

School Improvement Plan

School Year: **2017-2018**

School: **Whaling City Jr/Sr High School**

Principal: **Jamal F. Safi**

Section 1. Set goals aligned to the AIP

Instructions: Use the table below to 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, Math, and Science for grades 6-12
2. BY EOY, the district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in the Proficient category move into Advanced in ELA and Math

Do not fill in the shaded boxes below.

	SY16-17 (Historical)			SY17-18 (Goals)		
	# of students not Proficient/Advanced	# of students in Warning	# of students in Proficient	# of students not Proficient/Advanced	# of students moving from Warning to Needs Improvement	# of students moving from Proficient to Advanced
ELA	6/46%	0	7/54%	4/18%	0/0%	1/6%
Math	6/67%	2/22%	1/11%	2/27%	2/20%	1/12%
Science (grades 6-12 only)	10/50%			6/35%		

Section 2. Use data to determine school-specific strengths and weaknesses

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.

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

Student performance data:

- MCAS item analysis
- Final exams
- DIBELS
- SAT data
- Formative assessments
- Examples of student work
- STAR

Instructional data:

- Observation data
- Teacher evaluations

Student indicator data:

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

Teacher data:

- Teacher attendance
- Panorama

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

- 13 students graduated from the high school at Whaling City in June of 2017 which is a 46% increase from 2016.
- 1 student completed their requirements for graduation through Summer School and received a diploma in August of 2017
- 11 students were promoted from the 8th grade to the 9th grade at Whaling City in June of 2017
- 100% of high school students passed the MCAS ELA in Spring of 2017
- 100% of graduating seniors applied to, were accepted by, Bristol Community College and were encouraged to pursue higher education and career goals
- 5 students participated and completed a certification program offered through BCC.
- 1 student was hired as a paraprofessional by NBPS after obtaining his high school diploma and completing the certification program this past year through BCC
- Whaling City continued to partner with Carney Academy in a structured learning program which helped to create mentor/mentee relationships
- Extra-Curricular Activities were held throughout the school year which helped to promote student and parent involvement
- Implementation of STAR Assessment allowed for teachers to access data in real time

The number of days students were out of school due to suspension in 2016-2017 SY was 207 days. A significant decrease from the previous year which was 582.

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

Questions to consider include:

- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

- Attendance continues to be an issue at Whaling City. The average daily attendance rate was 80%.
- Students at Whaling City continue to struggle with behaviors as evidenced by 1,446 discipline reports for the 2016-2017SY.
- Middle School continues to struggle with behavior management evidence by the amount of discipline referrals submitted in the 2016-2017SY.
- Social/emotional, mental health, lack of engagement, and lacking family partnerships all may contribute to a dearth of academic growth and achievement.
- Due to lack of technology Whaling City was unable to implement the Summit Learning Curriculum school wide.

Initiative 1: ELA



Team Members: Jamal Safi, Amanda Gonzalez, Donna Ricci

Final Outcomes:

Teacher Practice Goals

- By EOY, ELA teachers will demonstrate, through Principal learning walks, formal observations, and evaluative data, that they are utilizing rigorous teacher practices aligned with Common Core Standards and Universal Design for Learning principles, including the use of formative and assessment data

Measured through

- During the school year a minimum of three focused learning walks targeting math teaching and learning will be conducted by the Principal and team members to ensure efficacy by teachers
- Focus will target: rarely seen, developing, or fully embedded

Lessons tied to rigorous objectives: Learning walks and observations will show data on best practices involving Summit Learning to help reinforce Professional Development and support Summit Learning

- Planning lessons are tied to Summit Learning Objectives and Curriculum for Core Content Areas
 - Personalization
 - Individualization
 - Differentiation
 - Using assessment data to inform instruction:
 - Through observations the principal will determine if summative and formative assessments are being utilized by teachers in accordance with Summit objectives

Student Learning Goals:

- By EOY the district will realize at least a 40% reduction in students “Not Proficient” in ELA for Grades 6-12
 - Measured through: STAR, MCAS ELA, Summit Outcomes
- By EOY the district will see a least 10% of students in “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in ELA.
 - Measured through: Star, MCAS ELA and Summit Outcomes

What This Means for Teachers:

Teachers will make four key shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

1. Teachers will strive for deeper connections between planning with the district curriculum and Summit Learning Platform, delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data, adjusting instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes
 - a. Teachers will be provided with instructional supports in the form of ongoing

