STUDENT AND STAKEHOLDER FOCUS

As a result of root cause analysis, it was revealed that **100% of our students need staff to provide opportunities for critical thinking through lessons that engage students in argumentative writing and academic conversation.**

FACULTY AND STAFF FOCUS

Teachers will need professional development on:

- Defining academic conversation and argumentative writing
- Planning for academic conversations through critical thinking
- Assessing academic conversation and argumentative writing
-

Instructional Leaders will need professional development on:

- Academic conversation and use of Argumentative writing through Training of Trainer model
- Examples of academic conversation and strategies
- Assessing effectiveness of academic conversation and use of argumentative writing checklists
- Creating culturally proficient classrooms

LEADERSHIP

The **vision** of Newport Mill Middle School, an International Baccalaureate World School, is to inspire and support socially active, compassionate, respectful, and intercultural lifelong learners.
The **mission** of Newport Mill Middle School is to provide an educational experience that uses STEM-centric teaching and learning to produce highly successful readers, writers, and problem-solvers who gain intercultural understanding and respect by addressing real-world problems through authentic assessment.

STRATEGIC PLAN

Goal: focusing our efforts on providing consistent opportunities for critical thinking through lessons that engage students in argumentative writing and academic conversations will have a significant impact on closing the achievement gap between our African American and Hispanic students and their White and Asian peers in Literacy and Math as measures in Algebra I completion with C or higher, MAP-R, and students' cumulative GPA.

1. **Literacy Goal**: to increase the percentage of African American and Hispanic/Latino students who score proficient or advanced on MAP-R from 67.50% and 60.56% respectively to 100%.
2. **Math Goal:** to increase the percentage of African American and Hispanic/Latino students who complete Algebra I with a C or better from 66.67% and 64.29% respectively to 100%.
3. **Cultural Proficiency Goal**: to eliminate racial/ethnic achievement performance gaps in cumulative GPA by increasing the average cumulative GPA of African American and Hispanic/Latino students by 5%.

	2015-16	2016-17	2017-18
***Literacy Goal**: to increase the percentage of African American and Hispanic/Latino students who score proficient or advanced on MAP-R from 67.50% and 60.56% respectively to 100%.*			
African American to White	67.50% -75.08%	75.08%-82.66%	82.66%-90.24%
Hispanic to White	60.56%-70.45%	70.45%-80.34%	80.34%-90.23%
***Math Goal:** to increase the percentage of African American and Hispanic/Latino students who complete Algebra I with a C or better from 66.67% and 64.29% respectively to 100%.*			
African American to White	66.67%-76.88%	76.88%-87.09%	87.09%-97.30%
Hispanic to White	64.29%-75.29%	75.29%-86.29%	86.29%-97.29%
***Cultural Proficiency Goal:** to eliminate racial/ethnic achievement performance gaps in cumulative GPA by increasing the average cumulative GPA of African American and Hispanic/Latino students by 5%.*			
African American to White	2.67 to 2.90	2.90 to 3.10	3.10 to 3.33
Hispanic to White	2.46 to 2.76	2.76 to 3.06	3.06 to 3.36

PROCESS MANAGEMENT

As a result of the root cause analysis, the following structures and processes will be implemented and monitored:

- Review the School Improvement Plan quarterly to monitor data and progress.
- Provide professional development to Content Specialists and teachers on academic conversation and argumentative writing during leadership and department meetings.
- Conduct informal and informal observations focused on academic conversation and argumentative writing with the Content Specialists, Administration, and leadership team.
- Provide collaborative planning time through departments to collect, analyze, and disaggregate data from various sources to guide planning for structured academic conversation, argumentative writing through Interdisciplinary Writing Assessments, student surveys and interviews, and walk-through data.
- Review ongoing math achievement analysis and providing interventions and adjustments to instruction during department meeting.
- Develop a Culturally Responsive Teaching team to provide professional development on culturally responsive instruction.

PERFORMANCE RESULTS

See Charts on back of this sheet.

