



## North Boone Middle School - Rising Star Continuous Improvement Plan

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## Rising Star (D)- SmartStart Indicators

ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) <b>Title I Expectations:</b> Conduct a comprehensive needs assessment.	SS,SD,SW	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: <b>Partial Development/Implementation</b>	
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:	We have teams, but we need a clear vision of the team leader, other than the principals.	

## Plan

Assigned To	Not yet Assigned
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ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)	SS	Status
			Full Implementation 12/26/2013

## Assessment

Level of Development	Initial: <b>Full Implementation</b>
Evidence that this indicator has been fully and effectively implemented:	Daily e-mail of team minutes Utilization of Google docs to keep schedules and data Online surveys Lesson plans e-mailed weekly Observations completed digitally

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) <b>Title I Expectations:</b> Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: <b>Partial Development/Implementation</b>	
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:	Currently, we have a leadership team consisting of members from each instructional team (grades 5-8) plus the principals to track continuous improvement, but we do not meet for an hour each meeting. We do track data at the team level and look at what we can do to help students as a whole and individually.	

## Plan

Assigned To	Not yet Assigned
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ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	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:	Communication issues are usually accomplished through other means, ie: team meeting, meeting agendas, and the weekly communication from the principal.	

## Plan

Assigned To	Not yet Assigned
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ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) <b>Title I Expectations:</b> Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: Partial Development/Implementation
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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:	Leadership team - principal and assistant principal/staff * Data wall (MAPs scores) to monitor and provide interventions to tier academic needs * Math Plus * Reading Plus * Classroom interventions * PBIS * Special Ed accommodations/modifications per IEP * PBIS * Weekly character lessons * Monthly rewards * Counselor led lessons on a variety of topics * Students needing further interventions are receiving weekly mentoring	

## Plan

Assigned To	Not yet Assigned
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CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)	SS	Status
			Full Implementation 12/26/2013

## Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	* We take a positive approach to our discipline policies with PBIS * We have started a mentor program to help students with their social/emotional/behavior needs * Our staff maintains a school culture that is friendly, supportive, and focused on children's learning. * Our staff is helpful with visitors and new families are always welcomed

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)	SC,SS	Status
			Full Implementation 01/29/2014

## Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Teachers develop lesson plans based on needs of students, and include different modes of instruction. These lesson plans are turned in on a weekly basis for verification.

IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Status
			In Plan 0 of 3 (0%) tasks completed

## 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:	Language Arts is currently adopting and revising a standards-aligned curriculum map. Methods for diagnosing progress need work. Math and Science don't have a standard-based curriculum guide, but they follow a curriculum map. Social studies has no guides or maps.	

## Plan

1	Assigned To	Matt Klett						
2	How it will look when fully met:	Social Studies unit plans will be developed by the Instructional Team to define a unit of instruction and outline the <b>standards and target objectives addressed in the unit of instruction</b> . Information needed to provide evidence that this objective is fully met will be seen in lesson plans that are collected weekly.						
3	Target Date:	05/29/2015						
4	Tasks							
1	<a href="#">Develop Social Studies Instructional Team</a>							
	Assigned to	Matt Klett	Start Date	04/30/2014	End Date	04/30/2014	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.			All core course teachers will be a part of this team along with volunteers.				
	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							
	<b>Task Completed</b>							
2	<a href="#">Determine what units will be taught.</a>							
	Assigned to	Matt Klett	Start Date	05/15/2014	End Date	05/16/2014	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.			Keep in mind that Social Studies is no longer taught as a class by itself.				
	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								
<p>The following will be completed for each unit: 1. Determine the concepts, principles, and skills that will be covered within the unit. 2. Identify the standards/benchmarks that apply to the grade level and unit topic. 3. Develop all objectives that clearly align to the selected standards/benchmarks. 4. Arrange the objectives in sequential order. 5. Determine the best objective descriptors. 6. Consider the most appropriate elements for mastery and construct criteria for mastery. 7. Develop pre/post-test items that are clear and specific and would provide evidence of mastery consistent with the criteria established.</p>								
Assigned to	Matt Klett		Start Date	08/18/2014	End Date	05/29/2015	Timeline	
3	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.			This will happen throughout the course of the school year.				
Budget & Funding Sources(\$)								
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	1600	4000	0	0	0	0	5600	
Comments								
Task Completed								

## Implement

Percent Tasks Completed	0%
Objective Status	



IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Status
			Full Implementation 12/26/2013

## Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The school uses a number of accessible data resources to record and track student information. PowerSchool is used for academics, demographics, attendance, and serious behavior issues. Behavior is also tracked using Google docs. Student test scores and academic progress is also monitored using MAPs and ISAT. The staff has been trained on how to access this information and use it to drive instruction.

IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Status
			Full Implementation 12/30/2013

## Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Implementing Math Plus and Reading Plus Make use of Title I Comprehensive Needs Assessment Evaluating success of math/reading plus using MAPs data Teachers and parents are provided with copies of procedures, schedules, and programs Minutes kept for team meetings

IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Status
			In Plan Objective not assigned

## Assessment

Level of Development	Initial: <b>Partial Development/Implementation</b>	
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:	1. All Professional Development activities are offered with needs based on standardized test scores. 2. Records are maintained of participation in training's 3. All training's are evaluated by participants 4. Minutes of team meetings are kept 5. We need to make direct reference to training's and how they are carried out in classroom practice. 6. Same as 5 7. This is not being done currently.	

## Plan

Assigned To	Not yet Assigned
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