



# School Improvement Plan 2018-2019



**Bennett's Mill Middle School**

**Fayette County School System**



Richard Woods, State School Superintendent  
“Educating Georgia’s Future.”

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This report template was designed by the Georgia Department of Education to assist schools in meeting all Federal and State planning requirements. The following programs are included in Georgia’s planning process:

- IDEA - Special Education
- School and District Effectiveness
- Title I, Part A - Improving the Academic Achievement of the Disadvantaged
- Title I, Part A - Foster Care Program
- Title I, Part A - Parent Engagement Program
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected or Delinquent Children
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction for English Learners and Immigrant Students
- Title IV, Part A - Student Support and Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

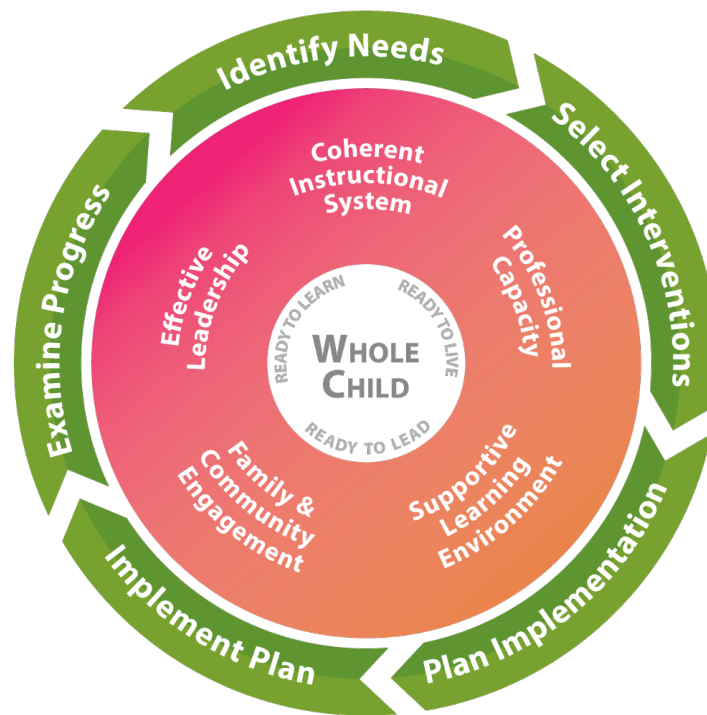
The Georgia Department of Education has created a webinar series to support schools in completing this plan. The series, and accompanying resources, are available at the [Office of Federal Programs](#) webpage. Webinar series topics include:

- |   |                   |
|---|-------------------|
| • Georgia’s Systems of Continuous Improvement Overview                  | February 10, 2017 |
| • Planning and Preparation  | February 17, 2017 |
| • Coherent Instructional System   | February 24, 2017 |
| • Effective Leadership  | March 3, 2017     |
| • Professional Capacity   | March 10, 2017    |
| • Family and Community Engagement                                       | March 17, 2017    |
| • Supportive Learning Environment                                       | March 24, 2017    |
| • Identifying Need - Root Causes, Drawing Conclusions, and Prioritizing | March 31, 2017    |
| • Problem Solving Process and Selecting Interventions                   | April 7, 2017     |
| • Improvement Planning - Systems and Processes                          | April 21, 2017    |
| • Planning - Budgeting  | April 28, 2017    |
| • Submitting the Comprehensive LEA Improvement Plan (CLIP)              | May 5, 2017       |

To contact the Department with any questions related to this plan, please email [federalprograms@doe.k12.ga.us](mailto:federalprograms@doe.k12.ga.us) and include “CNA Question” in the subject line. To contact the Department for technical support related to this template, please email Nicholas Handville at [nhandville@doe.k12.ga.us](mailto:nhandville@doe.k12.ga.us).

# GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT

The Georgia Department of Education's strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure that these efforts are aligned across all agency divisions, departments, and programs. Georgia's Systems of Continuous Improvement focuses on the systems and structures (the "what") that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.



