GaDOE
Georgia Department of Education

School Improvement Plan
2023 - 2024

Identify Needs

Select Interventions

Plan Implementation

Implement Plan

Examine Progress

Coherent Instruction

Effective Leadership

Professional Capacity

Family & Community Engagement

Supportive Learning Environment

READY TO LEARN
READY TO LIVE
READY TO LEAD

WHOLE CHILD

Barrow County
Bear Creek Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Barrow County
School Name	Bear Creek Middle School
Team Lead	Kenneth Lancaster
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
✓	Free/Reduced meal application
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduction of disciplinary events that disrupt learning environments (student incivility and disorderly conduct).
Root Cause # 1	Frequency of disciplinary events that negatively impact learning environments (disorderly conduct and student incivility) - linked to the need for enhanced relationships, relevance, rigor, and student engagement.
Goal	BCMS will decrease student behaviors that disrupt classroom learning environments as measured by recorded disciplinary events for continued classroom disruption, disrespect, and refusal to comply (student incivility and disorderly conduct as defined by the BCSS Code of Conduct) by 30% (227 total events in 2022-2023, goal of 159 or less total events for 2023-2024).

Action Step # 1

Action Step	Teachers will develop and implement classroom-level PBIS procedures to supplement school-wide PBIS efforts.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Admin walkthroughs, PBIS Rewards reports, IC coaching cycles
Method for Monitoring Effectiveness	PBIS Rewards reports, student participation in PBIS events, admin walkthroughs, IC coaching cycles
Position/Role Responsible	teachers, IC, and admin
Timeline for Implementation	Others : Develop plans in August, continuous implementation

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	parents/guardians, businesses, and community leaders (donation of PBIS incentives)

Action Step # 2

Action Step	All teachers, paras, admin, and other support staff will participate in de-escalation training (Mindset with Kristie Knopp and "That One Kid" with Brian Mendler).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets, meeting agendas/materials
Method for Monitoring Effectiveness	Number of PBIS steps, number of discipline events, admin walkthroughs
Position/Role Responsible	Admin, teachers, support staff, an district behavior specialist.
Timeline for Implementation	Others : October 6, 2023 (Mindset), January 4 (That One Kid)

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Students will participate in quarterly meetings and/or activities (based on current student disciplinary data/trends) to reteach and/or reinforce BCMS expectations for student behavior.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	meeting/activity agendas, recorded presentations, ELT calendar
Method for Monitoring Effectiveness	number of PBIS steps, number of discipline events, number of counseling referrals (student behavior/conflict)
Position/Role Responsible	teachers, admin, counselors, IC
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Teachers and admin will review PBIS points awarded per teacher, reiterate school PBIS expectations, and discuss current discipline data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities Immigrant
Systems	Supportive Learning Environment
Method for Monitoring Implementation	grade-level meeting agendas, SILT meeting agendas, PBIS committee meeting agendas, meeting sign-in sheets
Method for Monitoring Effectiveness	PBIS Rewards reports, number of disciplinary events, number of PBIS steps
Position/Role Responsible	teachers, admin, PBIS committee members
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase percentage of students performing at proficient or above levels on the GMA EOG for math.
Root Cause # 1	Student engagement, attendance (student and teacher), high impact vocabulary use, tier I instruction, identification/placement of tier II and tier III students, student motivation, student engagement
Goal	BCMS will decrease the percentage of students performing at the developing and below categories on the GMA math EOG. 6th – 81.27% (2023) to 60.15% (2024) 7th – 76.8% (2023) to 56.88% (2024) 8th – 74.23% (2023) to 56.33% (2024)

Action Step # 1

Action Step	BCMS will increase opportunities for math remediation by strategically grouping students in ELTs intentionally designed to target student deficiencies as identified by the MAP Learning Continuum. ELT groups will be tiered based on student performance levels and individual needs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	minutes/notes from ELT planning meetings, ELT rosters, admin/IC walkthroughs, ELT lesson plans
Method for Monitoring Effectiveness	MAP Growth data, math common assessment data, ELT pre-/post-test data, EOG data
Position/Role Responsible	admin, academic teachers, IC
Timeline for Implementation	Others : Initial ELT grouping in August, ELT rotations/restructuring every 4.5 weeks, weekly monitoring through team, grade-level, and/or SILT meetings

