

School Improvement Plan (SIP) Guidelines and Template



Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in the district's SY15-16 Accelerated Improvement Plan (AIP).

An effective SIP will:

- Build off of previous work in your school, including last year's SIP
- Be based in an analysis of data about your school's performance
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the AIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

Process

There are 4 steps to the SIP process:

1. **Set goals aligned to the AIP:** Set student learning goals that meet the final outcomes in the AIP.
2. **Use data to determine school-specific strengths and weaknesses for each AIP objective:** Review your school's SIP, its implementation, and your school's student results from last year to identify components that worked well and others that were challenging. Use this information to update your school's strengths and focus areas for the upcoming school year with an emphasis on assessing your school's progress related to the objectives in the AIP.
3. **Develop strategies/actions to address focus areas:** Develop strategies/actions and specific activities to address the reasons that students struggle, which you identified in Step 2. Include a small set of benchmarks to help you assess whether you are on track to meet your end-of-year goals along the way. Among other benchmarks, you should include those that are in the AIP.
4. **Implement and adjust throughout the year:** Implement the SIP, and continue to use the plan as a "living" document throughout the year. If student data suggests that a strategy/action is not working, the SIP should be revised and updated to reflect the steps you will take to ensure students learn. Instructional liaisons will meet with each principal twice monthly to provide frequent monitoring and support to ensure schools are on track to meet their benchmarks in November, February, and May and to discuss what mid-course corrections may be required.

Shared ownership of the SIP is an essential part of the school improvement process. You are encouraged to develop your SIP in collaboration with your staff, such as your School Instructional Leadership Team (SILT). Members of the SILT may include:

- Principal
- Teaching Learning Specialist (if applicable)
- One teacher from K-2 and 3-5 (elementary schools), or from each content area (secondary schools)
- A special education teacher
- An ELL teacher
- Member of the guidance team

Please submit a draft of your SIP to Jason DeFalco by Thursday, October 1. Feedback on SIPs will be provided by Friday, October 16.

Overview of the AIP

As mentioned above, your SIP should be aligned to the district's plan to raise student achievement. This plan is articulated in the AIP. The four objectives in the AIP include:

- **Integrate efforts around planning, instruction, and assessment (Objective 1):** The district will provide teachers and school leaders with focused professional development and resources to plan and deliver lessons aligned with rigorous curriculum, to measure the impact of instruction on student learning, and make adjustments to instruction based on data, as needed.
- **Develop robust student support systems (Objective 2):** The district will develop systems to identify and support students with a range of unique needs, including social-emotional, special education, and ELL needs.
- **Increase the rigor of instruction (Objective 3):** New Bedford Public Schools will continue its work to increase the capacity of principals to serve as effective instructional leaders through professional development at bi-monthly Principals' Meetings and supports from the Office of Instruction. A major focus of this work will be on helping increase the rigor of classroom instruction by delivering training to school staff during the additional 20 hours of PD this year.
- **Engage parents as partners (Objective 4):** Teachers and principals will engage families as partners in their child's education, identifying venues to reach unengaged parents, and collaborating with engaged parents to support their child. The district will develop proactive communication plans for critical district activities to keep the community informed and include community input when possible.

How to use this template

The rest of this document includes a template you can use to write your SIP. The template includes the four components that are required for your SIP. Instructions for each section can be found at the beginning of the relevant section.

School Improvement Plan

School Year 2015-2016
 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		
*based on 2015 MCAS data and MOY Assessment	% 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)	% of students moving from Proficient to Advanced (10% per AIP)
ELA	59%	25%	41%	35%	3%	4%
Math	93%	13%	7%	56%	1%	1%
Science	43%	42%	57%	26%	4%	6%

*Once PARCC data is released, these statistics will be modified to reflect those scores.

(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.

