

School Improvement for Heather Ward - SIP form

Alamance-Burlington School Improvement Plan

Summary of Current State of Student Achievement

School Year	2018-2019
Principal	Heather Ward

Date:

8/24/2018 

Highlight Strengths:

Lenses	Math	Literacy	Social/Emotional
Growth	+0.30% in 7th Grade CCR	+9.8% in 6th Grade GLP, +8.6% in 7th Grade GLP, +7.9% in 6th Grade CCR, +8.7% in 7th Grade CCR	
Achievement			
Cohort	6th Grade to 7th Grade Math +1.2% CCR	6th Grade to 7th Grade Reading +3.1% GLP, 6th Grade to 7th Grade Reading +0.8% CCR,	
Equity			
Standards			

Highlight Concerns:

Lenses	Math	Literacy	Social/Emotional
Growth	-10.9% overall Math GLP, -10% overall Math CCR, -30.4% 8th Grade Math GLP, -3.5% 7th Grade Math GLP, -31% 8th Grade Math CCR, -1.4% 6th Grade Math CCR, -1.6% 8th Grade Math I EOC	-3.4% 8th Grade CCR, -2.5% 8th Grade GLP	
Achievement			
Cohort			
Equity			
Standards			

GOAL 1: Social/Emotional

Stretch Target for Goal 1: Social/Emotional

GOAL ONE: Social/Emotional	
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Target:

Subgoal 1:

By June 2019, Southern Middle School will increase Habits and Behaviors for Learning, which will indirectly positively affect EOG scores. Initial survey data from Panorama Survey issued in September 2018 indicates 64% of our students have a favorable opinion about Learning Strategies, 63% have favorable opinions about Social Awareness, 58% have a favorable opinion about Growth Mindset, 76% have a favorable opinion of Rigorous Expectations, 66% have a favorable opinion of Teacher and Student Relationships, and 52% have a favorable opinion of Sense of Belonging. We will strategically target these areas and increase Learning Strategies from 64% to 77%, Social Awareness from 63% to 76%, Growth Mindset from 58% to 76%, Rigorous Expectations from 76% to 88%, Teacher Student Relationships from 66% to 77% and Sense of Belonging from 52% to 67%.

February 2019 data from the Panorama Survey indicates 58% of our students have a favorable opinion about Learning Strategies, 57% have favorable opinions about Social Awareness, 54% have a favorable opinion about Growth Mindset, 73% have a favorable opinion of Rigorous Expectations, 59% have a favorable opinion about Teacher-Student Relationships, and 45% have a favorable opinion of Sense of Belonging. We will continue to strategically target these areas and increase Learning Strategies from 64% to 77%, Social Awareness from 63% to 76%, Growth Mindset from 58% to 76%, Rigorous Expectations from 76% to 88%, Teacher Student Relationships from 66% to 77% and Sense of Belonging from 52% to 67%.

This goal supports ABSS Goal 6: Classroom and School Supports.

Target: 80% of students report proficiency in the Success Habits area. Lower the percentage of students within a cohort that are absent or tardy 10 or more days for the 2018-2019 school year. Lower the number of ISS and OSS days assigned to students for the 2018-2019 school year. All student cohort groups will increase and show positive growth on EOGs (Rising 7th Grade: -0.4% in GLP Reading, -2.0% in GLP Math, 0.8% in CCR Reading, and 1.2% in CCR Math; Rising 8th Grade: 3.1% in GLP Reading, -21.9% in GLP Math, No Growth in CCR Reading and -19.8% in CCR Math) as they progress through middle school.

