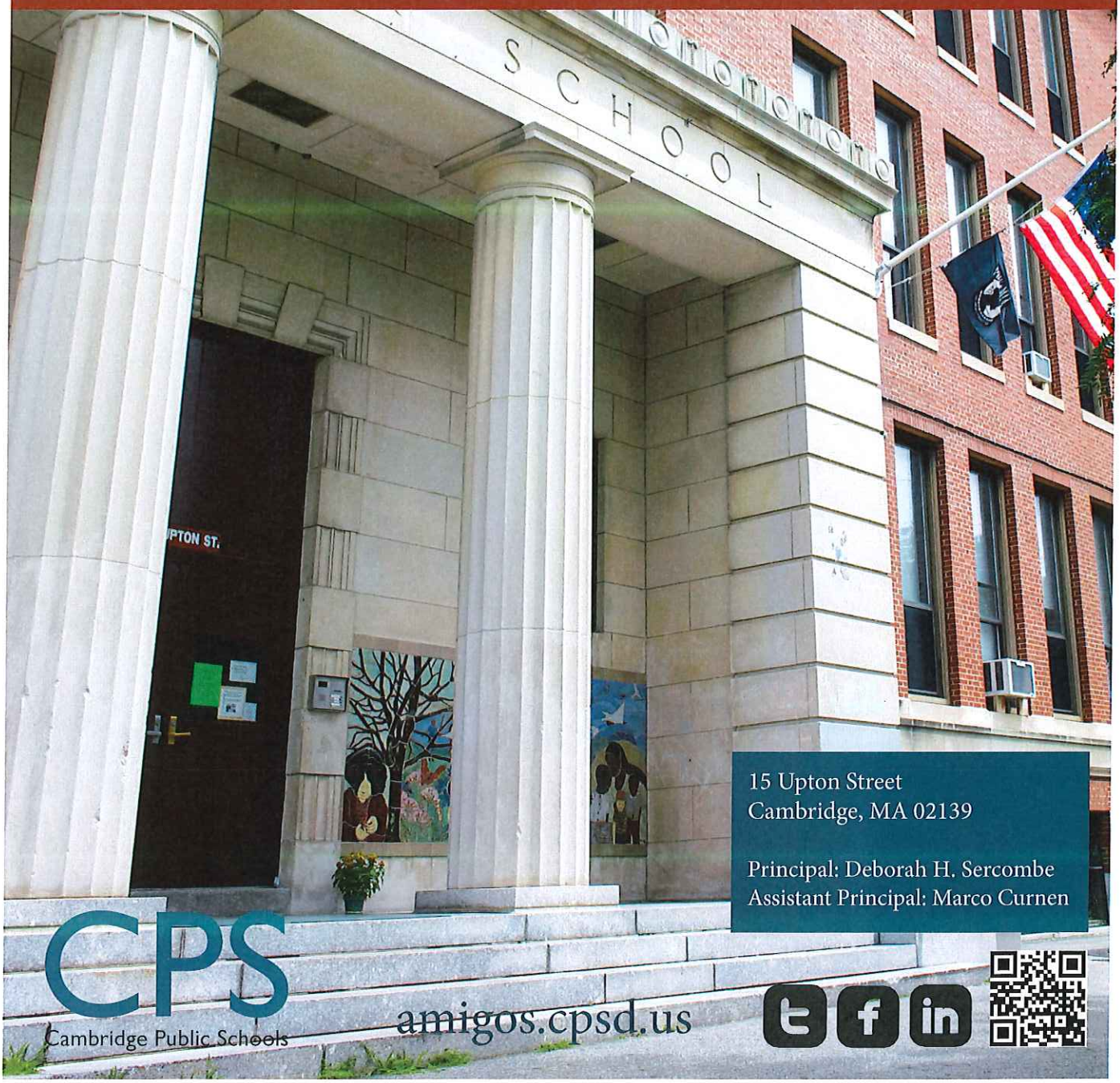
2014 – 2016

School Improvement Plan

Amigos School



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CPS
Cambridge Public Schools

amigos.cpsd.us

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Increase JrK/K students' oracy skills, vocabulary acquisition and
ability to say, sound out, and use initial sounds and syllables in Spanish.
Build a strong model in which the students' Spanish base is strengthened by
delivering the majority of content in Spanish through grade.

