



5 STRATEGIC PRIORITIES

FUTURE READINESS

Prepare all students so they are ready for further education, career and workplace opportunities, and globally engaged leadership.

EQUITY

Ensure equitable opportunities, facilities, experiences and outcomes for all students.

EXCELLENCE

Achieve excellence in all aspects of our organization through effective systems, modern learning environments and continuous improvement processes.

ENGAGEMENT

Ensure all children, families, team members and the community are informed, are involved and feel welcome in our schools.

HIGH-QUALITY INSTRUCTION & SUPPORT

Foster relevant and intellectually stimulating learning with targeted supports that produce social, emotional and academic growth.



BMHS School Improvement Plan, 2022-2023

Section 1: Overview

School's Vision Statement

Brien McMahon High School will prepare all students for the challenges of the 21st century by fostering intellectual curiosity and inspiring our students to become responsible, ethical, and innovative members of a global society.

School's Mission Statement

Brien McMahon High School students will develop the skills, competencies, and knowledge to be successful in school, in the workplace, and in a global society.

Provide contextual information about your school's community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives.

Core Values, Beliefs and Learning Expectations Core Values:

Brien McMahon High School will prepare all students for the challenges of the 21st century by fostering intellectual curiosity and inspiring our students to become responsible, ethical, and innovative members of a global society.

Beliefs about Learning:

Students learn best when....

- They are active and engaged in their own learning
- Teachers promote a high level of intellectual curiosity by presenting students with dynamic, relevant (personalized), rigorous lessons
- There are clear and consistent expectations and rules for all students, faculty, staff and administrators
- There is a safe, supportive, respectful and collaborative environment
- Parents/Guardians take an active and supportive role in their child's education on a daily basis



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Learning Expectations:

- BMHS students, as innovative problem solvers, will draw upon prior knowledge to sustain active inquiry, and take educated risks as critical thinkers.
- BMHS students, as ethical members of a diverse society, will demonstrate an understanding of civic rights and duties by positively and responsibly contributing to the school and larger community.
- BMHS students, as 21st century communicators, will be able to listen, to write, speak and present ideas effectively.
- BMHS students, as engaged learners, will be responsible for their learning and effectively contribute to the learning environment.

Equity Belief Statement

The Norwalk Board of Education and Brien McMahon High School firmly believes in the potential of all students to learn and succeed. We support equity, diversity and inclusion as fundamental values of our school district to ensure access for ALL scholars.

Wing. The developmental guidance program of Brien McMahon High School is an individually designed program that provides guidance and counseling services responding to the developmental needs of all students: post-secondary planning; personal, social, and emotional development; as well as career and vocational planning. The program recognizes the unique qualities of each individual student and provides students with opportunities to acquire or improve competencies in the areas of school adjustment and achievement, career planning and exploration, decision making and knowledge of self and others. The Student Success Plans (SSPs) are linked to Naviance as well. Additionally, Brien McMahon High School has one full-time College and Career Specialist who supports the school's wide-ranging School-to-Career program with annual events such as the Career Expo, Job Shadow, and the Volunteer Expo. The Senior Internship program started in the spring of 2015. This program takes place during the last month of students' senior year. Students are able to experience life outside of school by participating in a range of business opportunities throughout the community to solidify their interest in a certain field and cultivate the possibilities of other careers.

The counseling and certified support staff have created or partnered with a variety of programs that support at-risk students both academically and socially. The RISE Network funded by the Dalio Foundation, RISE partners with educators across Connecticut who are deeply committed to improving educational outcomes for low-income and underrepresented Brien McMahon High School students stand united in respecting people of all backgrounds and identities, welcoming all races, socio-economic statuses, genders, gender identities or expressions, sexual orientations, religions, nationalities, citizenship statuses and disabilities. Our schools are safe and welcoming environments for all. We are dedicated to fostering authentic relationships with all members of our school community, including culturally diverse families, and will communicate with clarity and respect.



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To prepare our students to succeed in a multicultural, global society, we support our schools in teaching the contributions and viewpoints of all people, using culturally relevant curricula.

Race/ethnicity, language or socio-economic status will not be barriers to accessing academic, social-emotional and extra-curricular opportunities. The Board believes that a high quality school district provides equitable opportunities, policies, facilities and experiences that produce meaningful outcomes for ALL scholars.

Brien McMahon High School follows a two day, four Block Rotation schedule. Each block is about 90- minutes long. There is a 25-minute advisory period (House) each week for students to have a consistent adult they develop a relationship and rapport with in the building. This advisory period is where we emphasize social and emotional learning for our students.

Brien McMahon High School offers Advanced Placement level work in Art History, Studio Art, Calculus, Chemistry, Macroeconomics, English Literature and Composition, English language and Composition, European History, American Government and Politics, Comparative Politics, Psychology, Statistics, and United States History.

Brien McMahon High School offers a comprehensive developmental guidance program in which all students are given access to the Naviance career and college information database, which serves as a diagnostic tool for college and career plans. Students also have the opportunity to take pre-engineering courses as part of their high school program. The Projegh school students. RISE brings together teachers, counselors, and administrators working in different communities to help ensure that every high school student graduates college and career ready. The Robert E. Applebee Health Center provides on-site counseling services with a psychiatrist, social worker, and nurse practitioner available to students during school hours. Brien McMahon High School's collaborative programs for at-risk youth also include the Juvenile Review Board (JRB) and a myriad of support groups such as The Bereavement Group, a partnership with the DEN for Grieving Kids based in Darien, CT. In the area of academic development and college planning, Brien McMahon High School offers SAT prep classes, regular college fair and visitation activities, financial aid support and college planning events open to all students and parents. Brien McMahon High School partners with The Gaffney Foundation to assist first-generation college-bound students with additional academic support enabling students to thrive in a competitive college environment. The College Representation Program features 115 colleges with representatives who visit on-site and offer college application support and college recruitment opportunities.

Brien McMahon High School is an IB World School, offering both the Diploma Programme and Career Programme. This is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and life beyond. The



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aim of all IB programmes is to develop internationally minded people. We are in the process of becoming an IB Middle Years Programme, this will align to our philosophy of IB for all.

ct Lead the Way Pathway to Engineering program and McMahon Healthcare Academy are designed as a flexible four-year sequence and are taught in conjunction with traditional math and science courses.

Brien McMahon High School is a one-to-one technology school where each student is provided a personal laptop to assist in accessing the curriculum. Technology is an integral part of our approach to teaching and learning and we integrate the ethical use of technology in all aspects of our program. We also support students with access at home. Many classrooms include ViewSonic/Smartboards and upgrade collaborative furniture to further prepare students for collaborative work environments.

Brien McMahon's facility includes state of the art meeting/collaborative spaces, athletic facilities, marine science lab, and a 21st century library-media center

Brien McMahon encourages all students to partake in our many diverse co-curricular activities as a way to develop their interpersonal and teamwork skills as a means to develop their hobbies and interests to create a balanced healthy approach to life.

Describe any special student populations and what their specific needs are (include subgroups).

- Students with IEPs and 504s - require specialized instruction and accommodations and modifications to the curriculum so that they are able to access
- Multi-Language Learners - specific needs in area of English instruction with an emphasis on content-specific vocabulary acquisition as well as instructional strategies that encourage communication skills
- Historically underserved students -specific need for historically/culturally relevant curriculum that is delivered with high leverage instructional strategies



Section 2a: Rigorous Instruction (Literacy/English Language Arts)

Part I: Needs Assessment

After conducting a review of the most current summative and formative data related to rigorous instruction, briefly summarize the patterns and trends.

Consider the following questions:

- What type of data should you look at? (e.g. standardized assessments, formative assessments, student work data, observation data, conference notes, other qualitative data)
- What are the school's strengths relative to this area? Be sure to include evidence of impact.
- What is the need(s) that you have identified and prioritized for this area (performance problem)? Be sure to identify the needs related to your subgroups.
- What are the root causes? What is the problem of practice?

- Data Utilized: In Spring '22 the BMHS Instructional Leadership Team engaged in a DDI data dive to uncover a needs assessment in Literacy/English Language Arts. The ILT included a cross disciplinary stakeholder group where teachers, administrators, instructional leads, coaches and district personnel together examined both summative and formative school data with district/state cohorts and within the school's subgroupings to identify patterns, observe trends and consolidate findings around classroom practice and subsequent student outcomes.

MAP Fall 2022 Data

SAT TRENDS IN LITERACY

Number of Valid Scores				Average ERW				% Reaching ERW Benchmark			
2018	2019	2021*	2022**	2018	2019	2021*	2022*	2018	2019	2021*	2022*
340	322	264	361	471	482	500	477	42.4%	48.8%	56.7%	42.0%



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2018, 2019 and 2021, 2022 CT SAT Data

Average ERW				% Reaching ERW Benchmark				Average Math				% Reaching Math Benchmark			
2018	2019	2021*	2022**	2018	2019	2021*	2022*	2018	2019	2021*	2022**	2018	2019	2021*	2022**
471	482	500	477	42.4%	48.8%	56.7%	42.0%	469	474	483	463	25.4%	29.6%	30.0%	27.0%

Grade 9, Grade 8/9 PSAT College Board Fall and Spring Results

Fall 2020				Spring 2021				Change			
Count	Total	ERW	Math	Count	Total	ERW	Math	Count	Total	ERW	Math
192	888	445	443	90	978	498	480	-102	90	53	37

Fall 2021				Spring 2022				Change			
Count	Total	ERW	Math	Count	Total	ERW	Math	Count	Total	ERW	Math
354	815	409	406	310	838	424	414	-44	23	15	8



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- School's Strengths/Evidence of Impact: It was noted that 1) Only 2.3% of BMHS students fell below state averages in literacy measures and 2) Grade 9 students exceeded their growth goal as measured by the ELA MAP. We also have high participation rates in non-Covid years.
- School's Area of Need/Performance Problem: The data pointed to the need for BMHS student subgroups to improve performance over time as seen in; 1) Grade 9 students exceeding their ELA MAP goal but the 10th grade cohort falling short of the ELA MAP goal and 2) PSAT growth decline from 2021 to 2022.
- Root Causes/Problem of Practice: The data demonstrated that; 1) inconsistent planning for curricular/standards alignment; and 2) not engaging in uniform instructional strategies; were all contributing to BMHS students' literacy outcomes falling below the state average. The ILT agreed that teacher teams need to identify specific and intentional scaffolding strategies that are regularly embedded in their daily lesson planning to help support students in achieving their learning goals.

Patterns and Trends from Deep Date Dive:

SAT: Spring '22 lower than state average in ERW/Math. Growth is still below district/state

In Matched cohort SAT, all demographic groups up from PSAT - SAT

SPED growth ERW and Math

Average Scores down from 2020 to 2021

Grade 9 and 11 participation rate has increased in 22 over 21

In grades 9 -11, SAT growth in ERW is lower than expected (lower than 20 Points)

Performance Problem:

Across grades 9, 10 and 11 PSAT and SAT growth in both Math and ELA has been lower than expected, (below 20 expected points):

- In Math: 8 point increase in grade 9, 3 pt in grade 10, and 4 pt in grade 11.
- In ELA: 15 points in 9th, 14 in 10th, and 9 pts in 11th

Root Cause(s):

Planning for curriculum/standards alignment; Instructional strategies; Growth mindset

Problem of Practice:

Teacher teams need to identify specific and intentional scaffolding strategies that are regularly embedded in their daily lesson planning.

Focus Question:

How do we create a framework or system that intentionally identifies scaffolding strategies and integrates them into daily lesson planning?



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Part II: Theory of Action

What is the school's theory of action related to this goal and action plan?

- Be sure to consider how the school leadership's practices will strengthen instructional practices across the school and improve student learning outcomes for your identified subgroup. (IF THE OUTCOMES FOR YOUR IDENTIFIED SUBGROUP IMPROVE, THE OUTCOMES FOR ALL WILL IMPROVE.)

If teachers are using data to inform their planning to create instructional tasks that are rigorous (with appropriate scaffolds), standards aligned and engaging, then student achievement in literacy will improve.

Part III: Annual Goal(s)

Based on your Needs Assessment and Theory of Action, indicate your 2021-2022 goal for rigorous instruction. Your goal must be written as a SMART (Specific, Measurable, Achievable, Relevant and Timebound) goal and relate to improvement of an identified subgroup.

Goals to be set after fall administration of test, will be growth goal for whole group and identified subgroup

By June 2023, 55% of students will meet or exceed their growth projection in Reading as measured by NWEA.

MID-YEAR DATA

- Grade 9: 57% of students met or exceeded their growth projection on the Winter NWEA in Reading
- Grade 10: 44% of students met or exceeded their growth projection on the Winter NWEA in Reading

By June 2023, the percentage of MLLs (n=97) will exceed projected growth by 10% or more on NWEA MAP Reading. (From Fall Administration)



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Part IV: Action Plan

Please list the sequenced list of high-level actions your school will implement to achieve the identified goal, including but not limited to: <ul style="list-style-type: none"> Evidence-based instructional programs and/or professional development activities Systems and structures needed to implement, monitor and refine the work Strategies to address the needs of Students with Disabilities, Multilingual Learners and other high need student subgroups. Consider how you will test and build evidence <u>and</u> how you will spread and scale.			
	Target Group(s) (include sub-groups)	Timeline (start and end date)	Key Personnel Monitoring for Implementation and Impact
SEPTEMBER - OCTOBER			
<u>Introduction to DDI (Plan-Do-Study-Act) and Expectations for Teacher Teams</u>	teachers	August PD	Principal, APs, Literacy/Numeracy Coaches
<u>Establish structures and systems to support students and build teacher capacity in the area of literacy.</u> <ul style="list-style-type: none"> Lesson Planning which includes access to grade level standards Teacher Team Meeting Establishment <ul style="list-style-type: none"> DDI (1x/ week) Lesson planning (1x/week) Inclusion of literacy coach, MLL Ts, Co-teachers in teams Instructional Leadership Team bi-weekly Thursday @ 2:15 Instructional Coaches' Meeting with administrative team weekly on Thursday @ 1:45 Establish Grade 9 Academic Intervention Team <ul style="list-style-type: none"> Teacher training on SRBI Reading Intervention 	all grade 9 and 10 students	August 29 - Oct 31, 2022	Principal, APs, Department Chairs, Literacy/Numeracy Coaches



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<ul style="list-style-type: none"> ○ Coordinate with Grade 9 ELA Teachers on students in need of SRBI based on Grade 8 Data 			
Administer BOY NWEA Reading/ILT Team analyzes grade 9/10 data to set growth targets for 22/23 EOY	Grade 9/10 students	September 19 - 30	Principal, APs, Department Chairs, Literacy/Numeracy Coaches, ILT
<p>Professional Development Cycle (PDSA) begins with a review of differentiation/ scaffolds with an emphasis on Think-Pair-Share and Clarifying Bookmarks</p> <ul style="list-style-type: none"> ● Create a Look-for document with focus on TPS and clarifying bookmarks to start ● Admins to conduct walkthroughs 2x/week to monitor the implementation of the PD cycle ● ILT to compile school-wide trends and individual teacher feedback to be provided 	All Students	September - Oct.	AP, Coaches, DCs, ILT
<p><u>IB Integration to Support Literacy Instruction</u></p> <ul style="list-style-type: none"> ● Display IB Profile learner profile in every classroom ● Identify students each month who exemplify learner profile characteristic ● Provide consistent messaging of “IB for All” philosophy 	All Students	October	AP, Ts, Coach, Coordinators
<p><u>Social and Emotional Learning</u></p> <ul style="list-style-type: none"> ● Advisory: Students meet once weekly in Advisory class to engage in instructional tasks related to Academic, Socio-Emotional and College and Career ready planning. Students are paired with an advisor for the year who will function as a resource for information, support and engagement to help students meet their goals. Advisory will serve to reinforce the school’s literacy goals by giving students the opportunity to develop as readers, writers, speakers and listeners and apply that learning to activities and events that build and positively promote school climate and culture. 	All Students	September - October	Advisory Teachers, Counselors



