

Bremen City Schools

School Improvement Plan

School: Bremen Middle School

School Year: 2019-2020

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. 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 2020 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 2020 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 2020 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 2020 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 2020 STAR Reading and Math Benchmark Assessments, each identified sub group by grade level will Meet or Exceed the 50 th percentile based on specific targets set (Gifted Learners – ≥75% of students; SWD – ≥30% of students; ED – ≥40% of students)
6.	As measured by the Spring 2020 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 2020 Marzano Content Specific Vocabulary Post Assessment, the BMS student population in grades 6 th -8 th will demonstrate at least 80% accuracy in each core content area (ELA, Math, Science, and Social Studies) by grade level.
8.	During the 2019-2020 school year, Bremen Middle School will continue to focus on increasing the use of instructional technology to enhance the instructional program as measured by data collected through use of the Google platform (used to access all instructional technology programs).
9.	During the 2019-2020 school year, Bremen Academy will implement the Positive Behavior Interventions and Supports (PBIS) school-wide matrix with fidelity as measured by a reduction in discipline referrals for major discipline related incidents and the number of Positive Behavior Referrals issued by staff.

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1-7	Strategic Plan Goal Academic: 1-4 Public Relations: 4-6 Operations: 3-5 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 2019 - May 2020	<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 Common Planning Time (Block Schedule) 	<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	Strategic Plan Goal Academic: 1-4 Public Relations: 4-6 Operations: 3-5 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	<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 2019 - May 2020	<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 Common Planning Time (Block Schedule) Lunch and Learn PL 	<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 Asseslet (administered in 6th-8th grade) BMS Writing Plan Unit Plans (differentiation documented)

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6	<p>Strategic Plan Goal Academic: 1-4</p> <p>Public Relations: 1-5</p> <p>Operations: 3-5</p> <p>CCRPI: Content Mastery, Progress, Closing Gaps, Readiness</p>	<p>Content Benchmarks:</p> <p>A. Review and Revision of 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 and Common Assessment should be based on the Georgia Standards of Excellence (GSE) 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 and Common Assessment must specify the exact course, subject, grade level and correlating GSE, and must be designed to provide measurable feedback on 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 2019 - May 2020</p>	<ul style="list-style-type: none"> Thinking Maps Training Close Reading Training Marzano Vocabulary Training Learning Targets Training Depth of Knowledge Training High Impact Learning Strategies Training Higher Order Questioning Strategies Training Rigor Redefined ELA, Math, & Science Training State Longitudinal Data System (SLDS) Refresher Training Common Planning Time (Block Schedule) 	<ul style="list-style-type: none"> Content Benchmarks BMS Assessment Schedule Analysis of Content Benchmark Data Analysis of Content Specific Essential Vocabulary (by grade level/content area) PLC Meetings/Logs USA Test Prep Data Analysis Analysis/Tracking of progress related to established Student Achievement Goals Curriculum Pacing Guides (modified based on student data) TKES Evaluations

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8	Strategic Plan Goal Academic: 1-4 Public Relations: 1-5 Operations: 3-6 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	<p>A. Identify and implement the use of 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 professional learning opportunities to maximize teacher effectiveness in classroom technology instruction.</p> <p>D. Provide access for all students to interact with and use technology in the classroom during the school day.</p> <p>E. Provide additional Chromebooks as appropriate in each classroom to meet needs based on enrollment.</p> <p>F. Use communication tools such as Remind.com, Twitter, school website, Facebook, etc. to communicate important information to students, parents and other stakeholders.</p>	<p>Administrators</p> <p>Teachers</p> <p>Support Personnel</p> <p>Gifted Program Coordinator</p> <p>In-School SED Coordinator</p>	August 2019 - May 2020	<ul style="list-style-type: none"> Professional Learning Focus West GA Instructional Technology Conference West GA STEM Conference Google Classroom Training Google Read and Write Training GA Educational Technology Conference Common Planning Time (Block Schedule) Lunch and Learn PL 	<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 Data from Google Platform to evaluate student use (classroom/home)

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9	Strategic Plan Goal Academic: 1-4 Public Relations: 1-4 Operations: 10-11 CCRPI: Content Mastery, Progress, Closing Gaps, Readiness	Positive Behavior Interventions & Supports (PBIS): A. Development of PBIS Core Beliefs B. Development of the PBIS school-wide matrix C. Faculty orientation and training D. Implementation of the PBIS school-wide matrix E. Student orientation and training F. Recognition of Positive Behavior Referrals	Administrators Teachers Support Personnel Students	Aug. 2019 - May 2020	<ul style="list-style-type: none"> • PBIS Team Training (NW Ga RESA) • PBIS School-Wide Matrix • PBIS Training Orientation Videos • Positive Behavior Referrals Development • SWIS Information System Training • Mindset Training 	<ul style="list-style-type: none"> • PBIS School-Wide Matrix (posted in each classroom w/classroom expectations) • Positive Behavior Referrals • Reduction in Overall Behavior Referrals (SWIS Information System) • Student/Teacher Survey • Parent/Community/Business Support • PBIS Team Meeting Minutes