Voyager Academy School Improvement Plan for Advanc-ED Goals Management

2016-2017 School Year

School: Voyager Academy Director: Jennifer Lucas Date Plan Completed: Nov 2017 School Improvement External Monitor(s): Lucas, Admin Team, Governing Board	Alignment with 3-5 Year Strategic Goals: Briefly describe how this student outcome aligns with specific strategic goals: Closing the achievement gaps by increasing performance in our subgroups will represent overall growth in proficiency and CCr which ultimately lends itself towards our goals of increasing school wide CCR for all students	Building Leadership Team Members *(for School Improvement Planning and Work)*: *Admin team includes testing coordinator, curric director, EC coordinator, Care director and Tech director. New team leads and new parents purposefully recruited to add feedback, and increase diversity in representation*	Building Leadership Team Meeting Dates and Times	
			Aug. -	Feb. -
			Sept. -	Mar. -
			Oct. -	Apr. -
			Nov. -	May -
			Dec. -	
			Jan. -	
			(= Monitoring Checkpoints)*	

Gap Statement *(Fact Finding)*:	Cause for Gap *(Hypotheses)*:	School Improvement Goal: Continue to close student achievement gaps in our sub groups.	Measurable Objective: Annual SPG, CCR and ACT;
Achievement gaps still exist; specifically in African American Students, EDS, amd SWD	Students entering school already behind from previous school. Students who need additional support who haven't had it or haven't had it long enough	**Criterion for Success of this Goal:** Increased performance in the subgroups Growth and progress demonstrated in the SSP using MTSS including Academics, Social and Behavioral goals	All scores can be measured by subgroup and grade levels as well as growth in cohorts

End-Of-Year Student Outcome Measure *(Summative)* Assessment Tool: Case 21, MClass, EOG, EOC, ACT, CTE, AP, Myon, Date of Final Assessment: April/May	Progress Monitoring: Describe the tool used to measure *impact of strategies* and *student progress* on the Measurable Objective *(Formative/Interim)*:			
	1st Mini Data Tool/ Date(s):	2nd Mini Data Tool/ Date(s):	3rd Mini Data Tool/ Date(s):	4th Mini Data Tool/ Date(s):

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<table>
<tr><td colspan="2"><u>Strand 1:</u> Teaching for Learning
Curriculum, Instruction, Assessment:
What is your school's strategy to improve curriculum, instruction, and assessment, so that all classroom practices are effective and engage every learner to achieve your measurable objective? What is your school's strategy to improve interventions for struggling learners and enrichments for advanced learners to achieve your measurable objective?</td><td colspan="6">I.1.A.2   I.1.B.1   I.1.B.2   I.2.A.1   I.2.A.2   I.2.A.3   I.2.B.1   I.2.B.2   I.2.B.3   I.3.A.1   I.3.A.3</td></tr>
<tr><td colspan="2"></td><td colspan="6"><u>Corresponding Key Characteristics:</u></td></tr>
<tr><td colspan="2"><u>Strategy 1:</u> Teachers will …
● Identify the learning standards and objectives.
● Construct instruction plans and authentic projects that either directly or indirectly promote student understanding of standards and learning objectives.
● Assess students through formative and summative assessments
● Receive professional development to aid and assist them in the successful completion of the activities associated with Strategy 1.</td><td rowspan="2">Resources Needed
(Materials, staff, time, etc.)</td><td rowspan="2">Funding Source
(Title I, Title IIA, General Fund, etc.) and Dollar Amount</td><td colspan="2">Timeline</td><td rowspan="2">Person Responsible/ Persons Involved</td><td rowspan="2">Evidence of Success</td></tr>
<tr><td colspan="2"><u>Research to Support Strategy:</u></td><td>Start Date</td><td>End Date</td></tr>
<tr><td colspan="2">Activities:</td><td></td><td></td><td>Start Date</td><td>End Date</td><td></td><td></td></tr>
<tr><td colspan="2">● Teachers will identify specific learning standards and objectives which will be used to assess student learning. Learning standards must be constructed and expressed in a way that can be observed and/or measured by teachers. The successful completion of this activity may require training and/or formal professional development specifically targeted at "unpacking" and constructing learning standards and objectives.</td><td>● Access to Common Core, NCES, and other standards based materials
● Access to technology</td><td></td><td>Oct 2017</td><td>May 2017</td><td>● Teachers
● Administration
● Curriculum Coordinators</td><td></td></tr>
<tr><td colspan="2">● Teachers will construct authentic projects and lesson plans that incorporate learning standards established in the previous activity. Projects and lesson plans must include differentiated instruction and incorporate strategies that accommodate a variety of student learning styles.</td><td>● Access to Common Core, NCES, and other standards based materials</td><td></td><td></td><td></td><td></td><td>● Time log from each team that meets, detailing</td></tr>
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Instructional strategies should also promote student collaboration, self-reflection & development of critical thinking skills	• Access to technology • Collaborative planning (both vertical planning and team planning) • Access to materials (varies by project)					amount of time for meeting, what was discussed, and next steps
• Teachers will construct assessments and project rubrics through which students' mastery of learning standards may be assessed. Assessments may take a variety of forms and should be formative but ultimately indicate students' mastery. • Types of assessments can include project presentations of learning (POL) or traditional assessments, but in all cases must be a reflection of a student's level of master of learning standards.	• Access to Common Core, NCES, and other standards based materials • Access to technology • Collaborative planning (both vertical planning and team planning)					• Creation of rubrics that display standards, per step • Creation and delivery of assessments that test each standard being addressed

