

**Mount Airy City Schools
School Improvement Plan**

**A continuous improvement strategic plan, that communicates the approach
we will use to ensure all our students are career and college ready.**

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School: Jones	Year: 2017-2018	Current NCLB Status	Current ABC Status
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Mission: High Academic Achievement and Growth in Mathematics
School Improvement Plan Summary
Math
Overall goal By June 2018, the percentage of students demonstrating proficiency in math on the EOG will increase from 65.1% to 68.6%
Target goal <ul style="list-style-type: none">● 3rd Grade Math EOG scores will increase from 54.2% to 58.8%● 4th Grade Math EOG scores will increase from 64.8% to 68.4%● 5th Grade Math EOG scores will increase from 77.8% to 80%
Approaches/Strategies <ul style="list-style-type: none">● Based on End-of-Year Data, there will be a specific focus on Numbers and Operations in Base Ten, Numbers and Operations-Fractions and Geometry● Curriculum Facilitator, Amanda Robertson, will be working closely with each grade level during PLCs, common planning and classroom instruction including co-teaching and implementation of PBL units● Use of IReady diagnostics and individualized instructional lessons that are aligned with grade-level standards● Use of Common Formative Assessments and Benchmark Data to inform classroom and individual student instruction● 4th & 5th Grade North Carolina Math Check-Ins● Will conduct monthly Vertical Articulation Meetings between BHT 2nd Grade and Jones 3rd Grade

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Measures:

- 4th and 5th Grade North Carolina Math Check-Ins
- Common Formative Assessments and Quarterly Benchmark Data
- IReady Standards Mastery Feature

During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every 4 weeks

P

PLAN:

Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?

Math basics for all grade levels such as place value and basic computation in the 4 operations, understanding of fractions and students' ability to manipulate them, geometry.

2. What approaches/strategies are contributing to your success in this area and what data suggests this?

IReady (Diagnostic), PBL, math flex grouping, common planning, common formative assessments, PLC, feedback from NCDPI check-ins

3. What are opportunities for improvement, gap or barriers are in this area?

4th grade has been given the opportunity for NCDPI math check-ins this year, so a new pacing document to align with these standards is needed. PBL support cross-curricular, specific interventions used to help with common gaps (MTSS)

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4. What seems to be the root cause of the problem and what data suggests this?

The assumption that students are coming to our school with adequate foundational knowledge of place value and basic computation skills, but are actually behind in these necessary standards.

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?

Standardized BOG assessments for math 3-5, flex groups are fluid based on immediate data from formative assessments, looking at individualized instruction groups based on check-in data to help with remediation, and utilizing 21st century to address learning concerns for students.

6. What research did you review to support the use of these strategies/approaches?

Previous years of 5th grade NC check-ins, consulting the Executive Director of Teaching and Learning in regards to BOG assessments

7. What performance measures will you use to monitor impact of your approach/strategy?

Common formative assessments, IReady growth monitoring, Standards Mastery, NCDPI check-ins

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?

PLC discussions (unpacking, data, CFAs), common planning for flex grouping and intervention approaches, IReady data, Check-in data analysis, classroom walkthroughs, informal observations

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

4th grade math will attend NCCTM in November, MAPSS teachers will continue to be supported through virtual and face to face coaching

10. If funding is required, what funding source will be used?

Funding through the budget at Jones will be considered by the SIT team on an as needed basis. Addendums to the budget will be made pending funding.

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Messaging:
<p>11. How will you convey intent of this focus area of SIP to stakeholders? The SIP will be posted on the school website. The School Improvement Team Meeting Dates, Agenda & Minutes are also posted on the website. The SIP will be available to all stakeholders upon request and available at parent meetings, family nights, etc</p>
<p>12. How will you communicate progress towards goals or course corrections to stakeholders? The SIP will be posted on the school website. The School Improvement Team Meeting Dates, Agenda & Minutes are also posted on the website. The SIP including changes will be available to all stakeholders upon request and available at parent meetings, family nights, etc</p>

