



# 2019-2020 Strategic Plan

Blytheville Middle School

Superintendent: Bobby Ashley  
Principal: Mike Wallace  
Leadership Team: Louise Davis, Denita White, Debra Siegler, Beth McGrain, Mary Jackson, Devin Chambers  
School Support: Sally Cooke

Performance Coach: Dr. Blaine Alexander

**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"> <li>1. Sustain communication lines between administrative staff and classroom teachers regarding discipline issues in the building                             <ul style="list-style-type: none"> <li>-Tardy Sweeps</li> <li>-No Pass Days</li> </ul> </li> <li>2. Continue Administrative Protected Time</li> <li>3. Creation of a student re-entry program</li> <li>4. Creation of a student referral room</li> <li>5. ABA Team will analyze and disseminate discipline data</li> <li>6. Classroom management sessions for identified teachers                             <ul style="list-style-type: none"> <li>-Buddy Teachers</li> </ul> </li> </ol>	Aug 12, 2019 - May 28, 2020	Davis Wallace DeFord Culture Team Applied Behavioral Analysis Team (ABA Team)	Use of the t-chart, prioritized time to read through referral log  Attendance of teachers Agenda/Actions  Attendance in classroom management sessions, sign-in sheet  Operationalize tardy sweeps and no pass day - common language for meaning  Reports to the Guiding Coalition	Evaluate the effectiveness of each action to determine the current reality  Analyze student referral data  Quarterly focused next steps and teacher ownership of PBIS  Log of Buddy teacher time

<p>2.3 Build and sustain collaborative relationships and structures for learning and work.</p>	<ol style="list-style-type: none"> <li>1. Revisit norms and an agreed upon accountability systems in order to create a full Professional Learning Community (PLC)</li> <li>2. Use collaborative protocols to give feedback on lesson plans, analyze student work, and reflect on the quality of lessons: -Collaborative Teams</li> <li>3. Guiding Coalition members will participate in a book study of <u>Learning By Doing</u></li> <li>4. Ties that Bind Team will report to the collaborative groups on upcoming plans for positive teacher morale</li> <li>5. Begin the process of updating a new vision and mission</li> </ol>	<p>Aug 12, 2019 - May 28, 2020</p>	<p>Wallace Davis White Siegler Guiding Coalition Culture Team Ties that Bind Team Teacher Leaders PTO Members</p>	<p>Collaboration agenda Protocols</p>	<p>Review the progress of norms and collaborative structures</p> <p>Review meeting minutes and upcoming plan</p> <p>Communicate the new vision and mission</p>
--	--	------------------------------------	---	---	--

	for BMS 6. Reestablish the Operations Team				
3.5 Lead change efforts to scale.	<ol style="list-style-type: none"> <li>1. Operationalize the language of scale: depth, spread, sustainability, and ownership in regards to reciprocal reading in literacy classes</li> <li>2. Conduct an audit to determine the quality of reciprocal reading in literacy</li> <li>3. Regular observations in the literacy department to ensure implementation of reciprocal reading</li> </ol>	Aug 12, 2019 - May 28, 2020	Wallace Starr White DeFord Literacy Teachers	<p>Collaboration agenda Anchor charts MSLI Audit Form</p> <p>Teacher use of data in decision-making and through changes in instruction and planning</p>	Evaluate the evidence concerning scale to determine next steps

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

Skills	Measureable Actions	Timeline	Person(s) Responsible	Evidence	Next Steps
4.1 Expect high-quality teaching and learning	<ol style="list-style-type: none"> <li>1. Teacher leader groups (culture, instruction, RTI, etc) develop and distribute leadership to build a high performing school</li> <li>2. Peer Learning Walks (PLWs)                             <ul style="list-style-type: none"> <li>-Purpose document</li> <li>-Reflection time</li> <li>-Critical friends</li> </ul> </li> </ol>	Aug 6, 2019 - May 28, 2020	Wallace Teacher leaders White Siegler	Agendas Actionable items presented to leadership team as evidenced by agendas  PCTW forms from each teacher	Teacher led groups use self and group evaluations to generate next steps.  Vision of teaching and learning at BMS
4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning	<ol style="list-style-type: none"> <li>1. Teachers will utilize strategies to engage students in meaningful learning:                             <ul style="list-style-type: none"> <li>-project/product based learning</li> <li>-collaborative groups</li> <li>-student led instruction/ presentations</li> <li>-reciprocal reading</li> </ul> </li> <li>2. Teachers will recognize and teach</li> </ol>	June 4, 2019 - May 28, 2020	Wallace Davis White Siegler All Teachers	Curriculum Map Pacing guides Professional Development June 4-5, 2019 (12 hours) Literacy Math Science Collaboration Team Agendas	After professional development: lesson plans will be looked at to identify who needs additional support in unpacking and internalizing standards.

essential standards for their area of discipline with support from the PLC at Works process.

3. Teachers will be taught how to deconstruct standards and identify the essential standards
4. Teachers will create pacing guides for their department
5. Principals will provide quality PD on the importance of aligning instruction and assessment to standards
6. Collaboration teams will use DuFour's questions to guide their work. These include:
  - a. What do students need to know and be able to do?
  - b. How do we know if they have learned

	<p>it?</p> <p>c. How will we respond if they don't learn?</p> <p>d. How will we respond if they already know it?</p>				
5.1 Use student performance-based accountability systems for decision-making	<ol style="list-style-type: none"> <li>1. Students will be taught how to monitor their learning using data cards</li> <li>2. Involve student leadership in assemblies, ceremonies, and parent/teacher conferences</li> <li>3. Principal and Instructional Facilitators will analyze and present ACT Aspire data to central office administration and stakeholders at GREAT! (Getting Ready to Excel and Thrive) to identify academic targets for improvement</li> </ol>	Aug 12, 2019 - May 28, 2020	Wallace Siegler White Instructional Team Teachers Students	Student accountability sheets	Evaluate the success of student self-monitoring to determine next steps

<p>5.2 Use adult performance-based accountability systems for decision-making</p>	<ol style="list-style-type: none"> <li>1. Individual data meetings with building-level administration for tested areas</li> <li>2. During these individual data meetings, teachers will be encouraged to reflect on their instructional practices</li> <li>3. Using the ability to reflect, teachers will develop authentic goals for their PGP plans.</li> </ol>	<p>Aug 12, 2019 - May 28, 2020</p>	<p>Wallace All licensed staff</p>	<p>Student data Teacher reflection Goal-setting PGP's on EdReflect</p>	<p>Evaluate observational data and achievement data to determine next steps</p>
---	---	------------------------------------	---------------------------------------	--	---