

# School Improvement Plan, 2019-20

[\(LINK TO 2018-2019 SIP\)](#)

## Bryan Middle School

### Team Members

Jacque Discipio	Tom Sheehan	Courtney Bison	Jackie Sutor
Beth McDonald	Lindsey Rowe	Katie Hirsch	Ann Dakins
Tara Nunes	Jim Tang	Diane Danielczyk	Chelsea Davis
Michael Johnson	Jeremy Thomas	Zach Farber	Maureen Schroeder

### Peer Reviews & Updates

Peer Review 1 Date: September 11th, 2019	Peer Review 2 Date: To be done at EC-12
Presentation To Staff Date: October 16th, 2019	Presentation to PTA Date: October 7th, 2019
Update to Staff Date: April 15, 2019	Update to PTA Date: April 13, 2020

### SIP Goals

[Goal #1](#) - Rigorous Instruction

[Goal #2](#) - Data Informed PLCs

[Goal #3](#) - Building Culture

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## GOAL #1 - Rigorous Instruction

**Our goal is to ensure that all students engage in critical thinking, collaboration with their peers, and thoughtful communication in a variety of contexts.**

**Priority area: responsive instruction**

### Data Analysis to indicate that there is a problem to address for Goal 1.

- [Coaching Data](#)-Top requests for professional learning are differentiation, engagement, and SEL.
- [5 Essentials 18-19](#)
  - Collaborative Teachers: 51% of teachers report they have not observed another classroom to offer feedback
  - Collaborative Teachers: 34% of teachers report that they have never gone into another teacher's classroom to get ideas for their instruction
  - Ambitious Instruction: 58% of students who use data and text references to support ideas according to teachers
  - Reading: 70% of students report discussion connections between a reading and real life more than 1-2 a week or more
  - Academic Press: 34% of students report that the teacher asks difficult questions during class
- IAR-[BMS IAR Data 18-19](#)
  - ELA: Number of students meeting or exceeding have decreased from 6th-7th and 7th-8th
  - Math: Number of students meeting or exceeding from 6th-7th decreased but from 7th-8th increased.
  - It should be noted that far more students took the IAR at BMS in 2019 compared to 2018.
- [Instructional Rounds Data 19](#)
  - From Fall to Spring, Developed Thoughtful work decreased.
  - From Fall to Spring, High Level Questioning not being observed increased.
  - From Fall to Spring, Academic Discussion increased.
- [Special Education Program Review - Co-Teaching Study](#)
  - Little evidence of differentiation of classroom work/assignments; differentiation of instruction mainly re-teaching or breaking work down with small groups or individuals
- [Sheninger Data](#)
  - Areas for growth: use of data to differentiate, move to blended learning, need for relevance (contexts, interdisciplinary connections, application), in math a great amount of time was spent on whole group instruction, consistency in practices (i.e. learning targets, closure), expand edtech toolbox

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## **Theory of Action:**

If the principal, assistant principal, and leadership team...

- provide professional learning on rigorous instruction
- model best practice in rigorous instruction
- connect staff learning and instructional planning to rigorous instruction and the 6Cs

Then all staff will...

- participate in professional development focused on rigorous instruction
- integrate thoughtful work, high level questioning, and academic discussion into their instruction, utilizing instructional coaches for support
- collaboratively plan responsive instruction centered on the 6Cs
- participate and reflect on instructional strategies used during peer observations

Then all students will...

- engage in critical thinking
- collaborate with their peers
- communicate to express their thinking
- reflect on their own learning and proficiency, providing evidence on growth

## **SMART Goal for Goal 1:**

By May 2020, teachers will increase opportunities (based on baseline data collected in Q1) for students to learn in differentiated and small group structures based on data collected in their classes.

Specific: personalized small group structures

Measurable:

- Sheninger Data
- Collect data on minutes spent in small group v. whole group
- Workshop checklist

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- observations
  - peer observations, department chair observations
  - Co-teaching observations

Attainable: after participating in professional learning on using data to drive instruction and implementing small group structures

Relevant: which will allow students opportunities to learn at their appropriate levels

Timeframe: by May, 2020

## **First Quarter Action Plan with Specific Measures of Progress (August through mid-October):**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
Co-Teaching Kick Off	Coaches Co-Teaching Pairs	9/1/19	Coaches met with every co-teaching pair to kick off the year with roles, responsibilities, and expectations
Professional Learning on Rigorous Instruction <ul style="list-style-type: none"><li>- Expectations</li><li>- High Level Questioning</li><li>- Connection to novel studies</li></ul>	Administration Coaches Department Chairs	9/25/19	
EdCamp Options for Rigor and Relationships, and Workshop		9/11/19	<a href="#">Rigorous Instruction EdCamp Station</a>
Interdisciplinary Collaboration <ul style="list-style-type: none"><li>- Observe SMS interdisciplinary planning</li></ul>	Administration Innovation Team Coaches	9/27/19	
Staff Walk Throughs <ul style="list-style-type: none"><li>- Learning Targets</li><li>- Classroom Environments<ul style="list-style-type: none"><li>- Small Group Area</li><li>- Work Space</li><li>- Tech Space</li></ul></li><li>- Anchor Charts</li></ul>	Staff	9/25/19	<a href="#">Late Arrival Agenda</a>

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<ul style="list-style-type: none"> <li>- Student Work</li> <li>- Vocabulary</li> </ul>			
MAP Data Dive and Tier 1 "Bubble" Students			<a href="#">Master List 18/19</a> <a href="#">Math Intervention</a> <a href="#">Reading Intervention (6)</a>
Professional Learning on Small Group Structures	Coaches	9/11/19; weekly through October	<a href="#">Late Arrival EdCamp Station</a> Two-for-Tuesday Strategies
F&P Training for case managers	Reading specialists	9/22/19	<a href="#">Late Arrival Agenda</a>
Professional Learning on using data in PLCs and small group structures	Coaches	9/22/19	Late Arrival EdCamp Stations
Determine data collection measures	Principal Assistant Principal Coaches Psychologist		
<b><u>Second Quarter Action Plan with Specific Measures of Progress (mid-October through December):</u></b>			
ELA Workshop Professional Modeling	Coaches ELA teachers Director of Literacy		
Professional Learning on Rigorous Instruction	Coaches		
Application on Practice <ul style="list-style-type: none"> <li>- Rigor &amp; Relevance rubric (meaningful work, authentic resources &amp; academic discussion)</li> </ul>	Administration Teachers Coaches		
Begin to formulate process for departmental instructional rounds	Leadership team		

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Review special education goals from 6-8 math			
Tier 1 "Bubble" Students			
<b>Third Quarter Action Plan with Specific Measures of Progress (January through mid March)</b>			
Co-Teaching Reflections	Administration Coaches		
Professional Learning on Rigorous Instruction <ul style="list-style-type: none"> <li>- Providing explicit opportunities for students to connect content learned to real-world applications</li> </ul>	Coaches DCs (content area connection)		
Review special education goals from 6-8 reading			
Application on Practice <ul style="list-style-type: none"> <li>- Rigor &amp; Relevance rubric (learning connections)</li> </ul>	Administration Teachers Coaches		
Create structures for peer to peer observations	Leadership team		
<b>Fourth Quarter Action Plan with Specific Measures of Progress (mid-March through May)</b>			
Professional Learning on Rigorous Instruction	Administration Coaches		
Application on Practice <ul style="list-style-type: none"> <li>- Using data to drive rigorous instruction</li> </ul>	Teachers Coaches		
Co-Teaching			

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## GOAL #2 - Data Informed PLCs

**Our goal is to ensure that all staff evaluate student data in their PLC to change their instruction in order to increase personalized learning opportunities.**

