SIP

Freeport Middle School		Resources
		5 Essentials, Discipline/PBIS Data, Survey Data

Provide Your priority Description (Using a SMART GOAL format)	Root Cause What are the root causes of the situation within our sphere of control.	Possible Solutions Potential ways to solve or correct the root cause.
By the end of 2020 - 2021 school year, FMS will create a positive culture where students feel connected to school as well as emotionally and physically safe in the learning environment by moving up at least one level from least to average in the Supportive Environment as measured by the 5 Essentials Survey. We will do this by providing FMS staff with strategies to implement norms, expectations, and practices that will foster a safe and positive learning environment for all students and all staff. In addition, we will engage students in activities that will promote leadership, voice, and agency across demographics.	- Lack of student-teacher trust based on the 5 essential survey (6 out of 100) - Students don't feel safe at FMS based on the 5 Essential survey (9 out of 100) - Staff lack of culture relevant training - Students do not readily use non-violent conflict resolution. - Lack of awareness of MTSS protocols and availability of resource files to staff - Inconsistent follow through with misbehavior. - Lack of awareness and resources related to social-emotional wellbeing for staff and students. - Staff (admin, teachers, and support staff) lack of sufficient knowledge of educational imperatives and related best practices for African American students - All staff and students have insufficient knowledge and understanding of a set of shared core values and to the school environment	- Reshare, review and reteach expectations for staff use of MTSS protocols and restorative practices - Update and teach usage of forms to report incidents of bullying - Review data for APAD and ATS - Review and ensure discipline assigned aligns with district policies - Provide AVID training and monitoring of engaging and culturally relevant practices when interacting with scholars - Provide professional development and monitor the use of best practices that lead to successful outcomes for African American students - Monitor numbers of students in extracurricular activities - Continue developing a safe and positive learning environment (Tier 1) with ULLC learning partner. - Engage students in activities that support leadership development, agency, and voice ex.. Town Halls, Cross Group collaboration on Critical issues

If we...	Then...	Which leads to....
If we create a positive and safe learning environment by utilizing strong data systems that include progress monitoring of strategies and focus on evidence based practices that we will incorporate time for reflection and modeling.	then we will see FMS integrating social and emotional and academic learning in the classroom and school community	and all students are (1) well prepared for college and careers, (2) use nonviolent conflict resolution, and all staff and students can understand and relate/identify to other ethnicities and cultures. We will increase from least to average in the Supportive Environment on the 5 Essentials survey.

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Provide Your priority Description (Using a SMART GOAL format)	**Root Cause** What are the root causes of the situation within our sphere of control.	**Possible Solutions** Potential ways to solve or correct the root cause.
By the end of 2020 - 2021, FMS 7th and 8th grade students who meet or exceed benchmarks will increase from 53% to 62% for ELA MAP and 7th and 8th grade students who meet or exceed proficiency on the IAR test will increase from 9% to 20%. We will do this by providing FMS 7th and 8th grade students with culturally relevant, complex tasks, standard based instruction aligned to ELA Common Core Standards. We will do this by improving level of questioning, inquiry, continuous progress monitoring of teacher made assessments, students' sample work assignments, and district wide assessments in ELA.	1. Staff has begun to look at Tier 1 instruction to increase an understanding of the Schoolwide framework which supports the CCSS. 2. We have a lack of protocols to look at student work to progress monitor instruction. 3. We do not have a shared format for teaching writing in ELA, science, and social studies. 4. Schoolwide instruction is inconsistent due to lack of a block of time to be able to work inside of the curriculum with meaning. 5. Students are not provided enough opportunities to practice writing a response electronically in a timed-writing setting.	1. Analyze the alignment of the schoolwide framework with the CCSS. Analyze supplemental materials for alignment with CCSS, cultural relevance, availability, and rigor. 2. Create common rubrics and assessments to monitor student work. Create protocols for monitoring student work (weekly, bi-monthly). This may include learning the process of inter-rater reliability. 3. The Science and Social Studies teachers will meet with the ELA teachers to learn how writing is taught, then work out a plan for writing practice in the content areas. 4. ELA teachers will look through the Schoolwide program and the CCSS. They will decide, then teach the lessons that are most critical for reading growth. 5. Students will practice writing a response electronically during the months of January - March.
If we...	Then...	Which leads to....
If the ELA teachers are able to spend time with the Social Studies, and Science teachers to discuss reading and writing practices that could benefit students, and by having the content area teachers practice these strategies/methods with their students... If the Freeport School District 145 could provide opportunities for staff in ELA, Social Studies and Science to receive Schoolwide training in writing... If students are provided with timed practice writings during tech/computer class and cross curricular classes ...	then the 7th and 8th grade students at FMS will increase their ELA MAP scores and will meet or exceed their IAR scores. then students' reading and writing will improve. then students will get practice with timed writings so that they are prepared for the IAR test.	By June of 2020, 80% of the ELA, Science, and Social Studies teachers will have received Schoolwide professional development for the writing program. After each professional development is attended, teachers will incorporate literacy strategies into their classes on a weekly basis. By having all students write each week in different content area classes, 7th and 8th grade students will be able to raise their IAR scores from 9% to 20% on both of the reading and language state tests.

