Continuous School Improvement Plan (CSIP)

LOCUST GROVE MIDDLE SCHOOL JULY 2017-JULY 2018

GUIDANCE:

✓ This plan will guide your Continuous School Improvement work for the next year or more. The purpose of this document is to develop strategic goals for school improvement based on targeted areas identified by longitudinal data analysis of four key data buckets: Perceptions, Student Learning, School Processes, and Demographics. The school leadership team, led by the principal, should complete this document. While Executive Officers are working in conjunction with the Professional Learning Department, your Executive Officer is the best resource to help you complete this form.

GOALS:

✓ Start with the end in mind.
- o What needs are identified by your data? What do you need to do to get to the end (goal) you have identified?
✓ Goals should be process goals or goals to change the adult practices/processes within your building.
- o Process Goals are goals you need *to accomplish* to achieve a larger goal. For example, a measurable process goal could be 50% of teachers engage in review of formative assessment data on a monthly basis. Process goals will help you achieve your large scale student learning goals.
✓ All goals should be S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-bound).
✓ Each goal should have metrics associated with it. Consider: how will you know you are getting closer to full implementation of the newly targeted adult behavior/process? You are focusing on adult behaviors with the belief the adult behaviors will impact student achievement in a noticeable way.
- o As such, schools should have a plan to monitor teacher implementation of the new behavior/process; and
- o A plan to examine student achievement metrics to monitor whether the change in teacher practice is impacting student achievement in ways anticipated.
✓ Each process goal requires strategic actions to accomplish the goal. Focus these strategic actions around the professional development activities needed to support full implementation of the goal. Remember effective professional development includes four components: constructing knowledge, transferring knowledge into practice, to practice teaching, to promote reflection.

✓ The following table illustrates PD activities that fall into each of the four components of effective PD:

Constructing Knowledge	Transfer Knowledge into Practice	To Practice Teaching	To Promote Reflection
- Workshops, institutes, courses, seminars - Book Studies - Classroom Visits to observe effective implementation	- Collaborative planning to develop curriculum integrating new concepts, strategies, or materials - Mentoring to include master teacher coaching, modeling, and supporting - Content Coordinators guiding teachers in the development of performance tasks	- Coaching Cycle - Administrator or Peer observation with feedback to guide implementation - Co-teaching with specialist or TOSA - Curriculum implementation conversations (discussion of what worked & what needs revision) - Tuning Protocols - Examining Teacher Practice protocols	- Study Groups - Student Work examination protocols - Collaborative Scoring of assessments - Action Research - Item Analysis/Error analysis

✓ Effective professional development is a long-term process; research says the most effective PD occurs over 6 months or more and engages teachers for 49 hours or more (French, 1997; Yoon et al, 2007). As such, for each goal, you should have strategic actions to support each of the four components of effective professional development.
   o When you are thinking about providing professional development, think broadly about all opportunities in which PD can be delivered: All student release days for 16-17 will be school-focused except one day during preplanning, monthly faculty meetings, weekly collaborative planning meetings, summer institutes, preplanning, post planning, substitute enabled sessions, etc.
   o All of these meeting times to provide professional development should be denoted within your plan.
✓ While this template contains space for multiple goals, it is suggested schools limit their goals to 3 or fewer per year.

Monitoring Plan:

✓ CSIP process goals are intended to change an adult practice that is anticipated to in turn yield a change in student learning. As such, both adult practice and student learning are data points to be monitored as part of the Plan, Do, _Check_, Act process.

✓ Monitoring of Adult practices should focus on monitoring implementation in the classroom (e.g., walk thrus, examining student work protocols), not just artifacts that suggest implementation might be occurring (e.g., lesson plans).

✓ A process for the monitoring of adult practices should be developed/articulated (e.g., Focus walk thrus conducted by Literacy Focus Team members quarterly).

Examples of evaluating the effectiveness of PD on changing teacher practices:

- self-assessments
- pre/post assessments of information of the professional development
- feedback questionnaires and comments from participants
- goals/plans determined for improvement
- lesson/instructional planning is aligned with new learning
- evidence of revision of instructional practices based on assessment of results
- student data analysis warrants adjustment in instructional practices

✓ A plan to monitor the impact of process goal implementation on student learning should be developed including the articulation of the student achievement measure to be used, the school's current level of performance on that measure (baseline), the goal/target for the measure for the process goal to be deemed effective, and the timeline for when data will be monitored to evaluate the impact of process goal implementation on student learning.

Feedback Loops:

✓ To facilitate schools in transitioning to this new process for CSIP, we have embedded into the timeline feedback loops for XOs to provide feedback to schools/principals on their plans.

