

2014 – 2016

# School Improvement Plan

## Graham & Parks Alternative School



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**CPS**

Cambridge Public Schools

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



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## Cambridge Public Schools

### Graham and Parks School Improvement Plan 2014-16

<b>Vision</b>		
<p>The mission of Graham &amp; Parks Alternative Public School is to educate the whole child: to help every child in our school fully develop his or her unique intellectual, social, and emotional capabilities. Believing that all children can meet high standards and become lifelong learners, we foster a child-centered learning environment in which children build upon their individual strengths while always being challenged to expand their skills and reach for new goals. Because curiosity and focused inquiry drive genuine learning, we strive for a classroom experience that engages children as active learners who take full ownership of their educations. And we pursue our mission as a democratic school community that values and relies upon the ideas, experiences, and talents of all our members, working together—teachers, students, parents, administrators, and staff.</p>		
<b>Theory of Action</b>		
<p>Math: If we implement the Math in Focus program paired with ongoing professional development and coaching, then students will demonstrate higher levels of achievement in math as described by the Common Core standards.</p> <p>ELA: If we strengthen our writing instruction through an interdisciplinary, project-based approach to curriculum and instruction that emphasizes writing for real audiences, then students will be more engaged in the writing process, and thus produce higher quality work.</p> <p>RtI: If we use data to identify students who require additional support to make progress towards state standards, analyze the data to identify their specific needs, and develop and execute a tiered system of intervention, then student proficiency gaps will narrow for all students.</p>		
<b>Strategic Objectives</b>		
<b>Improve student achievement in math as described by the Common Core standards</b>	<b>Integrate rigorous, Common Core-aligned writing instruction into project-based learning units</b>	<b>Refine Response to Intervention</b>
<b>Strategic Initiatives</b>		
Implementing Math in Focus K-5	Continue to implement CPS writing units	Conduct universal screening in Math and ELA
Provide on-going coaching to teachers in Math in Focus	Use Expeditionary Learning criteria to improve ELA integration into project-based units	Provide additional personnel to provide intervention support for students
Professional development to increase teacher fluency in the Standards for Mathematical Practice	Provide professional development in Expeditionary Learning model	Put in place a timeline for RtI meetings and progress monitoring
	Align our approach to curriculum development using Understanding by Design	Identify additional intervention resources for teachers
		Provide targeted intervention support for students
<b>2016 Outcomes</b>		
<p>We expect to see increases in MCAS percentile rankings for students in our high-needs subgroups. Moreover, we expect all children in a high-needs subgroup to make <i>at least</i> a year's worth of growth in both math and ELA, as measured by median SGP.</p>		

**Graham & Parks Data Analysis**

Strengths

	<p><b>Trend data</b> that demonstrates an area of <b>strength</b></p>	<p>What are your <b>observations</b> and your <b>hypothesis of the cause</b> of this area of strength?</p>	<p>What <b>strategic objectives or initiatives</b> could have led to this area of strength? How?</p>										
#1	<p>The faculty had an effective process for making group decision to solve problems.</p>  <p>Graham and Parks n = 24</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly disagree</td> <td>0%</td> </tr> <tr> <td>Disagree</td> <td>8%</td> </tr> <tr> <td>Agree</td> <td>50%</td> </tr> <tr> <td>Strongly agree</td> <td>42%</td> </tr> </tbody> </table>	Response	Percentage	Strongly disagree	0%	Disagree	8%	Agree	50%	Strongly agree	42%	<p>G&amp;P has a tradition of teacher leadership and building effective teams.</p>	<p>Previous principal made this a focus of her work in previous years.</p>
Response	Percentage												
Strongly disagree	0%												
Disagree	8%												
Agree	50%												
Strongly agree	42%												
	<p>Percent of elementary-aged English Language Learners in Cambridge enrolled at G&amp;P in 2013: 55% (Will add numbers for 2014 when available, plus enrollment figures over time; there has been a steady growth in the number ELLs at G&amp;P over the last 4 years)</p> <p>The presence of the SEI program at G&amp;P makes us a vibrant international community. Although hard to quantify, this level of diversity is a tremendous learning opportunity for all students.</p>	<p>This area of strength is largely programmatic; we house the SEI program.</p>	<p>Our faculty and staff collaborate across general education and SEI classrooms to build a strong sense of community for all children.</p>										

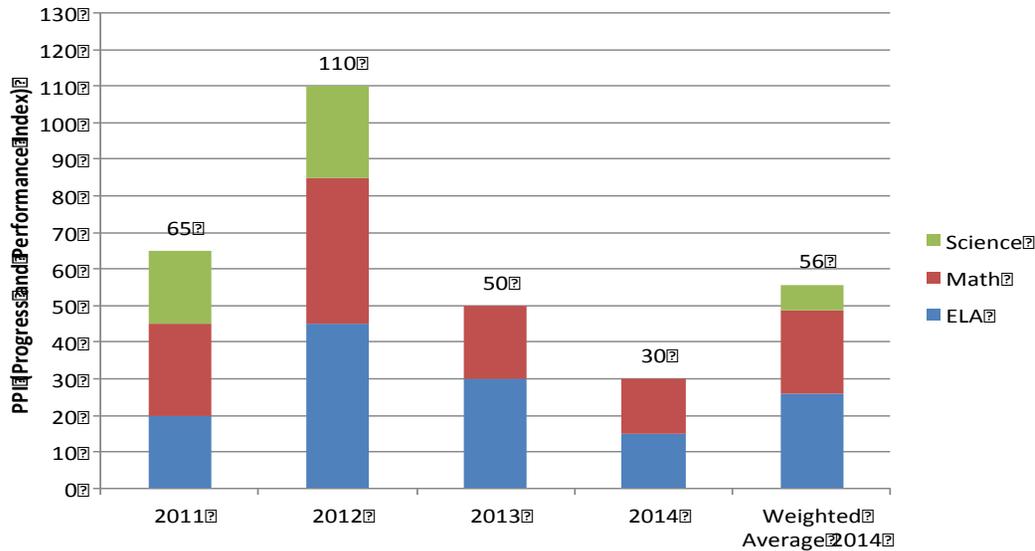
1. Why do you think these are the most important data points for areas of strength?

Our school values teacher experience and input at all levels. This leads to a high level of investment in and commitment to their work and the children they teach. The large number of English Language Learners at G&P makes our school a vibrant international community.

	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 style="text-align: center;"><b>ELA - % Proficient/Advanced</b></p> <table border="1"> <caption>ELA - % Proficient/Advanced Data (Estimated)</caption> <thead> <tr> <th>Year</th> <th>Non High Needs</th> <th>High Needs</th> <th>Low Income</th> <th>SWD</th> <th>ELL/FELL</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>90%</td> <td>35%</td> <td>35%</td> <td>30%</td> <td>25%</td> </tr> <tr> <td>2012</td> <td>82%</td> <td>38%</td> <td>25%</td> <td>38%</td> <td>23%</td> </tr> <tr> <td>2013</td> <td>95%</td> <td>35%</td> <td>35%</td> <td>25%</td> <td>23%</td> </tr> <tr> <td>2014</td> <td>90%</td> <td>38%</td> <td>30%</td> <td>32%</td> <td>20%</td> </tr> </tbody> </table>	Year	Non High Needs	High Needs	Low Income	SWD	ELL/FELL	2011	90%	35%	35%	30%	25%	2012	82%	38%	25%	38%	23%	2013	95%	35%	35%	25%	23%	2014	90%	38%	30%	32%	20%	<p>Our data show a large gap between the ELA MCAS performance of our non-high needs students and those in a high-needs subgroup. Our high needs subgroup as a whole and students with disabilities were improving between 2011 and 2012, but there was a sharp decline afterwards.</p>	<p>Putting in place a RtI framework that provides extra support early should ensure that the gap does not have a chance to widen in the upper grades. Moreover, it is important to strengthen Tier I instruction.</p>
Year	Non High Needs	High Needs	Low Income	SWD	ELL/FELL																												
2011	90%	35%	35%	30%	25%																												
2012	82%	38%	25%	38%	23%																												
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#2

