

West Fork Middle School

2022-2023 School Level Improvement Plan

Mission: West Fork Middle School personalizes learning and creates an atmosphere where all students, faculty, and staff look forward to attending school. We strive to meet the educational, social, and emotional needs of each student. Our goal is to prepare students to be critical thinkers and problem solvers with a vision for their future.

Lifelong Learners

Equitable

Adaptable

Respect and Responsibility

Needs Met

Inviting

Nurturing

Global

Vision: The West Fork Middle School's vision is to prepare lifelong learners and productive citizens in an ever-changing world. All stakeholders have a responsibility to provide an inviting and equitable learning environment, expand global intellect, allow for technological innovation, nurture physical and emotional health, and foster mutual respect and personal responsibility.

SIP Leadership Team Members:

John Unger: Principal

Joli Sotallaro: Assistant Principal

Justin Rasnick: Assistant Principal

Tracey Gibson: Teacher

Nicole Givens: Counselor

Malisa Howerton: Teacher

Ericka Rhodes: Teacher

Goal 1: Improve our professional learning communities (PLC) teams and structure that focuses on curriculum standards, student learning, collaboration, and instructional strategies to improve student growth in reading and math on the ACT Aspire by 10% each school year.

Strategies:

1. All teams prepare agendas, track minutes and organize them in a shared Google folder.
2. All grade-level core content teachers meet for a minimum of 45 minutes a week or bi-weekly during the school day.
3. Teachers are given training on the implementation of PLCs.
4. Teachers use the four essential questions to guide their discussion during PLC meetings.
5. Teachers collaborate on student learning data to plan lessons, interventions, and enrichments.
6. Teachers look at data to identify students that need extra support.
7. Teachers will use data to implement RISE strategies in their lessons.
8. Teachers collaborate with building and district leadership to develop and implement effective instructional strategies.
9. Teachers collaborate to develop formative assessments. They use assessment data to guide instruction and intervention.
10. Teachers collaborate to align units of instruction for each subject and grade level.
11. Time is set aside for PLC teams to design systems of intervention.
12. Teachers collaborate to improve classroom instruction through peer review/observation and analyzing test scores.
13. Instructional teams will track progress through surveys on a quarterly basis.

Goal 2: Improve our Response To Intervention (RTI) systems using assessment data to track growth for individual students to improve student growth on the ACT Aspire by 10% each school year.

Strategies:

1. Build in structured RTI time within the schedule for each grade level.
2. Teachers are given professional development on the tiered systems of RTI.
3. Teachers analyze data for formative assessments to identify students in need of academic support on a weekly basis.
4. Students and teachers will track their academic progress that is aligned with curriculum standards.
5. All teachers track students' mastery of skills and standards to personalize their intervention system.
6. Teachers research ways to best utilize online intervention programs.
7. Teachers are given professional training on how to best utilize small group intervention.
8. Teacher will offer enrichments for students.
9. Teachers will develop extensions for each essential standard.
10. The school leadership team will develop a standards-based tracking system for core content standards.

GOAL 3: Continue to develop a school-wide tiered behavior system, with a focus on interventions for tier 2 behaviors to reduce office referrals by 10%.

Strategies:

1. Staff will be provided professional development in behavioral systems.
2. Staff will collaborate to develop school-wide expectations and procedures.
3. Staff will collaborate to develop a tiered behavioral system.
4. Staff will analyze behavioral data to identify problem areas and identify possible solutions.
5. Teachers and students collaborate to establish classroom norms.
6. Leadership team researches and attends professional development on a variety of behavioral systems.
7. Teachers will monitor hallways and classrooms to prevent unwanted behaviors.
8. Staff will focus on decreasing the amount of instructional time lost for students caused by unwanted behaviors.

Goal 4: Develop a school wide social and emotional learning program to develop positive soft skills, student ownership of learning, self regulations skills, and accountability.

Strategies:

1. Staff will be provided professional development in social emotional learning.
2. Staff will collaborate to develop school-wide lessons that will be taught to all students.
3. Develop a strong mentor program with an emphasis on SEL and academic ownership.
4. Develop a mentor committee to organize our mentor program.
5. Develop student ownership models during mentor time; student grade checks, student goal checks, student-led conferences, etc.
6. Continue to develop a student leadership program.

Coordination of School Improvement Plan With Indistar

Below are listed the *Indistar Indicators* that align with the goals and strategies of the West Fork Middle School Improvement Plan.

ID04 - All teams prepare agendas for their meetings.

ID05 - All teams maintain official minutes of their meetings.

ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.

ID13 - Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data.

IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.

IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.

IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

IID08 - Instructional Teams use student learning data to assess the strengths and weaknesses of the curriculum and instructional strategies.

IID09 - Instructional Teams use student learning data to plan instruction.

IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.

IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction.

IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.

IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.

IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

IIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).