



**Barrow County School System**

Boldly Committed to Student Success

# Bear Creek Middle School

## SCHOOL IMPROVEMENT PLAN 2019-2020

**NAME OF SCHOOL PRINCIPAL:** Dr. Lauren Carter

**NAME OF SYSTEM SUPERINTENDENT:** Dr. Chris McMichael

**Schoolwide Title 1 School**     *Targeted Assistance Title 1 School*     *Non-Title 1 School*  
 *Comprehensive Support School*     *Targeted Support School*

	Type name below for plan approval	Approval Date
Principal	Dr. Lauren Carter	8/11/2019
School Governance Team Chairperson	TBD	9/26/2019
System Professional Learning Coordinator	Ginger Crosswhite	8/13/2019
Title I Director	Dr. David Beeland, Jr.	8/13/2019
Superintendent	Dr. Chris McMichael	9/26/2019



**Goal 1: Reading Achievement: 60% of Bear Creek Middle School students will meet their Fall to Spring MAP Growth Target (2018-2019 56.61%)**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
<p>ELA PLCs (grade level) will meet 3 times per week with the following goals:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Deconstructing Standards</li> <li><input type="checkbox"/> Creating Common Assessments</li> <li><input type="checkbox"/> Reviewing Student Data</li> <li><input type="checkbox"/> Planning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• ELA Teachers</li> <li>• ELA Vertical Content Chairs</li> <li>• Instructional Coach</li> </ul>	August-May-3 times per week	<ul style="list-style-type: none"> <li>• <a href="#">PLC Agendas/Minutes/Sign-In Sheets</a></li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• MAP Growth Data</li> <li>• Common Assessment Data</li> </ul>	
<p>ELA Teachers will administer monthly common assessments:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Include a reading comprehension component to the bi-weekly assessment</li> <li><input type="checkbox"/> Review assessments at weekly content meetings to assess quality through question analysis, adjust instruction based on student data, and provide differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• ELA Teachers</li> <li>• ELA Vertical Content Chairs</li> <li>• Instructional Coach</li> </ul>	August - May: bi-weekly common assessments	<ul style="list-style-type: none"> <li>• <a href="#">Lesson plans</a></li> <li>• <a href="#">Content Meeting agendas/minutes</a></li> <li>• Common Assessments</li> </ul>	Common Assessment Data	Edulastic USA Test Prep Chromebooks
<p>Teachers will enhance the quality of Extended Learning Time by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier 1 students will receive an additional 60 minutes per week of content instruction in grades 6-8 through core rotation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Coach</li> <li>• Grade level leaders</li> </ul>	Daily	<a href="#">Lesson Plans</a>	<ul style="list-style-type: none"> <li>• Map Reports</li> <li>• Common Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>• Map</li> <li>• Edulastic</li> </ul>
<p>All content teachers will implement reading comprehension questions as part of their assessments:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide content-specific text as part of the weekly assessment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers</li> <li>• Instructional Coach</li> </ul>	August - May: assessments	<ul style="list-style-type: none"> <li>• <a href="#">Lesson plans</a></li> <li>• SS Assessments</li> <li>• Science Assessments</li> <li>• Math Assessments</li> <li>• <a href="#">PLC Agendas/Minutes/Sign-In Sheets</a></li> </ul>	<ul style="list-style-type: none"> <li>• Map Reports</li> <li>• Common Assessment Data</li> </ul>	<ul style="list-style-type: none"> <li>• Common assessments</li> <li>• MAP</li> <li>• USA Test Prep</li> <li>• Chromebooks</li> </ul>
<p>Teachers will utilize video-recording technology to record lessons and discuss them in content meetings.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Instructional Coach</li> </ul>	August - May	<ul style="list-style-type: none"> <li>• Video files</li> <li>• Discussion minutes</li> <li>• Feedback form</li> </ul>	Observations	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Feedback forms</li> </ul>
<p>Teachers will use MAP test data to monitor RIT to Reading score.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Instructional Coach</li> </ul>	August, January, May: MAP test administration	<ul style="list-style-type: none"> <li>• MAP score results</li> <li>• RTI MOY MAP Review</li> <li>• <a href="#">BOY MAP Data Teams</a></li> <li>• MOY MAP Data Teams</li> <li>• -MOY Data Team Follow-Up Plan</li> <li>• -Mid-year data conferences</li> </ul>	MAP growth reports	MAP test



