

Malcom Bridge Middle School - 2017-18 School Improvement Plan

Strategic Goal Area I: Teaching and Learning

Performance Objectives	Performance Measures		Initiative	Action Steps	Person Responsible	Start Date & End Date	Resources Needed				
	Metrics & Measures	Targets									
I. Prepare students for college and career success	Graduation Rate: All students % graduating	2015: 92% 2016: 95.6% 2017: 96%	College and Career Success Factors	1. Continue individualized writing instruction across the curriculum.	Teachers, Administration	Ongoing	Step-up to Writing materials, Professional Development Funds	PL			
	Graduation Rate: Hispanic students % graduating	2015: 80% 2016: 97.4% 2017: 98%		2. PLCs will use the RTI process to monitor the progress of all students.				Teachers, Administration	Ongoing	Collaborative meeting time, electronic resources	PL
	Graduation Rate: ED students % graduating	2015: 80% 2016: 91.9% 2017: 92%		3. Administration and classroom guidance on Career Interest Surveys and Four-Year Plans of Study				Counselors	Ongoing	Technology, SLDS/GCIS	
	Graduation Rate: SWD (FY '13: 64.4) % graduating	2015: 66% 2016: 82.9% 2017: 83%		4. Provide additional high school courses for all levels of students in the middle school.				Teachers, Administration, Counselors	2015-2018	Resources for courses, Professional Development Funds	

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	Graduation Rate Predictor: % of 6-8 students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs or EOCs	2016: 64 2017: TBD		5. Utilize the PBIS process to track data and provide interventions for identified groups.	Teachers, PBIS Committee, Administration, Counselors	2015-2018	PBIS Electronic Data System, Professional Development funds for team leader, Tier One Classroom PL, Mindset Foundations	PL
				6. Implement a Teachers as Advisors Program to address students' needs.	Teachers, Counselors, Administration, TAA Committee, Media Specialist	On-going	Professional Development, TAA Resources and Materials, Electronic Resources	
				7. Refine and continue to implement a high school transition course to assist students while preparing for high school.	Teachers, Administration, T&L	On-going	Professional leave, collaborative time, high school resources, field trip opportunities	
				8. Increase opportunities for student learning in math, science, art, and technology	Media Specialist (MakerSpace), Art Club, STEAM Committee, Teachers			

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			9. Ensure rigor in all advanced content courses.	Teachers, PLCs		
			10. Provide community based vocational training for SWD	Special Education Teachers		
	Graduation Rate Predictor: % of 8th grade students passing at least four courses in core content areas and scoring at Meets or Exceeds on all State Assessments	OCS 2015: 91% 2016: 92% 2017: 93% MBMS 2015: 58 2016:65.43 2017: 67	1. Monitor academic course failures throughout the year.	Teachers, Administration, Counselors, RTI committee, Teachers as Advisers	2014-2017	RTI Committee, Administration, Data Digs

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				2. Use a process for identifying low performing students at the beginning of the school year to create RTI plans of action for each student.	Teachers, Administration, Counselors, RTI Committee	Ongoing	RTI Committee, Special Education, Administration
				3. Implement the ASPIRE, student led conferences, for two students per special education case manager	Special Education	On-going	Conferences and Training
				4. Promote student efficacy through student learning goals, reteaching and reassessing, and consistent expectations.	All Faculty Members	Ongoing	Instructional extension, ELT, Tier one classroom PL, MAP PL

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II. Increase student achievement	Lexile: % 8th grade students achieving CCRPI recommended level (1050)	OCS 2015: 90% 2016: 81.6% 2017: 91% MBMS 2015: 91% 2016: 89.5% 2017: 91%	Rigorous Curriculum Design	1. Content teams will continue to evaluate MAP assessment data and use for reading instructional strategies to address deficits within MAP areas. Additional formative assessments will be utilized as well. Continue to utilize the READ 180 and LLI program with targeted students.	Teachers, Administration, ELA Action Team	On-going	Professional Development, READ 180, Leveled Literacy Intervention, MAP Training, Collections, iXL
	7th Grade ELA Milestones: % proficient / distinguished	2016: 58 2017: 53		2. Increase rigor in academic course offerings through implementation of critical reading strategies, increased independent reading expectations, use of non-fiction text, and writing across content areas.	Teachers, Administration, Media Specialist, ELA Action Team	2014-2018	Professional Development Funds, Reading Resources, Step up to Writing, Model critical reading strategies through job-embedded PL

