



# SCHOOL IMPROVEMENT PLAN

SCHOOL YEAR 2017-2018

English Language Arts (ELA), Math and Science



## Glossary of Terms

**SMART GOAL:** What is a SMART Goal?

**S** – Specific and clearly stated

**M** – Measurable and based on formative and/or summative data

**A** – Attainable and realistic

**R** – Related to student achievement and performance

**T** – Time bound

**Activities/Tasks:** What actions will occur? What steps will the staff take?

**Professional Development:** How will staff acquire the necessary skills and attitudes to implement the activity?

**Timeline:** When will this strategy or action begin and end?

**Resources:** What are the existing and new resources that will be used to accomplish the activity?

**Who is Responsible:** Who is involved? Who will provide the leadership? Who will do the work?

**Monitoring Effectiveness:** What on-going formative evidence will be gathered to show this activity is making a difference in student outcomes?

## LTES School Improvement Plan 2017-2018, English Language Arts

**School Board Goal:** The 3<sup>rd</sup> graders will score on average in the top 5% of all state districts on the ELA SBAC

**Results:** 3<sup>rd</sup> Grade Students ranked in the top 4.4% of the all districts

**SMART GOAL: In May, 2018:**

- 85% of our 1<sup>st</sup> graders will perform at or above grade level on the DIBELS Nonsense Word Fluency/Whole Words Read
- 85% of our 2<sup>nd</sup> graders will perform at or above grade level on the STAR Reading Assessment
- 85% of our 3<sup>rd</sup> graders will perform at or above grade level on the STAR Reading Assessment

**Level of Performance June., 2017:**

- 85% of our 1<sup>st</sup> graders performed at or above grade level on the DIBELS Reading Assessment
- 95% of our 2<sup>nd</sup> graders performed at or above grade level on the STAR Reading assessment
- 84% of our 3<sup>rd</sup> graders performed at or above grade level on the STAR Reading assessment

**Strategy:** A Pacing Guide has been developed to ensure all of the Common Core Standards are taught, and teachers differentiate instruction for student needs within their classrooms. Based on the most recent SBA data, teachers will focus their ELA instruction more on writing instruction, specifically, teaching students how to stay on topic and cite information from the text in their own words. We will also continue to utilize a modified RTI/Special Education Referral process (Teacher Support Team), we will use a school-wide approach to implement reading/language arts interventions, math interventions, and behavioral supports/interventions, which will better support classroom teachers to cause students to learn and grow.

**Rationale:** Students attaining Common Core Standards remains a school-wide goal in all subject areas. In order to meet the needs of all students, a school-wide system, including a core team of support personnel, needs to be in place for assessing and determining appropriate interventions consistent with best practices and available resources, including differentiation of instruction in every classroom to meet the needs of all students.

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding Source	Who is Responsible	Monitoring Effectiveness
Continue modified RTI/SPED referral process to support teachers to meet individual student needs/goals.	Instruction about process to consult with core Teacher Support Team (TST)	Ongoing, October through June	Time for TST meetings. TST data form Discussion by team for best practices and interventions for individual students	Teacher Support Team members— Principal, Counselor, SPED Teacher, Speech Teacher, OT, School Psych(s) and classroom teacher(s)	TST forms submitted and meeting minutes.  Student response data to interventions/support