D	DO:
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Include the results from Reflection and Messaging section into deployment plan. Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process or completion)	Start Date	End Date
1	Baseline diagnostic using IReady	Penny Willard (assigning district testing window), classroom	Original baseline to determine student ability level		

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		teachers			
2	NC ENSI-administer a BOG for mathematics to get data for students as they enter 3rd grade.	3rd grade teachers	Math baseline for BOG data		
3	Data evaluation: looking at CFA data, summative data, pre-test data to determine where a lesson needs to begin, where individual students are in order to enrich or intervene. Data evaluation could also be comparing CFA data as a grade level to determine teacher effectiveness and allow teachers to collaborate on best practices.	PLCs-Amanda Robertson and grade level teachers	grouping for intervention and enrichment		
4	Standards alignment for pacing and quarterly benchmarks (NCDPI check-ins)	PLCs and grade levels-Amanda Robertson, Sara Key, Jamie Smith, Kathy Grubbs	pacing (process)	9/2017	9/2017
5	Creating common formative assessments based on standards mastery (may use standards mastery once available): this should be done as teachers see their students grasping content. Typically once a week, but may vary if students need additional time to master a specific standard.	Grade level teachers	monitor mastery		
6	Develop fluid flex grouping based on data from CFAs and other assessments: Flex groups should be based on current data and standards, interventions/enrichment that is vetted and meaningful, and should remain fluid to allow students to move in or out of a flex group as they progress and show improvement or a need for improvement.	Grade level teachers	monitor performance and mastery		

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S	Study –
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Insert formative data here from performance and fidelity measures identified in the Reflection section; questions 7 & 8 for this cycle or provide link to appropriate data.

1. What worked and how do you know?

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2. What didn't work and how do you know?

**3. Do you need any additional assistance as you look at your results and start planning for the next Cycle?
If Yes in what areas or topics do you need coaching or P.D. in?**

**4. What improvements could be made to the following areas: approach/strategy/process/support/professional
development/monitoring...?**

**Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes
what you will do in your plan for the next cycle.**

- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.
- Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 and #4 above.
- Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A	Act – Revise or continue with implementation plan based on data analysis.
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**1. For the next cycle are you continuing with the approach from previous cycle?
If yes continue to deployment plan. If no, address questions #2-5.**

**2. What improvements could be made to the following areas: approach/strategy/process/support/professional
development/monitoring...?)**

3. What performance measures will you use to monitor impact of your approach/strategy?

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4. What measure will you use to monitor fidelity of deployment of your strategy/approach?

5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach?

Include Approach/Strategies, Fidelity measure, Professional development and deployment plan.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date

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S	Study – Analysis of data after implementing an approach
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Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your direction for the 2016-17 SIP.

- Overall goal has been met and School Improvement Plan focus will change for next year.
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it.
- Target goal not met, so we will continue current plan for 2016-17. We will make improvements to the plan based on what didn't work through this year.

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Mission: High Academic Achievement and Growth in Literacy
School Improvement Plan Summary
Reading
<p>Overall goal By June 2018, the percentage of students demonstrating proficiency in reading on the EOG will increase from 58.3% to 62.5%</p>
<p>Target goal</p> <ul style="list-style-type: none"> ● 3rd Grade Reading EOG scores will increase from 47.2% to 52.5% <ul style="list-style-type: none"> ○ 3rd Grade Reading BOG proficiency is 25% ● 4th Grade Reading EOG scores will increase from 61.7% to 65.5% ● 5th Grade Reading EOG scores will increase from 67.5% to 70.7%
<p>Approaches/Strategies</p> <ul style="list-style-type: none"> ● Based on End-of-Year Data, there will be a specific focus on context clues and reading for information across all grade levels ● Jones is working closely with Dr. Wayne Foster and Mrs. Jan Varney for intentional trainings around guided and teacher-directed reading ● Development and use of Literacy Advisory Team in conjunction with Dr. Wayne Foster to review data, look at individual student situations and tiered interventions of support ● Increase usage of mClass Question Stems ● Use of IReady diagnostics and individualized instructional lessons that are aligned with grade-level standards ● Use of Common Formative Assessments and Benchmark Data to inform classroom and individual student instruction

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- 5th Grade North Carolina ELA Check-Ins
- Corrective Reading
- Will conduct monthly Vertical Articulation Meetings between BHT 2nd Grade and Jones 3rd Grade

Measures:

- 5th Grade North Carolina ELA Check-Ins
- Common Formative Assessments and Quarterly Benchmark Data
- IReady Standards Mastery Feature
- 3rd Grade mClass Data

During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every 4 weeks

P

PLAN:

Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?

