



# **School Improvement Plan**

City Middle/High School

Grand Rapids Public Schools

Mr. Michael Pascoe  
1720 Plainfield Ave NE  
GRAND RAPIDS, MI 49505-5305

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

City High Middle is a public school of choice for academically talented and highly motivated students. City serves as a magnet program within Grand Rapids Public Schools. City is an International Baccalaureate Middle Years and Diploma Programme World School and a Center for Economicology.

Over the last three years City has increased enrollment. Our current enrollment is 800 students grades 7-12 who have been selected on the basis of norm-referenced examination scores in reading and mathematics. The student demographic breakdown of City is 47% free-and reduced-lunch, 7% Asian, 16% African-American, 18% Hispanic/Latino, 60% White, and 4 % multi-ethnic. The instructional staff is 5% Asian and 95% White. The support staff breakdown is 33% African-American and 67% White.

Our community is supportive of the work of City. Our stakeholders are satisfied with International Baccalaureate and Economicology. Our instructional model is supported by a grant from the Wege Foundation, a local non-profit foundation. Our challenges involve implementing International Baccalaureate and Economicology with fidelity while improving student achievement as measured by the MAP, PSAT/SAT, and IB DP assessments.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The vision at City High Middle School is to help students develop the tools, skills, and habits of mind to thrive as adults, build flourishing communities, and create a more sustainable future for all the world's inhabitants.

Students at City are exposed to a rigorous and holistic curriculum that incorporates various metacognitive approaches to learning. Through inquiry-based learning of the humanities, sciences, and technologies, students explore solutions to real-world problems using global thinking. As an International Baccalaureate school and Center for Economics, our students strive to be internationally minded people that think globally and act locally. City High Middle School is a learning community that encourages all stakeholders to be balanced, caring, open-minded, and principled individuals who model eco-cultural sustainability in everything we do.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

City High Middle School was ranked as the third best performing school in the State of Michigan and 47th in the United States in 2016 by US News and World Report. Awarded Emerald Level, highest level by Michigan Green Schools for our commitment to economicology.

Our area of improvement continues to focus on implementing our IB programme with fidelity. Our implementation focuses on vertical and horizontal alignment to ensure standards and practices of IB are consistently met and on the planning and preparation of inquiry-based learning.

Another area of improvement has been increasing our student achievement as measured by MAP, PSAT, SAT, and IB DP assessments.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

N/A

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Stakeholders were surveyed regarding their perception of the school and the teaching and learning that occurs in the school. Input by parents were solicited at parent meetings throughout the school year. If parents were unable to attend meetings, alternate communication was arranged.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Stakeholder data was solicited from the entire City community. Input was received from a broad range of stakeholders with all grade levels represented in the data. Stakeholders were responsible for sharing their perceptions of City and were asked to share what they thought would make City a better school.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan is available on City High Middle School website ([www.grps.org/city](http://www.grps.org/city)). Stakeholders will be informed on the progress on a quarterly basis through face-to-face meetings and through email updates.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

As student enrollment increases, staffing increases. City is projected to grow for the 2016-2017 academic year. This growth will increase staffing. As enrollment increases and program attrition decreases, staffing will increase. The GRPS Human Resources Department is in charge of all staff recruitment. The budget for City High Middle School is developed by the Business Office in the central office of Grand Rapids Public Schools. The more students attend City High Middle School, the more budget funds are allocated to City. The resources for City High Middle School are based on budget, which is developed by the Business Office in the central office of Grand Rapids Public Schools. The more students that attend City High Middle School, the more resources are allocated to City.

As enrollment continues to increase so does the need for technology and facilities improvement.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Data shows that attendance rates of over 90% have been maintained through the last three years. Students with chronic absenteeism will continued to be identified and treated on a case by case basis.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

There has been a 9% decrease of behavioral referrals from the 2014-15 school year to 2015-16 school year. Grade 7 shows the largest proportion of referrals.





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City High Middle School has a well balanced staff with many levels of experience. Many teachers with Category 3 knowledge and beyond have become examiners for IB which has positively affected student achievement. For the 2016-17 school year there will be seven new teachers added to staff that are not experienced with MYP or DP. This may have an impact on student achievement as these teachers are not versed in the IB philosophy and framework. There will be a small learning curve for these teachers.

### Teacher/School Leader(s) Demographic Data

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

The number of years of teaching experience varies within departments. All teachers are trained in IB and have continual professional development around best strategies to improve achievement efforts. City High Middle School will continue to work with all teachers to ensure that effective instructional strategies are consistently being used in the classroom.