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding Source	Who is Responsible	Monitoring Effectiveness
<p>Continue to implement a RS pacing guide at each grade level to align with CCSS ELA (scope &amp; sequence)</p> <p>Practice writing to prompts, staying on topic, and citing information from text in the students' own words</p>	<p>CCSS ELA materials; curriculum material and supplements</p> <p>Embedded in Reading Street</p>	<p>September through June</p> <p>September through June</p>	<p>Determined by grade level teams</p> <p>Reading Street Materials</p>	<p>Grade level representatives share with grade level teams</p> <p>Classroom Teachers</p>	<p>Pacing guides implemented and adjustments made throughout instruction</p> <p>Improved writing responses to prompts by staying on topic and referencing text in the students' own words.</p>
<p>Provide interventions (Title 1 and individualized instruction to students who fall below grade level based on the STAR Reading assessment results, RS data, and DIBELs Next data</p>	<p>Analyze data to determine specific student needs and appropriate interventions, and review students who attend Title 1 class on a monthly basis</p>	<p>Oct.-June</p>	<p>Title 1 funding for supplemental services for students who qualify.</p> <p>Time for core TST team to meet with classroom teachers.</p> <p>Research-based interventions</p>	<p>Certificated teachers Title I Teacher/paras TST Team Resource Room</p>	<p>Progress monitor every third week; make modifications as needed</p> <p>Number of TST meetings</p>
<p>First Grade Ipad Apps for Reading/Writing</p>	<p>Training on the ipads and apps</p>	<p>Ongoing</p>	<p>Ipads Funds for paid apps</p>	<p>Classroom teachers TIC</p>	<p>Teacher monitors use of apps on Ipads</p>

## LTES Improvement Plan 2017-2018, Math

**School Board Goal:** The 3<sup>rd</sup> grade group will score in the top 5% of all state districts on the Math SBAC

**Results: Third Grade Students placed in the top 4.8% of all districts**

**SMART GOAL: In May, 2018**

85% of our 1<sup>st</sup> graders will perform at or above grade level on the STAR Math assessment

85% of our 2<sup>nd</sup> graders will perform at or above grade level on the STAR Math assessment

85% of our 3<sup>rd</sup> graders will perform at or above grade level on the STAR Math assessment

**Level of Performance June., 2017:**

96% of our 1<sup>st</sup> graders performed at or above grade level on the STAR Math assessment

97% of our 2<sup>nd</sup> graders performed at or above grade level on the STAR Math assessment

89% of our 3<sup>rd</sup> graders performed at or above grade level on the STAR Math assessment

**Strategy:** Math Expressions updated their 3<sup>rd</sup> grade edition to meet the SBA scope and sequence of items tested. 3<sup>rd</sup> grade teachers will utilize the updated 3<sup>rd</sup> grade materials, scope and sequence to better prepare students for what the SBA assesses.

**Rationale:** The previous Math Expressions edition did not align fully with the content in the SBA, so teachers had to rearrange content in order to teach the required skills needed to be successful on the SBA.

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding	Who is Responsible	Monitoring Effectiveness
Continue modified RTI/SPED referral process to support teachers to meet individual student needs/goals.	Instruction about process to consult with core Teacher Support Team (TST)	Ongoing, October through June	Time for meeting Tuesday mornings. TST data form	Teacher Support Team members—Principal, Counselor, SPED Teacher, Speech Teacher, OT, School Psych(s) and classroom teacher(s)	TST forms submitted and meeting minutes.  Student response data to interventions and/or support
Continue to implement pacing guide for Math Expressions, and implement new updated 3 <sup>rd</sup> grade Math Expressions edition.	CCSS Math & Math Expression	September through June	Determined by each grade level team	Grade level representatives share with grade Level teams	Pacing Guide implemented and adjustments made throughout instruction

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding	Who is Responsible	Monitoring Effectiveness
Utilize the Smarter Balanced Digital Library	Training time	January-May	Smarter Balanced website and tools; laptops and Ipads	Third Grade Certificated staff	Students practice with new SBAC practice tools
Utilize Smart Board slides for 1 <sup>st</sup> and 2 <sup>nd</sup> grades with Math Expressions Curriculum	Training on how to create Smart Board slides (as needed)	September through June	Time Smart Boards and Projectors	Classroom Teachers	Continued use of Math Smart Board slides at end of year
Provide interventions to at risk students as identified by STAR Math	Teacher training on Dream Box as needed	Nov. - June	Dream Box  Time for small group instruction	Classroom teachers	Classroom teachers will monitor students using the Dream Box program
Use of IXL for practicing math skills	Training with IXL	Ongoing	Ipads Laptops Computer lab	Classroom teachers	Classroom teachers will monitor the use of IXL
Math apps and Digital Tools	Training with apps.	Ongoing	Ipads Laptops Computer Lab	Classroom teachers	Classroom teachers will monitor students using the apps



## DHES—School Improvement Plan 2017-2018 – English Language Arts

**SMART GOAL:** Our intermediate students will achieve on average in the top 5% on the ELA State Assessment compared to other districts in the state by spring 2018.

