



Middle School Improvement Plan 2019 - 2020

BPS OBJECTIVE	MIDDLE SCHOOL STRATEGY	EVIDENCE & METRICS	ACTION PLAN & TIMELINE Who will do what by when?
1.3 Create or adapt programming, curricula and services to meet the diverse needs of all students.	Develop revised middle school schedule	<ul style="list-style-type: none"> • Middle School Schedule • Middle School Program of Studies 	<ol style="list-style-type: none"> 1. Building administration will work in collaboration with directors to develop comprehensive, vertically- and horizontally-aligned middle school program, seeking opportunities to foster a variety of skills, talents, and interests. 2. Provide professional development for teachers to meet the needs of all learners through differentiation.
1.9 Continue the evaluation of our curricula, assessment, and instructional practices as we prepare for the transition to grade 5-8 middle schools.	Modify content curricula, assessments, and reporting to align with the vision and schedule for the 5-8 middle school.	<ul style="list-style-type: none"> • Heterogeneous grouping strategies • Distinguished level descriptions in Program of Studies • Strategies for teaching in the new schedule • Curriculum unit guides • Mock cycle lesson plans • Report card templates 	<ol style="list-style-type: none"> 1. Principals/Directors will lead discussions with 5th and 6th grade teachers to identify and prepare to implement strategies to meet the needs of all learners in a heterogeneous class. 2. Principals/Directors will lead discussions with 7th and 8th grade teachers to identify how to distinguish the two levels in a way that is meaningful and conducive to students' development in the field. 3. Principals/Directors will provide professional development to guide planning for the longer blocks and the drop block schedule to implement next year. 4. Directors will collaborate with teachers to write/revise curriculum unit guides to fully utilize longer instructional blocks and accommodate dropped blocks. 5. Support teachers with research-based best practices in assessment, grading, and reporting models for grades 5-6.
3.1 Provide students with academic instruction that develops skills in the areas of creativity, critical thinking, and problem solving.	Identify thinking skills and process competencies students need to effectively wield 21st century skills	<ul style="list-style-type: none"> • Framework for 21st century skills • Assessments, grading practices • Framework of wellness competencies, vertically-aligned and comprehensively incorporated horizontally 	<ol style="list-style-type: none"> 1. Explore opportunities to foster 21st century skills through effective feedback, grading, and assessment 2. Implement professional development to meet the needs of faculty related to <ul style="list-style-type: none"> • effective instruction within heterogeneously grouped classes in grades 5 and 6 • incorporating comprehensive framework of wellness competencies across the curriculum

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3.4 Design and implement project based learning activities that allow students to develop the ability to collaborate and communicate as they learn about and apply practical, real world skills.	Support teachers in implementing project-based learning units.	<ul style="list-style-type: none"> • Artifacts, lesson plans, unit plans, and student work that demonstrate “project”-based learning outcomes 	<ol style="list-style-type: none"> 1. Principals will work in collaboration with directors to identify teachers working on project-based learning. 2. Provide support for teachers in learning about project-based learning and developing and implementing units.
4.1 Develop and implement a comprehensive K-12 wellness curriculum.	<ol style="list-style-type: none"> 1. Develop intervention plan to improve student attendance 2. Support building-based Wellness Teams to improve school climate 	<ul style="list-style-type: none"> • Tiered intervention plan to identify and address chronic absenteeism • Summary of activities from building-based Wellness team 	<ol style="list-style-type: none"> 1. Develop tiered intervention strategies to redress chronic absenteeism, utilizing school-based supports and community resources 2. Continue to support building-based Wellness Teams <ul style="list-style-type: none"> • perform building wellness assessment • identify two focus areas within each building for action-based wellness initiatives