

**Zone: 7**

**School: Webb Bridge Middle School**

*The Semester Action Plan serves as a road map that provides clarity to specific priorities and actions that will drive student achievement over the next semester. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school’s initiatives.*

**SEMESTER ACTION PLAN**



**STEP ONE:**

Establish SMART goals in each of the **3 BIG ROCK** focus areas: Relationships and Routines, Tier I, or Interventions, and the high-level actions/practices the school will employ to achieve those goals.

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|  | **BIG ROCKS** |  **Semester Goal** | **Two High Level Actions/Practices** |
|  | Relationships and Routines | Through a comprehensive advisory program, service-learning projects, and an ongoing focus social emotional learning/mental wellness and our values, WBMS will continue to build strong foundational relationships and an inclusive community, as shown by 100 % of students reporting they feel like they belong at WBMS in the end of year survey in May 2024. | 1. *The faculty will mindfully engage with the students who answered negatively to 3 or more of the survey questions in 22-23.*
2. *The faculty, PTA, and SGC will increase student connection opportunities. (Service-learning, Clubs and Organizations, after school gatherings)*
3. *The school will adopt Responding to Disrespect Protocol to decrease behavioral concerns.*
4. *The school will adopt a tardy response process to decrease the number of tardies to school and to classes.*
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|  | Tier I | By May 2024, WBMS will increase the percentages of students earning 3 or 4 in all areas of GMS to 80% or higher. | 1. *Teachers will engage in ongoing, differentiated, teacher-led professional learning through growth groups.*
2. *Teachers will engage in ongoing, content-specific professional learning.*
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|  | Interventions | By May 2024, WBMS will increase the percentage of students reading on or above grade level in all grade levels to 95% or higher. | 1. *The faculty will mindfully engage with the students who scored below grade level on the GMAS Lexile indicator and/or below grade level in BOY I-Ready).*
2. *Reading classes will be differentiated by readiness.*
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Principal Signature Date

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Zone Superintendent Signature Date

**STEP TWO:**

1. Determine how the school will measure progress toward the successful achievement of the Big Rock Goal for each rock and record progress during the semester period.
2. Complete the Detailed Task list needed to implement each of the high-level actions to achieve the goal in each focus area.

**Big Rock #1 Relationships and Routines**

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| **Semester Goal:** Through a comprehensive advisory program, service-learning projects, and an ongoing focus social emotional learning/mental wellness and our values, WBMS will continue to build strong foundational relationships and an inclusive community, as shown by 100 % of students reporting they feel like they belong at WBMS in the end of year survey in May 2024. |
|  **PROGRESS INDICATORS** |
| **What will be measured?** | **What tools will be used to measure?** | **Date of Measurement** | **Record Actual Results Here** |
| Students’ connection to WBMS - “I feel like I belong at Webb Bridge Middle School.” | Student Perception Survey  | 11/23 and 4/24 | Baseline data from May 23 – 95.4%Number of staff members with 100+ students reporting they could speak to them - May 23 – 36 (November – 20) |
| Increase the number of clubs and organizations | Club and organization questionnaire | 9/22 and 4/23 | Baseline from May 23 – 33 clubs and organizations; 60% of students are involved in at least one club or organization |
| Discipline data | Discipline dashboard | Monthly  | Baseline data:Discipline referrals Y 22 – 158    Y23 – 147 ISS/OSS days Y22 – ISS 109; OSS 12   Y23 – ISS 100; OSS 27  |
| Attendance and tardy data | Infinite Campus  | Weekly | Y23 - Maintaining positive school attendance with 90% of students meeting the district attendance goal of having a 90% or greater attendance rate. |
| Increase in percent of students who are school promoters and increase percent of students who strongly agree and agree “Adults at this school let students help make decisions for the school”. | District Perception Survey | 5/24 | Baseline data from May 23 – promoters – 36%Strongly agree – 27%; agree – 38% |

