Kingsbury Middle – School Design Action Plan

Urgent Needs	Yr 1 Building Blocks (Strategies)	Schedule, Budget, & Staffing Shifts
1. Expediting Comprehension for ELLs & SWDs in 6th grade 2. Improving culture with incoming students and stakeholders (families) for KMS community 3. Improve attendance (truancy, late arrivals & early check-outs) across all grades	Extended Core Subject Block	•Converting from a 6-period schedule to a 7-period schedule in order to double-dose ELA in 6th grade for 100 daily minutes. •Investment of 2 additional ELA teachers
	Shared Content Teaming: -Data-Driven Instruction -Lesson Study Focus	•Converting to a 7-period schedule so that 6th grade teachers have 100 minutes of weekly collaborative planning time. •7th and 8th grade ELA and math teachers will get 100 mins. of weekly collaborative planning time as other staff cover their RTI block once a week •Investing in a data and support system for Data Driven Instruction and teacher professional learning
	Cycles of Observation and Coaching: -ILT Development Group	
	Advisory + SEL curriculum School values, behavior systems, routines	•Adding a daily 15-20 minute Advisory period to the schedule. •Purchasing Second Step SEL curriculum in order to support advisory time

Instructional Focus:

ELA: Grade level content teams participate in cycles of lesson-focused professional learning, including student work review bi-weekly, and practicing/modeling lessons. Reducing teacher talk and teacher-centered practice in favor of increasing the focus on students sharing their thinking and probing other's ideas. Check for understanding throughout the lesson and adjusting instruction during the lesson. Teachers will CFU and hold students accountable for their thinking. .

Shared-Content Teaching Teams



Description: Shared-content teaching teams are comprised of teachers who teach a common subject. Their collaboration typically includes the following objectives:

- Develop lesson plans focused on a common curriculum or text as well as long-term unit plans
- Develop common formative assessments and analyze results
- Determine how to adjust instruction in response to student progress
- Participate in training on common areas for development

Key components:

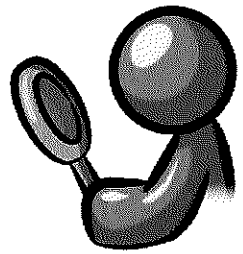
2. **Deliberate assignment** of teachers to teams
3. **Sufficient time** and opportunity for all teachers on a team to meet for collaboration
4. **Expert support** for each team
5. **Access to standards aligned curriculum and assessment**
6. **Clear objectives, protocols, processes** and outcome measures for all collaborative meetings

School Design Plan; Theory of Action

What's the theory of action behind "Shared Content Teams" in your school's context?

IF WE BELIEVE...	THEN WE WILL...	WHICH LEADS TO...
• All students deserve high-quality instruction in all classes *every day* • Teachers improve their practice-- and student outcomes-- through effective collaboration with colleagues • Effective teacher collaboration looks like co-planning: annotating, curriculum and lesson intergration, , LASW, sharing ideas, and practicing, modeling strategies in a safe space	• Protect our collaborative planning time each week • Build and leverage trusting relationships within our team • Agree to norms and protocols for preparation and participation • Regularly track our performance on both the *way* we prepare and participate in meetings, and the *effect* of those efforts on instruction and student learning	• Deeper understanding of the curriculum and how to facilitate student learning • Shared data points, including student work, for group analysis and reflection • IMPROVED STUDENT OUTCOMES!!

Advisory/SEL



Description: An educational program designed to focus on the social, emotional, physical, intellectual, psychological, and ethical development of students.

Key components:

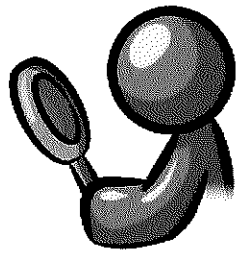
1. **Deliberate student and teacher assignment** to advisory group, aligned to the program's purpose(s) and ideally in small group sizes
2. **A high-quality curriculum** to ensure advisory time is used well
3. **Dedicated time** for advisory groups to meet, matched to the curriculum and approach
4. **Start-up professional learning opportunities** that prepare advisors to facilitate advisory effectively
5. **Clearly defined outcome measures** and **collaborative planning time** for advisors to monitor student progress, problem-solve, and review future advisory sessions

School Design Plan: Theory of Action Advisory

What's the theory of action behind advisory in your school's context?

IF WE BELIEVE...	THEN WE WILL...	WHICH LEADS TO...
• Personal relationships within the school community that help students feel known are important • Supporting the development of social-emotional skills is essential	• Implement a structured and dedicated time during which special activities are designed and implemented to help adolescents find ways to fulfill their identified needs. • Deliberately assign students and teachers • Adopt a high-quality advisory curriculum	• Students feeling known by adults and other students in their community • Improved academic and attendance performance • Improve attendance

School-Wide Values, Expectations and Routines



Description: A school-wide system of values that sets the foundation for a community of shared expectations for the behavior of students and adults. These expectations guide all aspects of the school's operation in and out of classrooms.

Key components:

1. **Shared values**, which translate into **specific expectations** for student and adult behavior
2. Dedicated resources for students and teachers to **learn, practice, and reinforce common values and expectations** through defined routines
    - Startup professional learning for teachers and staff members to process new values and learn new systems and routines
    - Student onboarding to learn new values, systems and routines
3. **Administrative support** of rigorous implementation

School Design Plan; Theory of Action What's the theory of action behind "School-Wide Values, Expectations and Routines" in your school's context?

IF WE BELIEVE...	THEN WE WILL...	WHICH LEADS TO...
• That a school-wide system of values sets the foundation for a community of shared expectations and behaviors.	• Set expectations that guide all aspects of the school's operation in and out of classrooms, including interactions amongst students, between students and teachers, transitions between classrooms and behavior in public spaces. • Hold students and adults responsible for following and reinforcing these values through their behaviors.	• Consistent routines helping to foster a positive learning environment and a sense of belonging to the broader school community • Students feeling safe, cared for and respected. • Reduced teacher and administrator time on re-directing behavior through behavior referrals