- Professional Development specific to Summit Learning
- b. Teachers will attend weekly Professional Learning Communities to discuss and assess best practices in relation to Summit Learning and student progress
2. Teachers will continue to shift the “heavy lifting” to students through the gradual release model (I do, we do, you do)
 - a. Teachers will work with their Principal to create and deliver their lessons in a manner that promotes increased rigor for students through the gradual release model
 3. Teachers will have continued PD opportunities, aligned to the district’s focus as well as the Summit Platform throughout the school year
 - a. Monthly check-in meetings will be held with a Summit Learning Instructional Liaison who will provide on-going support for teachers as they work to improve upon instruction and analyze student data in an effort to make the largest positive impact on student achievement

What this means for building leadership:

- 1) Principal and PD facilitator will provide feedback that emphasizes the connections between planning, instruction, assessment, and student work analysis
- 2) Principal and PD facilitator will guide teachers in collecting and analyzing data correctly in an effort to make informed instructional decisions
- 3) Principal will work with teachers on implementing best practices around personalization, individualization, and differentiation
- 4) Principal and Summit Liaison will participate in small PLC’s targeting ELA instructional strategies within the Summit Learning Platform

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- Teachers will have met to review BOY data from STAR Assessments in an effort to develop reteach plans to address academic gaps specifically in reading and writing comprehension
- ELL strategies will be incorporated into the ELA curriculum units of study
- Teachers will have met with Special Ed Facilitator to review and incorporate modifications and accommodations into the daily lesson plans
- 2016-2017 MCAS Data collection and review for ELA.

Feb. 1:

- Teachers will have met to review and compare BOY and MOY data from STAR Assessments in an effort to develop reteach plans to address academic gaps specifically in reading and writing comprehension
- Increased student test participation on STAR Assessment.
- Professional Development specific to improving instructional practices in reading and writing

May 1:

- Improved grades on Final Report Cards
- BOY, MOY, and EOY STAR data collected and assessed
- Review success of SIP to help inform SIP planning for the 2018-2019 school year

<p>Students will be tiered for MCAS prep for November and Spring Retests based on data from previous MCAS assessments.</p> <ul style="list-style-type: none"> ● Teachers will begin to meet every other Monday with the Summit Liaison to improve upon best practices within the classroom specific to ELA. ● Principal or designee will meet twice monthly with the Summit Liaison to debrief and review classroom practice through learning walks. Focus on more complex tasks and building student engagement will be a priority ● Principal will conduct frequent observations and learning walks with admins in training and district liaison to gather data, determine levels of student engagement, debrief, and support teachers with best practices ● Principal will establish “Personalization, Individualization, and Differentiation” (PID) to establish a theme for PD for the school year ● Administrative SILT meetings will be held every Friday morning to analyze data relevant to the SIP 	<p>comprehension</p> <ul style="list-style-type: none"> ● 100% of students will have completed the on-boarding Summit Learning Process and will be utilizing the platform ● Data collection will begin to determine student engagement, growth, and achievement with the full implementation of Summit Learning ● Special Education Facilitator will help support and facilitate Special Education PD for teaching staff ● Principal will continue to conduct frequent observations and learning walks with admins in training and district liaison to gather data, determine levels of student engagement, debrief, and support teachers with best practices ● Develop and model PLC protocols to help support teachers in locating and analyzing math assessment data to support their practice and student learning ● Admin Meetings will be held once a month with teachers and staff to inform them of SILT data and efforts to support teaching and learning 	
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Observations and Learning Walks										
Principal will start and continue formal observations and provide feedback to teachers. Admins in Training will be supported in this process.		▶								
Principal will document formal observations, feedback, and support in Baseline		▶								
Principal and district liaison will conduct learning walks and debrief weekly			▶							
Principal and Summit liaison will conduct learning walks and debrief monthly		▶								
Professional Development										
Teachers will be provided Summit specific training, feedback, and support with the Summit liaison weekly		▶								
The theme of Whaling City's PD will be "Differentiation, Individualization, and Differentiation" (PID). PD focusing on this theme will be conducted monthly		▶								
Curriculum										
Teachers will start and continue to implement the Summit Learning Platform school-wide		▶								
ELL strategies will be implemented into the math curriculum			▶							
Data										
Collect and interpret MCAS data from the 2016-2017 to develop tiers of support for students preparing to take the November retests		▶								
Collect and interpret MCAS data from the 2016-2017 and November retests to develop tiers of support for students preparing to take the Spring retests						▶				
SILT meetings will be held weekly for two hours on Fridays to analyze success and needs aligned with the SIP			▶							
Admin meetings with teachers and staff will be held monthly to share SILT and SIP data			▶							
Review success and needs for 2018-2019 school year based on implementation of SIP									▶	