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<ul style="list-style-type: none"> ● IB Learner Profile Alignment: In keeping with the mission of the International Baccalaureate Programme at BMHS, emphasis is placed on each of the 10 attributes of an IB Learner as a school wide initiative . Each month a new attribute will be a focus for staff across all grades and contents in everything from weekly newsletters and posters to classroom learning objectives and counseling department workshops. The focus for September-October will be Communication and Caring. 			
<p><u>Accountability Mechanisms</u></p> <ul style="list-style-type: none"> ● Provide SMART feedback to teachers ● Target supports needed from literacy coach 	ALL Teachers	November	Principal, APs, Coaches
NOVEMBER - DECEMBER			
<p><u>Professional Development Cycle continues</u></p> <ul style="list-style-type: none"> ● Introduce new scaffold: Question Answer Relationship (QAR) ● Spiraling learned scaffolds (T-P-S and Clarifying Bookmark) ● Progress monitor with walkthroughs and look for document ● Provide feedback to teachers 	All students	November 1, 2022 - December 22, 2022	Principal, Assistant Principal, Instructional Coaches
<p><u>IB Integration to Support Literacy Instruction</u></p> <ul style="list-style-type: none"> ● Begin recruitment efforts ● Continue implementation of MYP units that utilize IB approaches to teaching and learning 	All Students	November 1, 2022 - December 22, 2022	AP, Ts, Coach, IB Coordinators
<p><u>Social and Emotional Learning</u></p> <ul style="list-style-type: none"> ● Advisory: Students meet once weekly in Advisory class to engage in instructional tasks related to Academic, Socio-Emotional and College and Career ready planning. Students 	All Students	November 1, 2022 - December 22, 2022	Advisory Teachers, Counselors



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<p>are paired with an advisor for the year who will function as a resource for information, support and engagement to help students meet their goals. Advisory will serve to reinforce the school's literacy goals by giving students the opportunity to develop as readers, writers, speakers and listeners and apply that learning to activities and events that build and positively promote school climate and culture.</p>			
<p>Teacher Team Meetings: DDI (1x/week) and Unit/Lesson planning (1x/week)</p> <ul style="list-style-type: none"> ● Use of thin-slicing protocol or other protocols for looking at student work ● Review implementation of scaffolds and effectiveness 	All Teachers	November 1, 2022 - December 22, 2022	
<p>Instructional Leadership Team</p>	Teachers	November 1, 2022 - December 22, 2022	APs, Coaches
<p><u>Accountability Mechanisms</u></p> <ul style="list-style-type: none"> ● Revise Look for document to reflect areas of focus identified in walk-throughs (Standard-Objective-Task Alignment) ● Provide SMART feedback to teachers ● Target supports needed from literacy coach 	ALL Teachers		Principal, APs, Coaches
<p>JANUARY - MARCH</p>			
<p><u>Professional Development Cycle continues</u></p> <ul style="list-style-type: none"> ● Introduce new scaffold: Question Answer Relationship (QAR) ● Spiraling learned scaffolds (T-P-S and Clarifying Bookmark) ● Progress monitor with walkthroughs and look for document ● Provide feedback to teachers 	All students	January 1 - March 31	Principal, Assistant Principal, Instructional Coaches



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Grades 9 and 10 student-led conferences	All students in grades 9 and 10	January	Principal, RISE OTC, AP
Administer MOY NWEA Reading/ILT Team analyzes grade 9/10 data	Grade 9/10 students	January	Principal, APs, Department Chairs, Literacy/Numeracy Coaches, ILT
<u>IB Integration to Support Literacy Instruction</u>	All Students		AP, Ts, Coach, IB Coordinators
<u>Accountability Mechanisms</u> <ul style="list-style-type: none"> ● Provide SMART feedback to teachers ● Target supports needed from literacy coach 	ALL Teachers		Principal, APs, Coaches
APRIL - JUNE			
<u>Professional Development Cycle continues</u> <ul style="list-style-type: none"> ● Introduce new scaffold: Think Alouds ● Spiraling learned scaffolds (T-P-S Clarifying Bookmark, QAR) ● Progress monitor with walkthroughs and look for document ● Provide feedback to teachers 	All students	April 1 - Jun 15, 2022	Principal, Assistant Principal, Instructional Coaches
Administer EOY NWEA Reading/ILT Team analyzes grade 9/10 data <ul style="list-style-type: none"> ● analysis of growth by ILT ● recognition of MAP growth and participation 	Grade 9/10 students	May	Principal, APs, Department Chairs, Literacy/Numeracy Coaches, ILT
<u>Accountability Mechanisms</u> <ul style="list-style-type: none"> ● Provide SMART feedback to teachers ● Target supports needed from literacy coach ● Complete EOY evaluations on MLP based on growth 	ALL Teachers		Principal, APs, Coaches
<u>IB Integration to Support Literacy Instruction</u>	All Students		AP, Ts, Coach, IB Coordinators



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1. Complete all Unit planners in preparation for Fall 23 implementation			

Add rows, as needed.

Part V: Progress Monitoring

Indicate the measurement tool, key performance indicators and progress monitoring targets for your SMART goal related to rigorous instruction. You should set a progress monitoring for each goal.				
Measurement Tool	Key Performance Indicator <i>(What metric will indicate whether you are on track and/or have met your goal?)</i>	Baseline Data <i>Spring 2022/Fall 2022</i> <i>(Enter the actual data point you are starting with.)</i>	Midyear Progress Monitoring Period <i>January/February 2023</i> <i>(Enter the actual data target.)</i>	End of Year Data <i>June 2023</i> <i>(Enter the actual data target.)</i>
NWEA Testing	growth towards targets set on % increase from BOY to EOY	Fall 2022 Grade 9 Mean RIT 216.3 Fall 2022 Grade 10 Mean RIT 215.9	Winter 2023 Grade 9 Mean RIT 218.6 Winter 2023 Grade 10 216.4 Avg RIT (2020 Norms) <u>MID-YEAR DATA</u> <ul style="list-style-type: none"> Grade 9: 57% of students met or exceeded their growth projection on the Winter NWEA in Reading Grade 10: 44% of students met or exceeded their growth projection on the Winter NWEA in Reading 	students at or above the 50% on NWEA MAP reading will increase by <u>two or more RIT points.</u> By June 2023, the % of MLL students who meet or exceed projected growth will be .



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English Benchmark assessments				
<p>Midyear Status and Adjustments: Implications for Professional Learning</p> <p>The 10th grade data highlights:</p> <ul style="list-style-type: none"> ● Students were 3.6pts below district grade level mean ● Students were 7.2pts below grade level mean ● 48% of students were at or above grade level mean RIT ● 40% of 9th MLL students met growth projection ● 49% of 10th MLL students met growth projection <p>Implications for Professional Learning: Identify specific Problem of Practice and focus professional learning on high leverage instructional practices</p> <ul style="list-style-type: none"> ● The Admin Team to conduct a data dive into Program/systems data (ie observation reports) to develop an instructional focus for the ELA dept ● The ELA Dept Lead and Literacy Coach to offer planning support with targeted teachers on the identified POP ● The Admin team to address POP/strategies in their professional learning offerings ● Make the next cycle of support/DDI process for the Grade 10 ELA Teacher Team 				

Add rows, as needed.

