



SCHOOL IMPROVEMENT PLAN 2022-2023

Goal 1: 60% of WMS students will meet their individual projected growth goals on the Reading MAP Assessment during the spring administration of the assessment.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
<p>Teachers will implement instructional strategies within the frameworks that differentiate instruction to engage students in literacy across the contents.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizing BCSS Frameworks <input type="checkbox"/> High impact comprehension strategies (activating background knowledge, questioning, summarizing, etc) 	<p>Admin Inst.Coach Vertical Leaders</p>	<p>Throughout the year</p>	<p>Through the use of PLC communities and the development of lesson plans teachers will develop plans that:</p> <ul style="list-style-type: none"> • Have specific places for each of those items • Hyperlinks to frameworks and other resources • PL to review strategies • Admin and IC - Data talks with PLC groups each semester • Project Based Learning Professional Learning 	<p>TKES Summative Conferences</p> <p>MAP increase in students scoring High.High-Average</p> <p>Increase growth measures on HMH Reading Inventory</p>	<ul style="list-style-type: none"> • Literacy Team School Literacy Plan • Professional learning from HMH • Use of Formative - to provide real time feedback to students, data analysis to inform instruction • BrainPOP, BrainPOP Española, WriteScore, and Progress Learning (previously USA Test Prep) - provide additional quality content to support differentiation in content, process, and assessments • Gimkit - engagement, data collection to inform instruction • Microsoft Immersive Reader
<p>Implement writing across the curriculum initiative to increase literacy skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize a literacy team to create a literacy plan for the school which will include establishing common practices in Connections and content classes <input type="checkbox"/> Use assessments of student writing to inform instruction and feedback <input type="checkbox"/> Provide opportunities for student writing to be shared with an authentic audience 	<p>Admin Inst.Coach Literacy Team Vertical Leaders</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> • Through documentation of literacy strategies in lesson plans • Vertical alignment for common terms/vocabulary • Grade level mentor example - student work sample • Grade level student friendly rubric - common rubrics (vertical discussion as well) • Plan for implementing writing instruction (plan for instruction and grading) 	<p>TKES Summative Conferences</p> <p>MAP increase in students scoring High.High-Average</p> <p>Increase growth measures on HMH Reading Inventory</p> <p>Student-led Conference</p>	<p>Literacy Team approved and acquired resources based on improving literacy across the content. (L4GA Grant)</p> <p>What Works Clearinghouse practice guides</p> <p>Write Score - serve as a pre and post score, provide additional writing instruction supports</p>



<p>Refine MTSS structure of services and RTI pathways</p> <ul style="list-style-type: none"> <input type="checkbox"/> Delivery model <input type="checkbox"/> Quality of intervention and progress monitoring 	<p>Admin Inst.Coach Academic Interventionist ReadingApps and Math Apps</p>	<p>Throughout the year</p>	<ul style="list-style-type: none"> • Reading Apps classes for all grade level bubble students will be used to support scaffolded instruction. • Academic Interventionist and classroom teachers will support RTI students. 	<p>Meeting minutes</p> <p>Number of students moving down tiers increases</p> <p>Walkthrough data collection and reflection</p>	<p>What Works Clearinghouse practice guides District support</p> <p>Dibels ORF and MAZE is utilized for interventions and PM for ELA students.</p> <p>DriBox is utilized for interventions and PM for ELA students.</p>
<p>Students will participate in goal setting activities to track progress in reading growth and writing growth on assessments such as MAP, HMH, and WriteScore.</p>	<p>Admin Inst. Coach Grade Level Leads, Vertical Leads, Academic Interventionist</p>	<p>Fall, Winter, and Spring</p>	<ul style="list-style-type: none"> • Student-led conferences at which students review their assessment data and set goals in collaboration with their parents and teacher. • Goals and progress will be monitored in the fall, winter, and spring and will transition to the next grade with each student. • Recognition for students that meet goals. (Nov, March, and April) 	<p>Summative Conferences</p> <p>MAP increase in students scoring High.High-Average</p> <p>Increase growth measures on HMH Reading Inventory</p>	<p>Professional learning from HMH (reading and interpreting student data)</p>
<p>Teachers will implement Units of Study.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Workshop model: mini lesson, independent reading and practice, collaboration with book clubs, and whole group reflections/share <input type="checkbox"/> Incorporate the conferring and small-group section of the lesson plan structure <input type="checkbox"/> Moving students to independently read at least four books per year 	<p>Admin Inst. Coach ELA Vertical Lead</p>	<p>Throughout the year</p>	<p>Continued PL on implementation - revamp/revisit/talk about units</p> <p>Time to reflect on implementation as a grade level and vertical</p> <p>Monthly meetings with Dr. McMichael</p> <p>Monthly grade level reflection meetings</p>	<p>Summative Conferences</p> <p>MAP increase in students scoring High.High-Average</p> <p>Increase growth measures on HMH Reading Inventory</p> <p>Review of data and reflections in Vertical and content PLCs Using classroom data as well as MAP and HMH</p>	<p>Units of Study Curriculum Guides</p> <p>District PL from Dr. Beth McMichael</p>

