

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 SY18-19 District Plan.

An effective SIP will:

- Be based in data analysis
- 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 District Plan:** Set student learning goals that meet the final outcomes in the DP.
2. **Use data to determine school-specific strengths and weaknesses:** Analyze data, especially student work, to identify your school's strengths and focus areas for the upcoming school year. Focus on assessing your school's progress related to the objectives in the AIP.
3. **Develop strategies to address focus areas:** Develop strategies and specific action steps you will take to address the reasons students struggle, which you identified in Step 2. Include a small set of quarterly benchmarks to help you assess whether you are on track to meet your end-of-year goals along the way.
4. **Implement and revise 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 is not working, the SIP should be revised and updated to reflect the actions you will take to ensure students learn. Instructional liaisons will meet with each principal quarterly (in November, February, and April) to conduct a "deep dive" on student performance and progress, and to discuss what mid-course corrections may be required.

Please submit a draft of your SIP to Karen Treadup by Friday, October 5. Feedback on SIPs will be provided by Friday, October 19.

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 each 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

School Improvement Plan

School Year 2018-2019

School: Whaling City Jr/Sr High School

Principal: Jamal Safi

Section 1. Set goals aligned to the District Plan:

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

	SY17-18 (Historical)			SY18-19 (Goals)		
	% of students Meeting or Exceeding Expectations (Proficient Or Higher)	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations (Proficient Or Higher)	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 6-7-8						
ELA 6	25%	465	8	35%	485	N/A
ELA 7	15%	458	24	35%	485	N/A
ELA 8	25%	458	26	35%	485	N/A
Math 6	0%	465	18	30%	480	N/A
Math 7	33%	469	34	30%	480	N/A
Math 8	17%	459	18	30%	480	N/A

	BOY 17-18 (Historical)			EOY 18-19 (Goals)		
	% of students Meeting or Exceeding Expectations (Proficient Or Higher)	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations (Proficient Or Higher)	Average Scaled Score	Median SGP
MCAS Data ~ High School						
ELA	40%	238	32	45%	250	N/A
Math	17%	224	19	20%	230	N/A
Science	9%	222	N/A	15%	226	N/A

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

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

2018 Academic Data (MCAS, STAR, DIBELS, etc):

- Whaling City implemented the Summit Learning platform and personalized learning educational philosophy school-wide for the 2017-2018 school year. All teacher in core-content areas took on the platform. The platform was expanded this school year for certain electives.
- High School MCAS, overall, shows a large increase of students of studnets scoring proficient or higher in combined ELA and Math. In 2017 the percentage was twelve percent. In 2018 the percentage was twenty percent. In Math, the increase was significant, moving from elevent percent in 2017 to seventeen in 2018.
- The graduation rate was significant. Eleven students graduated in 2018 and one was retained. The retained student anticipates to graduate this year on a modified schedule for credit recovery.
- One hundred percent of graduating seniors applied to, were accepted by, Bristol Community College and were encouraged to pursue higher education and career goals
- Twelve students were promoted from the 8th grade to the 9th grade at Whaling City in June of 2018
- Six students participated in Pathways to Justice Careers and one student graduated from their “Junior Police Academy”

Behavioral Data:

- The number of days students were out of school due to suspension in 2016-2017 was 232 days. A significant decrease from the previous year which was 582. The number of days out for suspensions slightly increased last year, for the 2017-2018 school year, to 287 days.
- The “journal” tool in Aspen was readily adopted last year to give a narrative beyond reported and documented incidents. The journal was utilized to give a wholistic picture of the student and interventions that were rendered.
- Conduct totals increased slightly from the 2016-2017 school year (1,446) to the 2017-2018 school year (1,632).

Attendance Data:

- The overall attendance rate for 2016-2017 was seventyseven percent. This increased to seventynine percent for the 2017-2018 school year. Tardies also decreased from twenty percent to sixteen percent for the 207-2018 school year.
- This positive data could be attributed to more frequent home visits, phone calls, and parent/guardian meetings. Contracts were also created and implemented. This was logged and tracked with the “journal” feature in Aspen.

