

# SIP Action Plan

Setting Benchmarks to Monitor Progress and Impact During Implementation

## Morse School (12/15/2017)

**SIP Objective I: (Cultural proficiency) Expand rigorous, joyful, culturally responsive learning experiences**

### Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
<b>Initiative:</b> "Staff will actively create and maintain an environment in which students' diverse backgrounds, languages, identities, strengths, and challenges are respected." (DESE Teacher Rubric)			
Morse Cultural Proficiency Team discusses ways to support the school-wide cultural proficiency initiative.	Cultural Proficiency Team	Once per month	Begun
Morse Cultural Proficiency Team develops an online topical tool box that staff can use to address conflicts or misunderstandings arising from differences.	Cultural Proficiency Team	12/07/17, then on going through the year	Started
Morse Cultural Proficiency Team collaborates with an outside consultant to develop a professional development opportunity for staff, to be delivered by the Cultural Proficiency Team.	Cultural Proficiency Team	12/07/17 January/ February	Begun
Morse Staff participates in building based professional development around cultural proficiency provided by outside consultant.	Mona Abu-Zena S. Headley P. Beggy	11/18/17 12/07/17 Spring, 2018	Completed fall date,
Morse staff encourages staff and family participation in the ongoing CPSD triad, "Community Conversations: Identity and Diversity" workshops.	S. Headley P. Beggy	11/29/17 1/16/18 3/2/18	Started
Administration will offer to Morse staff professional texts that are connected to cultural proficiency	S. Headley P. Beggy	Spring, 2018	Date TBD
Morse Administrators participate in district-wide book study about equity design, called "School Talk".	P. Beggy S. Headley	Once per month	Begun
3 Morse staff members participate in the "Cultural Proficiency Train the Trainer" program at Wheelock.	M. Gallant J. Maloney S. Dewart	11/01/17 11/08/17 11/29/17 12/14/17 01/24/18 01/31/18 02/07/18 02/14/18	Begun
Morse school annually sends staff to "Skillful Teacher" course, which has a cultural proficiency component.	M. Connelly J. Lavalle S. Bishop	7/10-7/13/17 10/19/17 11/16/17 01/18/18 02/08/18	Begun

For the purpose of better educating and informing families and staff, the Morse School cultural proficiency team will write a monthly entry in the school newsletter titled "Exploring Culture." The entry will serve to highlight topics related to cultural awareness.	Members of the cultural proficiency team, Morse Administration & staff	Monthly	
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### Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Written self-reflection on their learning about cultural proficiency.	Morse Staff	EOY summary	On the calendar for 5/16/18
Attendance at the "Community Conversations: Identity and Diversity" workshops	Morse Staff -Morse School council - Morse Administration	11/28/17 1/16/18 3/20/18	Begun
Completion of "Train the Trainer" course	M. Gallant J. Maloney S. Dewart	November 2017 -Feb. 2018	Begun
Completion of "Skillful Teacher" course and Analyzing Teaching for Student Results.	Staff in the course	Courses started in October of 2017 competed in Spring 2018	Begun
Creation and use of the cultural proficiency toolbox.	Cultural Proficiency Team	By spring 2018	TBD
Attendance at staff meetings led by outside consultant or cultural proficiency team.	Morse Staff	10/18/17 3/13/18 5/16/18	Begun

### Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Expert consultant payment: Funds from the Professional Development budget
Professional texts for staff: SIP and general funds budget
District level financial support for train-the-trainer program at Wheelock