Actions to create a Supportive Learning Environment for accelerated or academically struggling students

1. Two writing assessments will be scored through Write Score and the feedback will be utilized during writing workshop in ELA classes.
2. Strategically schedule classes for students to receive support (and enrichment) in reading using MAP/Milestones data.
3. Utilize Imagine Learning and Ellevation to support ELL students.
4. Interventionist and Apps teachers pulling out students from connections classes and a select number from general education classes.
5. SPED PLC will meet monthly.
6. Monthly grade level meetings with data digs.
7. SST meetings and documented (student tutoring request forms) after school tutoring
8. One-on-one conferencing/goal setting with students using MAP, HMH, and WriteScore data during student-led conferences and Husky Huddles.
9. EL students not making adequate progress will be provided supplemental language development support using Imagine Learning and individualized instruction. AZ Learning, BrainPOP Espanol.



Professional Capacity building to support the above goal and action steps

1. Provide PL to support teachers in the use of research-based instructional strategies for reading instruction including PL focused on “A Guide to the Reading Workshop Book Study” facilitated by District K-8 Literacy Specialist.
2. Utilize literacy team to develop school wide literacy expectations.
3. Provide PL on reading and writing strategies based on What Works Clearinghouse Best Practices.
4. Teachers will be provided with appropriate language focused training to ensure the supplemental English language development needs of ELs are being met, including Ellevation Strategies training for all teachers and school leaders.
5. IEP Facilitators will facilitate monthly SPED PLC in order to provide support for special education and general education teachers in the use of Go IEP, how to set smart goals, and how to progress monitor these goals along the way.
6. Gifted coordinator will facilitate PL in order to provide support for gifted teachers.
7. Digital Coach and TIG will provide PL for various digital tools to support learning such as Infinite Campus, Remind, ClearTouch televisions, Audio Enhancement, Microsoft etc.
8. Admin will provide clear communication related to consistent expectations for PLC meetings, lesson plans, and grading policies per content per grade level.
9. Teachers will analyze data to determine effective implementation and areas to further support EL students.
10. PL provided for effective tier one instruction.
11. Coaching Co-teachers (RESA) PL redelivered to co-teaching pairs as needed.
12. Well Rounded Education: Increase the number of teachers who earn gifted endorsement, reading/dyslexia endorsement, ESOL endorsement to better meet the needs of advanced learners.
13. Faculty will engage in the study of resiliency using Onward book to address staff and student SEL needs.



Goal 2: 60% of WMS students will meet their individual projected growth goals on the Math MAP Assessment during the spring administration of the assessment.

