

School Improvement Plan

School Year 2016-2017

School: *Whaling City*

Principal: *Arnold Chamanlal*

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.

Spring 2016 Data			
	% of students not proficient or advanced	% of students in warning	% of students proficient
ELA	50%	0%	50%
Math	No data available 9/23/16	No data available 9/23/16	No data available 9/23/16

- *By EOY, Whaling City will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades 6-12.*
- *BY EOY, Whaling City will see at least 10% of students in warning move into needs improvement in ELA and Math for grades 6-12.*
- *By EOY, Whaling City will see at least 10% of students in proficient move into advanced in ELA and Math for grades 6-12.*
- *By EOY, Whaling City will increase student standardized test participation by 10% in the 2016-2017 academic year (STAR, MCAS).*

(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. Whaling City will continue to utilize Data Wall in the Principal’s Office to track the following:

- Attendance
- Tardies
- Suspensions
- BOY, MOY, EOY
- STAR Data
- MCAS data
- Summit Basecamp Data
- Drop-Out Data
- Retention

2. Whaling City has also implemented a monthly progress report system for each student enrolled at Whaling City. These reports will allow us to monitor the academic and behavioral progress of each student so that we may address struggling students much earlier and more efficiently throughout the 2016-2017 academic year.

3. Whaling City has instituted focused weekly PLCs organized into Middle School and High School cohorts. At the PLCs, teachers analyze classroom data and design strategies to improve instruction.

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?

- Six students graduated from the high school at Whaling City in June of 2016.
- Fourteen students moved up to the ninth grade from the middle school at Whaling City in June of 2016.
- 2015-2016 high school MCAS ELA scores exceeded annual goal with 50% proficient and 0% in warning or failing.
- 100% of high school students passed MCAS ELA in the Spring of 2016.
- A multidisciplinary behavior support team was implemented in 2015-2016, meeting weekly to establish sound behavior protocols and collect data relevant to student success involving 100% of students
- Whaling City reinforced community partnerships via monthly collaborative meetings with DCF to discuss all DCF/Court involved students
- Service learning programs at Carney Academy involving seventeen Whaling City students and thirty Carney Academy students
- 100% of graduating seniors applied to, were accepted by, and had earned at least one college credit from BCC and were encouraged to pursue higher education and career goals
- 100% of students labeled as dropped were contacted and encouraged to reenroll in school. Three of these students reenrolled in our alternative pathways.
- Instituted amended schedule pathway to accommodate students unable to participate successfully in a traditional school day.
- 100% of students enrolled in the after school program were introduced to a blended learning model whereby students were exposed to both technology and traditional classroom cohorts.

(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?**

- Middle school students struggled with behaviors in class and during transitions, as evidenced by the high number of discipline reports, with 376 discipline reports.
- Galileo data was unreliable and could not be used to shape best practice in the classroom.
- Whaling City struggled to provide ELL and Special Education students with a substantially separate placement, appropriate instruction and prescribed interventions given the high percentage of special education students, averaging approximately 35 to 40%. Of note, there were no teachers who were special education certified at the high school level.
- There were four high school students identified as English Language Learners. Students refused to take WIDA placement.
- Attendance continued to be an issue at Whaling City, with numbers hovering just about 80% in attendance daily.

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:

- Improve the rigor of instruction to meet the needs of our diverse students with an emphasis on math

2-3 Secondary Focus Areas:

- Increase daily attendance, decrease tardies, and reduce drop-out rate.
- Building strong relationships between students, adults, and the Community.

#1 Primary Focus Area: Instructional Rigor

Activities	Person(s) Responsible	By when
Teachers will develop professional SMART goals that ensure the implementation of MA Curriculum Frameworks/Common Core	SILT/PLC	October, 2016
Construct data wall for middle school and high school to track data and drive curriculum development	SILT/Principal	November, 2016
Teachers collaborate weekly in their PLCs to share teaching and learning challenges, review classroom/academic data, and strategize best practices	PLC	September 2016 through June 2017
Conduct weekly observations focusing on rigorous instruction based on the elements in the Rigor Rubric	Principal	September 2016 through June 2017
Provide verbal feedback within 24 hours and written feedback within 48 hours after teacher observations	Principal	September 2016 through June 2017
Teachers will adjust their instruction based on post-observation feedback	PLC	September 2016 through June 2017
Implementation of individualized Monthly Progress Reports for each student	Teachers/Attendance Officer	September 2016 through June 2017
Improve school culture to enhance student learning and academic rigor	All School Staff	September 2016 through June 2017
Teachers will clearly post daily/weekly/unit objectives and SWBAT in all classrooms.	All Teaching Staff	September 2016 through June 2017
Teachers will utilize behavior support and counseling teams to remedy problematic behavior and improve academic outcomes.	All Teaching Staff	September 2016 through June 2017
Differentiation and best practices will be evident in every classroom as evidenced by the use of student accommodations, scaffolding, and stations.	All Teaching Staff	September 2016 through June 2017
Teachers will utilize literacy based interventions such as word walls, annotation, closed reading assignments, and read alouds across subject areas.	All Teaching Staff	September 2016 through June 2017
Pilot digital based, self directed learning via the Summit Basecamp program in High School Biology classes.	Chris Blake	September 2016 through June 2017

