

School Improvement Plan

School Year 2016-2017
 School: *Trinity Day Academy*
 Principal: *Matthew Kravitz*

Section 1. Set goals aligned to the AIP

Instructions: Analyze EOY Galileo data from last year to help set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

1. By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA and Math for grades 6-12
2. BY EOY, the district will see at least 10% of students in warning move into needs improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and Math

Note: Since EOY PARCC scores might not be available yet, please use EOY Galileo scores from last year as a substitute baseline proficiency level for planning purposes. You should have a system to revisit your student data throughout the year, as we get data from BOY Galileo, PARCC, MOY Galileo, and other assessments.

(a) Describe the goals you have for student outcomes, in terms of approximate number of students that you need to move to meet each of the three goals listed above.

	SY 2014/2015			SY 2015/2016			SY 2016/2017		
	*based on 2016 MCAS data and Galileo Assessment	% of students not Proficient/Advanced	% of students in Warning	% of students in Proficient	% of students not Proficient/Advanced	% of students in Warning	% of students in Proficient	% of students not Proficient/Advanced (40% per AIP)	% of students moving from Warning to Needs Improvement (10% per AIP)
ELA	59%	25%	41%	55% (n=10)	43% (n=8)	45% (n=9)	33%	4%	5%
Math	93%	13%	7%	82% (n=16)	29% (n=5)	18% (n=3)	49%	3%	2%

(b) Describe the process or system you will use to revisit student data throughout the year and track progress toward your goals as new data become available.

Here are some examples for tracking student data that could be helpful resources:

- *Putting every student name on a post-it and tracking them across achievement levels based on the most current benchmark assessment data*
- *Tracking proficiency levels on unit assessments by grade level or classroom*
- *Tracking number of students demonstrating mastery by standard to help identify what parts of the content need revisiting*

You can find data wall systems online, for example:

- *Photos and samples: <http://www.teachthought.com/teaching/what-a-data-wall-looks-like/>*
- *DESE guidance, see section 6.2.2T) <http://www.doe.mass.edu/apa/ucd/ddtt/toolkit.pdf>*

- 1. Student progress will be measured and tracked through BOY, MOY & EOY STAR testing. Bi-weekly progress monitoring through the STAR assessment system.**
- 2. Proficiency tracking will be posted on a wall board on the principal's office and within the appropriate classroom and reviewed with teachers on a regular basis and discussed during BBST meetings.**
- 3. Quarterly progress will be documented on report cards and IEP progress notes. This will be reviewed during staff meetings and with SILT to discuss and analyze progress.**
- 4. Review of daily behavioral data that is collected through point sheets, incident reports and office reports.**

Section 2. Use data to determine school-specific strengths and weaknesses for each AIP objective

Instructions: *School leaders must analyze data in order to create a school-specific plan to meet the student learning goals established in Section 1. This section is intended to help you look at student work in a meaningful way and to help you identify your school's strengths and the areas you will focus on this year to improve student outcomes.*

Focus on analyzing your school's progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change. Not every objective may be a focus area for every school. The district's four objectives are outlined on page 3.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

Student performance data:

- *PARCC/MCAS item analysis, if available*
- *DIBELs*
- *Galileo*
- *Formative assessments*
- *Examples of student work*
- *Final exams*

Instructional data:

- *Observation data*
- *Feedback to*

on curriculum and instruction

teachers

Student indicator data:

- Student attendance
- IEPs and 504s
- Disciplinary data
- SPED referrals
- Graduation/dropout data
- Intervention data
- Mobility
- Course failures

Teacher data:

- Teacher attendance
- Teacher evaluations
- Tiering of teachers
- TELL Massachusetts survey

(a) What progress did your school make last year in student learning?