Tier 1 Action Steps to Ensure Coherent Instruction	Team Lead	Timeline	Monitoring Implementation	Indicators of Success	Resources
Teachers will implement the Open Up Math curriculum with fidelity. <ul style="list-style-type: none"> ❑ Warm Up (Launch, Activity, Synthesis) 5-10 minute activity to activate prior knowledge ❑ Activity (Launch, Activity, Synthesis) 25–35-minute work session practicing skills using 1-3 short activities followed by whole group activity synthesis ❑ Cool Down (Launch, Activity, Synthesis) 5-10 minute summarizing/check for understanding/formative assessment 	Admin Inst. Coach Math Vertical Lead	Throughout the year	<ul style="list-style-type: none"> • Monthly meetings with Mrs. Bolden to monitor progress • Use of common student resource in each grade level to mirror Open Up activities (cool downs are NOT in workbook) • Continues to implement common verbiage and classroom flow in math classrooms • Weekly formative assessment of student understanding 	Summative Conferences MAP decrease in projected proficiency in Low; increase in students scoring High.High-Average Review of data and reflections in Vertical and content PLCs Using classroom data as well as MAP data	MAP data Common agenda templates Open Up Resources Open Up Virtual Coaching and student manipulatives Common student resource developed by math department Monthly PL from Mrs. Bolden
Teachers will utilize effective small groups at least three times a week to remediate, enrich content, and provide grade level interventions.	Grade Level Math Teachers	Throughout the year	<ul style="list-style-type: none"> • Lesson plans • Classroom observations 	MAP decrease in projected proficiency in Low; increase in students scoring High.High-Average Review of data and reflections in Vertical and content PLCs Using classroom data as well as MAP data	MAP data Milestones data Remediation/enrichment resources for small groups
Actions to create a Supportive Learning Environment for accelerated or academically struggling students <ol style="list-style-type: none"> 1. Use MAP data digs, to help inform instruction. 2. Spring and Fall Student-led conferences to discuss assessment results and set goals. 3. Strategically schedule classes for students to receive support (and enrichment) in reading using MAP/Milestones data. 4. Use of Open Up district provided training and coaching along with other resources to support enrichment and remediation for math skills development. 5. Utilize Imagine Learning and Ellevation to support ELL students. 6. SPED PLC will meet periodically to review data/goals and discuss progress monitoring. 7. SST meetings and documented after school tutoring. 8. Academic Interventionist will provide interventions and complete RTI plans in collaboration with the Apps Teachers and utilize district-approved RTI supports. 					



Professional Capacity building to support the above goal and action steps

1. Well Rounded Education: Increase the number of teachers who earn gifted endorsement to better meet the needs of advanced learners.
2. Math PLCs will utilize strategies from "The Thinking Classroom".
3. Provide Open Up training for all teachers who will be using the program with follow-up within building training/coaching with additional support from District K-8 Math Specialist
4. Provide PL to support all teachers in how to use the Ellevation Strategies to supporting ELL students
5. IEP Facilitators will hold monthly sped PLC in order to provide support for special education and general education teachers in the use of Go IEP, how to set smart goals, and how to progress monitor these goals along the way.
6. Gifted coordinator will facilitate PL in order to provide support for gifted teachers.
7. Digital Coach will provide PL for various digital tools to support learning such as Infinite Campus, Remind, ClearTouch televisions, Audio Enhancements, Microsoft Training etc.
8. Admin will provide clear communication related to consistent grading policies per content per grade level.
9. PL provided for effective tier one instruction.
10. Coaching Co-teachers (RESA) PL redelivered to co-teaching pairs as needed.
11. Faculty will engage in the study of resiliency using Onward book to address staff and student SEL needs.

Family Engagement

Family and Community Engagement

- Build the staff capacity, based on information shared by parents on the parent survey and during spring planning meetings, on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
 - First semester
 - Date and activity 1 (primary method) Deficit Assumptions PL and Community Tours; Trauma Informed Teaching PL
 - Date and activity 2 (secondary method) Building Relationships with Parents PL
 - Second semester
 - Date and activity 1 (primary method) Trauma Informed Teaching PL – Part 2
 - Date and activity 2 (secondary method) Culturally Relevant Teaching and Instructional Conversations PL
- Build the capacity of parents to support a partnership among the school involved, parents, and the community to improve student academic achievement.
 - First semester
 - Annual Meeting Date: Thursday, October 20, 2022
 - Student-led Conference
 - Provide families support in understanding MAP, HMH Reading
 - Breakout groups – supporting parents
 - Second semester
 - Spring planning meeting date: Annual Meeting Date: Tuesday, March 21, 2022
 - Student-led Conference
 - Provide families support in understanding MAP, HMH Reading
 - Breakout groups – supporting parents



