

Southside Junior High School Improvement Plan

Baseline 2017: 57.5% in ELA were Ready/ Exceeding, 38% in Math were Ready/ Exceeding.

2018 ELA: 61.75%.

2018 Math: 44%

Projected goals: ELA – 2019: 66%, 2020: 70.25%, 2021: 74.5%, 2022: 78.75%

Math – 2019:50%, 2020: 56%, 2021: 62%, 2022: 68%

Each year in August and December, intervention groups will be established based on evidence from ACT Aspire, MAP, and i-Ready assessments. Math groups will meet weekly and use personalized learning paths developed through i-Ready Math. Daily reading groups will be scheduled by semester and informed by Ready Reading instruction. Quarterly, groups will be adjusted for intervention classes in reading, Success Friday classes in math, and book club/literature circle groups by administration and Team Lead Teachers.

ACT Aspire Interim Assessments will be used throughout the school year in math, English, and science classes to inform rigor needs and content strengths/ weaknesses.

Weekly, data from walk-throughs will be analyzed by administration and disaggregated with PLCs bi-quarterly. PLCs will develop intervention plans based on assessment data in August with the addition of walk-through data in December.

MAP data will be analyzed beginning/ middle/ end of year to inform classroom instruction with adjustments described in PGP reflections.

Teacher weekly lesson plans will reflect small group instruction based on data. Unit plans will include plans for anticipated differentiation.

Professional Development for content areas, classroom management, and student engagement will be provided to teachers based on needs during the summer and supported within the school year. Best Practices in the Art of Teaching will be rehearsed with all teachers in August and in PLCs throughout the school year.