2014 – 2015
School Improvement Plan
Putnam Avenue Upper School

158 Spring Street
Cambridge, MA 02141

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

Head of Upper School:
Mirko Chardin
Asst. Principal: Pamela C. Chu

CPS
Cambridge Public Schools

putnamavenue.cpsd.us

TABLE OF CONTENTS

Cambridge Public Schools
Putnam Avenue Upper School Improvement Plan 2014-16

Vision
At the Putnam Avenue Upper School, we believe that all of our students can and will be successful in and out of school and beyond, no matter what their circumstances are. We believe that our students are headed towards the "Good Life." That is, we believe that our students will be college-and career-ready and will become successful and contributing members of society with the best possible quality of life. In order to live the "Good Life," students will develop a sense of mastery of our core values of passion, pride, and ownership with balance and perseverance.

Theory of Action
Our theory of action is that IF we focus on increasing students' problem-solving and critical thinking skills across all content areas, build a collaborative culture to support improved instruction, and strengthen academic supports in and math & for students with disabilities and social/emotional supports THEN student achievement will increase as measured by MCAS and interim assessments.

Strategic Objectives

Increase students' problem-solving and critical thinking skills across all content areas	Develop school-wide systems that encourage instructional practices which promote student learning and engagement.	Strengthen academic supports in math and for students with disabilities.	Strengthen social/emotional supports

Strategic Initiatives

Implement common school-wide language around responding to ORPs (ACE). ACE posters will be in all classrooms and common areas. Families will be notified of this language and will receive a copy of the poster..	Provide professional development around writing mastery objectives, authentic engagement and their connection to student growth during grade-level meeting times.	Implementing an interim assessment cycle that utilizes Galileo common assessments, blind scoring and a feedback protocol for students.	Realign the 7th and 8th grade promotion portfolio to revolve around the school's new vision to support students' pursuit of the best possible quality of life once entering adulthood.
Implement an interim assessment cycle (monthly through grade level data meetings) that includes common assessments, blind scoring, data analysis, plans for reteach and a feedback protocol for students.	Utilize building based department meetings to create vertical alignment.

Classroom observations, school-wide walkthroughs, memos which share data with staff, and cross-disciplinary district-led site visits focused on mastery objectives and authentic engagement. | Implement a monthly interim assessment cycle that utilizes district periodic assessments, Galileo, and additional standards based resources provided by DSAC. | Dedicate staff meeting time to committee work on relationship building, a community of care, and supporting struggling learners. |

Students will have consistent experiences with ORPs using models and feedback	Utilize the building-based informal observation form and Looking at Student Work sessions for peers to provide critical feedback on student engagement and instructional strategies	Utilize Galileo to create a bank of standards based resources for teachers to use. Resources will be used to assess, model, and provide feedback to students.	Utilize partnerships with the Harvard Black Men's Forum and Dacid Walker Scholars Mentor program and other community supports.
Implement an interim assessment cycle to be used monthly at grade level data meetings. Use district periodic assessments and additional standards-based resources provided by DSAC. Each month, one data meeting will be focused on each of the following areas: math, ELA, students with disabilities, and classroom performance.	Include time to reflect on how feedback was used and/or tuning an upcoming assignment during Looking at Student Work cycles.	Provide before and after school intervention/support classes in math to provide targeted instruction based in interim assessment data.	Develop Restorative Justice practices and alternatives to suspension.
Create a bank of standards-based open-response resources for teachers to use. ORP resources will be used to assess, model and provide feedback to students.	Peers providing critical feedback on student engagement and instructional strategies, by using the building-based informal observation form and Looking at Student Work sessions.	Implement Math in Focus in grades 6-8. Participate in district provided professional development and utilize the resources available (re-teach, enrichment, etc.)	Participate in Positive Behavior Intervention and Supports (PBIS) training.
Provide before and after school support classes targeting critical thinking and problem solving in math and ELA.		Meet the needs of all students via the newly implemented accelerated math pathways and the school-based before and after school support classes	Utilize weekly Student Support Team (SST) meetings at each grade-level co-facilitated by the counselor and teacher leader.
		Provide a retreat for all OSS staff to focus on team-building, role clarity, and a vision for the building based team.	Participate in professional development around cultural competency for all staff facilitated by Christina Brown from the Center for Collaborative Education.
		Participate in state and district	Develop opportunities for

