



Barrow County School System

Boldly Committed to Student Success

Westside Middle School

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

NAME OF SCHOOL PRINCIPAL: Dr. Brad Bowling

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	8/9/2017
Title I Director	David Beeland, Jr.	8/7/2017
System Professional Learning Coordinator	Ginger Crosswhite	10/3/2017
School Governance Team Chairperson	Sara Kendrick	9/21/17
Principal	Brad Bowling	8/7/2017





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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
EL/SWD Performance	CCRPI and Achievement Data: Milestones Assessment Data % Passed EL/SPED: ELA: 20/30.97 Math: 21/34.23 Science: 14.29/32.35 SS:20/45.95	Parents, Caseload Managers, Teachers, Administrators, Students, Paraprofessionals, Counselors	Portfolios on IEP progress, Monthly SPED team meetings, Progress Report on IEP goals, Weekly communication with parents, and Yearly review meetings
English Language Arts and Math Achievement and Progress; Achievement Gap	CCRPI and Achievement Data: Milestones % at Beginning Math: 65.77 Milestone % at Beginning ELA: 23.92	Teachers, Students, Parents, Administrators, Media Specialist	Data Team Meetings, PTO meetings, Parent Meetings, Progress Reports, Parent Conferences, RTI Parent Meetings, Test and grade reporting
Family and Community Engagement	Parent Involvement Attendance Data: 26% disagree that teachers regularly inform them about academic progress 40% of parents are not actively involved in school events Comprehensive Needs Assessment: 85% of parents agree they communicate with teachers 20% of parents do not feel student's' individual needs are met 67% stated they attended a school event 80% agree the school provides meaningful ways for parent involvement in academic progress Only 18% of our parents took the CNA survey	Parents, Teachers, Community Business Partners, School Governance Team, Family Engagement Specialist, Front Office Staff, Digital Coach, Social Media Leader	School Website, School Social Media Outlets, Family Engagement Events, Parent Involvement Program, Parent Resource Center, Parent Newsletter
Professional Learning	CCRPI and Achievement Data: TKES observation data: 92% of effective teachers retained from FY 2017 3% of Teachers overall Level 2 94% of Teachers overall Level 3 Professional Knowledge: 2% at Level 2 92% at Level 3 Differentiation: 4 % at Level 2 88% at Level 3	Teachers, Administration, Instructional Coach	Professional Learning Plan, Title I Annual Meeting, SGT review, Title I Stakeholder and CNA meetings

