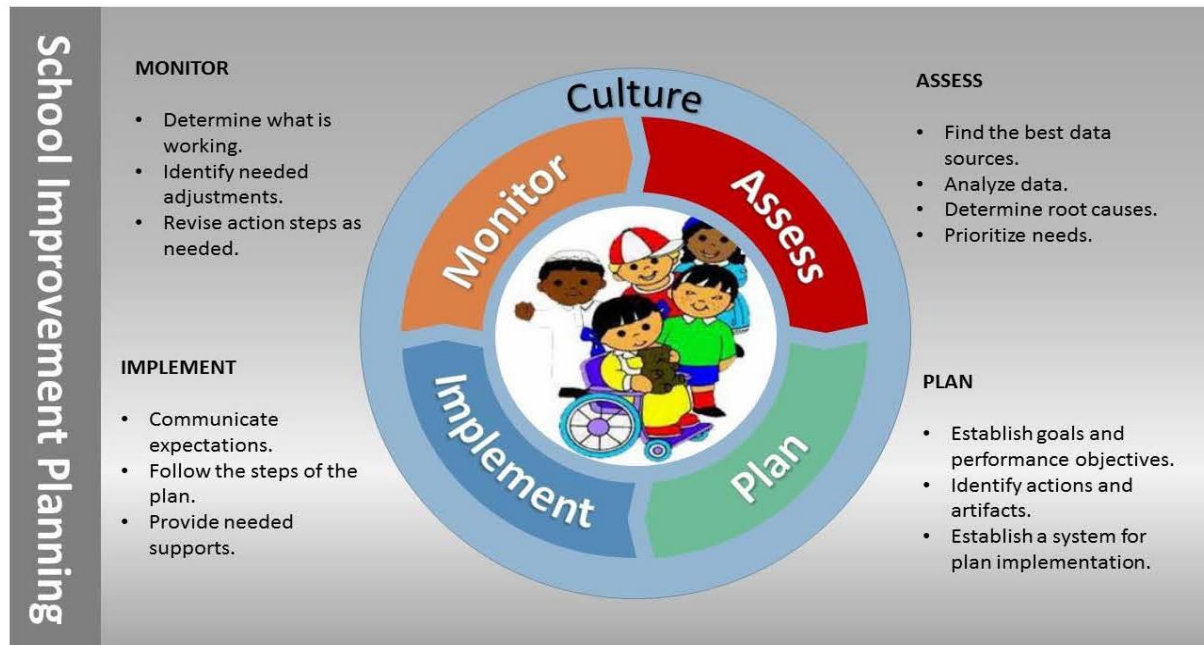# School Improvement Plan Process
Richmond County School System
2018-2019

The "APIM" framework can be used for School Improvement Planning, Departmental Improvement Planning, Strategic Planning, Lesson Planning, Using Data, or for any process.

ASSESS: In the Assess step, you identify data sources, collect and analyze relevant data, determine root causes, and create a Strengths, Weaknesses, Opportunities, and Threats (SWOTs) analysis. Determine strategies to address the root cause of issues.

PLAN: Decide on an initiative and then determine action steps and performance measures. Write the plan out to include the initiative, performance objective (aligned with the Strategy Map), action steps, and performance measures.

IMPLEMENT: Communicate the expectations of the performance measures and targets as well as action steps to all stakeholders. Request support from the Central Office if needed. Begin to follow the action steps to bring you closer to the set targets.

MONITOR: After implementing the plan, it must be evaluated to determine what is working effectively. Review the targets to determine if they need to be adjusted. Think through the action steps to make sure that they are helping you reach the targets and revise as needed. If processes are working well, make those processes part of a standard procedure.