Family Engagement Data:

- Whaling City held two Family Engagement Nights. The opening night for the school year saw seven families attend. Four families from the middle school attended, which was an increase of one family from the previous year.
- Extra-curricular activities were held throughout the school year. Club sports were created (flag

football, basketball, and volleyball) and held after school. Whaling City played other small alternative and charter schools in the region.

- Whaling City continued to partner with Carney Academy in a structured learning program which helped to create mentor/mentee relationships

(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?**

- Even though attendance is moving in a positive direction, attendance continues to be an issue at Whaling City. The average daily attendance rate was 79%.
- Students at Whaling City continue to struggle with behaviors as evidenced by 1,632 discipline reports for the 2017-2018 school year.
- Middle School continues to struggle with behavior management evidence by the amount of discipline referrals submitted in the 2017-2018 school year.
- Social/emotional, mental health, lack of engagement, and lacking family partnerships, all may contribute to a dearth of academic growth and achievement.

Initiative 1: ELA



Team Members: Jamal Safi, Donna Ricci, TBD

Final Outcomes:

Teacher Practice Goals

- By EOY, ELA teachers will demonstrate, through walkthroughs, 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 summative assessment data.
- Student learning will be rigorous through an increased focus on targeted Standards for ELA. Teachers will incrementally increase both quality and stamina of student learning through meeting students at their zones of proximal development.
- Apply Summit Learning's platform and philosophy on teaching and learning with fidelity.

Measured through

- During the school year a minimum of three focused walkthroughs targeting ELA teaching and

learning will be conducted by the Principal, SPED Facilitator, and Wraparound Coordinator to ensure efficacy by teachers.

- Focus will target: rarely seen, developing, or fully embedded
- Meet and debrief with teachers after walkthroughs to focus on and support the development of Student Learning and Professional Practice Goals. Utilize Professional Learning Community meetings and Professional Development to provide ongoing PD around UDL strategies and Summit Learning Look-fors. Supply teachers with a checklist of key components for Summit Learning look-fors and best practice rubrics.

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

- 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 “Warning/Not Proficient/Not Meeting Expectations” in ELA for Grades 6-12.
- By EOY the district will see at least 10% of students in “Warning/Not Proficient/Not Meeting Expectations” move to “Needs Improvement/Partially Meeting Expectations” and at least 10% of students in “Proficient/Meeting Expectations” move to “Advanced/Exceeding Expectations” in ELA.

Measured through: Primarily MCAS. Secondary through STAR and Summit Learning Data.

What This Means for Teachers:

Teachers will make three 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 facilitate and 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.
 - b. Principal will review lesson plans and provide growth producing feedback.
 - c. To check for understanding during the “We Do” teachers will: (1) Ask quick, pre-planned, higher-order questions in a format that engages 100% of students (2) Insist on full answers using academic language (3) Use quick, class-wide formative assessments on key points that engage 100% of students (dipsticking).
 - d. During the “You Do” teachers will ensure that students are doing rigorous work by facilitating as students: (1) Give complete answers that use academic language (2) Spend sustained time working on challenging tasks, either reading, writing or solving complex problems (Summit Learning’s “Spicy Options”) (3) Work on a task that matches the objective and is rigorous in content, level and format, and meets students’ levels of proximal development.
3. Teachers will have continued support and PD opportunities, aligned to the district’s focus as well as the Summit Learning Platform throughout the school year
 - a. Monthly check-in meetings will be held with a Summit Learning Coach from NE Basecamp 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.
 - b. PD opportunities will be provided internally as well as externally through NE Basecamp around the Summit Learning Platform and philosophy on teaching and learning.

What this means for building leadership:

- 1) Principal and PD facilitator(s) will provide feedback that emphasizes the connections between planning, instruction, assessment, and student work analysis.
- 2) Principal and PD facilitator(s) 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) Summit Learning Coach from NE Basecamp will participate in identified PLC’s targeting Reading and Writing (across content areas) instructional strategies within the Summit Learning Platform.