Context Clues and working with informational text in all grade levels based on 2016-2017 EOG Data

2. What approaches/strategies are contributing to your success in this area and what data suggests this?

*Utilizing Jan Varney as a facilitator a mini PD workshop on informational text provides strategies proven to be successful in getting students to understand and analyze informational text.

*Science and Social Studies teachers will concentrate on working with informational texts and vocabulary that is cross-curricular.

*Rigorous informational text from Schoolnet will provide comparable resources to what students will be working with on the EOG.

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3. What are opportunities for improvement, gap or barriers are in this area?

*Teamed PLCs will allow for the discussion of specific data, power standards, and pacing to align to and help formulate quarterly benchmarks that will show deficits and mastery in individual student achievement.

*Developing fluid flex grouping will allow teachers to meet the needs of students.

4. What seems to be the root cause of the problem and what data suggests this?

*Due to an increased number of students below grade level, teaching comprehension of informational text is not a starting point for the majority of our students in this grade. We also have a large number of ESL students that have only been in the country for approximately 1 year and have large language barriers this year.

*Fluency data and initial IReady data provides beginning levels to show that students lack foundational skills for basic reading, which can hinder their ability to comprehend complex text.

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?

NCDPI, Imagine Learning, IReady, Schoolnet, Fry words (for sight word fluency for both ELLs and low readers)

6. What research did you review to support the use of these strategies/approaches?

Consulting with Dr. Foster and Jan Varney, gaining access to Imagine Learning (Dr. Brown)

7. What performance measures will you use to monitor impact of your approach/strategy?

formative assessment, CFAs, quarterly benchmarks, IReady growth monitoring and standard mastery checks

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?

classroom walkthroughs, flex group observations and plans, grade level planning, PLC debriefs and data dives

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

Jan Varney will provide PD during planning periods over student engagement within text (informational), Dr. Foster will provide PD with staff to provide ways to work with students at various levels of reading stages

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10. If funding is required, what funding source will be used?

Funding through the budget at Jones will be considered by the SIT team on an as needed basis. Addendums to the budget will be made pending funding.

Messaging:

11. How will you convey intent of this focus area of SIP to stakeholders?

The SIP will be posted on the school website. The School Improvement Team Meeting Dates, Agenda & Minutes are also posted on the website. The SIP will be available to all stakeholders upon request and available at parent meetings, family nights, etc

12. How will you communicate progress towards goals or course corrections to stakeholders?

The SIP will be posted on the school website. The School Improvement Team Meeting Dates, Agenda & Minutes are also posted on the website. The SIP including changes will be available to all stakeholders upon request and available at parent meetings, family nights, etc

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1	BOY Diagnostic/Fluency	Grade levels, Cindy Wilson	baseline for students	8/2017	9/2017
2	Building fluid flex groups based on ongoing CFAs	grade levels/PLC	performance monitor		
3	Standards alignment for 5th grade checks, revisit 3rd and 4th grade pacing based on power standards	PLCs	pacing (process)	9/2017	9/2017
4	Develop common formative assessments to ensure standards mastery	grade level teachers	monitor mastery		
5	Fluency intervention	grade level teachers and interventionists (Justin Moore, Patti Bunton, Laura Judd, Tina Cockerham, Cindy Wilson)	student growth	9/2017	

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S	Study –
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<p>Insert formative data here from performance and fidelity measures identified in the Reflection section; questions 7 & 8 for this cycle or provide link to appropriate data.</p>
<p>1. What worked and how do you know?</p>
<p>2. What didn't work and how do you know?</p>
<p>3. Do you need any additional assistance as you look at your results and start planning for the next Cycle? If Yes in what areas or topics do you need coaching or P.D. in?</p>
<p>4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?</p>
<p>Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes what you will do in your plan for the next cycle.</p>

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- Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A

Act – Revise or continue with implementation plan based on data analysis.