#2 Secondary Focus Area: Improve attendance/reduce tardies/decrease drop-out rate

Activities	Person(s) Responsible	By when
Call parent/guardian of every tardy/absent student every day and log data in Attendance Log	Behavior Support Team	September 2016 through June 2017
Refer students to Attendance Officer and Court Liaison, when appropriate, after three unexcused absences	Attendance Officer Court Liaison	September 2016 through June 2017
Maintain daily contact via telephone calls with all suspended students to monitor progress and maintain connection with the school	Behavior Support Team Guidance	September 2016 through June 2017
Meet with highest risk students and parent/guardian to implement contracts outlining expectations regarding	Clinical Facilitator Family Engagement	September 2016 through June 2017

attendance, behavior, and academic performance	Coordinator	
Contact every student listed as dropped from the previous two cohort years to invite them to reenroll at Whaling City via one of our multiple pathways to success	Behavior Support Team	September 2016 through June 2017

#3 Secondary Focus Area: Relationship and Community Building

Activities	Person(s) Responsible	By when
Promote positive pro-social behavior through consistent use of our behavior system (i.e. point sheets, incentives, etc.)	All Staff	September 2016 through June 2017
Increase after-school activities available to all students to improve student connection to school	All Staff	September 2016 through June 2017
Increase accessibility of staff to parents/guardians through regular phone contact, monthly progress reports, and on-site activities	All Staff	September 2016 through June 2017
Implement semester-long health/wellness classes to improve overall welfare of students	Teachers	September 2016 through June 2017
Facilitate weekly clinical groups to address social-emotional issues which impede learning	School Adjustment Counselor	September 2016-June 2017
Submit Weekly staff newsletter (“We are Whaling City”) to inform the team of events, due dates, issues/concerns, and celebrations.	Principal	September 2016-June 2017
Monthly progress reports detailing student academic and behavioral progress.	Teachers	September 2016-June 2017
Emphasis on the “We-do and They-do “ portion of the gradual release model to promote dialog and interactive lessons	Teachers	September 2016-June 2017
Implement school wide student mentoring sessions to build relationships and focus on academic successes	All Staff	September 2016-June 2017
Partner with community agencies to share resources and ideas.	Principal	September 2016-June 2017

(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 Nov. 1 to know that students are on track to meet the end-of-year goal	<p>Instructional Rigor</p> <ul style="list-style-type: none"> • Monthly progress reports for September and October • BOY STAR collected and assessed • Quarterly progress reports • PLC data assessment meetings • Teacher observation and learning walk data <p>Improve Attendance/Reduce Tardies/Reduce Dropout</p> <ul style="list-style-type: none"> • Monthly FACTS meetings

	<ul style="list-style-type: none"> • Updated daily attendance and behavior logs • Weekly attendance meetings to identify students who are chronically absent/tardy <p>Improve School Culture</p> <ul style="list-style-type: none"> • Two after school events with invitations to parents/guardians • Open house on October 19st • Student of the Month • After School clubs and sports
<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>Instructional Rigor</p> <ul style="list-style-type: none"> • Improved grades on quarterly report cards • Improvement on Special Education progress reports • Improvement on monthly progress reports • Continued PLC data assessment meetings • Teacher observation and learning walk data <p>Improve Attendance/Reduce Tardies/Reduce Dropout</p> <ul style="list-style-type: none"> • Monthly FACTS Meetings • Updated daily attendance and behavior logs • Continued PLC data assessment meetings • Perfect attendance recognition on a bi-weekly basis <p>Improve School Culture</p> <ul style="list-style-type: none"> • Increased participation in standardized testing • Monthly after-school events from September through February • Student of the Month • Perfect attendance recognition • After School clubs and sports
<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>Instructional Rigor</p> <ul style="list-style-type: none"> • Monthly progress reports from September through May • Improved grades on Quarterly Report Cards • BOY and MOY STAR data collected and assessed • Teacher observation and learning walk data <p>Improve Attendance/Reduce Tardies/Reduce Dropout</p> <ul style="list-style-type: none"> • Updated attendance and behavior logs • PLC data assessment meetings <p>Improved School Culture</p> <ul style="list-style-type: none"> • Monthly after-school events from September through May

