

The background features abstract blue geometric shapes, including triangles and polygons, in various shades of blue, creating a modern and professional look. The shapes are layered and overlap, with some appearing as thin lines and others as solid areas.

School Improvement Plan FY19 Review

Midland Middle School
Dr. Barrie Clarke

SIP Goal #1 – FY18

- ▶ **School Climate Goal:** By May 2018, 100% of the teachers will be trained and at least 85% will successfully implement all eight (8) PBIS evidence-based classroom practices based on monthly “snapshot” data collection and walkthrough results.
- ▶ **Goal met/not met-** The above goal was met for six (6) out of the eight (8) PBIS evidence-based classroom practices.
- ▶ **Why/why not?** Midland Middle successfully trained and implemented six (6) out of the eight (8) classroom practices. Based on walkthrough and peer observation data, Midland teachers met the goal of “at least 85% successfully implementing” the practices in which training was provided.

Supporting Data for Success of SIP Goal #1

| Classroom Module | Yes (100% Implementing) | Yes or Sometimes (at least 85% implementing) |
|---|-------------------------|--|
| Arrange Orderly Physical Arrangement | 89.25% | 100.00% |
| Define, Teach, Acknowledge Rules and Expectations | 88.80% | 100.00% |
| Specific Praise for Appropriate Behavior | 74.03% | 100.00% |
| Active Supervision | 98.61% | 100.00% |
| Positive Behavior Game | 76.57% | 91.43% |
| Define, Teach Classroom Routines | 89% | 99% |

Data from PBIS Rewards APP

| PBIS Rewards APP Data | |
|---|---------|
| Total Points Awarded by Faculty and Staff | 232,156 |
| Safe Points | 55,386 |
| Kind Points | 64,788 |
| Engaged Points | 111,982 |

SIP Goal #2 – FY18

- ▶ **Academic/Instructional Goal:** By May 2018, at least 95% of teachers will use R.A.C.E, Advanced Organizers and the Jane Shaffer writing strategies across the curriculum on how to read, write and respond to grade level or higher text passages in order to increase Lexile levels school-wide as measured by the 2018 GMAS scores.
- ▶ **Goal met/not met** - The goal was met by teacher implementation of research based instructional strategies as evident through student increased Lexile Levels measured by Achieve3000 and the 2018 GMAS.
- ▶ **Why/why not?** Teachers saw the benefits that the emphasis on writing made as students' Lexile Levels continued to substantially increase throughout the year. The ELA teachers were exceptional leaders in the building regarding the use of the Jane Schaffer writing strategy.

Supporting Data for Success of SIP Goal #2

| <u>Walk-Through Observation Teacher Data Instructional SIP Goal #2</u> | | | |
|--|-----------------------------|-----------------------------|---|
| | % of Teacher Implementation | % of Teacher Implementation | % of Teacher Implementation |
| | <u>Graphic Organizers</u> | <u>RACE</u> | <u>Jane Schaffer Writing</u> (Content Area Teachers) |
| <u>August-September</u> Observation Data | 72% | 53% | 37% |
| <u>October-December</u> Observation Data | 94% | 92% | 74% |
| <u>January-May</u> Observation Data | 100% | 94% | 100% |

Supporting Data for Success of SIP Goal #2

Achieve3000 Lexile Levels

- ▶ -375/400 or 93.8% of our students increased Lexile Levels for the School Year 2017-2018.
- ▶ -6th Grade students that increased Lexile Levels for year - 130/140 or 92.9%
- ▶ -7th Grade students that increased Lexile Levels for year - 116/123 or 94.3%
- ▶ -8th Grade students that increased Lexile Levels for year - 129/137 or 94.2%