Graham and Parks All Students

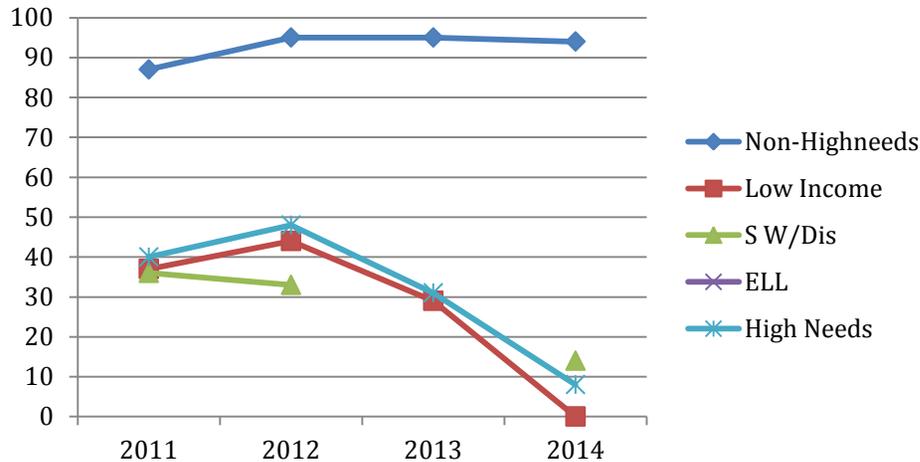


This graph shows that the last time our school was closing proficiency gaps for all students was in 2012, with an even distribution of PPI points coming from Science, Math, and ELA. Since then, there has been a steep drop in our PPI.

This data suggests we conduct a wide reaching examination of instructional practices in all tiers of instruction with a focus on strengthening the integration of ELA and writing throughout all content areas.

#3

Science Percent A/P



The sharp decline in our science MCAS scores are difficult to explain, but language may have something to do with it, as our number of ELLs has grown. Science has traditionally been a strength at G&P, and remains one for non-high needs students, but it is possible our approach does not prepare second language

Through our redesigning of social studies and science units, we will take care to align them with WIDA standards. We are beginning with social studies unit this year as we await the new units from the STEM department.

		learners for the MCAS.																															
#4	<p style="text-align: center;"><b>Math - % Proficient/Advanced</b></p> <table border="1"> <caption>Math - % Proficient/Advanced Data (Estimated)</caption> <thead> <tr> <th>Year</th> <th>Blue (Diamonds)</th> <th>Red (Squares)</th> <th>Green (Triangles)</th> <th>Purple (Crosses)</th> <th>Cyan (Asterisks)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>90%</td> <td>40%</td> <td>38%</td> <td>38%</td> <td>18%</td> </tr> <tr> <td>2012</td> <td>88%</td> <td>42%</td> <td>35%</td> <td>35%</td> <td>30%</td> </tr> <tr> <td>2013</td> <td>95%</td> <td>40%</td> <td>42%</td> <td>25%</td> <td>18%</td> </tr> <tr> <td>2014</td> <td>92%</td> <td>40%</td> <td>35%</td> <td>30%</td> <td>28%</td> </tr> </tbody> </table>	Year	Blue (Diamonds)	Red (Squares)	Green (Triangles)	Purple (Crosses)	Cyan (Asterisks)	2011	90%	40%	38%	38%	18%	2012	88%	42%	35%	35%	30%	2013	95%	40%	42%	25%	18%	2014	92%	40%	35%	30%	28%	<p>In contrast to Science and ELA, the performance on the math MCAS of our high-needs subgroups has remained consistent across 4 years. This may be explained by the lower language requirements on the math MCAS, which would be less likely to affect students in our SEI and LD classrooms.</p>	<p>Although we have stable scores in most groups for math, a large gap remains between or high-needs and non high-needs groups. The switch to Math in Focus paired with intense coaching is meant to target this gap.</p>
Year	Blue (Diamonds)	Red (Squares)	Green (Triangles)	Purple (Crosses)	Cyan (Asterisks)																												
2011	90%	40%	38%	38%	18%																												
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2013	95%	40%	42%	25%	18%																												
2014	92%	40%	35%	30%	28%																												

2. Why do you think these are the most important data points for areas of improvement?

All scores indicate a persistent gap in performance between our high-needs and non high-needs students.

3. To what extent do the strategic objectives and initiatives listed above align to the strategic objectives and initiatives in the one page SIP overview you completed in June, 2014?

The focus of our SIP is in response to the data above. Therefore, the objectives and initiatives are aligned.

