Austin Middle School

School Improvement Plan
2021-2022

Greg Musgrove, Principal
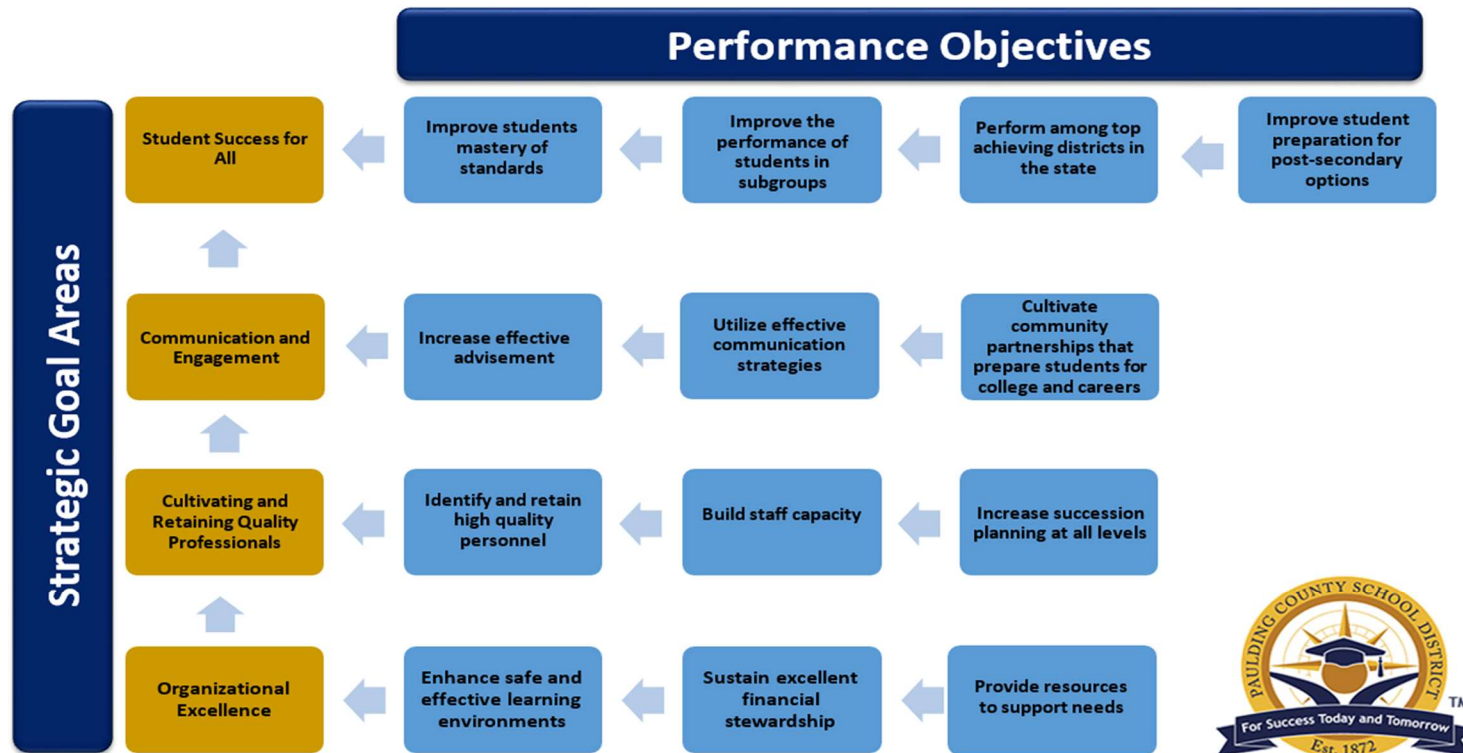**Steve Barnette, Superintendent**

PCSD VISION

The vision of the Paulding County School System is to prepare ALL students for success today and tomorrow.

PCSD MISSION

Engage. Inspire. Prepare.