### Teacher/School Leader(s) Demographic Data

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

There were very few days school leaders were absent. Monthly professional learning occurred after school hours. There was an increase of student achievement in all subject areas.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

The absence data may have a negative impact on student achievement, however all subject areas showed growth in achievement. The data provided for professional learning absences also included departmental planning days, instructional rounds, and function attendance.

### Teacher/School Leader(s) Demographic Data

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

One challenge City faces is having time for teacher collaboration. Departments are allotted one planning day per marking period and 6 hours PLC time is scheduled after school hours for the year.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

I. Teaching for Learning

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Strand III: Professional Learning Culture and Strand IV: School, Family and Community Relations

**12. How might these challenges impact student achievement?**

With increased enrollment maintaining the established learning culture and increased communication with all stakeholders can be challenging. Student achievement may be impacted because of the lack of support systems in place due to funding.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

The SIP reflects the needs for implementing MYP and DP programmes with fidelity.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

Very few students at City are students with disabilities. Administration, counseling, teachers, and special education work together on an individual student basis to ensure that these students receive the opportunity and access to all possible interventions.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

WorkZone for all grade levels

DP Tutoring for 11th and 12th grade students

Sylvan Learning tutoring for identified juniors

Forensics, Debate, student council and many student led clubs and activities for all grade levels.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

All learning opportunities are communicated via email, robocall, face-to-face, website and monthly news letters. Students who may be identified for intervention receive a formal invite from their teacher, counselor, or administrator.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

Vertical and horizontal maps that align IB with CCSS documents show implementation with fidelity.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

Results from the MIPHY survey are reviewed by the data team and the nurses that serve our students. Areas of concern are identified and an action plan is created when needed.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Data shows that at least 96% of grades 9, 10, and 11 meet or exceed the benchmark for evidence based reading and writing according to PSAT/SAT. 91% of 7th grade students score above the 60th percentile in reading on MAP. 80% of 8th grade score above the 60th percentile in reading on MAP.

### **19b. Reading- Challenges**

None

### **19c. Reading- Trends**

Reading scores continue on a positive trend showing growth on the reading MAP.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

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NA

**20a. Writing- Strengths**

11th grade writing scores as measured by SAT average a 6 which is 1 point higher than the state average.

**20b. Writing- Challenges**

11th and 12th grade show struggles with writing analytic works as measured by IB Extended Essay.

**20c. Writing- Trends**

11th and 12th grade students show above average writing scores, but have relative low scores with analytical pieces.

**20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

NA

**21a. Math- Strengths**

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At least 86% of 9, 10, and 11th grade students meet or exceed benchmarks in math on the PSAT/SAT. 76% of seventh grade students score above the 60th percentile in math MAP and 77% of eighth grade students score above the 60th percentile.

### 21b. Math- Challenges

The lowest overall performance in mathematics for 7th and 8th grade students is geometry. The lowest overall performance for 9th through 11th grade students is The Real and Complex Number Systems as measured by MAP.

### 21c. Math- Trends

MAP data shows positive growth on the math assessment in all grade levels.

### 21d. Math- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Performance in mathematics will be addressed in the SIP using data decision making and inquiry based strategies to engage students in a higher level of rigor.

### 22a. Science- Strengths

N/A

### 22b. Science- Challenges

N/A

**22c. Science- Trends**

N/A

**22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

NA

**23a. Social Studies- Strengths**

NA

**23b. Social Studies- Challenges**

NA

**23c. Social Studies- Trends**

NA

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

NA

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

**Which area(s) indicate the overall highest level of satisfaction among students?**

The area of highest level of satisfaction among students is in the area confer and classroom management according to spring 2016 Tripod data.

### **24b. Student Perception Data**

**Which area(s) indicate the overall lowest level of satisfaction among students?**

According to 2016 Tripod data students share that the lowest level of satisfaction is in the area of consolidate.

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

Professional development in the area of student engagement, inquiry-based learning and clear expectations will be a focus for the 2016-17 school year.

### **25a. Parent/Guardian Perception Data**

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

Parents indicate a high level of satisfaction in the area of high achievement expectations.

### **25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Cleanliness and maintenance of the school is a concern of parents.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

Adult presence in hallways during lunch and between passing time will be a focus for the next school year.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Collective instructional efficacy

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

Time in professional community activities

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

One of two monthly staff meetings will be allotted for PLC

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

High expectations

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

Cleanliness and maintenance of building

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

Adult presence in hallways during lunch and between passing time will be a focus for the next school year.

## Summary

### **28a. Summary**

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

Areas of strength include progress in ELA and reading. There is a need to focus on math and science achievement. Perception around overall maintenance of school will be addressed next year.