For parents of English Learners, inform parents how they can be involved in the education of their children and be active participants in assisting their children to:

1. Attain English proficiency (such as meetings or communications about English Language Development Standards and WIDA Assessments)
2. Achieve at high levels within a well-rounded education
3. Meet the challenging State academic standards expected of all students

Response:

Effective Leadership: Describe the school plan for:

- Creating and maintaining a school climate and culture conducive to learning.
- Cultivating and distributing leadership.
- Ensuring high quality instruction in all classrooms.
- Managing the school and its resources.
- Driving improvement efforts.

WMS is a PBIS school. We actively teach appropriate behaviors and work to build student capacity to make appropriate choices. In the 2022-2023 school year, we will be utilizing Character Strong (as determined by district leadership) in our "Husky Huddles" (Homebase). Our leadership team includes all vertical content leads, department chairs, grade level leaders, counselor, media specialist, paraprofessional, instructional coach, academic interventionist, and administrators. To build capacity within our leadership team, professional learning on teacher-leadership will be provided. Our school utilizes PLCs for each grade level content area as well as vertical team PLC groups; Administration will be prioritizing attendance in PLCs. We work with our leadership team, school governance team, PTO, and district leaders to manage our school and its resources. Two priorities in this area are transitioning to a cashless-payment system, as well as making teachers aware of resources available. Our reflective PLC process, utilizing various sets of data, and continuous professional learning help support our improvement efforts. Grade-level data teams will meet weekly and Administration will continue mid-year and summative conferences to gather quantitative feedback from teachers.

Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post-secondary education.

WMS will host an orientation for rising 6th graders before Open House. In addition, rising 6th graders and families were introduced to WMS through a virtual tour that was shared this past spring. Counselors and 8th grade teachers work with the high school to introduce students to academics and extracurricular opportunities that will be available to them at the high school setting. 8th graders are assisted with registering for classes and pathways.

5th Grade Transition

- 5th-grade students tour WMS
 - Band and chorus performance
 - Tours guided by 6th grade teachers and WMS students



- Whole-group presentation in gym
- WMS Evening Orientation Option
 - Evening during pre-planning; include 7th/8th grade
 - Opportunity to practice with lockers, tour building, classroom specific presentations, Getting to Know You activities
 - Stations for families with information
 - Parent sign-ups for Social Media accounts, PTO
- Band and Chorus elementary recruitment visits
 - Introductory presentations
 - Try a variety of instruments
- Scheduling
 - SPED/EL/Gifted/504 transitional plans
 - Communication between WMS and AES/KES to create individualized schedules to meet student academic and behavioral needs
- Facilitate subject area meeting between 5th and 6th grade ELA and Math teachers to calibrate content area expectations
- 5th Grade Night for athletic events
 - Build school spirit to include upcoming 6th grades
 - Free admission for 5th-grade students
 - Coordinate student transportation to WMS if possible

9th Grade Transition

- GCIS/BRIDGE activities
 - Reality Check Inventory
 - Individual Graduation Plan on GCIS
 - Save Three Careers to GCIS portfolio
 - Complete in Social Studies
 - Provide teachers with a checklist/how-to document at the beginning of the year (counselors)
- TAA activities
 - Career Interest Inventory/Pathways Selection
 - Selection of HS electives and alternates using BCSS Program of Study and Career Planning Guide
 - Update videos, or have high school students attend to speak about pathways
- Tour of AHS/Sims/Lanier Tech
- Dual Enrollment presentation
- HS and Career focused activities in connections
 - COW Day
 - Virtual job shadow (Career Explorations)
- Scheduling- 8th-grade teachers work students to make schedule recommendations and communicate recommendations to parents
- Assist HS with communicating important transition events, meetings, etc