



Barrow County School System

Boldly Committed to Student Success

Bear Creek Middle School

SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN PROFESSIONAL LEARNING PLAN

NAME OF SCHOOL PRINCIPAL: Dr. Jennifer Wood

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
Superintendent	Dr. Chris McMichael	9/6/2017
Title I Director	Dr. David Beeland	8/14/2017
System Professional Learning Coordinator	Ms. Ginger Crosswhite	
School Governance Team Chairperson	Ashley Bailey	9/28/2017
Principal	Dr. Jennifer Wood	9/28/2017





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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders																																																																																																									
Literacy	2017 ELA Math Science SS ReadingStatus MeanSS Reading Status <p>Gender: (All) Sped: (All) On Grade Level School: BCMS % of Total Count of SysName RPT along Table (Across): 72.77%</p>	Administrators, leadership team, teachers, parents	Data Team Meetings, Parent Meetings, Curriculum Nights, ELT, Progress Reports and Report Cards																																																																																																									
Writing	<table border="1"> <thead> <tr> <th colspan="7">Grade 6</th> </tr> <tr> <th colspan="7">English Language Arts</th> </tr> <tr> <th></th> <th colspan="3">Reading & Vocabulary</th> <th colspan="3">Writing & Language</th> </tr> <tr> <th></th> <th>Remediate Learning</th> <th>Monitor Learning</th> <th>Accelerate Learning</th> <th>Remediate Learning</th> <th>Monitor Learning</th> <th>Accelerate Learning</th> </tr> </thead> <tbody> <tr> <td>BCMS</td> <td>54.0%</td> <td>24.5%</td> <td>21.5%</td> <td>57.7%</td> <td>19.6%</td> <td>22.6%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">Grade 7</th> </tr> <tr> <th colspan="7">English Language Arts</th> </tr> <tr> <th></th> <th colspan="3">Reading & Vocabulary</th> <th colspan="3">Writing & Language</th> </tr> <tr> <th></th> <th>Remediate Learning</th> <th>Monitor Learning</th> <th>Accelerate Learning</th> <th>Remediate Learning</th> <th>Monitor Learning</th> <th>Accelerate Learning</th> </tr> </thead> <tbody> <tr> <td>BCMS</td> <td>63.4%</td> <td>21.3%</td> <td>15.3%</td> <td>63.8%</td> <td>17.4%</td> <td>18.8%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">Grade 8</th> </tr> <tr> <th colspan="7">English Language Arts</th> </tr> <tr> <th></th> <th colspan="3">Reading & Vocabulary</th> <th colspan="3">Writing & Language</th> </tr> <tr> <th></th> <th>Remediate Learning</th> <th>Monitor Learning</th> <th>Accelerate Learning</th> <th>Remediate Learning</th> <th>Monitor Learning</th> <th>Accelerate Learning</th> </tr> </thead> <tbody> <tr> <td>BCMS</td> <td>52.1%</td> <td>24.8%</td> <td>23.1%</td> <td>60.7%</td> <td>18.8%</td> <td>20.5%</td> </tr> </tbody> </table>	Grade 6							English Language Arts								Reading & Vocabulary			Writing & Language				Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	BCMS	54.0%	24.5%	21.5%	57.7%	19.6%	22.6%	Grade 7							English Language Arts								Reading & Vocabulary			Writing & Language				Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	BCMS	63.4%	21.3%	15.3%	63.8%	17.4%	18.8%	Grade 8							English Language Arts								Reading & Vocabulary			Writing & Language				Remediate Learning	Monitor Learning	Accelerate Learning	Remediate Learning	Monitor Learning	Accelerate Learning	BCMS	52.1%	24.8%	23.1%	60.7%	18.8%	20.5%	Administrators, leadership team, teachers, parents	Data Team Meetings, Parent Meetings, Curriculum Nights, ELT, Progress Reports and Report Cards
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GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>The percentage of students reading on or above grade level, as measured by the Georgia Milestones reading assessment, will increase to 72.77%.</p>	<p>Students will take a monthly iStation literacy skills assessment and participate in leveled computer-based instruction through iStation. Students labeled Tier 1 will participate in at least 30 minutes per week of iStation. Tier 2 students will participate in at least 60 minutes of iStation per week. Tier 3 students will participate in at least 90 minutes of iStation per week.</p> <p>All contents will provide reading strategies specific to their content.</p> <p>Tier 3 students will receive direct reading instruction.</p> <p>ELA teachers will receive professional development from the Instructional Coach.</p>	<p>Department Chair, Ysheena Lyles</p> <p>ELA teachers</p> <p>ELA Professional Learning Communities</p> <p>Administration</p> <p>Instructional Coach</p> <p>Media Specialist</p>	<p>August 2017 - May 2018 (weekly) - ELA teachers will administer reading comprehension assessments.</p> <p>December 2017 - May 2018 (monthly) - ELA teachers will administer monthly literary skills assessments through iStation.</p>	<p>Weekly reading comprehension assessments - documented and linked in lesson plans</p> <p>ELA PLC meeting minutes</p> <p>iStation usage reports</p> <p>Sign in sheets for professional development</p>	<p>Leaders Demonstrate: As a result of these actions, leaders will</p> <ul style="list-style-type: none"> - have documentation of the reading level at eight points throughout the year. - provide resources and professional learning to better address the reading comprehension needs of the students who are not meeting growth goals each quarter. - provide encouragement and rewards for students who are completing the tasks throughout the year in an effort to increase reading comprehension and motivation. <p>Teachers Demonstrate: As a result of these actions, teachers will</p> <ul style="list-style-type: none"> - identify the students who need additional reading comprehension support. - monitor and track student performance in reading through the year. - provide specific ELT instruction and support for students who are not meeting goals in reading. - provide differentiated instruction to meet the needs of students. - reward students for their completion of reading logs and assignments to encourage student reading. <p>Students Demonstrate: As a result of these actions, the students will</p> <ul style="list-style-type: none"> - increase their reading comprehension skills through participation in various activities through the year. - increase their vocabulary. 	<p>Teachers will monitor students daily/weekly/ monthly usage of iStation and growth.</p> <p>Administration monitors iStation usage minutes.</p> <p>ELA teachers use weekly assessments to show growth in All In Learning to target specific needs.</p> <p>Leadership team offers teachers feedback on strategies for instruction and achievement.</p> <p>School leadership team will make quarterly visits to classrooms.</p> <p>Administration will monitor weekly content meeting minutes to ensure that teachers are providing reading across the contents.</p> <p>Leadership team reviews artifacts and evidence of progress. School improvement plan is revised to reflect changes.</p>	<p>iStation , Title I, \$5000</p> <p>Instructional Coach salary and benefits</p>	<p>BCSS Indicators Goal Area 1: CIA</p> <p>Advanced : 3.1 3.2 3.3 3.4 3.5 3.6</p> <p>GA Standards: PL6 L6 L7</p>

