

ATTACHMENT XII-C

ATTACHMENT XII-C: Approval of Middle School Improvement Plan

Suggested Motion: Approve the Middle School Improvement Plan

Recommended Action: Approve as presented.

After conducting a deep data dive with the ROE, the North Boone Middle School Improvement Team determined three goals for improvement as well as actions, resources, responsibilities, and timelines for the School Improvement Plan required by the State. The SMART goals include: 1. By the end of the 2022 school year, 100% of staff at North Boone Middle School will be in effective, collaborative teams that will regularly engage in an ongoing process of collective inquiry and action research to achieve improved academic and behavioral results for the students we serve. 2. By the end of the 2023 school year, 80% of all North Boone Middle School students will produce clear and coherent writing as measured by our common rubric that integrates literacy standards in all courses of instruction. And 3. By the end of the 2023 school year, all students will receive core instruction in the general education setting. The State requires School District Board approval of the School Improvement Plan.

School Improvement Report

There is a collective commitment in successful districts and schools to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning. Continuous improvement refers to a multi-step improvement process that is sustained over extended periods and does not have a fixed or predetermined endpoint. Simply put, continuous improvement is about continually getting better at preparing our students for college and career readiness.

The IL-EMPOWER continuous improvement approach includes analysis of academic and school quality indicators; completion of a system needs assessment; identification of prioritized student and system needs; determination of improvement efforts based on research, evidence, and innovative thinking; implementation of a focused improvement plan with measurable targets; progress monitoring of adult practices and student performance; and evaluation of the results and processes.

The multi-step improvement process is represented in the School Improvement Report and requires the school leadership team to respond to various questions providing evidence of school improvement planning. All schools designated Targeted or Comprehensive on the 2018 and 2019 reports cards are required to report their school improvement planning processes within this report.

2018 Report Card Designation:

2018 / 040042000261001 / North Boone Middle School / North Boone CUSD 200 /
Commendable

Schools designated for improvement (Targeted or Comprehensive) on the 2018 Report Card must have a School Improvement Plan approved by the Local Board of Education by **December 30, 2019**. Schools are required to have their School Improvement Plan available for ISBE review.

Click on the button below after the local Board of Education approved the School Improvement Plan and provide the date of approval:

Approved

2019 Report Card Designation:

2019 / 040042000261001 / North Boone Middle School / North Boone CUSD 200 /
Underperforming

Schools designated for improvement (Targeted or Comprehensive) on the 2019 Report Card must have a School Improvement Plan approved by the Local Board of Education by **June 30, 2020**. Schools are required to have their School Improvement Plan available for ISBE review.

Click on the button below after the local Board of Education approved the School Improvement Plan and provide the date of approval:

Approved

Instructions for saving and submitting. As schools go through the cycle of continuous school improvement they should report progress in IWAS throughout the School Year. As the user enters information into IWAS be sure to click SAVE. Users may return to continue to enter information. After completing each step of the report, users should click SUBMIT. Once you click submit for each step you will not be able to enter additional information, but will be able to review.



STEP 1: Data Analysis of Academic and School Quality Indicators

Your data has been saved



If your school received a Targeted designation, select the student group(s) identified for targeted support.

Student Group

- Economically disadvantaged students
- English Learners
- Former English Learners
- Children with disabilities

Racial and Ethnic Groups

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Two or More Races
- White

Describe your school's findings from analysis of the core academic and school quality indicators. Include in your description: 1) the performance of student groups, 2) identification of opportunity and achievement gaps related to these student groups, 3) potential reasons for your school's current status, and 4) highest priority of concern based on the school's analysis of data. Additionally, please upload the data/evidence to support your findings specific to student groups using the link below.

1) Performance of student groups: Of the subgroups, Students with disabilities or IEP students, had 0% meeting State standards on the IAR in 2019 in 7th and 8th grade ELA and Math, and well as the Composites for 7th and 8th ELA and Math. Results for all other Groups were relatively consistent from year to year in terms of proficiency on the PARCC/IAR. 8th grade students as a whole made improvements with the exception of students with IEPs. Students score consistently below standards in ELA, with a main concern in writing.