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| **High Level Action One:** *The faculty will mindfully engage with the students who answered negatively to 3 or more of the survey questions in 23-24.* |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Data dig to identify our students from the EOY student survey who answered negatively to 3 or more of the survey questions in 22-23.Data dig to identify our high impact relationship building teachers based on the number of times student selected them as an answer to this question “Select all the adults at WBMS from whom you feel comfortable asking for help if it is needed.”Give our data clerk and master scheduler both sets of names to ensure students are placed in these teachers’ compass classes | Rebecca Williams, Lisa Beckett, Carmen Hurst, and Diane Sibrizzi | EOY Students Survey results | 6/23-8/23 |
| Meet with high impact relationship building teachers so they know the situation and can be intentional when interacting with identified students in compass. | Rebecca Williams | Teams | 8/23 |
| All teachers will know the names of Webb Way Worry students. | Rebecca Williams and Grade Level Chairs | Grade Level Meeting Time | 8/23 |
| Counselors will meet with all students who answered 3 or more of the 8 identified worrisome questions on the May 23 survey within the first month of school.  | Anne Ramsey, Amani Parson, and Emma Baginski  |  | 8/23 |
| Compass Leadership Team will pick the focus for the three questions each month so the advisement sessions are more focused. | Carmen Hurst and Nathan Amrine |  | 9/23 – 5/24 |
| 1. **High Level Action Two:** *The faculty, PTA, and SGC will increase student connection opportunities. (Service-learning, Clubs and Organizations, after school gatherings)*
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| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Host a club fair for students to show them all the club offerings.  | Allie Kornegay, Admin, and all club/organization/athletic sponsors |  | 8/23 |
| Bring back Principal’s Council and ask each administrator to create a regular way to connect with students (tutor or create a focus group during Compass) | Administrators |  | 9/23 |
| Visit Compass classes to check in on SSS lessons, Community Building, and Advising  | Admin and Support Staff  | SSS walkthrough  | 9/23– 5/24 |
| PTA will host a family night to bring the community together during first semester | PTA |  | 6/23 – 10/23 |

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| **High Level Action Three:**  *The school will adopt Responding to Disrespect Protocol to decrease behavioral concerns.* |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| After reading articles and research, create a Responding to Disrespect Protocol draft.  | Carmen Hurst | Articles and research  | 6/23 |
| Admin, Unity Team, and Culture and Relationship Leadership teams go through different protocols with the draft and draft is revised. | Carmen Hurst and members of the various teams | Responding to Disrespect Protocol draft | 7/23  |
| WBMS Staff uses a protocol to engage with the document and relay their professional learning needs. | Carmen Hurst and full faculty  | Responding to Disrespect Protocol | First faculty meeting 7/31/23 |
| Professional Learning at each faculty meeting and/or grade level meeting. | Carmen Hurst and full faculty | Articles and research | 8/23 – 5/24 |
| Students will engage in learning throughout the year about our values beginning with an emphasis on respect.  | Faculty  | Responding to Disrespect ProtocolUnity Teamwork | 8/23 – 5/24 |

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| **High Level Action Four:** *The school will adopt a tardy response process to decrease the number of tardies to school and to classes.* |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Researched various surrounding schools’ tardy policies. | Rebecca Williams | Zone 7 secondary schools’ tardy policies | 7/23 |
| Create a WBMS tardy policy | Admin team  |  | 7/23 |
| Educate faculty, students, and parents on the WBMS tardy policy. | Admin team | WBMS tardy policy | 8/23 |
| Monitor the tardy policy | Admin team | Pull tardy data weekly  | 8/23 – 5/24 |

**Big Rock #2 Tier 1 Instruction**

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| **Semester Goal:** By May 2024, WBMS will increase the percentages of students earning 3 or 4 in all areas of GMS to 80% or higher. |
|  **PROGRESS INDICATORS** |
| **What will be measured?** | **What tools will be used to measure?** | **Date of Measurement** | **Record Actual Results Here** |
| Unit, CFA, and interim Assessments | Unit, CFA, and interim Assessments | varies | **Unit One ELA:****6th grade**Average score: 82%% of students who mastered content: 94%**7th grade**Average score: 85%% of students who mastered content: 92%**8th grade**Average score: 91%% of students who mastered content: 99%Here is the data for math, thus far:The Math 8 unit assessment was incredibly difficult – with our highest scoring student earning a 75%. That student is now placed in Enhanced Algebra Honors and is excelling. He scored above grade level on iReady diagnostic. So there is a wide discrepancy between the unit assessment difficulty and day-to-day student performance.Finally, when I add together the number of students assessed (including the 145 for Enhanced Algebra and the 125 for Algebra Honors), there are still students missing. I am going to touch base with each team to determine if a teacher has not given the unit assessment yet. |
| BAPS, team, and classroom observations | BAPS, team, and classroom observations | ongoing |  |
| I Ready | BOY and MY | 8/23 and 12/23 | I Ready BOY data: [iReady BOY Y24.docx](https://fultonk12-my.sharepoint.com/%3Aw%3A/g/personal/williamsr01_fultonschools_org/EVgr1DY2w99DgiSPxQfDtxMBnjvU9waAp6UCEL1edE3SxA?e=hTZJh5) |

