



**2023 State School of Character
Score Sheet**

Full School Name: Webb Bridge Middle School

Reviewer Name: Georgia Evaluation Team

Date: 12/15/2022

Scale: 4=Exemplary, 3=Good, 2=Developing, 1=Lacking Evidence

When determining the rating of each Principle, the evaluator will consider the following four questions:

1. How many 11 Principles Key Indicators are identified in the item?
2. Are practices guided by data, 11 Principles Key Indicators, or other relevant literature?
3. Is there evidence (qualitative or quantitative) of positive outcomes resulting from implementation of the Principle?
4. What percent of the school population is affected or engaged with the activities of this Principle?

| | Item 1 | Item 2 | Item 3 | Item 4 | Average |
|---|---------------|---------------|---------------|---------------|----------------|
| Principle #1 | 4 | 4 | 4 | | 4.00 |
| Principle #2 | 4 | 4 | 4 | | 4.00 |
| Principle #3 | 4 | 3 | 3 | | 3.33 |
| Principle #4 | 4 | 3 | 3 | 4 | 3.50 |
| Principle #5 | 3 | 3 | 3 | | 3.00 |
| Principle #6 | 4 | 4 | 3 | | 3.67 |
| Principle #7 | 3 | 4 | 3 | | 3.33 |
| Principle #8 | 4 | 3 | 3 | | 3.33 |
| Principle #9 | 4 | 3 | 3 | | 3.33 |
| Principle #10 | 4 | 4 | 3 | | 3.67 |
| Principle #11 | 4 | 4 | 3 | 3 | 3.50 |
| Total (average of each line divided by 11) | | | | | 3.5 |

Strengths:

Webb Bridge Middle School (WBMS) has established and implemented their Webb Way values of respect, citizenship, responsibility, perseverance, integrity, and positivity within their vision/mission/beliefs and have posted these values throughout the building. WBMS has worked to implement their values consistently throughout each grade level 6-8 and has daily scheduled time to work on the implementation of their character initiative. WBMS uses the 11 Principles as the foundation for their character work. Daily COMPASS time is in the schedule and provides a forum for character growth activities. Each grade level completes a service project. Staff receive professional development on character topics. The Character Team works with other leadership teams to provide information and data analysis from surveys to gather information looking to improve their character mission. Students believe they are safe and cared for. Students participate in restorative conferences when a discipline incident occurs. Student Leaders in grades 6-8 work as mentors and also lead service projects. Parents are involved in service projects, international night activities, school events, and serve on committees. Student sign integrity codes and have discussions on integrity before assessments. Data is collected annually to reflect on strengths and areas to improve upon the character journey. The staff has proved their commitment to improve in more consistent character language and focus within the curriculum while navigating the county PBIS mandates. Staff participate in opportunities to grow personally and professionally as in participating in the Harvard Project Implicit bias tests. Discipline data is analyzed to be mindful of cultural and gender biases. WBMS has received Promising Practices recognition for their character work and navigated through the pandemic and the various learning platforms while instilling values in their school family.

Areas of Growth/Suggestions:

WBMS can utilize student groups to be the ambassadors throughout the school to promote character (lead Morning Meetings, mentors to the younger students, attend adult groups to provide student voice opportunities, show student created videos of what the Webb Way looks like, have character moments on the news, etc.). Work to be intentional in having a common character language committed to building character in all school and after school areas and events (bus drivers could post the Webb Way values on their buses, etc.). Student discipline is being addressed through restorative practices and reflection as students return to face-to-face learning. They have had an adjustment period in reviewing these expectations. Make sure there is a thorough understanding with all students and staff as to the difference between service learning and community service. Emphasize with students that service learning has an academic curriculum component with their projects being identified and a part of what is being learned at school. Continue to focus on students achieving success academically and emotionally as they develop their internal values of who they are and who they want to be. Consider having students create and set goals for where they are in living the core values and where they would like to grow. Provide time for students to journal their thoughts on how their projects made an impact and share their ideas for how they can grow in their character. Share character growth during the 8th grade bridging ceremony.

Possible Promising Practice(s):

2020 Connect; 2021 WB Wellness, WOWs, Parent University, Community Cupboard

State Recognition: State School of Character