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GOAL AREA I: ACADEMIC ACHIEVEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>The percentage of students scoring at the beginning learner level as measured by the 2017 Milestones English Language Arts milestones will decrease.</p> <p>2017 ELA Beginning Level 24.05%</p>	<p>Students will be given 3 Mock Writing Tests. The first two Mock Writings will be assessed by Writescore.</p> <p>Teachers will analyze the results of the Writescore data, conference with students, and set goals with the students. They will utilize the provided resources to reteach skills.</p> <p>Teachers will implement writing across the curriculum and ensure writing is a focus across all content areas.</p> <p>ELA teachers will receive professional development from the Instructional Coach.</p>	<p>Department Chair, Ysheena Lyles</p> <p>ELA teachers</p> <p>ELA Professional Learning Communities</p> <p>Administration</p> <p>Instructional Coach</p> <p>Media Specialist</p>	<p>3 Mock writings will be given in September, December, March.</p> <p>PL ongoing during the 17-18 year, beginning in August.</p>	<p>Write Score Data</p> <p>PLC Meetings</p> <p>Professional Development</p>	<p>Leaders Demonstrate: As a result of implementing these actions, the leaders will</p> <ul style="list-style-type: none"> - have documentation of the writing level at three points throughout the year. - provide resources and professional learning to better address the writing needs of the students. <p>Teachers Demonstrate: As a result of implementing these actions, the teachers will</p> <ul style="list-style-type: none"> - identify the students who need additional writing support. - monitor and track student performance in writing through the year. - provide differentiated instruction to meet the needs of students. <p>Students Demonstrate: As a result of implementing these actions, the students will</p> <ul style="list-style-type: none"> - demonstrate proficiency in text-based writing through projects and assignments. 	<p>ELA teachers will conference with students about individual results.</p> <p>ELA teachers will work through content PLC meetings to examine student writing samples and state approved rubric.</p>	<p>Writescore: \$6000</p> <p>Instructional Coach salary and benefits</p>	<p>Goal Area 1: CIA</p> <p>AdvancED: 3.1 3.2 3.3 3.4 3.5 3.6</p> <p>GA Standards: PL6 L6 L7</p>