Section 2b: Rigorous Instruction (Mathematics)

Part I: Needs Assessment

After conducting a review of the most current summative and formative data related to rigorous instruction, briefly summarize the patterns and trends.

Consider the following questions:

- What type of data should you look at? (e.g. standardized assessments, formative assessments, student work data, observation data, conference notes, other qualitative data)
- What are the school’s strengths relative to this area? Be sure to include evidence of impact.
- What is the need(s) that you have identified and prioritized for this area (performance problem)? Be sure to identify the needs related to your subgroups.
- What are the root causes? What is the problem of practice?



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- **Data Utilized:** In Spring '22 the BMHS Instructional Leadership Team engaged in a DDI data dive to uncover a needs assessment in Mathematics. The ILT included a cross disciplinary stakeholder group where teachers, administrators, instructional leads, coaches and district personnel together examined both summative and formative school data with district/state cohorts and within the school's subgroupings to identify patterns, observe trends and consolidate findings around classroom practice and subsequent student outcomes.
- **School's Strengths/Evidence of Impact:** It was noted that; 1) all student demographics in grade 10 improved in math outcomes when compared to their 9th grade performance and 2) from one cohort to the next, all SPED students showed improvement from one year to the next.
- **School's Area of Need/Performance Problem:** The data pointed to the need to close the disparity between subgroups in BMHS students as evidenced in; 1) 37% of Black students scored at or above 50th percentile compared to 77% of White students in 9th grade Math and 2) PSAT and SAT scores for minority students was far below state averages.
- **Root Causes/Problem of Practice:** The data demonstrated that; 1) instructional tasks not having multiple entry points to engage students different learning styles; and 2) inconsistent demonstration of a growth mindset; were all contributing to BMHS students' math outcomes falling below the state average. The ILT agreed that teacher teams need to identify specific and intentional scaffolding strategies that are regularly embedded in their daily lesson planning to help support students achieve their learning goals.

2018, 2019 and 2021, 2022 CT SAT Data

Average ERW				% Reaching ERW Benchmark				Average Math				% Reaching Math Benchmark			
2018	2019	2021*	2022**	2018	2019	2021*	2022*	2018	2019	2021*	2022**	2018	2019	2021*	2022**
471	482	500	477	42.4%	48.8%	56.7%	42.0%	469	474	483	463	25.4%	29.6%	30.0%	27.0%

Grade 9, Grade 8/9 PSAT College Board Fall and Spring Results



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Fall 2020				Spring 2021				Change			
Count	Total	ERW	Math	Count	Total	ERW	Math	Count	Total	ERW	Math
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Fall 2021				Spring 2022				Change			
Count	Total	ERW	Math	Count	Total	ERW	Math	Count	Total	ERW	Math
354	815	409	406	310	838	424	414	-44	23	15	8

Part II: Theory of Action

What is the school’s theory of action related to this goal and action plan?

- Be sure to consider how the school leadership’s practices will strengthen instructional practices across the school and improve student learning outcomes for your identified subgroup. (IF THE OUTCOMES FOR YOUR IDENTIFIED SUBGROUP IMPROVE, THE OUTCOMES FOR ALL WILL IMPROVE.)

If teachers focus on providing students with appropriate scaffolds by creating instructional tasks that are standards aligned and engaging, then student understanding and use of mathematical concepts will improve.

Part III: Annual Goal(s)

Based on your Needs Assessment and Theory of Action, indicate your 2021-2022 goal for rigorous instruction. Your goal must be written as a SMART (Specific, Measurable, Achievable, Relevant and Timebound) goal and relate to improvement of an identified subgroup.

Goals to be set after fall administration of test, will be growth goal for whole group and identified subgroups

By June 2023, 55% of students will meet or exceed their growth projection in Math as measured by NWEA.

MID-YEAR DATA

- Grade 9: 63% of students met or exceeded their growth projection on the Winter NWEA in Math



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- Grade 10: 56% of students met or exceeded their growth projection on the Winter NWEA in Math

By June 2023, the percentage of MLLs (n=102) will exceed projected growth by 10% or more on NWEA MAP Math. (from Fall administration)

Grade 9 MLL

IV: Action Plan

Please list the sequenced list of high-level actions your school will implement to achieve the identified goal, including but not limited to:

- Evidence-based instructional programs and/or professional development activities
- Systems and structures needed to implement, monitor and refine the work
- Strategies to address the needs of Students with Disabilities, Multilingual Learners and other high need student subgroups.

Consider how you will test and build evidence and how you will spread and scale.

	Target Group(s) (include sub-groups)	Timeline (start and end date)	Key Personnel Monitoring for Implementation and Impact
SEPTEMBER - OCTOBER			
<u>Introduction to DDI (Plan-Do-Study-Act) and Expectations for Teacher Teams</u>	teachers	August PD	Principal, APs, Literacy/Numeracy Coaches
<u>Establish structures and systems to support students and build teacher capacity in the area of numeracy.</u> <ul style="list-style-type: none"> • Lesson Planning which includes access to grade level standards • Teacher Team Meeting Establishment 	all grade 9 and 10 students	August 29 - Oct 31, 2022	Principal, APs, Department Chairs, Literacy/Numeracy Coaches



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<ul style="list-style-type: none"> ○ DDI (1x/ week) ○ Lesson planning (1x/week) ○ Inclusion of literacy coach, MLL Ts, Co-teachers in teams ● Instructional Leadership Team bi-weekly Thursday @ 2:15 ● Instructional Coaches’ Meeting with administrative team weekly on Thursday @ 1:45 ● Establish Grade 9 Academic Intervention Team <ul style="list-style-type: none"> ○ Teacher training on SRBI Reading Intervention ○ Coordinate with Grade 9 Math teachers on students in need of SRBI based on Grade 8 Data who are in intervention block 			
<p>NWEA School-Wide Assessment Schedule (all students grades 9-10)</p>	<p>all grade 9 and 10 students</p>	<p>Week of Sept. 19, 2022</p>	<p>Principal, APs, Department Chairs, Literacy/Numeracy Coaches</p>
<p><u>Social and Emotional Learning</u></p> <ul style="list-style-type: none"> ● Advisory: Students meet once weekly in Advisory class to engage in instructional tasks related to Academic, Socio-Emotional and College and Career ready planning. Students are paired with an advisor for the year who will function as a resource for information, support and engagement to help students meet their goals. Advisory will serve to reinforce the school’s literacy goals by giving students the opportunity to develop as readers, writers, speakers and listeners and apply that learning to activities and events that build and positively promote school climate and culture. ● IB Learner Profile Alignment: In keeping with the mission of the International Baccalaureate Programme at BMHS, emphasis is placed on each of the 10 attributes of an IB Learner as a school wide initiative . Each month a new attribute will be a focus for staff across all grades and contents in everything from weekly newsletters and posters to classroom learning objectives and counseling department 	<p>All Students</p>	<p>September - October</p>	<p>Advisory Teachers, Counselors</p>



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workshops. The focus for September-October will be Communication and Caring.			
Fall PSAT administration	Grade 9, 10, and 11	October	AP, Ts, Coach
<u>IB Integration to Support Numeracy</u> <ul style="list-style-type: none"> ● Display IB Profile learner profile in every classroom ● Identify students each month who exemplify learner profile characteristic 	All Students	October	AP, Ts, Coach, Coordinators
Provide SRBI Math interventions for identified students	Grade 9 students in need of intervention	Sept - June	SRBI lead AP, Math DC, Grade 9 Math Ts
<u>Accountability Mechanisms</u> <ul style="list-style-type: none"> ● Provide SMART feedback to teachers ● Target supports needed from Math coach 	ALL Teachers		Principal, APs, Coaches
NOVEMBER - DECEMBER			
<u>Professional Development Cycle continues</u> <ul style="list-style-type: none"> ● Introduce new scaffold: Math Language Routines ● Spiraling learned scaffolds (T-P-S Clarifying Bookmark, QAR) ● Progress monitor with walkthroughs and look for document ● Provide feedback to teachers 	All students	April 1 - Jun 15, 2022	Principal, Assistant Principal, Instructional Coaches
JANUARY - MARCH			
<u>Professional Development Cycle continues</u> <ul style="list-style-type: none"> ● Introduce new scaffold: Questioning Stems 			



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<ul style="list-style-type: none"> ● Spiraling learned scaffolds (T-P-S and Clarifying Bookmark) ● Progress monitor with walkthroughs and look for document ● Provide feedback to teachers 			
NWEA School-Wide Assessment Schedule (all students grades 9-10)	students grades 9 and 10	January	Principal, AP, Coaches, DCs
Planning lessons using scaffolds to support access to grade level content	teachers of Math		Math Coach and Teachers
Look fors utilized to measure implementation of appropriate scaffolds and access to grade level content	all Math teachers	November - June	APs, Coaches
Provide mini-lessons of test-taking strategies in preparation for Spring administration of PSAT/SAT	all Math teachers	March	AP, Math Coach, Math DC
APRIL - JUNE			
<u>Professional Development Cycle continues</u> <ul style="list-style-type: none"> ● Introduce new scaffold: Think Alouds ● Spiraling learned scaffolds (T-P-S Clarifying Bookmark, QAR) ● Progress monitor with walkthroughs and look for document ● Provide feedback to teachers 	All students	April 1 - Jun 15, 2022	Principal, Assistant Principal, Instructional Coaches
Recognition of MAP growth and participation	students meeting target	June	APs, Dean of Students

Add rows, as needed.

Part V: Progress Monitoring



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Indicate the measurement tool, key performance indicators and progress monitoring targets for your SMART goal related to rigorous instruction. You should set a progress monitoring for each goal.

Measurement Tool	Key Performance Indicator <i>(What metric will indicate whether you are on track and/or have met your goal?)</i>	Baseline Data <i>Spring 2022/Fall 2022</i> <i>(Enter the actual data point you are starting with.)</i>	Midyear Progress Monitoring Period <i>January/February 2023</i> <i>(Enter the actual data target.)</i>	End of Year Data <i>June 2023</i> <i>(Enter the actual data target.)</i>
NWEA Testing	Percentile growth based on fall administration	Grade 9 Fall 2022 Mean RIT 226.8 Grade 9 Fall 2022-Level Mean RIT 226.1 (2020 Norms) Grade 10 Fall 2022 Mean RIT 227.4 Grade 10 Fall 2022-Level Mean RIT 228.8 (2020 Norms)	Grade 9 Winter 2023 Mean RIT 229.3 Grade 9 Winter 2023-Level Mean RIT 228.2 (2020 Norms) Grade 10 Winter 2023 Mean RIT 232.5 Grade 10 Winter 2023-Level Mean RIT 230.7 (2020 Norms) <u>MID-YEAR DATA</u> <ul style="list-style-type: none"> Grade 9: 63% of students met or exceeded their growth projection on the Winter NWEA in Math Grade 10: 56% of students met or exceeded their growth projection on the Winter NWEA in Math 	By June 2023, students at or above the 50st%ile on NWEA MAP Math will increase by <u>4 or more RIT points.</u> By June 2023, the percentage of MLLs (n=102) exceeding projected growth by 10% or more on NWEA MAP Math will increase by 10%.
Math Formative assessments				

Midyear Status and Adjustments: Implications for Professional Learning

The math data highlights:



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- Students in 9th were 2.8pts above district grade level mean
- Students in 10th were 3.5pts above grade level mean
- 62% of 9th MLL students met growth projection
- 52% of 10th MLL students met growth projection

Implications for Professional Learning: Turnkey the takeaways from Fall cycle of support/DDI process to the remaining Math Teacher Team

- The Admin Team to conduct a data dive into Program/Systems data (ie observation reports) to reflect/adjust instructional focus for the Math teams
- The Math Dept Lead and Math Coach to offer planning support with targeted teachers on high leverage instructional practices
- The Admin team to address scaffold strategies in their professional learning offerings

Add rows, as needed.

Section 2c: Supportive Environment

Part I: Needs Assessment

After conducting a review of the most current summative and formative data related to supportive environment, briefly summarize the patterns and trends.

Consider the following questions:

- What type of data should you look at?
- What are the school's strengths relative to this area? Be sure to include evidence of impact.
- What is the need(s) that you have identified and prioritized for this area (performance problem)? Be sure to identify the needs related to your subgroups.
- What are the root causes? What is the problem of practice?

The data we reviewed included the RISE Data Dashboard, and comparing Chronic Absenteeism Rates between MLL and non-MLL students over the span of three years.

RISE Data Dashboard: Chronic Absenteeism Rates



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McMahon	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
MLL	25.8%	19.4%	26.3%	47.7%	37.8%
Non-MLL	13.6%	11.7%	15.0%	32.4%	28.3%

Although it's too soon to substantiate a downward trend, we have seen a 10-percentage point improvement in the chronic absenteeism rate following the pandemic and remote learning, resulting in a single digit gap between MLL and non-MLL students. However, all students and students who are MLL continue to have a chronic absenteeism rate that is too high. Through the use of attendance committee meetings, a dedicated school counselor for truant students, and a multilingual truancy officer, we were able to monitor student attendance, engage parents for support, and re-engage MLL students into the school community. Although we are moving in the right direction, we have more work to do to improve the attendance rates of our MLL students as well as attendance, including both absences and tardies for all students.

Moving forward, if students are chronically absent then the following interventions will be put in place:

- Parent Meetings (invite MLL team to support)
- Truancy Officer
- School Counseling/School based health center
- Referral to community based support i.e. Mid-Fairfield Community Cares/social service agencies (Cognitive Behavioral Intervention for Trauma in Schools-CBITS)
- Lincx for MLL population
- Community Services Department - City of Norwalk
- Mid-Fairfield Community Care Center:
 - Clinicians at BMHS
 - IOP & EDT Services
 - Bounce Back/CBITS
 - Trauma Informed Care Trainings and Consultation
- Family and Children's Agency



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- Kids-in-Crisis
- Triangle Community Center - LGTBQ support
- Norwalk Health Center
- Assign a caseload of chronically absent students to members of the Attendance Committee
- Monthly awards for improved attendance
- Enlist the support of students connected to those we are unable to locate
- MLL Paraprofessionals parent calls after Block 1
- JRB- Juvenile Review Board Referrals

Patterns and Trends from Deep Date Dive:

We continue to see excessive absences and tardies that disproportionately impact students who are MLL learners.

Performance Problem:

Students are missing too much instructional time and that impacts their ability to be successful in school.

Root Cause(s):

- not feeling connected to the school community - only 32% reported a sense of belonging in school as part of Panorama Survey
- increased incidence of mental health concerns
- remote/hybrid learning practices that saw less accountability for attendance

Problem of Practice:

How do we create a more connected and supportive learning environment so that all students want to attend all classes regularly?

Part II: Theory of Action

What is the school's theory of action related to this goal and action plan?

- **Be sure to consider how the school leadership's practices will strengthen supportive environment practices.**

If we create a supportive, safe school environment with real-time interventions for students who need support then student attendance and sense of belongingness will improve.



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Part III: Annual Goal(s)

Based on your Needs Assessment and Theory of Action, indicate your 2021-2022 goal for a supportive environment. Your goal must be written as a SMART (Specific, Measurable, Achievable, Relevant and Timebound) goal.

Reduce the Chronic Absenteeism rate by a minimum of 10 percentage points from 2021-2022 (30.1% to 20.1%).

Part IV: Action Plan

Please list the sequenced list of high-level actions your school will implement to achieve the identified goal, including but not limited to:

- Evidence-based instructional programs and/or professional development activities
- Systems and structures needed to implement, monitor and refine the work
- Strategies to address the needs of Students with Disabilities, Multilingual Learners and other high need student subgroups.

