

2014 – 2016

School Improvement Plan

Peabody School



70 Rindge Avenue
Cambridge, MA 02140

Principal: Jennifer Ford
SAM: Catherine Serrano



peabody.cpsd.us



TABLE OF CONTENTS

	Page Number
Vision	1
Theory of Action	2
Summary of Strategic Objectives and Initiatives.....	1-2
Data Analysis	
Trend Data/ Areas of Strength	3
Trend Data/ Areas for Improvement	4-5
Action Plan #1	
Mathematics: in grades 1-5, we will implement the	6-7
Math in Focus transfer assessments and other similar open response type questions in order to better prepare students to answer novel or non-routine mathematics problems. Additionally, during student conferences we will provide students with targeted feedback utilizing a rubric about how they can improve.	
Action Plan #2	
ELA: Develop and consistently use a common rubric	8
for teachers to establish a baseline and collect data to inform practice so that students receive consistent feedback and better understand how they can improve communication in writing.	
Action Plan #3	
Science: Introduce the Science and Engineering	9
Practices to inform science instruction in order to support students' development in understanding and using the practices in appropriate contexts.	
Additional Considerations	10-11

Cambridge Public Schools

Peabody School Improvement Plan 2014-16

Vision				
<p>Our vision at the Peabody School is to teach children to:</p> <ul style="list-style-type: none"> • Master reading, writing, mathematics and the sciences, • Appreciate and engage in the arts, • Cultivate respect for the diversity of our cultures, • Make informed decisions and be responsible for choices, • Develop a sense of pride and self respect as they define their role in society. <p>The Peabody School is committed to developing and nurturing the whole child – academically, artistically, socially, and civically through a partnership of school faculty, staff, families, community members, and students.</p>				
Theory of Action				
<p><i>If...we cultivate high expertise teaching and learning as the means for improving student achievement, Then...increasing numbers of students will meet rigorous academic standards and develop 21st century skills along with a responsibility for social justice.</i></p>				
Strategic Objectives				
Refine assessment strategies to measure writing about reading performance.	Strengthen instruction to improve literacy proficiency	Increase science instructional time	Maintain fidelity of implementation to the Math in Focus program and assessments in order to establish a baseline for transfer of knowledge.	Develop an inclusive culture of responsibility and pride
Strategic Initiatives				
<p style="text-align: center;">Technology</p> <p>Increase the number of iPads to support instructional goals through common planning time with the instructional technology specialist and the library media specialist. Teachers use equipment daily in all content areas throughout the school day. Improve the communication with families by providing workshops on how to use technology to help students at home. Improve teachers' technology skill and expertise by providing staff workshops on apps to support curriculum etc. in addition to weekly check-ins about how to enhance classroom instruction through the use of technology.</p>				
Teacher collaboration to discuss and reach a consensus of descriptors for a Writing about Reading rubric/assessment tool.	Continue to implement Response to Intervention (RtI) – K-5	Integrate science with non-fiction reading and writing	Create a schedule for administering transfer questions. Implement Math in Focus transfer questions and provide students with feedback via conferencing about performance.	Through school-wide conversations, during RtI/common planning time/staff meetings/PD communicate a common understanding of the expectations for high level performance
Develop a writing about reading assessment tool to measure student performance.	Fidelity of Implementation to the Literacy Collaborative Framework	Integrate science with appropriate math content	Provide targeted feedback to students via small group/individual conferences. Create a schedule for conferencing with students.	Establish goal-setting practices for students and staff with a focus on a growth culture.
Implement and consistently use the rubric/assessment tool in grades 1-5.	Provide professional development for all staff in literacy instructional methods	Provide professional development for all staff in science including regularly scheduled meeting times with district science coach	Implement the Data-wise process to develop a learner-centered goal to improve instructional strategies and help educators build skill and confidence in using data as it relates to the essential work of teaching and learning.	Through continued monthly meeting time, shared leadership and open and effective communication protocols build a deeper, trusting relationship with the Faculty Advisory Committee
Use of data from rubric/assessment tool to inform instruction for all students, but particularly those who are not meeting gap-narrowing targets.	Implement research-based vocabulary instructional strategies across the content areas. Teachers and paraprofessionals present to their colleagues on strategies for improved vocabulary instruction that they have tried in their classrooms.		Track student progress and revisit student progress during RTI progress monitoring meetings.	Build the teacher/home partnership to increase student achievement through open communication

