



Barrow County School System

Boldly Committed to Student Success

Russell Middle School

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN PROFESSIONAL LEARNING PLAN

NAME OF SCHOOL PRINCIPAL: Mr. Paul DeFoor

NAME OF SYSTEM SUPERINTENDENT: Dr. Chris McMichael

- Schoolwide Title 1 School*
 Targeted Assistance Title 1 School
 Non-Title 1 School
 Comprehensive Support School
 Targeted Support School

	Type name below for plan approval	Approval Date
Superintendent	Dr. Chris McMichael	9/6/2017
Title I Director	David Beeland	8/4/17
System Professional Learning Coordinator	Ginger Crosswhite	10/5/2017
School Governance Team Chairperson	McKenzie Crippen	9/21/17
Principal	J. Paul DeFoor	8/4/17





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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders																																								
Professional development for increasing student engagement, high order thinking skills, working with ELs, and STEAM integration.	2017 CNA Survey Teachers identified areas for professional development that would enhance their skills as a teacher: technology integration, student engagement, high order thinking skills, and differentiated instruction.	All teachers and all students; Digital Coach and Instructional Coach will lead PL sessions.	Annual Title I Parent Meeting																																								
Professional development for meeting the needs of EL students by incorporating WIDA standards into classroom instruction and utilizing individual ACCESS scores to differentiate instruction.	2017 CNA Survey - With regard to meeting the needs of English learners, teachers expressed the need for professional development related to integrating WIDA standards into classroom instruction, as well as using individual ACCESS scores to drive differentiation of instruction. Ongoing professional development will continue to address these needs.	All teachers, EL students. EL teacher and Instructional Coach will lead PL sessions.	Annual Title I Parent Meeting and Breakout Sessions at additional parent engagement nights																																								
Professional learning related to student construction of content knowledge and acquisition of skills: Writing across the curriculum and instructional conversations.	2017 Milestones Data in all subject areas and subgroups indicate a need for the implementation of these approaches, which will lead to increases in student achievement in all content areas.	All teachers and all students	Annual Title I Parent Meeting																																								
Professional learning related to Culturally Responsive Pedagogy and PBIS (CRC conference)	2016-7 Behavior Data (Black referrals = 1 event per student, compared with 1 event per 2.8 White students), Milestones Data, and Report Card data (including disaggregated subgroup data, especially regarding Black male students and Black Students with Disabilities)	All teachers, and all students, but particularly minority students, and ED students.	Annual Title I Parent Meeting																																								
Professional learning for research-based literacy instruction (instructional conversations and scaffolded writing instruction) that will lead to increases in percentage of in ELA for Black male students, English Learners, and Students with Disabilities.	<p>Milestone Results for ELA. % of students identified as Developing, Proficient, and Distinguished:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4F81BD; color: white;">Subgroup</th> <th style="background-color: #4F81BD; color: white;">RMS 2015</th> <th style="background-color: #4F81BD; color: white;">RMS 2016</th> <th style="background-color: #4F81BD; color: white;">RMS 2017</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">69.83</td> <td style="text-align: center;">76.05</td> <td style="text-align: center;">76.13</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td style="text-align: center;">76.67</td> <td style="text-align: center;">75.47</td> <td style="text-align: center;">75.0</td> </tr> <tr> <td style="background-color: yellow;">Black</td> <td style="text-align: center;">61.33</td> <td style="text-align: center;">70.89</td> <td style="text-align: center;">60.71 (male = 46.15)</td> </tr> <tr> <td>Hispanic</td> <td style="text-align: center;">67.29</td> <td style="text-align: center;">76.15</td> <td style="text-align: center;">79.86</td> </tr> <tr> <td>Multi-Racial</td> <td style="text-align: center;">65.62</td> <td style="text-align: center;">61.76</td> <td style="text-align: center;">81.58</td> </tr> <tr> <td>White</td> <td style="text-align: center;">71.57</td> <td style="text-align: center;">77.87</td> <td style="text-align: center;">79.0</td> </tr> <tr> <td>FRL</td> <td style="text-align: center;">61.61</td> <td style="text-align: center;">67.71</td> <td style="text-align: center;">68.56</td> </tr> <tr> <td style="background-color: yellow;">EL</td> <td style="text-align: center;">28.57</td> <td style="text-align: center;">21.74</td> <td style="text-align: center;">24</td> </tr> <tr> <td style="background-color: yellow;">SWD</td> <td style="text-align: center;">28.4</td> <td style="text-align: center;">19.39</td> <td style="text-align: center;">37.96 (Black Male SWD = 16.67)</td> </tr> </tbody> </table>	Subgroup	RMS 2015	RMS 2016	RMS 2017	All Students	69.83	76.05	76.13	Asian/Pacific Islander	76.67	75.47	75.0	Black	61.33	70.89	60.71 (male = 46.15)	Hispanic	67.29	76.15	79.86	Multi-Racial	65.62	61.76	81.58	White	71.57	77.87	79.0	FRL	61.61	67.71	68.56	EL	28.57	21.74	24	SWD	28.4	19.39	37.96 (Black Male SWD = 16.67)	Teachers at RMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators Instructional Coach	Parent Link phone/email message Agenda reminder Parent letter RMS Marquee RMS Website Parent Feedback form
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<p>Professional learning for instructional approaches that will increase student achievement in Math in all subgroups (word problem analysis and explicit literacy instruction). Percentage of Students with Disabilities identified as Developing, Proficient and Distinguished will increase.</p>	<p>Milestone Results for Math. % of students identified as Developing, Proficient, and Distinguished:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Subgroup</th> <th>RMS 2015</th> <th>RMS 2016</th> <th>RMS 2017</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>78.89</td> <td>80.14</td> <td>81.36</td> </tr> <tr> <td>Asian/Pacific Islander</td> <td>88.33</td> <td>91.84</td> <td>97.56</td> </tr> <tr> <td>Black</td> <td>74.67</td> <td>68.83</td> <td>69.14</td> </tr> <tr> <td>Hispanic</td> <td>77.06</td> <td>78.35</td> <td>79.86</td> </tr> <tr> <td>Multi-Racial</td> <td>71.87</td> <td>72.73</td> <td>85.71</td> </tr> <tr> <td>White</td> <td>79.18</td> <td>81.76</td> <td>82.12</td> </tr> <tr> <td>FRL</td> <td>73.46</td> <td>73.79</td> <td>76.13</td> </tr> <tr> <td>EL</td> <td>70.0</td> <td>38.46</td> <td>64.29</td> </tr> <tr style="background-color: yellow;"> <td>SWD</td> <td>45.68</td> <td>44.44</td> <td>41.12</td> </tr> </tbody> </table>	Subgroup	RMS 2015	RMS 2016	RMS 2017	All Students	78.89	80.14	81.36	Asian/Pacific Islander	88.33	91.84	97.56	Black	74.67	68.83	69.14	Hispanic	77.06	78.35	79.86	Multi-Racial	71.87	72.73	85.71	White	79.18	81.76	82.12	FRL	73.46	73.79	76.13	EL	70.0	38.46	64.29	SWD	45.68	44.44	41.12	<p>Teachers at RMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators Instructional Coach</p>	<p>Parent Link phone/email message Agenda reminder Parent letter RMS Marquee RMS Website Parent Feedback form</p>
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<p>Decrease Student Behavior Referrals by 5% (of total enrollment for each year).</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="6">Total ODRs</th> </tr> <tr> <th>FY15</th> <th>FY16</th> <th>Percent Change (15-16)</th> <th>FY17</th> <th>Percent Change (16-17)</th> <th>FY18</th> </tr> </thead> <tbody> <tr> <td>372</td> <td>425</td> <td>+14.2%</td> <td>357</td> <td>-16%</td> <td style="background-color: yellow;">(-5% goal)</td> </tr> </tbody> </table>	Total ODRs						FY15	FY16	Percent Change (15-16)	FY17	Percent Change (16-17)	FY18	372	425	+14.2%	357	-16%	(-5% goal)	<p>Teachers at RMS Parents and Community School Governance Team Leadership Team Grade Level Coordinators Instructional Coach</p>	<p>Published plan (website) Title Meetings</p>																						
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<p>Provide more educational resources for parents to be actively involved in their child's academic progress at home.</p>	<p>Comprehensive Needs Assessment: There was an increase from 84% to 88% over the last year of parents who say that the school provides ways for parents to be actively involved learning at home, but we plan to continue improving in this area by sending more resources home at parent engagement nights.</p>	<p>Parents, Leadership Team, Teachers, Administrators</p>	<p>Plan shared with teachers at the beginning of the year and implemented throughout the year</p>																																								