Strand 2: Leadership *What is your school's strategy to improve leadership so that the school's environment is collaborative, purposeful and has a positive effect on student learning to achieve your measurable objective?*												
	II.1.A.1	II.1.A.5	II.1.A.7	II.1.B.1	II.1.B.4	II.2.A.4	II.2.A.5	II.2.A.6	II.2.B.4	II.3.A.4		
	Corresponding Key Characteristics:											

Strategy 1: Leadership and staff foster a culture consistent with the school's purpose and direction. **Strategy 2:** Leadership will identify and implement effective methods for getting stakeholders involved in the school's mission that supports student learning and achievement. **Strategy 3:** Leadership and staff evaluation processes result in improved professional practice and student success.	**Resources Needed** *(Materials, staff, time, etc.)*	**Funding Source** *(Title I, Title IIA, General Fund, etc.)* **and Dollar Amount**	**Timeline**		**Person Responsible/ Persons Involved**	**Evidence of Success**
Research to Support Strategy: Research shows that the behaviors and priorities of purposeful administration and leadership have a measured impact on student learning and teacher effectiveness.						
Activities:			**Start Date**	**End Date**		
A scope and sequence of academic standards covered will be created across all grade levels. Included will be all grade/class projects and a concise description. The scope and sequence should be used for teachers to view what standards are covered in each academic area per grade level. This would allow for more opportunities for collaboration and conversation amongst teacher personnel	● Scope and Sequence per grade level (ELA and Mathematics) or subject(s) taught ● Project Planning Forms ● Project descriptions	General	January 2017	May 2017	● Teachers will create a scope and sequence for each academic area that they are responsible for. ● Administration will share documents and provide opportunities for collaboration across grade levels/academic areas.	● Professional development logs that show the time teachers have been given to collaborate across schools. ● Scope and sequence documentation

					● It would be helpful to have the documents shared via the Voyager intranet. ● Teachers, with time provided, will be able to collaborate on shared standards and projects. This will allow students from all three schools to work on common standards in shared activities. ● Add Calendar of Events to VA website	
Provide a database for parents to locate areas at all threes schools where they can be involved and volunteer to serve our school and students.	● Create an online resource to provide opportunities for parent involvement in all three schools. ● Leadership will be specific when asking for parent help/volunteers	General	January 2017	May 2017	● Technology department will set up the online resource. ● Teachers will input volunteer opportunities as they arise.	● Database and sign ups that record stakeholder involvement.
Administration will provide feedback based on classroom observations to improve professional practice.	● Professional Development Plans per teacher ● Teacher Effectiveness System ● Edivate Online Resource for professional development ● Administrative feedback	General	January 2017	May 2017	● Administration will observe teachers and give valuable feedback to improve professional practice. ● Administrative walk-throughs ● Teachers will use Edivate as a resource for continued professional	● Observation notes and post-observation conferences ● Walk-throughs ● Edivate teacher reports

					improvement.	

