

ISLANDER MIDDLE SCHOOL IMPROVEMENT PLAN 2017-2018

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 teacher intentional planning and preparation while continuing to provide an equal opportunity for all students to reach their full potential.

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 17/18 school year:

	14/15	15/16	16/17	17/18 proj.
1. Data from the EES teacher survey- "Lesson purpose is clearly communicated to students"	60%	58%	59%	63%
2. Data from the EES teacher survey- "We reflect upon instructional practice to inform our conversations about improvement"	79%	68%	68%	72%
3. Data from the EES student survey- "My teacher(s) tell me the purpose for each lesson or activity"	56%	53%	48%	52%
4. Data from the EES parent survey-"the school addresses issues of diversity in a timely and effective manner."	40%	52%	50%	54%
5. Percentage of IMS teachers in the proficient and distinguished levels in Criterion 4- Providing clear and intentional focus on subject matter content and curriculum, components 1c- setting instructional outcomes and component 1e- designing coherent instruction	1c - Instructional Outcomes Dis – 9.1%, Prof – 72.7% 1e – Coherent Instruction Dis – 27.3%, Prof – 72.7%	1c - Instructional Outcomes Dis – 10.3%, Prof- 82.8% 1e – Coherent Instruction Dis – 20.7%, Prof – 69.0%	1c -Instructional Outcomes Dis – 11.8%, Prof- 82.4% 1e – Coherent Instruction Dis – 32.4%, Prof- 58.8%	1c -Instructional Outcomes Dis – 18%, Prof- 82% 1e – Coherent Instruction Dis – 36%, Prof- 58%
6. Percentage of students of who missed more than 18 days (10%) of school.	9.4%	9.1%	9.8%	8.9%
7. Data from the IMS school-based student survey- "Do you feel programs like Second Step, Character Strong (Dares) and Sources of Strength are useful tools to help with stress, friendship or other issues"	Data point not available	Data point not available	17% positive	25%

Strategic Actions	Progress Indicators	Anticipated Artifacts and Evidence
<p>Share and implement best practices by teachers in order to further teacher skills around preparation and planning. (Fundamental 1 and Fundamental 2).</p>	<p>All IMS teachers will participate in targeted professional development and teacher-to-teacher dialogue around intentional planning and preparation of classroom lessons. Focused professional development started during pre-service days and will continue during learning opportunities throughout the year.</p> <p>All IMS teachers will engage in a lesson study model where teams of teachers are analyzing lessons and discussing the effectiveness of the lessons in the areas of developing outcomes, making strong instructional decisions, and implementing sound assessment practices.</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 strong lesson design.</p> <p>The IMS Principal’s Cabinet will work as a team to collaboratively address common issues regarding curriculum, assessment, instruction and achievement of all students.</p>	<p>Improvement in data from the EES teacher survey on the question “Lesson purpose is clearly communicated to students” (Data indicator #1)</p> <p>Improvement from the EES teacher survey- “We reflect upon instructional practice to inform our conversations about improvement” (Data indicator #2)</p> <p>Improvement from the EES student survey- “My teacher(s) tell me the purpose for each lesson or activity” (Data indicator #3)</p> <p>Growth in percentage of teachers moving toward the distinguished levels in Criterion 4- Providing clear and intentional focus on subject matter content and curriculum, components 1c- setting instructional outcomes and component 1e- designing coherent instruction (Data indicator #5).</p> <p>Videotaping and online reflection of all IMS teachers through the Teaching Channel teams site.</p> <p>Aligned curriculum maps for grades 6-8.</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>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>Support the social and emotional growth of students through the alignment of the many school-based programs that focus on the non-academic growth of students. Meet the needs of a selected group of students who are not meeting full academic potential and need additional support within the school day.</p> <p>Support the learning, achievement and growth of all IMS students through consistent monitoring of student attendance and continuous work with families of students with frequent absences.</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. Increase in positive responses on EES parent survey regarding Islander’s ability to address issues of diversity in a timely and effective manner (data indicator #4).</p> <p>Analysis of the IMS social/emotional learning program to determine gaps in support for students in their learning. Revision of the program for the 18/19 school year based on the results of the review.</p> <p>Reduction in the number of IMS students who miss more than 10 excused or unexcused days from school (data indicator #6).</p> <p>Increase in data from the IMS school-based student survey- “Do you feel programs like Second Step, Character Strong (Dares) and Sources of Strength are useful tools to help with stress, friendship or other issues” (data indicator #7).</p>
--	---	---