School Improvement Plan Updated January 9, 2017

School Name: Ben Hill Middle School	**System Name: Ben Hill County Schools**
Principal Name: Lisa Stone	**School Year: 2016-2017**
Title I Schoolwide Program: Yes	**Targeted Assistance:**

Sanctions Implementing (Select all that apply):

	School Improvement Plan (The school improvement plan is submitted to the system per system guidelines. Needs Improvement Schools will submit plans to the system for approval in October of each year).
	Public School Choice
	Supplemental Educational Services (SES)
	Corrective Action Addendum (The corrective action addendum is completed by the system by the end of January of each year.)
	Corrective Action Tier
	State-Directed Improvement Contract

Principal's Signature:	**Date:**
Title I Director's Signature:	**Date:**
Superintendent's Signature:	**Date:**

SMART Goal 1: Ben Hill Middle School will increase the proficiency percentage for students with disabilities on the Georgia Milestones.

Table A: Georgia Milestones Percentages Proficient and Above

Tests (SWD)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts						
6th Grade	0%	1.5%	3%	4.5%	6%	7.5%
Actual	0%	0%	%	%	%	%
7th Grade	4%	5.5%	7%	8.5%	10%	11.5%
Actual	4%	0%	%	%	%	%
8th Grade	5%	6.5%	8%	9.5%	11%	12.5%
Actual	5%	0%	%	%	%	%
Mathematics						
6th Grade	0%	1.5%	3%	4.5%	6%	7.5%
Actual	0%	8.3%	%	%	%	%
7th Grade	0%	1.5%	3%	4.5%	6%	7.5%
Actual	0%	0%	%	%	%	%
8th Grade	5%	6.5%	8%	9.5%	11%	12.5%
Actual	5%	6.9%	%	%	%	%

Table A: Georgia Milestones Percentages Proficient and Above

Tests (SWD)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Science						
6th Grade	0%	1.5%	3%	4.5%	6%	7.5%
Actual	0%	8.3%	%	%	%	%
7th Grade	7%	8.5%	10%	11.5%	13%	14.5%
Actual	7%	0%	%	%	%	%
8th Grade	18%	19.5%	21%	22.5%	24%	25.5%
Actual	18%	6.8%	%	%	%	%
Social Studies						
6th Grade	0%	1.5%	3%	4.5%	6%	7.5%
Actual	0%	0%	%	%	%	%
7th Grade	0%	1.5%	3%	4.5%	6%	7.5%
Actual	0%	0%	%	%	%	%
8th Grade	5%	6.5%	8%	9.5%	11%	12.5%
Actual	5%	3.4%	%	%	%	%

SMART Goal 2: Ben Hill Middle School will improve teaching and learning practices to meet the targets shown in Tables B-E.

Table B: Georgia Milestones Percentages Proficient and Above

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Language Arts						
6th Grade	26%	27.5%	29%	30.5%	32%	33.5%
Actual	26%	31.1%	%	%	%	%
7th Grade	29%	30.5%	32%	33.5%	35%	36.5%
Actual	29%	32.9%				
8th Grade	29%	30.5%	32%	33.5%	35%	36.5%
Actual	29%	32.7%	%	%	%	%
Mathematics						
6th Grade	20%	21.5%	23%	24.5%	26%	27.5%
Actual	20%	26.8%	%	%	%	%
7th Grade	27%	28.5%	30%	31.5%	33%	34.5%
Actual	27%	21.7%	%	%	%	%
8th Grade	29%	30.5%	32%	33.5%	35%	36.5%
Actual	29%	41.2%	%	%	%	%

