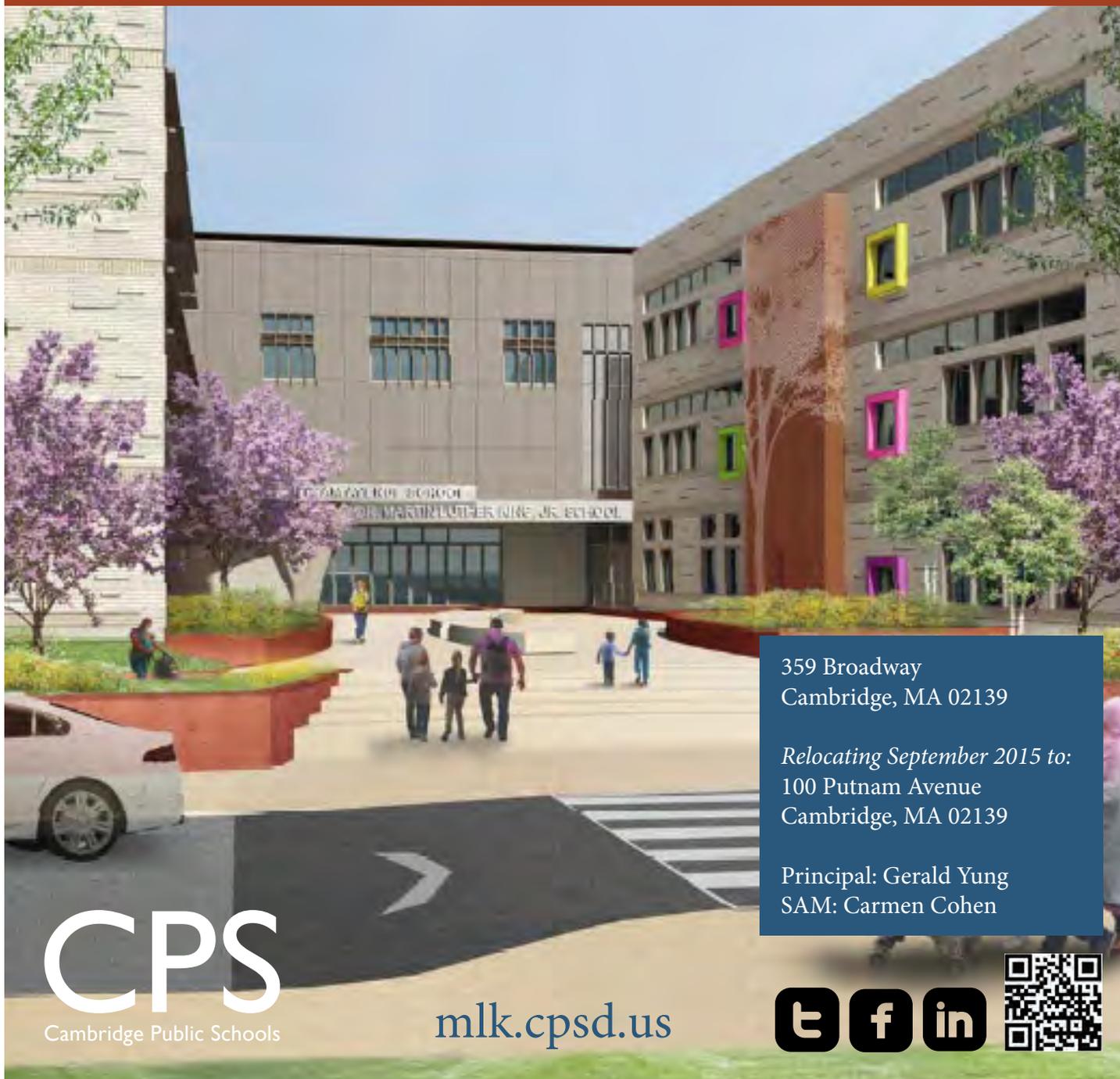


2014 – 2015

# School Improvement Plan

## Dr. Martin Luther King, Jr. School



359 Broadway  
Cambridge, MA 02139

*Relocating September 2015 to:*  
100 Putnam Avenue  
Cambridge, MA 02139

Principal: Gerald Yung  
SAM: Carmen Cohen

**CPS**  
Cambridge Public Schools