2) Identification of opportunity and achievement gaps related to these student groups: Since there is only one subgroup, consisting of a small percentage of students, the ability to target the areas in need will be very manageable. We are in the process of adopting new standards based curriculum that will address student learning gaps. We have identified the need for greater collaboration between leadership teams within the school's structure, as well as the need to improve current systems, or the lack thereof, to decrease the achievement gaps.

3) potential reasons for your school's current status: Our current delivery of instruction for students with disabilities does not give adequate exposure to grade-level curriculum. The school has minimal structures and systems in place in terms of building level leadership and protocols for everyday functions of a high-level school.

4) highest priority of concern based on the school's analysis of data: Overall we have identified writing as an academic priority for all students. For the subgroup of students with disabilities, we need to address our delivery of instruction, and the systems and structures in place that promote collaboration that will positively impact these students.

1. [MS Student Growth Summar](#)
2. [Grade_8_ELA Performance L](#)
3. [MS Student Growth Summar](#)
4. [Grade 7 ELA highlighted.pdf](#)
5. [Grade_7_Math Performance](#)
6. [Grade_7_ELA Performance L](#)
7. [North Boone 5 Essentials Da](#)
8. [MS Projected Proficiency Wi](#)
9. [Grade 7 math highlighted.pc](#)
10. [North Boone MS IQF Data C](#)
11. [Middle School Summative D](#)
12. [Grade 8 ELA highlighted.pdf](#)
13. [Grade 8 math highlighted.pc](#)
14. [Grade_8_Math Performance](#)



STEP 2: System Needs Assessment

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Summarize your system's findings after completing the Illinois Quality Framework Supporting Rubric.

After completing the IQF, evidence suggests:
North Boone Middle School lacks the necessary systems and structures in place for effective continuous improvement, culture and climate, and shared leadership. Evidence and data suggests North Boone Middle School is ineffective in the areas of continuous improvement and shared leadership, and emerging in the area of culture and climate.

Select the standard(s) that are identified as priorities for improvement.

- Standard I Continuous Improvement
- Standard II Culture and Climate
- Standard III Shared Leadership
- Standard IV Governance, Management, and Operations
- Standard V Educator and Employee Quality
- Standard VI Family and Community Engagement
- Standard VII Student and Learning Development

Provide a rationale for selecting the standard(s), explaining how focusing on the standard(s) will improve the system.

For continuous improvement, evidence indicates either inconsistent implementation of standards outlined by the IQF, or no evidence of standards addressed currently. There is not a clear or consistent structure or system in place to foster a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning. By establishing such systems and structures, we will be able to better identify student and staff needs, as well as create highly effective methods to address those needs through a collaborative process, focused on student success. We lack district and school leadership teams. Currently we do not have a school leadership team that establishes a well-defined structure for building professional relationships and processes necessary to collaboratively engage all school-level stakeholders in actions to increase student learning through the implementation of a comprehensive school continuous improvement process. Once this team has been established, and effectively implements the standards set forth in the IQF, there will be a dramatic improvement in communication and collaboration that will directly impact how we identify and address student needs and how we can improve overall achievement.

We currently do not have an effective school and district leadership team that collaboratively monitors change in practice and implements adjustments, evaluates the results of student learning for all groups of students, and communicates the progress to all stakeholders. With highly effective leadership teams in place, meeting the standards set forth by the IQF, student learning and achievement will improve because stakeholders will be communicating with one another and working collaboratively to meet the needs of students. With these structures and systems in place, there will be checks and balance in place, never utilized before. There will also be improved accountability.

For climate and culture, there is not a clear district or school vision statement established. Although other areas in Standard Two are exemplary or accomplished, the lack of a shared vision and goals that is communicated to stakeholders, impacts the culture and climate negatively. By collaboratively creating and communicating a shared vision, we will be able to communicate to all stakeholders the desired results of teaching and learning, as well as cultivate a safe and stabilized learning environment.

In the area of Shared Leadership, improvement is needed in the areas of District and School level teams and Student Leadership. Evidence suggests that district and school-level teams need to establish how to collect and analyze data for all groups of students. Once the district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning, as a whole we will better understand the needs of staff and students and be able to make informed decisions to ultimately improve student achievement. Evidence also suggests that students do not have access to age-appropriate leadership opportunities. The school needs to establish extracurricular opportunities for students. When students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community, they tend to be more engaged in their learning and positively influence others toward success both academically and socially/emotionally.

