

TRINITY DAY

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

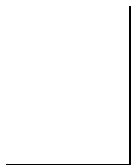
School Year 2018-2019
 School: Trinity Day Academy
 Principal: Matthew Kravitz

Section 1. Set goals aligned to the District Plan:

1. By EOY, TDA will realize at least a 40% reduction in students not proficient or advanced in ELA, Science and Math for grades 5-12.
2. By EOY, TDA will see at least 10% of students from the Warning category moving into the Partially Meeting category in ELA and Math.
3. By EOY, TDA will see at least 10% of students in the Meeting Category move into Exceeding category in ELA and Math.

		SY17-18 (Historical)			SY18-19 (Goals)	
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 10						
ELA	55%	239	40	70	244	44
Math	11%	224	23	46	230	25

		SY17-18 (Historical)			SY18-19 (Goals)	
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 6-7-8						
ELA	0%	458	24	40	505	26
Math	3%	444	19	42	501	22



		BOY 18-19 (Historical)			EOY 18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 9-12							
ELA	Grade 9 – 0% Grade 10 – 0% Grade 11 – 11% Grade 12 – 0%	Grade 9 – 466 Grade 10 – 618 Grade 11 – 624 Grade 12 – 512	27	Grade 9 – 40% Grade 10 – 40% Grade 11 – 56% Grade 12 – 40%	Grade 9 – 512 Grade 10 – 680 Grade 11 – 686 Grade 12 – 563	30	
Math	Grade 9 – 0% Grade 10 – 11% Grade 11 – 13% Grade 12 – 0%	Grade 9 – 604 Grade 10 – 667 Grade 11 – 629 Grade 12 – 708	27	Grade 9 – 40% Grade 10 – 56% Grade 11 – 58% Grade 12 – 40%	Grade 9 – 664 Grade 10 – 734 Grade 11 – 692 Grade 12 – 779	30	

		BOY 18-19 (Historical)			EOY 18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 6-7-8							
ELA	Grade 6 – 13% Grade 7 – 0% Grade 8 – 5%	Grade 6 – 476 Grade 7 – 475 Grade 8 – 525	36	Grade 6 – 58% Grade 7 – 40% Grade 8 – 50%	Grade 6 – 524 Grade 7 – 523 Grade 8 – 578	40	
Math	Grade 6 – 13% Grade 7 – 0% Grade 8 – 0%	Grade 6 – 557 Grade 7 – 593 Grade 8 – 618	34	Grade 6 – 58% Grade 7 – 40% Grade 8 – 40%	Grade 6 – 613 Grade 7 – 652 Grade 8 – 680	38	

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):

- 13 students completed graduation requirements of NBPS. This represents 100% of the senior class. 6 received diplomas and 7 received a certificate of attainment.

2. 3 of the graduating seniors are enrolled in college and 2 are working full time in the community.
3. 100% of graduates completed the BCC college application or employment applications.
4. 100% of students had a fully implemented Behavior Improvement Plan and participated in the therapeutic milieu, which includes weekly individual and group counseling.
5. 90% of students participated in community service activities. This included volunteering at elementary schools and volunteering for the United Way of Greater New Bedford.
6. Student enrollment increased to 94 students, which is a 17% increase from SY 16/17.
7. Dropout data indicated a 33% decrease in dropouts from SY 15/16.
8. During the school year, the average academic gap for students went from 4.1 years to 2.4 years due to rigorous academic reteach plans.
9. Daily student attendance maintained the previous years average despite overall enrollment increasing.
10. Community engagement activities and parent nights yielded 66% of families represented at at least one activity.
11. 12% of the student population was transitioned to Least Restrictive Environment by the end of the 17/18 SY.

