

APPLING MIDDLE SCHOOL
3700 Appling Road
Bartlett, TN 38133



SCHOOL IMPROVEMENT PLAN SUMMARY

2019-2020

Dr. Keshia McMickens, Principal
Mr. Thomas Lukas & Mrs. Hilda Taylor, Assistant Principals
“EXCELLENCE, EVERYBODY, EVERYDAY”

Literacy 6-8

District Goal: By spring 2020, we will increase the percentage of students scoring on track or mastered in K-12 literacy. BCS will continue the follow-up of the Instruction Partners 6-12 walk throughs and K-2 Read to Be Ready implementation. An emphasis will shift to 3-5 with Instruction Partners literacy learning walks and the Learn Zillion curriculum. School Goal: By spring 2020, Appling Middle School will increase the percentage of students scoring on track or mastered in 6-8 literacy. Appling will continue the follow-up of the Instruction Partners 6-8 walk throughs as well as the supported implementation of the Learn Zillion curriculum.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Maintain implementation of Learn Zillion units in 6-8. District Goal: Implementing new, high quality Learn Zillion unit materials in grades 3-9 will ensure that all students have access to the resources and practices they need to be proficient. Continuing to fund early literacy coaches and ensuring that they spend 60% of their time training teachers will emphasize the importance of early literacy instruction. School Goal: Implementing new, high quality Learn Zillion unit materials in grades 6-8 will ensure that all students have access to the resources and practices they need to be proficient.</p> <p>Benchmark Indicator District and school common assessments will provide a measure of success in meeting and exceeding state standards embedded within the Learn Zillion curriculum. Teacher perception of new curricula will be collected via survey to guide future professional development opportunities.</p>	<p>Implementation of New Curriculum Implementation of New Curriculum: Engaging educators to review instructional materials for alignment to district priorities. Modeling LZ curricular tasks, followed by walk throughs, to ensure fidelity of implementation.</p>	<p>Dr. Keshia McMickens (Principal)</p>	<p>03/31/2020</p>		
	<p>Planning for and facilitating ongoing professional learning for teachers related to new instructional materials, as gleaned from core action steps. Planning for and facilitating ongoing professional learning for teachers related to new instructional</p>	<p>Hilda Taylor (Assistant Principal)</p>	<p>02/28/2020</p>		

	<p>materials, as gleaned from core action steps:Engage teachers in modeled instruction by an Instruction Partners leader, using the LZ materials.Engage administration in walk-throughs and data reflections that produce action steps.</p>				
	<p>Ensure teachers have the texts and resources needed to implement LZ units on the timeline provided. Ensure teachers have the texts and resources needed to implement LZ units on the timeline provided:Upload, monitor, and adjust curriculum documents with teacher and student resources.Student work will be collected and reviewed during PLCs to determine standards alignment and appropriate rigor.</p>	<p>Morgan Smith (Instructional Facilitator)</p>	<p>12/01/2019</p>		
<p>Partner with an outside consultant for instructional feedback. District Goal: Instruction Partners has been a partner with BCS since 2017-18. The partnership began with an emphasis in high school with literacy walk throughs. The partnership expanded in 2018-2019 to include 6-8 literacy walk throughs and data feedback with principals. Beginning in 2019-2020, the partnership will expand to learning walks and data feedback in grades 3-5. School Goal: Instruction Partners has been a partner with BCS since 2017-18. The partnership began with an emphasis in high school with literacy walk throughs. The partnership expanded in 2018-2019 to include 6-8 literacy walk throughs and data feedback with principals.</p> <p>Benchmark Indicator Instruction Partners walk-through follow up: Walk-throughs occurred on campus during the 2018-2019 school year. A data collection and needs assessment was provided to principals. Action steps (with an ELA reflection tool) were developed and conversations will continue on</p>	<p>Engage teachers and building level administrators in professional learning. Engage teachers and building level administrators in professional learning:The Instruction Partners ELA Lead will model a LZ lesson for teachers and administrators.Professional learning opportunities will be provided as flex credits throughout the year to ensure that instruction and assessments are aligned to the rigor and demand of the standards and curriculum.</p>	<p>Thomas Lukas (Assistant Principal)</p>	<p>05/01/2020</p>		

