

A. Mario Loiederman School Improvement Plan 2014-2015

STUDENT & STAKEHOLDER FOCUS

What do our students need?

As a result of using the root cause analysis process and through analysis of student achievement data (MSA, unit assessments, course grades), it was revealed:

These students' needs are:

To develop **Higher Order Thinking skills** through **authentic tasks** aligned to **measurable mastery objectives**.

LEADERSHIP

Vision: A. Mario Loiederman Middle School, a school for the creative and performing arts, is a learning community committed to having all students read, write, reason, communicate, create and perform at the highest levels.

Mission: To build the capacity of leaders and relationships and promote **communication, collaboration, and consistency** to foster a **caaring** environment and improve student and adult learning for every member of the Loiederman Community.

Communication: We share updates and seek input on the instructional focus, action steps and our progress toward meeting our goals with students, staff members and parents through regular and frequent announcements, newsletters, surveys and meetings.

STRATEGIC PLANNING

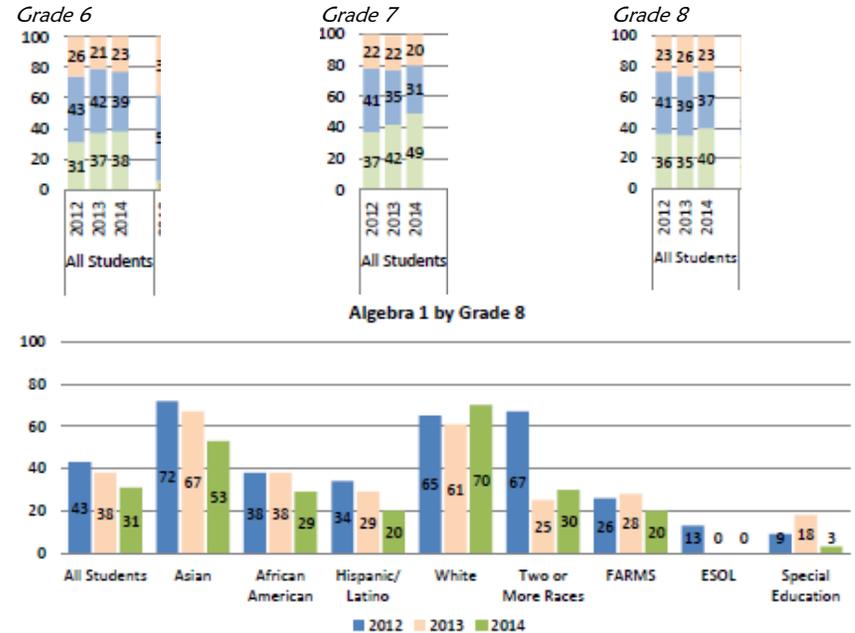
What is our goal?

SIP Goal

- Students successfully completing Algebra 1 with a "C" or higher will increase by 10%.
- Students scoring proficient on MAP Reading will increase by 15%.

ORGANIZATIONAL PERFORMANCE RESULTS

How will we know when we get there?
MAP-R



FACULTY & STAFF FOCUS

What resources do we need?

As a result of our findings, staff will receive professional development and support in the following areas in order to meet the above-identified student need:

- Creating authentic task
- Creating and measuring mastery objectives
- Using the Universal Design for Learning framework
- Effectively collaborating with other colleagues to increase consistency and alignment to CCSS
- Conducting reflective conversations after peer visits
- Planning and implementing cross-curricular milestones as a means of student assessment and reflection

PROCESS MANAGEMENT

How will we get there?

As a result of root cause analysis, the following structures and processes will be implemented and monitored to address student needs:

- Collaborative planning time and tool
- Professional development time (Department PLCs, Lion's Academy, staff meetings)
- Peer visits around HOT questioning, skills, and tasks
- Cohort Assessment plans
- Collaboration between ILT and Skillful Teacher office around measurable mastery objective

MEASUREMENT, ANALYSIS & KNOWLEDGE MANAGEMENT

How will we monitor along the way?

