



**Barrow County School System**

Boldly Committed to Student Success

# Westside Middle School

## SCHOOL IMPROVEMENT PLAN 2019-2020

<b>NAME OF SCHOOL PRINCIPAL: Mr. Albert Smith</b>
<b>NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael</b>
<input checked="" type="checkbox"/> <i>Schoolwide Title 1 School</i> <input type="checkbox"/> <i>Targeted Assistance Title 1 School</i> <input type="checkbox"/> <i>Non-Title 1 School</i> <input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i>

	Type name below for plan approval	Approval Date
Principal	Albert Smith	8/13/2019
School Governance Team Chairperson	TBD	9/25/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/13/2019
Title I Director	Dr. David Beeland, Jr.	8/13/2019
Superintendent	Dr. Chris McMichael	9/25/2019



**Goal 1: WMS will reduce the percentage of students projected to score below Proficient Learners on the Milestones Assessment based on the Fall Reading MAP to Spring Reading MAP by 10% (Benchmark: 76.9% projected to score below proficiency)**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will implement instructional strategies within the frameworks that differentiate instruction to engage students in literacy across the contents. <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizing Frameworks</li> <li><input type="checkbox"/> Guiding Reading PL for ELA</li> <li><input type="checkbox"/> High impact comprehension strategies (activating background knowledge, questioning, summarizing, etc)</li> </ul>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Inst.Coach Grade Level Chair ELA Vertical Leader	<input type="checkbox"/> PL <input type="checkbox"/> September MAP data review <input type="checkbox"/> January MAP data review	Mid-year conferences Documentation from vertical and team meetings Informal observations Coaching cycles (both individuals & co-teaching teams)	Summative Conferences MAP increase in projected proficiency in Level 3 and Level 4	PL on high impact strategies MAP data Common agenda templates
Improve the dissection of standards during data team meetings and re-evaluate summative/formative assessments and instructional strategies to reflect appropriately balanced DOK levels.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Inst. Coach Data Team Leader	<input type="checkbox"/> August data teams PL (norm setting, overview of process) <input type="checkbox"/> Hold weekly during August and September; Schedule developed for remainder of year in September.	Monthly data PLCs will reflect on the process Common agenda to support focused meetings Minutes will be turned into administration for review	Periodic review of data team documentation and reflections from vertical PLCs Classroom data	PL on deconstruction of standards Team minutes MAP Data Common agenda/minutes Kevin Raczynski's standard deconstruction template
Continue to use Language Arts' vertical PLCs to examine achievement level descriptors for each grade level and develop exemplars.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Vertical Teacher Leaders	<input type="checkbox"/> Monthly meetings to examine achievement level descriptors for upcoming units and identify common skills and levels	Meeting minutes/sign-in sheets Common agenda to support focused meetings	Periodic review of vertical documentation and Data teams will reflect progress	GaDOE Achievement Descriptors Common agenda/minutes Student Exemplars
Students will participate in goal setting activities to track progress in MAP scores and iStation growth.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Inst. Coach ELT Teachers	<input type="checkbox"/> August Teacher PL for student goal tracking <input type="checkbox"/> Fall Goal Setting <input type="checkbox"/> Winter Goal Setting <input type="checkbox"/> Spring Reflection	One-to-one student data conferences/goal tracking LiveSchool reward tracking for meeting HOWL academic goals	MAP RIT Scores iStation iSip Scores LiveSchool ELT/growth celebrations	MAP data Map/iStation reflection sheet LiveSchool
Continue the Instructional Rounds process and facilitate PL focusing on problem of practice	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Inst. Coach Teacher Leaders	<input type="checkbox"/> September 11 <input type="checkbox"/> Nov th <input type="checkbox"/> Feb 27	Documentation of structured instructional rounds complete 3 times	Focus walks data MAP increase in projected proficiency in Level 3 and Level 4	Instructional rounds observation forms Observation assignments



