



**Barrow County School System**

Boldly Committed to Student Success

# Russell Middle School

## SCHOOL IMPROVEMENT PLAN 2018-2019

**NAME OF SCHOOL PRINCIPAL: 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
Principal	Paul DeFoor	
School Governance Team Chairperson	McKenzie Crippen	
System Professional Learning Coordinator	Ginger Crosswhite	8/13/18
Title I Director	David Beeland	8/13/18
Superintendent	Chris McMichael	8/16/2018



**Goal 1: 85% of students will meet their projected MAP growth targets in Reading and Language between Fall and Spring administrations of the assessment.**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>Actions include weekly implementation of research-based writing practices (<a href="#">Reading to Learn Teaching-Learning Cycle model</a>). Teachers in all content areas will implement some or all of the Teaching-Learning Cycle (a. Detailed Reading, b. Note-taking, c. Co-construction of text d. Independent writing of text) once per week to improve reading comprehension and writing skills.</p>	<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>	<p>Inst. Coach  Content Facilitators</p>	<p>Teachers will teach aspects of the TLC weekly.</p> <p>Professional Learning Goals will include reflection on developing proficiency with Teaching-Learning Cycle approach.</p>	<p>Teachers will highlight aspects of the TLC in weekly lesson plans to be reviewed by administrators.</p> <p>Content facilitators will monitor weekly content PLC meetings and minutes to ensure that weekly reading and writing instruction are included in lesson plans.</p>	<p>District and RMS Instructional Rounds</p> <p>Coaching Cycle</p> <p>Leadership will monitor implementation during TKES walkthroughs and observations.</p> <p>Target instructional rounds to ensure implementation of TLC.</p>	<p>Choice of Professional learning books directly related to cross-curricular reading and writing instruction (TLC): <i>Learning to Write, Reading to Learn</i> by Rose &amp; Martin (2012); <i>Scaffolding Language, Scaffolding Learning</i> by Gibbons (2015); <i>Reading in Secondary Content Areas</i> by Fang &amp; Schleppegrell (2008)</p>
<p><a href="#">Digital Portfolio Project</a> will require teachers to collaborate on common performance tasks that provide opportunities for scaffolded reading-writing instruction (TLC) and inquiry-based learning.</p>	<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>	<p>Inst. Coach  Vertical Team Leader  Content Facilitators</p>	<p>Once per quarter, teachers will collaborate to design a rigorous task and discuss instructional strategies needed to effectively teach the content.</p> <p>Vertical content teams will meet one time per round. Grade level content teams will meet two additional times per round.</p>	<p>Content teams will complete Digital Portfolio Project Planning Worksheets.</p> <p>Students will publish Digital Portfolio Projects on student websites and receive feedback on their work.</p> <p>Monitoring data spreadsheets and checking common independent assessment (CIA) products to ensure validity in scoring.</p>	<p>A common independent assessment (CIA) product based off of the Big Idea of the Digital Portfolio Project will be produced by each student, scored by individual teachers, and logged into ac data spreadsheet.</p>	<p>Professional learning facilitation of vertical and grade-level content DPP meetings provided by Kevin Raczynski of Georgia Center for Assessment (GCA).</p>
<p><b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b></p> <ul style="list-style-type: none"> <li>- Creation of Academic Connections Time (ACT): Small group pull-outs bi-weekly with targeted reading comprehension and writing instruction through Teaching and Learning Cycle.</li> <li>- All teachers will mentor one or more struggling students through the Academic Mentoring Program (AMP)</li> <li>- Teachers As Advisers (TAA) schedule will allow for monthly instruction and activities to support students' social-emotional needs</li> <li>- Rosetta Stone will support EL language acquisition and instruction</li> <li>- MAP Skills in Reading Apps classes</li> <li>- Helen Ruffin Reading Bowl team for accelerated readers</li> <li>- RMS will offer more Advanced-content Classes in all subject areas</li> <li>- Students needing additional instruction will be provided access to Moby Max software. All students will have access outside of school hours.</li> </ul>						
<p><b>Professional Capacity building to support the above goal and action steps</b></p> <ul style="list-style-type: none"> <li>- Professional learning to support teachers in effective implementation of the Teaching-Learning Cycle model to improve reading comprehension and writing.</li> <li>- Small group, 30-minute professional learning once per month with content teams to support teachers in effective implementation of each stage of the Teaching-Learning Cycle model.</li> <li>- Each teacher will participate in a professional learning coaching cycle with Instructional Coach related to one or more aspects of the Teaching-Learning Cycle (this will also be done during ACT lessons)</li> </ul>						



<ul style="list-style-type: none"> <li>- Continue providing professional learning in Instructional Conversations and Joint Productive Activities.</li> <li>- Provide co-teaching PL to ensure students with disabilities and ELs are receiving the best instruction possible.</li> <li>- Increase the number of teachers who earn Gifted, ESOL, Reading, Computer Science, and/or STEM/STEAM endorsements to meet the unique learning needs of specific student populations.</li> </ul>
<p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>- Resources published on school website and provided at parent engagement nights</li> <li>- Host family engagement nights 3 times per year: Meet the Teacher, and two focused content nights for parents addressing literacy and math skills (different content on each night)</li> </ul>
<p><b>Leadership Capacity</b></p> <ul style="list-style-type: none"> <li>- Clear expectations from administration about expectations for implementing TLC</li> <li>- Instructional Coach and teacher leaders will model TLC to give concrete example of expectations</li> </ul>

