



School Improvement Plan 2019 - 2020



**Bartow County
Woodland Middle School at Euharlee**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Bartow County
School Name	Woodland Middle School at Euharlee
Team Lead	Hope McCauley

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

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 checked="" type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Based on the 2019 Georgia Milestones Mathematics End of Grade and End of Course tests, 24% of the students at WMS were performing at the Beginning Learner Category (Level 1). The subgroups of SWD and ED percentages were higher at the Beginning Learner level than the schoolwide 24% average. This deficiency needs to decrease at the Beginning learner category. SWD at the beginning learner level were at 68%. ED students at the beginning learner level were at 33%.
Root Cause # 1	Many students have gaps in skills, and this significantly impacts them when dealing with new curriculum.
Root Cause # 2	There is an inconsistency in pacing due to the numerous standards and making sure that students grasp these skills.
Root Cause # 3	In previous years, the curriculum has been set up to emphasize all standards. There has been a lack of understanding in how to identify and deconstruct the essential standards.
Root Cause # 4	As mentioned in root causes 1 and 2, due to pacing and not identifying essential standards, teachers have limited time to remediate skills when students do not ascertain the material.
Goal	Increase the percentage of all students scoring in the Proficient and/or Distinguished category in math on the Georgia Milestones End of Grade and End of Course tests to 41%.

Action Step # 1

Action Step	Provide teachers with the county and state pacing guides and deconstruct and prioritize standards. We also will identify the needs and skills within the classroom and set the pacing accordingly.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Collaborative meeting minutes, lesson plan
Position/Role Responsible	Instructional lead teacher, administrators, content teachers
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	
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Action Step # 1

What partnerships 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

Action Step	Deconstruct standards, identify essential standards, and prioritize remaining standards as needs to know vs. nice to know.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Method for Monitoring Lesson plans, collaborative planning meetings
Position/Role Responsible	Instructional lead teachers, administrators, math teachers
Timeline for Implementation	Weekly

What partnerships 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 # 3

Action Step	Create a schedule which allows for remediation and enrichment. Locate content teachers within a close proximity so that remediation and enrichment can occur during a normal class period.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Common formative assessments
Position/Role Responsible	Instructional lead teacher, building administrators, teachers
Timeline for Implementation	Weekly

What partnerships 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 # 4

Action Step	Create a remediation and enrichment period so gaps can be addressed. Also, a connections math class will use the ILearn, a research based online remediation program, to support struggling students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A

Action Step # 4

Systems	Effective Leadership
Method for Monitoring Implementation and Effectiveness	Benchmarks for I-Learn, common formative assessments
Position/Role Responsible	Math teachers, connection math teacher, instructional lead teacher, administrators
Timeline for Implementation	Weekly

What partnerships 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 # 5

Action Step	Integrating literacy and all content areas into math content through Project Based Learning (PBL).
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Lesson Plans and TKES Observations
Position/Role Responsible	Instructional Lead Teacher, Building Administrators, and Math Teachers
Timeline for Implementation	Weekly

What partnerships 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 # 6

Action Step	Utilize benchmarks and common formative assessment data to determine student growth and students who may need additional support. Based on this data, provide extra support through iLearn, and Moby Max.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Benchmark, CFAs, iLearn, and Moby Max Data
Position/Role Responsible	Instructional Lead Teacher, Building Administrators, Connections Math Teacher, Student Support Teachers, and Math Teachers
Timeline for Implementation	Weekly

What partnerships 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 # 7

Action Step	Pursue system level STEM certification.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Professional Capacity

Action Step # 7

Method for Monitoring Implementation and Effectiveness	Benchmark, CFA, iLearn, and Moby Max Data
Position/Role Responsible	Content Area Teachers, Instructional Lead Teacher, and Building Administrators,
Timeline for Implementation	Weekly

What partnerships 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

Overarching Need as identified in CNA Section 3.2	Based on our local school needs assessment, 22% of our students were considered beginning learners on the 2019 English Language Arts EOG and 31% of students performed below grade level on the reading portion of the 2019 English Language Arts EOG. Based on this data source, it is evident that a significant number of WMS students are reading below grade level and need intensive instruction in vocabulary acquisition and reading strategies across all content areas.
Root Cause # 1	Lack of intense instruction in vocabulary acquisition impacts students' lexile levels.
Root Cause # 2	There is not a focus on reading strategies in all content areas.
Root Cause # 3	Independent reading requirements are inconsistent between grade levels and content areas.
Root Cause # 4	The skill of being able to effectively analyze a question is difficult for some students and needs to be an area of focus.
Goal	Increase the percentage of all students who meet or exceed grade appropriate proficiency Lexile measures on the Georgia Milestones End of Grade assessment to 72%.

