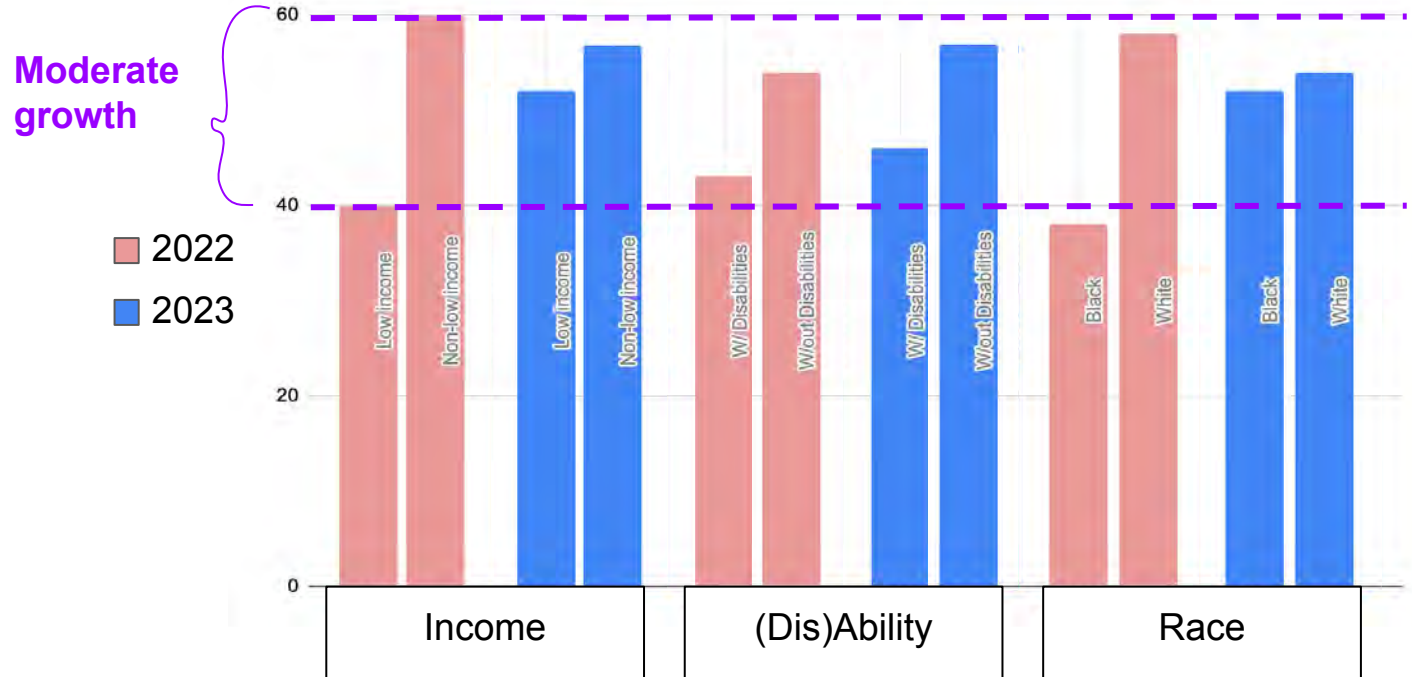
Percent of students Meeting or Exceeding Expectations in Math



Unlike last year, all subgroups had “moderate” growth [40-59]

Also, the gaps between privileged and underprivileged groups decreased (except the gap between students with and without disabilities)

Mean SGP in Math in 2022 vs 2023, by subgroup



KEY SUCCESSES TO BUILD ON

- The Student Growth Percentile (SGP) of Black students and students with disabilities increased between 2022 and 2023, from low growth to moderate growth
- The gaps in SGP between Black and white students and low-income and non-low-income students decreased
- Most subgroups reached pre-pandemic achievement levels
- Average growth for all subgroups surpassed pre-pandemic levels, especially for low-income and Black students

KEY AREAS OF NEED TO ADDRESS

- While Black students had higher growth than in 2019, they have not yet reached pre-pandemic achievement levels
- While students with disabilities also had higher growth than in 2019, they have not yet reached pre-pandemic achievement levels

Mathematics Goal

By 2025/Year 2 SMARTIE Goal, RAUC Math MCAS data will show:

- The mean Student Growth Percentile (SGP) for all subgroups will be high moderate growth (>50)
- The mean SGP for students in the bottom quartile will be high growth (>60)
- The gaps in mean SGP between Black and white students and students with and without disabilities will decrease to under 10 percentage points

90-day Milestone September '23-January '24

On the midyear iReady, all subgroups will reach 50% of their Typical growth and 30% of their stretch growth (on average)



