

## Amelia County Public Schools

School: ACMS

### School Improvement Plan

Year: 2016-2017

State Accreditation Status: Partially Accredited Approaching Benchmark Federal Accountability Status: DID NOT MEET

| Focus Area   | SMART Goal   | Timeline for Strategies |
|--|--|-------------------------|
| <b>Standard 1 – Instructional Leadership/Student Academic Progress</b> | <i>In the 2016-2017 academic year, Amelia County Middle School will exceed the state accreditation benchmark of 75% to attain 80% in English. In addition, ACMS will meet federal Annual Measureable Objectives (AMOs) in all subgroups.</i>   | August 2016 – May 2017  |
| <b>Standard 2 - School Climate/Learning Environment</b>                | <i>By May 2017, Amelia County Middle School will utilize positive behavior intervention supports (PBIS) to reduce the total number out-of-school suspensions by 5% and in-school suspensions by 10%.</i>   | August 2016 – May 2017  |
| <b>Standard 3 – Human Resources Management</b>                         | <i>By June 2017, ACMS will foster effective human resources by effectively evaluating 100% of the instructional staff with at least one formal evaluation, one informal observation, and one peer observation. Also by June 2017, ACMS will foster effective human resources by effectively evaluating 100% of the support staff with an annual performance evaluation. Lastly, by June 2017, ACMS will update the faculty handbook to include specific expectations with regard to professionalism.</i> | August 2016 – June 2017 |
| <b>Standard 4 - Organizational Management</b>                          | <i>By June 2017, ACMS will foster the success of the school by managing building-level finances in an efficient and appropriate manner to decrease overall audit discrepancies by 10%. Also for the 2016-2017 school year, ACMS will form a building leadership team comprised of 100% of department and grade-level chairs, counselors, specialists, and administrators to monitor and evaluate the efficiency of academic operations, particularly with regard to the school improvement process.</i>  | August 2016 – June 2017 |
| <b>Standard 5 - Communication &amp; Community Relations</b>            | <i>By May 2017, ACMS will foster open lines of communication with parents by providing weekly instant alert email and telephone updates regarding weekly activities and events. Also by June 2017, ACMS will promote community engagement at the school level by inviting community members to participate in or attend at least four (4) school-sponsored events that showcase student work.</i>  | August 2016 – May 2017  |
| <b>Standard 6 - Professionalism</b>                                    | <i>By May 2017, ACMS will implement at least ten (10) professional-development-based faculty meetings and/or workshop sessions for all instructional staff.</i>  | August 2016 – May 2017  |
| <b>Standard 7 – Student Academic Progress</b>                          | <i>By May 2017, ACMS will decrease the number of expedited retakes in reading by 10% by implementing various on-going, year-long enrichment, tutoring, and pull-out assistance.</i>  | August 2016 – May 2017  |