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By the end of 2020 - 2021, FMS 7th and 8th grade students who meet or exceed benchmarks will increase from 53% to 62% for mathematics MAP and 7th and 8th grade students who meet or exceed proficiency on the mathematics IAR test will increase from 9% to 20%. We will do this by providing rigorous, revelant, real world scenarios standard based, highly engaging aligned Math instruction to FMS 7th and 8th grade students. We will do this by continuous progress monitoring of teacher assessments, students' sample work assignments, and district wide assessment in Math.	Alignment between CCSS Math and CPM (College Preparatory Math program) need to ensure students are mastering key concepts before IAR testing Received initial training for CPM occurred.; but additional coaching and modeling for all math staff is needed during the school Lack of implementation of math instructional strategies and collaborative study team strategies to engage students during math instruction Not enough differentiation occurring in the classroom based on students' interest level and abilities No formal process for creating teacher assessment using CPM test bank questions No pre or post assessment given to students to determine initial understanding of students' math levels There are data conversations; but a more defined process to review and analysis teacher assessment, MAP Math and IAR data is needed More work needs to occur with student goal setting and progress monitoring of them Teacher-Student Relationships	Align CCSS Math and CPM curriculum using calendar that will pace out instructional lessons, monitor implementation of the lessons and make necessary adjustments Work with CPM coach and ULLC with instructional planning and modeling of math talks and collaborative study team strategies in the classroom Provide opportunities for staff to model math talks and collaborative team strategies in their classroom and receive feedback Staff and admin design a data review process for teacher assessment, MAP Math and IAR test (data collection, item analysis, progress monitoring and action plan) Administer a pre and post assessment test before every standard/unit is taught Organize a process for goal setting and process monitoring for students Tour college, universities, and trade schools to learn the importance of Math and Reading skills and grades as it relates to post-secondary education Building Positive Teacher-Student Relationships Reciprocal Teaching Develop high expectations for each students Teaching learning strategies

If we...	Then...	Which leads to....
If we create a rigorous, revelenat, highly engaging math learning environment based on data results from MAP and IAR while including instructional levels and interest of FMS 7th and 8th grade students	then we will see FMS 7th and 8th grade students increase their MAP math score and increase their proficiency level score for IAR.	all students are (1) activley participating in an engaging math learning environment, and (2) data is used to drive math instruction for 7th and 8th grade students.

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By the end of 2020 - 2021 school year, FMS will continue to develop a collaborative positive and trusting relationship with families and students to provide the support and necessary resources to reduce chronic absenteeism from 29% to 20%. We will do this by providing staff, families, students with strategies to ensure that students are in school everyday.	- Parents and students are not aware of the FSD145/ FMS attendance policy and procedure - Poor communication from FMS in regards to available resources to assist students and parents with needs that are affecting students' attendance - Staff lack the knowledge and support for FMS current attendance policy - FMS needs to continue to work on creating collaborative meetings and conversations with parents - Parents lack trust with FMS staff and admin Lack of consistent positive staff relationships with students and parents that will encourage students' attendance - Lack of after-school activities with FMS families to promote a more collaborative positive relationship with families and students - Lack of connection with chronically absent students at FMS - Limited opportunities to show school spirit and pride	- Provide monthly communication with parents and students as it relates to attendance - Review data on chronically absent students; develop and implement a process to support and monitor chronically absent students and families - Conduct PD training for staff about attendance and continue to provide strategies to assist with positive learning climate - Organize focus groups to discuss concerns about attendance - Implement mentoring groups to provide additional support - Organize resources and provide monthly communication to parents and students - Organize positive friendly student and family engagement nights that will build a trusting environment - Organize school spirit and pride activities and events that will encourage students' attendance
If we...	Then...	Which leads to....
If we create a positive and trusting environment by providing additional supplemental resources to FMS families, encouraging more positive staff support, and increase opportunities to actively engage in family activities at FMS	then we will see FMS students who are chronically absent at school attend school and become more involved in the FMS school community	all chronically absent students are attending school and are engaged in a positive, trusting environment. We will see a reduction in chronic absenteeism by 20% by the end of 2021 school.