Action Steps

Action Steps	ABSS Practices	Data Set Used to Measure	Check-In Dates	End Date	School Staff Responsible
Teachers will receive staff development and the PBIS program has been modified to reflect the desire for more consistent implementation of the school wide discipline plan. Teacher growth mindset will increase and will be directly correlated to student achievement outcomes.		Teacher Surveys will be issued to measure growth mindset, and to measure changes in the Teacher Working Conditions Survey.	9/18, 11/18, 1/19, 3/19	June 2019	All teachers
Administration will communicate regularly with staff at monthly grade level meetings about student attendance and discipline.		PowerSchool Data	9/18, 11/18, 1/19, 3/19	June 2019	Administration

Naviance Core Curriculum will be taught to students during core block time throughout the year to explore careers, develop goals and habits for success, complete a strengths explorer, complete college and high school mentality surveys, and to register for high school courses (8th grade). Success Habits Unit will be taught through Focus classes.

Naviance Report Data, Panorama Survey Data, Classroom Observation Data

9/18, 11/18, 1/19, 3/19

June 2019

Guidance Counselors

ABSS Practices



Data Check - September

Data Check Date

9/28/2018

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

Initial survey data from Panorama Survey issued in September 2018 indicates 64% of our students have a favorable opinion about Learning Strategies, 63% have favorable opinions about Social Awareness, 58% have a favorable opinion about Growth Mindset, 76% have a favorable opinion of Rigorous Expectations, 66% have a favorable opinion of Teacher and Student Relationships, and 52% have a favorable opinion of Sense of Belonging. We will strategically target these areas and increase Learning Strategies from 64% to 77%, Social Awareness from 63% to 76%, Growth Mindset from 58% to 76%, Rigorous Expectations from 76% to 88%, Teacher Student Relationships from 66% to 77% and Sense of Belonging from 52% to 67%.

Central Services Feedback:

Data Check- November

Data Check Date



Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

Central Services Feedback:

Data Check - January

Data Check Date



Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

Central Services Feedback:

Data Check - March

Data Check Date

2/27/2019 

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

February 2019 data from the Panorama Survey indicates 58% of our students have a favorable opinion about Learning Strategies, 57% have favorable opinions about Social Awareness, 54% have a favorable opinion about Growth Mindset, 73% have a favorable opinion of Rigorous Expectations, 59% have a favorable opinion about Teacher-Student Relationships, and 45% have a favorable opinion of Sense of Belonging. We will continue to strategically target these areas and increase Learning Strategies from 64% to 77%, Social Awareness from 63% to 76%, Growth Mindset from 58% to 76%, Rigorous Expectations from 76% to 88%, Teacher Student Relationships from 66% to 77% and Sense of Belonging from 52% to 67%.

Central Services Feedback:

Data Check - EOY

Data Check Date



Data Check Status

Planning

Acting

Adjusting

Data Check Notes:

Central Services Feedback:

GOAL 2: Literacy

Stretch Target for Goal 2: Literacy

GOAL TWO: Literacy

Target:

By June 2019, Southern Middle School will increase overall reading CCR from 49.9% to 56.8%.

In 6th grade, this means we will work towards moving 18 additional students to achieve level 4 proficiency.

In 7th grade, this means we will work towards moving 27 additional students to achieve level 4 proficiency.

In 8th grade, this means we will work towards moving 14 additional students to achieve level 4 proficiency.

By June 2018, Southern Middle School will increase overall reading GLP from 60.1% to 66%.

Action Steps

Action Steps	ABSS Practices	Data Set Used to Measure	Check-In Dates	End Date	School Staff Responsible
Student goal setting and tracking for CFA's (Common Formative Assessments) and other formative assessments.		Common Formative Assessments	9/18, 11/18, 1/19, 3/19	June 2019	All teachers
School wide implementation of annotating texts and providing the gist of each paragraph and comparing complex texts across subject areas.		Common Formative Assessments, Check-Ins, Walkthrough and Formal Observation Data, AimsWeb Plus Screeners	9/18, 11/18, 1/19, 3/19	June 2019	All teachers

Teacher clarity of standards and delivery of instruction through the use of specific literacy strategies and technology based programs (FrontRow, IXL, and ReadTheory.org) to differentiate core instruction.

