



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	9/2/16
Title I Director	Dr. David Beeland	9-1-16
System Professional Learning Coordinator	Ms. Meggan McNally	7-25-16
School Governance Team Chairperson	Ashley Bailey	9.29.16
Principal	Dr. Jennifer Wood	8-31-16





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Needs Assessment/ Data Review Results

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders																				
Literacy	<table border="1"> <thead> <tr> <th>School</th> <th>Year</th> <th>Very Prepared</th> <th>Prepared</th> <th>Somewhat Prepared</th> <th>Not Prepared</th> </tr> </thead> <tbody> <tr> <td>BCMS</td> <td>2015</td> <td>34.09%</td> <td>33.82%</td> <td>27.70%</td> <td>4.39%</td> </tr> <tr> <td></td> <td>2016</td> <td>30.96%</td> <td>34.71%</td> <td>29.21%</td> <td>5.12%</td> </tr> </tbody> </table> <p style="text-align: center;">% of Total Count of Gtld Rpt</p>	School	Year	Very Prepared	Prepared	Somewhat Prepared	Not Prepared	BCMS	2015	34.09%	33.82%	27.70%	4.39%		2016	30.96%	34.71%	29.21%	5.12%	Administrators, leadership team, teachers, parents	Data Team Meetings, Parent Meetings, Curriculum Nights, ELT, Progress Reports and Report Cards		
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Differentiation	<p>Which other topics for professional learning would MOST enhance your skill as a teacher?</p> <p>Differentiated Instruction 36.11%</p> <hr/> <p>Teacher Survey: How prepared are you to effectively and consistently implement each of the following components of standards-based instruction in your classroom?</p> <table border="1"> <thead> <tr> <th></th> <th>Very prepared</th> <th>Prepared</th> <th>Somewhat prepared</th> <th>Not prepared</th> </tr> </thead> <tbody> <tr> <td>Differentiation</td> <td>25.00% 9</td> <td>52.78% 19</td> <td>16.67% 6</td> <td>5.56% 2</td> </tr> </tbody> </table> <p>Parent Survey: My child's teacher(s) adequately address my child's specific individual needs.</p> <table border="1"> <thead> <tr> <th>Answer Choices</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>36.53%</td> </tr> <tr> <td>Agree</td> <td>42.92%</td> </tr> <tr> <td>Disagree</td> <td>15.07%</td> </tr> <tr> <td>Strongly Disagree</td> <td>5.48%</td> </tr> </tbody> </table>		Very prepared	Prepared	Somewhat prepared	Not prepared	Differentiation	25.00% 9	52.78% 19	16.67% 6	5.56% 2	Answer Choices	Responses	Strongly Agree	36.53%	Agree	42.92%	Disagree	15.07%	Strongly Disagree	5.48%	Teachers Parents	Faculty meetings, grade level team meetings
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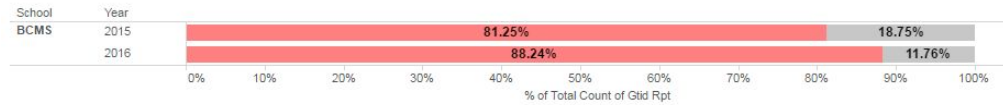


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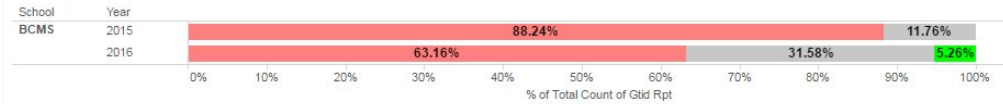
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English Learners

English Language Arts



Math



How prepared do you feel to meet the needs of English Learners in your classroom in the following ways?

