



**NBPS School Improvement Plan (SIP)
School Year 2013-2014**

**School's Name: Trinity Day Academy
Date Updated: September 13, 2013**

Timeline and Process Checklist

Overall Timeline	Action	Who is Responsible	By When	Complete?
Plan Development May-September 2013	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> • Alignment between DIP & SIP • SIP development process and principles 	Superintendent	July 8 & 9	Yes
	Complete the DESE Conditions for School Effectiveness Self-Assessment	Principal	June-September	x
	Record, review, and analyze key school data	Principals	May-September	x
	Complete MCAS SIP Target Sheets for 2013-2014	Principals	Aug 19	x
	Action plan and set school targets with input from the School Instructional Leadership Team (SILT)	Principals	May-Sept	x
	Complete Initial DRAFT of SIP & Submit to Director of School Support	Principals	Sept 13	x
Plan Approval September-October 2013	Provide support to Principals on SIP development	Dir of School Support & Asst. Supt for Accountability & School Improvement	Aug-Sept	x
	Review DRAFT with input from the School Council	Principals	Sept	x
	Submit FINAL SIP to Director of School Support	Principals	On or before Oct 4	x
	Review and approve SIPs	Superintendent	Oct 14	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Oct 21	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Superintendent	Oct 14	<input type="checkbox"/>
Implementation & Progress Monitoring Oct 2013 – June 2014	School Instructional Leadership Teams (SILT) meet at least monthly to monitor progress on plan, analyze performance data, and plan for future improvement <ul style="list-style-type: none"> • School and district generate data for ongoing monitoring • SILT meeting topics focus on: <ul style="list-style-type: none"> – Generating concrete intervention and improvement strategies – Sharing what is working via measurable increases in student learning – Analyzing performance data – Updating data to display and share progress towards goals 	Principals with District ILT support	School year	<input type="checkbox"/>
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>

Template Modified: 8/21/2013



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Overview of District and School Improvement Planning

Focusing on the "Instructional Core"

The New Bedford Public Schools Accelerated Improvement Plan focuses on the quality of classroom instruction. Building on the same four strategic objectives from previous years, the 2013-2014 Accelerated Improvement Plan focuses on increasing the rigor of classroom instruction in reading, math, and science for all students.

The district's theory of action creates an articulated, coherent strategy for the district. The strategic initiatives included in the AIP focus on the core elements outlined in the district's theory of action that will bring about systemic change and improvement.

Theory of Action

IF the NBPS focuses on and persists in expecting, developing, supervising, and evaluating educators' capacity to deliver rigorous and engaging instruction that is:

- Aligned to state standards,
- monitored so student progress in attaining those standards reaches to a level of proficiency,
- adjusted and differentiated so that all students will be supported and stretched to make progress
- and evidence of student learning is demonstrated every day in every classroom in every school

THEN student achievement will significantly increase in each New Bedford school and in the New Bedford Public Schools as a district.

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency

Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students

Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders

To ensure that principals can easily identify the final outcomes, strategic initiatives, activities, and action steps for which they are accountable, the document uses specific district language and maps early evidence of change and short-term outcomes to the goal-setting process in the educator evaluation cycle. For example:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans
- Educators will be expected to set student learning goals that are aligned with the short-term outcomes in the



NBPS School Improvement Plan (SIP) School Year 2013-2014

AIP, and professional practice goals that are aligned with the early evidence of change

These through-lines to school-level and educator-level work will help ensure that the district maintains a narrow yet intense focus on the district's four strategic objectives.

School Improvement Planning: Each School Improvement Plan in the district aligns to the District Improvement Plan. While each school has its unique character, it is critical for the district to operate as one whole to support all students. The basic principles each school should keep in mind for SIP planning are:

- Schools will be expected to use the AIP final outcomes as the final outcomes in their individual School Improvement Plans
- Complete the **DESE Conditions for School Effectiveness Self-Assessment**, prepare/revise accordingly to reflect the planning or implementation of one or more corrective actions or restructuring steps based on NCLB Accountability Status
- Involvement of SILT is integral to the implementation of each schools' SIP and the AIP
- School suggested ILT members include:
 - Principal
 - School Data Team Representative/TLS
 - One representative from Special Education team
 - One representative from ELL team
 - For Elementary Schools: One representative each from K-2 and 3-5
 - For Secondary Schools: One representative from each content area
 - Representative from Guidance team
 - 'At large' representative
- Schools should not take on lots of "other" initiatives, unless a solid plan is in place to achieve the objectives and outcomes laid out in the district plan.