Current ELA Ranking (2017):  
 3rd Grade—4.44% (11<sup>th</sup>)  
 4th Grade—3.59% (9<sup>th</sup>)  
 5th Grade—0.79% (2<sup>nd</sup>)

**Strategy:** DHES staff members will work collaboratively developing strategies to improve student learning.

**Rationale:** Our strategies will be consistent with best practice and available resources.

Activities/Task	Professional Development	Timeline	Resources Amount/Type/Description/ Funding Source	Who is Responsible	Monitoring Effectiveness
Continued Implementation of Common Core ELA Standards	Grade level meetings 4/5 grades and ECE: Continue collaboration	Sept. - June	Access to online curriculum materials and tutorials.	ECE Teachers 4 <sup>th</sup> Grade Teachers 5 <sup>th</sup> Grade Teacher	Teacher Observations STAR and SBA data
Implement Accessible Literacy Learning Curriculum for non-verbal students	Teacher training provided by tutorial	Oct.- June	iPad/computer	Dean Erickson	Curriculum based assessments and progress monitoring
Review and utilize practice materials for Smarter Balanced Assessment (include interim assessments as appropriate.)	Building Training Team Time	Jan.-June	Smarter Balanced Resource Library, AVA, and tools Computer & Mobile Labs	4 <sup>th</sup> /5 <sup>th</sup> Grade teachers Kevin Anderson	4 <sup>th</sup> and 5 <sup>th</sup> grade students practice with new tools and take SBA



<b>Activities/Task</b>	<b>Professional Development</b>	<b>Timeline</b>	<b>Resources Amount/Type/ Description/ Funding Source</b>	<b>Who is Responsible</b>	<b>Monitoring Effectiveness</b>
Continue zero hour intermediate reading fluency intervention program		Oct.- June	Read Live software program; Students need min. of 3 sessions/week	Certificated staff member Dianna Whitley	DIBELS Fluency progress monitoring and Read Live goals
Continue intermediate intervention program (SWAG) with intervention specialist		Sept. – June	Leveled Literacy Intervention, Read Live, Fluency Passages, Comprehension Toolkit	Certificated staff member Dianna Whitley	DIBELS progress monitoring, Read Live goals LLI, STAR, SBA
Intermediate skill focus: informational reading		Sept.-June	Time For Kids	5th grade teachers	Formative assessment including teacher observation
Continue use of independent reading programs		Sept.-June	AR quizzes Book review templates	Library Specialist 4 <sup>th</sup> grade teachers 5 <sup>th</sup> grade teachers	AR results, STAR test results & Student goal accomplishment
Continue ECE reading intervention program	DIBELS Imagine Learning ELL Classes	Oct. - June	Imagine Learning DIBELS Next recommended benchmark goal	Emily Bjornstad	Program Assessments/Texas DIBELS
Maintain ECE trimester benchmarks		DIBELS Sept., Jan., May; Texas Ongoing	Texas DIBELS Next recommended benchmark goal	ECE Staff	DIBELS, Texas

<b>Activities/Task</b>	<b>Professional Development</b>	<b>Timeline</b>	<b>Resources Amount/Type/ Description/ Funding Source</b>	<b>Who is Responsible</b>	<b>Monitoring Effectiveness</b>
Build phonemic awareness and other auditory processes	Staff training Team collaboration	Oct-June	HearBuilders, iPads, portable computers	ECE Staff Parents	HearBuilders Progress Monitoring Reports
Share writing resources	Meet with grade level teams to discuss materials/cross grade level collaboration between teachers	Oct. - June	Teachers	All Staff	Teacher sharing
Continue CCSS in writing that include, but are not limited to: Opinion, Informational, and Narrative writing while building research skills, citing sources, and adapting writing to fit a variety of audiences and purposes.	Grade Level Meetings	All Year	Reading Street  The Common Core Writing Book	4 <sup>th</sup> and 5 <sup>th</sup> Grade	SBA Assessment  Reading Street Common Core Unit Assessments  STAR

## DHES—School Improvement Plan 2017-2018 -Math

**SMART Goal:** Our intermediate students will achieve on average in the top 5% on the Smarter Balanced Assessment compared to other districts in the state by spring 2018.

