

## School Improvement Overview for Benjamin Banneker Middle School

**System Goal:** *All students will meet 2 or more Evidence of Learning Measures*

**System Goal:** All students, with a focus on Hispanic FARMS students, will meet 2 or more Evidence of Learning Measures

**School Goal(s):**

- **LITERACY:** Each grade level will make a 2% gain of scoring a 3+ in the Fall, Winter, and Spring on MAP-R. Students already scoring a 3 or higher will maintain their scores and not regress.
- **MATH:** Each grade level, with a specific focus on Hispanic FARMS students, will make a 2% gain of scoring a 3+ in the Fall, Winter, and Spring on the MAP-M. Students already scoring a 3 or higher will maintain their scores and not regress.

**Instructional Goal(s):**

- **LITERACY:** All students, with a focus on Hispanic FARMS students, will be able to determine a central idea of a text (informational and literary) and cite several pieces of textual evidence to support analysis of the text.
- **MATH:** All students, with a focus on Hispanic FARMS students, will be able to engage in math discourse through effective questioning to improve their ability to construct viable arguments and critique the reasoning of others in the strand of equations and expressions.

**6-8 Goals:**

- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS.ELA-Literacy.RI.6.5, RI 7.2, )
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS.ELA-Literacy.RL.6.4, RI.7.2, RI.8.2)

	Who will be leading this action plan?	What will the focus of your work be?
<b>Professional Learning on the Standards</b>	<ul style="list-style-type: none"> <li>● Jamie Lee-Oyedele, Staff Development Teacher</li> <li>● Damien Scott, Literacy</li> </ul>	<p><b>LITERACY</b></p> <ul style="list-style-type: none"> <li>● All teacher will review the components of main idea and how to identify evidence to support a claim.</li> </ul>

	<ul style="list-style-type: none"> <li>● Content Specialist</li> <li>● Angela Wang, Social Studies Content Specialist</li> <li>● Jennifer Raikes, World Languages, ESOL, and Alternative Education Content Specialist</li> <li>● Jessica Christopher, Math Content Specialist</li> <li>● Kathryn Spivey, Science Content Specialist</li> <li>● Augstina Bryan, Special Education Resource Teacher</li> <li>● Danielle Prietz, Physical Education &amp; Electives Content Specialist</li> <li>● Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>● All teachers will learn and implement the CUBED strategy for annotating text when identifying main idea.</li> <li>● All teachers will learn the structures of writing an argumentative text and be able to implement it within their class.</li> <li>● All teachers will be able to differentiate their lesson as needed using the method of looking at the pace, process, and product.</li> </ul> <p><b><u>MATH</u></b></p> <ul style="list-style-type: none"> <li>● Math teachers and those supporting math will review research that defines what student discourse looks and sounds like in the classroom.</li> <li>● Math teachers and those supporting math will learn and implement the notice/wonder strategy in their classrooms.</li> <li>● Math teachers and those supporting math will learn how to ask better questions to students and provide them with sentence stems to be used during conversations.           <ul style="list-style-type: none"> <li>○ The Learn Zillion Math Language Routines</li> </ul> </li> <li>● Math teachers and those supporting math will learn and implement the practice: Anticipate, Monitor, Select, Sequence, and Connect of The Five Mathematical Discourse Practices within their lesson plans.</li> </ul>
<p><b>Analyzing Data to Inform Instruction</b></p>	<ul style="list-style-type: none"> <li>● Jamie Lee-Oyedele, Staff Development Teacher</li> <li>● Content Specialists</li> <li>● Jonathan Garrick, Assistant Principal</li> <li>● Cory Johnson, Assistant Principal</li> <li>● Michelle Fortune, Principal</li> </ul>	<ul style="list-style-type: none"> <li>● During the first quarter the administration, content specialists, and SDT have introduced staff to Professional Learning Communities (PLC's) using DuFour's questions.</li> <li>● Content specialists and teachers will select content specific data points to analyze student performance using school wide data protocols throughout the year.</li> <li>● Staff will use EOL data (MAP-R, grades, and PARCC) as well as teacher made assessments to select students for their Student Learning Objectives (SLO's).</li> </ul>
<p><b>Equitable and Culturally</b></p>	<ul style="list-style-type: none"> <li>● Porsche Vanderhorst, Instructional Specialist</li> </ul>	<ul style="list-style-type: none"> <li>● Instructional Leadership Team (ILT):           <ul style="list-style-type: none"> <li>○ The ILT will build a deep understanding of self, teaching</li> </ul> </li> </ul>

<p><b>Responsive Instructional Strategies</b></p>	<ul style="list-style-type: none"> <li>● Joan Mory, Equity Instructional Specialist</li> <li>● Jamie Lee-Oyedele, Staff Development Teacher</li> <li>● Michelle Fortune, Principal</li> </ul>	<p>implications, and leadership through an examination of race, cultural, and the Equity Essential Questions.</p> <ul style="list-style-type: none"> <li>● Full Staff:           <ul style="list-style-type: none"> <li>○ Through monthly staff meetings and on-going professional development staff will develop and sustain culturally responsive relationships with students to ensure their academic success.</li> </ul> </li> </ul>
<p><b>School Climate and Culture</b></p>	<ul style="list-style-type: none"> <li>● Jamie Lee-Oyedele, Staff Development Teacher</li> <li>● Alison Praisner-Klumpp and Amy White-Stenier, PBIS Coordinators</li> <li>● Jonathan Garrick, Assistant Principal</li> <li>● Lisa Tran, Restorative Justice Coordinator</li> <li>● Asashia Martin, Instructional Specialist</li> <li>● Carolyn Fox, Wellness Coordinator</li> <li>● Leanna Binick, Resource Counselor</li> <li>● Jeffery Donald, Mindfulness Coordinator</li> <li>● Tanya Cain, Elected Faculty Rep</li> <li>● Joseph Poole, Elected Support Rep</li> <li>● Michelle Fortune, Principal</li> <li>● Team Leaders</li> <li>● Counselors</li> <li>● Jennifer Raikes, Intervention Content Specialist</li> </ul>	<ul style="list-style-type: none"> <li>● Through monthly professional development staff will develop and implement de-escalation strategies and restorative practices within their classrooms.</li> <li>● Staff will use PBIS to recognize and reinforce positive behaviors consistently throughout the building.</li> <li>● Staff will build in mindfulness and wellness opportunities for themselves and students within the building.</li> <li>● Staff will implement weekly community circles through advisory to build community with their students that leads to academic success.</li> <li>● The triad will collect and discuss monthly feedback from staff to increase communication, collaboration, processes, and morale.</li> <li>● Team leaders will work with their teams, intervention content specialist, counselors, and administrators to review behavioral data (bounces, referrals, and suspensions) to determine interventions and supports for students.</li> </ul>

