

School Improvement Plan



2018-2019



2018-2019 Mallard Creek STEM Academy School Improvement Plan

OUR MISSION

Mallard Creek STEM Academy will promote high academic achievement by increasing student engagement through a workshop model that encourages and empowers students to take ownership of their learning.

<p>Goal 1</p> <p>Achieve overall Academic Growth of at least 5% for each grade level in Math, ELA and Science as measured by EOG and EOC course testing in 3rd-8th grades during 2018-2019 school year.</p>	<p>Goal 2</p> <p>Providing a proactive approach to the Social and Emotional well-being of students.</p>	<p>Goal 3</p> <p>Improve climate and culture by creating opportunities for positive communication of our mission to all stakeholders</p>
<p>Focus Areas</p> <ol style="list-style-type: none"> 1. Reading Achievement 2. Math Achievement 3. Science Achievement 	<p>Focus Areas</p> <ol style="list-style-type: none"> 1. Student Leadership 2. Team Building 3. School Community Counseling 4. Outside Community Involvement 	<p>Focus Areas</p> <ol style="list-style-type: none"> 1. Climate of High Expectation 2. Strong Home/School Relations 3. A Safe and Orderly Environment



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Focus Area 1	Reading Achievement
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Data Used to determine focus	2017-2018 EOG scores 2017-2018 TRC/Mclass scores
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Actions	Who	Measures	Timeline
A) Implement explicit phonics instruction	<ul style="list-style-type: none"> ❖ K-2 teachers ❖ MTSS/Curriculum coordinator 	2018-2019 TRC/Mclass	Ongoing with formal review during benchmark assessment periods
B) Build teacher capacity through professional development focused on effective reading and writing workshop instruction	<ul style="list-style-type: none"> ❖ All Reading Teachers(K-8) ❖ Instructional Leadership team 	Teacher Observations PD Surveys Student outcomes	Ongoing with formal review during benchmark assessment periods

C) Add instructional support through Freckle.com	❖ Students and Teachers (K-8)	Freckle Reports Student Outcomes	Ongoing with formal review during benchmark assessment periods
D) Web training and workshops for Parents about Freckle, PowerSchool, and MasteryConnect	❖ All stakeholders	Parent Participation Surveys	Within 1st Quarter of School
E) Master schedule will provide daily intervention time to address gaps in learning as evidenced by previous formal assessments	❖ Students and Teachers (K-8)	Ongoing Progress Monitoring	Ongoing with formal review during benchmark assessment periods
F) Provide training and resources to teachers for effective interventions	❖ MTSS Coordinator	Student Outcomes	Ongoing with formal review during benchmark assessment periods
G) Enhance our beginning teacher program by retraining mentor teachers, <u>First Six Weeks</u> book study, weekly or monthly meetings, and mandatory Professional development workshops.	<ul style="list-style-type: none"> ❖ Teachers, Mentors ❖ Administrative Staff ❖ PD facilitators 	Mentor logs Attendance at meetings and workshops Observations and Evaluations (Professional Development Plan) Peer Observation	Ongoing with formal review with beginning, middle, and ending checkpoints



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Focus Area 2	Math Achievement
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Data Used to determine focus	2017-2018 EOG scores
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Actions	Who	Measures	Timeline
A) Build Number Sense through expanded access in GoMath to include intervention tools	❖ All Math Teachers (K-8)	Benchmark Assessments	Ongoing with formal review during benchmark assessment periods
B) Build teacher capacity through professional development in NC Check-Ins implementation	❖ All Math Teachers (3rd -8th)	Benchmark Assessments	Ongoing with formal review during benchmark assessment periods
C) Add instructional support through	❖ Students and	Freckle Reports	Ongoing with formal review

Freckle.com	Teachers (K-8)	Student Outcomes	during benchmark assessment periods
D) Web training and workshops for Parents about Freckle, PowerSchool, and MasteryConnect	❖ All stakeholders	Parent Participation Surveys	Within 1st Quarter of School
E) Master schedule will provide daily intervention time to address gaps in learning as evidenced by previous formal assessments	❖ Students and Teachers (K-8)	Ongoing Progress Monitoring	Ongoing with formal review during benchmark assessment periods
F) Provide training and resources to teachers for effective interventions	❖ MTSS Coordinator	Student Outcomes	Ongoing with formal review during benchmark assessment periods
G) Enhance our beginning teacher program by retraining mentor teachers, <u>First Six Weeks</u> book study, weekly or monthly meetings, and mandatory Professional development workshops.	<ul style="list-style-type: none"> ❖ Teachers, Mentors ❖ Administrative Staff ❖ PD facilitators 	<ul style="list-style-type: none"> Mentor logs Attendance at meetings and workshops Observations and Evaluations (Professional Development Plan) Peer Observations 	Ongoing with formal review with beginning, middle, and ending checkpoints