PCSD STRATEGY MAP

Performance Objectives

Strategic Goal Areas

Student Success for All
- Improve students mastery of standards ← Improve the performance of students in subgroups ← Perform among top achieving districts in the state ← Improve student preparation for post-secondary options

Communication and Engagement
- Increase effective advisement ← Utilize effective communication strategies ← Cultivate community partnerships that prepare students for college and careers

Cultivating and Retaining Quality Professionals
- Identify and retain high quality personnel ← Build staff capacity ← Increase succession planning at all levels

Organizational Excellence
- Enhance safe and effective learning environments ← Sustain excellent financial stewardship ← Provide resources to support needs

SCHOOL MISSION & VISION

Our Mission:

Our mission is to challenge our students to become independent thinkers by maximizing their full potential through high expectations in order to ensure lifelong success.

Our Vision:

Our vision is to create a culture of shared responsibility for student learning where students become critical thinkers, problem solvers and lifelong learners within a safe positive, supportive environment.

Austin Middle School Improvement Action Plan

SMART Goal 1:   During the 2021-2022 school year, AMS will increase the percentage of students reading at the proficient and advanced levels by a minimum of 15 % per grade level as measured by the Reading Inventory. More specifically:
- 6th grade will increase from 45% to 65% (112 students to 165 students);
- 7th grade will increase from 57% to 72% (140 students to 178 students);
- 8th grade will increase from 63% to 78% (167 students to 209 students).

SMART Goal 2:   During the 2020-2021 school year, Austin Middle School will increase the percentage of students meeting the grade-level Lexile midpoint by 10% as measured by the Reading Inventory.
- 6th grade will increase from 28% to 42% (71 students to 106 students);
- 7th grade will increase from 42% to 52% (105 students to 128 students);
- 8th grade will increase from 47% to 57% (126 students to 152 students).

Strategy/Initiative:
- **Increasing eyes on texts across all content areas using differentiation and evidenced-based reading strategies.**
- **Implementing the 5/35/15 framework model in all ELA classrooms focusing on reading strategies, differentiation, and writing conferencing and the consistent support of literacy throughout all content areas.**
- **Targeted and tiered literacy support during Needs Based Instruction through Read 180, System 44, Achieve 3000 and Turn It In.**
- **Provide rigorous and engaging lessons with the use of technology**
- **Align the rigor of our assessment to the rigor of the Milestone assessments**

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	**Evidence**
Strategic Goal: Success for All GSPS Curriculum: Instruction: 2-9 PL: 1-5	**Professional Learning will be provided to ALL teachers on:** ◊ AMS "Core Expectations" of: Learning Targets, Vocabulary, Three-Part lessons, Reading, and Anchor Charts ◊ Using RI data to identify their Basic, BB, Prof, and Adv students. Teachers will also use RI data to identify their bubble students. ◊ How to use technology to differentiate and better engage our students both Face 2 face and virtually (Canvas, USATest prep, Discovery Ed etc). ◊ .	Copy of AMS Core Expectations RI Data Survey data from teachers on Pl needs	Musgrove Wood Curtis	Pre-Planning and August Sept Oct	Lesson Plans, Collab Minutes and Classroom Visits Collab Min, Canvas pages Lesson Plans, Collaboration Minutes and Classroom Visits	**School Leaders Demonstrate:** An ability to Support and give feedback on core expectations. A deeper knowledge of technology resources and how-to better support teachers on utilization of CR questions. **Teachers Demonstrate:** Use and understanding of LT, Vocab, Three-Part Lesson, Reading, and Anchor Charts. An increase in their ability to use technology to both engage and differentiate for their students. Additionally, teachers will demonstrate a deeper understanding of providing feedback using the RACE rubric **Students Demonstrate:** Students will be able to more specifically identify exactly what is expected of them each day. Students will improve their ability to appropriately answer a constructed response question and improve areas of weakness due to differentiated instruction.