Achieve3000 Level Set Scores and Lexile Gains

| <u>School Year</u> 2017/2018 | LevelSet <u>Pre-Test</u> Score | LevelSet <u>Post-Test</u> Score | Lexile Gain for <u>Year</u> |
|---------------------------------|-----------------------------------|------------------------------------|-----------------------------|
| 6 th Grade | 629L | 757L | 128L |
| 7 th Grade | 765L | 918L | 153L |
| 8 th Grade | 787L | 929L | 142L |
| Total for School | 725L | 866L | 141L |

Supporting data for Success of SIP Goal #2

Midland GMAS Lexile Growth 6-8 Grades

6th Grade Students GMAS Lexile Date

| | # of Students | % of Students | Average Lexile |
|--|---------------|---------------|----------------|
| 2015/2016 4 th grade Students Reading at 740L or higher | 51/113 | 45% | 704L |
| 2016/2017 5 th Grade Students Reading at 830L or higher | 88/119 | 74% | 932L |
| 2017/2018 6 th Grade Students Reading at 925L or higher | 76/137 | 55% | 954L |

7th Grade Students GMAS Lexile Date

| | | | |
|--|--------|-----|-------|
| 2015/2016 5 th grade Students Reading at 830L or higher | 74/101 | 73% | 903L |
| 2016/2017 6 th grade Students Reading at 925L or higher | 69/106 | 65% | 1002L |
| 2017/2018 7 th grade Students Reading at 970L or higher | 86/117 | 74% | 1111L |

8th Grade Students GMAS Lexile Date

| | | | |
|---|---------|-----|-------|
| 2015/2016 6 th grade Students Reading at 925L or higher | 47/112 | 42% | 883L |
| 2016/2017 7 th grade Students Reading at 970L or higher | 87/122 | 71% | 1067L |
| 2017/2018 8 th grade Students Reading at 1010L or higher | 119/134 | 89% | 1166L |

PL Day #1 – FY18

Focus- Overview of Instructional Strategies and Implementation Plan

- ▶ Climate SIP Goal #1: Review of comparative data (SAS, TIC, BoQ, ODR, and SWIS), Implementation Overview, and PL Training on “Define, Teach, Acknowledge Rules and Expectations” and “Classroom Management- Define, Teach Classroom Routines” (August 1st)
- ▶ Academic/Instructional SIP Goal #2: Strategies for Increasing Lexile Levels and Effective Writing Strategies across the Curriculum using RACE and Jane Schaffer Writing Program (August 2)

Implementation effective?

- ▶ Climate- Implementation was effective as seen by grade level teachers working on matrixes collaboratively to help with consistency in addressing behavior.
- ▶ Instruction- Many of our content area teachers used Graphic Organizers consistently from the start of the year. Likewise, content area teachers began to implement RACE, as well.

Why/why not?

- ▶ Climate- Based on TKES observations, walkthrough data and peer observations, there was a substantially increased rate of implementation of strategies once training was provided.
- ▶ Instruction- The writing using RACE and Jane Schaffer worked well with the ELA curriculum from the first Professional Learning Day. Math, Science, and Social Studies teachers were more comfortable with Graphic Organizers and RACE strategies. Academic coach modeled and co-taught instructional strategies, as needed, with teachers.

Supporting Data- PBIS Implementation PL Day #1

FY 18

| Define, Teach, Acknowledge Rules and Expectations | | | | | | |
|--|--------------|-------------------------|-----|---|-------------------------|----|
| Baseline (before training) | | | | Fidelity (after implementation of training) | | |
| Description | Yes (always) | Somewhat (Occasionally) | No | Yes (always) | Somewhat (Occasionally) | No |
| Defined, Observable, Measureable, and positively stated classroom rules. | 87% | 17% | 11% | 94% | 6% | |
| Rules are aligned to School Rules. | 83% | 11% | 6% | 94% | 6% | |
| Rules are prominently posted. | 61% | 33% | 6% | 78% | 22% | |
| Frequently taught | 61% | 33% | 6% | 89% | 11% | |