Initiative #1 Evaluation	
Initiative #1 Description:	
Goal Area:	High Acadeic Achievement and Success for All
Performance Objective:	Increase college, career, and workforce readiness
Initiative #1:	Increase rigor and relevance in all classes using research based strategies.
What was the need being addressed by this initiative?	Many students were not meeting standards that would have them prepared to attend college or start a career.
What was the reason for selecting this initiative?	To prepare our students to be college and career ready.
What were the intended results of this initiative?	To have our students prepared to enter college or the workforce.
Initiative #1 Implementation Evaluation	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	Teachers were provided professional learning on implementing Higher Order Questioning. Students were instructed on how to identify higher level questions to understand the steps needed to effectively answer the question.
What evidence is available to show this initiative was fully implemented?	2017-2018 Murphey lesson plans will show that this initiative was started, but not fully implemented. If this initiative were to be continued we would be able to identify its effectiveness through peer observations.
Were there any barriers to implementing this intiative? Why or why not?	Yes there were several barriers in implementing this initiative. One barrier was that Murphey had 15 new teachers and the main support we were able to offer was the use of mentor teachers. The barrier was that many of these new teachers had no background in teaching and therefore we had to cater our professional development to meet their needs at that time.
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	Yes. As stated we had several new teachers who needed foundational framework and we were focused on trying to support them in their areas of need.

Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	No. Going forward we could have made limited schedule changes to help accommodate our mentor teachers being able to meet with their mentee teachers.
Are changes needed to improve the full implementation of this initiative? What changes?	Yes. To improve full implementation of this initiative we would need to insure that teachers are able to get the individualized professional development that they need and then move them up the Coaching Cycle to grow teachers to meet this initiative.

Initiative #1 Effectiveness Evaluation

What data were collected to monitor and evaluate the effectiveness of this initiative?	Lesson plans were collected but more work could be done to improve the monitoring piece of this initiative.
Are there enough accurate data points to evaluate the effectiveness of this initiative?	
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	
Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?	
Were there any unintended consequences from this initiative (positive or negative)?	
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	For the 2018-2019 school year we will not be using this initiative. Based on our needs we have developed our plan to meet our current needs.

Initiative #2 Evaluation	
Initiative #2 Description:	
Goal Area:	High Acadeic Achievement and Success for All
Performance Objective:	Increase student performance at or above grade level
Initiative #2:	Use data from various sources to inform instruction and to provide timely, systematic interventions
What was the need being addressed by this initiative?	This initiative was implemented to help provide remediation for our students who were struggling across different contents. The initiative was also established to help provide an alloted time to provide enrichment for our gifted and talented students.
What was the reason for selecting this initiative?	The reason for this initiative was to help identify and catch students who were falling behind in their content classes and to enrich students who were advanced.
What were the intended results of this initiative?	The intended results of this initiative was to help provide oppurtunities to remediate difficult content that our students wouldn't grasp within the guidelines set of the pacing guide.
Initiative #2 Implementation Evaluation	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	
What evidence is available to show this initiative was fully implemented?	
Were there any barriers to implementing this intiative? Why or why not?	
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	

Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	
Are changes needed to improve the full implementation of this initiative? What changes?	

Initiative #2 Effectiveness Evaluation

What data were collected to monitor and evaluate the effectiveness of this initiative?	
Are there enough accurate data points to evaluate the effectiveness of this initiative?	
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	
Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?	
Were there any unintended consequences from this initiative (positive or negative)?	
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	

Initiative #3 Evaluation	
Initiative #3 Description:	
Goal Area:	
Performance Objective:	
Initiative #3:	
What was the need being addressed by this initiative?	
What was the reason for selecting this initiative?	
What were the intended results of this initiative?	
Initiative #3 Implementation Evaluation	
Describe the steps followed to implement this initiative. Include persons responsible and timeframe for the implementation.	
What evidence is available to show this initiative was fully implemented?	
Were there any barriers to implementing this intiative? Why or why not?	
Were there any barriers to maintaining this initiative through the expected timeframe? Why or why not?	

Were appropriate resources provided to all stakeholders to implement and maintain this initiative? Why or why not?	
Are changes needed to improve the full implementation of this initiative? What changes?	

Initiative #3 Effectiveness Evaluation

What data were collected to monitor and evaluate the effectiveness of this initiative?	
Are there enough accurate data points to evaluate the effectiveness of this initiative?	
Citing specific data points, was the initiative successful in addressing the need? Why or why not?	
Is it possible that other initiatives affected the need more than the intended initiative? Why or why not?	
Were there any unintended consequences from this initiative (positive or negative)?	
Will you continue with this initiative in the next school year? If so, what changes need to be made to improve its effectiveness?	