## ***Systems to Improve (What to Improve)***

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

- *Planning for quality instruction* - The structure of the instructional system in which the district defines what the students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
- *Delivering quality instruction* - The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
- *Monitoring student progress* - The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
- *Refining the instructional system* - The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress

## SCHOOL IMPROVEMENT PLAN

**Effective Leadership:** A major system of the complex school organization that sets the direction for the school, ensures that the school staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

- *Creating and maintaining a climate and culture conducive to learning* - the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
- *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization
- *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
- *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
- *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the district's major systems, structures, and processes

**Professional Capacity:** A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

- *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
- *Developing staff* - the structure of the professional capacity system that ensures the increasing quality of the school staff's knowledge and skills
- *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
- *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all schools and in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

- *Welcoming all families and the community* - The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the school
- *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
- *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, and school staff, continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
- *Empowering families* - the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
- *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
- *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation

**Supportive Learning Environment:** A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

- *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
- *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
- *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

### ***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

- Plan and prepare for the process
- Collect and analyze data
- Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

- Consider all the evidence for needed improvements
- Research possible interventions
- Determine if staff has the capacity to implement possible interventions

**Step 3: Plan Implementation:** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

- Identify roles and responsibilities of those implementing the intervention
- Develop a team that will deeply understand the intervention and of best ways to implement it
- Develop the implementation timeline
- Identify resources and supports needed for the implementation of the intervention
- Develop a set of information to be reviewed to track the implementation

**Step 4: Implement Plan:** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

- Collect information to monitor the quality of supports being provided for the intervention
- Consider what additional information is needed to determine if intervention is working
- Assess the degree to which the implementation plan is being followed
- Identify ways to break down any barriers
- Build capacity of others to facilitate the improvement process now and in the future

**Step 5: Examine Progress:** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

- Determine if the staff can formally study the effects of the intervention to share with others in the field
- Monitor implementation and progress against defined goals
- Define reasonable expectations for success
- Identify and track progress and performance
- Develop a plan for how knowledge about the intervention will be shared with others
- Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued

# Georgia Department of Education

## School Improvement Plan

### 1. GENERAL IMPROVEMENT PLAN INFORMATION

<i>District Name</i>	Fayette County School System
<i>School Name</i>	Bennett's Mill Middle School
<i>Team Lead</i>	Dr. Marcus Broadhead
<i>Position</i>	Principal
<i>Email</i>	broadhead.marcus@mail.fcboe.org
<i>Phone</i>	(770) 716-3982

<b>Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)</b>	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
<input type="checkbox"/>	"Fund 400" - Consolidation of Federal funds only

<b>Factor(s) Used by District to Identify Students in Poverty (Select all that apply)</b>	
<input checked="" type="checkbox"/>	Free/Reduced meal applications
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)



## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 CREATING IMPROVEMENT GOALS

Effective goals assist schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize the efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

*Specific                      Measurable                      Attainable                      Relevant                      Time-bound*

An example of a SMART goal is:

By the end of the school year 2017-2018, all teachers will have training and be included in a PLC for their content-specific area.

#### 2.1.1 Completing the Improvement Goals Tables

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017-2018 School Report, into the tables on pages 8, 14, 20, and 26. Determine a goal for each overarching need and include the goal in the last row of each corresponding table. For each overarching need, complete the planning tables covering the five systems from Georgia's Systems of Continuous Improvement. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### Coherent Instructional System

- CIS-1 Planning for quality instruction
- CIS-2 Delivering quality instruction
- CIS-3 Monitoring student progress
- CIS-4 Refining the instructional system

#### Effective Leadership

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classrooms
- EL-4 Managing the district and its resources
- EL-5 Driving improvement efforts

#### Professional Capacity

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

#### Family and Community Engagement

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student success
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

#### Supportive Learning Environment

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

# SCHOOL IMPROVEMENT PLAN

## 2.2 OVERARCHING NEED #1

Overarching Need	
Effective Date usage	
Root Cause #1	Insufficient training (lack of base knowledge on how to interpret)
Root Cause #2	Inconsistent data (different teacher different test)
Root Cause #3	families do not know how to use data
Root Cause #4	Children do not know status/target
Root Cause #5	Lack of time to properly analyzem, interpret, and plan using data
<b>GOAL</b>	During the 2018-19 school year we will improve tier I strategies to enhance student engagement and increase student growth by 3% as indicated by the 2019 GMAS on Math and ELA.



**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** During the 2018-19 school year we will improve tier 1 strategies to enhance student engagement and increase student growth by 3% as indicated by the 2019 GMAS on Math and ELA.