A team will participate in an observation cycle with teachers focusing on a variety of topics. <input type="checkbox"/> Special attention to: academically challenging classroom, student engagement, use of the instructional frameworks	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	● Observation team	Twice per year	● Observation forms ● Schedule/calendar ● -Instructional Rounds ● -Frameworks PL ● -Closing PL	● Observation forms ● TKES observations	● Observation forms ● Exemplars ● Mentor texts ● Anchor charts ● Graphing organizers
A continued focus on implementation of the BCSS Instructional Frameworks (specifically mini-lessons/closings): <input type="checkbox"/> Teachers will use the instructional frameworks to plan. <input type="checkbox"/> Instructional Rounds/Admin Walkthroughs focus	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	● Teachers ● Administration ● Instructional Coach ● Observation Team	August-May	● Observation forms ● Schedule/calendar ● PL Agendas/Minutes	MAP growth reports  PL Agendas/Minutes	
Teachers will implement a minimum of one unit from the Lucy Calkins Units of Study this year.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	● Teachers ● Administration ● Instructional Coach	Spring 2020	● Lesson Plans ● PL Agendas/Minutes	MAP growth reports	● Anchor charts ● Leveled texts ● Chromebooks ●

**Additional supports for accelerated or academically struggling (Tiers 2-4) students**

- EL Students:
  - Maximize co-teaching opportunities for ESOL teachers during ELA/Science.
  - Ensure that EL students receive supplemental rather than replacement instruction.
  - Rosetta Stone for EL's in need of supplemental English language support
  - Schedule EIP/ESOL support services to coincide with the work session of the literacy instruction blocks.
  - EL students not making adequate progress will be provided supplemental language development support using Rosetta Stone and individualized instruction.
- SWD Students:
  - Maximize co-teaching opportunities for SWD teachers during instructional blocks.
  - Student will be scheduled with special education teachers during ELT for additional remediation opportunities.
  - Ensure that SWD students receive supplemental rather than replacement instruction.
- Accelerated Students:
  - Ensure that accelerated students receive enrichment in the ELT and instructional blocks. All accelerated students will receive an extra 50 minutes per week of each content area.
- Tier 2 & 3 Students:
  - Bi-weekly meetings involving the school social worker, admin, and counselor to monitor student attendance, grades, and academic concerns.
  - Development and implementation of an ELA Interventionist position to target reading and writing deficiencies.
    - Push-in SS and ELA classes for all Tier II (reading comp.) students to strategically develop and implement reading and writing interventions, monitor student progress, and update admin and other stakeholders regarding student progress.
- Students needing additional instruction will be provided access to Exact Path. They will also be able to access it outside of school.
- Core rotation during ELT (increased academic remediation/acceleration time).
- Development of common assessments with an emphasis on increased rigor and DOK levels.
- Analysis of MAP and other assessment data to track student growth and target instruction.
- Weekly after school tutoring opportunities.

**Professional Capacity building to support the above goal and action steps**

- All ELA teachers will meet 3 times per week as a grade level and once a month as a vertical content team.
- All teachers will receive professional learning on:
  - specific reading strategies (inferencing, context clues, vocabulary, decoding, fluency, etc..)
  - district and school level guided reading strategies
  - incorporating content-specific text and classroom discussion across contents



<ul style="list-style-type: none"> <li><input type="checkbox"/> utilizing video recording software</li> <li><input type="checkbox"/> All teachers will receive professional learning about the BCSS Best Practices and Instructional Frameworks.</li> <li><input type="checkbox"/> All ELA/Math Teachers will meet once a month with district content specialists to plan for/troubleshoot the implementation of Open Up/Lucy Calkins Units of Study</li> <li><input type="checkbox"/> Units of Study &amp; Open Up Professional Learning focused on the Frameworks components</li> <li><input type="checkbox"/> Increase the number of teachers who earn gifted and ESOL endorsement to meet the needs unique learning needs of specific student populations.</li> <li><input type="checkbox"/> Increase the number of teachers who earn computer science endorsement to meet the needs of students through CTAE classes to support literacy across the curriculum.</li> <li><input type="checkbox"/> Teachers will be provided with appropriate language focused training to ensure the supplemental English language development needs of ELs are being met, including Ellevation Strategies training for all teachers and school leaders</li> </ul>
<p><b>Family and Community Engagement</b></p> <p><b>All Parents and Guardians will be invited to events through save the date cards, invitations in weekly folders, social media posts, and marquee notifications</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents/guardians will be invited to Family Day</li> <li><input type="checkbox"/> Parents/guardians will be invited to attend student tours, open house, and orientation events.</li> <li><input type="checkbox"/> Parents/guardians and community members will be invited to curriculum nights at BCMS.</li> <li><input type="checkbox"/> Parents/guardians will be invited to shadow students during class.</li> <li><input type="checkbox"/> Designated parent/guardian conference weeks (1 during the fall, 1 during the spring).</li> <li><input type="checkbox"/> Promotion of monthly activities held at Statham and Winder Libraries.</li> </ul>
<p><b>Leadership Capacity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear communication between administration and teachers related to reading expectations across the curriculum.</li> <li><input type="checkbox"/> Leadership will participate in professional learning activities to build a common understanding throughout the building.</li> <li><input type="checkbox"/> Leadership positions will be revised to include a wider variety of people at content, grade-level, and vertical levels.</li> <li><input type="checkbox"/> The administration will be intentional in allowing for teacher-led PL opportunities.</li> <li><input type="checkbox"/> Continuation and expansion of the BCMS Leadership Academy.</li> </ul>

