

Argyle Middle School School Improvement Plan 2016-2017

STUDENT AND STAKEHOLDER FOCUS

As a result of the Root Cause Analysis, it was determined that teachers need to plan for and facilitate all students' development of positive academic identities with an emphasis on Hispanic males by:

- Identifying students' strengths, needs, and cultural identity to design appropriate academic choices
- Developing choices to address the *what*, *how*, and *why* of learning
- Coaching students on selecting productive academic choices
- Providing opportunities for students to reflect on productive and culturally relevant academic choices

FACULTY & STAFF FOCUS

Professional Development for all staff:

- Coaching students to make productive academic choices in content, process, and product and to reflect on their learning
- Modeling academic choice and reflection in all professional development settings
- Collaborative planning to design lessons around academic choice and reflection, including the 'why' of academic choice
- Analysis and reflection of academic choice lessons in PLCs
- Examining beliefs about race and their impact on instruction
- Strategically incorporating technology into academic choice

Professional development for school leaders:

- Coaching through the lens of equity
- Facilitating collaborative planning
- Strategically incorporating technology into academic choice
- Structured peer visits to see collaboratively planned academic choice lessons
- Providing timely and specific feedback to teachers regarding academic choice.

LEADERSHIP

Vision: We are a successful learning community where diversity is celebrated and students are inspired to be *Respectful, Responsible, and Reflective* to support their achievement at high levels.

Mission Statement: We develop a positive, creative and diverse learning environment, where technology is fully integrated into the curriculum. We are firmly committed to fostering respectful, responsible students who are reflective. Staff and parents work together to create a climate of high expectations, ensuring the success of every student.

STRATEGIC PLANNING

THEORY OF ACTION: *If* we plan for and facilitate students making and reflecting on productive and culturally relevant academic choices, *then* students will develop positive academic identities.

IMPROVEMENT GOALS:

Literacy Goal: The percentage of Hispanic male students **meeting** the MAP-R cut score will increase by 10% pts from 41% to 51%.

Math Goal: The percentage of Hispanic male students **meeting** the MAP-M cut score will increase by 10% pts from 20% to 30%. The percentage of Hispanic male students getting a C or higher in Algebra will remain 100% (achieved 2015-2016)

Focus Group: *Hispanic Males – Make up 27% of the student population; but 50% of the high needs category in the Early Warning Indicator system.*

PROCESS MANAGEMENT

1. School based leaders collaborate on implementation of the SIP during common period 8 through small group collaboration with other school-based leaders
2. Teachers work in department PLCs twice per week to plan, evaluate, and reflect on instruction to build students' academic identities and incorporate opportunities for academic choice and reflection
3. Teachers work in grade level team PLCs twice per week to examine student performance across subject areas and provide systematic supports
4. Teachers conduct peer visits each semester to increase learning, practice, and discourse around building academic identities through making choice and reflecting on academic choices. Visits are focused on student academic choices and reflection on their choice
5. Feedback and data is captured in digital forms to monitor teacher practice and progress regarding SLO goals
6. Instructional Leadership Team and Administrative Team meet weekly to monitor implementation of academic choice and reflection.
7. Systematic sharing of Map-R/M, and class data with students to promote goal-setting and student ownership of achievement.

EOY 2016 Results

	MAP-M Met*	Alg 1 C or Above	MAP-R Met*	ELIGIBILITY
Focus (Hispanic Males)	20%	100%	41%	76%
All	34%	96%	61%	86%
A	65%	100%	85%	97%
B	32%	89%	62%	87%
H	20%	98%	47%	81%
M	48%	100%	79%	83%
W	65%	95%	88%	89%
ELL	24%	88%	51%	78%
SpEd	5%	88%	20%	70%
FARMS	22%	94%	51%	76%

*Calculated using 2016-2017 cut scores.

For 4 Year Trend Data, See Attached

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Student Data Analysis:

- Student Performance Data - Bi-monthly analysis of D & E lists by CS and Admin with a focus on Hispanic males
 - Student Performance Data - Administration and analysis of MAP R (3x) & MAP M (3x) each year for all students
 - Student Eligibility - Through ACPS, counselors monitor progress of focus and identified students
 - Student Voiced Data - Grade level focus group discussions with Hispanic males twice yearly
 - Focused Classroom Observations - Reflective feedback and discussions for each SLO to analyze teacher practice and student achievement, especially related to Hispanic males
- Teacher Data Analysis:**
- Use of academic choice during collaborative planning (macro)
 - Peer Visits (November & May)
 - Formal and informal observations (micro)
 - SLO process, data, and reflection