

Bremen City Schools

School Improvement Plan

School: Bremen Middle School

School Year: 2018-2019 revised 9/27/18

Mission: Bremen Middle School exists to encourage and promote academic excellence and assist in the development of responsible citizens who 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. Our students are our first priority and we should provide them with a safe and nurturing environment for learning.
2. Diverse learning opportunities and challenges allow students' gifts and talents to be discovered and encouraged.
3. The alliance of home, school and community helps to promote student success.
4. Developing a good work ethic will lead to developing a strong academic background.
5. Fostering student awareness and involvement will develop good citizenship, integrity, character, and responsibility.

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SMART Goals:

1.	As measured by the Spring 2019 Georgia Milestones End of Grade Assessment (EOG) in ELA, the 6 th -8 th grade student population will meet or exceed the CCRPI 3% Improvement Target set for the student groups in each Reporting Category (All Students – 0.752; Black – 1.826; Economically Disadvantaged - 1.248; Students with Disabilities - 2.100; White - 0.702)
2.	As measured by the Spring 2019 Georgia Milestones End of Grade Assessment (EOG) in Math, the 6 th -8 th grade student population will meet or exceed the CCRPI 3% Improvement Target set for the student groups in each Reporting Category (All Students – <i>Maintain 90 or above</i> ; Black – 1.304, Economically Disadvantaged – 0.897; Students with Disabilities – 1.445; White - <i>Maintain 90 or above</i>)
3.	As measured by the Spring 2019 Georgia Milestones End of Grade Assessment (EOG) in Science, the 8 th grade student population will meet or exceed the CCRPI 3% Improvement Target set for the student groups in each Reporting Category (All Students – <i>Maintain 90 or above</i> ; Economically Disadvantaged – 0.810; Students with Disabilities – 1.105; Black – Too Few Students; White - <i>Maintain 90 or above</i>)
4.	As measured by the Spring 2019 Georgia Milestones End of Grade Assessment (EOG) in Social Studies, the 8 th grade student population will meet or exceed the CCRPI 3% Improvement Target set for the student groups in each Reporting Category (All Students – 1.018, Economically Disadvantaged – 1.727, Students with Disabilities – 1.974; Black – Too Few Students; White – 0.987)
5.	As measured by the Spring 2019 STAR Reading and Math Benchmark Assessments, the BMS student population will Meet or Exceed the 50 th percentile in each content area based on the specific goals set for targeted sub-group performance (Gifted Learners – ≥75% of students; Students with Disabilities – ≥30% of students (Reading & Math); Economically Disadvantaged – ≥50% of students)
6.	As measured by the Spring 2019 Content Benchmark Assessment in Science and Social Studies, the BMS student population in 6 th & 7 th grade will demonstrate proficiency by meeting the specific goals set (class average) for targeted performance (Science: ≥70%; Social Studies: ≥70%)
7.	As measured by the Spring 2019 Marzano Content Specific Vocabulary Post Assessment, the BMS student population in grades 6 th -8 th will demonstrate at least 80% accuracy as it relates to demonstrating an understanding of the content specific at each grade level in ELA, Math, Science, and Social Studies.
8.	During the 2018-2019 school year, Bremen Middle School will increase the number of students and teachers using technology to enhance learning during daily, classroom instructional opportunities.

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SMART Goal(s)	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
1-7	Strategic Plan Goal Academic: 1-4 Public Relations: 3, 5, 7 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	Systematic approach to using data: A. Disaggregate 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. Analysis of Essential Vocabulary Assessment Data by content area E. Schedule students for support services (Co-Taught, Inclusion, REP, and Study Skills) F. Use data to identify at-risk students in the areas of ELA and Math at each grade level	Administrators Teachers Support Personnel Gifted Program Coordinator In-School SED Coordinator	August 2018 - May 2019	<ul style="list-style-type: none"> Thinking Maps Training Close Reading Training Marzano Vocabulary Training Learning Targets Training Rigor Redefined Math Training ELA Dept. Writing Focus State Longitudinal Data System (SLDS) Refresher Training PL: Lunch & Learn Series 	<ul style="list-style-type: none"> Content Benchmarks Content Specific Essential Vocabulary (by grade level) PLC Meetings/Logs USA TestPrep (Data Analysis) Curriculum Pacing Guides (modified based on student data) Student Achievement Goals Monthly Data Meetings SLDS Student Data (various sources) Provide publishing opportunities GCA Writing Assesslet (administered in 6th-8th grade) BMS Writing Plan Unit Plans (differentiation documented) Gifted Program Description Morning/Afternoon Tutoring

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1-7	<p>Strategic Plan Goal Academic: 1-4</p> <p>Public Relations: 1 & 3</p> <p>CCRPI: Content Mastery, Progress, Closing Gaps, Readiness</p>	<p>Data Reviews:</p> <p>A. Disaggregate Georgia Milestones, STAR, and grade level/content specific Essential Vocabulary data to identify strengths and weaknesses in instruction (i.e. class periods, individual students, domains and subgroups)</p> <p>B. Develop Student Achievement Goals</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> <p>E. Monthly Data Meetings in which data is utilized to identify at-risk students in the areas of Reading and Math at each grade level</p>	<p>Administrators</p> <p>Teachers</p> <p>Support Personnel</p> <p>Gifted Program Coordinator</p> <p>In-School SED Coordinator</p>	August 2018 - May 2019	<ul style="list-style-type: none"> Thinking Maps Training Close Reading Training Marzano Vocabulary Training Learning Targets Training Rigor Redefined Math Training Rigor Redefined ELA Training Rigor Redefined Science Training ELA Dept. Writing Focus State Longitudinal Data System (SLDS) training PL: Lunch & Learn Series 	<ul style="list-style-type: none"> Content Benchmarks Content Area Action Plans Content Specific Essential Vocabulary (by grade level) Analysis of Content Benchmark Data TKES Evaluations (Vocabulary) PLC Meetings/Logs Curriculum Pacing Guides (modified based on student data) Student Achievement Goals Monthly Data Meetings Use of SLDS (student data) Provide publishing opportunities GCA Writing Assesslet (administered in 6th-8th grade) BMS Writing Plan Unit Plans (differentiation documented)

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6	<p>Strategic Plan Goal</p> <p>Academic: 1-4</p> <p>Public Relations: 1 & 3</p> <p>CCRPI: Content Mastery, Progress, Closing Gaps, Readiness</p>	<p>Content Benchmarks:</p> <p>A. Review and Revise Content Benchmarks (as necessary)</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>Alignment with GA Standards of Excellence:</p> <p>A. Development of the Content Benchmark Assessments should be based on the Georgia Standards of Excellence (GSE) in Science or Social Studies and incorporate grade level specific Essential Vocabulary</p> <p>B. Questions developed should be rigorous, measurable, and should have a direct correlation to the GSE in each content area</p> <p>C. Each Content Benchmark must specify the exact course, subject, grade level and correlating GSE</p> <p>D. Assessments must be measurable in that they quantify achievement as it relates to student learning</p>	<p>Administrators</p> <p>Teachers</p> <p>Support Personnel</p> <p>Gifted Program Coordinator</p> <p>In-School SED Coordinator</p>	<p>August 2018 - May 2019</p>	<ul style="list-style-type: none"> Thinking Maps Training Close Reading Training Marzano Vocabulary Training Learning Targets Training Depth of Knowledge Training Higher Order Questioning Strategies Training Rigor Redefined ELA, Math, & Science Training State Longitudinal Data System (SLDS) Refresher Training PL: Lunch & Learn Series 	<ul style="list-style-type: none"> Content Benchmarks Content Area Action Plans BMS Assessment Schedule Analysis of Content Benchmark Data Content Specific Essential Vocabulary (by grade level) PLC Meetings/Logs TKES Evaluations (Vocabulary) USA Test Prep Data Analysis Social Studies and Science classes will collect Pre-Assessment Data in August, Interim Data – December, and Post Assessment Data – April/May Tracking of Student Achievement Goals Curriculum Pacing Guides (modified based on student data)

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8	Strategic Plan Goal Academic: 1-4 Operations: 2-4 Public Relations: 1, 2, 4, 5 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	A. Identify and implement the latest technology in the classroom B. BCS Technology department will collaborate with the administration and teachers to continuously facilitate opportunities related to the effective use of technology in the classroom C. Identify professional learning opportunities to maximize teacher effectiveness in classroom technology instruction D. Provide access for all students to interact with and use some form of technology in the classroom during the school day E. Provide additional Chromebooks as appropriate in each classroom to meet needs based on enrollment F. Use communication tools such as Remind.com, Twitter, school website, Facebook, etc. to communicate important information to students, parents and other stakeholders	Administrators Teachers Support Personnel Gifted Program Coordinator In-School SED Coordinator	August 2018 - May 2019	<ul style="list-style-type: none"> • PL: Lunch & Learn Series • Professional Learning Focus • West GA Instructional Technology Conference • West GA STEM Conference • Google Classroom Training • Google Read and Write Training • STEM Conferences • GA Educational Technology Conference 	<ul style="list-style-type: none"> • Unit Plans (use of instructional technology) • PLC Meetings/Logs • Content Area Action Plans • Teacher Keys Effectiveness System (TKES) • Analyze instructional and perceptual survey data to ensure that use of technology is positively impacting student instruction and learning (Title II Surveys, Staff Surveys, etc.). • Maintain documentation related to the creation of and use of Google Classroom and REMIND by teachers.