



**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	9/2/16
Title I Director	David Beeland, Jr.	8/25/16
System Professional Learning Coordinator	Meggan McNally	8/9/16
School Governance Team Chairperson	Charity Lee	9/22/16
Principal	Brad Bowling	8/31/16





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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: 1.8 out of 7 points Milestones Assessment Data % Passed EL/SPED: ELA: 20/18.3 Math: 28/28.5 Science: 28/29 SS:36/30	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 Achievement and Progress Data; Reading and Writing Literacy Across the Curriculum	CCRPI and Achievement Data: 5.077 out of 10 points Milestones % at Beginning and Developing: 64.88 Impact Check: Rated as emergent in Literacy and Text based writing	Teachers, Students, Parents, Administrator, Media Specialist	Data Team Meetings, PTO meetings, Parent Meetings, Progress Reports, Student Lead Conference portfolios
Content Mastery Achievement Student Progress Growth in all four content areas	CCRPI and Achievement Data: 22.52 out of 40 Milestones % at Beginning and Developing: ELA: 64.88 Math: 65.7 Science: 59.05 Social Studies: 65.69	Teachers, Students, Parents, Administrator, Counselors	Data Team Meetings, Parent Meetings, Curriculum Nights, ELT, Progress Reports and Report Cards,, Student-led Conference portfolios
Family and Community Engagement	Parent Involvement Attendance Data: 55% Do not utilize Parent Portal 64% of parents are not actively involved in school events Comprehensive Needs Assessment: 36% of parents do not feel student's' individual needs are met 38% stated they never attended a school event Only 14% 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





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Professional Learning	CCRPI and Achievement Data: 67.7 out of 100 Comprehensive Needs Assessment: Rated as Operational in PLC usage TKES observation data: 2.08% of Teachers overall Level 2 97% of Teachers overall Level 3 Professional Knowledge: 4.17% at Level 2 91.7% at Level 3 Differentiation: 4.17% at Level 2 93.8% at Level 3	Teachers, Administration, Instructional Coach	Professional Learning Plan, Title I Annual Meeting, SGT review, Title I Stakeholder and CNA meetings
Faculty-Staff Input/Culture and Climate	Comprehensive Needs Assessment: 25% do not feel as though they have input on school improvement Impact Check: Rated as emergent in community/ climate and culture	SILT, teachers, Administrators	Plan shared with teachers at the beginning of the year and implemented throughout the year
Student Discipline	Student Referral Data: Total ODR: 384 Days ISS: 343.5 Days OSS: 204.5 Impact Check: Rated Operational in PBIS	PBIS team, SILT, teachers, Administrators	PBIS information posted on school website, PBIS information printed in student agendas, PBIS plan shared with teachers, <b>PBIS plan shared during the fall curriculum night</b>
Student Attendance	Student Attendance Data: 86.9 points on CCRPI 4 out of 5 stars 57% of students missed 6 or more days	Registrar, SILT, teachers, Administrators , students	Plan shared with teachers and students throughout the school year





