

TRINITY DAY ACADEMY
PLAN OVERVIEW 2019-2022
10/15/21

Mission				
To provide a clinically safe and nurturing learning environment where all students' individual needs are addressed, supported and all available resources are dedicated to bettering the lives of children with social/emotional needs.				
Vision				
To develop a highly functional program that is resourced to provide the educational, social, emotional, vocational and transitional supports for our unique population. Students will understand and accept their disability, learn ways to minimize its impact while developing the skills necessary to forge prosocial relationships that enable them to recognize and apply their strengths and talents to become effective members within their community.				
Core Values				
We believe that all children are capable of learning and becoming effective members of the community. Some students due to unique circumstances and past history require additional supports and individualized interventions to ensure a safe and welcoming learning environment. We as a school exist to provide such a learning environment, where all aspects of the student are considered when developing their educational pathway.				
Theory of Action				
If a school can learn a child's needs and develop trusting relationships that are genuine and caring, we can begin to fill needed/recommended learning gaps and develop in them the ability to be life-long learners that are resilient, caring and passionate about life. Once students feel safe and cared for, then they will trust enough in themselves to take academic risks, apply knowledge and seek out new learning for themselves in their own lives.				
Strategic Objectives				
1. High Quality Differentiated Instruction for remote, hybrid and in-person learners.	2. Effective Clinical Student Support Systems	3. Strong Family and Community Relationships	4. Highly Effective and Organized Operations Team	5. Enhanced Positive Public Profile
Strategic Initiatives				
1.1 Provide meaningful PD's that focus on differentiated instruction to create awareness for all staff to learn and implement.	2.1 The clinical review process will be tiered and reviewed in frequent intervals with findings and plans disseminated to staff on a timely basis.	3.1 All staff will make appropriate efforts to develop meaningful communication with families and community partners consistently.	4.1 Create a culture of accountability and ownership across all tiers of the school, while empowering all employees to develop their personal/professional skills.	5.1 Increase the frequency and amount of data that is released to the community through various media outlets.
1.2 Staff will develop engaging and challenging lesson plans that focus on real-world application and	2.2 All student needs will be identified; and clinical supports will be developed so that each student will participate in	3.2 Provide frequent engagement opportunities for families and the community to participate in the	4.2 Create a culture of support through frequent meetings where each stakeholder group has unique goals and interventions that service	5.2 Increase the frequency of students participating in community-based service/learning opportunities.

<i>analysis and inquiry. They will be differentiated with student needs in mind.</i>	<i>individual, group and community-based interventions.</i>	<i>learning process for our students.</i>	<i>the global needs of the school.</i>	
<i>1.3 Staff will consistently utilize data review and analysis to determine effectiveness of targeted interventions on regular intervals to help drive instruction.</i>	<i>2.3 Students whom demonstrate proficiency in clinical measures will develop and execute with staff a clinical reduction/exit plan that gradually reduces supports in order for students to function independently.</i>	<i>3.3 Create family nights in our building that allow the families and staff to increase communication and build upon their relationships.</i>	<i>4.3 Provide necessary levels of supervision and guidance for each stakeholder group from the operations team to ensure efficiency and promote student driven results.</i>	<i>5.3 Increase the frequency of highlighting staff efforts and achievements through various media outlets.</i>
Outcomes				
<ol style="list-style-type: none"> 1. All graduating seniors will receive a diploma through the passing of state level requirements. 2. All graduating seniors will have a community-based job and transition plans aiding them leaving formal education to the work or collegiate environment. 3. All staff will have strong connections with families and community members. 4. All students will demonstrate a significant reduction in mental health symptoms and have developed an independent clinical health plan to manage difficulties. 5. All teachers and clinical staff will demonstrate with proficiency best teaching practices (Release of Responsibility, Analysis and Inquiry, Blooms Taxonomy and Differentiation) and provide students with challenging lessons with each given opportunity. 6. All students will have equitable access to learning opportunities and clinical support. 				

Note: This Plan Overview template depicts a plan with four strategic objectives. Delete or add a column, as necessary, to accommodate a plan with three or five strategic objectives.