Murphey Middle School
Comprehensive Needs Assessment
2018-2019

CCRPI	2014-2015	2015-2016	2016-2017	3-yr Avg	Data Sources
CCRPI Score - School	47.4	51	47.5	48.6333	GADOE portal
CCRPI Score - District	62.4	57.9	63.1	61.1333	
CCRPI Score - State	75.5	73.6	72.9	74.0000	

Georgia Milestones	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
% Developing Learner or Above - ELA	35.9	33.8	37.8	35.8333	SLDS
% Developing Learner or Above - Math	32.1	31.9	37	33.6667	
% Developing Learner or Above - Science	18	8.9	19.2	15.3667	
% Developing Learner or Above - Social Studies	37.3	22	32.7	30.6667	
% Proficient or Distinguished Learner - ELA	7.3	6.8	8.3	7.4667	
% Proficient or Distinguished Learner - Math	3	2.9	4.9	3.6000	
% Proficient or Distinguished Learner - Science	3.5	0.6	3.4	2.5000	
% Proficient or Distinguished Learner - Social Studies	3.4	5.2	3	3.8667	

iReady	EOY 2016	EOY 2017	EOY 2018	3-yr Avg	Data Source
% Students Reading on Grade Level - 6th Grade	N/A	29	20	24.5000	iReady->Reports
% Students Reading on Grade Level - 7th Grade	N/A	32	22	27.0000	
% Students Reading on Grade Level - 8th Grade	N/A	52	52	52.0000	
On Grade Level Lexile (%)	N/A	27.4	25.4	26.4000	iReady->Reports
% Students Math on Grade Level - 6th Grade	N/A	32	18	25.0000	iReady->Reports
% Students Math on Grade Level - 7th Grade	N/A	29	13	21.0000	
% Students Math on Grade Level - 8th Grade	N/A	41	42	41.5000	
On Grade Level Quantile (%)	N/A	26.5	19.3	22.9000	iReady->Reports

Reflection Questions: How are student Lexiles used instructionally to improve student growth? How are Lexiles communicated to parents to ensure they understand what these scores mean? How are Lexiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Lexiles? Does your professional learning for Lexile instruction include all content teachers? How can Media Specialist support increased Lexile measures?

Reflection Questions: How are student Quantiles used instructionally to improve student growth? How are Quantiles communicated to parents to ensure they understand what these scores mean? How are Quantiles communicated to students and used for goal setting? What training do teachers receive to enhance their professional knowledge about Quantiles. Does your professional learning for Quantiles include all content areas?

Murphey Middle School
Comprehensive Needs Assessment
2018-2019

Student Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Total Student Enrollment	609	626	670	635.0000	Infinite Campus (Student Information->Reports->Enrollment Summary
Students Absent 6+ Days (%)	54.78	55.15	71.6	60.5100	Infinite Campus (RCSS Custom Reports->Attendance->Attendance by Min Nbr of Days
Discipline Incidences	1979	1449	1122	1516.6667	Infinite Campus->Behavior->Reports->Incident. Click on List by Year to see other school years.

Reflection Questions: What is your schools attendance plan? How do you address attendance issues? Phone call? Notes home? Home visit? Do you use your parent facilitator or designee? Who monitors attendance and how it affects your CCRPI score? Are there any rewards systems in place for attendance? Are these rewards monthly? Quarterly?

Murphey's attendance plan alignes to the district's attendance policy. Murphey addresses attendance issues according to the guidelines provided by the district. In the past we h

Faculty & Staff Profile (2018-2019)	1 to 3 Years	4-10 Years	11-20 Years	21+ Years	Data Source
Current Principal's # of Years in Position	x				School-level Data
Teaching Staff # of Years in Current School	19	7	1	5.0000	School-level Data
Teaching Staff # of Years in Profession	16	3	10	4.0000	School-level Data
	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
% Administrator Absent 6+ Days					School-level Data
% Teachers Absent 6+ Days					School-level Data
% Staff Absent 6+ Days					School-level Data

Reflection Questions: Do you monitor teacher/staff attendance? Are any teachers/staff chronically absent? Do these teachers/staff miss Mondays and Fridays more so than others?