(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?**

1. Limited participation from students over age 16
 - a. Students 16 & older have highest absentee rate, highest tardy rate.
 - b. This subgroup has demonstrated the need for multiple retakes of MCAS due to achievement gaps and low performance.
 - c. Majority of this subgroup is undercredited when being referred to TDA.
 - d. This subgroup demonstrates the lowest buy-in with the therapeutic milieu.
2. Low levels of academic achievement
 - a. The majority of work refusal behaviors continues to be displayed in math class, which correlates with the weakest performance area.
 - b. Limited participation in daily homework, maintenance of binders and other executive functioning techniques despite incentives for completion.
 - c. Significant achievement gaps. In the area of math, the lowest performing subgroup is on average performing 4 years below grade level according to STAR assessment.
3. Low attendance
 - a. Average daily attendance was 80% during the SY.
 - b. Average daily student tardies were 9% of the student population.
 - c. 100% of population is diagnosed with a disability that impacts ability to learn in traditional classrooms. This is typically expressed as anxiety/avoidant behaviors and oppositional/refusal behaviors.
4. Inconsistent community/parental engagement
 - a. Despite continued outreach from TDA staff, approximately 34% of families never attend any TDA event or conference, including yearly IEP meetings.

Initiative 1: ELA



Team Members: Principal, TLS, Teachers

Final Outcomes:

- **Teacher Practice Goals:** By EOY, TDA teachers will implement lesson plans that are rigorous, standards based and in alignment with the LRE programs that students are referred from. These lessons must be student centered, engaging and data driven to help close the educational gap indicated by STAR assessments.
- By EOY, TDA teachers will utilize deeper comprehension exercises from Blooms Taxonomy in preparation for open response questions found on state assessments on a daily basis.

- **Student Learning Goals:** By EOY, TDA students will demonstrate a reduction of students identified as “not proficient” by 40%.
- By EOY, at least 10% of TDA students will move up one category from “warning” to “needs improvement” or “proficient” to advanced. ”

Measured through STAR & MCAS Assessment.

What this means for teachers:

1. Teachers will work towards more in-depth lesson planning and class preparation that includes: rigorous lessons aligned with district curriculum, assessing student progress on a frequent basis that will help to make corrections in real time, develop district connections with other schools to collaborate on grade level lessons and interweave reteach plans for RTI students.
2. Teachers will continue to make the shift from being teacher-centered to being student-centered in delivering instruction. This includes placing more time and planning on the “you do” of the release of responsibility.
3. Teachers will submit lessons plans to the Principal to collaborate and improve their planning process.
4. Teachers will collaborate with the TLS on coaching opportunities and be open to receiving direct peer feedback on practice improvements that will engage students.
5. Teachers will be provided direct feedback from learning walks with OI and formal observations on lesson delivery, student engagement and use of data to drive instruction.
6. Teachers will be provided the curriculum and materials afforded to the LRE that students are referred from to ensure continuity of education.
7. Teachers will continue to implement differentiation, SEI strategies and other best practices in Special Education to meet the needs of individual students.

What this means for building leadership:

1. Principal will provide written feedback through formal observations on the link between lesson planning and student achievement in class. The focus will be on planning to learn based on individual needs.
2. Principal will work with TLS to provide individual coaching for teachers through coaching plans, observations, direct feedback and review of lesson plans.
3. TLS will support in PD creation and implementation based on identified targeted needs from learning walks, student IEPs, observations and STAR assessment results.

4. Principal will assist SILT and RTI teams in analyzing progress monitoring data that will help drive instruction and reteach plans.
5. Principal will collaborate with other district leaders through learning walks on best practices, targeted PD and specific teacher intervention.
6. Principal will collaborate with OI Liaison on the development of targeted intervention, from lesson planning to assessment analysis. This will include learning walks, standing meetings and shared data analysis.

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

Nov. 1:

- Continue ELA learning walks with the principal and TLS.
- PD for all staff on the RTI model.
- BOY STAR testing implemented and analyzed, creating RTI grouping and individualized reteach plans.
- Teachers received aligned materials from LRE.
- ELL strategies are implemented in all classes and monitored by learning walks, observations and ELL building based support personnel.
- MCAS data reviewed and used to drive RTI and student scheduling.
- RTI groups identified and modified as needed based on progress monitoring.
- Work with TLS and their continuing efforts with coaching identified high priority areas.
- PD for staff on differentiation strategies for TDA students across all content areas.

