

**Bigelow Middle School  
School Improvement Plan  
2013-2016**

**Aligned with these System-Wide Educational Goals:**

- 1) *Improve achievement for all students, including narrowing achievement gaps for identified student groups.*
- 2) *Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide focused and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff*
- 3) *Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.*

**Goal 1: Improve achievement for all students, including narrowing achievement gaps for identified student groups.**

<b>Bigelow's Current Reality</b>	<b>Improvement Strategies/Activities</b>	<b>Person(s) Responsible</b>	<b>Anticipated Outcomes</b>	<b>Measures</b>
<p>MCAS data for all grades from 2012 indicates that Bigelow students are achieving at high levels. The school received a Level 1 rating based upon its performance in closing achievement gaps and improvement in student growth over the last four years. Specifically, the average CPI score for all students on the 2012 ELA MCAS was 96.3 and the median Student Growth Percentile (SGP) for all students was 54. In math, the average 2012 CPI for all students was 92.5 and the median SGP was 63, well above the state average.</p> <p>Bigelow was above target in meeting state goals for closing the achievement gap on the math and the</p>	<p>1. Develop a <i>Building Support Team</i> system and procedures to assist teachers in supporting underperforming regular education students and to provide appropriate interventions. ♦</p> <p>2. Implement Gr. 6 Literacy Lab to support students not meeting identified reading benchmarks (MCAS performance, grades, classroom performance, gr. 5 &amp; 6 teacher/literacy specialist recommendations) ♦</p> <p>3. Review MCAS, literacy assessment results, and grades each term by administrative team and team teachers. Adjustments to interventions and/or classroom approaches for particular students will be made as warranted. ♦</p>	<p>Administrators and team teachers</p> <p>Literacy Specialist/ Coach</p> <p>Administrators, Counselors team teachers, literacy specialist/coach</p>	<p>● New forms and procedures will be piloted in 2012-2013. ♦</p> <p>● Identified students will show positive gains on formal and informal assessments (Gates, IRI, Study Island, Aimsweb, classroom assessments, etc.) and on strategy-application inventories (reading, general ed behaviors re homework completion, class participation, attitudes towards school, grades, etc.) administered throughout the year. ♦</p> <p>● Past MCAS performance data will be shared in the beginning of the year with team teachers and literacy assessment results will be shared by the literacy specialist/ coach. Grade data will be shared and analyzed with team teachers and appropriate interventions determined for selected students after each term.♦</p>	<p>1. Bigelow's subgroups will meet performance and improvement targets as measured by DESE Performance and Progress Index.</p> <p>2. Bigelow's subgroups will narrow achievement gaps as measured by:</p> <ul style="list-style-type: none"> <li>• Assessments (e.g. Gates, MCAS, and student learning goals),</li> <li>• Term grades</li> </ul>

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<p>science/technology engineering MCAS tests for almost all subgroups in 2012. Only one group, multi race students, was “on target.” On the ELA MCAS, we were on or above target in meeting goals for almost all subgroups, except African-American subgroup, which was “no change.” In addition, an achievement gap persists for a few subgroups as measured by these tests. In particular, our special education subgroup frequently lags 10-15 CPI points behind other subgroups on MCAS test results.</p>			<ul style="list-style-type: none"> <li>Identified students will make positive gains on these formal measures. ♦</li> </ul>	
	<p>4. Define and share Tier 1 effective instructional strategies (e.g. Making Thinking Visible, questioning strategies, fostering higher order thinking skills, Claims-Evidence-Reasoning, ‘productive talk’) using the new Supervision &amp; Evaluation rubric so that practices can be consistently used and monitored by school-based and district supervisors/evaluators. ♦</p>	<p>Educators, Middle School Principals, Coordinators</p>	<ul style="list-style-type: none"> <li>Maintain and continue to increase a high level of growth for all students, as measured by SGPs. ♦</li> </ul>	
	<p>5. Peer Observation</p>			
	<p>6. Increase the availability of technology hardware (laptops, printers, etc.) per ITS recommendations.</p>	<p>ITS, School Council, PTO</p>	<ul style="list-style-type: none"> <li>PTO will hold fundraisers for new technology</li> <li>Sufficient funds will be allocated to purchase and maintain equipment each year.</li> </ul>	
	<p>7. Pilot a new flexible grouping system in grade 7 math that assesses and places students in the appropriate math level for each unit.</p>	<p>Grade 7 math teachers, math coach, principal</p>	<ul style="list-style-type: none"> <li>More students will be exposed to higher level math work &amp; more in class support and challenge in math will be provided as needed.</li> <li>Grade 7 math teachers will administer a pre-assessment at the start of each new unit and then group students into accelerated and regular pre-algebra classes for the remainder of the unit according to the results.</li> </ul>	
	<p>8. Expand and Develop a new city-wide social and emotional self-contained special education program at Bigelow, “Boost.” Add Social worker, School Psychologist &amp; 7<sup>th</sup> grade teacher</p>	<p>Administrators, Boost program staff,</p>	<ul style="list-style-type: none"> <li>Students and staff will work towards the goal of mainstreaming students in regular classes.</li> </ul>	

