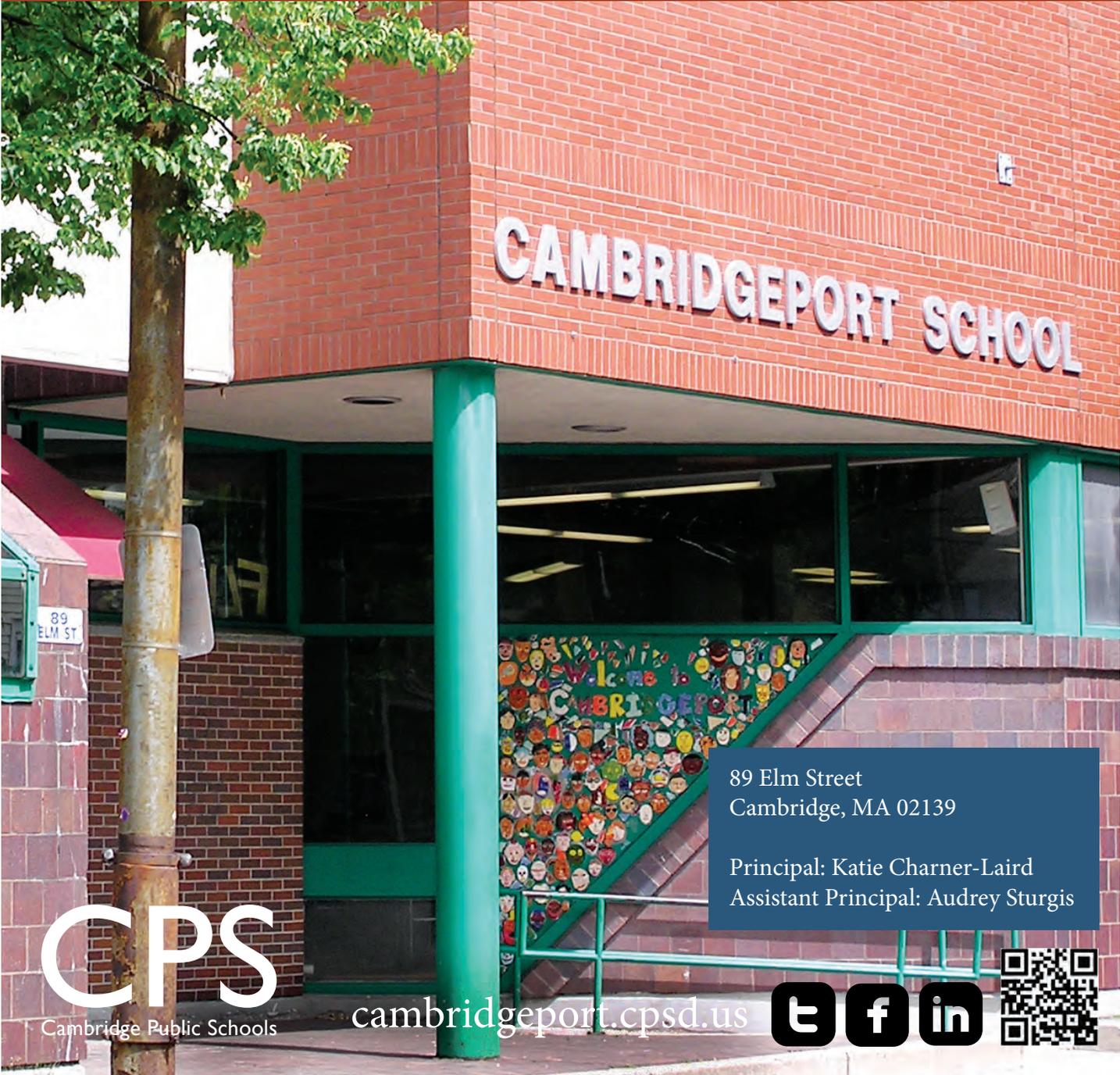


2014 – 2016

School Improvement Plan

Cambridgeport School



CAMBRIDGEPORT SCHOOL

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CPS

Cambridge Public Schools

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Cambridge Public Schools

Cambridgeport School Improvement Plan 2014-16

Vision				
<p>We are a committed community of learners who believe in creating an environment where curiosity, reflection, engagement and collaboration are valued and seen as fuel for learning. We are committed to pairing this with purposeful and intentional teaching so that all students can flourish and learn. We believe that students and teachers learn best when they are respected, and take active ownership for their learning and the learning community.</p>				
Theory of Action				
<p>If we implement a robust Response to Intervention program in reading and math (including a consistent Tier 1, standards-based, differentiated curriculum, frequent review of student data in order to determine appropriate instruction and research-based interventions at Tier 2 and Tier 3), then we will increase the percentage of students who are able to meet grade level benchmark expectations in reading and math, thus preparing them to engage in real-world inquiry and projects.</p> <p>If we design and implement engaging learning expeditions that integrate reading and writing, are guided by clear learning targets / expectations / rubrics/ community audience, and require students to think deeply, then student reading and writing across the content areas will improve. Students will eagerly involve their parents as part of the authentic audience for the project, and students will be invested in their work, thus improving school climate.</p> <p>If we develop, teach, and reinforce a coherent set of Habits of Mind across the school, then our school climate will become more academically focused, fostering student engagement and passion across the school day and year.</p>				
Strategic Objectives				