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	BCMS will enhance tier I math instruction by providing and/or supporting high quality professional learning in the areas of teacher efficacy (relationships, relevance, rigor, and student engagement) and content-specific training (360 degree classrooms, Open Up, Building Thinking Classrooms, PBL, etc.). Tier I instruction will be further enhanced through the use of common instructional planning times, regular content planning meetings, and the use of common assessments.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PL calendars, PL agendas, meeting/training sign-in sheets, formal and informal walkthroughs, instructional rounds, IC coaching cycles, lesson plans
Method for Monitoring Effectiveness	MAP reports, ELT assessment data, common assessment data, EOG data, instructional rounds data
Position/Role Responsible	admin, IC, grade-level leaders, teachers, outside agencies/resources (Schlechty Institute), content specialist, district leaders and other BCSS teachers facilitating PL sessions
Timeline for Implementation	Others : weekly lesson plans, daily common planning for content teachers, weekly content meetings, monthly admin PL (3rd Tuesday each month), monthly meetings/trainings with math content specialist, district trainings on workdays, school-level PL on teacher workdays

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	BCMS will strategically group tier 2 and 3 students to reduce math class sizes, allow for more intensive monitoring, and provide for more intentional interventions (during math content classes and connections classes with EL teachers/math apps teachers).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	lesson plans, RTI data, RTI monthly reports, team meeting agenda/minutes, formal and informal walkthroughs
Method for Monitoring Effectiveness	MAP scores/data, RTI data, EOG data, common assessment data
Position/Role Responsible	admin, IC, EL teachers, math apps teachers
Timeline for Implementation	Others : weekly lesson plans, monthly RTI team meetings, connections course scheduling each semester, monthly "Critical Kids" meetings, schedule changes (content courses) as needed

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase percentage of students performing at proficient or above levels on the GMA EOG for ELA.
Root Cause # 1	Student engagement, attendance (student and teacher), high impact vocabulary use, tier I instruction, identification/placement of tier II and tier III students, student motivation
Goal	BCMS will decrease the percentage of students performing at the developing and below categories on the GMA ELA EOG. 6th – 68.92% (2023) to 54.58% (2024) 7th – 65.78% (2023) to 52.25% (2024) 8th – 71.43% (2023) to 50.91% (2024)

Action Step # 1

Action Step	BCMS will increase opportunities for ELA remediation by strategically grouping students in ELTs intentionally designed to target student deficiencies as identified by the MAP Learning Continuum. ELT groups will be tiered based on student performance levels and individual needs.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	minutes/notes from ELT planning meetings, ELT rosters, admin/IC walkthroughs, ELT lesson plans
Method for Monitoring Effectiveness	MAP Growth data, ELA common assessment data, ELT pre-/post-test data, EOG data, HMH data
Position/Role Responsible	admin, IC, academic interventionist, team/content leads, ELA teachers
Timeline for Implementation	Others : Initial ELT grouping in August, ELT rotations/restructuring every 4.5 weeks, monitoring through team meetings (weekly), grade-level meetings, ELT planning meetings (biweekly – 2nd and 4th Thursday each month) and/or SILT meetings (monthly)

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 2

Action Step	BCMS will enhance tier I ELA instruction by providing and/or supporting high quality professional learning in the areas of teacher efficacy (relationships, relevance, rigor, and student engagement) and content-specific training (Lucy Calkins, Readers Workshops/A Novel Approach, PBL, etc.). Tier I instruction will be further enhanced using common instructional planning times, regular content planning meetings, and the use of common assessments.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	lesson plans, PL calendars, PL agendas, meeting/training sign-in sheets, formal and informal walkthroughs, instructional rounds, IC coaching cycles
Method for Monitoring Effectiveness	HMH reading inventory lexile data, MAP reports, ELT assessment data, common assessment data, EOG data, instructional rounds
Position/Role Responsible	admin, IC, grade-level leaders, teachers, outside agencies/resources (Kate Roberts), content specialist, district leaders and other BCSS teachers facilitating PL sessions, academic interventionist
Timeline for Implementation	Others : weekly lesson plans, daily common planning for content teachers, weekly content meetings, monthly admin PL (3rd Tuesday each month), monthly meetings/trainings with math content specialist, district trainings on workdays, school-level PL on teacher workdays

