



Where the future is present.

Strategic Improvement Plan

A continuous improvement strategic plan, that communicates the approach we use to ensure every student thrives and every school is high performing.

School: Capital Community College Magnet Academy	School Year: 2016-17
Mission: Inspire and prepare ALL students to create their own success in and beyond school	
District SOP Key Strategy 1: Putting Students at the Center of their Learning	
District SOP Benchmark for Success (Enter Equity Indicators here):	
<ul style="list-style-type: none"> 100% Access to College and Career Readiness Opportunities 	
School Benchmark for Success (IAGD) focus areas: <input checked="" type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> College and Career Readiness <input type="checkbox"/> Climate and Culture	
<p>Overall Goal: SMART Goal/IAGD</p> <ul style="list-style-type: none"> By the end of the 2016-2017 academic year, there will be an increase in reading performance. <p>Target goal: (What we want to accomplish this year?)</p> <ol style="list-style-type: none"> By April 2017, the average of all 11th grade students will meet or exceed national readiness benchmark on SATs in Reading/Writing By April 2017, all 11th grade students will grow 25% in the following SAT subsections <ol style="list-style-type: none"> Command of Evidence Standard English Conventions By May 2017, 80% of 12th grade students will meet requirements for placement into English 101 at Capital Community College (ENG 101) <ol style="list-style-type: none"> Accuplacer Placement Score 500 on SAT Reading/Writing Passing ENG 073/ENG 095 By June 2017, all 11th grade students will grow 25% on SAT subsection quarterly Common Formative Assessments <ol style="list-style-type: none"> Command of Evidence Standard English Conventions 	



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Approaches/Strategies: (What we will do to realize our goal?)

- SAT Prep Course for 11th grade students utilizing Khan Academy
- Internal SAT Baseline administered in September 2016 for 11th grade students
- Quarterly SAT subsection assessment in core curricular classes
- CCSS/SAT aligned standards planning at the unit/lesson level
- School-Wide growth mindset focus and a uniform/agreed upon set of “look fors”
- 1:1 Advisor check-ins with students every week
- Bi-monthly Student Equity Team meetings to ensure that all students are receiving the necessary academic, social and emotional supports
- Full Implementation of revised CCCMA Attendance Policy
- College Planning Resources in School Newsletter and Website
- Academic Success Tutoring (Capital Community College Academic Supports)
- Common Literacy Strategies
 - Note taking/Annotation
 - CLOSE Reading

Measures: (What we will use to monitor our progress toward reaching our goal?)

Performance/Impact: Quarterly Subsection Assessments CFA's, PSAT (October), SAT (March)

Fidelity of implementation: Informal/Formal walkthroughs, SAT data report reviews, SET Meeting Minutes, Khan Academy reports

During the first and second PDSA cycle we will revisit/monitor our plan every month in scheduled SIP Data Team Meetings

We will revisit/monitor our plan every quarter (November, January, and April) – All PDSA Cycles should be completed by June 15, 2017)



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P PLAN: Identify the gap and the approach

Performance Data: Formative and/or Summative that is aligned to goal.

	Overall SAT Scores	SAT Reading/Writing	Command of Evidence	Relevant Words	Expression of Ideas	Standard English Conventions
SAT baseline	874.78	462.61	6.73	7.18	6.68	6.91
PSAT	897.14	467.62	7.90	7.19	7.62	8.43
March SAT	917.50	466.25	7.29	7.83	7.63	6.88
Growth from PSAT	60.00	21.82	-0.14	0.95	0.36	-1.05
Growth from baseline	82.61	23.91	0.91	0.95	1.23	0.18

Capital Community College Magnet Academy is entering its third year of operation. As a small school, we pride ourselves on our ability to place our students at the center of their own learning and provide an authentic college experience. We know that in addition to college course access, advisory planning and college knowledge- students also need to excel on the SATs. The SATs are a large component of college acceptance and the ability to score at or above the national benchmark on the SATs helps students take control of their own success after high school.

In our first year we had an average overall SAT score of 724 with an average Reading/Writing score of 370. During the 2015-2016 school CCCMA improved to 917 overall on the SATs with an average 466 Reading/Writing score. This was an increase of 27 and 26% respectively. We also began to focus on targeted growth on specific subsections of the SATs during the past school year (Command of Evidence). We saw an 8% increase in Command of Evidence.

These improvements were largely due to the implementation of an internally created/executed SAT Prep course and SAT standards alignment in the core curricular classes. We also administered an internal full-length SAT baseline during the first week of school to make sure that we knew where all students needed to go by the SAT March test date.



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Data Analysis. Answer the following questions using any data and/or information you have about performance in this focus area.

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?

The most important area that needs improving is the movement of students who scored higher on their initial baseline. We saw increases in students who came in performing well below the national benchmarks but little to no movement on students who scored relatively higher. This movement of the top band of scores will help our overall growth scores and most importantly place these students in categories of more likely acceptance to top tier colleges.

Khan Academy does not have an as robust Reading/Writing section in comparison to the Math. Therefore we know that we need to improve upon the types of practice and remediation experiences that we offer our students in ELA and Social Studies courses. We intend to do this through our unit planning and assessing through the subsection specific quarterly assessments.