**Goal 2: Writing Achievement: 42% of Bear Creek Middle School students (Milestones 33.3% 2018-2019, 39% 2017-2018) will score at or above level 3 on the ideas/organization/coherence component of the Extended Writing prompt as measured by the Georgia Milestones assessment.**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Students will complete 3 mock-writing assessments <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 mock-writings will be scored utilizing WriteScore</li> <li><input type="checkbox"/> 1 mock-writing will be scored at the school level</li> <li><input type="checkbox"/> Based on results, ELA teachers will individually conference with students during ELA or ELT</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Coach</li> <li>• Content chairs</li> <li>• ELA teachers</li> </ul>	October, December, March: administration of mock writing assessments	<ul style="list-style-type: none"> <li>• Common Assessment Data</li> <li>• Conferencing form</li> </ul>	<ul style="list-style-type: none"> <li>• WriteScore data</li> <li>• Conferencing form</li> </ul>	<ul style="list-style-type: none"> <li>• Conference PL</li> <li>• Chromebooks</li> </ul>
ELA Teachers will administer monthly common assessments <ul style="list-style-type: none"> <li><input type="checkbox"/> Include a writing component to the monthly assessment</li> <li><input type="checkbox"/> Assess the writing prompt via the DOE rubric or a modified BCMS rubric (for non-ELA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	ELA teachers	August - May: monthly common assessments	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Content meeting sign-in sheets</li> <li>• <a href="#">Content meeting agenda/minutes</a></li> </ul>	Review of data	<ul style="list-style-type: none"> <li>• USA Test Prep</li> <li>• Common assessments</li> <li>• Chromebooks</li> </ul>

