

School: Urbana Middle School		School Year: 2016-2017		Google Sheets Tips: <ul style="list-style-type: none"> • Only one person can type in a cell at a time. • In order to avoid accidentally deleting something, users who are NOT currently typing should keep their cursors in a "holding cell" such as A1 (the header). • To create a bullet point, hold down OPTION 8 at the same time. • To enter down for a new line of text, hold down COMMAND RETURN or COMMAND ENTER at the same time. • To spell check, go to Tools, then Spelling. 	
Student Focused Goal 1 -- ACADEMIC: All students will have equitable access to a rigorous curriculum and necessary supports.					
Describe the current status or level of development. What data do you have to demonstrate this?					
<p>Our current data indicates that African American, Latino, and multiracial students, students from low-income households, and students with disabilities are underrepresented in rigorous academic courses. Elective classes that are perceived as more academically rigorous, such as foreign languages, band and strings, have a disproportionate enrollment non-low-income and white students. This pattern is more extreme in our accelerated math courses at seventh and eighth grade where minority and low-income students are dramatically underrepresented. At the same time, academic support classes and intervention classes (dimensions, connections, special education) consist of a higher rate of African American, Latino, and multiracial students as well as students from low-income households. When analyzing quarter three course grade data, it is evident that multiracial and African American students are failing courses at nearly double the rate of white students and are significantly less likely to receive grades of "A". In accelerated math classes during the 2014-2015 school year there were 103 white students enrolled compared to 23 African American students when those two overall student populations are nearly equal.</p>					
Describe the desired result(s) for THIS goal:		How will you measure the result(s) & with what data?			
<ul style="list-style-type: none"> • Students will have equitable access to the academic middle school program as evidenced by less disproportionality in course enrollment in accelerated classes, academic support classes, electives, and academic extracurricular offerings. (How do we promote enrollment of underrepresented groups?) • Students needing supports to be successful in the rigorous curriculum will receive appropriate, flexible supports. (How do we provide supports for accelerated classes? How do we more quickly move students out of interventions?) • Students and families will increase use of Skyward and other digital info (e.g. homework blogs) to monitor academic progress and make adjustments as needed. (How do we increase parental access to Skyward? Training in Skyward?) • All courses will offer challenging and relevant content taught in classrooms that are safe, respectful, and supportive for all students. 		<ul style="list-style-type: none"> • Annual review of accelerated math enrollment. • Active recruitment of underrepresented students into accelerated math, foreign languages, band and strings, and academic enrichment extracurricular groups such as PLTW. • Department and course-alike groups will continue to develop and refine courses and content, including assessments, that challenge all students focusing on differentiation • All students should be doing at least one enrichment activity. 			
Professional Development Strand: Plan and implement a series of building level professional development activities to support THIS goal.					
POSSIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES (See last tab for 16-17 PD Plan)			NOTES		
<ul style="list-style-type: none"> • Collaborative scoring during department time • Determine and define what rigorous means (does it mean appropriately challenging?) • Continue work on differentiation • Enrichment. Develop and implement program for enrichment that utilizes early dismissal days and involves all students. • Assessment Re-write and UbD work 					
Partnerships Strand: Organize and schedule family and community engagement activities to support THIS goal.					
ACTIVITIES	TYPE (1-6)	DATE OF ACTIVITY	FACILITATOR AND SUPPORTING TEAM	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	
Review 2015-2016 accelerated math enrollment compared to 2016-2017 projected enrollment.		Summer 2016	Mynette and Scott		
Implement Summer Math Achievement and monitor outcomes for these students.		Summer 2016 and ongoing during 2106-2017 school year.	Mynette		
Review enrollment from 2015-16 in foreign languages and band/strings compared to 2016-2017 enrollment.		Summer 2016	Scott		
Team of staff will develop enrichment plan for all students. Present for 9/30 In-Service		By 9/30	Tracy Welch, Patrick Russell, New Instructional Coach, Vicki Politzer	REQUEST MONEY FOR PULLING TEAM TOGETHER	

Review connections and interventions. Collect data and create a plan.		Ongoing	Scott	REQUEST MONEY FOR PLANNING AND IMPLEMENTING	
Note if funds, supplies, and/or resources are needed for these activities: Money is needed to purchase books to send home with children- for practice reading/reinforcement.					