# SIP Action Plan

Setting Benchmarks to Monitor Progress and Impact During Implementation

**Morse School**

**SIP Objective I: (Mathematics) Expand rigorous, joyful, culturally responsive learning experiences**

**Monitoring Progress**

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
<b>Initiative 1:</b> Strengthen students' abilities to apply the mathematical practice standards to solve grade-specific problems.			
Fidelity to instructional time in math.	All classroom teachers P. Beggy S. Headley Math Coach	Weekly	Begun
Coach will have consistent coaching cycles and integrate math practice standards with staff during lesson planning.	Math Coach	Weekly	Begun
Teachers and the coach will collaborate by analyzing student work during coaching cycles and grade-level common planning time to plan lessons with consideration of the practice standards and to determine which math practice standards need additional focus.	Grade-level team Math Coach	Weekly	Begun
Math Advisory Group will create a school-wide resource for math expectations and common language .	Math Coach Math Advisory Group	Winter 2018	TBD
Improve data meetings and progress monitoring meetings by better utilizing SPS to support a deeper analysis of the FAST assessments to strengthen Rtl instruction in mathematics.	Data team Coaches Jennifer Amigone	3x a year Sept. Jan June	Begun
With coaching and support, continue to develop our understanding and practice of the functions of clarity, specifically: maintaining well-communicated, clear, measurable and standards-based learning objectives and criteria for success and increasing the opportunities for students to make their thinking visible and use that data to plan instruction.	Math Coach Classroom Teachers	Weekly	Begun
<b>Initiative 2:</b> Increase the number of students that have flexibility with numbers and automaticity of facts at each grade level.			
Teachers and coach will utilize the WIN block to provide intervention and enrichment for students in grades 3-5.	Classroom Teachers Special Educators Support Staff Math Coach	Weekly	Begun
The coach will work with the new math interventionist to identify students in need of math support around automaticity and will create a list of resources that can serve as interventions.	P. Beggy Math Coach Math Interventionist	Winter and Spring 2018	To start in January 2018

The math coach will implement Symphony and Dreambox math clinics in the morning and afternoon.	Math Coach Jen Lavalle	Weekly	Begun
Implement a whole-school math fact initiative with incentives.	Math Coach	Winter 2018	TBD
Teachers will strategically plan specific activities and lessons to strengthen students' automaticity of facts by helping students develop procedural fluency and flexibility with numbers.	General Educators Special Educators Coach	Year-round depending on the unit	Started
The coach and teachers will develop and expand effective inclusive, student-centered practices in all classrooms through professional learning of Number Talks.	General Educators Special Educators Math Coach Julie Ward Nancy Horowitz	Winter 2018	Slated to start December 2017
Continue to integrate math discourse in instruction to strengthen students' ability to use prior knowledge and experiences to solve new problems.	General Educators Special Educators Support Staff	Daily	Begun
<b>Initiative 3:</b> Create a school math culture that is rigorous, fun, engaging, through classroom routines, cross-content integration & multi-grade collaboration			
Math Advisory Group will create a resource for math expectations and common language school-wide.	Math Coach Math Advisory Group	Winter 2018	TBD
Utilize the UDL principles for multiple means of representation in mathematics. For example, teachers and coach will incorporate different modalities (e.g.kinesthetics) in lesson planning during coaching cycles to improve student learning.	Math Coach General Educators Special Educators Consultant from UDL	Once learned; Weekly and then regularly in planning for instruction	To start on 1/8/2018
Provide students with the opportunity to explore and work with the differentiated materials at their level within the Math in Focus Program and other resources.	General Educators Special Educators	Daily	Begun
Increase students' opportunity to show their thinking in various methods by providing opportunities for students to show their thinking through: technology, manipulatives, diagrams, and other forms of modeling.	General Educators Special Educators	Daily	Started
Expand and support implementation of Growth Mindset in mathematics by giving students the opportunity to develop perseverance in problem solving, and practicing using the language of Growth Mindset.	General Educators Special Educators Math Coach Math Advisory Group	Year-round	Begun
<b>Initiative 4:</b> Collect data around the percentage of Math in Focus resources that are used as well as other math programs and resources that address the MA state math standards.			
Identify what other resources teachers use to supplement the MiF program.	Math Coach	By unit	Begun

Create a google document to keep track of the percentage of MiF resources are used for each unit.	Math Coach	By unit	Begun
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### Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
FAST screener data (3x per year)	Data Team	September Jan. & June	Started
CPS District Math Assessments	General educators & special educators	Fall Spring	On calendar for December and May
85% of all teacher observations conducted cite evidence of clear and communicated Mastery Objective and Criteria for Success during lessons	General educators & special educators Principal, Assistant Principal	Daily in lessons	Begun in October
100% of staff submitting a math lesson to administration, will cite evidence of clear and communicated Mastery Objective and Criteria for Success.	General educators & special educators.	February 2018	On the calendar for February 16, 2018
Kathy Richardson Counting Assessment	Kindergarten staff and math coach	September Jan. & June	Begun
75% of teacher observations will show evidence of using Number Talks and/or math discourse to increase students computational fluency and conceptual understanding	General educators & Special educators	Weekly in lessons	Started

### Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Math instructional support person: SIP budget as well as funds supported by district
Funding for staffing for before and after school implementation of Symphony/Dreambox math intervention: Supported by Morse School SIP funds.
Secure funding for staff for after school Math & ELA academic support program: in collaboration with Title 1 office
Contractual PD time after school used to review student data or student work in math
Use grade level meetings (common planning time) to share additional resources to meet math standards.
Utilize additional Dreambox licenses so students can work on interventions at home. Morse School general fund budget.
The WIN Blocks (Grade 3-5) will use all available staff, in addition to the general education staff the following adults will conduct WIN groups: OSS, ELI, Title I, Reading Recovery, paraprofessionals, instructional coaches, and volunteers.
Collaborate with Cambridge Volunteers and parent volunteers to provide support for students in Math Olympiad.
Use grade level meetings & coaching sessions to plan implementation of Number Talks

# SIP Action Plan

Setting Benchmarks to Monitor Progress and Impact During Implementation

## Morse School

**SIP Objective I: (English Language Arts) Expand rigorous, joyful, culturally responsive learning experiences**

### Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
<b>Initiative: 1.</b> Strengthen students' abilities to provide both oral and written evidence-based responses to standards based comprehension questions.			
Fidelity to instructional time - teachers will consistently implement a minimum of 600 minutes of literacy instruction	All classroom teachers P. Beggy S. Headley	Daily	Begun
Collaboratively plan Close Reading Units during coaching sessions in grades 3 - 5.	Classroom teachers ELA Coach		
Strategically plan and implement, specific activities during literacy lessons to support all students individually during the flexible data driven WIN block in grades 3-5.	All classroom teachers Instructional coaches OSS staff Interventionists	30 mins. 2x/wk September - June	Begun
Review and analyze fall FAST assessment data and use it to drive Tier I instruction while creating Tier II intervention groups to strengthen Rtl process in ELA.	Data team All classroom teachers	3x a year Sept. January June	Started
Teachers will increase in-class opportunities for students to answer high level comprehension questions with evidence based on ELA standards.	All classroom teachers	Daily	
Provide students with tools to support their abilities to respond, i.e. graphic organizers, checklists, criteria for success & rubrics	All classroom teachers OSS staff Interventionists		
Teachers will read aloud complex texts and provide opportunities for students to respond to text dependent questions	All classroom teachers		
Teachers will introduce various thinking routines and verbal discourse to provide multiple means of representation (UDL), that allow students to make their thinking visible and also support ELL and students with disabilities who struggle to show their understanding and learning.	All classroom teachers OSS staff Interventionists	Began 12/4/17 ongoing through to March 2018	Begun

Utilize well developed, thoughtful, written in student friendly language, <i>Criteria for Success</i> when planning lessons.	All classroom teachers OSS staff	Daily for lesson planning	Begun, ongoing
PD opportunities for teachers to collaborate around speaking and listening skills in order to develop student expectations on how to participate in various collaborative group settings. (May include digital media and visual displays)	All classroom teachers ELA Coach, ICTS	Part of the after school contractual meeting time	Winter 2018
<b>Initiative:</b> 2. Increase the number of students reading independently at or beyond grade level by the end of third grade.			
Clarify the menu/choices of Tier II interventions for reading	ELA Coach Data Team		
Provide students with strategies for determining the meaning of unfamiliar vocabulary words they hear or read in texts.	All classroom teachers OSS staff Interventionists		
Collaboratively plan Close Reading Units during coaching sessions in grades K-2	ELA Coach All classroom teachers		
Strategically plan and implement, specific activities during literacy lessons to support all students individually during the flexible data driven WIN block in grades 3.	WIN ELA providers: classroom teachers, interventionists, OSS	30 mins. 2x/wk September - June	Begun
Fidelity to instructional time - teachers will consistently implement a minimum of 600 minutes of literacy instruction	All classroom teachers P. Beggy S. Headley	Daily	Begun
Benchmark all students in the spring in grades K-3 and ongoing throughout the year to track progress.	Classroom Teachers Interventionists ELA Coach	Ongoing and Spring 2018	Planned for May and June 2018
Administer formative assessments throughout the year to monitor student progress.	Classroom Teachers Interventionists ELA Coach	As progress monitoring dictates	Started
Utilize well developed, thoughtful, <i>Criteria for Success</i> written in student friendly language, when planning lessons.	All classroom teachers OSS staff Interventionists	Daily in lesson plans	Started

## Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
100% of students will be assessed on their written responses to text using the Fountas and Pinnell Benchmark Assessment System Writing About Reading portion.	Gen. Ed. staff, Coach, Data team	Spring 2018	Scheduled TBD
Students will have at least 1 opportunity per day to produce a written response to text as evidenced by entries in their Reader's Notebooks and other content area notebooks.	All classroom teachers	Daily throughout the year	Begun
FAST assessments administered 3 x year	Data team, classroom staff	Fall -winter - spring	Begun
Evidence of Criteria for Success posted during lessons with mastery objectives	All classroom teachers	ongoing	Begun

## Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Utilize District licenses, for students to work at home on <i>Lexia</i> . SIP and general funds budget to expand apps and licenses for <i>Lexia</i> at home
Funding for staffing for before and after school implementation of <i>Lexia</i> / Supported by Morse School SIP funds.
The WIN Blocks (Grade 3-5) will use all available staff, in addition to the general education staff the following adults will conduct WIN groups: OSS, ELI, Title I, Reading Recovery, paraprofessionals, instructional coaches, and volunteers
Funding for afterschool intervention support: supported by general funds, Student support budget and Morse School SIP funds
Collaborate with the Educational Technology Coordinator to expand the possibility of and the district technology plan for the elementary to expand the possibility of more chromebooks
Contractual PD time after school used to review student data and work, specifically in comprehension and in writing
Training to support teachers to use LLI for Tier 2 intervention: district funding
Time: In addition to coverage for team meetings and coaching, the Morse administration will provide teachers with



# SIP Action Plan

Setting Benchmarks to Monitor Progress and Impact During Implementation

## Morse School

**SIP Objective II: Develop and expand effective inclusive practices in all classroom**

### Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	
<b>Initiative:</b> Provide collaborative opportunities for all staff through regularly scheduled meetings specific to inclusion, where resources and ideas can be shared, discussed, and modeled.			
Conduct regularly scheduled meetings for grade level teams with the general education teacher, basic academics classroom teacher, and integration specialist.	Integration Specialist, Special educators, general education teachers	Monthly	
Develop a protocol for all staff members to give feedback, ask questions, and provide suggestions for inclusion.	Integration Specialist, Teachers, paraprofessionals, related service providers, specialists	Ongoing, periodically throughout the year	
<b>Initiative:</b> Provide a positive inclusion model that respects and values the voice of staff and students.			
Develop a self-assessment tool for students to evaluate their performance in the general education classroom.	Integration Specialist, basic academics classroom teachers	January 2018	
Monitor integrated students progress in specials and general education classrooms using data collections tools, informal observation, informal and formal assessments, and staff and student feedback.	Integration Specialist, basic academics classroom teachers	Ongoing	
Review current accommodations for students on IEPs and organize them into a user friendly format for specialists and general education teachers	Case managers, special educators, related service providers	October 2017	
Identify and collect resources currently being used for students (i.e. behavior plan, visual schedules, movement breaks, social stories) develop a resource .	All staff	By start of 2018 school year	
Create a catalogue of inclusive tools for accommodations: in a Digital format.	Integration Specialist and case managers	End of 2018-2019 school year	
<b>Initiative:</b> For the purpose of developing a deeper understanding of Universal Design for Learning (UDL) principles and to practice these while planning for instruction, Cast inc., will be utilized as a specific professional development resource to both Special			

Educators and General Educators (including Related Service Providers)			
The use of 3+, afternoon (school time) and after school PD sessions with whole staff on the UDL principles and practices. (total of 8 hours)	CAST, inc. consultants, All Morse Staff	December 4 January 8 February 5	
The CAST, inc. consultants will observe and provide feedback on existing inclusive practices and make recommendations.	CAST, inc. consultants	December 12, and two other dates TBD	
During three site visits, the consultants from CAST, inc. will observe in both the DD and general education classrooms meet with teachers and work on implementing the UDL practices and strategies	CAST, inc. Consultants	December, January and February	
<b>Initiative:</b> Continue to raise the awareness of and begin to utilize the DESE Power Elements for inclusive practices in planning for instruction in ELA, Math and other academic subjects including specialists ( <a href="#">This needs reviewed to be clear and to check the wording</a> )			
Staff will include the power elements as a part of the planning sheet for lesson planning	All staff who plan for instruction	Beginning in January 2018	

### Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Staff will begin attending meetings on inclusion, practices scheduling and resources	General ed teachers, OSS staff, Integration specialist	Begin fall 2017, monthly	Started
By the spring of 2018 the Morse staff will have access to a "toolbox" of inclusive practice ideas, behavior plans, and accommodations to use in order to best support students with special needs in the general education classroom.	Integration specialist, basic academics classroom teachers OSS staff,	TBD	
The CAST, inc. consultants will observe and provide feedback on existing inclusive practices and make recommendations.			

### Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

OSS funding to support the work specific to UDL by CAST, Inc.,
Contractual PD time after school used to review student data and work, specifically in comprehension and in writing
Use grade level meetings (common planning time) to share additional resources to meet math standards.

# SIP Action Plan

Setting Benchmarks to Monitor Progress and Impact During Implementation

## Morse School

**SIP Objective III: Implement a social, emotional and behavioral learning framework**

### Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
<b>Initiative:</b> Sustain, maintain consistency, and revise (as needed) multi tiered systems of support.			
Continue to educate staff on the tools used to assess students' social-emotional skills to ensure universal understanding.	All Staff and Administration	Scheduled PD after school time	Started
Ensure universal understanding of the different Tiers and how to use PBIS for students who require Tier 2 and 3 interventions.	All Staff and Administration	Scheduled PD after school time	TBD
Staff will analyze attendance data with JK-5 students looking for specifics related to chronic absenteeism and tardiness.	Morse Principal and SST	4 times per year at the end of each quarter	Started
<b>Initiative:</b> Continue to expand/revise grade specific Bully Prevention and Social Thinking presentations and in the classroom setting.			
Review the developmental appropriateness of the common language used to discuss bullying throughout the school at each grade level to make adjustments as needed.	Assistant Principal, Principal, Social Worker, Counselor, SST	Part 1: Spring 2017 Part 2: Fall 2017	Part 1: Complete Part 2: Complete
Create updated bully prevention presentation and develop resource tools (e.g., books, social scenarios)	Assistant Principal, Social Worker	Spring 2017-Fall 2017	Complete
Implement bully prevention presentations across all grade levels .	Assistant Principal, Principal, Social Worker, Counselor, SST	Part 1: Fall 2017 Part 2: Spring 2018	Part 1: Complete Part 2:
Ensure consistency in the practice of bully prevention presentations.	Assistant Principal, Principal, Social Worker, Counselor, SST	Fall and Spring	Started
Maintain consistency in language and practices from bully prevention presentations.	All Staff and Administration	Ongoing	Started

Review the developmental appropriateness of the common language used to discuss behaviors throughout the school at each grade level to make adjustments as needed.	School Psychologist, Speech/Language Pathologist, Classroom Teachers	Winter 2018	TBD
Implement developmentally appropriate Social Thinking presentations across all grade levels and ensure consistency in the practice of Social Thinking presentations.	School Psychologist, Speech/Language Pathologist, Classroom Teachers	Fall 2017 ongoing or repeated as needed	Started
Maintain language and practices from Social Thinking presentations as part of the regular school day in all classes..	All Staff and Administration	Ongoing	Started
<b>Initiative:</b> Align PBIS systems and practices with the 5 competencies outlined by CASEL (self awareness, self management, social awareness, relationship skills, responsible decision making).			
Review the need to reactivate the SEL school-based committee.	Administration, SST	Fall 2017	TBD
SEL Committee (or as part of the SST agenda) will meet monthly to review PBIS systems and practices in order to ensure alignment.	SEL Team and SST	Monthly, as part of SST meetings	Started
Commit Staff PD and meeting time to sustain positive systems of support that include proactive strategies for staff and students to create a positive school culture. (PBIS)	All Staff and Administration	4 staff PD dates (after school time) Including August PD days	Started
<b>Initiative:</b> Develop a deeper understanding of the various reasons behind chronic absenteeism and analyze attendance data with JK-5 students looking for specific patterns information related to chronic absenteeism and tardiness.			
Review of the daily attendance reports and chronic tardiness quarterly. Letters to be sent home from the Principal to the families.	Principal, Assistant Principal, SST, Family Liaison	Quarterly	First quarter complete
Meetings to be held with families of students with chronic absenteeism and tardiness.	Principal and Assistant Principal	As needed, determined by number of days absent and tardy	Meetings scheduled in December for 1st quarter
Work collaboratively with the district and school to enter the newly created <i>Attendance Reason Codes</i> consistently	School Clerk Principal CPSD	Entered daily w/attendance	Start 12/1/2017
With regard to chronic absenteeism for illness; collaboration with Morse administration, school nurse, families and as needed primary medical providers to determine supports for the student.	Morse Administration, School Nurse, Families, Physicians	Ongoing as needed	Started