### **28b. Summary**

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

By continuing to hold high expectations in all subject areas and through intentional professional development and planning student achievement should increase in the 2016-17 school year.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

Data decision making, inquiry based learning, and clear expectations will address many challenges identified by multiple sources of data.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	DNA	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://grps.org/images/annualreports/2013-2014/City_2013-2014.pdf">http://grps.org/images/annualreports/2013-2014/City_2013-2014.pdf</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		Non-Discrimination

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Kurt Johnson Executive Director of K-12 Athletics, K-12 Physical Education Supervisor, K-12 Student Activities and Dual Enrollment Grand Rapids Public Schools 1331 Franklin SE Grand Rapids, MI 49501-0117 616.819.2010 johnsonk@grps.org	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement Plan

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		Parent Compact

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		PD Calendar

# **Title I Targeted Assistance Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Targeted Assistance schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

City High Middle School's ILT came together to complete the needs assessment. ILT members include both teaching staff and administration. Perception data from parents was gathered and input from the PTSA was given. Each ILT member reviewed the assessment data for all grade levels and community perception data. The team discussed current programs and assessed where we are at in implementation and sustainability of the programs. Once the team came to agreement for response to the questions, the school improvement facilitator completed the document.

### **2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?**

Students who are failing one or more core academic areas are identified each marking period by the counselors. The counselors will meet with students and work with the teachers to develop a plan for improving efforts and to identify any other needs that the student may have, both internal and external. The Counselor communicates and works with parents and students on the developed plan. If students are successful with the implemented plan they are gradually released from the support.

Students who perform low on the NWEA MAP, M-STEP and PSAT assessment in reading and mathematics are identified for possible needs.

### **3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.**

NWEA MAP assessment data

Transcripts

M-STEP

PSAT

SAT

### **4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.**

Does not apply.

## **Component 2: Services to Eligible Students**

### **1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.**

A Youth Advocate works with students that meet Title I eligibility to support and monitor them on an individualized plan to ensure success in reading, math, science and social studies. The Advocate works with students both in class and out of class depending on the individual students developed plan. For example, a student that is eligible for Title I support will work with a Youth Advocate to support and monitor the plan. This could mean weekly check ins to monitor homework or grades, after school support in reading, support providing students strategies to over come issues with content literacy, etc. Ongoing communication between parents, students and Youth Advocate will be logged. The type of support an eligible student receives will be dependent on the need.

### **Component 3: Incorporated Into Existing School Program Planning**

**1. How is program planning for eligible students incorporated into the existing school improvement planning process?**

Program planning coexists with improvement planning. Through regular data reviews, Title I meetings, and school improvement planning meetings, Title I programming is an agenda item and aligned to the existing improvement process.

## **Component 4: Instructional Strategies**

### **1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?**

The school improvement plan identifies Data Decision Making, Structured Inquiry, and Student Engagement as instructional strategies to help all students in the classroom be successful in all core academic areas. Eligible students will receive differentiated instruction based on student needs. Additional support from the Youth Advocate will aid students and teachers with the implementation of differentiated instruction and any Tier 2 or Tier 3 supports for students with a need.

### **2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.**

Data shows a need for higher level student thinking in the area of analysis and applying learned concepts. Teachers will move students from their current level of understanding to a deeper understanding of the subject area through structured and open inquiry. Students will explore ideas by using critical and logical thinking, construct explanations, consider alternative explanations and communicate ideas effectively. High quality questioning and high student engagement using Middle Years Programme Approaches to Learning will develop student thinking and meta cognition in each core academic curriculum area. The use of International Baccalaureate MYP and DP rubrics will set clear expectations for students and help students monitor their own learning.

Colburn, Alan. "An Inquiry Primer" Science Scope. March 2000.

Martin-Hansen, Lisa. Defining Inquiry. 2002.

Marshall, Jeff C., Horton, Robert M. "The Relationship of Teacher Facilitated Inquiry-Based Instruction to Higher-Order Thinking" School Science and Mathematics. 2012.

Andrade, Hiedi G., "Using Rubrics to Promote Thinking and Learning", Educational Leadership, 2000.

### **3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.**

For all grades 7-12, extended learning opportunities in the form of after school clubs are available to all students who are interested and students are encouraged to participate. Academically, Work Zone is available for all students and recommended for struggling students. Work Zone provides academic support through tutors after school four times a week in the area of mathematics, English, science and social studies.

### **4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.**

All extended learning opportunities and programs are held after school. Youth advocates meet with students during lunch time, passing.

advisory period and occasionally during class period. During class period, support is provided by the youth advocate using a push-in model.