Key Milestones:

Nov. 1:

- Teachers will have met to review BOY data from STAR Assessments in an effort to develop reteach plans to address academic gaps

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

May 1:

- By EOY STAR Assessment, 85% of students will participate in testing
- The EOY STAR Assessment, 70% of

<p>specifically in reading and writing comprehension (data-informed planning)</p> <ul style="list-style-type: none"> ● ELL pullout support will be provided through increased hours/times for an identified ESL teacher ● Teachers will have met with Special Ed Facilitator to review and incorporate modifications and accommodations into the daily lesson plans ● 2017-2018 MCAS Data collection and review for ELA. Students will be tiered for MCAS prep for November and Spring Retests based on data from previous MCAS assessments (RTI) ● Teachers will meet once every other week with the Summit Learning Coach provided through NE Basecamp upon best practices within the classroom specific to ELA, reading, and writing ● Principal or designee will meet twice monthly with the Summit Liaison and Summit Learning Coach 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 walkthroughs with the SPED Facilitator, primary evaluator, and/or Summit Learning Coach, to determine levels of student engagement, debrief, and 	<p>address academic gaps specifically in reading and writing comprehension (data-informed planning)</p> <ul style="list-style-type: none"> ● By MOY STAR Assessment, 80% of students will participate in testing ● The MOY STAR Assessment, 40% of students will increase one level in Reading from BOY ● Professional Development specific to improving instructional practices in reading and writing comprehension – best practices will be brought back for PD purposes from the Summit Learning Regional Convening workshops ● 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 – emphasis will be placed on reading and writing ● Special Education Facilitator will help support and facilitate Special Education related PLCs for teachers ● Principal will continue to conduct frequent walkthroughs with the SPED Facilitator, primary evaluator, and/or Summit 	<p>students will increase one level in Reading from BOY</p> <ul style="list-style-type: none"> ● Continue to analyze MCAS and STAR growth and achievement data for RTI purposes ● Principal will analyze then synthesize data from walkthroughs - student engagement, growth, and achievement with the full implementation of Summit Learning – emphasis will be placed on reading and writing ● A final Admin Meeting will be held with teachers and staff to inform them of analyzed SILT data and efforts to support teaching and learning – data will be synthesized to help inform the 2019-2020 SIP
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<p>support teachers with best practices</p> <ul style="list-style-type: none"> • Administrative SILT meetings will be held every Friday morning to analyze data relevant to the SIP • Principal will develop and implement a co-teaching model with the Special Education teacher in targeted classrooms in the middle school. Focus will be on literacy 	<p>Learning Coach, to determine levels of student engagement, debrief, and support teachers with best practices engagement, debrief, and support teachers with best practices</p> <ul style="list-style-type: none"> • 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	
Walkthroughs and Observations:											
Principal (along with SPED Facilitator, primary evaluator, and/or Summit Learning Coach, will continuously conduct walkthroughs and provide feedback to teachers											
Principal will conduct and document evaluative observations, feedback, and support in Baseline and teacher binders											
Professional Development:											
Teachers will be provided Summit specific training, feedback, and support with the Summit Learning Coach (biweekly)											
The theme of Whaling City's PD will be "Differentiation, Individualization, and Differentiation" (PID). PD focusing on this theme will be conducted monthly. This theme will be highlighted and reinforced through the lens of UDL, provided in walkthrough and observational feedback, and will be a focus for PLCs. Four identified PDs will be provided by NE Basecamp onsite											
A Fall and Spring Regional Convening will be provided by Summit Learning. Three teachers, identified by											

Summit Learning Look-fors. Supply teachers with a checklist of key components for Summit Learning look-fors and best practice rubrics.

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

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- Using assessment data to inform instruction:
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Measured through: Primarily MCAS. Secondary through STAR and Summit Learning Data.

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 - b. Teachers will facilitate and attend weekly Professional Learning Communities to discuss and assess best practices in relation to Summit Learning and student progress.
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planned, higher-order questions in a format that engages 100% of students (2) Insist on full answers using academic language (3) Use quick, class-wide formative assessments on key points that engage 100% of students (dipsticking).