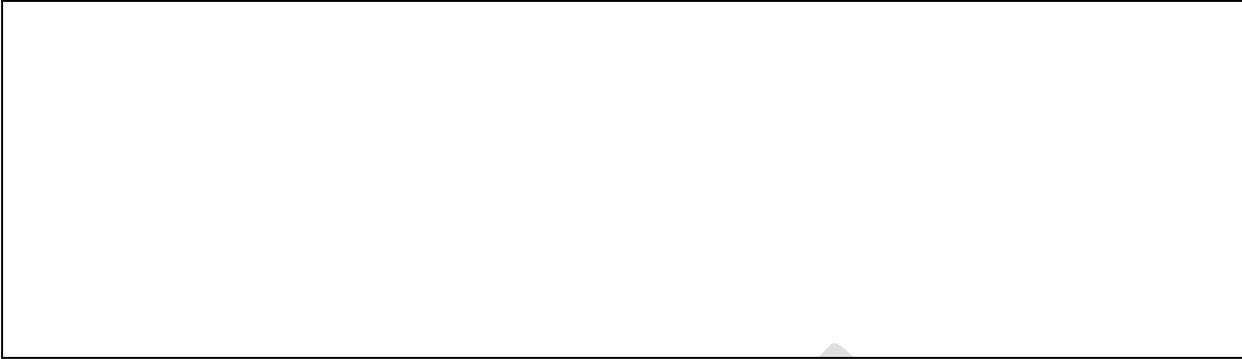
Here are some examples for tracking student data that could be helpful resources:

- *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 and EOY Galileo testing.**
- 2. Proficiency tracking will be posted on a wall board on principal's office and sent to teachers via email. This will be reviewed with teachers on regular basis and discussed during BBST meetings and during weekly update notes that are emailed at the start of the work week.**
- 3. Quarterly progress will be documented on report cards and 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**



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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
- Final exams
- DIBELs
- Galileo
- Formative assessments
- Examples of student work

Instructional data:

- Observation data on curriculum and instruction
- Feedback to 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. 10 students successfully completed necessary coursework for graduation from NBPS and participated in a school based ceremony.
2. 100% of graduates completed applications to BCC.
3. A multi-tiered, behaviorally based therapeutic milieu was developed and fully implemented
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. A school wide literacy initiative, based on close reading and annotation skills was implemented in all classes.
7. Average incidents per day requiring student being removed from class due to behavior= 2.96

occurrences (no data collected in prior year to compare).

8. Average suspensions per month= 7.77. This is a 49.33% reduction from the 2013/2014 SY.
9. Average student enrollment per month= 56.88. This is an increase of 25.38% from the 2013/2014 SY
10. Average student attendance per month showed an increase of 23.49% from the 2013/2014 SY.
11. MOY Galileo testing indicated 4 of 6 ELA classes scored in proficient range

(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 prior year’s expectations struggled with new and higher expectations (per student report and anecdotal evidence).
 - b. Students that were older and lacked credits struggled with staying in school and completing necessary requirements
 - c. Approx 10% (6) of students met this category did not complete the school year and had to either repeat the grade or refused to return.
 - d. 14.88 students per week earned weekly behavioral incentive by earning an average of 85% of possible points. This represents 26.16% of the average enrollment.
 - e. Average student level on the positive behavior shaping system for school year = 2.13 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 student reported low self-confidence in subject material, resulted in frequent work refusal and test refusal. 26% of students were absent on day of test or did not attempt to take the test.
 - b. Homework and at-home project based activities have not been utilized in many years.
 - c. Reported and observed staff attitude that “these kids won’t do homework, so why try giving it to them?”
 - d. MOY Galileo testing indicated 5 of 6 mathematics classes scored in the needs improvement range. One class measured an 8 point decrease in student growth.
3. Below average and inconsistent attendance
 - a. Average daily attendance was 65.42%

- b. Limited follow through from families and community agencies
 - c. Large percentage of population with school avoidant patterns and anxiety based behaviors (100% of population is documented with social/emotional disability that inhibited their ability to access curriculum at traditional educational settings).
4. Below average and inconsistent community/parental engagement.
- a. Panorama surveys indicate a lack of family connection with school and a lack of feeling supported regarding students future.
 - b. Open houses yielded a turnout of approximately 15% of families entering the building to connect with staff outside IEP meetings.

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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).