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GOAL AREA II: FAMILY AND STAKEHOLDER ENGAGEMENT

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>Maintain a positive school culture through engaging classroom environments that support each student's social and emotional needs.</p> <p>By the end of the 2018 school year, we will decrease the disproportionality of referrals as measured by Tyler Pulse discipline data.</p>	Teachers will utilize a behavior data collection software as a tool for issuing positive and negative reinforcement for behavior.	Teachers	2017-2018 school year	Behavior data collection software reports	<p>Leaders Demonstrate: As a result of implementing these actions, leaders will</p> <ul style="list-style-type: none"> - provide rewards and encouragement throughout the year - provide professional development and classroom management strategies - monitor the behavior data throughout the year <p>Teachers Demonstrate: As a result of implementing these actions, teachers will</p> <ul style="list-style-type: none"> - provide appropriate 4:1 ratio of positive to negative reinforcement - utilize their own classroom management strategies in addition to the school PBIS strategies - use the behavior data collection program to share data with parents <p>Students Demonstrate: As a result of implementing these actions, students will</p> <ul style="list-style-type: none"> - monitor their points through the student app for the behavior data collection program - select their own rewards as earned through the behavior data collection program 	<p>School leadership and PBIS Teams reviews data from the behavior collection program and Tyler Pulse.</p> <p>Teachers will monitor the points earned for each student in efforts to encourage students and provide positive feedback or constructive conversations.</p> <p>Administration and PBIS team will monitor behavior data and use it to drive PD</p>	Tyler Pulse	<p>BCSS Indicators: Goal Area II:</p> <p>AdvancED: 1.1 1.3 5.4 5.5</p> <p>GA Standards: SC1 SC2 SC4</p>
	The PBIS team will review the data to ensure that students are receiving a 4:1 ratio of positive: negative behavior. The team will also be able to ensure consistency among teachers in the utilization of this PBIS strategy.	PBIS Team	Monthly data meetings (3rd Thursday of each month) 2017-2018 school year	Behavior data collection software reports				
	Through the utilization of the behavior data collection program, students will be able to monitor their own points earned and have ownership and choice over the rewards selected.	Teachers PBIS Team	2017-2018 school year	Behavior data collection software reports				
	Parents will be able to monitor positive and negative points earned through the parent version of the behavior data collection software. Student data reports will be pulled from the behavior data collection software for parent conferences.	Teachers	Reports printed every 4 ½ weeks and sent home with progress reports and report cards.	Behavior data collection software reports				
Teachers will receive Professional Learning regarding the most commonly referred behaviors at BCMS.	PBIS Coach	2017-2018 school year	Sign-in sheets					





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GOAL AREA III: OPERATIONAL EFFECTIVENESS

