| **Southeast Middle School 2024-2025 School Improvement Plan** | | | | | | | | | | | | | | | | |
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| **School Improvement Team Members** | | | | | | | | | | | | | | | | |
| **Name & Position** | | | | | | | | | | | | | | | | |
| * Michael Thomas, Principal * Jeremy Ellis, Assistant Principal * Mattalue Ellis, Assistant Principal * Steven Reeves, Parent * Kurtis Newlon, Student * Veronica Wicks-Pattman, Instructional Coach * Brandie Woolfolk, Teacher * Bethany Boyer, Teacher * Kyle Cardwell, Teacher * Constance Mann, Social Worker * Candace Taylor, Secretary | | | | | | | | | | | | | | | | |
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| ***Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.*** | | | | | | | | | | | | | | | | |
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| All stakeholders have been involved in completing the needs assessment and were provided the opportunity to review a variety of school data points and express their concerns regarding our schools’ needs. This school year, there will be three meetings for parents and other school community members to collect data about their needs. The staff members most directly involved in the writing and development of the plan are listed above. | | | | | | | | | | | | | | | | |
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| **Vision/Mission Statement** | | | | | | | | | | | | | | | | |
| **Mission:** Hazelwood Southeast Middle School is a collaborative community that ensures responsible 21st century learning through a growth mindset.  **Vision:** Hazelwood Southeast Middle School will actively engage students to become global problem-solvers through critical thinking and innovation. | | | | | | | | | | | | | | | | |
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| **Key issues identified from annual performance data and local assessments.** | | | | | | | | | | | | | | | | |
| There are five key issues for overall school improvement at Southeast Middle School:   1. Student achievement on the Missouri Assessment Program (MAP) Grade-Level Assessments 2. Discipline Referrals 3. Daily Attendance Rate 4. Teacher Retention | | | | | | | | | | | | | | | | |
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| **Key issues identified from internal and external factors.** | | | | | | | | | | | | | | | | |
| There are three key issues identified from internal and external factors:   1. Effective PLC process needed to ensure teaching and learning 2. Social-emotional support for students and staff 3. Implementation of PBIS student management practices 4. Lack of student engagement 5. Lack of curricular relevance | | | | | | | | | | | | | | | | |
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| **Prioritized Needs for the Building** | | | | | | | | | | | | | | | | |
| 1. Increase recruitment and retention of high-quality teachers 2. Enhance student and teacher engagement and relevance in learning and teaching 3. Implement restorative and trauma-informed practices 4. Build a student-focused culture through the implementation of Positive Behavior Intervention Strategies (PBIS) 5. Create a building-wide focus on attendance using data analysis, incentives, and Care team meetings. | | | | | | | | | | | | | | | | |
| **Goal #1: Effective Teaching and Learning** | | | | | | | | | | | | | | | | |
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| **SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):** | | | | | | | | | | | | | | | | |
| If Southeast Middle School continues to focus on coupling increased student and staff engagement through the continuous development of a vocational and career thematic middle school along with aligned student and staff supports across English Language Arts, Math, and Science, then the number of students scoring Proficient or Advanced will increase by 10% on Spring 2025 MAP assessments in ELA, Math, and Science. Additionally in Spring 2025, the percentage of students scoring in the Below Basic range will decrease by 10% on MAP assessments in ELA, Math, and Science. | | | | | | | | | | | | | | | | |
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| **Rationale (name the existing conditions/data points to support the selection of the objective/goal):** | | | | | | | | | | | | | | | | |