**Additional supports for accelerated or academically struggling (Tiers 2-3) students**

1. ELT groups will be adjusted quarterly based on computer-based ISIP using ChromeBooks to provide the appropriate level of support/intervention in reading.
2. Continue I-Station for language arts/reading enrichment and remediation (Level 3/4/5-receive 30 min/ week during ELA class, Level 1/2- receive 40+ min/ week with progress monitoring and targeted instruction)
3. Two writing assessments will be scored through Write Score and the feedback will be utilized during writing workshop in ELA classes
4. Strategically place students in ELT and Apps classes to receive support (and enrichment) in reading using MAP/Milestones data.
5. District-approved RTI supports
6. Use of iStation during ELT to provide ELA enrichment and remediation in literacy development
7. Utilize Rosetta Stone and Ellevation to support ELL students
8. Provide 2 RTI leaders on each grade level to provide interventions and complete RTI plans as well as support during ELT from Ms. Tobener & Ms. Gray
9. SPED PLC will meet monthly to review data/goals and discuss progress monitoring
10. Istation software will be available outside of school hours and during ELT with student ChromeBooks
11. SST meetings and documented after school tutoring
12. One-on-one conferencing/goal setting with students using MAP and Writescore data
13. EL students not making adequate progress will be provided supplemental language development support using Rosetta Stone and individualized instruction.

**Professional Capacity building to support the above goal and action steps**

1. Increase the number of teachers who earn gifted endorsements to meet the unique learning needs of specific student populations
2. Provide PL to support teachers in the use of research-based instructional strategies for reading instruction including PL focused on The Next Step Forward in Guided Reading Book Study and A guide to the Reading Workshop Book Study facilitated by District K-8 Literacy Specialist
3. I-Station training for all teachers who will be using the program with follow-up within building training/coaching
4. MAP NWEA Training with follow-up coaching/support
5. Teachers will be provided with appropriate language focused training to ensure the supplemental English language development needs of ELs are being met, including Ellevation Strategies training for all teachers and school leaders
6. Sped coordinator will facilitate monthly sped PLC in order to provide support for special education and general education teachers in the use of Go IEP, how to set smart goals, and how to progress monitor these goals along the way
7. Gifted coordinator will facilitate monthly PL in order to provide support for gifted teachers
8. Digital Coach will provide PL for various digital tools to support learning such as Google Suite for Education, Infinite Campus, Remind, ClearTouch televisions, etc.
9. Admin will provide clear communication related to consistent grading policies per content per grade level
10. Invite Kevin Raczynski to deliver his Focus on Rigor: Aligning Curriculum, Assessment, and Instruction PL
11. Provide faculty training on LiveSchool platform and how to reward students for meeting academic goals
12. Teachers will analyze data to determine effective implementation and areas to further support EL students
13. PL provided for effective tier 1 instruction
14. Coaching Co-teachers (RESA) PL redelivered to co-teaching pairs

**Family and Community Engagement**

1. Family Night (APTT-style) to share MAP data with parents and to equip them with resources/strategies that they can use at home to support learning in reading and math. (after Fall and Winter MAP data digs and goal setting)
2. Continue to plan Fall and Spring parent conference weeks to provide parents with academic progress data
3. Develop a partnership among our stakeholders (parents, students, and teachers) through establishing strong communication and providing structured academically-focused family events
4. Utilize a parent and teacher survey during the year and after major school events to monitor stakeholder feelings towards communication
5. Teachers will use digital tools to communicate with students/parents on a regular basis
6. Communicate consistent grading policies
7. Provide opportunities to educate parents on Parent Portal



**Leadership Capacity**

1. Clear communication from administration to teachers related to expectations with fidelity
2. Leadership will participate in professional learning activities to build a common understanding throughout the building.
3. Clear expectations will be given regarding grades, parent conference weeks, and use of digital tools for parent communication.
4. Week-at-a-glance sent out to faculty
5. Provide clear communication related to consistent grading policies per content per grade level
6. Provide PL on deconstructing standards and creating formative and summative assessments
7. Provide PBIS committee a day to redesign reward system to include meeting academic goals
8. Instructional Coach will participate in the RESA Coaching Endorsement program to better serve the building and coach teachers