Yes teacher and staff attendance was monitored. We discussed teacher attendance in every Leadership meeting and discussed a possible initiative to motivate punctuality and a

TKES Standards (%) (2017-2018)	Level I	Level II	Level III	Level IV	Data Source
1. Professional Knowledge	0	0	100	0	School-level Data
2. Instructional Planning	0	34	63	3	School-level Data
3. Instructional Strategies	0	12	85	3	School-level Data
4. Differentiated Instruction	0	63	37	0	School-level Data
5. Assessment Strategies	0	15	85	0	School-level Data
6. Assessment Uses	0	37	63	0	School-level Data
7. Positive Learning Environment	0	10	78	12	School-level Data
8. Academically Challenging Environment	0	12	88	0	School-level Data
9. Professionalism	0	10	85	5	School-level Data
10. Communication	0	22	78	0	School-level Data

Murphey Middle School
Comprehensive Needs Assessment
2018-2019

School Culture Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
Student Mobility (%)	39.7	40.7	N/A	40.2000	Governor's Office of Student Achievement. http://gosa.georgia.gov/downloadable-data
In-School Suspension (%)	48%	47%	40%	0.4524	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
Out of School Suspension (%)	54%	53%	43%	0.4996	Infinite Campus->Behavior->Reports->Resolution. Click on Detail in Report Type.
# of Tribunal Hearings	10	28	26	21.3333	
Question from the Georgia Student Health Survey with the lowest rating (Highest percentage of Strongly Disagree/Disagree or Sometimes/Never)	#31. Students at my school take pride in keeping our school building in good condition.	#31. Students at my school take pride in keeping our school building in good condition.	N/A	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx
Question from the Georgia Student Health Survey with the highest rating (Highest percentage of Strongly Agree/Agree or Always/Often)	I have a group of friends at school that I have fun with and are nice to me.	I have a group of friends at school that I have fun with and are nice to me.	N/A	N/A	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx

Reflection Questions: How do out-of-school suspensions affect attendance? Do you have interventions in place that could replace suspensions as a form of punishment? What positive behavior reinforcement program or initiatives does your school have in place?

Out of school suspensions affects students attendance because the student would miss valuable instructional time in all subjects. We will be implementing PBIS (Positive Behavio

Reflection Questions: What is your school-wide discipline plan? Does the school wide discipline plan mirror board policy? What additional policy and procedures does your school have that are unique? Is your faculty and staff consistent with the school wide discipline plan? Are there any teachers that stand out that have had historical issues with discipline referrals? How is that teacher supported?

Our school-wide will be following the PBIS model. Yes Murphey's new behavior plan mirrors the board policy. The PBIS initiative is new so we are just now in the process of imple

Reflection Questions: What types of training have you offered to address student discipline? What types of training is needed to address student discipline? For students who are long term (5-10 day suspension/ alternative) suspended, how are they transitioned back in the school? How are you monitoring and supporting academics of the students who are chronically suspended?

The school has some set scheduled dates for professional development concerning classroom management. These are all upcoming initiatives.

Reflection Questions: What areas of concern are revealed in the Georgia Student Health Survey results? How does this relate to your School Climate Star Rating? How are these concerns addressed in your day-to-day operations? Do they represent gaps in your procedures or follow-through on your procedures? What needs to change to improve on these concerns?

Reflection Questions: Do the Georgia Student Health Survey results reveal any concerns with alcohol/drug abuse or self-harm? How are these concerns being addressed? What needs to change to improve on these concerns?

Family and Community Engagement Data Profile	2015-2016	2016-2017	2017-2018	3-yr Avg	Data Source
External Business/Community Partnerships (#)					School-level Data
Community Events (#)					School-level Data
School Events (#)					School-level Data
Parent Training Workshops (#)					School-level Data
Curriculum Nights (#)					School-level Data

Based on your data and the reflective questions, what are the three main initiatives that your school needs to focus on this school year?

