**Walker-Grant Middle School**

**2021-2022 School Improvement Plan**

**Executive Summary 2021-2022**

Accreditation Waived

* English Language Arts
* Mathematics
* Student Engagement and Outcomes

**Due to the COVID-19 Pandemic, we were unable to gather summative growth data for students in grades 6-8 during the 2019-2020 and 2020-2021 academic years. Our most recent data snapshot of Walker-Grant Middle School Students comes from the 2018-2019 academic year. For the purposes of this school improvement plan, we will highlight a three-year data collection period starting in 2016-2017 and ending in 2018-2019. This is the most recent data that reflects the performance of our students prior to the beginning of the pandemic, and it provides us with a baseline from which we can establish our goals for student achievement and student engagement.**

**Walker-Grant Middle School**

**School Improvement Plan 2021** Update 4/4/22

**School Improvement Activity Matrix**

***Improvement***

***Goal #1:* Instructional Excellence & Educational Equity**

FCPS will ensure that all students have access to and engagement with high-quality instruction.

**Building Goal:** Walker-Grant Middle School will achieve significant academic growth based on the Spring 2022 Virginia Standards of Learning Assessments in English Language Arts.

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| **Domain:** ELA | | | | |  |
| **SMART Goal(s)**  1. In the Spring of 2022, we will realize a significant improvement in Black student achievement in English by increasing the percentage of students passing or showing growth from 62.33% to 75%. Likewise, we will realize a significant improvement in English achievement of students with disabilities by increasing the percentage of students passing or showing growth from 46.67% to 60%. | | | | |  |
| **Action Plan:** | | | | |  |
| **Essential Action / Research-Based Strategies to be used (Max 5-7):** Implementation of Professional Learning Communities (PLC); Monitoring of Tier I Instructional Practices. | | | | |  |
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| **School-Quality Indicator:** see [VDOE: SOA: Impact on Schools & Impact on Students (virginia.gov)](https://www.doe.virginia.gov/boe/accreditation/2017-soa-impact.shtml) | | | | | **Artifacts** |
| **1. Focus area/ Strategic-Comprehensive plan objective(s)** | 1.3 FCPS will target achievement gaps and increase positive educational  outcomes across race/ethnicity, income, disability, and language subgroups. | Staff Roles Responsible for Implementation and Monitoring | Begin Date | End Date |  |
| **2. Action steps** | 1. Professional Learning Communities will be implemented and will meet weekly. (Math and English 2x per week) | Administration | 8/30/2021 | 6/2/2022 | Master Schedule, PLC Agenda/Minutes |
| 1. Teachers will meet with their PLC weekly to work on unpacking standards as well as the implementation of high-yield instructional strategies. | Administration and Department Chairs | 8/30/2021 | 6/2/2022 | Lesson plans; |
| 1. Instructional coaches will complete an 8-week coaching clinic with Jim Knight’s Instructional Coaching Institute. | Department of Teaching & Learning | 8/16/2021 | Completed October 2021 | Certificate copy |
| 1. Instructional coaches will meet with the PLC to help facilitate the learning. | Administration and Department Chairs | 10/11/2021 | 6/2/2022 | PLC agendas and notes |
| 1. Implementation of new English Language Arts resources. (\*\*\*\*My access) | Administration, Department Chairs, Instructional Coaches, and Teachers | 8/10/2021 | 5/26/2022 | Usage logs and progress monitoring data |
| 1. Implementation of Tiered ELA Interventions | Administration, Department Chairs, Data Coaches, and Teachers | 8/24/21 | 5/26/22 | Intervention tracking sheets; Sample intervention plans |
| **5. Evidence of progress/ completion** (Artifacts required) | PLC agendas and notes  Certificate of completion of coaching clinic  Professional Development sign-in sheets  Observation notes | | | |  |
| **6. Persons responsible for monitoring and frequency** | Administration, Department Heads, and Instructional Coaches will monitor PLC agendas and notes on a weekly basis.  Administration and Department Heads will continuously monitor the implementation of the new ELA resources via observations, walkthroughs, and review of assessment data. | | | |  |

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| **Domain:** Mathematics | | | | |  |
| **SMART Goal(s):**  In the Spring of 2022, we will realize a significant improvement in Black student achievement in Math by increasing the percentage of students passing or showing growth from 60.33% to 75%. Our Hispanic students will demonstrate an increase in math achievement by increasing the percentage of students passing or showing growth from 68.67 to 75%. Likewise, we will realize a significant improvement in Math achievement of students with disabilities by increasing the percentage of students passing or showing growth from 54.67% to 65%. | | | | |  |
| **Action Plan:** | | | | |  |
| **Essential Action / Research-Based Strategies to be used (Max 5-7):** Implementation of Professional Learning Communities (PLC); Monitoring of Tier I Instructional Practices. | | | | |  |
| **School-Quality Indicator:** see [VDOE:: SOA: Impact on Schools & Impact on Students (virginia.gov)](https://www.doe.virginia.gov/boe/accreditation/2017-soa-impact.shtml) | | | | | **Artifacts** |
| **1. Focus area/ Strategic-Comprehensive plan objective(s)** | 1.3 FCPS will target achievement gaps and increase positive educational  outcomes across race/ethnicity, income, disability, and language subgroups. | Staff Roles Responsible for Implementation and Monitoring | Begin Date | End Date |  |
| **2. Action steps** | 1. Professional Learning Communities will be implemented and will meet twice weekly.   The math department will leverage the power of common planning and will meet monthly as a group for training and department meetings. | Administration | 8/30/2021 | 6/2/2022 |  |
| 1. Teachers will meet with their PLC twice weekly to work on unpacking standards as well as the implementation of high-yield instructional strategies and deciding on common assessments. | Administration and Department Chairs | 8/30/2021 | 6/2/2022 | PLC Minutes  Math 8 PLC March 21.docx  Lesson Plans  A. Smith Math 8 Week 2.7-2.11.docx  Dr. Mulligan’s Recommendations |
| 1. Instructional coaches will complete an 8-week coaching clinic with Jim Knight’s Instructional Coaching Institute. | Department of Teaching & Learning | 8/16/2021 | 10/4/2021 |  |
| 1. Instructional coaches will meet with the PLC to help facilitate the learning and support with creating common assessments. | Administration and Department Chairs | 10/11/2021 | 6/2/2022 |  |
| 1. Implementation of new Mathematics Tier 1 resources.   During common planning, PLC teams will use the VA DOE documents to align common plans with essential knowledge, skills, and vocabulary. The primary sources of lesson plan components include: Curriculum Framework, Math Instructional Plans, Just in Time Quick Checks, Using Statewide Results, and Bridging for Math Strength. | Administration, Department Chairs, Instructional Coaches, and Teachers | 8/10/2021 | 5/26/2022 |  |
| 1. Staff will begin training in Positive Behavioral Interventions and Supports. | Director of Equity and School Improvement | 10/13/2021 | 1/3/2022 |  |
|  | 1. Accelerate not remediate- The New Teacher Project recently released a study in May of 2021 that shows:   Students who experienced learning acceleration struggled less and learned more than students who started at the same level but experienced remediation instead.  Students of color and those from low-income backgrounds were more likely than their white, wealthier peers to experience remediation—even when they had already demonstrated success on grade-level content.  Learning acceleration was particularly effective for students of color and those from low-income families. | Principal, Department Chairs, and Teachers | 8/10/2021 | 05/26/2022 |  |
| **5. Evidence of progress/ completion** (Artifacts required) | PLC agendas and notes  Certificate of completion of coaching clinic  Professional Development sign-in sheets  Observation notes | | | |  |
| **6. Persons responsible for monitoring and frequency** | Administration, Department Heads, and Instructional Coaches will monitor PLC agendas and notes on a weekly basis.  Administration and Department Heads will continuously monitor the implementation of the new math resources via observations, walkthroughs, and review of assessment data. | | | |  |

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| **Domain: Student Engagement and Outcomes** | | | | |
| **SMART Goal(s)**  1. Black students who represent 36% of our student population accounted for 55% of the suspensions at W-GMS. Conversely, their white peers who represent 31.67% of the student population only accounted for 13.6% of the suspensions at W-GMS. Reducing the number of overall suspensions and increasing student engagement will be a major focus at WGMS. However, we really need to focus on the engagement of our Black students so that we can reduce the number of suspensions that are assigned to them. | | | | |
| **Action Plan:** | | | | |
| **Essential Action / Research-Based Strategies to be used (Max 5-7):** Implementation of Tier II & III SEL supports; Implementation of Culturally Responsive Practices; Implementation of Restorative Practices; PBIS | | | | |
| **School-Quality Indicator:** see [VDOE: SOA: Impact on Schools & Impact on Students (virginia.gov)](https://www.doe.virginia.gov/boe/accreditation/2017-soa-impact.shtml) | | | | |
| **1. Focus area/ Strategic-Comprehensive plan objective(s)** | 1.2 FCPS will provide each student with opportunities to be challenged and supported. | Staff Roles Responsible for Implementation and Monitoring | Begin Date | End Date |
| **2. Action steps** | 1. Hiring 3 Student Support Specialists who will have a targeted caseload of 30 students each. One to be assigned to W-GMS. | Administration | 8/10/2021 | 5/26/2022 |
| 1. Using Chatter High to implement Social-Emotional lessons. | Administration, Student Support Specialists, Counselors | 8/17/2021 | 5/20/2022 |
| 1. Implementation of Tiered Interventions in ELA and Mathematics | Administration, Department Chairs, Data Coaches, and Teachers | 8/24/2021 | 5/26/2022 |
| **5. Evidence of progress/ completion** (Artifacts required) | Professional Development sign-in sheets  Student Support Specialist caseload information and student progress reports  Intervention progress monitoring information | | | |
| **6. Persons responsible for monitoring and frequency** | Administration, Counselors, Student Support Specialists | | | |