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<td colspan="2">Strand 3: Personnel and Professional Learning
What is your school's strategy to acquiring and utilizing new knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for ALL?</td>
<td>III.1.B.1</td>
<td>III.2.A.1</td>
<td>III.2.B.1</td>
<td>III.2.B.3</td>
<td>III.2.C.1</td>
<td>III.2.C.2</td>
<td>III.2.C.3</td>
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<td colspan="12">Corresponding Key Characteristics</td>
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<td>Strategy 1:
School leaders will recruit, attract, develop, and retain highly qualified teachers and staff to establish a consistent, and defined culture focused on Project Based Learning.

Strategy 2:
Teachers will be empowered to develop to their fullest potential as teachers through improved subject matter knowledge and research-based instructional strategies.

Strategy 3:
Leadership will provide more robust teacher training and sophisticated analysis of school assessment data, specifically in the area of student cohort tracking.</td>
<td colspan="2" rowspan="2">Resources Needed
(Materials, staff, time, etc.)</td>
<td colspan="2" rowspan="2">Funding Source
(Title I, Title IIA, General Fund, etc.) and Dollar Amount</td>
<td colspan="3" rowspan="2">Timeline</td>
<td colspan="2" rowspan="2">Person Responsible/ Persons Involved</td>
<td rowspan="2">Evidence of Success</td>
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<td rowspan="2">Research to Support Strategy:
Formative and Summative assessments lead to an evaluation of proficiency that leads to decision making. Decisions are made to support the school proficiency goals. Assessments measure proficiency and the effectiveness of teaching methods.</td>
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<td>Start Date</td>
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<td>Activities:</td>
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<td>Offer professional development opportunities for all teachers and heightened support for teachers who are new to the profession, or teachers who have specific areas of improvement.</td>
<td colspan="2">● Monday Early-Release Staff Development.
● Access to Edivate</td>
<td colspan="2">General</td>
<td>January 2017</td>
<td colspan="2">May 2017</td>
<td colspan="2">Administration, Teachers</td>
<td>● Professional development logs and agendas
● BT/Mentor notes</td>
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	● BT Program ● Data-Driven Walk-throughs					● Notes from Walk-throughs
Provide positive and encouraging professional learning communities where collaboration among experienced and newer teachers can help improve performance.	● Common planning time ● Monday early release PD	General	January 2017	May 2017	● Administration ● Teachers ● Curriculum Coordinator	● Meeting minutes ● teachers working together
Maintain a competitive salary and benefits package for teachers within budget constraints. Consider input from all stakeholders when making hiring decisions.	● Necessary funding ● salary schedule	General	January 2017	May 2017	● Finance ● Managing Director	● Pay increase ● salary schedule
Use data to form groups of teachers to work on particular skills and content. Provide targeted teachers with enhanced professional development as needed to address gaps or weaknesses based on the assessment data.	● Sub-group data, benchmark results, Teacher input, Teacher observation data	General	January 2017	May 2017	● Administration ● Teachers ● Curriculum Coordinator ● Testing Coordinator	● Benchmark results ● EOG/EOC results ● Increased growth and proficiency
Utilize data to customize teaching and classroom strategies for particular clusters of students as they migrate from course to course, teacher to teachers, grade level to grade level, and even school to school. With additional training and systematic methods of sharing information vertically, we hope to employ consistent, long-term strategies to support student learning that will help close the achievement gaps.	● Customized training for select groups, analysis of data, data, strategies	General	January 2017	May 2017	● Administration ● staff to train teachers	● Increased results ● list of strategies used by each teacher in each subject