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| Focus Area  | SMART Goal  | Specific Strategies to Meet Goal/<br>Methods to Monitor  | Timeline for Strategies: Initiated and Accomplished   |
|---|---|--|---|
| <p><b>Standard 1 - Instructional Leadership/Student Academic Progress</b></p> | <p><i>In the 2016-2017 academic year, Amelia County Middle School will exceed the state accreditation benchmark of 75% to attain 80% in English. In addition, ACMS will meet federal Annual Measureable Objectives (AMOs) in all subgroups.</i></p> <p>The current data show ACMS did not meet benchmark standards for accreditation in the 2015-2016 academic year, specifically as evidenced by low performance in English at 73%.</p> <ul style="list-style-type: none"> <li>• Writing: 63%</li> <li>• Reading 5: 74%</li> <li>• Reading 6: 75%</li> <li>• Reading 7: 79%</li> <li>• Reading 8: 68%</li> </ul> | <p>Engage VDOE Office of School Improvement (OSI) training sessions to address state mandates for academic warning</p> <ul style="list-style-type: none"> <li>• Attendance, completion of required academic review tasks, and collaboration with central office colleagues in school improvement process</li> </ul> <p>Focus on building-wide writing instruction, practice, assessment, and professional development</p> <ul style="list-style-type: none"> <li>• Instructional focus on 6+1 Writing Traits in grade 5, with modified implementation in grades 6-8; grade-level writing prompts; implementation evidenced by informal/formal observation; grade 5 local assessments</li> </ul> <p>Participate in data work sessions for Paving the Way (PTW) benchmark assessments with teachers</p> <ul style="list-style-type: none"> <li>• Spiraling data from benchmark assessments, enrichment action plans for improvement</li> </ul> <p>Utilize academic PRIDE period to provide year-long enrichment and remedial assistance for reading and writing</p> <ul style="list-style-type: none"> <li>• Enhanced PRIDE enrichment lessons; placement and progress data for targeted enrichment sessions</li> </ul> <p>Provide opportunities for relevant, standards-based professional development.</p> <ul style="list-style-type: none"> <li>• Lesson plans, implementation evidenced by informal and formal observation</li> </ul> | <p>August–December 2016</p> <p>August 2016-May 2017</p> <p>On-going; every six weeks</p> <p>August 2016-May 2017</p> <p>On-going; monthly</p> |

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| <p><b>Standard 2 - School Climate/Learning Environment</b></p> | <p><i>By May 2017, Amelia County Middle School will utilize positive behavior intervention supports (PBIS) to reduce the total number out-of-school 5% and in-school suspensions by 10%.</i></p> <p>In order to improve overall academic performance, behavioral performance must improve as well. The current data show a total of 230 in-school suspensions and 69 out-of-school suspensions for the 2015-2016 school year.</p> | <p>Create PRIDE period to provide year-long teaching and modeling of positive behavior expectations</p> <ul style="list-style-type: none"> <li>• PRIDE PBIS enrichment lessons, observations of demonstrated behavior throughout the building</li> </ul> <p>Engage in PBIS team meetings</p> <ul style="list-style-type: none"> <li>• Attendance, reflections of PBIS initiatives; staff-led discussions</li> </ul> <p>Provide opportunities for relevant, PBIS-based professional development for instructional and support staff</p> <ul style="list-style-type: none"> <li>• Modeling expectations; implementation evidenced by informal and formal observations</li> </ul> <p>Recognize and reward students for positive behavior and adhering to established expectations</p> <ul style="list-style-type: none"> <li>• Utilize positive referrals and positive behavior tickets as incentives for good behavior</li> <li>• Schedule quarterly incentive opportunities for students who demonstrate good behavior</li> </ul> <p>Develop and utilize an online discipline tracking method to obtain and analyze a variety of real-time discipline data</p> <ul style="list-style-type: none"> <li>• Use the tracking system to monitor offense, frequency, location, teacher submissions, student demographics, etc.</li> </ul> | <p>On-going;<br/>bi-weekly lessons</p> <p>On-going;<br/>monthly meetings</p> <p>August 2016-<br/>May 2017</p> <p>August 2016-<br/>May 2017</p> <p>August 2016-<br/>May 2017</p> |

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| <b>Standard 3 - Human Resources Management (Instructional Planning/Delivery)</b> | <i>By June 2017, ACMS will foster effective human resources by effectively evaluating 100% of the instructional staff with at least ONE formal evaluation, ONE informal observation, and ONE peer observation.</i> | Implement the division evaluation system and provide observation and feedback to teachers with multiple sources <ul style="list-style-type: none"> <li>• Formal evaluations</li> <li>• Informal evaluations</li> <li>• Peer Observations</li> </ul> | August 2016 – June 2017                             |
|  | <i>By June 2017, ACMS will foster effective human resources by effectively evaluating 100% of the support staff with an annual performance evaluation.</i>   | Implement the division evaluation system and provide observation and feedback to support staff. <ul style="list-style-type: none"> <li>• Documented performance for paraprofessionals and administrative and office support staff</li> </ul>        | August 2016 – June 2017                             |
|  | <i>By June 2017, ACMS will update the faculty handbook to include specific expectations with regard to professionalism.</i>  | Collaborate with school and division leadership teams to address expectations such as: <ul style="list-style-type: none"> <li>• Attendance, code of conduct, code of ethics, and overall professionalism</li> </ul>                                 | August 2016 – June 2017                             |

