



PAUL D. WEST MIDDLE SCHOOL

STRATEGIC PLAN 2013 – 2016

AUGUST 2013

SECTION I: Strategic Planning Background and Approach

This section should be a brief (5-7 paragraphs) narrative providing the reader with a summary of the purpose, process, people, and timeline of the Strategic Planning process. Key questions to consider when writing this section include:

In May 2012, the Georgia Board of Education voted to make Fulton County Schools the state's largest charter system. The Charter System Model offers freedom and flexibility, both at the school level and system-wide, to employ research-based methods to improve student achievement, even if such innovations would require exemptions to current laws and regulations.

Given the new Charter System framework, individual schools within Fulton County have the ability to work in dramatically new ways. We are asking our communities to help drive change and to get involved in our schools. Our collective vision is that every Fulton County school will have a principal and local School Governance Council equipped to effectively lead in a charter system environment to improve student achievement through innovation and flexibility. Schools will be empowered to consider the best uses of resources at the local level and design innovative practices that align with school needs.

Paul D. West Middle School began the strategic planning process in the spring of 2013 and despite the change in leadership is on target to move forward with proposed plan. In June 2013, Ms. Pammy Darden joined the school as the Instructional Leader (Principal), immediately mobilizing this school's community to build on its strengths and address areas where the school needs to grow. In order to plan our strategic direction, we first had to engage with our community to understand our specific challenges and consider a path to collectively address them.

Our principal conducted a number of meetings with stakeholders during the summer to gather data and feedback to assess the needs of the school. Our SGC participated in several district level trainings throughout last year and our principal participated in training over the summer.

Our process included three distinct phases: Information & Needs Analysis, Long-term Outcomes & Theory of Change, and Action Plan & Monitoring. Due to the recent change in leadership, our principal and district-level SGC coordinators worked diligently throughout the summer with stakeholders to collaboratively design our plan. Our strategic plan represents our deliberate approach to shape and guide what Paul D. West Middle School is, what we do, and why. We sincerely believe our students deserve the best educational experience we can provide, and this plan sets the foundation for our vision and direction for making that happen.

SECTION II: Context for the Strategic Plan: The School and Its Environment

This section should present the results of the school's Organizational Assessment and Environmental Scan. Rather than list every detail and finding from these exercises, this section should focus on the highlights of the school's external and internal environments that informed the strategic planning process.

Paul D. West Middle School began the strategic planning process by conducting an environmental scan. We held several meetings called "Principal Chat Sessions" throughout the summer to garner stakeholder input. Through this process we sought to identify stakeholders' perceptions of our school and enhance our understanding of the political, socio-economic, and demographic environment in which the school operates.

I. Environmental Scan – Process

During a series of small focus groups we were able to gather crucial perception data from all stakeholders. The groups submitted information through both small group discussions and surveys. In these small focus group meetings stakeholders participated in an activity called "Start, Stop, and Continue". Stakeholders were able to write down activities, practices, etc. that they either would like to see PDWMS start, stop, or continue.

"Start" activities:

- Additional extracurricular activities for students (i.e. Student Ambassadors, drama club, art club)
- Increase teacher leader opportunities within the school
- Student recognition and rewards (i.e. Student of Week, Month, etc.)
- Community Involved Activities (PDW Day, Hands-on-PDW)
- Increase rigor in classroom. Make classes more academically challenging.
- More faculty social activities

"Stop" activities:

- Preventing 6th grade students from participating in extracurricular activities
- Lack of Open Door policy (i.e. principal, teachers)
- Lack of support for teachers
- Giving too much homework

"Continue" activities:

- End of the year grade level celebrations (8th grade trip & dance, etc.)
- Extended Day Program
- Faculty/Student Spirit Day

II. Environmental Scan – Summary of Findings & Implications

After the “Principal Chats”, the data we divided it into two categories: Opportunities and Challenges

Opportunities

- Small group of vocal, but supportive parents
- Dedicated staff members
- Manageable student population <800
- Diverse student and faculty make-up
- CRCT scores in Reading
- Increase in ESOL population

Challenges

- Administrative turnover
- Limited extracurricular activities for students
- Administrative-teacher relationships
- Lack of positive communication with parents and community
- Parents perceived the school as not academically challenging
- Lack of technology resources
- CRCT scores in ELA/math/science/social studies

III. Organizational Assessment – Process

We used data in its most basic form and transformed it into a graphic format that allowed stakeholders to compare CRCT scores and trends over the last three years by grade level and further extrapolated the data by each actual cohort.

