



# School Improvement Plan 2023 - 2024



## Barrow County Westside Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

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| District  | Barrow County  |
| School Name   | Westside Middle School   |
| Team Lead   | Albert Smith   |
| Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply) | Traditional funding (Federal funds budgeted separately)<br>'FUND 400' - Consolidation of Federal funds only<br>Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds |
| Select the Funds that the LEA anticipates will be consolidated                            | Title I, Part A<br>Title I, Part A Parent and Family Engagement set-aside<br>Title III, Part A, EL<br>Title IV, Part A   |

| Factors(s) Used by District to Identify Students in Poverty (Select all that apply) |   |
|---|---|
| <input checked="" type="checkbox"/>   | Free/Reduced meal application                                   |
| <input type="checkbox"/>  | Community Eligibility Program (CEP) - Direct Certification ONLY |
| <input type="checkbox"/>  | Other (if selected, please describe below)                      |

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Overarching Need # 1

#### Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Student achievement in Mathematics need to improve. Assessment data from MAP and GMAS indicates that a large percentage of the student population is not meeting their projected growth and/or are not proficient in the content.  |
| Root Cause # 1                                    | Common assessments are being given to students, however effective remediation and enrichment strategies are not utilized to inform instruction or provide constructive feedback that allows students to take ownership of their learning.  |
| Root Cause # 2                                    | In mathematics, there is a lack of consistency across grade levels regarding the utilization of research based instructional strategies.   |
| Goal  | <p>100% of students will meet their individual projected growth goals on the Math MAP assessment in Spring 2024.</p> <p>*In Spring 2023, 45.97% of students met their individual projected growth goals on the Math MAP assessment; 71.89% continued to show growth, regardless of whether or not they met their individual projected growth goal.</p> <p>The percentage of students performing at proficient and/or exemplary on the Math Milestone will move from 20.06% to 30%.</p> |

#### Action Step # 1

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| Action Step     | <p>All math teachers will complete professional learning on Building Thinking Classrooms in Mathematics and implement the strategies outlined in their classrooms with fidelity by the beginning of the spring semester. An observational rubric/checklist will be developed by the Math Vertical Team to assist with monitoring of implementation.</p> <p>Pre-Planning: Chapters 1-5<br/>             August-September: Chapters 6-7<br/>             October-November: Chapter 9<br/>             December: Chapter 10</p> |
| Funding Sources | Title I, Part A  |
| Subgroups       | <p>Economically Disadvantaged<br/>             Foster<br/>             Homeless<br/>             English Learners<br/>             Migrant<br/>             Race / Ethnicity / Minority<br/>             Student with Disabilities<br/>             N/A<br/>             Immigrant</p>   |

Action Step # 1

|                                      |  |
|--------------------------------------|--|
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Instructional Rounds<br>Grade Level PLC Meetings<br>Coaching Cycles<br>Lesson Plans<br>TKES Ratings and Conferences<br>School-Wide Protocol/Rubric |
| Method for Monitoring Effectiveness  | MAP Data<br>Milestones Data<br>Grade-level formative and summative assessments   |
| Position/Role Responsible            | Admin: Smith/Manning<br>IC: Gamblin<br>Vertical Lead: Lancaster<br>Identified Grade-Level Leads  |
| Timeline for Implementation          | Monthly  |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 2

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| Action Step     | Formative will be utilized to provide common assessments that can be analyzed by vertical and grade-level PLCs. All content areas will follow a teach-assess-remediate/enrich process to ensure that class time is maximized.<br>Formative Training (August)<br>Vertical development of PLC common assessment expectations in Social Studies and Science (August-September)<br>Deconstruction of standards to ensure that DOK levels are appropriately matched to the curriculum (Weekly in PLCs when planning for instruction and assessment) |
| Funding Sources | Title I, Part A  |
| Subgroups       | Economically Disadvantaged<br>Foster   |

Action Step # 2

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| Subgroups                            | Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>N/A<br>Immigrant                |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Grade Level PLCs – All Content Areas<br>Coaching Cycles<br>Lesson Plans<br>TKES Ratings and Conferences<br>School-Wide Protocol/Rubric |
| Method for Monitoring Effectiveness  | MAP Data<br>Milestones Data<br>Grade-level formative and summative assessments   |
| Position/Role Responsible            | Admin: Smith/Manning<br>IC: Gamblin<br>Vertical Lead: Lancaster<br>Identified Grade-Level Leads  |
| Timeline for Implementation          | Monthly  |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Student achievement in Reading needs to improve. Assessment data from MAP and GMAS indicates that a large percentage of the student population is not meeting their projected growth and/or are reading below grade level.   |
| Root Cause # 1                                    | Teachers of non-ELA subject areas do not currently possess the knowledge of research-based instructional strategies that can be utilized in their specific content areas to improve literacy.  |
| Root Cause # 2                                    | There is not a consistent writing practice or expectation being utilized across all grade levels and content areas at WMS.   |
| Goal  | <p>100% of students will meet their individual projected growth goals on the Reading MAP assessment in Spring 2024.</p> <p>*In Spring 2023, 53.25% of students met their individual projected growth goals on the Reading MAP assessment; 68.34% continued to show growth, regardless of whether or not they met their individual projected growth goal.</p> <p>The percentage of students achieving at proficient and/or exemplary on the Language Arts Milestone will move from 27.61% to 38%.</p> |