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



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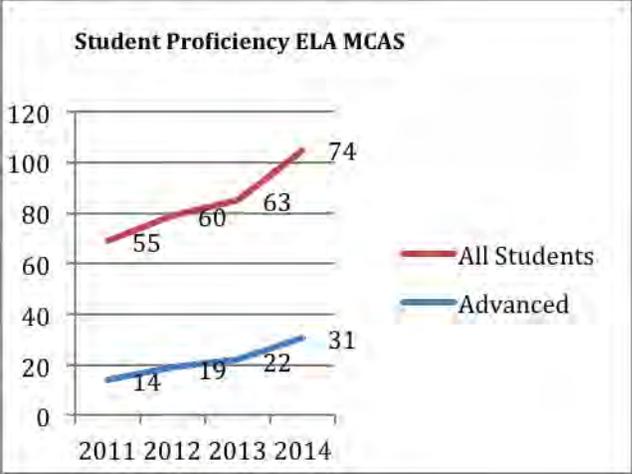
# Cambridge Public Schools

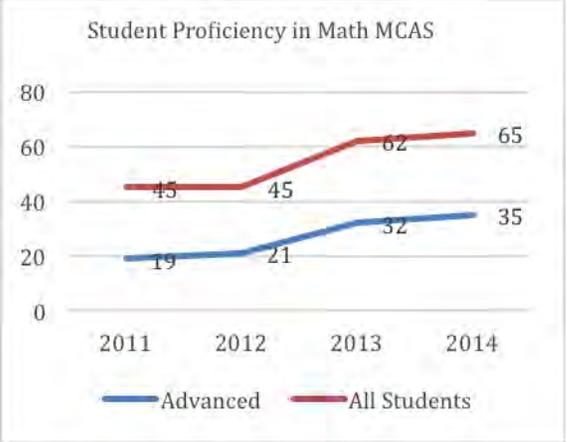
## Dr. Martin Luther King, Jr. School Improvement Plan 2014-16

