



WEST LIBERTY SCHOOL DISTRICT

STRATEGIC PLAN

MIDDLE SCHOOL SCHOOL IMPROVEMENT PLAN 2019 - 2020

STRATEGIC GOALS

INTENDED IMPACT OUTCOME AREA BY 2020

Improving Student Engagement and Learning by deepening alignment and increasing rigor in curriculum and instruction

Language Arts

GOAL AREAS

- Increase overall grade level proficiency levels on the Scholastic Reading Inventory (SRI) to 75% and/or increase individual student growth by 50 - 100 lexile points between the Fall of 2019 and Spring 2020

INDICATORS AND INITIATIVES

- Implement SRI testing three times a year - Fall / Winter / Spring.
- Analysis of student reading data (3x a year for students served in Literacy Lab, ESL and Special Education resource classes)
- Benchmarking pre and post-testing three to four times a year.
- Implementation of skill-building classes (Literacy Lab) for students deemed "on the bubble" by standardized tests.
- Paraeducator assignments reflective of student needs (ESL and SPED)
- Implementation of ESL support classes to increase skills and knowledge of components of English (reading, writing, speaking)
- Tuesday and Thursday After School Assistance Program students struggling academically
- Analysis of specific cohort groups and individual student data as reflected by formative and summative assessments (Once a month during grade-level team meeting times.).
- Emphasis on language production during the planning and instructional delivery
 - Strategies presented to staff by model teachers and instructional coach
 - Sharing of ideas between staff members
 - Staff members trying new language production strategies will keep a scoreboard



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Math

GOAL AREAS

- Increase overall grade level proficiency on the EdifyAssess to 71% and/or individual growth by 25% from Fall 2019 to Spring 2020.

INDICATORS AND INITIATIVES

- EdifyAssess testing and analysis 3x a year - Fall/Winter/Spring.
- Analysis of student data by the building math team to assist in planning for instruction and to strengthen vertical alignment in relationship to the Iowa Academic Standards.
 - This will be completed 3x a year after the scheduled testing periods.
- Implementation of co-teaching to address accommodations for ESL and Special Education services.
- Continued participation in the Math Studio model delivered by Teachers' Development Group (TDG). Math teachers and special education co-teachers will be trained in the Math Studio model to increase student overall math knowledge and achievement.
 - This will be measured by informal and formal observation data.
- The middle school special education team and AEA consultant will meet once a month to discuss progress monitoring of special education students and their goals.
 - A scoreboard of sorts will be developed and will serve as a guide during the meetings.



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<p><u>Improving Student Engagement and Learning by deepening alignment and increasing rigor in curriculum and instruction</u></p>	<p>Science</p>	<ul style="list-style-type: none"> • Increase overall student writing skills on the Write to Learn program to 75% (3) or individual improvement by 1 point on a 4 point rubric from Fall 2019 to Spring 2020. 	<ul style="list-style-type: none"> • Students in all science classes will be given a writing probe utilizing the Write to Learn program two times, Fall 2019 and Spring 2020, to assess progress toward the goal.
		<ul style="list-style-type: none"> • The content and special areas will be emphasizing argumentative writing along with language production in their instructional practice, but progress toward the goal will be assessed in Science. 	<ul style="list-style-type: none"> • Students writing progress, science content knowledge and reading comprehension will be analyzed using the data from the Write to Learn program. This will be completed after the first (September) and second testing time frame (May 2020). • During informal and formal observations, the strategies utilized to encourage language production will be recorded. Staff will continue to share strategies to increase language production during professional development time. This data will also be recorded on observation forms.



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<p><u>Developing Students' Capacities and Skills for Success in Life by meeting the individual social, emotional and mental health needs</u></p>		<p>Teacher Retention and Enculturation</p> <ul style="list-style-type: none"> The Teacher Leadership Team (TLC) at the Middle School will be facilitating the mentoring and induction program as well as guiding professional development in order to foster relationships between novice and master teachers. 	<ul style="list-style-type: none"> Monthly meetings between all new teachers and their mentors in addition to observation opportunities throughout the year. Assisting teachers in developing and enhancing competencies for the Iowa Teaching Standards within the Sheltered Observation Protocol (SIOP) through building and district professional development. End of the year - Reflection survey given to mentors and mentees on the impact of the mentoring and induction program on teaching experience. Well-defined roles or responsibilities for the new and mentor teachers. Use of the Iowa Instructional Framework to formulate the annual Iowa Professional Development Plans. Teachers leaving the building will provide data through the district's Exit Survey regarding program effectiveness and determine reasons for transfers or resignations. Monitor Professional Development calendar and agendas with the instructional coach and model teachers to provide meaningful and effective training and/or information. <ul style="list-style-type: none"> Model teachers and instructional coach will observe certified teachers, provide instructional planning and modeling as well as providing resources or input as needed. They will also provide professional development to staff on instructional strategies and other topics aligned to the Iowa Teaching Standards and SIOP. Staff will observe colleagues and complete observation reflection forms. Provide in-school opportunities for teachers to meet and interact with out of grade and out of content staff members.



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<p><u>Developing Students' Capacities and Skills for Success in Life by meeting the individual social, emotional and mental health needs</u></p>	<p>Parent, Community and School Engagement</p> <ul style="list-style-type: none"> To increase student, parent and community engagement and awareness 	<ul style="list-style-type: none"> Collaborate in pursued opportunities with community organizations, community members and outside resources (U of I Project Hope, churches, Muscatine Alliance) to increase engagement by students, parents and the community. Implement the Family Leadership Institute with district trainers and selected families. Increase use of PBIS postcards by staff to notify families of students' progress or outstanding actions. The PBIS committee will track student recognition on a trimester basis. 	



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<p><u>Creating a 21st Century Learning Environment by upgrading our facilities, technology, and operations.</u></p>	<p>Parent, Community and School Engagement</p> <ul style="list-style-type: none"> • Use google docs as a tool to communicate with multilingual parents 	<ul style="list-style-type: none"> • Use of appropriate websites and apps to enhance and enrich curriculum that is aligned to the Core. • Strategic deployment of technology in classrooms and the media center 	