✓ Draft #1- **Due March 31st -**to include the process SMART goals your school will included in your 2016-17 CSIP. XOs will provide feedback not later than April 7th.

✓ Draft #2- **Due April 29th -**to include the strategic actions for one Process/Student Achievement Goal to support the transition to the PD emphasis of Strategic Actions Section. XOs will provide feedback not later than May 6th.

✓ Draft #3- **Due July 1st-** completed Final Draft is due to XOs. XOs will provide you with feedback not later than July 13th.

✓ CSIP Share- **Due Preplanning Week**- schools are expected to have CSIPs finalized and shared with school staff during preplanning to contextualize the focus of your school's work for the upcoming year.

✓ XOs are expected to schedule quarterly visits with schools to participate in the process schools are using to support and monitor implementation of the school's goals (e.g., conducting walk thrus, participating in data examination/analysis and needs analysis of next steps, participating in components of PD).

Title 1 Schools Additional Requirement:

✓ Title 1 schools will also need to complete a School-Wide or Targeted Assistance Plan.

✓ Title 1 schools should view the purpose of the Title 1 plan to articulate how the school will utilize their Title 1 funds to support students in academic achievement and support implementation of the CSIP goals/adult practices targeted for change or revision.

✓ As such, it is best to view the Title 1 plan as not an additional plan but rather a plan to articulate how Title 1 funds will be used to address student needs and help strengthen teacher processes/practices using research based practices.

Locust Grove Middle School School Improvement Planning Process Team Members

Member Name	*Department/Position*
Kevin Van Tone	Principal
Lisa Green	Assistant Principal
Pete Mullvain	Assistant Principal
Allison Mayo	Personalized Learning Coach
Ingrid Zabala	ESE Department Chair
Patrice Bryant	Counselor
Katherine Malcom	Connections Department Chair
Melissa Ivey	LA Department Chair
Christy Collier	Science Department Chair
Christina Jump	Math Department Chair
Nicole Carter	SS Department Chair
Wendy Turner	ESE Department Chair
Tina Christian	ESE Department Chair
Ryan McMahon	Paraprofessional
Casie McDowell	Media Specialist
Kathy Hesting	Social Studies Teacher

TBA	Student
TBA	Student
TBA	Student

Process Goal # 1: 100% of teachers will promote student agency by building capacity in students to develop a personalized learning plan so they have the ability to take the initiative to achieve their goals.

Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
1. Habits of Work: Quality habits of work (HOW) are an essential part of students' Pathways to Success. Students receive a separate HOW grade in each course. There is a clear correlation between quality Habits of Work, academic achievement and learning. The better one's Habits of Work, the more s/he will achieve and learn. Our Habits of Work grade assesses <u>how</u> students interact with others, <u>how</u> students approach learning challenges, and <u>how</u> students participate in class.	☐ **Construct Knowledge** ☐ **Transfer to Teaching** ☐ Practice Teaching ☐ Promote Reflection	-Teachers -PL Focus Team -Leadership Team	-HOW Documents -IC resources	-July 2017 -August 2017 -October 2017
2. 1:1 Technology planning and Utilization: Each department will collaborate and create a schoolwide plan for using the 1:1 technology effectively in each content area to provide students with guidelines and expectations of this resource in the classroom.	☐ Construct Knowledge ☐ **Transfer to Teaching** ☐ Practice Teaching ☐ Promote Reflection	-Teachers -Department Chairs -Leadership Team -PL Team -Technology Dept.	-District Resources	-July 2017 -September 2017
3. Student Led Conferencing: Students will collaboratively create a breakout room using the Breakout Edu kits to showcase their mastery of learning with their parents. After their parents finish the breakout room, the students will conference with their parents to explain the process of learning and mastery of each content area throughout the school year.	☐ Construct Knowledge ☐ Transfer to Teaching ☐ **Practice Teaching** ☐ **Promote Reflection**	-Teachers -Students -Leadership -PL team	-Breakout EDU kits	-October 2017 -November 2017 -February 2018
4. House PBL Projects-planning for 2nd semester: Teachers will continue to build house projects using the Buck Institute planning process. Guiding questions will be broad enough to give students the agency to produce products based on their house choice and interests.	☐ Construct Knowledge ☐ **Transfer to Teaching** ☐ Practice Teaching ☐ **Promote Reflection**	-Teachers -Leadership -PL team	-BIE workbooks -Online resources -Access to any contests students can participate in	-October 2017 -December 2017