Strategic Goal: Success for All GSPS Instruction: 4, 5, 6, 8, 9 PL: 1-5	Professional Learning will be provided to ALL NBI teachers on: ◊ Reading, math, and writing remediation strategies and differentiation (Achieve 3000, Read 180, Math and Writing) and enrichment literacy, math and writing (Math, STEM and Writing). ◊ Re-Fresh on what data to monitor for A3000, S44, and R180. Additionally, we re-fresh our initiatives to keep students motivated.	L4GA Funds to purchase Writable None	Musgrove Wood Curtis Sailors Wood	Sept Sept	Admin visits to NBI Admin visits to NBI	**School Leaders demonstrate:** A knowledge of expectations for each NBI segment, this will better enable them to provide feedback that improves this process. **Teachers Demonstrate:** The ability to better support the individual needs of the students in their NBI segment **Students Demonstrate:** An improvement in the areas of weakness that the NBI segment is addressing.

Strategic Goal: Success for All GSPS Instruction: 4, 5, 6, 9 PL: 1-5	Professional Learning will be provided to SC, SS, MA, & Connection teachers on:					School Leaders Demonstrate: A deeper knowledge of what literacy support looks like in a SS, Sci, M and Conn class. Teachers will Demonstrate: The ability to better support literacy within their content area. Additionally, teachers will increase their ability to improve students writing. Students will Demonstrate: An improvement in their lexile, as they work on reading comprehension skills, such as vocabulary and summarizing. An increase in their ability to write.
	◊ Re-Fresh on what literacy support looks like in the (SC, SS, Conn & MA) classroom,	None	Musgrove	Oct	Lesson plans, Collaboration Minutes, and classroom visits, Reflection on PL in Canvas	
	◊ More specifically, PL will be provided on what an appropriate pre-read and post read looks like and how to incorporate AV and GV.	None	Wood	Oct-Nov		
	◊ Re-Fresh training on differentiated ARS strategies appropriate for their content	Magnet Summary, Reciprocal, Collaborative Reasoning Look Fors	Wood	Nov	Lesson plans, Collaboration Minutes, and classroom visits, Reflection on PL in Canvas	
	◊ Re-Fresh on Consistently utilizing Constructed Response questions and providing students with appropriate feedback that improves this process using the RACE rubric	RACE rubric	Wood	Oct	Lesson Plans, Collaboration Minutes, Classroom Visits	

| Strategic Goal: Success for All GSPS

Assessment: 2, 4

Instruction: 4, 7, 9

PL: 1-5	**Professional Learning will be provided to ELA teachers on:**					**School leaders will Demonstrate:** A deeper knowledge of the framework so they can appropriately coach teachers to improve this process
	◊ The 5/35/15 framework with reading strategies and writing conferencing.	None	Wood	Pre-Planning and throughout 1st semester	Lesson Plans, Collaboration Minutes, Weekly Classroom Visits	
	◊ Re-Fresh on Progress Monitoring every four weeks during collaboration	RI data and Dibels data	Wood			**Teachers Will Demonstrate:** A deeper knowledge of the framework so that they better support their students individual learning needs. Additionally, teachers will have a deeper understanding of how to use data to appropriate pair students.
	◊ ELA teachers will conduct peer visits and visit our model classroom	Schedule for peer visits	Wood	Oct – May	Reflection on Peer visits	
	◊ Tier II vocabulary instruction	Common Core Tier II Voacb List	Wood	Oct- May	Collaboration Min, Lesson Plans, Classroom Visits	
	◊ Training on providing effective feedback for writing	None	Wood	Nov		**Students will Demonstrate:** An improvement in their lexile score.
	◊ Exemplars from Milestone study guides	Ga DOE milestone study guides	Musgrove	Sept	Weekly assessments in TEAMS	
	Planning: ◊ Schedule Dibels ◊ Schedule ELA Data Dig protocol days every four weeks. ◊ Schedule RI dates (Aug,Oct, Dec/Jan, May)	None	Wood	August-May	Weekly classroom observations	
	◊ The administrative team will identify teachers who are exemplary in our Core Expectations. ◊ The administrative team will identify teachers who are exemplary in supporting literacy (AV, CR, reading etc)	Observational Data	All Admin	Sept – May	Observational Data	