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Focus Area 1	Science Achievement
Data Used	2017-2018 EOG Scores

Actions	Who	Measures	Timeline
A) Cohort with Discovery Place to analyze standards of weakness and work alongside teachers to create and implement effective lessons.	5-8 grade Teachers Discovery Place Staff	Case 21 Benchmark Assessments	Quarterly Benchmark Assessments
B) Provide professional develop on how to merge StemScopes data with MasteryConnect platform	Teachers STEM Coordinator MasteryConnect Coordinator/Team	MasteryConnect Trackers	Ongoing with review following Unit Assessments

to analyze data, reteach misconceptions, and reassess learning.			
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Goal 2

Providing a proactive approach to the Social and Emotional well-being of students

Focus Area 1

Student Leadership

Data Used

Staff and Family Surveys

Actions	Who	Measures	Timeline
A) Establish a Student Advisory Committee	Staff Students	Surveys Attendance	End of Year staff and family surveys
B) Offer Leadership Electives in Middle School	6-8 grade students teachers	Scheduled Attendance Student Participation Service hours	End of Semester Evaluation
C) Utilize an anonymous suggestion box for students	Administrative Staff	Middle of Year Climate Survey End of Year Climate Survey	Middle and End of Year Surveys



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Goal 2	Providing a proactive approach to the Social and Emotional well-being of students
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Focus Area 2	Team Building
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Data Used	Staff and Family Surveys
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Actions	Who	Measures	Timeline
A) Set aside half-day (weekly for first month, and monthly for remaining months) to focus on teambuilding and character development for Middle School Students	Middle School Staff Middle School Students	Student Surveys	Ongoing
B) Utilize PBIS Rewards program for tracking student rewards	All staff Students	Data from PBIS Rewards program	Ongoing with periodic check-ins (weekly, monthly, and quarterly)

C) Provide training and continued support on Restorative Circles	School Counselor All Teachers Students	Staff Feedback	Ongoing
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Goal 2

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Focus Area 3

School Community Counseling

Data Used

Staff and Family Surveys

Actions	Who	Measures	Timeline
A) Provide training and continued support on Restorative Circles	School Counselor All Teachers	Staff Feedback	Ongoing
B) Facilitate small counseling groups based on needed and suggested topics (EX. social skills, study skills, grief counseling, ie.)	School Counselor	Student surveys Counselor referral forms Teacher survey	Ongoing
C) Invite community	Administrative Team	Participation	Ongoing

members to participate in character development activities.	All Teachers Parent Teacher Organization	Feedback from Community members	
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Goal 2

Providing a proactive approach to the Social and Emotional well-being of students

Focus Area 4

Outside Community Involvement

Data Used

Staff and Family Surveys

Actions	Who	Measures	Timeline
A) Participate in Service learning projects	Classroom Teachers Administrative Team	Participation	Ongoing
B) Seek out community members to participate in PBIS fidelity checks	Dean of School Culture PBIS Team	Participation PBIS Fidelity Check Data	Quarterly



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Goal 3	Improve climate and culture by creating opportunities for positive communication of our mission to all stakeholders
Focus Area 1	Climate of High Expectations
Data Used	Staff and Family Surveys

Actions	Who	Measures	Timeline
A) Create a YouTube channel to to access information to clearly communicate expectations to families, staff, and students.	Staff Various student groups	Student and Parent Surveys	Ongoing
B) Utilize PBIS Rewards to provide positive feedback about behavior to students and parents	Staff	PBIS Rewards Data Reports	Ongoing



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Goal 3

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Focus Area 2

Strong Home/School Relations

Data Used

Staff and Family Surveys

Actions	Who	Measures	Timeline
A) Create a YouTube channel to to access information to clearly communicate expectations to families, staff, and students.	Staff Various student groups	Student and Parent Surveys	Ongoing
B) Teachers make personal phone call to parents to welcome them to the 2018/2019 school year.	Classroom Teacher	Student and Parent Surveys	Ongoing

C) Set expectation for school to home communication (ex, weekly newsletter or ParentSquare Posts)	Administration Team Classroom teachers	Student and Parent Surveys	Ongoing
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Goal 3

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Focus Area 3

A Safe and Orderly Environment

Data Used

Staff and Family Surveys

Actions	Who	Measures	Timeline
A) Utilize School Resource officer for safety and training	School Resource Officer All Staff	Attendance in Trainings Student and Parent Surveys PBIS Fidelity Checks	Ongoing
B) Increase visibility of expectations by creating and posting matrices in all areas of the school	PBIS Team	PBIS Fidelity Checks	Ongoing
C) Create and post Youtube videos to reinforce MCSA expectations	PBIS Team Student Leaders	Youtube Channel views	Begin Midyear Ongoing check ins