	Very prepared	Prepared	Somewhat prepared	Not prepared
Integrating WIDA Standards and content into classroom instruction	16.67% 6	58.33% 21	25.00% 9	0.00% 0
Utilizing individual ACCESS scores to drive differentiation of instruction	13.89% 5	55.56% 20	27.78% 10	2.78% 1
Consulting WIDA's CAN DO Descriptors to determine appropriate linguistic expectations for classroom instruction and assessment	13.89% 5	63.89% 23	19.44% 7	2.78% 1
Communicating with parents of ELs	17.14% 6	54.29% 19	25.71% 9	2.86% 1

Administrators, leadership team, teachers, parents

School Website, School Social Media Outlets, Family Engagement Events, Parent Involvement Program, Parent Resource Center, Parent Newsletter





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Family Engagement	My child's school is family friendly (welcoming and inviting to family members of students).	Administrators, leadership team, teachers, parents	School Website, School Social Media Outlets, Family Engagement Events, Parent Involvement Program, Parent Resource Center, Parent Newsletter											
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The school provides ways for me to be actively involved in my child's academic progress and to help my child learn at home.														
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Teachers regularly inform me about my child's academic progress in English language arts, math, science and social studies.														
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Effective Technology Use	How prepared do you feel to design and implement instruction that will increase student achievement in each area?					Teachers	Faculty meetings, grade level team meetings
		effective use of modern technology	20.77% 118	44.01% 250	29.58% 168		





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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>Students in each grade level who are reading at or below grade level as measured by an August administration of MobyMax reading assessment will show an average increase in reading comprehension by 25% based on growth from the baseline assessment in August and summative MobyMax assessment administered in May.</p>	<p>Students who are not making adequate progress as determined by the ELA Professional Learning Communities will be assigned a reading-focused ELT.</p>	<p>Department Chair, Ysheena Lyles</p>	<p>August 2016 - ELA teachers will administer MobyMax pretest and enter data into a spreadsheet.</p>	<p>MobyMax data spreadsheet http://goo.gl/HtzYMw</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 reading level at five points through 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 implementing these actions, the 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. 	<p>Teacher will monitor students quarterly (October, January, March, and May) for growth through MobyMax benchmarks.</p> <p>Administration monitors completion of MobyMax spreadsheets.</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 members make quarterly visits to classrooms.</p> <p>Administration team monitors lesson plans for completion of reading</p>	<p>Saturday School, Title I, \$4500</p> <p>MobyMax, BCSS, \$0</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>
	<p>Students will participate in structured reading opportunities (Kick Back and Read assignments, quarterly book projects, reading groups, etc.)</p>	<p>ELA teachers</p> <p>ELA Professional Learning Communities</p> <p>Administration</p>	<p>October 2016, January 2017, March 2017, May 2017 - ELA teachers will bring MobyMax data to ELA PLC meetings.</p>	<p>Weekly reading comprehension assessments - documented and linked in lesson plans</p>				
	<p>All students will be required to complete a bi-weekly reading log with classroom-specific incentives for completion. Students will be provided with a party two times per year in order to reward those who have completed their reading logs through the semester.</p> <p>Students will have the opportunity to participate in outside</p>	<p>Instructional Coach</p> <p>Media Specialist</p> <p>Saturday School Director</p>	<p>August 2016 - May 2017 (weekly) - ELA teachers will administer reading comprehension assessments.</p> <p>August 2016 - May 2017 (bi-weekly) - ELA teachers collect and document reading log participation.</p> <p>October 2016, January 2017, March 2017 - Students not passing ELA for the 9-weeks will be assigned four Saturday School sessions during the following 9-weeks to earn replacement credit.</p>	<p>ELA PLC meeting minutes</p> <p>Reading logs</p> <p>KBAR assignments/ book projects - documented and linked in lesson plans</p> <p>Saturday School data sheets as completed by the director</p>				