**Bear Creek Middle School**



				<ul style="list-style-type: none"> <li>• Common Assessments</li> </ul>		
<p>Teachers will create content-specific responses with their classes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus on student elaboration</li> <li><input type="checkbox"/> Assess the writing prompt via the DOE rubric or a modified BCMS rubric (for non-ELA)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Coach,</li> <li>• Reading Interventionist</li> <li>• ELA content chairs</li> <li>• Teachers</li> </ul>	August - May: at least monthly	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Student examples/ exemplars</li> </ul>	<ul style="list-style-type: none"> <li>• Student exemplars</li> <li>• Review of data</li> <li>• Weekly writing</li> </ul>	<ul style="list-style-type: none"> <li>• Student examples</li> <li>• Graphing organizers</li> <li>• Article resources</li> </ul>
<p>A team will participate in an observation cycle with teachers focusing on a variety of topics.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special attention to: academically challenging classroom, student engagement, use of the instructional frameworks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Observation team</li> <li>• Administration</li> </ul>	Twice per year	<ul style="list-style-type: none"> <li>• Observation forms</li> <li>• Schedule/ calendar</li> <li>• Instructional Rounds</li> <li>• Frameworks PL</li> <li>• -Closing PL</li> </ul>	<ul style="list-style-type: none"> <li>• Observation forms</li> <li>• TKES observations</li> </ul>	<ul style="list-style-type: none"> <li>• Observation forms</li> <li>• Exemplars</li> <li>• Mentor texts</li> <li>• Anchor charts</li> <li>• Graphing organizers</li> </ul>
<p>Teachers will utilize video-recording technology to record lessons and discuss them in content meetings.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Instructional Coach</li> </ul>	August - May	<ul style="list-style-type: none"> <li>• Video files</li> <li>• Discussion minutes</li> <li>• Feedback form</li> </ul>	Observations	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Feedback forms</li> </ul>
<p>Teachers will enhance the quality of Extended Learning Time by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tier 1 students will receive an additional 60 minutes per week of content instruction in grades 6-8 through core rotation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong</li> <li><input type="checkbox"/> Moderate</li> <li><input type="checkbox"/> Promising</li> <li><input type="checkbox"/> Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Coach</li> <li>• Grade level leaders</li> </ul>	Daily	<ul style="list-style-type: none"> <li>• Map Reports</li> <li>• ELT Schedule</li> <li>• Lesson Plans</li> </ul>	Map Reports	Map Resources
<p><b>Additional supports for accelerated or academically struggling (Tiers 2-4) students</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> EL Students: <ul style="list-style-type: none"> <li><input type="checkbox"/> Maximize co-teaching opportunities for ESOL teachers during instructional blocks.</li> <li><input type="checkbox"/> Ensure that EL students receive supplemental rather than replacement instruction.</li> </ul> </li> <li><input type="checkbox"/> SWD Students: <ul style="list-style-type: none"> <li><input type="checkbox"/> Maximize co-teaching opportunities for SWD teachers during instructional blocks.</li> <li><input type="checkbox"/> Work with special education teachers during ELT for additional remediation opportunities.</li> <li><input type="checkbox"/> Ensure that SWD students receive supplemental rather than replacement instruction.</li> </ul> </li> <li><input type="checkbox"/> Tier 2 &amp; 3 Students: <ul style="list-style-type: none"> <li><input type="checkbox"/> Bi-weekly meetings involving the school social worker, admin, and counselor to monitor student attendance, grades, and academic concerns.</li> <li><input type="checkbox"/> Development and implementation of an ELA Interventionist position to target reading and writing deficiencies. <ul style="list-style-type: none"> <li><input type="checkbox"/> Push-in SS and ELA classes for all Tier II (reading comp.) students to strategically develop and implement reading and writing interventions, monitor student progress, and update admin and other stakeholders regarding student progress.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Accelerated Students: <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that accelerated students receive enrichment in the ELT and instructional blocks. All accelerated students will receive an extra 50 minutes per week of each content area.</li> </ul> </li> <li><input type="checkbox"/> Core rotation during ELT (increased academic time).</li> <li><input type="checkbox"/> Development of common assessments with an emphasis on increased rigor and DOK levels.</li> <li><input type="checkbox"/> Analysis of MAP and other assessment data to track student growth and target instruction.</li> <li><input type="checkbox"/> Weekly after school tutoring opportunities.</li> </ul>						



<p><b>Professional Capacity building to support the above goal and action steps</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All teachers will receive professional learning on: <ul style="list-style-type: none"> <li><input type="checkbox"/> utilizing model texts (exemplars) in the classroom.</li> <li><input type="checkbox"/> including argumentative and informational writing prompts in the classroom, including organizational strategies for each.</li> <li><input type="checkbox"/> utilizing a rubric when scoring writing.</li> <li><input type="checkbox"/> teacher-student conferencing, peer editing, and writing.</li> </ul> </li> <li><input type="checkbox"/> All teachers will receive professional learning about the BCSS Best Practices and Instructional Frameworks.</li> <li><input type="checkbox"/> All teachers will receive professional learning regarding the creation of MAP testing sessions, reading MAP data reports, and school expectations pertaining to the usage of MAP data.</li> </ul>
<p><b>Family and Community Engagement</b></p> <p><b>All Parents and Guardians will be invited to events through save the date cards, invitations in weekly folders, social media posts, and marquee notifications</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A local high school teacher will speak with our eighth grade students regarding the transition into the high school writing classroom.</li> <li><input type="checkbox"/> Parents/guardians will be invited to Family Day.</li> <li><input type="checkbox"/> Parents/guardians will be invited to attend student tours, open house, and orientation events.</li> <li><input type="checkbox"/> Parents/guardians and community members will be invited to curriculum nights at BCMS.</li> <li><input type="checkbox"/> Designated parent/guardian conference weeks (1 during the fall, 1 during the spring).</li> <li><input type="checkbox"/> Parents/guardians will be invited to shadow students during class.</li> </ul>
<p><b>Leadership Capacity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear communication between administration and teachers related to writing expectations across the curriculum.</li> <li><input type="checkbox"/> Leadership will participate in professional learning activities to build a common understanding throughout the building.</li> <li><input type="checkbox"/> Leadership positions will be revised to include a wider variety of people at content, grade-level, and vertical levels.</li> <li><input type="checkbox"/> The administration will be intentional in allowing for teacher-led PL opportunities.</li> <li><input type="checkbox"/> Continuation and expansion of the BCMS Leadership Academy.</li> </ul>

