

## Col. E. Brooke Lee Middle School Linkages Chart School Improvement Plan 2016-2017

### Student and Stakeholder Focus

As a result of analyzing student MAP, grade, discipline, and voice data, it was determined that our students need:

1. All teachers to plan for powerful instruction that includes explicit instruction of vocabulary and daily opportunities for structured student discourse (SSD); to deepen students' understanding of content and develop precision with their use of academic language and to independently communicate their understanding through listening, reading, viewing, writing, and speaking.
2. All teachers to harness the cultural capital of Black Males and Hispanic students to engage them in learning and maximize their eligibility.

### Faculty and Staff Focus

As a professional learning community, we will collaborate to build staff capacity related to our instructional focus. Teachers will need professional learning on:

Explicit teaching of vocabulary through academic language; structuring student discourse strategies; creating scaffolds and differentiation for independent communication of understanding:

- Visuals to enhance interaction
- Providing Language Targets and Scaffolds
- Wait time
- Questioning
- Involving all students through meaningful interactions
- Writing Scaffold Strategies
- Differentiated Writing Strategies

Examining racial experiences in the USA and how they affect teaching and learning for stakeholders at Lee:

- 6 Conditions
- Overlap of Racial Experience into cultural values
- Harnessing cultural capital for culturally responsive teaching
- Identity impacting expectations of Black Males and Hispanic students

### Leadership

#### Vision

Col. E Brooke Lee Middle School provides Learning and Equity for Everyone!

#### Mission

The Col. E. Brooke Lee community promotes success for ALL students by facilitating academic and social growth; engaging creative problem solving; and reaching 21st century learners.

### Strategic Planning

In an effort to eliminate the opportunity gap between subgroups, ensuring opportunities for structured student discourse, explicit vocabulary instruction through academic language, and thus supporting writing goals in all content subjects; identified students will make gains in the following areas as a result of Lee staff exploring the impact of race and culture in these areas:

**Literacy Goal:** Hispanic students will increase their MAP-R scores to proficient or advanced from 34% to 100% over the next three years. We will increase the proficiency and advance scores on the MAP-R within the Hispanic subgroup by 22% per year.

**Math Goal:** All Algebra students will pass Algebra with a C or higher. We will increase the number of students enrolled in Algebra I or higher by 8<sup>th</sup> grade to 80% or higher.

### Process Management

As a result of analyzing student MAP and grade data, and teacher voice data, the following processes are implemented and monitored to meet student needs:

- Focused conversations by instructional leaders about informal observation data and implications on instruction through identified next steps
- Focused informal and formal observations by ILT using feedback through reflective conversations; provide teacher feedback
- Professional learning and monthly instructional newsletters focused on identified SIP areas, AVID, UDL, and "Give Me 10!" strategies; including overall lesson structure and delivery
- Student feedback through surveys to monitor implementation of strategies
- Department time during the day for course-alike planning, department PLCs, and data analysis
- Planning for Powerful Instruction tools
- Equity macro and micro professional learning sessions throughout the year for ILT and staff
- Utilizing the leadership continuum to gauge progress in implementing SIP goals
- Coaching practice and facilitating effective PLCs

### Organizational Performance Results

See Attached

### Measurement, Analysis, and Knowledge Management

#### Student Data

- MAP-M data
- MAP-R data
- Interim and quarter grade data
- Common formative and summative assessment scores
- Student surveys

#### Teacher Data

- Informal observation data to examine the application of identified instructional practices as specified in the SIP
- Data chat meetings through department and team PLCs
- Teacher feedback; including feedback on SLOs that support Lee's strategic planning goals
- Comprehensive professional development plan data evaluation tools
- Peer visit and reflection data
- Teacher SLOs
- Professional Development Exit Cards
- Teacher surveys