Trinity Day Academy Action Plan Template, 2020-21

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

Strategic Objective/Initiative: 1.1 High Quality Differentiated Instruction

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Bi-weekly professional development will be provided on best instructional practices as outlined in the district instructional guide.	Principal, TLS and Clinical Manager	9/21- 6/22	Ongoing
Principal led formal observations will be conducted in each class on a 2-3-week cycle or as needed given student data and recommendations from TLS coaching plans.	Principal	9/21- 6/22	Ongoing
TLS support and coaching plans that will be tiered based on teacher need and ability level.	TLS	9/21- 6/22	Ongoing

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
The implementation of the instructional guide will foster well-planned, structured lessons that will enhance students' analysis and inquiry.	Teachers	9/21- 6/22	Ongoing
Teachers will utilize the feedback of the formal observations and apply the feedback given to increase academic expectations and growth.	Teachers, TLS and Principal	9/21- 6/22	Ongoing
Teachers will collaborate with the TLS in order to promote the learning and growth of all students.	Teachers, TLS	9/21- 6/22	Ongoing

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Strategic Objective/Initiative: 1.2 High Quality Differentiated Instruction

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Weekly teacher meetings will occur to discuss the planning and implementation of well-structured lesson plans.	Teachers, TLS	9/21-6/22	Weekly
Informal TLS observations to support, collaborate and coach individual teacher needs.	Teachers, TLS	9/21-6/22	As needed, Ongoing
Teachers will attend learning walks with the focus on well-structured and engaging lessons.	Teachers, TLS and Principal	9/21-6/22	Ongoing

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Teachers will utilize the feedback of their peers and continually adapt to the ever-changing needs of our students.	Teachers	9/21-6/22	Ongoing
Teachers will apply the feedback given to their daily lessons and increase the high levels of instructional questioning and rigorous discourse.	Teachers, TLS	9/21-6/22	Ongoing
Teachers will share successful instructional strategies to increase individual student growth through differentiated lesson planning.	Teachers	9/21-6/22	Ongoing

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Strategic Objective/Initiative: 1.3 High Quality Differentiated Instruction

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Staff will participate in bi-weekly data analysis team meetings to determine areas of concern/high profile students.	Teachers	9/21-6/22	Bi-weekly
Individual teachers and TLS will meet weekly to determine an action plan for tiered grouping of students.	Teachers, TLS	9/21-6/22	Weekly
Staff will develop intensive individual interventions and supports for all students.	Teachers, TLS	9/21-6/22	Weekly

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Teachers will analyze feedback and apply the results to increase individual student growth.	Teachers	9/21-6/22	Ongoing
Teachers will frequently meet with individual students and follow through with the plan to assess progress.	Teachers	9/21-6/22	Ongoing
The interventions will reduce the individual's educational gaps, which will lead to them accessing, analyzing and grappling with grade level material.	Teachers	9/21-6/22	Ongoing

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Strategic Objective/Initiative: 2.1 Effective clinical student support systems

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
TDA will collaborate with LRE, district behavioral manager, SPED Director and OOD Coordinator to enroll appropriate students based on disability and educational history.	TDA clinical team, SPED office, OOD, LRE	9/21-6/22	Ongoing
Upon enrollment, clinical staff will begin an intake process to gather pertinent information and begin the goal-setting process.	Clinical Manager, SAC	8/21-8/22	As needed
Clinical team will meet with principal on a weekly basis for review of enrolled students to aid in effective scheduling and the relaying of pertinent information to teachers.	TDA Clinical Team, Principal	9/21-5/22	Weekly
Monthly BBST meetings will be held to review and plan for most clinically at-risk students.	BBST, Principal	10/21-5/22	Monthly

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Staff will have available to them a clinical intake with all necessary information to effectively educate each student.	Clinical Team	9/21-6/22	Ongoing
Student cases will be highlighted on a frequent basis to progress monitor and aid teachers in understanding student development, as well as progress with treatment.	Clinical Team	9/21-6/22	Weekly

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Strategic Objective/Initiative: 2.2 Effective clinical student support systems

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Following intake and IEP process, SAC's will develop a concise treatment plan, behavior improvement plan and transition plan as necessary.	SAC	8/21-5/22	Ongoing with enrollment
Identified plans will be followed on a weekly basis and behavioral data including attendance, conduct and time-out of class will be analyzed to determine plan effectiveness.	SAC, Clinical Manager, Behavior Assistant	10/21-6/22	Weekly
Plans will be reviewed on a bi-weekly basis and modified as necessary.	SAC, Clinical Manager, Principal	10/21-6/22	Bi-weekly