STEP 3: Approved Learning Partners

Your data has been saved



Do you intend to select a learning partner?

- Yes (Comprehensive schools must select a learning partner and Targeted schools may select a learning partner)
- No. After responding to the following, you may proceed to Step 4.

For schools who are designated as Comprehensive or Targeted schools, who are selecting a learning partner, identify the learning partner(s) your school selected. If multiple learning partners, please place partners in order of primary and secondary. Primary or lead partner would be the first selected

<ul style="list-style-type: none"> 95% Group Academy of Urban School Leadership Advanced Education American Institute for Research Atlantic Research Partners Branching Minds Chicago Public Schools 299 Cambridge Education Consortium for Educational Change Committee for Children Criterion Education LLC District Management Group ECRA Group, Inc Education Direction Education Resource Strategies Envision Learning Erikson Institute First Educational Resource Flippen Group Generation Ready Hanover Research Houghton Mifflin Harcourt IL MTSS Network IL Principals Association Illinois Association of School Administrators Illinois Resource Center Instruction Partners Learning Sciences International 	<p>>></p> <p><<</p>	<ul style="list-style-type: none"> IL Association of Regional State Superintendents
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What percentage of Title I School Improvement – 1003(a) funds is budgeted for your learning partner(s)? (Amount allocated to all learning partners/total amount allocated = percentage budgeted for learning partners.)

96 - 100% ▾

For which of the activities below have you selected a learning partner to support your school improvement efforts?

Facilitating and/or supporting the:

- Analysis of academic and school quality indicators
- Review the Illinois Quality Framework and completion of the Illinois Quality Framework Supporting Rubric
- Development of the school improvement plan
- Implementation of the school improvement plan
- Evaluation of the school improvement plan
- Professional development
- Coaching
- Other, please specify

Step 4: School Improvement Plan

Your data has been saved

Provide an explanation of the specific changes your school intends to make and the rationale for how those changes will improve student learning.

In order to improve student learning, North Boone Middle School will implement the following changes:

1. Develop and Establish a new mission and vision statement for the middle school.
 - a. Create focus groups
 - b. Determine wants and needs of the stakeholders
 - c. Publish and disseminate new mission and vision statement

The collaborative creation of a new mission and vision statement will provide not only clear communication to all stakeholders but also ownership in student learning and achievement.

2. Develop and establish highly effective Professional Learning Communities
 - a. Contract with a learning partner or partners
 - b. Staff will participate in professional learning opportunities specific to PLCs

The establishment of highly effective PLCs will engage staff in collaborative conversations around student learning. Work in PLCs will focus on data and decisions to improve student learning in highly structured and systematic processes.

3. Develop a common writing rubric to be used across the curriculum
 - a. Staff will participate in professional learning opportunities specific to writing
 - b. Staff will participate in collaboration time, focusing on writing, sharing student artifacts

The creation and implementation of a writing rubric with universal expectations, common language, and inter-rater reliability across curricular areas will communicate clear and consistent expectations for all students. Students will be writing in all curricular areas, each with the same expectations, ultimately improving their writing skills.

4. Instructional delivery will shift from exclusionary, self-contained special education classrooms, to an inclusion model, with all students receiving instruction in the general education setting.
 - a. Staff will participate in professional learning opportunities specific to inclusion and cooperative learning for all student populations
 - b. Staff will collaborate to design and implement methodologies to engage all students in the general education setting

By shifting to an inclusion model for instruction, students will be exposed to more grade-level instruction and standards, increasing their knowledge base. This exposure will increase the amount of time they are with their same-age peers, positively impacting their behaviors, self-esteem, and time with positive role-models.

Carefully determine what priorities the school is committed to improve over the next three years. School leadership teams should create one to three SMART goals to address findings from the analysis of the academic and school quality indicators and one SMART goal to address the school's priority standard identified during the system needs assessment. An example of a SMART goal is, "By 2022, 60 percent of our eighth-grade students will demonstrate proficiency in reading informational text as measured by their performance on the Illinois Assessment of Readiness." And, "Chronic absenteeism for all students will be decreased to no greater than 5 percent by 2022."

High-quality school improvement plans are constructed with the following components:

- Three-year SMART goals aligned to academic and school quality indicators and the Illinois Quality Framework
- Measurable annual targets for improvement related to your SMART goals
- Aligned strategies and actions and tasks with timelines for deliverables
- Person(s) responsible
- Resources needed or expected costs
- Interim progress monitoring as measured by benchmark assessments minimally three times per school year

Goal – Academic or School Quality Indicator

Goal 1 (required)

Enter your SMART goal below.

SMART GOAL: By the end of the 2023 school year, 80% of all North Boone Middle School students will produce clear and coherent writing as measured by our common rubric that integrates literacy standards in all courses of instruction.

Record your measurable annual target for the SMART goal.

Common writing rubric collaboratively created and utilized across the curriculum with fidelity
 All staff receive professional learning on writing across the curriculum. All staff proficient in evaluating student work using collaboratively created rubric
 Student artifacts show evidence of writing structures put in place.
 Observation documentation shows evidence of writing structures put in place
 Staff actively engaged in artifact sharing and evaluation of data

Describe the strategies and action steps you will implement to address the identified student needs and support the school to reach desired results.

1 Develop a common writing rubric to be used across the curriculum
 2 Provide professional learning opportunities in writing across the curriculum
 3 Staff will implement writing instruction in all subject areas.
 4 Staff will collaborate by sharing student writing artifacts to determine student achievement on the goal

Describe the innovation the learning partner will implement to address identified school needs and support the school to reach desired results. If no learning partner was selected, please enter "not applicable."

The learning partner will facilitate relationships, and when appropriate, contract with professional organizations to provide professional learning opportunities in the area of creating a writing rubric and establishing a culture of writing across the curriculum with clear and consistent standards.

Goal 2 (optional)

Enter your SMART goal below.

SMART GOAL: By the end of the 2023 school year, all students will receive core instruction in the general education setting

Record your measurable annual target for the SMART goal.

All staff have received professional learning in the area of inclusion and cooperative learning for all student populations in the general education setting
Methodologies to engage all students in the general education setting are fully implemented in all curricular areas.
Collaboration time established for grade level, common curriculum, support personnel, and Special Education Staff

Describe the strategies and action steps you will implement to address the identified student needs and support the school to reach desired results.

- 1 Professional development in the area of inclusion and cooperative learning for all student populations in the general education setting
- 2 Staff will collaborate to design and implement methodologies to engage all students in the general education setting
- 3 Master schedule will provide opportunity for staff collaboration

Describe the innovation the learning partner will implement to address identified school needs and support the school to reach desired results. If no learning partner was selected, please enter "not applicable."

The learning partner will facilitate relationships, and when appropriate, contract with professional organizations to provide professional learning opportunities in the area of inclusion and cooperative learning for all student populations in the general education setting.

Goal 3 (optional)

Enter your SMART goal below.

Record your measurable annual target for the SMART goal.

Describe the strategies and action steps you will implement to address the identified student needs and support the school to reach desired results.

Describe the innovation the learning partner will implement to address identified school needs and support the school to reach desired results. If no learning partner was selected, please enter "not applicable."

Goal – Illinois Quality Framework Standard



Goal 1 (required)

Enter your SMART goal below.

SMART GOAL: By the end of the 2022 school year, 100% of staff at North Boone Middle School will be in effective, collaborative teams, that will regularly engage in an ongoing process of collective inquiry and action research to achieve improved academic and behavioral results for the students we serve.

Record your measurable annual target for the SMART goal.

New mission and vision drafted and communicated
 Contract with learning partner is established, and PLP for implementing effective and collaborative teams is developed and communicated
 Staff are presented a clear plan to implement the model
 Calendar and Master schedule created with set dates and times

Describe the strategies and action steps you will implement to address the identified student needs and support the school to reach desired results.

- 1 Develop and Establish a new mission and vision statement for the middle school
- 2 Contract with a learning partner to guide the professional learning of staff in the development of effective collaborative teams
- 3 Fully Implement the Professional Learning Communities model
- 4 Master schedule and Calendar will provide opportunities for staff collaboration

Describe the innovation the learning partner will implement to address identified school needs and support the school to reach desired results. If no learning partner was selected, please enter "not applicable."

The learning partner will facilitate relationships, and when appropriate, contract with professional organizations to provide professional learning opportunities in the area of developing effective, collaborative teams.