PL

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	8th Grade ELA Milestones: % proficient / distinguished 2016: 68 2017: 63					
	8th Grade Writing: % distinguished OCS 2015: 14% 2016: 12% 2017: MBMS 2015: 12% 2016: 15% 2017: 18%	Data Use to Inform Instruction	1. Use of common writing rubrics in science, social studies, ELA, and connections classes.	Teachers, Administration	2014-18	Professional Development, Writing training, Milestones rubrics, Collections, itslearning

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	6th Grade At Risk ELA Milestones: % proficient / distinguished 2016: 29 2017: 36						
	6th Grade Writing Milestones Idea Development, Organization, and Coherence: % scoring 3 or 4 points 2016: 47 2017: 48 MBMS: 2016: 57 2017: 59		2. Use of PLC process to identify writing expectations and growth based on common rubric and common grading expectations.	Teachers, Administration, ELA Action Team	2014-18	Professional Development, Step up to Writing	PL
	6th Grade Writing Milestones Language and Conventions: % scoring 3 points 2016: 67 2017: 68 MBMS: 2016:69 2017:70		3. Identification and utilization of writing exemplars across content areas for multiple writing assessments.	Teachers, Administration, ELA Action Team	2014-2018	Professional Learning	PL
	6th Grade Writing Milestones Narrative Response: % scoring 3 or 4 points 2016: 42 2017: 43 MBMS: 2016: 41 2017: 43						

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	7th Grade Writing Milestones Idea Development, Organization, and Coherence: % scoring 3 or 4 points					
	2016: 69 2017: 70 MBMS: 2016: 71 2017: 73					
	7th Grade Writing Milestones Language and Conventions: % scoring 3 points					
	2016: 70 2017: 71 MBMS: 2016: 71 2017: 72					
	7th Grade Writing Milestones Narrative Response: % scoring 3 or 4 points 2016: 36 2017: 41					
	2016: 36 2017: 41 MBMS: 2016: 42 2017: 43					

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	6-7 Science EOG: % proficient/distinguished	OCS 2015: 55% 2016: 56% 2017: N/A MBMS 2014: 54% 2015: 55% 2016: 59% 2017: NA 6th Grade 2014: 42% 2015: 43% 2016: 59% 2017: NA 7th Grade 2014: 70% 2015: 71% 2016: 72% 2017: NA	Data Use to Inform Instruction	1. Utilize consistent data team meetings to review common assessments to identify enrichment opportunities for students mastering standards.	Teachers, Data teams, Administration	Ongoing	N/A

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	Physical Science EOC Milestones: % proficient / distinguished	OCS:2016: 55 2017: 56 MBMS: 2016: 59 2017: 60		2. Incorporate claim, evidence, reasoning writing strategies to write scientific explanations.	Teachers, Administration, Science Action Team	Ongoing	Professional Learning	PL
				3. Data teams will review and evaluate subgroup performance on assessments and determine instructional strategies to improve student performance	Teachers, Data teams, Administration	Ongoing	Instructional extension	
				4. Review and analyze student work and select exemplars to be used with consistent rubrics to identify expectations at all levels.	Teachers, Administration	Ongoing	Milestones Rubrics, Assessment Training	
				5. Increase use of phenomenon within each unit.	Teachers, Administration	2015-2017	Professional Learning with RESA	

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	8th Grade Social Studies Milestones: % proficient / distinguished	8th Grade 2015: 62% 2016: 68% 2017: 67%	Standards Based Classroom	1. Use writing assignments that require students to use textual evidence in their response.	Teachers	2014-2017	Action Team Generated Rubrics