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3. Teachers will have continued support and PD opportunities, aligned to the district’s focus as well as the Summit Learning Platform throughout the school year
- a. Monthly check-in meetings will be held with a Summit Learning Coach from NE Basecamp 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.
 - b. PD opportunities will be provided internally as well as externally through NE Basecamp around the Summit Learning Platform and philosophy on teaching and learning.

What this means for building leadership:

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- 3) Principal will work with teachers on implementing best practices around personalization, individualization, and differentiation.
- 4) Summit Learning Coach from NE Basecamp will participate in identified PLC’s targeting Reading and Writing (across content areas) instructional strategies within the Summit Learning Platform.

Key Milestones:

Nov. 1:

- Teachers will have met to review BOY data from STAR Assessments in an effort to develop reteach plans to address academic gaps in math and science, specifically to address the preparation for MCAS administrations (data-informed planning)
- Teachers will have met with Special Ed Facilitator to

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 and science to address the preparation for MCAS administrations (data-informed planning)

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<p>review and incorporate modifications and accommodations into the daily lesson plans</p> <ul style="list-style-type: none"> ● 2017-2018 MCAS Data collection and review for Math and Science. Students will be tiered for MCAS prep for November and Spring Retests based on data from previous MCAS assessments (RTI) ● Teachers will meet once every other week with the Summit Learning Coach provided through NE Basecamp upon best practices within the classroom specific to Math and Science ● Principal or designee will meet twice monthly with the Summit Liaison and Summit Learning Coach 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 walkthroughs with the SPED Facilitator, primary evaluator, and/or Summit Learning Coach, to determine levels of student engagement, debrief, and support teachers with best practices ● Administrative SILT meetings will be held every Friday morning to analyze data relevant to the SIP ● Principal will develop and implement a co-teaching 	<ul style="list-style-type: none"> ● By MOY STAR Assessment, 80% of students will participate in testing ● The MOY STAR Assessment, 40% of students will increase one level in Math from BOY ● Professional Development specific to improving instructional practices in math and science – best practices will be brought back for PD purposes from the Summit Learning Regional Convening workshops ● 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 – emphasis will be placed on numeracy ● Special Education Facilitator will help support and facilitate Special Education related PLCs for teachers ● Principal will continue to conduct frequent walkthroughs with the SPED Facilitator, primary evaluator, and/or Summit Learning Coach, to determine levels of student engagement, debrief, and support teachers with best 	<p>achievement data for RTI purposes</p> <ul style="list-style-type: none"> ● Principal will analyze then synthesize data from walkthroughs - student engagement, growth, and achievement with the full implementation of Summit Learning – emphasis will be placed on numeracy ● A final Admin Meeting will be held with teachers and staff to inform them of analyzed SILT data and efforts to support teaching and learning – data will be synthesized to help inform the 2019-2020 SIP
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A Fall and Spring Regional Convening will be provided by Summit Learning. Three teachers, identified by the principal, will attend and bring back best practices learned in workshops to share with colleagues										

Curriculum:										
Teachers will start and continue to implement the Summit Learning Platform school-wide. PD opportunities during July/August provided by NE Basecamp on a volunteer basis	→									
Teachers will focus on numeracy in content areas beyond math, such as science, business, and culinary courses		→								
Data:										
Collect and interpret initial high school MCAS data from the 2017-2018 to develop tiers of support for students preparing to take the November and/or March retests			→			→				
SILT meetings will be held weekly for two hours on Fridays to create/continue the SIP and then analyze success and needs aligned with the SIP	→									
SILT meetings will analyze the SIP data to share out to school community during Admin Meetings						→				
STAR Assessment administrations: BOY, MOY, EOY. Data from Assessments will be analyzed by teachers during weekly PLCs			→				→		→	

Initiative 3: Student Support Systems (SEL, SPED, ESL)



Team Members: Jamal Safi, Lynne Markey, Donna Ricci, and Danna Cabral

Final Outcomes:

Whaling City will continue to strengthen systems for supporting struggling students, whether they have academic, special education, ELL, social emotional and/or socio-economic needs,. Building based support teams (BBST) and behavioral and social emotional interventions will ensure that non-academic and academic barriers to student success are addressed so that students can appropriately access learning. Additionally, students who have been identified as requiring Special Education Services will be supported through a variety of interventions throughout the school day. As a result of the interventions that are put in place for all students, attendance, conduct, and grades will improve.