Strand 4: School and Community Relations								
What is your school's strategy to improve your purposeful, active, positive relationships and partnerships with parents and community groups/agencies to achieve your measurable objective?	IV.1.A.2	IV.1.B.2	IV.1.B.3	IV.2.A.2	IV.2.B.3			
	Corresponding Key Characteristics:							

Strategy 1: Leaders will state clear expectations for maintaining safety and a clean and healthy environment. Employ consistent procedures to ensure all facilities are maintained equitably. Valid measures are put in place that allow for tracking these conditions. **Research to Support Strategy:**	**Resources Needed** *(Materials, staff, time, etc.)*	**Funding Source** *(Title I, Title IIA, General Fund, etc.)* **and Dollar Amount**	**Timeline**		**Person Responsible/ Persons Involved**	**Evidence of Success**
Activities:			**Start Date**	**End Date**		
School leadership collaborates with community representatives to design policy and identify procedures that ensure the physical structure and condition of the school provides all students and staff members with a safe, healthy, orderly, and equitable learning environment.	● Safety plan, handbook ● emergency drill plans ● school accident/ student health reports ● discipline records ● facility inspection reports ● facility work orders ● school, parent,	Operational Budget			Building administration	● Establish a facility tracker that will allow administrators, from each school, to secure facility space as well as report facility needs/improvements

	student interview/ survey data • classroom walk-through observations • multicultural/ diverse instructional resources					
School leadership collaborates with community, family,and student representatives to establish and implement policies and operational procedures to minimize disruptions to instruction. Determine what systems need to be in place to ensure our facility structure allows minimum disruption.	• Classroom walk-through observations • parent, student, staff interviews • discipline reports • accident reports • facility inspection data • anonymous suggestion box				● School leadership ● students ● staff ● parents/community. ● School improvement team.	

Strand 5: Data and Information Management										
What is your school's strategy to improve your school's system for managing data and information in order to inform decisions to improve student achievement?	V.1.A.2	V.1.A.4	V.1.C.1	V.2.A.1	V.2.A.2	V.2.B.1	V.2.B.2			

Corresponding Key Characteristics:

	Resources Needed *(Materials, staff, time, etc.)*	Funding Source *(Title I, Title II, General Fund, etc.)*	Timeline		Person Responsible/ Persons Involved	Evidence of Success
Strategy 1: The administrative team will establish and maintain a clearly defined and comprehensive assessment system. **Strategy 2:** Teachers will engage in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.						
Research to Support Strategy: ● Formative and Summative assessment allows teachers to evaluate levels of proficiency which then leads to decision making. ● Assessment measures proficiency and the effectiveness of teaching methods.						
Activities:			**Start Date**	**End Date**		
● Ongoing formative assessment for daily goals, both content and process. ● Ongoing use of DOK Leveled questions and ACT daily warm-ups.	● Daily ● Warm-up ● "Tickets"out the door	General	Beginning of the year	End of the year	● Teachers ● administrators	Walk through observations
● Ongoing completion of exams and papers related to core content goals and driving questions.	● Weekly/Monthly	General	Beginning of the year	End of the year	● Teachers	Report Cards
● Completion of benchmark exams. (Case 21)	● Fall/Winter/Spring	General	Fall	Spring	● Teachers ● Testing Coordinator ● Administration	Scores

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• Completion of standardized exams. (EOG's and EOC's)	• End of Year/May	General	End of Year	End of Year	• Teachers • Testing Coordinator • Administration	Scores
• Completion of project based learning products. • Completion of group planning protocols. • Execution of Presentation of Learning night/day celebrations. • Completion of professional development initiatives K-12. (Mondays)	Ongoing	General	Quarter 1	Quarter 4	• Teachers • Administration	POL
• Implementing the Multi-Tier System of Supports (MTSS) process to identify and meet the needs of all students through research based strategies and progress monitoring (K-12)	Ongoing	General	August 2017	May 2017	• Teachers • Administration	