Consider how you will test and build evidence and how you will spread and scale.

	Target Group(s) (include sub-groups)	Timeline (start and end date)	Key Personnel Monitoring for Implementation and Impact
SEPTEMBER - OCTOBER			
Establish structures and systems to support students <ul style="list-style-type: none"> • Establishment of school-wide attendance committee • Setting meeting schedule for attendance committee • Schedule school-wide class assemblies 1x per quarter • Review attendance policy in small group advisory • Establish counselor caseloads and calendar touchpoints for students for school year 	All Students	August PD	Principal, AP, Dean
Share and review the Loss of Credit "H" policy with students and parents	All students, Grades 9-12	September, 2022	APs and Dean of Students
Parent outreach (counseling)	Parents of MLL students	September, 2022	Counselors/Truancy



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			-Home visits by AP, truancy office, MLL Admin
Rekindling school-wide events to develop school culture and relationships (RWB Night, lip dub, Wingman Initiative, dodgeball, student/faculty and NHS/BMHS basketball games, t-shirts)	All students, Grades 9-12	At least one event per month, September 2022- June 2023	SAC, Class Advisors L. James Dean of Students
Weekly Attendance Committee Meetings	Students with excessive absences	September 2022-June 2023	L.James, Counselor, SPED Dept chair, Truancy Officer, Dean of Students
Pull attendance data every 22 days (Quarter Interims)during SY 22-23 and provide immediate and tiered support, including attendance plan community support referrals, and priority attendance caseloads	Students with previous attendance issues (grades 10-12)	September, 2022	Attendance Committee APs Dean of Students Data Clerk, Main Office Sec, Counselors
Training for parents on use of the portal	MLL Students Grade 9	October 2022	Counselors
<u>Accountability Mechanisms</u> <ul style="list-style-type: none"> Document that each student has had at least 1 touch point with their assigned school counselor Bi-weekly review of truancy officer outreach 	All students	September - October	Counselors
NOVEMBER - DECEMBER			
Letters are sent home regarding Denial of Credit	Students with 5 or more absences	November 2, 2022	Main Office Secretaries APs
Daily Attendance Committee Meetings	Students with excessive absences or tardies	December 2022-June 2023	All APs, Counselor, SPED Dept chair, Truancy Officer, Dean of Students
Incentivize on time arrival and daily attendance on a weekly basis with a raffle and certificate	Raffle for students who meet identified criteria	November - December	Principal, APs, Dean
JANUARY - MARCH			
Daily Attendance Committee Meetings	Students with excessive absences or tardies	September 2022-June 2023	All APs, Counselor, SPED Dept chair, Truancy Officer, Dean of Students



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Incentivize on time arrival and daily attendance on a weekly basis with a raffle and certificate	Raffle for students who meet identified criteria	November - December	Principal, APs, Dean
APRIL - JUNE			
Daily Attendance Committee Meetings	Students with excessive absences or tardies	December 2022-June 2023	All APs, Counselor, SPED Dept chair, Truancy Officer, Dean of Students
Incentivize on time arrival and daily attendance on a weekly basis with a raffle and certificate	Raffle for students who meet identified criteria	November - December	Principal, APs, Dean

Add rows, as needed.

Part V: Progress Monitoring

Indicate the measurement tool, key performance indicators and progress monitoring targets for your SMART goal related to a supportive environment. You should set a progress monitoring for each goal.

Measurement Tool	Key Performance Indicator <i>(What metric will indicate whether you are on track and/or have met your goal?)</i>	Baseline Data <i>Spring 2022/Fall 2022</i> <i>(Enter the actual data point you are starting with.)</i>	Midyear Progress Monitoring Period <i>January/February 2023</i> <i>(Enter the actual data target.)</i>	End of Year Data <i>June 2023</i> <i>(Enter the actual data target.)</i>
Student interest and check-in surveys (community and climate)	improvements in attendance as measured by RISE dashboard	30.1%	RISE dashboard, % of students as defined as chronically absent Current Rate of Chronic Absenteeism: 27.3 %	
survey check-ins	student perception of school climate and support	Panorama	Administration in March	

Midyear Status and Adjustments: Implications for Professional Learning

We have completely revamped our Attendance Process so that attendance is addressed as a daily event.
 We did an evening event for ML parents and families to address attendance
 We will add focus groups with students who are chronically absent to discuss root cause and reward systems.



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Add rows, as needed.

Section 2d: Teacher Teams

Part I: Needs Assessment

After conducting a review of the most current summative and formative data related to teacher teams, briefly summarize the patterns and trends.

Consider the following questions:

- **What type of data should you look at?**
- **What are the school's strengths relative to this area? Be sure to include evidence of impact.**
- **What is the need(s) that you have identified and prioritized for this area?**
- **What is the problem of practice?**

The data we reviewed included:

- master schedule with teacher teams
- minutes from teacher teams meetings
- DDI cycles from minutes
- SQR report which indicated that the use of teacher team structure was developing and we are increasing use of data, but it is still inconsistent.

The review of the data indicates that the teacher teams are operating at mixed levels of effectiveness. We have some teams that were able to fully complete a DDI cycle by the conclusion of the school year. Other teams struggled as a result of limited time to meet and/or a new curriculum that made a focus on data more of a struggle.

The identified priority for this area is to target support to those teams that need to more fully implement the DDI cycles, use of formative data, and protocols.

Part II: Theory of Action

What is the school's theory of action related to this goal and action plan?

- **Be sure to consider how the school leadership's practices will strengthen teacher teams.**

If the leadership team supports the effective implementation of DDI cycles for all teacher teams, then our teams will develop a data-rich culture to support implementation of effective instructional practices.



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Part III: Annual Goal(s)

Based on your Needs Assessment and Theory of Action, indicate your 2021-2022 goal for teacher teams. Your goal must be written as a SMART (Specific, Measurable, Achievable, Relevant and Timebound) goal.

Each teacher team will complete a minimum of 3 complete DDI cycles during the 22 - 23 school year.

Part IV: Action Plan

Please list the sequenced list of high-level actions your school will implement to achieve the identified goal, including but not limited to:

- Evidence-based instructional programs and/or professional development activities
- Systems and structures needed to implement, monitor and refine the work
- Strategies to address the needs of Students with Disabilities, Multilingual Learners and other high need student subgroups.

Consider how you will test and build evidence and how you will spread and scale.

	Target Group(s) (include sub-groups)	Timeline (start and end date)	Key Personnel Monitoring for Implementation and Impact
SEPTEMBER - OCTOBER			
<u>Introduction to DDI (Plan-Do-Study-Act) and Expectations for Teacher Teams</u> <ul style="list-style-type: none"> ● Teacher led PD on either Intro or Advanced DDI - Teacher Choice 	teachers	August PD	Principal, APs, Literacy/Numeracy Coaches
<u>Establish structures and systems to support students and build teacher capacity in the area of literacy.</u> <ul style="list-style-type: none"> ● Lesson Planning which includes access to grade level standards ● Teacher Team Meeting Establishment <ul style="list-style-type: none"> ○ DDI (1x/ week) ○ Lesson planning (1x/week) ○ Inclusion of literacy coach, MLL Ts, Co-teachers in teams 	All teachers	August 29 - Oct 31, 2022	Principal, APs, Department Chairs, Literacy/Numeracy Coaches



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Each staff member is assigned teacher team meeting time during the school day for 45 minutes/ 2 to 3x per week	all staff	September	Principal, AP, department chairs
Provide PD on protocols for effective Teacher Team meetings	all staff	September	Principal, coaches
Teams begin DDI cycle	all teams	September	Principal, ILT, Coaches
Admin observe teacher teams as part of Observation feedback	½ teams	September - October	Principal
NOVEMBER - DECEMBER			
Admin team review Teacher Team notes and provide feedback for next cycle	all teams	December	Principal, ILT, Coaches
Teacher teams implement Cycle 2 based on data	all teams	December	Teams, Principal, AP, ILT Coaches
JANUARY - MARCH			
Admin team review Teacher Team notes and provide feedback for next cycle	all teams	December	Principal, ILT, Coaches
Teacher teams implement Cycle 3 based on data	all teams	December	Teams, Principal, AP, ILT Coaches
APRIL - JUNE			
Each team self-evaluates	teacher teams	June	Principal, ILT, Coaches
ILT meets with teams to present data for EOY	Teacher Teams	May - June	Principal, ILT, Coaches

Add rows, as needed.