Current Math Ranking (2017):  
 3rd Grade—4.82% (12th)  
 4th Grade—2.8% (7th)  
 5th Grade—0.80% (2<sup>nd</sup>)

**Strategy:** DHES staff members will work collaboratively developing strategies to improve student performance.

**Rationale:** Organized staff effort supports consistent and thorough student achievement and success.

Activities/Task	Professional Development	Timeline	Resources Available	Who is responsible?	Monitoring Effectiveness
Regularly review and update pacing guides as needed	Team meetings CCSS	Sept.- June	Common Core Standards ACE time	Classroom teachers Kevin Anderson	Progress monitoring Revision of pacing guide by grade level as needed
Continue to utilize Math Expressions curriculum with fidelity	Team meetings CCSS	Sept.- June	Common Core Standards ACE time Math Expressions Curriculum	4 <sup>th</sup> /5 <sup>th</sup> Grade teachers	SBA Scores Unit assessment scores Colleague collaboration
Review and utilize practice materials for Smarter Balanced State Assessment	Building Training Team Time	Sept.- June	Smarter Balanced Website and tools Think Central	4 <sup>th</sup> /5 <sup>th</sup> Grade teachers Kevin Anderson	4 <sup>th</sup> and 5 <sup>th</sup> grade students practice with new tools and take SBA
Investigate possible intervention opportunities for ELL and Level 1 students		Nov.- Jan.	Intervention programs (such as Imagine Learning Math)	4 <sup>th</sup> /5 <sup>th</sup> Grade Teachers	Successful implementation of intervention materials
Update Math Fact Fluency benchmarks	Grade Levels CIA Meetings	Nov.- TBD	CCSS	4 <sup>th</sup> /5 <sup>th</sup> Grade teachers CIA	Increased performance on math fact fluency assessments

<b>Activities/Task</b>	<b>Professional Development</b>	<b>Timeline</b>	<b>Resources Available</b>	<b>Who is responsible?</b>	<b>Monitoring Effectiveness</b>
Research, Review, and Modify Fact Fluency Assessments to reflect new district benchmarks	4 <sup>th</sup> /5 <sup>th</sup> Grades ACE Collaborate with grade levels 1-5	Spring 2018 (Implement 2018-2019)	Professional Resources CCSS	Kevin Anderson Grade Level Teams CIA	Increased performance on math fact fluency assessments
Support math instruction with online resources	Team meetings	Sept.- June	ThinkCentral IXL LearnZillion Prodigy Kahn Academy Osmos (iPads) Starfall	4 <sup>th</sup> /5 <sup>th</sup> Grade teachers Math Expressions Users Group ECE	Improvement in student understanding
Standardize assessments across the grade level that meet CCSS	Team meetings	Nov.- June	ACE time Professional resources	ECE Kevin Anderson	Establishment of common trimester assessments
Continue to use iPads to supplement Math curriculum	TRT Support Team Meetings	Sept- June	ACE Time Collaboration	ECE Kevin Anderson TRT	Increase in student fluency with devices
Achieve ECE Curriculum Consistency	Team Meetings CCSS	ASAP	CCSS Curriculum Review	ECE Kevin Anderson Leadership Team	Consistent implementation of math curriculum across ECE

# DHES—School Improvement Plan 2017-2018 Science

**SMART GOAL:** Our 5<sup>th</sup> grade students will achieve in the top 5% on the Science WCAS compared to other districts in the state by spring 2018.