Based on our data we will need to focus on increasing student performance at or above grade level by implementing a school-wide literacy and numerac

Our second initiative will be to improve safety and orderliness of enviroments by building a positive school culture/climate through the utilization of a s

Our last initiative is to develop and implement staff high standards and expectations through establishing clear, concise, and firm policies and procedur

2018-2019 School Improvement Plan – Middle

School: <u>Murphey Middle School</u>

Principal: <u>Justin Durham Ed.D</u>

Date: <u>7/31/2018</u>

Performance Measure (with unit of measure)	Baseline (2015-2016)	Target Year 1 (2016-2017)	Actuals Year 1 (2016-2017)	Target Year 2 (2017-2018)	Actual Year 2 (2017-2018)	Target Year 3 (2018-2019)	Actuals Year 3 (2018-2019)
Increase the percentage of students scoring Proficient or above on the Georgia Milestones ELA EOG	7.3	15	7	9	6.8	11	
Increase the percentage of students scoring Proficient or above on the Georgia Milestones Math EOG and EOC	3	10	3	5	2.9	7	
Increase the percentage of students scoring Proficient or above on the Grade 8 Science EOG and EOC	3.5	10	0.6	2	0.6	4	
Increase the percentage of students scoring Proficient or above on the Grade 8 Social Studies EOG	3.4	5	5.2	8	5.2	10	
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	51	53.6		56.2		59	

Principal's Signature: _____

Leadership Team Member Signature: _____

School Council President's Signature: _____

Leadership Team Member Signature: _____

2018-2019 School Improvement Plan – Middle

Goal Area (Aligned to RCSS Strategy Map): High Academic Achievement and Success for All

Performance Objective (Aligned to RCSS Strategy Map): Increase student performance at or above grade level.

Initiative 1: By May 1, 2019, implement a school-wide literacy and numeracy plan for all students using universal screeners, professional development for teachers and support staff on effective reading and writing strategies and effective research-based numeracy strategies to increase rigor and relevance. As meassured by i-ready, common assessment data, and report card data.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
All Students	Create a Literacy and Numeracy plan that includes analyzing universal screeners to form intervention classes	Administration/ Academic Support Instructional Coach	Universal Screener data, class rosters	August 2018 & January 2019	
Teachers	Provide professional development for ELA, S. Studies, and Science teachers on effective reading and writing strategies	Administration/ Academic Support Instructional Coach	Lesson plans, walkthrough results	Aug 2018-May 2019	L4GA Grant, Title I
Teachers	Provide professional learning for math teachers on effective research-based numeracy strategies	Administration/ Academic Support Instructional Coach	Lesson plans, walkthrough results	Aug 2018-May 2019	Title I

2018-2019 School Improvement Plan – Middle

Initiative 1: By May 1, 2019, implement a school-wide literacy and numeracy plan for all students using universal screeners, professional development for teachers and support staff on effective reading and writing strategies and effective research-based numeracy strategies to increase rigor and relevance. As meassured by i-ready, common assessment data, and report card data.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
All Students	Incorporate AVID Reading and Math strategies into literacy and numeracy plan	All Teachers/Academic Support Instructional Coach	Lesson plans, walkthrough results	Aug 2018- May 2019	L4GA Grant, Title I
All Students	Create literacy and numeracy challeges/initiatives to promote student engagement (ex: Word Millionaire)	L4GA Liaison/ Academic Support Instructional Coach	Lesson plans, walkthrough results	Aug 2018- May 2019	L4GA Grant, Title I
All Students	Utilize school/district common assessments, and performance tasks to monitor student progress and guide instruction	All Teachers	Assessments analysis, lesson plans, rubrics, samples of assessments and tasks	Aug 2018- May 2019	

2018-2019 School Improvement Plan – Middle

Initiative 1:

By May 1, 2019, implement a school-wide literacy and numeracy plan for all students using universal screeners, professional development for teachers and support staff on effective reading and writing strategies and effective research-based numeracy strategies to increase rigor and relevance. As meassured by i-ready, common assessment data, and report card data.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed

2018-2019 School Improvement Plan – Middle

Goal Area (Aligned to RCSS Strategy Map): Operational Effectiveness

Performance Objective (Aligned to RCSS Strategy Map): Improve the safety and orderliness of environments.

