

School Support and Readiness Assessment Summary Report

School: Sierra Middle School	LEA: Roswell Independent Schools
School Leader: Debbi Norris	LEA Leader: Brian Luck
SSRA Team Leader: Connie Copeland	Date: December 5, 2023
School Description	
<p>Sierra Middle School serves students in grades 6-8 in the Roswell Independent School District. The school is no longer designated as having Comprehensive Support and Improvement (CSI) status.</p> <p>Sierra Middle has a daily advisory to teach social-emotional learning (SEL) and a Community Schools Grant that provides various afterschool programs, mediation, and a trauma counselor.</p>	
School Successes and Celebrations	
<p>There has been a concerted effort at Sierra Middle to strengthen adult-to-student relationships and decrease the number of office discipline referrals (ODRs). As a result, ODRs have reduced dramatically over the past three years, and there are fewer fights. Positive Behavioral Intervention and Support (PBIS) practices are being implemented schoolwide, and PBIS expectations are posted throughout the school.</p> <p>Students meet behavioral requests in classrooms, and teachers are visible in the hallways during passing periods. Students have the opportunity to take career exploration electives in the 8th grade.</p>	
DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE	
<i>To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?</i>	
Promising Practices:	
<p>The administrative team at Sierra Middle has created numerous opportunities for meaningful faculty collaboration. Content teams meet twice monthly, and grade-level teams meet weekly to discuss specific student concerns around issues such as attendance. When teachers are given time to talk about students and their shared content, they can more systematically address their students' challenges. This time leads to increased collective efficacy and shared language that helps create a more uniform learning environment for students.</p>	

Opportunities for Growth:

While Sierra Middle has successfully changed the behavioral culture, enhancing the academic culture is still possible. Common lesson plan expectations and common formative assessments would help teachers set goals and monitor students’ progress toward mastery of grade-level standards. Similarly, content teams can set expectations to ensure vertical alignment and the use of student data.

Teachers at Sierra were trained in WIDA (an assessment of language development for English Learners) strategies during a fall professional development session. There is an opportunity to implement these more fully to support English Learners. Similarly, instructional time can be used more efficiently with bell-to-bell instruction required.

Potential Next Steps:

The administrative team plans to begin attending professional learning community (PLC) meetings. With their support, teachers can start to develop, administer, and monitor the results of common formative assessments.

Principal Norris plans to adjust the 90-day plan to address lesson plan expectations. To ensure a lift in academics, streamlining and clarifying the expectations supports teachers in implementing instructional practices that will significantly impact student learning.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

The administrative team has scheduled common times for teachers to collaborate in grade level and content teams. By prioritizing collaboration time during the teacher contract day, administrators signal its importance and strengthen the potential for peer accountability and mentorship.

The next layer of accountability occurs at the individual level. Administrators at Sierra Middle have begun to create a walkthrough schedule and conduct informal observations. By establishing presence and routines for observations, administrators pave the way for deeper explorations of teaching practices in conjunction with discussions of student outcomes.

Opportunities for Growth:

While a schedule has been created, there is an opportunity to formalize protocols for offering feedback. Ideally, feedback occurs in person within 48 hours of the observation – whether scheduled or impromptu. Like all learners, teachers benefit from understanding what they have

done well and where they might need to adjust.

At Sierra Middle, there is an opportunity to create clear connections between the data collected during walkthroughs, instructional priorities, and teacher feedback.

Potential Next Steps:

The observation and feedback coaching cycle (OFCC) could be further strengthened at Sierra by aligning observational data and feedback with the instructional priorities identified in the 90-day plan.

Principal Norris has committed to prioritizing walkthroughs and feedback in her daily duties and researching different avenues for feedback. She plans to amend the walkthrough schedule to prioritize meaningful observations.