2017 Ranking = 5<sup>th</sup> Grade – 1<sup>st</sup> in the state

2016 Ranking = 5<sup>th</sup> Grade - 2.0% (5<sup>th</sup>)

**Strategy:** DHES staff members will work collaboratively developing strategies to improve student learning.

**Rationale:** Our strategies will be consistent with best practice and available resources.

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding Source	Who is Responsible	Monitoring Effectiveness
<b>Kindergarten</b>					
STEMscopes Scopes <b>Life Science:</b> Animal Needs <b>Physical Science:</b> Speed and Direction, Energy from the Sun <b>Earth Science:</b> Weather Conditions, Weather Hazards, Habitats	Initial Training: Webinar, In-Person Workshop, Follow-Up Q&A  Follow up Grade Level meetings to discuss flight plan and materials	All year  Follow proposed storyline flight plan	STEMscopes curriculum online and material kits  Additional Materials needed purchased by District Funds	Classroom teacher	Teacher observation STEMscopes assessment & activities  # correct per question on Multiple Choice Test collected and given to Science Task Force
<b>Life Science:</b> Embryology (optional)  5 Senses -taste tests -tie in with letter of the week -literature -sorting activity	N/A	Spring  All year	Teacher Made Curriculum  Land of the Letter People Shared activities between teachers	Classroom teacher	Teacher observation

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding Source	Who is Responsible	Monitoring Effectiveness
<b>Earth and Space Science:</b> Seasons -Smart Board activities -Safari Montage -Daily calendar	N/A	All year	Shared activities between teachers	Classroom teacher	Teacher observation
<b>Life Science:</b> Plants -life cycle of plants	N/A	Spring	Plant Unit and Kit	Classroom teacher	Teacher observation  Science Journals
<b>4<sup>th</sup> Grade</b>					
STEMscopes Scopes <b>Life Science:</b> Plants and Animal Parts, Sense Receptors <b>Physical Science:</b> Energy & Speed, Transfer of Energy in Collision, Energy & Electric Currents, Energy & Collision, Chemical Processes <b>Earth Science:</b> Changing Land, Plate Tectonics, Plants' Effect on Regions	Initial Training: Webinar, In-Person Workshop, Follow-Up Q&A  Follow up Grade Level meetings to discuss flight plan and materials	All year  Follow proposed storyline flight plan	STEMscopes curriculum online and material kits  Additional Materials needed purchased by District Funds	4 <sup>th</sup> grade classroom teachers	Teacher observation  STEMscopes assessment & activities  % correct per question on Multiple Choice Test collected and given to Science Task Force

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding Source	Who is Responsible	Monitoring Effectiveness
<b>5<sup>th</sup> Grade</b>					
STEMscopes Scopes <b>Life Science:</b> All Scopes <b>Physical Science:</b> All Scopes <b>Earth Science:</b> All Scopes	Initial Training: Webinar, In-Person Workshop, Follow- Up Q&A  Follow up Grade Level meetings to discuss flight plan and materials	All year  Follow proposed storyline flight plan	STEMscopes curriculum online and material kit  Additional Materials needed purchased by District Funds	5 <sup>th</sup> grade classroom teachers	Teacher observation  STEMscopes assessment & activities  % correct per question on Multiple Choice Test collected and given to Science Task Force
<b>4<sup>th</sup> and 5<sup>th</sup> Grades</b>					
Science/STEM Fair Projects	Intermediate Grade level meetings to discuss plan, requirements, & scoring criteria	Feb-March	Materials provided by students or donations	4 <sup>th</sup> and 5 <sup>th</sup> grade classroom teachers	Final Project  Presentation
<b>District Task Force</b>					
STEMscopes curriculum was selected and is being piloted in the 2017-2018 school year	N/A	Complete by June 2018	Time/Contact Reps from STEMscopes	Representatives from LTES, DHES, and NTMS	Recommendations reported to staff, data from Multiple Choice Test Assessments

# NTMS School Improvement Plan 2017-18

## NTMS School Improvement Plan: English/Language Arts (ELA) 2017-2018

**SMART GOAL:** Our students will achieve an average in the top 5% on language arts state testing compared to other districts in the state by 2018.

Current ranking: 16-17

6<sup>th</sup>: 17.8%, 45th

7<sup>th</sup>: 9.7%, 24th

8<sup>th</sup>: 11.1%, 27th

<b>Strategy:</b> NTMS Staff will work collaboratively to improve student performance
<b>Rationale:</b> Our strategies will be consistent with best practice and available resources

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding Source	Who is Responsible	Monitoring Effectiveness
Develop lessons taught in Language Arts and Social Studies classes aligned to CCS	Language Arts/Social Studies Departments; differentiation PD	2017-2018	District	Language Arts/Social Studies Teams	75% of lessons this year
Plan and implement differentiated instruction	Building Training	Ongoing	Training Trinity	All staff members	ELA/SS Dept.



<b>Activities/Task</b>	<b>Professional Development</b>	<b>Timeline</b>	<b>Resources Amount/Type/ Description/ Funding Source</b>	<b>Who is Responsible</b>	<b>Monitoring Effectiveness</b>
Re-Distribute a list of CCS terminology to use across the all content area.	Language Arts/Social Studies Departments	2017-2018	District/state/CCS websites; new meeting times, as outlined in above goal	Language Arts/Social Studies Team	ELA/SS Dept.
Schedule and utilize IABs	Test Administration Training	October -April	Smarter Balanced Website and tools;	Science, Language Arts and Social Studies Teachers	Score Reports from WCAP-Tide
Meet and share results of practice assessment	Proctor training	January-April	Printed Reports from AIRWAYS	Grade Level Teams	Score Reports from WCAP-Tide
Expand CCS RLRI:6-8.1-3 to all content areas	January PDD Differentiation techniques for informational text	January-May	Reading History Standards; CCSS; Discovery Ed, Read Works, Common Lit	All staff members	Formative assessments

# NTMS School Improvement Plan: Math 2017-2018

**SMART GOAL:** Dieringer School District will place in the top 5% of all state districts on the math state assessments.

Current ranking 16-17:

6<sup>th</sup>: 9.9%, 25<sup>th</sup>

7<sup>th</sup>: 5.7%, 14<sup>th</sup>

8<sup>th</sup>: 5.7%, 14<sup>th</sup>

<b>Strategy:</b> NTMS Staff will work collaboratively to improve student performance.
<b>Rationale:</b> Our strategies will be consistent with best practices and available resources.

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding Source	Who is Responsible?	Monitoring Effectiveness
Lessons taught in general math classes aligned to CCSS	Math Department	2017-2018	Math Team Core Focus on Math Curriculum	Math Department	Math Department
Implement District Math Assessment for use in progress monitoring of student achievement of standards throughout the school year	Math Department Technology Integration Coach	2017-2018	Math Department Technology Integration Coach SMC Curriculum Testing	Math Department Technology Integration Coach	Online tests will be given to all students 4 times this year

<b>Activities/Task</b>	<b>Professional Development</b>	<b>Timeline</b>	<b>Resources Amount/Type/ Description/ Funding Source</b>	<b>Who is Responsible?</b>	<b>Monitoring Effectiveness</b>
Reinforce math skills in other content areas, i.e. Robotics	Communication among staff at ACE days and Principal Directed Days	Ongoing	District resources ACE days	School staff	Staff participation
Continue to use Note booking in all math classes in 2017-2018	Math Department	Ongoing	Math Department	Math Department	Notebooks used in the 2017-2018 school year
Math team continued collaboration through meeting to discuss best classroom practices of mathematics	Math Department meetings	Ongoing	Math Team	Math Department	Math Meeting Agendas and Notes
IXL used as a classroom tool and connected to current classroom lesson for intervention and skill practice.	Math Department Technology Integration Coach	2017-2018	IXL Program Core Focus on Math District Funding	Math Department Technology Integration Coach	Math Department Technology Integration Coach
Participate in staff development on differentiated instruction and apply strategies during math classes.	PDD days	2017-2018	Building Administration Differentiation training team	Math Department	Staff Participation Building Administration
Grade level math instruction for all sped students	Math Department Collaboration	2017-2018	Math Adoption Budget	Math Department Sped Department	Grade level content used in sped math courses

## NTMS School Improvement Plan: Science 2017-18

**SMART GOAL:** Our Students will achieve a ranking in the top 5% on the Science WCAS Test (State Testing) compared to other districts in the state by 2018.