90-day Milestone January '24-June '24

On the spring iReady, all subgroups will reach 100% of their Typical growth and 60% of their Stretch growth (on average)

On MCAS, mean SGP for all subgroups will be >45



90-day Milestone September '24-January '25

On the midyear iReady, all subgroups will reach 50% of their Typical growth and 30% of their Stretch growth (on average)

Students who are 1+ grade levels below will reach 50% of their Stretch growth (on average)



90-day Milestone January '25-June '25

On the spring iReady, all subgroups will reach 100% of their Typical growth and 60% of their Stretch growth (on average)

Students who are 1+ grade levels below will reach 100% of their Stretch growth (on average)

On MCAS, mean SGP will be >50 for all subgroups, and >60 for students in the bottom quartile. The Black-white and with-without disabilities gaps will be < 10 percentage points

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 <i>What is your instructional improvement strategy to achieve your outcome?</i>	Implement Illustrative Mathematics (IM) curriculum with <i>integrity</i> , with a focus on collaborative sensemaking, so that all students develop conceptual understanding and procedural fluency of grade-level math	All students across Cambridge will have access to the grade-level materials and will be assessed on the grade-level priority skills at end of unit. Collaborative sensemaking will ensure that all students have access and are engaged.	IM Exit Tickets IM End of Unit Assessments iReady MCAS	Math instructional coach
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Weekly math coaching meetings & classroom observations Weekly math team meetings	As teachers’ effectiveness increases, so will student outcomes	Classroom observation data and staff feedback forms	Math instructional coach
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>	Share IM Family resources with families Communicate regularly with families about students’ progress in IM curriculum in monthly communications and semesterly family conferences	Families will be thought -partners in promoting student learning; families will be aware and included in conversations about students progress	Family surveys, listening conference feedback	Family Liaison Teachers Interventionists

Chronic Absenteeism

DATA OVERVIEW

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	93.3	11.8	45.0	20.9	5.3	14.5
Female	92.9	12.4	44.5	21.2	5.8	15.3
Male	93.6	11.3	46.2	21.0	4.9	14.0
Low Income	91.0	15.8	55.7	34.1	11.4	27.3
High Needs	91.8	14.4	54.2	30.0	9.2	25.0
LEP English language learner	91.3	15.1	57.1	28.6	14.3	28.6
Students with disabilities	89.5	18.5	60.4	43.8	10.4	37.5
African American/Black	93.4	11.5	46.0	27.0	6.3	23.8
Asian	94.3	9.8	41.4	17.2	3.4	6.9
Hispanic or Latino	89.4	18.3	66.7	43.3	16.7	36.7
Multi-race, non-Hispanic or Latino	92.8	12.6	57.1	28.6	4.8	14.3
White	94.0	10.8	38.8	12.9	2.9	7.2

KEY SUCCESSES TO BUILD ON

- We reduced our chronic absenteeism by 1.4% from 2021-2022.
- Last year we developed procedures and structures for responding to chronic absenteeism that became the model for the district (trackers, team meetings, routined responses).

KEY AREAS OF NEED TO ADDRESS

- 43.8% of students with disabilities were chronically absent in the 2022-2023 school year. This was 13.4% higher than the state.
- While we had a reduction in our students being chronically absent, it was not the recommended benchmark of a 2% decrease.

Chronic Absenteeism Goal

By 2025/Year 2 SMARTIE Goal, RAUC absenteeism data will show:

- A 4% reduction in chronically absent students (overall) - from 20.9% to 16.9%.
- A 4% reduction in chronically absent students who have IEPs - from 43.8% to 39.8%

90-day Milestone September '23-January '24

Develop an attendance team to meet weekly (counselor, clerk, assistant principal, principal)

Create and leverage student data tracker to respond to chronic absenteeism flags.



90-day Milestone January '24-June '24

Identify students who are chronically absent (10+ days) and at risk (7+ days) and coordinate appropriate interventions and responses.

In June, identify rising seventh and eighth graders who were chronically absent and coordinate beginning of year efforts. Ideal: 2% decrease from SY22-23.



