



Step 1: Review 16-17 School Imp. Plan Reflection

Step 2: Executive Summary

Step 3: School Improvement Plan

___ CCPRI Goal

___ Academic/Instructional Goal

___ Climate Goal

Step 4: Continuous, Job-Embedded Prof. Learning Plan

Step 5 (End of the Year): 17-18 School Imp. Plan Reflection

Step 6: Data Team Reflection

2018 Executive Summary

Continuous Improvement Goals	Learner Profile (Check all that apply)		Support from FCS Depts.* (List all that apply)
CCRPI Goal			
Otwell will improve its CCRPI score at least 4.5 points within the Progress Points subsection, 33.5 in 2017, to recover from the previous year back to 38.	X X X	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Teaching and Learning, Student Support Services, Transportation
Academic / Instructional Goal			
Otwell will implement year three of our initiative to become a STEAM certified school with certification team walk-through expected in 2018-2019 school year.	X X X X X	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Teaching and Learning, Student Support Services, Technology and Information Services
Climate Goal			

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Otwell will strive for every student to feel connected to an adult at school to address social and emotional health.	X X X	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Student Support Services
* FCS Departments: Educational Leadership, Facilities, Finance, Food & Nutrition Services, Human Resources, Operations, Public Information & Communications, Special Education, Student Support Services, Superintendent, Teaching & Learning, Technology & Information Services, and Transportation			

2018 School Improvement Plan

CCRPI Goal:

Otwell will improve its CCRPI score at least 4.5 points within the Progress Points subsection, 33.5 in 2017, to recover from the previous year back to 38.

SMART Goal:

Otwell will increase the percentage of students scoring at a Developing Learner or better on the Georgia Milestones ELA and Math by at least 3%.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Implementation of RTI Math Groups three days a week for all level 1 and level 2 EOG Milestone student scores, as well as “bubble students” on level 3 and enrichment provided for distinguished.	If we provide supplemental math instruction three days a week to students based on their mastery level, then teachers can provide targeted instruction to address skills deficits based on formative classroom data.	September 2017 – May 2018	All math, science, ESOL, and IRR teachers to provide instruction. OMS administrators to schedule this block.
Instructional extension in math and ELA invites provided to identified students based on multiple-criteria before school and after school with morning transportation on FCS buses available to students.	If we provide supplementation math and ELA instruction four days a week to all students identified by data and teacher recommendation, then students will improve their skills-based and content-based knowledge.	October 2017 – April 2018	Contracted ELA, math, and IRR teachers to provide instruction. FCS Transportation to assist with routing students for AM buses.
Monthly content area meetings to develop common academic vocabulary to assist all learners, but specifically targeted to at-risk learners, to improve understanding of academic language.	If teachers collaborate to develop common academic vocabulary, then students will improve on testing based on their ability to understand the directions and content on the test.	August 2017 – May 2018	Content area vertical teams
Title I program to provide supplemental instruction to identified at-risk students in math and ELA based on multiple-criteria.	If Otwell provides supplemental instruction to identified at-risk students in math and ELA, then students will improve their skills-based and content-based mastery of the standards.	August 2017 – May 2018	Three Title I math and one Title I ELA support teacher.
ESOL and co-teachers will begin participate in SIOP training to become model SIOP classrooms.	If ESOL teachers and co-teachers implement model SIOP strategies during instruction, ESOL students, along with all students in the co-taught classrooms, will positively impact academic growth.	August 2017 – May 2018	ESOL teachers and co-teachers
Otwell’s Title I program will host a face-to-face and	If Otwell provides a face-to-face and online	June and July 2018	Administrators, TI staff, and

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online summer learning programs for at-risk students identified through multiple criteria in math, ELA, and science.	summer learning programs for at-risk students, then academic growth will be positively impacted.		selected teachers
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Describe how your SMART Goal will be monitored throughout the year:

- Pre and post-test data
- IXL online math and ELA program and data
- Student mastery in class and grades
- TKES and informal teacher observations
- Consistent vocabulary use throughout each content area
- Title I TINA sheets of identified students
- Lesson plans with SIOP strategies in use

Academic / Instructional Goal:

Otwell will implement year three of our initiative to become a STEAM certified school with certification team walk-through expected in 2018-2019 school year.

