

David J. **Quinn**
Middle School



SCHOOL IMPROVEMENT PLAN

2019-2020

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 1 High Quality Instructional Practices Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p>Goal # 1: The school’s Instructional Leadership Team (ILT) will identify a measurable school-wide instructional focus. The ILT will determine research-based teaching strategies and activities that align with that focus. Staff will begin to implement these strategies and activities as part of their regular instruction so as to have a positive impact on student learning.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • ILT to meet twice per month to focus on this work • ILT will identify a school-wide instructional focus • ILT will determine research-based teaching strategies and activities that align with the identified instructional focus • Staff will implement the strategies and activities into instructional practice • ILT will identify a benchmark for teacher implementation of strategies and activities and determine how best to measure student learning outcomes
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • ILT determines an instructional focus with associated research-based teacher practices • Staff use the strategies and activities that align with the identified instructional focus • These strategies and activities lead to the desired student behaviors and outcomes
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • By the end of Quarter 1 the ILT will have identified an instructional focus • By the end of Quarter 2 the ILT will determine research-based teaching strategies and activities that align with the identified instructional focus and establish associated student behaviors • During Quarter 3 staff will use these teaching strategies and activities as part of their regular practice • During Quarter 4 ILT members will do learning walks to accumulate data regarding teacher implementation of ILT identified strategies and activities
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> • Teachers will begin to use effective, research-based instructional practices to meet the needs of all students every day. Students will show early evidence of being able to communicate their understanding by meeting the ILT-established benchmarks for student outcomes and behaviors. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 2 Educate the Whole Child Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal # 2: To implement and assess a social emotional curriculum for all students which leads to positive academic, emotional and behavioral outcomes for students.</p>
	<p>Activities: (Steps to be taken to implement plan)</p>
	<ul style="list-style-type: none"> • Implement a Master Schedule that accommodates for SEL instruction for all students • Teachers given time to plan for SEL work and to establish school-wide SEL norms • Teachers implement SEL curriculum on a regularly scheduled basis – during SEL time and during regular classroom lessons leading to better connections between adults and students • All staff model established SEL norms • Develop a consistent behavior management system for students focused on positive reinforcement and logical, constructive interventions
	<p>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</p>
	<ul style="list-style-type: none"> • Master Schedule with dedicated time for SEL work is implemented • Teachers are given meeting time to discuss and plan for SEL • SEL norms developed by teachers • A behavioral management system has been created and implemented • Students can identify at least one adult at school that they feel comfortable speaking with about school-based and personal items • Staff will make positive connections with students and be seen as allies in supporting students academically, socially and emotionally • Less discipline referrals when compared to the 2018-2019 school year
	<p>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</p>
	<ul style="list-style-type: none"> • Improved student grades and social behaviors as compared to the 2018-2019 school year • SEL norms are shared with students and staff • The behavior management system is shared with students and staff
<p>Final Outcomes (annual targets for student performance outcomes)</p>	
<ul style="list-style-type: none"> • An SEL curriculum that ensures all students succeed academically, socially and emotionally. This will be measured by improved attendance, better grades, more involvement in clubs & activities and positive END OF YEAR student survey results compared to last year 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: # 2 Educate the Whole Child</p> <p>Provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically.</p>
	<p>Goal # 3: To reduce the number of student absences in 2019-2020 by at least 10% when compared to 2018-2019 so as to lead to better student academic performance.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Communicate with families of 2018-2019 chronically absent students about the importance of being in school • Run a weekly absence reports for cumulative absences to date and absences during the prior week • Review and discuss these absence reports with the Principal’s Advisory Team (PAT) on a weekly basis to implement a weekly intervention plan • Administration, counselors and classroom teachers to speak with individual students and their families about excessive absences • Require students to make up missed class time with teachers • Recognize students for improved attendance including perfect attendance awards
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • Communicate with families in fall 2019. • Weekly attendance reports run and reviewed by PAT with subsequent weekly intervention plan • Weekly attendance reports will show students attending school more regularly than during the 2018-2019 school year • Improved grades when compared to last year
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • Weekly attendance reports will show students attending school more regularly when compared to last year • Students will report after school to teachers to make up missed class time • Students will see their teachers after school more regularly even when not required
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> • Student absences will decline by at least 10% when compared to last year, leading to better academic performance. 	

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p>Strategic Objective: #4 Climate and Culture Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability</p>
	<p>Goal #4: To build an environment of collaboration and collegiality among staff so as to lead to better academic, social and emotional outcomes for students.</p>
	<p>Activities: <i>(Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> • Create teacher SHOUT-OUT program • Recognize and share staff work being done in classrooms • Highlight one staff member per week in staff newsletter • Work with Quinn’s Sunshine Fund to establish regular staff social events • Staff will regularly attend weekly team time meetings • Coverage is arranged for teachers to attend staff and student meetings when requested • Administration will periodically attend weekly team time meetings on a regularly scheduled basis • Staff will be asked to work and interact with colleagues from across the building during staff meetings
	<p>Early Evidence of Change: <i>(how will you know if your actions are producing the desired change in practice?)</i></p>
	<ul style="list-style-type: none"> • Teacher recognition through SHOUT-OUT program and weekly staff newsletter • More and better attended social events • Increased staff collaboration both inside and outside of formal meeting times • Teachers using strategies, ideas and activities derived from fellow staff members • When information is shared about a student, it is shared with all of the student’s teachers
	<p>Short- Term Outcomes: <i>(how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> • Mid-year staff survey in which at least 50% of staff report that the they feel more connected to each other when compared to last year • More interaction between teachers from different grades and teams • Common practices between teachers seen by evaluators and directors during classroom observations and walk-throughs
<p>Final Outcomes <i>(annual targets for student performance outcomes)</i></p>	
<ul style="list-style-type: none"> • Staff are more collaborative and satisfied with their work, leading to increased student academic performance. This will be measured by improved student grades and a year-end staff survey in which at least 75% of staff report feeling that collaboration and collegiality have improved since last year. 	