**Priority Area: PLCs**

### **Data Analysis to indicate that there is problem to address for Goal 2.**

- [PLC Reflection](#): Spring reflection
  - Instruction, Use of Data, and Measuring Student Learning are also areas where most staff rated their PLC in the implementation stage and we would like to work to move them to the sustained implementation stage.
  - Depth of Discourse, Data Collection Analysis, Intervention and deprivatization of practice are all areas indicated that we need more support in in order for teams to feel accomplished.
  - of staff report looking at student data to make instructional decisions
- [Coaching Data](#)
- Tier 1 “bubble” students-In 2018-2019, there were 81 6th graders, 21 7th graders, and 41 8th graders are on the bubble between Tier 1 and Tier 2. For year 19-20, we would hope to see this number decrease from year to year with that cohort of students.
- [BMS IAR Data 18-19](#)
- [5 Essentials](#)
  - On 38% of teachers report going over student assessment to make decisions about instruction

### **Theory of Action:**

If the principal, assistant principal, and leadership team...

- provide professional learning supporting the work of PLCs
- provide scheduled time for PLCs every week and during late arrivals

Then all staff will...

- collaborate to design and reflect on instruction
- focus their PLC time on analyzing student work to identify student learning needs
- design enrichment and intervention opportunities based on data
- utilize instructional coaching for personalized professional learning focused on student outcomes
- Focus on subgroups (IEP, EL, FRL,) during data analysis
- 

Then all students will...

- be provided appropriate academic supports

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- will show academic growth

## **SMART Goal for Goal 2:**

Specific: By May 2020, staff will increase (based on Q1 baseline) their use of student data in their PLCs and differentiate their instruction based on this data (see goal 1).

Measurable:

- Quarter 1 baseline data collection (staff survey, observations)
- PLC Process data from agendas ("the wheel")
- weekly analyzing student work and assessments in their PLCs
- tracking Tier 1 student Pop-Outs
- tracking students exiting reading and math Tier 2 / Tier 3 interventions

Attainable: to identify students levels of achievement on current standards and gaps in instruction

Relevant: with the purpose of designing instruction to meet the individual needs of students

Timeframe: by May, 2020

## **First Quarter Action Plan with Specific Measures of Progress (August through mid-October):**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
Common agendas in building folder	PLC leaders	8/28/19	
Monthly meetings with department chair and principal established to review department PLCs	Principal Department Chairs		
Review PLC Roles & Responsibilities and establish norms	PLC Leaders	8/28/19	
Establish focus for PLC for 19-20		8/28/19	
Review MAP data and identify T1 "Bubble"			
Review "Bubble" students from 18-19/19-20			



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Expectations for student identification through PLC work for Acceleration	Math Department ELA Department		
Determine Data Collection Measures	Principal Assistant Principal Coaches Psychologist		
<b>Second Quarter Action Plan with Specific Measures of Progress(mid-October through December):</b>			
Data Analysis Protocols / Discussions	Coaches		
Expectations for Data Use in PLCs	Leadership Team		
PLC Team Learning - Responsive Teaching: Using data in Tier 1 classroom instruction and intervention	Administration Coaches		
Inter-Rater / Anchor Grading in PLCs			
Review Subgroups in PLCs.			
Monthly meetings with department chair and principal established to review department PLCs			
<b>Third Quarter Action Plan with Specific Measures of Progress (January through mid March)</b>			
PLC Continuum Reflection / Update - Group & Individual Reflections	PLC Teams		
Review Subgroups in PLCs			
Monthly meetings with department chair and principal established to review department PLCs			
<b>Fourth Quarter Action Plan with Specific Measures of Progress (mid-March through May)</b>			

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PLC Continuum Reflection / Update - Group & Individual Reflections			
Review Subgroups in PLCs			
Monthly meetings with department chair and principal established to review department PLCs			
PLC Continuum Reflection & Goal Setting	PLC Teams		

## GOAL #3 - Building Culture

**Our goal is to continue to foster a positive school culture at BMS.**

**Data Analysis to indicate that there is problem to address for Goal 3 (culture goal).**

- [5 Essentials](#)
  - 54-Average rating in teacher-teacher trust
- Union minutes
  - Items are brought up during monthly meetings that the union defines as culture issues
- [Homework Stress Survey Copy](#)
  - Grades and Time are top stressors for students even though 6th grade students report that they have less than one hour of homework per evening.
  - Students are spending 21 hours per week on extra curricular activities.

### **Theory of Action:**

If... all staff connect **with each other** through joy, professional learning, and student centered supports, and if staff **embrace these priorities with their students**,

Then... all students will establish strong social emotional skills and relationships with **other** students and staff.

If the principal, assistant principal, and leadership team...

- Start all meetings with joy and mindfulness
- Provide opportunities for staff to dig in and lean in through professional learning
- Recognize and celebrate successes and growth

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Then all staff will...

- Recognize the work of their colleagues
- Connect with their colleagues
- Feel a part of the BMS community
- Foster joy with their students
- Understand how to access academic and behavioral supports for students when needed
- Feel supported and connected to the Elmhurst community

Then all students will...

- Feel a part of the BMS community
- Witness the joy at BMS
- Receive appropriate support when struggling academically or behaviorally
- Have an adult that they feel connected with at BMS
- Feel more connected to the Elmhurst community

## **SMART Goal for Goal 3 (culture):**

Specific: By May 2020, staff will maintain a positive school culture as measured through various surveys throughout the year as well as increase teacher trust (collaborative teachers) metric as measured by improving rating from "average" to "more" on 5 Essentials.

Measurable:

- Dedicating time during all professional learning opportunities to lean in and connect
- Staff surveys
- 5 essentials
- Principal spring survey

Attainable: in both formal and informal settings

Relevant: with the goal of/focused on integrating positive culture into their classroom to support students' social emotional needs

Timeframe: by May, 2020

## **First Quarter Action Plan with Specific Measures of Progress (August through mid-October):**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
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Clap in for 6th grade students	Team Leaders Administration	8/14/19	6th grade clap in planning and pictures
Joy and Mindfulness at every meeting	Principal	8/14/19	agendas
PBIS Welcome Assembly	PBIS team Administration	8/14/19	agenda
New Staff Recognition and Slide at Nomination form	PBIS Dean	Faculty Meeting / Month	Google Form Praise Boards
New Teacher Kick Off	New Teacher Coaches		
EdCamp Option for Relationship Building		9/11/19	
Community Days in Acceleration	Counselors	Wednesdays	
Dig In/Lean In Cards - Building relationships - Connect culture and instruction	Coaches	8/15/18	SLT 9/18/19
Focus on foundational skills for first round of acceleration (time management...computer use...email...agenda use...)			
Top 5 Kagan Strategies		9/25/19	Faculty Meeting
Upgraded Wellness Week	SSS Administration PE	TBD	
<b>Second Quarter Action Plan with Specific Measures of Progress (mid-October through December):</b>			
Boo Buddy Challenges	Principal Coaches		

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New Teacher Check Ins	Coaches New Teachers		
Joy and Mindfulness at every meeting	Principal		agendas
Dig In/Lean In Cards	Coaches		
Staff Connection Challenges outcome of homework stress data share	All		2x10 10x10 Gratitude Gobbler
Community Days in Acceleration	SSS		PBIS and SEL lessons during Community Mondays.
Calm Classroom Strategies	Student Support Services		
Positive Communication		Weekly	TWU Twitter Positive Postcards to all students in grade level
Connected with outside community	Veteran's Day Celebration		Food Drive 8th grade acceleration focusing on connecting with young patients at a local hospital 8th grade health had the Elmhurst PD come to class for a discussion.
<b>Third Quarter Action Plan with Specific Measures of Progress (January through mid March)</b>			
Departmental Pop Ins			
Dig In/Lean In cards	Coaches		

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Joy and Mindfulness at every meeting	Principal		agendas
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Staff Recognition	All Staff		Tenure Award Retiree Recognition 25 year recognition Retirement team
End of year assemblies	All Staff		
Dig In/Lean In Cards	Coaches		
Joy and mindfulness at every meeting	principal		agendas