

**Warren Middle School
Building Improvement Plan
2022/2023**

Revised: April 2022

Vision Statement: Jr. Jacks Dare to be RARE. (Responsible, Accountable, Ready to Learn, and Engaged)

Mission Statement: To move students to value high levels of learning we should teach them to believe in themselves. In order to do that, we must truly believe it ourselves. If we want to see a change in our student's behaviors and work ethic, we must change ourselves first. It starts with the adults first. We have to be role models.

PLAN

The Warren Middle School is INTENSELY FOCUSED on:

1. Creating a school community culture that values reading throughout the school's community
2. Implementing, monitoring, and embracing the High Reliability School's Model
3. Fostering a learning community committed to working collaboratively in a continuous process of inquiry to ensure high levels of learning for all students(adapted from *Learning by Doing*)

[WSD HRS Platform](#)

Needs Assessment:

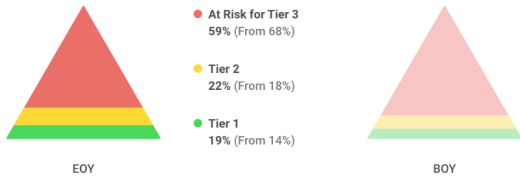
Data to determine needs:

2021-2022 WMS iReady Data

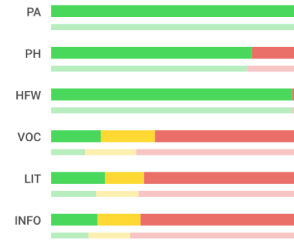
Math

Students Assessed/Total: 359/375

Overall Placement



Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

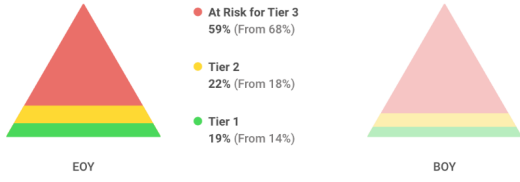
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Grade		Overall Grade-Level Placement			Students Assessed/Total
Grade 6	EOY	32%	27%	41%	113/121
	BOY	14%	26%	60%	
Grade 7	EOY	41%	25%	34%	116/122
	BOY	27%	26%	47%	
Grade 8	EOY	36%	26%	38%	117/132
	BOY	20%	31%	50%	

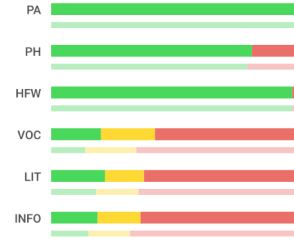
Reading

Students Assessed/Total: 359/375

Overall Placement



Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement Summary | Grade

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Grade		Overall Grade-Level Placement		Students Assessed/Total
Grade 6	EOY	13%	26%	62%
	BOY	8%	16%	76%
Grade 7	EOY	20%	21%	59%
	BOY	17%	15%	68%
Grade 8	EOY	23%	20%	57%
	BOY	16%	23%	61%

DO

Goal 1: Strengthen our collaborative learning teams that work interdependently to achieve high levels of learning for all students and to provide support for teaching and learning to close our achievement gap for all subpopulations.

HRS Level 1 Indicator 1.4: Teacher teams and collaborative groups regularly interact to address issues regarding curriculum, assessment, instruction, and the achievement of all students.

HRS Level 3: Guaranteed and Viable Curriculum:

Guiding Questions:

What do we want our students to know?

How will we know they are learning?

How will we respond when students do not learn?

How will we enrich and extend learning for students who are proficient?

Actions Steps	Person Responsible	Tools	Monitoring Process
Provide time in the schedule for teams to meet bi-weekly in content teams, grade level teams, leadership team, and guiding coalition to meet	Kathy Cornish	(attach meeting schedule)	Master Schedule
Follow the District's Team Meeting Process in meetings as a guide for teams to build a culture of collective responsibility among all staff members to create systematic expectations of high levels of learning for all students	Team Leaders Kathy Cornish Rhonda Williams	https://docs.google.com/document/d/19IJjLgifAdJVY73PiXFjqismwXyFiSDRnIRFJevlLE/edit	Meeting Agendas Team Meeting Notes
Participate with fidelity in the Inclusive Practices PLC Project	All teachers	PLC at work resources	Assessing team agendas and progress towards goals using rubric in Learning by Doing
Implement fully the three big ideas of a PLC at Work with fidelity with the guidance of a trained and certified PLC at	Guiding Coalition	PLC at work resources	Assessing team agendas and progress towards goals using rubric in Learning by Doing