Feb. 1:

- Continue ELA learning walks with the principal and TLS.
- ELA learning walks and formal observations on best practices in reading fluency, comprehension, effective writing skills and higher order questioning.
- Continue PD for all staff on the RTI model.
- Continue PD on open response opportunities that is in alignment with state assessments.
- Continue PD and review ELL strategies that are built into ELA class plans.
- Continue to monitor assessment data including: STAR, MCAS and formative assessments to make mid-year adjustments to instruction.
- Continue to work with TLS and SILT on effective coaching strategies in high priority areas.
- Follow-up PD on the efficacy of differentiation in the classroom and student achievement.
- MOY STAR assessment administered, analyzed and used to drive instruction.

May 1:

- Continue to analyze MCAS retake data and STAR progress monitoring to direct RTI intervention prior to state assessments.

Continue ELA learning walks and formal observations on best practices in reading fluency, comprehension, effective writing skills and higher order questioning.

Roadmap

Activity

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
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<u>ELA Learning Walks</u>	
Fluency, comprehension, higher order questioning, ELL strategies, data informed planning, RTI intervention.	
<u>Professional Development</u>	
Identifying “look fors” best practices in ELA: differentiation, higher order questioning, fluency, comprehension, ELL strategies, IEP accommodations within the classroom, and RTI strategies.	
Release of responsibility, effective writing strategies, open response preparation.	
Creating effective and engaging lesson planning that are student-centered and data driven.	
<u>Curriculum</u>	
Obtain aligned materials from LRE to aid in lesson planning and implementation.	
Development of engaging and rigorous lesson plans.	
Coaching plans developed and implemented for high priority areas.	
<u>Data review and analysis</u>	
STAR assessment: BOY, MOY, EOY	
MCAS 2.0	

Initiative 2: Math



Team Members: Principal, TLS, Math Teachers

Final Outcomes:

- **Teacher Practice Goals** By EOY, TDA teachers will implement lesson plans that are rigorous, standards based and in alignment with the LRE programs from which students are referred. These lessons must be student centered, engaging and data driven to help close the educational

gap indicated by STAR assessments.

- By EOY, TDA teachers will utilize deeper comprehension exercises and annotation techniques (CUBES) in preparation for open response questions found on state assessments on a weekly basis.
- BY EOY, TDA teachers will develop and implement effective RTI groups and strategies to target high priority students and the need to fill educational gaps in the area of math created by our students emotional/ health disabilities and lack of continuity in their education.

Student Learning Goals

- By EOY, TDA students will demonstrate a reduction of students identified as “not proficient” by 40%.
- By EOY, at least 10% of TDA students will move up one category from “warning” to “needs improvement” or “proficient” to advanced. ”

This will be measured by STAR and MCAS Assessment.

What this means for teachers:

1. Teachers will work towards more in-depth lesson planning and class preparation that includes: rigorous lessons aligned with district curriculum, assessing student progress on a frequent basis that will help to make corrections in real time, develop district connections with other schools to collaborate on grade level lessons and interweave reteach plans for RTI students.
2. Teachers will continue to make the shift from being teacher-centered to being student-centered in delivering instruction. This includes placing more time and planning on the “you do” of the release of responsibility.
3. Teachers will submit lessons plans to the Principal to collaborate and improve their planning process.
4. Teachers will collaborate with the TLS on coaching opportunities and be open to receiving direct peer feedback on practice improvements that will engage students.
5. Teachers will be provided direct feedback from learning walks with OI and formal observations on lesson delivery, student engagement and use of data to drive instruction.
6. Teachers will be provided the curriculum and materials afforded to the LRE that students are referred from to ensure continuity of education.
7. Teachers will focus on annotation techniques and comprehension when lesson planning and implementing appropriate skills that students can apply during state testing.

