Dillard Academy School Improvement Plan 2017-18

1. Improve Student Performance by Achieving High Growth and Improving School Report Card Grade to a C or higher by June 2019.

1.1. Build Capacity for Implementation of MTSS (Team, universal screener, standard processes, staffing, whole-framework training, belief survey)

A4.01. Build MTSS Capacity

S4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan

S5. The leadership team is actively facilitating implementation of MTSS6 as part of their school improvement planning process

S6. The critical elements of MTSS are defined and understood by school staff

S10. Coaching is used to support MTSS implementation

S16. Resources available to support MTSS implementation are identified and allocated

S17. Staff have consensus and engage in MTSS implementation

S18. Staff are provided data on MTSS implementation fidelity and student outcomes

S27. Resources for and barriers to the implementation of MTSS are addressed through a data based problem solving process

S37. Data sources are used to evaluate the implementation and impact of MTSS implementation

S38. Available resources are allocated effectively

A4.17. Develop a Screening Process for Academics and Behavior

S15. Processes, procedures, and decision-rules are established for data-based problem-solving

S21. Integrated data-based problem solving for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels and tiers

S22. ACROSS ALL TIERS, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior and social-emotional goals

S23. Academic, behavior and social-emotional data are used to identify and verify reasons why students are not meeting expectations

S24. Specific instructional/ intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior and social-emotional expectations

S25. Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored

S26. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed

S34. Staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: 1) identify students at-risk academically, socially, and/or emotionally, 2) determine why student is at-risk, 3) monitor student academic and social-emotional growth/progress, 4) Inform academic and social-emotional instructional planning, 5) determine student attainment of academic/behavioral outcomes

S35. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data

S36. Effective data tools are used appropriately and independently by staff

S39. Data sources are monitored for consistency and accuracy in collection and entry procedures

B1.01 & B1.03. Develop a School Leadership Team (Meets at least Twice per month)

S1. The principal is actively involved in and facilitates MTSS implementation

S2. A leadership team is established that includes 5-7 members cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, student support personnel) and is responsible for facilitating MTSS implementation

S3. The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation

S7. The leadership team facilitates professional development and coaching for all staff members on assessments and data sources used to inform decisions

S8. The leadership team facilitates professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities

S9. The leadership team facilitates professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities

1.2. Focus on Core Instruction (Pacing, Curriculum, Formative Assessments)

A2.04. Instructional teams will develop standard aligned units of instruction

B3.03. Principal monitors curriculum and provides feedback

S28. Tier 1 (Core) academic practices exist that clearly identify learning standards, school-wide expectations for instruction that engages students, and school-wide assessments

S29. Tier 1 (Core) behavior practices exists that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices, and school-wide behavior data and social-emotional data

1.3 Implement and Monitor Supplemental and Intensive Interventions

A3.01. Instructional Teams use learning data to identify students in need of instructional support

S12. Schedules provide adequate time to administer academic, behavior and social-emotional assessments9 needed to make data-based decisions

S13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur

S30. Tier 2 (Supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught

S31. Tier 2 (supplemental) behavior and social-emotional practices exist that address common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the skills taught

S32.Tier 3 (Intensive) academic practices exist that include strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught

S33. Tier 3 (Intensive) behavior and social-emotional practices exist that include strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught

1.4. Provide Extended Learning Opportunities based on Tiers of Need (Afterschool, Saturday Academy, Summer Program)

1.5. Provide 21st Century classrooms and Digital Learning opportunities for all students

2. Maintain a 100% Licensed, High Performing* Instructional Staff by June 2019.

2.1. Provide Performance Bonuses Based on Merit

C3.05. The LEA/School will create a system for performance-based incentives that is transparent and fair.

2.2. Develop Educator Effectiveness by Providing High Quality Professional Development

A2.02. Instructional Teams should meet with blocks of time (4-6 hours) to develop and refine units of instruction and review student learning.

C1.02. Principal provides opportunities for teachers to share strengths

C1.06. Develop and maintain a Beginning Teacher Support Plan

S11. Schedules provide adequate time for trainings and coaching support

S14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making

2.3. Recruit and Hire Fully Licensed, High Performing Teachers

3. Improve School Climate Areas (Behavior, Parent and Student engagement, Student Support) by 30% by June 2019.

3.1. Institiute a School-wide Positive Behavior System

A1.07. All teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A4.06. All teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

3.2. Revise Dean of Students Job Description

3.3. Partner with Mental Health

3.4. Increase Parent Involvement and Community Engagement 20%

E1.06: The school will regularly communicate with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

S19. The infrastructure exists to support the school's goals for family and community engagement in MTSS

S20. Educators actively engage families in MTSS

3.5. Ensure Student Attendance at 90%

3.6. Institute Transition Management

A4.16. The school will develop and implement consistent, intentional, and on-going plans to support student transitions for grade to grade-to-grade and level-to-level.

* High Performing Staff are staff members who have at least a Profient Rating on the NC Educator Evaluation Scale and whose students show expected or high growth based on State growth measures.

Plan includes **NCSTAR** *and* **SAM** *(Self Assessment of MTSS Implementation) Indicators, as they apply to the school's overall Improvement Goals*