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	<p>reading programs to earn rewards (Atlanta Braves, Six Flags, etc.)</p> <p>8th grade students who are not passing ELA at the end of the 9-weeks will be assigned Saturday School in order to master missing skills.</p>				<p>- reward students for their completion of reading logs and assignments to encourage student reading.</p> <p>Students Demonstrate: As a result of implementing 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.- demonstrate text-based writing through the reading projects and assignments.- increase their motivation for reading through earning the rewards.	<p>comprehension assignments and assessments.</p> <p>Leadership team reviews artifacts and evidence of progress. School improvement plan is revised to reflect changes.</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
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<p>Students in each grade level will show an average increase in math skills by 25% based on growth from the baseline MobyMax assessment in August and summative MobyMax assessment administered in May.</p> <p>Students who are not making adequate progress as determined by the Math Professional Learning Communities will be assigned a math-focused ELT.</p> <p>Students will complete weekly math quizzes to provide data to math teachers regarding mastery of skills.</p> <p>Students will be provided with a party two times per year in order to reward those who have earned a predetermined number of points in MobyMax.</p> <p>8th grade students who are not passing Math at the end of the 9-weeks will be assigned Saturday School in order to master missing skills.</p>	<p>Students will be monitored quarterly (October, January, March, and May) for growth through MobyMax and iKan benchmarks.</p> <p>Students who are not making adequate progress as determined by the Math Professional Learning Communities will be assigned a math-focused ELT.</p> <p>Students will complete weekly math quizzes to provide data to math teachers regarding mastery of skills.</p> <p>Students will be provided with a party two times per year in order to reward those who have earned a predetermined number of points in MobyMax.</p> <p>8th grade students who are not passing Math at the end of the 9-weeks will be assigned Saturday School in order to master missing skills.</p>	<p>Department Chair, Erica Boswell</p> <p>Math teachers</p> <p>Math Professional Learning Communities</p> <p>Administration</p> <p>Instructional Coach</p> <p>Saturday School Director</p>	<p>August 2016 - Math teachers will administer MobyMax pretest and enter data into a spreadsheet.</p>	<p>MobyMax data spreadsheet</p> <p>iKan data spreadsheet</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 math level at five points through the year. - provide resources and professional learning to better address the math 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 math skills and motivation. <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 math support. - monitor and track student performance in math through the year. - provide specific ELT instruction and support for students who are not meeting goals in math. - 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"> increase their math skills through participation in various activities through the year. increase their motivation in math. 	<p>Administration monitors completion of MobyMax and iKan spreadsheets.</p> <p>Math teachers use weekly math quizzes 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 members make quarterly visits to classrooms.</p> <p>Administration team monitors lesson plans for completion of weekly math quizzes.</p> <p>Leadership team reviews artifacts and evidence of progress.</p> <p>School improvement plan is revised to reflect changes.</p>	<p>Saturday School, Title I, \$4500</p> <p>MobyMax, BCSS, \$0</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>
			<p>October 2016, January 2017, March 2017, May 2017 - Math teachers will bring MobyMax data to Math PLC meetings.</p>	<p>Weekly math quizzes - documented and linked in lesson plans</p>		<p>Math PLC meeting minutes</p>	<p>Saturday School data sheets as completed by the director</p>	
			<p>August 2016 - May 2017 (weekly) - Math teachers will create and administer weekly math quizzes.</p> <p>October 2016, January 2017, March 2017 - Students not passing Math for the 9-weeks will be assigned four Saturday School sessions during the following 9-weeks to earn placement credit.</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