The data were shared with our administrative leadership team and teachers by using a modified ATLAS protocol in which there was no judgment, just an honest look at the data and open discussion of the information that stood out the most.

IV. Organizational Assessment – Summary of Findings & Implications

The following data were utilized:

- 2012-2013 CRCT Scores
- Paul D West MS April 2013 Data Pack
- Paul D. West MS School Quality Review Report (SQR) 2012

Failure Rate – At least one class

- 6th Grade seems to demonstrate the highest failure rate at 41%
- The average failure rate for the overall population at P. D. West is 35%

CRCT – All students

- Reading is P.D. West’s strongest content area with over 80% meeting or exceeding and an average of 19% of students in grades 6-8 exceeding
- ELA, Mathematics, Science and Social Studies provide the greatest opportunities for growth

CRCT Sub Groups

- Breakdown by Ethnicity – Challenges in ELA, Math, Science and Social Studies are consistently illustrated in all ethnic sub groups except Asians.
- Students with Disabilities – Challenges in all subject areas are evident in grades 6-8 – particularly students with disabilities in grade 7
- English Language Learners - Challenges in all subject areas are evident in grades 6-8 – particularly ELL students in grade 7
- Economically Disadvantaged –
 - ED students performed the strongest in Reading across grades 6-8.
 - ED students struggled to meet expectations in ELA< Math, Science & Social Studies across grades 6-8

Year	% of Students that did not pass CRCT														
	Read G6	ELA G6	Math G6	Sci G6	S.S. G6	Read G7	ELA G7	Math G7	Sci G7	S.S. G7	Read G8	ELA G8	Math G8	Sci G8	S.S. G8
2009-2010	19%	11%	5%	1%	2%	10%	21%	8%	12%	4%	13%	23%	7%	1%	7%
2010-2011	18%	14%	7%	2%	11%	7%	18%	10%	14%	14%	16%	24%	3%	2%	5%
2011-2012	22%	10%	4%	3%	14%	9%	19%	14%	24%	24%	17%	17%	1%	1%	12%
2012-2013	11.5%	18.9%	42.4%	53.6%	51.5%	16%	22.4%	35.3%	31.1%	23.8%	6%	10.2%	36%	49.2%	24.1%

SQR Feedback

- **Improve the professional climate and culture by:**
 - Gaining an informed understanding of teacher and leader morale
 - Articulating a clear and compelling whole-school vision for academic excellence
 - Increasing the level of productivity and accountability for administrative team members
- **Increase teacher effectiveness across the school by:**
 - Communicating non-negotiables for instruction, and hold teachers accountable for meeting expectations focused on researched-based best practices
 - Providing timely, relevant, and instructive informal feedback on daily instruction and lesson planning
 - Expecting teachers to implement professional development (PD) initiatives with fidelity and monitoring for execution
- **Develop a spirit of accomplishment and positive school climate by:**
 - Posting exemplary student work in classrooms and throughout the school
 - Using hallway displays to support a focus on school priorities and student achievements
 - Implementing PBIS consistently and with fidelity

SECTION III: Long-term Outcomes

This section should define the school's 3-5 long-term outcomes, and, for each long-term outcome, provide a brief rationale that explains the reason for prioritizing the long-term outcome. Additionally, each long-term outcome should have 1 or more associated metrics by which the success of the outcome will be measured.

LONG-TERM OUTCOME 1. [Increase student use of technology for learning]

In order to fully engage students as 21st Century learners, they must be equipped with the skills to properly function in an ever changing technological world.

- Increase in use of technology for learning
- Increase availability of instructional technology for student and teacher use.