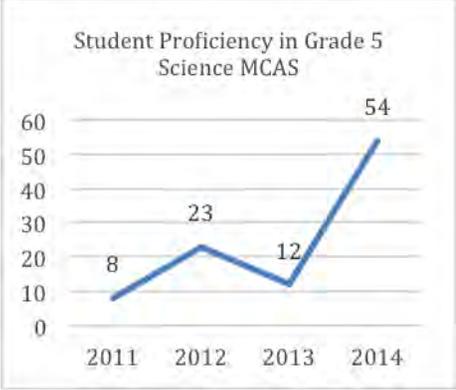
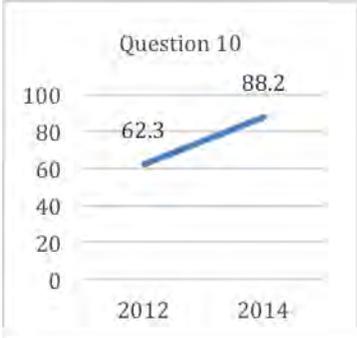
<b>Vision</b>			
<p>The Dr. Martin Luther King, Jr. School is a nurturing and challenging learning environment with high expectations for success through differentiated instruction that embraces individual differences and learning styles. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' academic and social success. Students are active learners, critical thinkers, and responsible citizens with a sound knowledge base and a proficiency in Mandarin Chinese.</p>			
<b>Theory of Action</b>			
<p>If we, as a school leadership team, focus on differentiating the curriculum in order to better meet the needs of students who need more challenge and close the gaps for struggling students, then teachers will be better able to instruct all students and students will make significant academic growth.</p>			
<b>Strategic Objectives</b>			
<p><b>ELA: Responding to Reading</b> Increased and consistent use of responses to reading (through writing and speaking) in all grade levels across the year. (In grades 3 and up this includes use of the Reader's Notebook.)</p>	<p><b>ELA: Comprehend NonFiction Texts</b> Increased instruction in reading processing and comprehension strategies especially around nonfiction texts in ELA and content subjects. (ELA)</p>	<p><b>MATH: Factual fluency</b> Design math fact mastery plan for each grade-level and, then, each student.</p>	<p><b>Math: Differentiated Math Groups</b> Plan and implement weekly differentiated small group instruction focused on grade-level math content mastery standards.</p>
<p>Plan: Implement routines for weekly written reading response in all classrooms grades 2-5.</p>	<p>Plan: Schedule daily 60 minute reading workshop blocks in all classrooms</p>	<p>Plan: Identify end-of-year grade-level computational fluency standards and access students' baseline factual knowledge.</p>	<p>Plan: Collaboratively plan with math coach and grade level colleagues to ensure a strong implementation of the Math in Focus with an emphasis on differentiated math instructional groups.</p>
<p>Plan: Implement routines for weekly oral, pictorial, or written reading responses in all classrooms in grades K-1.</p>	<p>Plan: Fully implement CPS Units of Study in nonfiction reading and writing in all grade levels.</p>	<p>Plan: Set fact fluency goals for each student and create a plan for end-of-year fact mastery.</p>	<p>Plan: Set math learning goals for each student and create a plan for success.</p>
<p>Act: Through biweekly grade level planning times and monthly professional development, create reading response prompts and question stems that are aligned to unit content and the MA Frameworks, and that are differentiated for students' independent reading levels.</p>	<p>Act: Meet biweekly with grade level teaching teams to delve into unit content, plan for instruction, and create opportunities for reading responses.</p>	<p>Act: Implement weekly fact fluency instruction, practice and assessments.</p>	<p>Act: A) differentiate math instruction during lesson (tier 1) and b) implement and monitor Symphony Math instruction for some (tier 2).</p>
<p>Assess: Create consistent grade-level specific rubrics for assessing written responses to reading in grades 2-5. Consistently assess student work during common planning times, professional development, and/or cluster meetings</p>	<p>Assess: Analyze final published products of informational writing units for evidence of student progress toward grade-level mastery. Analyze students' responses to reading and MCAS practice for evidence of content mastery in reading.</p>	<p>Assess: Analyze district computational assessment (grades 3-5) and other available computational fluency assessments (Symphony Math, Fastmath, etc.) to measure progress towards grade-level fact mastery.</p>	<p>Assess: Analyze chapter tests from Math in Focus, district assessments and Symphony math screeners to monitor student progress towards grade-level content mastery. Where students demonstrate mastery plan enrichment activities.</p>
<b>2016 Outcomes</b>			
<p>ELA: Set the 2017 goals for aggregate and subgroups as our 2016 goals with special attention to goals for subgroups, requiring a 3 to 4 point CPI improvement in each subgroup and overall.</p> <p>MATH: Set the 2017 goals for aggregate and subgroups as our 2016 goals with special attention to goals for subgroups, requiring 3 to 4 point CPI improvement in each subgroup and overall.</p>			

