

# 2014 – 2016

## School Improvement Plan Cambridge Street Upper School



850 Cambridge Street  
Cambridge, MA 02141

*Relocating for Renovations in  
September 2015 to:*  
158 Spring St.  
Cambridge, MA 02141

Head of Upper School:  
Manuel J. Fernandez  
Asst. Principal: Christen Sohn

**CPS**  
Cambridge Public Schools

[cambridgestreet.cpsd.us](http://cambridgestreet.cpsd.us)



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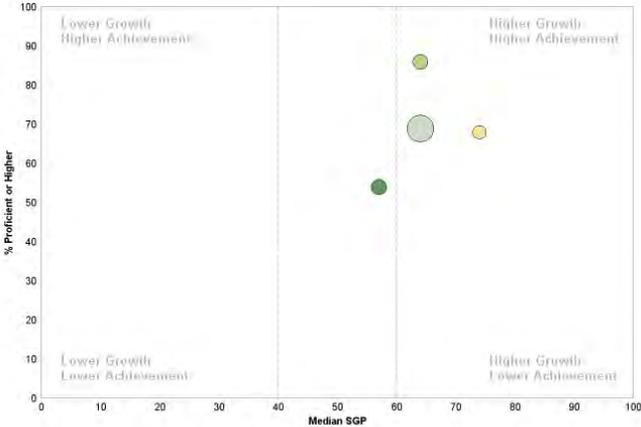
## Cambridge Public Schools

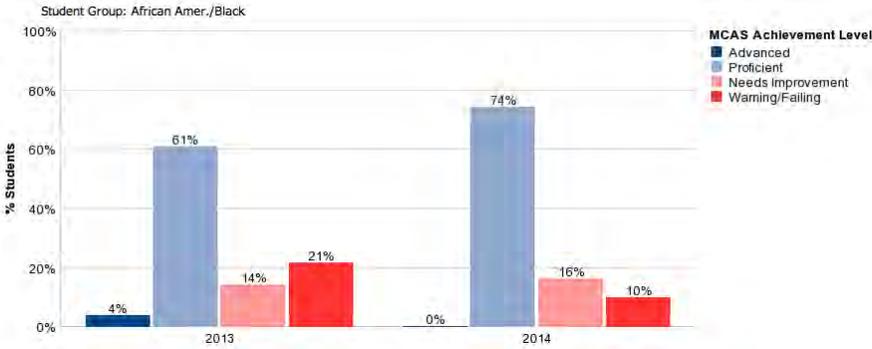
### CSUS School Improvement Plan 2014-16

Vision				
<p>The school's initial mission and vision is driven by the Innovation Agenda which hold the pillars of social justice and academic excellence. Through data collected from scholar lunches, caregiver surveys, staff reflections we are committed to the following:</p> <ul style="list-style-type: none"> <li>Knowing our scholars more deeply in order for them to achieve at higher levels both socially and academically</li> <li>Knowing ourselves better in order to create instruction that empowers not only our scholars, but also ourselves and our team members.</li> <li>Knowing our instruction better in order to align our understanding of cultural proficiency, rigor, engagement, and high expectations, and use this understanding to provide a culturally inclusive educational experience for all children.</li> </ul>				
Theory of Action				
<p>If we strategically center our practice and professional learning around our culturally and racially diverse population by</p> <ul style="list-style-type: none"> <li>Committing to initiatives designed to raise achievement of scholars with disabilities</li> <li>Committing to initiatives designed to raise achievement of Black/African American scholars and students of color</li> <li>Increasing our culturally proficient knowledge base, experiences, and instruction</li> <li>Aligning our instruction horizontally and vertically</li> <li>Re-examining and adjusting our behavior system</li> </ul> <p>Then academic achievement and social affirmation will increase for all CSUS scholars.</p>				
Strategic Objectives				
<b>Raise achievement of scholars with disabilities</b>	<b>Raise achievement of Black/African American scholars and students of color</b>	<b>Increase Culturally proficient knowledge base, experiences, and instruction</b>	<b>Aligning instruction, both vertically and horizontally</b>	<b>Re-examine and adjust behavior system</b>
Strategic Initiatives				
Strategic scheduling in order to maximize special educator resources and more efficiently meet students' goals.	Literacy and Math intervention	Student dialogues	Grade level Power standards that are created intentionally to bridge development throughout the middle experience	Year long consultation with Jessica Minahan
Purposeful grouping of scholars in Advisory; using advisory as a space for scholars to receive organizational support/ "check in" to begin their day. Smaller Advisory groups for relationship building.	Co teaching for 6th grade math	Creating informal 6-8 mentorships, especially amongst African American boys	Tier 1 instructional strategies delivered by coaches	Working group to review current behavior system and pilot changes