Initiative 2: Math



Team Members: Jamal Safi, Amanda Gonzalez, Donna Ricci

Teacher Practice Goals

- By EOY, Math teachers will demonstrate, through Principal learning walks, formal observations, and evaluative data, that they are utilizing rigorous teacher practices aligned with Common Core Standards and Universal Design for Learning principles, including the use of formative and assessment data

Measured through

- During the school year a minimum of three focused learning walks targeting math teaching and learning will be conducted by the Principal and team members to ensure efficacy by teachers
- Focus will target: rarely seen, developing, or fully embedded

Lessons tied to rigorous objectives: Learning walks and observations will show data on best practices involving Summit Learning to help reinforce Professional Development and support Summit Learning

- Planning lessons are tied to Summit Learning Objectives and Curriculum for Core Content Areas
 - Personalization
 - Individualization
 - Differentiation
- Using assessment data to inform instruction:
 - Through observations the principal will determine if summative and formative assessments are being utilized by teachers in accordance with Summit objectives

Student Learning Goals

- By EOY, Whaling City will realized at least 40% reduction in students in student Not Proficient in Math MCAS
- By EOY the district will see at least 10% of students in Warning moved to Needs Improvement and at least 10% of students in Proficient move to Advanced in Math MCAS

Measured through:

- STAR Data, MCAS Math Data, and Summit Learning Data

What this means for teachers:

Teachers will make four key shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

1. Teachers will strive for deeper connections between planning with the district curriculum and Summit Learning Platform, delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data, adjusting instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes
 - a. Teachers will be provided with instructional supports in the form of ongoing Professional Development specific to Summit Learning
 - b. Teachers will attend weekly Professional Learning Communities to discuss and assess

- best practices in relation to Summit Learning and student progress
2. Teachers will continue to shift the “heavy lifting” to students through the gradual release model (I do, we do, you do)
 - a. Teachers will work with their Principal to create and deliver their lessons in a manner that promotes increased rigor for students through the gradual release model
 3. Teachers will have continued PD opportunities, aligned to the district’s focus as well as the Summit Platform throughout the school year
 - a. Monthly check-in meetings will be held with a Summit Learning Instructional Liaison who will provide on-going support for teachers as they work to improve upon instruction and analyze student data in an effort to make the largest positive impact on student achievement

What this means for building leadership:

- 1) Principal and PD facilitators will provide feedback that emphasizes the connections between planning, instruction, assessment, and student work analysis
- 2) Principal and PD facilitators will guide teachers in collecting and analyzing data correctly in an effort to make informed instructional decisions
- 3) Principal will work with teachers on implementing best practices around personalization, individualization, and differentiation
- 4) Principal and Summit Liaison will participate in small PLC’s targeting Math instructional strategies within the Summit Learning Platform

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- Teachers will have met to review BOY data from STAR Assessments in an effort to develop reteach plans to address academic gaps specifically in math
- ELL strategies will be incorporated into the Math curriculum units of study
- Teachers will have met with Special Ed Facilitator to review and incorporate modifications and accommodations into the daily lesson plans
- 2016-2017 MCAS Data collection and review for Math. Students will be tiered for MCAS prep for November and Spring Retests based on

Feb. 1:

- Teachers will have met to review and compare BOY and MOY data from STAR Assessments in an effort to develop reteach plans to address academic gaps specifically in math
- Increased student test participation on STAR Assessment
- Professional Development specific to improving instructional practices in math
- 100% of students will have completed the on-boarding Summit Learning Process and

May 1:

- Improved grades on Final Report Cards
- BOY, MOY, and EOY STAR data collected and assessed
- Review success of SIP to help inform SIP planning for the 2018-2019 school year