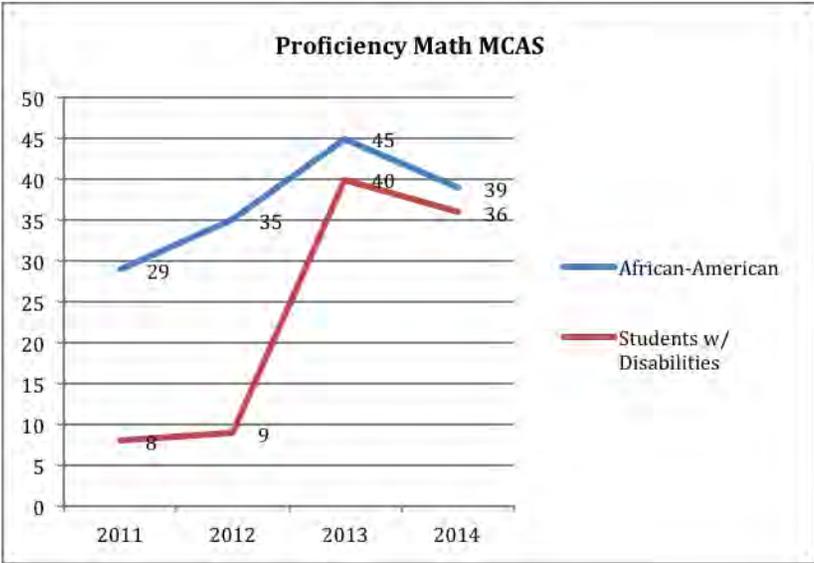
**Data Analysis Template**

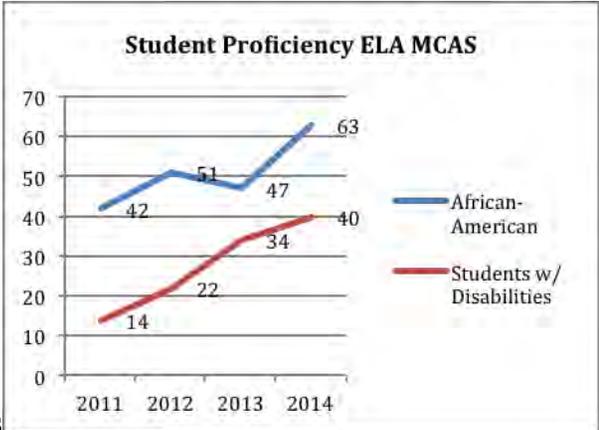
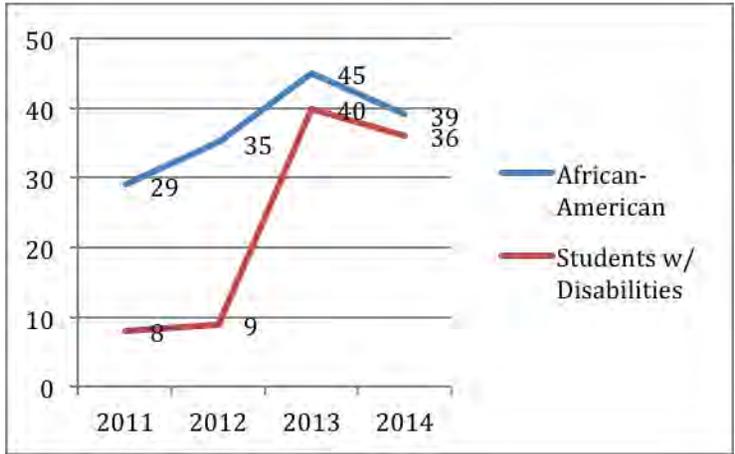
Strengths: Please rank these in order, with #1 being the most important area of strength.