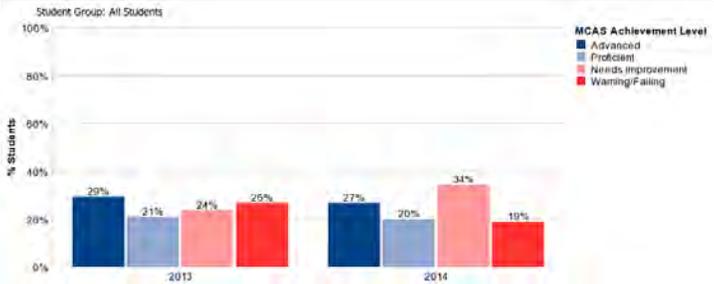
Coaches working with grade level teams and special educators to co-plan instruction, including appropriate accommodations and instructional strategies	More formal opportunities (both during school day and after school) for math support for struggling scholars.	Weekly team meetings centered around cultural proficiency	CSUS ELA and Math department meetings embedded into Professional Development course work	Collect and analyze office referral data
MCAS prep	Creating informal 6-8 mentorships, especially amongst African American boys	Race Dialogues series for staff and community members		
	MCAS Prep	MCAS Prep		
<b>2016 Outcomes ( to be completed when we receive all data in Aug. 2016)</b>				
<ul style="list-style-type: none"> <li>• Decrease number of suspensions for students of color by 40%</li> <li>• Increased percentage of students of color in Accelerated Math program from 23% to 35%. Matriculation into Accelerated Math will increase from 18% to 33% for the Class of 2019 and from 28% to 40% for the Class of 2020</li> <li>• 60% of Black and/or African American students will increase district test scores by 10 percentage points or more</li> <li>• Raise median SGP for Students with Disabilities from 48 to 58</li> </ul>				