5. Teacher Data Talks: Using data to support students, implement interventions and progress monitor, teacher teams will collect data from different data points and create interventions that meet the needs of individual students. Teacher teams will analyze the data to identify skills to target.	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ **Promote Reflection**	-Teachers -Students -Leadership -PL team	-MAP data -Milestones data -Pre/post assessments -Student Work Samples	-January 2018 -February 2018
6. Learner Profiles-Goal Setting and evidence and Student Data Talks: Teachers and students will set and monitor course completion goals and mastery of standards in advisory. Advisory groups will meet once a week. Advisors will use the LP to create PLP's for each student and create goals that will be stored in the Blender program. Teachers will co-create the PLP with the student and develop action steps in meeting the goal. Sessions will include progress monitoring where both the advisor and the students will create short/long term goals using the Blender program. Students will analyze their grades, MAP results, and other progress with the guidance of the advisor.	☐ Construct Knowledge ☐ Transfer to Teaching ☐ Practice Teaching ☐ **Promote Reflection**	-PL Team -Advisory teachers	-Learner Profile -MAP data -Milestones data -Pre/post assessments -Student Work Samples	-January 2018 -February 2018
7. Effective Feedback Loop and FIP Feedback Modules: Using modules from FIP and the feedback loop, teachers will give students feedback on house projects, performance tasks, formative assessments, and goal setting progress. Teachers will also build the capacity in students to give each other effective feedback with the use of protocols and technology.	☐ Construct Knowledge ☐ **Transfer to Teaching** ☐ Practice Teaching ☐ **Promote Reflection**	-PL Team -Leadership Team -Teachers	-Feedback Loop Documents -Student Work Samples -FIP resources	-September 2017 -October 2017 -November 2017

Process Monitoring of Goal #1

How will you monitor change in adult practice? How will you know if your staff is at full implementation?	**Measure you will use/develop to monitor changes in adult practices:** Goal Setting-self-regulation Increased use of LP to upload evidence of mastery and feedback from teachers and peers HOW assessment to determine self-efficacy House project presentation-awareness of self and community Teacher goal setting Learning Pathways-more opportunities for agency within the pathway

One measure used to monitor how teachers are promoting student agency includes the increased use of the learner profile to allow for student self-regulation by goal setting and uploading evidence of mastery for tasks and project for all courses. Effective feedback from teacher to student and student to student will be used as a way to monitor progress toward their goals. Habits of Work, assessed by teachers throughout the year, will measure self-efficacy through their interaction with other students, how they approach learning challenges, and their ability to develop 21st century skills.

Process you will use to monitor changes in teacher practices:

A district level PL team will conduct a "GSAPS like" visit to measure agency using the *Henry County Schools Personalized Learning Domains and Criteria Rubric*. Another monitoring strategy will include setting teacher goals with the PL coach that align directly with TKES standards and process goals. The teacher goal setting will include the cycle of coaching which encompasses a pre-conference survey, pre-observation conference, peer observation, detailed feedback, post observation conference, and setting a SMART goal for the year.

What student achievement measure will you use to monitor the impact of this process? *How will you know if this process goal is impacting student learning (formative & summative)?*	*Measure you will use to monitor impact on student achievement:* Student led conferences House presentations Learning pathway
	What is your current baseline on this measure: Currently, teachers drive the development of the learner pathway by providing students the targets, resources, and tasks needed to show mastery.
	What is your goal/target on this measure: 75% of 6th grade students, 90% of 7th grade students and 100% of 8th grade students will increase their ability to advocate for themselves in planning their learning experiences and their demonstration of mastery.
	Timeline for monitoring student performance via this measure: In order to build capacity in students so that they are designers and advocates of their learning experiences, this will be an ongoing, long term goal.

Process Goal # 2 : Rigor

85% of teachers will utilize the Henry County Schools CBL scoring criteria rubric to develop high level DOK performance tasks based on the proficient level of mastery as defined by the graduation competencies for each content area.