**Goal 3: Math Achievement: 58% of Bear Creek Middle School students will meet their Fall to Spring MAP Growth Target (2018-2019 53.50%)**

Tier 1 Action Steps Coherent Instruction Supportive Learning Environment	Evidence Based Documentation	Team Lead	Timeline	Monitoring Implementation	Evaluation of Implementation and Impact	Resources
Teachers will conference with students prior to MAP to increase student awareness of growth goals as well as strategies to improve performance when testing.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<ul style="list-style-type: none"> <li>• Math Teachers</li> <li>• Math Vertical Content Chairs</li> <li>• Instructional Coach</li> </ul>	August-May	Student conference documents	<ul style="list-style-type: none"> <li>• MAP winter administration</li> <li>• MAP spring administration</li> </ul>	USA Test Prep ExactPath
Math PLCs (grade level) will meet 3 times per week with the following goals: <ul style="list-style-type: none"> <li><input type="checkbox"/> Deconstructing Standards</li> <li><input type="checkbox"/> Creating Common Assessments</li> <li><input type="checkbox"/> Reviewing Student Data</li> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Open Up implementation</li> </ul>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<ul style="list-style-type: none"> <li>• Math Teachers</li> <li>• Math Vertical Content Chairs</li> <li>• Instructional Coach</li> </ul>	August-May-3 times per week	<ul style="list-style-type: none"> <li>• PLC Agendas</li> <li>• PLC Minutes</li> <li>• PLC Sign-in sheets</li> <li>• Common Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• MAP Growth Data</li> <li>• Common Assessment Data</li> </ul>	Open Up Virtual Coach
Math Teachers will administer monthly common assessments: <ul style="list-style-type: none"> <li><input type="checkbox"/> Review assessments at weekly content meetings</li> </ul>	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<ul style="list-style-type: none"> <li>• Math Teachers</li> <li>• Math Vertical Content Chairs</li> <li>• Instructional Coach</li> </ul>	August - May: bi-weekly common assessments	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• PLC Agendas/ Minutes</li> <li>• Content meeting minutes</li> <li>• Common assessments</li> </ul>	Common Assessment Data	USA Test Prep Edulastic Chromebooks



Vertical math PLCs will meet monthly to discuss the alignment between grade levels throughout Open Up.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<ul style="list-style-type: none"> <li>• Math Teachers</li> <li>• Math Vertical Content Chairs</li> <li>• Instructional Coach</li> </ul>	August-May, monthly	PLC Agendas/ Minutes	Common Assessment Data	Open Up virtual coaching
Teachers will enhance the quality of Extended Learning Time by: <input type="checkbox"/> Tier 1 students will receive an additional 60 minutes per week of content instruction in grades 6-8 through core rotation.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Instructional Coach</li> <li>• Grade level leaders</li> </ul>	Daily	<ul style="list-style-type: none"> <li>• Map Reports</li> <li>• ELT Schedule</li> <li>• Lesson Plans</li> </ul>	Map Reports	Map Resources
A team will participate in an observation cycle with teachers focusing on a variety of topics. <input type="checkbox"/> Special attention to: academically challenging classroom, student engagement, use of the instructional frameworks	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<ul style="list-style-type: none"> <li>• Observation team</li> <li>• Administration</li> </ul>	Twice per year	<ul style="list-style-type: none"> <li>• Observation forms</li> <li>• Schedule/ calendar</li> <li>• Instructional Rounds</li> <li>• Frameworks PL</li> </ul>	<ul style="list-style-type: none"> <li>• Observation forms</li> <li>• TKES observations</li> </ul>	<ul style="list-style-type: none"> <li>• Observation forms</li> <li>• Exemplars</li> <li>• Anchor charts</li> <li>• Graphing organizers</li> </ul>
Teachers will use MAP test data to monitor RTI to Math score.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Instructional Coach</li> </ul>	August, January, May: MAP test administration	<ul style="list-style-type: none"> <li>• MAP score results</li> <li>• RTI MOY MAP Review</li> <li>• MOY MAP Data Teams</li> <li>• MOY Data Team Follow-Up Plan</li> <li>• Mid-year data conferences</li> </ul>	MAP growth reports	MAP test Chromebooks

