

FY27–FY29 SCHOOL IMPROVEMENT PLAN

# School Improvement Plan Review

Walter Alan Richards Middle School

Dr. Duane Wizzard • Principal





# Previous Goal 1: Personalized Learning

**85% TARGET • GOAL MET**

By May 2026, 85% of instructors will be trained in Targeted Instruction for Personalized Learning and implement it with fidelity, as measured through classroom walkthroughs, Core Four/Look-Fors, and Personalized Learning self-assessments.



## WHAT WE LEARNED

- Student voice and self-reflection remained limited in daily Tier I instruction, based on walkthrough data and parent survey feedback.
- Overreliance on direct instruction and technology reduced student engagement.
- AI's influence on student choice, discernment, and motivation requires more intentional attention.

# Goal 1: Practices to Carry Forward

## GOAL MET (Positive Takeaways)

- Training participation rate= 95.6% participation\* (attrition & retirement).
- Expanded forms of differentiated instruction, remediation, & acceleration informal/ formal assessments.
- Leveraging of new technologies to support student achievement.

### Teachers First. AI Second



Please sit  
will keep y  
or has go

### Keep It Real — Poster Time

On your poster, write big enough to see:

1. What will students do?
2. What skill does it target?
3. Which AI tool(s) helped you plan it?

You can add anything else you want.  
You have 10 minutes.

#### Band / Orchestra

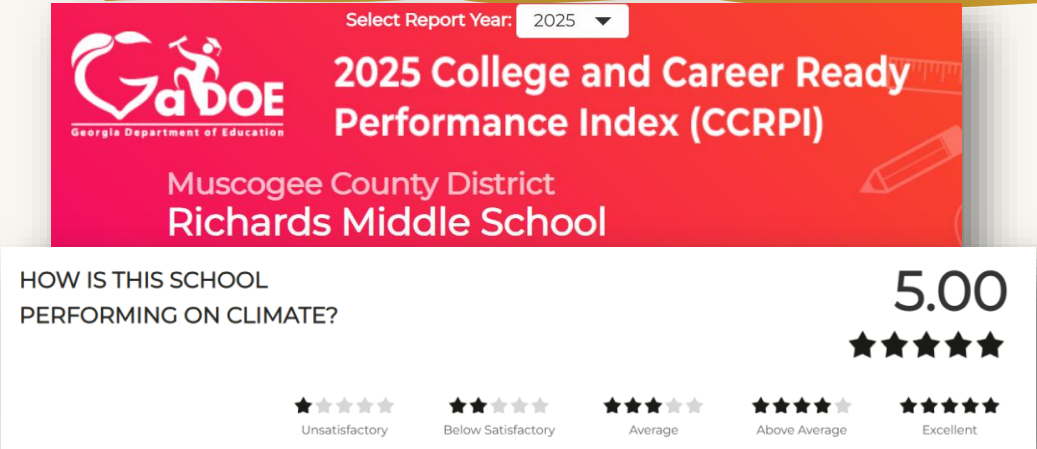
One poster per table.

1. What will students do?  
\* Sight-read a new piece of concert music.
2. What skill does it target?  
\* Sight-reading (accuracy, rhythm, noting key signatures/time signature changes).
3. Which AI tool(s) helped you plan it?  
\* Used ChatGPT to find a piece for middle school level.  
\* We'll listen to a recording after sight-reading to discuss how to improve our performance.





# Previous Goal 2: PBIS & School Climate



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

- 100 % IMPLEMENTATION TARGET
- Earned Distinguished PBIS School designations from 2023 through 2025.
- Achieved a 5-Star Climate Rating.



# What the Data Revealed

COMPREHENSIVE NEEDS ASSESSMENT

SPRING 2026





# Need 1: Stronger Tier I Instruction

**Strengthen Tier I instruction and student achievement**

01

NEED

## ROOT CAUSES

- Evidence-based instructional practices are not implemented consistently across classrooms.
- Progress-monitoring systems and intervention processes are not consistently implemented schoolwide.
- Diagnostic and formative assessment data are not used consistently to guide instruction and interventions.



# Need 2: Engagement, Attendance & Behavior

02

NEED

**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 affect engagement and school connectedness.
- Tiered behavioral and attendance supports need greater consistency and more proactive intervention.



# Need 3: Teacher Capacity & Wellness

**Increase teacher capacity, collaboration, and staff wellness**

03

NEED

## ROOT CAUSES

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



# Need 4: Family & Community Partnerships

## Strengthen family and community partnerships

### ROOT CAUSES

- Relatively low family survey participation limits stakeholder voice and feedback.
- Shared leadership and family empowerment opportunities remain more operational than exemplary.
- Communication and engagement opportunities do not consistently reach or involve all stakeholders.

04

NEED



# Stronger Tier I Instruction

By May 2029, Richards Middle School will strengthen Tier I instruction, with at least 85% of classrooms demonstrating evidence of literacy improvement.

**85%**

OF CLASSROOMS

# Leveraging Student Career Interests



01

STEP

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



# Develop Staff Capacity

02

STEP

Provide schoolwide professional development on:

- Scaffolding complex texts while maintaining grade-level standards.
- Leveraging existing AI technology to support student engagement, instruction, and progress.



# Make PLCs the Instructional Engine

03

STEP

Establish a Professional Learning Community focused on:

- Identifying and monitoring student Lexile levels and writing aptitude.
- Sharing literacy strategies, student data, work samples, and other evidence of learning.