**Goal 2 : WMS will reduce the percentage of students projected to score below Proficient Learners on the Milestones Assessment based on the Fall Math MAP to Spring Math MAP by 10% (Benchmark: 77.1% projected to score below proficiency)**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>Teachers will implement Open Up Math curriculum with fidelity.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Warm Up (Launch, Activity, Synthesis) 5-10 minute activity to activate prior knowledge</li> <li><input type="checkbox"/> Activity (Launch, Activity, Synthesis) 25-35 minute work session practicing skills using 1-3 short activities followed by whole group activity synthesis</li> <li><input type="checkbox"/> Cool Down (Launch, Activity, Synthesis) 5-10 minute summarizing/check for understanding/formative assessment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	Admin Inst.Coach Grade Level Chair Math Vertical Leader K-8 Math Specialist	<ul style="list-style-type: none"> <li><input type="checkbox"/> September MAP data review</li> <li><input type="checkbox"/> January MAP data review</li> <li><input type="checkbox"/> Open Up pre/post assessments</li> </ul>	Mid-year conferences Documentation from vertical and team meetings Informal observations Coaching cycles (both individuals & co-teaching teams)	Summative Conference MAP increase in projected proficiency in Level 3 and Level 4	MAP data Common agenda templates Open Up Resources Open Up Virtual Coaching and <a href="#">student manipulatives</a>
Improve the use of data teams to dissect standards and re-evaluate summative/formative assessments and instructional strategies to reflect appropriately balanced DOK levels.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	Admin Inst. Coach Data Team Leader K-8 Math Specialist	<ul style="list-style-type: none"> <li><input type="checkbox"/> August data teams PL (norm setting, overview of process)</li> <li><input type="checkbox"/> Math Content/Data to meet 3x/ week</li> </ul>	Monthly data PLCs will reflect on the process Common agenda to support focused meetings	Periodic review of data team documentation and reflections from vertical PLCs Classroom Data	Team minutes MAP Data Common agenda/minutes Kevin Raczynski's standard deconstruction template
Continue to use vertical math PLCs to examine achievement level descriptors for each grade level and develop exemplars.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	Admin Vertical Teacher Leaders	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monthly meetings to examine achievement.</li> <li><input type="checkbox"/> upcoming units and identify common skills and levels</li> </ul>	Meeting minutes/sign-in sheets Common agenda to support focused meetings	Periodic review of vertical documentation and Data teams will reflect progress	GaDOE Achievement Descriptors Common agenda/minutes Student Exemplars



Students will participate in goal setting activities to track progress in math growth	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Inst. Coach ELT Teachers	<input type="checkbox"/> August Teacher PL for student goal tracking <input type="checkbox"/> Fall Goal Setting <input type="checkbox"/> Winter Goal Setting <input type="checkbox"/> Spring Reflection	One-to-one student data conferences/goal tracking LiveSchool reward tracking	MAP RIT Scores LiveSchool ELT/growth celebrations	MAP data Map reflection sheet LiveSchool
Continue the Instructional Rounds process and facilitate PL focusing on problem of practice	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Inst. Coach Teacher Leaders	<input type="checkbox"/> September 11 <input type="checkbox"/> Nov th <input type="checkbox"/> Feb 27	Documentation of structured instructional rounds complete 3 times	Focus walks data MAP increase in projected proficiency in Level 3 and Level 4	Instructional rounds observation forms Observation assignments