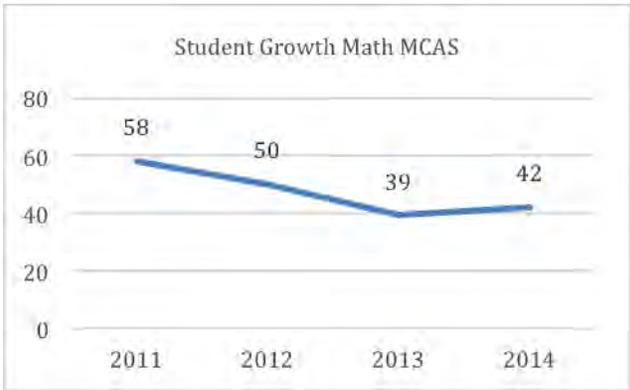
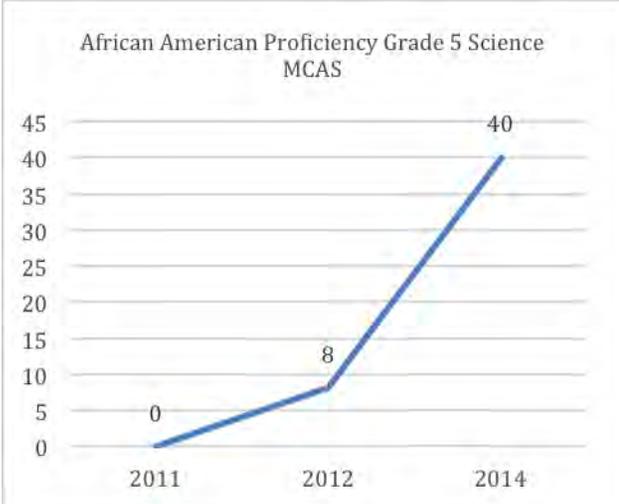
	<b>Trend data</b> that demonstrates an area of <b>strength</b>	What are your <b>observations</b> and your <b>hypothesis of the cause</b> of this area of strength?	What <b>strategic objectives or initiatives</b> could have led to this area of strength? How?															
#1	<p>Student Proficiency in English Language Arts (MCAS)</p>  <table border="1" data-bbox="344 565 976 1039"> <caption>Student Proficiency ELA MCAS</caption> <thead> <tr> <th>Year</th> <th>All Students</th> <th>Advanced</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>55</td> <td>14</td> </tr> <tr> <td>2012</td> <td>60</td> <td>19</td> </tr> <tr> <td>2013</td> <td>63</td> <td>22</td> </tr> <tr> <td>2014</td> <td>74</td> <td>31</td> </tr> </tbody> </table>	Year	All Students	Advanced	2011	55	14	2012	60	19	2013	63	22	2014	74	31	<p>ELA student proficiency has consistently increased the past several years due to better consistency and collaboration between classes (horizontal) and grades (vertical). Our subgroups (AA, High Needs, Low Income) have also increased as a result of better fidelity to grouping, interventions, and extensions.</p> <p>(+) Warning/Needs Improvement has consistently declined from 45% in 2011 to 26% in 2014.</p>	<p>Greater consistency and fidelity in instructional practices; consistent and collaborative teaching; extended school hours; Accountable Talk; focus on differentiation strategies; coaching cycles; new units; RtI implementation</p>
Year	All Students	Advanced																
2011	55	14																
2012	60	19																
2013	63	22																
2014	74	31																

<p>#2</p>	<p>Student Proficiency in Math (MCAS)</p>  <table border="1"> <caption>Student Proficiency in Math MCAS</caption> <thead> <tr> <th>Year</th> <th>Advanced</th> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>19</td> <td>45</td> </tr> <tr> <td>2012</td> <td>21</td> <td>45</td> </tr> <tr> <td>2013</td> <td>32</td> <td>62</td> </tr> <tr> <td>2014</td> <td>35</td> <td>65</td> </tr> </tbody> </table>	Year	Advanced	All Students	2011	19	45	2012	21	45	2013	32	62	2014	35	65	<p>Math student proficiency has consistently increased the past several years due to better consistency between classes (horizontal) and grades (vertical). Our subgroups (AA, High Needs, Low Income) have also increased as a result of better fidelity to grouping, interventions, and extensions.</p> <p>(+) Warning/Needs Improvement has consistently declined from 55% in 2011 to 34% in 2014.</p>	<p>Increased specificity on grade level focus areas for improvement; teacher development through collaboration and coaching; Symphony math; interventions/extensions; consistency in extended learning blocks; improved alignment at lower grades; RtI implementation</p>
Year	Advanced	All Students																
2011	19	45																
2012	21	45																
2013	32	62																
2014	35	65																
<p>#3</p>	<p>Student Growth</p>  <table border="1"> <caption>ELA Median SGP</caption> <thead> <tr> <th>Year</th> <th>Median SGP</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>60</td> </tr> <tr> <td>2012</td> <td>53</td> </tr> <tr> <td>2013</td> <td>44</td> </tr> <tr> <td>2014</td> <td>72</td> </tr> </tbody> </table>	Year	Median SGP	2011	60	2012	53	2013	44	2014	72	<p>ELA student growth percentile increased last year as we were better able to identify and support student specific goals (RtI).</p>	<p>Greater consistency and fidelity in instructional practices; consistent and collaborative teaching; extended school hours; Accountable Talk; focus on differentiation strategies; coaching cycles; new units; RtI implementation</p>					
Year	Median SGP																	
2011	60																	
2012	53																	
2013	44																	
2014	72																	