<p>data from previous MCAS assessments.</p> <ul style="list-style-type: none"> ● Teachers will begin to meet every other Monday with the Summit Liaison to improve upon best practices within the classroom specific to Math. ● Principal or designee will meet twice monthly with the Summit Liaison to debrief and review classroom practice through learning walks. Focus on more complex tasks and building student engagement will be a priority ● Principal will conduct frequent observations and learning walks with admins in training and district liaison to gather data, determine levels of student engagement, debrief, and support teachers with best practices ● Principal will establish “Personalization, Individualization, and Differentiation” (PID) to establish a theme for PD for the school year ● Principal will develop and implement a co-teaching model with the Special Education teacher in targeted math classes in both the Middle School and High School ● Administrative SILT meetings will be held every Friday morning to analyze data relevant to the SIP ● Develop and implement a high school “Math PLT/Homeroom” for students struggling with math according to academic progress and STAR data 	<p>will be utilizing the platform</p> <ul style="list-style-type: none"> ● Data collection will begin to determine student engagement, growth, and achievement with the full implementation of Summit Learning ● Special Education Facilitator will help support and facilitate Special Education PD for teaching staff ● Principal will continue to conduct frequent observations and learning walks with admins in training and district liaison to gather data, determine levels of student engagement, debrief, and support teachers with best practices ● Develop and model PLC protocols to help support teachers in locating and analyzing math assessment data to support their practice and student learning ● Admin Meetings will be held once a month with teachers and staff to inform them of SILT data and efforts to support teaching and learning 	
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Roadmap

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Observations and Learning Walks										
Principal will start and continue formal observations and provide feedback to teachers. Admins in Training will be supported in this process.										
Principal will document formal observations, feedback, and support in Baseline										
Principal and district liaison will conduct learning walks and debrief weekly										
Principal and Summit liaison will conduct learning walks and debrief monthly										
Professional Development										
Teachers will be provided Summit specific training, feedback, and support with the Summit liaison weekly										
The theme of Whaling City's PD will be "Differentiation, Individualization, and Differentiation" (PID). PD focusing on this theme will be conducted monthly										
Curriculum										
Teachers will start and continue to implement the Summit Learning Platform school-wide										
ELL strategies will be implemented into the math curriculum										
Create "Math PLT/Homeroom" for the High School										
Data										
Collect and interpret MCAS data from the 2016-2017 to develop tiers of support for students preparing to take the November retests										
Collect and interpret MCAS data from the 2016-2017 and November retests to develop tiers of support for students preparing to take the Spring retests										
SILT meetings will be held weekly for two hours on Fridays to analyze success and needs aligned with the SIP										
Admin meetings with teachers and staff will be held monthly to share SILT and SIP data										
Review success and needs for 2018-2019 school year based on implementation of SIP										
Personnel										

Develop and implement a co-teaching model in targeted math classes with the Special Education and math teachers in the middle and high school



Initiative 3: SEL (Social Emotional Learning)



Team Members: Jamal Safi, Danna Cabral, Lynne Markey

Final Outcomes:

Whaling City will strengthen systems for supporting struggling students, whether they have academic, special education, ELL and/or social emotional needs. Building based support teams (BBST) and social emotional curricula will ensure that non-academic and academic barriers to student success are addressed so that students can appropriately access learning. Student attendance, conduct, and grades will improve.

Teacher Practice Goals:

In complying with DESE’s requirement for “Rethinking Discipline,” the Whaling City Clinical Facilitator and School Adjustment Counselor will design a tiered system of student supports reflecting levels of differentiated academic, social emotional and behavioral supports. Using an established set of indicators, students will be placed into the appropriate tier of support based on their academic, social emotional and behavioral needs. BBST will create an individualized goal driven care plan for each student and analyze data to track student movement through the tiers. The Zones of Regulation and Social Thinking curricula will be introduced in order to engage students in social emotional learning and improve student outcomes.

Student Learning Goals:

Students’ will comply with the recommendations of the BBST and engage in social emotional learning through their participation in the Zones of Regulation and Social Thinking curricula so that they meet the goals of their care plan and are better able to focus on learning.

What this means for teachers:

Teachers, the clinical facilitator, school adjustment and guidance counselors and family engagement specialist will implement BBST for Whaling City’s high risk students (Tier 2 and Tier 3), engaging parents/guardians, students and community partners in developing personalized student support/care plans. BBST will analyze entry and exit data to determine how students move through the tiers. Staff will introduce the Zones of Regulation and Social Thinking curricula during weekly personalized learning time (PLT) and reinforce it throughout the day to improve student coping skills and academic performance.