SMART Goal:

Otwell will increase the percentage of students scoring at a Developing Learner or better on the Georgia Milestones 8th grade Physical Science EOC by at least 3%.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Monthly cross-curricular meetings with connections department to develop STEAM-integrated units for grade level implementation.	If teachers collaborate to develop STEAM-integrated units for students, then students will improve their mastery of the curriculum through real-world and relevant application of knowledge.	August 2017 – May 2018	All certified teachers to participate in their assigned grade level meetings.
Teachers will participate in PLCs based on Otwell’s STEAM framework to implement instructional strategies towards their TKES professional learning goal.	If teachers participate in PLCs based on Otwell’s STEAM framework, then the intentional and purposeful use of instructional strategies will positively impact student learning.	August 2017 – May 2018	All certified and classified personnel will be assigned a group based on a survey w/like-minded goals.
Teachers will integrate Otwell’s STEAM framework into daily lesson planning.	If teachers integrate Otwell’s STEAM framework into daily lesson planning, students will become	August 2017 – May 2018	All certified teachers

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	familiar with the engineering design process to build problem-solving skills.		
Otwell's Family Engagement Coordinator (FEC) hosts monthly meetings to build the home-school collaboration.	If the FEC hosts monthly meetings to build the home-school collaboration, then student achievement will raise with parental involvement in science.	August 2017 – May 2018	Title I Family Engagement Coordinator and various staff assisting with meetings.

Describe how your SMART Goal will be monitored throughout the year:

- EOC data
- Summative assessment achievement
- Classroom grades in Physical Science
- Agendas and sign-in sheets from meetings
- Implementation of STEAM integrated units of study and the OMS STEAM framework
- TKES professional learning goals and documentation in the TKES platform
- TKES observations

Climate Goal:

Otwell will strive for every student to feel connected to an adult at school to address social and emotional health.

SMART Goal:

Otwell will increase the percentage of students who replied they “look forward to coming to school every day” on a school created climate survey by 10% from 72% to 82%.

Otwell will increase the percentage of students who replied they “feel connects to Otwell Middles School” on a school created climate survey by 5% from 90% to 95%.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
Guidance counselors will develop lessons to align with a monthly theme for teachers to implement.	If students are provided with direct and explicit character lessons, then students will understand the importance of good character.	September 2017 – May 2018	Guidance counselors to coordinate the monthly themes and create lessons for teachers. All certified and some classified staff to lead groups.
Teachers will host smaller than class size groups of students for PAWS time twice a month.	If teachers host students for non-academic time, then student connections to school and building social and emotional health will occur.	September 2017 – May 2018	All certified teachers and some classified personnel
Identified Otwell personnel will host SHARE team twice a month to review supports and resources for at-risk students and families.	If administrators, guidance counselors, school social worker, and graduation coach host SHARE team to review supports and resources for at-risk	August 2017 – May 2018	Administrators, guidance counselors, school social

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	students and families, then collaborative consultation will occur which will help to provide for and meet the needs of each child based upon a model of teamwork and shared support.		worker, and graduation coach
Otwell will provide on-site counselors for identified students (with parent permission) to meet with a mental healthcare professional with minimal interruption to the school day.	If Otwell provides on-site counselors for identified students (with parent permission) to meet with a mental healthcare professional at school, then students' emotional needs are being met to address the whole child.	February 2018 – May 2018	Administrators, guidance counselors, school social worker, and approved counselors
Selected Otwell personnel will continue to meet with sub-groups (SPED, ESOL, Counseling, Athletics, and Academic Rigor) for the K-12 vertical teaming with its elementary and high school feeder schools.	If Otwell personnel continue to meet with the sub-groups (SPED, ESOL, Counseling, Athletics, and Academic Rigor) for the K-12 vertical teaming with its elementary and high school feeder schools, then continuity among the community and services provided to students will improve to meet the needs of all learners.	August 2016 - continuing	Administrators, selected certified teachers for the sub-groups, guidance counselors, TI Family Engagement Coordinator

Describe how your SMART Goal will be monitored throughout the year:

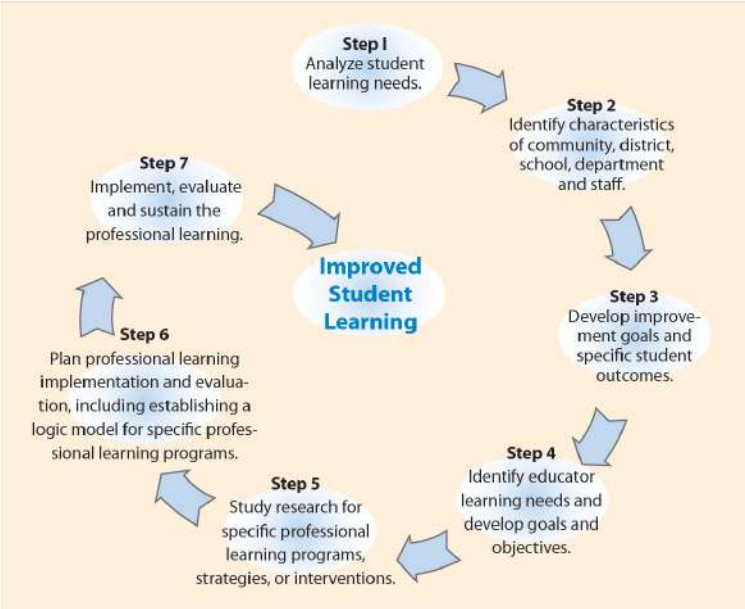
- Student survey pre and post year results
- Observation of lesson implementation and/or non-academic learning time activities
- Running records of SHARE team students
- Sign-in sheets, agendas, and minutes from meetings

Continuous, Job-Embedded Professional Learning Plan

Professional Learning Goal(s):

Otwell teachers will collaborate with job-alike and cross-curricular peers to integrate STEAM learning consistently across all grade levels and classrooms.

Timeline: Dates and Times (Add/modify as needed; however, there is no need to total contact hours.)	Professional Learning Actions, Strategies and Interventions	Impact on Student and Adult Behavior (<i>"If...then..." Statements</i>)	Connection to Continuous Improvement Goal(s):
Weekly content area meetings on Wednesdays for teachers August - May	Data teams, development of STEAM lessons and units of study	If teachers collaborate with job-alike peers, then STEAM lessons and units of study will be developed to provide students with relevant, authentic, and real-world learning opportunities.	Growing teachers in their professional practice to implement STEAM
Bi-monthly "GEAR group" meetings (PLCs for TKES professional learning goals) on Thursdays for teachers August - May	Engage in professional discourse through decided actions and strategies of the group (i.e. guest speakers, book studies, online training, article sharing, observations, lesson reflections)	If teachers collaborate with goal-alike groups for TKES professional learning goals, then teachers will improve their practice as educators to provide students with relevant, authentic, and real-world learning opportunities.	Growing teachers in their professional practice to implement STEAM
Monthly STEAM cross-curricular meetings on Wednesdays with grade levels and connections	Grade levels and connections collaborate to discuss content areas of focus and ways to integrate to create cross-curricular learning experiences	If teachers collaborate with grade level and connections teachers, then STEAM learning lessons and units will be developed to positively impact student learning.	Growing teachers in their professional practice to implement STEAM
Monthly vertical planning content area meetings on Wednesdays	Content areas engage in professional discourse to discuss how to intertwine ELA in the STEAM learning	If vertical content areas collaborate as a department, then STEAM learning lessons and units will be developed to positively impact student learning.	Growing teachers in their professional practice to implement STEAM
Quarterly staff meetings for STEAM	Presentation of the OMS Framework "Gears" and STEAM implementation; Meeting with "Gear Group" peers for PLCs and TKES professional learning goals	If teachers are given a provided a framework for STEAM instruction implementation, then STEAM collaboration will occur to positively impact student learning.	Growing teachers in their professional practice to implement STEAM



2017-18 School Improvement Plan Reflection	
<i>Please provide a short reflection summary for each goal listed below. (Did you meet your goals? Why or why not? What were your strengths / weaknesses? Did you monitor your goals throughout the year? If so, then how? Did you revise your goals throughout the year? If so, then why? What can be improved?)</i>	
CCRPI Goal	
Academic / Instructional Goal	
Climate Goal	

Data Teams Reflection

Process:

Impact on Instruction/Achievement: