

STUDENT AND STAKEHOLDER FOCUS

As a result of the root cause analysis, it was revealed that our **students need to be able to have a clear purpose for learning with mastery objectives posted and the reason for learning communicated.**

LEADERSHIP

The **vision** of Newport Mill Middle School, an International Baccalaureate World School, is to inspire and support socially active, compassionate, respectful lifelong learners.

The **mission** of Newport Mill Middle School is where character counts and students are highly successful readers, writers, and problem-solvers through STEM-centric teaching and learning, and the development of authentic assessments for real-world problems.

PERFORMANCE RESULTS

See attached charts

- MSA Reading and Math
- MSA Science
- Alt-MSA
- Ineligibility Data
- Student Voices Results
- Staff Voices Results

STRATEGIC PLAN

Goal: To increase the percentage of students meeting proficiency in each measured subgroup on 2014 MSA as outlined in the performance data charts with specific attention on:

- **Math: Hispanics, Special Education, and FARMS**
- **Reading: Blacks**

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Student Data Points

- Ineligibility
- MSA Reading, Math, and Science
- Alt-MSA
- Semester and Final Exams for High School courses
- Grades for all high school courses
- Student Voices survey
- Student focus group

Staff Data Points:

- Focused classroom observations on Mastery Objective
- Gallup Poll Survey
- Staff voices survey
- Focused Peer Visits with reflections

FACULTY AND STAFF FOCUS

Teachers will need professional development on:

- Writing clear mastery objectives
- Review of Bloom's Taxonomy of performance verbs

Instructional Leaders will need professional development on

- Effective facilitating and coaching skills to deliver trainings to departments.
- Providing effective feedback and coaching in regards to writing clear mastery objectives.
- Modeling how to post and communicate mastery objective of a lesson to students.

Staff Focus: I know what is expected of me.

PROCESS MANAGEMENT

As a result of the root cause analysis, the following structures and processes will be implemented and monitored:

- Training Content Specialists and teachers on writing clear mastery objectives.
- Formal and informal observations focused on mastery objectives.
- Collect, analyze, and disaggregate data from various sources to guide writing of clear mastery objectives.

Newport Mill Middle School- Performance Data 2010-2013

		MSA MATH						MSA READING			
Proficient/Advanced	2010	2011	2012	2013	Proficient/Advanced	2010	2011	2012	2013		
	#	#	#	#		#	#	#	#		
	%	%	%	%		%	%	%	%		
All Students	483	440	441	545	All Students	551	519	475	536		
	75.40%	74.10%	80.40%	75.78%		85.50%	88%	86.50%	91.20%		
African American	94	75	61	87	African American	105	96	69	86		
	75.20%	70.80%	71.80%	73.56%		84%	90.60%	81.20%	88.40%		
Asian	91	71	66	73	Asian	74	76	65	71		
	88.80%	83.50%	86.8	83.3		92.50%	89.40%	85.50%	91.55%		
Hispanic	219	190	188	256	Hispanic	265	231	212	252		
	67.60%	67.60%	73.10%	65.63%		81.50%	82.80%	82.50%	88.89%		
White	98	91	113	127	White	106	103	113	125		
	88.30%	85.50%	98.30%	92.90%		95.50%	97.20%	98.30%	97.60%		
Multi-race	n/a	n/a	12	n/a	Multi-race	n/a	n/a	13	n/a		
	n/a	n/a	92.30%	n/a		n/a	n/a	100%	n/a		
FARMS	230	224	215	190	FARMS	279	268	236	187		
	67.30%	68.50%	72.60%	65.80%		81.30%	82.20%	79.80%	87.70%		
Special Education	82	78	50	73	Special Education	97	96	62	74		
	66.70%	65.00%	58.80%	39.70%		78.20%	80%	72.90%	75.68%		
LEP	49	40	24	121	LEP	61	55	25	111		
	53.30%	48.80%	51.10%	47.90%		66.30%	67.90%	53.20%	75.68%		
		ALT-MSA MATHEMATICS						ALT-MSA READING			
Proficient/Advanced	2010	2011	2012	2013	Proficient/Advanced	2010	2011	2012	2013		
	#	#	#	#		#	#	#	#		
	%	%	%	%		%	%	%	%		
All Students	32	27		28	All Students	29	25		28		
	100%	96.70%		75%		90.00%	93.60%		100.00%		

Newport Mill Middle School- Performance Data 20010-2013

	MSA Science			
	2010	2011	2012	2013
Proficient/Advanced	#	#	#	#
	%	%	%	%
All Students	216	219	190	156
	65.70%	66.67%	70.53%	72.40%
African American	42	35	30	27
	52.40%	65.71%	76.67%	77.8%
Asian	21	32	30	20
	85.70%	75.00%	66.67%	75.00%
Hispanic	119	110	98	76
	61.30%	57.27%	64.29%	61.80%
White	24	39	30	26
	91.70%	84.62%	86.67%	88.50%
Multi-race	7	3	2	6
	85.70%	100.00%	100.00%	100.00%
FARMS	118	122	102	86