Part V: Progress Monitoring



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Indicate the measurement tool, key performance indicators and progress monitoring targets for your SMART goal related to equity/disproportionality. You should set a progress monitoring for each goal.

Measurement Tool	Key Performance Indicator <i>(What metric will indicate whether you are on track and/or have met your goal?)</i>	Baseline Data <i>Spring 2022/Fall 2022</i> <i>(Enter the actual data point you are starting with.)</i>	Midyear Progress Monitoring Period <i>January/February 2023</i> <i>(Enter the actual data target.)</i>	End of Year Data <i>June 2023</i> <i>(Enter the actual data target.)</i>
Team Minutes/Notes with data used to make instructional decisions	Use of data	about 50% of teams using DDI cycle	60% - Administrator feedback and look-for data indicates that at least 60% are using data Teacher Survey Feedback Teacher Team Survey	80%

Midyear Status and Adjustments: Implications for Professional Learning

Leadership team meetings include one teacher team presentation
integrate opportunities for teacher teams to see video of teacher team meeting

Add rows, as needed.

Section 2e: Equity/Disproportionality

Part I: Needs Assessment

After conducting a review of the most current summative and formative data related to rigorous instruction, briefly summarize the patterns and trends.

Consider the following questions:

- What type of data should you look at?
- What are the school's strengths relative to this area? Be sure to include evidence of impact.
- What is the need(s) that you have identified and prioritized for this area (performance problem)? Be sure to identify the needs related to your subgroups.



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● What are the root causes? What is the problem of practice?

We looked at several different data points for our focus on equity.

BMHS engaged in a collaborative review of practice in March 2022.

Key findings in this report:

1. Classroom instruction across all grade levels and content areas is characterized by having mostly low – moderate evidence of academic rigor appropriate to grade level and content.
2. There are inconsistencies and variations in the articulation of a clear vision for an asset-based, quality education for Multilingual Learners and the implementation of program models, pedagogical approaches, and curriculum across school sites.
3. Over half of the classes observed lacked evidence in students' actions that demonstrate high expectations with appropriate types of support (scaffolding).
4. Most classes observed showed few to no quality interactions across content areas and grades.
5. Students felt that the school was very supportive and welcoming. However, they had mixed feelings about their classes, sharing that some classes are more engaging than others.

We also utilized our End of Year Step Back Data through our RISE partnership which indicates a disparity for Grade 9 “on-track” rates for Grade 9 ELL Students.

We had set the following goal for 21 - 22 school year:

Overall: By the end of the 2021-2022 school year, **at least 85% of Grade 9 students** will be on track, earning 6 or more credits and will be promoted to Grade 10.

Progress to goal: **84% of Grade 9 Students are projected to be on-track**, earning 6 or more credits.

Subgroup: By the End of the 2021-2022 school year, at least 70% of Grade 9 ELL students will earn 6 or more credits, representing an 8% increase from 2020-2021 data

- Progress to goal: **73% of grade 9 ELL** students are projected to earn 6 or more credits.

Graduation Rate of MLL Students



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	2016-2017	2017-2018	2018-2019	2019-2020
BMHS MLL	82.0%	83%	66.2%	67.2%
BMHS Non-MLL	96.4%	97.1%	96.5%	92.7%
NHS MLL	72.5%	76.2%	73.2%	59.3%
NHS Non-MLL	96.7%	94.3%	95.3%	89.8%
Total District MLL	77.7%	77.7%	65.5%	62.0%
Total District Non-MLL	94.8%	93.2%	94.2%	89.4%

Between 2018 and 2020 the graduation rate for MLLs dipped 15.7 points, from 77.7% to 62%. However, the numbers of MLLs in a given cohort increased: 2018 - 10.5%, 2019 - 13.5% and 2020 - 14.1%



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Performance Problem:

Students who are identified as MLL lag behind their peers in earning credits beginning in Grade 9 and this culminates with a lower graduation rate and few options for post-secondary success.

Root Cause:

In reviewing the data, it seems that MLL students enter BMHS at different points and often struggle to achieve success. This is mainly due to interrupted education, lack of exposure to grade level content, and fewer opportunities to engage in high quality interactions.

Problem of Practice:

How do we support our MLL students' access to grade level content and increase opportunities to engage in high quality interactions?

Part II: Theory of Action

What is the school's theory of action related to this goal and action plan?

- Be sure to consider how the school leadership's practices will address the identified disproportionality?



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If all staff engage students, including those who are MLL in high quality interactions and provide appropriately scaffolded grade level content, then students who are MLL will be on track with credits, be learning grade level content, and have increased options and opportunities for post-secondary success and on-time graduation. compassionate

Part III: Annual Goal(s)

Based on your Needs Assessment and Theory of Action, indicate your 2021-2022 goal for equity/disproportionality. Your goal must be written as a SMART (Specific, Measurable, Achievable, Relevant and Timebound) goal.

By June 2023, at least 75 % of MLL students and 86% of all first-time grade 9 students will be considered on track to graduation. By June 2023, 75 % of MLL students will graduate with the 4 year cohort and 92% of all students will graduate within the 4 year cohort.

Part IV: Action Plan



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Please list the sequenced list of high-level actions your school will implement to achieve the identified goal, including but not limited to:

- Evidence-based instructional programs and/or professional development activities
- Systems and structures needed to implement, monitor and refine the work
- Strategies to address the needs of Students with Disabilities, Multilingual Learners and other high need student subgroups.

Consider how you will test and build evidence and how you will spread and scale.

	Target Group(s) (include sub-groups)	Timeline (start and end date)	Key Personnel Monitoring for Implementation and Impact
SEPTEMBER - OCTOBER			
Continue to build capacity within the building on improving instructional practices, student academic discourse and student centered learning <ul style="list-style-type: none"> ● teacher led PD 	Teaching staff	August - September	Principal, AP, ILT, DCs
During Professional Development: Identify evidence-based instructional strategies that increase student discourse across all content areas Implement with integrity, evidence-based instructional strategies that lead to increased student discourse. <ul style="list-style-type: none"> ● T-P-S ● Clarifying Bookmark-Formulaic Expressions ● Anticipatory Guide ● Notice and Wonder 	Teaching Staff	August - October	Principal, AP, ILT, DCs
Begin Data collection of student to student through classroom visits (admin and teachers)	Teachers	September	administrative team
Utilize RISE dashboard data to monitor “on-track” status of students	MLL Ss, all Ss		Administrative team
Monitor grades/attendance for grade 9	MLL ss, all ss		Administrative team
RISE on-track coordinators work with students who need supports			
NOVEMBER - DECEMBER			
Implementation of instructional strategies (QTEL)	all Ss	all year	Admin, DCs, coaches
Get it done sessions	Grade 9 Ss	end of quarter	Admin, RISE OTC, Grade 9 AP
Targeted support sessions for Grade 9 students	failing Grade 9 Ss	before end of quarter	Grade 9 AP, RISE OTC



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JANUARY - MARCH			
Peer walk throughs and data collection of strategies	Teachers	January - March	DCs, Coaches
Continue Data collection of student to student quality interactions through classroom visits (admin and teachers)	Teachers	January - June	Admin team
Share out classroom observation data	Individual staff	January - June	Admin team
APRIL - JUNE			
Staff sharing of strategies that worked and how they changed or implemented them	Teachers	January - March	DCs, Coaches
Continue Data collection of student to student discourse through classroom visits (admin and teachers)	Teachers	January - June	Admin team

Add rows, as needed.

