EAST PAULDING MIDDLE SCHOOL

School Improvement Plan
2022 -2023

Tom Alverson, 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.

Strategic Goal Areas

Performance Objectives

Growth and Success for ALL	Communication and Engagement	Attracting, Developing, and Retaining Quality, Diverse Professionals	Operational and Organizational Excellence	Innovative Practices and Resource Implementation
Improve student academic growth and achievement	Communicate efficiently, effectively, and transparently with all district stakeholders	Attract and retain high quality, diverse professionals	Develop and implement a facility plan to contend with growth and aging facilities	Develop and advance resources to inspire a culture of innovation
Improve performance of student subgroups	Improve communication and access of information to our diverse populations	Build staff capacity	Enhance safe and effective learning environments	Build staff efficacy to impact innovative practices
Improve student college, career, and life readiness	Facilitate partnerships between community and school district	Develop and implement effective succession planning	Sustain excellent financial stewardship	Implement innovative programs and practices to engage ALL students

Our mission is to **E**ngage, **P**repare and **M**otivate students to **S**upport their academic and social growth.

Our vision is to ignite a passion in students that inspires a desire to learn continuously, discover new possibilities, and engage in their communities.

We Believe….

- …all students can learn when provided intentional and challenging instruction.

- …positive relationships between the school, students, families, and the community will foster student learning and success.

- …in learning communities where students are supported and take ownership in becoming self-directed, lifelong learners.

- …students' gifts and talents are discovered and encouraged through diverse experiences and opportunities.

- …each teacher, student, and family has a responsibility in providing a safe and respectful environment that promotes acceptance of student diversity.

East Paulding Middle School Improvement Action Plan

SMART Goal 1: We will increase the percentage of students scoring in the proficient and distinguished levels of the ELA EOG assessment at each grade level. In 6th grade we will increase from 46% in SY21-22 to 58% in SY22-23; in 7th grade, we will increase from 48% in SY21-22 to 60% in SY22-23; and in 8th grade, we will increase from 46% in SY21-22 to 58% in SY22-23, as measured by the Georgia Milestones ELA EOG Assessment.

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	**Effectiveness**
Growth and Success for All	**Teachers will identify the number of students needed per grade level to score in the proficient and distinguished levels of ELA EOG.**	September-October • Teachers will identify # students and share those names with SC/SS teachers on individual grade levels. October • SC/SS Teachers will use data of identified students to collaborate and discuss content-area literacy supports October-April • ELA teachers will use Write Score data to plan writing instruction	• Title II – Common Assessment & Literacy PL (ELA) • Title II – Common Assessment & Literacy PL (SC/SS)	• Write Score results • Growth Measure results

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	**Effectiveness**

Growth and Success for All	**Admin will develop and follow an Intervention PL process to support Literacy focused NBI groups in the areas of Reading and Writing.**	August-April
		• Specialized PL 4-week cycles
		  o Week 1 – Achieve
		  o Week 2 – Rev. Asst.
		• Monitor reading/writing data from NBI Intervention groups
		August:
		• MTSS PL for data collectors
		• Collect Growth Measure baseline data
		December
		• Collect and analyze Growth Measure data
		April-May
		• Collect and analyze Growth Measure data
			• Informal Classroom Observations
			• Coaching
				• TBD based on Growth Measure data analysis

Innovative Practices and Resource Implementation **Growth and Success for All**	**Admin will design, create, and implement a PL structure to influence teacher practices through common assessments.**	August-September: • 3-Part PL Series on Common Assessments • DOK PL • Teachers will review content area Level 2 data October: • Content Area Level 2 Data Analysis, Implications, and Next Steps for Instruction & Learning September-April: • Common Assessment Data Analysis – PLC level • Admin and Teacher Leaders will build a process for monitoring the Backwards Design Process • Informal Admin Feedback on common assessment data analysis	• PL Agendas • Individual Common Assessment Analysis Handout • Collaborative Common Assessment Analysis Handout • Common Summative Assessment Coaching by Admin • Building of Common Summative Assessments	• Academic Performance Data • PL Surveys • Informal/Formal Classroom Observation Feedback

East Paulding Middle School Improvement Action Plan

SMART Goal 2: We will increase the percentage of students scoring in the proficient and distinguished levels of the Math EOG assessment at each grade level and of the Algebra I EOC assessment for 8th Grade students enrolled in Algebra I. In 6th Grade we will increase from 44% in SY21-22 to 56% in SY22-23; in 7th Grade, we will increase from 44% in SY21-22 to 56% in SY22-23; and in 8th Grade, we will increase from 47% in SY21-22 to 62% in SY22-23, as measured by the Georgia Milestones ELA EOG Assessment. In 8th Grade, 90% of students enrolled in Algebra I will score proficient or distinguished as measured by the Georgia Milestones Algebra I EOC Assessment.

