

# 2021-2022 BMS PDSA Action Plan

Campus/Department	Vision 2025 Strategic Guiding Statement	Type(s) of Plan
Boyd Middle School	<ol style="list-style-type: none"> <li>1. Students will read on or above grade level by the end of second grade and will remain on level or higher as a BISD student.</li> <li>2. Students will demonstrate mastery of Algebra I by the end of ninth grade.</li> </ol>	<input checked="" type="checkbox"/> Vision 2025 <input type="checkbox"/> Additional Targeted (TEA) <input type="checkbox"/> Supporting

**P**

**PLAN: Identify the need, the goal and the approach**

What are you strategically planning to accomplish through this PDSA action form?

BMS will increase mastery in the areas of students at or above grade level for both math and reading by focusing on formal and informal progress monitoring to analyze student progress and make needed lesson adjustments to ensure student success.

What is your "One Thing" strategic action?

Leverage data meetings to disaggregate multiple sources of student-level data to inform instruction.

What campus goal(s) will this strategic action support? Include the process you used to establish the [root cause](#).

After a root cause analysis, we have determined that BMS areas of focus will be based on the following goals:

- 1) BMS 7th Grade ELAR at or above grade level students will increase by 9.8% by June 2025. (GS 1)
- 2) BMS 7th Grade Math at or above grade level students will increase by 13% June 2025. (GS 2)

- 3) BMS 8th Grade ELAR at or above grade level students will increase by 7.7% June 2025. (GS 1)
- 4) BMS 8th Grade Math at or above grade level students will increase by 15% June 2025. (GS 2)
- 5) BMS 8th Grade Algebra I at or above grade level students will increase by 17.7% June 2025. (GS 2)

**Baseline Data & Rationale:** What data or evidence supports the need for this goal? (Insert data with levels, trends & comparables, & Closing the Gaps report data)

MATH MAP Data								
Grade	BOY Students with Valid Scores	BOY Students At or Above Norm Grade Level Mean RIT	BOY % At or Above Norm Grade Level Mean RIT	EOY Students At or Above Norm Grade Level Mean RIT	EOY % At or Above Norm Grade Level Mean RIT	Projected % Growth	Mean RIT	BOY Norm Grade Level Mean RIT
7	85	49	57.6%	60	70.6%	13.0%	220.4	219.7
8	67	33	49.2%	43	64.2%	15.0%	222.4	224.5
8	17	14	82.3%	17	100.0%	17.7%	238.7	230.9

READING MAP Data								
Grade	BOY Students with Valid Scores	BOY Students At or Above Norm Grade Level Mean RIT	BOY % At or Above Norm Grade Level Mean RIT	EOY Students At or Above Norm Grade Level Mean RIT	EOY % At or Above Norm Grade Level Mean RIT	Projected % Growth	Mean RIT	BOY Norm Grade Level Mean RIT
7	82	43	52.4%	51	62.2%	9.8%	212	213.7
8	79	47	59.4%	53	67.1%	7.7%	218.4	217.6

**Approach & Evidence Sources:** How will you measure goal implementation with lead fidelity and lead performance measures? What will you use as a lag measure to know you've accomplished your "One Thing"?

Goal implementation will be measured through formal observations and walkthroughs, classroom artifacts, student growth processes and analysis of student data on a monthly basis through PLC data meetings. Success will be measured by 100% of core teachers participating in monthly data meetings to assess and adjust instruction to respond to student needs. Data pulled from AWARE will show an increase of mastery in spiraled TEKS.


**Plan:** What are the key actions to be taken in the upcoming year toward accomplishment of the goal? *(the one to five most important things to get done on this plan are...):*

- 1) Lesson plan feedback; identify formal and informal collection of student data to monitor and adjust instruction.
- 2) Involvement in PLC data meetings to disaggregate AWARE data, analyze student work to determine procedural and conceptual errors that may be preventing student mastery and to craft the reteach plan, as indicated.
- 3) Individual student goal setting meetings to allow students to self-monitor their progress over time.
- 4) Conduct walkthroughs to provide feedback regarding quality of student participation and performance.

<b>Professional Development:</b> What professional development needs to occur to accomplish the key actions to be taken in the upcoming year toward accomplishment of the goal?			
<b>Professional Development</b>	<b>Provided For</b>	<b>Person(s) Responsible</b>	<b>End Date</b> When will PD be completed?
Unit Design Training	All Teachers	Cleveland, Chappotin, MS Admin	Summer of 2021
E2L Training	Core Teachers	MS Admin, Targeted Teachers,	May 2022

		District Coordinators	
AWARE Training	Core Teachers	MS Admin, Cleveland	May 2022

<b>Area(s) Addressed:</b> (Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR) Academic Achievement Reading and Math; Growth							
<b>Student Subgroup Target Area(s) (if applicable):</b> All students							
<b>Effective Schools Framework 5 Levers: (Check all that apply)</b>							
<input type="checkbox"/>	<b>Strong School Leadership and Planning</b> -Develop campus instructional leaders with clear roles and responsibilities -Focused plan development and regular monitoring of implementation and outcomes	<input type="checkbox"/>	<b>Effective, Well-Supported Teachers</b> -Recruit, select, assign, induct, and retain a full staff of highly qualified educators -Build teacher capacity through observation and feedback cycles	<input type="checkbox"/>	<b>Positive School Culture</b> -Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations -Explicit behavioral expectations and management systems for students and staff -Proactive and responsive student support services -Involving families and community	<input checked="" type="checkbox"/>	<b>High-Quality Curricular Resources</b> -Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence
<input checked="" type="checkbox"/>	<b>Effective Instruction</b> -Objective-driven daily lesson plans with formative assessments -Effective classroom routines and instructional strategies -Data-driven instruction -RTI for students with learning gaps						