<p>#4</p>	<p>Science</p>  <p>Student Proficiency in Grade 5 Science MCAS</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Proficiency Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>8</td> </tr> <tr> <td>2012</td> <td>23</td> </tr> <tr> <td>2013</td> <td>12</td> </tr> <tr> <td>2014</td> <td>54</td> </tr> </tbody> </table>	Year	Proficiency Score	2011	8	2012	23	2013	12	2014	54	<p>Student proficiency in science increased last year with better alignment to curriculum and increased instructional time.</p>	<p>Increasing science instructional time/scheduling; grade-level collaboration; school focus;</p>
Year	Proficiency Score												
2011	8												
2012	23												
2013	12												
2014	54												
<p>#5</p>	<p>MASS TELL (Q10) Overall, my school is a good place to work and learn.</p>  <p>Question 10</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>62.3</td> </tr> <tr> <td>2014</td> <td>88.2</td> </tr> </tbody> </table>	Year	Score	2012	62.3	2014	88.2	<p>This response suggests that teachers have a generally positive view of our school as a place to work and learn. I believe this is significant given several challenges the past two years (immersion structure, building move/space limitations), and can be attributed to a better focus on a tighter grade band (JK-5,IA).</p>	<p>Improving interaction and frequency of classroom observation; distributing school leadership; emphasis on collaboration/collegiality; new hires</p>				
Year	Score												
2012	62.3												
2014	88.2												

	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>Math: African American, Student with Disabilities Subgroups</p>  <table border="1" data-bbox="275 456 1089 1019"> <caption>Proficiency Math MCAS</caption> <thead> <tr> <th>Year</th> <th>African-American</th> <th>Students w/ Disabilities</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>29</td> <td>8</td> </tr> <tr> <td>2012</td> <td>35</td> <td>9</td> </tr> <tr> <td>2013</td> <td>45</td> <td>40</td> </tr> <tr> <td>2014</td> <td>39</td> <td>36</td> </tr> </tbody> </table>	Year	African-American	Students w/ Disabilities	2011	29	8	2012	35	9	2013	45	40	2014	39	36	<p>While this achievement gap is more pronounced in grade 5, it certainly exists prior to the MCAS testing grades. The large number of students in both subgroups suggests the high degree of risk factors for these students; disaggregating this data at the student level indicates the need for a comprehensive success plan for children in these at-risk categories (academic, emotional, parental involvement, etc.).</p>	<p>More accountability on goals; student support; counter-narrative/culture; collaboration; individual student success plans; cultural competency; special education alignment of goals and supports</p>
Year	African-American	Students w/ Disabilities																
2011	29	8																
2012	35	9																
2013	45	40																
2014	39	36																

<p>#2</p>	<p>ELA: African American, Student with Disabilities</p>  <p>Subgroups</p>	<p>While this achievement gap is more pronounced in grade 5, it certainly exists prior to the MCAS testing grades. The large number of students in both subgroups suggests the high degree of risk factors for these students; disaggregating this data at the student level indicates the need for a comprehensive success plan for children in these at-risk categories (academic, emotional, parental involvement, etc.).</p>	<p>More accountability on goals; student support; counter-narrative/culture; collaboration; individual student success plans; cultural competency; special education alignment of goals and supports</p>
<p>#3</p>	<p>CPI: Math MCAS (Low-Income, African-American)</p> 	<p>While we made progress a year ago, our math scores for these two subgroups declined this past year. With a more explicit focus on these subgroups and articulation of support, we should see an increase in achievement.</p>	<p>More accountability on goals; student support; counter-narrative/culture; collaboration; individual student success plans; cultural competency; special education alignment of goals and supports</p>