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<p>65% of English Learners will show positive movement from one Performance Band, as measured on the 2015-2016 ACCESS test, to a higher Performance Band, as measured by the 2016-2017 ACCESS test for EL students.</p>	<p>EL students will be provided with collaborative services as provided by the ESOL teacher in language arts.</p> <p>Teachers will be provided with professional learning over Instructional Conversations, an instructional technique designed to increase academic achievement.</p> <p>Students who are served for both ESOL and SPED will receive additional services during ELT to provide additional opportunities for differentiation.</p> <p>The ESOL teacher will emphasize reading and writing across the curriculum during connections time.</p>	<p>Julie Rutledge, ESOL teacher</p> <p>Suzy Wallin, ESOL teacher</p> <p>Julie Eldridge, ESOL district coordinator</p> <p>Administration</p> <p>Instructional Coach</p>	<p>August 2016 - May 2017 - instructional services provided to students</p> <p>January - March 2017 - ACCESS test administration</p> <p>June 2016 - May 2017 - Instructional Conversations professional learning</p>	<p>Sign in sheets from professional learning</p> <p>ACCESS test scores</p> <p>Weekly reading comprehension assessments - documented and linked in lesson plans</p> <p>EL differentiation - documented and linked in lesson plans</p> <p>Evidence of Instructional Conversations implementation - documented and linked in lesson plans</p>	<p>Leaders Demonstrate: As a result of implementing these actions, the leaders will</p> <ul style="list-style-type: none"> - provide resources and professional learning to better address the needs of the EL students. - monitor the implementation of Instructional Conversations in all classrooms. <p>Teachers Demonstrate: As a result of implementing these actions, the teachers will</p> <ul style="list-style-type: none"> - provide support and differentiation for EL students. - implement Instructional Conversations strategies into the classroom. - provide culturally responsive instructional materials. <p>Students Demonstrate: As a result of implementing these actions, the students will</p> <ul style="list-style-type: none"> - increase their language skills through participation in ELA and connections times. - increase their listening, speaking, and writing skills. 	<p>Administration monitors implementation of Instructional Conversation program.</p> <p>Leadership team offers teachers feedback on strategies for instruction and achievement.</p> <p>School leadership team members make quarterly visits to classrooms.</p> <p>Administration team monitors lesson plans for differentiation.</p> <p>Leadership team reviews artifacts and evidence of progress.</p> <p>School improvement plan is revised to reflect changes.</p>	<p>Cost assumed at the district level.</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 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			
In May 2017, Bear Creek Middle will win the Georgia Family Friendly School Partnership award.	<p>Host Parent Day.</p> <p>Provide monthly opportunities for parents to visit and participate in school events (STEAM nights, parent information, Fine Arts Night, etc.).</p> <p>Provide orientation for students in each grade level.</p> <p>Begin providing additional signage in Spanish throughout the school.</p> <p>Provide a place for feedback on the BCMS website.</p> <p>Send home weekly Wednesday folders for parent communication.</p> <p>Send home monthly newsletters.</p> <p>Provide positive phone calls each semester.</p> <p>Invite parents to Awards Day each quarter.</p> <p>Provide information to parents in both English and Spanish.</p>	<p>Kellie Rutledge, Instructional Coach and proposal writer</p> <p>Administration</p> <p>Leadership Team</p> <p>BCMS Faculty and Staff</p> <p>BCMS Governance Team</p> <p>BCMS Stakeholders</p>	<p>July 26 - 27, 2016 - BCMS grade level orientations</p> <p>July 29, 2016 - Open House</p> <p>November 2016 - Parent Day</p> <p>August 2016 - May 2017 (monthly) - Various parent events</p> <p>August 2016 - May 2017 (monthly) - Team Newsletters</p> <p>August 2016 - May 2017 (weekly) - Wednesday folder communication</p> <p>August 2016 - May 2017 - incorporate additional signage</p>	<p>Sign in sheets for parent events to show number of participants</p> <p>Team monthly newsletters</p> <p>Wednesday Folder signature sheet</p> <p>Feedback from the website</p> <p>Positive phone call documentation sheet</p> <p>Parent Day, Awards Day, Honors Night invitations</p> <p>Additional signs</p>	<p>Leaders Demonstrate: As a result of implementing these actions, the leaders will</p> <ul style="list-style-type: none"> - increase communication with families. - improve school/family relationships. - increase transparency within the school <p>Teachers Demonstrate: As a result of implementing these actions, the teachers will</p> <ul style="list-style-type: none"> - increase communication with families. - improve school/family relationships. - increase transparency within the classroom. - promote student achievement through communication. - create positive learning environment. <p>Students Demonstrate: As a result of implementing these actions, the students will</p> <ul style="list-style-type: none"> - be better prepared for the beginning of the year through participation in orientation. - have an increased sense of community within the school. 	<p>Administration monitors completion of GFFSP application.</p> <p>Leadership team offers teachers feedback on positive learning environment.</p> <p>School leadership team members make quarterly visits to classrooms.</p> <p>Leadership team reviews artifacts and evidence of progress.</p> <p>Leadership team reviews monthly calendar at each meeting.</p> <p>School improvement plan is revised to reflect changes.</p>	<p>Office supplies, Title I, \$500</p>	<p>BCSS Indicators: Goal Area 2: CC; PL; P</p> <p>Advanced: 1.2 3.7 3.8</p> <p>GA Standards: FCE 1 FCE 2 FCE 3 FCE 4 FCE 5 FCE 6 SC5</p>





