



FY22 Improvement Plan

School Improvement Plan Dates and Accountabilities:

Plan Development Date:	02.16.2021
Presentation to Board:	03.11.2021
Presentation to Staff:	_____
Q1 Check-in:	_____
Q2 Check-in:	_____
Q3 Check-in:	_____
End of Year Analysis:	_____

Collaborative Leadership and Staff Development

Data Analyzed (Needs Assessment Link)	Staff Surveys, Administrative Observations
Identified Opportunities for Growth and Rationale	Differentiated learning opportunities that are engaging and personalized for experienced teachers. Teaching Assistants request more structured training.
Area(s) of Focus for Current Year	Continue consistent Friday structure (certain meetings on certain Fridays each month). Continue Professional Education Pathways (PEP) program to facilitate personalized learning for licensed staff. Implement a structured professional development program with assignable courses for new and unlicensed staff. Offer increased prescriptive and in-person options.
Other Notes/Comments	

SMART Goal(s):

Goal: All OPA Employees will select or develop and complete an individualized Professional Education Pathway to guide their growth throughout the year.

Actions:

- Dates/Action Steps
 - August back to school PD week: Introduction to Staff Development program during Back to School week. Staff members have the next 2 weeks to select or develop a pathway.
 - September 3 : Professional Education Pathway documents due to Administration (submitted via Canvas) by 4pm. Admin then will review each Pathway and recommend changes as needed.
 - September 17th: Designated time to work on Professional Education Pathways on 1st and 3rd Fridays begins.
 - October: Evaluating Administrators discuss PEPs with employees during initial evaluations.
 - December/January: Audit of plans and current progress/evidence facilitated by Stephanie Wright.
 - January: Survey staff on PEP progress.
 - March/April: Evaluating Administrators discuss PEPs with employees during Spring Evaluations.
 - May 6th: Final designated PD time to work on PEP program.
 - May 20th: PEPs with evidence due to Administration via Canvas class.
- Consistently scheduled Fridays, with time during the 1st and 3rd Fridays of each month used for PEPs.

Measurements:

- 100% of staff will complete a Professional Educational Pathway during FY22.
- Staff shall participate in 100% of State and Federal required PD.
- The PD schedule will be completed and followed with 90% fidelity.
- Required and optional PD shall be tracked.

End of Year Goal Analysis

Curriculum, Instruction, and Assessment

Data Analyzed (Needs Assessment Link)	Staff Survey, Administrative Observations, Intervention and Benchmark Data; FY21 Goal review.
Identified Opportunities for Growth and Rationale	<ol style="list-style-type: none">1. The critical need for OPA is in math and reading, specifically for our ELL and SWD subgroups.2. Math Curriculum and Instruction: Math diagnostic data shows some grade levels with

	<p>growth. FY21 MOY data shows 43% students showing growth. Many students enter current grade below grade level.</p> <ol style="list-style-type: none"> 3. 9th grade students who leave OPA deficient in core credits are less likely to graduate high school. 4. FY21 MOY Acadience reading scores show a significant drop in traditional reading numbers. There are many students who have not reached benchmarks. Many students enter current grade below grade level.
Area(s) of Focus for Current Year	<ol style="list-style-type: none"> 1. Consistent expectations for math instruction and how to utilize intervention software and data. 2. Focused training for teachers. 3. 9th grade credits. 4. Reading instruction and interventions.
Other Notes/Comments	

SMART Goal(s):

Goal:

1. 70% of Junior High students will meet or exceed their typical growth goal on the math diagnostic tool.
2. 80% of Elementary students will meet or exceed their typical growth goal on the math diagnostic tool.