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Cambridge Public Schools

Amigos Two-Way Immersion School, JrK – 8

Improvement Plan 2014-16

Vision					
To provide a student-centered, additive bilingual environment, rich in academics and developmentally appropriate experiences, in which students are able to build critical thinking skills in two languages, English and Spanish, across all content areas in order to be successful and contribute to the local and global community.					
Theory of Action					
If we access and track student socio-cultural, academic and attendance data, and provide multi-tiered instruction in two languages that is differentiated, scaffolded and rigorous, then our students will exceed the academic standards, reach high levels of bilingualism and biliteracy and we will be able to increase attendance and close the gap narrowing goals for the following sub groups: high needs, low income and students with disabilities.					
Strategic Objectives					
Increase students' oracy and literacy acquisition and skill development in Spanish in JrK/K.	Develop students' computational and problem-solving skills using the Math Practice Standards.	Provide a clear climate of expectation around student attendance, and arrival to school on time.	Improve new teachers' capacity to become highly effective teachers in a dual language school.	Increase students' proficiency in the High Needs sub group in ELA, grades 4 – 8.	Improve two – way communication, Family engagement and understanding of dual language education.
Strategic Initiatives					
Implementation of RtI in grades K, Spanish; utilizing RtI screening, progress monitoring, data mtgs. and tiered intervention to support identified skills and student learning.	Implement Math in Focus, grades 6-8, and align math instruction to new MA Curriculum Frameworks and the Common Core Standards.	Review attendance and arrival time data from 13-14. Identify patterns of students' who are tardy to school. (Grades 4 – 8)	Provide a foundations course for new teachers on dual language teaching and learning. Measure teachers' understanding of key principles and strategies through a course assessment.	Review of Tier I practices in the Implementation of the Curriculum Units of Study, as developed by the district and in alignment with the Common Core Standards.	Increase parent information and communication to parents through - 'Parent – Link', LucidPress, Aspen, Website, and grade/cluster newsletters.
Use of assessments to measure students' language abilities; articulate clear language expectations and goals in Spanish at the Kindergarten level for oracy and literacy.	Implement Math in Focus, grades 4-8, and align math instruction to new MA Curriculum Frameworks and the Common Core Standards.	Communicate expectations for arrival to school to students and families. (Grades 4 – 8)	Ensure that each new teacher is engaged with a mentor, a coach, and a PLC, in which he/she can discuss student learning and professional practice.	Use of screeners, Scholastic Reading Inventory (SRI) and Writing About Reading assessments (3 times per year) to monitor students progress.	Provide one hour training to teachers at all grades on developing school/home newsletters.
Use of 'Estrellitas', K – 1 Spanish Reading Curriculum as a Tier I and Tier II	Provide explicit support to teachers in connecting SMART goals to	Set up responses to tardies for students in grades 4 – 8; 1st – 3rd tardy; 5th tardy, 6th, 7th, 8th and 10th.	Dedicate five hours of new teacher mentoring to the Educator Evaluation Overview and	Meet with ELA teachers in grades 6 – 8 on a bi-monthly basis to review objectives,	Develop teachers' capacity for parent conferencing to support clarity of

resource to support Spanish literacy.	reflect SIP goals to improve teacher practice, student learning and close the gap narrowing goals in Math for high needs students.	Implement.	support.	formative assessments, and design differentiated lessons to support High Needs students	understanding around standards, language acquisition, and homework.
Hold bi-monthly Kindergarten meetings with JrK/K staff, specialists and coaches to develop language allocation expectations, align curriculum, and identify resources needed, both instructional materials and coaching supports.	Meet with Math teachers in grades 4 – 8 on a bi-monthly basis to review objectives, formative assessments, and design differentiated lessons to support High Needs students.	Dedicate one school assembly in January, grades 4 – 8, to the goal of attendance and getting to school on time. Recognize students who meet the goals.			

2016 Outcomes

Increase the percentage of students entering first grade, who pass the screeners in Spanish, (initial sounds and syllables), by 10%.

Increase percentage of students in the High Needs sub-group scoring proficient on the MCAS in grades 4 - 8, by 10 percentage points in Mathematics.

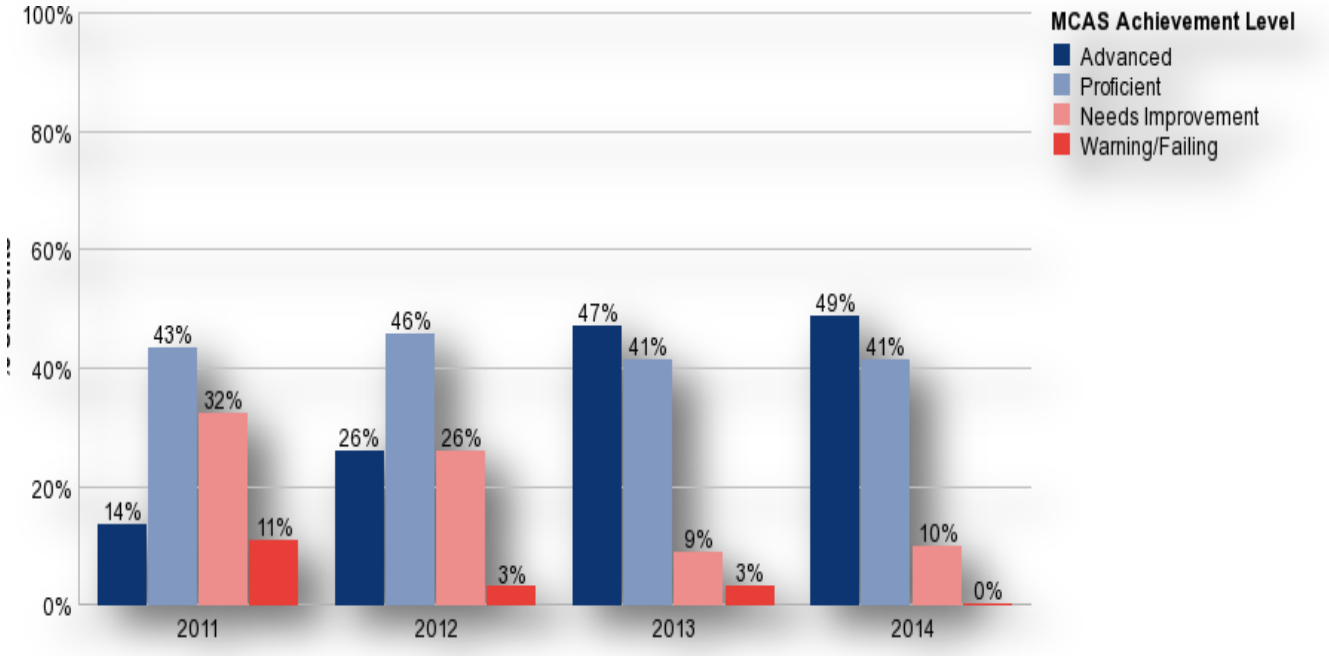
Increase the percentage of students in the High Needs sub-group scoring proficient on the MCAS in grades 4 – 8 by 15 percentage points in order to meet the 6 year CPI gap narrowing goal of 91.5 in ELA by 2017.

For students in grades 4 – 8, Increase level of attendance of students by 2%; increase level of students arriving on time by 5%.

Increased level of communication between families and school, by classrooms and by school through the Principal's newsletter, monthly /quarterly classroom newsletters, (Lucid Press), Parent-Link, Aspen, and Amigos website.

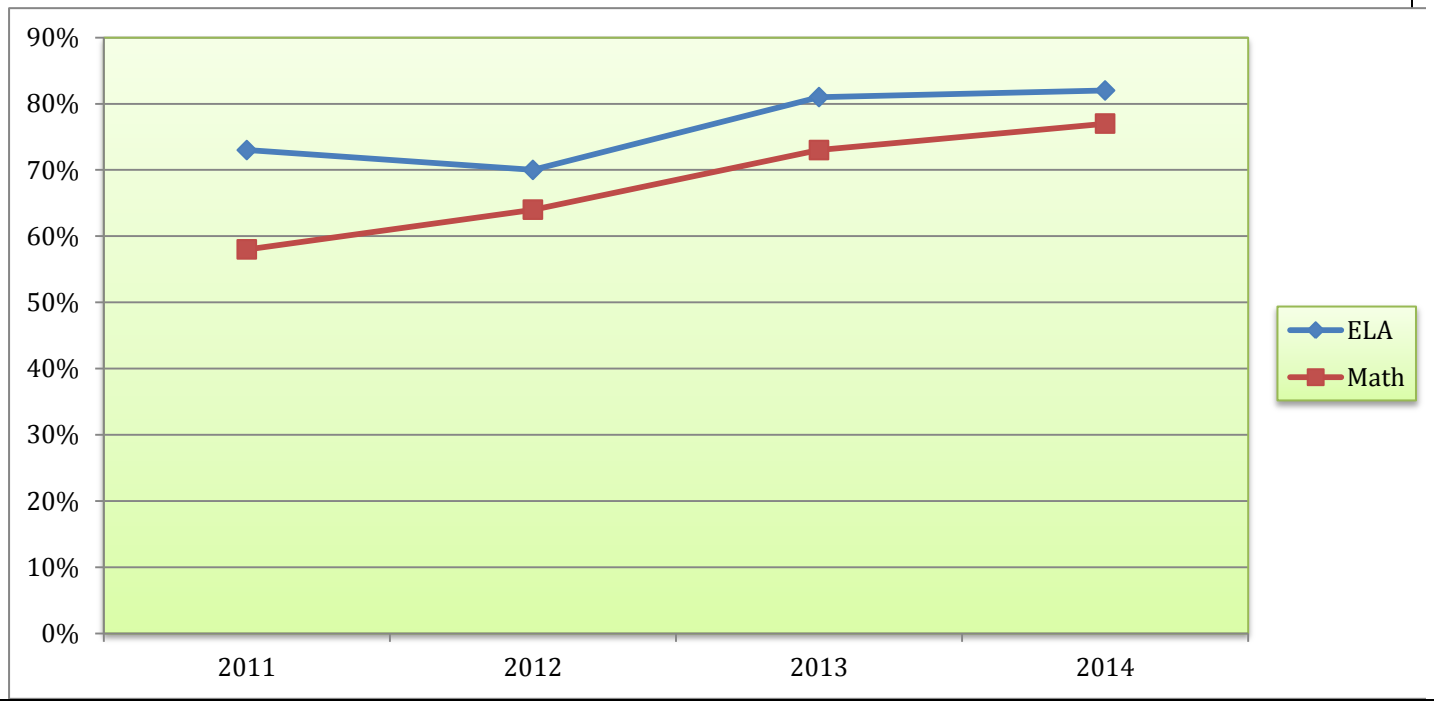
Amigos School Data Analysis

Strengths

	Trend data that demonstrates an area of **strength** (please include a chart or table) Increase in percentage of students scoring in advanced; decreased in warning, from 2011 to 2014. Grade 3, Math. (Data from 2014 Math MCAS indicates an increase in percentage of students in Advance in all grades from 3 - 8).	What are your observations and your hypothesis of the cause of this area of strength?	What strategic objectives or initiatives could have led to this area of strength? How?
# 1		Teacher collaboration; Frequent formative assessments; Weekly review of student progress; Symphony before school daily; High performing cohort of advanced students in math; Strong and positive program on classroom climate with counselor.	Symphony before school, 5 days per week;

# 2	Percentage of all students scoring in Prof. or Higher has increased from 2011 to 2014 for all students in the following content areas:	Content Coaching; More Tier II intervention in Math and ELA/SLA 2013-14; Increase in FAST tests.	Planning and organization of content coaches to support new staff and new pilot in Math; PD on rigor, devel.of academic vocabulary and SMART goals.

