

ISLANDER MIDDLE SCHOOL IMPROVEMENT PLAN 2018-2019

2020 Vision

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

Goal: IMS staff will utilize collaborative teams to engage in reflective cycles of lesson study focused on student Social and Emotional Learning (SEL) as well as professional dialogue supporting current and future building initiatives. Through this collaborative and strategic focus with staff, we aim to create personalized learning environments that promote student self-awareness, empathy, social/emotional intelligence, responsible decision-making, and citizenship while fostering a school culture that embraces diversity, equity and inclusiveness.

Fundamentals: **Fundamental 1:** Create a more personalized learning environment where student-centered education is responsive to students’ strengths and learning styles, interests and passions, **Fundamental 3:** Develop self-awareness, empathy, emotional/social intelligence, responsible decision-making and citizenship, and **Fundamental 7:** Foster and embrace diversity, inclusiveness, and equity with a focus on respect and acceptance of every student.

Context: The following contextual data was utilized in determining the SIP goals for the 18/19 school year:

	15/16	16/17	17/18	18/19 (proj.)
1. Data from the EES teacher survey- “We reflect upon instructional practice to inform our conversations about improvement”	68%	68%	72%	76%
2. Data from the EES student survey- “In this school, there is at least one adult who knows and cares about me.”	80%	75%	80%	84%
3. Data from the EES student survey’ “Most students are respectful of others at this school.”	57%	55%	54%	60%
4. Percentage of students of who missed more than 18 days (10%) of school.	9.1%	9.8%	9.9%	8.5%
5. Number of students receiving a D or F.	Not tracked for data collection purposes	Not tracked for data collection purposes	Tri 1- 83 students Tri 2- 264 students Tri 3- 267 students	Tri 1- 60 students Tri 2- 200 students Tri 3- 200 students
6. Number of students who had significant tardies during the school year.	Not tracked for data collection purposes	Not tracked for data collection purposes	5 tardies- 359 students 10 tardies- 161 students	5 tardies- 175 students 10 tardies- 80 students
7. Data from the EES student survey- “The school has activities to celebrate student differences.”	54%	53%	49% (question changed to “student cultures”)	55%

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>Share and implement best practices by teachers in order to further teacher skills around promoting instructional strategies that develop children’s ability to recognize and manage emotions, build relationships, solve interpersonal problems and make effective and ethical decisions. (Fundamentals 3 and 7).</p>	<p>All IMS teachers will participate in targeted professional development and teacher-to-teacher dialogue around the effective implementation of Social Emotional Learning strategies in their classroom. Focused professional development started during pre-service days and will continue during District Directed learning opportunities throughout the year.</p> <p>All IMS teachers will continue to engage in a lesson study model started in the 17/18 school year. Teams of teachers will analyze lessons and discuss the effectiveness of the lessons in the area of Social Emotional Learning strategies.</p> <ul style="list-style-type: none"> ● Oct/Nov: Classroom culture and supporting students with anxiety and depression. ● Jan/Feb: Motivating and supporting diverse populations within the school. ● Apr/May: Strategies for supporting a trauma sensitive classroom. <p>The IMS Principal’s Cabinet will work as a team to consider SEL practices and their impact on classroom climate and culture and also examine how to best integrate SEL practices within aligned curriculum maps.</p>	<p>Videotaping of lessons that specifically include elements of Social Emotional Learning (SEL) for students. These lessons will be used by lesson study teams to promote reflection and professional dialogue about effective SEL practices.</p> <p>Through the analysis of SEL practices through lesson study, IMS teachers will:</p> <ul style="list-style-type: none"> ● Consider SEL practices and their impact on classroom climate and culture ● Examine how we integrate SEL practices as we build our lessons ● Recognize the decisions we make while teaching that best meet the needs of students ● Observe students engaging in the SEL practices we have designed and/or implemented ● Discuss impacts to student learning based on integration of SEL practices ● Reflect together as a team ● Make edits and changes to upcoming lessons based on learning from the team

<p>Develop professional learning teams around the components of Multi Tiered Systems of Support (MTSS). The focus of the work will be to recommend strategies that promote a child-centered system of tiered supports at Islander that are inclusive, and educate all students, at all levels.</p>	<p>All IMS staff members will be engaged in professional research and learning around one of the following topics:</p> <ol style="list-style-type: none"> 1. Positive Behavior Intervention Support (PBIS) 2. Response to Intervention (RTI) 3. Professional Learning Community (PLC) Implementation 4. Improving Grading and Feedback Systems 5. Democratic Classroom 6. School Safety Strategies and Protocols 7. Highly Capable Services Restructure <p>Continue a building-level diversity and equity team of administrators, parents and teachers to develop a comprehensive, year-long program for students that recognizes and celebrates components of diversity. Group members will work to develop a program that can be repeated over years- one that honors and values the diversity of students, staff and the greater Islander community.</p>	<p>The outcome of each learning group will be to recommend to the Islander staff timelines, structures and staff training, if appropriate, that support implementation within a Multi-Tier System of Support for all students.</p> <p>Development of a comprehensive, year-long program for students that recognizes and celebrates components of diversity. Group members will work to develop a program that can be repeated over years- one that honors and values the diversity of students, staff and the greater Islander community.</p>
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