

**Red Bud Middle School
SCHOOL IMPROVEMENT PLAN**

School Name: Red Bud Middle School
Principal: Jennifer L. Hayes

School System: Gordon County
Year: 2016-2017

<p>GORDON COUNTY SCHOOLS MISSION AND VISION</p> <p>Provide a relevant, rigorous, results-based education made possible through supportive, nurturing relationships.</p>	<p>GORDON COUNTY SCHOOLS GOALS:</p> <p>Goal I: All Gordon County Schools' students will increase academic achievement in Pre-K through 12th grade through the use of data-driven decision-making and instruction that ensures a rigorous, collaborative, engaging learning environment that is both safe and nurturing.</p> <p>Goal II: Highly-qualified personnel with appropriate education and/or workforce experience will be attracted and retained and will be provided professional learning to create an educational environment to foster quality work for student engagement.</p> <p>Goal III: Gordon County Schools' students who complete high school will be college and career ready.</p>
---	---

<p><u>School Improvement Goals</u></p> <p><u>College and Career Readiness Performance Index (CCRPI)</u></p> <p>Red Bud Middle School had an initial CCRPI score of 76.4, which increased to an 84.4. RBMS will work toward another increase on the CCRPI score, with a goal of exceeding 85, with a focus on closing the achievement gap. RBMS will focus on the bottom quartile of students demonstrating growth in Reading/ELA and Mathematics.</p> <p><u>Reading/English Language Arts</u></p> <p>Increase the number of students achieving at the proficient and distinguished learner levels on the GA Milestones. Implement Read 180 with low achieving students to improve lexile scores and improve the literacy of bottom quartile students. Implement literacy practices in science and social studies classes (ex: PALS, Evidence Based Terms)</p> <p><u>Math</u></p> <p>Increase the number of students achieving at the proficient and distinguished learner levels on the GA Milestones. Implement AIMSWEB MCOMP universal screener and monitor student growth throughout the year.</p>

Red Bud Middle: Reaching Beyond & Motivating for Success	Principal's Signature: <u>Jennifer L. Hayes</u> Superintendent's Signature: _____ Director of School Improvement Signature: _____ Date: <u>8/25/16</u>
--	---

