

**EDDY MIDDLE SCHOOL
SCHOOL IMPROVEMENT PLAN
2018-19**



Prioritized Needs

1. Student Expectation/Culture & Climate - teacher & student attendance, student achievement gaps, behavior and discipline, and relationships with students.
2. Academic Rigor - Lexile growth, higher order thinking questions, depth of knowledge, project based learning.
3. Student Engagement - inconsistent use of research-based instructional strategies, relevancy, student learning styles, relationships with students, and background knowledge.

Action Plan

1. **PBIS/School Climate Goal:** By May 2019, 100% of teachers will be training in Social Emotional Learning Curriculum and 80% of the teachers will effectively implement as measured by as measured by PBIS Rewards, MIR, and ODR data.
 - ★ Training on Restorative Practices in the classroom, school campus, and community with MCSD PBIS team.
 - ★ Identify specific strategies that will be used to address student behavior.
 - 3 positive Interactions
 - Conflict Resolution
 - Needs Assessment
 - ★ Student- Adult Mentoring Relationships
2. **Academic/Instructional Goal:** By May 2019, 100% of teachers will be trained in processing content strategies and 80% will implement these strategies effectively as measured by peer observation data, Student Engagement Checklist for walkthroughs, and Action Plans in All in Learning:
3. **Rigor/Relevancy Framework-** Peer Observations of higher order thinking skills and relevant instructional tasks
 - ★ Schlechty's 5 Levels of Student Engagement Checklists- From retreatism to authentic engagement
 - ★ All in Learning for Assessment Strategies and Uses (*of* and *for* learning) diagnostic, formative, and summative assessments

DEVELOPING AND ABOVE LEARNERS 2014-2018								
CONTENT AREA	2014-2015 EOG % OF STUDENT S	2015-16 EOG % OF STUDENTS	INCREAS E in % of students 15-16	2016-17 EOG % OF STUDENT S	INCREAS E in % of students 16-17	2017-18 EOG/ EOC % OF STUDENT S	INCREASE in % of students 17- 18	Notes
ELA	43%	45%	2%	46.27%	1.27%	45.30%	-0.97%	
MATH	46%	46%	0%	49.19%	3.19%	47.20%	-1.99%	
ALGEBRA I		95%		86%	-9%	94.40%	8.40%	1st yr. teaching Alg 1
HS PHY SCIENCE		62%		62%	0%	66.70%	4.70%	
SCIENCE	28%	35%	7%	11%	-24%	46.50%	35.50%	

Everything Matters!!! #CreatingWe

SOCIAL STUDIES	29%	41%	12%	50.38%	9.38%	66.20%	15.82%	
LEXILE- On or Above Grade Level	47%	45%	-2%	62.50%	17.54%	41.20%	-21.30%	All grade levels included, 6th grade decreased 22% from 5th grade

CCRPI SCORE 2013-2017

CCRPI COMPONENT	2013-14 CRCT	2014-15 EOG	2015-16 EOG	2016-17	Point / Percent Increase
SCORE	56	48.3	57	59	2 pts (2016 VS. 2017) 10.7 pts GMAS
ACHIEVEMENT	60%	50%	50%	50%	*** 22.2% improvement over 2014-15 ***
CONTENT	40%	40%	40%	40%	
MASTERY	30%	30%	30%	30%	
POST MS	30%	30%	30%	30%	
READINESS PREDICTOR FOR HS					
PROGRESS	25%	40%	40%	40%	
ACHIEVEMENT GAP	15%	10%	10%	10%	

STUDENT GROWTH PERCENTILE IMPROVEMENT

Content Area	2014-15	2015-16	2016-17	Improvement (2017-2014)
English Language Arts	57.42%	68.29%	68.6%	11.18%
Mathematics	50.85%	58.29%	59.2%	8.35%
Science	56.22%	62.4%		6.18%
Social Studies	44.16%	63.67%		19.51%
Total	52.09%	63.15%	63.9%	11.81%

Professional Learning Plan

Strategies to Improve Content Delivery

Acquisition (A), Deepen Understanding (B), and Cognitively Complex Tasks ©

Rigor/ Relevancy Framework

Schlechty's 5 Levels of Student Engagement

All in Learning Assessment Strategies of and for Learning

August 3- All in Learning software platform and Restorative Practices

October 8- Restorative Practices and Schlechty's 5 Levels of Student Engagement

January 7- Rigor in Student Work and Formative Assessments, Constructed Response