	◊ Plan for peer observations of ARS exemplary classroom and develop observation plan.	Observational data and develop schedule of visits	Wood	**Oct**	Reflection on visits	
	ELA teachers will plan for the 5/35/15 pacing model and update Ms. Wood each week for the following week's framework days for reading strategies.	Protected collaboration time	ELA teachers	**August - May**	Collaboration Minutes	
	◊ All teachers will utilize collaborative planning time each week to plan the following initiatives: academic and operational vocabulary, that week's LT's, what reading strategy will be utilized, when and how they will incorporate writing into the instruction and how they can incorporate technology.	Protected Time for collaboration	All teachers	**August - May**	Collaboration Minutes	
	◊ Plan for afterschool and Saturday school tutoring beginning October.		Musgrove, Curtis, Sailors	**October -**		

Implementation: ◊ Teachers and admin will share a common definition of our Core Expectations in both the F2F and virtual environment (LT's, AV, Anchor Charts, Reading, and Three-Part lesson) ◊ Teachers and admin will share a common definition of what literacy support should look like in each content area. ◊ Teachers will make peer visits to help improve areas of weakness regarding Core Expectations and literacy support	None Observational Data	All teachers and Admin team Musgrove and Wood will create peer visit schedule	August-May Oct- May	Collaboration Minutes, Lesson Plans and Classroom visits Reflections on classroom visits	
◊ ELA teachers will implement 5/35/15 everyday and regularly group students based on Lexiles using ARS strategies at least 2xper week and conference with students about writing weekly. ◊ ELA teachers will meet every 4.5 weeks to progress monitor and appropriately group their students.	Protected Collaboration Time Dibels assessment	ELA teachers ELA Teachers	August – May Sept- May	Collaboration Minutes and weekly classroom visits Lesson Plans, Collaboration Minutes, Weekly Classroom Visits Lesson Plans, Collaboration Minutes, Weekly Classroom Visits	

	◊ Virtual lessons will mirror F2F lessons regarding our Core expectations good teaching practices	Canvas	All Staff	Oct -May	Canvas	
	◊ All teachers will be well versed in the resources that are available to use to provide students with quality virtual lessons.	Canvas	All Staff	Oct- May	Canvas	
	◊ All teachers will be able to use RI data to identify students who need remediation	Copy of the Dibels Assessment, Data from Dibels assessment	ELA teachers	August - May	ELA teacher's data folder	
	◊ SS, SC, and Connection teachers will consistently support literacy on a weekly basis by consistently supporting both academic and general vocabulary and their consistent support of reading. ◊ SS, SC and Connection teachers will consistently support literacy on a weekly basis by providing "eyes on text" time for students using differentiated ARS to meet the needs of their students. ◊ SS, SC and Connection teachers will also incorporate constructed response writing into the weekly lessons and assessments using the RACE rubric.	Protected Collaboration time, StemScopes and Newsela.	SS, SC and Conn teachers	**August - May**	Lesson Plans, Collaboration Minutes, Weekly classroom visits	