**Structure(s)** CIS 1, CIS 2, CIS 4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. ELA & Math Teachers will conduct standard based remediation/enrichment workshops for students based upon formative data.	Title I	a. Aug - April (every 4.5 weeks)	b. PLC minutes, Quarterly data reports on student growth	CCP/Admin/Teachers
2. Core content teachers will collaborate to develop interdisciplinary units.	No cost	a. Aug - May (weekly tentatively on Thursday)	b. Monthly reporting of minutes, submission of units developed	ILT/CCP/Teachers
3. Teachers will use formative assessments to monitor and review instructional practices to promote student growth.	No cost	a. Aug - May (weekly)	b. PLC minutes, Quarterly data reports on student growth	ILT/CCP/Teachers
4. Rtl specialist will assist struggling students by delivering instructional strategies that supports student achievement	No cost	a. Aug - May (daily)	b. Monthly reports with student data and strategies implemented	ILT/Rtl specialist
5. Rtl specialist will analyze student performance data to inform instructional practices	No cost	a. Aug - May (quarterly)	b. Monthly reports with student data and strategies implemented	ILT/Rtl specialist
6. Teachers will utilize software that supports student achievement (Study Island, Rdg Plus, NewsELA, Gizmos)	Title I	a. Aug - May (weekly)	b. quarterly data reports on student growth	CCP/ILT/Teachers

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

**Economically Disadvantaged**

**Foster and Homeless**

BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.

**English Learners**

**Migrant**

Use LEXIA Pro to support literacy development

**Race/Ethnicity/Minority**

**Students with Disabilities**

Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.

Accommodations based upon IEPs will be followed

**EFFECTIVE LEADERSHIP**

<b>GOAL</b>	During the 2018-19 school year we will improve tier 1 strategies to enhance student engagement and increase student growth by 3% as indicated by the 2019 GMAS on Math and ELA.			
<b>Structure(s)</b>	EL 1, EL2, EL 3			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.				
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1. Provide protected time to for collaboration, data analysis and standard based assessment development	No Cost	a. Aug - March (weekly) b. observation of PLC, minutes, assessment samples		Principal/CCP
2. Model effective use of data and its impact on instructional practice	No cost	a. Aug - May (weekly) b. Observation of implementation		CCP/IL T/District coordinator
3. Empower teacher leaders to facilitate professional development on effective instructional practices	No cost	a. Aug -Sept b. TKES performance rating and level of mastery in strand		CCP/IL T/District coordinator
4. Empower teacher leaders to facilitate professional development on data analysis	No cost	a. Aug - Sept b. TKES performance rating and level of mastery in strand		CCP/IL T/ Principal
5. Provide constructive feedback on growth and implementation of instructional strategies	No cost	a. Aug - May (monthly) b. observation, documentation of areas of growth, conf. notes		Admin
6. Differentiate the delivery of professional learning as indicated by teacher needs and proficiency level	No cost	a. Aug - March (monthly) b. feedback from surveys prior to PL		Teacher/Admin/ Dist. Coord.
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?				
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>		
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.		Provide additional instructional time to address gaps resulting from mobility.		
<b>English Learners</b>		<b>Migrant</b>		
Ensure student schedules and ESOL services to increase language proficiency and academic achievement.		Provide additional instructional time to address gaps resulting from mobility.		
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>		
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.		Accommodations based upon IEPs will be implemented accordingly.		

**PROFESSIONAL CAPACITY**

**GOAL** During the 2018-19 school year we will improve tier 1 strategies to enhance student engagement and increase student growth by 3% as indicated by the 2019 GMAS on Math and ELA.

**Structure(s)** PC 1, PC 2, PC 4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. Ongoing PL on Formative Instructional Practices and instructional technology	No cost	a. Aug - May (weekly)	APs/CCPs/ Principal/Tchr	
		b. Observation of PL and module documentation		
2. Teacher Leader led professional development on best practices that can redeliver to staff	County PL allotment	a. Aug - May (monthly)	APs/CCPs/ Principal/Tchr	
		b. Observation of PL /teacher surveys		
3. Teacher Leader/Dist. Coord. led professional development on data analysis that can redeliver to staff	County PL allotment	a. Aug - May (Monthly)	APs/CCPs/ Principal/Tchr	
		b. Observation of PL /teacher surveys		
4. Teacher Leader led professional development on literacy that can redeliver to staff	County PL allotment	a. Aug - May (monthly)	APs/CCPs/ Principal/Tchr	
		b. Observation of PL /teacher surveys		
5. Teachers receive training in areas of growth.	County PL allotment	a. Aug - May (weekly)	Teacher/Admin	
		b. TKES walkthru and formal observation of practice		
6. Teachers receive training in data analysis, best practices and literacy	County PL allotment	a. Aug - May (monthly)	Teacher/Admin	
		b. TKES walkthru and formal observation of practice		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

**Economically Disadvantaged**

BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.