| * Due to the lack of certified teachers at Southeast Middle School, many students had at least one virtual core academic course in 2023-2024 * Walkthrough observation data shows that student and staff engagement is lacking and students do not see the relevance of their learning * Discipline issues are more prevalent in classrooms where student and staff engagement is lacking * Walkthrough observation data shows that teachers are doing the majority of talking in most classrooms; there are too few opportunities for students to respond | | | | | | | | | | | | | | | | |
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| **Research-Based Strategy(ies) for Implementation and Indicators of Success (monitoring):** | | | | | | | | | | | | | | | | |
| By enhancing student engagement at Southeast Middle School, we will help students to see the relevance of their learning and to make connections beyond the classroom. Both in and beyond school, students will collaborate with individuals from varied backgrounds to make choices and complete difficult tasks. Relevance helps students see the value of what they're learning, and rigor ensures they are challenged to develop advanced skills and knowledge. By deliberately including college- and career-focused curricula and experiences, students will be able to set goals effectively for their future. Rigor and relevance are important for equity because they ensure that Southeast students have access and entry points to high-level content and skills to master grade-level state MAP assessments. | | | | | | | | | | | | | | | | |
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| **Adult Behaviors:** | | | | | | | | | | | | | | | | |
| Administrators will utilize walkthrough data to ensure engaging instructional strategies are in place in all classrooms. Southeast will increase instructional minutes through an extended day model and provide opportunities for teachers to engage in passion-based learning that aligns to state standards. Teachers will also have differentiated professional development focusing on increasing student engagement via enhanced relevance and rigor. On one set day each week, teachers will engage in collaboration with diverse community partners and discuss best pedagogical practices. | | | | | | | | | | | | | | | | |
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| **Action Steps** | | | | | |  | | **Start Date** | | **Person Responsible** | | **Resources/**  **Funding** | | | | **Date Completed** |
| 30 days: |  | | | | | | | | | | | | | | | |
| 1 | Provide sustained, job-embedded Professional Development for teachers and virtual instructional facilitators in classroom management, engagement strategies, small group instruction, and instructional strategies in all content areas. | | | | | | | 8/14/2024 | | Administration, Instructional Coach, Instructional Guide | | Professional Development services and resources via internal and external providers; Comprehensive/Title Funds | | | |  |
| 2 | Collaborate with EducationPlus to provide professional development focused on implementing best practices for teaching middle school children and student engagement. | | | | | | | 7/1/2024 | | Administration  Instructional Coach | | Comprehensive/Title Funds | | | |  |
| 3 | Perform an academic walkthrough every third Wednesday of the month and conduct walkthrough debriefs during PLC meetings. | | | | | | | 8/21/2024 | | Administration  Instructional Coach | | Comprehensive/Title Funds | | | |  |
| 4 | Hire an instructional guide to support individual teachers, especially new and provisional teachers. | | | | | | | 7/1/2024 | | Administration | | Comprehensive/Title Funds | | | |  |
| 5 | Use new parent computer lab to provide frequent parent classes that support parent learning of student support systems with understanding instruction and how to help students succeed (district math curriculum, IXL, Parent Portal on Infinite Campus) | | | | | | | 9/15/2024 | | Administration  Wraparound Services Counselor | | Parent Involvement- Title I Funds | | | |  |
| 6 | Utilize after-school tutoring and Saturday opportunities to strengthen student skills by enhancing acceleration through math and reading-differentiated instruction programs | | | | | | | 10/15/2024 | | Teacher  Administration | | ReadingPlus  Aligned math instructional program  Comprehensive/Title Funds | | | |  |
| 7 | Provide Building Aides (BAs) with frequent, high-quality professional development opportunities to facilitate Response to Intervention strategies based on assessment data | | | | | | | 10/15/2024 | | Administration | | Comprehensive/Title funds | | | |  |