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<p>Student Engagement- TAA, MOWR, PBIS, School Connectedness/Pride</p>	<p>Career Inventories and Reality Check Completion: <100% Student Referral Data: Total ODR: 355 Days ISS: 257 Days OSS: 186 CNA School Connectedness Student Responses: 72%- "I like school" 85%- " I feel successful at School" Impact Check: Operational on Student Climate/Culture</p>	<p>PBIS team, SILT, teachers, Administrators, Counselor</p>	<p>PBIS information posted on school website, PBIS information printed in student agendas, PBIS plan shared with teachers, PBIS plan shared during the fall curriculum night, Communicate TAA and MOWR information through a variety of sources</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>WMS will decrease percentages of SWD students scoring at the beginning learner level to 60% or less on the Math and ELA EOG for the 2017-2018 school year.</p> <p>2017 ELA SWD: WMS: 69.03</p> <p>2017 MATH SWD: WMS 65.77</p>	<p>1. SWD and EL students will meet with their caseload managers each week for structured interventions in the areas of math, reading, and writing.</p> <p>2. SWD students will progress monitor their own work towards mastering their IEP goals and SWD students will lead or present at least 1 point of discussion in their yearly annual review IEP meeting.</p> <p>3. Continue the work as a PLC for all EL/SWD Co-teachers to improve the co-teaching process.</p>	<p>Lead Captain: Special Education Team Leader, Special Education Staffing Coordinator, Principal, Assistant Principal, Instructional Coach, SILT Team</p>	<p>1. At least once a week during ELT August 2017-March 2018</p> <p>2. Weekly during ELT and Yearly at IEP meetings August 2017-March 2018</p> <p>3. Monthly Meetings as a PLC and twice a week for content planning August 2017-March 2018</p>	<p>1. ELT lesson plans, intervention artifacts, student work</p> <p>2. Student portfolio, IEP Meeting Notes, and Attendance Pages in Go IEP</p> <p>3. PLC Minutes (Establishing and Maintaining Norms), Lesson plans, Sign-in sheets</p>	<p>Leaders Demonstrate: The importance of increasing the academic achievement of SWD and EL students by providing resources, support, and professional learning to ensure the progress of these students is closely monitored and appropriate measures are taken based on individual needs</p> <p>Teachers Demonstrate: Collaboration with colleagues in working through participation in PLCs to individualize instruction, and fidelity in implementation of the IEP caseload management practices in ways that support student learning</p> <p>Students Demonstrate: Participation in weekly meetings and assigned interventions with caseload managers, Participation in self-progress monitoring of IEP Goals, participation in 1 point of discussion at IEP annual review and improved academic performance.</p>	<p>1. Captains will weekly monitor the caseload management program, and the the provision of structured interventions through viewing and providing feedback on lesson plans, and ELT lesson plans, and through walkthroughs and conversations with teachers.</p> <p>2. Student Portfolios and Progress Monitoring will be monitored quarterly.</p> <p>3. Captains will weekly monitor PLC minutes, and through informal walkthroughs and the TKES program</p>	<p>Instructional Coach Salary and benefits Title I</p> <p>Achieve 3000 Intervention Software, \$14,675 Title I</p> <p>Dream Box Math Intervention Software, \$9,000 Title I</p> <p>Headphones for Dream Box and Achieve 3000 intervention software, Title I</p> <p>Math manipulatives, \$300 Title I</p> <p>Chromebooks and carts \$26,100 Title I</p>	<p>BCSS Indicators: Curriculum, Instruction, and Assessment, Innovation and Technology Integration, College and Career Ready Students</p> <p>AdvanceED: 1.2, 3.1, 3.2, 3.5, 4.6, 5.1, 5.2, 5.4</p> <p>GA Standards: CS1, A2, I3, I5, I7, I8, PL1, L2, L8, PO5, FCE2, SC4, SC5</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>WMS will have 85% or more students scoring at the Developing Learner level or higher on the English Language Arts and Math Content EOG Assessments for the 2017-2018 school year</p> <p>2017 ELA: WMS 76.92%</p> <p>2017 MATH: WMS 76.1%</p>	<p>1. Schedule a daily Extended Learning Time during which identified students will work on targeted interventions, and Science and Social Studies teachers will work on numeracy, reading, and writing in the content area during this time.</p> <p>2. Assign students to Reading and Math Apps classes based on need, as identified through MAP and Milestones Data. Apps classes should involve planning for and implementing interventions to improve student achievement in math, reading, and writing literacy.</p> <p>3. Assign students to tiered intervention programs using MAP data through tutoring on Tuesdays and Fridays during the first 45 minutes of connections.