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Student Data Points

- Ineligibility
- Algebra I
- Map-M and Map-R
- End-of-Unit Assessments for high school courses
- Grades for high school courses
- Student Voices survey
- Student Focus Group
- Interdisciplinary Writing Assessments

Staff Data Points:

- Focused classroom observations on Academic Conversation
- Staff Voices survey
- Focused Peer Visits with reflections
- Artifacts from professional development
- MYP Portfolios
- Student Learning Objectives

Newport Mill Middle School
GAP Reduction

	2016-17	2017-18	2018-19
Literacy Goal: to increase the percentage of African American and Hispanic/Latino students who score proficient or advanced on MAP-R from 67.50% *and* 60.56% *respectively to 100%.*			
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Performance Measures for 2014, 2015, and 2016 (3-year trend)
GPA, MAP-R, and Algebra I Data Charts

MAP-R			
	MAP-R Spring 2014	MAP-R Fall 2015	MAP-R Spring 2016
All	73.93%	72.25%	73.41%
A	83.33%	85.00%	87.50%
Af Am	70.21%	75.60%	67.50%
H	61.57%	57.14%	60.56%
W	96.83%	93.69%	90.24%
Am. Ind	100.00%	100.00%	100.00%
IEP	31.43%	29.03%	33.87%
504	100%	66.67%	85.00%
LEP	21.65%	21.74%	26.44%
MU		92%	91.67%

Algebra 1			
	2014	**2015**	**2016**
All	64.08%	85.86%	74.33%
A	73.33%	88.89%	83.33%
Af Am	44.44%	87.50%	66.67%
H	62.86%	75%	64.29%
W	69.70%	100%	97.30%
Am. Ind	100%		
MU	100%	83.33%	100.00%

	2014 Cumulative GPA	2015 Cumulative GPA	2016 Cumulative GPA
A	3.28	3.28	3.17
Af. Am.	2.89	2.76	2.67
H	2.71	2.52	2.46
W	3.43	3.49	3.37
Am. Ind.	2.12		2.78
MU	2.92	3.24	3.13

Newport Mill Middle School
Root Cause Analysis 2015-16

The Leadership Team reviewed and analyzed school-wide data, including classroom observation walk-through data. Upon careful analysis and discussion of the data collected, the following root cause was identified:

- **100 percent of our students need staff to provide opportunities for critical thinking through lessons that engage students in argumentative writing and academic conversations.**

The following solutions were identified:

1. Review and revise observation tool to include critical thinking skills in addition to academic conversation and argumentative writing skills, and collect pre-assessment data on teacher and leader knowledge and skills about proficiency in engaging students in critical thinking, academic conversation, and argumentative writing skills based on common definitions and understanding.
2. Share pre-assessment data, observation tool, and action plan for professional development for this school year with whole staff.
3. Conduct training on academic conversation and critical thinking – understand rationale for critical thinking, define it, and identify specific strategies for students to engage in critical thinking through academic conversations.
4. Create Interdisciplinary Writing Assessments with MYP Rubric, and use collaborative planning time to create exemplars and rangefind – teachers develop a plan using Planning for Powerful Instruction for personal implementation of academic conversation infused with critical thinking strategies.
5. Conduct informal observations/walk-throughs using 2016-2017 instructional focus observation tool, and complete formal observations by evaluators each quarter to focus on areas of improvements for individual teachers. Design structure for peer visits and reflective conversations, and develop data gathering tool for data assessment and management from informal and formal observations.
6. Assess data gathered, determine next steps, and share with staff.
7. Resource Teachers (CS), with support from Staff Development Team, provide coaching as necessary to individual staff members based on need.
8. Resource Teachers (CS) collaborate with Staff Development Team to design additional authentic trainings/workshops to address individual needs in their departments.
9. Re-visit observation tool for effectiveness.
10. Re-assess teacher needs (use original diagnostic tool). Repeat of action steps seven and eight as necessary for individual teachers.
11. Review student work for evidence of critical thinking that engage students in academic conversations and argumentative writing. Assess if students are thinking critically through effective academic conversations and writing for argument.