Current ranking: 16-17

8<sup>th</sup>: top 5.7% in state, ranked 14<sup>th</sup>

**Strategy:** NTMS Staff will work collaboratively to improve student performance

**Rationale:** Our strategies will be consistent with best practice and available resources

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding Source	Who is Responsible	Monitoring Effectiveness
CER Development	Science Department	Ongoing	Release time or extra duty pay	Science Department	In June, share progress to principal.
Attend NGSS Trainings/Workshops	Research training and workshop opportunities	Ongoing	Release time or extra duty pay	Science Department	100% MS science teachers will be provided training or attending workshops.

Activities/Task	Professional Development	Timeline	Resources Amount/Type/ Description/ Funding Source	Who is Responsible	Monitoring Effectiveness
Full implementation of STEMscopes	6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade	Ongoing	ACE time collaborate direction of curriculum  Release time to attend meetings at Auburn School District	Science Department	Monthly department meeting to share progress, strategies for implementation, and next steps.  Information gathered from Auburn School District.
Become more active in STEM	Science Department	Ongoing	ACE collaboration time. Release time for STEM training attendance	Science Department	Incorporate STEM activities into our ACE Wednesdays.

**NTMS School Improvement Plan: Bridges Program 2017-18**

The Bridges Team is responsible for instruction in all areas that the students qualify for services in (typically Reading, Written Expression, Math, Social/Emotional, Behavioral, and Adaptive). All students have an Individualized Education Plan (IEP) that drives the skills being taught, level of support needed, and criteria for mastery. The staff that serves the student will work on the activities/tasks within this plan to increase their effectiveness which will in turn increase student learning and independence.

The overall goal is 80% of students within the Bridges Program will score Sufficient Progress (SP) or Mastered Annual Goal (M) on goals/objectives on their IEP at each reporting period (quarterly) based on individual data.

**2016-2017 Summary- The goal of 80% of students in the Bridges Program will make sufficient progress or mastered progress was met for the 2016-2017 school year.**

Independence	Team Meetings	On Going	Meeting Opportunities (ACE Days) 9/13/17, 11/8/17, remainder TBD	Bridges Team	On quarterly progress reports, 80% of students in the Bridges Program will be making <u>sufficient progress</u> or <u>mastered annual goal</u> on independence related goals/objectives.
Meet sensory needs of all students (w/in program and in gen. ed.)	Team Meetings , Consultation with Occupational Therapist	On Going	Meeting Opportunities (ACE Days)	Bridges Team/Occupational Therapist- Joan Ottinger	On quarterly progress reports, 80% of students in the Bridges Program will be making <u>sufficient progress</u> or <u>mastered annual goal</u> on sensory/behavior related goals/objectives.
Demonstrate understanding of student communications needs	Team Meetings, consultation with Speech Language Pathologist (SLP)	On Going	Meeting Opportunities (ACE Days) 9/20/17 ipad training	Bridges Team/Speech Language Pathologist-Michelle Smith	On quarterly progress reports, 80% of students in the Bridges Program will be making <u>sufficient progress</u> or <u>mastered annual goal</u> on communication and/or

					social goals and objectives.
Increase positive reinforcement	Team Meetings	On Going	Meeting Opportunities (ACE Days)	Bridges Team	On quarterly progress reports, 80% of students in the Bridges Program will be making <u>sufficient progress</u> or <u>mastered annual goal</u> on behavior related objectives.
Goal/Objective Driven (plan for instruction and integrate throughout the school day in all content areas)	Team Meetings	On Going	Meeting Opportunities (ACE Days) Goal Sharing- w/in 2weeks of new IEP.	Bridges Team	On quarterly progress reports, 80% of students in the Bridges Program will be making sufficient progress or mastered annual goal on behavior related objectives.