What this means for building leadership:

Building leadership will participate in BBST and support recommended interventions by increasing building capacity to address non-academic barriers to learning. Building leadership will also support the implementation of social emotional curricula by providing related professional development and reserving weekly PLT to introduce the curricula to students.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- Clinical Facilitator and School Adjustment Counselor will

Feb. 1:

- Student movement through Tier 1, Tier 2,




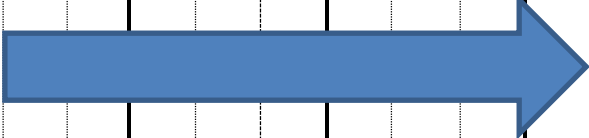







May 1:





- Student movement through Tier 1, Tier 2,

<p>create a tiered system of student support with the appropriate levels of differentiated academic, social emotional and behavior supports.</p> <ul style="list-style-type: none"> • All students will be identified as either Tier 1, Tier 2, or Tier 3 by the Clinical Facilitator, School Adjustment Counselor, Special Education Facilitator and Family Engagement Specialist. • Tier 1, Tier 2, and Tier 3 interventions will be outlined with specific behavioral, social emotional and academic supports identified for each tier. • Initial BBST for all highest risk (Tier 3) students will have been held or scheduled. • Entry data for each student will be analyzed during BBST to determine the specific academic, social emotional and behavioral needs of each student. • A student support/care plan will be developed for each student specifying who is responsible for each intervention, with a clear timeline for implementation • Outcomes of the BBST, including student support/care plans, will be shared weekly via email by the BBST coordinator. • Professional development on Zones of Regulation and Social Thinking will be conducted by the School Adjustment Counselor. • Student social thinking initial self-assessments will be administered to target populations and completed during weekly PLT. • Zones of Regulation and Social Thinking will be introduced to target populations by student advisors during weekly PLT. • Social thinking methodology will be implemented daily 	<p>and Tier 3 will be reviewed quarterly by the Clinical Facilitator, School Adjustment Counselor, Special Education Facilitator and Family Engagement Specialist.</p> <ul style="list-style-type: none"> • Bi-monthly follow-up meetings, including data collection and analysis, on highest risk (Tier 3) students will have been conducted during BBST and shared with all staff. • Initial BBST for all highest risk (Tier 3) students will be completed. • Initial BBST for all high risk (Tier 2) students will have been held or scheduled. • Entry and exit data for each student will be analyzed during BBST to determine the specific academic, social emotional and behavioral needs of each student. • Outcomes of the BBST, including student support/care plans, will be shared weekly via email by the BBST coordinator. • Professional development on Zones of Regulation and Social Thinking will be conducted by the School Adjustment Counselor. • Social thinking methodology will be implemented daily when providing students with behavioral and emotional supports. • Zones of Regulation and Social Thinking methodology will be evaluated by analyzing 	<p>and Tier 3 will be reviewed quarterly by the Clinical Facilitator, School Adjustment Counselor, Special Education Facilitator and Family Engagement Specialist.</p> <ul style="list-style-type: none"> • Bi-monthly follow-up meetings for all BBST students, including data analysis, will have been conducted. • Initial BBST meetings for all Whaling City students will have been held or scheduled. • Entry and exit data for each student will be analyzed during BBST to determine the specific academic, social emotional and behavioral needs of each student. • Student support/care plans will be developed or modified for each student specifying who is responsible for each intervention, with a clear timeline for implementation • Outcomes of the BBST, including student support/care plans, will be shared weekly via email by the BBST coordinator. • Professional development on Zones of Regulation and Social Thinking will be conducted by the School Adjustment Counselor. • Social thinking methodology will be implemented daily when providing students with
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<p>when providing students with behavioral and emotional supports.</p>	<p>data related to attendance, conduct, and grades.</p> <ul style="list-style-type: none"> ● Individual Support Plans (ISP) will be developed for each student upon entry to Whaling City. Specifying the student's strengths and needs, socially, emotionally, and academically ● The ISP can be modified for each student specifying who is responsible for each intervention, with a clear timeline for implementation and support strategies ● The ISP will focus on data collection tools and monitor progress of interventions. ● "Exit Upon Entry" plans will be included in the ISP to establish a plan for students to meet the criteria to exit Whaling City and/or for teachers and staff to support the student to develop the skills necessary for life upon graduation 	<p>behavioral and emotional supports.</p> <ul style="list-style-type: none"> ● Zones of regulation and Social Thinking methodology will be evaluated by analyzing data related to attendance, conduct, and grades. ● Individual Support Plans (ISP) will continue to be developed and will expanded to include all students at Whaling City. Specifying the student's strengths and needs, socially, emotionally, and academically ● Data from the ISP process will be collected to determine success rates
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Clinical Facilitator and School Adjustment Counselor will create a three tiered system of student support with specific levels of differentiated academic, social emotional and behavioral support identified for each tier.										
All students will be organized into an appropriate tier of support based on risk factors, as reviewed by the Clinical Facilitator, School Adjustment Counselor, Special Education Facilitator, and Family Engagement Specialist.										
Teachers will meet during their weekly Professional Learning Communities to identify students of greatest concern to refer to BBST, to complete the BBST referral forms and to submit them to the BBST Coordinator by the end of the day on Friday.										
<p>BBST will be chaired every Monday by the BBST Coordinator and attended by a classroom teacher, Clinical Facilitator, School Adjustment Counselor, Special Education Facilitator, and Family Engagement Specialist.</p> <ul style="list-style-type: none"> ○ All data will be analyzed to determine the specific academic, social emotional and behavioral needs of each student. ○ With these needs in mind, an individualized student support/care plan will be developed for each student specifying who is responsible for each intervention, with a clear timeline for implementation. 										
Written summary of the weekly BBST meeting, including the specific interventions to be completed by identified staff, will be distributed to all staff by the BBST Coordinator within 24 hours of the BBST meeting.										
Bi-monthly follow-up, including data analysis of attendance, conduct and grades will be conducted for each BBST student by the BBST team during weekly BBST meetings to evaluate student movement through the tiers.										
Social emotional curricula, including Zones of Regulation and Social Thinking, will be introduced to all staff during monthly professional development.										
Student social thinking self-assessments will be administered by PLT facilitators to target populations and completed during weekly PLT.										
Zones of Regulation and Social Thinking curricula will be introduced to target populations										