## **Component 5: Title I and Regular Education Coordination**

**1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?**

The school improvement facilitator, facilitates communication between programs and to all stakeholders. The Title I Youth Advocate maintains weekly work logs that are submitted to the school improvement facilitator. Monthly and as needed meetings with youth advocate, counselor, administration, teachers and school improvement facilitator provides an opportunity for communicating program needs and monitoring student progress.

**2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.**

Does not apply.

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**Component 6: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Title I, Part A Youth Advocate meets requirements of NCLB.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	All teachers meet NCLB requirements for highly qualified.	

## Component 7: High Quality and Ongoing Professional Development/Learning

**1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

All staff participate in professional development around strategies to support all students. These strategies include inquiry learning, student engagement strategies, and setting clear expectations. Communication with staff and Title I youth advocate around eligible students is ongoing. Strategies that help specific students or group of students will be demonstrated during monthly PLC.

**2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?**

Title I Youth Advocate will participate in ongoing professional development with staff. Parents are encouraged to participate in various learning opportunities through the districts Parent University classes.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		PD Calendar

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## Component 8: Strategies to Increase Parental Involvement

### 1. How are parents involved in the design of the Targeted Assistance program plan?

Perception data from parents is collected through surveys. There is an active PTSA membership that bring concerns to the group around student needs and supports. Members share their ideas for solutions and help with programming when needed.

### 2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents play a vital role with programming needs. Parent surveys are conducted to gather perception data for the CNA. Regular communication and ongoing support by parents in all areas of school function is well established. Many parents volunteer in a variety of ways. Some with instructional support, others support after school as tutors for Work Zone and some support with community building activities after school.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Through parent surveys and conversation, perception data is used for evaluation of programs.	

### 4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Curriculum and assessment standards are communicated during parent meetings, newsletters, and emails. Administration, staff and PTSA collaborate to coordinate parent involvement activities. The district program, Parent University, provides many extended learning opportunities for parents. All communication materials are available in Spanish and interpreters are available when needed.

### 5. Describe how the parent involvement activities are evaluated.

Parent involvement activities are evaluated by the PTSA through parent surveys.

### 6. Describe how the school-parent compact is developed.

The school-parent compact is developed through collaboration with parents of Title I targeted students, administration and ILT. Perception data and input is gathered from all stakeholders before the development of the compact.

## School Improvement Plan

City Middle/High School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Parent Compact

### 8. How does the school provide individual student academic assessment results in a language parents can understand?

Grades are posted via an online format for parents to view at any time. Parents can receive assistance with the portal in the counseling office. Assessment data is sent home for review as soon as reports are available. Ongoing parent nights throughout the year give opportunities for parents to seek assistance in reading the reports. There is an Assessment Night for parents each year. During this presentation assessments such as, MAP, M-STEP, PSAT, and SAT are reviewed and parents receive instruction on how to read the report and how to use the report. Teachers also communicate with parents during conferences around assessment data.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Parent Involvement Plan Policy 7175 - Parents-Guardians Involvement Policy

### 10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

## **Component 9: Coordination of Title I and Other Resources**

**1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.**

Title I A programs include a Youth Advocate for support. There are no other programs supported by Federal or State funds.

**2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Does not apply.

## **Component 10: Ongoing Review of Student Progress**

### **1. Describe how the progress of participating students is reviewed on an ongoing basis.**

Students are identified by counselors, teachers, and administrators for eligibility. Monthly and weekly meetings provide opportunity for review of student progress in the core academic areas. Students are gradually released from the supports who show improvement and no longer qualify.

### **2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.**

The program is altered and adjusted when needed. Students are put on individual plans that are based on their own needs for academic support. As the needs change the plans are adjusted.

### **3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.**

Teachers are trained in staff meetings and beginning of the year PD on how to gather student achievement data and identify at risk students. Ongoing staff meetings provide an avenue for collaboration around identifying at risk students and developing plans for student support.

## **Evaluation**

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

**1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.**

Weekly contact/work logs of the Title I Youth Advocate are monitored by administration and school improvement facilitator. Data gathered from meetings, charts, lists, and logs will be used to monitor and evaluate the program. A decrease in at risk eligibility will determine the success of the program.

**2. Describe how the school evaluates the results achieved by the Targeted Assistance program using data from the State's annual assessments and other indicators of academic achievement.**

M-STEP and NWEA MAP will be used to evaluate student growth and achievement. Students that are identified at risk will be monitored for growth.

**3. Describe how the school determines whether the Targeted Assistance program has been effective in increasing the achievement of eligible students who are furthest from achieving the standards.**

The number of eligible students meeting achievement standards will determine program effectiveness.

**4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.**

The plan is revised after reviewing perception data, achievement data and program evaluation. The program will be revised and improved through the collaboration of all stakeholders.

# **School Improvement Plan 2016-17**

## Overview

### Plan Name

School Improvement Plan 2016-17

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at City High/Middle School will be proficient in English	Objectives: 3 Strategies: 3 Activities: 9	Academic	\$0
2	All students at City High/Middle School will be proficient in Mathematics.	Objectives: 3 Strategies: 3 Activities: 9	Academic	\$0
3	All students at City High/Middle School will be proficient in Social Studies.	Objectives: 3 Strategies: 3 Activities: 9	Academic	\$0
4	All students at City High/Middle School will be proficient in Science.	Objectives: 3 Strategies: 3 Activities: 9	Academic	\$0

## Goal 1: All students at City High/Middle School will be proficient in English

### Measurable Objective 1:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in PSAT and SAT results in English Language Arts by 06/01/2016 as measured by PSAT and SAT.

### Strategy 1:

Data Decision Making - The school staff will analyze and aggregate student achievement data as it pertains to their students. Teachers will use the Fall 2015 PSAT and SAT data to identify achievement gaps and set goals for all students for the Spring 2015 PSAT and SAT. Teachers will develop and implement support strategies within lessons to help students obtain their goals.

Category:

Research Cited: Data Wise (Boudett, City, and Murnane 2010).

Decision Making for Results (The Leadership and Learning Center 2008).

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will actively participate in professional learning which supports data decision making.	Professional Learning			08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student goal progress. Teachers will be given the opportunity to analyze formative assessment data to track progress and adjust instruction accordingly.	Other			08/28/2015	06/10/2016	\$0	No Funding Required	Instructional Staff

### Measurable Objective 2:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on IB Internal and External Assessments by scoring 3 points or higher on SL and by scoring 4 points or higher on HL examinations. in English Language Arts by 06/01/2016 as measured by Internal and External IB Examinations.

### Strategy 1:

Structured Inquiry - Teachers will move students from their current level of understanding to a deeper understanding of the subject area through structured inquiry. Students will explore ideas by using critical and logical thinking, construct explanations, consider alternative explanations and communicate ideas.

Category:

## School Improvement Plan

City Middle/High School

Research Cited: International Baccalaureate Organization

Tier:

Activity - Inquiry Based Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will implement high-quality questions which will increase both students engagement through inquiry and support deeper understanding of content being taught through the use of complex text.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will actively participate in professional learning which supports understanding of structured inquiry and student engagement through inquiry.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will monitor the implementation of structured inquiry through the review of lesson plans, classroom learning walks, observations and through the teacher evaluation process.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Administration and ILT

### Measurable Objective 3:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring 5 points or higher on all Middle Years Programme criterion in English Language Arts by 06/01/2016 as measured by IB Criterion Rubrics.

### Strategy 1:

Engagement - Teachers will captivate students by planning and implementing lessons that incorporate MYP approaches to learning (ATL) to develop student thinking and metacognition.

Category:

Research Cited: International Baccalaureate Organization

How Children Succeed (Tough, 2013)

Tier:

Activity - Command Terms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

City Middle/High School

Teachers will intentionally use and apply command terms to support ATL.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff.
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Activity - IB Learner Profile	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in activities that support all ten attributes of the IB learner profile to develop the internationally minded student.	Curriculum Development		Getting Ready	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will monitor the implementation of student engagement through the review of lesson plans, classroom learning walks, observations and through the teacher evaluation process.	Walkthrough		Monitor	08/28/2015	06/10/2016	\$0	No Funding Required	Administration and ILT

Activity - Setting Clear Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Setting clear expectations for student performance standards using rubrics allows both teacher and student to monitor progress of learning throughout a unit of instruction. Students become more engaged with their learning when they are able to track their progress.	Direct Instruction			08/20/2015	06/10/2016	\$0	No Funding Required	Teaching staff

## Goal 2: All students at City High/Middle School will be proficient in Mathematics.

### Measurable Objective 1:

5% of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in PSAT and SAT results in Mathematics by 06/01/2016 as measured by PSAT and SAT.

### Strategy 1:

Data Decision Making - The school staff will analyze and aggregate student achievement data as it pertains to their students. Teachers will use the Fall 2015 PSAT and SAT data to identify achievement gaps and set goals for all students for the Spring 2016 PSAT and SAT. Teachers will develop and implement support strategies within lessons to help students obtain their goals.

Category:

Research Cited: Data Wise (Boudett, City, and Murnane 2010).

**School Improvement Plan**

City Middle/High School

Decision Making for Results (The Leadership and Learning Center 2008).