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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 below the state mean on the Math and ELA EOG for the 2016-2017 school year.</p> <p>2016 ELA SWD: WMS: 78% State: 67%</p> <p>2016 MATH SWD: WMS 61% State: 57%</p>	<p>SWD and EL students will meet daily with their caseload managers to discuss and intervene on their areas of need including a focus on writing one day per week</p> <p>SWD students will progress monitor their own work towards mastering their IEP goals.</p> <p>Establish a PLC for all EL/SWD Co-teachers to improve the co-teaching process.</p>	<p><b>Lead Captain:</b> <b>Special Education Team Leader,</b> Special Education Staffing Coordinator, Principal, Assistant Principal, Instructional Coach, SILT Team</p>	<p>ELT August 2016-March 2017</p> <p>Once a week during ELT August 2016-March 2017</p> <p>Monthly Meetings as a PLC and twice a week for content planning August 2016-March 2017</p> <p>Weekly August 2016-March 2017</p>	<p>ELT lesson plans and student portfolio</p> <p>Student portfolio</p> <p>PLC Minutes (Establishing and Maintaining Norms)</p> <p>Lesson plans</p>	<p><b>Leaders Demonstrate:</b> 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><b>Teachers Demonstrate:</b> 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><b>Students Demonstrate:</b> Participation in daily meetings and assigned interventions with caseload managers, Participation in self-progress monitoring of IEP Goals, and improved academic performance.</p>	<p>Captains will weekly monitor the caseload management program, differentiation, and student engagement through viewing and providing feedback on lesson plans, ELT lesson plans and the student portfolios</p> <p>Captains will weekly monitor PLC minutes, and through informal walkthroughs and the TKES program</p>	<p>Supplemental Instructional Supplies, \$2530 Title I</p> <p>Achieve 3000 Software, \$14675 Title I</p> <p>Chromebooks \$15,000 Title I</p> <p>Chromebook Carts, \$4800 Title I</p> <p>Instructional Coach Salary Title I</p>	<p><b>BCSS Indicators:</b> Curriculum, Instruction, and Assessment, Innovation and Technology Integration, College and Career Ready Students</p> <p><b>AdvanceED:</b> 1.2, 3.1, 3.2, 3.5, 4.6, 5.1, 5.2, 5.4</p> <p><b>GA Standards:</b> 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
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<p>WMS will decrease the percentage of students scoring at the beginning learner level to below the state mean on the English Language Arts Content EOG Assessment for the 2016-2017 school year</p> <p>2016 ELA: WMS 30% State: 28%</p>	<ol style="list-style-type: none"> <li>Schedule a daily Extended Learning Time where SWD and EL students will be split with their caseload managers, and Science and Social Studies teachers will work on reading and writing in the content area during this time.</li> <li>Assign students to Reading Apps classes based on need. Reading Apps classes should involve planning for and implementing interventions to improve student achievement in reading and writing literacy</li> <li>Assign students to tiered intervention programs through tutoring on Tuesdays and Fridays during the first 45 minutes of connections.</li> <li>Plan for and implement a reading and writing across the curriculum program which incorporates the use of MyOn intervention software, effective literacy strategies, and non-negotiables for writing</li> </ol>	<p><b>Lead Captain:</b> <b>Instructional Coach,</b> Principal, Assistant Principal, SILT Team</p>	<ol style="list-style-type: none"> <li>ELT August 2016-March 2017</li> <li>Connections August 2016-March 2017</li> <li>August 2016-March 2017</li> </ol>	<ol style="list-style-type: none"> <li>ELT and Applications classes lesson plans</li> <li>RTI data and intervention documentation</li> <li>MyOn data, School Instructional Leadership Team Minutes, Non-negotiable reading and writing across the curriculum artifacts (lesson plans with strategies, posters, etc.)</li> </ol>	<p><b>Leaders Demonstrate:</b> the importance of student academic growth by communicating expectations to teachers on the use of ELT, Reading Apps classes, reading and writing across the curriculum and other action steps to identify and address the individual academic needs of students</p> <p><b>Teachers Demonstrate:</b> Creation An 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><b>Students Demonstrate:</b> typical/high growth in the area of ELA as a result of participating in ELT, 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 Applications lesson plans</p> <p>Captains will monitor the ELT, Tutoring, Reading and Writing across the curriculum, and Reading Apps programs through Walkthroughs and the TKES observation cycle</p>	<p>Supplemental Instructional Supplies, \$2530 Title I</p> <p>Achieve 3000 Software, \$14675 Title I</p> <p>Chromebooks \$15,000 Title I</p> <p>Chromebook Carts, \$4800 Title I</p> <p>Instructional Coach Salary Title I</p>	<p><b>BCSS Indicators</b> Curriculum, Instruction, and Assessment, Innovation and Technology Integration, College and Career Ready Students</p> <p><b>AdvancED:</b> 1.3, 2.6, 3.1, 3.2,3.12, 4.6, 4.7, 5.1,5.2</p> <p><b>GA Standards:</b> CS1, CS2, A2, A3, , A4, I2, I4, I5, L3, PO1, PO4, SC4, SC5</p>