	◊ NBI time will be used for targeted tiered support in reading, writing and math through the use of Read 180, System 44, Achieve 3000, ARS, Writeable software, and math support and enrichment through the use of SC/SS literacy and STEM.	None	Musgrove will be responsible for planning these visits	**September - May**	Weekly During NBI time	
	◊ Tutoring will be offered after school and on Saturday to support struggling students on the RI, MI, and classwork.			**October - April**		
	Monitoring: ◊ School administrators will make weekly classroom informal visits/focus walks to observe differentiation, academic vocabulary, and reading. ◊ Monitoring, Coaching, Feedback will be given to teachers on academic vocabulary, 3 part lessons, anchor charts and vocabulary instruction. ◊ Administrative team will make a monthly schedule to monitor NBI classes for targeted, tiered support. ◊ Administrative team will make a monthly schedule to monitor classroom informal visits and focus walks for targeted instructional practices. ◊ Teachers will make peer visits	Data Collection Sheet, Microsoft Forms to collect and store data from the visits Develop Visitation Schedule	Musgrove and Admin team will meet weekly to plan visits Musgrove will be responsible for planning these visits	August – May Aug-May Oct- May	TKES platform, E-mails, Data Collection sheets, Data collection from classroom visits will be shared with faculty in the data room Data from classroom visits	

	◊ Weekly administrative walkthroughs during NBI.	Develop visitation schedule	Musgrove will be responsible for planning these visits	September-May	E-mails providing Feedback	
	◊ The ELA Framework will be monitored with the regular coaching cycle.	None	Wood	August – May	TKES platform, Weekly Classroom Visits, E-mails, Lesson Plans and Collaboration Minutes	
	◊ ELA/Reading intervention data will be reviewed every four weeks to monitor Dibels data.	RI Data & Dibels Data	Wood	Aug- May		
	◊ R180/S44/Achieve weekly software data will be monitored to determine if support classes and students are meeting district goals.	Data from the various intervention	All Admin	Sept- May		
	◊ All students below the midpoint will be represented on the data wall along with their interventions and support teachers.	RI Data	Wood ELA/R180/S44/Achieve teachers	October, December, March	Data wall in data room	
	◊ RI growth data for each intervention and intervention group will be posted in the data room after each RI, and the data will be shared during data team meetings.	RI Data	Wood	Oct- May	Agenda from Data Team meeting	
	◊ Data protocols will be used to monitor virtual, F2F, and subgroups RI growth. Data from observations will be shared with grade levels and posted in data room.	None	Wood/Musgrove Data Team	Sept- May	Data wall in data room and data will be shared on the staff newsletter	

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SMART Goal 3: By May of the 2021-2022 school year, at least 50% of the AMS students in each grade level will score proficient and advanced on the Math Inventory. More specifically:
- o 6th grade will increase from 11% to 50% (25 students to 111 students);
- o 7th grade will increase from 22% to 50% (54 students to 124 students);
- o 8th grade will increase from 7% to 50% (19 students to 126 students).

Strategy/Initiative:
- **Use MI data and local formative assessment data for differentiation (classroom and NBI) .**
- **Targeted, tiered support during Needs Based Instruction Math, Writing, and Enrichment (STEM).**
- **Consistently implementing best practices of literacy support in math. More specifically, consistently implementing best practices regarding academic vocabulary, the consistent use of word problems and the consistent use of constructed response questions.**
- **The consistent use rigor in both the classroom and on our assessments.**
- **Consistently collaborating with our PLC to deconstruct the standards to build appropriate Learning Targets that progress in rigor.**