**NBPS School Improvement Plan (SIP)
School Year 2013-2014**

Members of School's ILT:

Name of Staff Member	Position
Charles Jodoin	Principal
Lisa Karantonakis	SPED Facilitator
Susan Silva	Social Studies/SPED
Noreen Burns	Culinary/SPED
Elizabeth Fournier	Art/SPED
Norma Belay	ELA/SPED

School Analysis of Needs in Relation to the District Improvement Plan (AIP) (Include reference to completed DESE Conditions for School Effectiveness Self-Assessment)

AIP Obj.	Strengths	Focus areas
<p>Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency</p>	<p>-Historically, Trinity has always had a strong culinary program which has enabled students to develop needed job skills. In addition, small class sizes have helped facilitate a conducive atmosphere for teaching and learning.</p> <p>-Teachers and counselors have developed positive relationships with students and have guided them through positive conversations and curriculum choices at school.</p> <p>-Although past practices have not been consistent in common units of study nor monitoring student progress, TDA has begun in its initial stages to develop ways to improve levels of proficiency and ways to look at student work to drive instruction and connect to real world situations through curriculum activities, projects, and collaborative ideas.</p>	<p>Our focus is the creation of protocols and monitoring tools for our students. Moreover, special focus is on our older and transitioning students by leveraging our resources and pilot with the Department of Mental Health.</p> <p>-Ideally, staff would be able to develop competencies and benchmarks in each content area to target student needs and focus areas.</p> <p>-Create pretests and posttests for each subject area</p> <p>-Culminating unit activities and projects to develop student portfolios in subject</p> <p>-Common formative and summative assessment strategies</p> <p>- incorporating more hands on activities that relate to real life situations to improve college and career readiness</p> <p>-project based learning</p>



**NBPS School Improvement Plan (SIP)
School Year 2013-2014**

		<p>-Rigorous lessons and inquiry based activities</p> <p>-Professional development within the Common Core to understand the expectation of knowledge needed for proficiency and academic rigor</p>
<p>Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making</p>	<p>Trinity has strength of being a collaborative culture with its staff. There is an openness and willingness for change. Although there presently is a knowledge gap by most staff in the use of data to improve instructional practice and decision-making, a team of teachers have already shown a willingness to be part of the newly developed SILT.</p> <p>Because of the fluid nature of our student body, particularly the number of students sent to Trinity on 45 Day Evaluations, it has been a weakness to fully track progress on student learning as a “collective body.” Insufficient MCAS data is not available given the small number of classes. Nevertheless, work has begun to create systems to monitor individual student progress academically as well as for the social/emotional growth for our students.</p> <p>-Staff at TDA has begun to target weak areas to improve upon for the 2013-2014 school year. In the past TDA was not a school that was driven by data therefore there is a lack of data available to highlight strengths and weaknesses. Currently, collaborative groups with staff and conversations are changing these past practices to move in a more positive data driven school with the incorporation of the Rigorous Common Core Standards and instructional practices.</p> <p>Currently 2013 MCAS data 40% of students are proficient in ELA and 12.5% proficient in Math</p>	<p>Initial data team meetings were held towards the end of last year with members of the faculty. The focus will now be to develop our SILT meetings and lead the group to understand how data can be used to improve and modify teaching and learning.</p> <p>-Taking data from district benchmarks and looking for common weaknesses and strengths in content areas by staff</p> <p>-Data driven groups working in common planning time to develop assessment based on data</p> <p>-Re-teaching and remediation strategies for students</p> <p>-Flexible grouping and data driven groups for students</p> <p>-Common rubrics for classroom</p> <ul style="list-style-type: none"> • 40% of students at TDA failed on the ELA 2013 MCAS, and 23% are in needs improvement category. • Only 12.5 % of students at TDA are proficient in math. 54% failed and 33% needs improvement in 2013 Math MCAS