What this means for building leadership:

1. Principal will provide written feedback through formal observations on the link between lesson planning and student achievement in class. The focus will be on “planning to learn” based on individual needs.
2. Principal will work with TLS to provide individual coaching for teachers through coaching plans, observations, direct feedback and review of lesson plans.
3. Principal will assist SILT and RTI teams in analyzing progress monitoring data that will help drive instruction and reteach plans.
4. Principal will collaborate with other district leaders through learning walks on best practices, targeted PD and specific teacher intervention.
5. Principal will collaborate with OI Liaison on the development of targeted intervention, from lesson planning to assessment analysis. This will include learning walks, standing meetings and shared data analysis.

6.		
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<p>Key Milestones (to be monitored at elementary, middle and high school levels):</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ Learning walks with principal, TLS, OI liaison, focusing on math comprehension, fluency, accuracy, application and connection to student lives. ➤ RTI groups identified, meet bi-weekly and intervention plans implemented. ➤ BOY STAR assessment administered, analyzed and used to drive instruction. ➤ MCAS 2.0 results used to conference with students, develop individualized reteach plans/goals and set student schedules. ➤ TLS to support math teachers with coaching, content understanding, student engagement and planning. ➤ PD for staff on differentiation strategies for TDA students across all content areas. ➤ Teachers received aligned materials from LRE. ➤ ELL strategies are implanted in all classes and monitored by learning walks, observations and ELL building based support personnel. 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ Continue learning walks with the principal and TLS. ➤ Continue PD for all staff on the RTI model. ➤ Continue PD on open response opportunities that is in alignment with state assessments. ➤ Continue PD and review ELL strategies that are built into ELA class plans. ➤ Continue to monitor assessment data including: STAR, MCAS and formative assessments to make mid-year adjustments to instruction. ➤ Continue to work with TLS and SILT on effective coaching strategies in high priority areas. ➤ Follow-up PD on the efficacy of differentiation in the classroom and student achievement. ➤ MOY STAR assessment given, analyzed and used to drive instruction. ➤ Continue math learning walks focusing on math comprehension, fluency, accuracy, application and connection to student lives. 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ Continue to analyze MCAS retake data and STAR progress monitoring to direct RTI intervention prior to state assessments. ➤ Continue math learning walks focusing on math comprehension, fluency, accuracy, application and connection to student lives.

curriculum to analyze and make mid-year corrections.

What this means for building leadership:

1. Principal will support clinical team to implement “Social Thinking” school-wide.
2. Principal will meet with clinical team weekly to review pertinent data and help in making individualized interventions.
3. Principal will support all staff in making a consistent set of expectations for meeting student needs.

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

Nov. 1:

- All faculty/staff will receive the “Social Thinking” and “Zones of Regulation” curriculum and participate in PD on its effective use.
- Clinical team will meet with the principal weekly to review key student data and make individual intervention plans.
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Feb. 1:


- SACs will fully implement this curriculum within group and individual therapy.
- Teachers will continue to collaborate with SACs in learning to implement curriculum within the classroom.
- PD will continue to be modified as indicated by student behavioral data analysis.
- Clinical team will continue to review and modify student intervention plans as necessary.

May 1:

- “Social Thinking” curriculum will be fully embedded in TDA’s therapeutic milieu.
- Students will be able to self-identify and regulate on an improved basis as indicated in clinical data review.

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<u>Providing all faculty/staff with necessary materials to learn and implement “Social Thinking” curriculum.</u>										
Special Education Department will provide books and curriculum to TDA staff.		→								
PD will be offered to SACs/Behavior Assistants.			→							
PD will be offered to teachers.			→							
<u>Developing a clear system to implement, collect data and monitor</u>										
A clear set of expectations will be developed and implemented.		→								
Weekly standing meetings will be established to review pertinent data and make improvement plans.			→							
Clinical groups will be observed to ensure efficacy and fidelity.		→								
BBST will meet weekly to identify high-risk student cases and develop targeted interventions beyond “Social Thinking” curriculum.		→								

Initiative 4: Parent and Community Engagement



Team Members: Principal, TLS, Teachers, Counselors, Behavior Assistants, Paraprofessionals

Final Outcomes:
By EOY, TDA will develop and implement a multi-tiered approach to engage all parents of TDA students and appropriate community agencies. This effort will focus on developing a connection between home and school, parenting strategies for students with disabilities, accessing community supports and the process of transitioning students to independent living.

Teacher Practice Goals

1. Teachers will participate in at least one family engagement activity after school that focuses on skill building of the student and the family.
2. Teachers will incorporate independent living skills into daily curriculum to make the connection between content area and how it impacts students’ lives presently and after transition beyond high school.
3. Counselors will develop trusting and effective relationships with all parents of students on their caseload. This will include frequent communication, home visit and school-based gathering

opportunities.

Student Learning Goal

- Students will benefit from the increased effort in connecting home, community and school to realize an increase in attendance, achievement and community connection

What this means for teachers:

1. Teachers will document efforts to communicate with families, community partners and after-school events they attend.
2. Teachers will collaborate with all members of TDA to help build the connection between content and application after high school including: vocational skills, money management and independent living skills.
3. Counselors will collaborate with community partners, businesses and agencies to help bridge the gap between school and life beyond high school. This can include job placement, volunteer opportunities or accessing health services.

What this means for building leadership:

1. Principal will lead and facilitate all engagement opportunities with families and community partners.
2. Principal will frequently analyze performance data (attendance, suspension, dropout) to evaluate the effectiveness of engagement strategies and make improvements as necessary.
3. Principal will support teachers in working with resistant students, relationship building, creating a positive school climate of support, dealing with conflictual relationships and building the connection with community business/partners.

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

Nov. 1:

- TDA support staff will meet weekly to identify at-risk students/families and work to identify appropriate community supports.
 - PD will be offered to support staff in dealing with resistant families, building relationships and engagement strategies.
 - A calendar will be developed for upcoming engagement opportunities and will be sent to all families.
 - Staff will outreach local businesses and agencies to build partnerships and support for TDA and its students.
- Local student moral improvement groups will engage identified TDA students during school hours.

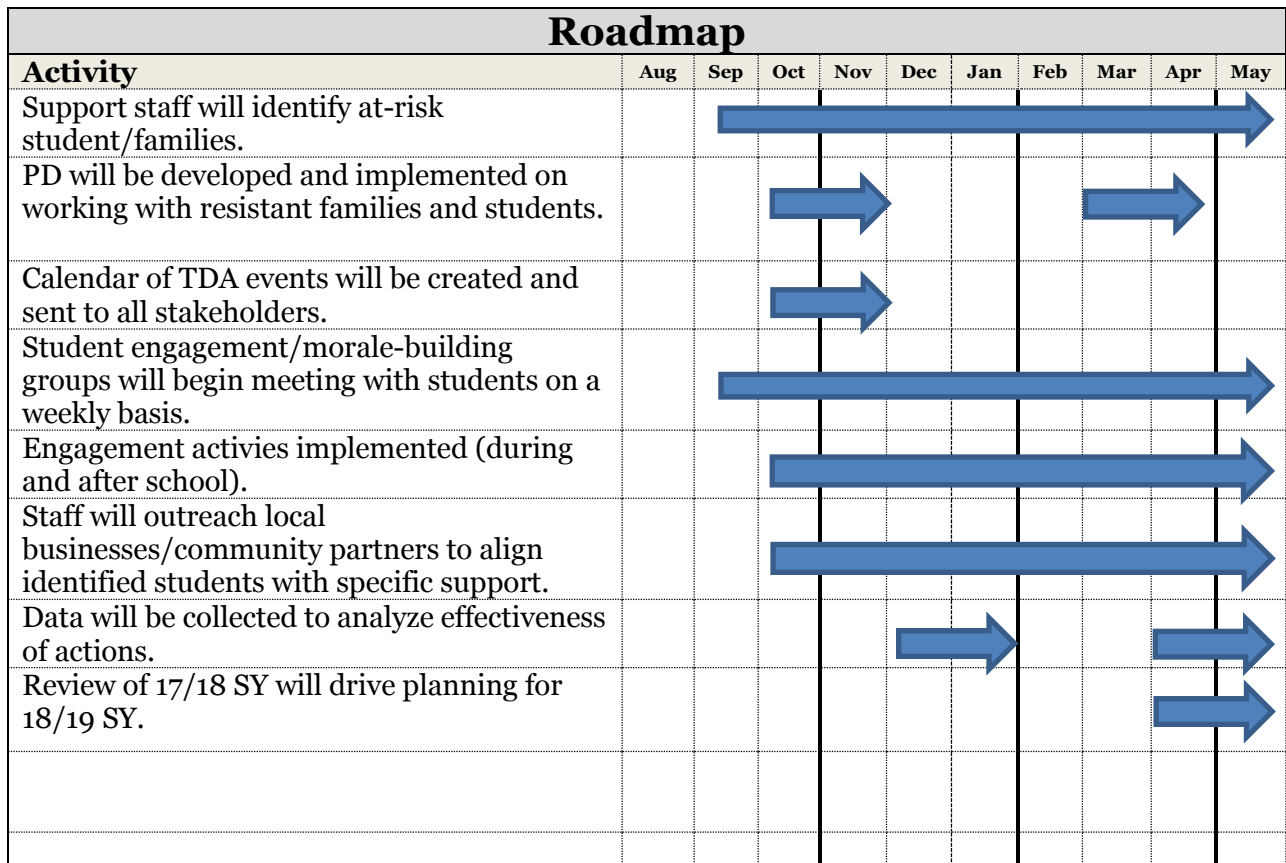
Feb. 1:

- At least 3 after school engagement opportunities for parents will be planned and implemented.
- At least 2 (during school hours) engagement opportunities for parents will be planned and implemented.
- Continued weekly support staff meetings to identify at-risk students/families and work to identify appropriate community supports.
- PD will continue to be offered to help staff in dealing with resistant families, building relationships and engagement strategies.
- 50% of all TDA families

May 1:

- 75% of all TDA families will have participated in either a during or after-school engagement opportunity.
- Data will be collected on effectiveness and will be used for planning of 18/19 SY initiatives.

	will have participated in either a during or after-school engagement opportunity.	
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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
Teachers creating challenging and appropriate lesson plans in the areas of math and English	Teachers-Weekly submitted lesson plans are utilizing Blooms Taxonomy to challenge students' understanding	Teachers have been understanding and willing to modify the planning of lessons to meet the needs of IEP	Teachers will increase the academic demand and rigor of planned classes. Teachers will challenge students to