	57.63%	59.83%	59.80%	60.46%
Special Education	26	28	33	156
	53.85%	42.85%	48.48%	72.44%
LEP	28	28	20	136
	35.72%	32.14%	35%	79.41%

**Newport Mill Middle School
Root Cause Analysis 2013-14**

1. In the spring of 2013, Newport Mill Middle School leadership began the Root Cause Analysis Process.
2. We analyzed “Big Rock” data: MSA math and reading, Ineligibility data, and MAP-R data.
3. We asked the following WHY question: “***Why is there a disproportionate number of Black and Hispanic students ineligible?***”
4. We collected data from Walk-through, staff survey, student survey, Gallup data, and student focus group.

Upon careful analysis and discussion of the data collected, the following root causes were identified:

- *Students need to be able to have a clear purpose for learning with mastery objectives posted and stated.*
- *Students will know the reason for learning.*

The following solutions were identified:

- Teachers need to know what a Mastery Objective is and how to communicate it.
- Content Specialists will observe lessons and share feedback on mastery objective and purpose for learning.
- Leadership Team will conduct walkthroughs and discuss impact of student understanding.
- Content Specialists and teachers will assess if students understand what they are learning and why they are learning it.

School Improvement Action Plan

School: NEWPORT MILL MIDDLE SCHOOL

Date: September 20, 2013

SIP Goal/Objective: *Students need to be able to have a clear purpose for learning with mastery objectives posted and stated, and the reason for learning communicated.*

Action steps/objectives/processes Timeline <i>What are the measurable steps to achieve the BGSIP goals?</i>	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results/Next Steps (include evaluation of processes for effectiveness and efficiency)
1. Leaders assess what teachers already know about mastery objective and how to communicate it to their students.	Content Specialists: MYP Coordinator: Staff Development Teacher	-survey -informal classroom observations	-survey -informal walk-through capture sheet	September 3-10, 2013 Content Specialists Administration	Level 0: Planning. Level 1: Staff feedback on pre-assessment. Results: <i>based on the criteria of writing a clear mastery objective:</i> <i>60 % of the teachers in English 75% of the teachers in Math 67% of the teachers in PE/Health 80% of the teachers in Science 89% of the teachers in Visual and Performing Arts 57% of the teachers in World Studies:</i> <i>Show a need for professional development in this area.</i>
2. Teachers need to know what a Mastery Objective is and how to communicate it. a) identify strategies for	Content Specialists MYP Coordinator	Skillful Teacher Tools Blooms	Skillful Teacher Tools NMMS created	September 19, 2013-October 2013 Content Specialists	Level 1: Participant reaction-satisfaction data Level 2: Participant learning

<p>teachers to get students to understand reason for learning</p> <p>b) framing the lesson training or strategies for teachers</p> <p>c) review how to write a mastery objective using Bloom's Taxonomy cognitive model</p> <p>d) Look at M.O. exemplars for training.</p>	Staff Development Teacher	<p>Taxonomy</p> <p>NMMS created Teacher self-check criteria</p> <p>Mastery Objective. Exemplars</p>	Teacher self-check criteria	Administration	
3. Content Specialists coach teachers in collaborative planning process on writing effective Mastery Objectives.	Content Specialists	<p>-Curricula</p> <p>-Mastery Objective. Exemplars</p>		October 2013 Content Specialists	<p>Level 2: Participant learning</p> <p>Level 3: Organizational support and structure (resource management)</p>
4. Collaboratively Plan lessons with Cohort	Teaching Staff	<p>-Mastery Objective Criteria</p> <p>-Curricula</p>	3-5 Mastery Objectives for lessons	October 2013 Content Specialists	<p>Level 2: Participant learning</p> <p>Level 3: Organizational support and structure (resource management)</p>
5. Examine lesson plans collaboratively to establish understanding.	Content Specialists MYP Coordinator Staff Development Teacher	<p>-Mastery Objective Criteria</p> <p>-Curricula</p> <p>-Schedules of target group</p>	3-5 Mastery Objectives for lessons	October-November 2013 Content Specialists Administration	<p>Level 2: Participant learning</p> <p>Level 3: Organizational support and structure (resource management)</p>
6. Observe lesson and share feedback on mastery objective and purpose for learning	Content Specialists MYP Coordinator Staff Development	<p>-Look for capture sheet</p> <p>-Mastery Objective Criteria</p>	3-5 Mastery Objectives for lessons	October-November 2013	Level 4: Application of new knowledge and skills.