<p>Primary Focus Area:</p> <ul style="list-style-type: none"> • Students will continue to build capacity to comprehend reading passages as applied to open response questions. • Students will build capacity to demonstrate conceptual understanding, operational/computation skills and fluency in math. <p>2-3 Secondary Focus Areas:</p> <ul style="list-style-type: none"> • Decrease the number of incident reports that lead to suspension and negatively impact school attendance while building a positive school culture. • Increase student and family connection with school and feeling that the school is concerned about each student’s future.
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#1.A Primary Focus Area: • *Students will continue to build capacity to comprehend reading passages as applied to open response questions.*

Activities	Person(s) Responsible	By when
Provide bi-monthly Instructional based professional development for staff that focuses on best practices – release of responsibility and deep analysis of text.	Principal/TLS	Oct 15-June 16
Conduct observations of classes (and lesson plans) focusing on best practices implementation, student engagement and rigorous lesson development- (each class bi-weekly)	Principal/TLS	Oct 15-June 16
Provide feedback based on observations with implementation strategies based on observed areas of weakness.	Principal	Oct 15-June 16
Design and plan for differentiated instruction to meet the	Principal/TLS/TCT	Oct 15-June

needs of all students		16
Students will engage in deep critical analysis of text by using the following strategies: close reading, annotation of text and higher order thinking	Principal/TLS/TCT	Oct 15-June 16
Students will engage in 30 minutes of daily reading. This will include structured class time, use of library and free time.	Teachers	Oct 15-June 16
Students will participate in daily writing assignments that will be reinforced and incentivized	Teachers	Oct 15-June 16
Identify students that will be closely monitored for academic progress to ensure growth as measured by state and district assessments	Principal/TLS/Teachers	Nov 15
Rollout homework and home based reinforcement projects initiative- based on text analysis and critical thinking.	Teachers	Sept 2015

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#1.B Primary Focus Area: • *Students will build capacity to demonstrate conceptual understanding, operational/computation skills and fluency in math.*

Activities	Person(s) Responsible	By when
Provide bi-monthly Instructional based professional development for staff that focuses on best practices – release of responsibility and scaffolding techniques.	Principal/TLS	Oct 15-June 16
Conduct observations of classes (and lesson plans) focusing on best practices implementation, student engagement and rigorous lesson development- (each class bi-weekly)	Principal/TLS	Oct 15-June 16
Provide feedback based on observations with implementation strategies based on observed areas of weakness.	Principal	Oct 15-June 16
Design and plan for differentiated instruction to meet the needs of all students	Principal/TLS/TCT	Oct 15-June 16
Students will engage in daily warm up (“do now”) math word problem in homeroom. Teachers will assist in annotation skills and it will be reviewed in math class daily.	Principal/TLS/TCT	Oct 15-June 16
Students will create math journals that can be referenced in class. These should include: vocabulary, concepts, formulas and quick references.	Teachers	Oct 15-June 16
Identify students that will be closely monitored for academic progress to ensure growth as measured by state and district assessments	Principal/TLS/Teachers	Nov 15-June 16
Rollout homework and home based reinforcement projects initiative- based on operational/computational skills.	Principal/TLS/Teachers	Nov 2015

#2 Secondary Focus Area: • *Decrease the number of incident reports that lead to suspension and negatively impact school attendance while building a positive school culture.*

Activities	Person(s) Responsible	By when
Provide bi-monthly PBIS based professional development that focuses on class culture, behavior management and trauma sensitive schools	Principal/Clinical Team	Mar 2016
Conduct observations of classes and clinical interventions, focusing on best practice implementation of PBIS	Principal/TLS/Clinical Facilitator	Oct 15-June 16
Provide feedback based on observations with implementation strategies based on observed areas of weaknesses.	Principal/Clinical Facilitator	Oct 15-June 16
Review and analyze behavioral performance data to identify trends and develop implementation strategies	Principal/Clinical Team	Oct 15-June 16
Design and plan for differentiated interventions-(Behavior Improvement Plans)	Clinical Team	Oct 15-June 16
Continue weekly individual and group counseling with goal of school adjustment and skill replacement.	Counselors	Oct 15-June 16
Hold weekly review and case management meetings to identify at risk students and develop intervention schedules	Principal/Clinical Team	Oct 15-June 16

#3 Secondary Focus Area: • Increase student and family connection with school and feeling that the school is concerned about each student’s future.