<p>where students are required to demonstrate deeper levels of comprehension and the ability to accurately problem solve. These lesson plans will be derived from realtime data from STAR Assessments and formative assessments that can be reviewed with students during conferences.</p>	<p>of key concepts and pull details from readings to demonstrate deeper understanding. Teachers will follow through on their lesson plans with fidelity.</p> <p>Teachers will develop a variety of formative assessments to choose from when working with individual students. They will use this data to start and plan for following lessons.</p>	<p>students.</p> <p>Teachers have shown the ability to make mid-course corrections and modify delivery of instruction based on the needs of the population.</p> <p>Teachers have utilized STAR for over a year and are familiar with interpreting data. They have been with some fidelity implementing this info into lesson plans.</p>	<p>express their knowledge through increasingly difficult analysis by using higher- order questioning from Blooms Taxonomy.</p> <p>Teachers will be using multiple data points to speak to a students academic capacity and progress.</p>
<p>Teachers will plan and conduct classes with the “student” in mind, rather than focusing on covering volumes of content. This class process will be differentiated based on need and ability level of specific students. Class culture will be therapeutic in nature, supporting emotional health and utilize district initiatives.</p>	<p>Daily classes will encompass best practices that lead to student achievement and allow students to struggle with challenges, learn how to problem solve and spend the majority of class time as the center of the lesson (larger focus on the “you do” in the Release of Responsibility model). Other practices should include: building a class culture of acceptance, willingness to take on challenges, high expectations, explicit differentiation and value in each students individual education.</p> <p>Teachers will implement with fidelity the Zones of Regulation, social thinking and therapeutic milieu of TDA as they build a culture of acceptance and support.</p>	<p>Release of Responsibility model has been implemented for two years. PD has and continues to be offered regarding this subject.</p> <p>The therapeutic milieu and culture of TDA continues to build and be improved upon over the past 4 years.</p>	<p>Teachers need to move the amount of time focused on teacher led, “I Do” to the student-centered “You Do.”</p> <p>Teachers need to raise the bar in levels of academic expectation, despite each student having a significant academic gap due to their emotional/health disability preventing them from accessing education historically. Each student needs to be working on grade-level curriculum.</p> <p>Teachers will be able to communicate more effectively with resistant students given a trusting class culture has been developed and teachers can use the common language of the “zones of regulation.”</p>

Increasing the participation in parent and community engagement.	All TDA staff will be able to engage resistant students and families both in the classroom and outside school to help develop a trusting relationship that enables students to feel safe to take academic risks and learn outside their comfort zone.	All TDA staff have participated in engagement activities and have successfully reached out to more than 65% of all possible TDA families.	With the effort of all TDA staff working to engage parents, every TDA student and their family will be engaged on some level in their student's education and the school community.
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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:	Using realtime data to develop instruction and reteach plans		
Instructional strategies:	Formative assessments	Approximate dates:	Oct-Dec
Meeting	Learning objectives for teachers		Support needed
Oct PD	Lesson planning development. Tying in data and CCSS		
Dec PD	Using STAR data and progress monitoring to differentiate instruction		
Nov TCT meeting	Share out progress with student conferences re: STAR data		
Dec PD	Development of a variety of Formative Assessments to check for understanding.		

Focus area 2:	Development of a therapeutic class culture that supports differentiated learning		
Instructional strategies:	PBIS, accountability, Zones of Regulation	Approximate dates:	Oct-March
Meeting	Learning objectives for teachers		Meeting
Oct PD	Creating a positive, nurturing class culture through the use of PBIS and Zones of Regulation.		
Nov PD	Following BIP's with fidelity within the classroom to support individualized needs.		
Jan PD	Using the release of responsibility to create a class that is student centered		
March PD	Utilizing academic supports from IEP's to meet student needs in a supportive manner.		

Focus area 3:	Continual increase of rigor and academic expectation		
Instructional strategies:	Higher order questioning and Blooms Taxonomy in lesson	Approximate dates:	Jan-June
Meeting	Learning objectives for teachers		Support needed
Jan PD	Blooms taxonomy in planning throughout the class		
Feb PD	Higher order questions in open writing responses		
April PD	Release of responsibility..”you do” containing more higher order thinking opportunities.		
May PD	Planning for application based lessons to increase buy in.		

Focus area 4:	Increasing family and community connection		
Instructional strategies:	Building trusting relationships	Approximate dates:	Sept-June
Meeting	Learning objectives for teachers		Support needed
Sept Open House	Meet families and build open lines of communication		
Oct BBST	Identify families at risk and develop interventions		
Nov Family dinner	Open school to family style meal while rapport building and being transparent about schools mission and progress		
Feb PD	Working with the most challenging students/families. How to not take resistance personal.		
April PD	Preventing regression and self sabotage in transitioning students.		