	Continue to implement the CPS ELA Writing Units		Continue to implement Response to Intervention (Rti) and symphony math in order to meet the needs of students struggling in math – K-5	Incorporating the arts into content area instruction through common planning time and aligning content
			Provide professional development for all staff in math practice standards and the new Math in Focus curriculum	Provide professional development to build distributed leadership and capacity of the Instructional Leadership Team
	Advance the use of technology to improve student achievement	Advance the use of technology to improve student achievement	Advance the use of technology to improve student achievement	Build a school identity through transparent and legitimate decision-making that includes all stakeholders.
			Teach problem solving and perseverance (Mathematical Practice Standard 1)	
			Develop ability to construct viable arguments, critique others' and use precise vocabulary (Mathematical Practice Standard 3,6)	
			Explicitly teach vocabulary instructional strategies	

2015 Outcomes

- Improve percentage of grades 3-5 students scoring proficient and advanced by 7 percentage points in ELA, math and science*
- Improve grade 3-5 student achievement specifically Low-Income, African American/Black by 6 percentage points*
- Improve grades 3-5 student achievement in short answer/open response questions in ELA, math and science*

WORKING DOCUMENT: Cambridge Public Schools SIP Part 1: Data Analysis Template

Please use the following sources of information to complete the tables below.

- Your “School Improvement Review Template” that you completed in Spring, 2014 based on last year’s data
- MCAS results (including 2014 data)
- DESE Accountability Report
- Indicators of school climate (e.g. # of suspensions, # of incidences of bullying, # of students moved to more restrictive placements for behavior, indicators of parental involvement, data from TELL MA, etc.)
- District Assessments (Computation Assessments, FAST, SRI, Benchmark assessments, etc.)

Definitions:

- **Strategic objectives:** The coherent group of overarching goals and key levers for improvement that will achieve the vision.
- **Strategic initiatives:** The projects and programs that support and will achieve the strategic objectives.
- **Trend data:** data in the form of a chart or table that illustrates patterns over at least 2 years.

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

	Trend data that demonstrates an area of strength (please include a chart or table)	What are your observations and your hypothesis of the cause of this area of strength?	What strategic objectives or initiatives could have led to this area of strength? How?												
#1	<table border="1"> <thead> <tr> <th>ELA</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>% Adv</td> <td>19</td> <td>29</td> </tr> <tr> <td>%Prof</td> <td>46</td> <td>46</td> </tr> <tr> <td>Overall +</td> <td>65%</td> <td>75%</td> </tr> </tbody> </table>	ELA	2013	2014	% Adv	19	29	%Prof	46	46	Overall +	65%	75%	Moving more of all students from warning/needs improvement into Adv/prof	RtI process, targeted instruction, shared ownership, professional development and coaching
ELA	2013	2014													
% Adv	19	29													
%Prof	46	46													
Overall +	65%	75%													
#2	<table border="1"> <thead> <tr> <th>Math</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>% Adv</td> <td>33</td> <td>46</td> </tr> <tr> <td>% Prof</td> <td>31</td> <td>25</td> </tr> <tr> <td>Overall +</td> <td>64%</td> <td>70%</td> </tr> </tbody> </table>	Math	2013	2014	% Adv	33	46	% Prof	31	25	Overall +	64%	70%	Moving more of all students from warning/needs improvement into Adv/prof	RtI process, targeted instruction, shared ownership, professional development and coaching
Math	2013	2014													
% Adv	33	46													
% Prof	31	25													
Overall +	64%	70%													
#3	<table border="1"> <thead> <tr> <th>ELA</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Median SGP</td> <td>39</td> <td>54.5</td> </tr> </tbody> </table>	ELA	2013	2014	Median SGP	39	54.5	An average increase of 0.33 over the state on all OR/SR/WP items in grades 3, 4 & 5 in 2014	RtI process, targeted instruction, shared ownership, professional development and coaching,						
ELA	2013	2014													
Median SGP	39	54.5													