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| <p><b>Standard 4 - Organizational Management</b></p> | <p><i>By June 2017, ACMS will foster the success of the school by managing building-level finances in an efficient and appropriate manner to decrease overall audit discrepancies by 10%.</i></p> <p><i>For the 2016-2017 school year, ACMS will form a building leadership team comprised of 100% of department and grade-level chairs, counselors, specialists, and administrators to monitor and evaluate the efficiency of academic operations, particularly with regard to the school improvement process.</i></p> | <p>Review all fiscal records monthly with the bookkeeper and administrative leadership team to ensure accountability of funds and set processes regarding purchase orders, expenditures, and budget</p> <ul style="list-style-type: none"> <li>• Narrative snapshots detailing monthly review discussion points and findings</li> </ul> <p>Develop and monitor the school improvement plan as a building leadership team to ensure each of the seven established focus areas and standards are addressed.</p> <ul style="list-style-type: none"> <li>• Monthly leadership team meetings</li> </ul> | <p>August 2016 – June 2017</p> <p>August 2016 – May 2017</p> |

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| <p><b>Standard 5 - Communication &amp; Community Relations</b></p> | <p><i>By May 2017, ACMS will foster open lines of communication with parents by providing weekly instant alert email and telephone updates regarding weekly activities and events.</i></p> <p><i>By May 2017, ACMS will promote community engagement at the school level by inviting community members to participate in or attend at least four (4) school-sponsored events that showcase student work.</i></p> | <p>Improve communication with parents and guardians by providing weekly “FYI Friday” email and telephone messages and maintain a website, Facebook page, and Twitter account to highlight school events, important dates, upcoming initiatives, or specific reminders.</p> <p>Foster community engagement by offering quarterly opportunities for community members to attend and/or participate in school-sponsored events that highlight student work.</p> <ul style="list-style-type: none"> <li>• Athletic competitions</li> <li>• Academic events</li> <li>• Arts, electives, and CTE showcases</li> </ul> | <p>August 2016 – May 2017</p> <p>August 2016 – May 2017; quarterly</p> |

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| <b>Standard 6 - Professionalism</b> | <i>By May 2017, ACMS will implement at least ten (10) professional-development-based faculty meetings and/or workshop sessions for all instructional staff.</i> | Monthly faculty meetings will focus on specific professional development: <ul style="list-style-type: none"> <li>• School Improvement Process and Planning</li> <li>• PBIS with PRIDE</li> <li>• Promoting Good Attendance</li> <li>• Technology for Enrichment</li> <li>• Supporting a Growth Mindset</li> <li>• Formative Assessments that Work</li> <li>• Reading Across Content Areas</li> <li>• Improving Sub-group Performance</li> <li>• Mathematics Matters</li> <li>• Student Engagement</li> <li>• Local Alternative Assessments</li> </ul> | August 2016 – May 2017                              |

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| <p><b>Standard 7 – Student Academic Progress</b></p> | <p><i>By May 2017, ACMS will decrease the number of expedited retakes in reading by 10% by implementing various on-going, year-long enrichment, tutoring, and pull-out assistance.</i></p> | <p>Implement PRIDE period to provide year-long enrichment and enrichment</p> <ul style="list-style-type: none"> <li>• PRIDE enrichment lessons, placement and progress data for remedial sessions</li> </ul> <p>Coordinate with reading specialist, instructional staff, and volunteers from the community to provide tutoring services to students in reading.</p> | <p>August 2016 – May 2017<br/>[Building-wide: PRIDE periods]</p> |