



Barrow County School System

Boldly Committed to Student Success

# Westside Middle School

## SCHOOL IMPROVEMENT PLAN 2018-2019

**NAME OF SCHOOL PRINCIPAL:** Mr. Albert Smith

**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	Albert Smith	
School Governance Team Chairperson		
System Professional Learning Coordinator	Ginger Crosswhite	8/13/18
Title I Director	Dr. David Beeland, Jr.	8/2/2018
Superintendent	Dr. Chris McMichael	8/16/2018



**Goal 1: 65% of WMS students will have a conditional growth percentile of 40 or higher on the Measures of Academic Progress (MAP) for Reading and 65% will have a CGP of 40 or higher in Math from Winter 2018 to Winter 2019.**

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 show evidence of planning and implementing instructional strategies for differentiation and student engagement on a daily basis.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Inst.Coach	<input type="checkbox"/> Instructional rounds completed twice (1st and 2nd semester) <input type="checkbox"/> PL through Book Study (monthly) Late August/ Early September MAP data review <input type="checkbox"/> January MAP data review <input type="checkbox"/> May data review	Mid-year conferences Instructional Rounds Lesson plans Informal observations Coaching cycles (both individuals & co-teaching teams) One-to-one student data conferences	Summative Conference MAP RIT Scores	MAP data  <i>PL Titles- Hacking Engagement &amp; Better Than Carrots or Sticks</i>
Implement data and vertical PLCs to drive instructional planning. Data teams work will focus on identifying clear learning targets, collaboratively designing summative (and formative) assessments, and planning for differentiated learning activities along the way.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Inst. Coach	<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 PLCs will reflect on the process and make vertical decisions to support this work.  Quarterly peer focus walks conducted within and across content areas	Periodic review of data team documentation and reflections from vertical PLCs	Team minutes MAP Data 1 Vertical team observation notes
Implement a parent conference week each semester.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Teacher Leaders	Late October and early March	Meeting minutes/sign-in sheets	Teacher and Parent survey	Survey form
Implement a consistent grading policy and explicitly communicate the policy to parents, students, and teachers.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Inst. Coach	August admin meeting and Parent Night, coach will check-in with teachers during first 9 weeks, Admin will monitor each 9 weeks	Admin will monitor during mid-year and summative evaluations	Parent surveys	Infinite Campus Survey form
<b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b> <ul style="list-style-type: none"> <li>• After a Winter MAP data dig, we will adjust ELT groups to provide the appropriate level of support/intervention in reading and math.</li> <li>• Purchase I-Station for language arts/reading enrichment and remediation (Tier 1-receive 30 min/ week during ELA class, Tier 2- receive 60 min/week during ELA class/ELT/Apps, and Tier 3- 90 min/week with progress monitoring and targeted instruction)</li> <li>• Three writing assessments (2 scored through Write Score)- and feedback used during writing workshop in ELA classes</li> <li>• Strategically place students in ELT and Apps classes to receive support (and enrichment) in reading and math using MAP data.</li> <li>• District-approved RTI supports- MAP Skills</li> <li>• Use of USA Test Prep, as well as other resources during math and reading apps classes to preview content and address skill gaps</li> <li>• Use of Wilson Reading for beginning readers</li> <li>• Utilize Rosetta Stone and Istation to support EL students in literacy development</li> <li>• Provide co-taught ELT's when necessary to provide support in reading and math</li> <li>• SPED PLC meets periodically to review data/goals and discuss progress monitoring</li> <li>• Quarterly intervention celebration and contest opportunities</li> </ul>						



- Students needing additional instruction will be provided access to Moby Max software. All students will have access outside of school hours
- SST meetings, tutoring invitation/referral
- One-on-one conferencing/goal setting with students using MAP and Writescore data

