



2013-16 Executive Summary

School Improvement Plan

School Name: Little Mill Middle School

| AdvancED Standards | FCS Departments | | |
|--|-----------------------------|---------------------------------------|-------------------------------------|
| Purpose and Direction | Academics & Accountability | Human Resources | Superintendent |
| Governance and Leadership | Educational Leadership | Public Information and Communications | Technology and Information Services |
| Teaching and Assessing for Learning | Facilities and Operations | School Safety and Discipline | Transportation |
| Resources and Support Systems | Finance and Operations | Special Education | |
| Using Results for Continuous Improvement | Food and Nutrition Services | Student Support Services | |

| Continuous Improvement Goal | AdvancED Standards | Support from FCS Department(s) |
|--|---|--|
| Little Mill will improve the culture and climate of the school community. | Purpose and Direction: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. | Walkthroughs by A and A or Educational Leadership to assess the climate and culture of our school. |
| Little Mill will improve student performance in all five academic content areas. | Teaching and Assessing for Learning: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. | Maintain open communication from A and A about updates/changes to the CCRPI; continue to provide clarification on the middle school readiness indicators |



Annual School Improvement Plan

Continuous Improvement Goal: Little Mill will improve the culture and climate of the school community.

SMART Goal: Little Mill will build a school culture committed to clear communication, building positive relationships and practicing mutual respect. This goal will be measured by increasing the number of positive responses on student, staff, and parent surveys.

School Name: Little Mill Middle School School Year: 2013-2014

| AdvancED Standards (check all that apply) | | | | |
|---|--|--|-----------------|--|
| X Purpose and Direction _____ Governance and Leadership _____ Teaching and Assessing for Learning _____ Resources and Support Systems _____ Using Results for Continuous Improvement | Actions, Strategies and Interventions (Includes Professional Learning Plan) | Impact on Student and Adult Behavior ("If...then..." Statements) | Timeline | Resources Needed? Who is Responsible? |
| AdvancED Standard(s) | | | | |
| Purpose and Direction: The school maintains and communicates a purpose and directions that commit to high expectations for learning as well shared values and beliefs about teaching and learning. | Implement a new student behavior and incentive program and track its effectiveness by reviewing nine week tracking sheets and the number of school discipline referrals. | If we implement our new discipline plan which includes rewards for good behavior and deterrents for poor behavior, then school climate will improve. | 1-3 years | All faculty and staff Leadership Team |
| | Implement clearer and more consistent communication throughout the school community by publishing a monthly newsletter, hosting at least one parent event per month, communicating with the PTSA and LSC, and maintaining teacher and administrator call logs. | If we communicate clearly and completely, then students, staff, and parents will respond positively to being better informed and engaged in the school community | 1-3 years | All faculty and staff Leadership Team Parent organizations/groups (e.g. PTSA, LSC) Student groups (e.g. homeroom ambassadors, Student Council) |

AdvancED Standards
(check all that apply)

- Purpose and Direction
- Governance and Leadership
- Teaching and Assessing for Learning
- Resources and Support Systems
- Using Results for Continuous Improvement



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|----------------------|---|---|-----------|--|
| | Implement relevant and ongoing professional learning focused on three improvement areas: student engagement through technology; differentiated instruction; and classroom culture. | If we implement relevant and ongoing professional learning, teachers will improve their ability to provide meaningful and engaging work resulting in higher job satisfaction. | 1-3 years | Discussion boards, blogs, etc. Administrative Team Graduation Coach Instructional Technology Specialist Leadership Team Faculty and Staff |
| | Continue to foster involvement of volunteers through the newly chartered PTSA by meeting monthly with the PTSA Board, tracking volunteer hours, and encouraging PTSA attendance at all school events. | If we engage and include volunteers, they will have a positive attitude which radiates throughout the school community. | 1-3 years | Faculty and Staff Parent Teacher Student Association Local School Council Parents at Large |

AdvancED Standards
(check all that apply)

- Purpose and Direction
- Governance and Leadership
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- Resources and Support Systems
- Using Results for Continuous Improvement



Annual School Improvement Plan

Continuous Improvement Goal: Little Mill will improve student performance in all five academic content areas.

SMART Goal: Little Mill will increase our CCRPI achievement score to 70 points and increase our progress score to 15 points.