Common Formative Assessments, Check-Ins, Walkthrough and Formal Observation Data, AimsWeb Plus Screeners

9/18, 11/18, 1/19, 3/19

June 2019

All teachers

ABSS Practices



Data Check - September

Data Check Date

10/5/2018 

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

Initial data from AimsWeb Plus fall screeners show:

Sixth Grade:

9.8% were high risk, 12.6% were moderate risk, 21.5% were some risk, 26% were proficient, and 30.1% were above proficient.

Seventh Grade:

Eighth Grade:

6% were high risk, 16.9% were moderate risk, 23.3% were some risk, 23.7% were proficient, and 30.1% were above proficient.

Central Services Feedback:

Data Check - November

Data Check Date

11/26/2018 

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

Data from Language Arts Check-In Formative Assessment were analyzed to determine strengths and weaknesses.

Check In Data:

6th Grade -

Correct - 60.57%

Language - 57.52%

Literature - 68.2%

Information - 44.39%


7th Grade:

Correct - 59.4%

Central Services Feedback:

Data Check - January

Data Check Date



Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

Central Services Feedback:

Data Check - March

Data Check Date

2/26/2019 

Data Check Status:

Planning	Acting	Adjusting
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Data Check Notes:

Data from Language Arts Check-In Formative Assessment were analyzed to determine strengths and weaknesses.

Check In Data:

6th Grade -

Correct - 88.6%

Language - 70.8%

Literature - 64.7%

Literature - 65.1%

Information - 63%

8th Grade:


Correct - 62.6%

Language - 68.6%

Central Services Feedback:

Data Check - EOY

Data Check Date



Data Check Status:

Planning	Acting	Adjusting
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Data Check Notes:

Central Services Feedback: ▶

GOAL 3: Math

Stretch Target for Goal 3: Math

GOAL THREE: Math	
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Target:

By June 2019, Southern Middle School will increase overall math CCR from 38.6% to 48.5%.

In 6th grade, this means we will work towards moving 17 additional students to achieve Level 4 proficiency.

In 7th grade, this means we will work towards moving 19 additional students to achieve Level 4 proficiency.

In 8th grade, this means we will work towards moving 14 additional students to Level 4 proficiency.

By June 2019, Southern Middle School will increase overall math GLP from 45.3% to 50%.

This goal supports ABSS Goal 1: Exemplary Classroom Teaching and Instructional Leadership.

Target: Increase overall CCR from 38.6% to 48.5% on the 2018-2019 Math EOG, and increase overall GLP from 45.3% to 50% on the 2018-2019 Math EOG.

Indicator: We will assess progress towards goal measures through AimsWeb Plus screeners and Check-In assessments three times per year.

Milestone Date: Fall, winter, and spring administration.

Action Steps

Action Steps	ABSS Practices	Data Set Used to Measure	Check-In Dates	End Date	School Staff Responsible
Student goal setting and data tracking for CFA's (Common Formative Assessments) and other formative assessments.		Formative assessment data, AimsWeb Plus screeners, Walkthrough and Formal Observation Data, and Check-In data	9/18, 11/18, 1/19, 3/19	June 2019	All Math teachers
Teachers will embed and implement the 4C components (Collaborating, Communicating, Critically Thinking, and Creating) - within their lesson plan framework.		Formative assessment data, AimsWeb Plus screeners, Walkthrough and Formal Observation Data, and Check-In data	9/18, 11/18, 1/19, 3/19	June 2019	All Math Teachers, Academic Coach

Teacher clarity of standards and delivery of instruction through the use of specific mathematics strategies (MDC framework) and technology based programs (FrontRow and IXL) to differentiate core instruction.

Formative assessment data, AimsWeb Plus screeners, Walkthrough and Formal Observation Data, and Check-In data

9/18, 11/18, 1/19, 3/19

June 2019

All Math Teachers, Academic Coach, Administration

ABSS Practices



Data Check - September

Data Check Date

10/5/2018 

Data Check Status

Planning

Acting

Adjusting

Data Check Notes:

Initial Data from AimsWeb Plus Screeners show:

Sixth Grade:

6.5% were high risk, 11.7% were moderate risk, 21.5% were some risk, 26.3% were proficient, and 34% were above proficient.