School Key Strands	Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
					Artifacts	Evidence of Impact on Student Learning
Instruction Curriculum Professional Learning Planning and Organization	The school will place an emphasis on the use of research-based best practices with respect to planning for and implementation of work that is standards-based, authentic, engaging and student-centered. Emphasis will be placed on designing lessons that promote higher-order thinking skills and opportunities for differentiation. The school Design Team will assist teachers in designing work that is standards-based, authentic, and engaging. The school Design Team will provide teachers with embedded professional learning to better enable teachers to design work that is standards-based, authentic, and engaging. Depth of Knowledge will be a focus for all teachers. Special Education resource class teachers will provide SWD access to the same standards-based lessons requiring higher-order thinking skills that are implemented in the general education and inclusion classrooms. Inclusion classes will include accommodations specific to individual SWD needs. Remedial Math and Reading will allow a direct focus on the specific needs of individual students in the areas of math, reading, and language arts. C 1.3 P/A 2, 3 I 2.1,2.6 P/A 1, 2.2 P/A 1, 2.3 P/A 1, 2.4 P/A 1 PL 1.1 P/A 3, 4, 5, 1.2 P/A 2, 3, 4, 5 P/O 2.2 SWB, SWD, SWH, SWI	Aug. 4-May 26 Aug. 4-May 26	Professional learning resources and funds Instructional resources and materials Flexible scheduling	Administrative Team Teachers Design Team Leadership Team Academic Coaches	Lesson plans Student work samples Sample performance tasks Observation records Classroom Visits Data Milestone Scores Benchmark scores Progress monitoring data Professional learning documentation Collaboration sign in sheets SLDS	Classroom Visits to monitor various research-based best practices in areas of curriculum, assessment, and instruction. Immediate feedback to teachers will be included. Teachers/students can explain the different instructional phases of a lesson. Observations using a variety of observation forms including the TKES observation form are conducted. Lesson plans include evidence of higher order thinking skills, use of research based best practices, and differentiation in assigned performance tasks. Teachers can explain how assignments emphasize higher order thinking. Resource classroom teachers can articulate how their instruction, lesson plans, and activities mirror those used in the general education classrooms. Reading and math teachers can articulate how their instruction, lesson plans, and activities meet specific needs of individual students. Science and social studies teachers can articulate how their classrooms support reading/ela and math instruction.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership, Prof. Learning, Curriculum Organization</p>	<p>Administrators/academic coaches will ensure that teachers conduct collaborative team meetings to discuss issues concerning implementation of the improvement plan and student learning that will include development of a common understanding of standards, elements, and periodic assessments, an analysis of student work, review and design of performance tasks, and to plan and design/redesign instruction. Emphasis will be placed on SWD achievement in all classes and achievement gap students. Planned, scheduled, formal, and informal collaboration occurs school wide based on subject area and grade level. Collaboration norms have been established and are practiced during collaboration based on collaborative team needs.</p> <p>L 1.3 P/A 1, 4, 4.1 P/A 2, 3, 4 C 3.2 P/A 1 PL 1.2 P/A 1, 7 P/O 2.3 SWB, SWH, SWI</p>	<p>Aug. 4- May 26</p> <p>Aug. 4- May 26</p>	<p>Scheduled time for collaborative team meetings</p> <p>Assigned Collaborative Planning Day (Tuesdays) for all academic areas</p>	<p>Administrative Team</p> <p>Teachers</p> <p>Academic Coach (Math & ELA)</p>	<p>Classroom Visits Data</p> <p>Meeting logs and agendas</p> <p>Collaboration notes</p>	<p>Classroom visits, teacher meetings, discussion about progress and process will assist to verify that various research-based best practices in areas of curriculum, assessment, and instruction are being implemented consistently. Administrators can articulate ways in which they participate as a member of collaborative teams. Artifacts will be maintained throughout the building.</p>
--	---	---	--	---	---	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Curriculum Instruction Planning and Organization Professional Learning </p>	<p>Teachers will analyze data by class and create class and individual plans for differentiation and flexible grouping. Teachers will make appropriate use of flexible grouping practices and differentiation based on diagnostic and formative assessment data. Teachers will participate in professional learning based on needs of students of the faculty. Teachers can identify achievement Gap students in each classroom. I 1.1 P/A 2, 2.3 P/A 1, 2.5 P/A 2, 2.6 P/A 2 C 3.1 P/A 2, 3.2 P/A 1 PL 1.1 P/A 2, 3, 4, 1.2 P/A 1, 3 P/O 2.2 SWB, SWD, SWI</p>	<p>Aug. 4- May 26 Aug. 4- May 26</p>	<p>Professional learning funds and resources Release time for professional learning Data Days</p>	<p>Teachers Administrative Team Academic Coaches</p>	<p>Classroom Visits Data Meeting logs and agendas Revised lesson plans Disaggregated data Assessment samples Teacher documentation of interventions, groupings, and strategies SLDS</p>	<p>Classroom visits, teacher meetings, and discussion about progress will verify that various research-based best practices in areas of curriculum, assessment, and instruction are being implemented consistently. Teachers can identify their achievement gap, and SWD “target” students and articulate the interventions and differentiation strategies being implemented for them. Teachers can articulate how instruction is revised as a result of disaggregated data. Teachers maintain examples of assessment and data that have been used to determine flexible groups. They can articulate what strategies and interventions are being implemented and how they are impacting student learning. Teachers can articulate the tiers of the pyramid of interventions and how their students are being supported by these interventions, as well as interventions outside the classroom, i.e., tutoring, SST.</p>
--	--	---	---	--	---	--

	<p>Teachers will perform self-assessments on their classrooms, and participate in peer visits to share information about classroom practices focused on design qualities from Working on the Work and Depth of Knowledge Training. Administrators will monitor instructional practices and student learning frequently through classroom visits and provide feedback to teachers. PL 1.1 P/A 5, 1.2 P/A 2, 1.5 P/A 1 L 1.4 P/A 3, 4, 2.3 P/A 4 SWH</p>	<p>Aug. 4- May 26 Aug. 4- May 26</p>	<p>Scheduled time for classroom visits, collaborative discussion groups, peer observations, feedback sessions</p>	<p>Teachers Administrative Team Academic Coaches</p>	<p>Observation records Meeting and discussion logs, notes, agendas Classroom Visits Data</p>	<p>Teachers can articulate how the changes in classroom practice as a result of self-assessment and feedback given by colleagues during teacher meetings have enhanced classroom instruction and student learning. Administrators and teachers can articulate the results from classroom visits.</p>
<p>Professional Learning Instruction, Curriculum</p>	<p>Teachers will use collaboration time to develop a common understanding of standards, elements, and benchmark work, to analyze student work, to review and design performance tasks, and to plan and design/redesign instruction. Special education inclusion and resource teachers will participate in all collaboration meetings with content area teachers. Planned, scheduled, formal, and informal collaboration occurs school wide based on subject area and grade level. Collaboration norms have been established and are practiced during collaboration based on collaborative team needs. PL 1.1 P/A 1, 2, 3, 1.2 P/A 1, 2, 1.6 P/A 1 I 1.2 P/A 1, 2, 1.3 P/A 1, 2.4 P/A 1 C 2.2 P/A 1 SWB, SWH</p>	<p>Aug. 4- May 26 Aug. 4- May 26</p>	<p>Common time for teacher meetings Professional learning funds and time</p>	<p>Administrative Team Academic Coach (Math & ELA) Teachers</p>	<p>Lesson/unit plans, performance tasks, assessments Classroom Visits Data Meeting logs and agendas Collaboration notes/documents</p>	<p>Collaboratively developed documents (units, lessons, performance tasks, assessments, etc.) reflect the rigor of the standards and a common understanding of what all students are expected to know, understand, and be able to do. Teachers and administrators can articulate the results from classroom visits. Teachers can articulate how their collaborative work time is utilized to prepare for teaching and learning. Special education teachers can describe how they participate and provide input/feedback into the collaboration sessions.</p>