	2011	2012	2013	2014	Percent Profi Higher
ELA	73%	70%	81%	82%	
Math	58%	64%	73%	77%	



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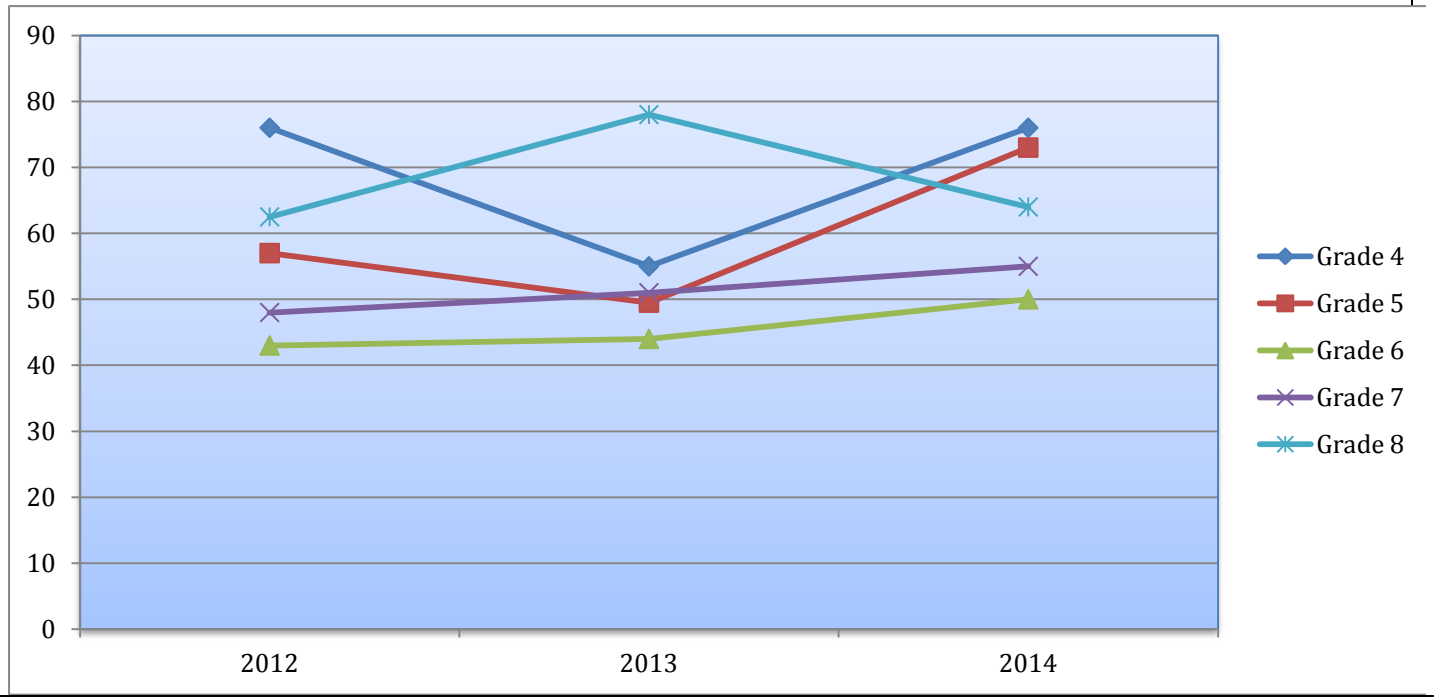
Amigos school showed above or on target growth for aggregate and all sub-groups in both ELA and Math. Data on the SGP
In Math is charted below:

The Median SGP has increased in Math for all grades, 4 – 8, from ’12 – ’14.