Eighth Grade:

8.4% were high risk, 11.2% were moderate risk, 14.5% were some risk, 24.9% were proficient, and 41% were above proficient.

Central Services Feedback:

Data Check - November

Data Check Date

11/26/2018 

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes

Data from Check-In Math Formative Assessment was analyzed to determine areas of strengths and weaknesses.

Check In Data:

6th Grade:

Correct - 53.49%

Calculator Active - 53.49%

Ratios and Proportions - 49.63%

Number System - 64.1%


Geometry - 52.65%

ability to understand and complete problems. All math teachers will re-group and re-teach students in small group and whole group instruction and through differentiated materials to help students obtain mastery in areas of data identified weaknesses from their individual check-in scores.

Central Services Feedback:

Data Check - January

Data Check Date

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes

Central Services Feedback:

Data Check - March

Data Check Date

2/26/2019 

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes

Data from Check-In Math Formative Assessment was analyzed to determine areas of strengths and weaknesses.

Check In Data:

6th Grade:

Correct - 46.1%

Calculator Active - 49.2

7th Grade:

Correct - 51.4%

Calculator Inactive - 47.8%


Calculator Active - 53.0%

Gridded Response - 37.5%

Central Services Feedback:

Data Check - EOY

Data Check Date

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes

Central Services Feedback: ▶

GOAL 4: Other

Target for Goal 4: Other

GOAL FOUR: Other	
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Target:

By June 2019, Southern Middle School will increase overall Science CCR from 57% to 75%.
In grade 8, this means we will work towards moving 40 additional students to level 4 proficiency.

By June 2019, Southern Middle School will increase overall Science GLP from 67.1% to 78%.
In grade 8, this means we work towards moving 26 additional students to level 3 proficiency.

Action Steps

Action Steps	ABSS Practices	Data Set Used to Measure	Check-In Dates	End Date	School Staff Responsible
School wide implementation of annotating texts and providing the gist of each paragraph and comparing complex texts across subject areas.		Science Benchmark Tests, Common Formative Assessments	9/18, 11/18, 1/19, 3/19	June 2019	All Science teachers
Teacher clarity of standards and delivery of instruction through the use of specific literacy strategies and technology based programs (FrontRow, IXL, and ReadTheory.org) to differentiate core instruction.		Science Benchmark Tests, Common Formative Assessments	9/18, 11/18, 1/19, 3/19	June 2019	All Science teachers, Academic Coach, Administration
Teachers will embed and implement the 4C components (Collaborating, Communicating, Critically Thinking, and Creating) - within their lesson plan framework.		Science Benchmark Tests, Common Formative Assessments	9/18, 11/18, 1/19, 3/19	June 2019	All Science teacher, Academic Coach

ABSS Practices	Link
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Data Check - September

Data Check Date

9/21/2018 

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

8th Grade Science PLC group reviewed existing data from Common Formative Assessments to determine students needed more exposure to content area vocabulary and needed to utilize content area literacy to understand grade level materials.

The first Common Formative Assessment indicated that students were only mastering first unit materials at a rate of 70%.

Science teachers will receive intensive training on reading strategies and vocabulary strategies during an early release day this fall to determine ways in which students can be successful in mastering grade level materials.

Central Services Feedback:

Data Check - November

Data Check Date

11/26/2018 

Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

Data from Science Check-In assessment were analyzed to determine areas of student success.

50.2% was the overall score with a proficiency of 30.4%.

Southern Middle was above the district average for both areas.

Central Services Feedback:

Data Check - January

Data Check Date



Data Check Status


Planning	Acting	Adjusting
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Data Check Notes:

Central Services Feedback:

Data Check - March

Data Check Date



Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

Central Services Feedback:



Data Check - EOY

Data Check Date



Data Check Status

Planning	Acting	Adjusting
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Data Check Notes:

Central Services Feedback:

Data Check - September

Long Term Goals



Data Check Date

A small calendar icon next to a text input field, indicating a date selection function.