</p> <p>4. Each grade level team will design a series of content specific writing assessments (ELA and SS/SCI). Collaborative scoring and feedback will be used to drive future instruction.</p>	<p>Lead Captain: Instructional Coach, Principal, Assistant Principal, SILT Team</p>	<p>1. ELT August 2017-March 2018</p> <p>2. Connections August 2017-March 2018</p> <p>3. August 2017-March 2018</p> <p>4. August 2017-March 2018</p>	<p>1. ELT and Applications classes lesson plan, ELT Data team minutes, Intervention and MAP data</p> <p>2. RTI data, MAP Data, and Intervention data documentation, class schedules and rosters, Apps classes lesson plans and data team minutes</p> <p>3. MyOn data, MAP data, Intervention data, School, Tutoring plans and artifacts</p> <p>4. Non-negotiable reading and writing across the curriculum artifacts (lesson plans with strategies, posters, etc.), writing assessment data</p>	<p>Leaders Demonstrate: the importance of student academic growth by communicating expectations to teachers on the use of ELT, Reading and Math Apps classes, reading and writing across the curriculum, tutoring, and other action steps to identify and address the individual academic needs of students</p> <p>Teachers Demonstrate: Create ability to identify student academic weaknesses and develop an instructional program for individual and small groups of students that will result in students experiencing typical and high academic growth.</p> <p>Students Demonstrate: typical/high growth in the area of ELA and Math as a result of participating in ELT, Math, and Reading Apps connection classes, tutoring, and/or writing across the curriculum efforts</p>	<p>Captains will weekly monitor the Extended Learning Time through reviewing and providing feedback on ELT and Reading/Math Applications lesson plans, and the tutoring program</p> <p>Captains will monitor the ELT, Tutoring, Reading and Writing across the curriculum, and Reading/Math Apps programs through Walkthroughs and the TKES observation cycle</p>	<p>Instructional Coach Salary Title I</p> <p>Achieve 3000 Intervention Software, \$14,675 Title I</p> <p>Dream Box Math Intervention Software, \$9,000 Title I</p> <p>Headphones for Dream Box and Achieve 3000 intervention software, Title I</p> <p>Math manipulatives, \$300 Title I</p> <p>Chromebooks and carts \$26,100 Title I</p>	<p>BCSS Indicators Curriculum, Instruction, and Assessment, Innovation and Technology Integration, College and Career Ready Students</p> <p>AdvancED: 1.3, 2.6, 3.1, 3.2, 3.12, 4.6, 4.7, 5.1, 5.2</p> <p>GA Standards: CS1, CS2, A2, A3, A4, I2, I4, I5, L3, PO1, PO4, SC4, SC5</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>75% of the lowest quartile of WMS students, as identified from previous Georgia Milestones scores, will have a conditional growth percentile of 40 or higher on the Measures of Academic Progress (MAP) for Math from Fall to Spring Term.</p> <p>75% of the lowest quartile of WMS students, as identified from previous Georgia Milestones scores, will have a conditional growth percentile of 40 or higher on the Measures of Academic Progress (MAP) for ELA from Fall to Spring Term.</p>	<p>1. Teachers will plan for and implement high impact instructional strategies for differentiation and student engagement (including technology to enhance instruction) on a daily basis. Differentiation will include using the growth mindset philosophy in the building of content specific literacy and skill development/enrichment to meet the individual needs of students.</p> <p>2. Continue weekly grade-level content Data Teams including teacher review of the use of formative assessments and the data obtained from those assessments to enhance instruction. Data teams will consist of teachers describing their assessment(s), the mastery objectives, and the data obtained.</p> <p>3. Quarterly data digs for ELT classes to monitor progress and and plan instruction to address student needs.</p>	<p>Lead Captain: Principal, Instructional Coach, Assistant Principal, SILT Team</p>	<p>1. Daily August 2017-May 2018</p> <p>2. Tues/Thurs Data Team meetings August 2017-March 2018</p> <p>3. Four times a year at the end of each quarter August 2017-March 2018</p>	<p>1. Lesson Plans, Classroom and Unit Assessment Data, Collaborative Planning Minutes, PL artifacts</p> <p>2. Sign-in sheets from meetings, Chart paper and planning artifacts from meetings. Lesson plans/ Assessment Planning, student exemplars, assessment data</p> <p>3. Sign-in sheets from meetings, Chart paper and planning artifacts from meetings, lesson plans, Intervention and assessment data</p>	<p>Leaders Demonstrate: The importance of the creation and implementation of effective lesson plans, sound teaching practices and professional learning in the best practices of teacher instruction and pedagogies for student achievement</p> <p>Teachers Demonstrate: Participation and implementation of high quality instruction as a result of effective lesson planning, using data to inform instruction, participation in professional learning and other school initiatives to support student learning</p> <p>Students Demonstrate: Improved academic achievement through participation in learning and programs to support their individual needs.