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will actively participate in professional learning which supports data decision making.	Professional Learning			08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student goal progress. Teachers will be given the opportunity to analyze formative assessment data to track progress and adjust instruction accordingly.	Other			08/28/2015	06/10/2016	\$0	No Funding Required	Instructional Staff

**Measurable Objective 2:**

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on IB Internal and External Assessments in Mathematics by 06/01/2016 as measured by scoring 3 points or higher on SL and by scoring 4 points or higher on HL examinations.

**Strategy 1:**

Structured Inquiry - Teachers will move students from their current level of understanding to a deeper understanding of the subject area through structured inquiry.

Students will explore ideas by using critical and logical thinking, construct explanations, consider alternative explanations and communicate ideas.

Category:

Research Cited: Instructional and support staff

Tier:

Activity - Inquiry Based Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will implement high-quality questions which will increase both students engagement through inquiry and support deeper understanding of content being taught through the use of complex text.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

City Middle/High School

All staff will actively participate in professional learning which supports understanding of structured inquiry and student engagement through inquiry.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff
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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will monitor the implementation of structured inquiry through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Administration and ILT

### Measurable Objective 3:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring 5 points or higher on all Middle Years Programme criterion in Mathematics by 06/01/2016 as measured by IB Criterion Rubrics.

### Strategy 1:

Engagement - Teachers will captivate students by planning and implementing lessons that incorporate MYP approaches to learning (ATL) to develop student thinking and meta cognition.

Category:

Research Cited: International Baccalaureate Organization and

How Children Succeed (Tough, 2013)

Tier:

Activity - Command Terms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentional use and apply command terms to support ATL.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and Support Staff

Activity - IB Learner Profile	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in activities that support all 10 attributes of the IB learner profile to develop the internationally minded student.	Curriculum Development		Getting Ready	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

City Middle/High School

The administration team will monitor the implementation of student engagement through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Walkthrough			08/28/2015	06/10/2016	\$0	No Funding Required	Administration and ILT
<b>Activity - Setting Clear Expectations</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Setting clear expectations for student performance standards using rubrics allows both teacher and student to monitor progress of learning throughout a unit of instruction. Students become more engaged with their learning when they are able to track their progress.	Direct Instruction			08/20/2015	06/10/2016	\$0	No Funding Required	Teaching Staff

### Goal 3: All students at City High/Middle School will be proficient in Social Studies.

#### Measurable Objective 1:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on internal assessments in Social Studies by 06/01/2016 as measured by IB rubrics..

#### Strategy 1:

Data Decision Making - The school staff will analyze and aggregate student achievement data as it pertains to their students. Teachers will use the Fall 2015 PSAT and SAT data to identify achievement gaps and set goals for all students for the Spring 2016 PSAT and SAT. Teachers will develop and implement support strategies within lessons to help students obtain their goals.

Category:

Research Cited: Data Wise (Boudett, City, and Murnane 2010).

Decision Making for Results (The Leadership and Learning Center 2008).

Tier:

<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All staff will actively participate in professional learning which supports data decision making.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff
<b>Activity - Monitoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

City Middle/High School

Teachers will monitor student goal progress. Teachers will be given the opportunity to analyze formative assessment data to track progress and adjust instruction accordingly.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional Staff
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### Measurable Objective 2:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on IB Internal and External Assessments by scoring 3 points or higher on SL and by scoring 4 points or higher on HL examinations in Social Studies by 06/01/2016 as measured by Internal and External IB Examinations.

### Strategy 1:

Structured Inquiry - Teachers will move students from their current level of understanding to a deeper understanding of the subject area through structured inquiry. Students will explore ideas by using critical and logical thinking, construct explanations, consider alternative explanations and communicate ideas.

Category:

Research Cited: International Baccalaureate Organization

Tier:

Activity - Inquiry Based Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will implement high-quality questions which will increase both students engagement through inquiry and support deeper understanding of content being taught through the use of complex text.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will actively participate in professional learning which supports understanding of structured inquiry and student engagement through inquiry.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will monitor the implementation of structured inquiry through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Walkthrough		Monitor	08/28/2015	06/10/2016	\$0	No Funding Required	Administration and ILT

### Measurable Objective 3:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring 5 points or higher on all Middle Years Programme criterion in Social Studies by 06/01/2016 as measured by IB Criterion Rubrics.

## School Improvement Plan

City Middle/High School

### Strategy 1:

Engagement - Teachers will captivate students by planning and implementing lessons that incorporate MYP approaches to learning (ATL) to develop student thinking and metacognition.