### GOAL AREA I: ACADEMIC ACHIEVEMENT

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Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>Westside Middle School will earn 31.26 out of the possible points on the Content Mastery portion of the Achievement Section of the College and Career Readiness Index (CCRPI) and 41 of out of the possible Progress Points on the CCRPI</p> <p>2015 CCRPI Achievement Points: 27.7</p>	<p>1. Teachers will plan for and implement at least two strategies for differentiation and student engagement (including technology to enhance instruction) on a daily basis</p> <p>2. After School tutoring will be offered.</p> <p>3. Implement 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. Monthly vertical PLC meetings will take place for each content area for teachers to assess each other's assessment practices and provide critical, professional feedback to each other.</p> <p>4. Student Led Conferences will be held twice a year. Students will be required to make one of their goals a reading goal based on their MyOn Lexile score. SPED students will use their IEP portfolio for this process. Students and Teachers will receive Professional Learning on identifying strengths</p>	<p><b>Lead Captain:</b> Principal, Instructional Coach, Assistant Principal, SILT Team</p>	<p>1. Rotation: Monday: 1st Core Tuesday: 2nd Core Wednesday: 3rd Core Thursday: 4th Core</p> <p>2. Thursdays after school August 2016-March 2017</p> <p>3. Tues/Thurs Data Team meetings</p> <p>4. ELT and Student Led Conferences two times on 10/21/2016 and 1/4/2017</p> <p>5. STEAM day- 5/17/17 Parent Night-May 2017, PL for teachers-January 2017</p>	<p>1. Lesson Plans, Classroom and Unit Assessment Data</p> <p>2. Attendance for tutoring sessions, Plans or artifacts from tutoring sessions</p> <p>3. Sign-in sheets from meetings. Chart paper from meetings. Lesson plans/ Assessment Planning.</p> <p>4. Student scripts, goal setting documents and goal monitoring documents; sign-in sheets</p> <p>5. Student projects, Parent sign-in sheets for STEAM night</p>	<p><b>Leaders Demonstrate:</b> The importance of providing creating and implementing effective lesson plans, sound teaching practices, and the professional learning in providing best practices in teacher instruction and pedagogies for student achievement</p> <p><b>Teachers Demonstrate:</b> 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><b>Students Demonstrate:</b> Improved academic achievement through participation in learning and programs to support their individual needs.</p>	<p>1. Captains will weekly monitor lesson plans and provide feedback to teachers; Captains will conduct SIP walkthroughs four times a year in addition; Administrators will conduct the TKES cycle to monitor implementation</p> <p>2. Captains will monitor, facilitate, and participate in the after school tutoring program</p> <p>3. 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>4. Captains will supervise and monitor the student-led conferences</p> <p>5. Captains will monitor student participation in the STEAM program, STEAM day, the STEAM family night, and participation in the Professional Learning associated with PBL and STEAM</p>	<p>Supplies, \$2530 Title I</p> <p>Achieve 3000 Software, \$14675 Title I</p> <p>Chromebooks \$15,000 Title I</p> <p>Chromebook Carts, \$4800 Title I</p> <p>Instructional Coach Salary Title I</p>	<p><b>BCSS Indicators:</b> Curriculum, Instruction, and Assessment, Innovation and Technology Integration, Learning Supports for all students, College and Career Ready Students</p> <p><b>AdvancED:</b> 1.3, 2.6, 3.1, 3.2, 3.5, 3.12, 4.6, 4.7, 5.2,5.4</p> <p><b>GA Standards:</b> CS1, A4, I5, I8, I9, PL6, L4, PO1, FCE3, FCE4, SC\$, SC5</p>