Goal 2 (optional)

Enter your SMART goal below.

Record your measurable annual target for the SMART goal.

Describe the strategies and action steps you will implement to address the identified student needs and support the school to reach desired results.

Describe the innovation the learning partner will implement to address identified school needs and support the school to reach desired results. If no learning partner was selected, please enter "not applicable."



STEP 5: Monitoring Progress

Describe how school teams (e.g., school leadership, department, grade level) will apply inquiry cycles and monitor progress toward the annual targets. Indicate the data instrument(s) and frequency that your annual targets and strategies will be monitored.



We will develop a Plan, Do, Study, Act (PDSA) cycle that will meet quarterly to monitor the implementation and progress toward our annual targets. A scorecard for implementation will be developed by the School Leadership Team and shared with stakeholders quarterly.

How and when will you measure the success of the learning partner’s support to reach desired results? If no learning partner was selected, please enter “not applicable.”

The Learning Partner(s)’ activity to support us will be monitored quarterly and recorded in the IWAS quarterly report.

Your data has been saved

Reporting. Completing a middle-of-the-year and end-of-the-year data review is essential for evaluating implementation effectiveness and progress toward the school’s annual targets. Please respond to the following after completing middle-of-the-year data review. The middle-of-the-year response must be submitted by February 14, 2020. Indicate student group and school’s progression toward the annual target and effectiveness of implementation. What student groups are not making progress? How will the outcomes inform the improvement plan?

Empty text input box for reporting response.

Please respond to the following after completing an end-of-the-year summative data review. The end-of-the-year response must be submitted by June 30, 2020. Indicate student group and school’s progression toward the annual target and effectiveness of implementation. What student groups are not making progress? How will the outcomes inform the improvement plan for the coming school year?

Empty text input box for reporting response.

After completing each step, including the end-of-the-year summative data review, you may now click on submit. Once you hit submit you will no longer be able to change information.

GOAL 1- Illinois Quality Framework

SMART GOAL: By the end of the 2022 school year, 100% of staff at North Boone Middle School will be in effective, collaborative teams, that will regularly engage in an ongoing process of collective inquiry and action research to achieve improved academic and behavioral results for the students we serve.

DATE:
SCHOOL: North Boone Middle School

ADULT GOAL/MEASURE: Staff will meet in collaborative teams to regularly engage in the ongoing process of collective inquiry and action research to improve academic and behavioral results for the students we serve.

STUDENT GOAL/MEASURE: Our community will work collaboratively to help us succeed

ACTIONS	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	EVIDENCE OF ACHIEVEMENT	TIMELINE	CURRENT PERFORMANCE	PROGRESS MONITOR DATE	EVIDENCE OF ACHIEVEMENT	PROGRESS MONITOR DATE	EVIDENCE OF ACHIEVEMENT	PROGRESS MONITOR DATE	EVIDENCE OF ACHIEVEMENT
1 Develop and Establish a new mission and vision statement for the middle school	Way to determine collective voice	School Leadership Team	New mission and vision drafted and communicated	Jan 1, 2021	Currently we have no shared mission or vision statements	First week of school	An agreed upon format to determine collective voice	1st SLT meeting in October	Process for determining collective voice is completed and Team uses info to develop and communicate new mission and vision	1st SLT meeting in Dec	New mission and vision is shared with community, staff, and students
2 Contract with a learning partner to guide the professional learning of staff in the development of effective collaborative teams	Learning partner	Principal and Union Leadership	Contract with learning partner is established, and PLP for implementing effective and collaborative teams is developed and communicated	Aug 20, 2020	Currently just beginning the process. Effective, collaborative teams do not exist.	First SLT meeting in Aug after school starts	PLP is communicated and being executed	Quarterly SLT meetings	PLP is communicated and being executed	Last data retreat in Spring	Year 2 of the PLP is developed and fully communicated
3 Fully implement the Professional Learning Communities model	Professional Learning Shared agreements Structure in place	Principal, Union Leadership, SLT	Staff are presented a clear plan to implement the model	Jun 1, 2023	Currently do not have PLCs in place	First SLT meeting in Aug after school starts	Begin to develop systems and structures for PLCs	June 1, 2021	Implement systems and structures of PLCs	Quarterly 2021-2022 SY	Effective systems and structure in PLCs will be monitored in the 2022-2023 SY
4 Master schedule and Calendar will provide opportunities for staff collaboration	Funding Set meeting time	Principal, Union Leadership SLT Team	Calendar and Master schedule created with set dates and times	Jun 1, 2023	Currently in process of developing calendar	Aug 1, 2020	Calendar and schedule proposed	Quarterly SLT meetings	Calendar and schedule set for upcoming SY	Quarterly 2021-2022 SY	Effective systems and structure for meeting dates/times will be monitored in the 2022-2023 SY
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GOAL 2: Academic