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

We increased the percentage of students that are proficient or advanced through

- The RtI process with a focus on differentiating Tier 1 instruction
 - Shared ownership
 - Professional development including but not limited to data analysis of the strengths and weaknesses the CCSS aligned units of study in Reading, Writing and Math, strategies to support writing as well as sharing best practices
 - Coaching about implementation of the CCSS
 - A Title 1 Reading interventionist supporting classroom teachers
- All of which has led us to continued growth and performance over time.

Guidelines for choosing trend data for areas for improvement:

- Three of your five pieces of data should:
 - Be in the content areas of math, ELA, and science (one each)
 - Use the measures of SGP, CPI, or % proficient/advanced at the whole school or single grade-level
 - Be disaggregated by subgroups that show the greatest gaps
- The other two of your five pieces of data can focus on any areas you feel are in need of improvement

	Trend data that demonstrates an area for improvement (please include a chart or table)				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	Students with disabilities %Prof/Adv				40% are in Needs Improvement in ELA. 42% are in Needs Improvement in Math. 0% in Adv /8% in Prof in Science.	Increase repertoire and matching strategies (differentiated instruction), Improve diagnostics for intervention.
	2014	ELA	Math	Science		
		32%	27%	8%		
#2	2014	ELA - OR	Math – OR (4th & 5th)	Math – SA (3rd grade)	Low student achievement on OR/SA is leading to overall low proficiency	Provide students opportunities to practice OR type questions and feedback on how to improve through rubrics and
	Percent of students who	68%	49%	60%		

	scored less than 75% on OR Ques					conferring with students.				
#3	<table border="1"> <tr> <td>Math</td> <td>2014</td> </tr> <tr> <td>Median SGP</td> <td>44.5</td> </tr> </table>	Math	2014	Median SGP	44.5			High Needs subgroup has an SGP of 28.0 in 2014		Fidelity to the Math in Focus program and alignment with CCSS, professional development to increase content knowledge
Math	2014									
Median SGP	44.5									
#4	<table border="1"> <tr> <td>Science</td> <td>2014</td> </tr> <tr> <td>CPI</td> <td>68.1</td> </tr> </table>	Science	2014	CPI	68.1			High Needs population has a CPI of 53 in 2014		Fidelity to the Science curriculum and alignment with MA Framework, professional development to increase content knowledge
Science	2014									
CPI	68.1									

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

In order to sustain the growth of moving students from Warning/Needs Improvement into the Proficient or Advanced levels, the average student performance on OR/SA questions needs to improve in order for overall student proficiency to improve.

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?

RtI process — “Continue to implement Response to Intervention (RtI) – K-5”

Targeted instruction — “Through school-wide conversations, during RtI/common planning time/staff meetings/PD communicate a common understanding of the expectations for high level performance”

Shared ownership- “Increase student achievement and professional growth/joint responsibility through RtI meetings/common planning time/staff meetings/PD courses” and “Build a school identity through transparent and legitimate decision-making that includes all stakeholders”

Professional development — “Provide professional development to build distributed leadership and capacity of the Instructional Leadership Team”

Coaching — “Provide professional development for all staff in addition to building content & pedagogical knowledge during regularly scheduled meeting times with coaches”

Curriculum alignment with the Common Core State Standards — “Provide professional development for all staff in math practice standards and the new Math in Focus curriculum”

Increase repertoire and matching strategies (differentiated instruction) — “Incorporating the arts into content area instruction through common planning time and aligning content”

Improve diagnostics for intervention - “Continue to implement Response to Intervention (RtI) and symphony math in order to meet the needs of students struggling in math – K-5”

Fidelity to the Math in Focus program and alignment with CCSS - “Implement the Math in Focus curriculum at the grade levels outlined by district administration”

