Ashland Middle School
Ashland School District
School Improvement Plan (SIP) for 2019 - 2020

The School Improvement Plan (SIP) is a document outlining the status of the school's student achievement. It is revised annually based on the achievement of the previous school year and trends for recent school years. The SIP should align to the Oregon Department of Education (ODE) Multi-tiered Support Systems (MTSS) model. This alignment will ensure students are receiving differentiated instruction based on their academic and social needs.

The SIP lists the district goals, the school vision/mission statement and the quantitative academic and behavioral goals for the upcoming school year. It aligns with the MTSS model in that it allows the school to monitor reading, math, and behavior data.

Ashland School District Goals for 2018-2023:

1. **Improve Student Achievement.**
2. **Increase the Recruitment and Retention of High Quality and Culturally Diverse Staff.**
3. **Create and Maintain a Safe, Welcoming, Supportive and Inclusive Environment of all Students and Staff.**

School Vision/Mission Statement:

The Ashland Middle School community embraces lifelong learning through cooperation, innovation, and discovery. The staff at AMS is committed to providing each student with a safe, engaging, and rigorous learning experience.

* A facilitator will bring the group together to ensure the work gets done and will have the bottom line accountability.
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Note: A1, A2, A3 = Activity 1, Activity 2, Activity 3 (Add or subtract activities, depending on how many activities are needed to achieve a strategy)

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GOAL 1: Improve Student Achievement

SMART GOAL: 93% Student Graduation by 2023

	Key Indicator	Whom*	By When	Success Rating (G or Y)**
SMART Goal for Reading: 100% of AMS students will improve on the English Language Arts Smarter Balanced Assessment. All students below a Level 3 will improve at least one level, while all other students will perform at a Level 3 or higher.				
Strategy 1: *English Language Arts teachers will track and analyze data and draw conclusions to adjust instruction to leverage student growth.*				
A1: Provide teachers access to updated 2019-2020 real time student performance and growth data on proficiency levels.	Teachers will have access through SES to their student proficiency data (benchmark and growth).	Admin	Ongoing	
A2: Analyze data to identify student skills to re-teach in Tier I and Tier II.	Students will be grouped in classrooms to address/meet their differing PBG needs. Trend lines will show increases in the number of students reaching overall proficiency cut mark (55%).	Teachers	Ongoing	
A3: Analyze data to inform student placement in support programs including INC, ASC, and/or targeted study skills or organizational classes.	Teams use student performance data to determine INC offerings and place students accordingly. Trend lines will show increases in the number of students reaching overall proficiency cut mark (55%).	Teachers	Ongoing	
Strategy 2: *English Language Arts teachers will identify and clearly articulate Essential Learnings, give students a clear sense of purpose and show students exactly what's expected by posting essential questions, goals, rubrics and exemplars of proficient work.*				
A1: Teachers will have clearly articulated, posted and referenced daily, learning targets/Supportive Learnings in each lesson taught.	When asked, students will be able to articulate the learning target / supportive learning they are focusing on in any given lesson.	Teachers	Ongoing	
A2: Teachers will use rubrics to articulate student learning targets, help students set individual learning goals, and self-assess their work.	Rubrics will be posted in classrooms or actively used during the lesson.	Teachers	Ongoing	

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SMART Goal for Math: 100% of AMS students will improve on the Math Smarter Balanced Assessment. All students below a Level 3 will improve at least one level, while all other students will perform at a Level 3 or higher.				
Strategy 1: *Math teachers will track and analyze data and draw conclusions to adjust instruction to leverage student growth.*				
A1: Provide teachers access to updated 2019-2020 real time student performance and growth data on proficiency levels.	Teachers will have access through SES to their student proficiency data (benchmark and growth).	Admin	Ongoing	
A2: Analyze data to identify student skills to re-teach in Tier I and Tier II.	Students will be grouped in classrooms to address/meet their differing PBG needs. Trend lines will show increases in the number of students reaching overall proficiency cut mark (65%).	Teachers	Ongoing	
A3: Analyze data to inform student placement in support programs including INC, ASC, and/or targeted study skills or organizational classes.	Teams use student performance data to determine INC offerings and place students accordingly. Trend lines will show increases in the number of students reaching overall proficiency cut mark (65%).	Teachers	Ongoing	
A4: All AMS Math teachers will participate in Teacher Development Group (TDG) math Professional development.	Teachers will attend a week long summer PD. Admin and math teachers will participate in the TDG Math PD and coaching throughout the school year.	Teachers and Admin	Ongoing	
Strategy 2: *Math teachers will identify and clearly articulate Essential Learnings, give students a clear sense of purpose and show students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.*				
A1: Teachers will have clearly articulated, posted, and referenced daily learning targets/Supportive Learnings in each lesson taught.	When asked, students will be able to articulate the learning target / supportive learning they are focusing on in any given lesson.	Teachers	Ongoing	
A2: Teachers will use rubrics to articulate student learning targets, help students set individual learning goals, and self-assess their work.	Rubrics will be posted in classrooms or actively used during the lesson.	Teachers	Ongoing	
SMART Goal for All Content Areas: 100% of students will reach 100% proficient or better in their overall school-wide proficiency report.				
Strategy 1: *All content area teachers will track and analyze data, draw conclusions to adjust instruction to leverage student growth.*				
A1: Provide teachers access to updated 2019-2020 real time student performance and growth data on proficiency levels.	Teachers will have access through SES to their student proficiency data (benchmark and growth).	Admin	Ongoing	
A2: Analyze data to identify student skills to reteach in Tier I and Tier II.	Students will be grouped in classrooms to address/meet their	Teachers	Ongoing	