| Define and Teach, Classroom Routines | | | | | | |
|--|--------------|-------------------------|----|---|-------------------------|----|
| Baseline (before training) | | | | Fidelity (after implementation of training) | | |
| Description | Yes (Always) | Somewhat (Occasionally) | No | Yes (Always) | Somewhat (Occasionally) | No |
| Routines and procedures are succinct, positively stated, and age-appropriate | 52% | 48% | | 95% | 5% | |
| Aligned with School-wide Expectations | 67% | 33% | | 90% | 10% | |
| Prominently Posted | 71% | 29% | | 81% | 19% | |
| Taught and practiced monthly | 76% | 24% | | 86% | 14% | |
| Used throughout the day | 67% | 29% | 5% | 90% | 5% | 5% |
| Students are prompted and acknowledged for using routines and procedures. | 67% | 33% | | 90% | 10% | |

Supporting Lexile Level Data PL Day #1- FY 18

Walk-Through Observation Teacher Data Instructional SIP Goal #2

| | % of Teacher Implementation | % of Teacher Implementation | % of Teacher Implementation |
|--|-----------------------------|-----------------------------|---|
| | <u>Graphic Organizers</u> | <u>RACE</u> | <u>Jane Schaffer Writing</u> (Content Area Teachers) |
| <u>August-September Observation Data</u> | 72% | 53% | 37% |

| | <u>August 2017 Lexile Levels Increased</u> | <u>September 2017 Lexile Levels Increased</u> | <u>Lexile Growth</u> |
|-----------------------|--|---|----------------------|
| 6 th Grade | 627L | 639L | +27L |
| 7 th Grade | 768L | 811L | +27L |
| 8 th Grade | 793L | 828L | +22L |
| TOTAL | 728L | 757L | +26L |

PL Day #2 – FY18

▶ Focus

- ▶ Progress of SIP Goals
- ▶ PBIS- Comparative Behavior Data, Training was presented on “Arrange Orderly Physical Arrangement,” Office Discipline Referral Forms, Defining Specific Behaviors, and the PBIS Rewards APP.
- ▶ Reading and Writing Across the Curriculum- Graphic Organizers (“Says, Means, Matters”), RACE, Jane Schaffer, and Purposeful and Close Reading

▶ Was a change made from the original plan? No

▶ Implementation effective?

- ▶ Climate- Implementation was effective as teachers were more intentional in the way their classrooms were set up with regard to traffic patterns, ease of access, labeling of materials, and placement of additional materials in the classroom areas.
- ▶ Instruction- Many of the content area teachers were implementing all three instructional strategies which continued the increase in student Lexile levels.

▶ Why/why not?

- ▶ Climate- Based on TKES observations, walkthrough data and peer observations, there was a substantially increased rate of implementation of strategies once training was provided.
- ▶ Instruction- Encouraged by the results of students’ Lexile Levels increasing, the momentum by teachers to consistently implement all three instructional strategies persisted. Likewise, Academic coach modeled and co-taught Jane Schaffer lessons with teachers.

Supporting PBIS Data PL Day #2- FY 18

| Arrange Orderly Physical Arrangement | | | | | | |
|--|----------------------------------|----------------------------|-----|---|-------------------------|-----|
| Baseline (before training) | | | | Fidelity (after implementation of training) | | |
| Description | Yes (Always) | Somewhat (Occasionally) | No | Yes (Always) | Somewhat (Occasionally) | No |
| | Clearly Defined Traffic Patterns | 52% | 43% | 5% | 86% | 14% |
| Easy access to enter/exit | 86% | 14% | | 100% | | |
| Labeled, accessible, and organized materials | 71% | 29% | | 76% | 24% | |
| Current and Relevant materials displayed | 71% | 29% | | 95% | 5% | |