- 1. For the next cycle are you continuing with the approach from previous cycle?
If yes continue to deployment plan. If no, address questions #2-5.**
- 2. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?)**
- 3. What performance measures will you use to monitor impact of your approach/strategy?**
- 4. What measure will you use to monitor fidelity of deployment of your strategy/approach?**
- 5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach?**

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Include Approach/Strategies, Fidelity measure, Professional development and deployment plan.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date

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S	Study – Analysis of data after implementing an approach
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Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your direction for the 2016-17 SIP.

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Mission:
School Improvement Plan Summary
Parent Engagement
Overall goal Increased Parent Involvement and Partnerships
Target goal <ul style="list-style-type: none"> ● Reinvent PTO/parent partnership at Jones. ● Quarterly opportunities for afterschool or evening activities at Jones ● Opportunities for parents to come in during the school day to observe, lead and/or participate (Ex. Innovation Day, PBL presentations, student-led conferences, Guest Speakers, etc ● Opportunities for Staff and Parents to collaborate and work together to meet needs and/or better the school
Approaches/Strategies <ul style="list-style-type: none"> ● Utilize parents in various career fields or with various hobbies/talents for teaching purposes and to relate instruction to real-world ● Parent Representation on various school committees including but not limited to: School Improvement Team, Media & Technology Advisory Committee, Lighthouse Team, Safety Team ● Planned Family Activities
Measures: <ul style="list-style-type: none"> ● Documentation Log for volunteer hours ● Documentation log for contributions of resources or materials from parents, individuals, businesses

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- Documentation of school-wide parent meetings and family activities
- Documentation of parent opportunities within classrooms
- Mid-Year and End-of-Year Parent Survey

During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every 4 weeks

P

PLAN:

Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?

Communication to and from parents based on the previous two years lack of PTO participation.

2. What approaches/strategies are contributing to your success in this area and what data suggests this?

We have recently an active PTO president who has deep community relations.

3. What are opportunities for improvement, gap or barriers are in this area?

We need more involvement on the PTO Facebook page

4. What seems to be the root cause of the problem and what data suggests this?

We have not had an active PTO for at least the past two years. We now have parents, administration and community support for PTO to thrive.

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Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?

- Frequent parent communication
- Communication between PTO president and school administration/staff will be consistent

6. What research did you review to support the use of these strategies/approaches?

- Feedback from 2016-17 Environmental Scan
- Feedback from 2016-2017 Parent Surveys

7. What performance measures will you use to monitor impact of your approach/strategy?

- Results from the 2017-2018 Environmental Scans and Parent Surveys
- Results from 2017-2018 Parent Surveys

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?

Minutes from PTO meetings are shared with SIT committee

9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach?

N/A

10. If funding is required, what funding source will be used?

Funding through the budget at Jones will be considered by the SIT team on an as needed basis. Addendums to the budget will be made pending funding.

Messaging:

11. How will you convey intent of this focus area of SIP to stakeholders?

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12. How will you communicate progress towards goals or course corrections to stakeholders?

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D	DO:
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Include the results from Reflection and Messaging section into deployment plan. Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process or completion)	Start Date	End Date
1	Hold first parent night	Jones Staff		9/13/17	9/13/17
2	Elect PTO President	Parents		9/13/17	9/13/17
3	Plan parent/family nights at Jones	SIT/Staff		10/9/17	
4	Have Parent Reps determined for school committees	Principal/PTO President/Parents		10/9/17	

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Insert formative data here from performance and fidelity measures identified in the Reflection section; questions 7 & 8 for this cycle or provide link to appropriate data.