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	**Effectiveness**

Growth and Success for All	**Admin will develop and follow an Intervention PL process to support Math NBI groups.**	August-April
		• Specialized PL 4-week cycles
		   o Week 3 – Math Support
		   o Week 4 – R/M 180
		• Monitor math data from NBI Intervention groups
		August:
		• Liftoff training
		• Collect Growth Measure baseline data
		December
		• Collect and analyze Growth Measure data
		April-May
		• Collect and analyze Growth Measure data
			• Informal Classroom Observations
			• Coaching
				• TBD based on Growth Measure data analysis
				• Liftoff Student Data

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Growth and Success for All	**Teachers will identify the number of students needed per grade level to score in the proficient and distinguished levels of Math EOG and Algebra I EOC.**	September-October • Teachers will identify # students based on goal percentages per grade level October • Math Teachers will use data of identified students to collaborate and discuss math supports October-April • Analyze data from Math Growth Measure for remediation and enrichment	• Title II – Common Assessment	• TBD based on Growth Measure data analysis
Innovative Practices and Resource Implementation **Growth and Success for All**	**Admin will design, create, and implement a PL structure to influence teacher practices through common assessments.**	August-September: • 3-Part PL Series on Common Assessments • DOK PL • Teachers will review content area Level 2 data October: • Content Area Level 2 Data Analysis, Implications, and Next Steps for Instruction & Learning September-April: • Common Assessment Data Analysis – PLC level • Admin and Teacher Leaders will build a process for monitoring the Backwards Design Process • Informal Admin Feedback on common assessment data analysis	• PL Agendas • Individual Common Assessment Analysis Handout • Collaborative Common Assessment Analysis Handout • Common Summative Assessment Coaching by Admin • Building of Common Summative Assessments	• Academic Performance Data • PL Surveys • Informal/Formal Classroom Observation Feedback

East Paulding Middle School Improvement Action Plan

SMART Goal 3: EPMS will decrease the percentage of students who serve 5 or more days of ISS from 5.2% in 2021-2022 to 2.6% in 2022-2023 and decrease the percentage of students who serve 3 or more days of OSS from 6.6% in 2021-2022 to 2.2% in 2022-2023.

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	**Effectiveness**
Growth & Success for All **Operational & Organizational Excellence**	**All Staff members will implement the behavior management plan within the EPMS Faculty Handbook.**	July • Distribution of Handbook • Completion of Operational Breakout Session August-May • Monitoring Parent Contact Logs • Following the progressive discipline plan • Admin implement the Student Code of Conduct	Teachers will be provided the Faculty Handbook to review the EPMS behavior management plan. Teachers will complete the Operational Breakout Session. Teachers will follow the progressive discipline plan outlined in the Faculty Handbook Teachers will update the contact log following student or parent communication. Counselors will conference with students on conflict resolution and self-regulation strategies. Administrators will use the Student Code of Conduct to support the school's behavior management plan.	Completion of Vector Solutions Task Student Behavior Data Contact Log Informal feedback from Counselors

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Growth & Success for All **Operational & Organizational Excellence**	**Teachers will implement the behavior management resources within the PBIS Behavior Toolkit.**	July-August • 3-Part PBIS PL Sessions August-May • Student Grade Level Meetings • Teacher Modeling of the Give Me 4 Protocol • Raider Trader Celebration (Quarterly) • Monitor Teacher PBIS data • Report Teacher PBIS data during Faculty Meetings October, December, March • Planning/preparing Raider Trader Celebration • Student restorative practices	• Teachers use Give Me 4 to achieve desired behaviors. • Teachers will continually review the core beliefs with students. • Teachers will use teachable moments to achieve desired student behavior. • The Core Beliefs are mentioned daily during morning announcements. • Teachers will identify students who will be able to participate in the Raider Celebration at the end of each quarter. • Faculty and Staff will utilize the PBIS app to reward students points for positive behavior.	• Percentage of students participating in Raider Trader Celebration • Student Behavior Data • Informal feedback from Teachers • Teacher PBIS Data • Student PBIS Data