Families of students are an integral part of the learning process. Whaling City will continue to include and encourage parents to be supportive and involved in all interventions. Whaling City will not only identify school supports for students, but also identify wraparound services available to families and students in the community. The school will build strong community relationships to support students and families.

Teacher Practice Goals:

In complying with DESE's requirement for "Rethinking Discipline," the Whaling City Clinical Facilitator and School Adjustment Counselor will maintain a tiered system of student supports reflecting levels of differentiated academic, social emotional and behavioral supports. Forty percent of students at Whaling City are identified as requiring Special Education Services provided inside and outside of the classroom. Teachers will continue to utilize established strategies in the classroom to ensure that students needs are being met. 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 identified high risk student and will analyze data to track

student movement through the tiers. Social/Emotional Learning, PBIS, and Trauma informed practice will be implemented school wide to improve student outcomes.

Student Learning Goals:

- Students will engage with the TEAM creating an individualized Plan for Success. This plan may include components from PBIS, Social/Emotional Learning, Trauma Informed Schools, and Special Education Goals.

What this means for teachers:

All professional school staff will participate in the implementation of school wide supports and BBST. This involves engaging parents/guardians, students and Community Partners in creating and implementing Student Plans for Success. In the classroom, teachers will be actively engaged in executing the interventions identified through PBIS and Student Plans for Success. This also includes any student who is identified as requiring Special Education Services. Teachers will identify students with Special Needs and work to differentiate instruction to best serve the needs of all students. BBST will analyze relevant individual

- data to modify the Student Plans for Success .

What this means for building leadership:

Building leadership will complete PBIS training for Coaches and will coordinate the larger PBIS Team to create a school wide PBIS program. Building Leadership will participate in BBST and support recommended interventions. Building leadership will also support professional development in the areas of Social/Emotional Learning, Trauma Informed Schools, and PBIS. Building Leadership will ensure the implementation of PBIS by yearend.

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

Nov. 1:

- The Clinical Facilitator and School Adjustment Counselor will update the tiered system of student supports with the appropriate levels of differentiated academic, social emotional and behavior supports.
- All students will be identified as either Tier 1, Tier 2, or Tier 3 by the Clinical Facilitator, School Adjustment Counselor, and Special Education Facilitator.
- Tier 1, Tier 2, and Tier 3 interventions will be updated with specific behavioral, social emotional and academic supports identified for each tier.
- Initial BBST for the highest risk of the 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


Feb. 1:

- BBST for highest risk Tier 3 students will continued to be held or scheduled.
- Outcomes of the BBST, including Student Support Plans, will be shared with staff weekly via email by the BBST Coordinator.
- BBST student progress will be reviewed weekly by the BBST Team. 50% of BBST students will respond to direct and targeted interventions and remain in day school and show improvement in attendance, grades, and/or conduct.
- Student Support Plans will be modified according to outcome data with a clear timeline for implementation.

May 1:

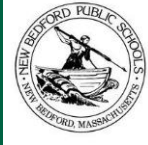
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- BBST student progress will be reviewed weekly by the BBST Team. 50% of BBST students will respond to direct and targeted interventions and remain in day school and show improvement in attendance, grades, and/or conduct.
- Student Support Plans will be modified according to outcome data with a

