

MISD SCHOOL IMPROVEMENT PLAN 2010-2011

School: Islander Middle School

S.M.A.R.T. Goal*: Our goal is to increase a personalized learning environment ensuring a challenging, relevant, and engaging experience where every student is able to advance to a greater level of understanding, ability, and performance.

Contextual Data: The contextual data for the development of the strategic actions include the following data...

- Understanding of the 2020 vision- Data taken from the 2010 EES teacher survey indicates that 78% of IMS teachers understand how the school improvement work at Islander is aligned with the district 2020 vision and School Board goal of personalized learning. However, the implementation of the vision/goal in individual classrooms needs continued attention and support.
- Understanding of effective assessment strategies- 78% of IMS staff reported that assessment data is used to identify student needs and appropriate instructional interventions on the 2010 EES survey. It is important that IMS continues to analyze these interventions at both a classroom level and as a system to ensure students are being provided a personalized learning atmosphere to help them strengthen areas of growth and continue to excel in their strengths.
- Response to Intervention- IMS staff needs support in the basic tenets of the Response to Intervention system. On the 2010 EES survey, only 38% of IMS staff felt that struggling students receive early intervention and remediation to acquire skills.
- Support towards positive student interactions- IMS needs a proven strategy to support positive and healthy student-to-student interactions that lead to a supportive learning environment. On the 2010 EES survey, only 48% of IMS students reported that most students are respectful of others at this school.

Strategic Actions	Progress Indicators	Team or Project Leader	Timeline	Resources Required Human/ Fiscal
Staff teams will develop and implement the 2020 vision and Board goal of personalized learning through team planning, collaboration, and shared reflection.	<p>Planning, delivery, and reflection on individual lessons.</p> <p>Increased experimentation and articulation of instructional practices that support the 2020 vision and Board goal.</p> <p>Group sharing and reflection on current practices, lessons and experiences that support and enhance the 2020 vision and personalized learning.</p>	<p>Lead; Building Principals</p> <p>Participants: All IMS teachers</p>	Staff meetings and collaboration opportunities throughout the 2010-11 school year	MISD 2020 grants for teachers

*SMART Goals are **S**pecific and clearly stated, **M**easurable and based on formative and summative data, **A**ttainable and realistic, **R**elated to student achievement and performance, and **T**imely.

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Strategic Actions	Progress Indicators	Team or Project Leader	Timeline	Resources Required Human/ Fiscal
<p>Understand differentiation strategies to challenge students to learn on a deeper level.</p> <p>Differentiation strategies will help develop a personalized learning environment in which students are offered opportunities for choice as well as the ability to explore passions and areas of interest.</p>	<p>The continued development and implementation of effective formative and summative assessment strategies, with an emphasis on pre-assessment, to identify students who at and beyond standards.</p> <p>Common understanding of strategies to differentiate in the classroom based on student assessment results.</p> <p>Increased incidences of differentiated learning opportunities to meet the needs of all students in the classroom.</p>	<p>Lead: Building Principals</p> <p>Co-Lead: Tonya Van Orden</p> <p>Participants: All IMS teachers</p>	<p>Summer, 2010: 9 IMS staff will attend summer gifted conference focusing on differentiation in Boise, ID.</p> <p>School Year 2010/11- Staff meetings, District Directed time, Professional Learning Community.</p>	<p>Funds for teachers to attend summer conference and other professional development opportunities</p> <p>Funds for teacher release time</p> <p>Funds for texts and professional development resources.</p>
<p>Build an understanding of effective intervention strategies that can be implemented both in individual classrooms and system-wide.</p> <p>Development of a system and procedures for targeted intervention for students with identified learning gaps.</p>	<p>The development and training of a Response to Intervention (RTI) team.</p> <p>Piloting of interventions within current IMS systems including Mentor Program, Focus Block, etc.</p> <p>A deeper understanding of RTI and its effective application and implementation at the middle school level for launch during the 2011/12 school year.</p>	<p>Lead: Building Principals</p> <p>Co-Lead: RTI team (Monica Phillips, Danae Burger, Joan Papasadero, Dru Klein)</p>	<p>RTI training dates are December 1, February 16, March 22, April 20, May 3</p> <p>Team meetings will also occur on an on-going basis.</p>	<p>Funds for RTI cohort training (2 years)</p> <p>Funds for professional development texts and resources on effective RTI implementation</p>
<p>Build a sense of community and family among IMS students through the implementation of a system-wide structure that encourages cooperation, collaboration and respect among IMS students.</p> <p>The "Where Everybody Belongs" (WEB) program is a nationally renowned program that focuses on building connections and community among middle school students.</p>	<p>Training of over 60+ IMS 7th and 8th grade students on effective leadership and mentoring skills</p> <p>Increased accounts of respectful behavior among students of different grade levels, backgrounds, and groups.</p> <p>Decrease in the number of reports of bullying and harassing behaviors.</p>	<p>Lead: Building Principals</p> <p>Co-Lead: Becky Mullvain, Mike Bylsma, Tina Meade</p> <p>Participants: IMS 6th, 7th, and 8th grade students</p>	<p>Throughout the 2010/11 school year</p>	<p>Funds for WEB training for selected staff and students</p> <p>Funds for WEB supplies for various activities throughout the year.</p>