

Central Academy Program Improvement Plan

FY2019

Topic:

Conditions

Learning Goal	Teachers integrate and explicitly teach common academic behaviors that amplify all students' capacity for their own autonomous learning. A. Develop early noticing systems for avoidance and blame behaviors in students. B. Explicitly teach students the social-emotional causes of avoidance and blame behavior that lead to muted class participation. C. Teach successful academic behaviors.
Indicators of progress	Students complete course work on time, participate fully in class, and maintain healthy self-care (i.e.: getting enough sleep, eating regular meals, establishing and maintaining healthy relationships with others, participate in extra-curricular, community, and/or family activities, and recognize and counter toxic thinking.)

Topic:

Strengthening Instruction

Learning Goal	Teachers utilize tools to empower students to accurately estimate their level of performance in relations to the scale and describe their progress. A. Develop methods for students to record where they are on the performance scales and have consistent reflection on their progress. B. Explore the utilization of Canvas as a tool to provide feedback on student progress. C. Write and utilize learning targets as an instructional tool that is visible and accessible to students during instruction. D. Improve use of Infinite Campus as a communication tool for student progress.
Indicators of progress	Student achievement indicators—both internal (semester grades) and external (standardized test scores)—will be aligned, accurate, and at high levels of achievement with more students earning Bs or higher, demonstrating growth in standardized scores, and earning scholarships and college admission to the schools of their choice.

Topic:

Collaboration

Learning Goal	Teachers work in PLCs to strengthen skills in the use of data-informed instructional approaches and assessment practices. A. Revise course topics and scales to narrow the focus for reporting progress. B. Provide forward-moving multiple opportunities as part of the instructional plan. C. Report student progress with clarity, simplicity, and timeliness. D. Provide structured opportunities for student self-assessment and reflection.
Indicators of progress	There is greater parental and student understanding of student progress with support and early intervention when students need additional supports to be successful.