<p>and behavioral needs of each student.</p> <ul style="list-style-type: none"> • A Student Support Plan will be developed for each BBST student specifying who is responsible for each intervention, with a clear timeline for implementation. • Outcomes of the BBST, including Student Support Plans, will be shared with staff weekly via email by the BBST Coordinator. • The Principal and School Adjustment Counselor will attend initial Coaches' Training for PBIS. • The Principal, School Adjustment Counselor, Special Education Facilitator, Guidance Counselor and Middle School and High School teachers will attend first PBIS Team professional development. • Professional development on Trauma Sensitive Schools and Social Emotional Learning will be conducted by the Clinical Facilitator and School Adjustment Counselor. • Best practice of Trauma Sensitive Schools and SEL will be implemented daily when providing students with academic, behavioral and emotional supports. • The SILT team will continue to meet weekly on Friday mornings to begin looking at attendance data and develop tiered interventions • The attendance data will help support the newly hired Wraparound Coordinator in determining at-risk students referred to his/her caseload • Incentives will be used to help decrease chronic absenteeism and truancy 	<ul style="list-style-type: none"> • Professional development on SEL and Trauma Informed Schools will be conducted by the Clinical Facilitator/School Adjustment Counselor. • Best practice of Trauma Sensitive Schools and SEL will be implemented daily when providing students with academic, behavioral and emotional supports. • The Principal and School Adjustment Counselor will attend additional Coaches' Training for PBIS. • The Principal, School Adjustment Counselor, Special Education Facilitator, Guidance Counselor and Middle School and High School teachers will attend additional PBIS Team professional development. • Best practice of Trauma Sensitive Schools and SEL will be implemented daily when providing students with academic, behavioral and emotional supports. • The SILT team will continue to meet weekly on Friday mornings to begin looking at attendance data and develop tiered interventions • The caseload for the Wraparound Coordinator will be more defined and services will be put into place 	<p>clear timeline for implementation.</p> <ul style="list-style-type: none"> • The Principal and School Adjustment Counselor will attend additional Coaches' Training for PBIS. • The Principal, School Adjustment Counselor, Special Education Facilitator, Guidance Counselor and Middle School and High School teachers will attend additional PBIS Team professional development. • Best practice of Trauma Sensitive Schools and SEL will continue to be implemented daily when providing students with academic, behavioral and emotional supports.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Clinical Facilitator and School Adjustment Counselor will update the 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 appropriate tiers of support based on risk factors, as reviewed by the Clinical Facilitator, School Adjustment Counselor, and Special Education Facilitator.									
Teachers, the Principal, Special Education Facilitator, School Adjustment Counselor and Clinical Facilitator will identify Tier 3 students to refer to BBST, complete the BBST referral forms and submit them to the BBST Coordinator during the bi-weekly BBST meeting.									
BBST will be chaired every other Tuesday by the BBST Coordinator and attended by teachers, the Clinical Facilitator, School Adjustment and Guidance Counselor, and Special Education Facilitator. <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 Plan will be developed for each student specifying who is responsible for each intervention, with a clear timeline for implementation.									
Written summary of the bi-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 bi-weekly BBST meetings to evaluate and modify each Student Support Plan.									
The Principal and School Adjustment Counselor will attend Coaches' Trainings for PBIS.									
The Principal, School Adjustment Counselor, Special Education Facilitator, Guidance Counselor and selected Middle School and High School teachers will attend PBIS Team professional development.									
Attendance data will be analyzed to help inform decision making to provide tiered supports, interventions, and accommodations for students									
The hiring of a Wraparound Coordinator will be conducted and implemented. A caseload of twenty-five most at-risk (tier 3) students will be identified.									

Initiative 4: Parent and Community Engagement



Team Members: Vincent Duane and Donna Ricci

Final Outcomes:

By EOY,

Teacher Practice Goals:

The goal is for Whaling City staff to have a strong relationship with family and community members. The current research states that there is a direct relationship between a school’s community engagement and the success of the student.

Teachers and support staff will contact families through daily phone calls when issues arise such as attendance, tardies, academics and behaviors. Home visits will be conducted as necessary. Families will be invited to a Fall and Spring Open House. Families will be able to log into “Summit Learning” to monitor academic progress, goal setting and social emotional development.

Student Learning Goals:

Students will increase their community involvement. Seniors and Juniors will be offered college field trips and the opportunity to apply for Dual Enrollment at Bristol Community College. Students will also have the opportunity to work at the “Lower Deck Restaurant” to serve the local community. Seniors will have the opportunity to become “Web Masters” and update Whaling City Jr./Sr. website through the school year. This is a direct link to Families and Community Partners.