**Additional supports for accelerated or academically struggling (Tiers 2-4) students**

1. After a Winter MAP data dig, we will adjust ELT groups to provide the appropriate level of support/intervention in math.
2. Spring and Fall Parent Conference Weeks
3. Strategically place students in ELT and Apps classes to receive support (and enrichment) math using MAP/Milestones data
4. District-approved RTI supports
5. Exact Path (100 seats) to be used in Apps and for grade level RIT
6. Use of Open Up district provided training and coaching along with other resources to support enrichment and remediation for math skills development
7. Utilize Rosetta Stone and Ellevation to support ELL students
8. SPED PLC will meet periodically to review data/goals and discuss progress monitoring
9. SST meetings and documented after school tutoring
10. One-on-one conferencing/goal setting with students using MAP Scores
11. Provide 2 RTI leaders on each grade level to provide interventions and complete RTI plans as well as support during ELT from Ms. Tobener & Ms. Gray

**Professional Capacity building to support the above goal and action steps**

1. Increase the number of teachers who earn gifted endorsements to meet the unique learning needs of specific student populations.
2. Provide Open Up training for all teachers who will be using the program with follow-up within building training/coaching with additional support from District K-8 Math Specialist
3. MAP NWEA Training with follow-up coaching/support
4. Provide PL to support all teachers in how to use the Ellevation Strategies to supporting ELL students
5. Sped coordinator will facilitate monthly sped PLC in order to provide support for special education and general education teachers in the use of Go IEP, how to set smart goals, and how to progress monitor these goals along the way
6. Gifted coordinator will facilitate monthly PL in order to provide support for gifted teachers
7. Digital Coach will provide PL for various digital tools to support learning such as Google Suite for Education, Infinite Campus, Remind, ClearTouch televisions, etc.
8. Admin will provide clear communication related to consistent grading policies per content per grade level
9. Open Up coaching sessions for grade level representatives
10. Invite Kevin Raczynski to deliver his Focus on Rigor: Aligning Curriculum, Assessment, and Instruction PL
11. Provide faculty training on LiveSchool platform and how to reward students for meeting academic goals
12. PL provided for effective tier 1 instruction
13. Coaching Co-teachers (RESA) PL redelivered to co-teaching pairs

**Family and Community Engagement**

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### **Leadership Capacity**

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4. Week-at-a-glance sent out to faculty
5. Provide clear communication related to consistent grading policies per content per grade level
6. Provide PL on deconstructing standards and creating formative and summative assessments
7. Provide PBIS committee a day to redesign reward system to include meeting academic goals
8. Instructional Coach will participate in the RESA Coaching Endorsement program to better serve the building and coach teachers

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post-secondary education.

#### **5th Grade Transition**

- 5th-grade students tour WMS
  - Band and chorus performance
  - Tours guided by 6th grade teachers and WMS students
  - Small group presentations in 6th-grade classrooms
- 6th Grade Orientation Day
  - Half day during pre-planning
  - Students receive schedules and attend each class during the half day
  - Opportunity to practice with lockers, tour building, classroom specific presentations, Getting to Know You activities
- Band and Chorus elementary recruitment visits
  - Introductory presentations
  - Try a variety of instruments
- Scheduling
  - SPED/EL/Gifted/504 transitional plans
  - Communication between WMS and AES/KES to create individualized schedules to meet student academic and behavioral needs
- Facilitate subject area meeting between 5th and 6th grade ELA and Math teachers to calibrate content area expectations.
- 5th Grade Night for athletic events
  - Build school spirit to include upcoming 6th grades
  - Free admission for 5th-grade students

#### **8th Grade Transition**

- GCIS/BRIDGE activities
  - Reality Check inventory
  - Individual Graduation Plan on GCIS
  - Save 3 Careers to GCIS portfolio
- TAA activities
  - Career Interest Inventory/Pathways Selection
  - Selection of HS electives and alternates using BCSS Program of Study and Career Planning Guide
- Tour of AHS/Sims/Lanier Tech
- Dual Enrollment presentation
- HS and Career focused activities in connections
  - COW Day
- Scheduling- 8th-grade teachers work students to make schedule recommendations and communicate recommendations to parents
- Assist HS with communicating important transition events, meetings, etc