**Cambridge Street Upper School Data Analysis Template  
October 1, 2014**

	<b>Trend data</b> that demonstrates an area of <b>strength</b>	What are your <b>observations</b> and your <b>hypothesis of the cause</b> of this area of strength?	What <b>strategic objectives or initiatives</b> could have led to this area of strength? How?																									
#1	 <table border="1" data-bbox="310 1063 867 1198"> <thead> <tr> <th></th> <th>Median SGP</th> <th>N Students (SGP)</th> <th>% Proficient or Higher</th> <th>N Students (Ach. Level)</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>64</td> <td>246</td> <td>69</td> <td>258</td> </tr> <tr> <td>Grade 06</td> <td>57</td> <td>92</td> <td>54</td> <td>95</td> </tr> <tr> <td>Grade 07</td> <td>74</td> <td>67</td> <td>68</td> <td>73</td> </tr> <tr> <td>Grade 08</td> <td>64</td> <td>87</td> <td>86</td> <td>90</td> </tr> </tbody> </table> <p><small>Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.</small></p>		Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)	All Grades	64	246	69	258	Grade 06	57	92	54	95	Grade 07	74	67	68	73	Grade 08	64	87	86	90	<p><b>Observations:</b> SGP median is well over 50 for both 7th and 8th grade</p> <p><b>Hypothesis:</b> 6,7,8 teachers met regularly as a team, facilitated by Literacy Coach to align methodologies and instruction. Students' learning was bridged more easily, as teachers had a clear picture of what had been done the year previous. Teachers were able to reference last years' learning and build off of it.</p>	<ul style="list-style-type: none"> <li>• Monthly ELA meetings attended voluntarily by ELA and Special Ed staff, facilitated by coach, aligning instruction both vertically and horizontally</li> <li>• Weekly co-planning meetings at 7 grade level with Special Ed staff, coach, classroom ELA teacher, which may correlate with the rise achievement of students with disabilities.</li> <li>• Coach acted as liaison/bridge when meeting 1:1 with ELA teachers, referencing previous years' instructional strategies used and content taught</li> <li>• Classroom management and engagement/work completion was a focus for ELA teachers, all doing extensive work to examine their practice to meet the needs of disengaged scholars (grade 6 completed gradual release cycle with coach to strengthen management and engagement; grade 7 had multiple staff working with students before and after school to complete challenging work with texts; grade 8 experimented with new methods to track independent reading practices at home, increasing motivation and completion of this work)</li> </ul>
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	<b>Trend data that demonstrates an area of strength</b>	<b>What strategic objectives or initiatives could have led to this area of strength? How?</b>															
#2	 <p>Student Group: African Amer./Black</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Advanced</th> <th>Proficient</th> <th>Needs Improvement</th> <th>Warning/Failing</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>4%</td> <td>61%</td> <td>14%</td> <td>21%</td> </tr> <tr> <td>2014</td> <td>0%</td> <td>74%</td> <td>16%</td> <td>10%</td> </tr> </tbody> </table> <p><b>MCAS Achievement Level</b>  <span style="color: blue;">■</span> Advanced  <span style="color: lightblue;">■</span> Proficient  <span style="color: pink;">■</span> Needs Improvement  <span style="color: red;">■</span> Warning/Failing</p> <p><b>Observation:</b> 10% shift of AA/Bl. from NI to P school wide in ELA</p> <p><b>Hypothesis:</b> There is a school-wide focus on building teachers' cultural proficiency in instruction and relationship building. Literacy Coach targeted at-risk students for intervention, and was intentional about representation/involvement of African American/Black scholars in intervention work (12 of 15 scholars selected for intervention were African American/Black).</p>	Year	Advanced	Proficient	Needs Improvement	Warning/Failing	2013	4%	61%	14%	21%	2014	0%	74%	16%	10%	<ul style="list-style-type: none"> <li>• All staff members engaged in meetings 1X per 6 days focused solely on cultural proficiency.</li> <li>• Literacy Intervention occurred 2X (grade 7) or 4X (grades 6&amp;8) in a 6 day cycle, targeting regular education at risk scholars, most of whom were AA/Bl.</li> <li>• ELA teachers were strategic in the texts chosen to read with students as both whole class novels, as well as read alouds and shared texts, opting for texts with a variety of authors and characters, including Latina and African American.</li> <li>• Several staff members participated in an evening group focused around looking at the effects of race and culture in the classroom.</li> <li>• Classroom management and engagement/work completion was a focus for ELA teachers, all doing extensive work to examine their practice to meet the needs of disengaged scholars (grade 6 completed gradual release cycle with coach to strengthen management and engagement; grade 7 had multiple staff working with students before and after school to complete challenging work with texts; grade 8 experimented with new methods to track independent reading practices at home, increasing motivation and completion of this work)</li> </ul>
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	Trend data that demonstrates an area of strength	What <b>strategic objectives or initiatives</b> could have led to this area of strength? How?
#3	<p><b>Observation:</b></p> <p>Grade 8 percent of Warning in math decreased from 26% to 19% from 2013 to 2014</p> <p><b>Hypothesis:</b> A focus on differentiated classroom and high expectations led to improvement in the performance of struggling students.</p>	<ul style="list-style-type: none"> <li>● Monthly school-based math department meetings allowed teachers to share best practices and report out efficacy of newly-implemented strategies.</li> <li>● Weekly meetings between coach and Grade 8 teacher had a year-long focus on differentiation. Teacher's strategic use of group work and flexible grouping allowed for personalized learning when necessary, as well as encouragement of growth mindset.</li> <li>● Horizontal alignment by 8<sup>th</sup> grade team increased consistency among classes. The team's coherent use of Power Standards helped improve engagement and increase student self-reflection.</li> </ul>