Supporting Lexile Level data PL Day #2- FY 18

Walk-Through Observation Teacher Data Instructional SIP Goal #2

| | % of Teacher Implementation | % of Teacher Implementation | % of Teacher Implementation |
|---|-----------------------------|-----------------------------|---|
| | <u>Graphic Organizers</u> | <u>RACE</u> | <u>Jane Schaffer Writing</u> (Content Area Teachers) |
| <u>October-December</u> Observation Data | 94% | 92% | 74% |

| | <u>October 2017</u> Lexile Levels <u>Increased</u> | <u>December 2017</u> Lexile Levels <u>Increased</u> | <u>Lexile</u> <u>Growth</u> |
|-----------------------|---|--|--------------------------------|
| 6 th Grade | 667L | 709L | +42L |
| 7 th Grade | 835L | 848L | +13L |
| 8 th Grade | 843L | 866L | +23L |
| TOTAL | 779L | 806L | +27L |

PL Day #3 – FY18

▶ Focus

- ▶ Progress toward SIP Goals
- ▶ Climate- PBIS Rewards APP review to outline celebrations, classroom stores, and PBIS badges procedures and training on “Employ Active Supervision,” “Provide Specific Praise for Behavior,” and “Class-Wide Group Contingencies.”
- ▶ Data regarding effectiveness of Instructional Strategies provided (Achieve3000 Lexile Levels, Thought Questions, Data from Teacher Survey, Observations, and Student Goal and Data Sheets)

▶ Was a change made from the original plan? No

▶ Implementation effective?

- ▶ Climate- After implementation of professional development teachers reported increased active supervision, use of specific positive behavior statements, and class-wide group contingencies.
- ▶ Instructional- Yes, as student Lexile Levels increased significantly. Individual teachers provided PL using student examples for using Jane Schaffer, RACE, and Graphic Organizers in their instruction.

▶ Why/why not?

- ▶ Climate- Based on TKES observations, walkthrough data and peer observations, there was a substantially increased rate of implementation of strategies once training was provided.
- ▶ Instructional- Teachers were collaborating more efficiently regarding rubrics using RACE and Jane Schaffer. Academic coach continued to model and co-teach Jane Schaffer lessons with teachers.

Supporting PBIS Data PL Day #3- FY 18

| Employ Active Supervision | | | | | | |
|----------------------------|--------------|-------------------------|---|--------------|-------------------------|----|
| Baseline (before training) | | | Fidelity (after implementation of training) | | | |
| Description | Yes (Always) | Somewhat (Occasionally) | No | Yes (Always) | Somewhat (Occasionally) | No |
| Teacher Moves | 68% | 32% | | 92% | 4% | |
| Teacher Scans | 84% | 16% | | 96% | 4% | |
| Teacher Interacts | 84% | 16% | | 96% | 4% | |

| Provide Specific Praise for Behavior | | | | | | |
|---|--------------|-------------------------|---|--------------|-------------------------|----|
| Baseline (before training) | | | Fidelity (after implementation of training) | | | |
| Description | Yes (Always) | Somewhat (Occasionally) | No | Yes (Always) | Somewhat (Occasionally) | No |
| BSPS are used with 3 components | 31% | 54% | 8% | 77% | 23% | |
| BSPS are contingent | 31% | 42% | | 81% | 19% | |
| BSPS are given more than error correction | 27% | 50% | 15% | 69% | 27% | |
| BSPS when delivering tangible reinforcements. | 27% | 62% | 4% | 69% | 27% | |

| Class-Wide Group Contingencies | | | | | | |
|--|--------------|-------------------------|---|--------------|-------------------------|-----|
| Baseline (before training) | | | Fidelity (after implementation of training) | | | |
| Description | Yes (Always) | Somewhat (Occasionally) | No | Yes (Always) | Somewhat (occasionally) | No |
| Identifies and teaches specific behavior | 36% | 8% | | 84% | 8% | 8% |
| All students included if class wins | 28% | 40% | 4% | 68% | 20% | 12% |
| Provides pre-corrections | 36% | 28% | 4% | 72% | 20% | 8% |
| Class earns points for engaging in behavior | 28% | 36% | 4% | 68% | 16% | 16% |
| Monitoring system and behavior are displayed | 44% | 16% | 8% | 80% | 16% | 4% |
| Teacher uses strategy and game continues | 40% | 24% | 4% | 84% | 12% | 4% |
| Pair points to BSPS | 36% | 20% | 12% | 80% | 12% | 8% |