Activities	Person(s) Responsible	By when
Communicate daily progress to parents and collaterals regarding school adjustment issues	Clinical Team	Daily Oct 15-June 16
Hold 3 open house dates for all parents	Principal	Nov 15
Develop and implement cross curricular programs quarterly that focus on cultures of New Bedford and involve parents cultural celebrations at TDA	All Staff	Nov 15
Begin clinical based home visits for students that struggle with attendance or school connection.	Principal/Clinical Team	Oct 15-June 16
Develop and implement an e-newsletter to parents that highlights progress made and key events at TDA	Principal	Nov 15-June 16
Begin monthly dinner night with families that focuses on interconnection and allows opportunity for instruction of parenting skills and assistance	Principal	Dec 15-June 16
Utilize “Grow Education” grant and develop community garden where locals can share garden space with TDA and meet at weeknight dinners to discuss local concerns/ideas	Principal/TLS	Nov 15-June 16

(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
<p>What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>Strategy #1 A&B (ELA & Math Proficiency)- Students practice of annotation across disciplines for questions and texts daily. Students will complete daily math problem as warm up with increasing frequency and accuracy</p> <p>Strategy #2 (Decrease significant behavioral incidents)- Clinical team will engage all families either at school or at home to promote buy in and therapeutic alliance, with aim of improving behaviors at school.</p> <p>Strategy #3 (Family connection to school)- Number of families attending open house will increase by 10% from year prior.</p>
<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>	<p>Strategy #1 A&B (ELA & Math Proficiency)- Classroom instruction driven by BOY data results, writing and math samples and number of students absent or refusing to take CFA’s.</p> <p>Strategy #2 (Decrease significant behavioral incidents)- Number of incidents requiring students to be removed from</p>

	<p>class will reduce by 10% as well as the number of students earning weekly incentive will increase by 10%</p> <p>Strategy #3 (Family connection to school)- 15% of all families will attend the cultural cross curricular activity open house where students will showcase their efforts and achievements.</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>Strategy #1 A&B (ELA & Math Proficiency)- Higher scores on Galileo assessment as compared to BOY. Decrease in test refusal as compared to 14/15 SY by 10%</p> <p>Strategy #2 (Decrease Significant Behavioral Incidents)- Increase in average student point and level achievement as compared to 14/15 SY by 10%. Decrease in incident reports/suspension as compared to 14/15 SY by 10%. Increase percentage of students earning weekly incentive by 25%.</p> <p>Strategy #3 (Family connection to school)- Higher scores and participation in Panorama survey regarding school connection and perception of support for the students future. 50% of all families will have engaged in any of the activities planned to promote connection with the school.</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.	Implement concepts from Keys to Literacy (finding the main idea) in passages and annotate key details to aid in open response questions. Students will independently implement practice of annotation skills with decreasing staff assistance	One year of close reading and annotation strategies in place.	All teachers utilize these strategies consistently across all disciplines.
Students will build capacity to demonstrate conceptual understanding, operational/computation skills and fluency in math.	Teachers will implement a daily “do now” math problem (word problem) where students annotate the problem and teachers support independent efforts of students to solve and demonstrate competency.	Teachers have begun to discuss math concepts across the content areas after identifying it as a significant student need.	Teachers will forego the past image that TDA students will always struggle in math. They must adopt a growth mindset, especially in this content area.
Decrease the number of incident reports that lead to suspension and negatively impact school attendance while building a positive school culture.	Teachers will be consistent and fair in behavioral expectations, while reinforcing desirable changes and using techniques such as extinction and other clinical interventions for non-desirable behaviors. Students will behave in a manner that enables them to remain in class and manage their emotions with increasing	One year of TDA therapeutic milieu in place with documented success.	Consistency from teacher to teacher, period to period with upholding expectations and positive character expressions to eliminate student manipulation and personal interjections.

	frequency.		
Increase student and family connection with school and feeling that the school is concerned about each student's future.	All staff will continuously indicate to students their belief, support and care for them and their future, no matter the behaviors from previous events. Staff will make a concerted effort to engage families outside the normal parameters of the school day. Students/families will begin to attend TDA sponsored activities and express connection between themselves and the school.	Significant percentage of TDA staff that are willing to try new attempts/techniques to engage students and their families to increase engagement	Creation of a culture where students feel connected to staff. This requires genuine empathy and understanding for all students that attend TDA.