<p>Prof. Learning, Leadership School, Family, Community</p>	<p>All teachers participate in learning teams based on specific content areas throughout the year and meet regularly to prepare for instruction (e.g., design lessons, examine student work, and monitor student progress). The collaborative work is aligned with the school improvement goals. PL 1.1 , 1.2, 1.5 SWD</p>	<p>Aug. 4- May 26 Aug. 4- May 26</p>	<p>Scheduled time for collaborative team meetings Professional learning funds and time</p>	<p>Administrative Team Teachers Academic Coaches</p>	<p>Meeting logs and agendas Lesson Plans Collaboration notes/documents Professional learning documentation</p>	<p>Collaboratively developed documents (units, lessons, performance tasks, assessments, etc.) reflect the rigor of the standards and a common understanding of what all students are expected to know, understand, and be able to do. Teachers can articulate how their collaborative work time is utilized to design both teaching and learning.</p>
<p>Instruction, Curriculum Assessment</p>	<p>Teachers will monitor student progress through the use of periodic assessments and analysis of student work, and will utilize class data analysis periodic assessments to help them guide decision-making for differentiation, flexible grouping, and adjusting instruction. Goals for core subject areas and all grade levels will be identified based on data and available for stakeholders. A 1.1 P/A 1, 1.3 P/A 2 C 2.1 P/A 2, 3.1 P/A 2 I 1.2 P/A 3, 2.3 P/A 3, 3.2 SWB, SWD, SWI</p>	<p>Aug. 4- May 26 Aug. 4- May 26</p>	<p>Performance Matters software Professional learning</p>	<p>Administrative Team Teachers Academic Coaches</p>	<p>Classroom Visit data Meeting logs and agendas Class lists with assessment data Teacher records, sample unit/ lesson plans Posted Goals</p>	<p>Classroom Visits, teacher meetings, discussion about progress and process will assist to verify that various research-based best practices in areas of curriculum, assessment, and instruction are being implemented consistently. Assessment data show strengths or deficiencies as related to specific standards/elements. Teachers can show areas of need for all students and can explain how plans (lessons/units/instruction) are adjusted based upon student work and summative/formative assessments. Teachers can describe different ways to scaffold learning. Students can show the standard and elements they are learning and all students are working to meet the same standards. The goal is for increased numbers of students to score in proficient and distinguished levels state assessments in Reading/ELA and Math on the GA Milestones.</p>

School Culture	<p>There will continue to be a development of programs to frequently celebrate and acknowledge the accomplishments of students, faculty, and staff: positive persons awards, employee of the month, Attendance Semester Celebrations, Pay Day Monthly for completing work.</p> <p>The leadership team will facilitate the school improvement process with integrity and fidelity, working to communicate the process clearly, to build trust and to foster a healthy culture of learning.</p> <p>Develop and implement a mentoring program for ESS students.</p> <p>Monitor and reward monthly perfect attendance for ESS students.</p> <p>Implement College Readiness Awareness program: College Days with teachers presenting experiences, Career Day, videos, skills to pay the bills, 20 Hot jobs, Parent Night “So you think you can’t afford college?”</p> <p>SC 2.2, P/A 2, 3 SWA, SWF</p>	<p>Aug. 4- May 26</p>	<p>Local funds for awards, prizes, incentives</p> <p>Contributions from business partners and supporters</p> <p>Private donations</p>	<p>Administrative Team</p> <p>Teachers</p> <p>RBMS Athletic Boosters</p> <p>Athletic Coaches</p> <p>Counselor</p> <p>Local School Governing Team</p> <p>Connections Teachers</p> <p>District Family Engagement</p>	<p>Student/staff recognition programs, lists</p> <p>Celebrations</p> <p>Web-site announcements</p> <p>Marquee announcements</p> <p>Media publications</p> <p>Infinite Campus Messages</p> <p>Newsletters</p> <p>Birthday Celebrations</p> <p>Positive Person</p> <p>RBMS Awards</p> <p>Employee of the Month</p> <p>Coffee and Conversation</p>	<p>The school staff can describe ways in which they recognize and celebrate individual efforts and accomplishments. Students discuss the different recognitions and celebrations that occur in the school. Students describe how these celebrations encourage their continued progress for achievement.</p>
----------------	---	---------------------------	---	--	---	---