| 8 | Utilize student data to identify reading support needs for emergent readers; ensure English Language Arts (ELA) teachers provide maximum small group instructional support focused on Science of Reading principles during ELA class. | | | | | | | 8/21/2024 | | Teacher; Administration; Instructional Coach; EdPlus | | District Funds | | | |  |
| 9 | Implement a math monitoring system for student interventions to ensure students are mastering state standards at a level of proficiency. Utilize differentiation to provide acceleration for students. | | | | | | | 8/21/2024 | | Administration, math teachers, instructional coach | | Title/Comprehensive funds | | | |  |
| 10 | Create a culture of learning and ensure evidence of student success is available to all stakeholders, including students, on digital signage displayed around the school | | | | | | | 8/21/2024 | | Administration  Teachers | | Title/Comprehensive funds | | | |  |
| 11 | Help teachers develop individualized SMART goals for students | | | | | | | 8/21/2024 | | Administration, Instructional Coach, Instructional Guide, Teachers | | N/A | | | |  |
| 12 | Ensure administrators participate in the Missouri Leadership Development System (MLDS) cohort and School Administrative Manager (SAM) training. Use Time Tracker in order to ensure administrators spend adequate time on instructional activities. | | | | | | | 8/21/2024 | | Administration  Assistant Superintendent of Middle Schools | | Comprehensive Funds | | | |  |
| 13 | Ensure all students and teachers have access to and know how to use high-quality instructional technology that enhances engagement, including ClearTouch boards, supplemental Chromebooks, robotics and STEAM tools, and audio systems as needed for virtual courses. | | | | | | | 8/21/2024 | | Administration | | Comprehensive/Title funds | | | |  |
| 14 | Conduct frequent walkthrough observations and instructional rounds to collect data on engagement. | | | | | | | 8/21/2024 | | Administration  Instructional Coach  EdPlus | | Comprehensive/Title funds | | | |  |
| 15 | Ensure that math and literacy strategies are taught across all content areas. Utilize professional development and purchased services/resources to ensure all teachers know how to embed rigorous, cross-curricular content. | | | | | | | 8/21/2024 | | Administration  Instructional Coach | | Comprehensive/Title funds | | | |  |
| 16 | Hire additional supports, including tutors, to support students in both literacy-based and mathematically based courses; offer both remediation and acceleration (e.g. ACT Prep) opportunities for students | | | | | | | 10/15/2024 | | Administration | | Comprehensive/Title funds | | | |  |
| 17 | Ensure all new and novice teachers have mentoring support from a veteran HSD teacher | | | | | | | 9/1/2024 | | Administration; Coordinator of Professional Development | | Comprehensive/Title funds | | | |  |
| 18 | Utilize classroom libraries for student literacy circles | | | | | | | 10/15/2024 | | Administration  ELA teachers | | Comprehensive/Title I funds | | | |  |
| 19 | Provide teachers with classroom management support through personalized professional development and outside conference support | | | | | | | 9/1/2024 | | Administrators, Instructional Coach  Champs (Safe and Civil School) | | Comprehensive/Title I funds | | | |  |
| 20 | Provide trauma-informed and restorative practices professional development for all staff members | | | | | | | 8/14/2024 | | Administrators | | Comprehensive/Title I funds | | | |  |
| 21 | Ensure students have access to relevant experiences through community partners that prepare them for college and careers through an extended learning model | | | | | | | 8/21/2024 | | Administrators, Teachers | | Comprehensive/Title I funds | | | |  |
| 60 days: |  | | | | | | | | | | | | | | | |
| 1 | Provide students with weekly career and college workshop opportunities to enhance engagement in coursework | | | | | | | 10/30/2024 | | Administration  Wraparound Counselor | | Comprehensive/Title funds | | | |  |
| 2 | Continue monitoring daily instruction through classroom walkthrough observations to ensure engagement expectations are being met | | | | | | | 10/30/2024 | | Administration, | | Comprehensive/Title funds | | | |  |
| 3 | Provide small group professional development and individual coaching sessions to teachers who are not meeting engagement expectations | | | | | | | 10/30/2024 | | Administration | | Comprehensive/Title funds | | | |  |