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(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 understanding to determine current strengths and weaknesses		Would like Liaison to do learning 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 1A:	Students will continue to build capacity to comprehend reading passages as applied to open response questions.		
Instructional strategies:	Classroom techniques to increase reading comprehension and build quality open responses	Approximate dates:	Oct 15-June 16
Meeting	Learning objectives for teachers	Support needed	
Oct PD	Release of responsibility- Overview, best practices, current literature, teacher share out experiences		
Nov PD	Release of responsibility- objectives and essential questions, how it looks across all classes, examples, "I do vs. we do"		
Nov PD	Release of responsibility- focusing on "you do" more, supporting students individual work, letting go and letting students try more, share out examples		
Dec PD	Release of responsibility- differentiation to meet individual needs, little /mild/moderate/heavy scaffolding, accommodations vs. modifications, goal of decreasing supports with success		
Dec PD	Release of responsibility- Refining and self-monitoring, look at student work, time percentages of release, independence and student buy in, student surveys, teaching students to self-monitor/student teach model		
Jan PD	Deep analysis of text- Intro and overview, annotation, main idea skills		
Jan PD	Deep analysis of text- planning and implementation, techniques for finding main idea, scope, sequence for teaching main idea		
Feb PD	Deep analysis of text- focusing on vocabulary and learning skills (connection with SEI strategies)		
Feb PD	Deep analysis of text- differentiation, chunking, writing space, read aloud, standardized testing accommodation		
Mar PD	Deep analysis of text- refining and self-monitoring, sharing successful work, defining what meets standards, identifying students at risk.		

Focus area 1B:	Students will build capacity to demonstrate conceptual understanding, operational/computation skills and fluency in math.		
Instructional strategies:	Building a school based math culture to create a growth mindset in students.	Approximate dates:	Oct 15- June 16
Meeting	Learning objectives for teachers		Support needed
Nov PLC	Strategies for assisting students with word problems		
Dec PLC	Progress review with testing refusal		
Jan PLC	Cross curricular development re: problem solving skills and application to the world around them.		
Feb PLC	Applying computation skills to everyday math		
Mar PLC	Best strategies for standardized testing compliance		
Apr PLC	Math fluency outside school to prevent regression		

Focus area 2:	Decrease the number of incident reports that lead to suspension and negatively impact school attendance while building a positive school culture.		
Instructional strategies:	PBIS strategies in the classroom	Approximate dates:	Oct 15-June 16
Meeting	Learning objectives for teachers		Support needed
Nov 15 PLC	Keeping school culture with a changing enrollment		
Dec 15 PLC	Dealing with the holidays and emotionally disabled students		

Jan 16 PLC	Depression cycles in students and the impact on academics	
Feb 16 PLC	Supporting teachers and preventing burnout	
Mar 16 PD	PBIS- School culture, consistency, effective limit setting	
April 16 PD	PBIS- Reinforcement schedules, how to's	
April 16 PD	PBIS- class programs vs whole school programs to gain compliance	
May 16 PD	PBIS- Dealing with power struggles effectively	
May 16 PD	PBIS- Rapport building after effective consequencing negative behaviors	
June 16 PD	PBIS- Reinforcing the end goal (character development and internalizing change)	

Focus area 3:	Increase student and family connection with school and feeling that the school is concerned about each student's future.	
Instructional strategies:		Approximate dates: Oct 15-June 16
Meeting	Learning objectives for teachers	Support needed
Oct 15 PLC	Development of Latino cultural project with community and families	
Nov 15 PLC	Development of family dinner nights-3 month plan	Community financial support
Jan 16 PLC	Development of Cape Verdean cultural project with community and families	

Feb 16 PLC	Continue development of family dinner nights- 3 month plan	
April PLC	Development of Portuguese cultural project with community and families	

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