

Hannah Beardsley Middle School School Improvement Plan

Hannah Beardsley Middle School's improvement plan is designed to identify priorities and provide focus and support to our *Mission of Educational Excellence for All Students*. The Goals and Road Map affirm our long-standing commitment to continually improve and enhance the learning opportunities that we provide our students.

District Goals

Goal 1: By June 2019, all grade levels will reach high growth (or score above the 50th percentile) compared to national norms in reading and math on the MAP assessment.

Goal 2: By June 2019, all buildings will receive culture/climate ratings from the parent and administration surveys at the 90% or higher.

Road Map/Strategies for School Improvement 2016-2019

Indicator 1: Learning Environment and Conditions (CL 4) All school personnel will actively model and foster a positive school environment where students feel valued and are challenged to be engaged and grow cognitively.

- Create Value Statement as a building
 - What do we value at HBMS? What does it mean to be an HBMS Bear?
- On going- Implement 1:1 Chromebook use by integrating technology in instruction
- PBIS
 - Established a Universal Team
 - Conducted a full PBIS Day- all school roll out of teaching matrix/token economy
 - Ongoing professional development
 - data collection and review monthly at staff meetings
 - check in/ check out for identified students
 - common language throughout building
 - celebration assemblies all school and grade level
- RTI
 - Established Problem Solving Team
 - On going- Provide on going PD to help teachers develop solid Tier 1 practices
 - On going- Problem solve ways to intervene with our current available resources at Tiers 2 and 3
 - On-going-Participate on district RTI team

- Restorative Justice
 - Introduced concepts to full staff by IPA presenter and Steve Scarf
 - Encourage some classrooms to conduct Peace Circles
 - Continually review policies and protocols to align with restorative practices (i.e. cell phone policy, daily discipline)

- Implement social and emotional learning supports
 - Implement Erika's Lighthouse
 - Educate students, provide resources for students to report or get help for social/emotional concerns
 - Erin's Law presentation by Victor Pacinni
 - Promote McHelp App
 - B3B4U- Promoting Digital Citizenship
 - Connections- Invite students to participate in an early morning bi-weekly group to help them “connect” with others

- Social Media and Communication
 - Using teacher websites to capitalize on students' technology access to engage students in class work
 - Using HBMS Website, Parent newsletters eblasted, Twitter, and Facebook accounts to highlight school and student involvement

Indicator 2: Educator Quality/ Professional Development (CL 16) Professional development for teachers will be determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports.

- MAP Learning Continuum focus-
 - Provide differentiated PD and work time for teachers to become fluent in the NWEA site to
 - retrieve and analyze their own student and class reports
 - help students set and meet achievable learning goals
 - use the Learning Continuum to group students and differentiate instruction

- 1:1 Chromebook rollout
 - Utilize our iCoach and mobile technician to help with Chromebook infrastructure policies and integration of technology throughout the building.

- ELL
 - PD for general education teachers on ACCESS data and Can-Do descriptors
- Framework for Teaching (Danielson framework for teaching)-
 - Empower teachers as active users of the framework. Administrators focus on helping teachers identify goal areas
- Curriculum Support
 - Revise Units of Study and the new bilingual Units of Study
 - Pilot Modeling strategies in science
 - All 6th grade math teachers piloting Math Expressions
 - math teachers exploring workshop model through optional book study Minds on Math:Using Math Workshop to Develop Deep Understanding in Grades 4-8

Indicator 3: Teaching and Learning/Assessment (IID 09) II D09 - Instructional teams will use student learning data to plan instruction.

- MAP Learning Continuum focus (same as above)
 - Provide PD and work time for teachers to become fluent in the NWEA site to
 - retrieve and analyze their own student and class reports
 - help students set and meet achievable learning goals
 - use the Learning Continuum to group students and differentiate instruction
- ELL
 - Focus on ACCESS growth rather than exit
 - Design instruction using Can Dos based on ACCESS
- PBIS
 - Implement SWIS data tracking
 - Use this data in the Universal team as well as share with the full staff on a regular basis
- RTI
 - Provide PD for teams to use MAP, common assessments, and behavior data to be able to document, goal set, and track for RTI intervention
- Erika's Lighthouse
 - Track and report data collected from social workers and school psychologist regarding reports, crisis, hospitalizations, and ongoing support to determine need resources