| 4 | Principal will monitor the Instructional Coach and assistant principals to ensure high-quality instructional coaching is in place to support teachers; leadership coaching and SAMs coaching may provide additional support | | | | | | | 10/30/2024 | | Principal | | Comprehensive/Title funds | | | |  |
| 5 | Continue providing new teachers with support from assigned mentors | | | | | | | 10/30/2024 | | Mentor teachers | | Comprehensive/Title funds | | | |  |
| 6 | Continue offering professional development on student engagement in all content areas | | | | | | | 10/30/2024 | | Administration,  Instructional Coach  Instructional Guide(s) | | Comprehensive/Title funds | | | |  |
| 7 | Review in-school and extracurricular student interventions by monitoring student grades and assessment progress data; make adjustments as needed | | | | | | | 10/30/2024 | | Administration  School Improvement Specialist  Teacher | | Comprehensive/Title funds | | | |  |
| 8 | Review assessment data and grades by teacher to ensure expectations are met | | | | | | | 10/30/2023 | | Administration, Instructional Coach, | | Comprehensive/Title funds | | | |  |
| 9 | Continue celebrating Building Aides (BA) and providing professional development regularly in alignment with data-based student needs | | | | | | | 10/30/2024 | | Administration | | District/Comprehensive/Title funds | | | |  |
| 90 days: |  | | | | | | | | | | | | | | | |
| 1 | Continue monitoring classroom instruction | | | | | | | 1/15/2025 | | Administration, Building Leadership Team | | N/A | | | |  |
| 2 | Continue monitoring varied data sources to measure student progress so far; make adjustments as needed to student interventions | | | | | | | 1/15/2025 | | Administration, Building Leadership Team | | Comprehensive/Title funds | | | |  |
| 3 | Monitor teaching and coaching cycles | | | | | | | 1/15/2025 | | Principal | | Comprehensive/Title funds | | | |  |
| 4 | Based on walkthrough data, provide both mandatory and optional professional development and conference opportunities for teachers | | | | | | | 1/15/2025 | | Administration | | Comprehensive/Title funds | | | |  |
| Long Range |  | | | | | | | | | | | | | | | |
| 1 | Evaluate the overall effectiveness of structures and processes in place for improvement and make adjustments | | | | | | | 05/3/2025 | | Administration, Building Leadership Team | | Comprehensive/Title funds | | | |  |
| 2 | Evaluate Math and Reading Interventions along with all support services; ensure all ELA teachers have a Science of Reading knowledge base | | | | | | | 05/3/2025 | | Administration, Building Leadership Team | | Comprehensive/Title funds | | | |  |
| 3 | Evaluate Instructional Coaching practices and provide ongoing support | | | | | | | 05/3/2025 | | Administration, Building Leadership Team | | Comprehensive/Title funds | | | |  |
| 4 | Use data to plan summer support programming for both teachers and students, including a Summer Institute for staff members | | | | | | | 05/3/2025 | | Administration, Building Leadership Team | | Comprehensive/Title funds | | | |  |
| 5 | Continue to implement a thematic school concept that will help students understand their purpose for learning and provide supplemental enrichment and supports for staff and students | | | | | | | 05/3/2025 | | Administration, Building Leadership Team | | Comprehensive/Title funds | | | |  |
| 6 | Develop and sustain collaborative partnerships with varied community organizations focusing on academic enrichment, career exploration, and social-emotional support; utilize these partnerships to enhance relevance and purpose for students | | | | | | | 05/3/2025 | | Administration, Building Leadership Team | | Comprehensive/Title funds | | | |  |
| 7 | Ensure teachers attend varied professional development sessions both in- and out- of district throughout the school year and summer | | | | | | | 05/3/2025 | | Administration, teachers | | Comprehensive/Title funds | | | |  |
| **Mid-Year Review-Please describe continuation or modification plans:** | | | | | | | | | | | | | | | |  |
| * Please provide an update for the action steps (completed for 30, 60, 90 days? Change in the person responsible for completing, etc.) - | | | | | | | | | | | | | | | | |
| * Data analysis and interpretation on effectiveness of strategy(ies) - | | | | | | | | | | | | | | | | |
| * Are you on target for meeting your goal (explain why or why not)? | | | | | | | | | | | | | | | | |
