

School Improvement Plan Review

Walter Alan Richards Middle School

Dr. Duane Wizzard

School Improvement Plan (SIP)

FY24 – FY26

Previous SIP Goal #1: FY24 – FY26

By May 2026, 100% of instructors will be trained in Targeted Instruction for Personalized Learning, and will implement with 85% fidelity as measured by classroom walkthroughs, Core Four, Look for Walkthroughs and Personalized Learning Self Assessments.

Goal Not Met (Positive Takeaways)

- Training Participation Rate= 95.6% participation (attrition & retirement).
- Targeted Instruction
 - Expanded forms of differentiated instruction, remediation, & acceleration informal/formal assessments.
- Flexible Content and Tools
 - Leveraging of new technologies to support student achievement.

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Goal Not Met

- Student Reflection and Ownership

[Walkthrough Observations & Parental Survey Feedback]

- Limited student voice/ self reflection in daily Tier 1 Instruction.
- Student engagement hampered by over-reliance on direct instruction & technology.
- Underestimation of Ai impact on student choice, discernment, & motivation.

Previous SIP Goal #2: FY24 – FY26

By May 2026, 100% of teachers will implement PBIS expectations by utilizing a classroom, and school-wide recognition system, incentivizing positive behavior as measured by classroom walkthroughs, SWIS, and Infinite Campus discipline data.

Goal Met

- Integration International Baccalaureate Learner Profile & School Wide PBIS Matrix.
- Increases Recognition Opportunities (Classroom & Schoolwide Level)
- Abandoning PBIS Rewards App for “REP Bucks”

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By May 2026, 100% of teachers will implement PBIS expectations by utilizing a classroom, and school-wide recognition system, incentivizing positive behavior as measured by classroom walkthroughs, SWIS, and Infinite Campus discipline data.

Goal Met

- “Distinguished PBIS School” Designations 2023 – 2025.
- 5 Star Climate Rating

Comprehensive Needs Assessment (CNA)

Spring 2026

Overarching Need 1

Need – Strengthen Tier I Instruction and Student Achievement

Root Causes:

- Inconsistent implementation of evidence-based instructional practices across classrooms.
- Progress-monitoring systems and intervention processes are not consistently implemented schoolwide.
- Limited use of diagnostic and formative assessment data to guide instruction and interventions.

Overarching Need 2

Improve Student Engagement, Attendance, and Behavioral Supports

Root Causes:

- Students with disabilities and economically disadvantaged students continue to experience higher rates of absenteeism and disciplinary incidents.
- Student stress, bullying concerns, and social-emotional needs negatively affect engagement and school connectedness.
- Tiered behavioral and attendance supports require greater consistency and proactive intervention.

Overarching Need 3

Increase Teacher Capacity, Collaboration, and Staff Wellness

Root Causes:

- Insufficient protected time for collaborative planning, data analysis, and family communication.
- Professional learning communities and collaborative meetings are not always viewed as maximally effective.

Overarching Need 4

Strengthen Family and Community Partnerships

Root Causes:

- Family survey participation rates are low, limiting stakeholder voice and feedback.
- Opportunities for shared leadership and family empowerment remain primarily operational rather than exemplary.
- Communication methods and family engagement opportunities do not consistently reach or involve **all** stakeholders.

School Improvement Plan (SIP)

FY27 – FY29

FY27 – FY29 Instructional Goal

By May 31, 2029, Richards Middle School will strengthen Tier I instruction by ensuring that 100% of teachers integrate Lexile-appropriate texts and CTAE career pathway connections into instruction each grading period, with at least 90% of classrooms demonstrating evidence of literacy integration and career relevance as measured through walkthroughs and instructional artifacts.

Instructional Goal: Action Steps

- Establish a literacy and career-connected learning leadership team to oversee implementation of the goal.
- Collect schoolwide baseline data regarding teachers' current use of Lexile-appropriate texts, disciplinary literacy strategies, and CTAE career pathway connections.
- Develop a shared bank of Lexile-appropriate texts, CTAE resources, lesson exemplars, and career-connected instructional materials.

Instructional Goal: Action Steps

- Provide schoolwide professional development on:
 - Selecting Lexile-appropriate informational texts.
 - Scaffolding complex texts while maintaining grade-level standards.
 - Teaching academic vocabulary and reading strategies across content areas.
 - Connecting academic standards to Georgia CTAE pathways and career-readiness skills.
 - Leveraging existing Ai technology to support student engagement, instruction, & progress.

Instructional Goal: Action Steps

Establishing Professional Learning Community with a focus on:

- Creating a common instructional planning template.
- Identifying & monitoring student Lexile level & Writing aptitude.
- Sharing literacy strategies, student data, work samples, & other evidence of learning.

FY27 – FY29 Climate Goal

By May 31, 2029, Richards Middle School will improve student engagement, attendance, and behavior by integrating Georgia CTAE Essential Soft Skills into its Positive Behavioral Interventions and Supports (PBIS) framework, with 90% of classrooms demonstrating evidence of soft skills instruction and positive behavior practices as measured through walkthroughs and school climate data.

Climate Goal: Action Steps

- Provide initial professional development on Georgia CTAE Essential Soft Skills, explicit soft skills instruction, culturally responsive behavior supports, and integration into classroom routines.
- Establish a schoolwide CTAE Essential Soft Skills and PBIS leadership team to align soft skills with the school's existing PBIS expectations.
- Collect baseline data on attendance, discipline, student engagement, school climate, and current classroom use of soft skills and PBIS practices.

Climate Goal: Action Steps

- Identify four to six priority soft skills, such as communication, teamwork, responsibility, problem-solving, professionalism, work ethic, and punctuality, and connect them to existing school PBIS Matrix & IB Learner Profile.
- Introduce a schoolwide “Soft Skill of the Month” connected to PBIS Matrix & IB Learner Profile via ILT Lessons, school announcements, media sources, & student & staff recognition.

FY27 PD Day Focuses

- Pre-Planning Date
 - Leveraging Ai Technology to increase student engagement, instruction, & literacy aptitude. (7/28)
 - CTAE Instructional Integration: Georgia essential Soft Skills, Explicit Soft Skills instruction, culturally responsive behavior supports, & integration into classroom routines (7/28)
- 9/25/26 - CTAE Instructional Integration Day 2
- 1/4/27 – Leveraging Ai Technology Day 2 & CTAE Integration Refresher Course
- 2/11/27 – – Leveraging Ai Technology & CTAE Integration for Identified Faculty & Staff