



PARKER MIDDLE SCHOOL

School: Parker Middle School			School Year: 2019-2020		
<p>Student Learning SMART Goal # 1 <i>By June 2020, the percentage of reading student in the At Risk For Tier 3 intervention will decrease from 23% to 11% as measured by the iReady End of Year Diagnostic Assessment.</i></p> <p>Student Learning SMART Goal # 2 <i>By June 2020, the percentage of mathematics students in the At Risk For Tier 3 intervention will decrease from 15% to 7% as measured by the iReady End of Year Diagnostic Assessment.</i></p>					
Strategy #1: Training and support.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Implement and participate in ongoing training for teachers in use of iReady and support teachers during benchmark testing. (Fall-spring 2019-2020)	<ul style="list-style-type: none"> iReady Universal Screener Platform Testing Schedule 	Continue to support staff growth and development in iReady implementation.	<ul style="list-style-type: none"> Department Coordinator Building Admin 	Fall - Spring	
Utilize PD time to deepen teacher knowledge and understanding of the reports available from the program. (Fall-spring 2019-2020)	<ul style="list-style-type: none"> Professional Development time. 	Continue to support staff growth and development in iReady data analysis.	<ul style="list-style-type: none"> Department Coordinators Building Admin 	Fall - Spring	
Strategy #2: Focused professional development.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Utilize PD time for teachers to engage with the program and be afforded the opportunity to discuss developments and implementation of the program (Fall-spring 2019-2020)	<ul style="list-style-type: none"> Professional Development time. 	Continue to support staff growth and development in iReady data analysis and implementation.	<ul style="list-style-type: none"> Building Admin ELA Coordinator Math Coordinator 	Fall/Winter	

Survey teachers on their use of iReady and its effectiveness (Spring 2020)	<ul style="list-style-type: none"> • Survey instrument 	Gather and analyze teacher feedback.	<ul style="list-style-type: none"> • Building Admin • ELA Coordinator • Math Coordinator 	Fall-early winter	
Strategy #3: Evaluate intervention programs.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Support interventionists and coaches to deliver effective instruction for students.	<ul style="list-style-type: none"> • Varied curriculum materials. 	Support the growth and development of the interventionists and increase program effectiveness.	<ul style="list-style-type: none"> • Department Coordinators • Building admin. • Interventionists/ coaches 	Winter-Spring	
Gather feedback from interventionists and coaches.	<ul style="list-style-type: none"> • Survey instrument. 	Gather and analyze staff feedback.	<ul style="list-style-type: none"> • Building Admin • ELA Coordinator • Math Coordinator • Interventionists/ coaches 	Spring	
Measure student progress/movement between tiers.	<ul style="list-style-type: none"> • iReady Universal Screener Platform 	Analyze program effectiveness and examine student movement between tiers.	<ul style="list-style-type: none"> • Building Admin • ELA Coordinator • Math Coordinator • Interventionists/ coaches 	Spring	

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<p>Social Emotional SMART Goal: School Climate: Throughout the 2019-2020 school year, we will enhance our school wide Positive Behavioral Intervention Support System (PBIS) that will promote positive social, emotional, and academic behaviors.</p>					
Strategy #1: Strengthen school level commitment to supporting the effective implementation of tiered systems and practices.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Support PBIS facilitators in leading Parker's Tier 1 PBIS Leadership Team.	*Staff Volunteers from the PBIS Team.	PBIS/MTSS liaison to school and district administration, staff and community stakeholders. Guide team to oversee processes for developing and implementing school PBIS/MTSS initiatives.	*Parker Administration *Parker staff	Fall-Spring	
Provide ongoing support for facilitators to develop leadership skills.	*Distric MTSS consultant *MTSSTier 1 Team Manual	Ensure team is well-organized, has appropriate representation, and meetings are well facilitated. Ensure PBIS/MTSS data are gathered and reviewed regularly. Ensure PBIS/MTSS data are shared periodically with staff.	*Principal *Assistant Principal *Parker PBIS Tier 1 Team	Fall-Spring	
Establish meeting times, procedures, and maintain a record of planning and decisions.	*Distric MTSS consultant *MTSS Tier 1 Team Manual	Team operating procedures and action plan are developed and utilized.	*Principal *Assistant Principal *Parker PBIS Tier 1 Team	Fall-Spring	
Identify and provide professional development for tier 1 team members.	*Distric MTSS consultant *District MTSS *Professional development Session	MTSS and PBIS overview is provided and utilized to develop the mission of the team. Team members understand and share mission.	*Principal *Assistant Principal *Parker PBIS Tier 1 Team	Summer-Fall	