NBPS School Improvement Plan (SIP) School Year 2013-2014

<p>Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students (Rigor)</p>	<p>The hiring this year of a “master teacher” is a great strength for our faculty. In addition, staff already has been oriented to the district “rigor rubric” with discussions around rigor.</p>	<p>Our focus will be on guiding staff to recognize rigorous instruction and how that can translate into their own lesson planning and classroom instruction.</p> <ul style="list-style-type: none"> -Lesson examples and modeled lesson with academic rigor for staff - Providing teachers with DESE links on Common Core and exemplary lessons -View and provide feedback to teachers’ lesson plans - To collect ideas, lessons, and resources in a binder for staff to use and get ideas from others to improve instructional practices -To increase depth of knowledge for each student by digging deeper into the curriculum -Common assessment practices and instructional practices. -Designing units of study -Common UBD lesson plans across curricula -Incorporating Best Teaching Practices from Skillful Teacher
<p>Objective 4: Create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders</p>	<p>We currently have very strong ties with the Hunger Commission, Salvation Army, Gifts to Give, and our community mental health clinics. As well as a mentor opportunities with our students and Carney Academy students.</p> <p>We strive to develop positive ties within our community to build a positive bridge with students, parents, and community members.</p>	<p>Our focus this year will be to develop a strong relationship with the New Bedford Whaling Museum. Part of this year’s SIP includes a multi-discipline lesson on whaling.</p> <p>We will continue to use our current community ties within the district as well as to look for new opportunities to help our students embrace New Bedford and all it has to offer.</p> <ul style="list-style-type: none"> -Monthly newsletter for students and staff to provide school information -School website to post new information and student activity -Open house night and special events nights



NBPS School Improvement Plan (SIP) School Year 2013-2014

WHAT WE WILL ACHIEVE (Elementary Schools)

DISTRICT & SCHOOL Improvement Plan FINAL OUTCOME 1.1:

All elementary schools will reduce by at least 40% the # of students who are not proficient or advanced on the 3rd, 4th, and 5th grade ELA and Math MCAS by the end of the year

Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

Short-Term Outcomes 1.1 (Student Learning Goals)

[Administrator and teacher student learning goals will be aligned to these outcomes.]

DIBELS

- From BOY to MOY, all K-2 teachers will reduce by 20% the # of students not meeting benchmark on each DIBELS repeated subtest
- From BOY to EOY, all K-2 teachers will reduce by at least 40% the # of students not meeting benchmark on the DIBELS composite score

GALILEO

- From BOY to MOY, all grade 2-5 teachers will reduce by 25% the # of students not proficient on Galileo ELA and math
- From BOY to EOY, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and math

DISTRICT WRITING BENCHMARKS

- From BOY to MOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments
- From MOY to EOY, all K-5 teachers will reduce by 25% the # of students not meeting proficiency on the benchmark writing assessments

HOW WE WILL GET THERE

STRATEGIC INITIATIVES are listed in the District Improvement Plan that support FINAL OUTCOMES

Early Evidence of Change (Examples of Professional Practice Goals)

[Administrator and teacher professional practice goals will be aligned to this early evidence of change.]

- By MOY 100% of K-5 teachers will score at least Proficient on the school learning walk look fors for specific and rigorous instruction aligned to the written curriculum (aligned to Standard I-A-3. Rigorous Standards-Based Unit Design)
- By December, all K-2 teachers progress monitor strategic students every 4 weeks and intensive students every 2 weeks 100% of the time using DIBELS software.
- By January 2014, all building administrators can demonstrate that at least 75% of teacher collaboration team (TCT) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT minutes, and reports on usage through DIBELS and GALILEO software, all of which can be included in the educator's evidence collection
- By May, develop and administer at least 4 grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions.



NBPS School Improvement Plan (SIP) School Year 2013-2014

WHAT WE WILL ACHIEVE *(Secondary Schools)*

DISTRICT AND SCHOOL Improvement Plan FINAL OUTCOMES 1.2

All secondary schools will reduce by at least 40% of the # of students who are not proficient or advanced on the 6th, 7th, 8th, and 10th grade ELA, Math, and Science MCAS exams by the end of the year

Because 2013-14 drop-out and graduation data is not made available until January 2015, the following indicators provide a proxy for measuring drop-out rate:

- A) All secondary schools will reduce by at least half the percentage of students who are retained in 9th grade compared to June 2013
- B) All secondary schools will increase by 20% the # of students who remain enrolled in school from BOY 9th grade to EOY 10th grade as measured by MCAS participation

Each school in NBPS will meet or exceed annual attendance targets of 95%+ attendance rate for Gr. K-8 and 92%+ for Gr. 9-12

Short-Term Outcomes *(Student Learning Goals)*

[Administrator and teacher student learning goals will be aligned to these outcomes.]

- From the BOY to MOY, reduce by 25% the # of students not proficient on Galileo in grades 6-10
- From the BOY to EOY, reduce by 40% the # of students not proficient on Galileo in grades 6-10
- Reduce the number of Ds and Fs given at the end of each quarter compared to the previous quarter by 25% in English and math courses in grades 6-9

HOW WE WILL GET THERE

STRATEGIC INITIATIVES are listed in the District Improvement Plan that support FINAL OUTCOMES

Early Evidence of Change *(Examples of Professional Practice Goals)*

[Administrator and teacher professional practice goals will be aligned to this early evidence of change.]