</p>	<p>1. Captains will weekly monitor lesson plans and collaborative planning and provide feedback to teachers; Captains will conduct SIP walkthroughs four times a year in addition; Captains will participate in, lead, and monitor all Professional Learning, Administrators will conduct the TKES cycle to monitor implementation</p> <p>2. Instructional Coach and Administrators will facilitate meetings. Teachers will eventually conduct meetings and discuss their findings as a content-level Data Team PLC.</p> <p>3. Captains will facilitate and monitor the first meeting, and teachers will conduct meetings and discuss their findings as a Data Team PLC</p>	<p>Math Manipulatives \$123.00, Title I</p>	<p>BCSS Indicators: Curriculum, Instruction, and Assessment, Innovation and Technology Integration, Learning Supports for all students, College and Career Ready Students</p> <p>AdvancED: 1.3, 2.6, 3.1, 3.2, 3.5, 3.12, 4.6, 4.7, 5.2,5.4</p> <p>GA Standards: CS1, A4, I5, I8, I9, PL6, L4, PO1, FCE3, FCE4, SC\$, SC5</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>>90% of parents will respond agree/strongly agree to the following survey questions on the Title I Comprehensive Needs Assessment (CNA) Parent Survey</p> <p>Q9 The school provides meaningful ways for me to be actively involved in my child's academic progress (2017 Baseline: - 80.78%)</p> <p>Q15 I communicate with teachers at my child's school (2017 Baseline - 85.38%)</p> <p>Q16: In the past year, I participated in a parent involvement activity, event, or program held at my child's school (2017 Baseline 66.16%)</p>	<p>1. Streamline our parent communication outlets and maintain consistent (across platforms and proactive parent communication via a variety of outlets (website, parentlink, parent portal, parent newsletter, Peachjar, phone, email, live streaming of events, Facebook, Twitter, Instagram). A. Establish a summary reference page with all avenues for communication of events and distribute to parents and students. B. Establish dates of parent events prior to pre-planning and maintain a year-long calendar for proactive preparation and communication of events.</p> <p>2. Continue the Family and Community Engagement Specialist position to assist with and organize family and community engagement initiatives, activities, the resource center, business partnerships, and communication. Define explicitly the duties and responsibilities of these positions and communicated explicitly the expectations and long-term and short-term goals (number of events, type of events, school enhancement and fundraiser goals, etc).</p>	<p>Lead Captain: Principal, Assistant Principal, Instructional Coach, SILT Team, Parent Involvement Coordinators</p>	<p>August 2017- March 2018</p>	<p>1. Parent communication artifacts, summary reference page, calendar of events</p> <p>2. Duties and responsibilities list, family engagement artifacts including sign-in sheets, agendas, etc., PIC meeting minutes; Family Engagement Specialist time log or other documentation</p>	<p>Leaders Demonstrate: The necessity of engaging and communicating with parents and stakeholders in including parents in the educational process for all students as described in the Parent Involvement Plan</p> <p>Teachers Demonstrate: Consistent and time-sensitive communication and participation in engaging with parents, families, and stakeholders in the educational program of WMS students including active participation in WMS communication initiatives and parent involvement nights and activities</p> <p>Students Demonstrate: Communicating with parents and teachers about ways parents can be involved, and participation in programs that support family and stakeholder engagement</p>	<p>1. Captains will establish and monitor the parent and family communication process and calendar. Captains will monitor school and teacher use of a variety of outlets to communicate with parents throughout the year through analyzing, Parent Portal and Parent Link Data</p> <p>2. Principal will meet with Family Engagement Specialist Weekly to monitor and supervise initiatives, activities, partnerships and communication. Captains will monitor the goal implementation</p>	<p>Signage, poster paper, poster printer ink, lamination materials, et c., \$3000, Title-1</p>	<p>BCSS Indicators: Culture and Climate, Partnerships</p> <p>AdvancED: 1.2, 2.5, 3.8, 4.4, 4.5, 5.5</p> <p>GA Standards: CS3, I1, I6, L1, PO1, PO3, FCE1, FCE2, FCE3, FCE4, FCE5, FCE6, SC2, SC4, SC5</p>

