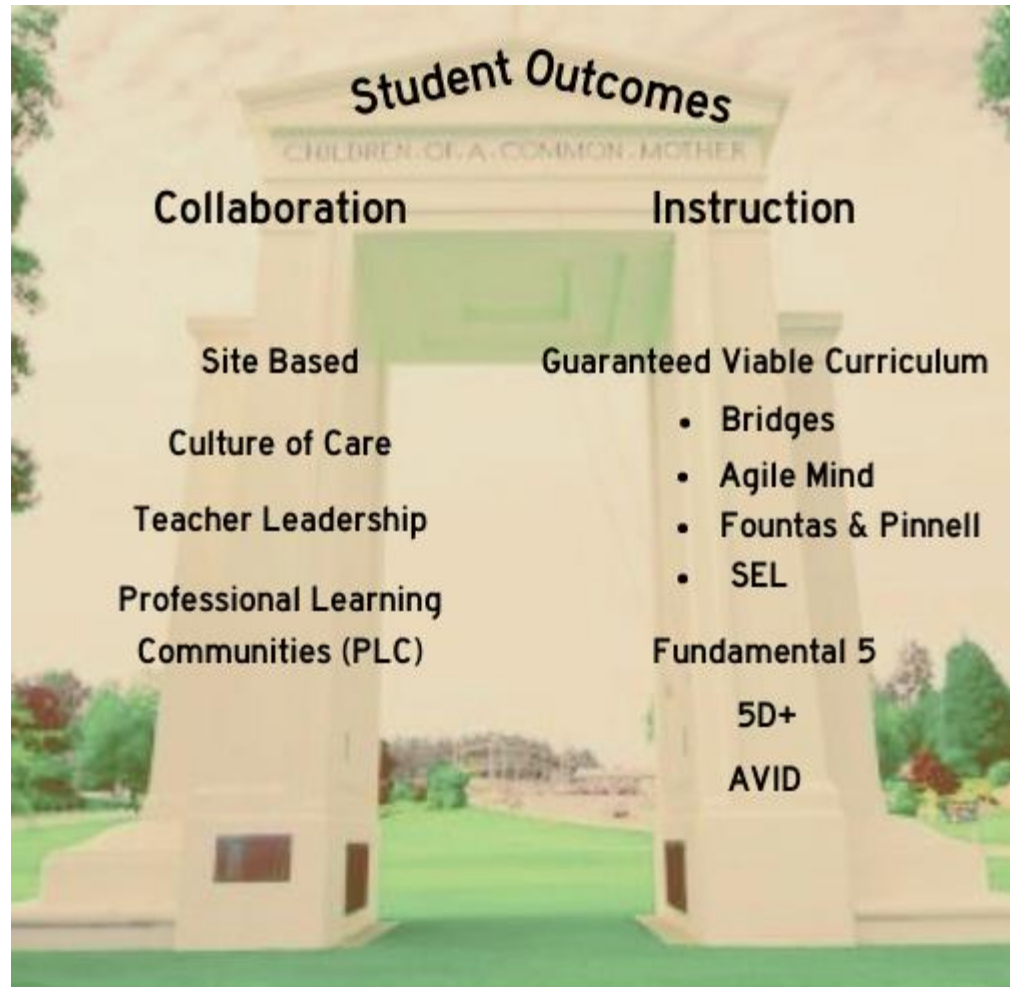

Blaine Middle School

School Improvement Plan 21-22

School Improvement Plan



2021 - 2022 Predictions

Student will learn to persist while reading and interacting with complex texts and solving challenging problems.

At the end of the 2020 - 2021 school year we had some predictions.

1. **BELONGING:** We can predict our students will need support with belonging and self identity
 1. **LEARNING:** We can predict our students will need support with literacy and math.
 1. **RELEVANCE AND STAMINA:** We can predict our students will need support with relevant learning and building stamina
-

Belonging

Problem of Practice

Not every student feels a connection and sense of belonging at school.

While 82% of BMS students reported that they had a meaningful connection with at least one adult at school, 18% of students reported that they did not have that sense of belonging.

Improvement Goal

- All students should have a meaningful connection with a caring adult at school. Student connection and belonging will increase from 82% to 100% as measured by the CEE survey given in 2022.

Action

- Staff will ensure each student has a meaningful relationship with at least one adult by interacting and monitoring student connections throughout the year.



Learning

Problem of Practice: Literacy/Math

Students need to learn to read and interact with complex texts and solve challenging problems in literacy and math.

Academic Improvement Goals:

By the end of the 2021 - 2022 school year, students will increase their ELA SBA performance from 55% to 65%.

By the end of the 2021 - 2022 school year, students will increase their Math SBA performance from 47% to 59%.



Learning

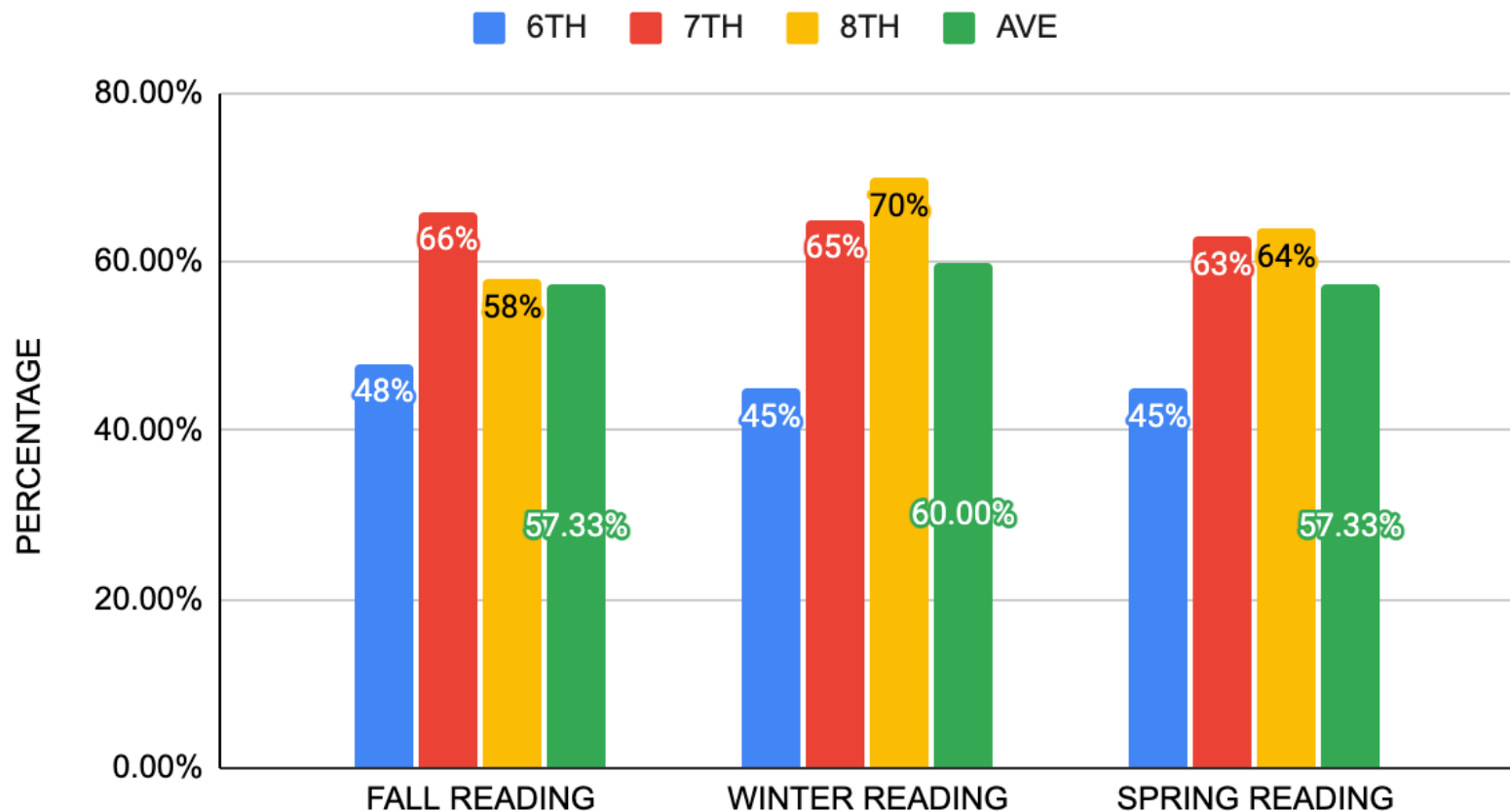
Action: How and What we Teach

Aligning Priority Messages and Practices

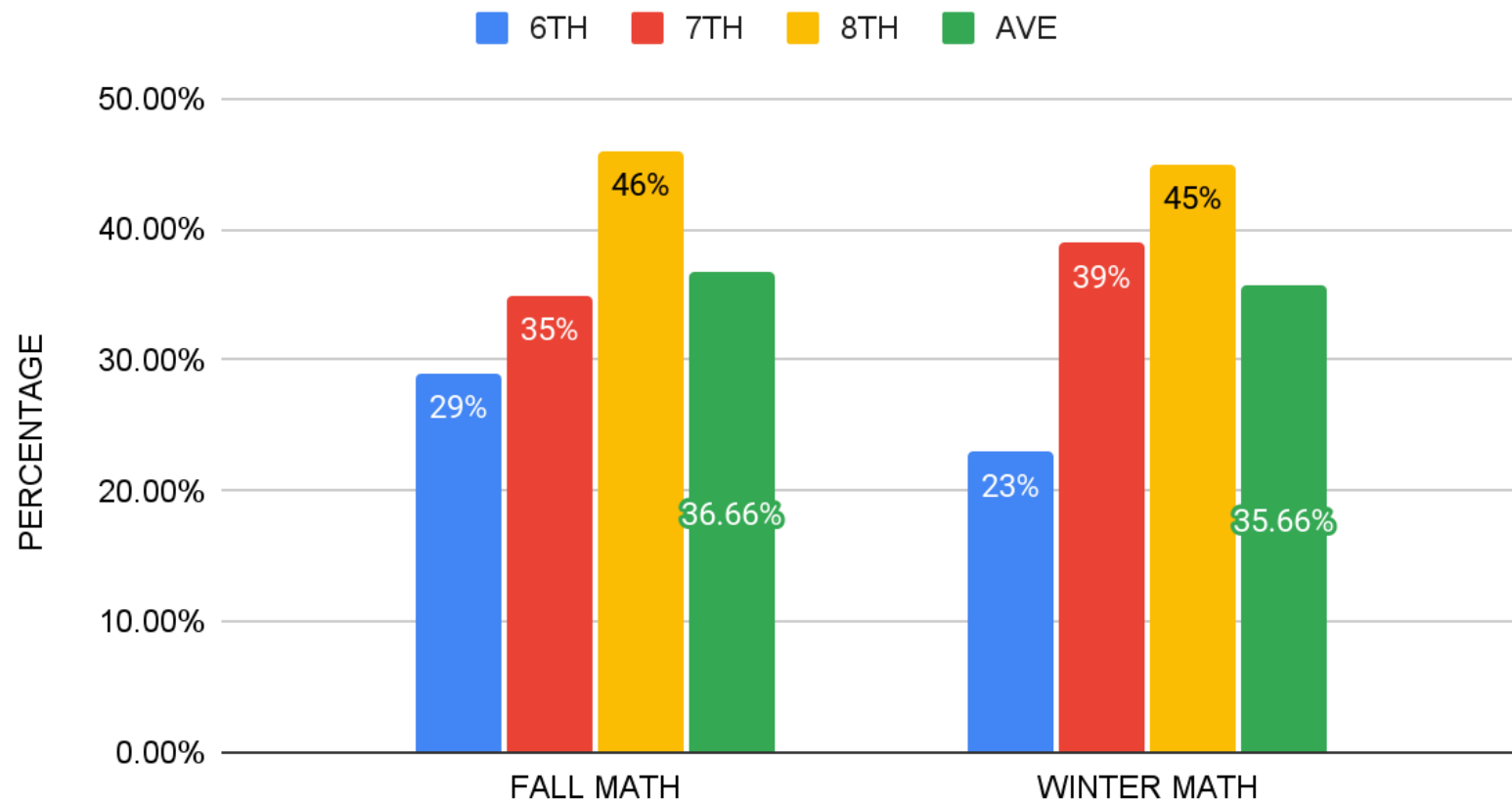
- Stamina - Being able to persist and solve problems
- Implement Aligned Structures
 - Essential Grade Level Standards
 - AVID Schoolwide
 - 10-2-2
 - Focused Note-Taking
 - Cornell Notes
 - Gradual Release Model - I DO, WE DO, YOU DO
 - Modeling Situations for/with students, including Executive Functioning
 - Discourse - Student Talk and Questioning



Star Reading Assessment



Star Math Assessment



Vertical Alignment 5th to 9th Grade

Purpose - Teachers identified student learning gaps and teacher phrases that can help next year's teachers transition students from grade-to-grade, and learn what the receiving grade teachers identify as areas to focus on in the last few weeks of school.

Items Discussed

- **Lowest Standards seen this year (Challenges)**
 - **Highest Standards seen this year (Strengths)**
 - **Topics taught this year to date (Agile Mind)**
 - **Topics needing more focus or not taught next year (Agile Mind)**
 - **Phrases**
 - (x,y) Coordinates - "X before Y. Run before Fly." with Horizontal and Vertical arms for coordinate planes
-

Spring of 2021 Vertical Alignment

- **Math - Universal Skills Identified - 6 - 8 Grade**

- Multiplication/division facts
- Add/Subtract fractions (uncommon denominator)

- Need Emphasis**

- Solving equations
 - Surface Area
 - Equalities and inequalities
 - Data and interpretation and representations
-

Spring of 2021 Vertical Alignment

- **ELA - Universal Skills Identified**
 - **Modeling the writing process**
 - Students have had limited opportunities to engage in formal writing practices
 - **Engagement**
 - Building stamina in independent reading
 - Independent reading lacking in variety
 - Students generally not choosing challenging texts
 - **Vocabulary acquisition**
 - ELA-specific vocabulary (genre, tone, point-of-view, figurative language, etc.)
-

Assessment: Making Progress?

Pre-Determined Monitoring Areas

- o Math: Grade Levels: Report Pre and Post Agile Mind Unit growth (3.1, 6.1, 8.1)
- o ELA - Report Monthly student progress on Citing Text Evidence (8.1)
- o SEL - Report Monthly Sense of Belonging Connection with students (Crit 5/Survey)

Assessment Determined Monitoring Areas -

- Fall SBA and STAR - Determine Grade Level Specific Focus Area (October)
 - o Monitor STAR progress Winter (December) and Spring (May)
 - o Assess SBA progress in Spring (May)
-

Relevance and Stamina

Problem of Practice: Meaningful Learning

Relevance: Students want learning to be relevant and interesting. Students need to see the purpose of their learning and be guided to set goals for the future,

Improvement Goal: Instruction

- Relevance and Stamina in student learning will increase from 55% to 85% as measured by formative surveys and the CEE survey given in 2022.

Action: Act of Teaching

- Connect to Life Experience-
- Build Stamina: Sit in the Drivers Seat - Executive Functioning
- LT/SC will focus on application to real world issues
- AVID, Dialogue, 10-2-2



Survey Data

- **Student Survey Data:** Staff will emphasize four Social and Executive Functioning Processes in their classrooms each day.
 - STAMINA - 27% of students say they **Sometimes finish whatever they start**
 - STAMINA/EXEC - 26% of students say they **Sometimes solve problems by first breaking them into smaller steps**
 - DISCOURSE - 32% of students say they **Sometimes work with others to solve problems**
 - DISCOURSE - 25% - they **Sometimes work well in a group or team**
-

Reconnecting

Problem of Practice

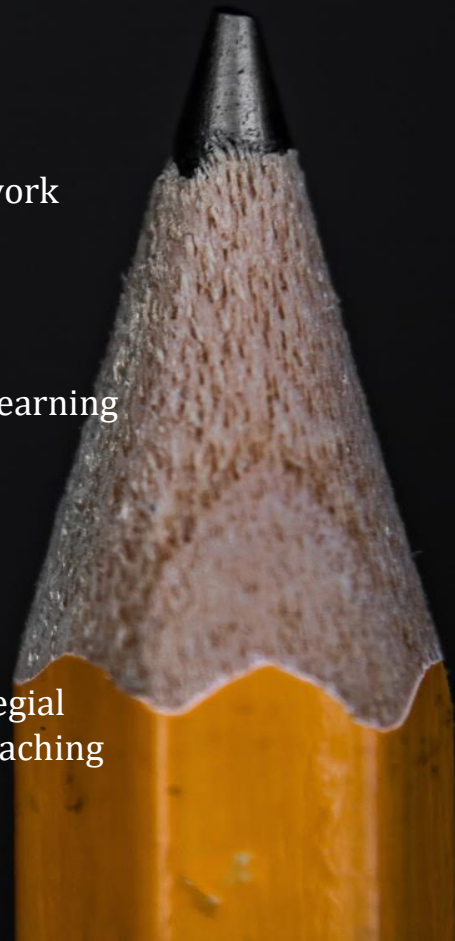
Staff want to rebuild the in-person staff culture, which will result in a productive work environment focused on effective and caring teaching and learning,

Improvement Goal

- Staff will reconnect as people to create a collaborative culture as in-person learning returns.

Action

1. Team building activities will occur at each Pro-D day.
1. Staff will learn together in studio classrooms as a strategy to strengthen collegial learning and make meaningful contributions, which will result in stronger teaching and learning.



Perception Data: Staff Readiness

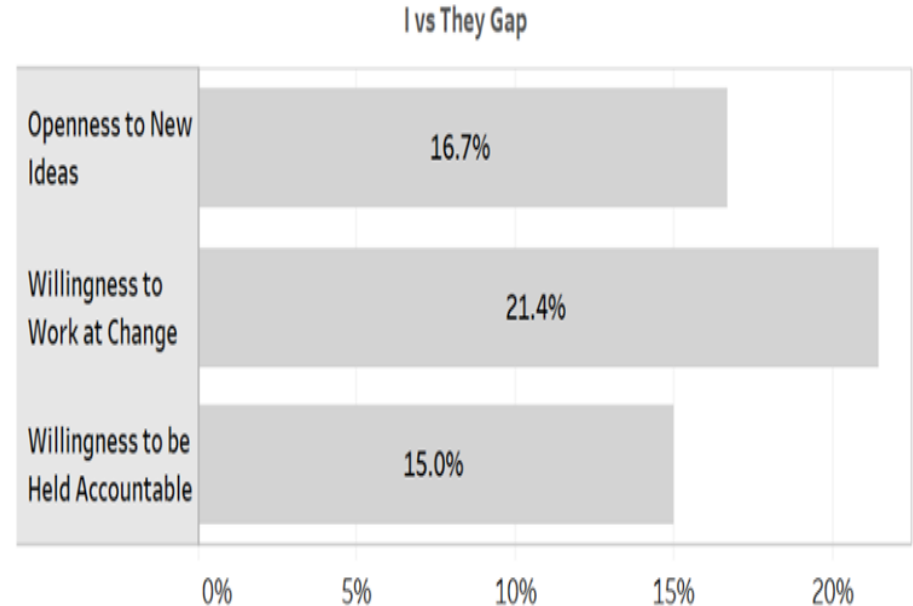


What is an I vs They Gap and why does it matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.



Closure

2021 - 2022 Pathway

Student will learn to persist while reading and interacting with complex texts and solving challenging problems

1. Increasing a sense of BELONGING
 2. Improving student LEARNING
 3. Building RELEVANCE and STAMINA
 4. RECONNECTING as an adult community
-