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

- Train reading apps and special education teachers who will utilize Wilson Reading to support beginning readers
- Increase the number of teachers who earn gifted/ESOL endorsements to meet the needs unique learning needs of specific student populations.
- I-Station training for all teachers who will be using the program with follow-up within building training/coaching
- MAP Skills Training with follow-up coaching/support
- Bimonthly PL focused on Reading and Writing strategies across the content areas facilitated by I.Coach and District Literacy Specialist during content PLC's (continue focus on differentiated reading instruction in ELA PLC's/ Before, during, and after strategies across contents; strengthen our school-wide writing program through use of Write Score resources and scoring feedback during student conferencing)
- Topic-based PLCs- Student Engagement and Restorative Practices/Classroom Management
- District Math, Literacy, and RTI Specialists will support data PLC's as they plan for instruction
- Provide PL to support teachers in using the WIDA standards and ACCESS for ELLs data to drive instructional planning
- Sped coordinator will facilitate monthly sped PLC in order to provide support for special education teachers in the use of Go IEP, how to set smart goals, and how to progress monitor these goals along the way
- Google classroom and sites PL/work session facilitated by digital coach
- Admin will facilitate grading PL with all teachers

**Family and Community Engagement**

- 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)
- Parent conference weeks each semester to provide parents with academic progress data.
- Develop a partnership among our stakeholders (parents, students, and teachers) through establishing strong communication and providing structured academically-focused family events
- Utilize a parent and teacher survey during Open House and parent conference weeks to monitor stakeholder feelings towards communication.
- Implement parent conference weeks each semester to increase parent/student communication.
- Teachers will use digital tools (Google Classroom) to communicate with students/parents weekly.

**Leadership Capacity**

- Clear communication from administration to teachers related to expectations with fidelity
- Leadership will participate in professional learning activities to build a common understanding throughout the building.
- Clear expectations will be given regarding grades, parent conference weeks, and use of digital tools for parent communication.
- Week-at-a-glance sent out to faculty weekly

**\*Winter testing was chosen due to concerns in regards to testing issues noticed for the 17-18 school year.**



**Goal 2 : Reduce the rate of ODR's (excluding buses) to 450 per 1,000 students. (2018- 482.6 per 1,000)**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Implement a Teachers as Advisors (TAA) program	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin Counselor PBIS Team	Monthly TAA groups PBIS meetings twice a month	TAA lesson schedule PBIS meeting minutes	Monitor rate of ODR's through PBIS and SIP	TAA lessons
Develop and implement Tier 3 behavior intervention plans	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin School/ grade level RTI Coordinators	RTI meetings twice a month (1 per semester with district RTI coordinator)	Review weekly district RTI reports	Monitor rate of ODR's for students being served through Tier 3 plans	District-approved interventions and monitoring tools
PBIS team will develop/improve incentive program-- Husky Howl Award, Student of the quarter breakfast	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Admin PBIS team	Quarterly	PBIS team weekly meetings	Monitor rate of ODR's through PBIS and SIP	Award certificates
<p><b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b></p> <ul style="list-style-type: none"> <li>• Additional incentives will be provided for students in various grades for reaching a grade level behavior goal (i.e.3 or less steps= get to visit ice cream truck)</li> <li>• Personalized behavior expectation charts with tailored rewards.</li> <li>• Apps teachers will attend parent conferences for their students when possible.</li> </ul>						
<p><b>Professional Capacity building to support the above goal and action steps</b></p> <ul style="list-style-type: none"> <li>• Conflict De-escalation PL opportunity for ALL staff</li> <li>• Topic-based PLC focused on Restorative Practices</li> <li>• RTI PL focused on expectations and structures in place to support the work</li> </ul>						
<p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Homebase teachers will make positive contact home at least two times each quarter (document in IC contact log)</li> </ul>						
<p><b>Leadership Capacity</b></p> <ul style="list-style-type: none"> <li>• Provide clear expectations regarding the action steps needing to be implemented for this goal</li> <li>• Monitor staff progress through TKES process and refer staff to Instructional Coach for support when needed</li> </ul>						



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
- Rising 6th grade Parent Night
  - Large group orientation presentation
  - Self-guided tour of school (Guided tour upon request)
  - Lunch session and evening session offered
- 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 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
- Panel of AHS/Sims students conduct Q&A with 8th grade students at WMS
- Dual Enrollment presentation
- HS and Career focused activities in connections
  - COW Day
- Scheduling- 8th grade teachers work with parents and students to make schedule recommendations
- Assist HS with communicating important transition events, meetings, etc