Work Associate and an intentional focus on inclusive practices and culture.			
Increase Inclusive practices within the school	Teachers Administration	Yes you Can and Learning by Doing	Use iReady data, team meeting agendas, common assessment data
Practice gradual release of responsibility as the school team deepens their PLC at Work structures and creates plans to sustain the PLC at Work process after the Project has ended.			Assessing team agendas and progress towards goals using rubric in Learning by Doing
Professional Development: Participate in Teaming: Inclusive PLC at Work Project 1 full staff day- Fall 8 Coaching days with teams 2 days with coaching with admin 5 days with admin and Sped teachers	Kathy Cornish Carla Wardlaw Team Members	<i>12 PD Days with Solution Tree Consultants</i>	Norms, collegial commitments, action plan (team roles), goals, monitoring progress toward SMART goals
Develop Guaranteed and Viable Curriculum: (guiding question: What do we want our students to know) Teachers will use the district flow chart to develop a guaranteed and viable curriculum.	Kathy Cornish Rhonda Williams Teachers	<i>Level 3 Flow Chart</i>	Essential Standards Document Priority Standard Document Pacing Guide Document Unit Plan
Response to Intervention: -Create an intervention/enrichment class in the master schedule to meet daily -Use common formative and interim assessments for intervention/enrichment	All Staff	Google Drive RTI Folder	Team meeting notes Intervention Pyramid SIT meeting notes Failing to Succeed Student Preventions

<ul style="list-style-type: none"> - Track student performance on CFA and interventions/enrichment - Plan interventions/enrichments for Tier 1 and 2 when unit planning -Follow SIT referral process for Tier 2 and 3 interventions 			
<p>Loss of Learning Plan: Address the loss of learning due to school closure in Spring 2020:</p> <ul style="list-style-type: none"> - Provide time in the master schedule for intervention to address essential standards and prerequisite skills -iReady Bootcamp -Provide extended day tutoring using iReady -Provide extended year for 4 weeks using iReady and essential standards tutoring 			
<p>Student Success Plans:</p> <ul style="list-style-type: none"> -Create student success plans for all 8th-grade students that will include the following: -Revisit SSP 2xs a year with parents and students during PT Conferences 			
<p>Communication Plan:</p> <ul style="list-style-type: none"> -utilize Communication Plan -bi-weekly newsletter showcasing effective practices -create SOP for staff for procedures 	Kathy Cornish	District Communication Plan	Newletters SOPS eNotes District App Website

<p>Monitor and Adjust: Monitor and adjust instruction and intervention in team meetings using the continuums in <i>Learning by Doing</i> to assess process teams are making toward SMART Goals</p>	<p>Teams Kathy Cornish</p>	<p><i>Learning By Doing (DuFour, Dufour)</i></p>	<p>Quarterly Continuum Assessments</p>
<p>District Support: -Utilize School Improvement Specialist to work with teams on identifying essential standards, unit planning, building common assessments - Pay for fees, travel, meals to professional development sessions</p>	<p>Kathy Cornish Rhonda Williams</p>	<p><u>WSD HRS Platform</u></p>	<p><u>Essential Standards Document</u> <u>Priority Standard Document</u> <u>Pacing Guide Document</u> Unit Plan Assessments</p>

Goal 2: We will ensure effective teaching in every classroom which will lead to an

-Increase the number of students with disabilities and struggling students being taught to grade-level expectations and making progress towards proficiency towards grade-level standards.

-Increase in the number of students reading on grade level in each subgroup by 5% by May 2023

-increase in the number of students performing mathematically on grade level by 12% by May 2023

- increase in the number of Special Education students in the weighted achievement category by 2% each year to reach 56% by May 2023.

HRS Level 2: Effective Teaching in Every Classroom: Indicators 2.1, 2.3, 2.4 and 2.6

HRS Level 3: Guaranteed and Viable Curriculum: Indicators

		Tools	Monitoring Process
<p>Effective Teaching: -provide professional development in the following: - WSD HRS Platform - the district's instructional model - the district's effective teaching model</p>	<p>Kathy Cornish Rhonda Williams</p>	<p><u>WSD Instructional Model</u> <u>Effective Teacher Model</u> <u>Effective Teacher Tier</u></p>	<p>Classroom Observation PGP Reflections Classroom Walkthrough</p>

<p>-tier teachers on the district's effective teacher tier model using observation and quick data</p> <p>- utilize the instructional model to</p> <ul style="list-style-type: none"> ● plan teacher's PGP ● plan instruction ● focus of observation ● use to guide collaborative teams to improve student performance. 			
<p>Special Education Subpopulation:</p> <p>Curriculum:</p> <p>Math:</p> <p>-Utilize Brigance Program Strategies to Achieve Mathematics Success</p> <p>-Utilize manipulatives for Multi-sensory instruction for Math</p> <p>- Utilize Illustrative Math as a resource for problem-based application of mathematical practices</p> <p>ELA:</p> <p>-Use Diagnostic Decision Tree for Reading to determine student placement address learning needs</p> <p>- Implement SOR foundations and structure in all classrooms</p> <p>- Class structure:</p> <p>Phonological Awareness</p> <p>Phonics</p> <p>Word Study</p> <p>Comprehension</p> <p>Small group reading</p>			