**Foster and Homeless**

Provide additional instructional time to address gaps resulting from mobility.

**English Learners**

Collaboration with EL teacher to ensure practices provide student access

**Migrant**

Provide additional instructional time to address gaps resulting from mobility.

**Race/Ethnicity/Minority**

Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.

**Students with Disabilities**

Collaborate with SPED to ensure practices address IEP goals

**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** During the 2018-19 school year we will improve tier 1 strategies to enhance student engagement and increase student growth by 3% as indicated by the 2019 GMAS on Math and ELA.

**Structure(s)** FCE 1, FCE 2, FCE 3, FCE 4, FCE 5

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1. Retrieve parent and student input from compacts to establish individual student achievement goals	No cost	
2. Parent Data Meetings to share student progress with students and parents beyond IC	Title I	a. Sept - April b. Conferences with students and parents	Teacher/Parent	
3. Retrieve student input to determine learning styles	No cost	a. Aug - September b. feedback from Google document, lesson plans(differentiation)	Teacher	
4. Provide need-based parent workshops outside of school hours to assist students at home	Title I	a. Aug - April (quarterly) b. Parent survey feedback	Parent Liaison/ Title I Contact	
5. Communicate support needed to enhance student engagement from local professionals/businesses	No cost	a. Aug - May (quarterly) b. feedback from survey	Principal/Title I Contact	
6.		a. b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
<b>English Learners</b>	<b>Migrant</b>
Provide communication in native language	Provide additional instructional time to address gaps resulting from mobility.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Goals and progress should reflect IEP goals

**SUPPORTIVE LEARNING ENVIRONMENT**

<b>GOAL</b>	During the 2018-19 school year we will improve tier 1 strategies to enhance student engagement and increase student growth by 3% as indicated by the 2019 GMAS on Math and ELA.			
<b>Structure(s)</b>	SLE 2, SLE 3			
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.				
<b>Action Steps</b>	<b>Possible Funding Source(s)</b>	<b>a. Timeline for Implementation b. Method for Monitoring</b>		<b>Position/Role Responsible</b>
1. Ensure PLC's address best practices to support student learning	No cost	a. Aug - May (monthly) b. PLC minutes, explicit expectations document		APs/Principal
2. Provide opportunities for remed. & enrichment (standard-based, study skill & project based classes)	Title 1 - afterschool/Sat	a. Aug - May (quarterly) b. quarterly data report for students served		Teachers/Rtl Specialist
3. Reteaching of PBIS schoolwide expectations to sustain a positive learning environment	No cost	a. Aug - May (based upon monthly data discipline report) b. TKES walkthru and formal observations		Teachers/PBIS team
4.		a. b.		
5.		a. b.		
6.		a. b.		
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?				
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>		
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.		Provide additional instructional time to address gaps resulting from mobility.		
<b>English Learners</b>		<b>Migrant</b>		
Ensure student schedules and ESOL services to increase language proficiency and academic achievement.		Provide additional instructional time to address gaps resulting from mobility.		
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>		
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.		Accommodations based upon IEPs will be implemented accordingly.		

# SCHOOL IMPROVEMENT PLAN

## 2.3 OVERARCHING NEED #2

Overarching Need	
Professional learning aligned to staff needs and readiness	
Root Cause #1	Failure of follow through and accountability
Root Cause #2	time out of classroom for training
Root Cause #3	Lack of experts in building to train teachers
Root Cause #4	Too many new ideas without proper resources
Root Cause #5	County level initiatives not aligned with school issues
<b>GOAL</b>	During the 2018-19 SY we will increase the percentage of students scoring a level 2 and above on the 2018 GMAS by 3%.



**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** During the 2018-19 SY we will increase the percentage of students scoring a level 2 and above on the 2018 GIMAS by 3%.