| * Based on your data analysis, explain if you will continue the plan or modifications to the plan (describe why you believe the modification will make a difference in achieving your goal). - | | | | | | | | | | | | | | | | |
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| **Goal #2: Data Based Decision Making** | | | | | | | | | | | | | | | | |
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| ***SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):*** | | | | | | | | | | | | | | | | |
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| If all teachers (both virtual and in-person) utilize research-based Professional Learning Communities to increase collaboration and effectively use data to monitor and guide instruction and student support, students scoring Proficient and Advanced will increase 10% on the MAP-ELA, MAP-Math, and MAP-Science assessments, and students scoring in the Below Basic range will decrease by 10%. The percentage of students attending 90% or more will increase by 10%, and the number of Out-of-Suspensions will decrease by at least 10%. | | | | | | | | | | | | | | | | |
| ***Rationale (name the existing conditions/data points to support the selection of the objective/goal):*** | | | | | | | | | | | | | | | | |
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| * Walkthrough observation data shows that teachers are not planning collaboratively and lesson pacing is not aligned to the curriculum. * Instructional strategies are mostly limited to lecturing and data is not used to guide instruction. * Student engagement is low * Students do not see the rationale or relevance for their learning | | | | | | | | | | | | | | | | |
| ***Research-Based Strategy(ies) for Implementation and Indicators of Success (monitoring):*** | | | | | | | | | | | | | | | | |
| At Southeast Middle School, we will choose common research-based instructional strategies as a PLC and monitor the implementation of these strategies throughout the school year. Teachers, administrators, and student support staff will work with students and parents to set and monitor instructional, attendance, and behavioral SMART goals for students throughout the school year. | | | | | | | | | | | | | | | | |
| ***Adult Behaviors:*** | | | | | | | | | | | | | | | | |
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| Administrators and teachers will cultivate a collaborative culture through the development of high-performing teams. To help us achieve this vision Southeast Middle School will ensure collaborative teams meet on a regular basis to work collectively to   * clarify what students must learn, * gather evidence of student learning, * analyze the evidence, * identify the most effective instructional practices/strategies, * develop the capacity of all team members and work to achieve our SMART goal. | | | | | | | | | | | | | | | | |
| ***Action Steps*** | | | | | |  | | ***Start Date*** | | ***Person Responsible*** | | ***Resources/Funding*** | | | | ***Date Completed*** |
| 30 days: |  | | | | | | | | | | | | | | | |
| 1 | Provide frequent, sustained professional development opportunities in instructional strategies and data-based instruction in all content areas. PD opportunities will be available during the school day, outside of the school day, and throughout the summer and provided by both internal (i.e. district curriculum coordinators) and external providers. Teacher stipends will be provided for extended learning time beyond the contract and professional development. | | | | | | | 8/14/2024 | | Administration  Instructional coaches and  Veteran teachers | | Title I/Comprehensive funds | | | |  |
| 2 | Ensure the instructional leadership team sets and monitors PLC/data team expectations and outcomes | | | | | | | 8/14/2024 | | Administration  Instructional coaches/guides | | Title I/Comprehensive funds | | | |  |
| 3 | Monitor formative assessment data for ELA/ Reading and Math through the PLC process by looking at lessons and student work collaboratively | | | | | | | 8/14/2024 | | Administration  Instructional coaches/guides  Veteran teachers | | Title I/Comprehensive funds | | | |  |
| 4 | Using walkthrough tool, conduct walkthrough observations frequently to gather data on teacher use of data and implementation of strategies discussed in PLCs | | | | | | | 8/21/2024 | | Administration  Instructional coaches/guides | | N/A | | | |  |
| 5 | Ensure mentors support new/struggling teachers; mentors will be responsible for supporting new teachers in all areas | | | | | | | 8/14/2024 | | Administration  Instructional coaches/guides | | Title I/Comprehensive funds | | | |  |
| 6 | Ensure instructional technology tools are available to support teachers in providing data-driven instruction in all content areas; provide sufficient training on all tools | | | | | | | 8/14/2024 | | Administration  Instructional coaches/guides | | Title I/Comprehensive funds | | | |  |
| 7 | Ensure teachers, instructional coach, and instructional guide work collaboratively to plan and monitor interventions for students struggling to master content | | | | | | | 8/14/2024 | | Administration  Instructional coaches/guides | | Title I/Comprehensive funds | | | |  |
| 8 | Ensure teachers have access to Science of Reading professional development | | | | | | | 8/14/2024 | | Instructional coaches/guides | | Title I/Comprehensive funds | | | |  |
| 60 - 90  days: |  | | | | | | | | | | | | | | | |
| 1 | Continue monitoring PLCs and make adjustments as needed | | | | | | | 10/30/2024 | | Administration, Instructional Coaches/guides | | Title I/Comprehensive funds | | | |  |
| 2 | Through walk-through observations and coaching sessions, evaluate whether teachers are using student data to guide instruction. | | | | | | | 10/30/2024 | | Administration, Instructional Coaches/guides | | Title I/Comprehensive funds | | | |  |
| 3 | Provide professional development and coaching opportunities for teachers who are not using student data to guide instruction | | | | | | | 10/30/2024 | | Administration, Instructional Coaches/guides | | Title I/Comprehensive funds | | | |  |
| 4 | Review student data; ensure the effectiveness of interventions in place for all students’ differentiated needs and make adjustments as necessary | | | | | | | 10/30/2024 | | Administration, Instructional Coaches/guides | | Title I/Comprehensive funds | | | |  |
| 5 | Counselor and administrator input student information and print MAP practice tickets to use DRC practice MAP assessment gauging student standards proficiency. | | | | | | | 1/15/2025 | | Administrator  Counselor | | N/A | | | |  |
| Long Range |  | | | | | | | | | | | | | | | |
| 1 | Evaluate the overall effectiveness of PLC structures and process, make adjustments | | | | | | | 05/1/2025 | | Administration, Teachers, Instructional Coaches/Guides, Consultants | | N/A | | | |  |
| 2 | Evaluate the efficacy of math and reading interventions along with all support services and purchased services; plan for summer interventions as needed | | | | | | | 05/1/2025 | | Administration, Teachers, Instructional Coaches/Guides, Consultants | | Title I/Comprehensive Funds | | | |  |
| 3 | Evaluate instructional coaching practices and plan for ongoing support (both summer and school year) for small groups of and individual teachers | | | | | | | 05/1/2025 | | Administration, Teachers, Instructional Coaches/Guides, Consultants | | Title I/Comprehensive Funds | | | |  |
| 4 | Plan how to integrate career and vocational education into both core curriculum and elective courses | | | | | | | 05/1/2025 | | Administration, Teachers, Instructional Coaches/Guides | | Title I/Comprehensive Funds | | | |  |
|  | | | |  | | | | |  | | | |  | | | |
| **Mid-Year Review-Please describe continuation or modification plans:** | | | | | | | | | | | | | | | |  |
| * Please provide an update for the action steps (completed for 30, 60, 90 days? Change in the person responsible for completing, etc.) - | | | | | | | | | | | | | | | | |
| * Data analysis and interpretation on effectiveness of strategy(ies) - | | | | | | | | | | | | | | | | |
| * Are you on target for meeting your goal (explain why or why not)? | | | | | | | | | | | | | | | | |
| * Based on your data analysis, explain if you will continue the plan or modifications to the plan (describe why you believe the modification will make a difference in achieving your goal). – | | | | | | | | | | | | | | | | |
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| **Goal #3: Collaborative Culture and Climate** | | | | | | | | | | | | | | | | |
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| ***SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):*** | | | | | | | | | | | | | | | | |