by PLT facilitators during weekly PLT.										
Social thinking methodology will be evaluated by analyzing data related to attendance, conduct, and grades at the end of each academic quarter.										
Individual Support Plans (ISP) will be developed for each student upon entry to Whaling City and eventually for all students at the school. Specifying the student's strengths and needs, socially, emotionally, and academically. The plan will be supportive of the students' "Exit Upon Entry" either transitioning from Whaling City to his or her sending school or developing the skills necessary for life upon graduation										

Initiative 4: Parent and Community Outreach



Team Members: Jamal Safi, Vincent Duane

Final Outcomes:

Teacher Practice Goals- The goal is for Whaling City staff to play a more positive and supportive role with family and community members. Research suggests that there is a direct relationship between strong family and community partnerships and the success of a student.

Student Learning Goals:

With increased family and community involvement, students will achieve better grades, test scores and attendance. The research also suggests that students will have better self-esteem and be more motivated towards school.

What this means for teachers:

Teachers will continue to be supportive to their students, student’s parents and community partners. Continue to provide a safe learning environment for all students. Teachers should continue to keep details of their interactions with family members and community partnerships.

What this means for building leadership:

Principal will work with and lead school staff to help foster and promote more community and family engagement.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

Increase family participation in the Fall 2017 Open House

- Hold Open house in the first three weeks of the start of the school year.
- Offer an Open House alternative during the following school day (by appointment only).
- Use Aspen’s Robo-Call System to inform the parents of the date and time of the Open House.
- Mentor’s will call their mentee’s parents and personally invite them to Open House.
- Offer dinner and dessert to parents following the Open House.
- Hold a spring Open House. A

Feb. 1:

Increase the number of students taking Dual Enrollment at Bristol Community College in the Spring 2018.

- Meet with BCC’s Dual Enrollment Team on October 3, 2017.
- Encourage all eligible students to apply to Dual Enrollment.

DYS Gang Training for Whaling City staff.

Green Certificate Programs through BCC

Partner with the United Way.

May 1:

Schedule a second Open House in the Spring 2018 and increase family participation.

- Use Aspen’s Robo-Call System to inform parents of the Open House

Plan a separate High School Graduation for Whaling City Students.

Plan a senior class trip in the community.