<p>campus regarding the implementation of the LZ materials.Scores for alignment of materials and level of student mastery will increase, as evidence by IPG data collections.</p>					
	<p>Promote conversations within PLCs. Promote conversations within PLCs:Conversations surrounding Instruction Partners' findings and feedback with occur during PLC time, providing teachers with actionable feedback and resources to use within the classroom.</p>	<p>Morgan Smith (Instructional Facilitator)</p>	<p>05/01/2020</p>		
<p>Prepare to implement new high-quality assessments. District Goal: In the gap prior to implementing Learn Zillion, assessments were neither selected nor organized to support the teacher and student resources.School Goal: The implementation of Performance Matters will sustain school-based assessments that align to TNReady assessments.</p> <p>Benchmark Indicator District and school common assessments will provide a measure of success in meeting and exceeding state standards within the Learn Zillion curriculum.Student work aligns to the expectations of the standards and is compared to final assessments during weekly PLCs.</p>	<p>Form assessment committee. Form assessment committee:Teachers were selected (via submitted applications) over the summer to create assessments. Teachers were trained in standards alignment and appropriate levels of rigor.</p>	<p>Teaching and Learning Department</p>	<p>08/01/2019</p>		
	<p>Create standards aligned common unit assessments. Create standards aligned common unit assessments:Teachers will participate in professional learning that focuses on effective assessment design and practices.Assessments will be on par with the rigor and demand of the TNReady assessment.</p>	<p>Teaching and Learning Department</p>	<p>08/01/2019</p>		
	<p>Administer Assessments. Administer Assessments:Within PLCs, teachers will be given assessment windows in which to administer the district assessments within</p>	<p>Morgan Smith (Instructional Facilitator)</p>	<p>05/01/2020</p>		

	Performance Matters. Analysis of student work will ensure alignment.				
Math 6-8 District Goal: By spring 2020, we will increase the percentage of students scoring on track or mastered in K-12 math. We will meet the AMOs for each grade band as well as lessen the achievement gap between all students and students with disabilities. School Goal: By spring 2020, we will increase the percentage of students scoring on track or mastered in 6-8 math. We will meet the AMOs for each grade band as well as lessen the achievement gap between all students and students with disabilities.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
Implementation of Go Math curriculum. Implementing new, high quality materials in grades 6-8 will ensure that all students have access to the resources and practices they need to be proficient. Benchmark Indicator Surveys will be collected in December and May to reflect teacher feedback on curriculum and professional learning. Surveys will be administered and compiled by AMS school administrators, with findings guiding further professional development. Student work samples will be monitored in weekly PLC meetings to determine if curriculum is being implemented appropriately.	Implementation of New Curriculum. Implementation of New Curriculum: Engage educators in reviewing instructional materials for alignment to state standards. Conduct walk throughs to ensure fidelity of implementation.	Hilda Taylor and Thomas Lukas (Assistant Principals)	02/28/2020		
	Provide ongoing professional development for teachers related to instructional materials and their use. Provide ongoing professional development for teachers related to instructional materials and their use: Engage teachers in effectively modeled instruction by a lead teacher using the Go Math textbook and materials. Facilitate reflection on data and strategies that direct teachers toward increased effectiveness.	Dr. Keisha McMickens (Principal), Morgan Smith (Instructional Facilitator), and teachers (as selected)	04/30/2020		
Conduct walk throughs for instructional feedback. Instruction Partners has been a partner with BCS since 2017-18. The partnership began with an	Engage teachers in professional training. Engage teachers in professional training: Implement a "Train the Trainer" model from the standards bootcamp provided by Instructional	Dr. Keisha McMickens (Principal), Thomas Lukas	03/31/2020		

<p>emphasis in high school with math walk throughs. The partnership expanded in 2018-2019 to include 6-8 math walk throughs and data feedback with principals.</p> <p>Benchmark Indicator Feedback from 2017-2018 walk throughs conducted by Instructional Partners will be used to support school level learning walks. Based on the data collection and needs assessment, administrators will continue to model the walk throughs each semester and provide feedback to teachers regarding implementation of the math curricula. Application of feedback will be evidenced in teacher observations and PLC documentation.</p>	<p>Partners Teachers will implement Go Math lessons through ongoing professional learning opportunities and collaboration during PLCs.</p>	<p>(Assistant Principal), and Hilda Taylor (Assistant Principal)</p>			
	<p>Conduct math walk throughs to ensure instruction and student work align with the expectation of standards. Conduct math walk throughs to ensure instruction and student work align with the expectation of standards: Math walk throughs by building level administrators, as modeled by Instructional Partners, will occur. Feedback will include a data debrief with teachers on findings as related to core actions.</p>	<p>Keshia McMickens (Principal), Thomas Lukas (Assistant Principal), Hilda Taylor (Assistant Principal)</p>	<p>04/03/2020</p>		
<p>Provide all math teachers with content professional development as well as extended training on classroom differentiation. In order to lessen the gap between all students and students with disabilities, professional development will be offered to ensure that the special education teacher is able to do the math as well as differentiate the material for multiple learning styles and levels. Improving the quality of classroom differentiation will also strengthen instruction for Tier 1 students.</p> <p>Benchmark Indicator Performance Matters (formerly PowerSchool</p>	<p>Provide professional learning in content area for grades 6-8. Provide professional learning in content area for grades 6-8: Instructional Facilitator will provide learning opportunities during scheduled PLC meetings. Professional learning using researched based strategies for classroom differentiation will be provided during scheduled faculty meetings.</p>	<p>Hilda Taylor (Assistant Principal) and Morgan Smith (Instructional Facilitator)</p>	<p>09/06/2019</p>		