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	<p>and weaknesses, goal setting, and analyzing progress</p> <p>5. 100% of Westside Middle School students will participate in the WMS STEAM Project-based Learning program to include a culminating project, a schoolwide STEAM day, and a STEAM parent night. Teacher will receive professional learning on planning for and implementing project-based learning.</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>&gt;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>Q4 The school provides meaningful ways for me to be actively involved in my child's academic progress (2016 Baseline: - 83.17%)</p> <p>Q5 I communicate with teachers at my child's school (Baseline - 77.22%)</p> <p>Q16: In the past year, I participated in a parent involvement activity, event, or program held at my child's school (Baseline 63.37%)</p>	<p>1. Establish a parent resource center to encourage and support parents in more fully participating in the education of their children.</p> <p>2. Maintain consistent parent communication via a variety of outlets (website, parentlink, parent portal)</p> <p>3. 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</p> <p>4. 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</p>	<p><b>Lead Captain: Principal,</b></p> <p>Assistant Principal,</p> <p>Instructional Coach,</p> <p>SILT Team</p>	<p>August 2016- March 2017</p>	<p>1. Parent resource center documents</p> <p>2. Website updates, Parentlink information, Parent Portal Participation</p> <p>3. PIC meeting minutes; Family Engagement Specialist time log or other documentation</p> <p>4. Parent Involvement Plan; Family and Community Engagement activities sign-in sheets, Family and Community Engagement activities calendar, Family and Community Engagement Activities Agendas, Photos and Videos of Family and Community Engagement Activities, Westside Ambassador meeting sign-in sheets</p>	<p><b>Leaders Demonstrate:</b> 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><b>Teachers Demonstrate:</b> Consistent and time-sensitive communication and participation in engaging with parents, families, and stakeholders in the educational program of WMS students</p> <p><b>Students Demonstrate:</b> 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 monitor the creation and continuation of the Parent Resource Center</p> <p>2. Captains will monitor the use of a variety of outlets to communicate with parents throughout the year through analyzing, Parent Portal and Parent Link Data</p> <p>3. Principal will meet with Family Engagement Specialist Weekly to monitor and supervise</p> <p>4. Captains will monitor the implementation of the Parent Involvement Plan</p>	<p>Supplemental Instructional Supplies, \$2530 Title I</p>	<p><b>BCSS Indicators:</b> Culture and Climate, Partnerships</p> <p><b>AdvancED:</b> 1.2, 2.5, 3.8, 4.4, 4.5, 5.5</p> <p><b>GA Standards:</b> CS3, I1, I6, L1, PO1, PO3, FCE1, FCE2, FCE3, FCE4, FCE5, FCE6, SC2, SC4, SC5</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>	<ol style="list-style-type: none"> <li>1. Plan for and implement a comprehensive Professional Learning Program with fidelity through the establishment of a WMS Professional Learning Community.</li> <li>2. All teachers will participate in at least one district Teacher Leader PLC and implement learned strategies in the classroom.</li> <li>3. Have representation from WMS to serve as district Teacher Leaders during the school year</li> </ol>	<p><b>Lead Captain:</b> <b>Instructional Coach,</b> Principal, Assistant Principal, SILT Team</p>	<p>August 2016- March 2017</p>	<ol style="list-style-type: none"> <li>1. Professional learning session sign-in sheets; Professional learning session agendas, PL Calendar, SILT Meeting Minutes, SILT Sign in sheets</li> <li>2. &amp;3 District Professional Learning registration forms; District Teacher Leader PLC presentations or other documents, Lesson plans, Informal Walkthrough Data, TKES observation data</li> </ol>	<p><b>Leaders Demonstrate:</b> 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><b>Teachers Demonstrate:</b> Reflective participation in all school-based Professional Learning Opportunities and inclusion of learned strategies into classroom instructional practice</p> <p><b>Students Demonstrate:</b> Increased academic achievement as a result of teacher involvement in professional learning opportunities.</p>	<p>Captains will monitor the fidelity of implementation of the School Improvement Plan on a weekly basis; Captains will ensure each teacher joins a district Teacher Leader PLC and WMS has representation serving as Teacher Leaders</p>	<p>Supplemental Instructional Supplies, \$2530 Title I</p> <p>Professional Learning Periodical, \$650 Title I</p> <p>Instructional Coach Salary Title I</p>	<p><b>BCSS Indicators:</b> Professional Learning, Human Resources</p> <p><b>AdvanceED:</b> 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><b>GASstandards:</b> 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			
<p>100% of teachers, as measured by the CNA teacher survey, will respond that they have opportunities to share ideas and collaborate with colleagues (2016 Agree/ Strongly Agree: 88.89%), and give input and play a part in the continuous improvement process (2016 Agree/Strongly Agree: 75%)</p> <p>WMS will have fewer than 320 ODRs and students will spend fewer than 320 days in ISS in FY 2017 (FY 2016 384 ODRs; 343.5 in ISS)</p>	<p>Establish roles and responsibilities within the SILT and SSL leadership teams ~The SSL team will focus on PBIS and RTI implementation within their respective grade level. ~Clear communication of roles of the SILT and SSL teams to faculty. ~All SILT members will participate in a book study of Leadership 101.</p> <p>Establish school norms for all grade levels in terms of daily school operations by creating a non-negotiables list to encourage consistency and to communicate school wide expectations; School-wide PL/Refresher on PBIS strategies and implementation.</p>	<p><b>Lead Captain:</b> <b>Assistant Principal,</b> Principal Instructional Coach, SILT Team, SSL Team</p>	<p>July/August-faculty PL / refresher on PBIS, &amp; clear communication of leadership roles to faculty. Ongoing monthly meetings starting in August 2016 through March 2017- SSL and SILT meetings</p> <p>Grade-levels will have meetings (some before preplanning) to discuss and plan for the coming year. Pre-planning meetings will set the stage for norms and non-negotiables on each grade-level August 2016- March 2017</p>	<p>Meeting minutes, PBIS presentations, RTI documents and meeting minutes, Roles and Responsibilities, Book Study presentations</p>	<p><b>Leaders Demonstrate:</b> Creation, leadership, and facilitation of SILT and SSL teams in ways that support the school improvement process and the importance of collaboration of all teachers in support of this process</p> <p><b>Teachers Demonstrate:</b> 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><b>Students Demonstrate:</b> Increased academic achievement as a result of participation in the programs supported through school improvement</p>	<p>Review non-negotiables as needed during grade level meetings</p> <p>Review and monitor PBIS and RTI data at grade level meetings</p> <p>Review teacher feedback for PL on PBIS and classroom management strategies.</p>	<p>Supplemental Instructional Supplies, \$2530 Title I</p>	<p><b>BCSS Indicators*:</b> Goal Area 3: Communications, Planning and Support</p> <p><b>AdvancED:</b> 1.1, 1.2, 2.5,5.5</p> <p><b>GA Standards:</b> PL2, SC1, SC2, L5</p>