CONTINUOUS SCHOOL IMPROVEMENT ONE-YEAR ACTION PLAN					Google Sheets Tips:
School: Urbana Middle School			School Year: 2016-2017		<ul style="list-style-type: none"> • Only one person can type in a cell at a time. • In order to avoid accidentally deleting something, users who are NOT currently typing should keep their cursors in a "holding cell" such as A1 (the header). • To create a bullet point, hold down OPTION 8 at the same time. • To enter down for a new line of text, hold down COMMAND RETURN or COMMAND ENTER at the same time. • To spell check, go to Tools, then Spelling.
Student Focused Goal 2 -- ACADEMIC: All students will take ownership of their academic success by monitoring and reflecting upon their own progress.					
Describe the current status or level of development. What data do you have to demonstrate this?					
<p>Student course failure increases during the school year. In quarter one of 2014-2015 9.5% of all grades were Ds or Fs. That increased to 11.9% in quarter four. Based on in-class anecdotal observations, there are many students who are not coming to class prepared, not completing homework, and not completing necessary in-class work. When analyzing quarter three course grade data, it is evident that multiracial and African American students are failing courses at nearly double the rate of white students and are significantly less likely to receive grades of "A".</p>					
Describe the desired result(s) for THIS goal:			How will you measure the result(s) & with what data?		
<ul style="list-style-type: none"> • Students and families will increase use of Skyward and other digital info (e.g. homework blogs) to monitor academic progress and make adjustments as needed. • Advisory teachers will work with all students to review grades, missing assignments, and set short and long-term academic goals. • Students will set and monitor personally challenging academic goals and monitor their own progress. • The number of students earning Ds or Fs in all content areas will decrease. • Students and families will know, understand, and be able to discuss and support student's learning goals at home. 			<ul style="list-style-type: none"> • A greater percentage of students' families will access Skyward than currently do. • Advisory teachers will continue to work with students during advisory to monitor grades, missing assignments, and set short and long-term academic goals. • Students will publish and update personally challenging academic goals. • Quarterly monitoring of academic letter grades. • Increased direct parent communication about how to support student learning at home. 		
Professional Development Strand: Plan and implement a series of building level professional development activities to support THIS goal.					
POSSIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES (See last tab for 16-17 PD Plan)			NOTES		
<ul style="list-style-type: none"> • PD session on goal setting plans for the year - September inservice. • Training session for parents on "how to" for Skyward - registration, open house 					
Partnerships Strand: Organize and schedule family and community engagement activities to support THIS goal.					
ACTIVITIES	TYPE (1-6)	DATE OF ACTIVITY	FACILITATOR AND SUPPORTING TEAM	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	
Tiger Times - Quarterly newsletter with updates from teams and departments.	2 - communicating	Quarterly	Scott	Teams & and Depts get him the info.	
Identify families without skyward access and enroll them at centralized registration.	1 - parenting	July 27-28	Patrick & All advisory teachers	Skyward report identifying parents with no access	
Weekly grade checks in all advisories	6 - Collab w/ Commu	Weekly	All advisory teachers	Weekly	
Students will publish and update personally challenging academic goals in advisory.		Quarterly	Scott	Quarterly	
Team of staff will develop goal setting plan for advisory teachers with monitoring sytems. Present for 9/30 In-Service		By 9/30	Establish Group in early fall/summer. Tracy Welch, Julia Mihelich, Jessica Brown, Kevin Erlinger, Karen Hollett, Jason Pound	REQUEST MONEY FOR PULLING TEAM TOGETHER	

Identify families without skyward access after centralized registration and catch them with targeted enrollement at Open House, Athletic Events, and within advisory.	1 - parenting	Before Sept 1	Patrick & All advisory teachers	July 27-28 and Family curriculum night	
Between communication from counselors and automated Skyward updates, parents will be notified of dropping grades.	2 - communicating	Ongoing/progress	Patrick (skyward) Counselors (grade level admin)	Counselors will use PR and final grades to place students in HWC support and/or academic lunch.	
Continued weekly updates of individual teachers' HW blogs.	4 - Learning @ home	Weekly	All teachers	Weekly	
Note if funds, supplies, and/or resources are needed for these activities: Money is needed to purchase books to send home with children- for practice reading/reinforcement.					