School Name: Little Mill Middle School School Year: 2013-2014

| AdvancED Standard(s) | Actions, Strategies and Interventions (Includes Professional Learning Plan) | Impact on Student and Adult Behavior ("If...then..." Statements) | Timeline | Resources Needed? Who is Responsible? |
|---|--|--|------------------|---|
| <p>Teaching and Assessing for Learning: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.</p> | <p>Develop and administer common formative and summative assessments in all subject areas</p> | <p>If teachers align standards to common formative and summative assessments, then teacher understanding of standards will increase leading to improved student achievement.</p> | <p>1-3 years</p> | <p>Administrative Team Certified Teachers</p> |
| | <p>Develop and administer performance based assessments (at least one per nine weeks in each content area)</p> | <p>If we develop and administer performance based assessments, our students will be adequately prepared for the state assessments which will improve student performance on these assessments.</p> | <p>1-3 years</p> | <p>Administrative Team Certified Teachers</p> |

AdvancED Standards
(check all that apply)

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|----------------------|--|---|-----------|--|
| | Implement relevant and ongoing professional learning focused on three improvement areas: student engagement through technology; differentiated instruction; and classroom culture. | If we implement professional learning focus groups on student engagement through technology, differentiated instruction and classroom culture, then teachers will become proficient in these areas resulting in improved student achievement. | 1-3 years | All faculty and staff to include administrative team and teacher leaders |
| | Implement Professional Learning Communities/Team Tuesdays to improve teacher access to and conversation about relevant data which informs instruction | If we implement Professional Learning Communities/Team Tuesdays, then teachers will utilize data to inform their instruction thus improving student achievement | 1-3 years | All certified staff to include administrative team |

AdvancED Standards
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|----------------------|---|--|-----------|--|
| | Each teacher will select at least three students on which to focus: at least one to move from did not meet to meet; at least one to move from meet to exceed; and at least one with whom to build a personal relationship | If teachers identify specific students to target for improved achievement and quality relationships, then those students will demonstrate improved academic achievement as measured by the CRCT. | 1-3 years | All faculty and staff |




2013-14 Professional Learning Plan for School Improvement Planning

School Name: Little Mill Middle School

| Professional Learning Goal(s): | Connection to Continuous Improvement Goal(s): |
|--|--|
| Little Mill staff will participate in focused, ongoing professional development in three areas identified by student surveys, GAPSS, and CRPPI | By participating in yearlong focus groups, staff will have the opportunity to learn and develop skills that will increase student achievement as well as improve school climate. |

| Date | # Hours | Description of Learning Activities |
|---|----------|--|
| August 1 <i>Pre-Planning (School)</i> | 4.5 | Staff participated in presentation on ways to increase student engagement and foster a positive school climate with Adam Dovico from Ron Clark Academy. |
| August 2 <i>Pre-Planning (District)</i> | 3.5 3 | Staff participated in district level collaboration. Staff returned to school and had time to plan and collaborate with grade level and subject area peers. |
| August 5 <i>Pre-Planning</i> | 5 | Staff participated in grade level, subject area collaboration focused on presenting a positive school culture when parents arrived for Open House. |
| August 6 <i>Pre-Planning</i> | 3 1 | Introduction to staff of the new Positive Behavior Program we will implement this year. Staff participated in rotations to address all areas of implementation. Staff contributed to ideas for advisement lessons that will support our behavior program as well as lessons for building positive school climate and culture. |
| August 7 <i>Pre-Planning</i> | 1 2 | Staff participated in a presentation of effective co-teaching strategies designed to support our professional development focus of differentiation in the classroom and fostering a positive learning environment. Teacher leaders presented information from summer professional learning related to Data Teams, Common Formative Assessments, and Performance Based Learning. All three areas support our professional learning focus groups. |
| August 28 <i>Early Release/Prof. Dev. (School)</i> | 1 1 | Teachers will be introduced to TKES and will share ideas for ways this evaluation system and the resulting feedback will support student achievement. Professional learning focus groups will meet to review their first learning assignment and share ideas for implementation in the classroom. |
| September 18 <i>Early Release/Prof. Dev. (District)</i> | 3 | Staff will participate in district level collaboration. |



| | | |
|---|-----------|---|
| January 6 <i>Prof. Dev. Day (School)</i> | 2 | Professional learning focus groups will meet to review their goals from first semester and establish new goals for second semester. Information will be shared with other focus groups. Staff will participate in subject area and grade level collaboration. |
| | 3 | |
| February 14 <i>Prof. Dev. Day (District a.m.)</i> | 3 | Staff will participate in district level collaboration. Staff will collaborate with subject area or grade level peers to review data from interim assessments and set goals focused on increasing student engagement and achievement. |
| | 3 | |
| May 27 <i>Post-Planning</i> | 4 | Staff will review year long data related to the behavior plan, interim assessments, and professional learning focus groups. Student and parents survey data will also be considered as we measure improvements to school culture and climate. |
| May 28 <i>Post-Planning</i> | 3 | Professional learning focus groups will share with all staff the goals achieved by each group. Staff will select the group with which they will participate the following school year. |
| Total Hours: | 47 | |