Actions:

- All math teachers will implement the math diagnostic three times per year.
- Required implementation of RISE Benchmarks in core subject areas multiple times per year; implementation of Benchmarks will also be reflected on Curriculum Maps.
- Continue implementation of Engage New York, Reveal Math, iReady, and other programs, focusing on clarifying fidelity and expectations.
- All math teachers will participate in Professional Development for math instruction and use of tools.
- One teacher from each grade level will participate in a Math Vertical Team, facilitated by the Math coach.
- Teachers and staff in conjunction with Special Education coordinators shall provide specific instruction and intervention to English learners and students with IEPs.

Measurements:

	JH	Elementary
Exceeds Goal	$\geq 70\%$	$\geq 80\%$
Meets Goal	50% - 69%	60% - 79%
Does not meet goal	$< 49\%$	$< 59\%$

Goal:

1. 95% of 9th grade students will graduate from OPA with 100% of their core credits.
2. 100% OPA students in grades Kindergarten to 6 will meet their Pathways to Progress goal on Acadience Reading.

Actions:

Elementary:

- Acadience Reading BOY, MOY, and EOY assessments, with additional interventions and progress monitoring for students in danger of dropping below benchmark.
- Required implementation of RISE Benchmarks in core subject areas multiple times per year; implementation of Benchmarks will also be reflected on Curriculum Maps.
- Continued implementation of Wonders Curriculum ~~in 120 minute protected blocks.~~
- Continued implementation of Heggarty Phonemic Awareness interventions in grades K, 1, and 2.
- Continued implementation of the Dyad reading structure to support the literacy growth of all students.
- Implementation of SPIRE as an intensive reading intervention.

Junior High

- Use of APEX credit recovery program.
- Academic mentor shall monitor students at risk of academic failure.
- Students at risk of failure will be offered the AVID elective class.
- Teachers will receive training in AVID strategies which will be implemented school-wide.
- Passing rate goals are set school wide and reviewed daily.

Measurements:

	JH	Elementary
Exceeds Goal	≥ 95%	≥ 100%
Meets Goal	75% - 94%	75% - 99%
Does not meet goal	< 74%	< 74%

School Environment

Data Analyzed (Needs Assessment Link)	Staff Survey, Administrative Observations
Identified Opportunities for Growth and Rationale	<ol style="list-style-type: none"> 1. RCD: The Responsibility Centered Discipline Model is effective in working with our changing population. However, it is not being used to fidelity and staff members desire continued practice and training on the RCD model. 2. Leader in Me: There are varying opinions on how and when Leader in Me should be used. 3. AVID: Continue to implement current structures such as strategy of the month, site team, etc. Focus yearly goals on rigor rate (% of students at the JH taking advanced courses) and GPA data (% of students with GPA of 3.0 or higher).
Area(s) of Focus for Current Year	RCD; personalized education plan
Other Notes/Comments	01/22/2021: Implemented into WIGs at Elementary. Difficult at JH - flaw, they are in a class under Stephanie. Next year the goals need to be under their HR teachers or advisors, or a particular CTT group.

SMART Goal(s):

Goal: 95% of students at OPA will take increased responsibility for their actions and academics by creating and actively monitoring a personalized education plan (PEP) including classroom goals for each subject area.

Actions:

- Personalized Education Plans
 - OPA will develop and implement a uniform system for student Personalized Education Plans across grade levels.
 - Teachers will have the ability to fill out the sheets for their students or have the students fill them out, depending on grade level.
 - These sheets will be used to drive conversations at family teacher conferences.
 - Administrators will monitor implementation via evaluations and ensure this item is being completed.
 - Homeroom teachers will review plans with students at least once per quarter to ensure PEPs are completed and reviewed.
- Responsibility Centered Discipline, and Leader in Me or AVID will continue to be implemented as a complementary method to demonstrate the value of personal responsibility.
- Teachers and School Staff will maintain contact with parents (ex: sending documents home, student led conferences, phone calls, email, etc.) to communicate the personalized education plans.

Measurements:

- Exceeds Goal: > 95%
- Meets Goal: 75% - 94%
- Does not meet goal: < 75%

End of Year Goal Analysis