

## ISLANDER MIDDLE SCHOOL IMPROVEMENT PLAN 2016-2017

### 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 refine skills around cultivating a positive classroom atmosphere conducive to learning (Danielson Domain 2) while embracing the diversity of students and ensuring a challenging, relevant, and engaging experience where all students are able to advance to a greater level of understanding, ability, and performance.

**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 2:** Maintain the highest standards in the area of fine arts; health and fitness; literacy reading, writing and communications; mathematics; science; social studies and world languages, 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 16/17 school year:

	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>
1. Data from the EES student survey- "in this school there is at least one adult who knows and cares about me."	<b>82%</b>	<b>77%</b>	<b>80%</b>	<b>85%</b>
2. Number of instances of students being removed from class for disciplinary reasons (103 6 <sup>th</sup> graders, 79 7 <sup>th</sup> graders, and 40 8 <sup>th</sup> graders).	<b>No data tracked</b>	<b>222 instances</b>	<b>189 instances</b>	<b>&lt; 150</b>
3. Data from the EES staff survey- "all teachers in this school create/design a classroom accessible and safe for all students"	<b>81%</b>	<b>75%</b>	<b>83%</b>	<b>87%</b>
4. Data from the EES staff survey- "peer observation and feedback is a tool we use to improve instruction."	<b>48%</b>	<b>60%</b>	<b>53%</b>	<b>60%</b>
5. Data from the SBAC assessment in 6 <sup>TH</sup> Grade ELA and Mathematics.	<b>Pilot year- scores not available</b>	<b>76.4% ELA 76.1% Math</b>	<b>82.1% ELA 74.8% Math</b>	<b>85% ELA 79% Math</b>
6. Data from the EES teacher survey-"we are provided training to meet the needs of a diverse student population in our school."	<b>30%</b>	<b>27%</b>	<b>57%</b>	<b>63%</b>
7. Data from the EES parent survey-"the school addresses issues of diversity in a timely and effective manner."	<b>41%</b>	<b>40%</b>	<b>52%</b>	<b>58%</b>
8. Data from the EES student survey-"I see people like me in the books and materials used in my classroom."	<b>41%</b>	<b>45%</b>	<b>42%</b>	<b>47%</b>

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>Share and implement best practices by teachers (recommendation from the DAC) in order to further their skills around positive classroom environments (Fundamental 1).</p> <p>Create a positive classroom environment conducive to high achievement for students in every classroom. (Fundamental 1).</p>	<p>All IMS teachers will participate in targeted professional development and teacher-to-teacher dialogue (recommendation from the DAC) around cultivating a positive classroom atmosphere. Focused professional development started during pre-service days and will continue during learning opportunities throughout the year.</p> <p>All IMS teachers will participate in the on-line Teaching Channel Teams professional development website to reflect on their own practice as well as learn from educational professionals and Islander peers to enhance positive classroom environments</p> <p>Utilize building Instructional Coach and Technology TOSAs to improve teacher knowledge and implementation of effective strategies to promote positive classroom procedures and environments. Effective strategies are defined as strategies that promote 100 percent of students engaged thinking and learning. These strategies include picture this, teach-pause-make meaning, and the stoplight method.</p> <p>Utilization of teacher leadership team to analyze the effectiveness of professional development and its impact on student achievement.</p>	<p>Reduction in the number of students removed from class due to disciplinary issues (contextual data #2).</p> <p>Increase in positive responses regarding student relationships with school staff (contextual data #1). Anecdotal evidence around positive relationship building from students and parents.</p> <p>Increase in positive responses regarding safe and accessible classroom environments (contextual data #3). Anecdotal evidence around positive relationship building from students and parents.</p> <p>Observation data reflecting and increase in positive classroom environments for students.</p> <p>Participation of all teachers in Teaching Channel teams to support professional development (contextual data #4).</p>

<p>IMS will support the implementation of Fundamental 7 through equitable opportunities for all students to maximize their positive experiences and academic growth at Islander.</p>	<p>Convene a building-level diversity and equity team of parents and teachers to analyze the IMS curriculum to review whether the content that is delivered to IMS students supports the diverse and equitable experience in terms of academic and social/emotional opportunities that we wish to achieve. Specifically, we want to engage all students in a level, challenge and stimulate them, build relationships with them and understand the environment context in which they are growing up. This will be the second year of this committee.</p> <p>All IMS staff will receive targeted professional development around diversity and inclusion as well as continued ways to engage diverse student populations in the classroom (recommendation from the DAC).</p> <p>IMS will conduct data reviews to determine whether there are equitable experiences for all students in terms of course opportunities and access to programs. Examples of this will include analysis of equity for advanced courses, support classes and elective offerings.</p> <p>Development of professional learning community around concepts of equity and inclusion (SEED curriculum).</p> <p>Develop survey and conduct interviews of students regarding their experiences at IMS and ways that IMS can improve around equity and diversity.</p>	<p>Development of recommendations about curriculum materials, both core and supplementary, that should be addressed within the IMS curriculum.</p> <p>Increase in positive responses on EES teacher survey regarding appropriate training on issues of diversity (contextual data #6).</p> <p>Increase in positive responses on EES parent survey regarding Islander’s ability to address issues of diversity in a timely and effective manner (contextual data #7).</p> <p>Increase in positive responses on EES student survey regarding the alignment of curricular materials with student demographics (contextual data #8).</p> <p>Implementation of strategies learned during professional learning community by teachers.</p>
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<p>IMS will engage in a review of 6<sup>th</sup> grade mathematics (grade level) in order to support a guaranteed and viable curriculum in 6<sup>th</sup> grade, grade level math (Fundamental 2).</p>	<p>IMS will implement a Tier 1 6<sup>th</sup> grade mathematics class for students who have past data points that reflect they are not meeting their full academic potential in math. A variety of data points will be used to determine placement including 5<sup>th</sup> grade SBAC mathematics assessment scores, grades, AIMSWeb data, and teacher recommendation.</p> <p>IMS will refine curriculum and experience in the Tier 2 intervention for struggling 6<sup>th</sup> grade math learners. IMS will analyze the curriculum being offered in this intervention to make sure it supports mathematical development of targeted students.</p> <p>IMS will implement a curriculum and assessment set (pre-, formative, and summative) that includes SBAC-based assessments to progress monitor, and provide necessary support, to students in 6<sup>th</sup> grade math classes.</p>	<p>Increase in the raw and cohort scores of students enrolled in a grade-level 6<sup>th</sup> grade math courses (contextual data #5).</p> <p>Development of a guaranteed and viable curriculum for Tier 2 intervention course to support students who are struggling in meeting standard on large-scale assessments.</p> <p>Utilization of SBAC-based formative assessment data as predictors of student success on classroom-based assessments as well as large-scale assessments. The implementation of more higher level thinking questions into the curriculum should better prepare students for these types of assessments.</p>
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<p>Using the Danielson framework, all teachers will receive coaching around identified areas of challenge on diverse ways to engage students (recommendation from the DAC) in the classroom.</p>	<p>Utilize building Instructional Coach, Technology TOSA and New Teacher Coach to improve teacher practice of selected teachers.</p> <p>All IMS teachers will participate in the on-line Teaching Channel Teams professional development website to reflect on their own practice as well as learn from educational professionals and Islander peers to grow instructional practice around addressing diverse learners in the classroom.</p> <p>Evaluators will provide consistent formative feedback to all 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> <p>All IMS teachers will utilize the Teaching Channel Teams website to provide additional opportunities to collaborate, reflect, and grow their instructional practices.</p>
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