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GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>Increase in percentage of enrolled students earning Level 3 and 4 on ELA Milestones: from 35.3% to 40.3%.</p> <p>Increase in percentage of overall students scoring in levels 2, 3, and 4 on the ELA portion of the GMA among the following subgroups:</p> <p>Black male students ---46.15% to 56.15%</p> <p>English Learners ---24% to 34%</p> <p>Students with Disabilities ---38.0% to 48.0%</p>	<p>Actions include weekly implementation of research-based writing practices (Reading to Learn Teaching-Learning Cycle model). Teachers in all content areas will implement Teaching-Learning Cycle (a.Detailed Reading, b.Note-taking, c.Co-construction of text) once per week.</p> <p>Professional learning to support teachers with implementing Teaching-Learning Cycle.</p> <p>Digital Portfolio Project will require teachers to collaborate on common performance assessments that provide opportunities for PBL, scaffolded reading-writing instruction (TLC), inquiry-based learning, and science in 3D. Students will use Chromebooks to format, publish and receive feedback on their work.</p> <p>100% of teachers will participate in online and face-to-face discussions based on Reading in Secondary Content Areas books.</p> <p>Support teachers by providing opportunities for them to convey their instruction needs with regard to materials and resources. Purchase both consumable and reusable resources and materials that allow for effective curriculum planning and instruction.</p>	<p>Instructional Coach, Administration</p>	<p>Weekly throughout the 17-18 School Year.</p> <p>Professional development delivered during pre-planning and follow-up sessions at TLC meetings throughout the year.</p> <p>Professional learning goals will include reflection on developing proficiency with Teaching-Learning Cycle approach.</p> <p>Professional learning provided by Georgia Center for Assessment for support in creating, implementing, and assessing digital portfolio projects. Round 1 - Aug/Sep, 2017 and Round 2 - Jan/Feb, 2018</p>	<p>Lesson Plans, Meeting Minutes from Content PLC Meetings, Digital Portfolio assignments, rubrics, and student products. Book Study 3-2-1 Google Form.</p>	<p>Leaders Demonstrate: Professional learning to support teachers in effective implementation of the Teaching-Learning Cycle model..</p> <p>Teachers Demonstrate: Lesson plans include highlighted weekly co-constructed writing activities, products analyzed and discussed in content PLC meetings. PLCs will include discussion of content standards, big ideas/enduring understandings, resources, and instructional strategies.</p> <p>Students Demonstrate: Weekly co-constructed/scaffold ed writing products to construct content understandings and develop writing skills in various content-related genres.Publish quarterly Digital Portfolio products.</p>	<p>Leadership will monitor lesson plans and content PLC meetings and minutes.TKES walkthroughs and observations.</p>	<p>Instructional Coach salary and benefits</p> <p>GCA Digital Portfolio Professional Development - \$8,837</p> <p>Chromebook 180- \$36,000 6 charging carts - \$7800</p>	<p>BCSS Indicators: CIA, ITI</p> <p>AdvancedED : 3.1, 3.2, 3.3, 3.6, 5.1</p> <p>GA Standards: I2, I3, I4</p>

