

Simon Middle School School Action Plan 2018-19

1.Area of Concern/ Need:

After evaluating the 2017-18 ESSA data, the Simon Administrative team and Simon Leadership Team determined the area of reading achievement as an area of focus for the 2018-19 school year. An overall score of 48 percent of students scored at grade level for reading. Simon faculty will take an active role frequently assessing and monitoring of student achievement in all areas but will have a focus in reading.

Goal:

To increase the number of students reading at grade level by 10 percent in all subgroups

Strategies:

- At the beginning of the year, the district Instructional Facilitator will work with the faculty on reading strategies to implement in all classes.
- The school will assess each student at least three times to determine progress toward the reading goal. (Aspire Interims and Classworks information)
- The school will provide reports of results from standards-based assessments.
- The school will maintain a record of students who are below grade-level and document progress. (Response to Intervention reports)
- Teachers will assess students using a variety of evaluation methods.
- Teachers will be provided with reading strategies throughout the year to help improve student reading comprehension.

Professional Development:

- Teachers will be provided with Classworks professional development this summer and know how to utilize the software to create Individualized Learning Plans (ILPs) to help document progress in reading achievement.
- Teachers will receive the book *Do I Really Have to Teach Reading?* by Chris Tovani as a book study.
- The district Instructional Facilitator will work with the faculty on reading strategies to implement in all classes.

Implementation Plan:

- We (administration, teachers and counselors) will begin the year by analyzing test scores from the 2018 ACT Aspire, focusing on strengths and weaknesses. We will compare 2017 and 2018 test scores.
- We will incorporate *Do I Really Have to Teach Reading?* by Chris Tovani as a book study this year. We will model strategies over the course of the year at faculty meetings and content meetings.
- We will take a minimum of two assessments through ACT Aspire Interims and Classworks to monitor progress.
- Teachers will demonstrate successful strategies they are using in classrooms at content meeting.
- At the beginning of the year, the district Instructional Facilitator will work with the faculty on reading strategies to implement in all classes.

improvement. This information will determine our next steps.

2. Area of Concern/ Need:

A second area of focus for the 2018-19 school year for Simon is curriculum and instruction., which is also a district focus. Teachers developed power standards, objectives and indicators during the 2017-18 school year. Instructional Teams will monitor and assess student learning. In analyzing the student achievement data, we hope to reach all students with our curriculum and to increase achievement in all subgroups.

Goal:

To increase student achievement by 5 percent in all subgroups moving students from “In Need of Support” to “Close.”

Strategies:

- Teachers meet in instructional teams to monitor and assess progress.
- Teachers will use lesson plans based on aligned units of instruction to deliver content in a variety of modes to engage students.
- Teachers post “I can” statements in student-friendly language, so students know what they are learning.
- Teachers focus on power standards and re-visit the standards throughout the year.
- Teachers create ILPs (Individualized Learning Plans) using Classworks to help individualize instruction to further engagement.

Professional Development:

- Teachers and administrators will attend district professional development on re-visiting power standards, student-friendly objectives and indicators that align unit templates, organizing a year on a page, and begin evaluation assessment.
- Teachers will receive professional development on Classworks this summer.

Implementation Plan:

- Teachers will implement the power standards, objectives and indicators developed in the district professional development.
- Instructional Teams will meet to evaluate student progress, needs and concerns.
- Administrators and teachers will meet at monthly or every other month to discuss needs and progress regarding curriculum and instruction.
- Administrators will visit classrooms and conduct evaluations with curriculum and instructions as a focus.

Evaluation:

We will evaluate this goal using periodically throughout the year with ACT Aspire Interims and at the end of the year using our ESSA data.

3. Area of Concern/ Need:

The Leadership Team discussed the need of reaching the social/emotional needs of our students. The team wants to be sure students' physical needs are met, such as eating breakfast, but they also want to meet the social needs of social awareness and responsible decision making. Our discipline data from 2017-18 schools year indicates school-wide seventy-five percent of our referrals are male referrals. The team agrees we need to specifically work with our males on making good decisions and reacting to situations appropriately.

Goal:

To decrease discipline referrals for males by five percent for the 2018-19 school year.

Strategies:

- We (administrators, teachers and counselors) will continue with our backpack program for our students who are in need.
- Mr. Kelly and Mr. Stacks, along with other men in the building, will meet with our males who are struggling with discipline and work on self-awareness, social awareness and responsible decision making.
- We will reinforce positive social skills and be consistent regarding expectations and consequences.
- We will be attentive to students' emotional needs and provide additional support when necessary, such as the Pointe and Excel mentors.

Professional Development:

- Administration will focus on poverty this year in faculty meetings. This will support our plan of meeting the physical needs of students.

Implementation Plan:

At the beginning of the year, administrators, teachers and counselors will meet to discuss classroom rules and consequences. Are we consistent? What does this particular action and consequence look like? What is the purpose of us focusing on our males? We will analyze discipline data from the 2017-18 school year. Mr. Kelly is working on a program to meet with our males who struggle with discipline to discuss social awareness and responsible decision making. This program will grow based on the needs of our students. We will monitor progress by analyzing 2017-18 discipline data vs 2018-19 data. Of course, if discipline goes down, achievement should go up!

Evaluation:

At the end of the school year, we will look at the data and the program. What has been successful? What do we need to improve?