		provided professional development around completion of successful MCAS Alt. portfolios.	student to identify what they need and seek out resources by having access to counseling drop-in hours and an drop-boxes.
			Create a Gay Straight Alliance (GSA).
			Provide professional development around trauma sensitive schools.

2016 Outcomes

- No suspensions (suspension alternatives developed)
- 50% reduction in office referrals
- All MCAS-alt students will score in the progressing category
- ELA and Math performance on MCAS open-response questions will be at or above the average state performance level
- ELA and Math performance on MCAS multiple choice questions will be at or above the average state performance level
- Putnam Ave. median SGP will be greater than or equal to 50 for each content area.
- A decrease in the discrepancy between staff and students perceptions of how well the staff know the students
- The common use and focus of vocabulary strategies will support student accessibility to varied questions types.
- Sub-separate teachers will participate in district provided Professional Development to support student success with the MCAS-alt.
- Re-focus advisory work on building relationships to decrease office referrals and suspensions. Alternatives to suspensions will be researched to support student success.
- Action plans for developing relationships, a community of caring, consistent communication, teacher support, rigor and supporting struggling students will be developed by staff committees.

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

	Trend data that demonstrates an area of **strength**	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	7th Grade English Language Arts 		School % Correct	District % Correct	State % Correct
Multiple Choice Items	79%	79%	79%
Conventions of Standard English	82%	77%	80%
Integration of Knowledge and Ideas	91%	85%	86% | * On all other question types and strand/topics Putnam Ave. scored within 4 percentage points of the state.	Observation: Putnam Ave. 7th graders performed online with the district and the state on answering multiple choice items. Observation: Putnam Ave. 7th graders performed better than the district and the state on the Conventions of Standard English and Integration of Knowledge and Ideas strands. Hypothesis:	- ELA teacher used Achieve3000 as a way to differentiate instruction. - ELA and Science teacher planned cross-disciplinary activities around writing in Science. - Targeted after school support was offered to 7th grade students. Families were involved to support success. - Teachers used mentor text response exemplars to provide feedback to students. - ELA teacher used student peer feedback/editing to support. conventions in student writing. - Targeted after school support was offered to 7th grade students. Families were involved to support success.

#2	**7th Grade Math**				Observation: 7th graders at Putnam Ave. scored higher than the district and state on open-response items and on items assessing the ratios and proportions strand. Hypothesis: 7th graders applied their knowledge of ratios and proportional relationships to real-world context through the use of SCRATCH.	- 7th graders completed a mini-unit on ratio and proportion using SCRATCH. - Targeted after school support was offered to 7th grade students. Families were involved to support success. - 7th grade team used Town Hall Meetings to share and reinforce successful test-taking strategies.

7th Grade Math table:

question type/strand	School % Correct	District % Correct	State % Correct
Open-Response Items	64	63	62
Ratios and Proportional Relationships	71	68	66

#3 — Mathematics

Observation: Students with disabilities had less of a decline than other subgroups.

Hypothesis: There was a school-wide focus on disability awareness, differentiated instruction and meeting the needs of our special education population.

- Special educators were responsible for only one grade level, which allowed them more time to collaborate with general educators.
- Special educators conducted workshops for general educators on types, effects and recommended strategies of several disabilities.

Group	2013 CPI	2014 CPI	CPI Change	Target
All	75.0	62.2	-12.8	76.8
High Needs	68.2	56.0	-12	71.3
Low Income	68.8	55.8	-13.0	73.8
Students w/ Disabilities	59.1	50.8	8.3	
Afr. American/ Black	67.4	54.6	-12.8	73.3
White	79.8	69.0	-10.8	82.2

|			
#4	**Tell Mass Survey** e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. Massachusetts n = 33626 / dk = 3900 — 6% 24% 58% 13% Cambridge n = 370 / dk = 36 — 4% 19% 56% 21% Massachusetts Middle Schools n = 7137 / dk = 821 — 5% 23% 59% 13% Putnam Avenue Upper School n = 19 / dk = 2 — 5% 16% 74% 5% Teachers are effective leaders in the school 5 10% 71% 14% Communication with Families 5 81% 14%	Observation: When compared against the district or the state, more Putnam Ave. teachers agreed or strongly agreed that they are provided with supports that translate to improvements in instructional practices. Hypothesis: Successful mentoring relationships (ie. instructional coaches, teacher mentors, counselors, etc) for teachers were developed. Observation: Over 80% of the staff believes that teachers have been utilized as effective leaders. Hypothesis: We have invested a great deal of time and resources into developing a teacher leadership model. Observation: Over 90% of the staff believes communication with parents has been effective. Hypothesis: We have put a great deal of effort into developing systems	- Teacher/mentor pairings were thoughtful and made early in the year. - Putnam Ave. had a full-time ELA and a full-time math coach/interventionist. - The development of a teacher leadership model. - Implementing a communication plan that included a monthly full color newsletter, monthly memo's from principal, monthly grade updates, and "Take Home" Tuesdays and Thursdays.
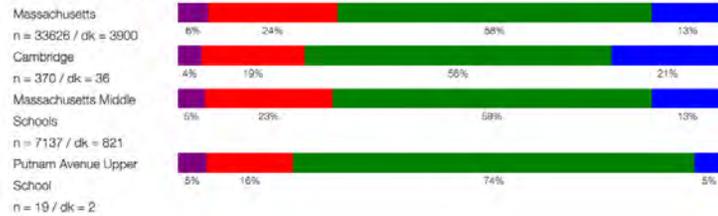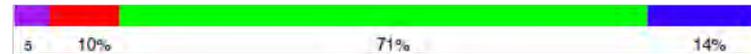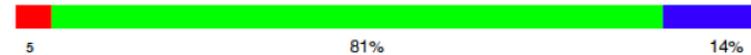
		of regular communication with families.	
#5	**2014 School Climate Survey** Parents: Students: Staff: 	<u>Observation:</u> As reported via the school climate survey, 55% of parents, 51% of students, 71% of staff who participated in the survey feel engaged and connected to the school resulting in positive median rankings of 3.64, 3.57 & 3.71 respectively on a scale of 1-5 with 3.5-5 indicating positive response. <u>Hypothesis:</u> Parents, students and staff are buying into the work that has been done to foster the school's core values.	- Developing a strong sense of school culture based on the core values of passion, pride, ownership, balance and perseverance.

1. Why do you think these are the most important data points for areas of strength?
It appears that these data points are most important in representing our areas of strength because the staff strategically spent staff meeting, team meeting, and leadership team meeting time to focus on teacher leadership, core values, and parent communication. When Putnam Avenue administration and staff identify areas of need and strategically work to improve those areas, they appear to be areas of strength.

	Trend data that demonstrates an area for **improvement**	What are 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	**Open-Response Question Performance** (Avg of grades 6-8) 	Content	School Avg % correct	District Avg % correct	State Avg % correct	School/ State Diff
---	---	---	---	---
Math	54	62	62	-8
ELA	50	56	59	-9
Science	37	43	50	-13		Observation: Putnam Ave. students are struggling in the area of problem solving/critical thinking. According to the 2014 MCAS performance on open-response questions is below the state average. Hypothesis: Lack of common language and strategy for analyzing and solving open-response questions.	-Building-wide focus on critical thinking and problem solving by focusing on ORP. -Science, ELA and Math teachers will use monthly open-response questions that are connected to the standards and provide feedback to students on their work. - Implement interim assessment cycle to be used monthly at grade level data meetings. Use district periodic assessments and additional standards-based resources provided by DSAC. Each month one data meeting will be focused on each of the following areas: math, ELA, students with disabilities and classroom performance. - Implementing common school-wide language around responding to ORPs (ACE). ACE posters will be in all classrooms and common areas. Families will be notified of this language and will receive a copy of the poster.

#2	**Math MCAS 2014** 	% of student	Adv	Prof	NI	Warn
Students with Disabilities (Participation in MCAS Test)	0	6	16	77

Students without Disabilities	15	26	32	27						Observation: Most students, both with and without disabilities, scored below proficient on 2014 Mathematics MCAS.
										
										Hypothesis:
										Teachers need support in improving their diagnostic ability to match instruction to the needs of students through the creation of monthly data review/interim assessment cyles
										
										In addition to best teaching practices and curriculum alignment, students need more time and opportunities for engagement with math beyond the school day
											- Implement monthly interim assessment cycle that utilizes district periodic assessments, Galileo, and additional standards-based resources provided by DSAC, through grade level data meetings to regularly analyze data and develop plans for reteaching and providing feedback to students.
											
											- Putnam Ave. will provide varied afterschool opportunities to provide intervention, extension and support engagement.
											  ● Stock Market game
											  ● AMP after school support
											  ● Targeted before & after school intervention time facilitated by Putnam Ave Math Teachers

#3	**MCAS-Alt Assessment Performance** 	Content	Incomplete	Emerging	Progressing
ELA	1	5	8
Math	1	0	15						Observation: 23% of our student's MCAS-alt portfolios are scoring below the progressing level. Hypothesis: Teachers need support with performance objectives for standards in the	- OSS department will work with sub-separate special needs teachers to provide professional development and support. - Teachers will be submitting portfolios for review to district offices before they are due at

			MA 2011 framework.	the state level.

#4	**Office Referrals & Suspensions**

<table>
<tr><th>School Year</th><th>Office Referrals</th><th>Suspensions</th><th>Total</th></tr>
<tr><td>2012-2013</td><td>180</td><td>53</td><td>233</td></tr>
<tr><td>2013-2014</td><td>229</td><td>58</td><td>287</td></tr>
</table>

WE Teach/WE Learn Survey

<table>
<tr><th>Survey Indicator</th><th>Staff in Agreement</th><th>Students in Agreement</th><th>Percentage Discrepancy</th></tr>
<tr><td>Students would complete more challenging work if it were given.</td><td>30%</td><td>53.5%</td><td>23.5%</td></tr>
<tr><td>Knowing students' academic interests and goals.</td><td>73.2%</td><td>55.1%</td><td>18.2%</td></tr>
<tr><td>Knowing what students are passionate about outside of school.</td><td>76.7%</td><td>36.4%</td><td>40.3%</td></tr>
</table>

Observation: Both office referrals and suspensions increased from school year 2012-2013 to 2013-2014. In and out of school suspensions and office referrals are very high (58 suspensions in 2013-2014).

Hypothesis: There is a breakdown in behavior management. Staff needs to strengthen behavior expectations. Alternatives to suspension do not exist.

Observation: There are significant discrepancies in staff and student perceptions of how likely students are to complete more challenging work and how well staff know the students.

Hypothesis: Teachers need to maximize the use of Advisory curriculum to build relationships with students.

- Participation in Superintendent's suspension challenge (10 wks. no suspensions). Set a school wide goal of zero out-of-school suspensions for the year.
- 50% reduction in office referrals
- Leadership team will participate in book study of *Transforming School Culture*, by Dr. Anthony Muhammad.
- Based on WE Survey data, 6 areas were identified for improvement (relationship building, community of caring, struggling learners, consistent communication, rigor and teacher support) and committees were formed to address each area.
- Each WE Survey committee will identify causes of discrepancy using the "Root Cause Analysis" protocol.
- WE Survey committees will create action plans after identifying causes.