Assess readiness to implement Tier 2 systems and practices school wide.	*Distric MTSS consultant *Tiered Fidelity Inventory: School Assessment Survey	Readiness Criteria identified and baseline commitment rating established.	*Principal *Assistant Principal *Parker PBIS Tier 1 Team	Spring	
Strategy #2: Support the expansion of the behavioral support system by implementing programs developed by PBIS Subgroups.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Finalize and implement new “Parker Planner” developed by Executive Function subgroup.	*Parker Planner *Professional development *Staff input	Roll out new Parker Planner to all staff. Deliberately teach all students to use planner and monitor throughout year.	*Parker PBIS Tier 1 Team *Tier 1 team subgroups *All staff	Summer-Fall	
Finalize and implement “Student Homeroom Ambassador” program developed by Building Connections subgroup.	*Professional development *Staff Input *Student participation	Roll out Student Homeroom Ambassador program to all staff and students. Implement program. Monitor throughout year and adjust as needed.	*Parker PBIS Tier 1 Team *Tier 1 team subgroups *All staff	Fall-Spring	
Support/encourage staff to incorporate mindfulness strategies into classrooms.	*Professional development *Staff Input *Student participation	Utilize learned “mindful” strategies and practices introduced by Tier 1 subgroup. Support student social/emotional wellness through the academic process.	*Parker PBIS Tier 1 Team *Tier 1 team subgroups *All staff	Fall-Spring	
Develop an implementation plan to expand SEL into the behavioral support system for the 2020-2021 school year..	*Professional development *Research Material	Set up infrastructure to try out practices, work out details so that successful implementation can take place and be supported.	*Distric MTSS consultant *Parker PBIS Tier 1 Team *Tier 1 team subgroups	Spring	

Strategy #3: Provide professional development for all teachers in the area PBIS and social and emotional learning to support a common philosophy and language that build upon a school wide commitment to Tier 1 strategies and practices.					
<i>Action Steps</i>	<i>Resources Needed</i>	<i>Expected Outcomes: Program or Policy, Teacher Learning, Teacher Practice, and Student Learning.</i>	<i>Person(s) Responsible</i>	<i>Timeframe</i>	<i>Status</i>
Provide professional development for all staff in executive functioning.	*Executive Function expert. *Executive Function team.	Build Commitment to Tier 1 E.F for all students by establishing common philosophy, language, and understanding	*District MTSS consultant *Administration *Parker PBIS Tier 1 Team *All staff	Fall- Winter	
Develop and teach a behavioral matrix to identify positively-stated expected behaviors for key building locations.	PowerPoint *District MTSS consultant *Matrix	Review definitions of both Major and Minor disciplinary infractions, staff response to behavioral concerns and process/support for at risk students with repetitive behavioral concerns.	*District MTSS consultant *Administration *Parker PBIS Tier 1 Team *All staff	Fall	
Continue to explore Social-Emotional Learning (SEL) Curricula that pertain to emotional regulation/Stress management, Executive function, and building connections.	*Professional development workshops	Tier 1 team subgroups will have opportunity to attend workshops and other professional development opportunities. Subcommittees will have opportunity at Parker building based professional development to survey staff and explore practices and strategies.	*Principal *Assistant Principal	Fall - Spring	