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<p>Student engagement will increase for the 2016-17 school year, as shown through student attendance on yearly CCRPI reports, with an increase from 51% (2016 CCRPI) to 78% of students missing fewer than 6 days of school.</p>	<p>Students will participate in bi-monthly Teachers as Advisors sessions with all faculty and staff participating as advisors.</p> <p>Teachers will participate in regular professional learning over ways to engage students in the classroom.</p> <p>All teachers will strive to achieve level 3 in TKES Performance Standard 8: Academically Challenging Environment.</p> <p>Students will participate in homebase challenges for perfect attendance to encourage student attendance.</p> <p>Students will earn additional PBIS rewards for perfect attendance.</p>	<p>Amanda Shepherd, Counselor</p> <p>Administration</p> <p>BCMS Faculty and Staff</p> <p>BCMS students</p> <p>PBIS Team</p> <p>Buffy Couch, attendance clerk</p>	<p>August 2016 - May 2017 (bi-monthly) - TAA meetings</p> <p>August 2016 - May 2017 - Professional Learning</p> <p>August 2016 - May 2017 - TKES observations</p> <p>August 2016 - May 2017 (every 3 weeks) - PBIS stamp cards</p>	<p>TAA lessons</p> <p>TAA sign-in sheets</p> <p>Attendance records</p> <p>TKES evaluation sheets</p> <p>PBIS Stamp Cards</p>	<p>Leaders Demonstrate: As a result of implementing these actions, the leaders will</p> <ul style="list-style-type: none"> - encourage and reward student attendance. - provide training for teachers to ensure academically challenging and engaging classrooms. <p>Teachers Demonstrate: As a result of implementing these actions, the teachers will</p> <ul style="list-style-type: none"> - implement strategies to create an academically challenging and engaging classroom. - develop and maintain relationships with students. <p>Students Demonstrate: As a result of implementing these actions, the students will</p> <ul style="list-style-type: none"> - maintain high levels of attendance. - show academic growth in content areas. 	<p>Administration monitors classroom teachers through TKES evaluations.</p> <p>Teachers monitor student attendance.</p> <p>Leadership team offers teachers feedback on positive learning environment.</p> <p>School leadership team members make quarterly visits to classrooms.</p> <p>Leadership team reviews artifacts and evidence of progress.</p> <p>Leadership team reviews monthly calendar at each meeting.</p> <p>School improvement plan is revised to reflect changes.</p>	<p>Attendance incentives, General School Funds, \$300</p>	<p>BCSS Indicators*: Goal Area 1: LSAS; CCRS; Goal Area 2: CC</p> <p>AdvancED: 3.9 4.3 4.6 4.7</p> <p>GA Standards: SC2 SC4 SC5</p>
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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>Bear Creek will provide a technology rich environment for staff that will lead to an increase of effective use of modern technology from 72% to 85% during the 2016-2017 school year as evidenced through monthly technology submissions and yearly survey results.</p>	<ul style="list-style-type: none"> Teachers will participate in professional learning with the digital coach twice a month. Teachers will use a paper copy of the SAMR model to use when lesson planning. The digital coach will work with teachers in recording model lessons utilizing technology integration. The digital coach will also facilitate the observation of live and recorded lessons. The instructional coach will be responsible for walkthroughs and implement coaching for teachers. Student work will be displayed electronically throughout the school. The digital coach will work with the digital team to provide an opportunity for the team to redeliver information and be an additional contact person at each grade level and content. Teachers will be required to share technology- integrated lessons at their content PLC meetings. Digital coach will work with teachers to create content specific lessons. 	<p>Ashley Bailey, Digital Coach</p> <p>Jennifer Wood, Administration</p> <p>Instructional coach</p>	<p>August 2016 - May 2017 (twice monthly) - digital coach professional learning</p> <p>August 2016 - May 2017 - recording and observations of lessons</p> <p>August 2016 - May 2017 (monthly) - walkthroughs and coaching sessions</p> <p>August 2016 - May 2017 - digital coach team meetings</p> <p>August 2016 - May 2017 (monthly) - content PLC meetings</p>	<p>TKES observations</p> <p>Digital coach professional learning agenda/ presentations</p> <p>Digital coach/ team meeting agendas</p> <p>Teacher technology documents and lessons plans</p> <p>Student work</p>	<p>Leaders Demonstrate: As a result of implementing these actions, the leaders will</p> <ul style="list-style-type: none"> - conduct observations of teachers - provide support for teachers regarding technology <p>Teachers Demonstrate: As a result of implementing these actions, the teachers will</p> <ul style="list-style-type: none"> - incorporate technology into their lessons and classrooms - increase their utilization of the SAMR model into instruction - increase their TKES scores <p>Students Demonstrate: As a result of implementing these actions, the students will</p> <ul style="list-style-type: none"> - increase their mastery of 21st century skills - increase their use of technology related strategies in their work 	<p>Administration monitors professional development.</p> <p>Administration monitors technology usage and lesson plans.</p> <p>Digital coach monitors recording and observations of lessons.</p> <p>Digital coach monitors the redelivery of information through the digital team.</p>	<p>Technology , Title I funds, \$5,000</p>	<p>BCSS Indicators: Goal Area 1: CIA; ITI; LSAS; CCRS</p> <p>AdvancED : 2.6 3.3 3.4 3.5 3.11 4.4 4.5</p> <p>GA Standards : 12 14 15 16 PL4</p>

