



Barrow County School System

Boldly Committed to Student Success

Bear Creek Middle School

SCHOOL IMPROVEMENT PLAN 2018-2019

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
Principal	Dr. Jennifer Wood	
School Governance Team Chairperson		
System Professional Learning Coordinator	Ginger Crosswhite	8/27/2018
Title I Director	Dr. David Beeland, Jr.	8/27/2018
Superintendent	Dr. Chris McMichael	



Goal 1: Reading Achievement: 75% of Bear Creek Middle School students (Milestones 73% 2017-2018, 73% 2016-2017) will read at or above grade level 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
Teachers will utilize iStation as a classroom tool: <ul style="list-style-type: none"> <input type="checkbox"/> Monitor individual student usage of iStation through the monthly usage reports <ul style="list-style-type: none"> <input type="checkbox"/> Tier 1 students: 30 minutes of iStation per week during the ELT segment <input type="checkbox"/> Tier 2 students: 60 minutes of iStation per week during the ELT segment <input type="checkbox"/> Tier 3 students: 90 minutes of iStation per week during the ELT segment <input type="checkbox"/> Administer iStation assessment monthly <ul style="list-style-type: none"> <input type="checkbox"/> iStation assessments and remediation/enrichment opportunities administered through ELT <input type="checkbox"/> Utilize iStation resources within the ELT segment <ul style="list-style-type: none"> <input type="checkbox"/> Students are grouped in ELT based on their iStation assessments <input type="checkbox"/> ELT teacher will utilize iStation resources in order to provide the appropriate remediation/enrichment 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	ELA Teachers	August - May: Monthly iStation assessments	iStation usage reports Lesson plans Observations by the leadership team	iStation tier movement report	iStation assessment iStation resources
ELA Teachers will administer bi-weekly common assessments: <ul style="list-style-type: none"> <input type="checkbox"/> Include a reading comprehension component to the bi-weekly assessment <input type="checkbox"/> Review assessments at weekly content meetings 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	ELA Teachers	August - May: bi-weekly common assessments	Lesson plans Content meeting sign-in sheets Content meeting minutes	Review of data	Common assessments
Teachers will enhance the quality of Extended Learning Time by: <ul style="list-style-type: none"> <input type="checkbox"/> Strategically grouping students by iStation assessment results <input type="checkbox"/> Utilizing iStation resources as appropriate <input type="checkbox"/> Providing direct instruction as needed 	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Administration Instructional Coach	4 ½ week rotations: analyze data and form groups August: professional learning regarding use of iStation resources	iStation usage reports Professional learning sign-in sheets	iStation tier movement report	iStation resources



All content teachers will implement reading comprehension questions as part of their weekly assessments: <input type="checkbox"/> Provide content-specific text as part of the weekly assessment	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	All teachers Instructional Coach	August - May: weekly assessments	Lesson plans Assessments Content meeting sign-in sheets Content meeting minutes	Review of data	Common assessments Texts
Teachers will utilize video-recording technology to record lessons and discuss them in content meetings.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Teachers Administration Instructional Coach	August - May: at least monthly	Video files Discussion minutes Feedback form	Observations	Observations Feedback forms
Teachers will use MAP test data to monitor RIT to Reading score.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Teachers Administration Instructional Coach	August, January, May: MAP test administration	MAP score results	MAP growth reports	MAP test

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

- EL Students:
 - Maximize co-teaching opportunities for ESOL teachers during instructional blocks.
 - Ensure that EL students receive supplemental rather than replacement 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.
- Students needing additional instruction will be provided access to Moby Max software. All students will have access outside of school hours.

Professional Capacity building to support the above goal and action steps

- All ELA teachers will meet weekly as a vertical content team.
- All teachers will receive professional learning on:
 - specific reading strategies (inferencing, context clues, vocabulary, decoding, fluency, etc..)
 - incorporating content-specific text and classroom discussion across contents
 - utilizing video recording software for
- All teachers will receive professional learning via *Teach like a Champion* regarding classroom questioning, rigor, and engagement.
- All teachers will receive professional learning about the BCSS Best Practices and Instructional Frameworks.
- Increase the number of teachers who earn gifted and ESOL endorsement to meet the needs unique learning needs of specific student populations.
- 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.

Family and Community Engagement

- Parents will participate in Family Day.
- Parents will participate in station "how to" sessions on curriculum nights.
- Promotion of monthly activities held at Statham and Winder Libraries.

Leadership Capacity

- Clear communication between administration and teachers related to reading expectations across the curriculum.
- Leadership will participate in professional learning activities to build a common understanding throughout the building.