1. What worked and how do you know?

2. What didn't work and how do you know?

**3. Do you need any additional assistance as you look at your results and start planning for the next Cycle?
If Yes in what areas or topics do you need coaching or P.D. in?**

4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?

Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes what you will do in your plan for the next cycle.

- Target goal has been met and is changed to a new target goal.
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A	Act – Revise or continue with implementation plan based on data analysis.
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|---|
| 1. For the next cycle are you continuing with the approach from previous cycle?
If yes continue to deployment plan. If no, address questions #2-5. |
| 2. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?) |
| 3. What performance measures will you use to monitor impact of your approach/strategy? |
| 4. What measure will you use to monitor fidelity of deployment of your strategy/approach? |
| 5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach? |

Include Approach/Strategies, Fidelity measure, Professional development and deployment plan.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date
		SIT		8-17	

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		SIT/MACS			

S	Study – Analysis of data after implementing an approach
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<p>Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.</p>
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A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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**Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your
direction for the 2016-17 SIP.**

- Overall goal has been met and School Improvement Plan focus will change for next year.
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it.
- Target goal not met, so we will continue current plan for 2016-17. We will make improvements to the plan based on what didn't work through this year.

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Mission:	
School Improvement Plan Summary	
Safety	
Overall goal	Jones Intermediate will look at processes and facilities school wide in order to maintain an intentional focus on student and staff safety and to move forward in in correcting any known issues or concerns.
Target goal	<ul style="list-style-type: none"> ● Create a Safety Committee ● Schedule Safety Drills/Trainings with Students ● Faculty Trainings ● Quarterly Campus Walkthroughs ● Create a Guide Sheet for all substitutes for the purpose of drills and/or emergencies
Approaches/Strategies	<ul style="list-style-type: none"> ● School Nurse will serve on the Safety Committee and work closely with staff and students in the areas of Health, CPR, medications, etc ● MAFD will have representatives on the Safety Committee and work to help train staff and students upon request or recommendation for fire safety ● MAPD will have representatives on the Safety Committee and work to help train staff and students upon request or recommendation

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for lockdown procedures, arrival/dismissal procedures, etc

- Monitor School Reports and will make changes according to needs in the areas including but not limited to: Accidents and Safety Drills
- Director of Transportation for MACS will serve on the Safety Committee and work closely with staff, bus drivers and students in the areas of bus safety and expectations

Measures:

- Committee notes from meetings
- Feedback from monitored drills
- Reports from Drills
- School Accident Reports
- Completed Guide Sheet for drills/emergencies

During the 90 day cycle time for cycle 1 and 2 we will revisit/monitor our plan every 4 weeks

P

PLAN:

Data Analysis. Answer the following question using any data and/or information you have about performance in this area

1. In order to meet your Overall Goal, what is the most important area that needs improving and why?

Improved efficiency in evacuation during fire drills and heightened security in all areas of the school during a lockdown. More exposure for students to drills in order to increase their awareness of procedures.

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2. What approaches/strategies are contributing to your success in this area and what data suggests this?

Use of Leader In Me time in our classrooms to brainstorm and practice procedures. Feedback from administration in conjunction with local fire and police departments.

3. What are opportunities for improvement, gap or barriers are in this area?

Use of Leader In Me time in our classrooms to brainstorm and practice procedures. Feedback from administration in conjunction with local fire and police departments. The gaps are familiarizing our students with exit practices from any area of the building, not just their classroom. Students need to know safety procedures in the event that they are not in their classroom during a lockdown, fire drill, etc.