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| If we focus on implementing universal expectations schoolwide and systematically utilize social-emotional interventions for students based on differentiated needs, we will increase classroom engagement, decrease office disciplinary referrals at each grade level by 10%, and increase our average culture and climate survey results by 10%. | | | | | | | | | | | | | | | | |
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| ***Rationale (name the existing conditions/data points to support the selection of the objective/goal):*** | | | | | | | | | | | | | | | | |
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| In prior years, Southeast Middle School did not have a schoolwide plan to address student behavior in the classroom with a prevention approach. Our desire is to teach and reinforce to our students that appropriate behavior is the expected behavior at Southeast Middle School.  Based on the climate and culture survey results, we need to improve in multiple areas from scores of 2.7 and below to 3.0 or above. Our focus will be school safety, universal expectations, and purposeful learning. | | | | | | | | | | | | | | | | |
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| ***Research-Based Strategy(ies) for Implementation and Indicators of Success (monitoring):*** | | | | | | | | | | | | | | | | |
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| Vocational and career technical education provides students with opportunities to explore, plan, and begin making decisions about their future. Southeast Middle School’s Mindset Mondays will provide students with a day of exploration and exposure to career interests through integrated career application in core content, hands-on experience, college and career preparation field trips, and experiential learning (Wallace, Arbetter, Wrisley, 2023).  The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy, and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides students and teachers with an easy way to think and talk about how we feel on the inside and sort these feelings into four colored Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. | | | | | | | | | | | | | | | | |
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| **Adult Behaviors:** | | | | | | | | | | | | | | | | |
| Key Features of Zones of Regulation. | | | | | | | | | | | | | | | | |
| 1. Leadership 2. Team-based implementation 3. A clear set of defined positive expectations and behaviors 4. Teaching expected behaviors 5. Recognition of meeting expected behaviors 6. Monitoring and correcting errors in behaviors 7. Using data-based information for decision-making, monitoring, and evaluating building results | | | | | | | | | | | | | | | | |
| Key Features of Mindset Mondays   1. Real-world learning experiences 2. Integrated career application in core content 3. College and Career field trips 4. Individual Career and Academic Plans (ICAP) | | | | | | | | | | | | | | | | |
| **Action Steps** | | | | | |  | | **Start Date** | | **Person Responsible** | | **Resources/Funding** | | | | **Date Completed** |
| 30 days: |  | | | | | | | | | | | | | | | |
| 1 | Wraparound Services Counselor | | | | | | | 7/1/2024 | | Administration | | Title I/Comprehensive Funds | | | |  |
| 2 | Utilize the behavior interventionist to support teachers in implementing Zones of Regulation throughout the school and provide them with strategies to manage student behavior | | | | | | | 8/15/2024 | | Administration | | Title I/Comprehensive funds | | | |  |
| 3 | Implement Zones of Regulation strategies and professional development; ensure teachers have all resources needed for implementation | | | | | | | 8/21/2024 | | Administration | | Title I/Comprehensive funds | | | |  |
| 4 | Require 100% of teachers to make a positive phone call to each of their students. | | | | | | | 8/21/2024 | | Administration | | N/A | | | |  |
| 5 | Implement a wide range of therapeutic supports and mentoring programs for students | | | | | | | 8/21/2024 | | Social Worker  Behavior Interventionist  ISS Teacher | | Title I/Comprehensive funds | | | |  |
| 6 | Hold regular assemblies to celebrate staff and student successes | | | | | | | 9/15/2024 | | Administration  Teachers | | District funds | | | |  |
| 7 | Ensure Second Step social-emotional lessons are taught to all students | | | | | | | 8/21/2024 | | Guidance counselors  Home School Communicators | | Title I/Comprehensive Funds | | | |  |
| 8 | Review disciplinary data weekly for all students, locations, and types of infractions to determine necessary focus for the year | | | | | | | 8/21/2024 | | Administrators, Home School Communicator, PBIS team | | Title I/Comprehensive Funds | | | |  |