What this means for teachers:

Teachers will continue to be supportive to students, family members and community partners. Teachers should continue working with the support staff to monitor students progress, attendance and behaviors. Teachers, through “Summit Learning” will be able to send academic progress, student goals and learning data home to families. Teachers will attend the Fall and Spring Open Houses.

What this means for building leadership:

The principal and other members of his team will work with families and community partners to promote more family and community engagement.

Key Milestones

Nov. 1:

- “Summit Learning Program” will be implemented in the areas of Math, Science, History, English and Health.
 - “Summit Learning Program”, which is online, will communicate home to parents/guardians on student progress.
- Increase family participation in the 2018 Fall Open House:
 - Hold the Fall Open House three weeks into the school year.
 - Use Aspen’s Robo-

Feb. 1:

- Teachers will continue to implement the “Summit Learning” program and maintain contact with families.
- Increase the number of students taking Dual Enrollment classes at BCC
- Schedule “on-site” and financial aid meeting with Jenna D’Bertolie from BCC

May 1:

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

<p>Call System to inform parents of the date and time of the Open House.</p> <ul style="list-style-type: none"> ○ Mail out an “Open House” flyer to families and community partners. ○ Offer food and drink during the open houses ○ Hold a Spring 2018 Open House . ○ Keep data on both Open Houses. <ul style="list-style-type: none"> ● Open the Lower Deck Restaurant to community: <ul style="list-style-type: none"> ○ Schedule students into the Culinary Classes being offered at Whaling City Jr/Sr High School. ○ Pass the board of Health Inspection in order to service the local community ● Create an after school sports program that will compete against other schools in the community ● Conduct Wednesday Home Visits for at Risk students. ● Partner with Shannon Organization during the school year ● Partner with Pathways to Justice Careers ● Partner with BCC and Umass Dartmouth College Now Program 		<p>house HiSet Program to offer students as an alternative pathway</p> <ul style="list-style-type: none"> ● The average attendance for Whaling City during the
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Develop a robo-call and robo-text through Summit Platform to inform parents/guardians										
Fall Family Engagement Night/Open House										
Spring Family Engagement Night/Open House										
Conduct home visits and in-person phone calls to inform parents/guardians of at-risk students										
Create community partnerships										

Section 4. Develop a targeted PD plan to support SIP

(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
Personilization, Individualization, and Differentiation through the lens of Universal Design for Learning	Teachers will implement Universal Design for Learning principles and will focus their teaching on these 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.	<ul style="list-style-type: none"> • Middle school teachers work collaboratively and cohesively to share and develop best practices through a co-teaching model across core content areas. • High school science teacher employs hands-on and experiential learning opportunities. • High school english teachers have 	<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 accommodation

		<p>looked into bringing classroom learning into the school and city community through a Whaling City newspaper and developing community relationships for fundraising opportunities.</p> <ul style="list-style-type: none"> ● ELA MCAS scores continue to show a high pass rate for high school students who have taken the initial spring assessments and the retests. 	<p>s, supports, and challenges, and maintain high achievement expectations for all students, including students with challenging behaviors, attendance issues, disengagement patterns, those with disabilities, and those who are not yet English proficient.</p>
<p>Summit Learning Platform and Philosophy on Teaching and Learning</p>	<ul style="list-style-type: none"> ● Teacher will continue to effectively use and implement the Summit Learning Platform. Teachers will locate, analyze, and interpret data to improve student learning through the platform ● Students will develop cognitive skills and content knowledge through rigorous, self-paced learning opportunities. 	<ul style="list-style-type: none"> ● All Teachers and some staff participated in the Summit training and professional development offered throughout the 2017-2018 school year. ● All new teachers who were hired for the 2018-2019 attended the July 2018 Summit training in Providence. ● Six returning teachers and one new teacher volunteered to attend Summit professional 	<ul style="list-style-type: none"> ● Teachers will teach and facilitate collaborative projects where students can build and demonstrate cognitive skills. ● Teachers will 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

