

## **-DRAFT-Cloverdale Middle School -2018-19 School Improvement Plan**

***The Cloverdale Middle School Leadership Team reserves the right to change aspects of this plan to best meet the needs of the students at Cloverdale.***

### **Focus Area 1: Effective Instructional Practice**

**Goal:** Increase the number of students (50 per grade level; 150 students total) who are in the ACT Readiness Range in the following areas: key ideas and details (reading) and the number system (math).

**Description of Plan:** Based on the ACT Aspire Summative Results, our focus should be on reading and math. Specifically, key ideas (reading) and the number system (math). To improve the student level of performance we must ensure teachers are using research-based strategies. These strategies will determine our professional development focus. The professional development focus will be reading (R.I.S.E), data analysis, and blended learning . Many of our students perform just below the level of readiness on the ACT Aspire. We must focus on the delivery of instruction to increase student engagement and motivation. This will have a positive impact on achievement in literacy and math.

#### **1. OG/AVID/SIOP (R.I.S.E) – Schoolwide**

- Word study (Orton-Gillingham and AVID)
- Achievement Via Individual Determination (AVID) Critical Reading/Focused Note Taking
- Sheltered Instruction Observation Protocol (SIOP)

#### **2. Data Analysis- Using a Data Analysis Protocol**

- Common Formative Assessment Data (Collaboration)
- Culture/ Discipline /Attendance Data (Teaming)

#### **3. Blended Learning/Project Based Learning**

- Differentiation/Student Engagement
  - Exact Path (reading and math support)
  - NewsELA (reading support)
  - Criterion Writing (reading support)
  - MyON (reading support)

### **Comprehensive Needs Assessment:**

The school improvement process template developed by ADE was used to complete this task.

Possible Indicators:

IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

BL01 - All teachers receive initial and ongoing training and support in effective use of blended learning methods.

### **Professional Development:**

1. Orton-Gillingham training (\$3,500.00)- 2 new English teachers  
Monthly SIOP PLC  
Planning sessions to include reading strategies in all content areas (\$1,500,00)

AVID and SIOP Professional Development Conferences (\$10,000.00)

2. Data Analysis Protocol PLC  
Depth of Knowledge
3. Blended Learning- Team Digital
  - Exact Path (\$18,000)
  - NewsELA (\$5,000)
  - Criterion Writing (\$5,000)
  - MyOn (\$5,000)

**Evaluation:**

1. Data from classroom observation displays the following:
  - Word Walls
    - Interactive – All teachers
    - Content Vocabulary: vocabulary that is subject area specific – Content teachers
    - AVID Academic Vocabulary: related arts teachers
  - Content Objective and Language Objective – posted on board each day– All teachers (SIOP)
  - Use of AVID critical reading strategies
  - Common Formative Assessment Results- 35% growth between pre/posttest in core classes; 3 assessments per quarter
  - Exact Path Reading Progress Reports- positive, consistent growth through individualized learning paths for language/vocabulary and reading literature/nonfiction
2. Collection of Data Analysis Protocol which will reveal teacher reflections of results and the new learning experience plan
  - Collection of Common Formative Assessment - analyzed for DOK levels; use of 50% of level 2 and 3 items on a given assessment
  - Common Formative Assessment Results- 35% growth between pre/posttest in core classes; 3 assessments per quarter
3. Data from classroom observations display the following:
  - Use of one of the four digital learning platforms (Exact Path, NewsELA, Criterion Writing, or MyOn) twice a week
  - Usage reports for all four of the digital learning platforms to ensure student engagement

**CLOVERDALE MIDDLE SCHOOL Comprehensive Needs Assessment Effective Instructional Practice 2018-2019**

**Specific Data Points to Influence Effective Instructional Practice (Lagging Indicator)**

According to the HMH Reading and Math Inventory:

Students currently reading three or more years below grade level:

- 72% of 6th graders; 74% of 7th graders; 73% of 8th graders

Students currently performing three or more years below grade level in math:

- 67% of 6th graders; 68% of 7th graders; 76% of 8th graders

According to the 2017 ACT Aspire Summative Assessment:

Met readiness benchmark in reading

- 20% of 6th graders, 15% of 7th graders; 19% of 8th graders

Met readiness benchmark in math

- 22% of 6th graders; 19% of 7th graders; 8% of 8th graders

## **Variables Impacting Effective Instructional Practice**

### **Focus for Improvement**

Reading - key ideas and details

Math- the number system

### **Initiatives, Intervention, Strategies**

School-wide reading/word study

AVID critical reading/focused note taking

Data Analysis

Blended Learning

Peer-to-Peer Observations

### **Leading Indicators** (Data points anchoring the steps toward goal)

Observation Data

Exact Path Progress Reports

Formative Assessment Data

NWEA Interim Assessment Data

## **Focus Area 2: Student Discipline/School Culture**

Goals: Decrease behaviors that have hindered teaching and learning in classrooms by 50%.