**Structure(s)** CIS 1, CIS 2, CIS 4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1. Provide student support in critical thinking and writing using a focused small group remediation model	Title I	
2. All content area teachers will create, develop and assign projects and assess. focused on crit. think & prob solving	No Cost	a. Aug - May (weekly) b. lesson plans, TKES	ILT/CCP/ Teachers	
3. Facilitate writing enrichment workshops for students identified through local assessment achievement data and lexile scores.	Title I	a. Aug - March (quarterly) b. observation, sign in sheets, lesson plans	Teachers/Admin	
4. Utilize software such as Think CERCA, Dreambox, Gizmos and Smart Skills to reinforce prob. solving skills	No Cost	a. Aug - May (weekly) b. TKES focused walkthroughs	Teachers/Admin	
5. Collaborate in PLC to develop & share lessons that support interdisciplinary writing formative assessments	No Cost	a. Aug - May (weekly) b. PLC minutes, observation of mtg	Teachers/Admin	
6. Collaborate in content/grade level to develop and share lessons that support literacy to enhance student achievement	No Cost	a. Aug - May (weekly) b. PLC minutes, observation of mtg	Teachers/Admin /CCP	

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
<b>English Learners</b>	<b>Migrant</b>
Utilize LEXIA Pro to support student achievement	Provide additional instructional time to address gaps resulting from mobility.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	SPED teachers will provide accommodations to address weaknesses in critical thinking skills in alignment with individualized goals.



**EFFECTIVE LEADERSHIP**

**GOAL** During the 2018-19 SY we will increase the percentage of students scoring a level 2 and above on the 2018 GIMAS by 3%.

**Structure(s)** EL 1, EL 2, EL 3, EL 5

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1. Empower staff who have strengths to deliver strategies	No cost	
2. Provide clarity of needs for all staff through goal setting	No cost	a. Aug - Sept b. Observation and student/teacher needs	Principal	
3. Utilize feedback provided and communicate what adjustments will be made	No cost	a. Aug - May (monthly) b. Collection of teacher survey data/analyze share	Principal and APs	
4. Monitoring application of best practices	No cost	a. Aug - May (bi-weekly) b. TKES	SIP	
5. Provide constructive feedback on growth and implementation of best practices	No cost	a. Aug - May (pre, mid year and summative conferences) b. TKES and other instruments that measure teacher growth	Principal and APs	
6.		a. b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
English Learners	Migrant
Ensure teacher receives appropriate support to deliver what is needed for students	Provide additional instructional time to address gaps resulting from mobility.
Race/Ethnicity/Minority	Students with Disabilities
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Ensure teacher receives appropriate support to deliver what is needed for students

**PROFESSIONAL CAPACITY**

**GOAL** During the 2018-19 SY we will increase the percentage of students scoring a level 2 and above on the 2018 GIMAS by 3%.

**Structure(s)** PC 1, PC 2, PC 4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1. Ensure all staff members attend PL/training as indicated	No cost	
2. Implement methods of accountability to ensure what is delivered is in practice	No cost	a. Aug - Sept	Admin/CCPs/Team lead	
		b. PLC minutes, TKES, content meeting demos		
3. Hire staff with proficiency in areas of growth	No cost	a. March - June	Principal	
		b. interview process and summative evaluations		
4. Coach staff beyond designated PL days for those needing extra support	County PL allotment	a. Aug - April (as needed and available thru RESA)	Admin, CCPs, PL coordinator	
		b. Observations and teacher reflection		
5. Ensure staff models and shares best practices acquired	No cost	a. Aug - May (bi weekly)	Admin, CCPs	
		b. Observation of PL/faculty presentations		
6.		a. b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
English Learners	Migrant
Model cultural literacy as a best practice	Provide additional instructional time to address gaps resulting from mobility.
Race/Ethnicity/Minority	Students with Disabilities
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Model differentiation as a best practice

**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** During the 2018-19 SY we will increase the percentage of students scoring a level 2 and above on the 2018 GIMAS by 3%.

**Structure(s)** FCE 1, FCE 2, FCE 3, FCE 4, FCE 6

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1. Communicate best practices with school community that is grade level specific	No cost	
2. Conduct needs assessment with school community to understand learning styles	No cost	a. Aug - Sept b. feedback from Google Document	Teacher	
3. Retrieve student feedback on learning experiences to incorporate reflection and metacognition	No cost	a. Aug - May (weekly) b. Data collected from feedback	Teacher	
4. Share with parents ways they can assist students at home with critical thinking and problem solving	Title I	a. Aug - April (quarterly) b. Parent feedback	Teacher/Parent liaison	
5.		a. b.		
6.		a. b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
English Learners	Migrant
Send communication in native language and meet with parents	Provide additional instructional time to address gaps resulting from mobility.
Race/Ethnicity/Minority	Students with Disabilities
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Share progress with parents based upon IEP goals.

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** During the 2018-19 SY we will increase the percentage of students scoring a level 2 and above on the 2018 GIMAS by 3%.

**Structure(s)** SLE 1, SLE 2, SLE 3

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1. Develop a structure to support PL environment	No cost	
2. Ensure professional learning is tied to developing a student centered focus	No cost	a. Aug - Sept b. SIP goals will be tied to PL	SIP/Admin	
3. Provide a positive environment through transparency & shared decision making for teachers/staff	No cost	a. Aug - May (monthly) b. feedback from teacher staff surveys	Admin	
4.		a. b.		
5.		a. b.		
6.		a. b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
English Learners	Migrant
Ensure student schedules and ESOL services to increase language proficiency and academic achievement.	Provide additional instructional time to address gaps resulting from mobility.
Race/Ethnicity/Minority	Students with Disabilities
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Accommodations based upon IEPs will be implemented accordingly.

# SCHOOL IMPROVEMENT PLAN

## 2.4 OVERARCHING NEED #3

Overarching Need	
Building community among staff	
Root Cause #1	Common time together other than professional meetings
Root Cause #2	No organized positive focused activities - school themed
Root Cause #3	Need positive non school themed activities
Root Cause #4	No coverage for us to observe colleagues in non evaluation way
Root Cause #5	Unequal balance of extra roles and activities (10% do all the work)
<b>GOAL</b>	During the 2018-19 SY we will increase positive school culture with a specific focus on the reduction of student discipline referrals by 10% as measured by the district annual referral report.

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** During the 2018-19 SY we will increase positive school culture with a specific focus on the reduction of student discipline referrals by 10% as measured by the district annual referral report.

**Structure(s)** CIS 1 CIS 2 CIS 4

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1. Model behavior expectations for students and reteach as necessary to ensure understanding	No Cost	a. Aug - May	Admin / Teachers	
		b. PBIS lessons, TKES	Teachers	
2. Deliver PBIS lessons based upon discipline data	No Cost	a. Aug - May	Admin / Teachers	
		b. PBIS lessons, monthly discipline report, PLC minutes	Teachers	
3. Implement token economy consistently and pervasively to reinforce positive behavior and engagement.	No Cost	a. Aug - May	Admin / Teachers	
		b. observation, Bronco Buck tally	Teachers	
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
<b>English Learners</b>	<b>Migrant</b>
Ensure student schedules and ESOL services to increase language proficiency and academic achievement.	Provide additional instructional time to address gaps resulting from mobility.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Accommodations based upon IEPs will be implemented accordingly.

**EFFECTIVE LEADERSHIP**

**GOAL** During the 2018-19 SY we will increase positive school culture with a specific focus on the reduction of student discipline referrals by 10% as measured by the district annual referral report.

**Structure(s)** EL 5, EL 1

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation		Position/Role Responsible
		b. Method for Monitoring		
1. Respond in a timely manner to concerns shared by staff by reinforcing student expectations	No cost	a. Aug - May		Admin
		b. teacher feedback (PBIS, SIP, Team, Grade meetings)		
2. Provide clear and consistent guidelines for staff regarding professionalism and a positive learning environment	No cost	a. Aug - May		Admin
		b. teacher feedback (PBIS, SIP, Team, Grade meetings)		
3. Consistency and transparency when addressing teacher concerns	No cost	a. Aug - May		Admin
		b. teacher feedback (PBIS, SIP, Team, Grade meetings)		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
<b>English Learners</b>	<b>Migrant</b>
Ensure student schedules and ESOL services to increase language proficiency and academic achievement.	Provide additional instructional time to address gaps resulting from mobility.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Accommodations based upon IEPs will be implemented accordingly.



**PROFESSIONAL CAPACITY**

**GOAL** During the 2018-19 SY we will increase positive school culture with a specific focus on the reduction of student discipline referrals by 10% as measured by the district annual referral report.

**Structure(s)** PC 2, PC 1

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1. Provide opportunities for struggling teachers to have PL, mentor or observe to strengthen classroom mgmt.	subs, PL	
2. Hire HQ staff that possess soft skills and a strength in building relationships with students	no cost	a. Feb - June b. resume, interview process, references	Admin, Title 1 staff	
3.		a. b.		
4.		a. b.		
5.		a. b.		
6.		a. b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services. <b>English Learners</b>	Provide additional instructional time to address gaps resulting from mobility. <b>Migrant</b>
Ensure student schedules and ESOL services to increase language proficiency and academic achievement. <b>Race/Ethnicity/Minority</b>	Provide additional instructional time to address gaps resulting from mobility. <b>Students with Disabilities</b>
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Accommodations based upon IEPs will be implemented accordingly.

**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** During the 2018-19 SY we will increase positive school culture with a specific focus on the reduction of student discipline referrals by 10% as measured by the district annual referral report.

**Structure(s)** FCE 2, FCE 3, FCE4, FCE5, FCE 6

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1. Request stakeholders to supplement instruction and provide real world connections	No cost	
2. Incorporate vertical collaboration among grade levels and feeder patterns.	Title 1 - subs	a. Aug - May b. minutes from Vertical meetings	Admin/Teachers	
3. Communicate policy and expectations with parents and provide opportunity for their input.	No cost	a. Aug - May (3 times a year) b. Stakeholders Meeting minutes	Admin/ Parents	
4. Utilize technology to capture parent opinions, share upcoming events and communicate reminders	BMMS app	a. Aug - May b. parent feedback, data uploads and views		
5.		a. b.		
6.		a. b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
<b>English Learners</b>	<b>Migrant</b>
Ensure student schedules and ESOL services to increase language proficiency and academic achievement.	Provide additional instructional time to address gaps resulting from mobility.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Accommodations based upon IEPs will be implemented accordingly.

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** During the 2018-19 SY we will increase positive school culture with a specific focus on the reduction of student discipline referrals by 10% as measured by the district annual referral report.

**Structure(s)** SLE 2, SLE 3

**Evidence-based Action Steps:** Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
		1. Provide coverage for teachers to observe best practices in multiple content areas.	Title 1 - subs or do during planning period	
2. Student support through school counseling services (guidance lessons, focus groups, 1:1)	No Cost	a. Aug - May	b. documentation of plans which includes a schedule for lessons	Admin
3. Provide opportunities to vertically "job swap" with other teachers in the building	Title 1 - subs	a. Aug - May	b. lesson plan	Admin
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

**Supplemental Supports:** What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Foster and Homeless
BMMS will follow Georgia's Systems of Continuous Improvement to identify needs, interventions, implementation, monitoring, and evaluation of services.	Provide additional instructional time to address gaps resulting from mobility.
English Learners	Migrant
Ensure student schedules and ESOL services to increase language proficiency and academic achievement.	Provide additional instructional time to address gaps resulting from mobility.
Race/Ethnicity/Minority	Students with Disabilities
Incorporate in training objectives to include analysis, monitoring, and impact of interventions on subgroup performance.	Accommodations based upon IEPs will be implemented accordingly.

# SCHOOL IMPROVEMENT PLAN

## 2.5 OVERARCHING NEED #4

Overarching Need	
INTENTIONALLY LEFT BLANK	
Root Cause #1	
Root Cause #2	
Root Cause #3	
Root Cause #4	
Root Cause #5	
<i>GOAL</i>	INTENTIONALLY LEFT BLANK

**COHERENT INSTRUCTIONAL SYSTEM**

**GOAL** INTENTIONALLY LEFT BLANK

*Structure(s)*

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged

Foster and Homeless

English Learners

Migrant

Race/Ethnicity/Minority

Students with Disabilities

**EFFECTIVE LEADERSHIP**

**GOAL** INTENTIONALLY LEFT BLANK

*Structure(s)*

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged

Foster and Homeless

English Learners

Migrant

Race/Ethnicity/Minority

Students with Disabilities

**PROFESSIONAL CAPACITY**

**GOAL**

INTENTIONALLY LEFT BLANK

*Structure(s)*

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged

Foster and Homeless

English Learners

Migrant

Race/Ethnicity/Minority

Students with Disabilities



**FAMILY and COMMUNITY ENGAGEMENT**

**GOAL** INTENTIONALLY LEFT BLANK

*Structure(s)*

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged Foster and Homeless

English Learners Migrant

Race/Ethnicity/Minority Students with Disabilities

**SUPPORTIVE LEARNING ENVIRONMENT**

**GOAL** INTENTIONALLY LEFT BLANK

*Structure(s)*

*Evidence-based Action Steps:* Describe the evidence-based action steps to be taken to achieve the goal.

Action Steps	Possible Funding Source(s)	a. Timeline for Implementation b. Method for Monitoring		Position/Role Responsible
1.		a.		
		b.		
2.		a.		
		b.		
3.		a.		
		b.		
4.		a.		
		b.		
5.		a.		
		b.		
6.		a.		
		b.		