Goal 2: Writing Achievement: 42% of Bear Creek Middle School students (Milestones 39% 2017-2018, 33% 2016-2017) 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
<p>Students will complete 3 mock-writing assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 mock-writings will be scored utilizing WriteScore <input type="checkbox"/> 1 mock-writing will be scored at the school level <input type="checkbox"/> Based on results, ELA teachers will individually conference with students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Administration</p> <p>Ysheena Lyles, ELA content chair</p> <p>ELA teachers</p>	<p>October, December, March: administration of mock writing assessments</p>	<p>WriteScore Data</p> <p>Conferencing form</p>	<p>WriteScore data</p> <p>Conferencing form</p>	<p>Conferencing from</p> <p>WriteScore resources</p>
<p>Teachers will enhance the quality of Extended Learning Time by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategically grouping students by WriteScore results <input type="checkbox"/> Utilizing WriteScore resources as appropriate <input type="checkbox"/> Providing direct instruction as needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Administration</p> <p>Instructional Coach</p>	<p>4 ½ week rotations: analyze data and form groups</p> <p>November: professional learning regarding use of WriteScore resources</p>	<p>istation usage reports</p> <p>Professional learning sign-in sheets</p>	<p>Writescore reports</p>	<p>Writescore resources</p>
<p>ELA Teachers will administer bi-weekly common assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Include a writing component to the bi-weekly assessment <input type="checkbox"/> Assess the writing prompt via the DOE rubric or a modified BCMS rubric (for non-ELA) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>ELA teachers</p>	<p>August - May: bi-weekly common assessments</p>	<p>Lesson plans</p> <p>Content meeting sign-in sheets</p> <p>Content meeting minutes</p>	<p>Review of data</p>	<p>Common assessments</p>
<p>Teachers will create content-specific co-constructed responses with their classes.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus on student elaboration <input type="checkbox"/> Assess the writing prompt via the DOE rubric or a modified BCMS rubric (for non-ELA) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Ysheena Lyles, ELA content chair</p> <p>Teachers</p>	<p>August - May: at least monthly</p>	<p>Lesson plans</p> <p>Student examples/ exemplars</p>	<p>Student exemplars</p> <p>Review of data</p> <p>Weekly writing</p>	<p>Student examples</p> <p>Graphing organizers</p> <p>Article resources</p>
<p>A team will participate in an observation cycle with teachers focusing on a variety of topics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Special attention to: academically challenging classroom, student engagement, co-construct and writing strategies, and reading strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale 	<p>Observation team</p> <p>Administration</p>	<p>August - May: monthly observations</p>	<p>Observation forms</p> <p>Schedule/calendar</p>	<p>Observation forms</p> <p>TKES observations</p>	<p>Observation forms</p> <p>Exemplars</p> <p>Mentor texts</p> <p>Anchor charts</p>



						Graphing organizers
Teachers will utilize video-recording technology to record lessons and discuss them in content meetings.	<input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Promising <input type="checkbox"/> Rationale	Teachers Administration Instructional Coach	August - May: at least monthly	Video files Discussion minutes Feedback form	Observations	Observations Feedback forms
<u>Additional supports for accelerated or academically struggling (Tiers 2-4) students</u>						
<input type="checkbox"/> EL Students: <ul style="list-style-type: none"> <input type="checkbox"/> Maximize co-teaching opportunities for ESOL teachers during instructional blocks. <input type="checkbox"/> Ensure that EL students receive supplemental rather than replacement instruction. <input type="checkbox"/> SWD Students: <ul style="list-style-type: none"> <input type="checkbox"/> Maximize co-teaching opportunities for SWD teachers during instructional blocks. <input type="checkbox"/> Work with special education teachers during ELT for additional remediation opportunities. <input type="checkbox"/> Ensure that SWD students receive supplemental rather than replacement instruction. <input type="checkbox"/> Accelerated Students: <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that accelerated students receive enrichment in the ELT and instructional blocks. 						
<u>Professional Capacity building to support the above goal and action steps</u>						
<input type="checkbox"/> All ELA teachers will meet weekly as a vertical content team. <input type="checkbox"/> All teachers will receive professional learning on: <ul style="list-style-type: none"> <input type="checkbox"/> utilizing model texts (exemplars) in the classroom. <input type="checkbox"/> implementing co-construct writing in the classroom. <input type="checkbox"/> including argumentative and informational writing prompts in the classroom, including organizational strategies for each. <input type="checkbox"/> utilizing a rubric when scoring writing. <input type="checkbox"/> teacher-student conferencing, peer editing, and writing. <input type="checkbox"/> All teachers will receive professional learning via <i>Teach like a Champion</i> regarding classroom questioning, rigor, and engagement. <input type="checkbox"/> All teachers will receive professional learning about the BCSS Best Practices and Instructional Frameworks.						
<u>Family and Community Engagement</u>						
<input type="checkbox"/> Parents will participate in co-construct writing with their student at curriculum nights. <input type="checkbox"/> Parents will participate in Family Day. <input type="checkbox"/> A published author will come speak with our students regarding the writing process. <input type="checkbox"/> A local high school teacher will speak with our eighth grade students regarding the transition into the high school writing classroom.						
<u>Leadership Capacity</u>						
<input type="checkbox"/> Clear communication between administration and teachers related to writing expectations across the curriculum. <input type="checkbox"/> Leadership will participate in professional learning activities to build a common understanding throughout the building.						



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
 - Tours guided by 6th grade teachers and students
 - Small group presentations in 6th grade classrooms
- Rising 6th grade Parent Night
 - Large group orientation presentation
 - Self-guided tour of school (Guided tour upon request)
 - Lunch session and evening session offered
- 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.
- 5th Grade Night for athletic events
 - Build school spirit to include upcoming 6th grades
 - Free admission for 5th grade students

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
- Panel of WBHS/Sims students conduct Q&A with 8th grade students at BCMS
- Dual Enrollment presentation
- HS and Career focused activities in connections
 - COW Day
- HS ELA teacher discuss writing process with 8th grade students (see ELA goal above)
- Scheduling- 8th grade teachers work with parents and students to make schedule recommendations
- Assist HS with communicating important transition events, meetings, etc

