

MISD SCHOOL IMPROVEMENT PLAN 2010-2011

Schools: Island Park Elementary, Lakeridge Elementary, West Mercer Elementary

S.M.A.R.T. Goal*: Our schools will increase personalized learning and student-centered education that is responsive to students' strengths and learning styles, interests, passions and affinities.

Contextual Data:

- Instructional and support staff have identified current instructional practices that already personalize learning for students. They have also begun to be more intentional about trying new things to incorporate more personalized learning opportunities and the 2020 Vision in their instructional practices.
- During the 2009-2010 school year, Assessment Leads attended workshops and participated in a book study, *Formative Assessment & Standards-Based Grading*, by Dr. Robert Marzano. Information from the book study will serve as the foundation for the professional development focus for teachers during the 2010-2011 school year.
- Teachers implemented the new math standard scoring rubric and measurement topics this year. During the 2010-2011 school year teachers will need support as they use the new scoring rubric in reading, writing and communication. There is not yet consistency in scoring practices among and across grade levels.
- During this first year of *Math Expressions* implementation, teachers were encouraged to learn and teach the group lessons and core structures of the curriculum. They will need support to include more formative assessment and differentiation of the curriculum to meet the needs of a wide range of learners.
- Key elements of the Response to Intervention are developed and ready to be implemented. Teachers will need support as they move toward a more systematic approach to serving students with learning needs.
- EES survey data indicated strong individual interest and commitment to innovation and a shared focus and trust in building leadership. The survey also indicates a need for more focused and effective professional development, greater collaboration about innovation and learning and alignment of curriculum/expectations.
- Though EES survey results were generally high in all areas, analysis of areas with relatively lower scores indicates areas where there may be more need for or interest in more frequent feedback for students on how well they are learning.

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Strategic Actions	Progress Indicators	Team or Project Leader	Timeline	Resources Required Human/ Fiscal
Staff teams will develop and implement the 2020 Vision and personalized learning goal through team planning, staff collaboration, lessons, and shared reflection.	<p>Planning, delivery, and reflection on individual lessons.</p> <p>Increased experimentation and articulation of instructional practices that engender the 2020 vision and goal.</p> <p>Group sharing and reflection on current practices, lessons and experiences congruent with the 2020 Vision and personalized learning.</p>	Building Principals- Rich Mellish, Nancy Loorem, and Fred Rundle	Staff meetings and collaboration opportunities throughout the 2010-2011 school year	<p>Time at staff meetings</p> <p>MISD Grants</p>
Support implementation of District Wide SBRC system of rubrics, measurement topics, assessment strategies, and K-5 report cards.	Design and conduct professional development for staff to implement the new standard scoring rubric and measurement topics consistently among and across grade levels.	N Loorem and K-5 Assessment Leads	August 2010- June 2011	Leadership Stipends for Assessment Leads LID, District Directed and staff meeting time
Support teachers in Year 2 of the <i>Math Expressions</i> curriculum implementation.	<p>Design and provide Math Expressions Core Structures Refresher Training.</p> <p>Research and advise teachers on <i>Math Expressions</i> assessment opportunities and data management ideas.</p> <p>Research and share differentiation options within Math Expressions materials and/or outside resources.</p>	<p>Primary Leads: Rich Mellish, Kathy Morrison, Cheryl Sandstrom</p> <p>Co-Leads: Fred Rundle, Nancy Loorem, Math Curriculum Leads</p>	August 2010- June 2011	Leadership Stipends for Math Leads, LID, District Directed and staff meeting time
Continued development and support for the RTI protocols.	<p>Early identification of individuals with learning needs.</p> <p>Increased fidelity within student achievement data and use of data to evaluate interventions, level of service and school-wide/ district-wide systems</p> <p>Decreased number of initial special education evaluations.</p>	Building Administrators and RTI Teams	2010-2013	Title I, LAP, Learning Support Program staff allocations, ELL staff and budget allocations, RTI Lead Stipend (funding to be determined)