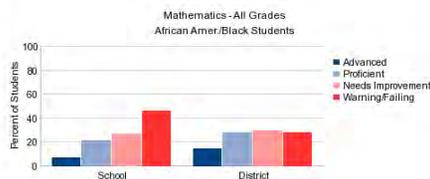


	Trend data that demonstrates an area for improvement	What is your <b>observations</b> and <b>hypothesis of the cause</b> of this area for improvement?	What <b>strategic objectives or initiatives</b> could address this area for improvement? How?																																													
#1	<p>Massachusetts 48.14% responded Cambridge 58.32% responded Massachusetts Middle Schools 47.69% responded Cambridge Street Upper School 64.28% responded</p> <p><b>Managing Student Conduct</b></p> <p>Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="4">% Agree</th> </tr> <tr> <th></th> <th>Massachusetts</th> <th>Cambridge</th> <th>Massachusetts Middle Schools</th> <th>Cambridge Street Upper School</th> </tr> </thead> <tbody> <tr> <td>a. Students at this school understand expectations for their conduct.</td> <td>84.6%</td> <td>78.1%</td> <td>82.9%</td> <td>72.2%</td> </tr> <tr> <td>b. Students at this school follow rules of conduct.</td> <td>75.3%</td> <td>65.7%</td> <td>74.9%</td> <td>55.6%</td> </tr> <tr> <td>c. Policies and procedures about student conduct are clearly understood by the faculty.</td> <td>78.1%</td> <td>64.3%</td> <td>76.1%</td> <td>50.0%</td> </tr> <tr> <td>d. School administrators consistently enforce rules for student conduct.</td> <td>66.8%</td> <td>49.4%</td> <td>63.5%</td> <td>35.3%</td> </tr> <tr> <td>e. School administrators support teachers' efforts to maintain discipline in the classroom.</td> <td>78.9%</td> <td>68.0%</td> <td>77.2%</td> <td>58.8%</td> </tr> <tr> <td>f. Teachers consistently enforce rules for student conduct.</td> <td>79.4%</td> <td>74.9%</td> <td>78.7%</td> <td>44.4%</td> </tr> <tr> <td>g. The faculty work in a school environment that is safe.</td> <td>91.6%</td> <td>90.6%</td> <td>90.9%</td> <td>83.3%</td> </tr> </tbody> </table>		% Agree					Massachusetts	Cambridge	Massachusetts Middle Schools	Cambridge Street Upper School	a. Students at this school understand expectations for their conduct.	84.6%	78.1%	82.9%	72.2%	b. Students at this school follow rules of conduct.	75.3%	65.7%	74.9%	55.6%	c. Policies and procedures about student conduct are clearly understood by the faculty.	78.1%	64.3%	76.1%	50.0%	d. School administrators consistently enforce rules for student conduct.	66.8%	49.4%	63.5%	35.3%	e. School administrators support teachers' efforts to maintain discipline in the classroom.	78.9%	68.0%	77.2%	58.8%	f. Teachers consistently enforce rules for student conduct.	79.4%	74.9%	78.7%	44.4%	g. The faculty work in a school environment that is safe.	91.6%	90.6%	90.9%	83.3%	<p><b>Observation:</b> Teachers at CSUS considered school administrators 14.1% less likely to consistently enforce rules for student conduct than other administrators were ranked by teachers in other Cambridge Schools.</p> <p>Teachers at CSUS considered their colleagues 30.5% less likely to consistently enforce rules for student conduct than other teachers in other Cambridge Schools.</p> <p><b>Hypothesis:</b> There is a breakdown in communication around behavior and managing student conduct across staff, and between teachers and administration. The current behavior management system needs to be revised and communicated with staff and scholars.</p>	<p>Our plan to re-examine and adjust our behavior system is the strategic objective in our 14-16 SIP that will most directly impact this area for improvement through the following initiatives</p> <ul style="list-style-type: none"> <li>• Year long consultation with Jessica Minahan</li> <li>• Working group, a School Climate/Culture Committee, to review current behavior system and pilot changes</li> <li>• Collect and analyze office referral data</li> </ul>
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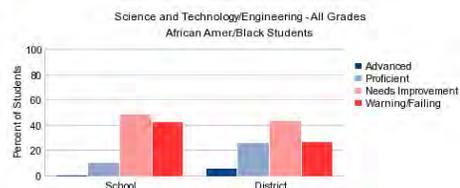
**Trend data** that demonstrates an area for **improvement**