Table B: Georgia Milestones Percentages Proficient and Above

Tests (All Students)	Baseline 2015	Target 2016	Target 2017	Target 2018	Target 2019	Target 2020
Science						
6th Grade	28%	29.5%	31%	32.5%	34%	35.5%
Actual	28%	32.4%	%	%	%	%
7th Grade	23%	24.5%	26%	27.5%	29%	31.5%
Actual	23%	22.6%	%	%	%	%
8th Grade	46%	47.5%	49%	51.5%	53%	54.5%
Actual	46%	57.5%	%	%	%	%
Social Studies						
6th Grade	26%	27.5%	29%	30.5%	32%	33.5%
Actual	26%	26.3%	%	%	%	%
7th Grade	33%	34.5%	36%	37.5%	39%	41.5%
Actual	33%	22.6%	%	%	%	%
8th Grade	38%	39.5%	41%	41.5%	43%	44.5%
Actual	38%	28%	%	%	%	%

Table C: Percent of Students Achieving 1050 Lexile

	2014	2015	2016	2017	2018	2019	2020
8th Grade Target	68%	70%	72%	74%	76%	78%	80%
1050 Lexile	68%	65%	61%	%	%	%	%

Table D: Percent of Students with Student Growth Percentiles 35 or Higher

GA Milestones Assessment	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Language Arts	63%	65%	67%	69%	71%	73%	75%
Actual	63%	64%	66%				
Mathematics	61%	63%	65%	67%	69%	71%	73%
Actual	61%	65%	65%				
Science	72%	74%	76%	78%	80%	82%	84%
Actual	72%	69%	65%				
Social Studies	66%	68%	70%	72%	74%	76%	78%
Actual	66%	67%	55%				

Table E: CCRPI Total Score Minus Challenge Points

CCRPI Score	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Ben Hill Middle	76.8	80.0	82.0	84.0	86.0	88.0	90.0
Actual	76.8	70.7	72.1				

SMART Goal 3: Ben Hill Middle School will improve School Climate to achieve the targets in Tables F-H.

Table F
Student Attendance: Percent of students missing fewer than six days according the CCRPI Indicator

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Students	50%	55%	60%	65%	70%	75%
Actual Rate	49.53%	%	%	%	%	%
Adjusted Rate	61.477%					

Table G
School Wide Percent Attendance of Teachers, Leaders, Certified Staff, and Students according to Climate Star Ratings

	2015 Attendance	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
All Staff	94.7%	95%	96%	97%	98%	99%
Actual Rate	96.083%	%	%	%	%	%
Leaders	99%	100%	100%	100%	100%	100%
Actual Rate	97.675%	%	%	%	%	%
Certified Staff	94.3%	95%	96%	97%	98%	99%
Actual Rate	94.3%	%	%	%	%	%
Students	93.4%	94%	95%	96%	97%	98%
Actual Rate	94.76%	%	%	%	%	%

Table H
Number of Days of OSS and ISS Days

	2015 OSS/ISS	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
OSS Days	405	350 days	300 days	250 days	200 days	150 days
Actual #	405 days	375 days	days	days	days	days
ISS Days	991	900 days	850 days	800 days	750 days	700 days
Actual #	991 days	772 days	days	days	days	Days
Referrals # Student Incivility		604	540			
Actual #		604				

Table I
Discipline Area Score of Climate Stars

Discipline Score	2014 Actual	2015 Target	2016 Target	2017 Target	2018 Target	2019 Target	2020 Target
Ben Hill Middle	49.5	55	60	65	70	75	80
Actual	49.5	71.879					

SMART Goal 1: Ben Hill Middle School will increase the proficiency percentage for students with disabilities on the Georgia Milestones.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Assessment, Instruction D3, D4, D5	Continue working on collaborative teaching by (CCRPI 1-4,7,9,12,13) • Providing PL on FIP and Coteaching strategies • Continue mandatory collaborative planning for all Coteachers • Providing effective feedback to collaborative teachers	2016-2017	Special Education Funding Title I Title IIA	Administration Instructional Coaches Classroom Teachers	Lesson Plans PLC Schedule Professional Learning Schedule Agenda, Minutes and Sign-In Sheets Learning Targets/Pacing Guides Awareness walks observation data	Teacher can demonstrate collaborative teaching practices in the classroom to meet the needs of all learners. Students can discuss how collaborative teaching strategies impact their learning.
	Continue LiPS strategies to increase phonemic awareness, fluency, and comprehension during FIT (CCRPI 1,7,9,12,13)	2016-2017	Special Education Funding	Instructional Coach Special Education Special Education Teachers	Lesson Plans, FLP Schedule, Student Rosters, Lexile Scores, Verbal Fluency, Assessment Results STAR Reading Scores	Students can demonstrate the skills they learned during LiPS, and teachers can show evidence of improved student literacy via Lexiles.
	Implement On-Cloud-Nine for math support during FIT (CCRPI 3, 7,12,13)	2016-2017	Special Education Funding	Instructional Coach Special Education Math Coteachers Special Education Teachers	Lesson Plans FLP Schedule Student Rosters Program Screener	Teacher and students can show evidence of gains made on the STEEP.