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	3. Plan for and implement a comprehensive Parent Involvement Plan which includes a variety of parent nights and continuation of the Westside Ambassadors program and online streaming of a variety of events at WMS			3. Parent Involvement Plan; Family and Community Engagement sign-in sheets, activities calendars, agendas, photos and videos of activities, Westside Ambassador meeting sign-in sheets		3. Captains will monitor the implementation of the Parent Involvement Plan	Signage, poster paper, poster printer ink, lamination materials, et c., \$3000, Title-1	
100% of Career Inventories will be completed for all students by the end of the first semester. 100% of 7th and 8th grade students will complete the reality check by the end of the first semester. 100% of all 8th grade students will have explored at least three occupations and saved them in their GCIC portfolios before registration.	<p>1. Establish a bi-weekly teachers as advisors program that incorporates components of the Bridge Bill, character education, postsecondary and career planning (career day, etc.), communication skills, etc. Create a TAA committee to plan for the TAA program and its implementation. Include trained peer-mediators and WMS ambassadors in the planning and implementation of the program.</p> <p>2. Present MOWR information and opportunities to students throughout the year. This can be completed by consistently presenting these opportunities in line with discussions and preparations for high school for students and parents alike. Establish a timeline for presentation of MOWR information.</p>	Lead Captain: Counselor, Principal, Assistant Principal, SILT Team	August 2017- March 2018	<p>1. TAA lesson plans, TAA calendar and schedule, GCIC portfolios and other artifacts, TAA committee meeting agendas and sign-in sheets, career day documents</p> <p>2. MOWR documentation from meetings, MOWR presentation timeline, sign-in sheets and agendas from MOWR presentations</p>	<p>Leaders Demonstrate: A commitment to provision of postsecondary and career planning options for students and a commitment to providing students with relevant information to make informed decisions about planning.</p> <p>Teachers Demonstrate: implementation and facilitation of all the Teachers as Advisors program components in ways that benefit students and their post-secondary plans.</p> <p>Students Demonstrate: Active participation in all components of the Teachers as Advisors Program including completion of the components of the GCIC portfolios, and research and goal setting of post-secondary options</p>	<p>1. Captains will monitor the completion of the Career Inventories, Reality Check, and GCIC portfolios for each student</p> <p>2. Captains will monitor and ensure the presentation of MOWR opportunities</p>		<p>BCSS Indicators: Culture and Climate, Partnerships</p> <p>AdvanceED: 3.7, 3.8, 3.9, 3.12, 4.4, 4.6, 4.7</p> <p>GA Standards: I1, I4, I5, I6, I8, PL2, L1, L5</p>





