



North Boone Middle School - Rising Star Continuous Improvement Plan

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Rising Star (D)- SmartPlan Indicators

IE06	The principal will keep a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Status
			In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Leadership is highly motivated and knowledgeable, but staff (overall) is feeling overwhelmed and losing their "zest."	

Plan

Assigned To	Not yet Assigned
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IE07	The principal will monitor curriculum and classroom instruction regularly. (1028)	SP	Status
			In Plan 0 of 2 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Beginning of the year visibility was impressive, but as the school year continues we notice less visibility due to time constraints placed on the principals.	

Plan

1	Assigned To	Lindsay Abbeduto							
2	How it will look when fully met:	Principals will monitor progress by continually analyzing student data, conducting classroom observations, and analyzing student work to determine the adjustments needed in instruction.							
3	Target Date:	09/02/2014							
4	Tasks								
	1	Short, regular classroom visits will be made by the principal/assistant principal to ensure high visibility.							
		Assigned to	Lindsay Abbeduto	Start Date	09/02/2014	End Date	05/22/2015	Timeline	
		Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.			Create a visibility matrix.				
		Budget & Funding Sources(\$)							
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
			0	0	0	0	0		0
		Comments							

Task Completed								
2	Communicate when high visibility may not take place due to scheduling conflicts.							
	Assigned to	Lindsay Abbeduto	Start Date	09/02/2014	End Date	05/22/2015	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.			Take advantage of the weekly communication e-mail "MIAGA."				
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0		0
Comments								
Task Completed								

Implement

Percent Tasks Completed	0%
Objective Status	

IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Status
			Full Implementation 12/30/2013

Assessment

Level of Development	Initial: Full Implementation
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Evidence that this indicator has been fully and effectively implemented:	The Charlotte Danielson Framework for Teaching is the basis of our assessment tool for teachers. The plan is continually being developed to improve performance of educational delivery.
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IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)	SP	Status
			Full Implementation 12/30/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As evidenced in our Parent Compacts and School/Parent Agreements.

IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP	Status
			Full Implementation 12/30/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As evidenced in our Parent Compact.

Indicator	Description	Standard	Status
			Full Implementation 12/30/2013
IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP	

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As evidenced in our Open Houses, Parent Compacts, School/Parent Agreements, Parent/Teacher Conferences, and Family Nights.

Indicator	Description	Standard	Status
			Full Implementation 12/30/2013
IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As evidenced in our Parent Compacts and School/Parent Agreements.

Indicator	Description	Standard	Status
			Full Implementation 12/30/2013
IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) Title I Expectations: The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The following communication means take place: Parent/Teacher Conferences Report Cards School Newsletter Happy-Grams Open-Door Parent/Teacher Conferences Parent Bulletin Board Home Links from the Classroom Assignment Notebooks School Messenger Facebook Twitter E-mail Text

IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Status
			In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Language Arts curriculum has been developed by the instructional teams in each grade. Other subject curriculum maps still need to be developed.	

Plan

Assigned To	Not yet Assigned
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IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Status
			In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers do assess in a variety of ways using both formal and informal methods, but all are not on a consistent level in regard to diagnostic-prescriptive assessments, embedded assessments, periodic assessments, and annual assessments.	

Plan

Assigned To	Not yet Assigned
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IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Status
			In Plan 0 of 3 (0%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation
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Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teachers are working hard to provide a variety of ways for students to achieve mastery. All plans, however, do not include a description of each leveled and differentiated learning activity.	

Plan

1	Assigned To	Matt Klett						
2	How it will look when fully met:	Unit plans will indicate each objective into three tiers - target, enhanced, and prerequisite. The unit plans will also differentiate learning activities among various modes of instruction - whole-class instruction, independent work, small-group and center-based activities, and homework.						
3	Target Date:	09/02/2014						
4	Tasks							
1	Offer professional development at staff meetings to provide templates and examples of what a good lesson plan looks like that includes differentiated instruction.							
	Assigned to	Lindsay Abbeduto	Start Date	08/18/2014	End Date	08/18/2014	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.			Make sure to bring necessary handouts.				
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0		0

Comments								
Task Completed								
2	Ensure lesson plans are collected and monitored for differentiated instruction.							
	Assigned to	Lindsay Abbeduto	Start Date	09/02/2014	End Date	05/22/2015	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.			Collect them electronically.				
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0		0
	Comments							
Task Completed								
3	Follow up and reteach for any staff that is not meeting lesson plan expectations.							
	Assigned to	Lindsay Abbeduto	Start Date	09/02/2014	End Date	05/22/2015	Timeline	
	Record notes from your discussion that will be helpful to the person responsible for this task. Establish a start and end date. Be sure to include any budget and funding sources.							
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0		0
	Comments							
Task Completed								

Implement

Percent Tasks Completed	0%
Objective Status	

IIIA35	Students will be engaged and on task. (1161)	SP	Status
			In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Although staff is able to check for appropriate behavior and effective implementation, not all staff have been able to fully engage their students to the fullest extent. We have set up a PBIS plan to address clear expectations for multiple settings throughout the school.	

Plan

Assigned To	Not yet Assigned
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IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Status
			Full Implementation 12/30/2013

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Engagement of all students takes place daily. To make sure all students are engaged, teachers try a variety of ideas, such as calling on students even when their hand is not raised or using a random selection through the use of pulling id sticks. Questions are addressed to the class as a whole, never to just a selection of students. Gentle redirection is given when an answer is not on task with learning goals. Activities are always introduced with an emphasis on what will be learned.

IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	Status
			In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teams meet daily and/or weekly in regard to the core courses. However, elective teams do not meet. Also, a block of 4 to 6 hours of time once a month for curricular and instructional planning as well as additional whole days before and after the school year do not take place.	

Plan

Assigned To	Not yet Assigned
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IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Status
			Full Implementation 01/29/2014

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Please refer to our schoolwide plan.