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal: Success for All **GSPS:** Curriculum: Assessment: 3, 4 Instruction: 4, 5, 6, 9 PL: 1-5	**Professional Learning will be provided to Math teachers on:** ◊ How to use MI data and data from local assessments to determine what standards from the previous year students have not mastered. ◊ How to utilize NBI and data from MI and local assessment to plan lessons to address students' deficits. ◊ How can technology help with differentiation and help address student deficits? ◊ What does rigor look like in the math classroom? This will include a discussion on questioning techniques and types of activities. ◊ PL on "Look Fors" of what literacy support in math should look like. AV, Word Problems, CR with Feedback ◊ Peer observations on these best practices ◊ Planning with the end in mind. How to create a rigorous assessment that also mirrors the format of the Milestone.	MI Data MI Data MI Data, USAtest Prep and Canvas None Copy of "Look Fors" Template for data collection Copies of practice Milestone	Musgrove Musgrove template for NBI plans Musgrove Musgrove Musgrove Musgrove Wood	Sept Sept Oct-Nov done on Canvas Oct- Nov Oct - Nov Oct – April Oct - Nov November	Sign-in sheet Teachers will upload NBI plans to TEAMS. Canvas pages, Collaboration minutes Sign-in sheet, Classroom observations Sign-in Sheets and Classroom observations Data from peer visits Sign-in sheet and assessments on TEAMS	**School Leaders Demonstrate:** A deeper knowledge of MI data and how to use this data to determine individual student needs. A common understanding and definition of what literacy support should look like in the math classroom and how teachers could better use technology to differentiate. **Teachers Demonstrate:** A deeper knowledge on how to use assessment from both local and standardized assessments to better meet the individual learning needs of their students. Appropriate literacy support in the math classroom to include the use of academic vocabulary, word problems and CR questions. **Students Demonstrate:** A deeper understanding of math vocabulary and how to appropriately answer a CR. Additionally, by focusing on data to build deficit skills, (NBI and technology) students will see an overall increase in their math performance.

		assessment and state study guides				
	Planning: ◊ Data from the MI and math assessments will be utilized when planning NBI lessons and used in determining which students will go into a math classroom for NBI. ◊ Math teachers will utilize MI and weekly assessment data to plan for differentiation. ◊ Obtain copies of the practice Milestone assessments and study guides to show what the state determines as a DOK I – IV question ◊ Leadership team will utilize classroom observation data and data from peer visits to determine individual PL needs regarding literacy support in Math ◊ Develop data collection template to track "Look Fors"	MI and RI data and Weekly Assessments MI and RI data and Weekly Assessments Practice Milestone and study guide Data from observations Template for data collection	Wood and all Math PLC's Math PLC's Math PLC's All Admin Musgrove	Sept- May Sept – May Oct- May Sept – May Sept- May	Collab Minutes Collab Minutes and lesson plans Weekly Common assessment load on TEAMS Data from classroom visits Data from classroom visits	
	Implementation: ◊ Math teachers will use differentiated strategies to meet the needs of students who need remediation.	Assessment data	All Math teachers	Sept- May		

	◊ Math teachers will implement rigorous math lessons and strategies daily. ◊ NBI math teachers will assess student math needs and implement remediation lessons for students to master skills ◊ Math teachers will be able to identify who their bubble students are. ◊ Math teachers will utilize rigorous questioning techniques within the classroom ◊ Math teachers will create assessments that match the format and rigor of the Milestone ◊ Math teachers will collaborate to create appropriate Learning Targets that progress in rigor. ◊ Before beginning a new unit, math teachers will create the final assessment for that unit. By beginning with the end in mind all math teachers will share clarity in what success looks like for that unit.	NBI Lesson Plan Template MI Data Collab Minutes Copy GSE for Math Copy of Milestone study guide	Admin will create NBI lesson Plan template All math PLC's will be responsible for collaborating weekly and loading minutes and assessment onto TEAMS	Sept- May	Lesson Plans Collaboration Minutes Weekly Common Assessment NBI Plans	
	Monitoring: ◊ Monitoring, coaching, feedback cycle will be used with Math teachers through classroom visits. Looking for Core Expectations and Literacy support. ◊ Local assessment data will be monitored weekly by teachers and admin ◊ MI data will be monitored and shared in grade level meetings. (Sept, Jan and May) ◊ Each PLC will upload collaboration minutes and a copy of their weekly common assessment to TEAMS for administration to review. ◊ Math teachers will make peer visits looking for best practices of literacy support and rigorous questioning.	Data Collection form MI Data TEAMS and Collab minutes Schedule for peer visits	All Admin Math PLC's Musgrove All Math PLC'c Musgrove	Sept- May **Oct- April**	TKES platform, Collaboration Minutes, MI data Feedback form, from peer visit	

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SMART Goal 4: During the 2021-2022 school year, 90 % of students enrolled at AMS will participate in the PBIS Eagle Buck celebrations 3 out of the 4 celebrations throughout the school year.