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<p>100% of Westside Middle School teachers will participate in the WMS Professional Learning Program and implement learned strategies into classroom instructional practice</p>	<p>1. Continue to implement a comprehensive Professional Learning Program with fidelity through the established WMS Professional Learning Community.</p> <p>2. Teachers will be required to participate in at least one district PLC or other selected PL program and implement learned strategies in the classroom.</p>	<p>Lead Captain: Instructional Coach, Principal, Assistant Principal, SILT Team</p>	<p>August 2017- March 2018</p>	<p>1. Professional learning session sign-in sheets; Professional learning session agendas, PL Calendar, SILT Meeting Minutes, SILT Sign-in sheets</p> <p>2. Professional Learning registration forms; District Teacher Leader PLC or selected PL presentations or other documents, Lesson plans, Informal Walkthrough Data, TKES observation data</p>	<p>Leaders Demonstrate: The importance of being reflective on practice through participation and engagement in professional learning programs in ways that enhance teaching and learning for all WMS students.</p> <p>Teachers Demonstrate: Reflective participation in all school-based Professional Learning Opportunities and inclusion of learned strategies into classroom instructional practice</p> <p>Students Demonstrate: Increased academic achievement as a result of teacher involvement in professional learning opportunities.</p>	<p>1. Captains will monitor the fidelity of implementation of the Professional Learning Plan on a weekly basis</p> <p>2. Captains will ensure each teacher joins a district PLC or other selected PL program and will monitor implementation of learned strategies in the classroom</p>	<p>BCSS Indicators: Professional Learning, Human Resources</p> <p>AdvanceED: 1.1, 1.2, 1.3, 2.6, 3.2, 3.4, 3.5, 3.6, 3.11, 5.2, 5.3, 5.4, 5.5</p> <p>GASStandards: CS1, A4, PL1, PL2, PL3, PL4, PL5, PL6, L2, L3, L7, L8, PO3, SC2, SC5</p>
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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			
WMS will have fewer than 320 total ODRs and students will spend fewer than 250 days in ISS in FY 2018 (FY 2017 355 ODRs; 257 in ISS)	<p>1. Continue school norms for all grade levels in terms of daily school operations by sustaining a non-negotiables list to encourage consistency and to communicate school-wide expectations</p> <p>2. Add bus referrals to PBIS structure through SSL and continue PBIS refreshers to communicate school wide PBIS expectations. Implement PBIS and disproportionality teacher implementation refreshers completed by SSL members for grade levels to distinguish between ODR, counselor, and teacher managed referrals.</p>	<p>Lead Captain: Assistant Principal, Principal Instructional Coach, SILT Team, SSL Team</p>	<p>July/August/ January/ Post-Milestones Faculty PL refresher on PBIS and disproportionality, communication of leadership roles, and distinguishing between types of referrals.</p> <p>Ongoing monthly meetings starting in August 2017 through May 2018- SSL and SILT meetings</p> <p>Quarterly PBIS refreshers for students with topics for refreshers identified by each grade level including appropriate bus behavior</p>	<p>1. Meeting minutes, PBIS presentations, Sign-in sheets, forms and artifacts associated with the referral process and PBIS, non-negotiables list, school-wide expectations</p> <p>2. Discipline referral data, PBIS expectation documents, teacher presentations and lesson plans for refreshers, PL artifacts and sign-in sheets</p>	<p>Leaders Demonstrate: Leadership, and facilitation of SILT and SSL teams in ways that support and communicate school wide expectations for behavior</p> <p>Teachers Demonstrate: Communication and collaboration with teacher leader teams in ways that support the school improvement process, the PBIS program, and other initiatives as a part of the WMS school improvement plan</p> <p>Students Demonstrate: Increased academic achievement through participation in the PBIS programs</p>	<p>Captains will review and monitor data and artifacts as needed during grade level meetings</p> <p>Captains will review and monitor PBIS data at grade level meetings</p> <p>Captains will review teacher feedback for PL on PBIS, disproportionality, and classroom management strategies</p>	<p>BCSS Indicators*: Goal Area 3: Communications, Planning and Support</p> <p>AdvancED: 1.1, 1.2, 2.5,5.5</p> <p>GA Standards: PL2, SC1, SC2, L5</p>	