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	Effectiveness
Growth & Success for All **Operational & Organizational Excellence**	**EPMS Administration and Counselors will use Tier 1 and Tier 2 behavior supports for students with chronic or consistent behavior concerns.**	August – May • Administration and Counselors meet biweekly to discuss student needs. • Administration and Counselors will use the SWARM form to refer students to the PCSD Security Advisor • Administration will provide opportunity for PCSD Security Advisor to meet with identified students. • EPMS Administration and Counselors will utilize a PCSD Security Advisor to support students with chronic or consistent behavior concerns. • MTSS Check and Connect Mentors will frequently meet with students assigned to their caseload.	• Operational Meeting Agendas • Monitor behavior data for identified students • Monitor parent contact logs for identified students • Informal Feedback from the PCSD Security Advisor • MTSS Mentors meet with their student caseload as scheduled.	• Student Behavior Data for Identified Students • Parent Contact Log • Informal Feedback from Teachers • Informal Feedback from Parents • MTSS behavioral data

East Paulding Middle School Improvement Action Plan

SMART Goal 4: EPMS will reduce the percentage of new teachers leaving the school from 20% in SY21-22 to 5% in SY22-23.

Strategic Goal Area	Action Steps	Process Goals (Guide your Action Steps)	Monitoring	
			Implementation	**Effectiveness**
Attracting, Developing, and Retaining Quality Diverse Professionals	**Teachers will be invited to attend a Nuts-n-Bolts Session that addresses processes and procedures and any questions they may have about joining our school team.**	May-July • After board approval, send a congratulatory email with department chair contact information. • Identify all new teachers joining EPMS and confirm contact information July • Send a Nuts-n-Bolts invite email with a survey to collect specific questions for discussion during the session. • Provide access to room prior to Preplanning week.	• Presentation PowerPoint • Roster of Attendees • Welcome/Invitation emails	• Informal verbal feedback from attendees • Formal feedback via Microsoft Flip from attendees • Climate survey results • New teacher retention rates specific to EPMS
Attracting, Developing, and Retaining Quality Diverse Professionals	**Teachers will participate in our T.E.N.S (Teachers Effectively Engaging Students) PLC.**	July/Preplanning • Session 1 (Planning for the first weeks of school, Part 1) • Session 2 (Planning for the first weeks of school, Part 2) August • Classroom Management September • Communicating with Parents October • Intentional Instruction	• Identified teachers with 0-3 years teaching experience. • Identified teachers with 3+ years of experience who needed support with TKES standards 7, 8, & 10. • Send a Welcome email that provides an overview of the PLC.	• Post-session surveys • Informal observations • Formal TKES observations • PL survey results • PBIS data • Parent/Guardian Contact Logs • Student behavior data • Climate survey results

		November	• Send a secondary email that outlines the dates that the PLC will meet during the year.	• New teacher retention rates specific to EPMS
		• Classroom Peer Observations		• Professional Learning Sign-In Sheets
		December		
		• Perceptions on the T.E.N.S PLC		
		January-March		
		• Topics/Support as needed		
Attracting, Developing, and Retaining Quality Diverse Professionals	**Teachers will meet all requirements within their individual Professional Learning Plans.**	August • Pre-Evaluation Conference August – March • Ongoing formal/informal observations with feedback and follow-up with professional dialogue • Scheduled mentor-mentee meetings • Attend all school-based professional meetings August – May • Attend a minimum of six (6) New Teacher Induction meetings	• Review Professional Learning Plan during the Pre-Evaluation Conference. • Provide opportunity to discuss components of the individualized plan. • Review progress at Mid-Year Conferences; adjust if needed • Review progress at EOY Conference; discuss plan of support for upcoming year, if needed.	• Informal observations • Formal TKES Observations • Instructional Planning documentation • Professional Learning Sign-In Sheets • Mentor-mentee schedule and meeting documentation

East Paulding Middle Professional Learning Plan

Professional Learning Strategy/Support (Should be connected to effectiveness monitoring of action steps in the SIP)	Audience	Presenter	Timeline	Monitoring	
				Implementation	**Effectiveness**
Intervention PL (M/R 180, Achieve, Rev. Asst., Math Support)	Intervention Teachers	All Admin	Aug-Dec. 3-session cycles per cohort	• Reviewing/Entering student data	• Student data
PLC Meetings	All Teachers	All Admin	Aug. - May	• Collaborative Planning Guides • Individual Common Assessment Analysis Handout • Collaborative Common Assessment Analysis Handout	• PL Surveys • Informal Feedback
PBIS	All Teachers, Para, Admin, Counselors	All Admin	July – Aug.	• Student/Teacher PBIS Data • Student Behavior Data • General Contact Log	• Teacher Referral Data
Common Assessment PL	All Teachers	All Admin	Aug. – Sept.	• PL Agendas	• Academic Performance Data • PL Surveys • Informal/Formal Classroom Observation Feedback

Supports that may be included:
- PLC work
- Coaching sessions with Individual Teachers

- Mentors
- Online Professional Learning Opportunities
- Paraprofessional PL Opportunities
- Ongoing District or School provided PL