Strategy/Initiative:
- **Use of PBIS and PBIS reward system**
- **Provide support to staff who are in need of establishing positive relationships with students**
- **Continue school-based SEL**

Strategic Goal Area & GSPS	Action Steps	Cost/ Resources & Funding Source	Person(s) Responsible	Timeline	Evaluation of Implementation and Impact on Student Learning	
					Artifacts	Evidence
Strategic Goal: Organizational Excellence **GSPS:** Instruction: 1 PL: 1-5 Leadership: 1, 5, 8 School Culture: 1	**Professional Learning:** ◊ PL will be provided on what building appropriate relationships look like	None	Musgrove	July	Sign-in sheet	
	◊ Teachers will receive PL on the 5 competencies of SEL and establishing classroom norms ◊ Specific staff members will be trained on entering discipline data into SWISS.	Brandon Quinn None	Musgrove Sailors	September September	Sign-in sheet and classroom observations Monthly PBIS meetings	
	◊ Re-fresh PL for all teachers on appropriate rituals and routines that ensure a safe and welcoming environment.	None	Sailors Musgrove	July	Classroom observations	
	◊ As discipline data is reviewed each month additional PL may be required as needed for designated teachers and/or staff as negative trends in data are noted	None	Sailors Curtis	September – May	Classroom Observation data	
	◊ Follow-up PL on integrating SEL into their curriculum	District SEL resources	Sailors Curtis	September – May	Lesson Plans and classroom visits	
	◊ Follow-up PL on establishing classroom rituals as needed	District SEL resources	Sailors Musgrove	Nov-Dec	Classroom visits	
	Planning: ◊ Set dates for monthly data review ◊ Admin team will compile discipline data from 19/20	None IC data from 19/20	Sailors/ PBIS team Sailors	August Monthly	Minutes from monthly	

	◊ Additional action steps to be determined as training is received and redelivered	None	Admin Team	Monthly	PBIS meetings
	◊ Plan out new Token reward system	None	PBIS Team	Aug-May	
	◊ PBIS coach will meet with the PBIS team at the end of each month to evaluate discipline data for the month, looking for negative trends and making recommendations for adjustments				
	Implementation: ◊ The PBIS Coach and committee will meet monthly to do PBIS walks and report back to the staff.	None	Turley	August - April	Minutes from meetings
	◊ AMS will create a diverse school based SEL team.	District SEL resources	Musgrove	July - November	Minutes from SEL team
	◊ Homeroom teachers will present lessons on Diversity and Inclusivity to all students during extended homeroom.	District SEL resources and PBIS Team	PBIS and SEL teams	Sept-May	Copy of Lessons
	◊ Targeted SEL lessons will be utilized as needed based on monthly discipline data.	District SEL resources	PBIS Team	Sept- May	
	◊ SOAR rubrics will be posted in designated areas (classrooms, hallway, restroom, cafeteria).	None	Sailors PBIS Team	August - October	Classroom visits to confirm posting of rubrics
	Monitoring: ◊ Monthly referral report from Infinite Campus and SWISS will be reviewed by PBIS team and admin.	SWISS and discipline data	PBIS Team Curtis Sailors Musgrove	September - May	Minutes from meetings

	◊ Classroom, hallway and cafeteria visits to look for fidelity of practice with classroom rituals, routines, SEL, and positive redirection of students.	None	Musgrove Curtis Sailors Wood	October – December February - March		
	◊ PBIS Team will meet at the EOM to analyze monthly behavior data by grade level and make recommendations for a for strategies, and Admin team will meet at the BOM to review PBIS teams recommendations and create a targeted action plan with strategies.	None	PBIS Team Musgrove Curtis Sailors Wood	September - May		
	◊ During classroom walkthroughs administrators will look for evidence of SEL, and strong rituals and routines.		Musgrove Curtis Sailors Wood	October - April		