

## MISD SCHOOL IMPROVEMENT PLAN 2015-2016

### 2020 Vision

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

**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 areas of fine arts; health/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

**School:** Islander Middle School

**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 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 15/16 school year:

- 1) Data from the 2015 EES student survey indicates that 77% of IMS students feel that "in this school there is at least one adult who knows and cares about me."
- 2) Data from the 2015 EES staff survey indicates that 75% of IMS staff feel that "all teachers in this school create/design a classroom accessible and safe for all students"
- 3) Discipline data from the 2015 school year showed 222 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).
- 4) Summative data of IMS staff on the TPEP comprehensive cycle in 2014/15 noted that most IMS teachers were at level 3 in Danielson Domain 2 and Danielson Component 1b.
- 5) Data from the 2015 EES staff survey indicates that 60% of IMS staff feel that "peer observation and feedback is a tool we use to improve instruction."
- 6) Data from the 2015 EES staff survey indicates that 43% of IMS staff feel that "common benchmark assessments are used to inform instruction."
- 7) Data from the 2014 SBAC assessment in ELA resulted in a 76.4% percent passage rate in 6<sup>th</sup> grade and a 71.0% passage rate in 7<sup>th</sup> grade.
- 8) Data from the 2015 EES teacher survey indicates that 27% of IMS staff feel that "we are provided training to meet the needs of a diverse student population in our school."
- 9) Data from the 2015 EES parent survey indicates that 40% of IMS parents feel that "the school addresses issues of diversity in a timely and effective manner."
- 10) Data from the 2015 EES student survey indicates that 45% of IMS students feel that "I see people like me in the books and materials used in my classroom."

| Strategic Actions   | Progress Indicators   | Anticipated Artifacts and Evidence  |
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| <p>All IMS staff will further their skills around creating a positive classroom environment conducive to high achievement for students (Fundamental 1).</p>                                     | <p>All IMS teachers will participate in targeted professional development 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>All IMS teachers will spend time analyzing the Danielson rubrics of Domain 2 and Component 1b and actualize the language of proficient and distinguished into their classroom practices.</p> <p>Utilize building Instructional Coach, Technology TOSA and New Teacher Coach to improve teacher knowledge and implementation of effective strategies to promote positive classroom procedures and environments.</p> | <p>Reduction in the number of students removed from class due to disciplinary issues (contextual data #3).</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 #2). 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 #5).</p> <p>Continued success of IMS teachers marked proficient on summative evaluation in Domain 2 and Component 1b (contextual data #4), as well as second order change of moving teachers to distinguished ratings.</p> |
| <p>IMS will engage in a curriculum review of 6<sup>th</sup> grade Language Arts and Social Studies to support a guaranteed and viable curriculum for all IMS 6<sup>th</sup> grade students.</p> | <p>Curriculum review team will analyze current curriculum maps determine alignment with Common Core State Standards.</p> <p>Curriculum review team will analyze student data to determine areas of need/emphasis to maximize student learning and growth.</p> <p>6<sup>th</sup> grade LA/SS teachers will examine alignment between current teaching materials and equitable experiences for all students.</p>  | <p>Updated 6<sup>th</sup> grade curriculum map to reflect Common Core State Standards and rigorous curriculum materials.</p> <p>Development of common benchmark assessments agreed upon by all 6<sup>th</sup> grade LA/SS staff (contextual data #6).</p> <p>Improvement on scores on the 6<sup>th</sup> and 7<sup>th</sup> grade SBAC assessment by at least 5 percentage points (contextual data #7)</p>  |

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| <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>IMS will form a diversity team of students, parents, teachers, and community members to develop school-wide and classroom based strategies that embrace diversity and promote equity and inclusion.</p> <p>All IMS staff will receive targeted professional development around diversity and inclusion.</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.</p>   | <p>Development of building-based diversity team.</p> <p>Implementation of team recommendations into IMS classrooms and school-wide practices.</p> <p>Increase in positive responses on EES teacher survey regarding appropriate training on issues of diversity (contextual data #8).</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 #9).</p> <p>Increase in positive responses on EES student survey regarding the alignment of curricular materials with student demographics (contextual data #10).</p> |
| <p>Using the Danielson framework, all 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, 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.</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>  |

\*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.