LONG-TERM OUTCOME 2. [Increase student performance and learning outcomes in the following areas: math/science.]

Increase student performance and learning outcomes in math and science based on the yearly CCRPI target goals.

- Increase the percentage of students meeting and exceeding CRCT math standards.
- Increase the percentage of students meeting and exceeding CRCT science standards.
- Increase the percentage of 6-8 grade students passing all courses.

SECTION IV: Focus Areas, Objectives, and Initiatives

This section should define the school’s 3-5 focus areas. Within each focus area, the associated objectives should be defined along with the metrics by which progress will be measured and success defined. Additionally, for each focus area, the list of strategic initiatives to be undertaken should be included.

FOCUS AREA 1.: Student Engagement

Based on our CRCT results and SQR feedback our students need more opportunities to engage in work that represents 21st century learning skills. They need exposure to a variety of learning opportunities that embraces their different learning styles and engages them in meaningful learning activities.

<p>As measures of progress, we will:</p> <ol style="list-style-type: none"> 1. Increase student use of technology for learning activities and projects (Evidence: Student work with commentary, rubrics, classroom observations, lesson plans) 2. Increase the number of students who participate in academic remediation (Evidence: tutorial sign-on sheets, student pre/post grades)

Summary of Strategic Initiatives:

- Provide flexible learning opportunities for students outside of the classroom (i.e. after school tutorials, study sessions, Saturday School, online resources etc.)
- School-wide technology expansion and integration.

FOCUS AREA 2.: Instructional Planning & Strategies

Based on our SQR results we need to focus on creating PLCs for our teachers and supporting them as they implement professional development initiatives. In addition, teachers need to provide students with more performance-based learning activities and integrate technology as a part of their daily lesson.

<p>As measures of progress, we will:</p> <ol style="list-style-type: none"> 1. Increase use of performance-based lessons/learning activities/student projects (Artifacts: unit/lesson plans, student projects) 2. Increase technology use during instructional time (Artifacts: teacher observations, lab sign up, unit/lesson plans) 3. Increase teacher engagement in PLCs (Evidence: professional learning sign-in sheets/agendas, teacher observation, teacher feedback) 4. Striving Readers’ Initiative to increase reading across the curriculum.
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Summary of Strategic Initiatives:

- School-wide technology expansion and integration
- Collaborative and data-driven instructional model for PLCs
- Professional Learning and Development Continuum

FOCUS AREA 3.: Student Support

Based on our SQR results we need to focus on supporting and engaging our students more effectively. We need to recognize and celebrate student achievements regularly and consistently.

As measures of progress, we will:

1. Increase extracurricular opportunities for all students (Evidence: student survey results, extracurricular activity roster)
2. Increase student recognition(i.e. student of the month; most improved)(Evidence: post student of the month in hallway, exemplary student work posted throughout school, grade level highlights)
3. Increase parent engagement through workshops, parent center, and school activities.

Summary of Strategic Initiatives:

- Extracurricular Program Expansion
- School-wide Student Recognition Program

SECTION V: Next Steps

- **Who will lead and monitor the implementation of the strategic plan?**

The principal with the assistance of the SGC and administrative team will lead and monitor the implementation of the strategic plan. The principal will provide guidance to the newly formed instructional leadership in how to monitor and support teachers during the implementation of the plan. The principal will receive and share feedback from SGC and faculty each semester regarding the progress of the plan.

- **How will the progress of the plan be shared and communicated?**

Teachers, students, and SGC will provide feedback to principal and instructional leadership team each semester regarding the progress of this plan. The principal will compile the feedback and share with the entire staff and SGC at least twice each school year. The instructional leadership team will monitor the plan on a monthly basis and provide feedback as needed.

- **When will the plan be assessed and/or revisited?**

The plan will be assessed at the end of each semester. Areas of concern will be revisited immediately and the remaining areas will continuously be monitored. This information will be share in the progress report at the end of each semester. When an area needs immediate attention, the principal will share this with the SGC and the instructional leadership team at the next meeting.