Action Step # 1

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| Action Step     | <p>Teachers will utilize research-based comprehension strategies from the book Strategies that Work – High Impact Reading Strategies across all content areas. Professional learning on the strategies listed below will be provided by the Instructional Coach, ELA Vertical Lead, and ELA Grade Level Content Leads:</p> <p>Activation of Background Knowledge (August – Mid-September)<br/>                     Questioning (Mid-September/October)<br/>                     Visualizing and Inferring (November/December)<br/>                     Determining Importance in Text (Nonfiction) (January/February)<br/>                     Synthesizing (March/early April)</p> <p>PL sessions will be developed with the Instructional Coach and ELA leads. After each PL session, teachers will implement strategies and they will be supported in coach cycles.</p> |
| Funding Sources | Consolidated Funding   |
| Subgroups       | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities  |

Action Step # 1

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| Subgroups                            | Immigrant  |
| Systems                              | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation | Instructional Rounds<br>Literacy Team – Monthly Meetings<br>Grade Level PLCs – All Content Areas<br>Coaching Cycles<br>Lesson Plans<br>TKES Ratings and Conferences<br>School-Wide Protocol/Rubric |
| Method for Monitoring Effectiveness  | MAP Data<br>Milestones Data<br>HMH Data<br>Grade-level formative and summative assessments   |
| Position/Role Responsible            | Admin: Smith/Manning/Hoag<br>IC: Gamblin<br>Vertical, Content Leads  |
| Timeline for Implementation          | Monthly  |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 2

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| Action Step | Develop and implement consistent processes, procedures, and instructional strategies for writing instruction across the curriculum.<br>Use of Daily Grammar Practice in all ELA classes.<br>Utilization of specific strategies outlined in the What Works Clearing House Practice Guide: Teaching Secondary Students to Write Effectively Model-Practice-Reflect Instructional Cycle (August-October)<br>Integrating reading and writing to emphasize key writing features (November-January)<br>Assessing student writing to inform instruction and feedback (February-April)<br>Student writing samples will be collected monthly in all content areas to be shared at Student Led Conferences in October and March and reviewed in PLCs to inform |
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Action Step # 2

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| Action Step                          | instruction.   |
| Funding Sources                      | Consolidated Funding   |
| Subgroups                            | Economically Disadvantaged<br>Foster<br>Homeless<br>English Learners<br>Migrant<br>Race / Ethnicity / Minority<br>Student with Disabilities<br>Immigrant   |
| Systems                              | Coherent Instruction<br>Professional Capacity  |
| Method for Monitoring Implementation | Instructional Rounds<br>Literacy Team – Monthly Meetings<br>Grade Level PLCs – All Content Areas<br>Coaching Cycles<br>Lesson Plans<br>TKES Ratings and Conferences<br>School-Wide Protocol/Rubric |
| Method for Monitoring Effectiveness  | MAP Data<br>Milestones Data<br>HMH Data<br>Grade-level formative and summative assessments   |
| Position/Role Responsible            | Admin: Smith/Manning/Hoag<br>IC: Gamblin<br>Vertical, Content Leads  |
| Timeline for Implementation          | Monthly  |

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| What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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### 3. REQUIRED QUESTIONS

#### 3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

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| <p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p> | <p>The first phase of plan development occurred during post-planning. WMS Administration met with the school leadership team to complete a Comprehensive Needs Assessment based on the previous school year. Additionally, the 2022-2023 SIP was reviewed and areas of strengths and weaknesses were identified. In the following weeks, Administration and the Instructional Coach met to review feedback from the leadership team and draft the SIP for 2023-2024. Feedback and suggestions were sought from district representatives and the plan was made more specific.</p> |
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| <p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p> | <p>WMS strives to hire teachers that are in-field and effective. A partnership has been established with the BCSS HR department to ensure this occurs.</p> |
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| <p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p> | <p>ad;flkj</p> |
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| <p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria</p> | <p>adf;lkjfad</p> |
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| to rank all students. |  |
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### 3. REQUIRED QUESTIONS

#### 3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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| <p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p> | <p>N/A</p> |
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| <p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p> | <p>The WMS counseling department, in collaboration with school administrators and high school representatives, works diligently throughout the year to ensure an effective transition from middle to high school. The following is done:</p> <ul style="list-style-type: none"> <li>● GCIS/BRIDGE activities</li> <br/> <li>● Reality Check Inventory</li> <br/> <li>● Individual Graduation Plan on GCIS</li> <br/> <li>● Save Three Careers to GCIS portfolio</li> <br/> <li>● Complete in Social Studies</li> <br/> <li>● Provide teachers with a checklist/how-to document at the beginning of the year (counselors)</li> <br/> <li>● TAA activities</li> <br/> <li>● Career Interest Inventory/Pathways Selection</li> <br/> <li>● Selection of HS electives and alternates using BCSS Program of Study and Career Planning Guide</li> <br/> <li>● Update videos, or have high school students attend to speak about pathways</li> <br/> <li>● Tour of AHS/Sims/Lanier Tech</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>● Dual Enrollment presentation</li> <li>● HS and Career focused activities in connections</li> <li>● COW Day</li> <li>● Virtual job shadow (Career Explorations)</li> <li>● Scheduling- 8th-grade teachers work students to make schedule recommendations and communicate recommendations to parents</li> <li>● Assist HS with communicating important transition events, meetings, etc</li> </ul> |
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| 7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students. | WMS is a PBIS school and will continue to emphasize the reinforcement of positive behaviors in the classroom and school community. We actively teach appropriate behaviors and work to build student capacity to make appropriate choices. In the 2023-2024 school year, we will be utilizing Character Strong (as determined by district leadership) in our "Husky Huddles" (Homebase). |
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ADDITIONAL RESPONSES

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| 8. Use the space below to provide additional narrative regarding the school's improvement plan. |  |
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