School: **NEWPORT MILL MIDDLE SCHOOL** Date: **August 16, 2016**

Literacy Goal: to increase the percentage of African American and Hispanic/Latino students who score proficient or advanced on MAP-R from 67.50% and 60.56% respectively to 100%.

Action steps, objectives and processes timeline: *What are the measurable steps to achieve the BGSIP goals?*	Person(s) Responsible	Resources Needed	Monitoring tools or data points *(formative & summative)*	Monitoring: Date and by whom	Results/Next Steps *(include evaluation of processes for effectiveness and efficiency)*
1a. Resource Teachers (CS) to review and revise **observation tool** to include identifying critical thinking as well as academic conversation skills and argumentative writing criteria. 1b. **Pre-assessment** of teacher and leader knowledge and skills about proficiency in engaging students in critical thinking, academic conversation, and argumentative writing skills based on common definitions and understanding (use of self-reflection with examples for areas of improvements). 1c. Develop data gathering tool for data assessment and management for both informal and formal observations.	Content Specialists Staff Development Team MYP Coordinator Administration	Baseline survey and walk-through data Writing Checklist Learning Progression Tool	Content Specialists Administration	Content Specialists MYP Coordinator Staff Development Team Administration by October 15	Completed on 8/27/16 – Newport Mill Middle School Observation Tool In process to be completed by 10/15 In process to be completed by 10/15

1d. Design structure for peer visit and reflective conversations. Discuss evidence on providing opportunities for critical thinking that engage students in academic conversations and argumentative writing skills. 1e. Culturally Responsive Teaching (CRT) PLC to review Common Beliefs Survey Data and identify strategies and resources to address professional development.					
2a. Share pre-assessment data, observation tool, and action plan for (tentative) professional development for this school year with whole staff either in department or team meeting. 2b. CRT PLC to present action plan to ILT and outline how the plan supports the school's instructional focus, the superintendent's focus of closing the opportunity gap, and alignment to SIP. The action plan will be rolled out in segments (Building meaningful relationships with coworkers, Recognition of One's Own Cultural Lens and Biases, Knowledge of Students' Cultural Backgrounds, Awareness of the	Content Specialists Staff Development Team MYP Coordinator Culturally Responsive Teaching PLC	Curriculum MYP Rubrics Argumentative Writing Checklist	MYP Rubrics Argumentative Writing Checklists	Content Specialists Staff Development Team MYP Coordinator Culturally Responsive Teaching PLC	October Staff Meeting

Broader, Social, Economic and Political Context and Willingness and Commitment to Use Culturally Appropriate Management Strategies).					
3a. Initial **Trainings for 2016-17**:(PD Level:): What does academic conversation look like? Sound like? What is critical thinking? How to plan for critical thinking? -Understand rationale for critical thinking, define it, and identify specific strategies for students to engage in critical thinking through academic conversations (define what each area of focus is and is not in this category) ➢ infuse video of RT lessons ➢ reintroduce observation tool to clarify what critical thinking and academic conversation look like. ➢ observe an RT implementing academic conversation in a lesson ➢ conversation about strategies that worked 3b. CRT PLC will conduct a 'How Diverse is Your Universe' activity to begin courageous conversations regarding cultural biases, race, equity, and behavior management with staff. The focus for 2016-17 School Year will be:	Content Specialists Staff Development Team MYP Coordinator Culturally Responsive Teaching PLC	Critical Thinking Strategies Academic Conversation Starters and Prompts Culturally Responsive Teaching Strategies		Content Specialists Staff Development Team MYP Coordinator Culturally Responsive Teaching PLC	Department Meetings in October and November Completed Training on "How Diverse is Your Universe" on 8/31 to ILT and 9/6 to staff Completed Co-Teaching Training to Staff on 9/7

