

MISD SCHOOL IMPROVEMENT PLAN 2014-2015

2020 Vision

Our students will thrive in the cognitive, digital, and global world while sustaining their passion and inspiration for learning.

For the 2014/15 school year, Islander Middle School will focus on **Fundamental 2:** Maintain the highest standards in the areas of fine arts; health/fitness; literacy - reading, writing and communications; mathematics; science; social studies, and world languages and **Fundamental 5:** Develop 21st century thinking and process skills such as critical thinking, cross-discipline thinking, creativity, innovation, collaboration, communication, problem-solving and information and technology literacy in curriculum design.

School: Islander Middle School

Goal: IMS teachers will refine skills around intentional planning (Danielson Domain 1) as they differentiate for and engage all students in higher order thinking tasks ensuring a challenging, relevant, and engaging experience where every students is able to advance to a greater level of understanding, ability, and performance.

Context: The following contextual data was utilized in determining the SIP goals for the 2014/15 school year:

- 1) Summative data of IMS teachers on the TPEP comprehensive cycle in 2013/14 noted that additional work was needed in Danielson components 3b- Questioning (26% in Basic), 3c- Engaging Students in Learning (26% in Basic), and 3d- Assessing Students (32% in Basic).
- 2) Data from the 2013/14 AIMS Web and MAZE testing showed that 89 6th grade IMS students were below the standardized norm in the area of reading at the end of the school year.
- 3) Data from the 2014 EES teacher survey indicates that 56% of IMS staff believe "struggling students receive early intervention and remediation to acquire skills."
- 4) Data from the 2014 EES teacher survey indicates that 72% of IMS staff believe "assessment data are used to identify student needs and appropriate instructional interventions."
- 5) Data from the 2014 EES teacher survey indicates that 64% of IMS staff believe "data from classroom observations leads to meaningful change in instructional practice."
- 6) Data from the 2014 EES student survey indicates that 84% of IMS students believe "my teacher(s) provide lessons and activities that challenge me to learn."
- 7) Data from the 2014 EES student survey indicates that 72% of IMS students believe "my teacher(s) help us learn in more ways than just talking in front of class."
- 8) Data from the 2014 EES parent survey indicates that 64% of IMS parents believe "my child is challenged with a rigorous, ambitious course of study at this school."
- 9) Data from the 2014 EES teacher survey indicates that 38% of IMS staff believe "struggling students receive early intervention and additional help at this school."

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>All IMS staff will intentionally plan student experiences involving high standards and use assessment data to differentiate classroom lessons.</p>	<p>All content curriculum maps will be revised in order to include Common Core State Standards (CCSS).</p> <p>Through professional development opportunities, all staff will expand their knowledge about effective assessment strategies and consistently implement these strategies.</p> <p>Content teams will select student achievement goals, plan common assessments that support those goals and analyze student work for evidence of/gaps in student growth.</p> <p>Results from these assessments will be utilized to differentiate the classroom experience for students.</p> <p>Administrators will facilitate consistent reflection opportunities for teachers to evaluate progress towards student achievement goals (November, February, April).</p>	<p>Updated curriculum maps reflecting Common Core State Standards and common assessments.</p> <p>Improvement of TPEP evaluation ratings on Danielson component 3d- Assessing Students (Contextual Data #1).</p> <p>Increase in favorable responses of EES data indicators involving high academic standards, assessment and differentiation (Contextual Data #4 and #8).</p>
<p>Engage all learners through higher level thinking strategies (all kids engaged in high quality “stuff”) in order to challenge all students at their level of readiness.</p>	<p>All staff will receive professional development regarding specific instructional strategies incorporating higher level thinking strategies specifically in the areas of questioning and student engagement strategies.</p> <p>Staff will plan for the integration of strategies intentionally into instructional routines. Staff will reflect upon the implementation of strategies individually, in small groups and through peer observations.</p>	<p>Observation data reflecting increased implementation of effective student engagement strategies.</p> <p>Improvement of TPEP evaluation ratings on Danielson component 3b- Questioning Strategies and 3c- Engaging Students in Learning (Contextual Data #1).</p> <p>Increase of favorable responses of EES data indicators involving student engagement (Contextual Data #5, #6, and #7).</p>

<p>IMS will identify struggling 6th grade learners in math and reading through research-based measures and address student needs through targeted interventions.</p>	<p>Assess all 6th grade students in the areas of reading and math.</p> <p>Provide specific training for teachers instructing the interventions classes on instructional strategies to meet the needs of struggling learners.</p> <p>Develop a data team to analyze assessment data and determine appropriate academic interventions for students.</p> <p>Allocate additional resources to develop Tier 2 interventions to support students in reading and math.</p> <p>Formative checkpoints will be implemented to consistently monitor student progress.</p> <p>Assess student growth at the end of the program and implement changes for the following year as needed.</p>	<p>Results of data team analysis of student data at the first trimester checkpoint</p> <p>Formative assessment results indicate positive growth towards identified goals.</p> <p>Post assessment data showing student growth in reading and math.</p> <p>Increase of favorable responses of EES data indicators involving appropriate academic interventions for students (Contextual Data #2, #3 and #9).</p>
<p>Using the Danielson framework, targeted teachers will receive coaching around identified areas of challenge in order to ensure a high quality classroom experience for all students.</p>	<p>Utilize building Instructional Coach and Technology TOSA to improve instruction in classrooms.</p> <p>Create and implement a New Teacher Coach model to specifically support teachers new to IMS.</p> <p>Evaluators will provide consistent formative feedback to targeted teachers about their instructional practices and areas of growth.</p>	<p>Movement of targeted teachers towards the proficient and/or distinguished ratings on selected components of the TPEP Danielson framework.</p>

*SMART Goals are **S**pecific and clearly stated, **M**easurable and based on formative and summative data, **A**ttainable and realistic, **R**elated to student achievement and performance, and **T**imely.