1. 12 students successfully completed necessary coursework for graduation from NBHS and participated in a school based ceremony.
2. 100% of graduates completed applications to BCC.
3. A multi-tiered, behavioral based therapeutic milieu was continually refined to create internal consistency and a safe learning environment.
4. Documentation of behavioral and classroom compliance data was developed and collected for analysis.
5. Implementation of therapeutic intervention services that 100% of students accessed through individual and group counseling.
6. Average incidents per day requiring students being removed from class due to behavior =2.32.
7. Average student enrollment per month = 68. An increase of 5% from 14/15 SY.
8. Average student attendance per month showed an increase of 9.3% from the 14/15 SY.
9. A school wide math initiative, based on general math skills, problem solving, question analysis and computational skills was developed and fully implemented.
10. Proficiency in Math Gr. 10 MCAS scores increased from 7% to 18% of all students, nearly tripling.
11. Proficiency in ELA Gr. 10 scores increased from 41% to 45%.
12. There were 3 multi-cultural cross curricular units that engaged the school with parents and community members.
13. Community gardens were built by students and faculty in a cooperative and engaging unit, supported by Grow Education.

(b) What did students struggle with last year? Why? Please consider data by grade level and subject.

Questions to consider include:

- Where are the strong classrooms and grades? How can you use them to lift up other grades and classrooms?
- What grades/classrooms are of the most serious concern?
- What does your data suggest are the reasons why students are struggling?

1. Limited buy in from returning students and students approaching "age out" status.
 - a. Students that were accustomed to historic lower expectations continued to struggle with new higher expectations.

- b. Students that were older and lacked credits struggled with staying in school and completing graduation requirements.
 - c. Approx. 4% of students did not complete the school year due to high age/low credit.
 - d. 15 students per week earned weekly behavioral incentive by earning an average of 85% of possible points. This represents 22% of the average enrollment.
 - e. Average student level on the positive behavior shaping system for the year =2.88 out of 5.
2. Low levels of academic achievement, especially in the areas of ELA and Math.
 - a. Historical learning gaps, especially in the area of math; combined with observed low student self confidence in subject material, resulted in periodic work refusal.
 - b. Homework and at home project based activities was inconsistent.
 - c. Limited staff buy in of academic reinforcement through homework.
 3. Low attendance
 - a. Average daily attendance for the year was 78%
 - b. Daily tardy students averaged 10% of school population.
 - c. Large percentage of population with school avoidance patterns and anxiety based behaviors (100% of population is documented with emotional disabilities or health impairments that inhibit their ability to access curriculum at traditional education settings.)
 4. Inconsistent community/parent engagement.
 - a. Panorama surveys indicate a low level of family connection with school and a lack of feeling supported regarding students' future.
 - b. 49% of student families attended an after school connection opportunity (family cultural nights, open houses, etc).

Section 3. Develop strategies/actions to address focus areas

Instructions: Based on your analysis of student needs in Section 2, especially question (b), identify 2-4 focus areas for your school to pursue this year. These focus areas should be high-impact levers that you believe will drive student achievement, and should be aligned to the AIP. In the space below, list each focus area and the specific strategies and activities you will complete as part of this focus area to raise student achievement.

Once you have developed these focus areas, identify one benchmark that you will use to measure student progress by November 1, February 1, and May 1. These benchmarks should be based on student work—not adults' actions. They will be used as part of the focus areas that you discuss with your instructional liaison. You do not need a benchmark for each individual focus area.

(a) List your school's primary focus areas and 1-3 secondary focus areas for this year. At least one should be ELA/literacy-focused and at least one should be math-focused. These focus areas could be either general (e.g., improve reading comprehension, improve writing) or standard-specific (e.g., improve narrative writing).

Primary Focus Area:

- Students will continue to build capacity to comprehend reading passages as applied to open response questions in math and English.
- Students will demonstrate a decrease in academic gaps as indicated by STAR assessment

through progress monitoring and increased proficiency in MCAS.

2-3 Secondary Focus Areas:

- Increase student and family/community connection with school and feeling that the school is concerned about each student’s future.
- Increase resources and connections dedicated to resource services, transition plans and vocational preparedness.

#1A Primary Focus Area: *[Building capacity to comprehend reading passages as applied to open response questions in math and ELA]*

Activities	Person(s) Responsible	By when
Provide bi-monthly instructional based PD for staff that focuses on best practices, release of responsibility and reading comprehension.	Principal, TLS, Staff	10/16-6/17
Conduct class & lesson plan observations, focusing on best practices implantation, student engagement, bell to bell instruction and rigorous lesson development (each class weekly).	Principal, TLS	10/16-6/17
Provide feedback on observations with implantation strategies based on observed areas of struggle.	Principal	9/16-6/17
Design and plan for differentiated instruction to meet the needs of all students.	Principal, TLS, Teachers	9/16/6/17
Students will engage in deep critical analysis of text by using the following strategies: close reading, annotation of text and higher order questioning.	Teachers	10/16-6/17
Writing focus will reflect the 3 genres of PARCC and will be taught and implemented with teachers and students	Teachers	9/16-6/17
Identified students through STAR progress monitoring will be closely observed and supported to ensure academic growth and gap reduction.	Teachers	10/16-6/17
Daily math based morning “do now,” word problem that requires students to utilize reading comprehension skills and math computation. This problem will be reinforced daily in math class.	Principal, TLS, Teachers	10/16-6/17
	Teachers	9/16-6/17

1B. Primary Focus Area: *[Students will demonstrate a decrease in academic gaps as indicated through STAR progress monitoring and MCAS proficiency]*

Activities	Person(s) Responsible	By when
Provide bi-monthly instructional based PD for staf that focuses on incorporating quality homework, reteach plans and differentiation.	Principal, TLS, Staff	10/16-6/17

Provide instructional based development on writing and utilizing IEP's.	Principal, Special Education Facilitator	10/16-6/17
Conduct class observations, review lesson plans, focus on best practices Implementation, reteaching for differentiation and standards based instruction.	Principal, TLS	10/16-6/17
Provide observations that focus on standards/skills based instruction.	Principal	10/16-6/17
Provide class observation feedback and coaching cycle as related to data analysis.	TLS	10/16-6/17
Implement STAR based assessments at BOY, MOY & EOY, and bi-weekly/monthly progress monitoring for student success.	Principal, TLS, Staff	10/16-6/17
Implement homework based on "daily rewind", reteach concepts, as reinforcement projects and differentiated student gap reducing techniques.	Teachers	10/16-6/17
Identify students that will be closely monitored for academic progress to ensure growth as measured by state and district assessment.	Principal, TLS, teachers	11/16-6/17
Implement student data wall in principal's office and within classrooms that tracks student progress and class progress	Principal, TLS, teachers	10/16-6/17

#2 Secondary Focus Area: *[Increase student family/community connection]*

Activities	Person(s) Responsible	By when
Communicate daily student progress to parents and collaterals regarding progress and school adjustment issues through daily point sheets.	Staff	9/16
Hold 2 parent engagement activities per quarter, after school hours .	Principal	10/16-6/17
Continue to develop and implement cultural cross curricular units that involve parents and local community groups.	Staff	11/16-6/17
Implement monthly e-newsletter, "Trinity Rising" to communicate progress and upcoming events to families.	Principal	10/16
Hold bi-monthly family dinner nights after school hours to encourage communication and connection with school.	Staff	11/16
Continue to utilize and promote the completed community garden. Gain support and sponsorship from local businesses to continue to fund the gardens and provide healthy produce to local families.	Principal	12/16-6/17
<i>(Add more rows if necessary)</i>		

#4 Secondary Focus Area: *[Increase resources and connections dedicated to resource services, transition plans and vocational preparedness]*

Activities	Person(s) Responsible	By when
Provide bi-monthly PD focused on post secondary vision related to instruction, employment and community experiences.	Principal, SAC, Sped Facilitator	10/16-6/17
Provide bi-weekly case review for students age 14 plus, with a specific emphasis on students enrolled as Juniors and Seniors, to identify specific needs (business math, resume writing).	Principal, SAC, Sped Facilitator	10/16-6/17
Engage community based service providers to aid in student referrals for appropriate post secondary services.	Principal, SAC, Sped Facilitator	10/16-6/17
Provide instruction based skills/vocational skills necessary for gainful employment during elective classes.	Teachers	9/16-6/17
<i>(Add more rows if necessary)</i>		

(b) How will you measure student progress along the way? Please list at least one way you will measure student progress by November 1, February 1, and May 1.