Part V: Progress Monitoring

Indicate the measurement tool, key performance indicators and progress monitoring targets for your SMART goal related to equity/disproportionality. You should set a progress monitoring for each goal.				
Measurement Tool	Key Performance Indicator <i>(What metric will indicate whether you are on track and/or have met your goal?)</i>	Baseline Data <i>Spring 2022/Fall 2022</i> <i>(Enter the actual data point you are starting with.)</i>	Midyear Progress Monitoring Period <i>January/February 2023</i> <i>(Enter the actual data target.)</i>	End of Year Data <i>June 2023</i> <i>(Enter the actual data target.)</i>



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RISE On-Track Dashboard/ HUB	On-Track % for All grade 9 and MLL	<u>11/18/22 Q1 Finalized Cohort 2026</u> Q1- On Track 86% Q1- Almost on Track 7% Q1- Off Track 7% MLL On Track 57 %	<u>2/3/23 Cohort Q2 Finalized 2026</u> Q2- On Track 85% Q2- Almost on Track 12% Q2- Off Track 2% MLL On-Track 66% on track 30 % almost on track 4% off track	
RISE On-Track Dashboard/ HUB	On Track % for 10th grade 2025 cohort earning 12.5 credits or more	Baseline Data	2025 MLL Cohort Data 10th Grade MLL Check-ins Equity Team Agenda All Grade 10 - 83% on track	
Midyear Status and Adjustments: Implications for Professional Learning increase in credit earning and academic success, MLL students still have higher rate of chronic absenteeism				

Add rows, as needed.

Section 3: Family Engagement

How will your school staff partner with families and support their understanding of your school improvement efforts in these four areas?

- Rigorous instruction
- Supportive environment
- Teachers teams
- Equity/Disproportionality



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Section 4: Professional Learning Plan (Indicate cycles of learning that are aligned to your action plans.)

Date/PL Time Available <i>(Insert additional rows for PL during other times)</i>	Professional Learning Activity	Leader/Facilitator(s)	Target Audience	Observation Look For's <i>(What practices learned during PL activities should be evident in the classroom)</i>	Impact <i>(How will the implementation of the professional learning affect student learning?)</i>
CYCLE 1 INSTRUCTIONAL FOCUS (District Focus during September/October - DDI):					
8.29 Convocation (PM) + FM*	DDI cycles/Scaffolding NWEA	AP, Lead teachers, coaches	All staff	Scaffolds, Standards Alignment, Grade-level content and tasks	students provided appropriate supports to access grade-level content
8.30	District: WIN Time (½ day) School: Lesson Planning, Effective Teams	District, select faculty members	teachers	scaffolds, DDI	alignment of curriculum to standards will expose all students to grade level content
9.12 FM	DDI ; NWEA testing; Instructional Look-fors	Testing Coordinator	Teachers	use of Map and other data to differentiate/scaffold	increase rigor, access to grade level content



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9.19 FM	Thin-Slicing protocol for Teacher Teams	Admin/Coaches	Teachers	Data analysis	targeted interventions based on analysis of high, medium, low
10.3 FM	Scaffolds Review: Clarifying Bookmark, Thing-Pair-Share	RISE data	Teachers	Data; use of clarifying bookmark and think pair share	more monitoring on-track
10.17 + FM	District: DDI (½ day); Dept meeting School: DDI follow up and application; Dept. meeting time	District	Teachers	Use of data to target instruction	students being supported in specific areas of need
10.24 FM	Effective Lesson planning	Coaches, DC	Teachers	planning for diverse learners	planning scaffolds and grouping based on data
10.31 (2 hr ED)	IB Managebac training - DP/CP MYP Assessments; DDI:What does a data driven classroom look like?	IB Coordinators	All teachers	IB for ALL - use of managebac; ATL	All students exposed to learner characteristics

CYCLE 2 INSTRUCTIONAL FOCUS (District Focus during November/December - Planning for Diverse Learners):

11.7 FM	Trauma Informed Care training	MF Child Community care	teachers	This is the booster to continue from last year	
11.8	District: Planning for Diverse Learning (½ day): Dyslexia Training School: Teacher Team, Scaffolds, DDI				
11.14 FM	Faculty meeting				
11.21 FM	First Quarter Reflection: What our grades show as “on track” ; review of observation data				
12.5 FM	Trauma Informed Care Training	MF Community care	teachers		
12.8 (90min ED - MS/HS)	MS: District Planning for Diverse Learners HS: School based - IB	EE IB Supervisors (20 - 30 Ts)			
12.12 FM	Dept meetings				
12.15 (90min ED - MS/HS)	MS: School based HS: District Planning for Diverse Learners	QTEL	all staff	QTel strategies; co-teaching models	use of QTel strategies will enable learners to access grade-level curriculum
12.19 FM	Holiday celebration				

CYCLE 3 INSTRUCTIONAL FOCUS (District Focus during January, February and March - DDI):



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1.9 FM	Grading for Equity/Teacher Team look-fors	APs	all teachers	use of equitable practices in instruction and grading	make sure teachers understand the qualities of effective teacher teams
1.23 FM	Analyzing Data/Teacher Teams/DDI	AP Coaches	all teachers	see use of data re: purposeful grouping and re-teach	targeted supports based on data analysis; purposeful grouping
1.30 (2hr ED) + FM	Planning for Rigor: Thoughtful work, high-level questioning; academic discourse	AP/Coaches	All Ts	Planning for Standard/Task/Assessment alignment for rigorous instruction	students needs tasks that create productive struggle
2.6 FM	Wingman training for student recruitment	DC/AP/Coaches/Teacher Recommendations	by teams	Teacher Teams should be in Cycle 2, analysis of what went well, what needs improvement	effective use of student data will allow us to more effectively support all students
2.13 FM	Department Meetings	Input recommendations	each department	correct and accurate placements are essential to the scheduling process	correct student placements will minimize errors and schedule changes
2.16 (full day)	ATL Strategies - Crosswalk with Current Initiatives - IB focus - INQUIRY - tied to rigor - Prep for IB MYP visit	IB Coordinators	all staff	introduce all staff to IB Approaches to Learning (inquiry focus)	all teachers will utilize IB approaches to learning to make sure we are all providing rigorous grade-level instruction
2.27 FM	Scaffolds in Planning - Pathway Planning	APs, coaches, Carol W-T	All staff	using data to determine when reteach is necessary and using guided discourse or modeling strategies	teachers need to strategically review content/skills when data indicates deficits
3.6 FM	Department Meetings	AP , Coaches	all staff	walk-through data shows need for increase academic discourse	students engaged in academic discourse will lead to increased learning
3.13 FM	Academic Discourse	DC	all staff		
3.16 (90min ED - MS/HS)	MS: District Planning for Diverse Learners HS: School based - preparation for the SAT				
3.20 FM					
3.23 (90min ED - MS/HS)	MS: School based HS: District Planning for Diverse Learners				
3.27 (2hr ED)					
4.3					
4.17					



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4.24 (2 HR ED)					
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Add rows and pages, as needed. (*FM - Tentative Faculty Meeting dates)

Section 5: School Governance Council (SGC) Signature Page

All SGC members are expected to sign this page to confirm their participation in the development of this School Improvement Plan and that they have been consulted with regard to the alignment of funding to support the school’s educational program, which includes the annual goals, action plans and family engagement efforts.

Enter the names of the SGC members in the first column and have them sign in the third column.

Name	Position and Constituent Group	Signature
	Principal	
	Teacher	
	Teacher	
	Teacher	
	Teacher	
	Parent/Guardian	
	Parent/Guardian	
	Parent/Guardian	
	Parent/Guardian	
	Community Representative	
	Community Representative	



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