Professional development to increase mathematics content knowledge - “Provide professional development for all staff in math practice standards and the new Math in Focus curriculum” and “Develop ability to construct viable arguments, critique others’ and use precise vocabulary (Mathematical Practice Standard 3,6)” and “Teach problem solving and perseverance (Mathematical Practice Standard 1)”

(Fidelity to the Science curriculum and alignment with MA Framework - “Integrate science with non-fiction reading and writing and math content”

Professional development to increase science content knowledge — “Provide professional development for all staff in science including regularly scheduled meeting times with district science coach”)

Action Plan for Strategic Objective/Initiative #1: Mathematics

Year-long description, rationale, and goal			
Priority Strategic Objective/Initiative:	<p>In mathematics in grades 1-5, we will implement the Math in Focus transfer assessments and other similar open response type questions in order to better prepare students to answer novel or non-routine mathematics problems. Additionally, during student conferences we will provide students with targeted feedback utilizing a rubric about how they can improve.</p>		
Data that supports this initiative as a priority for your school:	<p>In mathematics in grades 4 and 5, 49% of students scored less than 75% on Math open response test items and 60% of students in grade 3 scored less than 75% on short answer test items.</p>		
Student outcome at end of school year:	<p>In grade 3, 50% or fewer students will score less than 75% on short answer test items and in grades 4-5, 40% or fewer students open response test items.</p>		
Early Evidence of Change			
What are you trying to achieve in this initiative by Dec. 31?	<p>Math teacher/teams will administer at least two questions from the first four units to assess performance on open response style questions.</p>		
How will you know if a change is an improvement by Dec. 31?	<p>Student performance on each subsequent transfer of knowledge question will improve as a result of exposure to more novel/non-routine questions and reflection on student performance and the rubric during feedback sessions from November and December.</p>		
<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>	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed
	Create a schedule for administering transfer/OR type questions.	Math teacher/coach	December 15
	Create a schedule for conferencing with students to provide feedback about performance.	Math teacher/coach	December 15
	Provide targeted feedback to students via small group/individual conferences using the rubric.	Math teacher/coach	December 1 - December 23
	Implement the DataWise process during meetings with the Grade 5 math team to improve instructional strategies and help educators build skill and confidence in using data as it relates to the essential work of teaching and learning.	Math teacher/coach	Once month at the least.
	Track student progress and revisit student progress during RTI progress monitoring meetings, use student work as evidence of improvement.	Math teacher/coach	Every 6-8 weeks

	Use transfer/OR question data in order to inform instruction and meet the needs of all students, but particularly those in subgroups that are not meeting gap-narrowing targets.	Math teacher/coach	October: Ongoing
--	---	---------------------------	-----------------------------

Action Plan for Strategic Objective/Initiative #2: ELA

Year-long description, rationale, and goal			
Priority Strategic Objective/Initiative:	ELA: Develop and consistently use a common rubric for teachers to establish a baseline and collect data to inform practice so that students receive consistent feedback and better understand how they can improve communication in writing.		
Data that supports this initiative as a priority for your school:	ELA: 68% of all students in grades 3-5 scored less than 75% on ELA open response questions.		
Student outcome at end of school year:	60% or fewer students in grades 3-5 will score less than 75% on open response questions.		
Early Evidence of Change			
What are you trying to achieve in this initiative by Dec. 31?	<ul style="list-style-type: none"> • Develop a student rubric/assessment tool with teachers to inform their instructional practices around writing about reading. • All teachers in grades 3-5 will use rubrics at least once every other week. • Students in grades 3-5, will receive feedback once every other week. • In the spring, grades 1 and 2 will introduce and implement a grade appropriate rubric. 		
How will you know if a change is an improvement by Dec. 31?	Assessment data from using the rubrics will demonstrate student growth over time when.		
<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>	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed
	Teacher meetings to discuss and reach a consensus regarding descriptors/benchmarks for a writing-about-reading rubric/assessment tool.	Teachers/coach	October 1- November 15
	Develop and introduce a writing-about-reading rubric/assessment tool to measure student performance.	Teachers/coach	November 30
	Implement and consistent use of rubric/assessment tool.	Teachers	November - December
	Teachers will use the data from the rubric/assessment tool to inform instruction for all students but particularly those in subgroups that are not meeting gap narrowing targets.	Teachers/coach	December: Ongoing