SMART GOAL: By the end of the 2023 school year, 80% of all North Boone Middle School students will produce clear and coherent writing as measured by our common rubric that integrates literacy standards in all courses of instruction

DATE:
SCHOOL: North Boone Middle School

ADULT MEASURE: All Staff provide writing instruction and will utilize a common rubric to evaluate student writing

STUDENT MEASURE: Students will develop clear and coherent writing in all courses of instruction

ACTIONS	RESOURCES NEEDED	PERSON(S) RESPONSIBLE	EVIDENCE OF ACHIEVEMENT	TIMELINE	CURRENT PERFORMANCE	PROGRESS MONITOR DATE	EVIDENCE OF ACHIEVEMENT	PROGRESS MONITOR DATE	EVIDENCE OF ACHIEVEMENT	PROGRESS MONITOR DATE	EVIDENCE OF ACHIEVEMENT
1 Develop a common writing rubric to be used across the curriculum	Collaboration time Contract with professional learning partner	Principal, Union Leadership, SLT	Common writing rubric collaboratively created and utilized across the curriculum with fidelity	Jun 1, 2021	Inconsistent use of RACE. Some ELA and SS teachers use the RACE model or some variation	First SLT meeting in Aug after school starts	Beginning phase of selecting components of rubric	Quarterly SLT meetings	RACE rubric established through collaborative efforts and agreed upon systems and structure	Last data retreat in Spring	Rubric established and means of communication to staff, students, and community determined. Rubric created with RACE definitions
2 Provide professional learning opportunities in writing across the curriculum	Contract with professional learning partner Release time and/or reimbursement for additional time	Principal and Union Leadership	All staff receive professional learning on writing across the curriculum. All staff proficient in evaluating student work using collaboratively created rubric	Jun 1, 2023	Not all staff have training in writing across the curriculum	First SLT meeting in Aug after school starts	Professional learning opportunities scheduled	Quarterly SLT meetings	Professional learning opportunities scheduled	Quarterly SLT meetings	Professional learning opportunities scheduled
3 Staff will implement writing instruction in all subject areas.	Collaboration time Release time	Principal, Union Leadership SLT Team	Student artifacts show evidence of writing structures put in place. Observation documentation shows use writing structures put in place.	Jun 1, 2023	Not all curricular areas are implementing writing instruction	Quarterly SLT meetings	RACE method clearly posted in some classrooms. Common language used across curricular areas. Student artifacts reflect common rubric. Teachers observed using common language.	Quarterly SLT meetings	RACE method clearly posted in most classrooms. Common language used across curricular areas. Student artifacts reflect common rubric. Most teachers observed using common language.	Quarterly SLT meetings	RACE method clearly posted in all classrooms. Common language used across curricular areas. Student artifacts reflect common rubric. ALL teachers observed using common language.
4 Staff will collaborate by sharing student writing artifacts to determine student achievement on the goal	Collaboration time	Principal, Union Leadership SLT Team	Staff actively engaged in artifact sharing and evaluation of data	Jun 1, 2023	Collaboration and evaluation of student artifacts does not occur at this time	Quarterly SLT meetings	Beginning phase of creating opportunities for student artifact sharing	Quarterly SLT meetings	Curricular teams establish opportunities for student artifact review. Grade level teams establish opportunities for student artifact review	Quarterly SLT meetings	Staff review artifacts across the curricular areas and grade levels for true inter-rater reliability.
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GOAL 3: Culture

SMART GOAL: By the end of the 2023 school year, all students will receive core instruction in the general education setting

DATE:
SCHOOL: North Boone Middle School

ADULT MEASURE: Staff will utilize strategies to provide all students core education in the general education setting

STUDENT MEASURE: All students will receive core instruction in the general education setting