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GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>On CNA survey, 95% or greater of parents will agree and strongly agree that the school provides ways for actively involving them in their child's academic progress and to help their child learn at home (baseline: 88%).</p> <p>We will increase parent, student and teacher knowledge regarding Move on When Ready (MOWR) through strategic communication about the program during family engagement nights and in a substantive presentation to 8th graders.</p>	<p>Increase attendance and broaden scope of parent nights by adding breakout sessions that include content-specific strategies for supporting students' learning at home and addressing students' social-emotional needs.</p> <p>Teachers collaborate in vertical content meetings to create breakout session presentations that provide tips for parent support of foundational skills at home.</p> <p>Teachers will recruit a minimum of three student participants.</p> <p>Counselors will facilitate presentations related to students' social-emotional needs.</p> <p>Counselors will provide information about MOWR to parents at each curriculum night.</p>	<p>Counselor and Vertical Team Leaders for each Content Area</p> <p>Counselors</p>	<p>Meet the Teacher Night August 10</p> <p>September 5 - Math Night</p> <p>November 9 - Science/ STEAM Night</p> <p>January 11 - Literacy Night</p> <p>February 15 - Multicultural Night</p>	<p>Sign-in sheets, family comm. for events, handouts.</p> <p>Foundational skills presentation s/handouts for each grade level and content area.</p> <p>Handouts and Flyers about MOWR</p>	<p>Leaders Demonstrate: Support staff by organizing event and facilitating presentations.</p> <p>Teachers Demonstrate: Collaboratively create and present material in breakout sessions. Facilitate student presentations of work. Sign-up sheet for student participants to track participation.</p> <p>Students Demonstrate: Present work and participate in event</p> <p>Leaders Demonstrate: Support staff by organizing event and facilitating MOWR informational tables..</p> <p>Teachers Demonstrate: Ability to answer student and parent questions about MOWR</p> <p>Students Demonstrate: Students will have a</p>	<p>Monthly conversations (Team Leaders/ Content PLCs/ School Governance/ Vertical Teams)</p> <p>Monthly Leadership Team Meetings</p>	<p>\$120 - paper and serving products.</p> <p>\$183 for Title I Interpreter for parent engagement events.</p> <p>\$500 for postage for parent communication.</p> <p>\$100 paper</p>	<p>BCSS Indicators: CC, PS</p> <p>Advanced: 2.4, 2.5, 3.8, 4.4, 4.7,</p> <p>GA Standards: FCE1, FCE2, FCE4, FCE5, FCE6</p>





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	Counselors will provide information about MOWR to 8th grade students during the HS registration process.	Counselors	February - March		working knowledge of MOWR.			
	Dean Maloof, Athens Tech, will provide 8th grade teachers with MOWR training prior to HS registration for 8th graders.	Counselors	February	Minutes from Grade Level Meeting				





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GOAL AREA III: OPERATIONAL EFFECTIVENESS

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>School-wide behavior referrals will be reduced by 5% (percentage of total students enrolled) - From .42 discipline referrals per student to .37 discipline referrals per student.</p> <p>2016-17: 357 out of 850 students</p> <p>2017-18 Goal: 339 out of 915 students</p>	<p>PBIS refreshers for staff, presented at grade level or faculty meetings; add a "student concern/ discussion" section into grade level notes to ensure that grade levels are communicating with one another about following the flowchart; exemplars of what administration likes to see written on a behavioral referral; consistent PBIS refreshers</p>	<p>PBIS Coach</p> <p>Grade Level PBIS Reps</p>	<p>PBIS will be discussed and data will be charted during all weekly grade level meetings, monthly PBIS meetings, and monthly staff meetings for all teachers.</p>	<p>Referrals</p> <p>Grade level/ faculty sign in sheets and agendas</p> <p>Presentation materials</p>	<p>Leaders Demonstrate: Clear communication of behavior data. Participation in PBIS meetings. Professional development related to PBIS implementation and continual development of PBIS procedures.</p> <p>Teachers Demonstrate: Implementation of PBIS plan procedures. Open communication with other teachers, students, and administrators regarding PBIS procedures.</p> <p>Students Demonstrate: Understanding of and adherence to PBIS procedures.</p>	<p>PBIS will be discussed and data will be charted during all weekly grade level meetings, monthly PBIS meetings, and monthly staff meetings for all teachers. Grade level PBIS rep will present a monthly overview of their grade level's behavior data.</p>	<p>\$0</p>	<p>BCSS Indicators: C, PS</p> <p>AdvancED: 1.1, 1.3, 5.4, 5.5</p> <p>GA Standards: I1, L1, L2, SC1, SC2, SC4</p>