-Building meaningful relationships with coworkers -Recognition of One's Own Cultural Lens and Biases					
4. **Planning for Powerful Instruction, Level 2:** A. collaborative planning with Resource Teachers and department to write a plan for their personal implementation of academic conversation infused with critical thinking strategies. B. Analysis of student work: (Interdisciplinary Writing Assessments, DBQs, paragraphs/essays, GPA, etc.). Assess if students are thinking critically through effective academic conversations and writing for argument	Content Specialists Staff Development Team MYP Coordinator Administration			Content Specialists Staff Development Team MYP Coordinator Administration	IWA Dates for Collaboration - 9/21 – PE and Math - 10/26 – Science and English - 1/18 – Social Studies and English MYP Workshop Sessions through departments: - August – Study curricula and find organic alignments - Sept/Nov/Feb/Apr – Create one MYP unit planner/ assessment/ rubric/exemplar - Oct/Dec/Mar/May – Rangefinding with student samples and grading for Q1 - Jan/June – Analyze MYP

					progress reports with reflection Send teachers to MYP workshops: - Science teacher - Math CS - Media Center Specialist - LFI teacher - MYP Coordinator - World Studies CS and teacher - ESOL teacher - Principal - Science CS - Foreign Language teacher
5. **Observations**: A. Informal Observation/conduct walk through using 2016-17 instructional focus observational tool. Discuss evidence on providing opportunities for critical thinking that engage students in academic conversations and argumentative writing skills. B. Formal observations by evaluators each quarter to focus on areas of	Content Specialists Staff Development Team MYP Coordinator Administration			Content Specialists Staff Development Team MYP Coordinator Administration	Content Specialist walk through - Thursday, 10/6 IC walk through - Tuesday, 10/18 To be completed by 10/31 for Content Specialists for Semester 1 and by 4/1 for Administration for Semester 2

improvements for individual teachers. C. Design structure for <u>peer visits</u> and reflective conversations. Discuss evidence on providing opportunities for critical thinking that engage students in academic conversations and argumentative writing skills. D. Develop <u>data gathering tool for data assessment and management</u> for both informal and formal observations.					In process to be developed by 10/15
6. Assess data gathered, determine next step, and share with staff *(where are we on the SIP action plan, and how is this reaching our students).*	Content Specialists Staff Development Team MYP Coordinator Administration			Content Specialists Staff Development Team MYP Coordinator Administration	
7. <u>Coaching</u>: Resource Teacher with support from Staff Development Team provide coaching as necessary to individual staff members based on need.	Content Specialists Staff Development Team MYP Coordinator Administration			Content Specialists Staff Development Team MYP Coordinator Administration	TBD based on individual teacher needs

8.Professional Development: Resource Teacher collaborate with Staff Development Team to design additional, authentic training/workshop to address individual needs in their departments.	Content Specialists Staff Development Team MYP Coordinator Administration			Content Specialists Staff Development Team MYP Coordinator Administration	TBD based on individual teacher needs
9. Re-visit observational tool for effectiveness. (CS PLC)	Content Specialists Staff Development Team MYP Coordinator Administration			Content Specialists Staff Development Team MYP Coordinator Administration	January 2017
10. Re-assess teacher needs (use original diagnostic tool). *Repeat of action steps seven and eight as necessary for individual teachers.*	Content Specialists Staff Development Team MYP Coordinator Administration			Content Specialists Staff Development Team MYP Coordinator Administration	
11. Review student work for evidence of critical thinking that engage students in academic conversations and argumentative writing.	Content Specialists Staff Development Team MYP Coordinator Administration			Content Specialists Staff Development Team MYP Coordinator Administration	TBD dates based on IWA administration

School: **NEWPORT MILL MIDDLE SCHOOL** Date: **September 2016**

Math Goal: : to increase the percentage of African American and Hispanic/Latino students who complete Algebra I with a C or better from 66.67 and 64.29% respectively to 100%.