Investigate the possibility of establishing an in-house GED/HiSET program during the afternoon program to create an alternative pathway for students

<p>date to be determined later.</p> <ul style="list-style-type: none"> ● Keep track of parent involvement during both Open Houses. <p>Partner with Carney Academy to create a Peer Mentoring class for Whaling City students.</p> <ul style="list-style-type: none"> ● Meet with the Carney Administration to discuss implementation. ● Select a diverse group of students who will be successful in the Peer Mentoring Program. <p>Open Lower Deck Restaurant to Whaling City students to gain vocational skills in the industry and open the restaurant to the public.</p> <ul style="list-style-type: none"> ● Hire a culinary teacher to run the Lower Deck Program. ● Schedule students in the Lower Deck Program. ● Open Lower Deck to the public. <p>Create an after school sports program and compete with other schools in the community.</p> <p>Wednesday Home visits for students with high absenteeism:</p> <ul style="list-style-type: none"> ● Have weekly attendance meetings to identify with high absenteeism. ● Conduct Wednesday home visits to the identified students to discuss attendance issues. <p>Partner with the Shannon Organization during the school year.</p> <ul style="list-style-type: none"> ● Shannon will hold a weekly group with Whaling City students identified as possible gang members. <p>Partner with the New Bedford Police during the school year.</p> <p>Monthly family engagement after school events during the school year.</p> <ul style="list-style-type: none"> ● Staff, Parent and Student Sporting Tournaments ● Holiday Lunches/Dinners ● Cultural Potlucks 	<p>Schedule on site admissions and financial aid meeting with Jenna D’Bertolie from BCC.</p>	
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Increase family involvement with open houses and monthly family engagement events										
Partner with Carney Academy to create a Peer Mentoring class for Whaling City students										
Open Lower Deck Restaurant to Whaling City students to gain vocational skills in the industry and open the restaurant to the public.										
DYS Gang Training for Whaling City staff.										
Increase community partnerships with BCC for dual-enrollment, certificate programs, college, and outreach during and after high school										
Contact DESE Adult Education to establish a GED/HISET program in-house at Whaling City for the 2018-2019 school year										

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 <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
<p>Personalization, Individualization, and Differentiation</p>	<p>Teachers will become familiar with the Universal Design for Learning principles and be able to implement best practices based on these principles. Students will be provided multiple means of representation, action and expression, and engagement. This will help to develop rigor in the classrooms due to higher levels of access and engagement.</p>	<ul style="list-style-type: none"> ● Middle school teachers work collaboratively and cohesively to share and develop best practices. ● High school science teacher employs hands-on and experiential learning opportunities. ● High school english teachers have looked into bringing classroom learning into the school and city community through a Whaling City newspaper and developing community relationships for fundraising opportunities. 	<ul style="list-style-type: none"> ● Teachers will provide flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged in their learning. ● Teachers will reduce barriers in instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with challenging

		<ul style="list-style-type: none"> ● ELA MCAS scores have shown a 100% pass rate for high school students who have taken the initial spring assessments. 	<p>behaviors, attendance issues, disengagement patterns, those with disabilities, and those who are not yet English proficient.</p>
Summit Learning Platform	<ul style="list-style-type: none"> ● Teacher will become familiar and be able to effectively use and implement the Summit Learning Platform. Teachers will be able to locate, analyze, and interpret data to improve student learning through the platform. ● Students will be able to develop cognitive skills and content knowledge through rigorous, self-paced learning opportunities. 	<ul style="list-style-type: none"> ● The majority of teachers and some staff participated in the Summit training offered during July 2017. ● The middle school team of teachers have been excited and willing to take on the Summit Learning platform. ● The high school science teacher piloted the Summit platform during the 2016-2017 school year and continued to be a support for colleagues this current school year. ● Summit and New England Basecamp offer weekly and monthly professional development and 	<ul style="list-style-type: none"> ● Teachers will teach and facilitate collaborative projects where students can build and demonstrate cognitive skills. ● Teachers individualize instruction using real-time data. ● Students will work through content and assessments at their own pace. ● Students will work with their teachers and mentors to develop a growth mindset, emotional intelligence, and self-directed learning skills.

		<p>support.</p> <ul style="list-style-type: none"> ● Professional development, conferences, and other learning opportunities are frequently offered in Providence and Boston. 	
<p>Social Thinking and Zones of Regulation/BBST /ISP Initiatives</p>	<p>Systems of support for students in academic and social/emotional needs will be strengthened.</p> <p>The Building-Based Support Team will support identified struggling students</p> <p>Social Thinking/Zones of Regulation will be applied school-wide</p>	<p>Teachers attend weekly PLCs in an effort to identify students who are struggling academically and/or socially-emotionally</p> <p>The School Adjustment Counselor and Clinical Facilitator have positive relationships with students, families, and teachers</p> <p>The School Adjustment Counselor and Clinical Facilitator create a nurturing and welcoming environment for students and families</p>	<p>Processes for academic and social-emotional support will be formalized through the BBST and ISP process</p> <p>The BBST and ISP will create and implement standard protocols</p> <p>Data collection tools will be created and implemented to capture needs and strengths of students to continuously support their academic growth and social-emotional well-being</p>

(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.

Focus area 1:	Personalization, Individualization, and Differentiation		
Instructional strategies:	Universal Design for Learning (UDL) Principles	Approximate dates:	September 2017 - May 2018
Meeting	Learning objectives for teachers		Support needed
PD August 29th	Vision for PID: Teachers will know the vision for the school year and form a personal connection to it.		
PD August 30th	Teachers will begin building understanding of using data and how that will be a priority this school year.(tie back to vision P I D)		
PD November 27th	How to review, analyze, and interpret STAR assessment data to build a student learning profile and inform teaching		
PD December 6th	How to review, analyze, and interpret STAR assessment data to build a student learning profile and inform teaching		
PD January 17th	Teachers will know how to identify special education teaching and learning practices to help meet the needs of various learners		
PD April 4th	Teachers will know and understand how to create flexible learning environments that will accommodate flexible learning environments		
PD May 9th	Teachers will learn how to plan and implement a rich learning environment that is designed around		

	the needs of all students, not just those with identified needs	
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Focus area 2:	Summit Learning Platform		
Instructional strategies:	Personalized and Self-Paced Learning on the Summit Platform	Approximate dates:	August 2017 - May 2018
Meeting	Learning objectives for teachers		Support needed
PD August 30th	Summit Learning in Whaling / Instructional Model: Teachers will be able to articulate how the 3 pillars of Summit Learning will set their students up for future success (big picture).Tying into our vision for our school		
PD October 18th	Two teachers will facilitate Summit-focused PD on Special Education instructional and learning practices. Teachers will be able to utilize embedded accommodations and modification within the platform.		
PD November 7th	Teachers and staff will learn material from the Summit Fall Regional Convening		Summit Liaison to Teachers - Provided by NE Basecamp
PD January 22nd	Teachers and staff will learn TBD material from Summit		Summit Liaison to Teachers - Provided by NE Basecamp
Summit Weekly Liaison Meetings - September	Outcomes for student onboarding plans Teachers will become familiar with the Summit Help Center (online) and walk through a process to start their personal onboarding in preparation for the year.		Summit Liaison to Teachers - Provided by NE Basecamp

Summit Weekly Liaison Meetings - October	Teachers will be familiar with Summit specific terms to have a common language for the year and make connections to their current terms/practice.	Summit Liaison to Teachers - Provided by NE Basecamp
Summit Weekly Liaison Meetings - November	Teachers will be able to understand Project Time by clearly being able to articulate the ways in which the teacher and student operate within their roles.	Summit Liaison to Teachers - Provided by NE Basecamp
Summit Weekly Liaison Meetings - December	Teachers will be familiar with the purposes and implementation of Personalized Learning Time including student and teacher roles.	Summit Liaison to Teachers - Provided by NE Basecamp
Summit Weekly Liaison Meetings - January-February	Ongoing. TBD based on data from learning walks.	Summit Liaison to Teachers - Provided by NE Basecamp
Summit Weekly Liaison Meetings - March-April	Ongoing. TBD based on data from learning walks.	Summit Liaison to Teachers - Provided by NE Basecamp
Summit Weekly Liaison Meetings - May	Success and needs of Summit Learning for teachers and students moving into the 2018-2019 school year.	Summit Liaison to Teachers - Provided by NE Basecamp
Summit Liaison Learning Walks with Principal - Twice Monthly	Principal will learn and observe “look fors” and “work arounds” from learning walks to help support teachers, staff, and students in utilizing and accessing the platform	Summit Liaisons to Principal - Provided by NE Basecamp and Summit Learning

Focus area 3:	Social Emotional Support Initiative		
Instructional strategies:	Social Thinking/Zones of Regulation, BBST, ISP Process	Approximate dates:	September 2017 - May 2018
Meeting	Learning objectives for teachers		Support needed
PD February 7th	Social Thinking/Zones of Regulation - Session 1		
PD March 14th	Social Thinking/Zones of Regulation - Session 2		
BBST Meetings - Every Monday	Students will be identified by teachers as struggling either academically, behaviorally, or social-emotionally		