90-day Milestone September '24-January '25

TBD once data returns



90-day Milestone January '25-June '25

TBD once data returns

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 <i>What is your instructional improvement strategy to achieve your outcome?</i>	Teachers will continue to plan and facilitate high interest, rigorous lessons in order to engage students in the learning.	High interest and engaging instruction hooks students to come to school.	Continue to triangulate attendance data with student learning data.	Principal, assistant principal, coaches, guidance counselor
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Attendance team meetings weekly to ensure appropriate follow-up to flags Team meetings to highlight students who are at risk of chronic absenteeism and think of holistic approach	Equitable, strategic communication	Attendance team meeting involve data protocols with attendance data	Principal, assistant principal, guidance counselor, clerk, grade teams
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>	Highlight attendance wins in newsletters Individual family outreach as needed (7+ days)	Strategic communication to all families and targeted families (tiered approach)	See above	Principal, family liaison, assistant principal, guidance counselor

Climate & Culture

KEY SUCCESSES TO BUILD ON

- Cultural competence data from VOCALS was above the district averages, with specific strength in respecting differences.
- Students self-reported strength in social awareness according to the DESSA data (92% at meets or above target).

KEY AREAS OF NEED TO ADDRESS

- Students had the highest need for improvement (across the school) in goal directed behaviors and responsible decision-making according to the DESSA data. This data was self reported by students.
- In the entry plan process, students, families, and staff named a need for increased consistencies in our response to undesired behaviors.

School Climate and Culture Goal

By 2025/Year 2 SMARTIE Goal, RAUC climate and culture data will show:

- A 5% increase in eighth grade students meeting the target for goal-directed behaviors.
- TO ADD: Goal based on Panorama data findings

90-day Milestone September '23-January '24

Entry plan to gather data



90-day Milestone January '24-June '24

Clear goals for improvement set based on Panorama data.

Initial program design draft for peer mediation program by June 2024



90-day Milestone September '24-January '25

Implementation of peer mediation

Implementation of action steps based on Panorama survey data.



90-day Milestone January '25-June '25

Initial program evaluation of peer mediation program.

Implementation of action steps based on Panorama survey data.

Action Plan

Climate & Culture

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>	RAUC will partner with the restorative justice (RJ) coach to build out a peer mediation program by fall 2024. RAUC will leverage partners to ensure learning around RJ practices. RAUC will develop executive functioning (EF) skill building opportunities to incorporate both in advisory and in class.	This supports data that restorative practices help shift behavior in more long-lasting ways. EF skill building will promote more self-directed behaviors.	We will determine metrics for success based on our program design.	Principal, Assistant Principal, Guidance Counselor, RJ Coach Grade teams
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Advisories will collaborate around how to best incorporate EF learning in their blocks. Key staff will get targeted training on peer mediation.	All students will have this learning in advisory - it will be a tier 1 intervention.	We will use DESSA data to evaluate impact.	Grade teams
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>	Out of school partners will support the program design of our peer mediation program - as facilitated by the RJ coach. Families will get learning on what peer mediation is/is not.	Responses to discipline and conflict will be more holistic.	We will develop systems to track use of peer mediation and impact.	Principal, Assistant Principal, Guidance Counselor, Family liaison

College & Career

Accessible College and Career Pathways Goal

By 2025/Year 2 SMARTIE Goal:

- All students will be receiving MyCap lessons and completing the Strengths Explorer Assessment. Results will be analyzed and further goals will be set after year 1.

90-day Milestone September '23-January '24

Determine collaboratively as an US principal team a collective college and career goal



90-day Milestone January '24-June '24

Identify status of MyCap implementation currently at RAUC.

Set clear goals for 24-25 school year based on EOY data.



90-day Milestone September '24-January '25

TBD



90-day Milestone January '25-June '25

TBD

Action Plan

Provide Accessible College & Career Pathways: *Implement a system of individualized student success planning and supports that prepare students for effective transitions and post-graduation success. Embed college & career exploration and experiences across the JK-12 continuum.*

District Objective/Outcomes	What is the strategic, research-based solution you will try? What is the “safe to fail” experiment(s) you will run to support this strategy?	In what way does this strategy advance equitable outcomes for all students and staff ?	How will you leverage the Data Wise Improvement process to monitor your progress? (How, how often, by who?)	Who is responsible for leading the team’s work on this strategy? (Principal, A.P. Instructional Coaches, ILT, Grade level)
Increase individual student success planning	Students learn how to set and achieve goals by participating in student led conference and goal setting.	Students will have personalized goals aligned to their needs.	Dig into student data and develop an action plan	Principal, AP, Family Liaison, Counselors, teacher
Effective Staff Learning & Support <i>How will you train and support staff to carry this plan out?</i>	Upper School Guidance counselors are working to plan and present MyCap lessons.	All students receive MyCap Lessons	Feedback from MyCap will be analyzed.	Principal, AP, Family Liaison, Counselors, teacher
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>	Student led conferences w. Families Adapt 8th grade Spring Conference time to correspond with CRLS course registration	All students will communicate their needs and see how it connects to long-term plans.	Participation patterns in conferences will be analyzed.	Principal, AP, Family Liaison, Counselors, teacher