Action Step # 1

Action Step	Use NewsELA and ReadWorks as resources in all content areas (including connections).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	NewsELA data, lesson plans, TKES observations
Position/Role Responsible	Instructional Lead Teacher, teachers, administrators
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations,	
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Action Step # 1

What partnerships 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

Action Step	Use NewsELA and ReadWorks as resources in all content areas (including connections). Train all teachers in regards to effective reading strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Lesson Plan, TKES Observations, NewsELA data
Position/Role Responsible	Instructional Lead Teacher, Building Administrators, and Teachers
Timeline for Implementation	Weekly

What partnerships 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 # 3

Action Step	As an ELA department, meet to determine common independent reading expectations. These will be consistent by grade level. Determine teacher expectations during independent reading times.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Student conferencing, book activities
Position/Role Responsible	ELA department, instructional lead teacher, administrators
Timeline for Implementation	Weekly

What partnerships 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 # 4

Action Step	Model analysis of questions in the ELA classroom, and train all teachers to model these skills.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction

Action Step # 4

Method for Monitoring Implementation and Effectiveness	Lesson plans, TKES observations, meeting minutes
Position/Role Responsible	Instructional Lead Teacher and Teachers
Timeline for Implementation	Weekly

What partnerships 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 # 5

Action Step	The ILT will sort and organize data from a variety of sources including Milestones, SRI, Write Score, etc.. to aid teachers in identifying students that will need additional support to master the essential standards and to help collaborative teams develop overall SMART goals. The ILT will assist in diaggregating data to help collaborative teams determine if they have met their identified SMART goal and to identify next steps. This will be completed prior to teacher pre-planning and after teacher post-planning.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	SRI, Write Score and Milestones Data
Position/Role Responsible	Instructional Lead Teacher and Teachers
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a	
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Action Step # 5

<p>What partnerships 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)?</p>	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<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) was accomplished.</p>	<p>We have developed, and will revise yearly, our School-wide/School Improvement plan with the assistance of individuals (students, staff, community members, and parents) who will participate in carrying out our comprehensive school improvement plan. The School-wide Planning Committee began the process of school improvement plan development by examining our previous year's plan for effectiveness and data such as demographics, summative test data, and surveys. The committee identified the areas of weakness and constructed SMART goals for the improvement plan. Committee members shared their work with school stakeholders, gathering input and suggestions. They then identified strategies that would assist WMSE in meeting the goals. At each step, all stakeholders were given the opportunity to provide input, feedback, and suggestions. Parents were invited to participate in the school improvement process, via an invitation sent to every parent in mid-May to attend the Title I Planning Meeting which was scheduled for June 12, 2019. At this meeting the previous year's parent involvement plan and compact was revised based on a review of current data including survey results, workshop evaluations, and the Parent Involvement Report Card.</p>
<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>Teacher effectiveness is evaluated based on classroom observation, common assessments and student growth data. At the school level administrators are able to access multiple years of data for teachers assigned to the school through the LDS and the TKES platform. In addition to these resources, the school administrators will use the information provided by the Educator Equity Support Network, which was launched by the US Department of Education in July 2014. This technical assistance network provides support to states and districts in developing and implementing their plans to ensure all students have access to great educators by providing Educator Equity profiles.</p>
<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>We provide activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Examples of these activities are as follows:</p> <ul style="list-style-type: none"> ● Connections classes for Reading, Writing, and Math enrichment for identified students. ● Additional time before and after school for instructional assistance ● MTSS (RTI) strategies and interventions ● Universal screeners ● Other assessments such as framework benchmarks