Initiative 2: By May 1, 2019, build a positive school culture/climate through the utilization of a school-wide behavior plan that will refocus the number one goal which is effective teaching and learning into the day to day operations to the school by: introduce/train staff and teachers on PBIS initiative and strategies, reviewing discipline data, implementation of advisory program (Maverick Advisory Village), and Review/Revise plan as needed to ensure effectiveness. As measured by, the school attendance report, school star rating, and school discipline.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
All Students	Create a school-wide PBIS plan	Dean of Students/ PBIS Team	Referral types, number of referrals, referral generators, (teachers and students)	Aug 2018-2019	
Teachers and Faculty	Introduce/train staff and teachers on PBIS initiative and strategies	Dean of Students/ PBIS Team	Agendas, Sign In/Out Sheets, Teacher feedback surveys	Aug 2018-2019	Title I
All Students	Monitor effectiveness of PBIS plan by reviewing discipline data	Dean of Students/ PBIS Team	Referral types, number of referrals, referral generators, (teachers and students)	Aug 2018-2019	Title I

2018-2019 School Improvement Plan – Middle

Initiative 2: By May 1, 2019, build a positive school culture/climate through the utilization of a school-wide behavior plan that will refocus the number one goal which is effective teaching and learning into the day to day operations to the school by: introduce/train staff and teachers on PBIS initiative and strategies, reviewing discipline data, implementation of advisory program (Maverick Advisory Village), and Review/Revise plan as needed to ensure effectiveness. As measured by, the school attendance report, school star rating, and school discipline.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
All Students	Review/Revise plan as needed to ensure effectiveness	Dean of Students/ PBIS Team	Referral types, number of referrals, referral generators, (teachers and students)	Aug 2018-2019	
All Students	Implement positive initiatives that support PBIS plan	Dean of Students/ PBIS Team	Referral types, number of referrals, referral generators, (teachers and students)	Aug 2018-2019	Title I
All Students	Conitinue implementation of advisory program (Maverick Advisory Village)	Administration, Counselors, All Faculty	Staff assignment list, student portfolios	Aug 2018-2019	Title I
Parents and Students	Conduct Parent workshops to promote partnership	Parent Facilitator	Shout Point, Flyer, Sign In sheets, agendas	Aug 2018-2019	

2018-2019 School Improvement Plan – Middle

Initiative 2: By May 1, 2019, build a positive school culture/climate through the utilization of a school-wide behavior plan that will refocus the number one goal which is effective teaching and learning into the day to day operations to the school by: introduce/train staff and teachers on PBIS initiative and strategies, reviewing discipline data, implementation of advisory program (Maverick Advisory Village), and Review/Revise plan as needed to ensure effectiveness. As measured by, the school attendance report, school star rating, and school discipline.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed

2018-2019 School Improvement Plan – Middle

Goal Area (Aligned to RCSS Strategy Map): High Performing Culture and Workforce

Performance Objective (Aligned to RCSS Strategy Map): Develop and implement staff high standards and expectations.

Initiative 3: By May 1, 2019, establish clear, concise, and firm policies and procedures for all stakeholders by revising the Teacher Handbook, providing professional learning, and enforcing/monitoring procedural and policy changes so that all stakeholders have a crystal clear perception of the expectations of the school. As measured by, the school attendance report, school star rating, and school discipline.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed
All Teachers/ Faculty	Revise Teacher Handbook	Administration	Revised Teacher Handbook	Aug-18	
All Teachers/ Faculty	Provide professional learning/ meeting addressing changes	Administration/ Bookkeeper	Meeting Agenda	18-Aug	
All Teachers/ Faculty	Enforce procedural and policy changes	Administration	Teacher Feedback Surveys,	Aug 2018- May 2019	

2018-2019 School Improvement Plan – Middle

Initiative 3:

By May 1, 2019, establish clear, concise, and firm policies and procedures for all stakeholders by revising the Teacher Handbook, providing professional learning, and enforcing/monitoring procedural and policy changes so that all stakeholders have a crystal clear perception of the expectations of the school. As measured by, the school attendance report, school star rating, and school discipline.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed

2018-2019 School Improvement Plan – Middle

Initiative 3:

By May 1, 2019, establish clear, concise, and firm policies and procedures for all stakeholders by revising the Teacher Handbook, providing professional learning, and enforcing/monitoring procedural and policy changes so that all stakeholders have a crystal clear perception of the expectations of the school. As measured by, the school attendance report, school star rating, and school discipline.