- By the end of September 2013, all at-risk students in grades 6-10 will be identified as “at-risk” using previous year’s grades and other early warning signs
- By May, develop and administer at least 4 grade-level common assessments in Math, and then collaborate to develop and implement targeted lessons and instruction based on student assessment data discussions to help students master the content
- By the end of each quarter, each school will identify the at-risk students in grades 6-10 using early warning signs and create differentiated action plans to target student needs



SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 1.1 and 1.2)	OWNER	TIMELINE
<p>From the BOY to MOY, reduce by 25% the number of students not proficient on District Benchmark assessments in grades 6-12.</p> <p>From the BOY to EOY, reduce by 40% the number of students not proficient on District Benchmark assessments in grades 6-12.</p> <p>Trinity Day Academy will reduce by 40% the number of students who are not proficient or advanced on the grade 6th, 7th, 8th and 10th grade ELA, Math, and Science MCAS exams by the end of the school year.</p>	<p>Teachers will assess all students as they enter TDA to gather baseline data to provide targeted instruction and interventions.</p> <ul style="list-style-type: none"> 100% of Students at Trinity Day Academy will be assessed with the diagnostic tool in Galileo, at entry, midyear, and end of the year. Identify students at-risk and assign and schedule students to the appropriate intervention/ teacher. Teachers will provide targeted instruction and interventions based on student needs. Student progress will be monitored every four to six weeks using common assessments. Teachers will collaborate weekly to review student progress. Principal will perform two mini observations per week to monitor implementation of targeted individual student instruction <p>Staff will implement rigorous standards and monitor student progress in attaining those standards to a level of proficiency for all students.</p> <ul style="list-style-type: none"> Principal will communicate goals and strategies in the District AIP and SIP to staff. Teachers/staff will create student learning goals and professional practice goals in alignment with the SIP Principal will meet with teachers/staff to review learning goals and professional practice goals and provide feedback. Conduct 4 mini observations weekly focusing on rigorous instruction based on the elements in the Rigor Rubric. 	<p>Principal</p> <p>Principal – Case Management Team</p> <p>Principal</p> <p>SILT Team</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal/staff</p> <p>Principal</p> <p>Principal</p>	<p>September, January, May</p> <p>Weekly September 2013 – June 2014</p> <p>September 2013 – June 2014 Twice</p> <p>October 2013 – June 2014</p> <p>October 2013 – June 2014</p> <p>October 2013 – June 2014</p> <p>October 25, 2013</p> <p>October 31, 2013</p> <p>November 7, 2013</p> <p>October 2013 – June 2014</p>



NBPS School Improvement Plan (SIP) School Year 2013-2014

	<ul style="list-style-type: none"> • Reorganization of Friday case management agendas to allow planning for curriculum discussions and intervention planning • Provide PD to staff on Keys to Literacy. • Monthly overview of each instructional component of Keys to Literacy with practice and feedback. • Review lesson plans monthly to monitor implementation of Keys to Literacy strategies. • Conduct 4 mini observations weekly focusing Keys to Literacy implementation. <p>SILT and 100% of TCT teams will make data-driven decisions to provide differentiated instruction and additional learning time for struggling learners.</p> <ul style="list-style-type: none"> • Administer ELA and Math district benchmarks 3 times per year in grade 6, 7, 8, 9, 10. Administer Science district benchmarks 3 times per year in grades 8 and 10. • Administer unit common assessments in all content areas that are 100% aligned with the common core curriculum. <p>Implement a common data inquiry cycle and protocol at the school level (SILT) and grade level (TCT).</p> <ul style="list-style-type: none"> • Define the purpose, roles, and responsibilities for the school SILT team and TCT grade level teams. • Construct a data wall for students in grades 6-10 which will link the individual students to their data in a working visual display. • Establish meeting schedules for SILT and TCT to align with the data cycle. • Analyze data weekly to identify strengths, trends, and focus areas to develop action plans which include 	<p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p> <p>SILT / TCT</p> <p>Principal</p> <p>TCT</p>	<p>November 1, 2013</p> <p>October 24, 2013</p> <p>November 2013 – June 2014</p> <p>December 2013 – June 2014</p> <p>December 2013 – June 2014</p> <p>September, January, June</p> <p>November through June</p> <p>October</p> <p>November</p> <p>October</p> <p>October-June</p>
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NBPS School Improvement Plan (SIP) School Year 2013-2014