*Supplemental Supports:* What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged

Foster and Homeless

English Learners

Migrant

Race/Ethnicity/Minority

Students with Disabilities

## **4. REQUIRED QUESTIONS**

**4.a** - 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) was sought and included.  
[Sec. 2103(b)(2)]

A stakeholder's meeting was held which included parents, staff and support personnel. During this meeting the previous goals were reviewed and data was shared regarding the progress toward meeting the goals. Then all attendees were placed in groups, provided information and given time to pour over the information with the intention of identifying overarching needs. All present had an opportunity to discuss why the overarching needs were necessary and provided context to what the next steps should be. The meeting was also streamed live which allowed others who were not in attendance to listen in on the process.

**4.b** - 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.  
[Sec. 1111(g)(1)(B)]

Administration screens all candidates for employment. All candidates must be highly qualified or in the process of being highly qualified prior to employment. Administration adheres to the TKES evaluation process and conducts it with fidelity to ensure that all teachers employed provide instruction using best practices. Professional development takes place weekly and there are standards provided by administration that serves as guidance for instruction. It is the expectation that all subgroups are served and instruction is data driven to ensure that no child is not receiving a quality education.

**4.c** - 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).

[Sec. 1114(b)(7)(ii)]

At BMMS, we provide supports to at-risk students in numerous ways. For example, during the school day, we provide our students with leveled classes in ELA and math so that teachers may utilize data from benchmark assessments and universal screeners (Assesslets, STAR Math, Reading Inventory, and Milestones) to provide differentiated support at the appropriate level of challenge. Teachers can analyze the data from these formative and summative assessments in professional learning communities to determine areas of deficit for remediation as well as areas of strength for acceleration. In our language arts and literacy classes, teachers may divide the students into smaller groups for direct instruction, guided practice and more specific feedback on their work. We frequently seek paraprofessionals and retired educators to assist teachers in this practice so that students can have more focused assistance in classes with students who are at risk in that particular content area. Teachers and the paraprofessionals/retired educators divide the class into smaller groups based on individual areas of weakness or identified deficits and incorporate resources such as Study Island, ThinkCERCA, NewsELA, Dreambox, MobyMax, Reading Plus, System 44, and others to build those skills. We would like to provide support through a new program called Lexia as well for students who have recently learned the English language and need more scaffolded support in the areas of reading fluency, comprehension, and vocabulary acquisition. We would also like to provide supports in math using paraprofessional support or retired educators with math certification. Because success in social studies and science classes demands reading fluency and comprehension, we would like to provide support in those classes as well with the aid of a paraprofessional or retired educator who can provide reading/literacy assistance in those content areas.

While less than 1% of BMMS' population lives in a local institution, we offer online supports to our students who may have difficulty accessing curriculum during the day. Our staff offers Saturday workshops, online/remote learning through Blackboard Collaborate Ultra, lunch and learn sessions, afterschool sessions, and summer learning activities (specifically for 6th grade at this time). Our counselors work directly with Pupil Services and county social workers/CARE representatives to facilitate homebound services when required and to provide needed resources to families.

## SCHOOL IMPROVEMENT PLAN

**4.d** - 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 (point system) that uses the objective criteria to rank all students.  
[Sec. 1115(b)(1)]; [Sec.1115(c)(1)(B)]

not applicable

**4.e** - 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.

[Sec. 1114(b)(7)(V)]

Not applicable

## SCHOOL IMPROVEMENT PLAN

**4.f** - 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; and
- Increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

[Se. 1114(b)(7)(II)]

Bennett's Mill develops a foundation for student success at middle school through its Foundation Camp for rising 6th graders. During the course of the camp, students are provided with study skills, preview standards and are provided with other essential survival tips to best prepare for the transition from elementary to middle school. Eighth grade students also receive academic opportunities to take high school courses in a foreign language, math and physical science.



**4.g** - 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.  
[Sec. 1114(b)(7)(III)]

As a school we have utilized the data to determine which disciplinary infractions have occurred most frequently by grade level. This information was reviewed by the School Improvement Team as well as the Positive Behavior Interventions and Support team to develop proactive measures which plan to reduce occurrences of this behavior. School Counselors, a behavior interventionist and Response to Intervention Specialist play major roles in executing focused group sessions, classroom guidance and one-one sessions that provide students and teachers with tools that can help reduce negative choices. Teachers also provide lessons that teach students the expectations rather than just provide consequences for behaviors that are deemed unacceptable at school.

## ADDITIONAL RESPONSES

Use the space below to provide additional narrative regarding the district's improvement plan (*optional*).