What **strategic objectives or initiatives** could address this area for improvement? How?

Mathematics	N Included	% School	% District
Advanced	6	7	14
Proficient	19	21	28
Needs Improvement	24	27	30
Warning/Failing	41	46	28
Total Included	90		



Science and Technology/Engineering	N Included	% School	% District
Advanced	0	-	5
Proficient	3	10	26
Needs Improvement	15	48	43
Warning/Failing	13	42	26
Total Included	31		



#2

Observation:

In math, 28% of African American / Black students scored Advanced or Proficient and 46% scored Warning. In Science/Technology/Engineering, only 10% scored Advanced or Proficient and 42% scored Warning.

Hypothesis:

We are not providing enough supports and intervention for students who are underperforming in math and science, and have not yet built a strong STEM culture that promotes success of our African American / Black students in those areas.

Our intentions of raising the achievement of Black/African American scholars and students of color, as well as increasing the culturally proficient knowledge base, experiences, and instruction of our staff, are two strategic objectives in our 14-16 SIP that will most directly impact this area for improvement through the following initiatives

- Continue to provide PD around culturally proficient teaching and learning.
- Create informal 6-8 mentorships, especially amongst African American boys.
- Race Dialogues series for staff and community members
- A formal MCAS preparation program
- Continue to build and strengthen our Literacy and Math intervention programs. Increase intervention in math, and increase focus on underperforming African American / Black students.
- Continue the co teaching model in Grade 6 math
- Create more formal opportunities (both during school day and after school) for math support for struggling scholars
- Create electives related to STEM subjects, continue after-school STEM-related clubs, launch effort to recruit/engage African American / Black scholars

**School Name: Cambridge Street Upper School**

**Action Plan for Strategic Objective/Initiative #1:**

<b>Year-long description, rationale, and goal</b>	
Priority Strategic Objective/Initiative:	Mathematics: Raise achievement of Black/African American scholars and students of color
Data that supports this initiative as a priority for your school:	In math, 28% of African American / Black students scored Advanced or Proficient and 46% scored Warning. In Science/Technology/Engineering, only 10% scored Advanced or Proficient and 42% scored Warning. 20 out of 26 suspensions in Sept-Dec 2013 were African American/Black.
Student outcome at end of 14-15 school year:	Increase math proficiency so that at least 40% of African American / Black students score Proficient or Advanced, and less than 35% score Warning.
<b>Early Evidence of Change</b>	
What are you trying to achieve in this initiative by Dec. 31?	<ol style="list-style-type: none"> <li>1. Teams will be attending Restorative Practices meetings 1x/cycle. Grade level teams will begin to develop and implement Restorative Practices and procedures.</li> <li>2. Math teachers will target strong candidates for the accelerated program, especially keeping in mind students of color, and provide AMP materials to these students in On-Level classes, in order for students to bridge to AMP in the 2015-16 school year.</li> <li>3. The Math Team will have begun implementing after-school Math Centers, designed to support students with skill gaps in math, especially targeting students of color.</li> </ol>
How will you know if a change is an improvement by Dec 31?	<ol style="list-style-type: none"> <li>1. School climate survey will have been given to serve as baseline to measure for change in attitudes, beliefs, and perceptions around response to behavior and school climate.</li> <li>2. Building-based math team will have already begun discussion around AMP candidates for 15-16 school year; conversation around 14-15 cohorts did not happen until much later in the academic year.</li> <li>3. At least 20 of 30 scholars targeted for math center will be enrolled in math center and attending regularly.</li> </ol>
(continued p. 9)	