<p>Identify and address a broader range of potential barriers to student success in reading.</p>	<p>Strengthen students' writing skills across genres and settings (including on-demand prompts and long-term projects).</p>	<p>Increase instructional time in the area of science.</p>	<p>Maintain and hone current approaches to differentiated math while learning a new math curriculum and improving fact fluency across the school.</p>	<p>Nurture a rigorous, academic environment with high expectations and multiple pathways to success.</p>
Strategic Initiatives				
<p>Explore a variety of assessment tools in early literacy as part of our RTI process.</p>	<p>Choice course for 2nd-5th grade teachers: Improving the Quality of Writing. Taught by literacy coach.</p>	<p>Pilot use of Science A to Z readers in 2 elementary classrooms.</p>	<p>New math curriculum—Math in Focus to be implemented in 1st-5th grades.</p>	<p>Introduce, explicitly teach, and assess Cambridgeport Habits of Mind across the school.</p>

Explore a wider range of reading interventions 2 nd -5 th grade as part of our RTI process.	Use protocols to look at student writing on a regular basis across the school year.	Make connections between Habits of Mind and science units of study.	Collaborative observations of new math curriculum.	Revise reporting system to reflect Habits of Mind.
Implement a consistent phonics program in Kindergarten and 1 st grade.	Design, implement, and assess the effectiveness of writing interventions.	PD course for teachers on project based learning that will enhance the science instruction that happens inside of the projects.	Identify and document resources for differentiation in each unit in each grade level.	Create and use rubrics for each habit of mind to be shared with families.
Collaborative observations of reading instruction in clusters (k, ½, 3-5)	PD course for teachers on project based learning will include opportunities to look at student writing collaboratively in order to improve instruction and outcomes.		Fact fluency initiative at grades 1-5 with biweekly fact challenges and tracking of progress.	
			Identify effective intervention strategies and approaches as part of our RTI process.	

2016 Outcomes

- ***A primary and intermediate level rubric for each Habit of Mind to be used for student assessment four times per year and shared with families.***
- ***High Needs Subgroup will exceed 50% proficient/advanced on both ELA and Math MCAS by 2016.***
- ***85% of 3rd grade students reading on grade level according to Benchmark Assessment.***

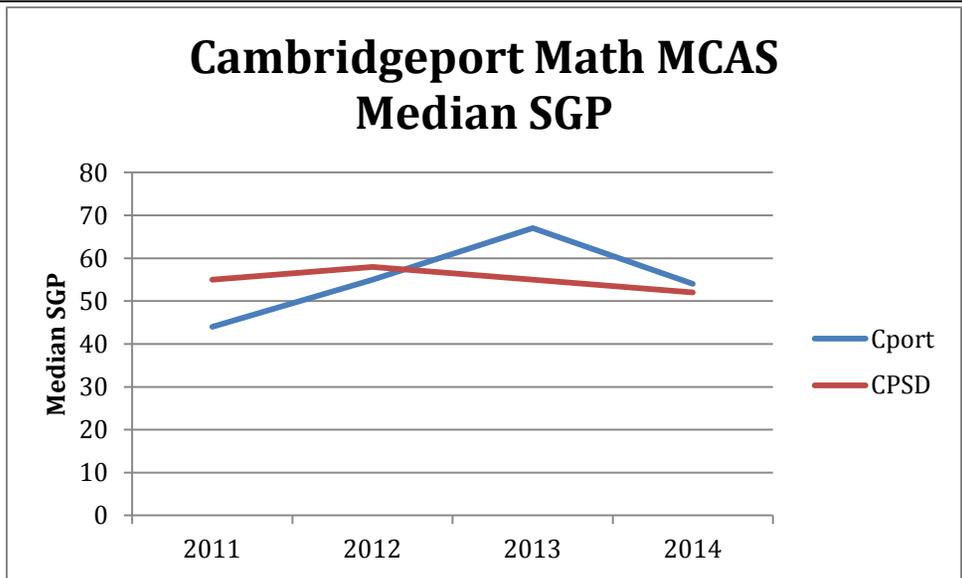
Cambridgeport School Improvement Plan 2014-2016

Strengths: Please rank these in order, with #1 being the most important area of strength.

	Trend data that demonstrates an area of strength (please include a chart or table)	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	<div style="text-align: center;"> <h3>Cambridgeport Math End of Year Assessments</h3> <table border="1" style="margin: 10px auto;"> <caption>High Needs Students - % Correct on End of Year Assessment</caption> <thead> <tr> <th>Year</th> <th>% Correct</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>~68</td> </tr> <tr> <td>2012</td> <td>~58</td> </tr> </tbody> </table> </div>	Year	% Correct	2014	~68	2012	~58	<ul style="list-style-type: none"> - Average scores for high needs students on the district math assessment at the end of the year have increased by over 10% points. - Differentiated math is happening in all classrooms. 	<ul style="list-style-type: none"> - Math coaching - Coaching in cycles - Explicit expectations about differentiation along with professional development to support those expectations. - Full implementation of <i>Math RTI</i>. - Focus on math practice standards that emphasize <i>habits of mind</i>, not just computation.
Year	% Correct								
2014	~68								
2012	~58								

<p>#2</p>	<h3 style="text-align: center;">Cambridgeport 4th Grade Writing MCAS</h3> <table border="1"> <caption>Cambridgeport 4th Grade Writing MCAS Scores</caption> <thead> <tr> <th>Year</th> <th>High Needs</th> <th>Aggregate</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>53</td> <td>61</td> </tr> <tr> <td>2013</td> <td>60</td> <td>63</td> </tr> <tr> <td>2014</td> <td>63</td> <td>65</td> </tr> </tbody> </table>	Year	High Needs	Aggregate	2012	53	61	2013	60	63	2014	63	65	<p>Over the past 3 years, high needs students' scores have improved on the Writing Anchor Standard on MCAS, and the achievement gap with the aggregate is closing.</p>	<p><i>-Project based learning</i> that has clearly articulated writing goals and rubrics associated with the projects.</p> <p>- Beginning work on <i>Habits of Mind</i> including: construct logical arguments (a necessary aspect of argument writing).</p>
Year	High Needs	Aggregate													
2012	53	61													
2013	60	63													
2014	63	65													
<p>#3</p>	<h3 style="text-align: center;">Tell Mass: Teachers use assessment data to inform instruction</h3> <table border="1"> <caption>Tell Mass: Teachers use assessment data to inform instruction</caption> <thead> <tr> <th>Year</th> <th>% Agree/Strongly Agree</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>76.2</td> </tr> <tr> <td>2014</td> <td>100</td> </tr> </tbody> </table>	Year	% Agree/Strongly Agree	2012	76.2	2014	100	<p>According to the 2012 and 2014 TellMass surveys, there has been a significant increase in the percentage of teachers who use assessment data to inform instruction.</p>	<p><i>RTI</i> initiative in which we are meeting regularly to look at student data and make instructional decisions as a team.</p>						
Year	% Agree/Strongly Agree														
2012	76.2														
2014	100														

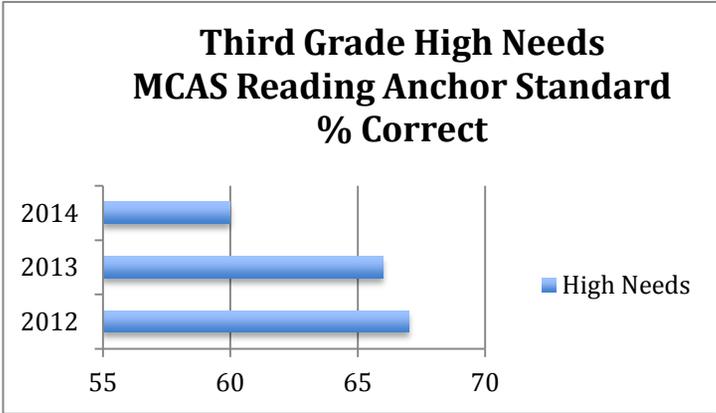
#4



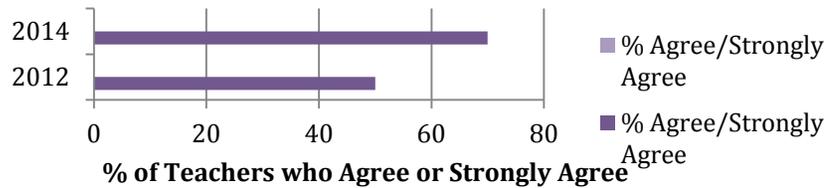
Over three years, from 2011-2013, student median growth scores on Math MCAS increased. While the Median SGP dipped in 2014, it remained above the district.

We think this is because differentiated math is happening in all classrooms.

- Math coaching
- Coaching in cycles
- Explicit expectations about differentiation along with professional development to support those expectations.
- Full implementation of *Math RTI*.
- Focus on math practice standards that emphasize *habits of mind*, not just computation.

	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	<p>3rd Grade Reading Anchor Standards on MCAS High needs Students</p>  <table border="1"> <caption>Third Grade High Needs MCAS Reading Anchor Standard % Correct</caption> <thead> <tr> <th>Year</th> <th>% Correct</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>60</td> </tr> <tr> <td>2013</td> <td>66</td> </tr> <tr> <td>2012</td> <td>67</td> </tr> </tbody> </table>	Year	% Correct	2014	60	2013	66	2012	67	<p>- Percentage correct on MCAS questions for high needs students in third grade has decreased over the past 3 years.</p> <p>- We believe that while students are reading proficiently, they are not drawing on the <i>habits of mind</i> of analyzing and interpreting and constructing logical arguments in order to answer questions that arise on the standardized assessment.</p>	<p>Broaden our understanding of what gets in the way of proficient reading and thus broaden our approaches to intervening.</p> <p><i>Habits of Mind</i>— Analyze and Interpret, Persevere to Understanding, Construct logical arguments. These are all part of what it means to be a proficient reader.</p>
Year	% Correct										
2014	60										
2013	66										
2012	67										

TellMass: School administrators consistently enforce rules for student conduct.



#2

- Consistency is seen to have improved by 20% over the past two years, but this may be largely due to having a shift to a K-5 building.

- Only 70% of teachers think that administrators consistently enforce rules.

- I think there may be a lack of transparency about what does happen when a student is sent to the office.

- There may be lack of understanding about what it means to be responsive to a students' needs with regards to discipline.

Create and roll out *Habits of Mind* as a whole staff.

Use rubrics as a baseline and then again at the end of the year to look at improvement.