| 9 | Ensure social emotional committee has the opportunity to enhance their skill set and share with other staff members via external professional development opportunities | | | | | | | 8/14/2024 | | Student support team | | Title I/Comprehensive Funds | | | |  |
| 10 | The social-emotional committee will lead sustained, frequent professional development sessions for all staff members at SEMS both during and outside of the school day | | | | | | | 8/21/2024 | | Student support team | | Title I/Comprehensive Funds | | | |  |
| 11 | School will host parent meetings focused on social-emotional initiatives | | | | | | | 8/21/2024 | | Student support team | | Title I/Comprehensive Funds | | | |  |
| 12 | Hold grade-level behavior expectations meetings | | | | | | | 8/21/2024 | | Administratration | | N/A | | | |  |
| 13 | Provide job-embedded training on trauma-informed instruction and restorative practices (Community Circles) to all staff members via both internal and external providers | | | | | | | 7/09/2024 | | Administration  Student Support Team | | N/A | | | |  |
| 14 | Implement Mindset Mondays and passion-based learning to support students’ engagement and social-emotional health | | | | | | | 8/25/2024 | | Administration | | Comprehensive, Title I, and ESSER Funds | | | |  |
| 15 | Ensure students have multiple opportunities for academically-aligned field experiences | | | | | | | 9/15/2024 | | Administration | | Comprehensive, Title I, and ESSER Funds | | | |  |
| 16 | Host a SEMS Summer Institute for teachers and community partners to collaboratively plan and share best instructional practices | | | | | | | 7/08/2024 | | Administration | | Title I/Comprehensive funds | | | |  |
| 17 | Develop partnerships and Memoranda of Understanding (MOU) with varied community partners to ensure students have access to engaging, relevant activities both during and outside the school day | | | | | | | 7/1/2024 | | Director of Federal Programs  Administrative Team | | Title I/Comprehensive funds | | | |  |
| 60 days: | **Student Outcome** | | | | | | | | | | | | | | | |
| 1 | Building leadership team will create a PBIS reward assembly based on Attendance, Reading and Math for every 9 weeks (2) | | | | | | | 10/15/2024 | | Dean  Administration  Teachers | | District funds | | | |  |
| 2 | Students, staff, and community partners will collaboratively develop culminating projects to showcase their learning to families | | | | | | | 10/15/2024 | | Teachers  Community partners  Wraparound Services Counselor | | Title I/Comprehensive Funds | | | |  |
| 3 | Regularly assess the progress of student support team members to ensure students are positively impacted by their positions | | | | | | | 10/15/2025 | | Administration | | N/A | | | |  |
| 90 days: | **Student Outcome** | | | | | | | | | | | | | | | |
| 1 | The building leadership team will organize a PBIS reward assembly based on Attendance, Behavior, Reading and Math for every 9 weeks (3) | | | | | | | 1/15/2025 | | Dean  Administration  Teachers | | District funds | | | |  |
| 2 | Provide continued opportunities for professional development on climate-building initiatives, including PBIS and Zones of Regulation | | | | | | | 1/15/2025 | | Dean  Administration | | Title I/Comprehensive Funds | | | |  |
| ***Mid-Year Review-Please describe continuation or modification plans:*** | | | | | | | | | | | | | | | | |
| * Please provide an update for the action steps (completed for 30, 60, 90 days? Change in the person responsible for completing, etc.) - | | | | | | | | | | | | | | | | |
| * Data analysis and interpretation on the effectiveness of strategy(ies) - | | | | | | | | | | | | | | | | |
| * Are you on target for meeting your goal (explain why or why not)? | | | | | | | | | | | | | | | | |
| * Based on your data analysis, explain if you will continue the plan or modifications to the plan (describe why you believe the modification will make a difference in achieving your goal). - | | | | | | | | | | | | | | | | |
| * Please provide an update for the action steps (completed for 30, 60, 90 days? Change in the person responsible for completing, etc.) – | | | | | | | | | | | | | | | | |
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**Superintendent Date**

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**State Supervisor, School Improvement Date**