	<b>Implementation benchmark (process benchmark or early evidence of change benchmark)</b>	<b>Person/team primarily responsible</b>	<b>Date/frequency completed</b>
<p>What changes can you make that will result in improvement?</p> <p>Describe your plan to implement this initiative over the whole school year (you will revisit this plan in Jan., 2015).</p> <p>Consider students with disabilities, ELLs, and students with high needs.</p>	<p>1. The total number of suspensions from Sept-Dec will have decreased from 26. Of the 26 suspensions from Sept-Dec in 2013, 20 scholars were African American/Black.</p>	<p>Scholar Support Liaison, Administration</p>	<p>Monthly analysis of data</p>
	<p>2. Frequently analyze data from formative and summative assessments to identify strong candidates for AMP.</p>	<p>Math Teachers</p>	<p>Weekly analysis of data</p>
	<p>3. Provide targeted, after school support three days per week, and track student progress.</p>	<p>Math Teachers, Math Coach</p>	<p>Weekly analysis of formative assessment data, and periodic analysis of in-class data</p>

**School Name: Cambridge Street Upper School**

**Action Plan for Strategic Objective/Initiative #2:**

<b>Year-long description, rationale, and goal</b>	
Priority Strategic Objective/Initiative:	Raise achievement of scholars with disabilities
Data that supports this initiative as a priority for your school:	56% Warning and 3% Advanced in math Median SGP for math is 48 32% Warning and 3% Advanced in ELA Median SGP for ELA is 58 7 of 26 suspensions Sept-Dec 2013 were scholars with disabilities
Student outcome at end of 14-15 school year:	Raise median math SGP for Students with Disabilities from 48 to 55 Raise median ELA SGP for Students with Disabilities from 58 to 65
<b>Early Evidence of Change</b>	
What are you trying to achieve in this initiative by Dec. 31?	<ol style="list-style-type: none"> <li>1. Strategic scheduling in order to maximize special educator resources and more effectively meet scholar IEP goals.</li> <li>2. Teams will be attending Restorative Practices meetings 1x/cycle. Grade level teams will begin to develop and implement Restorative Practices and procedures in order to proactively differentiate to meet the needs of students with disabilities.</li> <li>3. Teachers will recommend scholars in need of literacy or homework support for before/after school Literacy/Homework Center.</li> <li>4. The Math Team will have begun implementing after-school Math Centers, designed to support students with skill gaps in math.</li> </ol>
How will you know if a change is an improvement by Dec. 31?	<ol style="list-style-type: none"> <li>1. Over the summer, scholars were grouped and scheduled strategically based on similar IEP goals – both in Advisories and core classes.</li> <li>2. School climate survey will have been given to serve as baseline to measure for change in attitudes, beliefs, and perceptions around response to behavior and school climate in order to keep all students in the classroom and learning effectively.</li> <li>3. At least 10 students recommended for Literacy/Homework Center, including students with disabilities, will be enrolled and attending regularly.</li> <li>4. At least 20 of 30 scholars targeted for math center, including students with disabilities, will be enrolled in math center and attending regularly.</li> </ol>
(continued p. 11)	