<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>Interventions currently in place for Language Arts and Math include Read 180, System 44, iPass math and Instructional Extension. A variety of assessment data (diagnostic, formative, summative) is used to identify students in need of an intervention and to monitor their progress while participating in an intervention program. Assessment data is used establish a baseline of student performance, to plan and adjust differentiated instruction, to evaluate student progress, and to provide students and parents with feedback.</p> <p>Additional Math and Language Arts support classes are available for identified students during connections. Before and after school tutoring is provided to students in all subject areas, Technology Training, Curriculum Planning system-wide in Math, Language Arts, Science and Social Studies for Differentiation of Instruction and Assessment. Collaborative Planning for Common Unit and Assessment development at the school level with Instructional Lead Teacher. Continuous professional learning throughout the year shall be provided by our Instructional Lead Teacher to help teachers increase their capacity to incorporate data into their instructional planning and to work collaboratively to identify relevant data they can use to provide timely and constructive feedback to students and parents.</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 to rank all students.</p>	<p>n/a</p>
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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>We provide activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Examples of these activities are as follows:</p> <ul style="list-style-type: none"> ● Connections classes for Reading, Writing, and Math enrichment for identified students. ● Additional time before and after school for instructional assistance ● MTSS strategies and interventions ● Universal screeners ● Other assessments such as framework benchmarks <p>Interventions currently in place for Language Arts and Math include Read 180, System 44, iPass math and Instructional Extension. A variety of assessment</p>
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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>data (diagnostic, formative, summative) is used to identify students in need of an intervention and to monitor their progress while participating in an intervention program. Assessment data is used to establish a baseline of student performance, to plan and adjust differentiated instruction, to evaluate student progress, and to provide students and parents with feedback.</p> <p>Additional Math and Language Arts support classes are available for identified students during connections. Before and after school tutoring is provided to students in all subject areas, Technology Training, Curriculum Planning system-wide in Math, Language Arts, Science and Social Studies for Differentiation of Instruction and Assessment. Collaborative Planning for Common Unit and Assessment development at the school level with contracted Instructional Lead Teachers. Continuous professional learning throughout the year is provided by our two part-time Instructional Coaches to help teachers increase their capacity to incorporate data in their instructional planning. Teachers and Coaches work collaboratively to identify relevant data they can use to provide timely and constructive feedback to students and parents.</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>WMS students participate in advisement activities throughout 6, 7, and 8th grades receiving lessons on career exploration, problem solving, decision making, goal setting, conflict resolution, limits and rules, time management, and communication. In addition, they rotate through elective or connections classes that introduce them to various career options. These connections classes include Career exploration, business and computers, physical education, and fine arts (Band, Chorus, and Art). As part of their Career Classes they explore various careers, take interest inventories, and develop a four-year plan for completing high school with their anticipated career in mind. Pathways covered include information on the Move on When Ready program available at the College and Career Academy and information on Dual Enrollment with nearby colleges like Georgia Highlands. Students can also access information from potential employers through the College and Career Academy, who has partnered with employers to train students with skills in high demand.</p> <p>In addition, all 8th graders have an orientation to high school with WHS Counselors and Administrators, before completing their registration for WHS. 8th graders and their parents are invited to attend an orientation session at WHS during the spring. During their visit they tour the school, ask questions of student mentors, and meet with teacher advisors to discuss graduation requirements, required and elective classes and other pertinent issues related to high school.</p>
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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.

Implement PBIS (Positive Behavior Intervention and Support) flowchart. This is a guide for teachers to determine if behavior issues should be classroom-managed or office-managed. The emphasis is on managing behavior fairly and consistently within the classrooms.

- Minor incident reports that lead to office referrals will be based on a 9-week period rather than a semester long period. Five incident reports per nine weeks will lead to an office referral rather than seven incident reports per semester leading to an office referral.
- House systems have been established to create a positive environment and promote a school culture that emphasizes a team-orientated climate.
- Create engaging classroom environments to limit the amount of off-task and negative behavior.
- Develop positive relationships with students to promote positive behavior.
- Teach expected behaviors to ensure consistency.

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ADDITIONAL RESPONSES

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