**Additional supports for accelerated or academically struggling (Tiers 2-4) students**

- Core rotation during ELT (increased academic time). All accelerated students will receive an extra 50 minutes per week of each content area.
- Development of common assessments with an emphasis on increased rigor and DOK levels.
- Analysis of MAP and other assessment data to track student growth and target instruction.
- Weekly after school tutoring opportunities.
- Bi-weekly meetings involving the school social worker, admin, and counselor to monitor student attendance, grades, and academic concerns.
- Math APPs connections for differentiation with dedicated chromebooks for Exact Path RTI interventions
- Honors Algebra for 8th graders
- Advanced and accelerated 6th grade math options
- Ellevation supports for EL students-- available to all teachers
- SWD Students:
  - Maximize co-teaching opportunities for SWD teachers during instructional blocks.
  - Student will be scheduled with special education teachers during ELT for additional remediation opportunities.
  - Ensure that SWD students receive supplemental rather than replacement instruction.

**Professional Capacity building to support the above goal and action steps**

- All teachers will receive professional learning on:
  - utilizing model texts (exemplars) in the classroom.
- All teachers will receive professional learning regarding the creation of MAP testing sessions, reading MAP data reports, and school expectations pertaining to the usage of MAP data.
- All teachers will receive professional learning about the BCSS Best Practices and Instructional Frameworks.
- Math Instruction-Teachers will continue working with the district math specialist on strategies that increase student learning, including virtual coach through Open Up.



- GCTM conference
- ExactPath professional learning
- All teachers will receive professional learning about the BCSS Best Practices and Instructional Frameworks.
- All ELA/Math Teachers will meet once a month with district content specialists to plan for/troubleshoot the implementation of Open Up/Lucy Calkins Units of Study

**Family and Community Engagement**

- Parents/guardians will be invited to Family Day.
- Parents/guardians will be invited to attend student tours, open house, and orientation events.
- Parents/guardians and community members will be invited to curriculum nights at BCMS.
- Parents/guardians will be invited to shadow students during class.
- Designated parent/guardian conference weeks (1 during the fall, 1 during the spring).
- Parent night will offer a look at MAP score reports and how to read the reports and follow student growth. Teachers will examine the parent aspects of Open Up on curriculum night.

**Leadership Capacity**

- Clear communication between administration and teachers related to reading and writing expectations across the curriculum (including math).
- Leadership will participate in professional learning activities to build a common understanding throughout the building.
- Leadership positions will be revised to include a wider variety of people at content, grade-level, and vertical levels.
- The administration will be intentional in allowing for teacher-led PL opportunities.
- Continuation and expansion of the BCMS Leadership Academy.





Effective School Transitions: Describe strategies to facilitate effective transitions for students from preschool to early elementary grades, elementary to middle grades, middle grades to high school, and high school to post secondary education.

#### 5th Grade Transition

- 5th grade students tour BCMS
  - Band and chorus performance
  - Encourage parents/guardians to attend tours
  - Tours guided by 6th grade teachers and students
  - Small group presentations in 6th grade classrooms
  - Q & A session with administration, counselors, and other school officials
- Rising 6th grade Parent Night
  - Large group orientation presentation
  - Self-guided tour of school (Guided tour upon request)
  - Q & A session with administration, counselors, and other school officials
- 6th Grade Orientation Day
  - Half day during pre-planning
  - Students receive schedules and attend each class during the half day
  - Opportunity to practice with lockers, tour building, classroom specific presentations, Getting to Know You activities
- Band and Chorus elementary recruitment visits
  - Introductory presentations
  - Try variety of instruments
- Scheduling
  - SPED/EL/Gifted/504 transitional meetings held at the elementary schools will have a middle school teacher represented
  - Communication between BCMS and SES/HES to create individualized schedules to meet student academic and behavioral needs
- Facilitate subject area meeting between 5th and 6th grade ELA and Math teachers to calibrate content area expectations.

#### 8th Grade Transition

- GCIS/BRIDGE activities
  - Reality Check inventory
  - Individual Graduation Plan on GCIS
  - Save 3 Careers to GCIS portfolio
- TAA activities
  - Career Interest Inventory/Pathways Selection
  - Selection of HS electives and alternates using BCSS Program of Study and Career Planning Guide
- Tour of WBHS/Sims/Lanier Tech
- Representative from SIMS Academy visits BCMS to speak about classes offered
- Opportunity for WBHS/Sims students to conduct Q&A with 8th grade students at BCMS
- Dual Enrollment presentation
- HS and Career focused activities in connections
  - COW Day
- Scheduling- 8th grade teachers work with parents and students to make schedule recommendations
- Assist HS with communicating important transition events, meetings, etc