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Professional Learning Plan to Support School Improvement Plan

Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Professional Learning Community meetings (led by content facilitator) will focus on performance tasks, writing across the curriculum, and digital portfolio process and products, analyzing student work and co-constructions, and identifying student weaknesses.	Content Facilitator	PLC weekly	Teachers responses to CNA survey. Content PLC Minutes	Administration will attend content meetings bi-monthly. Teachers will complete minutes that include evidence of performance tasks, writing across the curriculum, digital portfolio products, student work analysis, and assessment data.	\$0
Coaching Cycle implemented for all teachers	Instructional Coach	Coaching cycle will be completed with each teacher by February 2018	Coaching cycle notes, including teacher comments during post-observation conference	Coaching cycle meeting notes will be compiled by IC	Instructional Coach Salary - \$70,971.
Teachers will read content-specific chapters from Reading in Secondary Content Areas book.	Instructional Coach	Chapters will be read and 3-2-1 Google form will be completed by Aug. 31st.	3-2-1 (3 key terms/ definitions, 2 takeaways, 1 question) response.	IC and Admin will ensure all teachers complete reading and Google form. They will collect individual responses and share with PLCs.	\$0
Professional Development Workshops on instructional conversations from CLASE.	Instructional Coach	Teachers will attend training over the summer and then participate in ongoing professional development over course of school year.	Observation notes, lesson plans.	CLASE will schedule and facilitate workshops and observations. Admin will ensure that teachers attend trainings.	\$0
Vertical Team Collaboration/Alignment to create Digital Portfolio assignments, rubrics, and scoring protocols.	Vertical Content Leaders	6 times per year	Meeting notes and agendas; sign-in sheets, portfolio products, rubrics	Monitoring of meeting notes, sign-in sheets, and agendas, reviewing published products.	\$0
Digital and Technology Integration Training, enhancing the use of technology in the classroom using the SAMR model	Digital Coach	Once per month	Sign-in sheets, Google Classroom assignments, agendas, Digital Portfolio products	Monitoring of assignments, sign-in sheets, agendas, monitoring published digital products.	\$16,620 for Chromebooks; \$1399 for Chromebook Cart





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Title/RTI Update	Instructional Coach Reading Remediation Specialist RTI Coordinator	Monthly	Sign-in sheets, meeting notes, agendas, PPTs	Monitoring of meeting notes, sign-in sheets, and agendas	\$0
Discipline Updates	Principal Asst. Principal	Monthly	Data PPTs, faculty meeting agendas, PBIS meeting agendas/notes, Grade level meeting agendas/notes	Admin/PBIS Coach monitoring of data-driven interventions in faculty, PBIS, and grade level meetings	\$0
Ethics Overview	Principal	Pre-planning	Sign-in sheets	Monitoring of sign-in sheets, agendas, and meeting notes	\$0
Gifted, SPED, and Mandated Reporter Updates	Digital coach/Gifted Coordinator) EL Teacher, SPED Coordinator, Counselor	Pre-planning	Sign-in sheets, agendas, and meeting notes	Monitoring of sign-in sheets, agendas, and meeting notes	\$0
EL PL: SIOP and Instructional Conversations strategies for EL students, student updates regarding ACCESS testing, and strategies for integrating WIDA standards.	ELL teachers	Oct. 5, 2017 EL training during planning PLC meetings.	Sign-in sheets, agenda	Monitoring of sign-is sheet and agenda	\$0
2 peer observations (one Teacher Leader lesson and one content peer). 2 videotaped lessons (one by November 3rd, one by March 23rd). These videos will be viewed by a content peer and feedback will be provided based on a common rubric.	Teachers Instructional Coach Administration	Completed by March 23	Feedback shared with teachers and admin., discussion of feedback in PLCs	Monitoring through TKES. Feedback and rubrics submitted to administration	\$0