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	differing PBG needs. Trend lines will show increases in the number of students reaching overall proficiency cut mark (55%).			
A3: Analyze data to inform student placement in support programs including INC, ASC, and/or targeted study skills or organizational classes.	Teams use student performance data to determine INC offerings and place students accordingly. Trend lines will show increases in the number of students reaching overall proficiency cut mark (55%).	Teachers	Ongoing	

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GOAL 2: Increase the Recruitment and Retention of High Quality and Culturally Diverse Staff

SMART GOAL: The cultural diversity of our staff will match the cultural diversity of our students by 2023.				
	Key Indicator	**Whom***	**By When**	**Success Rating (G or Y)****
Strategy 1: AMS will pro-actively promote classified and certificated openings and recruit culturally diverse candidates.				
A1: Identify culturally diverse candidates from teacher certification programs across the country.	Reach out to credentialing programs to acquire list and contact info of graduating MAT students.	Admin	Ongoing	
A2: Communicate directly with culturally diverse candidates to inform them of openings at AMS.	Contact culturally diverse candidates individually and directly through email and phone calls to promote AMS openings and encourage them to apply.	Admin	Ongoing	
A3:				
A4:				
Strategy 2: Provide AMS staff with high quality Equity, Diversity and Inclusion Professional Development to create a community that is welcoming and supportive of culturally diverse candidates.				
A1: Implement strategy 4 of the goal 3 from the AMS SIP.	Staff participation in EDI PD	Admin	Ongoing	

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GOAL 3: Create and maintain a safe, welcoming, supportive and inclusive environment of all students and staff

SMART GOAL: All students and staff will report a "welcoming, supportive, and inclusive environment" by 2023.

	Key Indicator	Whom*	By When	Success Rating (G or Y)**
Strategy 1: All AMS staff will implement school wide Positive Behavior Intervention Supports (PBIS).				
A1: All staff will receive appropriate professional development on the AMS PBIS model.	PBIS team meetings and staff trainings.	PBIS Team and Admin	Ongoing	
A2: All students will be trained on school-wide expectations three times a year.	PBIS expectation station trainings three times a year.	Education Assistants	September, December, March	
A3: Monthly discipline data team meetings reviewing school-wide discipline data resulting in action items to target problem areas, behaviors, etc.	Monthly meetings with specific action items.	PBIS Team	Each Trimester	
Strategy 2: Student and staff surveys.				
A1: All teachers will administer the AMS Teacher Feedback Survey to each of their classes.	Students will complete teacher surveys.	Students and Teachers	March	
A2: All students will complete the AMS School Climate Survey.	90% student participation rate on AMS School Climate Survey.	Students	January	
A3: PBIS team will analyze AMS School Climate Survey results and use the data to inform the AMS PBIS model and professional development.	Changes to the AMS PBIS model and targeted professional development.	PBIS Team	March-April	
Strategy 3: Revise and continue implementation of AMS Equity, Diversity, Inclusion Plan.				
A1: Review and revise the AMS Equity, Diversity, Inclusion Plan.	Revised AMS Equity, Diversity, Inclusion Plan.	Admin and Teacher Leaders	November 15	

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A2: Communicate and publish revised AMS Equity, Diversity, Inclusion Plan to stakeholders.	Revised EDI Plan sent out to stakeholders and published on website.	Admin	December 1	
A3: Implement goals of EDI Plan.	See EDI Plan.	Admin and Teachers	Ongoing	
Strategy 4: Continued staff and student education/training in equity, diversity, inclusion, cultural agility, implicit bias, and hate speech.				
A1: All staff will read White Fragility by Robin Diangelo and participate in ongoing professional development through facilitated activities and discussions of the book.	Staff Participation in EDI professional development.	Admin and Teachers	Ongoing	

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