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Student Focused Goal 3 -- BEHAVIORAL:					
All students will develop self-management skills that will help ensure academic progress and social/emotional growth.					
Describe the current status or level of development. What data do you have to demonstrate this?					
<p>Our current SWIS data indicates that African American, Latino, and students with disabilities are disproportionately represented in our discipline data. This means that these populations are missing an elevated amount of class time and are having much greater negative interaction with staff and students than white and non-disabled peers. Roughly 88% of our referrals were received by African American or Hispanic students. African American students made up 37% of our population. Hispanic students made up 13% of our population this year. There was a 22% overall referral increase from 2013-2014 to 2014-2015. The percentage of referrals given to African American students increased from 77 to 80.3% from 2013-2014 to 2014-2015. The percentage of referrals given to Hispanic students increased from 6% to 8% during the same time. Students that have IEPs are 19% of our population. The percentage of referrals given to students that have IEPs increased from 29.6% to 34.5% during that same time. Of 417 discipline incidents resulting in suspension during the 2014-2015 school year, 190 were a result of incidents related to physical aggression (physical aggression, bullying, fighting, and/or harassment). During the school year the average length of out of school suspension was 3.37 days for physical aggression related incidents.</p>					
Describe the desired result(s) for THIS goal:			How will you measure the result(s) & with what data?		
<ul style="list-style-type: none"> • We will decrease the overall number of students receiving discipline referrals and suspensions for all students. • We will continue to implement Restorative Practices, with the goal of decreasing overall referrals and affecting positive change with individuals that engage in the process. • We will decrease the amount of time all students are removed from class for behavior. • All classrooms will maintain an equitably safe and respectful environment that is conducive to learning. • Families will understand the rationale for district and school behavior policies (e.g. PBIS, Restorative Practices) and be able to support and encourage students at home with their social/emotional learning. • We will decrease the number of minority students and students with disabilities receiving discipline referrals, particularly with regards to defiance and disrespect. • We will decrease the number of referrals and suspensions for students with disabilities. Decreased referrals will decrease disruption in hallways and classrooms, plus increase the amount of time affected students in the classroom as opposed to ADA or out of school. <p>-By the end of the 2016-2017 school year UMS will have an effective and efficient system place through which any student, parent, or staff member may initiate conflict resolution utilizing Restorative Practices facilitated by trained UMS staff.</p> <p>-By the end of the 2015-2016 UMS will reduce the total number of out of school suspensions related to fighting, physical aggression, harassment, bullying, and threats by 15% compared to 2014-2015 (190 to 161).</p> <p>-By the end of the 2015-2016 UMS will reduce the average length of out of school suspension by 15% compared to 2014-2015 (2.8 to 2.4).</p>			<ul style="list-style-type: none"> • Record participants comments and engagement in restorative circles (i.e. Students with incarcerated parents; African American and Latino students) • SWIS: Big Five (compare data by race, grade level) • Time out of class • Refocus/ADA/Team Time Outs • Measuring punitive consequences vs. restorative practices • 5 Essentials Survey Results or other climate survey results • Weekly advisory discussion(s) about student progress related to academics and behavior(s) • All staff will participate in restorative practices training and actively implement restorative practices in individual classrooms or other instructional settings. 		
Professional Development Strand: Plan and implement a series of building level professional development activities to support THIS goal.					
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Partnerships Strand: Organize and schedule family and community engagement activities to support THIS goal.					
ACTIVITIES	TYPE (1-6)	DATE OF ACTIVITY	FACILITATOR AND SUPPORTING TEAM	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	
Review and practice specific activities to implement in advisory with time for teams to make monthly plans. Need to focus on Restorative Practices implementation and academic goal setting and monitoring		Monthly staff me	Admin. Team		
Weekly Wednesday conflict circle meeting with counselors, deans, administrators, restorative practices facilitator and Elaine to review conflict circle requests, assign conflict circle keepers, update on the status each circle request, and update on follow-up with participant in conflict circles.		Weekly	Deans, counselors, RPF, admin.		

Conference with advisory teacher for students with high number of referrals					
Revise and better communicate the Problem Solving Team (PST) process		Summer 2016	Scherer		
Share circle agreements and information with staff and teachers. Additionally, circle keepers will check in with those students		2016-2017 School	Circle Facilitators (overseen by RPF)		
Categorize referral types as Major and Minor		Summer 2016	Admin Team		
Move referral process to Skyward and provide training to staff.		August	Kevin Erlinger and Admin Team	8/17/2016	
Incorporate Principals and Deans into the ADA/Refocus process and classrooms			Scott Woods		
Determine (individualized) "trigger" consequences for students who receive multiple referrals in one day.		Summer 2016	Admin Team/Tier 3 PBIS Team		
Identify students who receive multiple referrals from the same teacher and complete a circle conference between the two.					
Note if funds, supplies, and/or resources are needed for these activities: Money is needed to purchase books to send home with children- for practice reading/reinforcement.					