<p>#3</p>	<h3 style="text-align: center;">Cambridgeport Comparison of MCAS and Symphony Proficiency</h3> <table border="1"> <caption>Cambridgeport Comparison of MCAS and Symphony Proficiency</caption> <thead> <tr> <th>Year</th> <th>MCAS (%)</th> <th>Symphony (%)</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>68</td> <td>98</td> </tr> <tr> <td>2014</td> <td>62</td> <td>75</td> </tr> </tbody> </table>	Year	MCAS (%)	Symphony (%)	2013	68	98	2014	62	75	<p>In 2013 and 2014, there was a large discrepancy between student performance on the Symphony math screener and student performance on the Math MCAS. We believe that while students have basic skills assessed on the math screener, they are lacking the ability to apply these skills to novel situations.</p>	<p>We began an in-depth focus on math practice standards in 2013. As we crafted <i>Cambridgeport Habits of Mind</i>, we relied heavily on the Common Core Standards for Mathematical Practice. Hence we believe that our initiative of teaching students habits of mind, will have an impact on student ability to make sense of problems and persevere to understanding.</p>																
Year	MCAS (%)	Symphony (%)																										
2013	68	98																										
2014	62	75																										
<p>#4</p>	<h3 style="text-align: center;">Cambridgeport MCAS High Needs Subgroup</h3> <table border="1"> <caption>Cambridgeport MCAS High Needs Subgroup</caption> <thead> <tr> <th>Year</th> <th>ELA-cport (%)</th> <th>ELA-CPSD (%)</th> <th>Math-cport (%)</th> <th>Math-CPSD (%)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>48</td> <td>48</td> <td>29</td> <td>37</td> </tr> <tr> <td>2012</td> <td>53</td> <td>50</td> <td>29</td> <td>40</td> </tr> <tr> <td>2013</td> <td>48</td> <td>50</td> <td>46</td> <td>43</td> </tr> <tr> <td>2014</td> <td>40</td> <td>52</td> <td>36</td> <td>44</td> </tr> </tbody> </table>	Year	ELA-cport (%)	ELA-CPSD (%)	Math-cport (%)	Math-CPSD (%)	2011	48	48	29	37	2012	53	50	29	40	2013	48	50	46	43	2014	40	52	36	44	<p>While the district scores for High Needs students has steadily increased over the past four years, the Cambridgeport scores have seen fluctuations. Our hypothesis is that it is not the test itself that is tripping students up, but rather their approach to test taking in general.</p>	<p>Articulating, teaching, and assessing students' habits of mind (list these) will give us a broad based, holistic approach to addressing the achievement needs of all students. We believe that our high needs students may have skills, but are not always able to apply those skills in novel situations like the MCAS test. Teaching <i>habits of mind</i> will address this gap.</p>
Year	ELA-cport (%)	ELA-CPSD (%)	Math-cport (%)	Math-CPSD (%)																								
2011	48	48	29	37																								
2012	53	50	29	40																								
2013	48	50	46	43																								
2014	40	52	36	44																								

#5	Year	% of 3rd Grade Students reading on grade level at the end of the year according to the Benchmark Assessment.	3 rd grade reading scores have remained stagnant over the past 3 years. Our hypothesis is that we have not yet addressed the needs of the most struggling readers.	Identify a broader range of possible barriers to student success in reading, and design and track interventions to match those needs.
	2012	80%		
	2013	72%		
	2014	80%		

Action Plan for Strategic Objective/Initiative #1:

Year-long description, rationale, and goal			
Priority Strategic Objective/Initiative:	Maintain and hone current approaches to differentiated math while effectively integrating Math in Focus in 1 st -5 th grade.		
Data that supports this initiative as a priority for your school:	High needs subgroup has continued to be less than 50% proficient on MCAS over the past 4 years.		
Student outcome at end of school year:	<p>In May, 2015, on the operations section of computation assessment:</p> <p>At least 80% of all students will be proficient (at a score of 75%).</p> <p>At least 60% of high needs students will be proficient (at a score of 75%).</p>		
Early Evidence of Change			
What are you trying to achieve in this initiative by Dec. 31?	<p>All teachers in 1st-5th grade will use Math in Focus curriculum on a regular basis.</p> <p>All teachers in 1st-5th grade will differentiate math instruction on a regular basis.</p> <p>All teachers will have a routine for building fact fluency on a regular basis.</p>		
How will you know if a change is an improvement by Dec. 31?	Student scores on end of unit assessments will improve.		
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
	Principal and coach feedback will include a focus on the independent portion of math lesson.	Principal Coach	Starting October, 2014.
	Collaborative observations of math classes at each grade level with a focus on the independent portion of math lesson.	Principal coach	Starting November, 2014
	7 hours of PD on new math curriculum, with an emphasis on differentiation and mastery.	Coach principal	Spread out over the course of 2014-2015 in the 10 hours of PD for classroom teachers.

	100% of teachers will build in independent application into their lesson planning (2-3 times per week) as measured by principal and coach observation of math lessons and lesson plans.	Teachers Principal coach	Starting in October, 2014
	Grade levels will engage in unit planning with support of math coach three times over the course of the year with an emphasis on addressing the needs of high needs students.	Teachers coach	Starting in November, 2014

Action Plan for Strategic Objective/Initiative #2:

Year-long description, rationale, and goal																										
Priority Strategic Objective/Initiative:	Introduce, explicitly teach, and assess Habits of Mind across the school.																									
Data that supports this initiative as a priority for your school:	<div style="text-align: center;"> <h3>Cambridgeport MCAS High Needs Subgroup</h3> <table border="1" style="margin: 10px auto;"> <caption>Cambridgeport MCAS High Needs Subgroup Data (Estimated)</caption> <thead> <tr> <th>Year</th> <th>ELA-cport</th> <th>ELA-CPSD</th> <th>Math-cport</th> <th>Math-CPSD</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>48</td> <td>48</td> <td>29</td> <td>37</td> </tr> <tr> <td>2012</td> <td>53</td> <td>50</td> <td>29</td> <td>40</td> </tr> <tr> <td>2013</td> <td>43</td> <td>50</td> <td>46</td> <td>43</td> </tr> <tr> <td>2014</td> <td>40</td> <td>52</td> <td>36</td> <td>44</td> </tr> </tbody> </table> </div> <p>While the district scores for High Needs students has steadily increased over the past four years, the Cambridgeport scores have seen fluctuations. Our hypothesis is that it is not the test itself that is tripping students up, but rather their approach to test taking in general. Articulating, teaching, and assessing students’ habits of mind (Seek out challenge, Think flexibly, Analyze and interpret, Persevere to Understanding, Construct Logical Arguments/Critique others’ arguments) will give us a broad based, holistic approach to addressing the achievement needs of all students. We believe that our high needs students may have skills, but are not always able to apply those skills in novel situations like the MCAS test. Teaching <i>habits of mind</i> will address this gap.</p>	Year	ELA-cport	ELA-CPSD	Math-cport	Math-CPSD	2011	48	48	29	37	2012	53	50	29	40	2013	43	50	46	43	2014	40	52	36	44
Year	ELA-cport	ELA-CPSD	Math-cport	Math-CPSD																						
2011	48	48	29	37																						
2012	53	50	29	40																						
2013	43	50	46	43																						
2014	40	52	36	44																						
Student outcome at end of school year:	<p>All students can name habits of mind.</p> <p>Students will be able to talk about where they are on the geography of habits of mind and set improvement goals in teacher-student conferences.</p>																									
Early Evidence of Change																										
What are you trying to achieve in this initiative by Dec. 31?	<p>Habits of mind are taught in all classrooms.</p> <p>Habits of mind rubrics are ready for use for 2nd quarter reporting.</p> <p>Habits of mind rubric used in parent conferences in November.</p>																									