Bear Creek Middle School





Barrow County School System

Boldly Committed to Student Success

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,	July 25-29	Sign-In Sheets	Kellie Rutledge	None
EL Student Plans - very complex plan that comes from the new platform elevation, can do descriptors (only for teachers who work with EL students) EL Monitoring Updates - how the monitoring process in changed, language line (for all teachers)	Julie Rutledge		Sign-In Sheets	Kellie Rutledge, Julie Rutledge	None
Gifted and SPED Updates	Ashley Bailey, Erica Boswell, and Frances Martenson, Tommy Hamilton		Sign-In Sheets	Kellie Rutledge	None
RTI Updates	Albert Smith and district personnel		Sign-In Sheets	Albert Smith	None
Professional Learning Communities	Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	Aug - June	Sign-in Sheets Google Classroom	Observations Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	None
PBIS	Erica Boswell, Ysheena Lyles, Corey Sims Christin Gonzales, Yvonne Perry	Aug - May	Sign-In Sheets Email	Erica Boswell, Ysheena Lyles	None
TKES	Dr. Jennifer Wood, Albert Smith	Aug - June	TKES platform Walkthrough, Formative, Summative data	Dr. Jennifer Wood, Albert Smith	None
Ethics Training	GAE Representatives	September	Sign-In Sheets	Dr. Jennifer Wood, Albert Smith, Kellie Rutledge	None
SLDS	DOE Representative	August	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	Aug - May	Sign-in Sheets	Observations, Monthly Google submission Ashley Bailey, Erica Boswell, Kellie Rutledge	None
Instructional Conversations	Kellie Rutledge Julie Rutledge Ysheenia Lyles	Year Long	Sign-in Sheets	Observations Kellie Rutledge, Julie Rutledge, Ysheenia Lyles	Cost assumed at district level
Data Driven by Paul Bambrick-Santoyo	Kellie Rutledge	Aug - June	Sign-in Sheets	Kellie Rutledge	\$34.95 (book price)
Project Based Learning	Ashley Bailey, Kellie Rutledge, Ysheena Lyles, Rebecca Draper, Robert Daggert, Rachel Griffin-Jackson	Aug - May	Sign-in Sheets Project Lessons	Observations Ashley Bailey, Kellie Rutledge, Ysheena Lyles, Rebecca Draper, Robert Daggert, Rachel Griffin-Jackson	None
Targeted Math Instruction	Casey Maddox, RESA rep.	Aug - May	Sign- In Sheets	Observations Kellie Rutledge	None
Coaching Cycle All teachers each semester	Kellie Rutledge	Cycle 1 by Dec. 16 Cycle 2 by May 18	Coaching Cycle log for each teacher collected by Kellie Rutledge	Kellie Rutledge	None