Supporting Lexile Level Data PL Day #3- FY 18

Walk-Through Observation Teacher Data Instructional SIP Goal #2

| | % of Teacher Implementation | % of Teacher Implementation | % of Teacher Implementation |
|--|-----------------------------|-----------------------------|---|
| | <u>Graphic Organizers</u> | <u>RACE</u> | <u>Jane Schaffer Writing</u> (Content Area Teachers) |
| <u>January-May</u> Observation Data | 100% | 94% | 100% |

| | <u>January 2017</u> Lexile Levels <u>Increased</u> | <u>May 2017</u> Lexile Levels <u>Increased</u> | <u>Lexile</u> <u>Growth</u> |
|-----------------------|---|---|--------------------------------|
| 6 th Grade | 723L | 757L | +34 |
| 7 th Grade | 876L | 918L | +42 |
| 8 th Grade | 886L | 929L | +43 |
| TOTAL | 826L | 866L | +40 |

| | <u>January</u> Lexile Levels <u>Increased</u> (# of students) | <u>May</u> Lexile Levels <u>Increased</u> (# of students) |
|-----------------------|--|--|
| 6 th Grade | 100/140 (71%) | 130/140 (93%) |
| 7 th Grade | 108/123 (88%) | 116/123 (94%) |
| 8 th Grade | 93/137 (68%) | 129/137 (94%) |

Prioritized Needs

10 Needs from CNA

| Overarching Need | Additional Considerations | Priority Order |
|----------------------------------|---|----------------|
| Writing Skills Across Curriculum | Midland Middle needs a cohesive writing plan across grade levels. | 3 |
| PBIS in the Classroom | PBIS classroom systems must be implemented to move status. | 1 |
| Rigorous Instructional Practices | Rigor must be added to lesson plans in order to show growth. | 4 |
| Differentiation | Differentiation needs to be emphasized in all classrooms. | 6 |
| Formative Assessment | Focus on common assessments with learning targets | 5 |
| Collaboration | Focus on collaboration piece of Gradual Release | 8 |
| Lexile Growth | Using Achieve3000 with fidelity | 2 |
| Attendance | Engaging lessons to ensure students want to come to school | 9 |
| Subgroup Achievement Gap | PES students require more differentiation and individual goals | 7 |
| Peer Interactions | Students need to learn interpersonal skills | 10 |

Overarching Needs

Top 4 Needs from CNA

- ▶ **Overarching Need #1- PBIS in the Classroom**
 - ▶ Social and emotional skills are lacking in today's youth.
 - ▶ Teachers do not consistently manage behaviors in the classroom.
 - ▶ Student motivation has changed from intrinsic to extrinsic.
- ▶ **Overarching Need #2-Grow Student Lexile Scores**
 - ▶ Students have limited vocabulary as evidenced in their reading, writing and responding.
 - ▶ Library collection average Lexile is below middle school level.
 - ▶ Students do not want to read and would rather be engaged in digital/media activities.
 - ▶ Interest level of current media center collection is outdated.

Overarching Needs

Top 4 Needs from CNA

- ▶ **Overarching Need #3 – Writing Skills Across Curriculum**
 - ▶ Limited exposure to the Writing Framework.
 - ▶ Expectations for writing across the curriculum has increased.
 - ▶ Students have limited writing stamina and vocabulary.
- ▶ **Overarching Need #4 – Rigorous instructional practices that include Formative Assessments from clear Learning Targets.**
 - ▶ Inconsistent curriculum.
 - ▶ Inconsistent instructional processes.
 - ▶ Change in demographics.