<p>How will you know if a change is an improvement by Dec. 31?</p>	<p>Classroom teachers report an increase in confidence in their ability to identify and teach habits of mind and all staff report an increase of incorporating habits of mind into daily plans.</p> <p>Teacher survey (1-5 scale):</p> <ol style="list-style-type: none"> 1. How many of the habits of mind have you taught? 2. How confident do you feel about teaching habits of mind? 3. How explicit are the habits of mind as a presence in your classroom? 4. To what extent are you weaving habits of mind into your planning? <p>Special educators and Specialists—answer question #3 and 4</p> <p>Baseline Data: at the end of October—with 57% of teachers responding—</p> <ol style="list-style-type: none"> 1. Most have taught 2 or more Habits of Mind. Only 1 person has taught all five. 2. Most teachers rated themselves 3 or 2 in confidence on a 1-5 scale. 3. 87 % rated this question a 3. The rest rated this a 2. 4. 63% rated this a 3 37% rated this a 2. 		
<p>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.</p>	<p>Implementation benchmark (process benchmark or early evidence of change benchmark)</p>	<p>Person/team primarily responsible</p>	<p>Date/frequency completed</p>
	<p>By November 30th, all teachers introduce habits of mind rubric to families and students and use it as one context for conference discussion.</p>	<p>ILT—finalize rubric. Katie—get a graphic representation from ICTS. Classroom teachers—use rubric during conferences.</p>	
	<p>Teachers provide opportunities for students to reflect on their progress along this geography.</p>	<p>Classroom teachers ILT members</p>	<p>Before parent conferences in November.</p>
	<p>Teachers will recognize and increase opportunities for students to demonstrate success on habits of mind by rethinking tasks and activities in their lessons.</p>	<p>Classroom teachers Principal Coaches</p>	<p>Staff meeting on October 22nd introduced this idea.</p>

	Teachers introduce and discuss all five habits of mind to students no later than a week before November parent conference window.	Classroom teachers ILT members	Before parent conferences in November.
	50% of observed randomly sampled lessons demonstrate learning targets that include habits of mind either embedded or independently.	Classroom teachers—using learning targets Principal and coaches—observe whether or not this is happening.	Starting November, 2014
	50% of students randomly sampled can identify habits of mind they are using and how they are using them when engaged in an academic task.	Principal Coaches (?) ILT members	Starting November, 2014

Year-long description, rationale, and goal																												
Priority Strategic Objective/Initiative:	Identify a broader range of potential barriers to student reading success through the RTI Process.																											
Data that supports this initiative as a priority for your school:	<div style="text-align: center;"> <h3>3rd Grade Reading MCAS</h3> <table border="1"> <caption>3rd Grade Reading MCAS Data (Estimated)</caption> <thead> <tr> <th>Year</th> <th>Cport White Students</th> <th>Cport High Needs Students</th> <th>CPSD White Students</th> <th>CPSD High Needs Students</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>80</td> <td>68</td> <td>80</td> <td>68</td> </tr> <tr> <td>2012</td> <td>88</td> <td>68</td> <td>82</td> <td>72</td> </tr> <tr> <td>2013</td> <td>-</td> <td>68</td> <td>-</td> <td>68</td> </tr> <tr> <td>2014</td> <td>80</td> <td>60</td> <td>80</td> <td>70</td> </tr> </tbody> </table> </div> <p>Over the past four years, third grade reading scores for high needs students have remained stagnant. There is a persistent gap between high needs students' performance and white students' performance.</p>			Year	Cport White Students	Cport High Needs Students	CPSD White Students	CPSD High Needs Students	2011	80	68	80	68	2012	88	68	82	72	2013	-	68	-	68	2014	80	60	80	70
Year	Cport White Students	Cport High Needs Students	CPSD White Students	CPSD High Needs Students																								
2011	80	68	80	68																								
2012	88	68	82	72																								
2013	-	68	-	68																								
2014	80	60	80	70																								
Student outcome at end of school year:	<p>90% of Kindergarten students will pass the end of year literacy screener.</p> <p>In classrooms that pilot the FAST screener, 90% of students will pass the screener.</p>																											
Early Evidence of Change																												
What are you trying to achieve in this initiative by Dec. 31?	<p>Put phonics and phonemic awareness on the radar for all teachers.</p> <p>Begin to draft a scope and sequence for phonics in Kindergarten and First grade.</p>																											
How will you know if a change is an improvement by Dec. 31?	<p>Teachers will include discussion of phonics when discussing students' reading progress during RTI meetings.</p>																											
What changes can you make that will result in improvement? Describe your plan to implement this initiative over the	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed																									
	Professional development for upper elementary teachers about phonics assessment and	Teacher leaders	1 session November, 2014																									