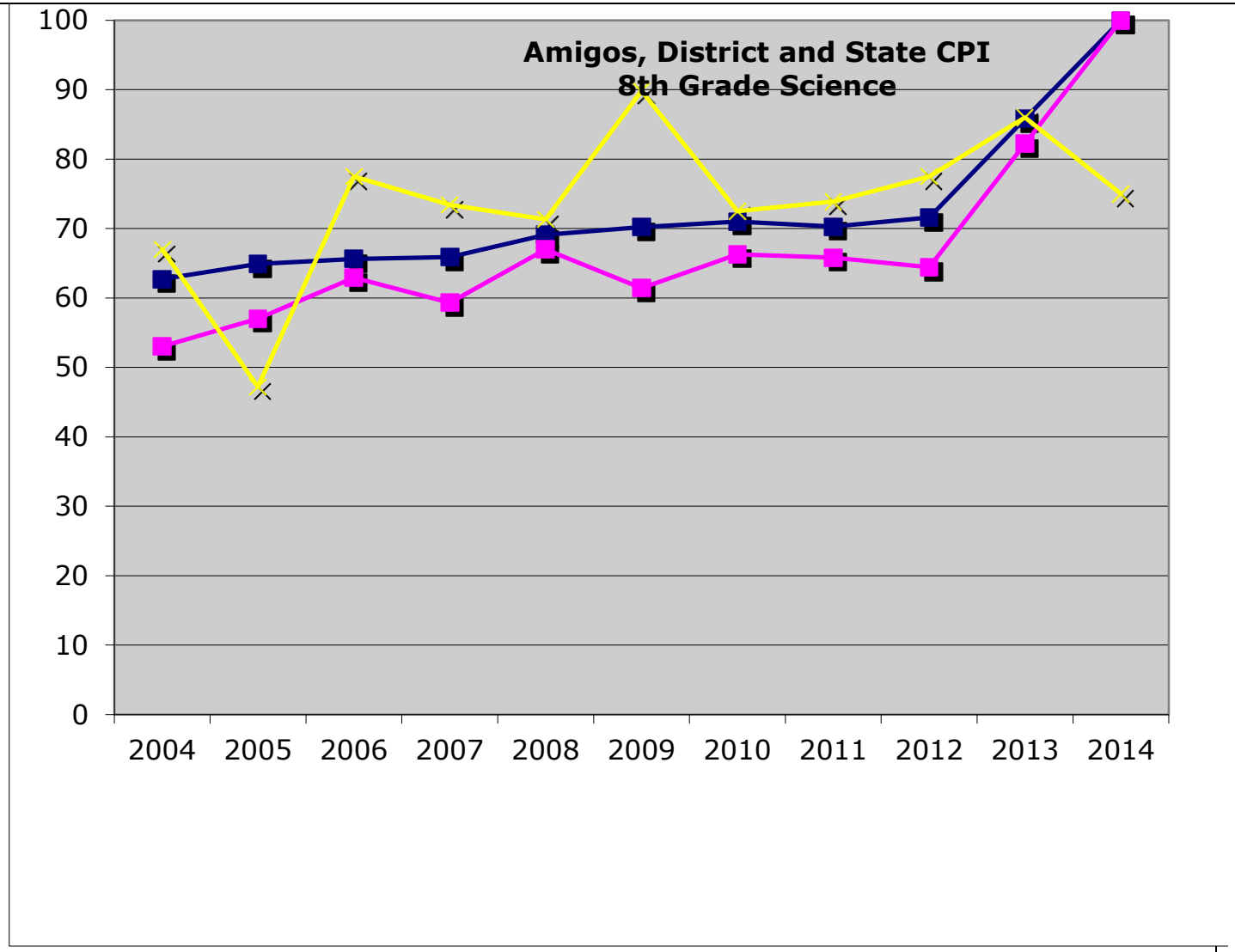
	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	ALL GRADES
2012	76	57	43	48	62.5	63.5
2013	55	49.5	44	51	78	54
2014	76	73	50	55	64	63.5



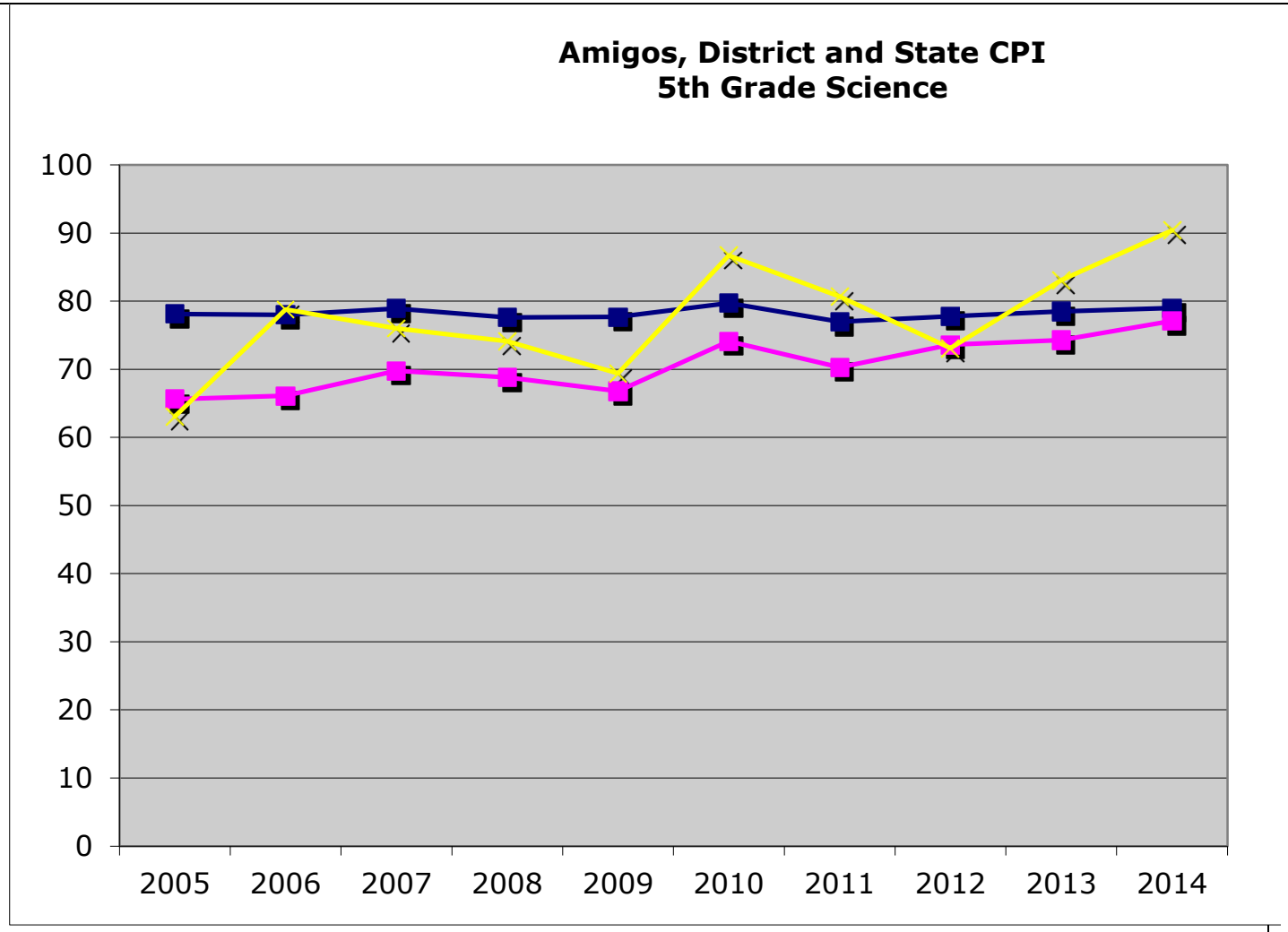
Growth – the median SGP is increased from 12-14 in all grades, with the exception of grade 8, as a result of district PD, review and feedback on formative assessments, coaching and smart goals- fair and timely feedback on lessons.

