

Strategic Plan: 2023

Broad Rock Middle School

Mission and Vision

Mission

The mission of Broad Rock Middle School, in partnership with families and the entire educational community, is to empower and inspire all students to develop and apply the knowledge, skills and attitude necessary to achieve personal success and contribute responsibly and bravely to our diverse world.

Vision

Broad Rock Middle School will be an inclusive, positive learning community where students form strong relationships with students, and teachers use data to personalize learning to enable all students to achieve at high levels.

Theory of Action

If School...

IF our learning community focuses on Social Emotional Learning through the development of strong relationships between students and teachers,

IF teachers use data to design Math lessons that incorporate elements of personalized learning and differentiate instruction,

IF teachers use data to design Reading and Writing lessons that incorporate elements of personalized learning and differentiate instruction,

Then School can...

THEN students will feel known, cared for and connected and we will see increased levels of student engagement in academics and increased attendance

THEN students will demonstrate increased academic achievement in math

THEN students will demonstrate increased academic achievement in reading and writing

So that...

SO THAT we will see increased levels of student engagement in academics and increased attendance, and we will close academic achievement gaps among our sub-groups.

Values

Respect

We believe in creating an inclusive, positive learning environment where all students feel safe and a sense of belonging to their school community.

Students need to feel connected and form strong positive relationships with their teachers to meaningfully engage in their learning and grow academically. We will work to create systems to ensure that students feel safe and connected to the adults in our building.

High expectations

We believe that all students can achieve at high levels. Teachers will set and maintain high expectations for all students.

Teachers need to get to know students, to understand their strengths and needs. Teachers will use data to personalize learning to close academic achievement gaps, and ensure that all students will be able to achieve at high levels.

Collaboration

We believe in the importance of collaboration among our staff in professional learning communities, and partnering with our families and community

stakeholders.

We need to provide ample time within the school day and after school for our staff to collaborate in professional learning communities. We need to plan meaningful professional development opportunities to support this collaboration.

Needs Assessment

Through our needs assessment, we learned that students do feel connected to adults in our building. Students feel safe in our building, and believe there are adults they can go to if they have a problem.

The data indicates a need to improve our math proficiency levels for all students, and a need to improve the reading and writing proficiency levels for all students. Data also indicates the need to improve the math, reading and writing achievement levels of students with disabilities.

Baseline Data:

The number of students meeting or exceeding expectations on RICAS Math was 42.5 %

The number of students meeting or exceeding expectations on RICAS ELA was 47.2 %

On the SEL screener MySAEBRS in which students self-assess, 14% of Gr 5 students scored at-risk, and 12% of Gr 6 students scored at-risk

On the SEL screener SAEBRS that teachers complete about their students, 19% of Gr 5 students scored at-risk, and 8% of Gr 6 students scored at-risk

We believe that the root causes of these achievement gaps are a lack of Tier 1 interventions being done with fidelity by classroom teachers. Learning gaps are not being closed for students with disabilities, and for students with Personal Math Plans and Literacy Plans. We need to provide teachers with professional development and resources to differentiate instruction for all

learners, and we need to improve our MTSS processes.

Priorities

Social-Emotional Learning

We will work on improving social-emotional learning for all students and will create a positive, inclusive learning community.

Commitments

Measurable Goals

1. By the end of the 22-23 SY we will see growth in SEL skills and student engagement as evidenced by a decrease in the number of students identified as showing risk in the Social Behavior Category as measured by the SAEBRS & MySAEBERS screening assessment and the LINKS Connections survey.

Initiative 1: SEL supports

Action Step 1: By October 2023 and February 2024, SEL focused MTSS meetings will be held to analyze student data from the Fall and Winter SAEBRS and mySAEBRS SEL screeners, and the LINKS survey that identifies feelings of connectedness to faculty/staff/peers. Teachers will plan interventions in conjunction with the mental health consult team. Students will repeat LINKS and SAEBRS/mySAEBRS in May for post-outcome data.

Action Step 2: By December 2023, the SIT team will review Survey Works data to develop school-wide action steps for improving Social Emotional Learning and feeling connected to school

Action Step 3: By February 2024 all staff will receive training from the South County Prevention Coalition to help our staff better understand and support our LGBTQ+ students

Action Step 4: Students at-risk for academics and attendance will be identified and discussed monthly during attendance committee

meetings, and individualized attendance plans will be developed as needed. School Counselors will analyze mid-quarter and quarterly grades and will meet with teams weekly to discuss student needs and interventions.

Action Step 5: Students will participate in monthly spirit day activities and community service activities planned by the BRMS Student Council to foster a sense of belonging at school.

Math

Teachers will use data to personalize learning to close academic achievement gaps, and ensure that all students will be able to achieve at high levels.

Commitments

Measurable Goals

1. We will increase the overall percentage of students scoring “Met Expectations” or “Exceeded Expectations on the 2022 RICAS Math Assessment by 15%

Initiative 1: Improved Math performance

Action Step 1: By January 2024 the math department will participate in a professional development to increase their understanding of the new Illustrative Math curriculum resource and assessment components and will debrief in CPT meetings.

Action Step 2: By December 2023, teachers will review RICAS released items during CPT and identify 2-3 action steps to implement in their instruction

Action Step 3: By March 2024, math teachers will complete learning walks with administration and math colleagues and provide feedback to one another

Action Step 4: In October, January, February, April and May math teachers will participate in MTSS meetings to analyze data, discuss student progress, and plan additional classroom based interventions as needed, to be documented in Personal Math Plans.

Action Step 5: Administration will meet with teachers monthly during CPT to review common assessment data by grade level and use a data protocol to discuss implications for practice.

Reading and Writing

Teachers will use data to personalize learning to close academic achievement gaps, and ensure that all students will be able to achieve at high levels.

Commitments

Measurable Goals

1. We will increase the overall percentage of students scoring “Met Expectations” or “Exceeded Expectations” on the 2022 RICAS ELA Assessment by 15%

Initiative 1: Improved Reading and Writing performance

Action Step 1: By May 2024, Gr 6-8 ELA and special educators will participate in professional development to increase their understanding of the new ELA curriculum resource My Perspectives to learn how to personalize learning, differentiate instruction, and integrate assessment. Teachers will debrief in CPT meetings as evidenced by CPT agendas and notes.

Action Step 2: By June 2024 all staff members will complete required Science of Reading Proficiency or Awareness training.

Action Step 3: By December 2023, teachers will review RICAS released during CPT and identify 2-3 action steps to implement in their instruction.

Action Step 4: By March 2024, ELA teachers will complete learning walks with administration and colleagues and provide feedback to one another.

Action Step 5: Administration will meet with teachers monthly during CPT to review common assessment data by grade level and use a data protocol to discuss implications for practice