<p>#4</p>	<p>Student Growth Math</p>  <table border="1"> <caption>Student Growth Math MCAS</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>58</td> </tr> <tr> <td>2012</td> <td>50</td> </tr> <tr> <td>2013</td> <td>39</td> </tr> <tr> <td>2014</td> <td>42</td> </tr> </tbody> </table>	Year	Score	2011	58	2012	50	2013	39	2014	42	<p>Although we did rise in a growth percentile range, we would like to see this even higher. We have identified certain pockets for improvement, such as 5<sup>th</sup> grade, and subgroups that we believe with more focus will increase their achievement.</p>	<p>Feedback/observation; new curriculum; individualized student success plan; goal setting</p>
Year	Score												
2011	58												
2012	50												
2013	39												
2014	42												
<p>#5</p>	<p>Science: African American MCAS Proficiency</p>  <table border="1"> <caption>African American Proficiency Grade 5 Science MCAS</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>0</td> </tr> <tr> <td>2012</td> <td>8</td> </tr> <tr> <td>2014</td> <td>40</td> </tr> </tbody> </table>	Year	Score	2011	0	2012	8	2014	40	<p>Although there was a significant increase in proficiency this past year, there is a 14% gap between all 5<sup>th</sup> grade students and African American students. We need to explore why this gap exists and to identify areas to close it.</p>	<p>ILT focus; more progress monitoring on science goals; increase school focus; alignment and collaboration between grades and classes</p>		
Year	Score												
2011	0												
2012	8												
2014	40												

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

While our aggregate data has steadily inclined, we aren't seeing as much progress with two of our subgroups. For example, our ELA CPI is 96 versus 75 for Special Ed. students and a 92 CPI in math versus a 65 CPI for Special Ed. students. This suggests that our whole class instruction is strong, but we need to do a better job differentiating and supporting certain subgroups.

2. 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?

Great starting point; I believe that with our additional MCAS data and improved school-based instructional systems we will be even more specific and focused.

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

Year-long description, rationale, and goal			
Priority Strategic Objective/Initiative:	<b>Mathematics: Fact Fluency</b>		
Data that supports this initiative as a priority for your school:	There is insufficient data for us to know if students have reached the end of grade fluency standards of the MA Math Curriculum Frameworks. (See fluency standards below). We used teacher feedback that too many students are not fluent in their single-digit facts that impede their computational accuracy and fluency as well as their problem solving skills.		
Student outcome at end of school year:	All students will attain end of grade-level math fluency expectations of the MA Curriculum Frameworks by May 2015 (see below) or, in the case of a specific IEP fact mastery goal, the student will attain their IEP fact mastery goal(s).		
Early Evidence of Change			
What are you trying to achieve in this initiative by Dec. 31?	Gr 1. Addition facts to 10, Gr.2 Addition facts to 20, Gr. 3 Addition and subtraction facts to 20		
How will you know if a change is an improvement by Dec. 31?	Mid-year computational fluency assessment (created at school site).		
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
	Plan: Identify end-of-year grade-level computational fluency standards and assess students' baseline factual knowledge.	math coach, classroom teachers, special educators	Once/Nov
	Plan: Set fact fluency goals with each student and create a plan for end-of-year fact mastery.	math coach, classroom teachers, special educators	Once/Dec
	Act: Implement weekly fact fluency instruction, practice and assessments.	math coach, classroom teachers, special educators	Weekly in a strategic rollout. GR 1-3 Oct, Gr 4-5 January based on available PD/coaching time.
	Assess: Analyze district computational assessment (grades 3-5) and other available computational fluency assessments	math coach, classroom teachers, special educators	6 -8 week intervals