	Benchmark
What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal	<p>Focus 1A. Students will practice daily open response questions that reflect PARCC writing genres.</p> <p>Focus 1B. Star Assessment has been implemented and teachers have begun to develop reteach plans to address academic gaps.</p> <p>Focus 2. BBST & Clinical team have meet at least 4 times to develop plans to engage families that have not been collaborating with school.</p> <p>Focus 3. BBST & Clinical team will reach out to community support services to develop lists of appropriate services to aid in student transition support.</p>
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	<p>Focus 1A. Progress monitoring and class examples will highlight specific student needs in the area of reading comprehension, which will allow teachers to develop individual reteach plans in preparation for standardized testing.</p> <p>Focus 1B. Teachers have implemented 3 progress monitoring assessments to measure desired gap reduction of approx. 25%</p> <p>Focus 2. Staff have held 5 individual opportunities to engage families after school hours to promote quality lines of</p>

	<p>communication.</p> <p>Focus 3. The list of appropriate supports and collaborating agencies has increased 200% from the start of the year.</p>
<p>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>Focus 1A. Students will have participated in at least 1 opportunity in standardized testing and will have successfully attempted open response questions that required reading comprehension, analysis and the claim/evidence/analysis writing process.</p> <p>Focus 1B. Teachers have implemented 6 progress monitoring assessments to measure desired gap reduction of approx. 50%</p> <p>Focus 2. 70% of all families have engaged in at least 1 school sponsored activity and have communicated with appropriate staff with some level of consistency.</p> <p>Focus 3. From the developing list of appropriate community resources, at least 4 identified sources of support for transitional/vocational preparedness has agreed to work with TDA in a collaborative format with identified students.</p>

Note: This year, Office of Instruction liaisons will meet with principals twice monthly to conduct learning walks with an emphasis on monitoring and supporting the implementation of SIPs, including how well teachers are implementing key strategies from recent trainings. Liaisons will help principals develop and execute plans to provide extra support to teachers, as needed.

Section 4. Develop a targeted PD plan to support SIP

Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Students will continue to build capacity to comprehend reading passages as applied to open response questions in math and English.	Implement key concepts of close reading and comprehension skills into daily reading assignments and daily open response questions. Students will independently practice annotation skills and develop appropriate open responses in an analytical manner that are supported by details from the passage.	Two years of close reading and annotation strategies in place	Teachers increase the academic expectation of open responses to ensure that questions are answered fully with supporting details appropriately.
Students will demonstrate a decrease in academic gaps as indicated by STAR assessment through progress monitoring and increased proficiency in MCAS.	Teachers will develop individualized plans to reteach standards missing from student’s educational foundation. These reteach plans will be imbedded into daily lessons and schedules. Students will practice daily reteach plans developed by teachers, as indicated by Star progress monitoring.	Teachers have begun to discuss and plan for implantation of Star progress monitoring. Continual PD will occur to aid in this process.	Teachers will keep an individualized record of student progress through Star progress monitoring and have a running record of standards that have been re-taught in an organized manner.
Increase student and family/community	All staff will continue to indicate their unconditional support of student’s goals and aspirations. Staff will make	One year of effective communication with families through the use of after school family dinner nights. These	Teachers will take more initiative to communicate with families through various media and participate in after

connection with school and feeling that the school is concerned about each student's future.	an increasing effort to reach out to families in various media outside the school day. Students will continue to attend TDA sponsored activities that build alliances between home and school and support the common mission of student growth.	events have developed a routine of consistent participants and a positive sub culture.	school activities that offer opportunities to gather socially with families to build trusting relationships.
Increase resources and connections dedicated to resource services, transition plans and vocational preparedness.	Staff will be able to work with students in an effective manner to aid in goal development, roadblock identification and resource allocation, regarding student transition. Students will feel more supported and will see other options to dropping out when they struggle to see graduation as a goal.	Two years of consistent staff working to prepare students for transition out of high school, into the workforce or college.	Staff will have developed effective working relationships with students, families, support agencies and local businesses with the goal of continuing to develop student's transitional/vocational skill improvement.

