

Quincy Junior High School Improvement Plan Summary 2013-14

Indicator: P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.

Goal: Throughout the 2013-14 school year, instructional staff members (certified and classified staff working with students in classrooms) will consistently use research-based classroom strategies that meet the vocabulary development needs English Language Learners such as: Cognitive Content Dictionaries, content specific Word Walls, Cornell Notes as measured through classroom walkthrough data and collaborative department meeting notes.

Task:

- A portion of department collaboration will be dedicated to the discussion /sharing/dissemination/enrichment vocabulary strategies being utilized by members of the department.

Indicator: P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.

Goal: Throughout the 2013/14 staff will develop and identify useful data collection strategies in order to determine more accurately the effectiveness of extended learning time programs.

Tasks:

- Develop a system to monitor the effectiveness of the math exploratory intervention program.
- Explore options to increase flexibility in the math exploratory intervention program.
- Develop a system to use data to determine effectiveness of the after-school tutorial for ELL students.
- Analyze current reading/math intervention program to develop a clearly defined instructional focus to better meet the needs of ELL students.

Indicator: P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Goal: During the 2013/14 school year, QJHS staff will seek to increase the use of individualized classroom instruction by 10% as measured by ongoing Classroom Walk-through Observations.

Tasks:

- Time will be allotted for staff to view videos that demonstrate classroom differentiation using: iObersvation (Marzano) TeacherTube, Success in the Core.
- Develop a classroom walkthrough collection sheet with a focus of instructional strategies used in differentiating instruction.

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Indicator: P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

Goal: Department level instructional teams will use student learning data to address strengths and weaknesses of the curriculum in order to make modifications to instructional strategies as needed.

Tasks:

- Departments will submit agendas and minutes documenting review of data and modifications to instructional strategies.
- Department teams will develop assessments linked to common core standards.

Indicator: P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being).

Goal: Quincy Jr. High will show a safe supportive environment demonstrated through the continued reduction of discipline referrals.

Tasks:

- Review and more clearly articulate the building academic and behavioral RTI plan.
- Review counselor and dean of student roles and responsibilities.
- Explore SPARK grant and apply. (a grant to provide an opportunity to plan and implement programs to support students exhibiting early warning signs academically and behaviorally).
- Quarterly review of overall disciplinary referrals and types of offences.

Indicator: P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).

Goal: Using a pre/post survey staff will measure parent's understanding of the connection between the home and school and how to best support their student's learning success.

Tasks:

- Conduct Compact night with specific information for AVID and ELL families.
- Develop the specific information to be included at the compact night regarding how parents can support their student at home and school.
- Develop the pre/post survey to measure parent's understanding of how they can support their student at home and school.
- Explore the development of a parent "academy" to provide them with the skills necessary to be successful at the Jr. High and beyond.