<p>whole school year (you will revisit this plan in Jan., 2015). Consider students with disabilities, ELLs, and students with high needs.</p>	<p>instruction.</p>		
	<p>Draft of K-1 phonics scope and sequence.</p>	<p>Principal coach</p>	<p>December 2014</p>
	<p>Implement phonics plan based on Fountas & Pinell and Wilson FUNdations in Kindergarten and 1st grade.</p>	<p>K and 1st grade teachers</p>	<p>January-June 2015</p>
	<p>Pilot FAST screener in one Kindergarten and one first grade classroom.</p>	<p>Coach Principal 2 volunteer teachers</p>	<p>January, 2015</p>
	<p>Analyze results of FAST screener to determine best use of this new information.</p>	<p>Teachers Principal Coach ELI</p>	<p>January/February 2015</p>
	<p>Phonics intervention group for 3rd graders.</p>	<p>Coach Interventionist</p>	<p>October 2014-June 2015</p>
	<p>Increased collaboration for reading among: special educators, ESL teacher, classroom teachers, coaches, and interventionists to best meet the needs of students on IEPs and ELLs.</p>	<p>Coaches Interventionists ESL teacher Classroom teachers</p>	

School Name:

Additional Considerations:

1. What additional initiatives from your SIP is your school undertaking this school year (besides those described in the Action Plan above)?
 - Identifying a broader range of potential barriers to student success in reading—looking at various screeners, looking at our phonics approach, and bringing more consistency to both.
 - Launching a new approach to homework that empowers students as agents in the learning process and eliminates busy work.
 - Continuing to hone project based learning—including adding a “Curriculum Celebration” event in the middle of the year.
 - Continuing to look at student writing with an eye towards writing interventions that can make a difference with our most struggling writers.

2. Do you believe the list above is achievable this year? 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.
 - Our 15 hour course for the whole staff is focused exclusively on the habits of mind—articulating, teaching, and assessing.
 - The ILT is continually working to refine the rubric as well as the work that the whole staff is working on.
 - Our 10 hour course for classroom teachers includes 7 hours of math-focused PD. This math focused PD is being co-led by principal and math coach, and will specifically have us thinking about how to build more independence and transfer.

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

One of the most important resources is teacher time. In order to provide teachers with more time to focus on the new math curriculum and implementing it in a meaningful way, we have taken two major things off the table this year at Cambridgeport: homework and narrative report cards. Narrative report cards typically took teachers between 20 and 40 hours to complete twice a year. While we did not yet have something else to replace the narratives with, we felt it was important to stop putting this much time into something that was not having a direct impact on student learning. Correcting homework is another task teachers spend time on that doesn't necessarily lead to improved outcomes for students. We are shifting our approach so that homework is only offered when it would provide meaningful work for students and feedback from teachers is not necessarily needed in the same way.

5. Who was involved in the creation of each part of your SIP? In what ways were they involved?

We have been discussing the contents of the SIP with the ILT, the instructional coaches, and the whole staff since the end of last year. While some of the details have changed over the course of the creation of the action plan, I didn't feel that it changed so dramatically that it needed to go through further vetting.

The math coach and a 2nd grade teacher came to the admin work day with me, and we got a lot of work done at that time in terms of laying out a road map for ensuring that the work we (as a staff) agreed would happen could happen.

We have a brand new school council this year, and they are really interested in learning more about the school. They haven't heard specifically about the contents of the SIP sections, but this will form the basis of our school council meetings moving forward