- Informal Observations and Peer Visits
- County formative and summative assessments
- Teacher and student work samples
- Strategic monitoring data points (MAP-R, eligibility, report card grades, common assessments, county assessments, PARCC)
- Referral data
- Teacher and student reflections and surveys
- Collaborative planning documents

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	Action Steps / Objectives / Processes / Timeline	Person(s) Responsible	Resources Needed	Monitoring Tools Or data points	Monitoring Date And by Whom	Anticipated Results / Results
A.	<p>Instructional Focus: Teachers will develop <i>Higher Order Thinking skills</i> through <i>authentic tasks</i> aligned to <i>mastery objectives</i>.</p>					Based on staff development, collaborative planning, and individualized feedback, 100% of teachers will develop HOT skills through authentic tasks that support the mastery objectives.
1	<p>Lion's Academy (8/19) Institute a "Lion's Academy" to support 1st and 2nd year teachers in professional learning.</p>	Josh Fine, Natasha Alston	<i>Lion's Academy letter and draft syllabus</i>	Level 0: Stakeholder input	8/19/2014	<p>Level 0: Planning data was collected from "new teachers" to determine areas of need. Lion's Academy Needs Data</p>
1.1	<p>Session 1 (9/3) Core Beliefs in PGS Standards</p> <ul style="list-style-type: none"> Identify core beliefs of self, school, and county that define performance expectations. HW: Bring in evidence of routines that support your core beliefs 	Josh Fine, Natasha Alston	<i>The Skillful Teacher, MCPS PGS Standards</i>	Level 0, 1, 2: Exit cards	9/3/2014	<p>Level 1: Participants enjoyed the session. 1/6 participants would like an opportunity to talk about teaching scenarios. 2/6 Would like to work more specifically with the standards. Level 2: Participants had the most trouble identifying Standard 2 and Standard 4. We plan to use future sessions to emphasis a particular standard and how it correlates. Lion's Academy Session 1 Exit Feedback</p>
1.2	<p>Session 2 (9/17) Routines/Classroom Environment</p> <ul style="list-style-type: none"> Identify key components that teachers intentionally plan to create a positive classroom environment. (Standard 3) HW: How do your routines support mastery objectives? 	Josh Fine, Natasha Alston	<i>The Skillful Teacher, The First-Year Teacher's Survival Guide, The First Days of School, Tools for Teaching</i>	Level 1, 3: Exit cards, peer observations	9/17/2014 Josh Fine, Natasha Alston	<p>Level 1: Participants reported that they enjoyed doing the peer observations and debriefing them together. Level 3: Three quarters of the participants were able to articulate how classroom management connected to solid instructional practices. Five of the eight participants wanted to have some more strategies, scenarios, and best practices for effective classroom management.</p>