Smart Goal	Action / Strategies / Interventions	Captains	Timeline	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Resources	Alignment
				Artifacts	Evidence			
<p>The percentage of BCMS SPED students in the regular education setting at least 80% of the time will increase to 65% of students as measured by CCRPI.</p>	<p>Teachers serving in a collaborative and resource classrooms will receive professional learning regarding successful implementation of a collaborative resource setting. This will be discussed in the monthly Special Education meetings.</p>	<p>Holly Shepherd, SPED coordinator</p>	<p>August - September 2017</p>	<p>Sign-in sheets</p> <p>Minutes from monthly SPED meetings</p>	<p>Leaders Demonstrate: As a result of implementing these actions, leaders will</p> <ul style="list-style-type: none"> - attend and monitor the IEP meeting - monitor the scheduling of SPED students <p>Teachers Demonstrate: As a result of implementing these actions, teachers will</p> <ul style="list-style-type: none"> - be aware of LRE when scheduling students - examine student data and communicate effectively during IEP <p>Students Demonstrate: As a result of implementing these actions, the students will be served in their LRE.</p>	<p>Administration will attend and monitor the IEP meetings</p> <p>Administration will attend the monthly SPED meetings</p>	<p>None</p>	<p>BCSS Indicators: Goal Area 1: CIA</p> <p>AdvancedED : 3.1 3.2 3.3 3.4 3.5 3.6</p> <p>GA Standards: PL6 L6 L7</p>
	<p>Teachers of special education students in both resource and collaborative settings will receive professional learning regarding classroom management and behavior of special education students.</p>							





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Professional Learning Plan to Support School Improvement Plan

BCMS PL Evaluation Link <https://goo.gl/forms/NISSiBKAK9WCp75x1>

Professional Learning Strategy to support achievement of SMART Goals	Captains	Professional Learning Timeline	Artifacts/Evidence of Impact on Student Learning	Monitoring Teacher Implementation of Professional Learning	Estimated Cost, Funding Source, and/or Resources
Mandated Reporter, MVP updates, Suicide Prevention Training	Amanda Shepherd		Sign-In Sheets	Kellie Rutledge	None
Safety Training-to include AED, Epi-pen and safety plan	Albert Smith, Nurse Davis		Sign-In Sheets	Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	
TKES	Dr. Jennifer Wood, Albert Smith		Sign-In Sheets	Kellie Rutledge, Julie Rutledge	None
Gifted and SPED Updates	Frances Martenson, Holly Shepherd, Administration	September 20, 2017	Sign-In Sheets	Kellie Rutledge	None
RTI Updates	Albert Smith and district personnel	Sept 2017; Jan 2018	Sign-In Sheets	Albert Smith	None
Weekly Content PLC	Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	Weekly	Sign-in Sheets Google Classroom	Observations; Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	None
Monthly Vertical Content PLC	Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	Last Monday of the month	Sign-in Sheets, Agenda	Observations; Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	None
EL Monitoring Updates/WIDA Professional Learning - WIDA Productive Language Performance Definitions	Julie Rutledge				
PBIS	Erica Boswell, Ysheena Lyles, Shellie Williams, Christin Gonzales, Yvonne Perry,	Aug 2017 - May 2018	Sign-In Sheets Email	Erica Boswell, Ysheena Lyles	None
		Aug 2017 - May 2018	TKES platform Walkthrough, Formative, Summative data	Dr. Jennifer Wood, Albert Smith	None
Ethics Training	Administration or PAGE/GAE Representatives	August Faculty Meeting	Sign-In Sheets	Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	None

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Technology Training	Ashley Bailey, William Frame, Erica Boswell, Kellie Rutledge	August August September September	Sign-in Sheets	Observations, Ashley Bailey, Erica Boswell, Kellie Rutledge	None
Coaching Cycle	Kellie Rutledge	Cycle 1 by Dec. 17 Cycle 2 by May 18	Coaching Cycle log for each teacher collected by Kellie Rutledge	Kellie Rutledge	None
Teach like a Champion professional development	Kellie Rutledge; Dr. Wood	Twice Monthly	Observations; sign-in sheets	Kellie Rutledge	\$2000
		August August September September			
Video Instruction Feedback System (Peer Feedback and Self Reflection)	Administration, Kellie Rutledge	Monthly	Videos, Reflection/ feedback/ coaching documents, sign-in sheets	Administration, Kellie Rutledge	\$6000
SLDS	DOE Representative	TBD	Sign-in Sheets	Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	None