Category:

Research Cited: Instructional and support staff

Tier:

Activity - Command Terms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentional use and apply command terms to support Approaches to Learning.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and Support Staff

Activity - IB Learner Profile	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in activities that support all 10 attributes of the IB learner profile to develop the internationally minded student.	Curriculum Development		Getting Ready	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will monitor the implementation of student engagement through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Administration and ILT

Activity - Setting Clear Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Setting clear expectations for student performance standards using rubrics allows both teacher and student to monitor progress of learning throughout a unit of instruction. Students become more engaged with their learning when they are able to track their progress.	Direct Instruction			08/20/2015	06/10/2016	\$0	No Funding Required	Teaching Staff

## Goal 4: All students at City High/Middle School will be proficient in Science.

## School Improvement Plan

City Middle/High School

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### Measurable Objective 1:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency internal assessments in Science by 06/01/2016 as measured by IB rubrics..

### Strategy 1:

Data Decision Making - The school staff will analyze and aggregate student achievement data as it pertains to their students. Teachers will use the Fall 2015 PSAT and SAT data to identify achievement gaps and set goals for all students for the Spring 2016 PSAT and SAT. Teachers will develop and implement support strategies within lessons to help students obtain their goals.

Category:

Research Cited: Data Wise (Boudett, City, and Murnane 2010).

Decision Making for Results (The Leadership and Learning Center 2008).

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will actively participate in professional learning which supports data decision making.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student goal progress. Teachers will be given the opportunity to analyze formative assessment data to track progress and adjust instruction accordingly.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional staff

### Measurable Objective 2:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on IB Internal and External Assessments by scoring 3 points or higher on SL and by scoring 4 points or higher on HL examinations in Science by 06/01/2016 as measured by Internal and External IB Examinations.

### Strategy 1:

Structured Inquiry - Teachers will move students from their current level of understanding to a deeper understanding of the subject area through structured inquiry. Students will explore ideas by using critical and logical thinking, construct explanations, consider alternative explanations and communicate ideas.

Category:

Research Cited: IBO

SY 2016-2017

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## School Improvement Plan

City Middle/High School

Tier:

Activity - Inquiry Based Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teaching staff will implement high-quality questions which will increase both students engagement through inquiry and support deeper understanding of content being taught through the use of complex text.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will actively participate in professional learning which supports understanding of structured inquiry and student engagement through inquiry.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will monitor the implementation of structured inquiry through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Administration and ILT

### Measurable Objective 3:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by scoring 5 points or higher on all Middle Years Programme criterion in Science by 06/16/2016 as measured by IB Criterion Rubrics.

### Strategy 1:

Engagement - Teachers will captivate students by planning and implementing lessons that incorporate MYP approaches to learning (ATL) to develop student thinking and metacognition.

Category:

Tier:

Activity - Command Terms	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intentional use and apply command terms to support ATL.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and support staff

## School Improvement Plan

City Middle/High School

Activity - IB Learner Profile	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in activities that support all 10 attributes of the IB learner profile to develop the internationally minded student.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Instructional and Support Staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administration team will monitor the implementation of student engagement through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	No Funding Required	Administration and ILT
Activity - Setting Clear Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Setting clear expectations for student performance standards using rubrics allows both teacher and student to monitor progress of learning throughout a unit of instruction. Students become more engaged with their learning when they are able to track their progress.	Direct Instruction			08/20/2015	06/10/2016	\$0	No Funding Required	Teaching Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	The administration team will monitor the implementation of student engagement through the review of lesson plans, classroom learning walks, observations and through the teacher evaluation process.	Walkthrough		Monitor	08/28/2015	06/10/2016	\$0	Administration and ILT
Command Terms	Teachers will intentionally use and apply command terms to support ATL.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff.
Professional Development	All staff will actively participate in professional learning which supports data decision making.	Professional Learning			08/28/2015	06/10/2016	\$0	Instructional and Support Staff
IB Learner Profile	Teachers will engage students in activities that support all 10 attributes of the IB learner profile to develop the internationally minded student.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Instructional and Support Staff
Setting Clear Expectations	Setting clear expectations for student performance standards using rubrics allows both teacher and student to monitor progress of learning throughout a unit of instruction. Students become more engaged with their learning when they are able to track their progress.	Direct Instruction			08/20/2015	06/10/2016	\$0	Teaching Staff
Inquiry Based Questioning	The teaching staff will implement high-quality questions which will increase both students engagement through inquiry and support deeper understanding of content being taught through the use of complex text.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff.
Command Terms	Teachers will intentional use and apply command terms to support ATL.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Instructional and Support Staff