Action steps, objectives and processes timeline *What are the measurable steps to achieve the BGSIP goals?*	Person(s) Responsible	Resources Needed	Monitoring tools or data points *(formative & summative)*	Monitoring: Date and by whom	Results/Next Steps *(include evaluation of processes for effectiveness and efficiency)*
1. Plan and discuss criteria for common assessment items along with point values assigned to cohort.	Assistant Principal Content Specialist Staff Development Team Math Teachers	Formative Assessment	Formative Assessment Grades from teacher-made assessments	Assistant Principal Content Specialist Staff Development Team	Established meeting expectations and weekly structure for collaborative planning and data chats during September 2016
2. Analyze formative assessment data for classes, and adjust instruction accordingly.	Content Specialist Staff Development Team Math Teachers	Formative assessment scores	Grades from teacher-made assessments	Monthly	Weekly data chats with cohorts - Math 6 - IM - Algebra I
3. Use cohort planning time to continually monitor long-term planning/pacing, and make adjustments as necessary.	Content Specialist Math Teachers	Assessments MYP Unit Planner	Cohort PLC meeting notes	Monthly/Quarterly	IM curriculum planning meeting with L. DaSilva, math specialist (2-29).
4. Identify students that have not mastered concepts, and indicate reasons for lack of progress. Match teacher-generated strategies to each factor.	Math Teachers Content Specialist Administration	Biweekly dates TBD	Department Minutes	Weekly	Establish bi-weekly data chats with Math CS and Administration. Action Plan for Math Department

School: **NEWPORT MILL MIDDLE SCHOOL** Date: **September 2016**

Cultural Proficiency Goal: to eliminate racial/ethnic achievement performance gaps in cumulative GPA by increasing the average cumulative GPA of African American and Hispanic/Latino students by 5%.

Action steps, objectives and processes timeline *What are the measurable steps to achieve the BGSIP goals?*	Person(s) Responsible	Resources Needed	Monitoring tools or data points *(formative & summative)*	Monitoring: Date and by whom	Results/Next Steps *(include evaluation of processes for effectiveness and efficiency)*
1. Develop an understanding of the language proficiency levels, and use it to plan and deliver instruction.	Equity Specialist Staff Development Team Cultural Proficiency Team	Power Presentation on WIDA Levels and Can-Do indicators	RELL/ELL walk-through	Administration Content Specialist Staff Development Team MYP Coordinator ELDT Coach	
2. Understand the demographic of Newport Mill Middle School and its implication for instructional planning.	Administration Cultural Proficiency Team	Presentation to Equity Specialist	September 6	January 2016	Delivery of "How Diverse is Your Universe"
3. Develop a series of professional development opportunities around race and equity that facilitate courageous conversations.	Equity Specialist Staff Development Team Cultural Proficiency Team	Presentations and training with Equity Specialist		February-April in departments	TBD – in progress
4. Develop the skills and confidence to discuss racial barriers to student achievement among the leadership team.	Equity Specialist	Training with Equity Specialist		On-going December and April monitoring dates	TBD – in progress

School Name: Newport Mill Middle School **Date:** August 16, 2016

School Improvement Team Information

Principal: Ms. Panagiota Tsonis

All active members of the School Improvement Team who worked on the plan must complete the sign-in sheet. The School Improvement Team leads the school community in making the school a positive place in which teaching and learning thrive. The team should be representative of the school community and work closely with school administrators to develop a comprehensive plan for school improvement.

Print Name	Signature	Position
Staff (required):		
Panagiota Tsonis		Principal
Linda Jasper		Assistant Principal
Ryan Graves		Assistant School Administrator
TBD		Staff Development Teacher
Donna Kleffman		Middle Years Programme Coordinator
Jessica Addison		Special Education Resource Teacher
Jessica Snyder		Media Specialist
Eileen Brandy		Elected Faculty Representative
Jaquettia King		Elected Support Representative
LaTasha Summers		English Content Specialist
Lisette Kernizan		Math Content Specialist
Matthew Slatkin		Physical Education/Health Content Specialist
Eugene Wilson		Science Content Specialist
Kevin Jackson		World Studies Content Specialist
Julie Gross		Visual & Performing Arts/Foreign Language Content Specialist
Jaclyn Pollock		Sixth Grade Team Leader
Susan Reff		Sixth Grade Team Leader
Joseph Msefya		Seventh Grade Team Leader
Claudia Urbina		Seventh Grade Team Leader
William Gonzales		Eighth Grade Team Leader
Wendzell McLean		Eighth Grade Team Leader
Parents (required):		