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<p>100% of teachers participating in the WMS Mentor/Mentee program will rate the program as effective for their needs as based on the end of the year survey.</p>	<p>Mentor/mentee program participants will meet to provide instructional and classroom management support.</p> <p>~Mentors and administrators will review school-wide expectations and procedures with new teachers.</p> <p>~ Mentors and administrators will share classroom management and instructional best practices with teachers to facilitate professional growth</p>	<p><b>Lead Captain: Mentor/mentee facilitators;</b> Administrator; Instructional Coach, SILT Team</p>	<p>Pre-planning meeting(s); then bi-monthly meetings as scheduled on the Husky Howl. Regular survey data will be collected to gauge satisfaction and needs of mentees</p> <p>March 01, 2017 - end-of-year survey.</p>	<p>Mentor/mentee meeting minutes</p> <p>PBIS matrix and discipline flow chart</p> <p>Non-negotiables list</p>	<p><b>Leaders Demonstrate:</b> Facilitate Mentor/Mentee meetings</p> <p><b>Teachers Demonstrate:</b> Actively participate as members of the Mentor/Mentee program.</p> <p><b>Students Demonstrate:</b> Increased academic achievement in classes with 1st or 2nd year teachers</p>	<p>Review data from Mentor/Mentee surveys in order to modify content of PLC.</p>	<p>Instructional Supplies, \$2530 Title I</p> <p>Professional Learning Periodical, \$650 Title I</p> <p>Instructional Coach Salary Title I</p>	<p><b>BCSS Indicators:</b> Planning and Support, Communications</p> <p><b>AdvancED:</b> 3.7,</p> <p><b>GA Standards:</b> L8</p>
<p>WMS will decrease the number of students missing 6 or more days from 374 (2015) &amp; 372 (2016) to 350 students in 2017.</p>	<p>Establish a school wide student attendance incentive that will be celebrated monthly.</p> <p>~Prizes increasingly grow throughout the year, culminating in a trip to Stars and Strikes the last week of school for those with perfect attendance (per school district policy) selected by the principal.</p>	<p><b>Lead Captain: Counselor,</b> Instructional Coach, Principal, Assistant Principal, SSL Team</p>	<p>Pre-planning meeting to explain attendance for faculty and staff.</p> <p>PBIS team will meet during preplanning to create videos for student behaviors - one of which will include attendance and attendance rewards</p>	<p>Daily attendance records, Monthly attendance rewards (pictures, attendance lists)</p>	<p><b>Leaders Demonstrate:</b> Work with business partners to create incentives and rewards for new teachers and students. Monthly monitor student attendance and intervene accordingly</p> <p><b>Teachers Demonstrate:</b> Take accurate daily attendance. Participate in the RTI attendance protocol, calling to check-in on students who miss more than 5 days of school.</p> <p><b>Students Demonstrate:</b> Students will attend school and actively participate in the instructional program at WMS</p>	<p>Actively monitor student attendance data before students miss more than 6 days of school.</p> <p>Facilitate the district's attendance protocols in an effective manner.</p> <p>Monitor daily attendance data to ensure faculty and staff are taking attendance and that it is being reported correctly.</p>	<p>Supplemental Instructional Supplies, \$2530 Title I</p>	<p><b>BCSS Indicators*:</b> Planning and Support, Communications</p> <p><b>AdvancED:</b> 4.2</p> <p><b>GA Standards:</b> SC3</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
Data PLCs Teachers will meet with the Principal, Assistant Principal, and Instructional Coach once a week where they will begin the data team process. Through this process, Teachers will receive direct professional learning on identifying strengths and weaknesses, goal setting, and analyzing progress.	Principal Assistant Principal Instructional Coach	Tuesdays: Math and Science during planning Thursdays: ELA and SS during planning	Data Meeting Minutes and spreadsheets tracking student growth toward mastery.	The Data meeting plans will demonstrate how teachers: Plan on the back end Plan on the front end	Chart Paper, Markers Post-Its, Pens, Copy Paper  \$250, Title I
Vertical Content PLC Teachers will bring in two assessments they have used that month, one being their best and one being their worst. Teachers will vertically share ideas and strategies to help students achieve mastery.	Principal Assistant Principal Instructional Coach	First Wednesday of every month	Meeting Minutes and artifacts shared.	Meeting Minutes	
Co-Teaching PLC All teachers in a co-taught setting will belong to a co-teaching PLC. The goal of this PLC will be to maximize this setting for the benefit of all students.	Instructional Coach Sped Department Chair	July 26- Establishing Norms August: 22 September: 19 October 24 November 14 December 12 January 23 February 20 March 20 April 14 May 15	Lesson Plans and Meeting Minutes	Moore will meet with teachers during common planning to help assist teachers with the process as well as comment on lesson plans. Use of protocols for	





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PBIS	Assistant Principal Instructional Coach	July 26 and 27- Establishing Non Negotiables SSL Team will meet monthly to discuss PBIS and RTI. Monthly Faculty Meetings: Culture and Climate	Discipline Data	SSL Team will work with their grade levels and offer boosters to both faculty and students as needed.	Incentives, \$500, PTO 2 cases of pape, \$50, School General Budget
Mentor/Mentee Program To provide information, support, and encouragement for the success of educators new to the WMS family.	Principal Instructional Coach Teacher	August 4, 17, 31 September 14 October 18 November 15 December 13 January 17 February 21 March 21 April 11 May 16	Meeting Agendas	Needs Assessment Survey	New Teacher Welcome Materials \$100, School General Budget
Student Led Conferences	Instructional Coach Digital Coach	Grade Level Meeting Faculty Meeting	Teachers will participate in a 3 part PL 1. What is Student Led Conferencing- August 2. How to help students write their own goals- September 3. How to grow from the Goal setting process- October, November/December, January, February, March  How to create a digital portfolio.	Sign In Sheets Participation Percentages	





## Barrow County School System

Boldly Committed to Student Success

<p>Differentiation and Instructional Strategies</p>	<p>Instructional Coach Gifted Coordinator Sped Department Chair EL Teacher</p>	<p>PrePlanning: EL, Gifted, and SPED PL Wednesday Grade Level PL will alternate: Differentiation, Instructional Strategies, Assessment Strategies</p>	<p>Artifacts shared and Meeting Minutes</p>	<p>Lesson Plans Moore will comment on all Lesson Plans on Friday and Monday Mornings.</p>	
<p>PBL and STEAM</p>	<p>PBL Teams trained over summer</p>	<p>Faculty Meetings and Grade Level Meetings</p>			
<p>Technology The Technology team will meet monthly during first semester to prepare r to incorporate blended learning models in their instruction. During the second semester, the will work as teacher leaders and lead PLC's for other faculty members. 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>The digital coach will provide PL to the entire faculty sharing instructional strategies and tools to use in the classroom. The choice of PLCs will include blending learning, virtual reality, Google Classroom, online collaboration, etc.</p>	<p>Sign In Sheets Google Classroom Documentation Lesson Plan documentation of technology usage</p>	