# Soft Skills Within PBIS

By May 2029, Richards Middle School will integrate Georgia CTAE Essential Soft Skills into its PBIS framework within 85% of classrooms.

**85%**

OF CLASSROOMS



# Align Skills, Supports & Leadership

01

STEP

- Integrate Georgia CTAE Essential Soft Skills into positive behavior practices, measured through walkthroughs and school climate data.
- Provide initial professional development on explicit soft-skills instruction, culturally responsive behavior supports, and classroom-routine integration.
- Establish a schoolwide CTAE Essential Soft Skills and PBIS leadership team to align the work with existing PBIS expectations.



# Establish Measures & Monthly Routines

# 02

## STEP

|  <b>7 ESSENTIAL</b><br><i>Soft Skills</i>                                               |                                                                                                                                                                          |                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ★ BUILDING LEARNERS. BUILDING LEADERS. BUILDING OUR FUTURE. ★                                                                                                            |                                                                                                                                                                          |                                                                                                                                                                                                                     |
| SOFT SKILL                                                                                                                                                               | IB MYP LEARNER PROFILE                                                                                                                                                   | IN THE CLASSROOM, WE...                                                                                                                                                                                             |
| 1  COMMUNICATION                                                                        |  <b>COMMUNICATORS</b><br>We express ourselves confidently and listen to others.         | <ul style="list-style-type: none"> <li>• Speak clearly and with purpose.</li> <li>• Listen actively and respectfully.</li> <li>• Share ideas and give helpful feedback.</li> <li>• Work well in teams.</li> </ul>   |
| 2  COLLABORATION                                                                        |  <b>OPEN-MINDED</b><br>We respect different perspectives and value what others think.   | <ul style="list-style-type: none"> <li>• Respect diverse ideas and backgrounds.</li> <li>• Include others and build strong relationships.</li> <li>• Work together to achieve common goals.</li> </ul>              |
| 3  PROBLEM SOLVING                                                                      |  <b>THINKERS</b><br>We use critical and creative thinking to solve problems.            | <ul style="list-style-type: none"> <li>• Analyze situations and ask questions.</li> <li>• Think critically and consider options.</li> <li>• Find solutions to real-world challenges.</li> </ul>                     |
| 4  ADAPTABILITY                                                                         |  <b>RISK-TAKERS</b><br>We step out of our comfort zones and embrace challenges.         | <ul style="list-style-type: none"> <li>• Try new strategies and ideas.</li> <li>• Embrace change and be flexible.</li> <li>• Learn from mistakes and keep growing.</li> </ul>                                       |
| 5  TIME MANAGEMENT                                                                     |  <b>BALANCED</b><br>We manage our time and responsibilities for a healthy life.        | <ul style="list-style-type: none"> <li>• Plan ahead and set priorities.</li> <li>• Stay organized and manage workload.</li> <li>• Meet deadlines and be prepared.</li> </ul>                                        |
| 6  EMOTIONAL INTELLIGENCE                                                             |  <b>CARING</b><br>We show empathy, compassion, and respect for others.                | <ul style="list-style-type: none"> <li>• Understand and manage our emotions.</li> <li>• Show empathy and support others.</li> <li>• Build positive relationships and contribute to our community.</li> </ul>        |
| 7  LEADERSHIP                                                                         |  <b>PRINCIPLED/REFLECTIVE</b><br>We act with integrity and reflect on our actions.    | <ul style="list-style-type: none"> <li>• Take initiative and lead by example.</li> <li>• Act responsibly and with integrity.</li> <li>• Set goals, reflect, and strive for improvement.</li> </ul>                  |
|  <b>INQUIRERS</b><br>We are curious and motivated to explore new ideas.               |  <b>INQUIRERS</b><br>We are curious and motivated to explore new ideas.               | <ul style="list-style-type: none"> <li>• Ask questions and seek answers.</li> <li>• Explore ideas and investigate topics.</li> <li>• Take initiative in your learning.</li> </ul>                                   |
|  <b>KNOWLEDGEABLE</b><br>We develop and apply knowledge across subjects and contexts. |  <b>KNOWLEDGEABLE</b><br>We develop and apply knowledge across subjects and contexts. | <ul style="list-style-type: none"> <li>• Build knowledge and make connections.</li> <li>• Apply what we learn to new situations.</li> <li>• Use knowledge to make informed decisions and solve problems.</li> </ul> |
| <b>BE RESPECTFUL. BE RESPONSIBLE. BE YOUR BEST.</b><br><i>Be an Arrow!</i>                                                                                               |                                                                                                                                                                          |                                                                                                                                                                                                                     |

- Collect baseline data on attendance, discipline, engagement, school climate, and current classroom use of soft skills and PBIS practices.
- Identify four to six priority soft skills and connect them to the PBIS matrix and IB Learner Profile.
- Introduce a schoolwide “Soft Skill of the Month” through ILT lessons, announcements, media, and student/staff recognition.

# FY27 Professional Learning Focus Areas

## PRE-PLANNING • JULY 28, 2026

- Leverage AI technology to increase student engagement, instruction, and literacy aptitude.
- Integrate Georgia CTAE Essential Soft Skills, explicit instruction, culturally responsive behavior supports, and classroom routines.

## SEPTEMBER 25, 2026

- CTAE Instructional Integration — Day 2

## JANUARY 4, 2027

- AI Technology — Day 2 and CTAE Integration Refresher

## FEBRUARY 11, 2027

- AI Technology and CTAE Integration for identified faculty and staff



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