<b>Initiative:</b> Utilizing the data from the CPS Social Emotional Learning rating form, staff will develop strategies to meet the identified priorities.			
SST and the ILT will complete the CPS Social Emotional Learning Competency Assessment and identify priorities.	ILT and SST members	October and November, 2017	In progress
Determine a short list of 1-3 high priority concern areas.	SST Team	November 2017	In progress
The information on priority concern areas will be shared with staff and strategies for targeting these areas will be developed.	Principal and SST Team - all staff	Start in 12/17 continue working on these	In progress

### Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
One of the 4 - SST meetings per month will be a review of the Educator's Handbook data.	SST, Principal, Assistant Principal	Weekly meeting, Tuesdays	Started in
Increased support services provided for students through the SST process.	SST members, Principal, Assistant Principal	Ongoing	Started in October, 2017
Decrease in the number of students tardy and absent	Students, families, Principal	On going for year	Started

### Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Specific PD provided to staff by District SEL Lead Teacher
Funding from the 2017-2018 Professional Development budget to stipend staff for meeting beyond the school day. (Specifically for PBIS)
Collaborate with the CPSD district coordinator for Social Emotional Learning to provide staff PD and collaborate/consult with the staff, specifically the SST.
Social Worker - (PD time after school) with paraprofessionals and support staff
Dedicated contractual after school time to meet and plan for PBIS.

# SIP Action Plan

## Setting Benchmarks to Monitor Progress and Impact During Implementation Morse School

**SIP Objective IV: Engage families as partners with formal on-going mechanisms that create differentiated opportunities for family voice and engagement**

### Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Date	Status
<b>Initiative:</b> Strengthen family engagement to ensure the success of each child by supporting learning at home and at school.			
Help families in supporting their child at home by facilitating parent/guardian workshops to teach strategies to use with their children on topics related to curriculum	MMAG and LLT	Nov. 28 (plus 4 more dates)	Started
Increase accessibility for parents and guardians to attend the workshops by placing the presentation information on the Morse School website, and expand to add at least one via webinar.	MMAG and LLT Math and Literacy Coaches	Monthly starting in November	Started
<b>Initiative:</b> Analyze results from surveys, exit slips and other means of information gathering for engaging families at the Morse School to adjust or change previous practices and move toward building on the successes.			
Use various forms of surveys, electronic, via email and in person (paper/pencil) to collect data and give survey	MMAG, LLT, Coaches	November 2017 and April 2018	November completed
Use school council meetings to analysis information collected in the surveys. (make this a regular part of the agenda following the Nov. And April surveys)	Morse School Council	December 2017 and May 2018	
The School will identify and develop a plan for implementing at least one strategy for <b>hearing from</b> the families of every student, i.e. home visits, Listening Conferences, two-way surveys; and will begin to collect data on how many families are reached (including demographic data)	CPSD Family Engagement planning team, Principal, Family Liaisons and school council	Spring 2018	
<b>Initiative:</b> As part of the Title I compact; develop home to school expectations and set an individual goal for learning that will support student success in school and strengthen the home, school connection.			
Families, and students will get a goal for the school year utilizing the choices on the title I compact. Teachers will sign off on this	Students and families. Classroom teachers	9/27/17 10/26/17	Completed
Review with Families and students the goals that were set in the fall.	Students and families. Classroom	4/12/18	On calendar for April 2018

	teachers		
<b>Initiative:</b> Offer the Course “Mind Matters” to families at the Morse (10 sessions) training provided by CPSD and the Community Development office of Harvard University			
Family Liaison will be trained through CPSD	Family liaison District facilitators	September 2017	Completed
Course will be offered to Morse School Families	CPSD trained facilitators	Spring 2017	TBD
<b>Initiative:</b> Work with the other “Triad” Elementary Schools who filter into the Putnam Ave. Upper School, to collaborate on workshops and build relationships, on social themes and cultural proficiency.			
Continue to encourage families, through multiple means of information sharing, to attend the Community conversations on Diversity that are taking place at the Putnam Ave. Upper School	Staff at PAUS, Morse School Council, Morse Administration	November, January, March	Begun

### Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	Person Responsible	Date	Status
Increase in attendance at Parent/guardian workshops.	Morse LLT, MMAG and ILT	Starting in November 2017 monthly through the year	Started
Updated Family engagement plan w/action steps.	Morse School Council, Principal	November and December 2017	Completed
Attendance at the “Community Conversations: Identity and Diversity” workshops	Morse Staff -Morse School council - Morse Administration	11/28/17 1/16/18 3/20/18	Begun

### Resources Supporting Implementation

The staff and financial resources allocated to support this initiative

Collaboration between the PAUS administration and Morse School administration
Expert consultant payment: Funds from the Professional Development budget
Resources from the CPSD budget for family liaison training for Mind Matters course
Collaboration with the CPSD Family Engagement Team and the City CET Outreach workers

# Cambridge Public Schools

## Morse School Improvement Plan Overview 2017-18 (12/15/17)

VISION			
<p>The Morse School educates its students within a nurturing, safe and stimulating environment. We follow curriculum that meets the school district requirements, is aligned with both the Massachusetts State Frameworks and the Common Core Standards, and is infused with tenets from the Core Knowledge scope and sequence. This ensures that our students receive instruction that is rich in English Language Arts, Math, Science, Humanities and the Visual and Performing Arts. Students at the Morse are encouraged to develop their academic abilities through inquiry, analysis and critical thinking. They gain a solid foundation of knowledge and are expected to develop respect for self and others, a sense of civic responsibility, and an appreciation for people of diverse backgrounds and beliefs.</p>			
THEORY OF ACTION			
<p>If the Morse staff consistently delivers instruction with fidelity to the chosen curriculum while working collaboratively with coaches and colleagues and they gather as much information about each child individually as a learner and differentiates the instruction based on the data, then all students will get the academic support they need and accelerate achievement.</p>			
SIP OBJECTIVES			
<p><b>I - Expand rigorous, joyful, culturally responsive learning experiences</b></p>	<p><b>II - Develop and expand effective inclusive practices in all classrooms</b></p>	<p><b>III - Implement a social, emotional and behavioral learning framework</b></p>	<p><b>IV - Engage families as partners with formal on-going mechanisms that create differentiated opportunities for family voice and engagement</b></p>
SIP INITIATIVES			
<p><b><u>Cultural Proficiency:</u></b></p> <p>1. “Staff will actively create and maintain an environment in which students’ diverse backgrounds, languages, identities, strengths, and challenges are respected.” (DESE Teacher Rubric)</p>	<p>Provide collaborative opportunities for all staff through regularly scheduled meetings specific to inclusion, where resources and ideas can be shared, discussed, and modeled.</p>	<p>Staff will sustain, maintain consistency, and revise (as needed) multi tiered systems of support.</p>	<p>Strengthen family engagement to ensure the success of each child by supporting learning at home and at school.</p>
<p><b><u>Mathematics:</u></b></p> <p>1. Strengthen students’ abilities to apply the mathematical practice standards to solve grade-specific problems.</p> <p>2. Increase the number of students that have flexibility with numbers and automaticity of facts at each grade level.</p>	<p>Provide a positive inclusion model JK-5, that respects and values the voice of all staff and students.</p>	<p>Through the use of data based on Educator’s Handbook, discrepancies in student data will be determined within subgroups, such as race, gender, students with disabilities, and PBIS strategies will be reviewed by staff to make any changes/adaptations necessary.</p>	<p>Analyze results from surveys, exit slips and other means of information gathering for engaging families at the Morse School to adjust or change previous practices and move toward building on the successes.</p>