	<b>DO: Create action plan for Quarter #1 based on data analysis</b> Create the action plan for the 1 <sup>st</sup> Quarter below. What steps do you need to take to reach the year-long strategy?			
<b>Step</b> What steps will you and your team take?	<b>Measure /Indicator</b> What data will be collected? OR How will you know the step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Title I Codes</b>
PLC focus in the area of data driven instruction based off AWARE tracking	Data tracker, observation in PLC	May 2022	Core teachers, Adcock, Cleveland	
BOY individual student goal setting meetings	100% of students participate and complete BOY goal form	May 2022	Willard, Beatty, Nestel, Taylor	

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

BMS walkthrough form, unit assessment scores, PLC agenda and progress monitoring

Resources Needed to Deploy Plan: (Budget/Staff/Materials)

Title I \$\_\_\_\_\_

Comp Ed \$\_\_\_\_\_

Local 199 \$\_\_\_\_\_

Activity Funds \$\_\_\_\_\_

Other: My Path Reading & Math

Unit Design Training  
Aware

Non-monetary resources:  
Unit Design Training

<p><b>D</b> 2<sup>nd</sup> Quarter Action Plan #2 Oct. 1 – Dec. 31</p>	<p><b>DO: Revise or continue with implementation based on analysis of Action Plan #1 progress</b> Color code steps from the 1<sup>st</sup> quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?</p>			
<p>1<sup>st</sup> Quarter Results for Leading Measures:</p>				
<p><b>Step</b> What steps will you and your team take?</p>	<p><b>Measure/Indicator</b> What data will be collected? OR How will you know the step is completed?</p>	<p><b>End Date</b> When will work be completed?</p>	<p><b>Person(s) Responsible</b></p>	<p><b>Title I Codes</b></p>
<p>PLC focus in the area of data driven instruction</p>	<p>Data tracker, observation in PLC</p>	<p>May 2022</p>	<p>Core teachers, Adcock, Cleveland</p>	
<p>Create and maintain systems at varied levels within the campus to consistently monitor and track student interventions</p>	<p>Student achievement and testing data in AWARE, Swarm tracking</p>	<p>May 2022</p>	<p>Adcock, core teachers</p>	
<p>Walkthroughs focusing on assessment, data driven instruction, adjustment and monitoring</p>	<p>Walkthrough form with feedback included</p>	<p>May 2022</p>	<p>Adcock</p>	

Administer and analyze MOY MAP in reading and math	EOY MAP results	May 2022	Adcock, math and reading teachers, Cleveland, H. Chappotin
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Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

BMS walkthrough form, unit assessment scores, PLC agenda and progress monitoring, BOY/MOY MAP data

**Resources Needed to Deploy Plan: (Budget/Staff/Materials)**

- Title I \$\_\_\_\_\_
- Comp Ed \$\_\_\_\_\_
- Local 199 \$\_\_\_\_\_
- Activity Funds \$\_\_\_\_\_
- Other: My Path Reading and Math  
Unit Design Training

**Non-monetary resources:**

<b>D</b> 3rd Quarter Action Plan #3 Jan. 1 – Mar. 31	<b>DO: Revise or continue with implementation based on analysis of Action Plan #2 progress</b> Color code steps from the 2 <sup>nd</sup> quarter above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?
2 <sup>nd</sup> Quarter Results for Leading Measures:	

<b>Step</b> What steps will you and your team take?	<b>Measure/Indicator</b> What data will be collected? OR How will you know the step is completed?	<b>End Date</b> When will work be completed?	<b>Person(s) Responsible</b>	<b>Title I Code S</b>

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Resources Needed to Deploy Plan: (Budget/Staff/Materials)

Title I \$\_\_\_\_\_

Comp Ed \$\_\_\_\_\_

Local 199 \$\_\_\_\_\_





Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Resources Needed to Deploy Plan: (Budget/Staff/Materials)

Title I \$\_\_\_\_\_

Comp Ed \$\_\_\_\_\_

Local 199 \$\_\_\_\_\_

Activity Funds \$\_\_\_\_\_

Other \$\_\_\_\_\_

Non-monetary resources:

**S**  
To be  
completed  
by June 30

**STUDY: Analyze data after implementing approach**  
At the end of the school year, complete the questions below using data and your analysis

Summarize the key actions taken in accomplishment of the strategy *(Refer to list created in Plan phase & reflect on what was projected to be accomplished)*:

What data gives evidence of progress made on goal? *Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis*

What data gives evidence to a lack of progress made on goal? *Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis*

**A**  
To be  
completed  
by June 30

**ACT: Set Plan for upcoming year**

At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:

- Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal:  Year-long target goal not met but current plan is effective so we will continue it.
- Year-long target goal not met so plan will continue with improvements to the plan.
- Year-long target goal not met and we will move in a different direction.
- Other (Please explain)

Discuss possible action plan steps that you recommend occur in the next year's PDSA: