

Bremen City Schools

School Improvement Plan

School: Bremen Middle School

School Year: 2016-2017

Mission: Bremen Middle School exists to encourage and promote academic excellence and assist in the development of responsible citizens that are prepared to meet the challenges of the future.

Vision: Our vision, as a community of learners, is to inspire and ignite a passion for education and fuel the desire for future success.

Bremen Middle School Staff Believes:

1. That our students are our first priority and we should provide them with a safe and nurturing environment for learning.
2. That diverse learning opportunities and challenges allow students' gifts and talents to be discovered and encouraged.
3. That the alliance of home, school and community helps to promote student success.
4. That developing a good work ethic will lead to developing a strong academic background.
5. That fostering student awareness and involvement will develop good citizenship, integrity, character, and responsibility.

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SMART Goals:

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|----|--|
| 1. | As measured by the Spring 2017 Georgia Milestones End of Grade Assessment (GMA EOG), the BMS student population will Meet or Exceed the State of Georgia's average related to the percentage of students scoring at the Proficient or Distinguished Learner achievement level in ELA, Math, Science, and Social Studies (special emphasis on Gifted, Special Education and Economically Disadvantaged sub-groups). |
| 2. | As measured by the Spring 2017 Georgia Milestones End of Grade Assessment (GMA EOG), the BMS student population will Meet or Exceed the State of Georgia's average related to the percentage of students that demonstrate Typical or High Growth in ELA and Math (special emphasis on Gifted, Special Education and Economically Disadvantaged sub-groups). |
| 3. | As measured by the Spring 2017 STAR Reading and Math Benchmark Assessments, the BMS student population will Meet or Exceed the 50 th percentile (Student Growth Percentiles) in each area based on the specific parameters set for each sub-group (Gifted Learners – 75% of students; Special Education – 50% of students; and Economically Disadvantaged – 50% of students). |
| 4. | As measured by the Bremen City Schools Course Post Assessment for all courses not associated with the Georgia Milestones End of Grade Assessment at specific grade levels (i.e. Social Studies, Science, and Connections classes), the BMS student population will Maintain and/or Increase the number of students demonstrating proficiency based on data collected from the Course Pre-Assessment. |
| 5. | Bremen Middle School will continue the focus on increasing the number of students and teachers using technology in the classroom setting during daily instructional opportunities to provide students with increased knowledge regarding practical applications of technology as a tool for enhancing learning. |

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| SMART Goal | Strategic Plan Goal(s) | Action Steps | Person(s) Responsible | Start/ Finish Date | Professional Learning/ Resources | Artifacts/Evidence Means of evaluation for Implementation of Strategy and Impact on Student Growth/Learning |
|------------|---|--|----------------------------|---------------------------|--|--|
| 1-3 | Strategic Plan Goal Academic: 1-4 Public Relations: 1,3 CCRPI: Achievement Points, Progress Category, Achievement Gap | Systematic approach to using data: A. Disaggregation of data from the GMA EOG (Spring/Fall) to determine strengths and weaknesses in instruction and student performance. B. Fall/Winter/Spring analysis of STAR Reading and Math data to focus on instructional strengths and weaknesses as well as student performance. C. Content Benchmarks administered Fall/Winter/Spring and results analyzed (Student Achievement Goals developed). D. Schedule students for support services (Co-Taught, Inclusion, REP, and Study Skills). E. Use data to identify at-risk students in the areas of ELA and Math at each grade level. | Teachers Administrators | August 2016 - May 2017 | <ul style="list-style-type: none"> Thinking Maps Training Close Reading Training Vocabulary Training Learning Targets Training Rigor Redefined Math Training ELA (Writing Focus) School Visits State Longitudinal Data System (SLDS) training Lunch & Learn Sessions | <ul style="list-style-type: none"> Content Benchmarks Curriculum Pacing Guides (modified according to data) Student Achievement Goals Monthly Data Meetings SLDS Student Data Provide publishing opportunities Write Score (administered in all grade levels) General Writing Rubric (all classes) Unit Plans (differentiation documented) Gifted Program Description Morning/Afternoon Tutoring |

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| 1-3 | Strategic Plan Goal Academic: 1-4 Public Relations: 1,3 CCRPI: Achievement Points, Progress Points, Achievement Gap Points | <p>A. Content Benchmarks (Review/Revision)</p> <p>B. Administer Content Benchmarks or Course Pre/Post Assessments on established dates.</p> <p>C. Disaggregate data to assist with instructional planning/focus</p> <p>Data Reviews</p> <p>A. Disaggregate Georgia Milestones data to identify strengths and weaknesses in instruction (i.e. class periods, individual students, domains and subgroups)</p> <p>B. Student Achievement Goals Development</p> <p>Differentiated instruction</p> <p>A. Provide opportunities to accelerate learning for students needing additional challenge</p> <p>B. Provide assignments that differ in content depth and rigor.</p> <p>C. Scaffold assignments for students needing additional support</p> <p>D. Use flexible grouping strategies to promote engagement and learning</p> | Teachers Administrators | August 2016 - May 2017 | <ul style="list-style-type: none"> Thinking Maps Training Close Reading Training Vocabulary Training Learning Targets Training Rigor Redefined Math Training ELA (Writing Focus) School Visits State Longitudinal Data System (SLDS) training Lunch & Learn Sessions | <ul style="list-style-type: none"> Content Benchmarks Curriculum Pacing Guides (modified according to data) Student Achievement Goals Monthly Data Meetings SLDS Student Data Provide publishing opportunities Write Score (administered in all grade levels) General Writing Rubric (all classes) Unit Plans (differentiation documented) Gifted Program Description Morning/Afternoon Tutoring |

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| 4 | <p>Strategic Plan Goal Academic: 1, 2, 4</p> <p>Public Relations: 1,3</p> <p>CCRPI: Achievement Points</p> | <p>Alignment with GSE or GPS:</p> <p>A. Development of the Course Pre-/Post Assessments should be based on the Georgia Standards of Excellence (GSE) or Georgia Performance Standards (GPS)</p> <p>B. Questions developed should be rigorous, measurable, and should have a direct correlation to the content taught.</p> <p>C. Each Pre-/Post Assessment must specify the exact course, subject, grade level and correlating GSE or GPS.</p> <p>Measurable Content for Data Analysis:</p> <p>A. Assessments must be measurable in that they quantify achievement as it relates to student learning</p> <p>B. Assessment scores will be reported for each student taking Pre-/Post Assessment with the expectation that 100% of students will Maintain and/or increase their proficiency level.</p> | Teachers Administrators | August 2016 - May 2017 | <ul style="list-style-type: none"> Thinking Maps Training Close Reading Training Vocabulary Training Learning Targets Training Depth of Knowledge Training Higher Order Questioning Strategies Training State Longitudinal Data System (SLDS) training Lunch & Learn Sessions | <ul style="list-style-type: none"> Course Pre-/Post Assessments Social Studies and Science classes will collect Pre-Assessment Data in August, Interim Data – December, and Post Assessment Data – April/May Connections classes will collect Pre- and Post-Assessment Data – Quarter 2 and Quarter 3 Curriculum Pacing Guides (reviewed and modified based on student data) |

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| 5 | <p>Strategic Plan Goal Academic: 4</p> <p>Operations: 2, 3</p> <p>Public Relations: 1,3</p> <p>CCRPI: Achievement Points, Progress Points, Achievement Gap Points</p> | <p>A. Identify and implement the use the latest technology in the classroom</p> <p>B. BCS Technology department to collaborate with the administration and teachers to continuously facilitate opportunities related to the effective use of technology in the classroom.</p> <p>C. Identify resources to assist with purchase of additional sets of Chromebooks for each department.</p> <p>D. Identify professional learning opportunities to maximize teacher effectiveness in classroom technology instruction.</p> <p>E. Provide access for all students to interact with and use some form technology in the classroom during the school day.</p> <p>F. Use of communication tools such as Remind.com, Twitter, school website, Facebook, etc. to communicate important information to students, parents and other stakeholders.</p> | Teachers Administrators | August 2016 - May 2017 | <ul style="list-style-type: none"> • Instructional Technology Conference • Flurry of Technology Conference • Google Classroom Training • Google Read and Write Training • Lunch & Learn Sessions • STEM Conferences | <ul style="list-style-type: none"> • Unit Plans (use of instructional technology) • Teacher Keys Effectiveness System (TKES) • Analyze instructional and perceptual survey data to ensure that use of technology is positively impacting student instruction and learning (TKES Surveys, Title II Surveys, etc.). • Maintain documentation related to the creation of and use of REMIND by teachers. |