4. What seems to be the root cause of the problem and what data suggests this?

Reflection:

5. What approaches/strategies could you deploy to address the root cause and support meeting your overall goal?

6. What research did you review to support the use of these strategies/approaches?

7. What performance measures will you use to monitor impact of your approach/strategy?

- Campus Walkthroughs with Safety Committee
- Feedback and Reports from Community Safety Officials
- Feedback and Reports from School and District Safety Committee Members
- Minutes from Safety Committee Meetings

8. What measure will you use to monitor fidelity of deployment of your strategy/approach?

- Scheduling of first Safety Committee Meeting

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9. What professional development, if any, will be offered in cycle 1 to support the staff in implementing the approach

- Fire Safety Training during October Faculty Meeting

10. If funding is required, what funding source will be used?

- Funding through the budget at Jones will be considered by the SIT team on an as needed basis. Addendums to the budget will be made pending funding.
- If there are facility needs based on Campus Walkthroughs, feedback from Community Safety Officials or Safety Committee, funding may be requested from District Facility Funds

Messaging:

11. How will you convey intent of this focus area of SIP to stakeholders?

The SIP will be posted on the school website. The School Improvement Team Meeting Dates, Agenda & Minutes are also posted on the website. The SIP will be available to all stakeholders upon request and available at parent meetings, family nights, etc

12. How will you communicate progress towards goals or course corrections to stakeholders?

The SIP will be posted on the school website. The School Improvement Team Meeting Dates, Agenda & Minutes are also posted on the website. The SIP will be available to all stakeholders upon request and available at parent meetings, family nights, etc

D	DO:
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Include the results from Reflection and Messaging section into deployment plan. Approach/Strategies, Impact performance measure, Fidelity measure, Professional development and Messaging.

Step #	List the specific steps your team will complete during this	Person(s)	Measure/Indicato	Start	End
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	cycle.	responsible for completion of the step.	r (Used to monitor performance, process or completion)	Date	Date
1	Development of School Safety Committee	School Administration			
2	Scheduling of Monitored Drills	School Administration			
3	Scheduling of Professional Development for staff	School Administration			
4	Scheduling of safety training/procedures with students	School Administration			
5	Quarterly Safety Committee Meetings	School Administration and Safety Committee			

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S	Study –
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<p>Insert formative data here from performance and fidelity measures identified in the Reflection section; questions 7 & 8 for this cycle or provide link to appropriate data.</p>
<p>1. What worked and how do you know?</p>
<p>2. What didn't work and how do you know?</p>
<p>3. Do you need any additional assistance as you look at your results and start planning for the next Cycle? If Yes in what areas or topics do you need coaching or P.D. in?</p>
<p>4. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?</p>

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Reflect on the answers in 1 - 4 above for the previous cycle and place an X in front of which option best describes what you will do in your plan for the next cycle.

- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it for the next cycle.
- Target goal not met so we will continue current plan. We will make improvements to the plan based on what didn't work as identified in #2 and #4 above.
- Target goal not met and information indicates that we need to abandon the current plan and identify a new approach.

A	Act – Revise or continue with implementation plan based on data analysis.
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|---|
| 1. For the next cycle are you continuing with the approach from previous cycle?
If yes continue to deployment plan. If no, address questions #2-5. |
| 2. What improvements could be made to the following areas: approach/strategy/process/support/professional development/monitoring...?) |
| 3. What performance measures will you use to monitor impact of your approach/strategy? |
| 4. What measure will you use to monitor fidelity of deployment of your strategy/approach? |

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5. What professional development, if any, will be offered in this cycle to support the staff in implementing the approach?

Include Approach/Strategies, Fidelity measure, Professional development and deployment plan.

Step #	List the specific steps your team will complete during this cycle.	Person(s) responsible for completion of the step.	Measure/Indicator (Used to monitor performance, process improvement or completion)	Start Date	End Date

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S	Study – Analysis of data after implementing an approach
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Insert formative/summative data from performance and fidelity measures identified in the Act section; questions 3 & 4 for this cycle or link to trend data.

A	Act – Continue with the Target Goal or revise the Target Goal for next year.
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Reflect on the data analysis for the year so far and place an X in front of the option below that best describes your direction for the 2016-17 SIP.

- Overall goal has been met and School Improvement Plan focus will change for next year.
- Target goal has been met and is changed to a new target goal.
- Target goal not met but current plan is effective so we will continue current plan and repeat it.
- Target goal not met, so we will continue current plan for 2016-17. We will make improvements to the plan based on what didn't work through this year.

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