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			2. Utilize common writing practices, common writing rubrics, and consistent grading practices to measure learning.	Teachers, Administration	Ongoing	Action Team generated rubrics, RACE Strategy, Step up to Writing	PL
			3. Use the data team process to monitor student need and progress. Discuss and evaluate assessments, instructional strategies, MAPs, formative assessments to provide support for all subgroups of students, flexible groups, and Lexile levels.	Teachers, Administration	Ongoing	Content meetings	
			4. Begin researching "Document Based Questions" (DBQ's) for possible implementation.	Teachers, Administration	Ongoing	content team meetings	
			5. Identify social studies vocabulary necessary at each level for proficiency	Teachers			

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	ESOL Program: % of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	2015: 78% 2016: 80% 2017: 82% MBMS: 2016: Actual 57% 2017: Assessment change		1. Use the innovative model to evaluate ESOL student performance and provide necessary support for students to progress in language skills.	ESOL Teachers, Administration	Ongoing	Professional Development Funds
				2. Provide professional development to all faculty members addressing working with ESOL and ELL students in the regular classroom setting.	ESOL Lead Teacher, Teachers	Ongoing	Professional Development

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	6th Grade Math MAP: % of students meeting growth projection	OCS 2015: 64.6% 2016: 67% 2017: 70% MBMS - 6th 2014: 61.7% 2015: 58.6% 2016: 66% 2017 (winter 53%): 67%	Standards Based Classroom	1. Use the data team process to monitor student need and progress. Discuss and evaluate assessments, instructional strategies, MAPs, formative assessments to provide support for all student groups, flexible groups, and Lexile levels.	Teachers, Administration, Math Action Team	Ongoing	Instructional extension, iXL

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	6th Grade Math Milestones: % proficient / distinguished 2015: 58 2016: 60 2017: 64		2. Incorporate formative instructional practices (student-monitored progress) at all grade levels.	Teachers, Administration	2014-2017	Professional Development Funds, Rigor Redefined Training, RESA Support, Vertical Team Meetings
	6th Grade At Risk Math Milestones: % proficient / distinguished 2015: 32 2016: 30 2017: 32		3. Modify formative/summative assessments to include constructive response, critical thinking, and tiered questions.	Teachers, Math Action Team	2014-2018	Content Meeting Time, Professional Development Funds
			4. Provide daily exposure to problem-solving strategies with task-oriented questions; and encourage risk-taking in the classroom.	Teachers	2014-2018	N/A

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	6th Grade Reading MAP: % of students meeting growth projection	OCS 2015: 57.7% 2016: 59% 2017: 62% MBMS 6th 2014: 47.8% 2015: 55.8% 2016: 62% 2017 (winter 63%): 74%	Standards Based Classroom	1. Use the data team process to monitor student need and progress. Discuss and evaluate assessments, instructional strategies, MAPs, formative assessments to provide support for all student subgroups, flexible groups, and Lexile levels.	Teachers, Administration	Ongoing	Professional Development Funds, instructional extension
	7th Grade Reading MAP: % of students meeting growth projection	OCS 2015: 68.7% 2016: 71% 2017: 74% MBMS 7th 2014: 60.8% 2015: 53.4% 2016: 60% 2017 (winter 63%): 65%		2. Incorporate formative instructional practices (student-monitored progress) at all grade levels.	Teachers, Administration	2014-2017	Professional Development Funds, RESA Support, Vertical Team Meetings

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	8th Grade Reading MAP: % of students meeting growth projection	OCS 2015: 60.1% 2016: 62% 2017: 65% MBMS 8th 2014: 57.9% 2015: 54.4% 2016: 63% 2017 (winter 56%): 49%		3. Use common writing practices, common writing rubrics, and consistent grading practices to measure learning.	Teachers, Administration	Ongoing	Professional Development Funds, Step up to Writing, LDC, MAP
				4. Continue to implement a system to monitor independent reading across all grade levels.	Teachers, Administration, Media Specialist	2015-2018	Google Classroom logs, Read Theory