		Observation: Putnam Ave. is struggling to raise the achievement level of our students as indicated by our low growth in math and ELA. Hypothesis: Teachers need support in developing writing lesson plans based on mastery objectives, that ensure high levels of student authentic engagement and higher academic development and growth	Develop school-wide systems that encourage instructional practices which promote student learning and engagement. Provide professional development around writing mastery objectives, during grade-level meeting time for all teachers. Provide professional development around developing and maintaining authentic student engagement during grade-level meeting time for all teachers.
#5	<table><tr><th>Subject</th><th>Median SGP</th></tr><tr><td>6th ELA</td><td>26</td></tr><tr><td>6th math</td><td>29</td></tr><tr><td>7th ELA</td><td>35</td></tr><tr><td>7th math</td><td>38</td></tr><tr><td>8th ELA</td><td>31</td></tr><tr><td>8th math</td><td>29.5</td></tr></table>		

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

These data points appear to be the most important ones to demonstrate our areas of improvement as they represent areas that administration and staff did not strategically work to develop throughout the school year during leadership team, grade level team, or staff meetings.

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?

They do not. Our accountability data has dictated that we move in a different direction and develop new priorities.

School Name: Putnam Avenue Upper School

Action Plan for Strategic Objective/Initiative #1:

Year-long description, rationale, and goal	Students will demonstrate increased problem-solving and critical thinking skills.		
Priority Strategic Objective/Initiative:	Problem-solving and critical thinking ● Open-response writing across content areas		
Data that supports this initiative as a priority for your school:	2014 MCAS - Percent of students who scored 2 or above on open-response questions | Grade	ELA	MATH	SCIENCE | |---|---|---|---| | 6th | 35% | 61% | N/A | | 7th | 70% | 73% | N/A | | 8th | 57% | 39% | 29% |		
Student outcome at end of school year:	On the 2015 MCAS, at least 80% of students will score a 2 or above on open-response questions (increased from an average of 52% of students on the 2014 ELA MCAS, 57% on the 2014 Math MCAS and 29% on the 2014 Science MCAS)		
Early Evidence of Change	● Common school-wide language (ACE - Answer, Cite, Expand) around responding to ORPs ● Monthly grade level data meetings facilitated by principal and ELA Coach, focused on open-response writing Students have consistent experiences with ORPs with models and feedback.		
What are you trying to achieve in this initiative by Dec. 31?	At least 60% of students will score a 2 or above on monthly ORPs.		
How will you know if a change is an improvement by Dec. 31?	If the percent of students achieving a 2 or above on ORPs is greater than our baseline.		
What changes can you make that will result in improvement? Describe your plan to implement this	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/ team primarily responsible	Date/frequency completed
	Implementing common school-wide language around responding to ORPs (ACE). ACE posters will be in all classrooms and common areas. Families will be notified of this	Mirko Chardin, Pamela Chu-Sheriff, Fiona Healy, Joanna	October 2014-June 2014

initiative over the whole school year (you will revisit this plan in Jan., 2015). Consider students with disabilities, ELLs, and students with high needs.	language and will receive a copy of the poster.	Quest-Neubert, all 6th, 7th & 8th teachers and special educators	
	Implementing an interim assessment cycle (monthly through grade level data meetings) that includes common assessments, blind scoring, data analysis, plans for reteach and a feedback protocol for students.	Mirko Chardin, Fiona Healy, Joanna Quest-Neubert, all 6th, 7th & 8th teachers and special educators with support from DSAC	October 2013-November 2014
	Students have consistent experiences with ORPs with models and feedback.	All 6th, 7th and 8th grade teachers.	October 2014-June 2015
	Implement interim assessment cycle to be used monthly at grade level data meetings. Use district periodic assessments and additional standards-based resources provided by DSAC. Each month one data meeting will be focused on each of the following areas: math, ELA, students with disabilities and classroom performance.	Mirko Chardin, Fiona Healy, Joanna Quest-Neubert, all 6th, 7th & 8th teachers and special educators with support from DSAC	November 2014-April 2015
	Create a bank of standards-based open-response resources for teachers to use. ORP resources will be used to assess, model and provide feedback to students.	Mirko Chardin, Fiona Healy, Joanna Quest-Neubert, all 6th, 7th & 8th teachers and special educators with support from DSAC	September 2014-June 2015
	Provide before and after school support classes targeting critical thinking and problem solving in math and ELA.	Gr. 6-8 ELA and math teachers	November 2014-June 2015