Date	PD Time Available	Plans	Goals Examined	Data Analyzed	Person(s) Responsible	Next Steps	Possible PD OPTIONS for Inservice Days:
8/16/2016	Opening Institute Day						<p>• 2 or More Session Choices (For example: 1 session focused on Academic Goal, 1 session focused on Behavior Goal; staff choose one session in September, and switch in October; facilitators lead same sessions both days)</p> <p>• Whole Staff Together, then Small Goal-Based Groups (Focused on data analysis and next steps for goals based on data results; share action plans, results, and next steps with whole staff at following Staff Development Day)</p> <p>• Goal Action Teams (Staff choose a goal to focus on for the semester or year; groups focus on data analysis and next steps for their goal based on data results; filter information such as action plans, results, and next steps through School Improvement Team)</p>
8/17/2016	Building Institute Day	Skyward referral process training	1				
8/22/2016	All Staff Advisory		3				
8/29/2016	All Staff Equity		3				
9/5/2016	Labor Day - No School						
9/12/2016	All Staff Advisory		3				
9/19/2016	All Staff Equity		3				
9/26/2016	All Staff Behavior						
9/30/2016	Staff Development Day	Enrichment/Differentiation/Goal Setting	1,2				
10/3/2016	All Staff Advisory		3				
10/10/2016	All Staff Equity		3				
10/12/2016	Fall Holiday - No School						
10/17/2016	All Staff Behavior						
10/24/2016	NO MEETING						
10/27/2016	Parent Teacher Conferences 4:00pm - 8:00pm						
10/28/2016	Parent Teacher Conferences 8:00am - 12:00pm						
10/31/2016	Staff Development Day	Enrichment/Differentiation	1				
11/7/2016	All Staff Advisory		3				
11/14/2016	All Staff Equity		3				
11/21/2016	All Staff Behavior						
11/23-25/16	Thanksgiving Holiday - No School						
11/28/2016	SIT						
12/5/2016	All Staff Advisory		3				
12/12/2016	All Staff Equity		3				
12/16/2016	Last Day of 1st Semester All Staff Behavior						
12/19/2016	Institute Day						
12/20/2016 - 1/2/2017	Winter Break - No School						
1/3/2017	School Resumes						
1/9/2017	All Staff Advisory		3				
1/16/2017	MLK's Birthday - No School						
1/17/2017	Staff Development Day	Equity	3				
1/23/2017	All Staff Behavior						
1/30/2017	SIT						
2/6/2017	All Staff Advisory		3				
2/13/2017	All Staff Equity		3				
2/17/2017	Winter Institute Day						
2/20/2017	President's Day - No School						
2/27/2017	All Staff Behavior						
3/6/2017	All Staff Advisory		3				
3/13/2017	NO MEETING						
3/16/2017	Parent Teacher Conferences 4:00pm - 8:00pm						
3/17/2017	Parent Teacher Conferences 8:00am - 12:00pm						
3/20-24/2017	Spring Break - No School						
3/27/2017	All Staff Equity		3				
4/3/2017	All Staff Advisory		3				
4/10/2017	All Staff Equity		3				
4/13/2017	Staff Development Day	Equity					
4/14/2017	Spring Holiday - No School						
4/17/2017	All Staff Behavior						
4/24/2017	SIT						
5/1/2017	All Staff Advisory		3				
5/8/2017	All Staff Equity		3				
5/12/2017	Half-Day Inservice	Plan for 2017-2018; Review SIP Goals for 2016-2017					
5/15/2017	Party at Scott's	Russell buys the drinks					

5/22/2017	NO MEETING								
5/25/2017	Last Day of School (if no snow days used)								

Goal	Met/Not Met	Comments	Next Steps
Student Focused Goal 1 -- ACADEMIC: All students will have equitable access to a rigorous curriculum and necessary supports.			
Student Focused Goal 2 -- ACADEMIC: All students will take ownership of their academic success by monitoring and reflecting upon their own progress.			
Student Focused Goal 3 -- BEHAVIORAL: Students will develop self-management skills that will help ensure academic progress and social/emotional growth.			

SIX TYPES OF ENGAGEMENT	BRIEF DESCRIPTION
1 - Parenting	Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.
2 - Communicating	Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
3 - Volunteering	Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.
4 - Learning at Home	Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.
5 - Decision Making	Include families as participants in school decisions, governance, and advocacy through the PTA/PTO, school councils, committees, action teams, and other parent organizations.
6 - Collaborating With the Community	Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.