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
All students will have an individualized plan, created from established IEP data that addresses disability and has specific targeted interventions.	SAC	9/21-6/22	Ongoing
Created plans will address social well-being, behavior, communication, transition, independent living and other key factors necessary for student growth.	SAC	9/21-6/22	Ongoing
Clinical team will provide peer review and supervision over caseloads, plans, goals and individualized interventions.	Clinical Manager, SAC	10/21-5/22	Weekly

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Strategic Objective/Initiative: 2.3 Effective clinical student support systems

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
At student review meetings, identified students eligible for transition out of the program will be targeted as in need of exit strategy.	IEP Team, Clinical Team	10/21- 5/22	As needed
Identified students will actively participate in independent living goals, identify barriers and skills needed to acquire for adult life.	SAC	9/21- 5/22	As needed
Once exit plans are developed, students will be supported in implementation, with scheduled checks on progress.	SAC	10/21- 5/22	As needed
Post-graduation or age out, students will still have access to clinical staff for support and guidance as needed.	SAC	6/22- ongoing	As needed

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Students will demonstrate a reduction in required assistance to function independently at school, home and in the community.	Student	9/21- ongoing	As needed
Students will not need to return for services post-graduation aside from visits and comradery.	Student	9/21- ongoing	As needed

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Strategic Objective/Initiative: 3.1 Strong Family and Community Relations

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Staff will provide monthly school-based parent engagement activities.	All TDA staff	9/21-6/22	Monthly
Principal led bi-monthly meetings with district attendance supervisors and clinical team (BBST) to analyze pertinent performance data to evaluate effectiveness of engagement strategies.	Clinical Team, TLS, Clerk, Sped Facilitator	9/21-6/22	Bi-Monthly
Sped facilitator, SAC and clerk will communicate with families and community-based agencies/partners before, after and during their child's annual IEP meeting.	Sped Facilitator, SAC, Clerk	9/21-6/22	As needed

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Parents will feel connected to the school community and develop trusting relationship with their child's educational and social/emotional support team resulting in improved attendance, achievement and community connection.	All TDA Staff, Parents	9/21-6/22	Ongoing
Outreach and support to at-risk students promoting positive, not punitive ways to improve school attendance as it correlates to district guidelines and state laws.	SAC, Teachers, Principal, Clerk, Sped Facilitator	9/21-6/22	Ongoing
When school, family and community agencies coordinate efforts, student learning and outcomes improve (i.e. Student attitude, social skills, behavior).	All TDA Staff	9/21-6/22	Ongoing

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Strategic Objective/Initiative: 3.2 Strong Family and Community Relations

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Calendar of TDA events will be created and provided to all stakeholders.	Principal, Sped Facilitator, TLS, Clerk	9/21- 6/22	Monthly
Schedule parent meetings at the 10-day absentee mark.	Clinical Manager, SAC	9/21- 6/22	As needed
Staff will outreach to the community partners/agencies to identify students and support.	Sped Facilitator, SAC	9/21- 6/22	Ongoing
Initially, an ITP will be written collectively by the Clinical Manager, SAC and Sped. Facilitator at least four years prior to a student leaving school and updated annually at the student IEP meeting.	Sped Facilitator, SAC	9/21- 6/22	Ongoing

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Increase parental and community involvement will result in improved student achievement, social skills and behavior.	All TDA staff	9/21- 6/22	Ongoing
Improve student attendance and engagement.	Clinical Manager, SAC	9/21- 6/22	Ongoing
Increase school and family access to available resources within the community.	Sped Facilitator, SAC	9/21- 6/22	Ongoing

The ITP will outline how the student can develop self-determination skills and be prepared both academically and functionally to transition to post-high school activities in order to achieve his/her post-secondary vision.	Sped Facilitator, SAC	9/21- 6/22	Ongoing
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Strategic Objective/Initiative: 4.1 Highly effective and organized operations team