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| **High Level Action One:** *Teachers will engage in ongoing, differentiated, teacher-led professional learning through growth groups.*  |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Overall reflection of instructional strengths and growth areas from Y22 to identify professional learning needs. | Content chairs and admin | Observation feedback | 6/23 |
| Faculty engages in lighthouse school self-assessment and leadership teams complete data dig of results to identify professional learning needs. | Teachers and leadership teams | Lighthouse self-assessment | 4/23 |
| Growth group facilitators and Vanguard members are identified and trained by consultant on adult learning. | Katie Pardee, TVS and facilitators  |  | 6/23 – 3/24 |
| Faculty learns about Growth Groups and takes a skill inventory  | Katie Pardee  | Inventory | 7/31/23 |
| Teachers engage in Growth Groups throughout the school year | All teachers and GG facilitators  |  | 9/23 – 3/24 |
| Teachers upload and reflect on professional learning  | All teachers ad Admin | Summative Conference | 4/24 – 5/24 |
| **High Level Action Two:** *Teachers will engage in ongoing, content-specific professional learning.* |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Large scale GMAS data digs from DRC | Rebecca Williams and Carmen Hurst | DRC  | 6/23 – 8/23 |
| Content GMAS data digs to identify areas of growth and content-specific action items | Content administrators, Content Chairs, and PLCs | Content specific data | 7/23 – 9/23 |
| Content Chairs will plan for and deliver content-specific professional learning | Content Chairs |  | 7/23 – 5/24 |
| Content Chairs and administrators will visit teams and classrooms to give feedback on contents’ action items  | Content Chairs and administrators  |  | 8/23 – 5/24 |

**Big Rock #3 Interventions**

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| **Semester Goal:** By May 2024, WBMS will increase the percent of students reading on or above grade level in all grade levels to 95% or higher. |
|  **PROGRESS INDICATORS** |
| **What will be measured?** | **What tools will be used to measure?** | **Date of Measurement** | **Record Actual Results Here** |
| I Ready | BOY and MY | 8/23 and 12/23 | [iReady BOY Y24.docx](https://fultonk12-my.sharepoint.com/%3Aw%3A/g/personal/williamsr01_fultonschools_org/EVgr1DY2w99DgiSPxQfDtxMBnjvU9waAp6UCEL1edE3SxA?e=hTZJh5) |
| Reading Assessments | Formatives, Summatives, Fastbridge | ongoing |  |
| BAPS, CFA, and classroom observations | BAPS, CFA, and classroom observations | ongoing |  |

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| **High Level Action One:** *The faculty will mindfully engage with the students who scored below grade level on the GMAS Lexile indicator and/or below grade level in BOY I-Ready).*  |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Identify students who scored below grade level on the GMAS Lexile indicator  | Diane Sibrizzi | GMAS scores | 7/23 |
| Identify students who scored below grade level in BOY I-Ready  | Michelle Garner | I-Ready scores | 8/23 |
| Teachers learn names of targeted students. | Administrators and GLC | Scores | 8/23 |
| Teachers engage in on-going literacy professional learning and target interventions in all content areas. | ELA and Reading teachers | Various literacy resources | 8/23 – 4/24 |
| **High Level Action Two:** *Reading classes in will be differentiated by readiness.* |
| **DETAILED TASKS** |
| **Task** | **Person Completing Task** | **Resources Needed / Source** | **Start and Completion Dates** |
| Identify students who scored below grade level on the GMAS Lexile indicator  | Diane Sibrizzi | GMAS scores | 7/23 |
| Identify students who scored below grade level in BOY I-Ready | Michelle Garner |  I-Ready scores | 8/23 |
| Create an ongoing process and procedure for teachers to identify students who need reading support and train them on it. | RtI team |  | 7/23 – 9/23 |
| Using data and RtI identification process and procedure Students are placed in a reading support classes throughout the year | Carmen Hurst, Diane Sibrizzi, and RtI staff | GMAS scores, I-Ready scores, ELA and Reading Assessments | 7/23 – 3/24 |
| Expand differentiated reading course offerings so there are three levels of reading courses in all grade levels | Reading teachers; RtI team; scheduling team |  | 4/23 – 8/23 |