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

Year-long description, rationale, and goal			
Priority Strategic Objective/Initiative:	Science: Introduce the Science and Engineering Practices to inform science instruction in order to support students' development in understanding and using the practices in appropriate contexts.		
Data that supports this initiative as a priority for your school:	On Grade 5 2014 MCAS 38% of student achieved Proficient/Advanced. Whereas across the city of Cambridge students in Prof/Adv equals 51% and in Massachusetts equals 55%.		
Student outcome at end of school year:	Increase awareness of the S & E Practices and focus instructional time on high-leverage strategies.		
Early Evidence of Change			
What are you trying to achieve in this initiative by Dec. 31?	Initial meeting with the STEM coordinator, Lisa Scolaro, to strategize and learn about implementation of science across the district.		
How will you know if a change is an improvement by Dec. 31?	A follow up meeting is planned for 2015.		
<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>	Implementation benchmark (process benchmark or early evidence of change benchmark)	Person/team primarily responsible	Date/frequency completed
	Created a calendar of meeting times with the STEM coordinator about planning for professional development in Science.	Principal/coaches	December 15
	Communicate with the ILT the plans for upcoming Science professional development.	Principal/coaches	January 9
	Incorporate science professional development during Early Release/Staff meetings.	STEM Coordinator/Science coaches	March-June 2015
	Schedule Walkthroughs using a checklist to collect evidence with a focus on S&E Practices 6, 7, 8	Principal/ STEM Coordinator/coaches	March-June 2015
	Make connections with ELA/Math Practices and S&E Practices 6, 7, 8	ILT	March-June 2015

Additional Considerations:

1. What additional initiatives from your SIP is your school undertaking this school year (besides those described in the Action Plan above)?
 - RtI process with administration of universal screeners and progress monitoring every 6-8 weeks.
 - High-Expertise Teaching with the Research for Better Teaching organization
 - UbD lesson design in ELA
 - A Comprehensive Approach to Vocabulary Instruction Professional Development course is being offered to all staff to support improved student understanding.
 - Partnered with the DESE in piloting the Model Curriculum Unit (MCU) in ELA
 - Piloting the Data Wise process in grade 5
 - Piloting the FAST ELA screeners
 - Communication with families has improved through initiatives such as Monthly curriculum updates, All School Share, Facebook and our Parent Workshop Series.
 - We have maintained our professional development partnership with Lesley University.
 - Staff and teachers worked collaboratively with parents and the community to establish before/after school student clubs linked to learning.

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.
 - 10-hour professional development-A Comprehensive Approach to Vocabulary Instruction
 - Principal Led School based meetings
 - Grade level and individual coaching meetings
 - Facilitative Leadership with Gene Thompson-Grove
 - High-Expertise Teaching with The Research for Better Teaching organization
 - Partnered with the DESE in piloting the Model Curriculum Unit (MCU) in ELA
 - Piloting the Data Wise process in grade 5
 - Piloting the FAST ELA screeners

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

- Facilitative Leadership with Gene Thompson-Grove aligned with creating a high-functioning ILT, using protocols and improvements in shared ownership of the SIP/school-wide decision-making.
- UbD lesson design in ELA aligned with the DESE pilot of the Model Curriculum Unit (MCU) in ELA as well as the 10-hour professional development-A Comprehensive Approach to Vocabulary Instruction.
- In mathematics, piloting the Data Wise process to use assessment results to improve teaching and learning. The team includes 2 classroom teachers, a special educator, the superintendents' intern, the principal and the literacy and math coaches meet weekly and have made a significant commitment to this project.

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

- The principal, the math and literacy coaches, and the members of the ILT were engaged in the process of creating the goals/objectives listed in our SIP. The coaches and principal completed the data review last spring and updated it early this school year. We included the STEM coordinator, Lisa Scolaro, in reviewing the proposed goals. Finally, we have shared the document with all staff via email and plan to continue to do so.