School Name: Putnam Avenue Upper School

Action Plan for Strategic Objective/Initiative #2:

Year-long description, rationale, and goal	Develop school-wide systems that encourage instructional practices which promote student learning and engagement.		
Priority Strategic Objective/Initiative:	Lessons have mastery objectives which are clearly displayed and aligned to classroom tasks. Ensure that staff is aware of the difference between student compliance and engagement.		
Data that supports this initiative as a priority for your school:	SGPs for all students were 38 and below (see Part 1, Areas for Improvement #5).		
Student outcome at end of school year:	SGPs will increase to 50-60 as a result of aligned mastery objectives which are aligned to tasks. Student participation will be active engagement rather than compliance.		
Early Evidence of Change	Teachers becoming aware of what mastery objectives are and how to write them.		
What are you trying to achieve in this initiative by Dec. 31?	At least 50% of classrooms will have mastery objectives that are aligned to tasks.		
How will you know if a change is an improvement by Dec. 31?	Classroom observations, school-wide walkthroughs, memos which share data with staff, and cross-disciplinary district-led site visits.		
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

	Professional development around writing mastery objectives, during each grade-level meeting time.	Mirko Chardin, Fiona Healy, Janet Looney/Joanna Quest-Neubert, all 6th-8th grade teachers	Weekly Grade Level Common planning time meetings and Bi-Weekly Building Based Department Meetings September 2014-June 2015. Monthly building-wide walkthroughs with memo to teachers sharing feedback November 2014-June 2015.
	Building based department meetings to create vertical alignment.	Fiona Healy, Janet Looney/Joanna Quest-Neubert, all 6th-8th grade teachers	Bi-monthly department meetings September 2014-June 2015
	Peers providing critical feedback on student engagement and instructional strategies, by using the building-based informal observation form and Looking at Student Work sessions.	All 6th-8th grade teachers and special educators	December 2014-June 2015
	Looking at Student Work cycles will include time for reflecting on how feedback was used and/or tuning an upcoming assignment.	Mirko Chardin, all 6th-8th grade teachers	December 2014-June 2015

School Name: Putnam Avenue Upper School

Action Plan for Strategic Objective/Initiative #3:

Year-long description, rationale, and goal	Ensuring that supports provided to students in math will match students' needs and will result in an increased performance on MCAS and interim assessments. Ensuring that supports provided to students with disabilities will match students' needs and will result in an increased performance on MCAS and interim assessments.
Priority Strategic Objective/Initiative:	Strengthen academic supports in math and for students with disabilities.
Data that supports this initiative as a priority for your school:	(see tables below)

Survey Indicator	Staff in Agreement	Students in Agreement	Percentage Discrepancy
Students would complete more challenging work if it were given.	30%	53.5%	23.5%

Math MCAS 2014

% of student	Adv	Prof	NI	Warn
Students with Disabilities (Participation in MCAS Test)	0	6	16	77
Students without Disabilities	15	26	32	27

MCAS-Alt Assessment Performance

Content	Incomplete	Emerging	Progressing
ELA	1	5	8
Math	1	0	15

Student outcome at end of school year:	Math MCAS scores for students with disabilities will result in 15% proficient or higher, 50% needs improvement and 35% warning. Math MCAS scores for students without disabilities will result in 70% proficient or higher, 20% needs improvement and 10% warning.

	All MCAS-Alt Assessments will attain a rating of progressing in both ELA and math.		
Early Evidence of Change	Data dive with DSAC support. Implementation of Math in Focus. Accelerated math pathways and before/after school support classes.		
What are you trying to achieve in this initiative by Dec. 31?	Each grade will have implemented a math monthly data review/interim assessment cycle.		
How will you know if a change is an improvement by Dec. 31?	The interim assessment cycle will be in place and staff will have data.		
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
	Implement an interim assessment cycle that utilizes Galileo common assessments, blind scoring and a feedback protocol for students.	Mirko Chardin, Fiona Healy, Eileen Gagnon, ILT and support from DSAC	November 2014-December 2014
	Implement monthly interim assessment cycle that utilizes district periodic assessments, Galileo and additional standards-based resources provided by DSAC.	Mirko Chardin, Fiona Healy and support from DSAC	January 2015-June 2015
	Utilize Galileo to create a bank of standards-based resources for teachers to use. Resources will be used to assess, model and provide feedback to students.	Fiona Healy, Eileen Gagnon DSAC	January 2015-June 2015

	Provide before and after school intervention/support classes in math to provide targeted instruction based on interim assessment data.	6th, 7th and 8th grade math teachers	November 2014-June 2015
	Implement Math in Focus in grades 6-8. Participate in district provided professional development and will utilize the resources available (Re-Teach, Enrichment, etc).	6th, 7th and 8th grade math teachers, Fiona Healy, Eileen Gagnon, Lisa Scolaro	September 2014-June 2015
	Meet the needs of all students via the newly implemented accelerated math pathways and the school-based before and after school support classes.	Fiona Healy, 6th, 7th and 8th grade math teachers	September 2014-June 2015
	Provide a retreat for all OSS staff to focus on team building, role clarity and a vision for the building-based team.	Mirko Chardin, Fergie Wheeler, Megan Laskarzewski, Karen O'Leary, Krysta Roy, Sarah Moore, Morgan Meyer, Mary Tiernan, Leslie Loomis, Mathieu Perry, Brittany Smith, Daniel Almeida and district OSS leadership	November 2014-December 2014
	Participate in state and district provided professional development around completion of successful MCAS Alt. portfolios.	Brittany Smith, Daniel Almeida, and Charles Lower	September 2014-June 2015

School Name: Putnam Avenue Upper School

Action Plan for Strategic Objective/Initiative #4:

Year-long description, rationale, and goal	Supports provided to students will match students' needs and will result in a decrease in office referrals and/or suspensions.
Priority Strategic Objective/Initiative:	Strengthen Social/Emotional Supports
Data that supports this initiative as a priority for your school:	**Office Referrals & Suspensions** **WE Teach/WE Learn Survey**

Office Referrals & Suspensions

School Year	Office Referrals	Suspensions	Total
2012-2013	180	53	233
2013-2014	229	58	287

WE Teach/WE Learn Survey

Survey Indicator	Staff in Agreement	Students in Agreement	Percentage Discrepancy
Knowing students' academic interests and goals.	73.2%	55.1%	18.2%
Knowing what students are passionate about outside of school.	76.7%	36.4%	40.3%

Student outcome at end of school year:	Student academic performance will increase due to strengthened social/emotional supports. There will be a 50% reduction in office referrals and zero out of school suspensions.
Early Evidence of Change	As of October 30th, there has been 1 in-school suspension and fewer than 10 office referrals.
What are you trying to achieve in this initiative by Dec. 31?	Office referrals will be fewer than 40 and there will be zero out-of-school suspensions. There will be an increase in student feelings of how well staff knows their goals (to at least 70%) and interests (to at least 50%).