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<p>WMS will retain 100% effective (TKES Level III or higher) teachers.</p> <p>Effective Teacher Retention Rate 2016-2017: 92%</p> <p>94% of Teachers TKES Level III or higher</p>	<p>1. Mentor/mentee program participants will meet to provide instructional and classroom management support.</p> <p>2. Mentors and administrators will review school-wide expectations and procedures with new teachers.</p> <p>3. Mentors and administrators will share classroom management and instructional best practices with teachers to facilitate professional growth</p>	<p>Lead Captain: Mentor/ mentee facilitators; Administrator; Instructional Coach, SILT Team</p>	<p>Pre-planning meeting(s); weekly meetings in August, then bi-monthly meetings as scheduled on the Husky Howl August 2017 to March 2018</p> <p>March 01, 2018 - end-of-year survey.</p>	<p>Mentor/mentee meeting minutes, PBIS matrix and discipline flow chart, Non-negotiables and procedures list, classroom management PL resources and best practices, teacher support artifacts</p>	<p>Leaders Demonstrate: Facilitation of Mentor/Mentee meetings and support of Mentees in establishing well-managed classroom learning environments.</p> <p>Teachers Demonstrate: Actively participate as members of the Mentor/Mentee program as assigned and establish well-managed classroom learning environments.</p> <p>Students Demonstrate: Increased academic achievement in classes with mentor/mentee program teachers</p>	<p>Captains will review data from Mentor/Mentee surveys in order to modify content of PLC. Captains will review informal walkthrough data and discipline referral data and TKES data to determine effectiveness of PL</p>		<p>BCSS Indicators: Planning and Support, Communications</p> <p>AdvancED: 3.7,</p> <p>GA Standards: L8</p>
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<p>WMS will increase student pride as indicated on school climate survey and achieve the Clean Schools Award at least once in FY 2018. School Connectedness responses on the GSHS will be 80% agree/strongly agree on FY 2018 survey for "I like school" (FY2017 72%) and 90% I feel successful at school" (FY2017 85%)</p>	<p>1. Implement "School Swag" giveaways along with other incentives to students who demonstrate school pride and highlight more students/school accomplishments via broadcast and social media outlets.</p> <p>2. Establish a Monthly Clean Classroom award provided to cleanest room in each grade level. Westside Ambassadors rate classroom monthly and report leaders on grade level announcement board. Leaders will receive incentives for participation.</p>	<p>Lead Captain: Principal, Principal Instructional Coach, SILT Team, SSL Team, Westside Ambassadors</p>	<p>1. Monthly giveaways from August 2017-March 2018, weekly updates of accomplishments August 2017-March 2018</p> <p>2. Monthly from August 2017-March 2018</p>	<p>Student Health Survey responses, photos of giveaway events, artifacts of accomplishment highlights.</p> <p>Classroom cleanliness ratings, leader reports, photos of award winners and incentives</p>	<p>Leaders Demonstrate: A commitment to creating a culture and climate of school pride and cleanliness and facilitation of the initiatives associated with school improvement in this area</p> <p>Teachers Demonstrate: Modeling and encouraging a culture and climate of school pride and cleanliness through collective ownership and participation in the initiatives associated with school improvement in this area.</p> <p>Students Demonstrate: Increased level of school pride and respect for the learning environment</p>	<p>Captains will monitor effectiveness of initiative through general observation and informal conversations with students and teachers in addition to survey responses from both teachers and students</p>	<p>Signage, poster paper, poster printer ink, lamination materials, etc., \$3000, Title-1</p>	<p>BCSS Indicators: Culture and Climate</p> <p>AdvancED: 1.1, 2.4, 2.5, 4.3,</p> <p>GA Standards: I1, L5, PO1, PO6</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
<p>Data PLCs</p> <p>Teachers will meet in their data teams along with the Principal, Assistant Principal, and/or Instructional Coach weekly as they implement the data team process. Through this process, teachers will participate in professional learning aimed at identifying strengths and weaknesses, analyzing student progress, and planning for and implementing differentiated instruction to build content specific literacy and skill development/enrichment to meet the needs of students. Professional learning focused on differentiation, the use of high-impact instructional strategies, and student engagement will be facilitated on Wednesdays. This will also include using data to inform student achievement in writing.</p>	Principal Assistant Principal Instructional Coach	<p>Tuesdays: Math and Science during collaborative planning</p> <p>Thursdays: ELA and SS during collaborative planning;</p> <p>Wednesdays during collaborative planning</p>	<p>Data Meeting Minutes</p> <p>Data Spreadsheets tracking student growth toward mastery.</p> <p>Differentiated lesson plans</p> <p>Student exemplars</p> <p>Classroom assessment data</p> <p>MAP data</p> <p>Classroom Assessments and failure rates</p> <p>Writing Assessment data</p>	<p>The instructional coach and administrators will actively facilitate the data team meetings and professional learning on teaching and learning SIP initiative. The instructional coach and administrator will monitor lesson plans and other various data during the data team process, including examining assessment quality. Administrators will use TKES data to inform instructional needs.</p>	<p>Chart Paper, Markers</p> <p>Post-Its, Pens, Copy Paper</p> <p>\$250, General Budget</p>
<p>Co-Teaching/Special Education PLC</p> <p>All teachers in a co-taught setting will belong to a co-teaching PLC. The professional learning provided through this PLC will be focused upon the effective use of co-teaching models, establishing and maintaining norms, and the use of high-impact instructional strategies in a co-taught setting. Additionally, all special education teachers will participate in professional development aimed at providing interventions to students during ELT to target IEP goals. This PLC will also focus on helping students develop and monitor IEP goals and self-advocacy skills.</p>	Instructional Coach Sped Department Chair, Sped Staffing Coordinator	<p>July 26- Establishing Norms</p> <p>August 1- Effective Co-teaching</p> <p>August: 21</p> <p>September: 18</p> <p>October 23</p> <p>November 13</p> <p>December 11</p> <p>January 29</p> <p>February 26</p> <p>March 19</p>	<p>Meeting Minutes</p> <p>Lesson Plans</p> <p>Focus Walk Data</p> <p>MAP Student Data</p> <p>Intervention Student Data</p>	<p>Instructional Coach will meet with teachers during collaborative planning to support teachers with the co-teaching process, as well as, provide informal feedback during focus walks and on lesson plans.</p> <p>The special education staffing coordinator and department chair will monitor the special education ELT program and goal setting process during ELT data teams, as well as providing informal feedback during focus walks and on lesson plans.</p>	<p>Chart Paper, Markers</p> <p>Post-Its, Pens, Copy Paper</p> <p>Research-based texts and articles associated with co-teaching</p>