Revised Instructional Goal

- ▶ By May 2019, at least 95% of teachers will use either R.A.C.E, Graphic Organizers, and/or the Jane Shaffer writing strategies across the curriculum on how to read, write and respond to grade level or higher text passages in order to increase Lexile levels school-wide as measured by Achieve3000 and the 2019 GMAS scores.

Instructional Goal:

Revised Action Steps

- Teachers and Co-teachers implement shared responsibility for teaching all students assigned to a classroom. Co-teaching models could include but are not limited to Station, Parallel, Alternative, and/or Team teaching.
- Job-embedded professional development for teachers on evidence-based reading and writing strategies.
- Evidence-based reading and writing strategies will be utilized weekly in all classroom instruction. To include but are not limited to: Leveled Literacy Intervention/LLI, Achieve3000, Jane Shaffer writing method, Jaguar Recovery.
- In order to successfully respond to text passages, teachers will equip students with the ability to process content using evidence-based instructional strategies. (Graphic Organizers, Restate Answer Cite Explain/RACE, and /or Circle Underline Box Eliminate/CUBE)
- In order to help students practice skills, strategies, and processes involving practicing and deepening content that has been previously addressed, we will utilize the gradual release model of instruction, with emphasis on guided instruction and collaboration.

Instructional Goal:

Revised Action Steps

- Update media center collection to address age of collection and Lexile complexity.
- Utilize protocols/rubrics for discussing Student Work and provide exemplar Writing throughout the building.
- Administration and Teachers will attend workshops and conferences that will assist in growing their knowledge of evidence-based instructional strategies.
- Additional support for students utilizing evidence-based strategies will be offered to students after-school and/or Saturdays.
- Employ the current Academic Coach who will assist teachers in implementing evidence-based strategies.

Revised Climate Goal

- ▶ School Climate Goal: By May 2019, 100% of the teachers will be trained and at least 85% will successfully implement all four (4) PBIS evidence-based classroom practices based on data collection and walkthrough results.

Climate Goal:

Revised Action Steps

- ▶ Administrators, teachers and students will collaboratively develop and implement school-wide, classroom and grade-level expected behaviors and rewards.
- ▶ Job-embedded professional development for teachers utilizing PBIS strategies.
- ▶ Present PBIS evidence-based classroom practices through 4 modules (trainings) throughout the 2018-2019 school year.
- ▶ Utilize PBIS Rewards APP to incentivize positive student behaviors in the classroom.
- ▶ Utilize social-emotional learning curriculum (Second Step) to reinforce positive behaviors school-wide and in the classroom.
- ▶ Implement Amie Dean video training with faculty.
- ▶ Select staff and faculty training on de-escalation (MindSet Training).
- ▶ Select faculty and staff will attend PBIS Conferences to increase understanding of what PBIS looks like when it is fully developed (operational/distinguished).

FY19 PL Day Focus

August 3, 2018

▶ Climate

- ▶ Overview of PBIS to include rituals, routines, and classroom arrangements
- ▶ Monitoring and Implementation Expectations

▶ Instructional

- ▶ Co-Teaching, Gradual Release “Guided Practice”, Graphic Organizers, and RACE
- ▶ Monitoring and Implementation Expectations

October 8, 2018

▶ Climate

- ▶ Consequence System for Academic Engagement
- ▶ Monitoring and Implementation Expectations

▶ Instructional

- ▶ Co-Teaching, Gradual Release “Student Collaboration”, Jane Schaffer
- ▶ Monitoring and Implementation Expectations

January 7, 2018

▶ Climate

- ▶ Instructional Practices for Student Engagement
- ▶ Monitoring and Implementation Expectations

▶ Instructional

- ▶ Review Data and Model Co-Teaching, Gradual Release, and Jane Schaffer
- ▶ Monitoring and Implementation Expectations