2. What approaches/strategies are contributing to your success in this area and what data suggests this.

The SAT Prep course has helped us see improvements in our SAT Reading/Writing scores because it is a daily practice and focus on the skills needed to do well on the SATs. Aligning our work with the Khan Academy platform has allowed us to determine where the gaps in knowledge and standards are and begin teaching from there.

This is seen through the attached data table that shows that the majority of students who participated in the SAT prep course grew from the SAT baseline to the March administration.

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3. What are opportunities for improvement, gap or barriers are in this area?

The opportunity for improvements are to increase the subsection growth through the following methods:

- CCSS/SAT Unit and Lesson Plan alignment
- Quarterly internal assessment that are subsection specific
- Weekly 1:1 student/advisor check ins
- Growth mindset work to increase the belief that we need to work from wherever we are constantly improve

Gaps/Barriers:

- Reading and Writing alignment in Khan Academy is not as strong as in Math/Science. Therefore we have an identified gap in our ability to track remedial gaps in instruction

4. What seems to be the root cause of the problem and what data suggests this?

The biggest root cause of the problem is the lack of connection/alignment between common core curricula and what students are asked to do on the SATs.

Our data shows that students are performing well on course assessments and then not on the specifically targeting subsections of the SAT.

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?

The following approached/strategies will be implemented:

- Common CCSS/SAT Unit and Lesson Planning alignment
- Professional Development on Growth Mindset



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- Subsection specific quarterly assessment
- Engage in school and individual PDSA cycles
- Review current systems and practices in classroom to student engagement
- Make revisions in the staff/parent handbook that do not reflect implementation

6. What research did you review to support the use of these strategies/approaches?

- Mindset (Dweck)
- XLR8 (Kotter)
- Collegeboard/Khan Academy (various resources)
- Teaching with Poverty in Mind (Jensen)

7. What performance measures will you use to monitor impact of your approach/strategy?

- KHAN Academy Baseline
- Subsection specific Quarterly Assessment (CFA's)
- SAT Reading/Writing (March)
- PSAT Reading/Writing (October)
- ELA/Social Studies Course Grades
- Naviance Success Plan Reports

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?

- Admin walkthroughs of SAT Prep, ELA and social studies courses
- Common "look fors" rubric walkthroughs
- Unit Plan Collection
- Naviance SSP reports
- Collaborative Inquiry Process

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

- Full Day PD 8/24- (SIP review- data, mission and vision, handbook policies)
- PD 8/29- Growth Mindset



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- PD on 8/24- Targeted Vocabulary Instruction

Messaging:

10. How will you convey intent of this focus area of SIP to stakeholders?

- Professional Development in August (8/24, 8/27)
- Family Welcome Night (8/25)
- 1:1 meetings with staff (Coaching meetings week of 9/5)
- Post SIP on school's updated website by (10/1)
- Share with students during first whole school meeting- SIP at a glance (9/2)

11. How will you communicate progress towards goals or course corrections to stakeholders?

- Monthly reviews at SIP Data Team Meeting (3rd Tuesday of every month)
- Principal message in monthly newsletter (3rd Friday of every month)
- School Messenger updates (8/23, 10/28, 11/25, 12/16, 1/27, 2/24, 3/24, 4/21, 5/25)
- School Governance Council Data Reviews (October, December, February, April, May)
- Publish survey data in print and school's website (10/1)

D

DO: Develop and Implement Deployment Plan



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Include the results from Reflection and Messaging section into deployment plan. Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	Nov. 2016	Feb. 2017	April 2017	June 2017
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1	Staff PD August- SIP review and data reflection, share PD timeline, Growth Mindset, Targeted Literacy PD on Vocab, Summary and Notetaking	Arsenault (Dean)	Staff Reflections/Admin Walkthroughs of Advisory/Contact Logs	7/1/16				
2	Create quarterly assessments for subsections and schedule within English and Social Studies courses	Teachers	Assessment Results	7/1/16				
3	Revise Student Equity Team Meeting structure with attendance/graduation/SATs as main drivers of success	Teachers/Admin	SET Meeting Minutes	7/1/16				

4	Revise school website to include a College Resource Section and update school information	Teachers/Admin	Website Access Totals/Quarterly Survey Question	7/1/16				
5	Create a common "looks fors" rubric with staff to look for growth mindset/student engagement	Teachers/Admin	Rubric Results from walkthroughs	7/1/16				



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6	Create and share Unit Planning expectations and schedule for delivery with staff	Arsenault	Unit Plan collection	7/1/16				
7	Implement the HPS/CCCMA Attendance Policy with Fidelity	Teachers/Admin/Exec	Walkthrough Data Informal and Formal Observations	8/24/16				
8	Implement SAT Prep Course with Fidelity	Teachers/Admin	Walkthrough Data Informal and Formal Observations	8/24/1/16				
9	Share SIP and quarterly reflections with stakeholders- website, advisory classes SUDY and ACT to each quarterly review at SIP Data Team meetings to progress monitor and update the plan Realign the data team cycle to align with the Data Wise Process	Teachers/Admin	Progress Monitoring Data (Above)	10/1/16				