**Goal 2: 85% of students will meet their projected MAP growth targets in Math between Fall and Spring administrations of the assessment.**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>Actions include weekly implementation of research-based writing practices (<a href="#">Reading to Learn Teaching-Learning Cycle model</a>). Teachers in all content areas will implement some or all of Teaching-Learning Cycle (a. Detailed Reading, b. Note-taking, c. Co-construction of text) once per week to improve reading comprehension and writing skills.</p>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>Inst. Coach</p> <p>Content Facilitators</p>	<p>Teachers will teach aspects of the TLC weekly.</p> <p>Professional Learning Goals will include reflection on developing proficiency with Teaching-Learning Cycle approach.</p>	<p>Teachers will highlight aspects of the TLC in weekly lesson plans to be reviewed by administrators.</p> <p>Content facilitators will monitor weekly content PLC meetings and minutes to ensure that weekly reading and writing instruction are included in lesson plans.</p>	<p>District and RMS Instructional Rounds</p> <p>Coaching Cycle</p> <p>Leadership will monitor implementation during TKES walkthroughs and observations.</p> <p>Target instructional rounds to ensure implementation of TLC.</p>	<p>Choice of Professional learning books directly related to cross-curricular reading and writing instruction (TLC): <i>Learning to Write</i>, <i>Reading to Learn</i> by Rose &amp; Martin (2012); <i>Scaffolding Language, Scaffolding Learning</i> by Gibbons (2015); <i>Reading in Secondary Content Areas</i> by Fang &amp; Schleppegrell (2008)</p>
<p><a href="#">Digital Portfolio Project</a> 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.</p>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<p>Inst. Coach</p> <p>Vertical Team Leader</p> <p>Content Facilitators</p>	<p>Once per quarter, teachers will collaborate to design a rigorous task and discuss instructional strategies needed to effectively teach the content.</p> <p>Vertical content teams will meet one time per round. Grade level content teams will meet two additional times per round.</p>	<p>Content teams will complete Digital Portfolio Project Planning Worksheets.</p> <p>Students will publish Digital Portfolio Projects on student websites and receive feedback on their work.</p> <p>Monitoring data spreadsheets and checking common independent assessment (CIA) products to ensure validity in scoring.</p>	<p>A common independent assessment (CIA) product based off of the Big Idea of the Digital Portfolio Project will be produced by each student, and scored by individual teacher, and logged into data spreadsheet.</p>	<p>Professional learning facilitation of vertical and grade-level content DPP meetings provided by Kevin Raczynski of Georgia Center for Assessment (GCA).</p>



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

- Creation of Academic Connections Time (ACT): Small group pull-outs bi-weekly with targeted reading comprehension and writing instruction through Teaching and Learning Cycle.
- All teachers will mentor one or more struggling students through the Academic Mentoring Program (AMP)
- Teachers As Advisers (TAA) schedule will allow for monthly instruction and activities to support students' social-emotional needs
- MAP Skills in Math Apps classes
- RMS will offer more Advanced-content Classes in all subject areas
- Students needing additional instruction will be provided access to Moby Max software. All students will have access outside of school hours.

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

- Professional learning to support teachers in effective implementation of the Teaching-Learning Cycle model to improve reading comprehension and writing.
- Small group, 30-minute professional learning once per month with content teams to support teachers in effective implementation of each stage of the Teaching-Learning Cycle model.
- Each teacher will participate in a professional learning coaching cycle with Instructional Coach related to one or more aspects of the Teaching-Learning Cycle (this will also be done during ACT lessons)
- Continue providing professional learning in Instructional Conversations and Joint Productive Activities.
- Provide co-teaching PL to ensure students with disabilities and ELs are receiving the best instruction possible.
- Increase the number of teachers who earn Gifted, ESOL, Reading, Computer Science, and/or STEM/STEAM endorsements to meet the unique learning needs of specific student populations.

**Family and Community Engagement**

- Resources published on school website and provided at parent engagement nights
- Host family engagement nights 3 times per year: Meet the Teacher, and two focused content nights for parents addressing literacy and math skills (different content on each night)

**Leadership Capacity**

- Clear expectations from administration about expectations for implementing TLC
- Instructional Coach and teacher leaders will model TLC to give concrete example of expectations

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.

- Sneak-a-Peek Nights for rising 6th graders and their parents in Spring semester of students' 5th grade years
- Tours of school for rising 6th graders in Spring semester of students' 5th grade years (during school hours so students see middle schoolers 'in action')
- Meet the teacher night (parents go through students schedules)
- Visits to high school and SIMS academy during Spring semester for 8th graders (during school hours so students see high schoolers 'in action')
- High School scheduling in spring semester includes one-on-one counseling from high school counselors with 8th grade students