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	BCMS will strategically group tier 2 and 3 students to reduce ELA class sizes, allow for more intensive monitoring, and provide for more intentional interventions (during ELA content classes and connections classes with EL teachers/academic interventionist).
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans, RTI data, RTI monthly reports, team meeting agenda/minutes, formal and informal walkthroughs
Method for Monitoring Effectiveness	MAP scores/data, RTI data, EOG data, common assessment data, HMH data
Position/Role Responsible	admin, IC, ELA content leads, ELA teachers, academic interventionist, EL teachers
Timeline for Implementation	Others : weekly lesson plans, monthly RTI team meetings, connections course scheduling each semester, monthly "Critical Kids" meetings, schedule changes (content courses) as needed

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	CNA data was discussed with the SILT team, teachers, SGT members and others. Stakeholders were provided with opportunities to provide feedback related to the successes and failures of the previous SIP. They also provided input related to potential needs, goals, ideas, and values that needed to be reflected in the 2023-2024 SIP. A panel made up of teachers, admin, the IC, counselors, and members of the SILT team worked collaboratively to draft SIP goals and action steps.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	The BCMS SIP places a heavy emphasis on tier I instruction, regardless of income or minority status. The scheduling process at BCMS also allows for input from teachers, admin, counselors, and other pertinent, thereby allowing for intentional scheduling to target identified student needs while providing a system of checks and balances to help avoid any unintentional biasness. The very nature of the Critical Kids program referenced in the BCMS SIP allows the school to provide students of all backgrounds with needed wrap-around service.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	The BCMS SIP places a heavy emphasis on tier I instruction, regardless of income status. The scheduling process at BCMS also allows for input from teachers, admin, counselors, and other pertinent, thereby allowing for intentional scheduling to target identified student needs while providing a system of checks and balances to help avoid any unintentional biasness. The ELT program provides students of all backgrounds with opportunities for remediation and acceleration. The very nature of the Critical Kids program referenced in the BCMS SIP allows the school to provide students of all backgrounds with needed wrap-around service.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale	The structure of the Critical Kids program allows for more effective identification of students in need. The program is inclusive of a variety of stakeholders including parents/guardians, outside services such as counselors, community programs. and numerous school-based capacities. The extent of this network allows for a variety of methods to identify and target needs. The Critical Kids program examines multiple criteria including grades, attendance, discipline data, SDQ4 data, and several others to help identify students in need of services.

(point system) that uses the objective criteria to rank all students.	

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	BCMS will continue to network with feeder elementary schools to facilitate ES to MS transitions. BCMS will continue meeting with administrators, counselors, special education leaders, and others to help identify students with needs and/or special circumstances and to better plan services for such students. BCMS will continue facilitating vertical level meetings, especially in ELA and math, to better ensure alignment, enhance content coverage, and promote more effective teaching strategies to ensure students are better prepared for ES to MS transition. BCMS will also continue hosting school tours and information sessions/orientation for rising 6th graders.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	BCMS will continue to network with feeder elementary schools to facilitate ES to MS transitions. BCMS will continue meeting with administrators, counselors, special education leaders, and others to help identify students with needs and/or special circumstances and to better plan services for such students. BCMS will continue facilitating vertical level meetings, especially in ELA and math, to better ensure alignment, enhance content coverage, and promote more effective teaching strategies to ensure students are better prepared for ES to MS transition. BCMS will also continue hosting school tours and information sessions/orientation for rising 6th graders.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	BCMS will adhere to the BCSS code of conduct. Likewise, BCMS will acknowledge and address disciplinary concerns as they occur and code them appropriately in accordance with the definitions set forth in the code of conduct. Clear expectations and disciplinary procedures will be clearly communicated with students, parents/guardians, and other relevant stakeholders on a regular basis. The use of a school-wide PBIS program will be utilized to reinforce positive behaviors and minimize negative behaviors.

ADDITIONAL RESPONSES

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8. Use the space below to provide additional narrative regarding the school's improvement plan.	