

**Maine-Endwell Middle School
2017-18 Academic Improvement Plan**

Performance Targets	Performance measure	2014	2015	2016	2018 target
	Gr. 6 – 8: % proficient (NYS ELA assessment)				
	All students	32	40	41	50
	Economically disadvantaged	15	20	18	30
	Students with disabilities	2	4	3	10
	Gr. 6 – 8: % proficient (NYS math assessment)				
	All students	32	40	39	50
	Economically disadvantaged	16	25	20	30
	Students with disabilities	6	6	4	10
	Algebra 1 (Common Core) Regents: % mastery (level 5)	21	35	69	70
	Earth Science Regents: % mastery (>=85)	88	81	71	90
	Gr. 8 Science: % proficient	85	86	81	90
2017 - 2018 Activities	Implement Gr. 6 – 8 programs that provide rigorous, aligned curriculum and enrichment opportunities for all students.				
	Action Steps	Owner		Due	
	<ul style="list-style-type: none"> • Continue teaming in Grade 6: <ul style="list-style-type: none"> • Identify the negative implications for non-team teachers who teach enrichment and how can they be eliminated or mitigated? • What are possible creative scheduling options? Explore how can we build a schedule that includes 6th grade teaming and an enrichment period that (a) doesn't negatively impact special areas, (b) keeps specials on team and (c) keeps class size manageable so as not to negatively impact students' experience in the classroom? <ul style="list-style-type: none"> • Could paraprofessionals be used to cover non-instructional duties? 	Enrichment teams		8/2017	

	<ul style="list-style-type: none"> Identify positives and negatives of the enrichment course structure and curriculum. Should we modify the enrichment schedule to allow for guided academic time 1 or 2 X /6 as necessary to meet student needs? Based on the above, review and modify the enrichment course curriculum. 	Enrichment teams	8/2017
	<ul style="list-style-type: none"> Consider the future implementation of teaming building-wide (grade 7 & 8). Research, identify and propose enrichment, acceleration, LOTE or elective opportunities for grade 7 & 8. 	Principal Super-intendent BOE	2018-19
Implement curriculum, instruction and interventions that promote academic achievement for students with disabilities and economically disadvantaged students.			
	<ul style="list-style-type: none"> Review SIRs 361 Report to identify chronically absent students. Determine available interventions for identified students. Research and select additional interventions to prevent chronic absence. 	Rick ITS SST	9/2017 & quarterly
	<ul style="list-style-type: none"> Explore how to provide 12:1:1/15:1 students math and ELA labs: <ul style="list-style-type: none"> Work with guidance on individual student schedules. Where students cannot be accommodated into a lab, look at ways to utilize the Spartan Room to meet their needs. 	Marissa Guidance Spec Ed	Spring 2017
	<ul style="list-style-type: none"> Achieve 100% participation in one or more extra-curricular activities: <ul style="list-style-type: none"> Promote extra-curricular activities available. Survey students to identify activities that each student participates and track results in a spreadsheet. Identify non-participants and encourage their participation. 	Michelle Guidance	9/2017 & quarterly
Further refine and improve our Response to Intervention program.			
	<ul style="list-style-type: none"> Recruit an RTI teacher team. 	Leadership team	9/2017
	<ul style="list-style-type: none"> Clarify the RTI process. Identify level 1, 2 and 3 interventions at Maine Endwell Middle School. 	Leadership team	6/2018
	<ul style="list-style-type: none"> Review the SIRS-361 chronic absence report and course failure list: <ul style="list-style-type: none"> Identify trends See if chronic absence correlates to course failure Verify if students on either list are receiving appropriate interventions Determine whether either measure should be added to the performance table 	Leadership team Michelle	9/2017 – 6/2018

	Continue to implement Ken William’s Essential Standards.		
	<ul style="list-style-type: none"> Complete all department meetings to develop the Essential Standards. 	Depts.	4/30/17
	<ul style="list-style-type: none"> Develop new – or modify existing – common formative and summative assessments and resources. 	Each dept.	Summer 2017
	<ul style="list-style-type: none"> Share, compare and align the essential standards vertically on dedicated professional development days. 	Depts. building & districtwide	9/2017 – 6/2018
	Integrate technology to enhance and enrich instruction and learning: prepare for the possibility of implementing 1:1 devices¹.		
	<ul style="list-style-type: none"> Form a 1:1 device committee. 	Rick Tim Miller J. Gallagher	4/1/17
	<ul style="list-style-type: none"> Research schools that have successfully implemented 1:1 devices. Decide what our 1:1 device plan will look like in grade 6, 7 and 8: protocols, expectations, procedures and logistics. Identify and schedule required teacher and student training. 	1:1 device committee	6/30/17
	<ul style="list-style-type: none"> Implement 1:1 device plan: <ul style="list-style-type: none"> Review classroom expectations and routines. Deliver student training. 	1:1 device committee Teachers	9/2017 & ongoing
	<ul style="list-style-type: none"> Continue to identify and schedule teacher professional development. 	1:1 device committee Teachers	Ongoing

¹ This plan is in draft form. The timescales in the draft plan assume that sufficient numbers of Chromebooks have been acquired through winning grant applications.