Symphony, math clinics, data-based review sessions, ongoing coaching for teachers.

# 3	Hispanic Sub-Group Annual PPI Pts – 88, 94, 88, 94 Met Cumulative Target at PPI of 91	Hispanic students continue to benefit academically from receiving language and content in both languages;	Providing Math and Language in both English and Spanish.
# 4	TELL Massachusetts, 2012 to 2014 – Increase in rating under teacher leadership • Teachers are recognized as educational experts- 88% to 100 % • Teachers are trusted to make sound professional decisions about instruction. 88% to 100%.	ILT - ongoing leadership and representation of teachers at ILT; Teacher sharing at all staff mtgs.	Increase teacher collaboration and sharing of best practices through ILT and all staff mtgs.
# 5	Science 2014 – on target for reducing the proficiency gap in grade 8, with the exception of 2014.	Growth – on target or above as a result of district PD, review and feedback on formative assessments, coaching and smart goals- fair and timely feedback on lessons.	Symphony, math clinics, data based review sessions, ELA/SLA interventions at grades K, 1 2, and 3.



# 6	Grade 5 CPI graph looks indicates that Amigos is at 90. (The CPI of 100 is 100% proficiency). The general trend since 2006 is also positive, compared to the State.		


Amigos, District and State CPI
5th Grade Science
100
90
80
70
60
50
40
30
20
10
0
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014

	Trend data that demonstrates an area for **improvement**	What is your **observations** and **hypothesis of the cause** of this area for improvement?	What **strategic objectives or initiatives** could address this area for improvement? How?
#1	Data from students exiting Kindergarten indicates that students' oral and beginning literacy skills, (phonemic awareness, phonics, and fluency) are below the 'entering' level.	Insufficient time and practice on communicative and functional Spanish language and literacy practice.	Clear articulation of language goals and expectations; Coherent use of Spanish in all K classrooms; Monthly mtgs. to support practice
#2	High Needs students- Annual PPI – Total Points /Indicators 75, 63, 44, 81 (in 2014). Cumulative PPI – 66 (Did not meet target) English CPI – no change – CPI- 81.9 – target – 87.2 % of warning /Failing in High Needs in ELA increased in 2014 from 8.7 n 2013 to 9.7 n 2014	Lack of time given the content; support around pacing; Amigos doesn't have a special needs co-teacher in 6th grade to help differentiate; 6th grade cohort had 9 students with special needs.	Increased tier II intervention in ELA and SLA for students in High Needs; reduce extra music and theatre and increase additional support in afterschool and individual tutoring.
#3	Grade 7 – Math- Number of students in Warning increased from 25% to 27%; 60% of students in 7th grade High Needs students scored in Warning on the Math MCAS.	Teacher may not be receiving the kind of feedback that allows for improvement.	Increase in coaching and teacher support around lesson planning and pacing.
#4	Grade 7 Math – in seven strands of standards on MCAS, evidence of 10 to 20% negative difference between school and district.	Lack of curriculum to adequately support teacher planning and preparation;	Increase in coaching and teacher support around lesson planning and pacing.
#5	Attendance and tardy rates are highest amongst a small cohort of students in grades 4 -8. Data from daily sign in, from 2012- 2014, is evidence of this persistent trend.	Lack of a plan and direction to address to address this by school principal.	A clear plan of communication around attendance and tardy goals for teachers, students and families.

School Name: Amigos School

Action Plan for Strategic Objective/Initiative #1: Mathematics

Year-long description, rationale, and goal			
Priority Strategic Objective/Initiative:	**Mathematics:** Develop students' conceptual, computational and problem-solving skills in grades 4 - 8 using Math In Focus curriculum and Common Core Standards		
Data that supports this initiative as a priority for your school:	MCAS Computational Assessments, (DDM) End of Chapter Tests, MIF Data from Symphony (screener, benchmark and instructional tool). Teacher observations Formative Assessments		
Student outcome at end of school year:	By June 2015, Amigos will reduce the Math achievement gap for High Needs students in grades 4 - 8 by 30% as measured by the CPI; students' Median SGP in grades 4 - 8 will increase from 55 to 65%.		
Early Evidence of Change			
What are you trying to achieve in this initiative by Dec. 31?	By December 31, 2015, 40% of High Needs students will be able to demonstrate conceptual understanding, fluency with computational skills and problem solving skills, as measured by End of the Chapter tests, Math in Focus.	Teachers' lesson plans describe Tiered support for high needs students, (Tier 2), the anchor lesson, guided practice and independent practice for High Needs students. Teachers will provide scaffolding for High Needs students: scheduling pull out 3 times a week in small group, breaking down tasks into smaller units and, asking questions, checking for understanding, and recording student responses.	Teachers collect and analyze end of chapter tests for High Needs students and provide extra practice questions to reinforce concepts taught, including challenging questions. Teachers use the 'Retreach'activities in Math in Focus to support High Needs students.