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1.3	<p>Session 3 (10/1) Mastery Objectives</p> <ul style="list-style-type: none"> How do MO support HOT? 	Josh Fine, Natasha Alston	Teaching Channel video, exit cards, capture sheet, Mastery objectives handout	<p>Level 1: ILT meeting evaluation</p> <p>Level 3: Identify any additional supports they need in facilitating their team in collaborative planning</p>	10/1/2014 Josh Fine, Natasha Alston	<p>Anticipated Level 2 Results: Eight-five percent of participants will be able to effectively create effective mastery objectives that will align with appropriate assessments.</p> <p>Anticipated Level 4 Results: Through walk-throughs and planning sessions, participants will use effective mastery objectives to guide instruction for student learning.</p>
1.4	<p>Session 4 (10/15) Achievement Gap/HOT</p>					<p>Anticipated Level 2 Results: Participants will be able to articulate how teaching and using Higher Order Thinking Skills will help to ALL students toward higher achievement.</p> <p>Anticipated Level 4 Results: Participants will begin to plan for HOT skills within their lessons.</p>
2	<p>Mastery Objectives (9/2) ILT members will facilitate learning about mastery objectives to department PLCs.</p>	SDT, Content Specialists	<u>The Skillful Teacher</u> text	Level 0: Self-selected participation in planning session of this PD	9/2/2014 SDT	Level 0: Based on the planning session attended by content specialists and administrators, it was determined that the ILT will begin an instructional cycle geared at collectively defining the criteria of an effective mastery objective before presenting it to departments.
2.1	<p>Session 1 (9/10) Criteria of Mastery Objective</p> <ul style="list-style-type: none"> Determined the criteria for a mastery objective. HW: Collect mastery objective data from your departments. 	SDT	<u>The Skillful Teacher</u> handout, examples from Research for Better Teaching	Level 1 and 3: Self-reported readiness	9/10/2014 All members of the ILT	Level 1: Based on plus/delta and self-evaluation, ILT members felt confident with the criteria developed.
2.2	<p>Session 2 (9/18) Patterns in LMS Mastery Objectives</p> <ul style="list-style-type: none"> Determine patterns in mastery objective writing in order to plan and facilitate support for teachers. HW: Have a coaching conversation with a member 	ILT members	Objectives collected from classroom observations, posters with the characteristics of mastery objectives	Level 0 and 2: Walk-through tool	9/18/2014 All members of ILT	Level 0 and 2: ILT members were able to analyze the mastery objectives collected to identify a pattern of need for teacher support. A list of coaching strategies and questions were identified for the areas of need.

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	of your department around an area of need in the mastery objective.					
2.3	Session 3 (10/1) Observations of mastery objective <ul style="list-style-type: none"> Create coaching questions around mastery objective and delivery based on a dyad walk-through. 	ILT members	Walk through sheets	Level 4: Walk-through tool	10/1/2014 All members of ILT	Level 4: ILT members were able to discuss the level of mastery being around the creation and delivery of mastery objectives. Each dyad created 3 coaching questions as a follow-up to the observations.
3	Pre-Service (8/18-8/22) Present staff with data and resources developed during summer leadership.	ILT members	Presentation, examples, index cards, exit tickets, computers	Level 0, 1, 2, 3: Self-reported satisfaction, self-reported use of strategy, Exit cards, collaborative planning tool.		
3.1	Present SIP with actions, goals, rationale and review of data.	Natasha Alston, Dr. Royce Wallace			August 18, 2014	Level 1,2: Data was presented to the instructional focus and a review of H.O.T was shared. See attached SIP Session Feedback
3.2	Reestablish purpose for collaborative planning, including expectations, guidelines and examples.	ILT members	Collaborative planning tool	Level 3: Collaborative planning tool	August 28-September 5, 2014 Admin., and Content Specialists	Level 3: Collaborative planning tool an expectations were revisited through department PDC sessions. Content specialists, administrators, and staff development teacher have been on hand to support teachers during their planning session.
3.3	Facilitate professional development on strategies for planning in the block schedule.	Natasha Alston, Linda Gillespie, Eupil Muhn, Reyes Samanes, Sara Sanz	Presentation, video, index card, block schedule, capture sheet	Exit card reflection	August 19, 2014	
3.4	Facilitate session introducing cross-curricular milestone vision and course for students.	Royce Wallace, Eupil Muhn, Amy Zeigler, Jose Castro	Presentation, exit card, student exemplars	Level 0	August 19, 2014	Level 0: Teachers gained awareness of the vision for milestones and began to think about possible connections to other contents.
4	Universal Design for Learning (8/18) Provide teachers with UDL framework background to consider for effectively planning	Shannon Terry, Natasha Alston, Kelly Szymczak,	Presentation	Exit Card with feedback	August 18, 2014	Level 2: Participants were able to self-select one change they would make to their physical classroom environment that would remove a barrier of learning.

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	the room and routine design to remove barriers.	Sheria Pope, Kim Prillman				
4.1	<u>Session 1 (10/6)</u> Survey staff on possible areas of UDL growth and provide them with a tool to implement strategies in the three areas of the UDL framework.	UDL PLC	Survey, Activotes, presentation, UDL strategy wheel, exit cards	Survey and exit cards	UDL team on October 8, 2014	