<p>Writing Handwriting</p> <p>- Curriculum: Phonics 1st Structures (6-8) Heggerty Words (K-3 & 6-8) SIM Vocabulary Surge (A/B) Benchmark (K-5)(from the approved Reading List) MyPerspectives (6-8)(from the approved Reading List</p> <p>Additional Action Steps:</p> <ul style="list-style-type: none"> -Ensure IEP and testing accommodations are aligned for success for students who receive direct/indirect services -Ensure IEP goals lend to high expectations for all students -Provide time for special education and regular teachers to collaborate and <p>-Follow the District's Team Meeting Process in meetings as a guide for teams to build a culture of collective responsibility among all staff members to create systematic expectations of high levels of learning for all students</p> <p>- Special Education Teachers Participate in content and grade level collaborative teams</p> <p>-Monitor student progress using common formative assessments, Ready interim assessments, and ACT Aspire</p>			
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<p>Explore co-teaching, inclusion practices</p> <p>Increase inclusive practices throughout the school</p> <p>Professional Development:</p> <ul style="list-style-type: none"> -Science of Reading Support for Special Education Teachers- SEARK Coop - Inclusive Practices- PLC Project- Solution Tree - My Perspectives- ELA 			
<p>School Literacy Plan:</p> <ul style="list-style-type: none"> -ELA classes meet daily for 45 minutes <p>-6th grade class structure:</p> <ul style="list-style-type: none"> Word Study (morphology focused)- Comprehension Small group reading Writing Handwriting <p>7th/8th grade class structure:</p> <ul style="list-style-type: none"> Advanced Phonics Word Study- Morphology, Etymology Comprehension Writing <p>Curriculum Resources:</p> <ul style="list-style-type: none"> My Perspectives Vocabulary Surge iReady SIM Materials for Social Studies and Science that support literacy 			

<p>skills</p> <p>-Diagnostic Screening: -iReady-all students 3 times a year - Struggling Readers Screeners: -DIBELS, iReady, PAST</p> <p>Supports for struggling readers: -Strategic Reading Intervention Time - Utilize SIM, Vocabulary Surge, Heggerty, iReady</p> <p>-Daily Dyslexia Intervention - Utilize Structures for dyslexia</p> <p>-Create a school vocabulary instruction plan using the HRS model and Integrate literacy skills in the content area- focus on word study/vocabulary development -Increase inclusive practices within the school</p> <p>Professional Development:</p> <ul style="list-style-type: none"> - ELA Teachers- My Perspectives - Content Teachers- SOR Content Area Reading Strategies, SOR Morphology, or Secondary Morphology - SOR Awareness/Proficiency WMS Staff - Dyslexia Interventionist- Structures 			
<p>School Math Plan: - 90-minute block for instruction</p> <p>-Focus Areas: Number and Operations</p>			

<p>Geometry Algebra Measurement and Data</p> <p>Curriculum Resources: Illustrative Math iReady Eduastic</p> <p>Professional Development: - Math Quest Year 1- 7th grade math teacher</p>			
<p>Social Emotional Learning: - Incorporate Guide for Life SEL in all classrooms once a week</p> <p>Resource: Second Step for Middle School</p> <p>Professional Development: Provide training in the Second Step Provide training in Guide for Life</p>	<p>Sandy Hollingsworth Teachers</p>	<p>Second Step</p>	<p>Discipline Referrals</p>
<p>Monitor student progress using common formative assessments, Ready interim assessments, and ACT Aspire</p>			
<p>Teacher Support: Provide support for teachers in areas that need improvement using the Effective Teacher Support guide</p>	<p>Kathy Cornish Rhonda Williams</p>	<p>Effective Teacher Support</p>	
<p>District Support:</p> <ul style="list-style-type: none"> ● Purchase materials to support SOR and SIM: <i>Equipped for Reading Success (Kilpatrick), Phonemic Awareness-yellow book-(Heggerty), Literacy Instruction and Assessment (Hougen,</i> 			

<p><i>Smartt), Unlocking Literacy (Henry) and Words (Henry)</i></p> <ul style="list-style-type: none">● Purchase My Perspectives as a resource for ELA Classrooms● Purchase materials for Social Studies and Science that support literacy skills● Coordinate dates with Coop Literacy Specialist for support days● Support teachers in attending RISE Trainings and monitor the progress of completion● Provide support from School Improvement Specialist Develop and align school-wide reading curriculum and instruction guide● Design curriculum maps that are aligned to identify essential, supporting and enduring standards and DOK and aligned grades● Purchase iReady and provide Pd● Purchase Second Step● Purchase IM for resource for mathematics classes● Provide PD in WSD Effective Teaching Model			
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