	Increase students' motivation for students with disabilities • Students will take part in IEP meeting using the ASPIRE model • Students will create a portfolio to progress monitor ELA and Math using STAR Reading and Math • PL on student motivation using the book *Learning to Choose, choosing to Learn* More resource offerings in ELA and Math	2016-2017	Title 1 Special Education Title IIA	Instructional Coaches Teachers Administration Parents Students	IEP Meeting Minutes and Sign-in sheets Student IEPS Agendas, Sign-In Sheets and minutes of all meetings Student Progress Data Student Portfolios School Schedule	Students can explain their progress on their IEP Goals throughout the school year. Teachers can explain how giving students choices motivates them.

SMART Goal 2: Ben Hill Middle School will improve teaching and learning practices to meet the targets shown in Tables B-E.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Assessment, Instruction D3, D4, D5	Implement vertical planning to revise lessons, units, pacing guides, assessments, and to increase content knowledge. (CCRPI 1-4, 9,12, 13)	2016-2017	none	Administration Instructional Coaches Classroom Teachers Paraprofessionals Vertical Teams	Vertical Planning Schedule Agendas, Sign-in Sheets, and meeting minutes	Teachers of common can academic subjects can explain the vertical mapping of the content for grades 6-8.
	Increase students' motivation for Math and Writing • Students will take part in parent/student meeting using the Student Led Conference model • Students will create a portfolio to progress monitor their self-selected smart goals in Math and Writing • PL on student motivation using the book *Learning to Choose, choosing to Learn*	2016-2017 Model Classrooms for Student Led Conferences in Writing and Math will be set up	Title 1 Title IIA PL for teachers on helping students use data to create SMART goals. PL for teachers on using Student Led Conferences	Instructional Coaches Teachers Administration Parents Students	Parent Meeting Sign-in sheets Student Portfolios Agendas, Sign-In Sheets and minutes of all PL meetings Student Progress Data Student Portfolios School Schedule	Students can explain their progress on their Smart Goals throughout the school year. Teachers can explain how having students establish goals and progress monitor their goals motivates them in Math and Writing. Teachers can explain how Student Led Conferences motivate students.
	Continue teacher/student/parent conference protocol. (CCRPI 1-4 and Climate)	2016-2017	None	Students, Parent, Teachers	Student Led Conference Manual, Agenda, Minutes and Sign-In Sheets, Student Notebook	Students can inform their parents and teachers of progress they are making in meeting their learning goals.

	Continue implementation of FIP modules to (CCRPI 1-4,9,12,13) • use the language of the standards and research based instructional strategies • increase timely teacher/student feedback. • increase use of assessment to plan for instruction	2016-2017	Formative Instructional Practices Online Resources	Administration Instructional Coaches Classroom Teachers Paraprofessionals	PLC Schedule, Agenda, Minutes and Sign-In Sheets from professional learning, Lesson Plans, Infinite Campus Grade book usage reports, TKES Data	Teachers can communicate how formative instructional practices help them plan for instruction to meet the needs of all learners.
	Implement an intervention period during the school day to accelerate and remediate students. • Remediation classes in ELA and Math • LIPS and On Cloud Nine • APEX • Math Acceleration • Enrichment	2016-2017	Title 1 FTE Special Education	Administration Instructional Coaches Teachers Counselors Registrar	School Schedule Class Rosters Progress Monitoring Data	

	Increase student growth in ELA and mathematics *Implement writing across all content areas • Professional learning on writing in all content areas using text based documents • Create a model writing classroom • Monitor implementation of writing in all content areas *Math • Provide PL on the instructional framework to maximize instructional time, especially the work session • Model for students using the calculator • Revise units in mathematics so they make sense for the learner • Create an intervention period to address skill deficits	2016-2017	Title 1 Special Education Title IIA	Instructional Coach Teachers Administration	Agendas, Sign-In Sheets and minutes of all meetings Awareness walk observation data Student performance data TKES performance data PL Surveys	

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Assessment, Instruction D3, D4, D5	Continue implementation of BYOT. (CCRPI 1-4,9,11,12,13) ==More access to online resources by upgrading and increasing media center computer technology.==	2016-2017	$20000 for One to One Device Purchases Maintain wireless network infrastructure ==Title VIB== ==Title I==	Media Specialist System Technology Department School Technology Committee Administrators Teachers	Lesson Plans Student work products/samples Log in data Usage reports	Students can demonstrate the usage of mobile devices. Students, parents, and teachers can explain the benefits of the use of technology to learn.
	Use STAR Reading and Accelerated Reader to improve students' Lexile Scores. (CCRPI 1-4, 9,12,13) - Hold Teacher, Student, and Parent Training - Set up Reading Intervention time - Have Professional Learning for teachers on content specific reading strategies - Purchase more Accelerated Reader seats - Purchase more books that are aligned to the content standards for classroom use	2016-2017	Accelerated Reader STAR Reading Novels for classroom use	Media Specialist Teachers Administrators Parents Students	Universal Screening results from STAR Reading Reading Logs STAR Reading Progress Monitoring results Quarterly Agendas and Sign-In Sheets from Teacher Professional Learning Parent University Sigh-In Sheets Newspaper Articles Flyers to Parents Test Scores for AR Lexile Scores from GMAP Usage Reports from Accelerated Reader Lesson Plans Schedule for Extended Learning	Students, Parents and Teachers can explain how Accelerated Reader gives students opportunities to read text in their zone of proximity and how this will affect their Lexile Scores.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Curriculum, Assessment, Instruction D3, D4, D5	Continue working on literacy standards in science, social studies and connection using literacy strategies including: (CCRPI 1-4,7,9,12,13) • Mini Q • Close Reading • The Habits of Reading • Answering Text Dependent Questions • Formative Items in OAS	2016-2017	Mini Q Resources OAS Formative Items Resources on Closed Reading strategies Resources that provide prompts for text dependent questions	Media Specialist Teachers Administrators Parents Students	Universal Screening results from STAR Reading Reading Logs STAR Reading Progress Monitoring results Quarterly Agendas and Sign-In Sheets from Teacher Professional Learning Parent University Sign-In Sheets Newspaper Articles Flyers to Parents Test Scores for AR Lexile Scores from GMAP Usage Reports from Accelerated Reader Lesson Plans Schedule for FLP	Students, Parents and Teachers can explain how Accelerated Reader gives students opportunities to read text in their zone of proximity and how this will affect their Lexile Scores.
	Utilize Pyramid of Interventions to provide students with additional time and support for learning. • Level 1: Standards Based Classroom • Level 2: Remediation classes during FIT time with progress monitoring. • Level 3: Tier 3 using math and reading support classes as students are identified by GA Milestones scores, Lexile Scores and STAR Math scores on formative assessments, benchmark data, and EOG scores. (CCRPI 1-4,7,9,12,13)	2016-2017	$120,000 Differentiation Training USA Test Prep Accelerated Math STAR Math Accelerated Reader APEX STAR Reading Journeys Lindamood-Bell Progress Monitoring Tool	Administration Academic Coach Math and Reading Support Teachers Classroom Teachers	Lesson Plans Learning Targets/Pacing Guides Awareness walks observation data	Teachers can explain the data that supports student participation particular interventions. Teachers and administration can outline the process utilized to target and schedule students who need additional assistance.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Professional Learning, Curriculum, Assessment, and Instruction **C1, D4, D5, E1**	Continue to provide professional learning on content specific training and other areas as needed (CCRPI 1-13 and Climate) • Meet twice weekly to study, practice, and implement the standards through the instructional framework • Monthly Leadership Team Meetings • Hold monthly faculty meetings • Formative Instructional Practices • Writing Development • Planning for Coteaching Teams • Provide literacy training for all teachers • Science, Social Studies and Connections teachers will implement the CCGPS Literacy Standards • Lindamood-Bell • PBIS strategies PL/booster • Learning to Choose, Choosing to Learn-Book Study • Poor Students, Rich Teaching-Book Study • Professional Learning for Math Teachers • Professional Learning on Classroom Management	2016-2017	$80,000 Instructional Coach for Literacy Instructional Coach for Math/Science Books and Materials Title I Title IIA Special Ed	Administration Leadership Team Members Instructional Coaches Teachers Paraprofessionals	Professional Learning Calendar Lesson plans with implementation strategies Student work (formative assessments) Teacher team meeting agendas and minutes Common Assessments Awareness Walk observation data Leadership team meeting agendas and minutes Implementation steps short term action plans/next steps.	Teachers and administrators can articulate how their classroom practice has changed as a result of the professional learning initiative. Teachers and administrators can articulate how this change in practice is impacting student learning through assessment and or anecdotal observations. Leadership team members can explain how the school improvement plan impacts the work of the school. The goals of the improvement plan become the focus of the work of the leadership team

SMART Goal 3: Ben Hill Middle School will improve School Climate to achieve the targets in Tables F-H.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	**Evidence**
Planning and Organization, School Culture, School Family, and Community B2,E1	Increase use of all modes of communication with families and the community by increasing participation in ((CCRPI 1-13and Climate) • Parent University • Lunch and Learns • Parent Blitz • Teacher Websites • Facebook Page • Parent meetings • Email • One Call Phone system • Parent conferences • Student Led Conferences • Parent/student portal in Infinite Campus • REMIND	2016-2017	Communities in Schools Dental Van Partners-in-Education Business and Civic Organizations Club/Activity Schedule Family Connections Positive Behavior System – Teachers as Advisors CHAMPS Bullying Training Professional Learning Community Training Student Agendas Title I	Parents Administrators Counselors Teachers	Parent newsletters listing events Email communication Newspaper articles Sign-in sheets Agendas Minutes Presentation notes NSSE Parent, student, teacher, community survey results Parent Resource Center	Parents can communicate and implement newly acquired strategies/topics/ ideas from meetings. Parents describe how training opportunities provide support for their children in the areas of academic achievement, behavior, etc. Parents, teachers, community members, and the principal participate in the school's council. Parents can articulate goals and strategies in the school improvement plan.
	Implement Saturday School and Lunch Detention to help decrease the number of days of ISS and OSS days for students, to make-up absences for chronic absenteeism, and to help provide academic assistance to students. (CCRPI 1-13, Climate)	2016-2017	Title I, Special Education or School Improvement Grant 20-Day Funding	Administrators, Students, Counselors, and Teachers	Attendance Log of Students, Saturday School Schedule,	Students who attend Saturday can explain why they have been placed there and how it benefits them academically.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Planning and Organization, School Culture, School Family, and Community B2,E1	Provide support to enhance the academic achievement, social growth and development, and emotional growth and development of all learners. (CCRPI 1-13, Climate) • Monthly perfect attendance Tuesday Tea • Monthly and Quarterly incentives by grade level • PBIS activities including weekly, monthly, and quarterly character incentives • Accelerated Reader Celebrations • Honor Roll Celebrations • Honors Night • Monthly Parent Meetings • Team Building Day/Activities • Field Days • Focus Character Ed on Components of a "Growth Mindset" (ie. FISH philosophy, Project Wisdom, etc.)	2016-2017	Partners in Education: Wendy's, Community Bank, Kiwanis Club Zaxby First Baptist Central Methodist Fellowship Baptist Crossview Baptist Behavioral Health Communities-in-Schools Family Connections Monitor Enrichment Center School Resource Officer Migrant Liaison Fundraisers	School Nurse Teachers Counselors Administration Club Sponsors Parent University CIS	Data room Data notebook Strategic intervention plan Student Agenda Meeting agendas and minutes Club/Activity Schedule Incentive plan for attendance Attendance records Honor roll lists, invitation, program Character Ed recognition Honor's Day Bullying Prevention Program	School leaders know the status of each class and are able to describe the support structures and systems that have been put in place to ensure that all students meet or exceed standards. Stakeholders articulate the services and partnerships that are working closely with the school to meet student needs. Develop additional strategies to celebrate successes of all students. There is a place in the school where parents can go to get information on other agencies and services available.

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Planning and Organization, School Culture, School Family, and Community B2,E1	Implement an attendance protocol to decrease the number of students missing 6 days or less of school. (CCRPI 1-13 and Climate)	2016-2017	None	Teachers Counselors Administrators CIS School Social Worker Department of Juvenile Justice	Letters Phone Logs Conference Minutes Attendance Alert List Bimonthly Attendance Data One Call Log	Students, Parents and Teachers can articulate the attendance policy.
	Increase student participation in Clubs and continue using the Activity Schedule where clubs will meet twice per month. (CCRPI 11, Climate)	2016-2017	None Fundraisers	Students Teachers Administration	Club Schedule Club Rosters	All stakeholders can explain the benefits of students who participate in extracurricular activities.
	Implement attendance incentives for staff to improve their attendance. (CCRPI Climate)	2016-2017	Donations from Local Businesses Fundraisers	Teachers Paraprofessionals Support Staff Administrators	Monthly Attendance Reports Sign-In Sheets from Meetings Professional Development Plans for Teachers with Chronic Absences Teacher Conference Summaries	All staff can explain the attendance the policy and how their absence from school impacts student learning.
	Continue the 7th and 8th grade model high school ((CCRPI 11, Climate)	2016-2017	None	Administrators Teachers Students	Schedule	Students can communicate the expected behavior and responsibility in being given more freedom in 8th grade.

	Decrease the number of referrals for student incivility. • PL on all aspects of student incivility • Teachers will model behaviors for students A reward system using PBIS will be used to reward students who do not have a referral for student incivility	2016-2017	Title I Special Education PBIS	PBIS Team Instructional Coach for SPED Administrators Teachers Students Parents	Student discipline data Agendas, Sign-In Sheets and minutes of all meetings List of reward recipients	

School Keys Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
Planning and Organization, Leadership B1, B4	Institute a governance plan that will help increase communication and help build capacity of future leaders. (CCRPI Climate) • Monthly Faculty Meetings for Professional Development • Monthly Leadership Team Meetings • Weekly Administrative Meetings • School Council Meetings • School Committee Meetings • Weekly PLC Meeting • Bi-Monthly Vertical Team Meetings • PBIS Team Meetings for staff and students • PTO Meetings • Parent University Meetings • Coffee with the Principal • Student Leadership Team • Principal Advisory Team	2016-2017	Supplies	Administration Leadership Team Members Teachers/Staff Parents Students	Agendas, Sign-In Sheets and minutes of all meetings Awareness walk observation data Student performance data TKES performance data Survey data from all stakeholders	Administrators meet with learning teams on a consistent basis to discuss effective teacher practice and examine student learning. Administrators provide feedback to learning teams on the effectiveness of their planning through examination of artifacts and evidences identified in the school improvement plan. Administrators and teachers can articulate the results from Awareness Walks. Parents, students, and staff can articulate the ways in which BHM communicates its goals and expectations and provides opportunities for leadership from each group.