

Action Plan

Breed Middle School

Presented October 2012



Guiding Questions

- Professional Development: What is the plan to deepen our school's knowledge of standards-based instruction? What professional development will occur?
- Organizational Structure: What organizational structures need to be put in place to facilitate standards-based instruction?
- Lesson Planning: What planning practices/tools will be developed and become established practice?
- Instructional Strategies and Practices: What instructional strategies and practices does our learning community feel should be unified?
- Professional Learning Communities (PLCs): What will be the focus of PLCs in our school?
- Management: What practices will be put in place to promote positive student behavior?

1. School Based Professional Development (to prepare and learn how to think about standards-based instruction)

- Book talk (to prepare to move to this model of instruction): Round-table discussion group offered using the text *Integrating Differentiated Instruction: Understanding by Design* by Carol Ann Tomlinson and Jay McTighe to learn how to think about the power of curriculum.
- To change our teachers' way of thinking through professional development, support and example. To explain that text book coverage is not standards-based instruction. We should be using the standards to drive our instruction.
- Our academic support specialist, as well as our lead teachers, will work with our teachers to identify big ideas and to look at the essence of the standards. They will explain the curriculum work that is discussed at monthly district PLC Meetings.
- Lesson planning will be the focus of grade-level PLC Meetings held 3 times each 6-day cycle.

2. Organizational Restructuring

- We have departmentalized grades 7 & 8, placing each core content into a separate wing of the building, to allow students to be placed based on academic need.
- We will maintain our cluster model for grade 6, however, to allow a team of teachers to provide these students with more support.
- We will continue with our content meetings. Teachers will meet by grade and content 3 times each 6-day cycle. These meetings will focus around standards-based instruction using the Massachusetts State Frameworks. Teachers will continue to focus on creating common assessments, but ensure they are aligned to the standards.
- All monthly department meetings will include PD/conversation around standards-based instruction.
- All staff meetings will include SBI conversations and professional development.

3. Instruction and Lesson Planning

- Teachers will plan lessons using common templates that foster backwards design, frame our thinking, expect thoughtful planning about the content standards, big ideas, essential questions, assessments, and implement engaging and important instructional strategies.
- The schedule will provide all teachers (except some enrichments) with common planning time 3 times each 6-day cycle.
- Regular Ed. Teachers and Resource Teachers will co-plan and co-teach in one inclusion classroom.
- All teachers will continue to use the RTI lesson plan format, but we will work to implement a new template that includes essential questions, rather than just student objectives. We will also work to think about assessments before planning activities.

4. Instructional Strategies that are unified and non-negotiable (expected in all classrooms)

- Daily objectives/standards/agenda posted
- Essential/Guiding Question(s) posted
- Gradual Release of Responsibility (GROR)
- Daily formative assessment
- Differentiated Instruction
- Activators (standards based)
- Summarizers (Daily assessment to guide future instruction)

Instructional Practices that are Unified

- Lesson Plan Binders with templates
- Movement toward Assessment Binders with rigorous assessments
- Rubrics versus FCAs
- Sacred learning blocks – minimal interruptions during class time
- Differentiated Instruction in the classroom

United Way to Think about Instruction

- Use of a template
- Teachers plan for Units NOT activities or stories
- No allegiance to a program
- Teach skills NOT activities
- Assess holistically/authentically
- Implement Common Core Literacy Standards in History, Science, and Technical Subjects
- Integrate technology
- Make lessons meaningful so students are engaged
- Accommodate all learning styles

5. Creation of Professional Learning Communities (PLCs)

- Grade level common planning – teacher led – with strict focus on lesson planning
- Department Meetings ~ teacher led ~ with a strict focus on lesson planning
- Faculty Meetings ~ teacher led ~ with a PD/learning focus
- District PLC Meetings ~ teacher led ~ Lead ELA, Math Teachers & Academic Support Specialist will meet with District Curriculum Team

Focus of Professional Learning Communities

- Standards-based instruction
- Lesson planning
- Assessment
- Essential Questions
- Data-driven decision making
- Collaboration
- Authentic, relevant, engaging lessons

6. Management: Promoting a Positive School Environment

- Teachers will create CHAMPS charts to use in their classrooms so students understand expectations of different tasks.
- Teachers will create a Classroom Discipline Plan.
- Teachers will be present in the hallways and greet students as they enter the classroom.
- Administrators will be assigned specific “zones” in the building to cover between classes to assist with traffic flow and help get students to class on time.
- Teachers will begin recording classroom “conduct issues” using eschoolsplus and the online “conduct referral” system by Jan. 2013.

The Big Ideas



CHAMPS
Organizational Structure
Rigorous Assessments
Lesson Planning
Zones
Instructional Strategies/Practices
Formative Assessments
Guiding Questions
Technology
Standards-Based
Sacred Learning Time
Essential Questions
GROR
Summarizers
Professional Development
Engaging PLCs
Activators
Collaboration
Rubrics