	<p>instructional strategies and best practices to meet student needs.</p> <ul style="list-style-type: none"> Use <i>Looking at Student Work</i> protocol monthly at TCT meetings to analyze Open Response writing benchmarks and implement <i>Short-Cycle Action Plans</i> to improve instruction and student achievement. 	TCT	November-June
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Objectives 1-3

Guidance on Activities and Action Steps:

- Refer to objective 1, 2, and 3 in the AIP to build your action plan
- The action plan must include these key “buckets” of activities:
 - Training, implementing, and monitoring the ELA lesson frameworks in K-5
 - Setting expectations for SILT and TCTs aligned to AIP, ensuring that they implement the protocol, monitoring that data-driven decisions are implemented and assessed for impact in the classroom
 - Defining, training, and supervising rigorous instruction
 - Defining, training, and supervising using data to inform instruction
 - Ensuring any and all training impacts the classroom

WHAT WE WILL ACHIEVE

DISTRICT & SCHOOL Improvement Plan FINAL OUTCOMES 4.1 & 4.2

By EOY, all schools and classrooms will have a welcoming environment, as measured by

A) 100% of teachers and administrators will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom using 2-way communication and resolving issues with the family fairly and equitably at the school based level (indicators III-A and III-C for teachers, and III-A, III-C, and III-D for school administrators)

B) Over 70% of families responding to a survey rate their schools and student’s classrooms as welcoming environments

By EOY, over 70% of families responding to a survey will demonstrate an understanding of the district’s overall vision and direction concerning rigor and actively take regular actions to support their student(s)’ academic success.



NBPS School Improvement Plan (SIP) School Year 2013-2014

Short-Term Outcomes 4.1 & 4.2 (Student Learning Goals)

Objective 4 directly supports the Final Outcomes in Objective 1. Please refer Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

STRATEGIC INITIATIVE 4.1

Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively

Early Evidence of Change 4.1 (Professional Practice Goals)

- By MOY, over two-thirds of schools exhibit the criteria for a welcoming environment, as assessed by school learning walks and community feedback
- By MOY, over two-thirds of families rate their schools and teachers as effectively creating a welcoming environment and meeting their communication needs, as reported in parent surveys and/or at parent teacher meetings and conferences
- By MOY, over two-thirds of teachers and school administrators believe their schools are welcoming environments to all families and can point to specific changes in their schools that led to an improved environment in self appraisals of their schools, as measured on the Massachusetts TELL survey

Objective 4

SMART Goals that link to Final Outcomes	Activities and Action Steps to support Strategic Initiatives (resulting in Final Outcomes 4.1 and 4.2)	OWNER	TIMELINE
<p>100% of Trinity Day Academy staff will create, communicate, build, and support momentum for the vision of NBPS that will be embraced by the New Bedford community and all of its stakeholders.</p> <p>Over 70% of families responding to a survey will demonstrate an understanding of Trinity Day Academy overall vision and direction concerning rigor and actively take regular actions to support their student/s academic success.</p>	<p>Actively participate in community events and organizations outside of school</p> <ul style="list-style-type: none"> • Brainstorming of local organizations with a science focus to assist in developing a hands-on/STEM focused science curriculum. • Scheduling of meets & greets with agency reps. <p>Increase parent communication and involvement with students and staff</p> <ul style="list-style-type: none"> • Developing a list of events to be held at Trinity to open up communication and parent involvement 	<p>Staff</p> <p>Science Teacher</p> <p><i>New Bedford</i> Staff</p>	<p>October 18th Staff Meeting</p> <p>November-December</p> <p><i>Public Schools</i> Oct 11th Staff Meeting</p>



NBPS School Improvement Plan (SIP) School Year 2013-2014

	<ul style="list-style-type: none"> • Implementation of the I-Alert System communicating to families' important dates and events. 	Principal	Monthly
	<ul style="list-style-type: none"> • Open House on October 11th with a dinner buffet prepared by TDA culinary students 	Faculty/Principal	October 11 th
	<ul style="list-style-type: none"> • Parent Survey on school satisfaction 	Principal	May
	<ul style="list-style-type: none"> • Continued updates on Trinity Day Academy's webpage with information for parents and students 	Principal	Monthly

STRATEGIC INITIATIVE 4.2

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

Early Evidence of Change 4.2 (Professional Practice Goals)

- By the end of October, baseline data is collected, analyzed, and interpreted on the current state of overall family engagement, and an action plan is created based on the data.
- By MOY all families have had one or more opportunities to engage in dialogue with district or school leaders regarding the vision and direction for NBPS, as measured by collection of agendas, meeting materials, etc.