Strategic Action	PD Component	Person Responsible	Resources Needed	Date PD will occur:
1. Looking at increased rigor/LASW protocols with a focus on rigor: During CAT meeting days, once a month,, teachers will conduct a Looking at Student Work protocol to examine the DOK level of work students completed, correlation to competencies, and identify any revisions necessary to the tasks on the learning pathway. Rigor level will be determined using the DOK task protocol and documents from Dr. Blackburn. Teachers will reflect and make revisions during CAT planning time.	☐ Construct Knowledge ☐ **Transfer to Teaching** ☐ Practice Teaching ☐ **Promote Reflection**	-PL Team -Dept. Chairs -Leadership Team -Teachers	-Barbara Blackburn Documents -Melissa Thomas -Department Chairs -Admin -PM	-September 2017 -October 2017 -Monthly during CAT meetings and department meetings
2. Scoring Criteria from Competencies: Scoring criteria help teachers consistently evaluate work products and other evidence of proficiency as students acquire the essential knowledge and skills required for college and careers. During collaborative planning time, teachers will design performance tasks to ensure a common understanding of mastery within the HCS competencies	☐ **Construct Knowledge** ☐ **Transfer to Teaching** ☐ Practice Teaching ☐ Promote Reflection	-PL team -Leadership Team -Dept. Chairs	-Scoring Criteria -GSP documents	-July 2017 -September 2017 -Monthly during CAT meetings
3. **MAP Continuum and prescriptive lessons within Odysseyware:** Teachers will utilize prescriptive lessons in Odysseyware after each MAP assessment. This will help identify strengths and weaknesses and allow students to work through these areas of concern by giving them support to ensure they will successfully produce rigorous work at the higher DOK levels.	☐ **Construct Knowledge** ☐ **Transfer to Teaching** ☐ **Practice Teaching** ☐ Promote Reflection	-PL team -Leadership Team -Dept. Chairs -Teachers	-Ann Armstrong	-July 2017 -August 2017 -January 2018

Process Monitoring of Goal #2

How will you monitor change in adult practice? How will you know if your staff is at full implementation?	***Measure you will use/develop to monitor changes in adult practices:***
	Measures that will be used or developed to monitor the changes in practices will include accessing data points from various informational platforms that include Illuminate (for pre and post assessment data), MAP data (for student growth), content area meetings (to determine appropriate DOK levels of tasks/assessments within the pathway), Dr. Blackburn questions to determine the level of DOK within performance tasks, teacher self-assessment using the *Measures of PL Rubric*, and both PL walkthrough (developed by Karen Perry) and TKES observations.
	Teachers will submit their assessments to their assigned administrator to check it against the summative assessment expectation rubric. This rubric includes multiple ways kids can demonstrate mastery, competency stated on the assessment, assessment appropriate DOK for competency.
	Process you will use to monitor changes in teacher practices:
	The scoring criteria rubric, designed by Henry County Schools, will be used to provide consistent expectations of mastery of the graduation competencies. The PL team will divide up grade levels/content areas at the beginning of the school year in order to review and give feedback on performance tasks within the units. A tuning protocol will also be used among the content areas during weekly meetings to reflect and revise the performance tasks. PL Coach will continue to implement tuning protocols for performance tasks as well as LASW protocols to ensure students are provided rigorous tasks that meet the expectations of the competencies.
	Monitoring strategies will also include setting teacher goals with the PL coach that align directly with TKES standards and process goals. The teacher goal setting will include the cycle of coaching which encompasses a pre-conference survey, pre-observation conference, peer observation, detailed feedback, post observation conference, and setting a SMART goal for the year. Another monitoring strategy will include the use of prescriptive lessons in Odysseyware based on student achievement from the MAP continuum.

What student achievement measure will you use to monitor the impact of this process?	***Measure you will use to monitor impact on student achievement:***
	MAP Growth Data
	Illuminate reports
	Scoring Criteria Rubric
	Student Data Profiles
How will you know if this process goal is impacting student learning (formative & summative)?	Content area teachers will develop common pre and post unit assessments in Illuminate to collect data on student mastery of performance indicators (using the quality assessment rubric created by the Leadership Team). Documentation from LASW protocols will also be used to measure the rigor in Performance Tasks within the units and the House projects. MAP growth data will also determine student growth or areas of improvement to assist in

the continuous monitoring of students who need specific, targeted support. Student data profiles from various data sources will be used in "data talks" to monitor the impact on student achievement.

What is your current baseline on this measure:

Milestones

16-17 MAP growth data

Data from Illuminate assessments

Teachers will conduct a pre assessment evaluation for each unit. Teachers and students will conference on pre assessment results to determine the level of mastery of each standard/performance indicator in order to provide a flexible path and pace for the students. As the student moves through the unit, formative assessments/prescriptive lessons will be used to show growth and adjust instruction. The student will take the post unit assessment after they have provided the teacher with evidence that they have completed the unit (learning pathways, PBL, etc). Pre and Post unit assessment data will be analyzed to determine the growth of the student throughout the unit.

What is your goal/target on this measure:

85% of students will show proficiency of the graduation competencies.

Timeline for monitoring student performance via this measure:

At the end of each unit, teachers and PL team will conference with students based on data from the unit assessments/tasks to determine areas of growth and strength for individual students. Specific students can be target for particular interventions if needed.