How will you know if a change is an improvement by Dec. 31?	Analysis of office referral data. Formal and informal survey of students regarding their relationships with staff.		
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
	Realign the 7th and 8th grade promotion portfolio to revolve around the school's new vision to support students' pursuit of the best possible quality of life once entering adulthood.	7th and 8th grade teams, Mirko Chardin, Pamela Chu-Sheriff	Launch party was held on October 22nd. Continuous work from October to May. written pieces that connect core values to classroom work career survey and college research Vision for the Future essay
	Utilize staff meeting time dedicated to committee work on relationship building, a community of care and struggling learners.	Teacher leaders and staff	Summer work (August 2014) Monthly staff meetings (September and October 2014)

	Utilize partnerships with the Harvard Black Men's Forum and the David Walker Scholars Mentor program and other community organizations.	Liaison Teacher	Mentor/mentee meetings twice weekly from October through June.
	Develop restorative justice practices and alternatives to suspension	Pamela Chu-Sheriff, Cynthia Wheeler, Mathieu Perry	September 2014-June 2015
	Provide staff the opportunity to participate in Positive Behavior Intervention Supports (PBIS) training.	Mirko Chardin, Pamela Chu-Sheriff, Sean Guthrie, Sarah Moore, Carol Worsham, Thomas Hainer, Dava Wool, Krysta Roy, Jamie DiIulio, Gabrielle Hajjar, Mabelyukling So, Brandon Sciarra, Marianne Bees, Marc Diaz, Summar Elguindy	December 2014
	Utilize weekly Student Support Team meeting at each grade level co-facilitated by the counselor and teacher leader.	Cynthia Wheeler, Michelle Calioro, Fernando Santos, Sean Guthrie, 6th-8th Grade teachers	September 2014 - June 2015
	Provide professional development around cultural competency for all staff, facilitated by Christina Brown from the Center for Collaborative Education.	Mirko Chardin, Pamela Chu-Sheriff, all 6th-8th grade teachers	October 2014 - Dec 2014
	Develop opportunities for students to identify what they need and seek out resources by and having access to counseling drop-in hours and drop boxes.	Cynthia Wheeler, Mathieu Perry, counseling interns	October2014 - June 2015
	Create a Gay-Staight Alliance.	Jenny Chung, Leslie Loomis, Carol Worsham, Joanna Quest-Neubert, Woodly Pierre-Louis, Mathieu Perry	October 2014 - June 2015
	Provide professional development around trauma and trauma sensitive schools.	Mathieu Perry	January 2015

School Name: The Putnam Ave 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)?
   We are committed to engaging our staff and school council in professional development and dialogue about cultural competency.

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

   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.
   Working in collaboration with Christina Brown, Senior Director for Instruction and Assessment from the Center for Collaborative Education, three cultural competency workshops were scheduled during staff meetings on 10/22/14, 11/17/14, 12/8/14 in an effort to improve understandings of and classroom practices with our students of color.

   We have also embedded cultural competency work in every other of our staff meetings (ex: viewing and discussing Chimamanda Adichie's "The Danger of a Single Story"; viewing and discussing "My Brown Eyes," a video about a Korean immigrant child's experience at school) and have also mirrored these exercises with our school council.

   4.   How are you *aligning your resources* to support all the initiatives your school is undertaking this year?
   Considering the fact that we are a level three school this year and that we believe that focusing on these objectives and initiatives will help move us out of level three status, all of our resources have been realigned to support this work.

   5.   Who was involved in the creation of each part of your SIP? In what ways were they involved?
   This school improvement plan was developed by Mirko Chardin, Pamela Chu-Sheriff, and the Putnam Ave. Leadership team, which is comprised of Fergie Wheeler (School Counselor), Fiona Healy (Math Coach), Michelle Calioro (8th Grade Teacher Leader), Fernado Santos (7th Grade Teacher Leader), Sean Guthrie (6th Grade Teacher Leader), Jamie DiIulio (Specialist Teacher Leader), and Vanessa DeGuia (Harvard SLP Intern)