	<b>Implementation benchmark (process benchmark or early evidence of change benchmark)</b>	<b>Person/team primarily responsible</b>	<b>Date/frequency completed</b>
<p>What changes can you make that will result in improvement?</p> <p>Describe your plan to implement this initiative over the whole school year (you will revisit this plan in Jan., 2015).</p> <p>Consider students with disabilities, ELLs, and students with high needs.</p>	The total number of suspensions from Sept-Dec will have decreased from 2013's number of 26	Scholar Support Liaison, Administration	Monthly analysis of data
	Frequently analyze data from formative and summative assessments.	Teachers	Weekly analysis of data
	Provide targeted, after school support for both math and literacy three days per week, and track student progress.	Teachers, Coaches	Weekly analysis of formative assessment data, and periodic analysis of in-class data

**School Name: Cambridge Street Upper School**

**Action Plan for Strategic Objective/Initiative #3:**

<b>Year-long description, rationale, and goal</b>			
Priority Strategic Objective/Initiative:	Re-examine and adjust behavior system		
Data that supports this initiative as a priority for your school:	<p>Teachers at CSUS considered school administrators 14.1% less likely to consistently enforce rules for student conduct than other administrators were ranked by teachers in other Cambridge Schools.</p> <p>Teachers at CSUS considered their colleagues 30.5% less likely to consistently enforce rules for student conduct than other teachers in other Cambridge Schools.</p> <p>20 out of 26 suspensions in Sept-Dec 2013 were African American/Black.</p>		
Student outcome at end of 14-15 school year:	Decrease number of suspensions for students of color		
<b>Early Evidence of Change</b>			
What are you trying to achieve in this initiative by Dec. 31?	Teams will be attending Restorative Practices meetings 1x/cycle. Grade level teams will begin to develop and implement Restorative Practices and procedures.		
How will you know if a change is an improvement by Dec. 31?	School climate survey will have been given to serve as baseline to measure for change in attitudes, beliefs, and perceptions around response to behavior and school climate.		
	<b>Implementation benchmark (process benchmark or early evidence of change benchmark)</b>	<b>Person/team primarily responsible</b>	<b>Date/frequency completed</b>
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).	The total number of suspensions from Sept-Dec will have decreased from 2013's number of 26.	Scholar Support Liaison, Administration	monthly?
	Analyze behavior that leads to suspension... behavior log online?	Scholar Support Liaison, Administration	weekly
(continued on next page)			

	<b>Implementation benchmark (process benchmark or early evidence of change benchmark)</b>	<b>Person/team primarily responsible</b>	<b>Date/frequency completed</b>
Consider students with disabilities, ELLs, and students with high needs.	Conduct surveys of students and staff to track qualitative data regarding disciplinary policies.	Scholar Support Liaison, Administration	November and April

**School Name: CAMBRIDGE STREET UPPER 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)?
  - All staff members engage in Cultural Proficiency Seminar 1xper 6 day cycle
  - Literacy and Math Intervention targeting regular education at risk scholars
  - Community Race Dialogue Series focused around looking at the effects of race and culture in our community and classrooms.
  
2. Do you believe the list above is achievable this year? If not, please consider making changes to your improvement plan (Section 2).

Yes
  
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.
  - Year-long consultation with Jessica Minahan
  - Presentation from Alice Cohen – Understanding our Students and Ourselves in the Service of Our Work
  - Several staff members attending National Race Amity Conference in Norwood, MA on November 17.
  
4. How are you *aligning your resources* to support all the initiatives your school is undertaking this year?
  - Title 1 funding dedicated to Math, Literacy, and Homework Centers
  - SIP budget funding dedicated to before and after school supervision
  - PDP budget funding dedicated to conference attendance, presentations, and literature pertaining to Cultural Proficiency and Restorative Practice
  - SIP budget funding dedicated to Cultural Proficiency Seminar facilitation
  
5. Who was involved in the creation of each part of your SIP? In what ways were they involved?
  - Head of School, Assistant Principal, Literacy and Math Coaches – analyzed and collected data, prepared information for review, drafted sections 1, 2, and 3.
  - ILT and teacher leaders, School Site Council – read at several stages and provided feedback