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Identify areas of responsibility and accountability for each stake holder group, determine deadlines, look for's and measures of success.	Principal, TLS, Clinical Manager	10/21-5/22	Ongoing
Once responsibilities have been identified, meet with individual stakeholder groups to determine necessary supports.	Principal, TLS, Clinical Manager	10/21-5/22	Weekly
Develop systematic system of supervision with each stakeholder group/individual to discuss progress, obstacles and plan revisions.	Principal, TLS, Clinical Manager	10/21-5/22	Weekly
Provide supervision among operations team regarding positive reinforcement and how to motivate struggling team members.	Principal	10/21-5/22	Weekly

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
PLC's will be identified, have volunteered participants and set up meeting schedule.	PLC groups	9/21-6/22	Weekly
Student work, current practices and school goals will be discussed at PLC's.	PLC groups	9/21-6/22	Weekly

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Strategic Objective/Initiative: 4.2 Highly effective and organized operations team.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Principal to schedule standing meetings with each stakeholder group, determine meeting expectations, norms and potential expected outcomes.	Principal	9/21-11/22	Weekly
Principal to participate in PLC groups and gradually release responsibility of running meetings to stakeholders, becoming a less active participant.	Principal, PLC members	9/21-12/22	Weekly
Principal begins to review PLC meeting notes, outcomes, barriers and needs with PLC chair as a supportive measure.	Principal	9/21-6/22	Weekly

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
PLC's occur on a weekly basis with fidelity with little to no prompting from principal.	PLC groups	9/21-6/22	Ongoing
PLC's self-monitor for progress, perform data review independently and are willing to receive recommendations openly.	PLC groups	9/21-6/22	Ongoing

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Strategic Objective/Initiative: 4.3 Highly effective and organized operations team

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Review PLC progress at operations meetings weekly.	Operations Team	9/21-5/22	Weekly
Recommend necessary systematic changes in practice, either school-wide or class-specific to meet the goals of the PLC.	Principal	10/21-5/22	Weekly
Provide specific and targeted supervision and support of struggling staff members.	Principal	10/21-5/22	As needed

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Individuals and PLC groups will openly receive feedback and recommendations, implement changes with urgency and provide open feedback to peers in a supportive manner.	PLC groups	9/21-6/22	Weekly

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Strategic Objective/Initiative: 5.1 Enhanced positive public profile

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
School website will be updated on a monthly basis.	TDA Webmaster	9/21- 6/22	Monthly
School news letter will be created and sent out on a monthly basis with pertinent information for all stakeholders and community members.	Principal	9/21- 5/22	Monthly
Broadcast calls will be made to all stakeholders and community members to notify of upcoming events and news.	Principal, Clerk	9/21- 5/22	As needed

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
A measured increase in participation at school sponsored events.	All stakeholders	9/21- 6/22	Monthly
Stakeholders and community members will relay information to the school to broadcast and promote sharing through their media outlets.	All stakeholders	11/21- 5/22	Monthly
Teachers will take ownership of broadcasting news and will provide updates on an increasing basis.	Teachers	11/21- 5/22	Monthly

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Strategic Objective/Initiative: 5.2 Enhanced positive public profile

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Students will volunteer at non-profit and community service events.	Students	11/21-5/22	Quarterly
Students will participate in internships with community partners	Students, community partners	12/21-6/22	Weekly
Student led groups will identify an area of need in the community and take steps to provide support for the community.	Students, community partners	12/21-6/22	Ongoing

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Resistant students will participate in volunteer opportunities.	students	11/21-6/22	Quarterly
School wide days of service will be held 3 times per year with 90% participation.	TDA staff, students, community partners	11/21-6/22	Quarterly
Community partners will begin to reach out to the school to ask for support and volunteer opportunities.	Community partners	11/21-6/22	Monthly

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Strategic Objective/Initiative: 5.3 Enhanced positive public profile

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Create an anonymous (optional) system of nominating staff for accomplishments and efforts made at school.	Principal	10/21-6/22	One time
Announce monthly nominations via email, website, newsletter and staff meetings	Principal	10/21-6/22	Ongoing

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Community members will recognize staff and their accomplishments with increasing frequency.	Community Partners	9/21-6/22	Ongoing
Demonstration of a response to staff nominations and feedback will be provided via email and website.	Community Partners	9/21-6/22	Ongoing

NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

What Are Mission, Vision and Core Values? The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

What is a Theory of Action? The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

What Are Strategic Objectives and Initiatives? Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

What Are Outcomes? Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

What are Process Benchmarks? These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

What are Early Evidence of Change Benchmarks? These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

What is the status column for? This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.