	(Symphony Math, Fasttmath, etc.) to measure progress towards grade-level fact mastery.		
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Common Core K-5 Grade Required Fluency

K Add/subtract within 5, Gr. 1 Add/subtract within 10, Gr. 2 Add/subtract within 20 & Add/subtract within 100 (pencil and paper), Gr. 3 Multiply/divide within 100 & Add/subtract within 1000, Gr. 4 Add/subtract within 1,000,000, Gr. 5 Multi-digit multiplication

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

<b>Year-long description, rationale, and goal</b>			
Priority Strategic Objective/Initiative:	<b>ELA: Response to reading</b>		
Data that supports this initiative as a priority for your school:	Over the past three years, an average of 71% of students have achieved a score of 2 or higher on MCAS open response items. In 2014, our students' open response scores were in the 71 <sup>st</sup> percentile in third grade; in fourth, 62 <sup>nd</sup> percentile; and in fifth, 63 <sup>rd</sup> percentile.		
Student outcome at end of school year:	By the end of the 2014-2015 school year, all grades will implement routines for weekly responses to reading. In grades 2-5, these responses will include use of the readers' notebook. In grades K-1, students' responses to reading may be communicated orally, in writing, or through pictures; responses in grades K-1 may also take the form of interactive and/or shared writing experiences.		
<b>Early Evidence of Change</b>			
What are you trying to achieve in this initiative by Dec. 31?	By December 31, 2014, we will begin monthly ELA professional development designed to help teachers delve deeply into reading response expectations at each grade level. In both professional development and biweekly grade level planning sessions, teachers will have opportunities to create response prompts and question stems that are aligned to grade level content and the MA Frameworks as well as differentiated for students' independent reading levels. Teachers in grades 3 and 5 will create rubrics to assess students' weekly written responses.		
How will you know if a change is an improvement by Dec. 31?	By December 31, there will be evidence of routines for responses to reading in grades 2-5. Students will be using Readers' Notebooks to submit weekly responses to independent reading that demonstrate evidence of explicit and inferential textual understanding.		
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
	Create consistent grade-level specific rubrics for assessing written responses to reading in grades 2-5.	Instructional literacy coach in conjunction with grade level teams	June 17, 2015
	Create response prompts and question stems that are aligned to grade level content and the MA Frameworks as well as differentiated for students' independent reading levels. Teachers in grades 3 and 5 will create rubrics to assess students' weekly written responses.	Instructional literacy coach in conjunction with grade level teams	June 17, 2015

	Consistently assess student work during common planning times, professional development, and/or cluster meetings	Instructional literacy coach in conjunction with grade level teams	June 17, 2015
	Implement an audio book program allowing students with disabilities in grades 2-5 to engage with and respond to grade level texts.	Instructional literacy coach in conjunction with grade level teams, technology specialist, special educators, and librarian	June 17, 2015

**School Name: Dr. Martin Luther King, Jr. 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)?

As part of our School Improvement Plan, we have also identified the following areas for improvement: increased specificity of progress monitoring in our Response to Intervention processes, focus on comprehending nonfiction text across all grade, focus on differentiation of math groups, and implementation of counter narratives strategies for our students (school values, guest speakers for assemblies, student awards, etc.).

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

Yes, we believe that the two action steps outlined above are achievable this year. We are excited and encouraged by our additional, long term, SIP initiatives.

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 support of our initiatives, we have used a combination of our 10 hours of ELA/math professional development and 15 hours of all-school professional development allotment.

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

In order to better emphasize our school focus areas without overly scheduling our teachers, we have combined coaching sessions by grade and folded our cluster meetings into common PD time. This aligning has helped us shift from our focus from meeting several objectives during the school week towards a more manageable and strategic approach.

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

We shared the bulk of our SIP with our teachers last spring and have continually crafted and shared any changes throughout the fall. We have also presented and solicited feedback on our math and ELA goals through School Council meetings since last spring.