	<ul style="list-style-type: none">• After School clubs and sports
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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
Instructional Rigor	Gradual Release Model utilized in every classroom; Bell-to-bell instruction; Differentiation; self-directed learning in selected classrooms.	High school Science department employs instructional rigor as evidenced in standardized testing scores High school science department employs hands-on learning; Strengthening curriculum through blended learning in targeted classrooms. Middle School Classrooms utilizing co-taught model in selected classrooms.	Foster more independent learning; Address individual learning needs with differentiation; Raising expectation and holding students to higher academic standards; enable students to dictate their educational pathway
Improve attendance/reduce tardies/decrease drop-out rate	Teachers will be able to utilize ASPEN to track student attendance; Team approach to address attendance issues, with collaboration across all staff; Daily phone calls for absent/tardy students; Updated daily attendance log to track outreach; Regular communication with community partner (ie. DCF, DYS, the courts, etc.) to support good	Team approach to address attendance issues, with collaboration across all staff; Daily phone calls for absent/tardy students; Updated daily attendance log to track outreach; Regular communication with community partner (ie. DCF, DYS, the courts, etc.) to support good attendance	Teachers will be able to utilize ASPEN to track student attendance; Weekly attendance meeting with administrative and support staff, attendance officer and court liaison.

	attendance		
Improve School Culture	Staff better knowing their students and families through regular contact (dialogic leadership); Increased use of deescalating behavior strategies; Greater use of the “we do” and “they do” in the gradual release model. Implementation of student mentoring sessions.	Behavior and support team; clinical team; guidance department; Summit Basecamp	Consistent use of de-escalation strategies; Increase in student-driven learning.

(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 1:	Increased Academic Rigor		
Instructional strategies:	Teacher Interventions and Strategies to Address Each Child	Approximate dates:	October 16 – November 16
Meeting	Learning objectives for teachers	Support needed	
September 20 – PLC	STAR Testing – Review for teachers		
September 28 – PD	Modifications and Accommodations – knowing the difference between the two and how best to support your students	SPED Facilitator	
September 27 - PLC	What Is a Well Structured Lesson?		
October 4 - PLC	Review of Warning Notices and Progress Reports		
October 12 - PD	Review of IEPs and interventions	SPED Facilitator	
October 26 - PD	Differentiated Instruction – How to ensure that each child is making progress.		
November 1 - PLC	Continued discussion of Differentiated Instruction		
November 9 - PD	Standardized testing review – How to be test administrators, rules and regulations in administering standardized testing		

Focus area 2:	Attendance/Tardies/Drop-Outs		
Instructional strategies:	To Monitor and Improve Upon Attendance, Tardies and Drop-outs	Approximate dates:	November 16– December 2016
Meeting	Learning objectives for teachers	Support needed	
September 26 -TEAM	Attendance Review	Attendance Officer/Court Liaison	
October 31 - TEAM	Attendance Review	Attendance Officer/Court Liaison	
November 28 – TEAM	Attendance Review	Attendance Officer/Court Liaison	
December 19 – TEAM	Attendance Review	Attendance Officer/Court Liaison	
January 30 - TEAM	Attendance Review	Attendance Officer/Court Liaison	

February 27 – TEAM	Attendance Review	Attendance Officer/ Court Liaison
March 27 – TEAM	Attendance Review	Attendance Officer/ Court Liaison
April 24 – TEAM	Attendance Review	Attendance Officer/Court Liaison
May 22 – TEAM	Attendance Review	Attendance Officer/Court Liaison

Focus area 3:	Relationship and Community Building		
Instructional strategies:	Knowing your students , building relationships	Approximate dates:	September 16– June 17
Meeting	Learning objectives for teachers		Support needed
September 14 th -PD	Student Mentoring –student goal setting and relationship building strategies.		
November 30 – PD	Personalized Learning – Student Centered classroom where students can learn at their own pace		
December 14 – PD	Leveraging Student Relationships to increase rigor		SPED Facilitator