**Goal #2:** *Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide focused and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.*

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<p>“Building a school’s capacity to learn is a collective rather than individual task. People who engage in collaborative team learning are able to learn from one another and thus create momentum to fuel continued improvement” (DuFour, et. al., 2004).</p> <p><i>Bigelow: Team teachers meet once per 6-day cycle with interdisciplinary team members and once per cycle with grade-level subject-alike colleagues in GLDs (grade level departments).</i></p> <p>“Shared expertise is the driver of instructional change” (Elmore, 1999).</p> <p><i>Bigelow: Department Leaders serve as an advisory board to the principal on all school matters (e.g. problem-solving issues, analyzing survey results, planning professional development activities for faculty meetings, and more.)</i></p>	<p>1. Strengthen the culture of collaborative teacher leadership where teachers participate in shared planning and decision-making, and assist in leading professional development opportunities. ♦</p>	<p>Administrators, Dept. leaders, and all faculty</p>	<ul style="list-style-type: none"> <li>● Department leaders will meet with the principal on a regular basis to discuss and problem-solve school wide issues and to help plan professional development opportunities and faculty meetings.</li> <li>● Existing committees and new ad hoc committees of teachers and administrators will work on specific projects, e.g. Safety Team, Community Block planning, School Council, etc.</li> <li>● Norms, roles and responsibilities for the members of each team will be established and routinely used.</li> <li>● Meeting notes will be posted for teachers in First Class Folder.</li> <li>● Professional development will match teachers’ needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Each department will demonstrably increase curricular points of agreement, including the development of common units, lessons, assessments, use of rubrics, and grading as appropriate</li> <li>• Through data analysis and critical questioning, teacher teams will identify strengths and areas for growth for 1) students, 2) curricular programming and 3) instructional practices. ♦</li> <li>• TELL Survey data will show increases in areas of school and teacher leadership. ♦</li> <li>• Teacher teams will make progress towards their specific student learning SMART goals</li> <li>• Results of common assessments analyzed with colleagues and used to reflect on instructional strategies, instructional materials, and student interventions. ♦</li> </ul>

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	<p>2. Provide appropriate structures to support effective teaming within the school day including team and GLD meetings. (Note: <i>FAA, Tech, Health will continue to meet monthly with discipline-specific department colleagues from 2-4 of the district middle schools</i>) ♦</p>	<p>Admin Team and all faculty</p>	<ul style="list-style-type: none"> <li>● A regular meeting schedule will be established across all four middle schools that offer time for GLDs to meet in addition to building-based and citywide meetings time. ♦</li> <li>● Each GLD or Department will establish meeting structures (set norms, roles, agenda setting process) and maintain a brief summary sheet for all team and content meetings to increase communication and assure shared vision. ♦</li> <li>● For groups without regular GLD meetings every cycle, options will be explored.</li> </ul>	
	<p>3. Establish a protocol (e.g. cycle of inquiry) for team teachers and grade-level departments on collaboration and making effective use of meeting times. Team-based and grade-level-department-based action steps can be viewed as a continuum that includes the following to allow for the various needs of each team of teachers: ♦</p>	<p>Coordinators, Faculty, Principals</p>	<ul style="list-style-type: none"> <li>● A protocol exists for this cycle of inquiry and it is used routinely to accomplish team goals. It is shared in Sept. each year. ♦</li> </ul>	
	<p>3a. Identify essential skills all students must acquire for all courses. ♦</p>	<p>Coordinators, Faculty, Principals</p>	<ul style="list-style-type: none"> <li>● Teachers will create and/or use district curriculum maps and unit plans that reflect essential questions, skills, strategies, content, and assessments used for the school year. ♦</li> </ul>	

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	<p><b>3b.</b> Based on pre-identified data (pre/post, formative &amp; summative assessments) develop group smart goals for improved student learning. (*SMART goal = Specific &amp; Strategic, Measurable, Attainable, Results-Oriented, Timebound) This also supports the intent of the new Evaluation/ Supervision instrument that requires SMART goals. ♦</p>	<p>Educators, Principals, Coordinators,</p>	<ul style="list-style-type: none"> <li>● Teacher teams prepare student learning SMART goals for early Nov. ♦</li> <li>● Teacher teams will collectively organize and analyze student work or data from student work as it relates to their SMART goal. ♦</li> </ul>	
	<p><b>3c.</b> Create common formative and summative assessments during GLD and citywide meetings. Professional development will be provided to explore and refine use of common assessments and ability to analyze results for improved learning. ♦</p>	<p>Educators Curriculum Coordinators Principals</p>	<ul style="list-style-type: none"> <li>● GLDs will routinely look at student work and examine the results of each common assessment to improve instructional practice. As part of the process, teachers will share ideas, methods, and materials, and engage in peer observations to more effectively reach student learning objectives. ♦</li> <li>● Faculty meeting time will focus on collaboratively organizing and analyzing results from common assessments, including completing an item analysis and exploring subsequent actions.</li> </ul>	