<p>3. Create a school math culture that is rigorous, fun, engaging, through classroom routines, cross-content integration &amp; multi-grade collaboration.</p> <p>4. Collect data around the percentage of Math in Focus resources that are used as well as other math programs and resources that address the MA state math standards.</p>			
<p><b>English Language Arts:</b></p> <p>1. Strengthen students' abilities to provide both oral and written evidence-based responses to standards based comprehension questions.</p> <p>2. Increase the number of students reading independently at or beyond grade level by the end of third grade.</p>	<p>For the purpose of developing a deeper understanding of Universal Design for Learning (UDL) principles and to practice these while planning for instruction, Cast inc., will be utilized as a specific professional development resource to both Special Educators and General Educators (including Related Service Providers)</p>	<p>Continue to expand/revise grade specific Bully Prevention presentations and Social Thinking presentations in the classroom setting.</p>	<p>As part of the Title I compact; develop home to school expectations and set individual goals for learning that will support student success in school and strengthen the home to school connection.</p>
	<p>Develop a deeper understanding of and begin to more frequently, Continue to raise the awareness of and begin to utilize the DESE Power Elements for inclusive practices in planning for instruction in ELA, Math and other academic subjects including specialists.</p>	<p>Align PBIS systems and practices with the 5 competencies outlined by CASEL (self awareness, self management, social awareness, relationship skills, responsible decision making).</p>	<p>Offer the Course "Mind Matters" to families at the Morse. (10 sessions) Training provided by CPSD and the Community Development office of Harvard University.</p>
		<p>Utilizing the data from the CPS Social Emotional Learning rating form, staff will develop strategies to meet the identified priority needs.</p>	<p>Work with the "Triad" Elementary Schools who filter into the Putnam Ave. Upper School, to collaborate on family and community workshops, and build relationships, particularly on social themes and cultural proficiency.</p>
		<p>Develop a deeper understanding of the various reasons behind chronic absenteeism and analyze attendance data with JK-5 students looking for specific patterns &amp; information related to chronic absenteeism and tardiness.</p>	

## 2017-2018 OUTCOMES

**Cultural Proficiency:** By the Spring of 2018, 100% of staff will have participated in two professional development workshops led by a trained outside consultant focused on the Cultural Proficiency initiative outlined in the Morse School Improvement Plan. All teachers will complete a written reflection on the impact of the year's professional development on their work with students.

**Inclusive Practices:** By the end of June 2018, 100% of the General Educators and Special Educators (including Related Service Providers) will have participated in the Universal Design for Learning (UDL) training and show knowledge of UDL principles by providing a completed "Guide to Designing Your UDL Unit/Lesson" handout.

**Social Emotional Learning:** There will be a decrease in the percent of behavior incidents during transitions in the hallways, in classrooms, and other locations by 10%. The EOY 2016-17 data collected in Educator's Handbook showed that 15% of both major and minor behavior incidents took place during transition situations..

**Family Engagement:** The Morse School council will review the changes made to parent/family workshops during the 2017- 2018 school year and compare the data on attendance and adult reflection, using exit tickets as review, to determine the extent of growth over the year compared to the previous year.

### **English Language Arts:**

1. (a.) During the Fall 2017 to Spring 2018 interval, all students in grades 2-5 will demonstrate 15% or greater growth scores on the aReading screener as reported in the FAST aReading Group Growth Report.

(b.) When comparing Spring 2017 to Spring 2018 ELA MCAS 2.0 scores, there will be a 14% increase in the number of students in grades 3-5 who score in the meeting or exceeding expectations achievement levels.

2. For students in the third grade, by the end of June 2018, 80% of all students will independently read at or above grade level, as measured by the Fountas & Pinnell Reading Benchmark Assessment System. The remaining 20% of students will make at least 2 levels of growth towards third grade benchmark expectations.

### **Mathematics:**

1. Students in grades 1-5 will demonstrate their ability to apply mathematical skills to solve problems as measured by student performance on the 2017-18 Interim District Common Mathematics Assessments. 100% of students will move up at least one proficiency level when comparing the Fall District Common Math Assessment to the Spring District Common Math Assessment.

2. Students in grades 3, 4, & 5 will demonstrate improvement when comparing Spring 2017 Math MCAS data to Spring 2018 MCAS data by having 90% of all students meeting or exceeding expectations for an increase of 15%.