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Monitoring	The administration team will monitor the implementation of structured inquiry through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Administration and ILT
Professional Development	All staff will actively participate in professional learning which supports understanding of structured inquiry and student engagement through inquiry.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff
Monitoring	The administration team will monitor the implementation of student engagement through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	Administration and ILT
Monitoring	The administration team will monitor the implementation of student engagement through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	Administration and ILT
Professional Development	All staff will actively participate in professional learning which supports understanding of structured inquiry and student engagement through inquiry.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff.
IB Learner Profile	Teachers will engage students in activities that support all ten attributes of the IB learner profile to develop the internationally minded student.	Curriculum Development		Getting Ready	08/28/2015	06/10/2016	\$0	Instructional and support staff.
Professional Development	All staff will actively participate in professional learning which supports data decision making.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff
Monitoring	The administration team will monitor the implementation of student engagement through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Walkthrough			08/28/2015	06/10/2016	\$0	Administration and ILT
Command Terms	Teachers will intentional use and apply command terms to support ATL.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff
IB Learner Profile	Teachers will engage students in activities that support all 10 attributes of the IB learner profile to develop the internationally minded student.	Curriculum Development		Getting Ready	08/28/2015	06/10/2016	\$0	Instructional and support staff.

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Monitoring	The administration team will monitor the implementation of structured inquiry through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	Administration and ILT
Setting Clear Expectations	Setting clear expectations for student performance standards using rubrics allows both teacher and student to monitor progress of learning throughout a unit of instruction. Students become more engaged with their learning when they are able to track their progress.	Direct Instruction			08/20/2015	06/10/2016	\$0	Teaching Staff
Professional Development	All staff will actively participate in professional learning which supports understanding of structured inquiry and student engagement through inquiry.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff
Inquiry Based Questioning	The teaching staff will implement high-quality questions which will increase both students engagement through inquiry and support deeper understanding of content being taught through the use of complex text.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff
Professional Development	All staff will actively participate in professional learning which supports data decision making.	Professional Learning			08/28/2015	06/10/2016	\$0	Instructional and Support Staff
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Inquiry Based Questioning	The teaching staff will implement high-quality questions which will increase both students engagement through inquiry and support deeper understanding of content being taught through the use of complex text.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff
Setting Clear Expectations	Setting clear expectations for student performance standards using rubrics allows both teacher and student to monitor progress of learning throughout a unit of instruction. Students become more engaged with their learning when they are able to track their progress.	Direct Instruction			08/20/2015	06/10/2016	\$0	Teaching Staff
Command Terms	Teachers will intentional use and apply command terms to support Approaches to Learning.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Instructional and Support Staff
IB Learner Profile	Teachers will engage students in activities that support all 10 attributes of the IB learner profile to develop the internationally minded student.	Curriculum Development		Getting Ready	08/28/2015	06/10/2016	\$0	Instructional and support staff

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Monitoring	Teachers will monitor student goal progress. Teachers will be given the opportunity to analyze formative assessment data to track progress and adjust instruction accordingly.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	Instructional staff
Monitoring	Teachers will monitor student goal progress. Teachers will be given the opportunity to analyze formative assessment data to track progress and adjust instruction accordingly.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	Instructional Staff
Monitoring	Teachers will monitor student goal progress. Teachers will be given the opportunity to analyze formative assessment data to track progress and adjust instruction accordingly.	Other			08/28/2015	06/10/2016	\$0	Instructional Staff
Setting Clear Expectations	Setting clear expectations for student performance standards using rubrics allows both teacher and student to monitor progress of learning throughout a unit of instruction. Students become more engaged with their learning when they are able to track their progress.	Direct Instruction			08/20/2015	06/10/2016	\$0	Teaching staff
Professional Development	All staff will actively participate in professional learning which supports understanding of structured inquiry and student engagement through inquiry.	Professional Learning		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff
Inquiry Based Questioning	The teaching staff will implement high-quality questions which will increase both students engagement through inquiry and support deeper understanding of content being taught through the use of complex text.	Direct Instruction		Implement	08/28/2015	06/10/2016	\$0	Instructional and support staff
Monitoring	The administration team will monitor the implementation of structured inquiry through the review of lesson plans, classroom learning walks, observations, and through the teacher evaluation process.	Walkthrough		Monitor	08/28/2015	06/10/2016	\$0	Administration and ILT
Monitoring	The administration team will monitor the implementation of structured inquiry through the review of lesson plans, classroom learning walks, observations and through the teacher evaluation process.	Walkthrough		Implement	08/28/2015	06/10/2016	\$0	Administration and ILT
Monitoring	Teachers will monitor student goal progress. Teachers will be given the opportunity to analyze formative assessment data to track progress and adjust instruction accordingly.	Other			08/28/2015	06/10/2016	\$0	Instructional Staff