Barrow County School System

Boldly Committed to Student Success

<p>Student Support Leadership Team The Student Support Leadership Team (SSL) will participate in professional learning to redeliver strategies for Positive Behavioral Interventions and Supports. This includes using discipline data to inform the PBIS program, the WMS Student Pride initiative, classroom and school culture and climate practices, classroom management, and disproportionality. Additionally, the SSL team will participate in professional learning to enhance the and implement the RTI process with fidelity.</p>	<p>Assistant Principal Instructional Coach</p>	<p>July 26 and 27- Establishing Non Negotiables SSL Team will meet monthly to discuss PBIS and RTI and to plan for redelivery to teachers during collaborative planning times, Monthly RTI meetings</p>	<p>Discipline Data RTI Data Focus Walk Data</p>	<p>SSL Team will work with their grade levels and offer boosters to both faculty and students as needed. SSL members will monitor discipline and RTI data and deliver professional learning to colleagues during collaborative planning and at RTI meetings. SSL Team will conduct focus walks and provide feedback to monitor implementation of professional learning.</p>	<p>Incentives, \$500, PTO 2 cases of pape, \$50, School General Budget</p>
<p>Mentor/Mentee Program To provide information, support, and encouragement for the success of educators new to the WMS family and to those teachers identified as needing support in classroom management.</p>	<p>Principal Instructional Coach Teacher, Mentor Program Leaders</p>	<p>August 17, 31 September 14 October 18 November 15 December 13 January 17 February 21 March 21 April 11 May 16</p>	<p>Meeting Agendas Discipline Data Focus walks by mentors Conferencing Notes TKES Data</p>	<p>Mentors will conduct focus walks and analyze various data to inform small group and individual coaching of mentees and mentors. Administrators will monitor agendas, discipline data, and TKES data to inform mentors of needs of the group.</p>	<p>New Teacher Welcome Materials \$100, School General Budget</p>
<p>Growth Mindset All teachers will participate in professional learning based on the work of Dr. Carol S. Dweck and the growth mindset philosophy to support student achievement, and school climate and culture. Teachers will examine how they can support students in goal-setting and goal achievement, and how to foster a growth mindset in all students.</p>	<p>Instructional Coach SILT team</p>	<p>Wednesdays during planning</p>	<p>Focus walks Student health surveys Discipline data Classroom grades Teacher Surveys TKES data Culture and Climate Data</p>	<p>Administrators and the SILT team will monitor various data to inform practices to improve culture and climate in the school and to encourage the fostering of growth mindsets in all students and teachers.</p>	
<p>Technology The Digital Coach will work with a technology team to lead PLC's for other faculty members based on the use of technology to inform instruction. These PLC's will work to help the faculty grow instructionally by using meaningful technology integration and improving 21st Century skills.</p>	<p>Digital Coach Technology Team</p>	<p>Every First Monday of the Month-faculty Meeting led by Digital Coach Technology Team will meet monthly.</p>	<p>Google Classroom Documentation Lesson plans Focus Walks TKES data</p>	<p>The digital coach and technology team will provide PL to the entire faculty sharing instructional strategies and tools to use in the classroom. Faculty will have options on this professional learning to meet individual needs.</p>	

Westside Middle School





Barrow County School System

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<p>ELT Data Digs Teachers will analyze MAP data, set goals, and plan for differentiated instruction. As a part of this PLC, teachers will participate in professional development involving the planning for and implementation of interventions with fidelity, and using intervention data to inform differentiated instruction during ELT. Additionally, teachers will participate in professional learning to plan for and implement Project-Based Learning, STEAM, and acceleration/enrichment. Select teachers are attending/have attended PBL/STEAM training through CFIT. They will be sharing their learning during faculty meetings throughout the school year.</p>	<p>Administrators Instructional Coach, Gifted Coordinator, PBL teachers</p>	<p>ELT Data Digs after school August 28 October 30 January 22 March 5 Faculty Meetings- First Monday of the month</p>	<p>MAP Data Meeting Minutes ELT plans Intervention Data Informal Walkthrough Data</p>	<p>The instructional coach, gifted coordinator, and administrators will plan for and implement professional development to meet the needs of teachers according to student population in ELT classes. Captains will conduct focus walks during ELT, monitor ELT lesson plans, and provide feedback to teachers.</p>	
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