		<p>development in mid-August.</p> <ul style="list-style-type: none"> • The middle school grade-level team of teachers have been implementing the Summit platform with consistency and fidelity. • The teachers at Whaling City undertook a school • Summit and New England Basecamp offer weekly and monthly professional development and support. Professional development, conferences, and other learning opportunities are frequently offered in Providence and Boston. 	<p>self-directed learning skills.</p>
<p>Social Thinking and Zones of Regulation/BBST/ISP Initiatives</p>	<ul style="list-style-type: none"> • Systems of support for students in academic and social/emotional needs will be strengthened by all caring adults at Whaling City. Teachers will utilize the PLC time to determine students at-risk, in-need of support, or in 	<ul style="list-style-type: none"> • Teachers attend weekly PLCs in an effort to identify students who are struggling academically and/or socially-emotionally • The School Adjustment Counselor and Clinical Facilitator have positive 	<ul style="list-style-type: none"> • Processes for academic and social-emotional support will be formalized through the BBST and ISP process • The BBST and ISP will create and implement standard protocols • Data collection tools will be

	<p>need of services based on a tiered system. The PLC will inform the BBST on these students for the BBST team to review, plan, and provide assistance</p> <ul style="list-style-type: none"> • The Building-Based Support Team will support identified struggling students • Social Thinking/Zones of Regulation will be applied school-wide 	<p>relationships with students, families, and teachers</p> <ul style="list-style-type: none"> • The School Adjustment Counselor and Clinical Facilitator create a nurturing and welcoming environment for students and families 	<p>created and implemented to capture needs and strengths of students to continuously support their academic growth and social-emotional well-being</p>
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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.

Focus area 1:	PBIS Implementation		
Instructional strategies:	Positive Behavior Supports in the Classroom and School Environment	Approximate dates:	September 2018 – June 2019
Meeting	Learning objectives for teachers		Support needed
Coach Trainings	September 28, 2018; January 17, 2019; May 30, 2019 – Training school-based coaches to bring back best practices		Trainings provided by the Center for Behavioral Education and Research
Team Trainings	October 22 and 23, 2018; January 24 and 25, 2019; June 5 and 6, 2019 - Training a school-based team to implement PBIS school-wide with fidelity		Trainings provided by the Center for Behavioral Education and Research
Professional Development at Whaling City	October 24, 2018; November 28, 2018; December 19, 2018; January 16, 2019 – Train and support teachers and staff on the workings around PBIS		SACs

Focus area 2:	Summit Learning Platform		
Instructional strategies:	Personalized and Self-Paced Learning on the Summit	Approximate dates:	July 2018 – June 2019

Platform		
Meeting	Learning objectives for teachers	Meeting
Summer Training for New Teachers	July 2018 – Onboarding in Summit Learning Platform	Summit Learning
August Training for Returning Teachers	August 2018 – Support for Second Year Cohorts	NE Basecamp
Professional Development at Whaling City	November 14, 2018; December 12, 2018; February 13, 2019; April 10, 2019 - 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)	NE Basecamp
Summit Bi-Weekly Liaison Meetings	Once every other week on Monday – Support for Summit Platform and Data	Summit Learning
Summit Weekly Coach Support for Teachers	Once every other week on Wednesday - Support for Summit Platform and Philosophy	NE Basecamp
Summit Weekly Coach Support for Teachers	Once every month on Wednesday - Support for Summit Platform and Philosophy	NE Basecamp
Fall and Spring Regional Convenings	October 2018 and April 2019 - Teachers will learn how to plan and implement a rich learning environment with PID and the Summit Learning Philosophy that is designed around the needs of all students, not just those with identified needs	Summit Learning

Focus area 3:	Social Emotional Support Initiative		
Instructional strategies:	Social Thinking/Zones of Regulation, BBST, ISP Process	Approximate dates:	October 2018 - May 2019
Meeting	Learning objectives for teachers	Support needed	
Professional Development at Whaling City	November 6, 2018: Social Thinking/Zones of Regulation - Session 1		
Professional Development at Whaling City	January 28, 2018: 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		
Professional Learning Community Meeting – Every Thursday	Students will be identified by teachers as struggling either academically, behaviorally, or social-emotionally		