

Urbana Middle School
School Continuous Improvement Plan
Last Updated October 2014

IIB04) Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others.	
Current level of development or implementation:	We are beginning formal implementation of differentiation this year, but, based on observation and walk through data, we are not seeing regular, consistent differentiation.
How it will look when fully met:	Teachers will be provided ongoing professional development around assessments and differentiation. The school will see an increased use of pre assessments at the beginning of units used to implemented differentiated instructional activities. Walkthrough data will be utilized to determine implementation levels as well as staff surveys.
Tasks	1. Members of the PD Cadre along with building administration will provide professional development for teachers around assessment and differentiation at half day inservices. <i>Assigned to Scott Woods</i>
	2. Walkthrough data as well as other sources of data will be utilized to measure levels of implementation of differentiation strategies. <i>Assigned to Scott Woods</i>
	3. Course alike groups will collaborate to create pre / formative assessments to be used through collaboratively developed units. <i>Assigned to Scott Woods</i>
	4. Course alike groups will collaborate to create differentiated learning activities throughout collaboratively developed units. <i>Assigned to Scott Woods</i>

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CL10) The school culture will promote and support the academic, physical, social, emotional, and behavioral skill development and engagement of students.	
Current level of development or implementation:	Systems are in place through RtI and PBIS, and this is one of our school's core beliefs. We currently implement a program called SLC (Small Learning Community) through which teachers implement and instruct in areas of social and emotional learning. An area of continued need is the promotion of systems that empower teachers to serve as advocates for students as well as students belonging to a supportive group and having at least one adult on whom they can rely on for support. By developing these connections between teachers and students, the school will develop a stronger school culture that promotes and supports the social, emotional and behavioral skill development and engagement of students.
How it will look when fully met:	The school will implement an advisory program for all students. Implementation of this program will support CL10, CL4, and CL7. The purpose of the advisory program is as follows: At UMS, advisory is a place and time for students to be part of a small, supportive community of peers together with an adult advocate working to meet individual and whole-group social, emotional, and academic needs. All students will have and be able to identify at least one adult who they can go to for social, emotional, or academic support. All students will be part of an able to identify a small community of peers who works to support social, emotional, and academic needs. All students will set and monitor personal goals. All students will learn skills to contribute to a positive school culture.
Tasks	1. Conduct a school-wide pre-assessment and post-assessment of the advisory program in order to measure whether: All students will have and be able to identify at least one adult who they can go to for social, emotional, or academic support. All students will be part of an able to identify a small community of peers who works to support social, emotional, and academic needs. All students will set and monitor personal goals. All students will learn skills to contribute to a positive school culture. A building team will meet and review this data and progress toward full implementation. <i>Assigned to Scott Woods</i>
	2. An advisory task force team will meet at least quarterly to review implementation and identify student needs. <i>Assigned to Scott Woods</i>

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CL3) School Leadership will monitor and evaluate the implementation of Learning Supports' programming through an on-going data collection system.	
Current level of development or implementation:	All students participate in regular academic progress monitoring at least three times per year through multiple evaluation systems. This data is reviewed regularly by a staff team, and student interventions are reviewed in terms of student placement and curricular implementation. However, the use of student data is sporadic and not systematic, and improvements in this area are needed.
How it will look when fully met:	At least three times per year, the building administrative team along with other relevant expert staff will compile and review aggregate student data relative to learning. This data will include standardized testing data from those testes administered internally, attendance data, and grade data. The data will be disaggregated to include comparative analysis for students by demographic subgroups as well as by behavioral or academic intervention groups. Data will be shared with the whole staff and reviewed at academic team and department level as well as within the support services team. The purpose of this monitoring and evaluation is to determine systematically at a school-wide level what interventions are working and in what areas interventions may need to be improved. Although this process may inform decision about individual student performance and intervention needs, that is not the purpose of this process. This process will be implemented at the beginning of the school year with the first formal review process happening soon after quarter one data is compiled.
Tasks	1. Develop and compile a master spreadsheet that includes all enrolled students along with demographic data. Corresponding data must include students receiving academic and behavioral interventions and what those interventions are. <i>Assigned to Scott Woods</i>
	2. Merge and review data. As attendance, behavior, academic and standardized testing data becomes available, it will be merged into the master spreadsheet of student data. Data will initially be organized and reviewed by the person responsible prior to large group review. <i>Assigned to Scott Woods</i>
	3. The building administrative team along with other relevant expert staff will meet to review and analyze aggregated data for at least a half day. As a result of this meeting, the team will develop short term goals for improvement to be revisited at the subsequent meetings. Findings of this group will be shared with the whole staff. <i>Assigned to Scott Woods</i>
	4. Repeat all tasks for review following the second and third quarters of the school year. <i>Assigned to Scott Woods</i>

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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.	
Current level of development or implementation:	Not all staff have easy access to data nor does that data rest at the center of all school improvement conversations. Specific student data is utilized to make decisions about individual interventions.
How it will look when fully met:	The building administrative team along with the school's instructional coaches and members of the PD cadre will develop, implement, and review data from classroom walkthroughs that focuses on collecting data related to differentiation and assessment. This data, along with other data collected by members of this team will be used to assess the professional development needs in the school around how differentiation is being implemented in classrooms. The team will also have access to the building level data collected through the plan for CL3. Through this process, this team will reflect on current professional development practices, identify gaps or needs in our building-level professional development, and plan future professional development activities. This team will collect and review data at least three times per year.
Tasks	1. The team will meet to create and develop an appropriate classroom walkthrough tool as well as any other relevant data collection methods. <i>Assigned to Scott Woods</i>
	2. The team will periodically collect classroom walkthrough data in all settings. The number of data points and across what time periods will be determined by the team. <i>Assigned to Scott Woods</i>
	3. The team will meet for at least one half day to review the classroom walkthrough data along with other data collected by members of this to assess the professional development needs in the school around how differentiation and assessment is being implemented in classrooms. The team will also have access to the building level data collected through the plan for CL3. Through this process, this team will reflect on current professional development practices, identify gaps or needs in our building-level professional development, and plan future professional development activities. Findings of this team will be shared with the whole staff. <i>Assigned to Scott Woods</i>
	4. Repeat the data collection and review processes during quarter two and quarter three. <i>Assigned to Scott Woods</i>