<p>Assessment) is used twice a year to monitor student progress. These two benchmarks will be used to track progress of students with disabilities. Special Education teachers will build content knowledge needed to successfully co-teach in the math classroom. Teacher observations will reflect growth in content area. Student work will align to the expectation of standards, with weekly PLC meetings noting student progress.</p>					
	<p>Co-teachers will attend state offerings alongside of their regular education teachers. Co-teachers will attend state offerings alongside of their regular education teachers: SPED co-teachers and general education teachers will attend professional learning opportunities as provided by the state.</p>	<p>TDOE Content Coaches</p>	<p>07/31/2019</p>		
	<p>Provide teachers with video captures to extend professional learning. Provide teachers with video captures to extend professional learning: Math teachers will be provided access to videos on classroom differentiation for viewing and reflecting. Lead teachers will record instructional segments which feature classroom differentiation.</p>	<p>Thomas Lukas and Hilda Taylor (Assistant Principals), Morgan Smith (Instructional Facilitator)</p>	<p>01/31/2020</p>		

Chronic Absenteeism
School Goal: By spring 2020, we will decrease the percentage of all students who are Chronically Out of School at Appling Middle School.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>Implementation of focused outreach to parents. Focusing on parental awareness and support will serve to inform parents of the benefits of daily school attendance and bridge attendance concerns between home and school.</p> <p>Benchmark Indicator</p>	<p>Provide communication to parents advocating daily school attendance. Provide communication to parents advocating daily school attendance: Blackboard Connect will spotlight attendance as a major goal for school improvement. The messages will convey the benefits and importance of daily school</p>	<p>Dr. Keshia McMickens (Principal), Amy Pintchuck and Tameka Nelson (Counselors)</p>	<p>04/30/2020</p>		

<p>School to home communication regarding benefits of daily school attendance will be documented in emails, blackboard connect and counselor notes. Student attendance rates will reflect increased attendance.</p>	<p>attendance. Counselor notes will be sent to parents with information regarding the importance of attendance. Counselor notes will include a "Contact Me" feature where parents are invited to seek assistance with school attendance, if needed.</p>				
	<p>Garner parental support with student attendance. Garner parental support with student attendance: Provide learning opportunities for parents who may need extra support in motivating children to improve upon school attendance. Provide parents and families with support from school social worker, as needed.</p>	<p>Dr. Keshia McMickens (Principal), Amy Pintchuck and Tameka Nelson (Counselors)</p>	<p>04/30/2020</p>		
	<p>Engage parents for student success. Engage parents for student success: Plan and invite parents to high-appeal activities that attract parents to the school and build their connections with the faculty and staff. Provide a welcoming environment where parents feel comfortable coming to the school and interacting with the faculty and staff.</p>	<p>Dr. Keshia McMickens (Principal) and Hilda Taylor (Assistant Principal)</p>	<p>01/06/2020</p>		
<p>Implementation of school incentives. Faculty will motivate students to attend school, providing consistent incentives to students.</p> <p>Benchmark Indicator Students will manifest positive attitudes about school attendance. Daily Attendance Reports will reflect more consistent attendance for all students.</p>	<p>Consistent and timely use of incentives. Consistent and timely use of incentives: Review PBIS program with faculty and staff, placing focus on the need to establish and maintain regular monitoring. Engage teachers in positive ways to incentivize students individually and collectively to the benefit of all students. Establish timelines for providing incentives.</p>	<p>Thomas Lukas (Assistant Principal)</p>	<p>09/30/2019</p>		
	<p>Expand types of incentives for greatest impact. Expand types of incentives for greatest impact: Survey students to determine the types of incentives they find motivating. Intentionally include non-tangibles as incentives for motivating students. Seek out community partnerships/supporters who may assist in providing incentives for students.</p>	<p>Thomas Lukas (Assistant Principal)</p>	<p>09/30/2019</p>		

<p>Assemble a school attendance improvement team Assemble school team to assume leadership of attendance improvement. Team will consist of administrators, counselors, teachers and parents; team will oversee and direct actions for increasing school attendance.</p> <p>Benchmark Indicator Attendance patterns for identified students will show improvement.</p>	<p>Identify students at risk of being chronically out of school. Identify students at risk of being chronically out of school:Engage counselors in using data to locate students who were Chronically Absent for the 2018-2019 school year.Prioritize concerns with at-risk students based upon number of days absent.Work with identified students to increase support and build school engagement.</p>	<p>Amy Pintchuck and Tameka Nelson (Counselors)</p>	<p>09/16/2019</p>		
	<p>Assign homeroom check points for at-risk students. Assign homeroom check points for at-risk students:Homeroom teachers will notify grade level counselor when an at-risk student misses school.Counselors will note absences and engage students and parents, per directives of Attendance Initiative Team.</p>	<p>Amy Pintchuck and Tameka Nelson (Counselors)</p>	<p>04/03/2020</p>		
	<p>Assemble attendance initiative team. Assemble attendance initiative team:Conduct faculty meeting with the purpose of sharing school needs, highlighting school attendance data.Share research on impact of school attendance.Solicit volunteers who will collaborate to find solutions.</p>	<p>Hilda Taylor (Assistant Principal)</p>	<p>08/30/2019</p>		