How will you know if a change is an improvement by Dec. 31?	Teachers are meeting bi-weekly in data meetings - sharing and analyzing data; Teachers are using differentiated instruction in Tier I and Tier II instruction; Teachers are using the 'Intervention Packs' in Math in Focus to provide additional support for targeted groups. Teachers, in grades 4 - 8, teaching math, sign up for coaching cycles with Math Coach to focus on differentiation and use of strategies to support High Needs students.	Teachers will meet with Principal and Math Coach to review student gains on formative assessments and district assessments.	
What changes can you make that will result in improvement? Describe your plan to implement this initiative over the whole school year (you will revisit this plan in Jan., 2015). Consider students with disabilities, ELLs, and students with high needs.	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed
	4 grade level TWI teachers- (grades 4 and 5). Planning of data mtgs. - at grade level mtgs. monthly, in grades 4 and 5; 2 teachers, (6 - 8 Math) on grade and accelerated and one special education tchr., (6 - 8).	Teachers, TWI teachers and special ed, teaching math Deborah Sercombe, Principal Asst. Principal, Marco Curnen Math Coach, Johanny Hlayshwayo	Bi-weekly
	Math in Focus training - Scheduled once in fall; once in spring. Meeting with Math Coach at data mtgs. twice a month.	Teachers, grades 4 - 8; Math Department; Math Coach	Fall; September and November Math PD; Department mtgs.
	Give computational assessment, (Jan.) review results and adapt teaching plan	Teachers, grades 4 - 8; Math Coach Special Educators	September and January
	In Math in Focus, use 'Differentiation Resources' and the Intervention packs to provide additional supports: re-teach, extra practice and enrichment.	Teachers, grades 4 - 8	Year long
	Identify additional supports for students, i.e., tutoring (Learning center), Symphony	Math coach, teachers in 4 - 8 and Principal	Fall - April, 2015

Action Plan for Strategic Objective/Initiative #2: English Language Arts

Year-long description, rationale, and goal	
Priority Strategic Objective/Initiative:	**English Language Arts:** To increase the performance of High Needs students in ELA, in grades 4 - 8.
Data that supports this initiative as a priority for your school:	ELA Universal Screeners, Fall, Winter and Spring, (SRI),; District Assessments, writing and spelling; Open Response Assessments - Nov.2014 Benchmark assessment, when needed; Formative assessments on reading comprehension and open ended responses
Student outcome at end of school year:	By June 2015, 75% of High Needs students in grades 4 - 8 will achieve proficiency in English in order to meet the 2015 CPI target of 91.5.
Early Evidence of Change	
What are you trying to achieve in this initiative by Dec. 31?	ELA focus team bi-monthly team mtgs. grades 6 - 8; Meeting with Middle School Literacy Coach PLC Cluster mtg., grades 4 - 5.
How will you know if a change is an improvement by Dec. 31?	Teachers, grades 4 - 8, are using formative assessments and district assessments to track progress, adapt instruction and design learning instruction: Teachers, grades 4 - 8, are differentiating and developing lessons in Tier I that respond to High Needs students

	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed
What changes can you make that will result in improvement?	Smart goals of teachers in grades 4 - 8 are aligned with the SIP, ELA High Needs school goal.	Principal, Assistant Principal Teachers, Grades 4 - 8 Special Educators	October 1, 2014
Describe your plan to implement this initiative over the whole school year (you will revisit this plan in Jan., 2015).	Instructional planning - Administrator or coach observe lessons in which Tier one instruction is differentiated and designed to meet the needs of the target group. (High Needs)	Grade level teams, along with special educators	twice per month
Consider students with disabilities, ELLs, and students with high needs.	In team mtgs. administrators, coaches and teachers make connections between what is measured in end of the Chapter tests to what is planned for and taught; evidence in lesson plans.	Middle school coach, dual language coach/Amigos, Principal and teachers	ELA focus group meetings, bi-monthly, Thur. 9 - 9:40 AM
	Identify additional supports for students, i.e., tutoring (Learning center), Symphony	Coaches, interventionists and principal	Ongoing

OPTIONAL Action Plan for Strategic Objective/Initiative #3:
Spanish Language Arts (JrK - K)