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

EXAMPLE

Focus area 1:	Using data to inform instruction		
Instructional strategy:	Checks for understanding	Approximate dates:	Oct – Dec (approx 10 weeks)
Meeting	Learning objectives for teachers		Support needed
Oct. PD session 1	Introduce the purpose of using checks for understanding		
Oct. PD session 2	Explore 4 different styles of checks for understanding, analyzing strengths and weaknesses of each		
Oct. SILT meeting	Review results of baseline walkthrough looking for checks for		Would like Liaison to do learning

	understanding to determine current strengths and weaknesses	walk and join SILT meeting
Oct. TCT meeting	(optional) Teachers share strategies to check for understanding	
Nov. PD session 1	Explore what points in the lesson are most important to check. Teachers bring upcoming lesson plans and incorporate checks for understanding at key points	
Nov. PD session 2	Explore tradeoffs between speed vs. simplicity, getting a deep answer from few students vs. shallow answer from many students, etc	
Nov. SILT meeting	Discuss differences between content areas and prepare guidance to teachers specific to content	Literacy and Math director support for how to use checks for understanding with Reading Street and enVisions
Nov. TCT meeting	(optional) Teachers share strategies to check for understanding	
Dec. PD session 1	Discuss how to use the data from checks for understanding to adjust mid-lesson. Teachers bring an upcoming lesson and add a plan to adapt and respond based on a check for understanding	

Focus area 1:	Students will continue to build capacity to comprehend reading passages as applied to open response questions in math and English		
Instructional strategies:	Reading comprehension and analytical writing techniques	Approximate dates:	Oct 16-June 17
Meeting	Learning objectives for teachers		Support needed
Sept PD	Creation of effective homework strategies that reinforce class concepts		
Oct PD	Increasing student expectations in daily assignments, tests and projects		
Nov PD	Revisiting release of responsibility model to encourage student ownership of daily lessons and key concepts.		
Dec PD	Revisiting PBIS strategies to gain student compliance in non preferred academic areas		
Jan PD	Differentiation techniques to support struggling students and increase		

	self-efficacy of students	
Feb PD	Annotation skills and note taking to aid in analysis of text	
Mar PD	Effective use of vocabulary in writing responses accurately	
April PD	Deep analysis of text- main idea, scope, sequence for teaching main idea	
May PD	Revisiting release of responsibility- being more student driven in assignments and challenging students for deeper analysis of readings.	

Focus area 2:	Students will demonstrate a decrease in academic gaps as indicated by STAR assessment through progress monitoring and increased proficiency in MCAS.	
Instructional strategies:	Effective Reteach plan development and implementation	Approximate dates: Oct 16-May 17
Meeting	Learning objectives for teachers	Support needed
Oct PD	Interpreting STAR data into reteach plans with differentiation. Progress monitoring for data tracking	
Nov PD	Using effective schedules in class to build in reteach time during class	
Dec PD	Motivating students in areas of academic difficulty	
Jan PD	Use of data in tracking student progress- letting student know where they are vs where they need to be	
Feb PD	Use of SEI strategies in reteach plans	
Mar PD	MCAS preparation plans- how to support students to do their best	

Focus area 3:	Increase student and family/community connection with school and feeling that the school is concerned about each student's future.		
Instructional strategies:	Building therapeutic alliances and trust building.	Approximate dates:	Oct 16-June 17
Meeting	Learning objectives for teachers		Support needed
Sept PLC	Techniques to working with resistant families		
Nov PLC	Supporting families during the holidays and difficult times of the year		
Jan PLC	Encouraging families to collaborate during high stakes testing and seeing the importance of student effort		
March PLC	Collaborating with local communities to restart the community garden and engage community in healthy eating		Local business support
May PLC	Reaching out to local businesses to find employment opportunities for students during the summer.		

Focus area 3:	Increase resources and connections dedicated to resource services, transition plans and vocational preparedness		
Instructional strategies:	Effective Transitional Planning	Instructional strategies:	Oct 16-June 17
Meeting	Learning objectives for teachers		Support needed
Oct PLC	Aligning content with transitional planning		
Dec PLC	Supporting students with appropriate goal setting		
Feb PLC	Accessing community support through agencies not yet utilized		
April PLC	Skill deficit testing and replacement strategies		