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	<p><b>3d.</b> Identify any student who does not meet the established objectives in order to provide appropriate interventions to ensure all essential skills, content and strategies have been acquired. ♦</p>	<p>Principals, Educators</p>	<ul style="list-style-type: none"> <li>● A tiered system of intervention has been created and will continue to be implemented to respond to student needs. ♦</li> <li>● Tier 1 will be preventative best practices that all students receive in all classrooms. Tier 2 will be interventions that struggling students receive, including during fourth period. Tier 3 will be intensive interventions for severely struggling students, including after school extra help. ♦</li> <li>● Team meetings will be used to identify and promptly assist students in need of interventions or further interventions.</li> <li>● Fourth period will be restructured to better facilitate interventions and enrichment by teachers.</li> </ul>	
	<p>4. Engage all teachers in Peer Observations. ♦</p>	<p>Principals, Teachers, School Council</p>	<ul style="list-style-type: none"> <li>● Educators engage in peer visits at least twice per year. ♦</li> </ul>	
	<p>5. Provide professional development to teachers in new and emerging instructional technologies.</p>	<p>IT Specialist, Teachers, Principal</p>	<ul style="list-style-type: none"> <li>● Teachers will share examples of content-integrated technology projects with other staff at one faculty meeting or more per year.</li> </ul>	
	<p>6. Continue to adopt a school-wide approach to writing using EmPower techniques</p>	<p>Teachers, Administrators</p>	<ul style="list-style-type: none"> <li>● Continue to send all new English, social studies, science, and special education teachers to the EmPower writing course.</li> </ul>	
	<p>7. Support and foster close regular and special education collaboration and implement a co-teaching model of classroom instruction where and</p>	<p>Teachers, Administrators, Teaching assistants</p>	<ul style="list-style-type: none"> <li>● Support co-teaching models of classroom instruction, e.g. in eighth grade ELA classes and support classes, and implement</li> </ul>	

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	when appropriate.		<p>new partnerships where and when appropriate.</p> <ul style="list-style-type: none"> <li>●Special education staff will meet with regular education teachers during GLD meetings.</li> </ul>	

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<p>School based efforts that promote students' social and emotional learning enhance children's well-being and have a positive impact on their school performance. (Elias et.al., 1997; Zins &amp; Elias, 2006).  <i>Bigelow: Bigelow is a close knit community built upon the foundation of its core values of respect, responsibility, and love of learning. Field trips and PE/Health and Wellness activities promote team building. We have an advisory program, Community Block, which meets every other week and addresses adolescent issues of concern and builds connections between students and between students and staff. We also</i></p>	<p>1. Review, implement, and practice new security procedures. ♦</p>	<p>Administrators, All Staff.</p>	<ul style="list-style-type: none"> <li>●Students and staff will practice emergency protocols, such as lockdowns and evacuations, annually.</li> <li>●An evacuation memorandum of understanding with Boston College will be finalized in order to use their Centre St. campus for emergencies.</li> <li>●All students and visitors will enter the building by the front door only.</li> <li>●A new camera and buzzer system will be installed at the front door and office staff will learn new procedures for using it.</li> </ul>	
	<p>2. Fully implement the anti-bullying policy and ensure all community members understand it and have clear avenues for sharing their concerns when incidents occur. ♦</p>	<p>Administrators, Teachers, HW teacher.</p>	<ul style="list-style-type: none"> <li>●Students will receive bullying prevention curriculum, including anti-cyber bullying curriculum, in the health and wellness course in each grade.</li> <li>●Students will participate in anti-bullying discussions and activities in Community Block.</li> <li>●Staff will receive annual anti-</li> </ul>	

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<p>have a Gay Straight Alliance that meets monthly. In addition, a variety of assemblies are organized, such as Wellness Day, speakers on "netiquette," a multi-cultural choral experience, and disability awareness club.</p>	<p>3. Continue to develop and support activities for Community Block that build strong connections between students and between students and staff.</p>	<p>Teachers, Principal</p>	<p>bullying training.                      ● Formal training for staff in running an advisory program will be provided. ♦ Opportunities and funds for curriculum development of materials for Community Block will be sought.</p>	
	<p>4. Organize a One Book/One School reading, in which all students, staff, and parents read and discuss a selected novel that focuses on relevant adolescent issues.</p>	<p>Teachers, Parents</p>	<p>● A committee has developed and the school will implement curriculum activities and school wide events related to the selected book.</p>	
	<p>5. Re-establish a mentor program involving community members and students of color.</p>	<p>Principal, Community Volunteers</p>	<p>● Students of color will meet weekly with volunteers from Myrtle Baptist Church and will receive mentoring from them about school, careers, and more. (see Angela Pitter-Wright)</p>	
	<p>6. Continue to organize assemblies that address issues of respect and understanding for differences.</p>	<p>Counselors, Assistant Principal</p>	<p>● Students will attend assemblies that focus their attention on and expand their understanding of issues related to healthy decision-making and respect for human differences.</p>	