Year-long description, rationale, and goal	
Priority Strategic Objective/Initiative:	**Spanish Language Arts (JrK - K)** Increase JrK/K students' oracy skills, vocabulary acquisition and ability to say, sound out, and use initial sounds and syllables in Spanish. Build a strong model in which the students' Spanish base is strengthened by delivering the majority of content in Spanish through grade.
Data that supports this initiative as a priority for your school:	Initial sounds /Spanish Letter ID/Spanish 'Estrellita' placement and benchmark assessments Response through storytelling - oral language MKEA observations
Student outcome at end of school year:	By June 2015, JrK students will master a vocabulary bank, in four theme areas, of Tier 3 academic words, (25) per theme, that they can say and use in a sentence orally. • 95% of all K students will use Tier 1 and 2 vocabulary words and functional language to retell a short story. • 90% of all K students will be able to meet the full Estrellita benchmark: identify the letters of the alphabet, know their sounds and know how to say and read the syllables of the Spanish Language by Spring 2015. • 95% of all K students will be able to use ideas, concepts and communicative phrases that include academic words, to be successful in communication.
Early Evidence of Change	
What are you trying to achieve in this initiative by Dec. 31?	A clear and coherent language plan for DLL students at the JrK/K level to increase Spanish language acquisition and result in higher levels of literacy by grade 2 Teachers will meet every two weeks to: align schedules to reflect the new allocation model, define four thematic units, develop vocabulary expectations.

	Teachers will utilize Storytelling as a way to motivate students to practice vocabulary and language.		
How will you know if a change is an improvement by Dec. 31?	Teachers will have received and agreed upon JrK/K Spanish Language Goals Teachers will be meeting weekly to plan units of study together and include target vocabulary	Teachers will set a schedule to plan with Principal, coaches and interventionist to set Estrellita benchmarks for all students. Teachers will participate in Progress Monitoring mtgs. in Nov. to determine student growth in Spanish and adapt intervention schedule for identified students.	Teachers, Literacy Coach and Principal will meet for progress monitoring meetings in Nov.
What changes can you make that will result in improvement? Describe your plan to implement this initiative over the whole school year (you will revisit this plan in Jan., 2015). Consider students with disabilities, ELLs, and students with high needs.	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed
	Two new Kindergarten teachers will be mentored by veteran K teacher, Amigos.	K teachers	weekly, Sept. - June, 2015
	Two new Kindergarten teachers complete DL course, offered at Amigos.	K teachers Sarah Marrero	Throughout the 2014-15 school year
	JrK and K teachers' schedules will meet with Principal and coach monthly to determine instructional model and language goals for JrK/K students at Amigos.	K teachers Biliteracy Coach Principal or AP	Bi-monthly, Nov. - May, 2015
	An increase in the use of Spanish oral language will be observed in 90% of K Dual Language teachers classrooms between Oct. and May.	K teachers Biliteracy coach	Oct. - May 2015

School Name: Amigos School

Additional Considerations:

1. What additional initiatives from your SIP is your school undertaking this school year (besides those described in the Action Plan above)?

1. Provide a clear climate of expectation around student attendance and arrival to school on time.
2. Improve new teachers' capacity to become highly effective teachers in a dual language school.
3. Increase two – way communication with families. (Teachers will learn how to design and develop a newsletter using Lucid Press, and how to publish and share with families; Teachers at each grade level, at the upper school cluster, (4X per year) and Principal will publish monthly newsletters to increase communication with families.

2. Do you believe the list above is achievable this year? Yes! If not, please consider making changes to your improvement plan (Section 2).

3. What *professional development* will support all the initiatives your school is undertaking this year? Please identify the professional development included as an initiative on your improvement plan or other professional development that is not included in your improvement plan.

MIF District courses, grade level training and departmental meeting, (6 - 8)

Professional Development is directly geared toward supporting the goals:

1) 10-hr. Dual Language teaching course for new and interested teachers and assistants to ensure that staff are familiar with first and second language instruction and emergent bilinguals;
2) WIDA - 10-hour course on 5 early release days to support the understanding of ELL's/FLEP's, as part of the High Needs group - how to design lessons with language and content objectives, how to identify and build tiered vocabulary for emergent bilinguals.
3) Team and Coaching support - for JrK/K teachers in the development of an instructional framework that includes curriculum, assessments, instruction, and language goals for all K students.
4) Middle school ELA coach, Nov. - Feb., Amigos Bi-Literacy Coach, and Principal or AP, Nov. - April, to support ESL teachers in designing differentiated instruction in Tier I for High Needs students in grades 6 - 8.
5) Amigos Math Coach and Principal, Nov. - April, will meet and support Amigos Middle school math teachers in designing differentiated instruction in Tier I for High Needs students in grades 6 - 8.

4. How are you *aligning your resources* to support all the initiatives your school is undertaking this year?

Interventionists - The Spanish Language Arts 8th grade teacher dedicates .4 time to provide Spanish Language Intervention at the 4 and 5th grade level;

The 8th grade ELA and ESL teacher provides .2 time toward ELA intervention for High Needs students in grades 4 and 5;

The Early Childhood Language and Literacy Specialist is providing additional LLI support in English and Spanish in 14 - 15 in grades 1 and 2;

The Learning Center, 1X per week supports High Needs students in Spanish, Math and ELA in grades 6 - 8.

The Bi Literacy coach is providing Tier 2 support for students in grade 3 - in ELA.

The Middle school Literacy Coach will be working with ELA teachers, 6 - 8, once per week to support High Needs students.

5. Who was involved in the creation of each part of your SIP? In what ways were they involved?
ILT- review and feedback

Coaches, Literacy/Math, Interventionists

Assistant Principal - part of ILT, reviewed and made suggestions

Amigos School Council, (ASC) - Read and reviewed Goals, asked questions, provided feedback

District personnel - guidance and feedback, Teaching and Learning Team