**CPS SIP Section 3: Action Plan**

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

<b>Year-long description, rationale, and goal</b>			
Priority Strategic Objective/Initiative:	<b>Mathematics:</b> Improve student achievement in math as described by the Common Core by implementing Math in Focus with fidelity.		
Data that supports this initiative as a priority for your school:	For at least the past four years, about 40% of students in our high-needs subgroup have scored in the advanced or proficient range on the MCAS. This is in contrast to over 90% of non-high needs students scoring in the advanced or proficient range.		
Student outcome at end of school year:	We expect to see gains in the percent of high-needs students scoring in the advanced or proficient range on the math MCAS between 2014-2015.		
<b>Early Evidence of Change</b>			
What are you trying to achieve in this initiative by Dec. 31?	Teachers in grades 1,3, and 5 (non-pilot grades) will have received intensive coaching in Math in Focus from our math coach.		
How will you know if a change is an improvement by Dec. 31?	Teachers in these grades will indicate increased ability to navigate and implement Math in Focus. Evidence will include a teacher survey and observations by math coach and principal of teacher practice.		
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
	Early Release days dedicated to MiF training	Math Coach, Principal	Grades 1,3,and 5 October 22 November 17 Grades K,2,4 March 10 May 13 June 3
	Grade-level coaching that focuses on MiF implementation and on helping teachers acquire the skills necessary to teach it	Math Coach, Principal	See above
	District Professional Development to support implementation	STEM Coordinator	Year long

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

<b>Year-long description, rationale, and goal</b>			
Priority Strategic Objective/Initiative:	Refine Response to Intervention to reduce proficiency gaps in ELA and Math		
Data that supports this initiative as a priority for your school:	We have large score gaps in ELA, Math, and Science between students in our high-needs subgroup and those who are not.		
Student outcome at end of school year:	We expect to see a year's growth for all students (SGP= 40-60) and more than a year's growth for high-needs students (SGP > 60).		
<b>Early Evidence of Change</b>			
What are you trying to achieve in this initiative by Dec. 31?	Intervention resources will be matched with children and intervention plans will be written by the second week in October. Children will have received 16 weeks of interventions by the end of January.		
How will you know if a change is an improvement by Dec. 31?	We expect to see evidence of growth as defined by children's individual intervention plans.		
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
	Collect data	Principal, Coaches, Interventionists, Classroom Teachers	September January May
	Hold fall RtI Meetings	Principal, Coaches	October 7 <sup>th</sup> -10 <sup>th</sup> February 2 <sup>nd</sup> -6 <sup>th</sup> June 18 <sup>th</sup> ,19 <sup>th</sup>
	Progress monitoring check ins	Principal, Coaches, Classroom Teachers, Interventionists	November 17 <sup>th</sup> -21 <sup>st</sup> March 30-April 3 <sup>rd</sup>
	Deliver Interventions	Classrooms Teachers, Interventionists	Year long

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

<b>Year-long description, rationale, and goal</b>			
Priority Strategic Objective/Initiative:	Integrate rigorous, Common Core-aligned writing instruction into project-based learning units aligned to specific grade-level standards		
Data that supports this initiative as a priority for your school:	Score gaps in ELA between high-needs and non-high needs students.		
Student outcome at end of school year:	Multi-year goal. As we strengthen our approach to integrating ELA into project –based social studies and science units, we expect to see more student engagement in writing and gains in ELA MCAS scores, especially on Open Response items and on the Long Composition.		
<b>Early Evidence of Change</b>			
What are you trying to achieve in this initiative by Dec. 31?	Grades K, 2, and 4 will focus on refining one social studies unit using EL criteria to strengthen ELA integration into content learning.		
How will you know if a change is an improvement by Dec. 31?	We will document the units and student work as the units are implemented. Some units are being worked on as they are taught throughout the fall and others are in the planning stages for spring.		
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
	Early Releases days are dedicated to EL work and unit design	Literacy Coach, Principal, instructional staff (grades alternate fall and spring)	September 16 October 22 November 6 March 10 May 13 June 3
	10-hour G&P choice course on EL	Literacy Coach, Principal	October 22 November 6 March 10 May 13 June 3
	ELA/EL coaching	Literacy Coach, Principal	Fall- K,2,4 Spring- 1,3,5

### **Additional Considerations:**

1. What additional initiatives *apart from* your SIP is your school undertaking this school year (besides those described in the Action Plan above)?
  - Task Force on African- American/Black Student Achievement
  - Continue CARES values
    - Increase number of school-wide assemblies
  
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.
  - In the process of scheduling dates to work with a facilitator to work with staff on matters relating to the achievement of black and African-American students.
  - See SIP for more details on other activities
  
4. How are you *aligning your resources* to support all the initiatives your school is undertaking this year?
  - We've dedicated a portion of our SIP budget to hiring interventionists to work with students within the RtI framework.
  
5. Who was involved in the creation of each part of your SIP? In what ways were they involved?
  - Principal, Coaches, ILT, Steering Committee