Data Check Status

Planning

Acting

Adjusting

Data Check Notes:

Central Services Feedback:

Data Check - November

Long Term Goals



Data Check Date

A small icon of a calendar with a date marker.

Data Check Status

Planning

Acting

Adjusting

Data Check Notes:

Central Services Feedback:

Data Check - January

Long Term Goals



Data Check Date

 A date selection field consisting of a text input box and a calendar icon to its right.

Data Check Status

Planning

Acting

Adjusting

Data Check Notes:

Central Services Feedback:

Data Check - March

Long Term Goals



Data Check Date

A small calendar icon to the right of the date input field.

Data Check Status

Planning

Acting

Adjusting

Data Check Notes:


Central Services Feedback:

Data Check - EOY

Long Term Goals



Data Check Date

Data Check Status

Planning

Acting

Adjusting

Data Check Notes:

Central Services Feedback:

2018-2019 Professional Learning Plan

Professional Learning Dates

District	School
Aug. 24 Oct. 17 (ER) *M.I.N.E. kick off Dec. 5 (ER) Feb. 15 April 3 (ER) **Staff will select sessions aligned to their school's SIP**	Sept. 19 (ER) March 13 (ER) May 8 (ER) **Other required PD days as determined at each school**

Goal 1: Social Emotional Learning

- District ER Day 1 District ER Day 2 District ER Day 3
 School ER Day 1 School ER Day 2 Student ER Day 3
 Tcr Workday 1 Tcr Workday 2 Tcr Workday 3
 Other

Explain how each day selected above will be used and what the tentative agendas will be.

Teachers and staff will receive data from Panorama Surveys, the Naviance Curriculum, and PowerSchool to determine how the school is progressing towards goals for Social and Emotional Learning. Teachers and staff will disaggregate the data to determine growth and participate in staff development from Guidance counselors to increase student habits and behaviors for learning. Teachers will also receive training to increase growth mindset in their classrooms.

Goal 2: Literacy

- District ER Day 1 District ER Day 2 District ER Day 3
 School ER Day 1 School ER Day 2 School ER Day 3
 Tcr Workday 1 Tcr Workday 2 Tcr Workday 3
 Other

Explain how each day selected above will be used and what the tentative agendas will be.

Teachers will receive data from AimsWeb Plus and Check-Ins to determine how the school is progressing towards literacy goals. Teachers will disaggregate student data to identify areas of strengths and weaknesses. Teachers will participate in staff development based upon the 4C's, text annotation and summarization, differentiated core vocabulary, use of technology programs in classroom instruction, teacher clarity of standards, and implementation of LDC modules in their classrooms.

Goal 3: Mathematics

- District ER Day 1 District ER Day 2 District ER Day 3
 School ER Day 1 School ER Day 2 School ER Day 3
 Tcr Workday 1 Tcr Workday 2 Tcr Workday 3
 Other

Explain how each day selected above will be used and what the tentative agendas will be.

Teachers will receive data from AimsWeb Plus and Check-Ins to determine how the school is progressing towards math goals. Teachers will disaggregate student data to identify areas of strengths and weaknesses. Teachers will participate in staff development based upon the 4C's, use of technology programs in classroom instruction, the MDC FALS process, teacher clarity of standards, and the implementation of MDC modules in their classrooms.

Goal 4: Other

- District ER Day 1 District ER Day 2 District ER Day 3
 School ER Day 1 School ER Day 2 School ER Day 3
 Tcr Workday 1 Tcr Workday 2 Tcr Workday 3
 Other

Explain how each day selected above will be used and what the tentative agendas will be.

Teachers will receive data from formative assessments to determine how the school is progressing towards science goals. Teachers will disaggregate student data to identify areas of strengths and weaknesses. Teachers will participate in staff development based upon the 4C's, use of technology programs in classroom instruction, the LDC process, teacher clarity of standards, and the implementation of vocabulary based strategies in their classrooms.

Form Owner Signature