<p>is working.</p> <p>b) Data collected to be on our target group of students.</p>	Teacher	<p>-Curricula</p> <p>-Schedules of target group</p>		<p>Content Specialists</p> <p>Administration</p>	
<p>7. Follow up on observation</p>	<p>Content Specialists</p> <p>MYP Coordinator</p> <p>Staff Development Teacher</p>	<p>-Look for capture sheet</p>	<p>3-5 Mastery Objectives for lessons</p>	<p>November-December 2013</p> <p>Content Specialists</p> <p>Administration</p>	<p>Level 4: Application of new knowledge and skills.</p> <p>Level 5: impact on student learning/performance</p>
<p>8. Conduct formal walkthrough and discuss impact of student understanding.</p> <p>a) Collect data to see if this is working</p> <p>b) Data collected to be on our target group of students</p>	<p>Content Specialists</p> <p>MYP Coordinator</p> <p>Staff Development Teacher</p>	<p>-Look for capture sheet</p>	<p>3-5 Mastery Objectives for lessons</p>	<p>October-November 2013</p> <p>Content Specialists</p> <p>Administration</p>	<p>Level 4: Application of new knowledge and skills.</p> <p>Level 5: impact on student learning/performance</p>
<p>9. Assess if students understand what they are learning and why they are learning it.</p> <p>a) Collect the following data to see if this is working:</p> <ul style="list-style-type: none"> ✓ Formative ✓ Checking for understanding ✓ anecdotal <p>b) Data sources to be the assessment teacher gave that day</p> <p>c) Data collected to be on our target group of students.</p>	<p>Leadership Team</p> <p>Teaching Staff</p>	<p>Student interview questions from capture sheet</p> <p>Assessment data</p>	<p>Leadership Team</p>	<p>October-November 2013</p>	<p>Level 5: impact on student learning/performance</p>

<p>Repeat Steps for staff with needs: 3: <i>Content Specialists coach teachers in collaborative planning process on effective M.O.</i> 5: <i>Examine lesson plans collaboratively to establish understanding.</i> 6: <i>Observe lesson and share feedback on mastery objective and purpose for learning</i> 7: <i>Follow up on observation</i> 9: <i>Assess if students understand what they are learning and why they are learning it.</i></p>	<p>Content Specialists MYP Coordinator Staff Development Teacher</p>	<p>-Mastery Objective Criteria -Curricula -Look for capture sheet (updated) -Schedules of target group</p>	<p>Clearly written mastery objectives</p>	<p>October-November 2013 Content Specialists Administration</p>	<p>Level 2: Participant learning Level 3: Organizational support and structure (resource management) Level 4: Application of new knowledge and skills. Level 5: impact on student learning/performance</p>
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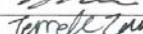


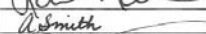



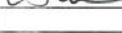

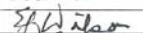

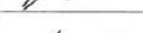


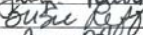
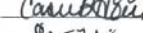
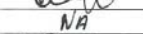


School Name: Newport Mill Middle School

Date: September 20, 2013

School Improvement Team Information

Principal: Ms. Panagiota Tsonis

All members of the School Improvement Team who worked on the plan must complete the sign-in sheet. Their signatures verify that they were active members on the team. The School Improvement Team leads the school community in making the school a positive place in which teaching and learning thrive. The team should be representative of the school community and work closely with school administrators to develop a comprehensive plan for school improvement.

Print Name	Signature	Position
Staff (required):		
Panagiota Tsonis		Principal
Linda Jasper		Assistant Principal
Terrell Zimmerman		Assistant Student Administrator
Farhana N. Shah		Staff Development Teacher
Laura Marion		Middle Years Programme Coordinator
Annette Smith		Reading Specialist/Coach
Jessica Addison		Special Education Resource Teacher
Adriana Burgos		Media Specialist
Sophia McMaster		Elected Faculty Representative
Joan Giblin		Elected Support Representative
LaTasha Summers		English Content Specialist
Ryan Harrigan		Math Content Specialist
Matthew Slatkin		Physical Education/Health Content Specialist
Eugene Wilson		Science Content Specialist
Benjamin Legarreta		World Studies Content Specialist
Julie Gross		Visual and Performing Arts/Foreign Language Content Specialist
Jaclyn Pollock		Sixth Grade Team Leader
Susan Reff		Sixth Grade Team Leader
Casie Hall		Seventh Grade Team Leader
Claudia Urbina		Seventh Grade Team Leader
Laura Marion	NA	Eighth Grade Team Leader
Wendzell McLean		Eighth Grade Team Leader

Parents (required):		
Allison Lever		
Others (Students, Business/Community Members):		
Abigail Lever		
Brian Cummings		
Abel Berhane		
Thomas Mortuary		