



2018-2019 Strategic Plan

Blytheville Middle School

Superintendent:

Bobby Ashley

Principal:

Mike Wallace

Leadership Team:

Louise Davis, Denita White, Debra Siegler, Casey DeFord, Beth McGrain,
Kimberly Luellen, Diane Hay

Performance Coach: Kimberly Starr

Focus Area: Building a professional culture of high academic and behavioral expectations

Skills	Measureable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
2.2 Promote a safe, positive and supportive climate.	<ol style="list-style-type: none"> 1. Reinstitute “buddy teacher” system. 2. Improve communication lines between administrative staff and classroom teachers regarding discipline issues in the building. 3. Build in Administrative Protected Time. 4. Creation of a student re-entry program. 5. Classroom management opt-in sessions 6. PBIS and Culture team will work closely together. 	<ol style="list-style-type: none"> 1. Aug 6 - Sep 30 2. Aug 8 - May 31 3. Aug 8 - May 31 4. By August 13 5. Aug 20 - May 31 6. Aug 13 - May 31 	<ol style="list-style-type: none"> 1. Wallace & Core Leadership Team 2. Davis & Wallace PBIS/Culture Team 3. Wallace & Davis 4. PBIS/Culture Team 5. Wallace, Davis, Deford 6. Luellen and Culture Team 	<ol style="list-style-type: none"> 1. Observations, sign-in sheet or partner sheet 2. Use of the t-chart, prioritized time to read through referral log 3. Agenda 4. Document proposing the program 5. Attendance in the sessions, sign-in sheet 6. Reports to leadership team. 	<p>Evaluate the effectiveness of each action to determine the current reality</p> <p>Measure the attendance of teachers</p> <p>Analyze student referral data</p> <p>Quarterly focused next steps and teacher ownership of PBIS.</p>
2.3 Build and sustain collaborative relationships and structures for learning and work.	<ol style="list-style-type: none"> 1. Each team will establish a new set of norms and an agreed upon accountability system 2. Use collaborative 	<ol style="list-style-type: none"> 1. Aug 6 - Aug 31 2. Aug 10 - May 31 3. Aug 17 - May 31 	<ol style="list-style-type: none"> 1. White & Siegler 2. White, Siegler, and teacher leaders 3. Wallace & Core leadership team 	<ol style="list-style-type: none"> 1. Collaboration agenda 2. Protocols 3. Agendas, calendars, and minutes 	<p>Review the progress of norms and collaborative structures</p>

<p>2.3 Build and sustain collaborative relationships and structures for learning and work</p>	<p>protocols to give feedback on lesson plans, analyze student work, and reflect on the quality of lessons</p> <p>3. In the continuing evolution of the leadership team, members of the leadership team will establish table roles and will take ownership of leading portions of the meeting</p>				
<p>3.5 Lead change efforts to scale.</p>	<p>1. Operationalize the language of scale: depth, spread, sustainability, and ownership in regards to the MSLI program</p> <p>2. Create an audit form and conduct an audit to determine the level of implementation of MSLI</p>	<p>1. Sept 4 - Oct 31</p> <p>2. By the end of the first quarter</p>	<p>1. Wallace & Starr</p> <p>2. Wallace, White, DeFord & Sneed</p>	<p>1. Collaboration agenda, anchor charts</p> <p>2. Results of audit</p>	<p>Evaluate the evidence concerning scale to determine next steps</p>

Focus Area: To ensure that best practices drive culture, behavior, and instruction

Skills	Measurable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
4.1 Expect high-quality teaching and learning	<ol style="list-style-type: none"> 1. Ensure that teacher leader groups (culture, instruction, RTI, etc) develop and distribute leadership to build a high performing school 2. Peer group walk-throughs (start with math) 	<ol style="list-style-type: none"> 1. Aug 6 - May 31 2. By Dec 	<ol style="list-style-type: none"> 1. Teacher leaders 2. White & Siegler 	<ol style="list-style-type: none"> 1. Agendas, actionable items presented to leadership team as evidenced by agendas 2. Protocol or #observeme forms and reflection forms 	Teacher led groups use self and group evaluations to generate next steps.
4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning	<ol style="list-style-type: none"> 1. Teachers will implement at least one quality project per quarter 2. Regular focused, purposeful observations and deep dives into ECHO to observe agendas, rubrics, and assessments 3. Teachers will be taught how to deconstruct standards. 	<ol style="list-style-type: none"> 1. Aug 6 - May 31 2. Aug 14 - May 31 3. By November. 	<ol style="list-style-type: none"> 1. Wallace, Sneed, White & Siegler 2. Wallace & Sneed 3. DeFord & Siegler & White 	<ol style="list-style-type: none"> 1. ECHO agendas and project briefcases 2. Observation forms, evidence of feedback, agendas 	<p>Mr Wallace and Ms Sneed will evaluate trends from observations and agendas in order determine professional development needs</p> <p>After standards deconstruction is taught, lesson plans will be looked at to identify who needs additional support in unpacking and internalizing standards.</p>

5.1 Use student performance-based accountability systems for decision-making	1. Students will be taught how to monitor their learning (agency rubric)	1. January 2019 - May 31, 2019	1. Instructional Team	1. Student accountability sheets	Evaluate the success of self-monitoring to determine next steps
5.2 Use adult performance-based accountability systems for decision-making	1. Wallace will model to whole staff his goals for the year. 2. Staff in turn will create worthy professional growth performance goals for the school year.	Aug 8 - Sept 30	1. Wallace 2. All licensed staff	1. Conversations with groups of teachers 2. Goal-setting PGP's on EdReflect	Once all goals are visited about, staff members will create a visual representation of their goals and have that somewhere visible in their classroom. So that stakeholders are aware of what they are working towards. This will hopefully influence growth mindset and agency with our staff and be great modeling for what this can look like for students.