Group Affected by Initiative	Research-Based Action Steps	Team/Leader Overseeing the Initiative	Evidence/Data the Team/Leader will collect	Specific Timeline for Implementation	Funding Source, Materials/Resources Needed

2018-2019 School Improvement Plan – Middle

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
1	Literacy and Numeracy Research-based Instructional Strategies	Aug 2018- May 2019	Title I	Administration, Academic Support Instructional Coach, All Teachers	Focus Walks: September, January, March Peer Observations: October and February, Collaborative Planning Notes	Pre- and Posttest Results by content, I-Ready Reports, Achieve 3000 Reports, Collaborative Planning Notes
1 & 3	Standards-based Instruction, Rubicon Atlas, and RTI	8/14/2018	Title I	Administration All Teachers	Focus Walks: September, January, March Peer Observations: October and February, Collaborative Planning Notes	Lesson Plans, Student Portfolios
					Focus Walks:	

2018-2019 School Improvement Plan – Middle

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
1	Introduction to Murphey's Literacy Plan	8/21/2018	Title I	Academic Support Instructional Coach	Focus Walks: September, January, March Peer Observations: October and February, Collaborative Planning Notes	Agenda, Lesson Plans, Student Portfolios
1	Data Notebook Training/ Collaborative Planning	8/29/2018	Title I	Administration, Academic Support Instructional Coach	Focus Walks: September, January, March October and February, Collaborative Planning Notes, Lesson Plans	Data Notebooks, Lesson Plans, Walkthrough results
				Administration,	Focus Walks: September, January, March,	

2018-2019 School Improvement Plan – Middle

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning
1 & 3	Analyzing i-Ready Data, RTI Groups, and setting goals for student growth	9/5/2018	Title I	Academic Support Instructional Coach	October, and February, Collaborative Planning Notes,	i-Ready data, RTI meeting agendas, Student Goal Samples

2018-2019 School Improvement Plan – Middle

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning

2018-2019 School Improvement Plan – Middle

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning

2018-2019 School Improvement Plan – Middle

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning

2018-2019 School Improvement Plan – Middle

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of Professional Learning	Evidence/Data of Impact on Student Learning

2018-2019 School Improvement Plan - Middle

Note: This Monitoring Plan is available for schools that do not already have a plan in use. If there is a robust Monitoring Plan in place, please submit it with your SIP.

School Improvement Monitoring Plan

Supporting Initiative #	Action Step from SIP	Specific Timeline for Implementation from SIP	Completed? Y/N	Date Completed	Evidence/Data Collected

2018-2019 School Improvement Plan - Middle

Note: This Monitoring Plan is available for schools that do not already have a plan in use. If there is a robust Monitoring Plan in place, please submit it with your SIP.

School Improvement Monitoring Plan

Supporting Initiative #	Action Step from SIP	Specific Timeline for Implementation from SIP	Completed? Y/N	Date Completed	Evidence/Data Collected

Note: This Monitoring Plan is available for schools that do not already have a plan in use. If there is a robust Monitoring Plan in place, please submit it with your SIP.

School Improvement Monitoring Plan

Supporting Initiative #	Action Step from SIP	Specific Timeline for Implementation from SIP	Completed? Y/N	Date Completed	Evidence/Data Collected

2018-2019 School Improvement Plan - Middle

Note: This Monitoring Plan is available for schools that do not already have a plan in use. If there is a robust Monitoring Plan in place, please submit it with your SIP.

School Improvement Monitoring Plan

Supporting Initiative #	Action Step from SIP	Specific Timeline for Implementation from SIP	Completed? Y/N	Date Completed	Evidence/Data Collected

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