### **Description of Plan:**

We will implement a schoolwide system of positive reinforcement to decrease behaviors that hinder teaching and learning. Past climate surveys completed by teachers and students indicate that both stakeholder groups feel discipline hinders teaching and learning. We will decrease behavior infractions using Positive Behavior Intervention and Supports (PBIS) and restorative justice. We plan to change student and adult behaviors to decrease behaviors that hinder teaching in learning in classrooms.

#### 1. Shift Student Behaviors

- Kickboard
- PBIS
- Restorative Justice

#### 2. Shift Adult (Professional) Behaviors

- Develop Core Values that align with mission and vision
- Use of Response to Intervention
  
- Culture/ Discipline /Attendance Data Analysis (Teaming)

### **Comprehensive Needs Assessment:**

The school improvement process template developed by ADE was used to complete this task.

**Possible Indicators:**

IIIC05 – All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).

IIIC09 - All teachers correct students who do not follow classroom rules and procedures.

IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.

**Professional Development:**

## 1. PBIS

Restorative Justice

Revised Due Process/Student Handbook

Kickboard

## 2. Response to Intervention (RTI) Training

*Energy Bus* book study

Data Analysis- My School Info and Student GPS

Mission, Vision, and Core Values monthly calibration

**Other Support:**

Kickboard (\$TBD)

Educational Incentive Field Trips, assemblies, etc. (\$10,000.00)

- College Visits, Museums, Heritage Tours,
- Cub Incentive Store

Professional Development Conferences (\$10,000.00)

- National Conference on School Discipline

School-based and community-based counseling services

- PAT Center, Life Strategies, New Beginnings, etc.

School clubs

- chess, gentlemen's, ladies, aerospace, student leadership team, etc.

**Evaluation:**

## 1. Student Behaviors

- Review discipline data weekly for number of classroom behavior referrals and types of sanctions used by administrators
- Review Kickboard reports weekly
- Review Quarterly Student Climate Survey Results

## 2. Adult Behaviors

- Teacher Climate Survey Results given quarterly
- Data Analysis Reflection
- Staff feedback on Mission, Vision, and Core Values

**CLOVERDALE MIDDLE SCHOOL Comprehensive Needs Assessment Student**

CLOVERDALE MIDDLE SCHOOL

Comprehensive Needs Assessment Student Discipline/School Culture 2018-2019

**Specific Data Points to Influence Student Discipline/School Culture (Lagging Indicator)**

Discipline data

Teacher attendance data

Student attendance data

Summary of educator/student school climate survey data

### **Variables Impacting Student Discipline/School Culture**

- 257 discipline referrals in quarter 1, 387 discipline referrals in quarter 2 and 364 discipline referrals in quarter 3 of the 2017-2018 school year
- 224 teacher days missed for illness & personal reasons in quarter 1, 297 in quarter 2 and 212 in quarter 3 of the 2017-2018 school year
- 11% of core teachers were absent 5 or more days for any reason in quarter 1, 14% in quarter 2 and 64% in quarter 3 of the 2017-2018 school year
- average daily attendance for students in 2017-2018 is 92.73% in quarter 1, 91.03% in quarter 2 and 89.44% in quarter 3
- results from both the educator and student school climate surveys consistently indicate that student misbehavior has a negative impact on classroom instruction

### **Focus for Improvement**

Decrease student discipline infractions

Increase teacher attendance

Increase student attendance

### **Initiatives, Intervention, Strategies**

Small group and individual intervention plans with Behavior Intervention Specialist

Multidisciplinary Behavior Team

Behavior Incentive Field Trips

### **Leading Indicators (Data points anchoring the steps toward goal)**

Discipline data

Teacher attendance data

Student attendance data

Progress reports